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## Research Article

### Practices and Perspectives in Using Vlogs as Speaking Performance Assessment: A Proposed Assessment Tool

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#### ABSTRACT

In the twenty-first century, the use of technology in the teaching process has become increasingly crucial. A rising trend in language assessment comes in the form of vlogs. Its proliferation in language assessment can serve many advantages and benefits. However, a misguided assessment strategy can undermine the teaching-learning process. Also, learners often feel that vlogging assessments need to be revised because the focus is on the vlogging skills and media quality. Hence, the study aimed to identify the practices and perspectives of language teachers, academic heads, and language learners in using vlogs as a speaking performance assessment. A qualitative design was employed to collect a rich and detailed understanding of the focus of the study. The informants were selected through purposive sampling. Data were collected through essay questionnaires, focus-group discussions, and semi-structured interviews. The findings revealed that using vlogs in language assessment offers a versatile and practical approach for formative and summative purposes. Administering vlogging tasks requires weighing the advantages and challenges associated with each approach. Vlog types, such as personal vlogs, opinion vlogs, and interview vlogs, are ideal for enhancing learners' speaking skills. Furthermore, the pedagogical considerations of language teachers in utilizing vlogs include alignment, sufficient time and support, access to necessary technological resources, learner flexibility, support to struggling learners, clear and comprehensible instructions, and equity for all learners. There is a consensus on the significance of content, creativity, presentation, proficiency, fluency, and technical quality as criteria in vlog assessment.

**Keywords:** *Vlogs, Speaking skills, Performance assessment, Assessment tool*

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## **Introduction**

Speaking is one of the four critical macro skills in language learning, for it is a complex process involving several elements that work together to produce a coherent and compelling message. It is regarded as one of the most important language skills students want to master due to its practical application in education, daily activities, and professional opportunities (Ali et al., 2019). For students learning English, mastering speaking is one of the most challenging skills since it is a highly complicated activity that requires simultaneous cognitive, bodily, and sociocultural processes. Speaking requires more than linguistic components, such as vocabulary and grammar. Furthermore, Brilianti and Fauzi (2020) assert that, besides content knowledge, speaking requires self-confidence and independence to express ideas and engage in meaningful communication effectively. Learners need excellent speaking abilities to interact with others and effectively express themselves in a global community by utilizing the myriad communication channels offered by today's connected modern society (Lestari, 2018).

Teachers and learners can use a variety of teaching and learning activities in the language classroom. The method determines the success of the teaching and learning process (Fitria, 2022). Thus, it is vital for language teachers to carefully identify appropriate methods and strategies to employ and activities to administer in the classroom. A part of this planning phase involves integrating technology into the teaching-learning process. Information and communication technology (ICT) is a field that is becoming more popular today for improving the overall development of language learners' abilities while also promoting engagement (An-rasiyana et al., 2022). In the twenty-first century, the use of technology in the teaching-learning process has become increasingly crucial (Anggareni & Wulanjani, 2017). ICT, including assessments, has been integrated into the teaching and learning (Manan & Azizan, 2022).

A rising trend in language assessment comes in the form of vlogs. According to Maldin et al. (2017), the term vlog is derived from combining video and blog. It is a type of blogging

that utilizes video as media that combines text, photos, sound, and animation. Because it mixes video, sound, pictures, and text and increases the information content and the emotions communicated with other internet users, vlogging delivers a more profound experience than blogging (Lestari, 2019). Popular vlogs include unboxing and product reviews, humor and pranks, beauty and fashion, tutorials, lifestyle, gaming, movie and book reviews, travel, and pop culture.

Many scholars have investigated the use of vlogging as a method to enhance speaking and other skills in English. Madzlan et al. (2020) found that vlogging alleviates public speaking anxiety among language learners since vlogging offers a non-invasive environment for language production. The study by Ong et al. (2020) proved that vlogging fosters reflective practice among learners. Through vlogs, the participants can monitor their performances and reflect on the quality of their speaking skills. Moreover, Saputro et al. (2020) found that vlogging can increase the complexity of English utterances of language learners. Generally, scholars have found that vlogging as a performance assessment for speaking offers plenty of learning opportunities to learners and can significantly alleviate public speaking anxiety. Language proficiency and specific language features can be integrated into vlogging activities.

