

## Utilizing Travel Vlogs to Boost Students' Confidence in Speaking English: Tourism Students' Perspective

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### ABSTRACT

One of the challenges students face in learning English is the confidence to speak the language in practical situation. To cope with this problem, incorporating travel vlogs in English classroom may be one of the solutions. The purpose of this study is to examine and describe the students' perspective towards the use of travel vloggings in the English classroom and whether it can help boost their confidence in speaking English. This study was conducted at Sriwijaya State Polytechnic, participated by second semester students of Tourism Business Management department who took English for Tourism Industry compulsory subject. The data were collected using questionnaire and then analysed using qualitative descriptive approach. The results showed that students have positive attitude towards the use of travel vlogs to boost their confidence in speaking English.

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## 1. INTRODUCTION

Effective speaking skills play a pivotal role in personal, academic, and professional contexts. Communication is a fundamental aspect of human interaction, and the ability to convey messages clearly and persuasively is critical in various domains. According to Smith (2010), communication is the cornerstone of human connection, enabling individuals to share ideas, thoughts, and emotions effectively. This importance extends to both verbal and non-verbal communication, with speaking being a primary form of verbal communication (Beebe & Beebe, 2015).

In the professional realm, speaking skills are highly valued, as they are closely linked to career advancement. Individuals who can communicate convincingly, negotiate effectively, and deliver compelling presentations tend to excel in their careers (Beebe & Beebe, 2015). Education researchers emphasize the significance of speaking skills in academic settings, where students need to participate in class discussions, deliver presentations, and defend their ideas (Moss & Schutz, 2019).

Effective speaking is not limited to conveying information; it also contributes to building and maintaining relationships. According to Burleson (2003), clear and empathetic communication is essential for establishing trust and connection with others, both in personal and professional relationships. Furthermore, leadership experts like Kouzes and Posner (2012) emphasize that leaders must possess strong speaking skills to inspire, motivate, and guide their teams effectively.

Effective communication encompasses various facets, including both speaking and listening skills. Speaking skills are a fundamental component of communication, as they involve the verbal expression of thoughts, ideas, and emotions (Smith, 2010). In this context, speaking skills refer to an individual's ability to convey messages clearly, persuasively, and coherently through spoken language.

Speaking skills are integral to communication skills as a whole. According to Beebe and Beebe (2015), communication skills encompass a range of abilities, including verbal and non-verbal communication, active listening, and feedback provision. Effective speaking is a key aspect of verbal communication, as it allows individuals to articulate their thoughts and convey information to others in a comprehensible manner.

Furthermore, speaking skills are closely tied to the effectiveness of communication. The quality of spoken communication can significantly impact how well a message is understood and received by the intended audience (Beebe & Beebe, 2015). When individuals possess strong speaking skills, they can express themselves clearly, making it easier for others to comprehend their intended message.

Effective speaking also contributes to the overall effectiveness of interpersonal and professional interactions. Clear and persuasive communication, including speaking skills, is crucial for building trust, fostering understanding, and resolving conflicts (Burleson, 2003). In essence, speaking skills are a subset of communication skills that play a central role in the successful exchange of information and ideas within various contexts.

Speaking skills are an essential component of communication skills, as they involve the verbal expression of ideas and information. Effective speaking is crucial for clear and persuasive communication, and it significantly influences the overall quality of interpersonal and professional interactions. Speaking skills are thus indispensable for effective communication, career success, academic achievement, relationship building, leadership, and public speaking engagements. Developing and honing these skills can significantly enhance an individual's ability to convey ideas, connect with others, and achieve their personal and professional goals.

English language learning encompasses various skills, including listening, reading, writing, and speaking. While all these skills are essential, mastering speaking skills holds particular significance for students learning English as a second language (ESL) or as a foreign language (EFL). Effective speaking skills are crucial in facilitating language acquisition, communication competence, and cultural integration (Brown, 2007).

