

Vlogging as Learning-Oriented Assessment: Impacts on Thai EFL University Students' Oral Communication Ability and Mindset

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Abstract

Traditional approaches to assessing oral communication in EFL classrooms often overlook learners' affective dimensions and offer limited opportunities for sustained engagement. To address this challenge, this study investigates vlogging as a learning-oriented assessment designed to enhance Thai university students' English oral communication skills, language mindset, and speaking mindset. An explanatory sequential mixed-methods research design was employed with 100 Thai EFL university students and four English lecturers from a public university in Thailand. Data were collected through pre-, post-, and delayed-post tests on oral communication ability, mindset surveys, and semi-structured interviews. Quantitative results showed significant gains in students' fluency, accuracy, and pronunciation, accompanied by shifts toward more growth-oriented language and speaking mindsets. Qualitative findings also revealed that students perceived vlogging as reducing anxiety, building confidence, and fostering creativity, while lecturers recognized its pedagogical value but noted challenges with grading workload. These findings highlight vlogging's potential as a digital tool that mediates both cognitive and affective outcomes, extending learning-oriented assessment research and offering practical implications for designing innovative, learner-centered assessment practices in EFL contexts.

Keywords: language mindset, learning-oriented assessment, oral communication, speaking mindset, vlogging

1. Introduction

Assessment plays a central role in education by monitoring student learning and guiding instruction (Azizi, 2022; Black & Wiliam, 1998; Shepard, 2000). In applied linguistics, learning-oriented assessment (LOA) has gained increasing attention for positioning assessment not merely as a measure but as a driver of learning (Almalki, 2019; Carless, 2015; Estaji & Safari, 2023). LOA foregrounds learner participation, feedback, and dialogic engagement, thereby cultivating both language skills and active involvement in the learning process (Estaji & Safari, 2023).

In parallel, digital multimodal tools are reshaping assessment practices (Andiappan et al., 2022). Among these, video blogs (vlogs), in particular, enable learners to demonstrate oral communication skills, reflect on their performance, and receive feedback from peers and teachers (Choi & Sinwongsuwat, 2024; Zhang et al., 2021). Unlike traditional oral assessments, vlogging provides students with a less intimidating environment, allowing multiple attempts and creative expression, while simultaneously building digital literacy, a key competence in today's globalized society (Andiappan et al., 2022). Thus, vlogging embodies the principles of LOA by creating authentic, learner-centered opportunities that extend beyond the classroom.

Despite this promise, two gaps remain evident. First, research on vlogging has concentrated on surface-level proficiency outcomes (e.g., fluency or pronunciation) while neglecting the dynamic, situated nature of learner mindsets. Although mindsets are often treated as stable traits, recent work suggests that language and speaking mindsets are fluid, context-sensitive, and shaped by learning environments (Lou & Noels, 2019; Shirvan et al., 2021). Second, although vlogging has been explored as a speaking activity, little attention has been paid to its role as a mechanism of LOA that mediates not only cognitive gains but also identity development, learner autonomy, and affective change. These dimensions are crucial, as language mindset and speaking mindset strongly influence willingness to communicate, confidence, and persistence in language learning (Mercer & Ryan, 2009; Ozdemir & Papi, 2022).

To address these insufficiencies, this study examines vlogging as a learning-oriented assessment tool that integrates cognitive, affective, and digital dimensions of language learning. Specifically, it investigates how vlogging contributes to the development of Thai EFL students' oral communication, how it shapes their language and speaking mindsets, and how both students and teachers perceive its pedagogical value. The study is grounded in the view that vlogging as a form of digital assessment provides the performance space, LOA structures the formative learning cycle, and mindset shapes learners' engagement with feedback and improvement. In doing so, the study addresses the following research questions:

- 1) To what extent does vlogging as a tool of oral communication ability assessment enhance EFL university students' oral communication ability?
- 2) What are the EFL university students' language and speaking mindsets?
- 3) How do EFL university students and teachers perceive vlogging as a tool for oral communication ability assessment?

2. Literature Review

2.1 Language Mindset

Language mindset refers to individuals' beliefs about the ability to learn a language (Lou & Noels, 2019; Mercer & Ryan, 2009; Ryan & Mercer, 2012). According to Shirvan et al. (2021), they highlight that the ability to learn language can be fixed and malleable. Dweck (1999) describes a fixed mindset as the belief that intelligence or ability cannot be improved. In contrast, a growth mindset is the belief that intelligence or ability can be improved through effort. Regarding language mindset, it can be inferred that learners with a fixed mindset believe that one should have a gift or natural talent to acquire a second language (L2) and be a successful L2 learner (Mercer & Ryan, 2009; Ryan & Mercer, 2012). Nevertheless, learners with a growth language mindset believe that they can be successful language learners through their effort and hard work. In other words, failure signifies an inability to become a proficient language learner if one has a fixed mindset; conversely, a growth mindset interprets failure as an indication that additional effort is required to attain proficiency.

Evidence converges that growth-aligned beliefs predict adaptive learning. Students with a growth mindset are oriented toward mastery goals, engage with strategies and feedback, and report higher levels of involvement and achievement (Lou et al., 2022; Yao & Zhu, 2024). Similarly, Mercer and Ryan (2009) suggested that language mindsets could have a significant impact on goal-setting, strategy use, and success in learning a new language. Another convergence is that instructional design matters. Active learning with iterative feedback can shift mindsets in productive directions (Apridayani & Waluyo, 2025). They suggested that integrating active learning with targeted feedback can help students overcome writing challenges and adopt a growth mindset.

In contrast, Lou et al. (2022) found that learners with a fixed mindset exhibited elevated levels of anxiety and a greater focus on avoiding performing. Nevertheless, those with a fixed mindset and strong writing skills are more likely to have performance-approach goals. They actively seek feedback to enhance their work and create a positive impression. However, students with a less competent fixed mindset are less inclined to seek criticism because they regard it as being wasteful. Hence, their research indicates that understanding learners' mindsets can help customize educational interventions to enhance feedback processes and writing outputs. Moreover, mixed mindset learners exhibit a combination of fixed and growth mindsets, demonstrating a moderate level of involvement and a mixture of goal orientations.

Consequently, the development of language performance does not rely solely on the growth mindset; mindset effects are conditional on task design, proficiency, and goal orientations. Students who have a growth mindset need to experience an active learning environment with the engagement of feedback, especially in social interaction, such as continuous feedback from their teachers.

