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Vocabulary learning & Vlogging

An exploratory study of vocabulary learning in the form of a vlogging exercise, with the use of mobile learning, compared to orthodox written exercises

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ABSTRACT

This study investigates two vocabulary exercises where the participant students receive an assigned set of words to put into sentences, one being a more traditional written exercise, the other being an exercise where students make a vlog using the assigned words. Two upper secondary school classes in Sweden participated in the experiment, including responding to a Likert attitude questionnaire. The hypothesis used in this paper is derived of Pegrum's third category, of higher integration between school and everyday life, and that this would lead to better results for the students who completed the vlogging exercise. The two participating classes were each divided into two group halves, and each group half received one written exercise and one vlogging exercise – consequently each class half acted as a control group for the other half. The responses gathered were divided into three categories, 'Correct', 'Undetermined', and 'Failed'. The results disprove that the vlogging exercise offers a significant improvement over the traditional written exercise, and thusly confirms the *No Significant Difference phenomenon*.

KEYWORDS: Mobile Learning, Vlogging, Vocabulary Learning Strategy, English Language Learners, No Significant Difference Phenomenon, Experimental Study, English as a Foreign Language (EFL), Multimedia, Extramural Activities.



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1. Introduction

Knowing a language's vocabulary is arguably the first key to unlock the communicative power of any language, or as Lundahl states: "then the words function as tools to achieve the goals to enable communication."¹ (2009: 259) Different kinds of techniques and methods have been established, tested, adapted and changed, and are applied in ESL classrooms globally. This study will explore how teachers might utilize mobile learning in the form of a vlogging exercise for students to learn vocabulary in English. This is done by testing two Swedish upper secondary school classes using two kinds of exercises, one being a vlogging exercise, the other a more orthodox written exercise – both involving the creation of sentences using an assigned set of words. The selected vocabulary for these exercises was deliberately chosen to be advanced, or obscure enough, so that the student participants surveyed were, hopefully, as unfamiliar with the words as possible in order to ensure that the testing process was not influenced by the students' previous knowledge.

While the Swedish syllabus for English does not explicitly mention vocabulary learning, it is heavily implied that such practices are approved of, if not required, as is stated in the subject purpose:

"Students should be given the opportunity, through the use of language in functional and meaningful contexts, to develop all-round communicative skills. These skills cover both reception, which means understanding spoken language and texts, and production and interaction, which means expressing oneself and interacting with others in speech and writing, as well as adapting their language to different situations, purposes and recipients. Through teaching students should also be given the opportunity to develop correctness in their use of language in speech and writing, and also the ability to express themselves with variation and complexity. In addition, students should be given the opportunity to develop their ability to use different strategies to support communication and to solve problems when language skills are inadequate. [...] Teaching should as far as possible be conducted in English. In teaching students should meet written and spoken English of different kinds, and relate the content to their own experiences and knowledge. Students should be given the opportunity to interact in speech and writing, and to produce spoken language and texts of different kinds, both on their own and together with others, using different aids and media." (Skolverket (English version) (a), 2011)

The last sentences here are intertwined with the hypothesis of this study, which is that of students working with vocabulary exercises that are naturally connected to their daily lives and experiences has an advantage over more conventional exercises. The quoted paragraphs above are motivating factors in the decision to pursue this kind of study. Furthermore, the Swedish National Agency for Education also state in their commentary documents for English that: "It is important to stress that the central content does not necessarily need to account for all the content in the teaching. There are always opportunities for the teacher to add additional content based on the needs and interests of the students."² (Skolverket (b), 2011: 5). As such, exploring new and different techniques for vocabulary teaching exercises can be seen as a valid pursuit. This should not be confused with endorsing any form of overarching pedagogical or didactic

¹ My translation.

² My translation, the additional commentary material for the English courses are not published in English as the previous general syllabus quote above.

method or approach, considering the *Postmethod Condition* as argued by Kumaravadivelu (1994), the exercises studied here are not broad method paradigms. On the contrary, it could be more likened to the principled pragmatism which can be seen as an empowering way for the professional teachers in their practical competences (1994: 31).