Speaking is one of the primary means by which individuals acquire a new language. Engaging in speaking activities, such as conversations, encourages students to apply their language knowledge in real-world contexts, promoting vocabulary expansion and grammatical accuracy (Nation & Newton, 2009).

Proficiency in speaking skills is vital for effective communication. In academic and professional settings, students must articulate their ideas clearly and coherently (Beebe & Beebe, 2015). Mastering speaking skills enables students to participate in class discussions, give presentations, and engage in social interactions with confidence.

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Speaking English fluently and confidently can be challenging for ESL and EFL students. One of the significant barriers in students' speaking English is anxiety and nervousness when speaking in front of others. Speaking anxiety, also known as communication apprehension or public speaking anxiety, is a common phenomenon that affects individuals when they are required to speak in public or in a foreign language context. Moreover, MacIntyre & Gardner (1994) stated that this speaking anxiety can actually hinder fluency and confidence. When individuals experience anxiety during speaking, they may develop a negative self-image regarding their language abilities. This can erode their confidence in their speaking skills, creating a self-fulfilling cycle of reduced fluency and confidence. This factor creates significant barriers to effective and confident speaking in both first and second language contexts.

Confidence in one's ability to speak in a second language enhances motivation and engagement. When students believe they can communicate effectively, they are more likely to participate actively in speaking exercises and practice regularly (Ryan & Deci, 2000). Confidence plays a critical role in helping students improve their speaking ability in a second language. It fosters motivation, reduces anxiety, encourages risk-taking, enhances perceived competence, facilitates feedback reception, and boosts self-efficacy. Educators should prioritize strategies that nurture students' confidence to promote effective language learning and speaking proficiency.

Technology has become an integral part of modern education, offering numerous advantages for both educators and learners. The integration of technology in teaching practices has transformed traditional education methods and opened up new possibilities for effective learning experiences (Hwang et al., 2017).

The integration of technology into English language teaching offers numerous advantages, enhancing the learning experience for both teachers and students. These advantages contribute to more effective and dynamic English language education. Incorporating multimedia elements, interactive exercises, and gamified content through technology can captivate students' attention and make lessons more engaging (Godwin-Jones, 2018). The technology advancement brings about the utilization of language learning and online platforms in the English classroom. These applications and platforms offer interactive speaking exercises that engage learners in conversations and role-play scenarios (Barrs & Riding, 2018). Integrating technology into speaking activities can enhance the overall language learning experience.

Various ways can be done by students to improve speaking through the use of technology. One of them is video blogging. Video blogging is a form of online content creation where individuals or content creators record and share videos on various platforms such as YouTube, Vimeo, or personal websites. Vlogs cover a wide range of topics, including personal diaries, travel experiences, tutorials, reviews, entertainment, and more. Vlogging has gained significant popularity in recent years due to its accessibility and potential for reaching global audiences.

One type of vlogging which is quite popular among content creators is travel vlogs. Travel vlogs document journeys, adventures, and trips to different destinations, providing travel tips, cultural insights, and breathtaking visuals (Jenkins, 2019).

Speaking skill and students' confidence in speaking English are closely intertwined. As students develop their speaking skills, their confidence in using the language typically grows. Meanwhile, incorporating travel vlogs into language learning activities may be able to help students bridge the gap between classroom instruction and real-life communication thus contributing to increased confidence in speaking English. Therefore, this research was conducted to find out students' perspective of how doing travel vlogs in the English classroom can boost their confidence in speaking English.

