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TECHNOLOGY ASSISTED TEACHING BY USING VLOGS AND BLOGS: A PAKISTANI PERSPECTIVE

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ABSTRACT

Methods and trends to teach the students of English language are changing widely with the passage of time. Technological programmes and computer assisted softwares are taking place rapidly. These programmes help both teachers and learners. Use of 'Blogs' or 'Weblog' and 'Vlog' for language teaching facilitate language learning process. The present paper aims to analyze the rationale of using Vlogs and Blogs for ELT practitioners. It furthers investigates the merits and demerits of its usage because technology has become an integral part of teaching. For this purpose, an open-ended questionnaire was disseminated to 20 ESL teachers. Through a qualitative study it was found that Vlogs improve students' listening, pronunciation, and conversation skills while blogs allow its users to read and write materials. Instructors use it to read up to date material and motivate their students to learn in easy and effective way. Findings further prove that most of the participants use technology in different teaching activities and situations. These are more positive and a few negative impacts on teaching and learning English language. The study is significant because modern classrooms have different requirements than traditional classrooms and students prefer technology on notes and tough reading materials.

Keywords: ELT, Vlog, Blog, teaching, open ended questionnaire

Introduction

Before technological devices incorporation most used method of teaching second language was memorization of rules of language (Diallo, A. 2014) but trends are changing day by day. Different researches show that the use of the technology in every domain has increased such as: record keeping and retrieval, communication around the globe, online banking, transport technology such as electric cars, artificial intelligence, robotics, chat boots, online payment, distance learning, access to published materials and researches, e-courses etc. are some of the applications of technology.

Including the use of technology in English language learning and teaching is one of the important utilization of technology. Tohill, K. (2007) claimed that "technology and the internet are tremendous assets in helping language teachers stay well informed of the dynamic topics that have an impact on the curriculum". Learner as well as instructors uses technology to achieve their goals. Learners use different technological devices to make their learning easier. They work smart to make their grades better. Teachers need to use technology to make their teaching effective and productive (Raiskinmäki, 2017). They make their student creative by giving them feedback on their projects. Technology has a lot of positive effects on learners' learning and teaching (Raiskinmäki, 2017). During classroom teaching teachers use computer assisted teaching to teach their students and to build their confidence level as they would be able to use that specific technology outside the classroom. Hand on practices and drills make student creative, productive, proficient, and fluent. They receive their feedback and try to correct their mistakes.

Different technologies are adopted to make learners learn more, and instructors to improve their teaching skills and adopt appropriate methods (Raiskinmäki, 2017). Teachers use technology in

classroom session according to the level of the learners and change it with when they got the skill. If a new approach which is more beneficial for the learner mentor use it in teaching subjects (Raiskinmäki, 2017).

The purpose of this specific study is to examine what are the widely used technologies for classroom language teaching or technology advancement on instructor's side specifically at graduation and matric level. Also, how Vlog and blog is used in classroom ELT and its effects.

 Effects of Vlog and blog as positive and negative as well as till what extent it is used in classroom settings is also studied. By questioning from college and school language teachers answers can be examined to check what was the experience of technology usage prominently Vlog and blog usage in teaching English Language on different and same levels (Raiskinmäki, 2017).

In theoretical background, past studies related to the present paper are discussed (Raiskinmäki, 2017). Studies that are significant in this regard are also mentioned. In methodology and data collection, the method that is used to gather the data from sample is introduced (Raiskinmäki, 2017). In forth chapter the result of the research along with example answers from questionnaires and interviews. In chapter five findings and further suggestion are discussed (Raiskinmäki, 2017). Also, conclusion of the whole research paper is included.

Theoretical Background

Our way of life has changed with the development in technology (Raiskinmäki, 2017). Different internet search engines have been used for efficient and less time consuming learning and teaching. By application of technology problems related to the learning are solved (Ali et al.

2015), at different levels instructors store learning materials on institution's website and student retrieve it for learning. Users (instructor, learner and society) are permitted to share and create material by using online learning tools (Low and Anshari 2013).

Learning and teaching material are provided with the help of Web in education support system and it includes e-learning, mobile learning, and learning management systems. Finally we can say technology has influenced learning and teaching a lot but rapid changes have created doubts in teachers about technological tools usage in classroom setting (Raiskinmäki, 2017). Thomas, Reinders and Warschauer state (2012:23) that one of the reasons of these hesitations could be lack of skills of instructors about such devices. Therefore, to gain benefit from new technological devices instructors should know about these inventions ((Raiskinmäki, 2017) because teachers play an important role in "students' e-functioning" as they guide them about "the use of new modalities" (Dooly 2015: 14). They also teach them correct way of technology usage by keeping in view copyrights and privacy (Thomas, Reinders and Warschauer 2012: 26).

