

Vlogging in Teaching and Learning during Pandemic

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ABSTRACT

This is a conceptual paper on the use of vlog in the context of teaching and learning during Covid 19 in Malaysia. Many industries ranging from tourism, aviation, fishery and food manufacturing are affected by the Covid 19 pandemic. Not excluding is the education sector which is also badly hit by this pandemic. People were panicked at first. However, now people are in the process of adapting and adopting to the new norm which requires them to follow some preventive measures to prevent virus contraction. Education sector is one of the sectors that is badly affected by this pandemic. Educationists and academicians are trying their best to impart knowledge to learners despite having challenges. One of the ways to ensure learning takes place through the online distance learning (ODL) is by using vlog. Vlogging has many benefits as learners can access it anywhere any time. Learning and teaching will be easier as learners can control their own learning environment. Vlogs can also improve learners' engagement and boost motivation. Learners are able to use their skills to share their work with others through vlogging. Images used in vlogs also help learners to engage more in their learning. Despite many advantages of using vlog in online teaching and learning, there are some disadvantages of it such as learners' learning progress is difficult to be monitored, internet connection problem and it does not allow immediate and sufficient feedback.

Keywords: Covid-19, e-video, IR 4.0, On-line learning, Vlog.

INTRODUCTION

The world is affected by covid-19 pandemic. People are concerned on their health and safety as well as what to be expected in the future. Education sector is among the sector which is badly affected by this pandemic. Educators and learners are having hard time in their teaching and learning as schools and tertiary institutions are constantly affected by this pandemic. These institutions are closed when the number of cases increases near the area or when there are cases found in these institutions. Due to this phenomenon, educators and the ministry of education are trying their best to devise the most effective ways to ensure teaching and learning take place despite the challenge faced by them. Living in the era of IR 4.0, ICT has played its role in helping people to get education without having to attend face to face lectures. Vlogging is adopted by educators and students, besides using WhatsApp, google meet, google classroom and Webex.

WHAT IS VLOGGING?

Baker (2017) defines vlogging as a video component that provides a series of online broadcasts. This allows anyone to create and share content that consists of video collections that serves as an audio-visual life documentary. Vlog also functions as a medium of communication among people. Lecturers and students can post stories or information on subjects learnt on certain topics in a video form. Vlog refers to ‘video’ and ‘blog.’ Some websites such as YouTube.com, Facebook, mailVu.com and Dropbox can be used as a host to share their work on-line (Maulidah, 2017).

Vlog is interesting as it allows users the freedom to choose their content and time is also not limited. Besides, vlog provides informative, entertaining educational sources and it can attract people with the same interests domestically and abroad. Friendships and connections are encouraged through the use of vlogging (Kim, 2017).

STAGES OF VLOGGING

Vlogging involves several stages (Table 1). The following are stages of vlogging.

Table 1: Vlogging Stages (Sun, 2009)

Vlogging stages	Activities
Conceptualizing	<ol style="list-style-type: none"> 1. Planning what to say and how to say it 2. Coming up with an appropriate voice-blog topic 3. Listening to other blogs ideas 4. Consulting a dictionary or searching the internet 5. Note taking
Brainstorming	<ol style="list-style-type: none"> 1. Outlining main and supporting ideas 2. Translating from L1 (Chinese) to English 3. Writing down a script before recording
Articulation	<ol style="list-style-type: none"> 1. Rehearsing before recording 2. Recording voice blog and uploading it to the blog
Monitoring	<ol style="list-style-type: none"> 1. Listening to the recorded file before uploading it into the blog 2. Monitoring blog entries in terms of content, organization and language use
Evaluating	<ol style="list-style-type: none"> 1. Listening to the recorded file before uploading it into the blog 2. Monitoring blog entries in terms of content, organization and language use

EXAMPLES OF VLOGGING IN THE CLASSROOM

Classroom learning can be fun through vlogging. School events or university activities can be shared through vlog. In addition, vlogging also keeps students connected with their co-curricular activities, sports or other things that interest them. They can also create their portfolio and make a video newsletter. They can also upload their projects in order to share their mastery of certain concepts. Table 2 shows the vlogging checklist as suggested by Landino (2020).

Table 2: Vlogging Checklist

WH Questions	Examples
How	How will you create your content? What tools will you need?
	How will you distribute your content?
	How will people find it? Will you use social media?
What	What are you trying to show?
	What is the purpose of your vlog?
	What is your niche, if you have one?
When	What days will you post?
	What time will you post?
	How often will you post?
Where	Where will you post your content?
Who	Who are you talking to when you turn on the camera?
	Who is your audience?
	What do their lives look like?
	What do they need from you?
Why?	Why vlogging?
	What drives you to be in front of the camera?
	What is the reason behind the content that you create?
	Are you helping people? Educating them? Entertaining them?