Moreover, learners perceive vlogging as enjoyable compared to face-to-face speaking tasks inside the classroom. The study of Anggraeni et al. (2020) revealed that learners viewed vlogging as a pleasant activity in which creative ideas are applied, while Iin (2022) and Faiza et al. (2022) found that it is an opportunity to stimulate their confidence and motivation. Also, Sumardi et al. (2020) found that learners view vlogging as an activity that fosters self-reflection on their errors and areas to improve because of the opportunity it provides the learners to review their performance until reaching a point of satisfaction. It has also been found that learners can develop planning and organizing skills while performing the task (Madzlan et al., 2020). Language teachers have been trying to integrate vlogs into the language class due to the belief that vlogging is a

convenient platform for speaking the target language to combat the psychological factors that affect learners' ability to speak, such as fear of making mistakes, bashfulness, lack of confidence, anxiety, and lack of motivation as enumerated by Al Nakhalah (2016).

The proliferation of vlogs in language assessment can serve many advantages and benefits when the execution from both the teacher and learners is appropriate (Bacescu, 2017). However, challenges may arise during the implementation. Learners may face challenges in the technical production of the vlog due to a lack of skills in recording and editing, a low level of technology acceptance, a lack of creative ideas to present in the vlog, and time constraints since editing the product in the post-production process takes much of the learner's time (Saputro et al., 2020; Huang, 2021). Moreover, there is a risk of misalignment of an assessment task to the purpose of the lesson and competencies targeted, which could limit the students' learning opportunities. A misguided assessment strategy can undermine the teaching-learning process (Genon & Torres, 2020) despite having the intention of enhancing student engagement by following the trends and integrating technology. According to Manan and Azizan (2022), learners often feel that vlogging assessments must be valid because the evaluation using vlogs was perceived as assessing the vlogging skills and quality as an informative and entertainment media per se rather than the participants' proficiency in the English language and demonstration of target linguistic features.

Hence, the study aimed to fill the gaps by developing an assessment tool in the form of a scoring rubric that intends to guide in establishing the validity and reliability of the task being given to the learners as recommended by Manan and Azizan (2022) in their study to guarantee that the use of vlog as a performance assessment is appropriate. Nkhoma et al. (2020) argue that rubrics as an assessment tool should help establish the validity and reliability of the task by aligning learning goals to the assessment through specific performance criteria. A rubric ensures that the criteria and performance levels align with the assessment's learning objectives and desired outcomes. This

alignment guarantees that the assessment accurately measures the intended skills or knowledge. By explicitly connecting the rubric to the assessment's objectives, educators can ensure that the evaluation focuses on the relevant aspects of performance. Also, it provides explicit descriptions of the criteria and performance levels, clarifying the expectations for both teachers and learners. This clarity ensures that all involved have a shared understanding of the assessment's requirements. By eliminating ambiguity, rubrics help maintain consistency in evaluating performance, thereby enhancing the validity of the assessment. It also covers all the essential dimensions of the performance being assessed. By including multiple criteria, rubrics capture a comprehensive view of the performance, increasing the validity of the assessment. This comprehensive coverage ensures that the assessment evaluates all relevant aspects of the task, providing a more accurate representation of the individual's abilities. Through this, better performance can be achieved by giving learners a clear and transparent understanding of the assessment before starting (Winkelmes et al., 2016).

### *Research Questions*

The study sought answers to the following questions:

- 1) How are vlogs implemented as a performance assessment?
  - 1.1) What type of assessment are vlogs used for?
  - 1.2) What vlog types are considered ideal to assign to language learners?
  - 1.3) How are vlogging tasks administered to the learners?
- 2) What pedagogical considerations do language teachers consider when designing vlogging performance tasks?
- 3) What assessment tool can be developed to evaluate the vlogging performance of learners?

### **Methods**

The study adopted qualitative methods to explore the problem and develop a detailed understanding of the central phenomenon. Specifically, the study employed an essay questionnaire, focus-group discussion (FGD), and

interview sessions to collect data from ten (10) language teachers (LT1-LT10), two (2) academic heads (AH1-AH2), and six (6) language learners (S1-S6) regarding their practices and perspectives in using vlogs as speaking performance assessment. These qualitative research methods are well-suited for exploring the participants' experiences and perspectives toward using vlogs in performance assessment. The essay questionnaire allowed for open-ended questioning and enabled the researcher to understand the teachers' practices and perspectives. On the other hand, the focus-group discussion allowed teachers to share their experiences and perspectives, facilitating the identification of common themes and patterns. The interview session with academic heads and language learners helped identify ideal practices in vlog-based assessment. By utilizing these qualitative research methods, the study aimed to provide a rich and detailed understanding of the practices and perspectives of language teachers in using vlogs as a speaking performance assessment and to inform the development of an assessment tool.

