

Role of Advanced Technology-Assisted English Teaching in Pakistani Classrooms

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Abstract

The methods and trends to teach students the English language is changing widely over time. Technology-based programs and computer-assisted software are taking place rapidly. These programs help both teachers and learners. The use of 'Blogs' or 'Weblog' and 'Vlog' for language teaching facilitates language learning. The present paper aims to analyze the rationale for using Vlogs and Blogs for ELT practitioners. It further 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. A qualitative study found that vlogs improve students' listening, pronunciation, and conversation skills, while blogs allow users to read and write materials. Instructors use it to read up-to-date material and motivate their students to learn easily and effectively. Findings prove that most participants use technology in different teaching activities and situations. These are more positive and a few negative impacts on teaching and learning the 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 the incorporation of technological devices, the most used method of teaching a second language was memorization of rules of language (Diallo, 2014), but trends are changing daily. Different research shows that the use of 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, chatbots, online payment, distance learning, access to published materials and research, e-courses, etc.) are some of the applications of technology. 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 impact the curriculum.” Learners, as well as instructors, use technology to achieve their goals. Learners use different technological devices to make their learning easier. They work smartly to make their grades better. Teachers must use technology to make teaching effective and productive (Raiskinmäki, 2017).

They make their students creative by giving them feedback on their projects. Technology has a lot of positive effects on learners’ learning and teaching (Raiskinmäki, 2017). Teachers use computer-assisted teaching to teach their students and build their confidence as they can use that specific technology outside the classroom. Hand-on practices and drills make a learner 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 improve their teaching skills and adopt appropriate methods (Raiskinmäki, 2017). Teachers use technology in classroom sessions according to the level of the learners and change it when they have the skill. If a new approach is more beneficial for the learner, mentors use it in teaching subjects (Raiskinmäki, 2017).

This study examines the widely used technologies for classroom language teaching or technology advancement on the instructor’s side, specifically at the graduation and matric levels. Also, how Vlogs and blogs are used in classroom ELT and its effects. The effects of vlogs and blogs, as positive and negative, and to what extent they are used in classroom settings, are also studied. By questioning college and school language teachers’ answers, they can examine the experience of technology usage, prominently vlog and blog usage, in teaching the English language on different and same levels (Raiskinmäki, 2017). The theoretical background discusses past studies related to the present paper (Raiskinmäki, 2017). Studies that are significant in this regard are also mentioned. The method used to gather the sample data is introduced in methodology and data collection (Raiskinmäki, 2017).

Theoretical Background

Our way of life has changed with the development of technology (Raiskinmäki, 2017). Different internet search engines have been used for efficient and less time-consuming learning and teaching. By application of technical problems related to learning are solved (Ali *et al.*, 2015) at

different levels, instructors store learning materials on the institution's website, and students retrieve them for learning. Users (instructor, learner, and society) can share and create material using online learning tools (Low & Anshari, 2013).

Learning and teaching materials are provided with the help of the Web in the education support system, including e-learning, mobile learning, and learning management systems. Finally, it could be said that technology has greatly influenced learning and teaching. However, rapid changes have created doubts in teachers about the technological tools used in the classroom (Raiskinmäki, 2017). Thomas, Reinders, and Warschauer (2012) state that one of the reasons for these hesitations could be the 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 the correct way of technology usage by keeping in view copyrights and privacy (Thomas *et al.* 2012).

Blogs

Barger introduced the word Weblog in 1997 to illustrate specific communication with the reader by uploading personal views on the net. Later, Peter Merholz, also one of the "first webloggers," abbreviated weblogs as blogs (Oddone, 2012). By using a blog, the user can perform a variety of roles. Users upload content related to a specific area on social sites. Other users could also intervene in the text draft and collect material about it (Oddone, 2012). Blogs, wikis, and social media help users learn about the environment, publish content, communicate, express thoughts, spread information, and describe cultural phenomena. Blogs have become a profound phenomenon in the present landscape of online education (Hussin *et al.*; S.K., 2016). It consists of up-to-date material and messages, and a user can update messages immediately without the skills made available by the system. These posts (messages) are visible to all, and other users get "notifications related to new real-time updates" (Oddorne, 2012).

