

**CUE CARD VLOGGING FOR GREEN ELT AND ECO-PEDAGOGY:
INTEGRATING SUSTAINABLE LANGUAGE LEARNING PRACTICES IN EFL
CONTEXTS**

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ABSTRACT

This study, which uses a quasi-experimental mixed-methods research design, investigates how a vlogging-integrated cue card approach conforms to and furthers the principles of Green English Language Teaching (Green ELT) and eco-pedagogy in a Thai EFL university context. The study was conducted over 13 weeks, organized into three phases: pre-intervention, intervention, and post-intervention. The participants were 55 undergraduate English majors at a university in northeastern Thailand enrolled in an English communicative course. Research instruments included a pre- and post-speaking test, a bilingual open-ended questionnaire, and a speaking rubric. The quantitative findings showed a statistically significant improvement on the speaking performance, $t(55) = 35.18$, $p < .001$, Cohen's $d = 4.89$, with students scoring 14.13 points higher on the post-test. The qualitative findings led to the emergence of six different themes: enhanced learner confidence; enhanced fluency and pronunciation; enhanced motivation and enjoyment; enhancement of digital literacy; ability to adaptory learn; and self-reflective knowing of one's own progress. The theoretical lenses of Green ELT, eco-pedagogy and place-based language learning are applied to them. The results indicate that the use of cue card vlogging tasks that are intentionally positioned within sustainable development discourse promotes learner agency, forged community-embedded communication and reduced the ecological footprint of the conventional language classroom through the elimination of paper-based materials and facilitated asynchronous digital participation. It discusses the sustainable ELT curriculum design and digital eco-literacy to help in education to the global agenda of resilience.

Keywords: *cue card; vlogging; Green ELT; sustainability; eco-pedagogy*

INTRODUCTION

The convergence between environmental sustainability and language education became one of the key areas of investigation in the twenty-first century as humanity is facing the growing ecological threats and needs to incorporate the values of sustainability into its everyday life, including language education. The ideas of Green English Language Teaching (Green ELT) and eco-pedagogy represent two intersecting theoretical approaches to achieve this goal, as both focus on ecological approach to language teaching and learning, learners' agency and the ethics of communication (Cates, 2002; Jacobs & Goatly, 2000; Maftoon & Shakouri, 2012).

Speaking development in Thai university EFL education faces well-documented issues. The traditional Thai university curriculum emphasizes grammar and reading and, therefore, results in low levels of oral communicative competence among Thai students (Darasawang & Reinders, 2021; Panpistharwee, 2024). The use of technological tools like vlogging has been shown to have considerable potential to overcome this challenge by creating authentic and low anxiety contexts for speaking practice that foster fluency and metacognitive reflection (Choi & Sinwongsuwat, 2024; Sakuro & Hamcumpai, 2024). In particular, the integration of speaking tasks in the form of IELTS-like cue cards with vlogging activities appears to enhance the organizational aspect and the quality of the learners' output (Putri & Sada, 2021; Sukmana et al., 2023).

Still, there has been comparatively little consideration of how speaking activities enhanced by technological tools could be interpreted and augmented by the sustainability framework. The topic Education, Language, and Culture as Forces for Global Resilience allows to examine how cue-card vlogging interventions work as means for developing learners' speaking skills and simultaneously as Green ELT tools which reduce material waste, promote learners' agency and create community through digital means, and develop communicative skills needed for sustainable citizenship.

Therefore, the aim of this paper is twofold. First, it discusses the results of the 10-week cue-card vlogging intervention implemented at a university in northeastern Thailand and interprets these results in the light of Green ELT and eco-pedagogical framework. Second, it argues that cue-card vlogging intervention designed from the perspective of sustainability becomes a pedagogically efficient and environmentally-friendly method of speaking development in EFL which meets national and global sustainability objectives in education.

This research has two research questions: (1) What impact does the vlogging-integrated cue-card approach have on the English-speaking performance of Thai university EFL students? (2) How do the features of the approach and the experience of using it by students manifest the ideas of Green ELT and eco-pedagogy?

LITERATURE REVIEW

Green ELT and Eco-Pedagogy in Language Education

The term Green English Language Teaching (Green ELT) or Ecological Language Teaching refers to an approach to English teaching in which there is a greater emphasis on environmental literacy, sustainability values, and the interconnectedness between language, culture, and ecology (Cates, 2002; Jacobs & Goatly, 2000). In its essence, Green ELT goes far beyond just teaching environmental vocabulary or talking about climate change in the classroom; it is a pedagogical approach in which the various aspects of the teaching of English—the selection of materials, establishment of relationships, use of technologies, and values involved in activities—are ecologically oriented (Maftoon & Shakouri, 2012).