Moreover, the study utilized the descriptive phenomenology (DP) approach. It is a widely used research method in the social sciences that aims to explore and describe the targeted participants' experiences about the study's focus (Christensen et al., 2017). This branch of phenomenology subscribes to bracketing, intuiting, analyzing, and describing (Praveena & Sasikumar, 2021). The first posits that preconceived beliefs and opinions about the participants' experiences must be suspended. Intuiting entails the researcher's remaining open to the meanings relevant to the experiences. Analyzing refers to extracting the significant statements, categorizing the meanings, and making sense of the shared experiences. The describing phase refers to understanding and defining the experiences of the participants with the use of vlogs. Through this, the researcher collected rich, detailed data that were analyzed to identify patterns and relationships, leading to insights that informed the development of the proposed assessment tool.

The informants were selected through purposive sampling to achieve the study's aim. They were assigned a unique code to conceal

their identities and maintain their responses' confidentiality. The informants were asked to read a consent form to gain an overview of the study and ensure they were fully informed and voluntarily agreed to participate. Their participation in the study was accorded with utmost confidentiality.

Furthermore, the study utilized an essay questionnaire for the teacher-informants to collect detailed and descriptive data and identify key themes and issues. The essay questionnaire also helped ensure that all participants would have had the opportunity to reflect on the topic being studied and to provide their initial thoughts and perspectives. In addition, an FGD guide was used to explore their responses to the essay questionnaire during the focus group discussion. Using FGD helped clarify misunderstandings and encourage an interactive exchange of ideas between informants. Moreover, interview sessions were conducted with academic heads and learners to collect supplementary data from different informants. An interview protocol was used to guide the interview session. The data collected ensured consistent results across different perspectives, leading to a richer analysis.

The research instruments were subjected to peer debriefing by a panel of experts in the field for refinement. After collecting the data, the researcher familiarized himself with the data. The data collected underwent content analysis. It is a method for systematically describing the meaning of qualitative materials by classifying material as instances of the codes (Kleinheksel et al., 2020). Through this, the materials were examined, and it was decided where each part fit in the coding frame. Codes refer to labels used to give symbolic meaning to the descriptive or inferred information gathered during a research study (Saldaña, 2016), which requires careful consideration of language and a thorough reflection of meaning. In vivo, descriptive, and open coding were used for the initial coding process. The data gathered were scrutinized to identify emerging patterns via pattern coding on the second cycle coding. Meaning units relevant to the questions in the research instruments in the form of words, phrases, and statements from each of the informants were considered in the content

analysis. Categories were assigned through the occurrence of the categories tabulated through relative frequency distribution. These categories were arranged systematically to generate themes and sub-themes that refer to significant findings or patterns that arise from the discussions within the defined scope of the study and are pertinent to the predetermined research questions (Creswell & Creswell, 2018) derived from the informants' experiences.

The coding process was subjected to external peer debriefing to enhance the study's credibility. An expert was requested to review the coding process to ensure the rigor and objectivity of the data analysis. Memos were recorded as part of the audit trail to strengthen the study's dependability, as proposed by Lincoln and Guba (1985) as cited by Nowell et al. (2017). Member checking was also employed to increase the study's credibility (Lincoln & Guba, 1986) by presenting the transcriptions and sharing the findings with the research participants. This guaranteed that the participants' meanings and perspectives were accurately portrayed and not limited by the researcher's biases and understanding.

## Result and Discussion

### *Use of Vlogs as Speaking Performance Assessment*

The findings underscore vlogging tasks' applicability for formative and summative assessment purposes. For formative purposes, the task provides ongoing feedback and assessment to help learners improve their speaking skills over time. Rather than a one-time evaluation, the vlogging task is a continuous process, allowing learners to learn from their errors and progress in their language proficiency. One participant emphasized, "...the aim is to offer constructive feedback and aid students' progress" (LT8). The aim is to create engaging and natural vlogging tasks that allow students to express themselves and receive constructive feedback. There is a focus on the practicality of the tasks, the connection to learning objectives, and the development of speaking skills over time. These findings were similar to the studies of Habibah et al. (2021) and Brott (2020), in which vlogging tasks can be utilized as a form of learning analytics by providing insights into

learners' abilities, progress, and areas for improvement. By analyzing the outcomes of vlogging tasks, language teachers can gain a deeper understanding of individual learners' strengths and weaknesses, which can be used to tailor instruction to meet their needs better.