Blog

Barger introduced a word Weblog in 1997 to illustrate specific communication with the reader by uploading personal views on net. Later Peter Merholz who is also one of the "first webloggers" abbreviated weblog as blog (Oddone, 2012). By using blog a variety of roles could be done by the user. Users make content related to specific area and upload it on social site. Other users could also intervene in the text draft and collect material about it (Oddone, 2012). Blogs, wikis and social media help users to learn about environment and publish content, communicate, express thought, spread information, and describe cultural phenomena. Blogs have become a profound phenomenon in the present landscape of online education (Hussin, S., Aboswider, R.O.S., Ismail, N. & Yoke, S.K., 2016). It consists of up to date material and

messages and a user can update messages without particular skill which are made available by the system immediately. These posts (messages) are visible to all and other users got "notifications related to new real-time updates" (Oddorne, 2012).

These blogs are of different nature as personal journals, information related presentations, and narratives. One person or a group of people could manage a blog. There are some micro blogs as twitter, jaiku, and plunk where a person can share his/her expressions anytime, anywhere and about anybody. These blogs also include educational level as these are used by communities or associations, or groups of teachers and trainers (Oddone, 2012). As e-learning is a term introduced by Downes in 2005 to explore the use of blogs, wikis and podcasts in academics. Richardson (2010) stated that blogs could be applied to learn about context. These contribute to teach specific modules, and provide a path of self-assessment (Downes, 2009). There are a number of examples of blogs intended towards trainers and instructors and they have opportunity to exchange information (Oddone, 2012).

According to Campbell (2003) classification "blog tutor" is one of the categories of academic blog. It is a blog that is managed by a teacher and tutor gives information, projects, tasks and other reading activities. Tutor inserts web links, audios, news, videos, practice exercises, etc. In English language teaching these blogs help users as they could know about daily and up to date vocabulary used in a context. Teachers as well as learners learn about most used vocabulary items which are used in different posts by different persons. Instructors could give real life examples by quoting them in classroom material. They try to make them indulge in different situations so that they could increase their level of learning in an effective manner. These also help teachers to teach English language flexibly. By reading these narratives teacher get an idea how they could make changes in their course and what will be the useful methods of teaching

English language. Teachers try to learn to use the system properly as well as how to interact for effective and efficient teaching which could increase learner performance.

Further, in real life contexts person through his/her experience builds knowledge and involvement in social activities verifies learning is taking place (Zorko, 2007), and through language exchange learning becomes more effective and considerable (Nunan, 2004). Thus, blogs act as operational tool that allow active and collaborative use of social language in environment and allow communication and interaction (Oddone, 2012).

YouTube Vlog

YouTube Vlog has received a lot of appreciation lately. According to Christian (2009) part of YouTube media consists of Web blogs, video blogs, or video logs and "social media platform" (DeWitt et al., 2013). In YouTube Vlog a person or YouTuber (Bugges and Green, 2009a, p.96 as cited in Jerslev, 2016) shares his/her experience, daily activities, and comment about other people's lives through video (Kennedy, 2016). Thus YouTube is a way to make "digital community", to share daily activities, and provide views from all over the world (Saiful, 2019). Hence, YouTube Vlog is a channel for reflections of real personalities (Christian, 2009). Significantly, it is a "potential media" of teaching and learning directions (DeWitt et al, 2013). Even though there are considerable benefits of YouTube Vlog in both education and social domains, there is still less number of researches about its benefits (Saiful, 2019). These studies are about YouTube usage in ELT in general (Saiful, 2019). Alwehaibi's (2015, 16) study shows that YouTube videos could motivate SLL as well as a supplementary of material for teaching English in classroom.

Watkins & Wilkins (2011) explored "plethora benefits" of YouTube. They reported that it could develop learners' pronunciation, listening, and conversation as well as teach them about culture,

Expose them to "world Englishes", and develop their vocabularies. It makes them proficient and improves their writing and reading ability.