Hockly & Dudeney (2014) outline three categories of mobile learning. The first of the categories sees the learner being fixed and the focus is on the device used. Hockly & Dudeney parallel this category to Computer Assisted Language Learning (CALL). The second category is more likened to traditional learning but these activities are performed while being mobile, e.g. commuting, at home, etc. The third category, which Hockly & Dudeney label 'Pegrum's third category'; "envisages a tighter *integration* between what happens inside and outside the classroom, and a stronger link between learning content and experiences and learning opportunities outside the classroom." (2014: 9). This third category is what this study focuses on, exploring how learning vocabulary via vlogging could bridge the gap between students' daily lives and school work, and the potential benefits thereof.

Mobile learning is also seen as important in a global context, especially in developing countries where traditional desktops and laptops never reached widespread implementation. That step has been skipped, and many countries instead instantly adopted mobile and hand-held devices, primarily because of the lower cost and lower infrastructural requirements (Hockly & Dudeney, 2014: 10). Consequently, classroom tasks primarily suited for mobile learning may be of increased importance compared to traditional desktop or laptop tasks, perhaps especially if technology continues to rapidly advance in this field. ICT has recently become a cornerstone for many language teacher candidate programs, yet mobile learning may have been given less attention.

An extensive amount of research has been done on vocabulary learning and teaching, Lundahl (2009) offers a view on three different ways of learning new words:

1. Through listening and reading, learning vocabulary from meaning-focused input.
2. Through conversations and writing, learning vocabulary from meaning-focused input.
3. Through studying words and phrases, deliberate/intentional vocabulary learning.

This study explores the third way, through deliberate vocabulary learning. However, it is possible, even likely, that some of the assigned words were familiar to the students. The familiar words could possibly have been learned through the other ways as depicted by Lundahl. Nonetheless, familiarity with a word does not necessarily equate to knowing it, and thusly the third way is again applicable. However, there has been very limited research done directly pertaining to vlogging as a form of a technique, method or strategy for vocabulary learning or teaching.

To reiterate, the main experimental focus of this study will investigate students given the task of completing two exercises. One being a more traditional written vocabulary exercise where they were tasked with using an assigned set of words in grammatically and contextually correct sentences. The other exercise consists of a vlogging task where the students are tasked with

using the same number of words, but instead of using them in written sentences, they are to use them in vlogs.

1.1 Aim and research question

The aim of this study is to explore the potential advantage of using a vlogging method, via mobile learning, for vocabulary learning purposes. Could this method offer any significant advantage to more orthodox sentence-constructing tasks that are generally practiced in written form instead of oral reproductions?

This leads to the formulation of the research question for this study:

- Testing two different exercises, a vlogging exercise and a more traditional written exercise, which of the two exercises offer a potential advantage or disadvantage when examining to what extent students learn an assigned set of words?

The students' opinions of the two tasks may also help to answer the research question, as such they will be gathered by using a questionnaire. The working hypothesis of this paper is based on Pegrum's third category; that being the closer integration between school and the students' daily lives (Hockly & Dudeney, 2014:9), and that this infers that the vlogging technique could offer an advantageous result over the traditional exercise method. This hypothesis is also intertwined with similar arguments from Sundqvist & Olin-Scheller (2015), and from a neighboring field, pedagogy, in Jenner (2004). In addition to the data gathered, a questionnaire also gathers the students' reaction to this type of methodology. The questionnaire should be seen as limited, as it effectively only gathers impressions of an exercise being more effective, engaging, or stimulating, but combined with the data from the results it could lead a more comprehensive analysis. Nevertheless, utilizing the questionnaire data in conjunction with the empirical data in this fashion outlines a mixed-methods approach (Creswell & Plano Clark, 2011) and the benefits garnered thereof.

2. Theoretical background

There has been extensive research done on emerging technologies and their effective use in classrooms. It is imperative to acknowledge the *No Significant Difference* phenomenon as described by Dudeney, Hockly & Pegrum (2013: 42–43) originated from Thomas Russell who reviewed several studies and that it: “shows that new technologies generally do little harm. Actual improvements are much harder to demonstrate.” However, Dudeney, Hockly & Pegrum do say that: “those studies which do find significant differences tend to find improvements with the use of technology.” (Ibid.) Dudeney, Hockly & Pegrum also argue the importance of mobile literacy, quoting Parry (2011): “Teaching mobile web literacy seems to me as crucial as teaching basic literacy” (2013: 15).

