

ECOLINGUISTIC VLOGGING FOR HOSPITALITY SPEAKING TRAINING: REDUCING LEARNERS' ENGLISH SPEAKING ANXIETY FOR ENGLISH VILLAGE LEARNERS

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ABSTRACT

This research explores the role of ecolinguistic vlog-based training in reducing English speaking anxiety among learners at an English village. The study aimed to investigate the effectiveness of vlog content infused with ecological literacy principles in hospitality speaking training. The study used a mixed-methods approach, combining surveys, interviews, and observational data to assess learners' speaking anxiety levels before and after the intervention. The findings reveal that ecolinguistic vlogs significantly decreased learners' anxiety by providing a non-threatening, engaging, and context-rich environment for practice. The study also highlights the potential of incorporating ecological values into language teaching, making the learning process more relatable and meaningful for learners. This paper contributes to Indonesian Language and Literature Education by offering a novel approach to integrating ecolinguistics into speaking training and proposing a practical method for reducing speaking anxiety in English language learners.

Keywords: *ecolinguistics; vlog-based training; speaking anxiety; English village; hospitality education*

INTRODUCTION

Language is far more than a tool for communication; it is a fundamental instrument of thought, cultural identity, and ecological awareness that profoundly shapes how individuals understand and interact with their world. In cognitive and sociocultural research, language is not merely a vehicle for exchanging information, but also a framework for interpreting experience, constructing meaning, and organizing knowledge about ourselves and the environment around us. Contemporary linguistic scholars argue that language shapes human action and perception, shaping how learners make sense of their surroundings as they engage in social practices and ecological environments, especially where technology and culture intersect (Cowley, 2025).

In educational settings, language forms the basis not only for acquiring linguistic competence but also for developing cultural norms, social values, and ecological understanding. This perspective aligns with ecolinguistics, an interdisciplinary field that investigates the interactions between language and ecological systems, including natural environments, cultural practices, and human behavior, rather than treating language as an isolated system of grammar and vocabulary (Steffensen, 2024; Aisyiyah, 2026). Ecolinguistics frames language as active in shaping and reflecting ecological relationships, meaning that the words and narratives we use influence not only how we communicate but also how we think and act in relation to the physical world (Language & Ecology Association, 2026). At the heart of this account is the idea that linguistic practice's structure cognitive processes. In other words, the patterns of language available in a learner's environment influence how they conceptualize ecological phenomena—such as landscapes, ecosystems, and natural processes—and how they mentally organize their experiences in the world. Scholars working on language-environment perspectives emphasize that language shapes environmental consciousness by guiding learners to attend to certain features of their surroundings while rendering others invisible or marginalized (Aisyiyah, 2026; Hakim et al., 2025). For example, environmental vocabulary within a learner's language repertoire opens cognitive pathways for ecological categorization, narrative framing, and reflective thinking about nature, sustainability, and place-based identity. Ecological perspectives in language learning also foreground the importance of affordances — environmental features that provide opportunities for action — which learners perceive and act upon through language use (Aisyiyah, 2026). This means that language does not simply describe the world but participates in the co-construction of experience. When learners use words about natural environments, they not only describe phenomena but also engage with ecological systems cognitively and behaviourally, shaping their attention, interpretation, and sense of agency within those systems. These dynamic language–environment interactions show that language education can foster ecological awareness, critical thinking, and environmental responsibility when curricula integrate ecological vocabulary and contexts. Research further supports language's role as a lens for ecological perception by showing that region-specific languages encode local environmental knowledge often absent in global lingua francas. For instance, studies on Indonesian regional languages reveal highly detailed classifications of flora, fauna, and natural phenomena, reflecting a deep historical interaction between communities and their ecosystems; losing these lexical resources may diminish the ecological wisdom that language embodies (Hakim et al., 2025). This link between linguistic diversity and biodiversity underscores the importance of language not only for cultural identity but also for preserving traditional ecological knowledge that contributes to sustainable environmental practices. In education, acknowledging language as a lens through which learners interpret the world has several implications. First, it motivates curricula that treat language learning as meaningful engagement with real-world contexts, particularly ecological ones. Ecological perspectives in language learning research advocate pedagogical designs that integrate environmental content, place-based experiences, and ecological discourse analysis to deepen learners' reflective thinking and ecological cognition (Aisyiyah, 2026). Second, by situating language within ecological narratives — such as through vlogs about local environments or sustainability issues — educators can help students build connective meaning that links linguistic structures to lived environmental experiences, fostering both linguistic competence and ecological literacy.



Moreover, contemporary research suggests that an ecologically grounded approach to language education encourages learners to adopt environmentally responsible worldviews. When ecological discourse is woven into language instruction, learners become more attentive to the interconnectedness of linguistic practices, cultural values, and environmental behaviors, supporting both personal growth and global citizenship (Astawa, 2025; Aisyiyah, 2026). For example, engaging students in projects that require them to produce ecological narratives or reflect on community environmental issues can stimulate their critical awareness of sustainability challenges and empower them to act as change agents. Taken together, these research strands affirm that language is not merely a conduit for communication but a cognitive and cultural scaffold through which students interpret ecological information, construct meaning about nature, and internalize environmental values. In this way, language education becomes a vehicle for shaping learners' ecological imagination and ethical engagement with the world, laying the foundation for deeper learning, environmental stewardship, and socially responsible action. This intersection of language and ecology has long been explored in ecolinguistics, a discipline that examines how language reflects and contributes to ecological systems. Ecolinguistics challenges the traditional view of language as a neutral tool, proposing instead that language actively shapes our relationship with the environment. According to scholars like Steffensen and Fill (2024), and Fath (2026), language is both a mirror and a molder of the ecological values we hold. It reflects our attitudes towards nature, sustainability, and environmental health, while also influencing how we engage with these issues. This dynamic interplay means language is not just a passive reflection of societal values but a powerful force that shapes environmental ideologies and practices.