2.2 Speaking Mindset

Mindset could be separated into specific domains such as reading, writing, listening, and speaking mindsets (Mercer & Ryan, 2009). Studies converge on growth mindsets relating to lower speaking anxiety and higher confidence, whereas a fixed mindset relates to the opposite (Nadia et al., 2023; Ozdemir & Papi, 2022). Ozdemir and Papi (2022) revealed that persons who possessed a growth mindset exhibited a reduced level of anxiety and better degrees of confidence in speaking, while those with a fixed mindset demonstrated elevated levels of anxiety. Students with a growth mindset perceived problems as opportunities for personal development, resulting in increased confidence in

speaking English (Nadia et al., 2023).

In addition, classroom climate and emotions mediate communication. A growth language mindset shapes enjoyment, pride, boredom, and, in turn, L2 willingness to communicate (WTC) (Wang et al., 2021). In other words, creating environments that foster L2 communication could enhance students' engagement in learning and L2 WTC. This aligns with Krashen's (1982) affective filter hypothesis; these findings imply that growth mindsets and supportive climates lower the filter (such as reducing threat and increasing control and motivation), facilitating intake and output practice, and explaining why students with growth mindsets are confident to speak more and worry less.

Previous studies emphasize the need to cultivate a positive growth mindset in language learners. This approach not only reduces speaking anxiety but also greatly boosts students' confidence and communication skills. Students with a growth mindset are more likely to succeed in acquiring the target language because they can set clear learning goals and actively employ effective strategies, such as seeking feedback, to achieve those goals. By fostering a growth mindset, instructors can establish a setting in which students view problems as chances for personal development, resulting in less anxiety and enhanced oral communication ability. In conclusion, cultivating such a mindset in individuals who are acquiring a new language enhances their overall ability to use the language effectively and communicate successfully.

2.3 L2 Speaking Performance

L2 speaking is both complex and anxiety-provoking, with scarce opportunities to practice and fear of negative evaluation limiting performance (Cong-Lem, 2018; Richards & Renandya, 2002; Sun & Yang, 2015; Wei, 2014; Zhang, 2009). Moreover, studies also found that out-of-class, tech-mediated practice can help students improve L2 speaking performance. For example, Hsu (2016) demonstrated voice blogging improved the complexity, accuracy, and fluency (CAF) of L2 speaking, especially fluency and complexity, because the learning platform offers ongoing practice and reflection. In addition, Fu et al. (2022) found that the positive impacts of digital storytelling on the speaking ability of EFL students using the Toontastic application led to improvement in fluency and language use. However, Fu et al. (2022) reported no simple link between increased engagement and improvement. This suggests that practice alone is insufficient, and that anxiety and opportunity do not fully explain outcomes. What remains underexplored is how assessment design and mindset work together to convert practice into progress.

2.4 Learning-Oriented Assessment

There is broad convergence that LOA is educationally valuable and has diffused into ELT (Carless, 2015; Jones & Saville, 2016; Turner & Purpura, 2016). LOA assists students in maximizing their ability to acquire a language by fostering collaboration between students and teachers during assessment (Christison, 2018). The involvement offers learners the opportunity to gain motivation and to monitor progress toward outcomes (Keppell & Carless, 2006). In practice, self-, peer-, and teacher-assessment supply the information that makes learning visible and improvable across both formative and summative uses (Chien et al., 2020; Santos & Ramírez-Ávila, 2022; Xu et al., 2021).

Across frameworks, core ideas align. Carless et al. (2006) and Carless (2015) focus on designing learning and assessment tasks that involve active learner participation. Purpura and Turner (2014) and Turner and Purpura (2016) emphasize observing the classroom from a variety of perspectives across interrelated task–activity–learner dimensions interconnected task-activity-learner perspectives, while Jones and Saville (2016) Jones and Saville (2016) highlight a strong emphasis on task design that fosters the development of social, linguistic, and professional abilities while producing actionable evidence for formative and summative assessments. Empirical studies likewise converge on positive skill improvement in reading, writing, pronunciation, and speaking when such cycles are implemented (Almalki, 2019; Kim & Kim, 2017; Mak & Lee, 2014; Matyakhan et al., 2024; Navaie, 2018; Viengsang & Wasanasomsithi, 2022).

At the mechanism level, studies agree that LOA works through iterative cycles—planning, performance, feedback (peer/teacher/self), and revision—supported by clear criteria. For instance, Imsa-ard (2025) implemented LOA in a writing course that included prewriting, drafting, peer, self, and instructor feedback, revision, and reflection, resulting in remarkably significant writing advances and improved academic resilience, while learners valued the structure. In speaking, Matyakhan et al. (2024) reports significant improvements under LOA, with students crediting teacher feedback, pre-task support, re-performance, and peer feedback.

While LOA is generally beneficial, implementation can overwhelm learners and teachers, risking delayed feedback and diminished cycles (Estaji & Safari, 2023). Furthermore, while peer assessment frequently increases engagement (Chien et al., 2020; Li et al., 2020), its perceived quality varies (Imsa-ard, 2025), and learners in some circumstances report a lower benefit from self-assessment compared to instructor feedback and re-performance (Matyakhan et al.,

2024). These divergences indicate that not all LOA components contribute equally across settings, and that benefits vary depending on design decisions (e.g., criteria focus, length/caps, and feedback literacy).

2.5 Vlog as an Assessment Tool for Speaking Skills

Vlogs have been adopted as a practical means of evaluating and developing speaking, typically through staged processes of planning, sourcing/creating content, recording/editing, and evaluating performance (van den Berg & de Villiers, 2021). Studies confirm that vlogging can improve key aspects of EFL speaking and engagement as a substitute for role-plays; it enhances pronunciation, fluency, and overall proficiency (Choi & Sinwongsuwat, 2024). Besides, students could acquire vocabulary and pronunciation alongside higher motivation (Pranata & Rizki, 2023). Jin (2024) revealed that vlogging reduced speaking anxiety, increased willingness to communicate, and improvements in vocabulary, comprehension, fluency, and task performance. With vlogs serving as a feedback and self-monitoring tool (Brott, 2020) and students appreciating its value for spotting deficiencies (Sharon J.H & Nurlaily, 2022), vlogging also seems to enhance reflective interaction between teachers and students. According to these findings, framed within LOA, vlogs function as evidence-generating tasks that facilitate iterative self-, peer-, and teacher-assessment and feedforward. From an eTAM perspective (Heijden, 2000), these benefits are consistent with high perceived usefulness (speaking development and actionable feedback) and perceived enjoyment, both of which reinforce behavioral intention to continue creating vlogs.