Eco-pedagogy is a related but different concept. Rooted in critical pedagogy (Freirean) tradition, eco-pedagogy argues that education should help students become ecological citizens (Gadotti, 2010; Kahn, 2010). It includes place-based education, community-based knowledge, and critical analysis of the systems of economy, society, and environment shaping the learners' lives. The implications of eco-pedagogy for language learning include design of instructional activities that provide the learners with meaningful communicative purposes, make the connection between language learning and the learners' physical and social environment, and develop the critical thinking skills necessary for sustainable citizenship (Laurillard, 2012; Maftoon & Shakouri, 2012).

Some of the principles common to both concepts include reduction of paper use by using digital or reusable materials, promotion of agency and inquiry of learners, creation of



community through collaboration and audience awareness, connection of language learning to issues of local and global sustainability, and development of critical media/digital literacy as an integral part of communicative competence (Cates, 2002; Jacobs & Goatly, 2000).

Vlogging as a Sustainable Pedagogical Tool

The term vlogging refers to the activity of learners recording themselves while delivering brief personal video monologues and sharing them publicly. In recent years, vlogging has attracted attention in the field of applied linguistics due to its potential to improve oral fluency skills, reduce anxiety, and promote learner autonomy (Codreanu & Combe, 2016; Hafner & Miller, 2011). Numerous empirical studies have found consistent improvements in speaking performance among EFL learners before and after engaging in vlogging activities, which has been reported by learners alongside their increased willingness to speak and intrinsic motivation (Choi & Sinwongsuwat, 2024; Fitriany, 2023; Zhang & Wu, 2024).

In light of the green English language teaching approach, there is no doubt about the special value of vlogging because it dramatically decreases the need for material resources required for conducting traditional speaking classes. Unlike traditional speaking activities, vlogging does not require paper worksheets, paper rubrics, or any physical recording equipment since learners conduct their video recordings using personal mobile phones, upload them to digital closed spaces, and evaluate according to online rubrics (Meyer & Patty, 2024). It should be noted that this decrease in the use of papers and physical resources is consistent with the general principles of the ecological approach to teaching.

At the same time, vlogging demonstrates eco-pedagogical features of an educational technique. The very process of recording, reviewing, and rerecording makes learners responsible for their development. Using closed social media groups as places of dissemination creates a community of authentic listeners and peers who provide feedback to one another and reproduce natural communication patterns characteristic of digital communication (Hafner & Miller, 2011; Nurviyani & Rahayu, 2018).

Cue Cards as Structured Ecological Scaffolding

The role of cue cards lies in serving as structured prompts to speak, which have been developed according to the structure of IELTS Speaking Part 2 and provide students with a topic, question prompts, and organization aids before speaking out. In terms of empirical studies, there is proof that this type of scaffolding helps reduce cognitive load, ensures topic coherence, and produces longer, better-structured speaking responses, especially in cases of lower-level students (Putri & Sada, 2021; Sukmana et al., 2023; Tohamba, 2024).

In terms of a Green ELT approach, one can say that cue cards become sustainable scaffolding instruments, which help ease the tension related to improvising, allow for effective use of all linguistic means available, and, when dealing with topics taken from the spheres of sustainability, community activity, and ecology, connect language practice to the real-life issues of the environment and the social sphere (Cates, 2002). When topics of the cue cards contain issues related to sustainability, such as local environment, community issues, or culture, scaffolding becomes not only linguistic but also ecological one.

Thus, the combination of cue card scaffolding and vlogging production turns into what is called eco-scaffolded digital speaking practice in this study design.

Communicative Competence, TBLT, and Ecological Learning

Theoretical backgrounds on which the current research relies overlap in the intersection of three theories that altogether support an ecological approach to language education. The Communicative Competence theory (Canale & Swain, 1980; Hymes, 1972) gives the

conceptual framework that underlies the notion of speaking performance as comprising grammar, sociolinguistics, discourse, and strategic knowledge. From the eco-pedagogical standpoint, communicative competence implies much more than just being skilled in performing in language; it means being able to engage in meaningful human interactions.