In educational settings, this concept takes on added significance. Language education can shape not only students' linguistic capabilities but also their ecological consciousness. As the global community grapples with pressing environmental issues—climate change, resource depletion, and biodiversity loss—integrating ecological literacy into education becomes urgent. Language education, therefore, is not just about learning grammar or vocabulary; it is about fostering a deep understanding of the ecological systems that sustain life on Earth and instilling in students a sense of responsibility to preserve them. Incorporating ecological themes into language curricula gives students the tools to reflect critically on environmental issues and engage with them meaningfully, both in their personal lives and as members of broader society. One way this integration is becoming more tangible in classrooms is through digital tools such as vlogs (video blogs). As dynamic, interactive platforms, vlogs offer students the opportunity to explore ecological topics in an engaging and accessible format. As Lee and Wang (2024) observe, vlogs provide a rich, immersive environment where learners can connect with ecological issues in ways that feel immediate and relevant to their lives. By incorporating ecological content into language learning through these modern pedagogical tools, educators can foster a deeper connection between students and the topics they study. Vlogs offer a more authentic learning experience, where students do not simply absorb information but actively explore ecological themes.

Integrating ecological literacy into language education is not merely an add-on; it is a transformative approach that shifts the focus from traditional language instruction to an inquiry-driven exploration of the natural world. Through this lens, language becomes a means of exploring and understanding the complex interdependencies between humans and their environment. This approach invites students to think critically about their role as communicators and as citizens in an interconnected world. As Steffensen and Fill (2024) argue, this process encourages students to reflect deeply on how their linguistic practices—whether through spoken language, written expression, or digital media—can influence their attitudes toward environmental issues. Language, in this context, is not only a tool for understanding the world but also a medium through which students can help shape the planet's future.

This pedagogical shift has profound implications for how we educate future generations. It highlights the importance of fostering a generation that is not only proficient in language but also ecologically literate. By using language to raise awareness of sustainability, environmental challenges, and ecological ethics, educators can equip students with the skills they need to navigate and address the complex environmental issues they will face in the coming decades. Through this integration, language education becomes a powerful tool for developing both linguistic and ecological competencies, ensuring that students are not only capable communicators but also responsible stewards of the Earth.

The incorporation of vlogs into language learning has gained significant momentum in recent years, becoming a favored tool for educators seeking to modernize their teaching methods. Vlogs offer a dynamic, interactive platform that combines multimedia elements—visual, auditory, and textual—to create a richer, more engaging learning experience. This multimedia format not only grabs students' attention but also accommodates a range of learning styles, making the content accessible to a wider audience. Unlike traditional textbooks, which may lack engagement or fail to provide diverse, real-world contexts, vlogs offer a flexible space for students to engage with learning materials in a meaningful, immersive way. When embedding ecological literacy into language instruction, vlogs offer an innovative approach that brings environmental issues into the classroom in a relatable, approachable way.

The advantage of vlogs in language education lies in their multimedia nature, which taps into multiple cognitive processes simultaneously. By combining visual and auditory stimuli, vlogs engage students in ways that traditional text-based learning cannot. According to Mayer's Multimedia Learning Theory (2021), using both visual and auditory channels simultaneously improves retention and comprehension. This theory suggests learners are more likely to remember and understand content when it activates both sight and sound. In language education, this approach is particularly effective because it lets students connect language learning to real-world contexts. When vlogs include ecological themes, such as climate change, conservation, or sustainability efforts, students are exposed to issues that are not only linguistically enriching but also socially and environmentally significant. These vlogs bridge classroom learning and the world outside, making lessons more relevant and practical for students.



Integrating ecological themes into vlog-based training fosters critical thinking by encouraging students to engage with complex, real-world issues. Critical thinking—the ability to analyze, evaluate, and make informed decisions—is a cornerstone of modern education. Through ecological content in vlogs, students are invited to evaluate environmental problems, analyze proposed solutions, and think critically about their roles in addressing these challenges. This approach strengthens students' cognitive abilities and helps them develop skills beyond language proficiency. It also connects language learning with broader social concerns, encouraging students to think deeply about issues such as climate change, resource depletion, and social justice. As Lee and Wang (2024) note, vlogs infused with ecological content encourage students to consider language's societal impact, sparking discussions about the environment and human responsibility. In this way, vlogs become a tool for both cognitive and emotional growth, as students not only learn language but also become more socially and environmentally aware.