These blogs are different from personal journals, information-related presentations, and narratives. One person or a group of people could manage a blog. Some microblogs like Twitter, Jaiku, and Plunk allow a person to share his/her expressions anytime, anywhere, and about anybody. These blogs also include educational levels used by community associations or groups of teachers and trainers (Oddone, 2012). 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 teaching specific modules and provide a path of self-assessment (Downes, 2009). There are many examples of blogs intended for trainers and instructors, and they can exchange information (Oddone, 2012).

According to Campbell (2003), the classification "blog tutor" is one of the categories of the academic blog. It is a blog managed by a teacher and tutor who provides information, projects, tasks, and other reading activities. The tutor inserts web links, audio, news, videos, practice exercises, etc. In English language teaching, these blogs help users they could know about the

daily and up-to-date vocabulary used in a context. Teachers and learners learn about the most used vocabulary items in different posts by different people. Instructors could give real-life examples by quoting them in classroom material. They try to make them indulge in different situations so that they can increase their level of learning effectively. These also help teachers to teach the English language flexibly.

By reading these narratives, teachers understand how they could change their course and the useful methods of teaching the English language. Teachers try to learn to use the system properly and interact for effective and efficient teaching, which could increase learner performance. Further, in real-life contexts, a person builds knowledge and involvement in social activities through his/her experience, verifies that learning is taking place (Zorko, 2007), and becomes more effective and considerable through language exchange (Nunan, 2004). Thus, blogs act as an operational tool that allows active and collaborative use of social language in the environment and allows communication and interaction (Oddone, 2012).

YouTube Vlog

YouTube Vlog has received much appreciation lately. According to Christian (2009), part of YouTube media consists of Web blogs, video blogs, or video logs, and a “social media platform” (DeWitt *et al.*, 2013). In a YouTube Vlog, a person or YouTuber (Bugges & Green, 2009) shares his/her experience and daily activities and comments about other people’s lives through video (Kennedy, 2016). Thus, YouTube is a way to make a “digital community,” share daily activities and provide views from worldwide (Saiful, 2019). Hence, a 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 YouTube Vlog has considerable benefits in both educational and social domains, there is still little research about its benefits (Saiful, 2019). These studies are about YouTube usage in ELT (Saiful, 2019). Alwehaibi’s (2015, 16) study shows that YouTube videos could motivate SLL and supplementary material for teaching English in the classroom.

Watkins and Wilkins (2011) explored YouTube’s “plethora of benefits.” They reported that it could develop learners’ pronunciation, listening, and conversation, teach them about culture, expose them to “world Englishes,” and develop their vocabularies. It makes them proficient and improves their writing and reading ability. Like YouTube’s underlying benefits, YouTube Vlogs could help learners learn about real-life conversations and the impact of their usage. YouTube Vlog integration in real-life situations could also help students learn more. Teachers use YouTube vlogs in ELT to enhance their ability and skills in English language usage. Instructors share their experiences about different domains of life and make their learners aware of the same term in different contexts. By providing information about this real-time usage, they train their students to learn English.

Teachers speak in English and sometimes provide translation in their Vlogs. Subtitled Vlogs make their learning effective, and they read comments about those videos based on others’

experiences. They can learn independently. Through Vlogs, teachers exchange information about different cultures, events, trends, and presentation design methods. Teachers teach about the English language, its usage, origin, or history, and the pronunciation of different words in an accurate accent. They also help students improve their writing and reading skills by providing helpful material links and tips. English language-based lectures help students a lot. Using vlogs in a classroom setting could increase talk time in class, which helps second-language or foreign-language learners' speaking skills.

Research Methodology

Participants

The participants of this research were 10 ESL teachers. The teachers involved in this study were of diverse backgrounds. Some of them were male, and some of them were female teachers. All these teachers were affirmative in using technology in their teaching techniques. They have used multiple techniques like Blogs and Vlogs in their teaching and participated in the study with complete willingness. Teachers had diverse experiences, including some elementary school teachers and other college-level teachers. They varied in the age group as well.

Data Collection Technique and Instrument

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

Data Analysis

Data were analyzed thematically and interpretively. This study examined the use of blogs and vlogs and the advantages and disadvantages of these techniques. The data were analyzed by choosing the questions under one part and then analyzing each part separately.