VLOGGING IN MALAYSIA

Many people's lives have unquestionably been transformed by the Internet. Computer-Mediated Communication (CMC) such as emails, chat rooms, and vlogs arose as a result of the Internet's growth. Today, the rise of the social media and the development of technological tools have urged Malaysians to create their own content by producing video blogs or known as vlogs. This whole idea started in the mid-2000. It is a new form of CMC in which participants capture video footage of themselves and then upload it to the Internet.

Despite its novelty, vlogging is quickly gaining popularity not only in countries around the world but also in Malaysia. Malaysians are increasingly discovering the joys of vlogging. Malaysian vloggers communicate with one another by sharing and uploading vlogs on a regular basis. Moreover, they are able to use their non-verbal unlike other online mediums such as emails and chat rooms. They are also regularly vlogging on YouTube to record their experiences. The Youtube scenes in Malaysia started in 2000. Most Malaysian YouTubers have created much more varied video materials, most of it going viral around the world. Most vlogs focus on Malaysia and being Malaysian.

WHO ARE MALAYSIAN VLOGGERS?

Both Namewee and Daphne Iking are the most famous vloggers since they have a larger number of subscribers. Meanwhile, the young urban millenials are growing in number. They often use video vlogging as a form of media. Some vloggers use like Ling Bing Yong, Aman Wan, Vikar's World and

Dan Khoo are among the vloggers who use humourous approach and they create different comedic characters in their videos (Mohamed & Azzman, 2018). These different characters portray the present Malaysian life and they are not necessarily related to them.

Meanwhile, a social media star known as Che Nom who used to work in telecommunication company decided to retire early. She became a full-time vlogger and started her cooking Youtube journey in 2021. This Malaysian food vlogger is popular because of her easy-to-follow Malay recipes and recently her Youtube channel has reached one million subscribers (Chalil, 2021). Another Malaysian, named Kumaar who is now living in California with his wife and 2 kids has created Kumaar family's vlog in order to share with the public about life being a foreigner. This foreign traveler vlogger also has been trying to promote the Malaysian way of life in Youtube.

The number of Malaysian vloggers has been increasing from time to time. Interestingly, several vloggers are more likely to share their experiences in intermarriage life. For instance, the Malaysians together with their spouses share their new marriage life experiences in United Kingdom, Australia, Germany and other countries. Furthermore, their vlogs highlight the new cultures and surrounding which they need to cope with. These experiences could be seen through the lives of Jai and Sam, husband and wife who are living in America, the Luebkes family in Germany and Maryam and Ryzal in Malaysia.

VLOGGING IN ABROAD CONTEXT

Vlogs have gotten a lot of attention recently, not only in Malaysia but throughout the world. A vlogger can produce a variety of different types of content such as review and unboxing products, comedy vlogs, travel vlogs, beauty, fashion or fitness vlogs, how-to vlogs, gamer, lifestyle vlogs, and others. Vlogs have been used in fashion industry, tourism industry, to name a few. In addition, the popularity of vlog has made retailers and product manufacturers recognize vlog as part of their marketing strategy. They are actively using it to market and offer their products to vloggers. For instance, in Philippines, there are few well-known vloggers such as Michelle Dy, Wil Dasovich, Ranz and Niana, AC Bonifacio, Pamela Swing, and Erwan Heusaff. Who have really earned money from their own Youtube channel.

There are also travellers who record their adventures and post them on YouTube. They are called travel vlogger. They would travel to different locations and write about or share their impressions with others. Usually, people would hear or read stories about distant places they had been to. As an illustration of it, Jason Billam or Jason Billam Travel is one of the best travel vloggers to follow this 2021. In addition,

Varun Vagish aka Mountain Trekker from India posted remarkable videos about his travels on Youtube. On the other hand, Tanya Khanijow, who is one of the most popular female vloggers in India. She likes to share her engaging stories from the road.

THE USE OF VLOG IN TEACHING AND LEARNING

In general, students need to acquire English language and there are many strategies that can help one to master it. They are afraid of making mistake in speaking English. Due to this reason, educators need to come out with an interesting learning strategy which can reduce the fear of using the language. In the twenty-first century, technology plays an increasingly important role in the teaching and learning process (Anggareni and Wulanjani, 2017). The use of video blogging, also known as vlogging, is one of the most recent media innovations that can enhance students' speaking skill (Lestari, 2019). Video blogging provides a richer experience than text-based blogging because it increases the information content and emotions that are shared with other internet users. Furthermore, it also integrates video, sound, pictures, and text. That means, teachers can use a video because it is short, simple and also easy

to support the process of teaching and learning. Video is an application while the person who talks in the video is called a vlogger. Anyone can be vloggers, including students. They can play the same role as an acquaintances or friends of viewers or even perform various roles as video producers, models, and online “friends” in the vlogs.