Social awareness is a foundational competency in modern education, defined as the ability to recognize, understand, and respond to wider societal issues, relationships, and systems that connect individuals to their communities and the world (Collaborative for Academic, Social, and Emotional Learning, 2022). In language education, social awareness moves learners beyond sentence structures and vocabulary lists; it prompts them to consider why language matters—intellectually, ethically, and socially. When ecological themes are embedded in language learning, students can explore global challenges such as sustainability, environmental justice, and climate change not just as abstract concepts, but as lived realities that shape human well-being (Mansell, 2023). Vlog-based training magnifies this effect by giving students a platform to express, analyze, and share their ideas about ecological issues with authentic communicative intent. Unlike traditional written assignments or oral drills, vlogs require learners to negotiate meaning publicly, situating their own viewpoints within a broader dialogue about community and environment. This aligns with research showing that multimodal digital composition, such as video-based assignments, enhances critical social engagement and deepens students' sense of agency in addressing real-world concerns (Nguyen & Celik, 2024). For example, when students in an English Village setting produce vlogs about sustainability practices around Mount Slamet, they are not merely using ecological vocabulary—they are framing issues in ways that reflect community values and global concerns. International research in language and sustainability education emphasizes that contextualized ecological discourse facilitates deeper social reflection. A study by Hsu and Ching (2025) found that when students use digital media to discuss local environmental issues, they develop stronger social responsibility and a more nuanced understanding of their role as global participants, not just language learners.

In environmentally infused vlog projects, learners often tackle topics such as waste management, forest conservation, water resources, or human impact on biodiversity, which naturally bridge local experience with global sustainability goals (United Nations, 2023). This situates language learning within a framework of socio-ecological literacy, a concept in contemporary educational research that blends ecological knowledge, ethical

awareness, and communicative competence (Baker & Luna, 2024). Students begin to see language not just as a set of symbols, but as a tool for advocacy that can articulate concerns, shape attitudes, and mobilize collective action. Research also indicates that digital storytelling, including vlog production, enhances student empathy and perspective-taking—key components of social awareness. In one quasi-experimental study, learners who participated in ecologically oriented digital composition exhibited higher levels of community awareness, ethical reasoning, and global conceptualization than peers engaged in traditional language tasks (Peterson & Kim, 2023). These outcomes are linked to the iterative nature of vlog creation, where students must reflect, revise, and present their insights, often considering diverse cultural and ecological viewpoints. Moreover, vlog-based tasks support what social science researchers call critical media literacy—the ability to analyze how media and language shape public discourse and power relations (Jenkins, 2022). When students produce and critique vlogs on environmental topics, they engage with sustainability rhetoric and understand how language constructs narratives about risk, responsibility, and agency. This aligns with research on ecolinguistics and media studies showing that environmental narratives shape both individual attitudes and collective policy debates, helping learners become more discerning communicators in a media-saturated world (Smith et al., 2024). In language classrooms, this kind of practice also fosters identity development as learners see themselves as agents of social change. A longitudinal study by Martinez and Lu (2026) documented that student engaged in environmental vlogging showed increased motivation, a stronger sense of purpose, and higher self-efficacy in expressing viewpoints about societal issues. The researchers argued that when learners see their language use reflected in real social contexts—rather than artificial classroom tasks—they internalize language as a vehicle for participation, not just accuracy. Importantly, vlog-based ecological language projects also promote intercultural awareness, since environmental challenges are global in scale and require understanding perspectives from multiple cultural contexts. When students discuss sustainability in English—a lingua franca of global communication—they practice not only ecological vocabulary but also cross-cultural empathy and collaboration skills (Gao & Hu, 2024). This reflects broader trends in international education research showing that language learning tied to global issues strengthens learners’ cosmopolitan outlook and prepares them to participate in a more interconnected world. Finally, integrating ecological themes into language education through vlogging helps bridge the gap between classroom learning and civic engagement. As learners share their vlogs beyond the classroom—with peers, community members, or online audiences—they practice language as a social practice that shapes values, builds awareness, and fosters collective responsibility for environmental stewardship. This aligns with UNESCO’s recommendations for education for sustainable development, which call for pedagogies that connect local action with global thinking and embed democratic participation into learning processes (UNESCO, 2023).

Vlog-based training also offers students a unique opportunity for self-paced learning, which is often less stressful than traditional classroom settings. In a typical language learning environment, the pressure to perform—whether through speaking or writing in front of peers—can lead to anxiety and hinder language acquisition. Vlogs, however, allow students to engage with content on their own terms, enabling them to revisit lessons and practice at their own pace. This flexibility can significantly reduce the performance anxiety that often accompanies oral language production. As Krashen’s Affective Filter



Hypothesis (1985) suggests, anxiety and stress can block language acquisition, making it harder for students to internalize new knowledge. By providing a non-threatening environment for language practice, vlog-based training helps students build confidence and lowers the affective filter. This, in turn, enhances their ability to acquire language more naturally and easily.

Beyond the cognitive benefits, vlog-based training gives students the chance to practice language in a meaningful, engaging context. For instance, students may watch a vlog about a community working together to combat deforestation and be prompted to discuss how language mobilizes action. Such activities encourage students to think critically not only about the language they use but also about how that language can shape social action. By reflecting on the ecological issues presented in the vlog, students can explore how language functions as a vehicle for awareness, understanding, and change. This deepens their engagement with both the language and the environmental content, allowing them to form intellectual and emotional connections between the two.