Vlogging is therefore a powerful tool for enhancing oral communication ability and reducing anxiety in EFL contexts, as its integration into language instruction can create interactive, supportive, and learner-centered environments. Through vlogs, students are provided with a flexible and motivating space to demonstrate their speaking skills, reflect on their performance, and receive feedback from peers and instructors, an approach that aligns well with the principles of LOA by offering authentic opportunities for practice, reflection, and improvement. At the same time, vlogging promotes digital literacy, an essential skill in today's technology-driven world. Although existing studies have largely examined speaking performance and the relationship between learners' language mindsets and affective factors, and although research on mindset and domain-specific constructs such as L2 speaking mindset has recently gained increasing attention, studies investigating the role of technological tools such as vlogs in shaping oral communication ability and L2 speaking mindset remain limited. Addressing this gap is important because vlogging offers a distinctive platform for self-reflection, autonomous learning, and increased speaking practice, all of which may influence learners' communicative confidence and speaking mindset.

In this respect, while prior studies have separately confirmed the value of vlogging for speaking development, the formative role of LOA, and the motivational importance of a growth mindset, these strands have seldom been brought together within a single explanatory framework for EFL speaking development. Accordingly, the present study does not claim to propose an entirely new theory; rather, it seeks to extend existing perspectives by showing how repeated digital speaking practice, iterative feedback processes, and learner beliefs may interact to support improvement in speaking performance, thereby contributing to a more integrated and context-specific understanding of speaking development in EFL settings. Moreover, the present study conceptualizes vlogging, LOA, and mindset as theoretically connected. Vlogging provides a digital assessment space for repeated speaking performance, LOA structures that space through feedback and revision, and a mindset that influences how learners respond to these learning opportunities. Oral communication development is therefore viewed as the product of interaction among digital mediation, formative assessment, and learner beliefs.

3. Method

The research employed an explanatory sequential mixed-methods design (Creswell & Creswell, 2022) to gain more insightful information from both quantitative data and qualitative data. First, quantitative data were collected through an oral communication test (addressing RQ1) and a mindset scale (addressing RQ2). Next, qualitative interviews with teachers and students were conducted to explain and enrich the quantitative patterns, thereby deepening interpretation and addressing RQ3.

3.1 Participants and Setting

The participants were 100 undergraduate students enrolled in an English oral communication course, Oral Expression I, at a public university in Thailand. The study involved convenience sampling of four intact classes with voluntary participation. The criteria are 1) being non-English major students, 2) successful completion of the university's first two required courses, and 3) having adequate competence in the use of digital tools for recording and editing videos. Four English lecturers who taught these classes also participated, recruited through purposive sampling based on their

expertise in English pedagogy (i.e., a minimum master's degree in English, English language teaching, or a related field, and at least two years of teaching experience). They took part in this research study because they observed students' performance across the semester and could directly inform on how well the tasks were implemented, their suitability, and the local factors that supported or constrained them, as well as their students. The Oral Expression I course aims to develop students' English oral communication ability used in everyday life through activities such as storytelling, presentations, and role plays. For this course, the students, as participants, created two vlogs based on their interests to share their experiences. Importantly, the vlogs were not graded but functioned as formative assessment tasks within the LOA framework, encouraging self- and peer-assessment, reflection, and practice beyond the classroom.

3.2 Research Instruments

3.2.1 Oral Communication Test

everyday situations or experiences, such as favorite hobbies or activities, and memorable experiences. The students took the test individually as a pretest, posttest, and delayed posttest. They randomly selected a topic for their oral communication test via a lucky draw to balance fairness and authenticity. The tests allow students approximately 10 minutes to perform. Accordingly, a 10-minute performance offers enough language evidence and practicality for assessment while remaining feasible. To investigate the development of students' oral communication ability, an analytic scoring rubric was developed to assess L2 speaking ability. The criteria include fluency, range, accuracy, and pronunciation. The rating scale ranges from 1 to 4 (1 is the lowest, and 4 is the highest). The tests and rubric were validated by three experts in English language teaching, language assessment and evaluation, and applied linguistics, using the index of congruence (IOC). The result was 0.853, which is valid. Then, they were launched as a pilot study with 10 non-participant students with similar characteristics. Therefore, inter-rater reliability was assessed using Cohen's kappa with two raters who did not participate in the study. The kappa values ranged from 0.544 to 1.00, indicating moderate to perfect agreement. The average kappa across all dimensions was 0.831, suggesting a high level of consistency between the two raters.

3.2.2 Mindset Scale

The researcher adapted the mindset scale from Khajavy et al. (2022) because the scale was employed to investigate language mindset and the domain-specificity of language mindset. They underscore that the domain-specific perspective on language mindset suggests that learners may hold distinct beliefs about the development of different language skills. While Khajavy et al. (2022) operationalizing this construct in the context of L2 reading, the same theoretical logic can be extended to other language domains, such as speaking. In this study, items from Khajavy et al.'s (2022) domain-specific language mindset scale were adapted to reflect beliefs about L2 speaking ability, with references to reading replaced by speaking. This adaptation follows the assumption that learners may hold differentiated beliefs regarding the development of individual language skills. The scale includes 8 items to assess students' language mindset; there are 4 items (items 1–4) about growth mindset and another 4 items (items 5–8) about fixed mindset. In addition, there are 8 items (items 9–16) about the English-speaking mindset; there are 4 items about the growth speaking mindset (items 9–12), and there are 4 more items (items 13–16) about the fixed speaking mindset. The items were on a six-point Likert scale ranging from 1 (strongly disagree) to 6 (strongly agree) to avoid bias. To elaborate, an even-numbered response format was used to remove the neutral midpoint and encourage respondents to take a directional stance on each item. Such formats have been shown to reduce central-tendency responding, in which participants select a neutral option rather than expressing an evaluative position (Kulas et al., 2008). This selection was considered appropriate for capturing clearer beliefs about the development of language ability. The questionnaire is bilingual (English and Thai). Three experts in English language teaching, language assessment and evaluation, and applied linguistics were asked to validate the scale using the IOC to assess its appropriateness. The results were 0.778, indicating its validity. Then it was administered to 10 non-participants to assess reliability using Cronbach's alpha. The result was 0.91, indicating the scale is reliable.

3.2.3 Semi-structured Interview Questions

The semi-structured interview questions were designed to investigate teachers' and students' perceptions of the use of vlogging as an assessment tool in this oral communication course. The questions were associated with students' mindsets and the pedagogical impacts of vlogging. The interview lasted approximately 30 minutes in focus groups. The interview was conducted in both English and Thai, depending on the participants' preference for more insightful information and to avoid the language barrier. Here are some sample questions:

- 1) How do you feel vlogging has impacted your English oral communication skills? Can you provide specific examples?

2) How effective do you believe vlogging is as a tool for assessing students' oral communication abilities in English compared to traditional assessment methods?

3) What challenges have you encountered when using vlogging as an assessment tool?