Kirschner (2012) stated that vlog, known as short for video blogging is a form of blogging in which the primary medium is video. Short video blog segments are clearly more useful in the teaching learning process because the instructor can select any part of a specific language that the students can learn and practise. When students are assigned to complete their videos, they start to find a way to share them with the teacher and / or the class. The most popular vlogging platform is YouTube which allow students to share their learning video-based vlogs. They would be able to communicate in a natural setting and gain a lot of speaking experiences. Furthermore, they have the opportunity to develop their ability to learn independently Both instructors and students are familiar with vlog because it can be easily assessed using smartphone, iPad or tablet. Hence, the presence of vlog as one of the latest technology, is expected to significantly increase students' speaking abilities while studying English.

It is no doubt that the use of vlog has been increasing in teaching and learning since Covid 19 hit the whole world, particularly Malaysia. The education system experienced a great paradigm shift for both the teachers' teaching and the students' learning. A study by Brilianti and Fithriyani (2020) has found that task-based learning was applied by lecturers in order to use vlog in speaking skill. The students were required to create their own vlogs and upload them to the YouTube Channel as the new references of English vlog. According to Amalliah and Yunita (2020), in the midst of the global COVID 19 virus pandemic, vlogs become one of the communication strategy choices in the learning and teaching process. This is supported by Susanti, et al. (2021) which assert that the development of this learning video is very helpful in the online learning process during the COVID-19 pandemic,

THE ADVANTAGES OF USING VLOGS IN TEACHING AND LEARNING DURING PANDEMIC

Using vlogs in teaching and learning is an excellent idea. Not only does this provide learners with a wide range of extraordinary benefits but also it is an exciting learning experience for them especially during COVID19 pandemic where most institutions of learning adopt e-learning to replace classroom sessions. Well-chosen vlogs by the educators can be fun, motivating and educational and are often a welcome approach from the conventional classroom activities. There are some benefits of incorporating vlogs in teaching and learning.

Vlog is user-friendly

Learners can access to vlogs anywhere, anytime through their mobile devices: smartphones or laptops. They can also enjoy the process of learning whenever they want. They can also stop, pause, rewind and re-watch the vlogs according to their convenience. If they happen to miss a lecture, their educator can just upload the video lectures online and send the learners a link for them to access so that they can keep up with the lesson (Brainscape Team, 2015). Besides, educators can download free, available, high quality academic videos online to minimize lesson preparation time for their lessons. Moreover, instead of physically be in the classroom, they can now use vlog technology to record lectures, reviews, and introduction to their course.

Using Vlogs Can Make Learning and Teaching Easier

Vlogs visualize textual materials and help learners better understand complicated subjects or abstract concepts. This is because videos can easily showcase 3D images and animations and can clearly illustrate experiments that are hard to perform in class or which can pose quite a lot of danger. So, learners do not have to rely on their imagination. By using vlogs, visuals are made simpler and less

cluttered, vivid, engaging, and more intuitively comprehended. The use of vlog allows learners to control their own learning environment. Each learner has his own pace of learning. With video lectures, all students can learn at their own individual pace, which will maximize the results of e-Learning (Galbraith, 2004).

Video lectures can be especially useful for educators to evaluate their own teaching. When they adopt recording of their lectures, they can re-examine their presentation skills, contents, resources and materials used, to find out what can be improved. Apart from that, educators can also provide learners with unlimited access to all their instructional materials via websites, learning management systems (LMS) or by email (iSpring Support Team, 2015).

Using Vlogs Can Improve Engagement and Motivation especially during pandemic

Educators' role is not only to teach, but also to inspire learners to participate actively in their learning. Unless e-learners have a personal interest in the topics beforehand, it is challenging for them to motivate their learners by only talking and giving full-text presentations. Using vlogs can assist them in their quest especially during pandemic. The most significant benefit of visuals and audio animations is that they can create such a realistic and entertaining learning experience. Not only that, but these animations can also help learners relieve their stress, keep them interested throughout the lesson and eventually make them more motivated in the learning (Hashim, 2018).

Furthermore, using vlogs in education can engage learners of all abilities. It has a huge advantage over reading texts, writing activities and listening exercises in that it is instantly engaging. When learners are required to produce a vlog, for example, they can create then edit as creatively as possible and then share their work with others on YouTube – one of the platforms of video sharing websites that allows users to interact with others by voting and commenting (Chang & Lewis, 2011). Whether a vlog is authentic or tailor-made specifically for an audience, it is designed to attract the learners' attention. Once they are interest in the content, they will be ready to learn and be receptive to the activities that are prepared for them (Mogallapu, 2011).