Moreover, vlogs enable the integration of diverse perspectives, especially on global ecological challenges. By watching vlogs from different regions or cultures, students are exposed to a variety of viewpoints and approaches to environmental issues. This exposure broadens their understanding of how ecological challenges vary worldwide and how different communities address them. It also provides students with a more global perspective on language use, as they are encouraged to see how language can reflect different cultural approaches to sustainability and environmental protection.

In conclusion, vlog-based training offers a transformative approach to language learning that integrates ecological literacy into the curriculum in an interactive, engaging, and deeply reflective way. Using vlogs not only enhances students' language proficiency but also fosters critical thinking, social awareness, and a deeper understanding of environmental issues. By offering a self-paced, non-threatening learning environment, vlogs help reduce anxiety and support the development of confident, reflective learners. As students engage with ecological content through vlogs, they gain a greater understanding of the interconnections between language, culture, and the environment, equipping them to become more informed and responsible global citizens.

In the complex field of second language acquisition (SLA), anxiety is a pervasive and often underestimated factor influencing how learners engage with the language, particularly when it comes to speaking tasks. Speaking anxiety, a prominent psychological barrier, is widely recognized as one of the most significant challenges that learners face on their journey to fluency and confidence in a target language (MacIntyre, 2021). According to the Interlanguage Communication Anxiety Theory, this anxiety arises from the emotional and cognitive dissonance that learners experience as they transition between their native language (L1) and the target language (L2). This tension is especially prevalent when learners must navigate different linguistic structures and cultural norms, creating an emotional barrier that hampers their ability to communicate effectively.

The anxiety that learners experience during language acquisition is closely tied to the concept of interlanguage—an intermediate stage of language proficiency in which learners have not yet achieved full fluency in their L2. At this stage, learners often feel uncertain about their language abilities and may be apprehensive about being judged or criticized by others. This heightened anxiety significantly impacts their ability to communicate effectively. Recent studies, such as those by Lee and Park (2022) and Garcia (2023), reinforce the idea that anxiety tends to intensify in performance-focused environments, like language classrooms, where learners worry about making mistakes or being evaluated by peers and instructors. This fear of negative evaluation, known as communication apprehension, contributes to learners' reluctance to engage in speaking activities, ultimately hindering their progress in mastering the language.

Krashen's Affective Filter Hypothesis offers a valuable framework for understanding the role anxiety plays in language acquisition. However, more recent scholars such as Chen and Li (2021) have expanded on this theory, emphasizing that when learners experience high anxiety, their emotional "filter" is heightened, preventing them from fully processing linguistic input. As a result, learners with elevated anxiety are less likely to internalize new vocabulary, grammatical structures, or pronunciation patterns, particularly in speaking tasks where the pressure to perform is most intense. This process harms language acquisition because it limits learners' ability to produce language fluently and spontaneously. Studies by Zhang et al. (2024) corroborate this by showing that learners with high anxiety levels engage less in active communication, which further impedes their development of speaking skills. Simply put, the greater the anxiety, the less likely learners are to engage effectively in language practice, especially when speaking.

The dynamics of communication anxiety are further exacerbated in language classrooms, where learners may be placed in high-stakes situations where they are expected to perform in front of their peers. These performance-focused environments, which emphasize rapid responses and immediate feedback, can intensify learners' fear of making mistakes. As a result, learners often become hesitant to speak, limiting their opportunities for practice and further reinforcing the cycle of anxiety. This cycle can prevent learners from progressing to the next stages of language acquisition, particularly in acquiring the ability to speak fluently and confidently.

However, innovative approaches to language teaching, such as vlog-based training, offer promising solutions to mitigate communication anxiety. Vlog-based training uses multimedia tools to create a more relaxed, self-paced learning environment, which is especially beneficial for learners who feel anxious during traditional speaking tasks. The inherent flexibility of vlogs—allowing learners to replay, pause, and reflect on content—helps alleviate the immediate pressure to perform that often accompanies oral language production in traditional classroom settings. This low-pressure environment offers learners the freedom to engage with the content at their own pace, enabling them to practice speaking without the looming fear of judgment from an audience or instructor.

The self-paced nature of vlog-based learning is particularly advantageous for introverted or highly anxious learners who may struggle with spontaneous speaking tasks. For these learners, the opportunity to rehearse their responses in a non-judgmental, private setting can significantly reduce anxiety, making them more likely to engage with the material



and practice speaking. Studies show that learners who control their learning pace experience reduced stress and are more likely to participate in speaking tasks (Dogan & Kurt, 2025). This, in turn, improves language skills, as learners feel more comfortable taking risks, making mistakes, and experimenting with language in a supportive environment.

Furthermore, research supports the idea that multimedia learning, such as vlogs, enhances language acquisition by engaging multiple cognitive pathways. According to Mayer's Multimedia Learning Theory (2021), combining visual and auditory elements in instruction facilitates deeper learning and improves retention. Vlogs, with their dynamic mix of images, sound, and text, stimulate both visual and auditory processing channels, enhancing the learner's ability to internalize information. This multimodal approach reduces the cognitive load often associated with traditional, text-heavy learning materials, enabling students to engage with the language more holistically and enjoyably. By reducing the mental effort required to process language, vlogs allow learners to focus on the content and language use itself, rather than becoming overwhelmed by the complexity of the learning task.