YouTube Vlogs like YouTube underlying benefits could make learners learn real life conversations and impacts of its usage. YouTube Vlog integration in real life situations could also help students to learn more. Teachers use it in ELT to enhance their ability and skills of English language usage. Instructors share their experiences about different domains of life and make their learners aware of same term in different contexts. By providing information about this real time usage they train their students to learn English language.

Teachers speak in English language and sometime provide translation in their Vlogs. Subtitled Vlog make their learning effective and they reading comments about those videos based on others experiences they got ability to learn independently. Teachers exchange information about different cultures, events, trends, and methods of designing a presentation through Vlogs.

Teachers teach about English language, its usage, origin or history as well as pronunciation of different words in accurate accent. They improve their writing and reading skills by giving them helpful material links and tips. English language based lectures help a student a lot. By using vlogs in classroom setting talk time in class could be increased which help second language or foreign language learners' speaking skills.

Methodology of Research

Participants

The participants of this research were 20 ESL teachers. The teachers involved in this study were of diverse background. Some of the them were male and some of them were female teachers. All these teachers were affirmative in using technology in their teaching techniques and they have used multiple techniques like Blogs and Vlogs in their teaching and they have participated in the

study with complete willingness. Teachers had diverse experience such as some were Elementary School teachers and other college level teachers. They varied in age group as well.

Data Collection Technique and Instrument

For this research an open-ended questionnaire was created with help from the article to ascertain the teachers way of using Vlogs and Blogs in the research (Saiful, 2009). Questionnaire had 16 questions and divided into three parts. The first part dealt with background information and second part with use of Vlogs and third part with use of Blogs.

Data Analysis

Data was analyzed thematically and interpretively. This study examined the use of blogs, vlogs and the advantage and disadvantage of the use of these techniques. The analysis was done on the data by choosing the questions under one part and then each part is analyzed separately.

Results and Discussion

Background Information

Most of the participants have Master degree and all of them are teaching English language courses. There is a variety in the age group of the participants involved. Some of the teachers are teaching at school level and other at college level. Some are teaching for five years and others for 2 years.