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## 2. LITERATURE REVIEW

### 2.1 Vlogging (Video Blogging)

Vlogging, short for "video blogging," refers to the practice of creating and sharing video content on online platforms, typically in a personal or informal style, covering a wide range of topics and genres (Hills, 2015). Vlogging encompasses a diverse range of content types and genres, reflecting the interests and creativity of content creators. Some common types of vlogging include:

1. **Lifestyle Vlogs:** Lifestyle vlogs focus on the daily life, experiences, and routines of content creators, offering viewers a glimpse into their personal lives.
2. **Travel Vlogs:** Travel vlogs document journeys, adventures, and trips to different destinations, providing travel tips, cultural insights, and breathtaking visuals.
3. **Beauty and Fashion Vlogs:** Beauty and fashion vloggers share makeup tutorials, fashion hauls, skincare routines, and product reviews.
4. **Gaming Vlogs:** Gaming vlogs involve players recording themselves while playing video games, often accompanied by commentary and reactions.
5. **Food and Cooking Vlogs:** Food vlogs showcase cooking and food-related content, including recipes, restaurant reviews, and culinary adventures.
6. **Educational Vlogs:** Educational vlogs offer instructional content, tutorials, lessons, and informative videos on a wide range of subjects.
7. **Tech and Product Reviews:** Tech vloggers review gadgets, electronics, and technology products, sharing their insights and recommendations.
8. **DIY and Craft Vlogs:** DIY (Do It Yourself) and craft vlogs provide creative ideas, craft projects, and step-by-step instructions.
9. **Comedy and Entertainment Vlogs:** Comedy vloggers create humorous skits, parodies, and entertainment content.
10. **Health and Fitness Vlogs:** Health and fitness vlogs focus on exercise routines, healthy living, wellness tips, and nutritional guidance.
11. **Parenting and Family Vlogs:** Parenting vloggers share insights, challenges, and experiences related to parenting, family life, and child-rearing.
12. **Motivational and Self-Improvement Vlogs:** Motivational vloggers offer advice, personal development tips, and inspirational content.
13. **Book and Literature Vlogs:** Book vloggers review and discuss books, offer reading recommendations, and engage in literary discussions.

### 2.2 Travel Vlogs

Travel vlogs are a form of online video content creation that documents individuals' journeys, experiences, and adventures as they explore various travel destinations around the world. These vlogs typically offer viewers a firsthand perspective on travel experiences, including visits to tourist attractions, cultural immersion, food exploration, and personal reflections (Jenkins, 2019). Travel vlogs offer a wide range of benefits, from educational and inspirational to cultural and social, making them a valuable resource for travelers and enthusiasts alike. Some of the benefits include:

1. Travel vlogs provide viewers with a virtual travel experience, allowing them to explore destinations and cultures from the comfort of their homes (Jenkins, 2019).
  2. Travel vlogs expose viewers to different cultures, traditions, and lifestyles, promoting cross-cultural understanding (Munar & Jacobsen, 2014).
  3. Travel vlogs often inspire viewers to plan their own trips and explore new destinations (Kim & Oh, 2020).
  4. Travel vlogs offer practical tips, advice, and recommendations for travelers, helping them plan better and avoid common pitfalls (Munar & Jacobsen, 2014).
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5. Creating travel vlogs can lead to personal growth and development, as vloggers often challenge themselves by exploring new places and interacting with diverse people (Huang & Zhang, 2019).
6. Travel vloggers often build communities of like-minded viewers who share a passion for travel, fostering a sense of belonging and connection (Larsen, 2017).
7. Travel vlogs, when watched in a foreign language, can help viewers improve their language skills and fluency (Pimmer & Linxen, 2013).
8. Travel vlogs create opportunities for social interaction as viewers discuss travel experiences, share recommendations, and engage with vloggers and fellow viewers on social media platforms (Jenkins, 2019).