Furthermore, there is a consensus that the difficulty of formative vlogging tasks should be relatively low since it is designed to promote learning through practice and feedback rather than performance or grades. Regarding vlog-based speaking assessment for summative purposes, there is an emphasis on the importance of task design to encapsulate learners' understanding of the content and their ability to showcase acquired knowledge effectively. A participant explains this process: "I develop the task in a way that highlights what they learned from a unit of study and demonstrates the achievement of learning outcomes" (LT4). Due to its evaluative nature, the difficulty of vlogging tasks for summative assessment is perceived to be higher than for formative assessment, as shared by a participant: "I would assess many factors from their vlogs. It will be more judgment-centered than feedback-centered (LT6)."

Moreover, the participants recommended three types of vlogs that effectively improve language learners' speaking skills. Personal vlogs were the most frequently mentioned ideal vlog type. This suggests that the participants believe personal vlogs can provide insights into a learner's personality, interests, and ability to communicate authentically. This can include daily life vlogs and narrative vlogs. Opinion vlogs follow, indicating value in assessing learners' ability to express their thoughts and opinions clearly and persuasively. Interview vlogs were also recommended, suggesting that interview vlogs can assess learners' ability to listen actively, respond thoughtfully, and engage in conversation. These findings contrast with the results of the study of Saidalvi et al. (2021), in which the ideal vlog types for speaking skills are beauty tutorials, travel, games and sports, and photography. The identified vlog types allow learners to express themselves, communicate effectively, and engage in natural conversation. The suggested vlog types posit that casual vlogging

styles, as exemplified by these formats, facilitate more natural verbal expression than formal speech, where speakers may encounter difficulty in spontaneous word retrieval and coherence.

Furthermore, the participants shared that vlogging tasks can be administered individually and cooperatively. Various factors emerged from the participants' perspectives when deciding on the type of task administration. The most critical factors are resources, objectives, skills, and opportunities for collaboration. Considering the learning objectives is also advocated by Stoll and Schultz (2019) when making decisions regarding task administration. Collaboration or independent activity may be considered depending on the learning outcomes of the unit of study.

On the one hand, the advantages of individual vlog-based assessment are evident in the autonomy and control it offers students. This autonomy leads to faster task completion, as learners can work independently and follow their style and preferences. Also, individual vlogging tasks foster personal development in creativity by exploring on their own and showcasing unique talents. It underscores the enthusiasm and engagement when given the freedom to approach tasks in a manner that aligns with their individual preferences, as stated by a participant: "Individual vlogging tasks allow students to develop their creativity and self-expression skills" (LT5). However, individual vlogging has perceived challenges. It can limit the diversity of perspectives and interactions. Learners are no longer exposed to diverse perspectives and brainstorming opportunities when vlogging individually. In addition, it can be laborious and stressful. The participants highlighted the time-consuming production and editing process, the need to fulfill multiple roles, and the mental strain of generating ideas and executing the entire vlog project alone. Also, the need for more resources for creating vlogs is a significant concern for some learners since only some can access the necessary resources.

On the other hand, collaborative vlogging also has advantages. The participants shared that collaborative vlogging tasks have significant benefits for developing learners' social

and communication abilities. Working together on vlogs promotes interaction, teamwork, and resource sharing. It enhances socialization, allows for meaningful dialogues between diverse perspectives, and facilitates peer learning. Additionally, collaborative vlogging facilitates task delegation and faster completion due to the combined efforts of group members. Anas (2019) and Lai et al. (2016) emphasized the effectiveness of structured and coached cooperative learning teams, which leads to positive experiences for learners working in groups on video projects.

Furthermore, Nurviyani and Rahayu (2018) stressed the necessity of technological resources and the skills to operate them, underscoring the importance of collaboration to ensure access to resources. However, according to the participants, collaborative vlogging also presents certain drawbacks. The collaborative vlogging process can be challenging due to complicated group dynamics. Coordinating and integrating multiple perspectives and ideas can lead to misunderstandings and conflicts within the group. Also, collaborative vlog-based assessments can lead to unequal participation and workload distribution. Unequal contributions and low commitment from some members, as well as conflicts and communication issues, can arise, impacting the overall effectiveness of the collaborative process. Unequal contribution and low commitment from certain group members can result in frustration and resentment among those who perceive themselves as carrying a disproportionate share of the workload.

