

English Language Learners' Perceptions of Collaborative Vlog Projects: A Pilot Study

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Abstract

Higher education has recently seen a rise in the use of video blog (Vlog) projects to promote active learning among students and improve their digital literacy. This pilot study attempts to investigate how English language learners in English preparatory classes perceive collaborative video blog projects in general. The study was conducted at a state university in Turkiye. Ten student volunteers who took part in and completed the group vlog projects provided the data. This research utilizes semi-structured face-to-face interviews, reflective journals, the researcher's diary and student artefacts to explore the participants' perceptions and experiences regarding collaborative vlog projects. Thematic analysis was used to identify recurring themes and patterns in the participants' perceptions. According to the study's findings, participants have favourable opinions about collaborative vlog initiatives. The findings further demonstrate how collaborative vlog projects improved participants' motivation and self-confidence while also positively influencing their attitudes toward English language speaking skills, digital literacy, and group collaboration.

Keywords: collaboration, digital literacy, self-confidence , social-constructivism, video blog