



Students Perception of Project-Based Vlogging Through Descriptive Text in Developing Speaking Skill in Thai Secondary School

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ABSTRACT

This study explores Thai secondary school students' perceptions of project-based vlogging through descriptive text in developing English speaking skills. Speaking is widely regarded as one of the most challenging skills for English as a Foreign Language (EFL) learners due to affective factors such as anxiety, limited exposure to English, and low confidence in oral communication. To address these challenges, this study integrates project-based learning with digital vlogging activities supported by descriptive text as a planning scaffold for speaking. The study employs a mixed-method case study design with a qualitative-dominant orientation involving 25 Grade 11 students at a Thai secondary school. Data are collected through classroom observation, semi-structured interviews, documentation, and a Likert-scale questionnaire. Students' perceptions are examined across four dimensions: selective perception, subjective evaluation, external social factors, and responses and intentions. Qualitative data are analyzed thematically to capture students' experiences and interpretations, while quantitative data are analyzed descriptively to identify general perceptual trends. The findings are expected to provide insights into how students experience, evaluate, and respond to project-based vlogging activities through descriptive text as part of EFL speaking instruction. This study contributes to a deeper understanding of learners' subjective experiences and social influences in technology-integrated speaking activities within secondary school EFL contexts.

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INTRODUCTION

Speaking is a fundamental component of English as a Foreign Language (EFL) learning because it enables learners to express ideas and engage in meaningful communication in real-life contexts (Harmer, 2008; Richards, 2008). Despite its importance, speaking is often perceived as one of the most difficult language skills for EFL learners. Affective factors such as anxiety, fear of making mistakes, limited exposure to authentic English use, and low self-

confidence frequently hinder students' participation in speaking activities (Teimouri et al., 2019). These affective barriers can reduce learners' willingness to communicate and negatively affect the development of their speaking competence.

In the Thai EFL context, speaking difficulties are particularly evident at the secondary school level. Although English is a compulsory subject and national curricula emphasize communicative competence, classroom instruction often remains teacher-centered and examination-oriented, providing limited opportunities for meaningful oral interaction (Phisutthangkoon, 2024; Sampson, 2022). As a result, many Thai secondary school students experience low confidence and increase anxiety when engaging in speaking activities, leading them to perceive speaking as a stressful task rather than as a communicative learning experience (Teimouri et al., 2019). This condition is critical because secondary school students are expected to prepare for higher education and broader communicative demands where spoken English plays an increasingly important role (Goh & Burns, 2012).

To address these challenges, student-centered instructional approaches have been increasingly promoted in EFL classrooms. Project-Based Learning (PjBL) emphasizes learners' active engagement in meaningful tasks involving collaboration, planning, and communication, positioning language as a tool for authentic interaction rather than merely an object of study (Larmer et al., 2015). The effectiveness of PjBL is further strengthened through the integration of digital technology, as technology-enhanced instruction can foster collaboration and increase students' engagement in learning activities (Ginting et al., 2021).

Within this instructional framework, vlogging, or video blogging, has emerged as a digital learning activity that allows learners to engage in planned spoken language production. Compared to conventional classroom speaking tasks, vlogging provides learners with greater flexibility, opportunities for rehearsal, and reduced immediate performance pressure, which can support confidence development and engagement in speaking practice (Hafner, 2014; Huang, 2021). Previous studies have reported generally positive student perceptions toward vlogging-based speaking activities, particularly in terms of increased motivation, confidence, and opportunities for repeated practice (Hung, 2020; Tseng et al., 2022).

However, existing studies on vlogging in EFL speaking instruction have predominantly focused on learning outcomes or speaking performance improvement, with limited attention to how secondary school students perceive vlogging activities as part of their learning experience, particularly when supported by genre-based scaffolding such as descriptive text (Huang, 2021).

Descriptive text can function as a planning framework that helps learners organize ideas before speaking, thereby supporting clarity and confidence during oral production (Hyland, 2019). When integrated into project-based vlogging activities, descriptive text serves as a pedagogical scaffold that shapes learners' speaking experiences rather than as a primary instructional focus.

Given this research gap, this study aims to explore Thai secondary school students' perceptions of project-based vlogging through descriptive text in developing their English speaking skills. Learner perception in this study is understood as a subjective evaluation shaped by learners' attention to learning activities, personal judgments, social interactions, and responses within the learning environment (Dörnyei & Ryan, 2015). Accordingly, students' perceptions are examined through four dimensions: selective perception, subjective evaluation, external social factors, and responses and intentions. By focusing on learners' perceptions, this study seeks to contribute to a deeper understanding of how secondary school students experience and interpret technology-integrated, project-based speaking activities in EFL contexts.