Task-Based Language Teaching (Ellis, 2003; Skehan, 1998) serves as the pedagogical foundation for designing speaking tasks based on authentic communicative needs and purposes. In TBLT, the ecological aspect of a task (i.e., its connection to actual audiences, actual purposes, and the larger community) boosts both engagement and effectiveness. The TELL framework puts vlogging into the wider context of using digital technologies to provide additional authentic opportunities for practice and reflection (Hafner & Miller, 2011).

METHOD

Research Design and Participants

For the current study, a quasi-experimental research design with a single group pretest-posttest was used (Creswell & Plano Clark, 2018). It lasted 13 weeks and took place during the first semester of the academic year of 2025. Fifty-five undergraduates majoring in English Language participated in the study as they were enrolled in the English Communicative class. Whole-class purposive sampling was used in the study because the intervention was integrated into an ordinary class section. All participants gave their informed consent to take part in the study in both Thai and English languages, stating explicitly that participation was completely voluntary and would not impact their grades.

Eco-Pedagogical Intervention Design

The intervention was developed in three phases. First of all, there was the Preparation Phase (Week 1). During this phase, pre-test was performed and orientation to the vlogging platform and Green ELT concept of the class was conducted. Students were introduced to the ecological aspects of digital speaking practice, namely reduced printing, sustainable communication habits development, and vlogging as a tool of digital community involvement.

Secondly, there was the Intervention Phase (Weeks 2–11). For 10 weeks in a row, in-class cue card practice and out-of-class vlogging activities were carried out. Cue cards were selected from the syllabus of the class. Four prompts included describing a valued place in the community, narrating about a memorable nature-related experience, talking about cultural practices concerning seasonal change and developing a community project plan. Students were encouraged to speak about the environment and community life issues based on the eco-pedagogical principle of place-based learning.

All vlogging activities were performed digitally. Students recorded their responses on their mobile devices, selected their best takes, and uploaded videos to a closed Facebook group, which was created specifically for the class. Printed material was not used in vlogging activities. During in-class activities, digital rubrics projection and verbal feedback were utilized instead of handing out printed handouts, thus, significantly reducing the amount of material consumption during the class.

Finally, there was the Post-Assessment Phase (Weeks 12–13). This phase consisted of the post-test speaking test conducted using the same cue-card prompts and the open-ended bilingual questionnaire sent through Google Forms one week after that.

Instruments and Analysis

The speaking assessment used cue card prompts modeled on IELTS Part 2, validated by three expert reviewers using the Index of Item-Objective Congruence (IOC), which yielded item-level values of 0.80–1.00 (mean = 0.87). Spoken responses were rated using a rubric



adapted from the IELTS Speaking Band Descriptors (British Council et al., 2020) covering five dimensions: fluency, pronunciation, grammatical range and accuracy, lexical resource, and coherence. Inter-rater reliability was established through an independent rating of a 20% subsample, yielding an ICC of 0.91 (Koo & Mae, 2016).

Quantitative data were analyzed using a paired-samples t-test in SPSS, with effect size calculated using Cohen's *d* (Cohen, 1988). Qualitative data from the open-ended questionnaire were analyzed using Braun and Clarke's (2006) six-phase thematic analysis procedure. Dependability was supported through inter-rater coding verification, and credibility was strengthened through member checking with eight participants.

RESULT AND DISCUSSION

Quantitative Findings: Speaking Performance

The paired samples t-test revealed a statistically significant improvement in the speaking skills of the participants after the 13-week intervention period. The posttest mean score was 14.13 points higher than the pretest score ($SD = 2.90$); $t(55) = 35.18$, $p < .001$, with an effect size (Cohen's *d*) of 4.89. This is regarded as a very large effect size and demonstrates the significant effect of the digital speaking training for a group of students with low exposure to systematic speaking practice.

Table 1
Pre-test and Post-test Speaking Performance by Rubric Dimension (N = 55)

Dimension	Pre-test M	Pre-test SD	Post-test M	Post-test SD	Mean Gain
Fluency	2.63	0.61	5.21	0.58	2.58
Pronunciation	2.58	0.54	5.10	0.60	2.52
Grammar	2.44	0.59	5.02	0.62	2.58
Lexical Resource	2.50	0.58	5.15	0.61	2.65
Coherence	2.46	0.57	5.08	0.59	2.62

Note. Scores per dimension are out of 6. $p < .001$, Cohen's $d = 4.89$ (overall).