Hockly & Dudeney (2014) give extensive amounts of suggestions of practical exercises to do in an English classroom using mobile learning. Chapter five details several video exercises, and here it is interesting to note that a vlogging exercise is not mentioned. There are, however, a few that do share similarities with the proposed exercises in this study, were perhaps the Pecha Kucha presentation exercise where Hockly & Dudeney design an exercise where: “The learners create a short presentation on a hobby or interest.” (2014: 90) The similarities shared is that, similar to the vlogging exercise explored in this study, the participants were recommended to use the assigned words to create sentences about something they cared about. This could manifestly be about a hobby or interest as well.

2.1. Vocabulary Learning Strategies

Ely et al. (2014) studied how and what kind of evidence-based vocabulary instruction was being taught to teacher candidates. In their study they look extensively at multimedia and ICT techniques, the umbrella under which the vlogging exercise explored in this study certainly falls under. Ely et al. maintain that vocabulary is highly important for language learning and are concerned with the fact that: “Evidence shows there is a lack of high quality vocabulary instruction in preschool through second grade classrooms” (National Reading Panel, 2000 cited in Ely, et. al., 2014: 44), and that less time is devoted to vocabulary teaching compared to the other skills (ibid.). Ely et al. then argue that teacher education must begin teaching “evidence-based practices” and see multimedia tools as an opportunity (ibid.: 45).

In addition to the proposed advantages, various multimedia techniques examined by Ely may serve to decrease the gap in vocabulary knowledge between “typically-developing students and struggling readers” and Ely et al. then offer four proposals that have been shown to do so:

“(a) explicitly teach word meanings (Coyne et al., 2004), (b) implement rich vocabulary instruction (Coyne, et al., 2004), (c) directly teach the meanings of sophisticated words or those of mature language users (Beck & McKeown, 2007), and (d) conduct repeated shared storybook readings, with explanation of target words as they appear in text (Biemiller & Boote, 2006).” (Ely, et al., 2014: 45)

Ely, et al.’s approach is called Intensified Vocabulary Intervention (IVI) (Maynard et al., 2010 cited in Ely, et al., 2014) and could be viewed as having significant focus on vocabulary teaching, and intentionally so. However, for the purpose of this study the vocabulary vlog technique scrutinized could be implemented in a teacher’s routine practices, but not necessarily

over-emphasizing vocabulary teaching exclusively. However, the same reasoning can be used for the traditional written task. Ely et al. do indicate that there are positive results in their study for multimedia approaches, yet nevertheless maintain that:

“This study’s findings yield preliminary support for video plus CAP as a way to improve preservice teacher knowledge of evidence-based vocabulary practices. As teacher educators and researchers turn to multimedia instruction, it is crucial that they use tools with empirical and theoretical underpinnings, while also incorporating practices supported with research to be effective in improving student outcomes.” (2014: 51)

It is interesting to note that the Swedish syllabus for all upper secondary school courses (English 5-7) does not explicitly mention vocabulary use or word knowledge (Skolverket, 2011a). This of course does not mean that such practices should be excluded entirely, but the Swedish National Agency for Education relies on the interpretation of the syllabus by individual teachers to implement. Perhaps the omission of explicit directions, however, could lead to less lesson time being devoted to word knowledge. Or at the very least, that such practices are reduced to homework assignments.

Hockly & Dudeney (2014) bring forth the concept of ‘effective use’ where they introduce three questions to determine its efficiency: “Are we increasing their motivation and engagement?”, “Are we allowing them to practise and produce language in useful ways in class?” and lastly, “Are we giving them the opportunity to take their language learning out of the classroom and have extra exposure to English?” In addition to these three questions, they also offer two questions for the pedagogue who is interested in using mobile-learning activities: “Why am I doing this activity with mobile devices?” and “What learning benefit will this bring?” (2014: 20-21). All of these questions can be used as a basis for analysis, interpreting the results and concluding whether the practice constitutes ‘effective use’ according to these criteria.