Results and Discussion

Background Information

Most of the participants have master's degrees, and all of them teach English language courses. The participants' age groups vary. Some teach at the school level, and others at the college level. Some teach for five years, and others for two years.

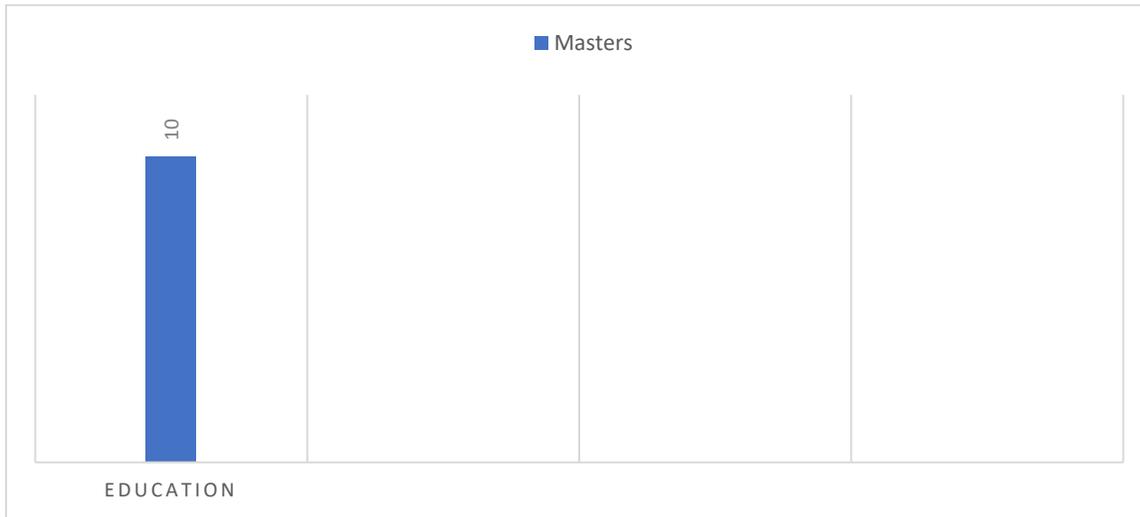


Figure1. The education level of most of the participants was at the master’s level, and this is apparent in the above.

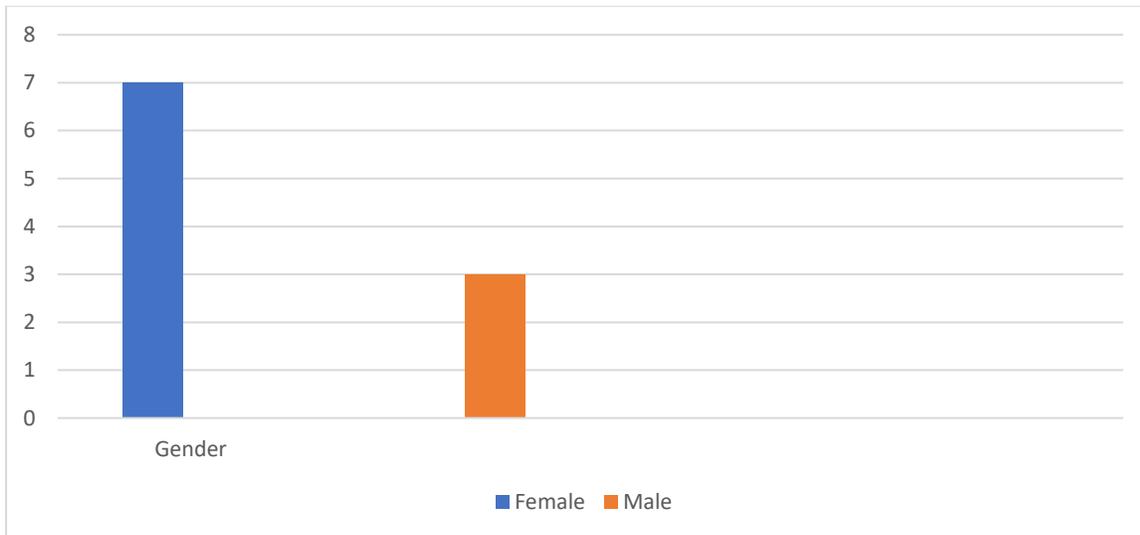


Figure 2. Most of the participants in this study are females as compared to males, as it is shown in the graph.