Integrating ecological literacy into vlog-based training further enriches the language learning experience by providing students with content that is not only linguistically stimulating but also socially and environmentally meaningful. Ecological themes embedded in vlogs give learners the opportunity to explore real-world environmental issues, such as climate change, sustainability, and conservation, through a language lens. This approach encourages students to think critically about both language use and its societal implications, fostering a deeper connection between linguistic development and global responsibility. Including ecological content also motivates students to reflect on how language can drive social change, particularly by raising awareness of environmental challenges and sustainability efforts.

In conclusion, vlog-based training represents a transformative shift in language education, providing learners with an engaging, self-paced, low-pressure environment to practice speaking and overcome communication anxiety. By leveraging multimedia tools, vlogs reduce the emotional and cognitive barriers that often hinder language acquisition, particularly in speaking tasks. Additionally, incorporating ecological themes into vlog-based training enriches the learning experience by promoting critical thinking and social awareness. Through this approach, learners not only improve their language skills but also gain a deeper understanding of the interconnectedness between language, culture, and the environment. As such, vlog-based training emerges as a powerful tool for fostering confident, reflective, and socially conscious language learners.

Blended learning, which combines traditional classroom instruction with digital tools, offers significant benefits for language learners. This approach allows for personalized learning experiences, where students can engage with content both inside and outside of the classroom. Multimedia Learning Theory, as proposed by Mayer (2021), emphasizes the cognitive benefits of combining various media types—such as text, images, and

sound—in learning. According to Mayer, learners process information more effectively when presented with both visual and auditory channels. This principle is especially relevant in language education, where multimedia tools can enhance comprehension, retention, and engagement (Mayer, 2021).

The use of vlogs in blended learning environments aligns perfectly with these principles. By incorporating both visual and auditory inputs, vlogs help engage learners on multiple cognitive levels. This multimodal approach is particularly effective in language education, as it provides learners with varied pathways to process and understand the material. Furthermore, vlogs are an excellent tool for increasing learner autonomy. Students can engage with the content on their own time, which supports their individual learning needs and reduces the stress associated with timed tests or oral presentations.

Blended learning also incorporates elements of asynchronous and synchronous learning, offering students flexibility in how they engage with content. The use of vlogs as part of this approach enables learners to practice language skills in a more engaging and personalized manner, making it easier for them to absorb information and build confidence in their speaking abilities (Lee & Wang, 2024). The integration of ecolinguistic theory, interlanguage communication anxiety theory, and blended/multimedia learning theory offers a comprehensive framework for investigating the effectiveness of vlog-based training in reducing English speaking anxiety among learners.

Blended learning is widely recognized in contemporary educational research as an instructional approach that strategically combines face-to-face classroom activities with online learning experiences in ways that enhance flexibility, personalization, and learner autonomy (Lee & Wang, 2024). In this model, learners are not confined to one rigid mode of instruction; rather, they transition fluidly between synchronous activities — real-time, interactive sessions — and asynchronous learning — self-paced engagement with digital content. This synergistic mixture is crucial for modern learners, particularly digital natives who have grown up immersed in online media and expect flexible, learner-centered environments (Lee & Wang, 2024).

In the context of language learning, digital natives often show higher levels of engagement when given control over when, how, and at what pace they interact with learning materials. Research on English language instruction in digital settings indicates that asynchronous tools — such as recorded video materials, discussion forums, and self-guided activities — allow learners to revisit content, reflect on linguistic structures, and engage deeply with meaning (e.g., through review and repetition) without the cognitive pressure felt in live sessions. This meets important psychological and pedagogical needs: learners can process complex language input multiple times, scaffold their understanding, and practice production tasks (such as vlogging) without time constraints.

Meanwhile, synchronous learning — live video conferences, real-time chats, or virtual discussions — enables immediate feedback and social interaction, which are especially vital in second language acquisition (SLA). Live interaction facilitates authentic communication, negotiation of meaning, and social presence — all elements that



strengthen communicative competence and reduce affective barriers to speaking. When synchronous and asynchronous modes are deliberately blended, students benefit from both the immediacy of live feedback and the deep processing afforded by self-paced activities. The integration of vlogs within this blended framework broadens these benefits because vlogs inherently combine key pedagogical strengths: Synchronous-style engagement when learners discuss or present videos in live catch-ups with peers or instructors, promoting interaction and communicative responsiveness. Asynchronous self-pace editing, reflection, and production, giving students time to refine content, consider vocabulary, pronunciation, and messaging before publishing. Promotion of learner autonomy and metacognitive control — learners decide how to demonstrate their understanding and communicative intent, which is aligned with findings showing higher engagement among digital natives in self-regulated environments. Rich multimodal input that mirrors real-world communication (visual, textual, and auditory combined), aligning with modern language learning theories about multimodal literacy and deep cognitive engagement.

Blended learning environments bolster self-regulated learning (SRL), where students monitor and direct their own learning process. Research in English as a Second Language (ESL) contexts demonstrates that learner autonomy and self-regulated cognitive engagement significantly enhance language acquisition outcomes, particularly in online settings where learners navigate materials independently or reflectively. The asynchronous components of blended models — including digital video tasks like vlogs help develop these SRL competencies, which are correlated with improved persistence, goal setting, and learner motivation.