In “Building Vocabulary for Language Learning: Approach for ESL Learners to Study New Vocabulary” by Alharbi (2015) he explores different strategies students use when exposed to new vocabulary in or out of school. However, more important for this study Alharbi mentions Nation’s (1990) statement that he: “has claimed that language learners need at least 5-16 times the exposure to master new words.” (Alharbi, 2015: 502) This supports the decision of letting the students acquaint themselves with the assigned words in this study, instead of being entirely unprepared. In addition to this, the difficulty of the assigned words would likely lead to the students being clueless and failing at using the words correctly in a sentence. Observations made saw that various students used different approaches to understanding the meaning of the assigned words. Some preferred to first translate the words into Swedish (or their native tongue), whilst others looked up synonyms or definitions in English to comprehend the lexical meaning. Alharbi also mentions that Vocabulary Learning Strategies (VLS): “have been examined from two main strands: (1) from a cognitive psychological view point, and (2) from a Second Language Acquisition (SLA) perspective (Kudo, 1999)” (2015: 502) and Alharbi’s study is focused on the latter of these strands, in conjunction with this study.

Alharbi (2015) utilizes a *Likert-scale* questionnaire to query 121 participants on their opinion of various Vocabulary Learning Strategies (VLSs) dividing the participants into two groups,

low proficiency and high proficiency. The strategies proposed were “(1) *Building synonyms network*, (2) *Learning definitions(s) with contexts*, (3) *Listening and pronunciation process*, (4) *Bookmark word search*, and (5) *Remembering strategy for writing*.” (2015: 509) Alharbi’s results indicate that the participants with high proficiency tend to agree with more of these proposed strategies. He also maintains that:

“[...] VLS should explicitly and continuously be introduced to ELLs from the early stages of language learning and during vocabulary learning practices as well. These strategies should be introduced by teachers and facilitators who work with ESL students on a regular basis. Another suggestion is to introduce these strategies to students and allow them to share their own methods of learning new vocabulary with peers.” (Ibid.)

Alharbi’s results indicate that the strategy of Building Synonyms Network/Synonyms Relations is: “the first step as preferred by most ELLs and/or L2 learners in general.” (2015: 506) this was true in both before and after Alharbi’s collection of the data. Alharbi concludes that the process of acquiring different Vocabulary Learning Strategies is a “sequential process”, that needs to be practiced by English Language Learners. Alharbi’s questionnaire responses also indicate that those with high proficiency seems to generally be more open to different VLSs than those with lower proficiency. (2015: 509)

Studies exploring the area of lexical inferencing, especially for L2 acquisition, have garnered an increasing focus as described by Hu and Nassaji (2012). The process is described as: “Correct inferencing normally begins with the comprehension of the word meaning in context.” (2012: 55) for this study, however, the lexical inferencing process is instead inverted with the students creating the context surrounding the word itself rather than deriving the meaning from its context.

2.2. Vlogging and Motivation

Vlogging has steadily become a more popular activity, as described by Snelson (2015), perhaps most prominently uploaded on the dominant video hosting website YouTube. Vlogs are derived from its relative the blog (‘web-logs’), described by Dudeney as: “A typical blog would appear as a simple webpage composed of a collection of small articles, with additional links.” (2007: 125). A plethora of topics and contexts are discussed, but Snelson notices common denominators; they are usually short, presented by one individual as a monologue, often in the vlogger’s residence. There are also more unorthodox variations, like mobile vlogging as they commute, or go about their daily life (Snelson, 2015: 322).

Snelson focuses primarily on vloggers discussing school topics, and as such is not focused on vlogging as a tool to use in an EFL classroom. Snelson’s result does indicate, however, that:

“Results of the study revealed that vloggers tend to be young, record in multiple settings including classrooms, show and discuss their school experiences, share a vocabulary for interacting with an audience, and vlog for a variety of reasons, including the desire to alleviate boredom, vlogging for fun, because friends were doing it, to build confidence or improve their speaking skills, to document their experiences, share information, or connect with others.” (2015: 336)

Parallel to Pegrum’s third category of integration between school life and daily life for the students, there is other, broader, pedagogical research. Jenner (2004) has been influential in

Sweden for his work on motivation. Amongst the things Jenner discusses, including the *Pygmalion effect*, the relationship between the learner and the teacher, etc., the most significant chapter for the purposes of this study is the one concerning motivation. Through-out his work he indicates that one solid way of increasing student motivation is allowing them to work with things that personally interest them. This is explicitly mentioned in what he calls individual factors; personal traits, values, previous experiences and memories (2004: 43).