Figure1. The education level of most of the participants was Masters level and this is apparent in above.
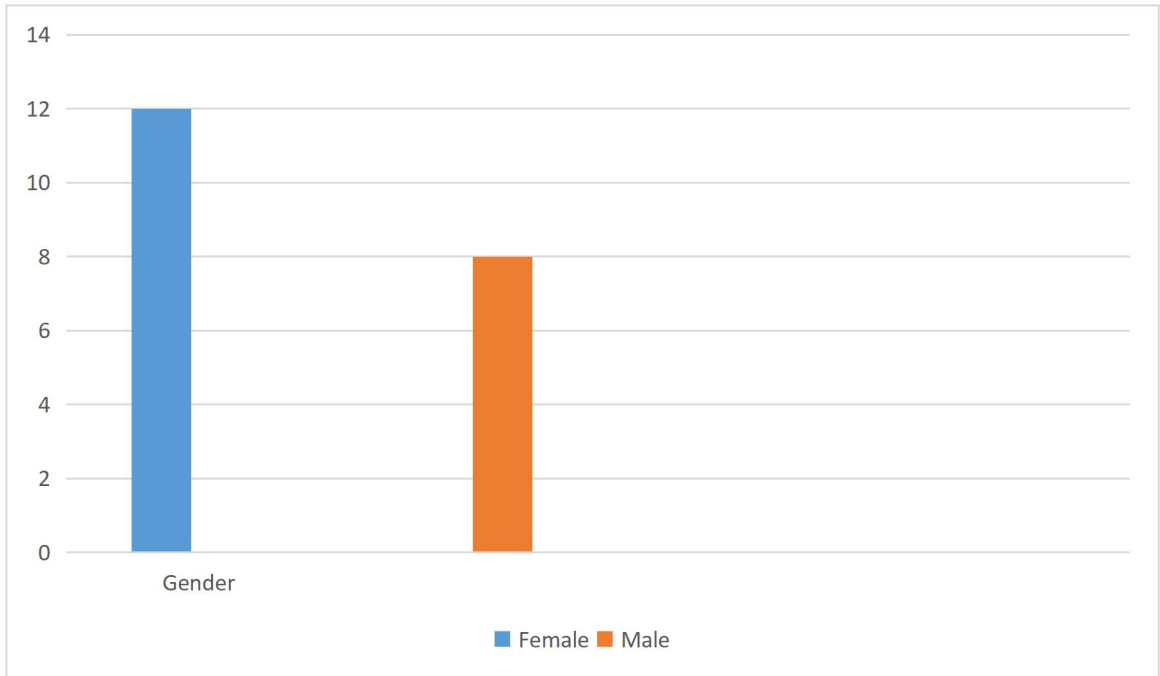
Figure 2. Most of the participants in this study are females as compared to males as it is shown in the graph.
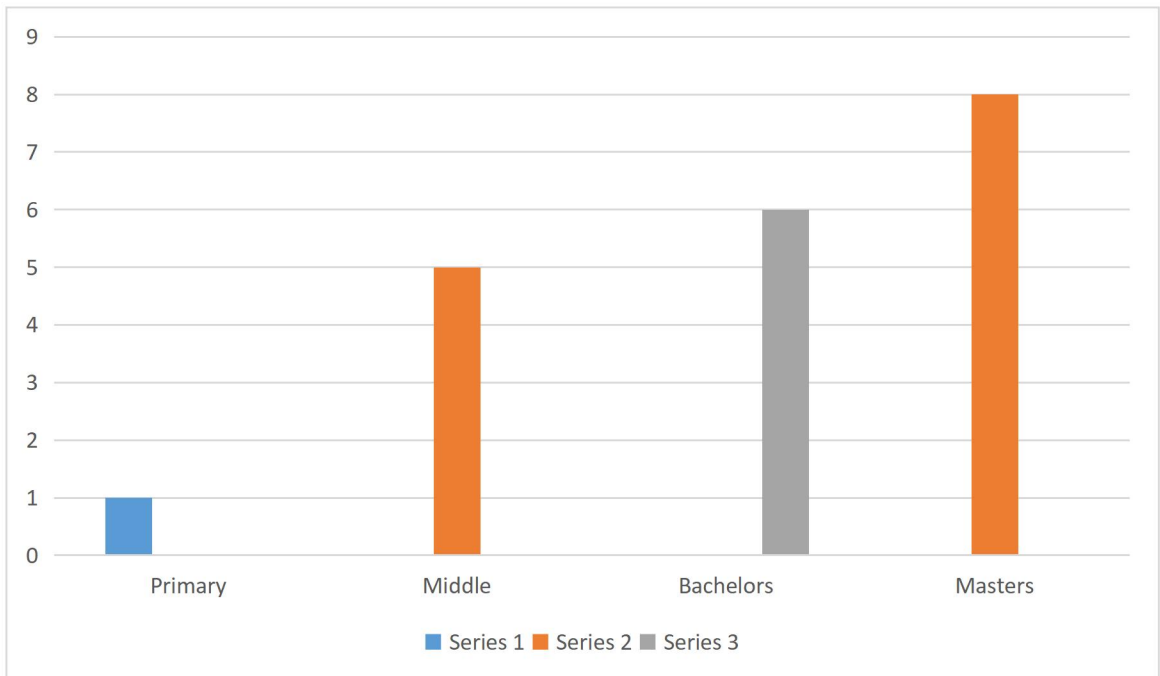
Figure 3. Participants have experience of different levels of teaching. Most of the participants were college level teachers with experience of teaching Bachelors classes as shown in graph.
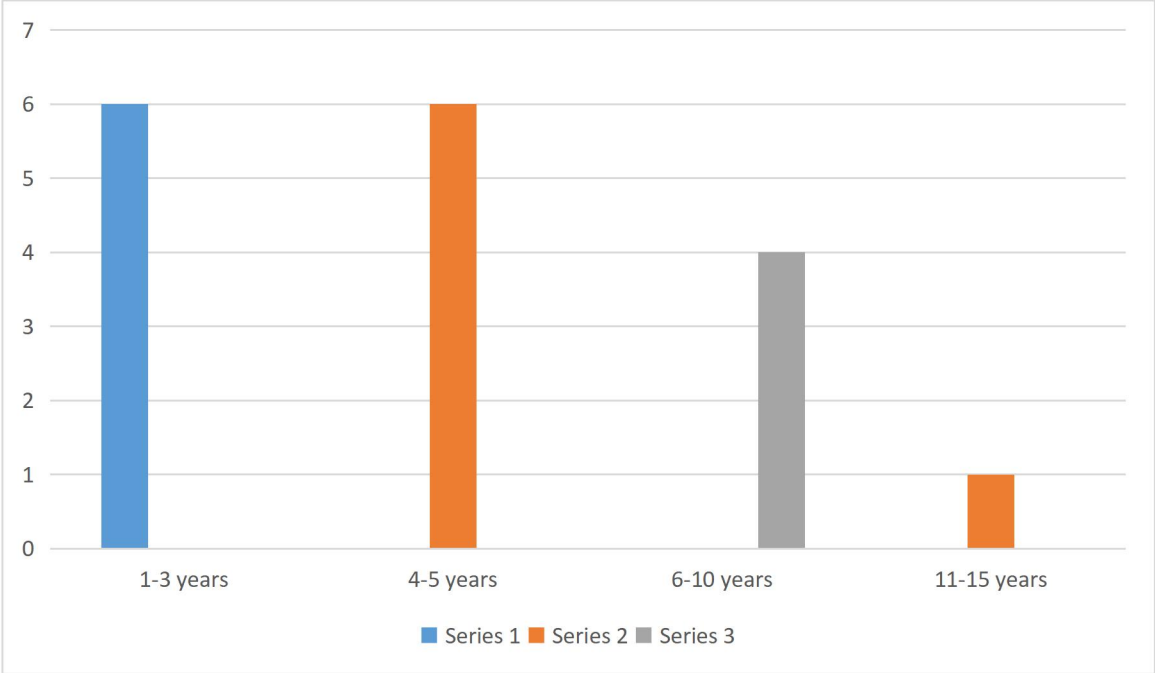