Improvement in scores was noted on all five dimensions of the rubric. The highest average improvement was noted in the dimension of lexical resource (2.65), followed closely by the dimension of coherence (2.62). This is explained in detail in the sections below.

Qualitative Results: Views of the Students through an Eco-Pedagogy Lens

The results of thematic analysis of the open-ended questionnaire provided six main themes, which are discussed below with regard to their ecology and sustainability aspects.

Theme 1: Enhanced English-Speaking Confidence

Students mentioned that their confidence in their abilities to speak in English significantly improved, suggesting that they have less fear of making mistakes and feel more comfortable using the English language in digital and face-to-face environment. This emotional change corresponds to one of the key aspects of eco-pedagogy, which is the learner agency. The vlogging context created appropriate conditions for practicing, revising, and selecting the best performance.

Before the vlog, I was afraid to speak English because I thought I would make mistakes. After doing it many times, I feel more comfortable. (P7)

Recording myself made me realize I can speak better than I thought. Now I am not shy to talk in English with friends. (P15)

Theme 2: Development of Speaking Fluency and Pronunciation

According to the students, they utilized the video recording process as a tool for self-correction whereby they would watch the recorded videos and identify the pronunciation mistakes and try to correct them through future recordings. This is a form of the eco-pedagogy of reflecting and circular learning where the learning process is not treated as an event, but rather as an ecology of practice where one engages his or her past outputs.

When I listened to myself, I found pronunciation mistakes and tried to correct them next time. (P36)

The more I recorded, the easier it was to speak continuously without stopping. (P9)

Theme 3: Motivation and Enjoyment in Learning

According to the students, vlogging was seen as more interesting and motivating than regular speaking activities. It can be seen from the fact that several of the students felt that there was a certain level of creative ownership of the created content and pride in it. In the Green ELT approach, the emotional involvement is not accidental; it is a manifestation of the motivational value of offering the students authentic communication and audience. Motivation is vital for sustainable language learning, and the results of the present study show just that.

I enjoyed making the video because I could choose my topic and express myself. (P2)

Vlogging made learning English fun, not stressful. (P30)

Theme 4: Development of Digital and Communication Skills

The students were able to gain skills related to video production, editing, and captioning while learning the language at the same time. This is consistent with the Green ELT approach's focus on digital eco-literacy, which refers to the ability to communicate effectively using digital media. In a world where communication about climate change, civic engagement, and intercultural communication takes place online, these skills are crucial for global citizenship.

I learned how to edit videos and add subtitles, which made my vlog more interesting. (P5)

It improved not only my English but also my communication and digital skills. (P28)

Theme 5: Challenges and Adaptive Learning Strategies

Difficulties were also encountered by students, but the two major ones were those pertaining to the amount of time needed to film and some fear experienced while filming. However, one thing was important for this particular research, and that was the fact that the students did not give up on the assignment once difficulties appeared. Instead, they developed workarounds which included getting feedback from other students on the scripts, sharing responsibilities in terms of editing, and re-filming until everything was perfect.

My friends helped me check grammar and pronunciation before I recorded. (P22)

Sometimes I felt nervous when recording, but I tried again and again until it was better. (P32)

***Theme 6: Self-Reflection and Awareness of Progress***

The students explained that making comparisons between the oldest recording and the latest recording was how one could keep track of one's development, see areas where improvements can be made, and express the willingness to engage in self-directed learning. This aspect of reflection bears great resemblance to eco-pedagogy's metacognitive approach of being able to reflect on oneself while going through a developmental process.

When I watched my first video and last video, I could see a big difference in how I spoke. (P14)

After this project, I want to continue practicing English by making more videos. (P51)

DISCUSSION***Cue Card Vlogging as an Ecological Language Practice***

In light of the results of this study, it becomes clear that there is a need to reconceptualize technology-mediated speaking interventions using the theoretical approaches of Green ELT and eco-pedagogy. Specifically, the statistically significant improvement in participants' speaking skills— $t(55) = 35.18$, $p < .001$, Cohen's $d = 4.89$ —is indicative of pedagogic efficacy of the intervention. An analysis of qualitative data suggests that this pedagogic efficacy was achieved through several interconnected ecological processes, such as (1) affective security due to low-stakes practice; (2) self-regulation through the production-reflection-revision cycle; (3) intrinsic motivation provided by real-world audiences and creative control; (4) development of eco-literacy along with linguistic competence; and (5) collaborative resilience despite difficulties.