Therefore, this study aims to explore Thai secondary school students' perceptions of project-based vlogging through descriptive text in developing their English speaking skills. Specifically, this research seeks to examine how students perceive the learning activity in terms of selective perception, subjective evaluation, external social factors, and their responses and intentions toward the use of vlogging in speaking practice.

Based on the integration of Project-Based Learning and digital media in language learning, this study hypothesizes that students will demonstrate generally positive perceptions toward the use of project-based vlogging activities supported by descriptive text in speaking instruction. It is expected that the structured preparation through descriptive text and the flexible nature of vlogging will help students feel more confident, engaged, and motivated when practicing spoken English.

The urgency of conducting this research lies in the need to better understand how secondary school students experience technology-integrated speaking activities in English as a Foreign Language classrooms. While previous studies have largely focused on measuring speaking performance outcomes, limited research has explored students' subjective perceptions of project-based vlogging activities, particularly when combined with genre-based scaffolding such as descriptive text. Understanding these perceptions is important because learners' attitudes, experiences, and social interactions play a significant role in shaping the effectiveness of instructional innovations in EFL classrooms.

RESEARCH METHOD

This study employs a mixed-method case study design to investigate Thai secondary school students' perceptions of project-based vlogging through descriptive text in developing speaking skills. A case study design is selected because it allows an in-depth exploration of a bounded educational context involving a specific group of learners engaged in a particular instructional practice (Yin, 2018). A mixed-method approach is adopted to obtain a comprehensive understanding of students' perceptions by integrating qualitative and quantitative data, with qualitative data serving as the primary source of interpretation and quantitative data providing supportive descriptive trends (Creswell & Clark, 2017).

The study is conducted at a Thai secondary school where English is taught as a foreign language. The participants consist of 25 Grade 11 students aged 16-17 who are enrolled in an English class implementing project-based vlogging activities. Purposive sampling is employed to ensure that all participants have direct experience with the vlogging project and the use of descriptive text as a planning scaffold in speaking activities (Palinkas et al., 2015). This sampling strategy is appropriate for qualitative inquiry because it enables the selection of information-rich cases that provide meaningful insights into the phenomenon under investigation (Etikan et al., 2016).

Data are collected using multiple instruments, including classroom observation, semi-structured interviews, documentation, and a Likert-scale questionnaire. Classroom observation is conducted to document instructional procedures, teacher guidance, group interaction, and classroom atmosphere during the implementation of the vlogging project, providing contextual information to support the interpretation of students' perceptions (Creswell & Poth, 2018). Semi-structured interviews are used to explore students' perceptions and subjective evaluations of the learning activities in depth, allowing flexibility in probing learners' experiences while maintaining alignment with the research objectives (Guest et al., 2014). Documentation, including lesson plans and students' video projects, is collected to contextualize the instructional process and support data triangulation (Bowen, 2009). A Likert-scale questionnaire is administered at the end of the learning process to identify general trends in students' perceptions of project-based vlogging activities (Joshi et al., 2015).

Data analysis integrates qualitative and quantitative procedures. Qualitative data obtained from interviews and documentation are analyzed thematically following the stages of data condensation, data display, and conclusion drawing (Miles et al., 2014). Quantitative data from the

questionnaire are analyzed descriptively using frequencies, percentages, and mean scores to highlight general perceptual patterns rather than to measure speaking achievement. Triangulation across data sources is employed to enhance the credibility and trustworthiness of the findings by comparing qualitative themes with quantitative trends and observational evidence (Creswell & Creswell, 2018).

RESULT AND DISCUSSION

Result

The results of this study indicate that Thai secondary school students generally showed positive perceptions toward the implementation of project-based vlogging through descriptive text in developing their English speaking skills. Overall, students perceived the activity as helpful in supporting their speaking practice, increasing confidence, and providing a more engaging learning experience compared to conventional speaking activities. These perceptions emerged across four interrelated dimensions, namely selective perception, subjective evaluation, external social factors, and students' responses and intentions. These findings suggest that the integration of project-based learning, digital vlogging, and descriptive text can create a supportive environment for EFL speaking development at the secondary school level.

The quantitative findings obtained from the Likert-scale questionnaire provide an overview of students' perceptions of the project-based vlogging activity. The results are summarized in Table 1, which presents the percentage of agreement and the mean score for each statement across the four perception dimensions.