Figure 4. Experience of the participants varies as well. Most of the participants have 1-3 years of teaching experience as can be seen in graph above.
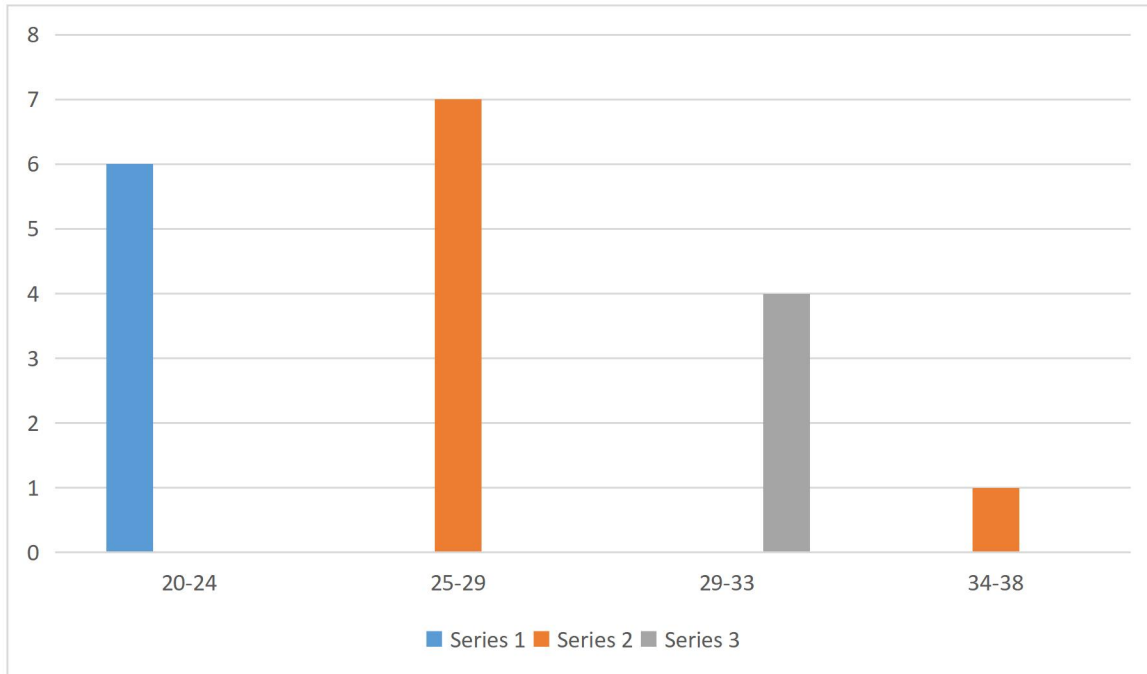
Figure 5. Age of the participants fluctuate between 20-24 and 25-29 as apparent in graph.

Do you use Blogs and Vlogs in your teaching?

Most of the participants have answered in affirmative regarding the use of Vlogs and Blogs in teaching. Selected teachers were the ones who used Vlogs and Blogs in their teaching.