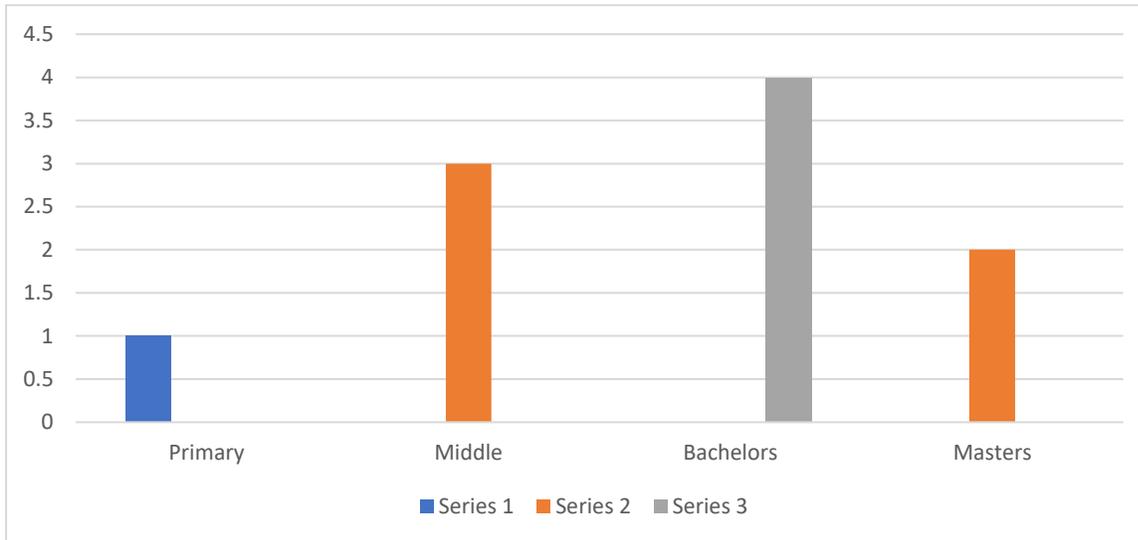


Figure 3. Participants have experience with different levels of teaching. The graph shows that most participants were college-level teachers with experience teaching bachelor’s classes.

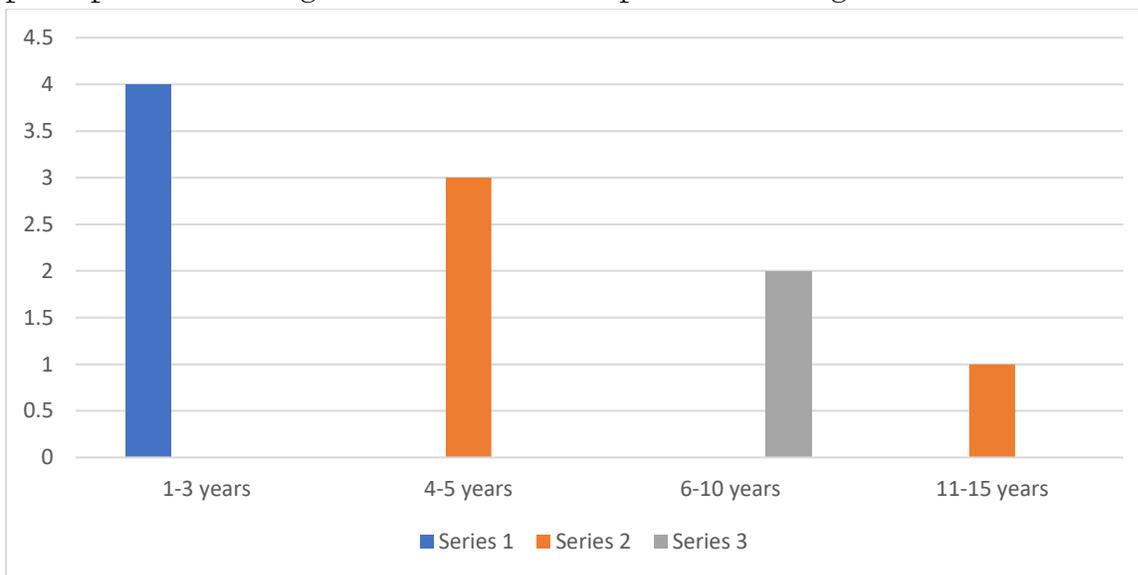


Figure 4. The participants' experience varies as well. As can be seen in the graph above, most have 1-3 years of teaching experience.