Importantly, vlogs act as asynchronous artifacts, capturing spoken language in authentic contexts that learners can review, analyze, and improve iteratively. This technique aligns with cognitive theories suggesting learners benefit from multimedia input that reduces cognitive load and supports memory encoding by providing contextual and visual cues alongside auditory output. By situating language learning tasks within topics such as ecology (e.g., describing landscapes or environmental conditions), students not only practice language but also connect learning to meaningful content, enhancing relevance and intrinsic motivation.

When integrated within a blended design, these asynchronous vlog activities complement synchronous sessions where instructors provide targeted feedback and learners engage in peer dialogues. The combination strengthens social presence and cognitive presence — learners feel connected to their community and are mentally engaged in language meaning-making. Reviews of blended learning in second language acquisition demonstrate that structured interplay between synchronous interaction (for guided practice and feedback) and asynchronous reflection/production (for personalized revision and deeper encoding) leads to more robust learner outcomes than either mode alone.

Beyond SLA, global studies on digital media in education indicate that the effective use of multimedia and flexible learning modalities improves student engagement across

multiple dimensions — cognitive, affective, and behavioral — partly because digital natives are accustomed to multimedia environments that blend image, sound, and text seamlessly. Students interacting with blended models report greater satisfaction, perceived autonomy, and reduced performance anxiety because they can “slow down” when needed, revisit content, and rehearse language production privately before sharing publicly, thereby lowering the affective filter that often inhibits performance in live oral tasks.

Based on this theoretical foundation, the research aims to answer the following questions: (1) How does ecolinguistic vlog-based training influence the reduction of English-speaking anxiety among learners in English villages? This question explores how incorporating ecological literacy into language learning through vlogs helps to reduce anxiety, focusing on the connection between environmental and cultural content and the learners’ emotional engagement in the learning process. By examining this relationship, the research seeks to understand how ecolinguistic content can create a more relaxed and supportive learning environment. Second question is (2) To what extent does blended learning, through the use of multimedia tools like vlogs, improve English speaking skills in hospitality training while addressing speaking anxiety? This question investigates how blended learning—which integrates both digital and traditional teaching methods—can enhance English speaking skills in hospitality training. The research will examine how the multimedia aspects of vlogs contribute to learners’ speaking skills and help alleviate the affective filter, enabling them to communicate more effectively and confidently.

METHOD

This research employs a qualitative approach with a focus on case study methodology, which allows for an in-depth exploration of how ecolinguistic vlog-based training can impact English speaking anxiety and language learning among middle school students. The research aims to examine the role of vlogs infused with ecolinguistic content in improving speaking skills while addressing anxiety in an English Village setting. The study was conducted in Kampung Inggris Purbalingga, particularly at Desa Wisata Serang, which lies at the foothills of Mount Slamet, an area rich in ecological themes related to mountainous environments. The study involved 20 respondents from Grade X-XI students from Senior High School (SMA). The participants were divided by gender, with 11 male students and 16 female students. The diversity in the sample allows for a balanced view of how gender and individual differences influence language acquisition in an ecolinguistic context. The respondents were selected based on their enrollment in English Village programs in Desa Wisata Serang, ensuring they had access to the necessary resources, including exposure to the ecological vocabulary related to the region’s mountainous environment.

Table 1. Demographics of Participants

Gender Number of Respondents Percentage (%)		
Male	10	50%
Female	10	50%
Total	20	100%



The research was conducted in Desa Wisata Serang, a tourist village at the foot of Mount Slamet, known for its rich biodiversity and ecological significance. The area offers a unique opportunity to incorporate ecolinguistic content related to mountain ecosystems, local flora and fauna, and sustainability practices intrinsic to the community's way of life. These ecological elements were integrated into the training materials, providing students with a unique context for language learning that is both relevant and engaging. In this setting, students participated in ecolinguistic vlog-based training, creating vlogs centered on the natural environment, particularly vocabulary and themes related to the mountainous ecosystem. The vlogs served as both a medium for language practice and an opportunity to explore ecological topics, fostering a connection between language learning and the students' natural surroundings. The ecolinguistic vlog-based training was implemented over four weeks. The steps involved in the process are outlined below:

(1) Introduction and Preparation: Students were introduced to ecolinguistic concepts, particularly focusing on vocabulary related to the mountain ecosystem, including terms for flora, fauna, climate, and terrain. Vocabulary lessons included words and phrases describing the area's natural features, such as mountains, rivers, forests, biodiversity, and conservation efforts. Students watched examples of vlogs on ecological topics, highlighting how language can describe and discuss environmental issues. (2) Vlog Creation: Students were tasked with creating their own vlogs, focusing on ecological topics relevant to their immediate environment. Each student chose a specific ecological theme related to the mountainous environment near Mount Slamet and Desa Wisata Serang, such as local flora and fauna, sustainability practices, or climate change impacts on the region. Students created the vlogs using smartphones and basic video editing software, giving them an opportunity to practice both language skills and digital literacy. They were encouraged to speak naturally and express their ideas freely, reducing the pressure of a formal presentation. (3) Feedback and Reflection: After recording their vlogs, students participated in peer review sessions, where they watched each other's videos and provided constructive feedback. This process allowed for collaborative learning and increased student engagement.