Table. 1

Do you use Blogs and Vlogs in your teaching?

Number of Responses	Response	Result	Percentage
20	Positive	20	100%
	Negative	0	0%

The Kind of Vlogs and Blogs used by Teachers

Most of the participants in this study answered that they mostly use educational and teaching Vlogs and Blogs. Some of them use them to get information about time management as well. Listening and reading about different teachers' experiences on vlogging and blogging sites make

them more efficient. Participants answered that they use these technological techniques to make suitable arrangement for the schedules of the classes and how time can be managed for more productive activities.

I use teaching and educational Blogs and Vlogs for my class.

Other teachers answered that they use Blogs and Vlogs to help them in knowing new ideas about the decoration of the classrooms as many of them give visual ideas about these activities. These visual graphics help in getting precise ideas about them.

Creating a good study environment is also one of the requirements of the proper transfer of knowledge. According to participants vlogs and blogs give visual and written testaments of many teachers regarding creating proper study environment for the students.

Has the development of Vlogs and the increasing use of Vlogs influenced your own teaching?

Table 2

Has the development of Vlogs and increasing use of Vlogs influenced your teaching?

Number of Responses	Response	Result	Percentage
20	Yes	20	100%
	No	0	0%

Most of them teachers answered in affirmative regarding influence of Vlogs on their teaching. The use of Vlogs by participants involved show the growing tendency towards using Vlogs and technological gadgets in the teaching.

The use of technologically advanced gadgets help in knowing about the recent trends in educational programs of the institutes especially higher ones.

How has the use of Blogs & Vlogs helped your teaching?

According to the participants, Blogs and Vlogs have helped in getting access to new teaching material. New teaching material helps in broadening the horizon of the students and makes them up to date with the current trends.

It helps in Teaching and time management.
Knowing the experiences of many teachers from Blogs and Vlogs helped the teachers know about unique teaching skills and how to better employ those skills during the teaching.

Participants answered that knowing the needs of the students is one aspects where help from Vlogs and Blogs is utilized. Blogs and Vlogs give the necessary tips to ascertain students' needs and help them.

Students have attention deficiency issues, here, Vlogs and Blogs help the participants in knowing about the new techniques to keep the students interested and engaged in their work.

In what kind of teaching situations do you use Vlogs for?

Participants mostly use Vlogs for preparing topics and lesson planning. Vlogs and Blogs give us new ideas about lesson plans to make the lesson plans more technological friendly and for bringing variety in the courses.

The variety in the course work and also use of technology help in creating a diversified syllabus with all the requirements of present time.

To make improvements in class room discipline.

Other situation where Vlogs are used by the participants is extracurricular activities. These activities help in making students healthy and fit and also interested in his or her works. Many Vlogs have valuable information regarding providing suitable extra curriculum activities to the students.

Is the use of Blogs & Vlogs in teaching suitable in some situations well and in others less?

To some participants, the use of Blogs and Vlogs is suitable to gain knowledge about the courses and also about the subjects. These vlogs and blogs are full of insight about gaining extra knowledge about the work.

Vlogs are good for teaching but situation for implementation differs.

In the segment of management there is a lot of help for participants as classroom conditions are very important. The management of the class room activities saves time and also helps in utilizing time for suitable activities.

Other situation is that of providing positive reinforcement to the students and to provide incentives to the students to make them more interested in their assignments.

The above mentioned technological techniques are less suitable in paper setting for participants. Evaluation is done on the pattern of the material taught and require less innovation.

It is far more suitable for students with knowhow of technological use and most of the participants from college level use this technique more than schools but still there is growing tendency in schools to know about use these techniques.

Another issue with Vlogs and Blogs is that of situation and environment as most of the bloggers and vloggers are based in West and there is problem for teachers in replicating that environment in their class room.

The reason(s) why do you teach using YouTube Vlog?

For teachers involved in this research, the use of Vlogs is very handy and very easy to use as it is only a few steps away from their reach.

It is also a new trend and students favour it as well as most of them are now aware and using YouTube for their study purposes.

It is more handy and easy to access way.

Most of the vlogs give us a way to express ourselves better in the class and also the better way to give proper instructions in the class room and make others understand.

Are there any difficulties in using Blogs & Vlogs in teaching?

The biggest difficulty is the constant accessibility of internet connection. The facility of internet is must for the use of these techniques and any disruption in that is an issue.