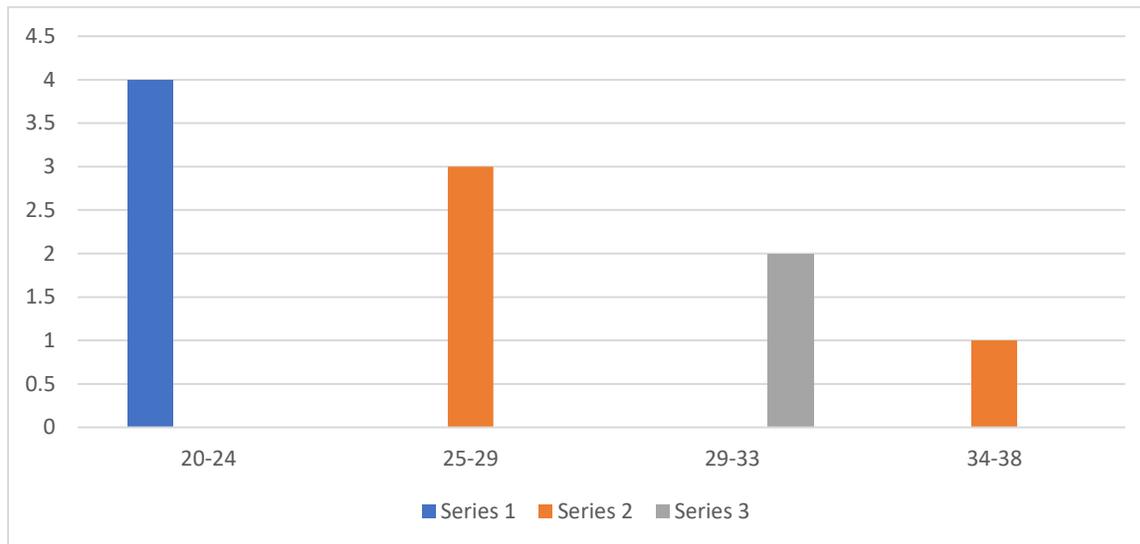


Figure 5. The graph shows that the participants' ages fluctuate between 20 and 24 and 25 and 29.

Do you use Blogs and Vlogs in your teaching?

Most of the participants answered in the affirmative regarding the use of Vlogs and Blogs in teaching. Selected teachers used vlogs and blogs in their teaching.

Table 1: Do you use Blogs and Vlogs in your teaching?

Number of Responses	Response	Result	Percentage
10	Positive	10	100%
	Negative	0	0%

The Kinds 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 to and reading about different teachers' experiences on vlogging and blogging sites makes them more efficient. Participants answered that they use these technological techniques to make suitable arrangements 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 said they use Blogs and Vlogs to help them learn new ideas about decorating classrooms. Many give visual ideas about these activities, which helps them get precise ideas. Creating a good study environment is also a requirement for properly transferring knowledge. According to participants, vlogs and blogs give visual and written testaments to many teachers regarding creating a proper study environment for students.

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

Table 2: Has the development of Vlogs and increasing use of Vlogs influenced your teaching?

Number of Responses	Response	Result	Percentage
10	Yes	10	100%
	No	0	0%

Most of the teachers answered in the affirmative regarding the influence of Vlogs on their teaching. The use of Vlogs by participants involved shows the growing tendency towards using Vlogs and technological gadgets in teaching. The use of technologically advanced gadgets helps institutes, especially higher ones, keep up with recent trends in their educational programs.

How has the use of Blogs and vlogs helped your teaching?

According to the participants, Blogs and Vlogs have helped them access new teaching material. This material helps broaden students' horizons and keeps them updated with current trends.

It helps in Teaching and time management.

Learning from many teachers' experiences through blogs and vlogs helped the teachers understand unique teaching skills and how to employ those skills better during teaching. Participants answered that knowing the students' needs is one aspect in which 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 learn about new techniques to keep the students interested and engaged in their work.

In what kind of teaching situations do you use Vlogs?