3.3 Data Collection

Following approval from the institutional human ethics committee, the researcher provided students enrolled in the course with information about the course outcomes, research objectives, confidentiality measures, and research procedures. Participation was voluntary, and students agreed to take part after fully understanding the provided information. The study was conducted for a total of 12 weeks. During week 1, the researcher conducted the course orientation, administered a pre-survey to assess the mindset scale, and conducted a pretest. From weeks 2 to 11, the participants participated in various activities in the oral communication course, including presentations, role-plays, and pronunciation practice. In weeks 4 and 8, the participants were trained to assess their own performance and their peers' performances. Once they were trained, they needed to submit their vlog assignments through the university's learning management platform, which allows users to provide peer feedback. In week 12, the researcher administered a post-survey to participants, followed by a post-test. The delayed post-test was administered two weeks after the post-test. Therefore, it was intended to capture short-term retention of oral communication gains rather than long-term maintenance. The delayed post-test results should thus be interpreted cautiously as evidence of only near-term persistence. The summary is shown in Figure 1.

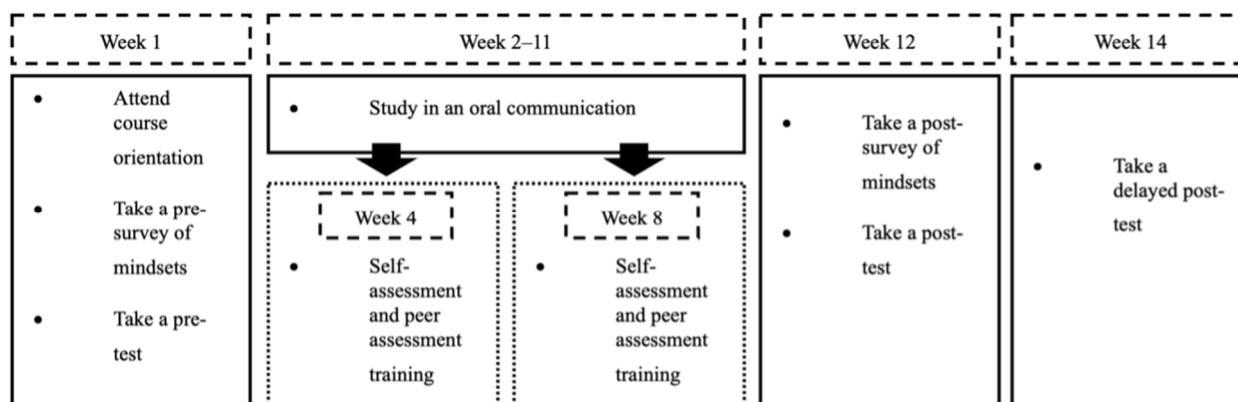


Figure 1. Data Collection Procedure

3.4 Data Analysis

Quantitative and qualitative data were analyzed separately but integrated during interpretation to provide a more comprehensive understanding of the impact of vlogging. For the quantitative data, the pretest, posttest, and delayed posttest were conducted to investigate EFL university students' oral communication ability after the implementation of vlogging, which addresses RQ 1. Repeated measures ANOVA was utilized to analyze and compare the differences in scores across each of the tests. To address RQ 2, a paired-samples *t*-test was used to analyze the mean scores from pre-survey and post-survey of the mindset scale to investigate the language and speaking mindset.

For qualitative data, the semi-structured interview was conducted to address RQ 3 with the aim of investigating how the EFL university students and teachers perceive vlogging as a tool for oral communication ability assessment. After interviewing, the answers were transcribed and analyzed using content analysis. Then, thematic analysis (Braun & Clarke, 2006) was employed. Transcripts were reviewed for familiarization, systematically open-coded, and codes were collated into candidate themes, then reviewed and refined for coherence and distinction. Themes were defined, named, and illustrated with representative extracts. Trustworthiness was supported through intercoder agreement checks, an audit trail, and reflexive memoing.

To ensure integration of the two strands, qualitative themes were explicitly used to (1) triangulate unexpected or contradictory quantitative findings (e.g., the increase in fixed speaking mindset despite overall growth), and (2) expand on statistical outcomes by providing contextualized examples of learner and teacher perceptions. Thus, the explanatory sequential design was not limited to presenting results side by side but involved connecting the quantitative outcomes with qualitative insights in the discussion to yield an integrated account of how vlogging functioned as a learning-oriented assessment practice.

4. Results

4.1 Effects of Vlogs on Oral Communication Ability

The purpose of this study was to investigate the improvement in oral communication ability in EFL university students after using vlogging-based LOA for oral communication. The study focused on four aspects: fluency, range, accuracy, and pronunciation. Table 1 presents descriptive statistics for fluency, range, accuracy, and pronunciation at three measurement points. Across all dimensions, students demonstrated improvement from pretest to posttest, with gains largely sustained at the delayed posttest. The findings suggest that the vlogging-based LOA intervention was associated with gains in speaking performance. However, because the interval between the post-test and delayed post-test was brief, these findings should not be interpreted as evidence of long-term retention.

Table 1. Descriptive Analysis of English Oral Communication Ability at Different Time Points

Dimensions	Times	<i>M</i>	<i>SD</i>
Fluency	Pretest	2.01	.835
	Posttest	2.79	.743
	Delayed Posttest	2.65	.657
Range	Pretest	2.09	.830
	Posttest	2.53	.758
	Delayed Posttest	2.38	.736
Accuracy	Pretest	2.41	1.045
	Posttest	2.71	.913
	Delayed Posttest	3.06	1.108
Pronunciation	Pretest	2.11	1.081
	Posttest	2.63	.872
	Delayed Posttest	2.70	.905

The mean fluency scores revealed a significant increase from the pre-test to the post-test, and afterward, a minor decline at the delayed post-test. In particular, the mean score increased from the pretest ($M = 2.01$, $SD = 0.835$) to the posttest ($M = 2.79$, $SD = 0.743$), indicating a substantial improvement. Nevertheless, the mean of the delayed posttest decreased only slightly ($M = 2.65$, $SD = 0.657$). In the case of range, there was also positive progress over time. The mean score increased from the pretest ($M = 2.09$, $SD = 0.830$) to the posttest ($M = 2.53$, $SD = 0.758$), indicating that participants' vocabulary and expressions expanded. Nevertheless, the delayed posttest mean score was slightly lower ($M = 2.38$, $SD = 0.736$). This suggested that there was a slight decline following the post-test. Furthermore, the accuracy mean scores demonstrated a consistent increase over time. Initially, the pretest mean ($M = 2.41$, $SD = 1.045$) rose to the posttest mean ($M = 2.71$, $SD = 0.913$) and further to the delayed posttest mean ($M = 3.06$, $SD = 1.108$). Furthermore, the pretest mean pronunciation score increased from 2.11 ($SD = 1.081$) to 2.63 ($SD = 0.872$) in the posttest. The mean score on the delayed posttest was 2.70 ($SD = 0.905$), indicating a modest improvement relative to the posttest.