#### *Pedagogical Considerations in Designing Vlog-based Speaking Performance Tasks*

The findings reveal that the participants consider many factors when designing vlog-based speaking performance tasks. The participants emphasized aligning vlogging tasks with the course objectives and learning outcomes. They highlighted the importance of creating rubrics, discussing the lesson before assigning tasks, and ensuring that the vlogs directly correspond to the learning objectives and competencies. One participant expressed the necessity of alignment: "They should look into the alignment. The assessment should be

appropriate for the specific purpose. It must measure what it is supposed to measure. From the vlog that the students will create, the standards you are looking for should be demonstrated there" (AH2). This alignment ensures that assessments accurately measure learning outcomes and fosters a deeper understanding and application of the subject matter. The findings align with Norcini's (2023) recommendations, which suggest that decisions about competence should be based on results that offer insight into the extent to which each learner has mastered a specific skill or ability. This can only be possible when the alignment of purpose, objectives, and assessment is met, as posited by Moskal (2019).

Another consideration comes in the element of time. The data gathered highlights the significance of providing learners sufficient time to accomplish vlogging tasks. Realistic deadlines play an essential factor in accomplishing vlog-based assessment. By allowing ample time to complete vlogging tasks, educators enable students to produce high-quality content that aligns with course objectives and learning outcomes. Moreover, realistic deadlines promote a sense of accountability and commitment among learners and foster a more structured and productive approach to vlogging assignments, as shared by a participant: "For this kind of performance, time is significant. I always make sure to give them enough time to prepare before they submit their work" (LT4). The language teachers and academic heads recommended a one-week or two-week production time, which, according to learners, is suitable and enough. This is supported by the findings of Habibah et al. (2021), which suggest that learners need a minimum of a week to accomplish vlogging tasks. According to Saputro et al. (2020), vlogging takes longer to accomplish than other assessment forms. Hence, allocating sufficient time for learners to complete these assessments without feeling pressured is necessary. Additionally, providing clear guidelines and support for students undertaking vlogging assessments can help ensure the process is educational and manageable for all involved.

Also, a strong emphasis is on ensuring students access the necessary technological

resources before assigning a vlog-based speaking performance task. This includes having mobile phones with decent cameras, access to video capture and editing apps, and other necessary equipment or software, as shared by a participant: "I will make sure that each student has a phone with a decent camera. I will also suggest some video capture and video editing apps that can help them" (LT1). Recommending video editing apps empowers learners to explore different tools and techniques, enhancing their digital literacy skills. Educators can create an enabling environment that fosters creativity, collaboration, and digital fluency among language learners by prioritizing access to technological resources. Moreover, a collaborative and adaptive approach to mitigating resource constraints is reflected by emphasizing group work, resource sharing, and task adjustments to ensure equitable participation and access to necessary resources for vlogging tasks. By leveraging group work and resource sharing, language teachers can mitigate disparities in students' access to necessary technological resources. Organizing groupings in a manner that evenly distributes students with devices ensures that all groups have the means to participate effectively in vlogging tasks.

In addition, there is a strong consensus regarding the benefits of allowing learners to demonstrate flexibility in vlog-based performance assessment. Language teachers and academic heads emphasize the importance of empowering learners to choose their vlogging topics, formats, and resources, fostering engagement, motivation, and creativity. One language teacher explained, "The students can decide among themselves the topic, format, and resources to use. Creativity cannot arise from delimited opportunities" (LT4). Providing learners the opportunity to explore their interests and preferences improves the assessment process. The findings were in line with the observations of Anggraeni et al. (2020), which state that learners are enthusiastic and motivated when allowed to decide on specific aspects of their vlogs. This suggests that learner autonomy in vlog creation can significantly foster engagement and commitment to learning.

Moreover, the importance of creating a supportive learning environment by adapting

tasks to meet the needs of struggling learners is also considered. A participant shared, "Whenever assistance is required, I always make sure to be ready to offer advice, answer or respond to queries, and offer support when needed" (LT7). By acknowledging the value of seeking assistance, learners are empowered to take ownership of their learning and to embrace opportunities for growth and development. Therefore, promoting a culture of support and collaboration is essential for facilitating compelling learning experiences and promoting academic success. Providing exemplary vlogs from professional vloggers or previous successful learners' output also serves as a reference for learners. By showcasing examples of high-quality vlogs, language teachers offer tangible models for learners to emulate and learn from. These examples demonstrate effective vlogging techniques and storytelling strategies and illustrate the application of relevant language skills in real-world contexts. Learners are encouraged to analyze and deconstruct these exemplary vlogs by identifying narrative structure, visual aesthetics, and language use.