There is always a need to cut the undesired material so it takes time to edit the material and use it for different purposes.

Too much reliance on Vlogs makes you cut off from the ground reality.

Too much reliance on the use of this technique makes it difficult for the teachers to know the ground reality and also the reaction of the students is sometimes unfavorable too. Sometimes they are not responsive.

Which one do you prefer Blog or Vlog?

Vlogs are mostly preferred by the teachers as it provides not only the verbal but also visual help too.

Table 3

Which one do you prefer Blog or Vlog?

Number of Responses	Response	Result	Percentage
20	Vlog	18	80%
	Blog	2	20%

Discussion

The analysis of the data provides us the knowledge about the increasing use of Vlogs and Blogs in the teaching. Teaching methodologies are evolving for years and different perspectives are being incorporated into it. Old methodologies are now being redundant and new interesting methods are replacing the older ideas. The inclusion of Multi- Media and other new modes of technology have paved the way for new techniques which are far more easy to access.

When analyzing the data gathered through the questionnaire we come to know that Vlogs and Blogs are really helpful to the teachers. Teaching requires a lot of effort on the part of the teachers to be up to date about the new methods and technologies and how they can be incorporated into their methodology.

Vlogs and Blogs are both new and innovative methods recently introduced in teaching. In Pakistan, we still have teacher centered approach prevailing everywhere. Here we see the importance of the incorporation of these new technologies increase as we see many teachers getting help from the Vlogs and Blogs.

The use of Vlogs and Blogs is helpful with regard to the time management and extra-curriculum activities as well as teachers in the study observed. Vlogs and Blogs help teachers get ideas about creating different and interesting activities for students. Teachers learn different techniques to manage time and do as much activities as possible and get satisfactory results from the students. Extra Curriculum activities are very important for the learning and health of the students. Vlogs and Blogs help teachers get to know about the different healthy activities and games for the students.

These days different Vlogs relating to teaching are available mainly accessed through YouTube and other video hosting websites. These websites provide quick ways to view these Vlogs and also comment on them as well. In this globalized world, teachers from different parts of world are inter connected and they help each other out in matters relating to education and provide guidance to each other. In this study, we found the element of guidance prevailing everywhere as teachers take guidance and help from other teachers' experiences.

Blogs are mostly related to writing and many teachers use blogs to write about their experiences. These experiences prove helpful to teachers as they try to learn from these experiences and implement them as well.

In terms of class room, Vlogs and Blogs are helpful in creating a proper study environment for the students. Teachers learn different techniques relating to class room environment that help

them impart knowledge properly. Teachers implement different techniques of friendly class room and try to increase the interaction between the students. Healthy interaction and cooperation between students and teachers make learning more interesting and productive as well.

Psychological aspect is also important with regard to the help teachers receive from the Vlogs and Blogs. Students have different needs accentuated by their behaviour in the class rooms and all of them need a different kind of help. Vlogs and Blogs are consulted by the teachers to learn more about the different behaviour patterns and psychological needs of the students and how to help them take proper attention in their studies.

Teachers also receive help regarding employing different techniques to help students in spoken and written assignments. Spoken English is one of the difficult thing to master for the students of Second Language Learning. Vlogs provide extra help to teachers to employ different techniques in improving the spoken capabilities of the students especially of English as Second Language.

Most of the Blogs and Vlogs are in English and in teaching English as a Second Language, this factor helps a lot. These Vlogs help a lotas teachers mostly need help in English language teaching. Learning proper pronunciation is also one of the advantages of the use of Vlogs and Blogs. Vlogs help in learning proper way to articulate the words and to end the hesitation of the students.

Vlogs are preferred by the teachers as compared to the Blogs as they provide a multi-dimensional approach to the teaching. Not just words but visual aides are also provided which help students learn their lessons faster and in a more proper way. Visual help is provided to teachers who in turn implement these strategies in the class rooms.

Vlogs and Blogs also help in giving insight to the teachers about the new emerging trends in the language teaching. Second Language teaching is one of the challenging aspects of language teaching that needs proper attention of the educators and also planners. Incorporating these new technologies help teachers not only develop new and proper ways to Second Language learning but also provide new vistas of knowledge to the students and broaden their horizons.

Of all the results received from the teachers one thing that is a hindrance in these methods is the accessibility of the fast internet. Internet services especially in the villages are scarce and teachers find it difficult to get access to the Vlogs and Blogs which is a great disadvantageespecially for the developing countries' students. Proper internet connections need to be provided to the teachers to help them overcome this problem.