Table 2. Repeated Measures ANOVA Results of English Oral Communication Ability

Source of Variation	Dimensions	<i>df</i>	Mean Square	<i>F</i>	<i>p</i>	Partial Eta Squared
Time Points	Fluency	2	17.293	32.278	<.001	0.246
	Range	2	5.003	8.952	<.001	0.083
	Accuracy	2	10.583	12.922	<.001	0.115
	Pronunciation	2	10.390	11.741	<.001	0.106

* <.05 is at the significant level.

Additionally, a repeated measures ANOVA was conducted to analyze the changes in the oral communication ability of EFL university students over time, and the results showed statistically significant improvements in all four dimensions, namely fluency, range, accuracy, and pronunciation. Firstly, the fluency yielded a significant effect of time, a mean square of 17.293, and an *F*-value of 32.278 ($p < .001$). The partial eta squared value of 0.246 indicates a moderate to

large effect size. Secondly, the results of the range showed a mean square of 5.003 and an F -value of 8.952 ($p < .001$). The partial eta squared of 0.083 indicates a small to moderate effect size. Next, the accuracy also showed significant improvement over time, with a mean square of 10.583, and an F -value of 12.922 ($p < .001$). The partial eta squared value of 0.115 suggests a moderate effect size. Lastly, pronunciation was significantly developed, as evidenced by a mean square of 10.390, and an F -value of 11.741 ($p < .001$). The partial eta squared of 0.106 denotes a moderate effect size.

Table 3. Bonferroni Comparisons for Different Time Points of English Oral Communication Ability

Dimensions	Time Points Compared	Mean Difference	Std. Error	p
Fluency	Pretest vs Posttest	-0.780*	0.100	<.001
	Pretest vs Delayed Posttest	-0.640*	0.110	<.001
	Posttest vs Delayed Posttest	0.140	0.101	0.500
Range	Pretest vs Posttest	-0.440*	0.098	<.001
	Pretest vs Delayed Posttest	-0.290*	0.108	0.025
	Posttest vs Delayed Posttest	0.150	0.111	0.543
Accuracy	Pretest vs Posttest	-0.300*	0.072	<.001
	Pretest vs Delayed Posttest	-0.650*	0.153	<.001
	Posttest vs Delayed Posttest	-0.350*	0.143	0.049
Pronunciation	Pretest vs Posttest	-0.520*	0.111	<.001
	Pretest vs Delayed Posttest	-0.590*	0.150	<.001
	Posttest vs Delayed Posttest	-0.070	0.134	1.000

* Mean difference is significant at $<.05$.

To examine and understand the quantitative data from differences between the time points, Bonferroni was utilized according to Table 3. The Bonferroni correction was employed to reduce the risk of false positives arising from many simultaneous comparisons. This method helped make sure that any significant results found were truly meaningful. After vlogging and the LOA was implemented, there was an improvement in fluency as seen by the significant mean difference of -0.780 ($p < .001$) in fluency between the pretest and posttest. Furthermore, a comparison of the pretest and delayed posttest showed a mean difference of -0.640 ($p < .001$), which further indicated that fluency gets higher. However, there was not a significant shift in fluency levels between these two-time points, as indicated by the comparison of the posttest and delayed posttest, which yielded a mean difference of 0.140 ($p = 0.500$). In addition, the pretest-posttest comparison of range revealed a mean difference of -0.440 ($p < .001$), indicating a significant increase in lexical use following the implementation of vlogging. The mean difference between the pretest and delayed posttest was -0.290 ($p = 0.025$), indicating that the improvement in lexical range was somewhat maintained, nevertheless with a slightly reduced level of significance. The posttest and delayed posttest did not demonstrate any significant difference, as evidenced by the mean difference of 0.150 ($p = 0.543$) in the comparison. Furthermore, the accuracy presented a significant improvement from the pretest to the posttest, with a mean difference of -0.300 ($p < .001$). In addition, the pretest versus delayed posttest comparison revealed an even more significant mean difference of -0.650 ($p < .001$), suggesting that accuracy has continued to progress throughout the periods. A mean difference of -0.350 ($p = 0.049$) was noticed between the posttest and the delayed posttest, indicating a minimal but significant improvement from the posttest to the delayed posttest. This suggests that accuracy is continuing to increase over time. The mean difference between the pretest and the posttest was -0.520 ($p < .001$), indicating a substantial improvement in pronunciation. This illustrates that vlogging had a beneficial impact on pronunciation. In the comparison of the pretest and delayed posttest, the mean difference was -0.590 ($p < .001$), indicating that such improvements were not only sustained but also marginally enhanced over time. The posttest and delayed posttest revealed a mean difference of -0.070 ($p = 1.000$), suggesting that there was no significant difference between the two-time points.

In short, the quantitative results indicate that the integration of vlogging and LOA contributed not only to immediate gains in fluency and pronunciation but also to sustained development in accuracy. These findings align with LOA principles, suggesting that opportunities for rehearsal, self-assessment, and feedback embedded in vlogging supported ongoing learning beyond classroom activities.

4.2 Effects of Vlogs on Language and Speaking Mindsets

Results from paired-sample *t*-tests are presented in Tables 4 and 5. Table 4 illustrates the findings gathered from the pre-survey and post-survey of the mindset scale. A paired-samples *t*-test was used to compare the mean survey scores. For the growth language mindset, results showed a statistically significant increase from the pre-survey ($M = 2.065$, $SD = 0.586$) to the post-survey ($M = 5.100$, $SD = 0.478$), $p < 0.001$. The effect size is 0.800, indicating a large effect, which suggests that vlogging had a strong impact on enhancing students' growth in language mindset. Although the increase in growth mindset scores may reflect the supportive and feedback-rich nature of the vlogging-LOA intervention, the unusually large magnitude of the shift also suggests the need for caution, as self-report responses may have been influenced by social desirability, heightened intervention awareness, or other measurement artifacts.

For the fixed mindset, the statistical analysis did not show a significant change. Although the standardized mean difference was in the moderate range ($d = 0.694$), the p -value ($p = .590$) indicated that the difference was not statistically significant, and the mean difference was very small. This result should therefore be interpreted cautiously and not as evidence of a reliable effect. The discrepancy may reflect sample size limitations, score variability, and sampling fluctuation. Thus, while the effect size describes the magnitude of the observed difference in standardized terms, the significance indicates that the study could not confidently conclude that vlogging reduced students' fixed mindset.

Therefore, these findings suggest that vlogging as a tool for assessment could be more effective at encouraging a growth language mindset than at weakening a fixed language mindset. This pattern is plausible because increases in growth language mindset can occur through supportive learning experiences without necessarily producing an equivalent immediate decline in fixed beliefs, which may be more stable and resistant to short-term change.