### 2.3 Speaking Confidence

Speaking confidence can be defined as "a speaker's belief in their ability to effectively communicate their message to an audience" (Smith, 2017)

Indicators of confident public speakers can vary depending on the expert or source. However, a widely recognized expert on public speaking and communication, Dale Carnegie, identified several key indicators of confident public speakers in his classic book "The Art of Public Speaking" (1915). Here are some of the indicators he emphasized:

1. **Knowledge and Preparation:** Confident speakers thoroughly prepare and have a deep understanding of their topic. They are knowledgeable about the subject matter and can answer questions with authority.
2. **Clarity of Expression:** Confident speakers express themselves clearly and concisely. They avoid **jargon** or overly complex language and can convey their ideas in a straightforward manner.
3. **Vocal Confidence:** Confident speakers have a strong and clear voice. They speak audibly, with good projection, and maintain a steady tone and pace.
4. **Effective Body Language:** Confident speakers use positive and open body language. They make purposeful gestures, maintain good posture, and move comfortably on stage.
5. **Eye Contact:** Confident speakers establish and maintain eye contact with their audience. They connect with individuals in the audience, conveying trust and sincerity.
6. **Engagement with the Audience:** Confident speakers actively engage with the audience. They ask questions, use anecdotes, and involve the audience in their presentation.
7. **Adaptability:** Confident speakers can adapt to unexpected situations or questions. They remain composed and handle disruptions or challenges with ease.
8. **Confident Opening and Closing:** Confident speakers begin and end their speeches or presentations with impact. They have compelling openings to grab the audience's attention and memorable closings to leave a lasting impression.
9. **Passion and Enthusiasm:** Confident speakers convey passion and enthusiasm for their topic. Their genuine excitement is contagious and captures the audience's interest.
10. **Minimal Use of Fillers:** Confident speakers minimize the use of filler words such as "um," "uh," or "like," which can detract from the clarity of their message.

### 3. METHOD

The purpose of this study was to examine and describe the students' perspective towards the use of travel vlogs in the English classroom and whether it can help boost their confidence in speaking English. According to the aim of the study, it can be considered that qualitative research is the most appropriate design to examine the case since it is an approach that tries to describe a phenomenon of language behavior. Qualitative research is a systematic and interpretive research approach that seeks to understand and explore complex phenomena through the collection and analysis of non-numerical data, such as text, images, observations, or interviews. It aims to uncover

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deep insights, meaning, and understanding of social, cultural, psychological, or human experiences within their natural context (Creswell & Creswell, 2017).

This study was carried out at Sriwijaya State Polytechnic, Palembang. The participants were the second semester students of Tourism Business Management department who were taking compulsory English for Tourism Industry subject. Questionnaire was used as the instrument to collect the data. After collecting their answers, the data were then analysed using qualitative descriptive approach.