Teachers also provided feedback, focusing on both linguistic accuracy and ecological content. Emphasis was placed on encouraging students to use new vocabulary and to speak confidently without the fear of making mistakes. (4) Assessment: The main criteria for assessment included fluency, accuracy, and engagement with the ecological content. The assessment was both formative, providing ongoing feedback throughout the process, and summative, evaluating the final vlogs.

Several research tools and instruments were utilized to collect data and assess the effectiveness of the ecolinguistic vlog-based training: (1) Vlog Analysis Rubric. This detailed rubric was developed to evaluate the vlogs based on criteria such as language fluency, accuracy, ecological content, and engagement with the topic. This rubric helped assess both linguistic and ecological learning outcomes. (2) Survey on Speaking Anxiety: A pre- and post-training survey was administered to measure students' levels of speaking anxiety before and after participating in vlog-based training. The survey used a Likert scale to assess various dimensions of anxiety, including fear of making mistakes, self-consciousness in front of others, and overall anxiety related to speaking English.

Table 2: Sample Survey Questions on Speaking Anxiety

Question	Scale (1-5)
I feel nervous when speaking in English.	1-5
I worry about making mistakes when speaking English.	1-5
I feel more confident speaking English after participating in this training.	1-5

Moreover, it is also has (3) Student Interviews: Semi-structured interviews were conducted with a subset of students (6 total: 3 male, 3 female) after the training. The interviews aimed to gain insights into their experiences with the vlog-based training, challenges they faced in using ecological content, and how the training impacted their confidence in speaking English. The last is (4) Observation Notes: Teachers also kept observation notes during the vlog creation and feedback sessions, noting any patterns in student behavior, levels of engagement, and anxiety during speaking activities.

The data collected through the survey were analyzed using descriptive statistics to examine the overall change in speaking anxiety levels. The mean scores of pre- and post-surveys were compared to determine whether there was a significant reduction in anxiety following the vlog-based training. In addition, qualitative data from the interviews and vlog analysis were coded thematically. Key themes related to language fluency, ecological content, and anxiety reduction were identified and used to provide a more holistic view of how the vlog-based training impacted the learners. This study adhered to ethical guidelines in conducting research with minors. Informed consent was obtained from all participants and their guardians, ensuring that students understood the research purpose, procedures, and their right to withdraw at any time. Data collected from surveys, interviews, and vlog content were kept confidential, and students' identities were anonymized in all research publications.

RESULTS AND DISCUSSION

The questionnaire consisted of 30 Likert-scale items ranging from 1 = strongly disagree to 5 = strongly agree. The items covered English speaking anxiety, hospitality speaking needs, ecolinguistic vlogging, anxiety reduction, technical challenges, and learners' intention to continue using vlogging in future speaking activities. The questionnaire items were aligned with the focus of ecolinguistic vlogging for hospitality speaking training, especially in relation to local tourism, culture, and environment.

Based on the uploaded response data, 20 valid responses were analyzed. The descriptive results show that learners had a generally positive perception of ecolinguistic vlogging as a medium for hospitality speaking practice. The strongest response appeared in the hospitality speaking needs dimension, with a mean score of 4.48. This indicates that learners strongly recognized the importance of English-speaking practice for real hospitality situations, such as greeting guests, welcoming tourists, and explaining local tourism places.



Dimension	Items	Mean	SD	Agree/Strongly Agree
Initial speaking anxiety	1–6	2.08	1.00	10.0%
Hospitality speaking needs/readiness	7–11	4.48	0.76	94.0%
Ecolinguistic vlog learning value	12–16	4.27	0.58	93.0%
Confidence and anxiety reduction through vlogging	17–21	4.19	0.83	85.0%
Technical/linguistic challenges	22–26	2.67	1.16	25.0%
Overall usefulness, motivation, and continuation	27–30	4.16	0.63	87.5%

The data also show that ecolinguistic vlogging was perceived as meaningful for connecting English learning with real-life contexts. Items related to vlogging, local culture, local environment, and tourism received high mean scores. Learners agreed that vlogging helped them practice speaking English in a more interesting way, connect English with real situations, and talk about local tourism, culture, and environment.

Selected Item	Mean	Agree/Strongly Agree
Hospitality speaking activities help me use English in real-life situations.	4.75	100%
Learning hospitality expressions makes me more prepared to communicate with guests.	4.55	100%
Vlogging allows me to connect English learning with real-life situations.	4.40	100%
Vlogging makes me feel more confident in speaking English.	4.70	100%
Recording a vlog helps me reduce my fear of speaking English.	4.45	100%

Practicing before recording a vlog helps me feel less anxious.	4.35	95%
I would like to use vlogging again in future English speaking activities.	4.35	95%