Table 4. Comparison of Mean Scores for Language Mindset Using Paired Sample *T*-Test

	Pre-survey		Post-survey		<i>t</i>	<i>df</i>	<i>p</i>	Effect Size
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Growth Language Mindset	2.065	.586	5.100	.478	-37.932	99	<.001*	.800
Fixed Language Mindset	1.933	.509	1.895	.513	.540	99	.590	.694

* The significant level is at <.05.

Moreover, Table 5 presents the paired-sample *t*-test findings for the speaking mindsets between pre-survey and post-survey. The results show a statistically significant increase in the growth-speaking mindset from the pre-survey ($M = 1.940$, $SD = 0.472$) to the post-survey ($M = 5.200$, $SD = 0.539$) with $p < 0.001$. Moreover, the effect size of 0.687 shows a large effect, which means that the vlogging was very effective in promoting a more growth mindset towards speaking.

In contrast, the findings reveal a slight increase in mean scores from the pre-survey ($M = 2.158$, $SD = 0.590$) to the post-survey ($M = 2.433$, $SD = 0.819$) with statistical significance ($p = 0.008$) for the fixed-speaking mindset. Nevertheless, the effect size of 1.015 indicates a large effect. This result should be interpreted in relation to how the mindset scale functions. In particular, the fixed-speaking items may be sensitive to situational reactions (e.g., anxiety, perceived difficulty, or self-evaluation during speaking tasks) rather than reflecting a trait-like belief about speaking ability. Since vlogging involves repeated performance and public-facing speaking, some students may have become more aware of speaking challenges, which could temporarily elevate fixed-mindset responses even while growth-speaking mindset increased. Therefore, this significant increase in fixed mindset scores could suggest resistance to change or reinforcement of fixed mindset in some students despite the vlogging implementation.

Table 5. Comparison of Mean Scores for Speaking Mindset Using Paired Sample *T*-Test

	Pre-survey		Post-survey		<i>t</i>	<i>df</i>	<i>p</i>	Effect Size
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Growth Speaking Mindset	1.940	.472	5.200	.539	-47.445	99	<.001*	.687
Fixed Speaking Mindset	2.158	.590	2.433	.819	-2.708	99	.008*	1.015

* The significant level is at <.05.

Taken together, while vlogging strongly promoted growth orientations, the rise in fixed speaking mindset suggests resistance among some students. Interviews later revealed that difficulties with technology, editing workload, and discomfort in front of the camera contributed to negative attitudes, reinforcing fixed beliefs. This finding suggests that learners' mindsets may be responsive to instructional experience and may show change over the intervention period, depending on contextual affordances and challenges.

4.3 Students and Teachers' Perceptions of Using Vlogs as an Assessment Tool

Apart from the quantitative data gathered from the oral communication tests and mindset scale, the semi-structured interview was conducted to get more insightful information regarding the perceptions of students and teachers towards vlogging as a tool for oral communication ability assessment. Thematic analysis of the interview revealed three primary themes for students and another two themes for teachers related to their experience after implementing the vlog as an assessment tool. Students reported positive perceptions towards the vlog, such as improving speaking skills, reducing anxiety, building self-confidence, and fostering interests and creativity. Teachers reported that it could provide students with flexibility to practice oral communication outside traditional classroom settings.

4.3.1 LOA Processes Supporting Speaking Development

After creating vlogs as an assessment tool in the course, students positively reported their perceptions in terms of improving their speaking skills. Within an LOA framework, the vlog tasks functioned as evidence-generating activities coupled with self- and peer-assessment, enabling targeted feedforward for improvement. Students reported gains in fluency, lexical range, pronunciation, and accuracy. They attributed these gains to planned production by outlining before recording, self-evaluation via rewatching and revising recordings, and peer feedback that pinpointed next steps.

Excerpt 1

"I don't know if I am into myself or not. I feel like my speech is smoother. When recording my first vlog, I struggled to think about some of the words to speak. I watched my video, and I wanted to speak more fluently. So, I practiced a lot. After the second one, I feel like I speak a bit more fluently."

Excerpt 2

"I was both nervous and excited when I needed to come up with an outline for my vlogs using criteria. However, I had time to think and noted down some of the keywords I wanted to say. Maybe, I think I gained more vocabulary and some complex sentence structures because of that."

Excerpt 3

"I need to say that my friends helped me a lot. The teacher allowed my classmates to comment and give feedback. My friend always supported me through their comment regarding my pronunciation. So, I worked harder to improve my pronunciation."

The same LOA cycles that improved speaking also changed how students felt about speaking. By gaining control and seeing progress, they reinterpreted anxiety as a manageable challenge, leading to the next theme.

4.3.2 LOA-Enabled Anxiety Reappraisal

In addition, students' accounts indicate that vlogging transformed presentation anxiety into a manageable challenge. Two LOA-consistent mechanisms were evident. Firstly, control and iteration provide opportunities to plan, rehearse, re-record, and monitor performance against transparent criteria. Secondly, visible progress with feedforward demonstrated each takes generating evidence for self-assessment and goal setting. These processes facilitated reappraisal of errors (from "I can't speak" to "I can improve with another take"), signaling a shift toward a growth-oriented speaking mindset and, consequently, an increased willingness to communicate beyond the assignment context.

Excerpt 4

"I was anxious whenever I needed to present in front of the class. But vlogging is my favorite activity. I want to learn and speak more when I need to record the vlogs. I never feel anxious when doing it because I could plan and revise it."

Excerpt 5

"I always feel nervous, and I can't speak. Now, I felt less anxious and stressed when I did the vlog because I could retake my footage to get the best shot. I walked on the street and kept talking. It was so fun."

Excerpt 6

"Vlogging was so fun. I want to learn the language and speak even more. I used to feel anxious and nervous whenever

I learned English. Now, I just wanted to create vlogs and speak more English.”

These accounts show how LOA features—control, iteration, and visible progress—reframed anxiety and built confidence. Crucially, because vlogging happens beyond class, students practiced on their own terms, normalized errors through retakes, and saw evidence of growth from one take to the next. This out-of-class practice is the pathway to cultivating a growth speaking mindset, where students view ability as improvable and become more willing to communicate in wider contexts.

4.3.3 Cultivating a Growth Speaking Mindset from Out-of-Class Practice

According to answers from the semi-structured interview, teachers portrayed vlogging as an assessment for learning that nurtures a growth speaking mindset—the view that speaking develops through effort, strategy, and iterative practice. Two LOA mechanisms, including autonomy with iteration and evidence-based feedforward, underpin this. Regarding autonomy with iteration, students control the pace and context and can re-record. For evidence-based feedforward, each take produces concrete data for self-assessment and next-step goals.