#### 4. RESULTS AND DISCUSSION

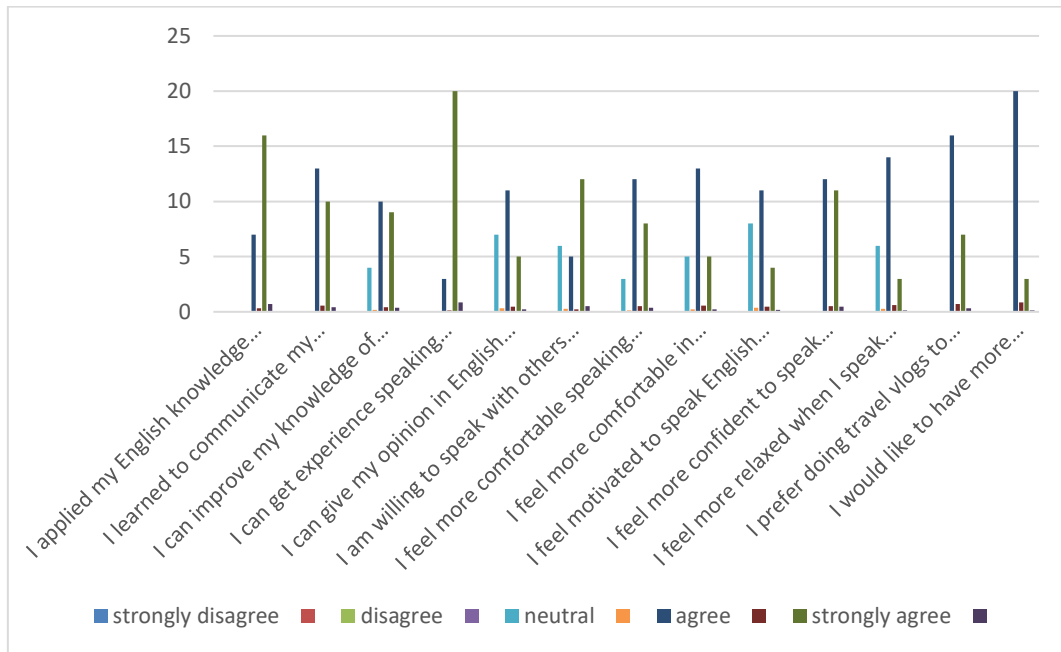
##### Results

After creating travel vlogs in English for Tourism Industry subject, students were asked to respond to a questionnaire to understand their perception on whether utilizing travel vlogs can boost their confidence in speaking English. Table 1 shows the list of items administered to the students for collecting the data.

**Table 1.** Items administered to understand students' perspection on utilizing travel vlogs in the English classroom to boost their confidence in speaking English

No	Items
1	I applied my English knowledge when making the travel vlogs for English tasks
2	I learned to communicate my ideas in English using the travel vlogs
3	I can improve my knowledge of English after doing the English tasks on making travel vlogs
4	I can get experience speaking English after doing the English tasks on making travel vlogs
5	I can give my opinion in English after doing the tasks on making travel vlogs
6	I am willing to speak with others in English after doing the English tasks on making travel vlogs
7	I feel more comfortable speaking in English after doing the tasks on making travel vlogs
8	I feel more comfortable in conveying my ideas in English after doing the tasks on making travel vlogs
9	I feel motivated to speak English after doing the tasks on making travel vlogs
10	I feel more confident to speak English after doing the tasks on making travel vlogs
11	I feel more relaxed when I speak English after doing the tasks on making travel vlogs
12	I prefer doing travel vlogs to usual speaking activities in the classroom
13	I would like to have more speaking activities that involve the latest technology as a part of the activities.

Students were asked to rate their answers ranging from 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree) and 5 (strongly agree). Figure 1 below contains the questionnaire result regarding students' perspection on utilizing travel vlogs in the English classroom to boost their confidence in speaking English.



**Figure 1.** Students’ perceptions on utilizing travel vlogs in the English classroom to boost their confidence in speaking English.

Furthermore, Table 2 below is the detail description of each question in the questionnaire about students’ perceptions on utilizing travel vlogs in the English classroom to boost their confidence in speaking English.

**Table 2.** Students' perspective on utilizing travel vlogs in the English classroom to boost their confidence in speaking English

Items	strongly disagree		disagree		neutral		agree		strongly agree	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	0	0%	0	0%	0	0%	7	30%	16	70%
2	0	0%	0	0%	0	0%	13	57%	10	43%
3	0	0%	0	0%	4	17%	10	43%	9	39%
4	0	0%	0	0%	0	0%	3	13%	20	87%
5	0	0%	0	0%	7	30%	11	48%	5	22%
6	0	0%	0	0%	6	26%	5	22%	12	52%
7	0	0%	0	0%	3	13%	12	52%	8	35%
8	0	0%	0	0%	5	22%	13	57%	5	22%
9	0	0%	0	0%	8	35%	11	48%	4	17%
10	0	0%	0	0%	0	0%	12	52%	11	48%
11	0	0%	0	0%	6	26%	14	61%	3	13%
12	0	0%	0	0%	0	0%	16	70%	7	30%
13	0	0%	0	0%	0	0%	20	87%	3	13%

From Table 2, it can be concluded that all students have positive response towards the utilization of travel vlog to improve their English speaking skill. On each item, students mostly agree or even strongly agree that by doing travel vlogs they can be more confident in speaking English.