Participants mostly use Vlogs to prepare topics and plan lessons. Vlogs and Blogs give us new ideas about lesson plans to make their lesson plans more technologically friendly and bring variety to the courses. The variety in the coursework and the use of technology help create a diversified syllabus that meets all the current requirements.

To make improvements in classroom discipline.

Another situation is when the participants in extracurricular activities use Vlogs. These activities help make students healthy and interested in their work. Many Vlogs have valuable information regarding providing suitable extracurricular activities to students.

Is using Blogs and vlogs in teaching suitable in some situations and others less?

To some participants, blogging and Vlogging are suitable ways to learn about the courses and subjects. These vlogs and blogs provide insight into gaining extra knowledge about the work.

Vlogs are good for teaching, but the implementation situation differs

The management segment is very helpful for participants as classroom conditions are very important. Managing classroom activities saves time and helps utilize it for suitable activities. Another situation is providing positive reinforcement and incentives to students to increase their interest in their assignments. The above-mentioned technological techniques are less suitable for

participants in paper settings. Evaluation is done based on the pattern of the material taught and requires less innovation. It is far more suitable for students with technological know-how, and most college participants use this technique more than schools, but there is a growing tendency in schools to know about using these techniques. Another issue with Vlogs and Blogs is the situation and environment. Most bloggers and vloggers are based in the West, and teachers have problems replicating that classroom environment.

What is the reason(s) why you teach using YouTube Vlogs?

Vlogs are handy and easy for teachers involved in this research, as they are only a few steps away from their reach. It is also a new trend, and students favor it. Most are now aware of and use YouTube for their study purposes.

It is a more handy and easy-to-access way.

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

Are there any difficulties in using Blogs and vlogs in teaching?

The biggest difficulty is the constant accessibility of the internet connection. The internet facility is a must for using these techniques, and any disruption is an issue. There is always a need to cut the undesired material, so editing and using it for different purposes takes time.

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

Too much reliance on this technique makes it difficult for teachers to know the ground reality, and students' reactions are sometimes unfavorable. Sometimes, they are not responsive.

Which one do you prefer, a Blog or Vlog?

Teachers mostly prefer vlogs as they provide verbal and visual help.

Table 3: Which one do you prefer, a Blog or Vlog?

Number of Responses	Response	Result	Percentage
10	Vlog	8	80%
	Blog	2	20%

Discussion

The data analysis provided knowledge about the increasing usage of Vlogs and Blogs in teaching. Teaching methodologies have been evolving for years, and different perspectives are being incorporated into them. Old methodologies are becoming redundant, and new, interesting methods are replacing the older ideas. Including multimedia and other new modes of technology has paved the way for new techniques that are far easier to access. When analyzing the data gathered through the questionnaire, it was clear that Vlogs and Blogs are helpful to teachers. Teaching requires teachers to be updated about 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, a teacher-centered approach is still prevailing

everywhere. Here, the importance and demand for incorporating these new technologies increase as many teachers get help from Vlogs and Blogs in their classrooms.

Using vlogs and blogs is helpful regarding time management, extracurricular activities, and the teachers observed in the study. Vlogs and Blogs help teachers get ideas about creating different and interesting activities for students. Teachers learn different techniques to manage time, do as many activities as possible, and get satisfactory results from the students. Extracurricular activities are very important for the learning and health of the students. Vlogs and Blogs help teachers learn about the different healthy activities and games for the students. These days, different Vlogs relating to teaching are mainly accessed through YouTube and other video-hosting websites. These websites provide quick ways to view and comment on these vlogs. In this globalized world, teachers from different parts of the world are interconnected, and they help each other in matters relating to education and provide guidance to each other. In this study, the researchers found the element of guidance prevailing everywhere as teachers take guidance and help from other teachers' experiences.

Blogs are mostly related to writing; many teachers use them to write about their experiences. These experiences prove helpful to teachers as they try to learn from them and implement them as well. Regarding the classroom, Vlogs and Blogs help create a proper student study environment. Teachers learn different techniques relating to the classroom environment that help them impart knowledge properly. Teachers implement different techniques for friendly classrooms and try to increase student interaction. Healthy interaction and cooperation between students and teachers make learning more interesting and productive. The psychological aspect is also important to the help teachers receive from Vlogs and Blogs. Students have different needs accentuated by their behavior in the classroom, and all of them need a different kind of help. The teachers consult vlogs and Blogs to learn more about the students' different behavior patterns and psychological needs and how to help them pay proper attention to their studies.