Taken together, these processes form an ecological learning system—a complex of interdependent practices where the interaction between learners, technologies, communities, and content is mutually reinforcing. It can be said that this is precisely the kind of system suggested by the theorists of Green ELT, although it is not often observed empirically in classroom settings (Cates, 2002; Maftoon & Shakouri, 2012).

Reducing the Ecological Footprint of Speaking Instruction

One of the most concrete realizations of the Green ELT principles that comes from the cue card vlogging process is the reduced use of papers. In the current study, scaffolded speaking tasks took place with the help of digitally projected cue cards, verbal and digital feedback took place, and all the student output occurred digitally. Only the initial consent forms and questionnaire were printed in the course, both of which are easy to digitize in further studies.

The paperless nature of the process stands out from traditional speaking lessons, where students receive printed worksheets and grids of assessment, as well as handouts for each individual activity. With the class of 55 students lasting 10 weeks, the digital form of the vlogging process represents an actual reduction in the use of resources.

Community, Audience, and Sustainable Communication

In using a Facebook group as the platform for sharing in this study, a bounded digital community was created where the students interacted with a peer audience. The community aspect plays a critical role in the theories of Green ELT and eco-pedagogy as the theories propose that language learning becomes ecological only when it takes place in a context of real-life social interaction and communication purposes (Gadotti, 2010; Jacobs & Goatly, 2000).

The students' accounts of collaborating with peers in helping each other to write scripts, giving feedback to peers' videos, and working together to solve production problems suggest that the vlogging platform served not just as a vehicle for submission but as a digital community of practice where learning is distributed and socially situated. This community-situated approach to language development fits into the social components of eco-pedagogy and the collaborative resilience of sustainable education.

Cue Cards, Topic Selection, and Sustainability Discourse

The cue card topics that were used in this research were generated from the standard course curriculum. One main takeaway from this research is that future repetitions of this experiment might further deepen the Green ELT connection through careful selection of cue card topics focused on sustainability issues. The topics could be such things as the description of an ecosystem near home, telling about a community's environmental project, looking at the relation of language and cultural knowledge of the land, and considering the role of education in combating climate change.

This approach is consistent with the definition of Green ELT given by Cates (2002) as the pedagogy where apart from the form of language tasks, their contents are environmentally and socially responsible. Given the flexibility of cue cards, they can be a great tool for this approach to sustainability discourse.

LIMITATIONS

Several limitations of this study should be acknowledged. The one-group pretest–posttest design, while appropriate for classroom-based intervention research, does not permit causal attribution of the observed gains to the vlogging-integrated cue card approach. A control group design would be needed to rule out alternative explanations, including maturation, test-familiarity effects, and the Hawthorne effect. The study was conducted with a single cohort of students at one institution in northeastern Thailand, which limits the generalizability of findings to other populations, proficiency levels, and institutional contexts.

The qualitative data are self-reported and may be subject to social desirability bias, particularly since the course instructors were also the researchers. The ecological and sustainability reframing offered in this paper is primarily interpretive and retrospective; future studies should explicitly design sustainability content and ecological framing into the intervention from the outset, rather than applying these lenses post hoc to existing findings.

CONCLUSION

This study has argued that cue card vlogging, as practiced in a Thai EFL university speaking course, constitutes a form of eco-pedagogically consonant language instruction. The statistically significant speaking gains documented here are accompanied by a rich qualitative picture of learner development that aligns closely with the principles of Green ELT: learner agency, community-embedded communication, digital eco-literacy, reflective learning cycles, and collaborative resilience.

The implications of this work extend in three directions. For EFL practitioners in Thai and comparable Southeast Asian university contexts, cue card vlogging offers a practical, low-cost, and pedagogically robust model for sustainable speaking instruction that reduces material consumption while fostering the digital and communicative competencies of global citizenship. For curriculum designers, the findings suggest that sustainability values need not be appended to language courses as external content—they can be embedded in the very structure of speaking tasks, the choice of digital platforms, and the norms of peer community that vlogging assignments create.



For researchers, this study calls for a more sustained engagement between the fields of Green ELT and technology-enhanced language learning. Longitudinal and comparative studies that explicitly design ecological principles into digital speaking interventions, track their effects on both linguistic and sustainability outcomes, and document the community dynamics of digital peer sharing would substantially advance both fields. Cue card vlogging may be a modest classroom intervention, but it points toward a vision of language education in which speaking, community care, and sustainability are not separate agendas—they grow from the same task.

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