Excerpt 7

“Vlogging lets students work at their own pace. They can re-record, check a simple checklist, and try again. Each take shows what to fix next, so they see that effort leads to better speaking.”

Excerpt 8

“I like vlogs because they turn one big presentation into small steps. Students watch a take, set one goal, and do another try. They stop saying that they are a bad speaker and start saying that the next take will be better.”

Therefore, these design features shift talk from fixed-ability judgments (“good/bad speaker”) to improvable performance (“the next take will be better”), thereby widening students’ willingness to communicate beyond the classroom.

4.3.4 Digital Literacy Constraints

Students reported the adverse side of vlogging. They perceived the challenges of vlogging as more than technical issues. When tools are hard to use, and students lack confidence because they spend too much time on recording and editing instead of practicing speaking, boredom and frustration also appear, feeding fixed beliefs that can blunt a growth speaking mindset.

Excerpt 9

“Vlog for me is boring. I don’t like to edit videos. So, I think my vlog is not that interesting. It did not help me improve my speaking that much, I think. Instead of practicing, I spent my time editing.”

Excerpt 10

“You know what...I did not like it. I struggle with everything like recording videos and editing them. I never edit such things. It took me days to finish it. I even wanted to give up doing it.”

Excerpt 11

“I wish someone could help me with editing. It was a hard work to do. Planning what to speak and recording videos were too much already. I needed to learn how to edit and trim videos. So boring seriously.”

The results show that limited digital skills and low tool confidence redirected effort from speaking to editing, slowing iteration and dampening the benefits of LOA. The resulting boredom and frustration fostered fixed beliefs that undercut a growth speaking mindset and reduced willingness to communicate. Addressing these constraints (simpler tools, brief training, lighter editing requirements) is essential to preserve the assessment-for-learning gains.

4.3.5 Vlogs Feedback Load and Feasibility

Teachers valued vlogging for learning but noted that high feedback load made LOA hard to sustain at scale. When each video required full viewing, detailed comments, and file handling, the effort and time costs rose sharply. This slowed timely feedback and feedforward, weakening the cycle of assessment for learning.

Excerpt 12

“Vlogs help my students, but watching every file is exhausting. One class can mean 40 videos. By the end, my eyes are tired, and my feedback slows down.”

Excerpt 13

“Giving feedback on every single vlog could be a huge workload. I have to pause every couple of hours, which delays returns to students and makes it hard to keep the feedback cycle moving.”

In short, the design worked pedagogically but strained feasibility, risking shorter comments, delayed returns, or fewer iterative takes—all of which dilute LOA benefits and dampen students’ growth-oriented language and speaking mindset.

Overall, vlogging as an assessment-for-learning tool produced statistically significant gains in oral communication: fluency, range, accuracy, and pronunciation all improved from pretest to posttest, with most gains maintained at delayed posttest and accuracy continuing to rise. Mindset measures echoed these trends: growth language and growth speaking mindsets increased markedly, while fixed language mindset did not change, and fixed speaking mindset rose slightly. These results signal that a subset of learners may have resisted change despite overall growth. Qualitative reports clarified mechanisms (planning, re-recording, self/peer assessment, feedforward) behind improvements and anxiety reappraisal, but also flagged feasibility and equity issues, such as limited digital skills and heavy feedback loads, threatening the LOA cycle. Therefore, the results indicate meaningful skill development and mindset growth when iteration and feedback are protected, alongside practical constraints that require design adjustments to sustain benefits in EFL classrooms.

5. Discussion

The present study set out to examine how the integration of vlogging and LOA influences Thai EFL university students’ oral communication ability as well as their language and speaking mindsets. For research question one, vlogging as a tool for oral communication ability assessment could enhance EFL university students’ oral communication ability. Students improved from pretest to posttest (and largely maintained at delayed posttest) in fluency, accuracy, pronunciation, and range. In LOA, tasks are evidence-generating; learning advances when students can plan, perform, inspect evidence against transparent criteria, and set the next goal (Carless, 2015; Jones & Saville, 2016; Turner & Purpura, 2016). They transform practice into calibrated change through these plan-record-review-feedforward loops. According to earlier vlogging research, speaking performance has improved (Choi & Sinwongsuwat, 2024; Jin, 2024; Pranata & Rizki, 2023).

Vlogging is more than just practice. LOA outlines the procedural characteristics that make practice productive; without clear evidence and feedforward, more practice may become ineffective. This also aligns with the qualitative data that students perceive their oral communication to be better, with interview findings showing students using self/peer assessment to monitor, reflect, and revise. Learning advances when assessment evidence is visible and immediately actionable; short, iterative tasks foster autonomy and collaboration that feed revision (Carless, 2015; Chien et al., 2020). Students explicitly described using criteria, peer cues, and re-recording to target one concrete change per take.

The second research question aimed to investigate the EFL university students’ language mindset and speaking mindsets. Growth-aligned language and speaking mindsets were fostered by vlogging and the LOA because it reduced the affective filter, enhanced control over performance, and transformed mistakes into actionable evidence. According to the results, there was an increase in growth language and speaking mindset. According to mindset theory, attitudes regarding malleability influence persistence and goal orientation; repeated feedback based on criteria can reorient mindsets toward progress (Dweck, 2006; Lou et al., 2022; Mercer & Ryan, 2009). However, there was also a minor increase in fixed speaking mindset and no apparent shift in fixed language mindset. The increase in fixed speaking mindset suggests that some students experienced vlogging as an evaluative display, such as public peer judgment and comparison among their peers, rather than low-stakes iteration. This is consistent with a raised affective filter (Krashen, 1982) and performance goals despite overall growth in language and speaking mindsets. This finding is consistent with prior studies indicating that shifting a fixed mindset requires sustained intervention and explicit cognitive restructuring (Dweck, 2006). One possible explanation is that students with a strong fixed mindset may require more explicit discussions on the nature of language learning and targeted interventions beyond vlogging to challenge their existing beliefs. Teachers and educators should consider integrating more structured feedback mechanisms and scaffolding activities into vlogging tasks.

Based on the interview data, teachers and students reported both positive and negative effects after implementing vlogs as an assessment tool on both students’ cognitive and affective domains of language learning. Because it enacted LOA as evidence-to-action cycles—students planned, recorded, reviewed against explicit criteria, and set a next-take goal—vlogging seemed to enhance speaking and reduce anxiety. This, in turn, encouraged growth-oriented perceptions of error and lowered the affective filter by using errors as information, gaining greater control, and being more risk-taking. This concurs with the previous studies that reduced anxiety and WTC gains under vlogging (Jin, 2024), growth

mindsets buffered speaking anxiety (Nadia et al., 2023), LOA's peer and self-assessments supported practice (Andiappan et al., 2022; Chien et al., 2020). However, effects are conditional. When tool friction is high such as editing burdens (Rafiq et al., 2024), criteria are unclear, feedback is delayed, or tasks feel publicly evaluative, the affective filter remains elevated and the LOA cycle slows. Therefore, it is possible to keep the process necessary for consistent progress by making options that limit length, minimize editing, utilize clear, straightforward criteria, demand a one-sentence feedforward aim, and stage peer review.