Teachers also receive help employing different techniques to help students with spoken and written assignments. Spoken English is one of the most difficult things to master for students of Second Language Learning. Vlogs provide extra help to teachers in employing different techniques to improve the spoken capabilities of the students, especially in English as a Second Language. Most blogs and vlogs are in English, which greatly helps teach English as a second language. These Vlogs help a lot as teachers mostly need help in English language teaching. Learning proper pronunciation is also one of the advantages of using vlogs and blogs. Vlogs help students learn how to articulate words properly and end their hesitation.

Teachers prefer vlogs to Blogs as they provide a multi-dimensional approach to teaching. Words and visual aids are also provided, which help students learn their lessons faster and more properly. Visual help is provided to teachers who implement these strategies in the classrooms. Vlogs and Blogs also help give teachers insight into emerging language teaching trends. Second Language teaching is one of the challenging aspects of language teaching that needs the proper

attention of educators and planners. Incorporating these technologies helps teachers develop new and proper ways of Second Language learning, provides new vistas of knowledge to the students, and broadens their horizons. Of all the results received from the teachers, one hindrance to these methods is the accessibility of fast internet. Internet services, especially in the villages, are scarce, and teachers find it difficult to access Vlogs and Blogs, which is a great disadvantage, especially for students in developing countries. 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 using technological techniques like Vlogs and Blogs. Adding technologically advanced methods to teaching is the need of the hour in modern times. Vlogs and Blogs are some of the newest teaching methodologies. Their effects are far-reaching, affecting not only the teaching methodology but also the students. Vlogs and Blogs help create a proper study environment and many other improvements in classroom settings. Vlogs provide colorful new ideas for decorating the classroom and making it student-friendly. Teachers in this study attested to the importance of using Vlogs and Blogs in the classroom and how they provide mental and physical insights to the teachers regarding students. Students are always vulnerable when in the classroom. Both methods provide us with the necessary measures to solve their issues and help them prove themselves in the class to the best of their abilities.

This research found the advantages and disadvantages of using Vlogs and Blogs, and it proves that there are far more advantages to using Vlogs and Blogs than disadvantages. Vlogs are accessible on YouTube and other social media sites that host videos. Teachers learn a lot from these videos about the implications of using different methodologies in the classroom. These videos provide not just verbal ideas but also visual aids to the teachers, and they implement different techniques in the classrooms. Blogs help in knowing about the written testimonies of different teachers as they try to implement different techniques learned from these experiences in the classrooms. These first-hand experiences of teachers are helpful to teachers, especially new ones.

There were many limitations in the study, especially the scarcity of time. Time constraints put many 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 a teaching scenario. Fewer people made 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 teachers' lesson plans. This study significantly uses Vlogs and Blogs in teaching and paves the way for more research. This study is from the teachers' perspective, but the same can be done from the student's perspective. The students' perspective is also very important as they are part of the larger teaching scheme.

This study will prove helpful for future studies on this topic as it is such a vast and emerging field. New technological devices are innovated yearly, contributing a lot to students' better learning. The use of technology in second language learning is important, as many people

are drawn toward learning new languages in a globalized world. This makes the importance of using technology in teaching even more apparent. Advancements in technology help provide proper methods for students to learn. Vlogs and blogs are some of these technologies, and they help teachers gain ideas about language teaching and how better to impart these newfound ideas in their lesson plans.

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Appendix

Consent Form & Questionnaire on the Use of Technology

Salam, the main objective of this study is to analyze the role of advanced technology-assisted English teaching in Pakistani classrooms. You are requested to fill out the following questionnaire. However, your participation in this study is completely voluntary.

I ----- give consent for my answers to be included in the study and possibly reproduced in their 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 and vlogs do you use in your teaching?

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

Yes

No.

8. If yes, how has using Blogs and vlogs helped your teaching?

9. In what kind of teaching situations do you use Blogs and vlogs?

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

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

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

13. please explain your English language teaching activities using YouTube Blogs and vlogs in your classroom.

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

15. Which one do you prefer, Blog or Vlog?

Vlog

Blog