Using Vlogs Can Help Increase Learners' Retention

Instructional videos are basically visual. Learners can remember for a longer period of time what they learn from a visual medium and using vlogs can provide them with this benefit. For instance, the use of images, along with words helps them to manage their cognitive load, which increases retention. Graphics specifically, are found to support retention because important elements are focused on via placement, layout and color. Since reading through texts has become a tiring and boring task, so when educators adopt visuals in their approach to teaching, learning can be made more engaging and meaningful (Pazilah & Hashim, 2018).

THE CHALLENGES OF USING VLOGS IN TEACHING AND LEARNING DURING PANDEMIC

Using vlogs as an educational medium has become a blessing to learners as well as educators. However, it does have its drawbacks.

Using Vlog Makes It Difficult for Educators to Monitor Learners' Learning Progress

In a virtual lesson, learners must be responsible for the success of their online learning. They will have to be motivated enough to organize their schedule and plan their time well. This is particularly true especially to those who are not as proficient with technology may have to spend more time learning

computer skills to access information than focusing on completing course materials and assessments (Michael, 2015).

Furthermore, instructional vlogs utilization may not attract learners due to lack of experience. These learners need more guidance from the educators especially to complete difficult activities. Monitoring learners learning progress becomes increasingly difficult because the educator is not present to guide them. In conventional teaching medium, educators can anticipate learners who will take a long time to learn a lesson and who will have problems in learning. They can focus their attention more to these learners who require more clarification or elaboration compared to those who are able to grasp concepts quickly. Simply put, unlike an educator, a vlog cannot respond to the learners' problems instantly, appropriately and adjust the lesson accordingly (Michael, 2015).

Using Vlogs is Costly, Time Consuming and Requires High Speed Internet Connectivity

Using vlogs in e-learning courses can be expensive. For educators who have limited knowledge of using technology, they may have to spend money and hire people to script, edit and create their instructional videos. If the videos created do not match up the standards of a high-quality video, then they can be distracting instead of useful.

Multimedia lessons or components of lessons delivered via video or image require quality computers and other electronic devices depending upon the subject and the amount of original material an educator creates. The expense associated with these gadgets can be quite high, and the amount of images and videos in a lesson can slow down the delivery and pace of the lesson. Moreover, learners' access to computers at home can also cause problems, and varying quality of their electronic devices can create inequity in completing projects and presentations which can affect their assessments (Galbraith, 2004).

Although internet connectivity has become a common thing, in some developing or less developed areas, it is still considered a luxury. Therefore, if videos were uploaded in high quality, learners with a not-so-high-fast internet connection may feel the lag while watching these videos. This is because playing videos which are embedded with images and animations can use a lot of bandwidth and take time to load.

Using Vlogs Does Not Encourage Immediate and Sufficient Feedback

Using instructional vlogs does not provide learners with instant response. Any doubts that learners may have, cannot be cleared immediate by their educator because there is no direct contact between them. Some learners are more comfortable to ask questions face-to-face to their educator and hope to receive immediate feedback (Donoghue, 2004).

Besides that, a vlog is designed to educate learners about a limited and specific number of topics, while in conventional teaching medium educators can explain in details and can anytime discuss the doubts of the learners.

CONCLUSION

Implementing vlogs in teaching and learning needs a lot of thoughtful consideration by the educators so that learners will receive the most benefit. They should engage, motivate, and help learners with better learning outcomes. The use of vlogs obviously has some drawbacks, but with thoughtful consideration, educators could select or design vlogs to fit their learners better. It is all about having the

right approach and attention to detail that every educator should focus on if they want to deliver the best results.

Vlogging even though challenging to create it benefits students, teachers and parents. As we are living in the era of IR 4.0, we need to adopt and adapt to the needs of our new norm and surrounding. Using vlog to demonstrate ideas to students allows them to watch, listen and respond to the content of the vlog. Parents will also have the opportunities to see what their children learn in schools. As for students, it encourages them to discuss, collaborate and debate among them outside the classroom.

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Nayan, S., Chulan, M. and Zakaria, F. took the lead in writing the manuscript. All authors provided critical feedback and helped shape the writing of this conceptual paper.

CONFLICT OF INTEREST DECLARATION

We certify that the article is the Authors' and Co-Authors' original work. The article has not received prior publication and is not under consideration for publication elsewhere. This article has not been submitted for publication nor has it been published in whole or in part elsewhere. We testify to the fact that all authors have contributed significantly to the work, and its interpretation for submission to *Jurnal Intelek*.

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