Dimension	Questionnaire Statement	Agreement (%)	Mean Score
Selective Perception	Vlogging helps me focus more on speaking English rather than technical aspects.	72%	4.12
Selective Perception	Using descriptive text helps me organize ideas before recording the vlog.	68%	3.92
Subjective Evaluation	I can organize my ideas better before speaking through the vlog activity.	68%	3.84
Subjective Evaluation	Vlogging activities increase my confidence when speaking English.	64%	3.72
Subjective Evaluation	I feel comfortable using technology (camera/editing apps) in the project.	68%	4.12

Dimension	Questionnaire Statement	Agreement (%)	Mean Score
External Social Factors	Teacher guidance helps me complete the vlogging project.	80%	4.28
External Social Factors	Collaboration with classmates motivates me to participate in the activity.	92%	4.40
External Social Factors	The school environment supports the implementation of vlogging activities.	64%	3.92
Responses and Intentions	I am willing to use vlogging again in future English lessons.	64%	4.04
Responses and Intentions	Vlogging activities can help other students improve their speaking skills.	76%	4.12

As shown in Table 1, students generally demonstrated positive perceptions toward the implementation of project-based vlogging. The highest mean score appears in the dimension of external social factors, particularly in relation to peer collaboration ($M = 4.40$), indicating that group interaction played a significant role in supporting students' engagement in the activity.

Data from the questionnaire provide a general overview of students' perceptions of the learning activity. In terms of selective perception, most students indicated that the speaking process was the most important part of the vlogging activity. A total of 72% of students showed agreement that vlogging helped them focus more on speaking English rather than on technical aspects, with a mean score of 4.12 ($M = 4.12$). Additionally, 68% of students agreed that organizing ideas through descriptive text was an essential step before making a vlog ($M = 3.92$). These results show that students tended to value the preparation and speaking stages of the project more than other elements, such as video editing.

Regarding students' subjective evaluation, the questionnaire results reveal that students generally perceived project-based vlogging as a meaningful learning experience. Most students agreed that they were able to organize ideas well before speaking (68%, $M = 3.84$) and felt more confident and fluent when speaking English through vlogging activities (64%, $M = 3.72$). Students also reported feeling comfortable using technology such as cameras and editing applications during the project (68%, $M = 4.12$). These findings indicate that the structured use of descriptive text and the flexibility of vlogging supported students' confidence and preparedness in speaking activities.

The influence of external factors is also evident from the questionnaire results. A majority of students agreed that teacher support played an important

role in guiding them during the vlogging project (80%, $M = 4.28$). Group collaboration was also perceived as influential, as 92% of students agreed that classmates helped motivate them during the activity ($M = 4.40$). In addition, 64% of students agreed that the school environment supported the implementation of vlogging activities ($M = 3.92$). These results suggest that students' speaking experiences were shaped not only by the instructional method but also by social interaction and classroom support.

The interview findings further support the quantitative results by providing deeper insights into students' experiences during the vlogging project. Several students explained that preparing descriptive text before recording helped them organize their ideas and feel more confident when speaking English. One student stated:

"Writing the description first helped me know what to say when recording the vlog, so I did not feel confused when speaking." (Student 4)

Another student mentioned that the opportunity to rehearse before recording reduced anxiety during speaking:

"When making the vlog, we could practice several times before recording. This made me feel more confident speaking English." (Student 7)

In addition, students highlighted that the activity felt different from traditional classroom speaking tasks. One participant explained:

"Making a vlog is more interesting than just speaking in front of the class because we can work with friends and be more creative." (Student 10)

Interview data further enrich and clarify the questionnaire findings. Students explained that writing scripts based on descriptive text helped them know what to say and reduced confusion when speaking English. Several students stated that the opportunity to rehearse and record their speech allowed them to improve pronunciation and fluency while reducing anxiety. Students also highlighted the role of teacher guidance in explaining task instructions and providing feedback, as well as group support during group discussions. These interview findings confirm that students' positive perceptions were influenced by both the instructional design and the supportive learning environment.

In terms of responses and intentions, the questionnaire results indicate that many students expressed willingness to use vlogging again in future English lessons (64%, $M = 4.04$). Students also believed that vlogging activities could help other students improve their speaking skills (76%, $M = 4.12$).

Interview responses support this finding, as students described vlogging as an enjoyable and different learning experience that motivated them to participate more actively in speaking practice. Although some students

suggested that the activity could be improved to make it easier or more interesting, these responses reflect constructive feedback rather than negative perceptions.

Classroom observation also revealed that students were actively engaged during the preparation stage of the project. During group discussions, students were observed collaborating to develop descriptive scripts, discussing vocabulary, and practicing pronunciation before recording their videos. The teacher also provided guidance by clarifying instructions and giving feedback on students' speaking preparation.