Effective communication of task instructions to learners also serves as a consideration to the participants. This aims to minimize misunderstandings and ensure students understand the task requirements clearly. A participant shared how this can be achieved: "I use simple and plain instructions for the students. I also encourage learners to discuss these instructions before proceeding to the task. A visual presentation of the instructions is also used for all students to see. Questions regarding the task are also welcome during the presentation at the outset" (LT2). Teachers strive to ensure that task instructions are accessible and comprehensible to all learners regardless of their proficiency level. By using straightforward language and avoiding jargon or complex terminology, teachers help to minimize misunderstandings and facilitate learners' understanding of the task requirements.

Additionally, providing opportunities for clarification through question-and-answer sessions allows learners to seek further explanation or guidance as needed. Visual aids, such as slides or diagrams, reinforce key points and details of the task by enhancing comprehension

and retention of information. Moreover, the initiative of the language teacher to accept questions and encourage learners to ask questions fosters a supportive learning environment where students feel empowered to seek clarification and engage actively in the learning process. The findings align with the recommendations of Thorne et al. (2024), in which task instructions must be designed to be clear, unambiguous, and easily understandable for all learners so that instructions do not inadvertently disadvantage any subset of learners. Task instructions can be easily comprehensible through linguistic modifications such as reducing the length of the instructions, eliminating grammatical complexities, and using familiar words.

Lastly, promoting equity in the evaluation process is also considered. It emphasizes the importance of fairness and equity in evaluation regardless of learners' proficiency and background. One participant shared, "The expectations and the rubrics to be used should be communicated to the learners. Ensure that everyone understands. When you are transparent in grading, it is fair to everyone" (AH1). This transparency fosters an inclusive learning environment and gives the learners a sense of fairness. The findings align closely with the perspective put forward by Lee (2023) regarding the role of rubrics in promoting fair grading practices. Rubrics serve as a structured framework that delineates clear criteria and expectations for evaluating performance.

Moreover, the participants emphasized the importance of equal treatment to all learners to ensure no learner is overly advantaged or disadvantaged in the task. The goal is to maintain a fair and inclusive learning environment for all learners. The overarching aim is to foster a learning environment characterized by fairness and inclusivity, where every learner has an equal opportunity to succeed. By striving to mitigate disparities and promote equity, language teachers uphold the principle of justice in the assessment process since each learner's unique strengths and challenges are recognized and accommodated. This aligns with Moskal's (2019) assertion that performance assessments should be fair and free from bias. Constructing tasks that eliminate stereotypes



and bias resonates with the participants' goal of maintaining a fair and inclusive learning environment for all learners.

*Development of an Assessment Tool for Vlog-based Speaking Performance Assessment*

The suggested criteria recommended by the participants were analyzed, and comparable criteria were consolidated due to their fundamental similarity in meaning. There is a general agreement among language teachers, academic heads, and language learners on the importance of content, creativity, presentation, proficiency, fluency, and technical quality. The recommended criteria of the participants fall

under the recommendations of Mendoza (2023), in which six (6) criteria in a rubric strike a balance, neither overwhelming nor hindering meaningful performance distinctions. These criteria can be weighted, with one or two holding greater value and contributing more to the overall score. Through this, learners will be guided to focus their efforts on the most essential aspects of the task. Also, the participants recommended that the language used in the descriptions in the rubric should be clear, simple, concrete, and specific to avoid ambiguity and ensure clear and observable descriptions. Based on the findings, an assessment tool was developed.

Table 1. Proposed Assessment Tool for Vlogs

Criteria	Beginning	Developing	Accomplished	Exemplary
<b>Content (20%)</b>	The vlog does not demonstrate relevance to learning outcomes. The content needs a more explicit connection to the subject matter.	The vlog demonstrates limited relevance to learning outcomes. The content could be more connected to the subject matter.	The vlog demonstrates relevance to learning outcomes. The content is connected to the subject matter.	The vlog demonstrates a strong level of relevance to learning outcomes. The content is well-connected to the subject matter.
<b>Proficiency (20%)</b>	Language proficiency is limited, with frequent grammar errors and a restricted vocabulary. The learner fails to communicate ideas clearly and lacks precision.	Language proficiency is moderate, with some errors in grammar and essential vocabulary. The learner partially communicates ideas clearly but may need more precision.	Language proficiency is average, with occasional minor grammar errors and a diverse vocabulary. The learner communicates ideas clearly and mostly with precision.	Language proficiency is outstanding, with no errors in grammar and rich vocabulary. The learner effectively communicates ideas clearly and with precision.
<b>Fluency (20%)</b>	Speech could be more natural and confident. The learner demonstrates discomfort in expressing.	Speech is relatively natural and confident. The learner needs to demonstrate a higher level of comfort in expressing.	Speech is noticeably natural and confident. The learner demonstrates comfort in expressing.	Speech is effortlessly natural and confident. The learner demonstrates a high level of comfort in expressing.