For Question 1, all students are positive that they all applied their English knowledge when making the travel vlogs, 70% students chose 'strongly agree', while the other 30% chose 'agree' option. For Question 2 about whether the students learned to communicate ideas in English by using the travel vlogs, 57% of the participants agree to this statement, while the other 43% participants strongly agree. This positive tendency can also be seen in other questions including Questions 4 about whether the students can get the speaking experience after doing the travel vlog tasks and Question 10 about the students' improved confidence in speaking English after doing the task. Furthermore, students also either agree or strongly agree to have travel vlogs rather than usual speaking activities in the English classroom moreover if it involves the usage of technology as shown in responses to Question 12 and 13.

In response to Question 3, there are 4 students or about 17% of the whole participants do not object or agree to the statement. However, more students or about 83% participants are positive that they can improve their English knowledge after doing English task on making travel vlogs. This trend repeats itself in Question 5, Question 6, Question 7, Question 8, and Question 9 as some students chose to be neutral not giving negative or positive response. However, from Table 2, we can also see that the students tend to have more positive attitude towards the statements given. This was proven by more than 55% of participants choosing between agree or strongly agree.

## Discussion

English language learning encompasses various skills, including listening, reading, writing, and speaking. While all these skills are essential, mastering speaking skills holds particular significance for students learning English as a second language (ESL) or as a foreign language (EFL). Effective speaking skills are crucial in facilitating language acquisition, communication competence, and cultural integration (Brown, 2007).

Proficiency in speaking skills is vital for effective communication. In academic and professional settings, students must articulate their ideas clearly and coherently (Beebe & Beebe, 2015). Mastering speaking skills enables students to participate in class discussions, give presentations, and engage in social interactions with confidence. Developing proficiency in speaking is not only a foundational aspect of language learning but also a key to success in various academic and professional contexts. Various activities both inside and outside classroom can be incorporated by teachers to help students to become proficient English speakers. Moreover, with the advancement of technology, English learning activities can be more facilitated in order to improve students' speaking skills. One way to do so is by posting travel vlogs to improve students' speaking confidence.

Travel vlogs can play a significant role in enhancing students' confidence in speaking English. Students can observe how English is used in authentic, everyday situations, which can boost their confidence in similar contexts (Richards & Rodgers, 2001). Travel vlogs also expose students to a wide range of vocabulary related to travel, tourism, and cultural experiences. As students acquire this vocabulary, they become more confident in discussing these topics in English (Larsen-Freeman & Anderson, 2011). The implementation of travel vlogs in English assignment can not only help students improve their speaking skill as they learn to apply the theoretical knowledge in practice. This activity also gives valuable experience for the students. Moreover, incorporating travel vlogs into English language classes can provide opportunities for interactive learning. By the end of the project,

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students are also positive about the class activity and prefer this travel vlogging to other conventional English class activities.

Confidence not only influences a student's willingness to engage in speaking activities but also impacts the quality of their spoken output. Confidence enables speakers to convey their message more convincingly. Confidence reduces anxiety, including speaking anxiety (Horwitz et al., 1986), which can manifest as speech disruptions such as hesitations, pauses, and stuttering. As confidence increases, speaking anxiety decreases, allowing for smoother and more fluent speech (Beebe & Beebe, 2019). From the results of this research, it can be seen that students feel more confident in speaking English by implementing travel vlogs in their assignments. This positive attitude also shows that the travel vlog has succeeded in taking them one step further in improving their English speaking skill.

## 5. CONCLUSION

The development of speaking skills in English is closely linked to students' confidence in using the language. As students gain proficiency through practice, feedback, and meaningful interactions, they develop self-confidence to speak the language.

Travel vlogs can play a significant role in enhancing students' confidence in speaking English. Students can observe how English is used in authentic, everyday situations, which can boost their confidence in similar contexts. By utilizing travel vlogs, students are able to administer the language in their topic of interest resulting in a more fluent utterance of language. This increased fluency in speaking leads to enhanced confidence in speaking English which finally improve their overall communication effectiveness.

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