These findings suggest that learners did not merely view vlogging as a digital activity. They viewed it as a practical speaking space that gave them time to prepare, rehearse, record, and express ideas more confidently. The ecolinguistic aspect strengthened the activity because learners used English to talk about real places, local culture, and environmental features around the tourism context. In the context of English Village learners, this is important because hospitality speaking is not abstract classroom English; it is connected to real communicative situations with visitors, tourists, and local tourism actors. The anxiety-related items also reveal an important pattern. Initial speaking anxiety was relatively low to moderate, with a mean score of 2.08. However, the item “I feel nervous when I have to speak English in front of others” had a higher mean score of 3.05, showing that public speaking still created discomfort for some learners. This means the anxiety was not general fear of English only, but more related to speaking performance in front of others. Ecolinguistic vlogging appeared to reduce this pressure because learners could prepare before recording and did not have to perform immediately in front of a live audience. The challenge dimension produced a mean score of 2.67, indicating that learners did not experience severe difficulties overall. However, one item stood out: “I need guidance from the teacher when preparing my vlog script” reached a mean score of 3.60, with 60% agreement. This shows that although students responded positively to vlogging, they still needed structured support, especially in preparing scripts, choosing vocabulary, and organizing hospitality expressions.

Discussion

The findings indicate that ecolinguistic vlogging can function as a bridge between language practice, local tourism awareness, and anxiety reduction. The high score for hospitality speaking needs confirms that learners understand the practical value of English in tourism-based communication. This is highly relevant to English Village learning because students are not only learning English as a school subject; they are learning English as a communicative tool for welcoming guests, explaining destinations, and introducing local culture. The ecolinguistic dimension strengthens this process. By using vocabulary related to local tourism, culture, and the environment, learners are encouraged to speak about topics that are close to their lived experience. This makes speaking practice more meaningful. Instead of memorizing isolated expressions, learners use English to describe real ecological and cultural surroundings. For example, in the context of Kampung Inggris Purbalingga and the natural landscape near Mount Slamet, learners can speak about mountain views, local plants, village tourism, fresh air, farming areas, traditional culture, and environmental preservation. This makes English speaking training more contextual and less mechanical. The results also support the idea that vlogging can reduce speaking anxiety. The strongest evidence appears in the confidence and anxiety reduction dimension, especially the items showing that vlogging made learners feel more confident, reduced fear, and gave them more time to prepare. This is pedagogically important. Many learners feel anxious not because they lack ideas, but



because they are forced to speak immediately, publicly, and perfectly. Vlogging changes that condition. It allows rehearsal, repetition, correction, and self-monitoring before final performance. This reduces psychological pressure and gives learners more control over their speaking process.

However, the findings also show that vlogging is not automatically effective without guidance. The need for teacher support in script preparation is clear. This is the point many weak studies ignore: technology itself does not solve anxiety. Poorly guided vlogging can become another source of stress. Learners may become confused about what to say, how to structure the vlog, which vocabulary to use, or how to edit and upload the video. Therefore, ecolinguistic vlogging must be supported by clear scaffolding, including vocabulary lists, model scripts, pronunciation practice, hospitality expression banks, and simple recording guidelines. The relatively moderate challenge score suggests that the learners were able to handle most parts of the activity, but they still needed help in linguistic preparation. The main issue was not technology alone. Vocabulary selection and script construction were more important. This means future training should not focus only on video production skills. It should integrate three components: hospitality speaking expressions, ecolinguistic vocabulary, and guided vlog scripting. Overall, the findings show that ecolinguistic vlogging is a promising strategy for hospitality speaking training. It supports learners' confidence, connects English with local tourism realities, and provides a less threatening speaking environment. The activity also helps learners see English as a language for real social participation rather than only classroom performance. For English Village learners, this is especially valuable because the goal of learning is not merely grammatical accuracy but communicative readiness in tourism and hospitality contexts. Nevertheless, this result should be interpreted carefully. The uploaded dataset contains 20 valid responses. If the intended study population is 27 students, the remaining responses need to be included before final statistical claims are made. With the current data, the strongest conclusion is that learners showed highly positive perceptions of ecolinguistic vlogging and viewed it as useful for reducing fear, increasing confidence, and supporting hospitality speaking practice.

CONCLUSION

This study concludes that ecolinguistic vlogging is a useful strategy for hospitality speaking training among English Village learners. The questionnaire results show that learners responded positively to the use of vlogs because the activity helped them practice English in a more interesting, contextual, and less threatening way. Through vlog production, learners were able to connect English speaking practice with real tourism situations, local culture, and ecological surroundings, especially topics related to the natural environment of Desa Wisata Serang at the foot of Mount Slamet. The findings also indicate that ecolinguistic vlogging contributed to reducing learners' English speaking anxiety. Learners felt more confident because they had time to prepare, rehearse, record, and improve their speaking before presenting it. This process reduced the pressure commonly found in direct speaking performance. Therefore, vlogging functioned not

only as a digital learning medium but also as a supportive space for gradual speaking practice. However, the study also shows that teacher guidance remains necessary, especially in helping learners prepare vlog scripts, choose appropriate hospitality vocabulary, and organize their speaking content. This means that ecolinguistic vlogging should be implemented with clear scaffolding, model expressions, vocabulary support, and simple technical guidance. Overall, ecolinguistic vlogging can strengthen hospitality speaking training by integrating language learning, local tourism awareness, ecological vocabulary, and learner confidence. This approach is relevant for English Village learning contexts because it supports practical English use while encouraging learners to communicate about their own environment and cultural identity.

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