Criteria	Beginning	Developing	Accomplished	Exemplary
<b>Presentation (15%)</b>	Delivery could be more effective. Pacing is monotonous, resulting in a disengaged viewer. Nonverbal cues should be more utilized and enhance the message. The vlog needs a discernible organizational structure or logical flow.	Delivery is fairly effective. Pacing is varied, occasionally maintaining the viewer's interest. Nonverbal cues are used sporadically and have a limited impact on the message. The vlog is beginning to establish organization but needs consistent logical flow.	Delivery is effective. Pacing is generally dynamic, capturing the viewer's interest. Nonverbal cues are used regularly to support the message. The vlog has a clear organization and logical flow.	Delivery is exceptionally effective. The pacing is dynamic, maintaining the viewer's interest throughout. Nonverbal cues are used effectively and enhance the message. The vlog has a seamless organization and polished logical flow.
<b>Creativity (15%)</b>	The vlog does not show creativity or enhance the viewer's experience.	The vlog shows minimal creativity and barely enhances the viewer's experience.	The vlog shows creativity and enhances the viewer's experience.	The vlog shows remarkable creativity and dramatically enhances the viewer's experience.
<b>Technical Quality (10%)</b>	The vlog must exhibit better technical proficiency with low audio and video quality. The editing is minimal.	The vlog exhibits basic technical proficiency with fair audio and video quality. The editing is basic.	The vlog exhibits average technical proficiency, with good audio and video quality. The editing is appropriate.	The vlog exhibits advanced technical proficiency with high audio and video quality. The editing is sophisticated.

The proposed assessment tool incorporates criteria suggested by participants, including content, proficiency, fluency, creativity, presentation, and technical quality, aligning with the number of criteria recommended by Mendoza (2023). The levels of achievement were adopted from Diède et al. (2019) for a four-level rubric scale. Moreover, the tool allows for adjusting the weight assigned to each criterion to suit the specific context of the vlogging task, ensuring a more tailored and relevant assessment process.

Five (5) language education experts evaluated the quality of the proposed assessment tool through an adapted rubric evaluation instrument developed by Arter and Chappuis (2007). The evaluation focused on alignment, organization, appropriateness of the number of performance levels, quality of descriptors, and parallelism. The following ranges were adopted from the study of Reyes (2019) to interpret the ratings: 4.51-5.00 - Very Acceptable, 3.51-4.5 for Acceptable, 2.51-3.50 for Fairly Acceptable, 1.51-2.50 for Limited Acceptability, and 1.00-1.50 for Not Acceptable.

Table 2. Evaluation of the Proposed Assessment Tool

Criteria	Mean	Verbal Interpretation
<b>CRITERIA I: COVERAGE/ORGANIZATION</b>		
<b>A. Covers the Right Content</b>		
The content of the rubric represents what it means to perform well on the skill or product under consideration.	4.8	Very Acceptable
The content of the rubric aligns directly with the content standards/learning targets it is intended to assess.	5	Very Acceptable
The rubric is insightful; it helps you organize your thinking about what it means to perform well.	4.8	Very Acceptable
<b>Mean</b>	4.87	Very Acceptable
<b>B. Criteria are Well-organized</b>		
The rubric is divided into easily understandable criteria as needed. The number of criteria reflects the complexity of the learning target. If a holistic rubric is used, it is because a single criterion adequately describes performance.	4.6	Very Acceptable
The details used to describe a criterion go together; you can see how they are facets of the same criterion.	4.4	Acceptable
The relative emphasis on various performance features is proper—more essential things are stressed more; less essential things are stressed less.	4.8	Very Acceptable
The criteria are independent. Each vital feature contributing to quality work appears in only one place in the rubric.	4.6	Very Acceptable
<b>Mean</b>	4.6	Very Acceptable
<b>C. Number of Levels Fits Targets and Uses</b>		
There are enough levels to show student progress, but not so many that it is impossible to distinguish among them.	4.6	Very Acceptable
<b>Mean</b>	4.6	Very Acceptable
<b>CRITERIA II: CLARITY</b>		
<b>A. Levels Defined Well</b>		
Each score point (level) is defined with indicators and descriptors.	5	Very Acceptable
There is enough descriptive detail in concrete indicators, adjectives, and descriptive phrases to match a student's performance to the "right" score.	5	Very Acceptable

The wording is descriptive.	4.6	Very Acceptable
<b>Mean</b>	4.87	Very Acceptable
<b>B. Levels Parallel</b>		
The levels of the rubric are parallel in content.	4.8	Very Acceptable
<b>Mean</b>	4.8	Very Acceptable
<b>Overall Mean</b>	4.75	Very Acceptable

Overall, the assessment tool received a rating of Very Acceptable in all areas, which proves its satisfactory quality.