The observation showed that most students appeared more relaxed during the vlogging activity compared to traditional speaking tasks. Students practiced repeatedly before recording and encouraged each other during the filming process, indicating a supportive collaborative learning environment.

Overall, the results demonstrate that project-based vlogging through descriptive text was positively perceived by Thai secondary school students. The questionnaire data provide a general picture of students' perceptions, while interview data offer deeper insights into how and why students experienced the learning activity in particular ways. These findings suggest that combining structured content support with flexible speaking practice can help reduce affective barriers and encourage greater engagement in EFL speaking activities

Discussion

The findings of this study indicate that Thai secondary school students generally demonstrated positive perceptions toward the implementation of project-based vlogging through descriptive text in English speaking instruction. Students perceived the activity as engaging and helpful for practicing speaking, particularly because it allowed them to prepare ideas, rehearse their speech, and collaborate with peers during the learning process. These findings suggest that integrating project-based learning with digital media can create a more supportive environment for speaking practice in English as a Foreign Language classrooms.

From the perspective of selective perception, students tended to focus on the speaking preparation process, particularly the use of descriptive text to organize their ideas before recording the vlog. This result supports the argument that structured preparation plays an important role in helping learners produce more confident spoken language. According to Hyland (2019), genre-based scaffolding such as descriptive text can help learners organize ideas and structure their language production more effectively. In the context of this study, descriptive text functioned as a planning framework that reduced students' confusion during speaking tasks.

In terms of subjective evaluation, students perceived the vlogging activity as a meaningful learning experience that improved their confidence in speaking English. This finding aligns with previous studies that report positive student attitudes toward video-based speaking activities. For example, Hung (2020) found that video recording tasks can increase learners' motivation and confidence because students have opportunities to rehearse their speech before presenting it. Similarly, Huang (2021) reported that smartphone-based vlog projects can enhance students' engagement and encourage active participation in speaking activities.

The findings also highlight the influence of external social factors, particularly teacher guidance and peer collaboration. Students reported that teacher explanations and feedback helped them understand the task, while collaboration with classmates increased their motivation and confidence during the project. This result is consistent with the principles of Project-Based Learning, which emphasize collaboration, communication, and shared responsibility in completing meaningful learning tasks (Larmer et al., 2015). In this context, social interaction played a crucial role in shaping students' learning experiences and supporting their participation in speaking activities.

Furthermore, students' responses and intentions toward the activity indicate that many of them were willing to participate in similar vlogging activities in future English lessons. This suggests that the integration of digital media and project-based learning may contribute to more positive attitudes toward speaking practice. Previous research has also shown that technology-enhanced learning environments can increase students' engagement and provide opportunities for authentic language use (Hafner, 2014). The use of digital video projects enables learners to combine language learning with creativity and personal expression, which may reduce anxiety commonly associated with speaking in a foreign language.

Overall, the findings of this study suggest that project-based vlogging supported by descriptive text can create a supportive learning environment for speaking development. The combination of structured preparation, technological tools, and collaborative learning allows students to practice speaking in a less stressful and more engaging manner. These results reinforce the idea that technology-integrated, project-based instruction can play an important role in addressing affective barriers such as anxiety and low confidence in English speaking classrooms.

CONCLUSION

This study concludes that Thai secondary school students generally perceive project-based vlogging through descriptive text as a positive and supportive approach in English speaking instruction. The findings indicate that students experienced the learning activity as meaningful and engaging, particularly in terms of preparation, confidence, and participation in speaking tasks. Rather than viewing speaking as a high-pressure performance, students perceived it as a structured and manageable learning process supported by descriptive text and digital media.

Furthermore, the findings reveal that students' perceptions were shaped by four interrelated dimensions: selective perception, subjective evaluation, external social factors, and responses and intentions. Students tended to focus on speaking preparation and rehearsal, evaluated the activity positively in relation to confidence and learning experience, benefited from teacher guidance and peer interaction, and expressed willingness to use vlogging again in future English learning. These results suggest that students' speaking development was perceived as being influenced not only by instructional methods but also by social interaction and learning context.

However, this study is limited to a single instructional context and focuses primarily on students' perceptions rather than measurable speaking performance. Therefore, the findings cannot be generalized to all EFL contexts. Future research is recommended to involve a larger and more diverse group of participants, examine the relationship between students' perceptions and actual speaking outcomes, and explore the long-term impact of project-based vlogging activities supported by genre-based scaffolding in EFL classrooms.

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