Conclusion

This study concludes that teachers are positive about the use of technological techniques like Vlogs and Blogs. It is the need of the hour in the modern times to add technologically advanced methods in the teaching. Vlogs and Blogs are one of the newest methods in the teaching methodologies. Their effects are far reaching as they affect not only the teaching methodology but the students as well.

Vlogs and Blogs are helpful in creating not only a proper study environment but they bring a lot of other improvements in the classroom settings. Vlogs provide colourful new ideas to decorate the class room and to make it student friendly.

Teachers in this study attested to the importance of using Vlogs and Blogs in classroom and how they provide mental as well physical insights to the teachers regarding students. Students are always vulnerable when in class room and both of these methods provide us with the necessary

measures to solve their issues and help them in proving themselves in the class to the best of their abilities.

In this research we found the advantages and disadvantages of using Vlogs and Blogs and this research proves that there are far more advantages in using Vlogs and Blogs than disadvantages. Vlogs are accessible by YouTube and other social media sites that host videos and from these videos teachers learn a lot about the implications of the use of different methodologies in the classrooms. These videos not just provide the verbal ideas but visual aids as well to the teachers as they implement different techniques in the class rooms.

Blogs help in knowing about the written testimonies of different teachers as they try to implement different techniques learned from these experiences in the class rooms. These first hand experiences of teachers are really helpful to the teachers especially new ones.

There were many limitations in the study especially the scarcity of the time. Time constraints put a lot of bounds on the study. For this study, a few people were willing to contribute as in this country a few people use Vlogs and Blogs in teaching scenario. Less people makes it difficult for the researchers to conclude the results but still it proves our point that these methods are just emerging and they need proper inclusion in the lesson plans of the teachers.

This study is significant with regard to the use of Vlogs and Blogs in the teaching and this study also paves the way for more research. This study is from the perspective of the teachers and the same study can be done from the perspective of the students. Students' perspective is also very important as they are part of the large scheme of teaching.

This study will prove helpful for future studies on the this topic as this is such a vast and emerging field. New technological devices are being innovated every year and they are contributing a lot to the better learning of the students.

The use of technology in second language learning is really important as many people are drawing towards learning new languages in globalized and this makes the importance of using technology in teaching even more apparent. Advancement in technology helps in providing proper methods for the proper learning of the students. Vlogs and Blogs are some of these technologies and they help teachers gain ideas about the language teaching and how to better impart these new found ideas in their lesson plans.

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Appendix

Consent Form & Questionnaire on the Use of Technology

Salam,We are MPhil English Scholars from the department of English, University of Sargodha and are conducting a study on the technology assisted English language teaching in Pakistan. You are requested to fill the following questionnaire. However, your participation in this study is completely voluntary.

<div align="right">Sarah Gul and Madya Asgher
MPhil Scholars</div>

I give consent for my answers to be included in the study and possibly reproduced in its entirety within the research of said researchers.

Qualification: ☐   **Gender:** ☐

1. How long have you been teaching English?

☐ 1-3 years

☐ 4-5 years

☐ 6-10 years

☐ 11-15 years

2. Your age?

☐ 20-24

☐ 25-29

☐ 29-33

☐ 34-38

3. Do you teach languages   other than English?

☐ Yes

☐ No

4. At what level do you teach English?

☐ Primary level

☐ Middle

☐ High School

☐ Bachelors

☐ Masters

5. Do you use Blogs and Vlogs in your teaching?

☐ Yes

☐ No

6. If yes, what kind of Blogs & Vlogs do you use in your teaching?

7. Has the development of Vlogs and the increasing use of Vlogs influenced your own teaching?

☐ Yes

☐ No.

8. If yes, how has the use of Blogs & Vlogs helped your teaching?

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9. In what kind of teaching situations do you use Blogs & Vlogs for?

_____

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10. Is the use of Blogs & Vlogs in teaching suitable in some situations well and in others less?

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11. Does the use of Vlogs benefit in your teaching? How and why?

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12. Are there any difficulties in using Blogs & Vlogs in teaching? If so, what and why?

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13. Could you please explain your English language teaching activities using YouTube Blogs & Vlogs in yourclassroom?

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14. The reason(s) why do you teach using YouTube Blogs & Vlogs?

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15. Which one do you prefer Blog or Vlog?

☐ Vlog

☐ Blog