The drawbacks of vlogging, which include the digital friction experienced by students and the feedback burden experienced by instructors, are significant beyond pedagogy. This is due to the fact that they jeopardize an essential LOA mechanism that has generated benefits. Interview data showed tool struggles, including recording and editing, and heavy, repetitive marking in large classes. Theoretically, this friction increases extraneous burden, slows the evidence-to-action cycle, and maintains a high affective filter, thereby preventing the mindset reappraisal (errors as information) that supports confidence and output. Therefore, the effects will not be generalizable in situations where course, teacher, or topic effects may predominate, such as the absence of supports, low connectivity, or high enrollment. In order to ensure that benefits are scalable and equitable, assessment and task designs must be tailored to maximize speed, control, and practicality. Institutions must also support these designs with policy such as digital-literacy micro-modules, trim-only workflows and low-device alternatives, standardized LMS submissions, TA hours/workload credit, and basic equipment/training. Despite its evident potential, vlogging is at risk of exacerbating inequities and collapsing under the weight of scale in the absence of such design-and-policy alignment.

Framed as LOA, vlogging boosted Thai EFL students' oral communication—gains in fluency, accuracy, pronunciation, and range held to delayed post-test—by turning practice into plan–record–review–feedforward cycles where evidence is visible and immediately actionable. Qualitative data showed students using criteria, self/peer assessments, and re-recording to target one change per take. This lowered the affective filter, fostered autonomy, and nudged language and speaking mindsets toward growth, though a small rise in fixed speaking mindset suggests some experienced vlogging as public evaluation. The effects depend on design: tasks are brief, rubrics are clear, feedback arrives quickly, goals focus on one next step, and peer review is staged. When technology is clunky or marking loads are heavy, progress slows, and inequities widen. Scalable and equitable use pairs pedagogy with policy support, including micro-modules for digital literacy, trim-only or low-tech workflows, standardized LMS submissions, allocated TA hours or workload credit, and basic equipment and training.

The theoretical contribution of this study lies less in introducing new constructs than in clarifying the relationship among existing ones within a unified pedagogical process. Specifically, the findings suggest that vlogging can be understood as the performance space in which learners repeatedly produce spoken output, LOA functions as the formative mechanism that structures feedback and revision, and growth mindset provides a motivational orientation that may help learners remain receptive to feedback and persist in improvement. Accordingly, the study extends current theory by connecting these three perspectives into an integrated explanation of how speaking gains may be supported in classroom practice.

6. Implications

This study contributes to LOA and mindset research in three main ways. First, it demonstrates that LOA practices mediated through digital tools can shape not only linguistic outcomes but also learners' beliefs and identities. Second, it highlights the dynamic and paradoxical nature of mindsets, showing that growth and fixed orientations can co-develop within the same intervention. Third, it conceptualizes vlogging as a sociocultural assessment practice that simultaneously fosters autonomy, digital literacy, and identity work. These contributions extend beyond confirming existing literature, offering new directions for theorizing assessment, mindset, and digital learning in EFL contexts. For practitioners, the findings suggest that vlogging can serve as a powerful formative LOA tool if carefully implemented. Teachers should (a) integrate structured digital literacy training to reduce technical barriers, (b) design guided reflections to address fixed mindsets explicitly, and (c) balance sustainability by using group vlogs or integrating automated feedback. Most importantly, vlogging should be framed as a platform for self-expression and identity-building, not just as a graded task.

7. Conclusion

This study demonstrated that vlogging is one of the tools to enhance students' English oral communication since the comparison of test results illustrated that students significantly improved all four dimensions: fluency, range, accuracy, and pronunciation. Additionally, it can significantly develop growth language and speaking mindsets. The study

suggests that vlogging integrated with LOA can be an alternative way for teachers who want to build a growth mindset in English language learning. It not only nurtures growth in language and speaking mindsets but also reduces anxiety and builds self-confidence, as shown in the interview data. More importantly, the findings highlight the potential of vlogging as an alternative to traditional speaking assessments, as it provides an opportunity for the students to monitor their performance. They could watch their videos, and their peers could provide feedback to help each other enhance their oral communication ability. However, the persistence of fixed speaking mindsets among some students suggests that additional interventions may be needed to fully address deeply ingrained beliefs.

The study also had some limitations. The sample size, while sufficient for meaningful analysis, may not be fully representative of all EFL learners in every context. Future studies should consider recruiting larger and more diverse samples and exploring the use of vlogging as an assessment tool for English oral communication and mindsets. Furthermore, future research should investigate the long-term effects of vlogging on oral communication ability and mindset development. This present study only investigated the short-term retention by employing the delayed posttest with a two-week interval. Therefore, further studies could explore how sustained use of vlogging influences learners' English proficiency and language and speaking mindset over extended periods. Additionally, addressing the technical challenges faced by students through structured digital literacy training could enhance engagement and outcomes. Besides, further research could examine the interplay between fixed and growth mindsets, particularly in students who show resistance to change. This could involve tailored interventions aimed at shifting a fixed mindset and fostering greater adaptability. Moreover, exploring the integration of artificial intelligence tools for automated feedback on vlogs could help address teachers' workload concerns while maintaining the effectiveness of this assessment method.

In conclusion, this study underscores the effectiveness of vlogging with LOA as an innovative and learner-centered assessment tool in English language teaching. It not only enhances students' oral communication ability but also fosters growth mindsets by reducing anxiety and boosting confidence. While challenges such as technical barriers and grading workload remain, the findings highlight vlogging's potential to create engaging, reflective, and adaptive learning environments. By addressing these challenges and building on the strengths of this approach, educators can further harness the power of vlogging to support both cognitive and affective domains of language learning. In theoretical terms, this study offers an integrative extension rather than a radical reconceptualization. It shows that the combined use of vlogging, LOA, and growth mindset provides a useful framework for understanding speaking development as a process shaped by repeated performance, formative feedback, and learner disposition.

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Authors contributions

Mr. Tatchakrit Matyakhan was solely responsible for all aspects of this study, including conceptualization, study design, data collection, data analysis, and interpretation of results. He also drafted and revised the manuscript. As the sole author, all contributions to this work are attributed entirely to him, who read and approved the final manuscript

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No additional data are available.

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