### Pedagogical Implications

One salient feature of the proposed assessment tool is that it aligns with the 21st-century skills proposed by the Partnership for 21st Century Learning (P21) (2009). These are the essential skills 21st-century learners need for success in today's ever-changing world. The identified 21st-century skills were divided into learning and innovation, life and career, and information, media, and technology skills.

The proposed rubric aligns with the essential skills under the learning and innovation component in the following ways. The content criterion in the rubric aligns with critical thinking. Learners must think critically about the content they are presenting to ensure it is relevant and accurate. Presenting the content requires learners to analyze and evaluate the information they convey. Judgments and decisions about arguments, claims, and alternative points of view need to be made, which require analysis. Proficiency, fluency, and presentation criteria directly align with communication skills. Proficiency and fluency involve the ability to express ideas naturally, clearly, and coherently, while presentation encompasses effectively delivering the message through speaking. The rubric encourages learners to organize and convey their thoughts effectively. Collaboration skills can be integrated into the assessment by allowing learners to work on the task in groups. The creativity and innovation skills are addressed by encouraging learners to use various idea-creation techniques to create

new and interesting ideas and evaluate and refine their ideas to improve.

Furthermore, life and career skills were targeted by encouraging learners to practice self-direction by managing their time and working on the task independently. The assessment tool promotes the acceptance and application of feedback to learners. Feedback from peers and language teachers on their vlogs can help them learn to handle praise, setbacks, and criticism positively. Through the details provided in the assessment tool, learners can practice their productivity and accountability. Also, learners can demonstrate leadership by leveraging each other's strengths to achieve common vlogging goals. Information, media, and technology skills are targeted by allowing language learners to demonstrate their ability to access and evaluate information by searching and incorporating credible sources into their vlogs. By effectively using and managing information, learners can demonstrate their ability to apply relevant information to their vlogs creatively.

### Conclusion and Recommendations

Using vlogs in language assessment as a performance assessment offers a versatile and practical approach for both formative and summative purposes. Personal, opinion and interview vlogs are ideal for enhancing learners' speaking skills. Through these types, learners can refine their speaking skills in real-world contexts. Individual vlogging tasks offer autonomy and creative control to the learners. However, this approach may lead to a heavier workload and a limited perspective for the individual. On the other hand, collaborative vlogging tasks promote teamwork and interaction.

Nonetheless, collaboration requires effective communication, coordination, and compromise among team members, which can be challenging.

The pedagogical considerations in utilizing vlogs as a speaking performance assessment include alignment, sufficient time and structured support, access to necessary technological resources, learner flexibility, support to struggling learners, comprehensible instructions, and fairness for all learners. These considerations collectively emphasize the need for a student-centered approach that fosters engagement, creativity, and inclusivity. Content, creativity, presentation, proficiency, fluency, and technical quality are essential criteria to evaluate the overall quality of vlogs. These criteria can be weighted, with the most critical elements contributing more to the overall score. The performance descriptions in the rubric must be clear, simple, concrete, and specific to avoid ambiguity and to ensure clear guidance for learners.

Based on the preceding conclusions derived from the findings, the researcher proposes the following recommendations: (a) considering the purpose of the vlogging task in task development since the purpose shall guide the design of the task to ensure its effectiveness in meeting learning objectives and engaging students; (b) utilizing personal vlogs, opinion vlogs, and interview vlogs as vlog types to assign to language learners, as these vlog types have been identified as effective in providing opportunities for learners to express themselves, communicate effectively, and engage in natural conversation; (c) exploring the specific contexts, objectives, and resources available to determine the most suitable approach for assigning vlog-based speaking performance assessment, whether individually or collaboratively; (d) considering alignment, time, access to resources, flexibility of learners, support to struggling learners, comprehensible instructions, and fairness in the assessment since these are essential pedagogical considerations that contribute to a student-centered approach and foster inclusivity in the assessment process; and (e) investigating the long-term impact of vlog-based speaking assessments through longitudinal studies to assess the

sustained improvement in speaking skills gained through regular vlogging tasks.

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