Sundqvist & Olin-Scheller (2015) discuss the gap between the English taught in Swedish classrooms and the English the students partake in outside of school. Sundqvist & Olin-Scheller refer to this as ‘extramural English’. Their study uses a questionnaire to query teachers on the desires of bridging this gap; most teachers do express a desire to bridge the gap. (2015: 65–66). The similarities with Pegrum’s third category are quite evident, yet Sundqvist & Olin-Scheller are not primarily focused on mobile learning as much. It is also noteworthy that Sundqvist & Olin-Scheller do not explicitly discuss Pegrum’s third category, nor any of Dudeney’s, Hockly’s, or Pegrum’s research in their study.

Specifically, Sundqvist & Olin-Scheller mention certain extramural English activities that Swedish students are devoted to. These include film, and massively multiplayer online³ video games such as *World of Warcraft*, and here they reference Jenkins et al. (2009) who argues for a *participatory culture* in classrooms which is arguably quite iconoclastic compared to traditional classroom activities. A key quote, for this study, they use is: “strong support for creating and sharing one’s creations with others.” (Jenkins et al., 2009:5, quoted in Sundqvist & Olin-Scheller, 2015: 62). The vlogging exercise studied here is not directly linked to any sharing activity, on the contrary, as is cemented in 3.2. Ethical Concerns, privacy was a key component. Nevertheless, alterations to the exercise as a didactic or pedagogical tool may of course be realized and such changes may perhaps then be welcomed by the students.

In Sundqvist & Olin-Scheller’s discussions on motivation they analyze previous research which shows that it seems that quite often it is the high performing students who become ‘demotivated’ in the ordinary classroom studies due to a lack of inspiration. These students also are, seemingly, more likely to pursue other extramural English activities where language learning can be seen as a by-product, these include fanfiction writing clubs and video games, as mentioned previously. But Sundqvist & Olin-Scheller also mention that some of these students wish to graduate from upper secondary studies earlier in order to escape the confines of school studies (2015: 58–59).

To summarize, the connection between English inside and outside the classroom is reflected by both Pegrum’s third category (Hockly & Dudeney, 2014), and Sundqvist & Olin-Scheller (2015), and the connected between motivation and personal interest is cemented by Jenner (2004) and the Swedish National Agency for Education (2011a, 2011b). This constitutes a solid basis for the hypothesis and the legitimacy of trying to answer the research question.

³ Generally shortened to ‘MMO’, this genre of video games is classified by having several hundreds, or thousands, of human players all occupying one (or more) game server.

3. Method and material

This study utilizes a mixed-methods approach of qualitative and quantitative empirical data. The qualitative method is epitomized by primarily the complementary questionnaire results. A questionnaire was handed out to the participating students which to answer. This is done in accordance with Creswell and Plano Clark's (2011) guidelines for analyzing the quantitative data using the qualitative data to help explain it. The questionnaire also allowed students to address whether they were familiar with the various vocabulary words, and would thus potentially help explain a good response.

The students were instructed to conduct their vlogging secluded from bystanders or others unwilling to be recorded. The primary reason for this is echoed by Snelson in that: "[...] a troubling aspect is that bystander activity has a greater chance of being recorded and posted online without permission or knowledge of the individuals involved." (2015: 322) YouTube also offers different functionalities via enabling or disabling comments, and the voting system at the will of the upload creator. This is also something Snelson recognizes, stating that it can be used: "without engaging in any form of interaction with those who view the video. However, virtual communities may emerge around vlogs or other videos of interest on YouTube through the support of interactive features such as comments, messages, and video responses." (Snelson, 2015: 323).

There are potential technological hindrances when conducting studies of ICT and mobile learning. The students need to have access to the technology being surveyed in order to successfully complete the activity. The students were thusly instructed to primarily use smartphones or phones with camera recording capabilities to record their vlogs. If this option was unavailable, they were instructed to either borrow a friend's phone, or as a final alternative to use their school laptop camera.⁴ This is also something mentioned by Hockly & Dudeney were they instruct teachers to: "If the digital divide in your class exists to any extent whatsoever, then you will need to tailor your use of mobile devices to scenarios and activities where you can level the playing field – and this may confine your mobile projects to class, and to overlooking compulsory digital homework or activities outside class." (2014: 18) The digital divide does not, however, necessarily only limit itself to the pure technological hindrances but also the potential difference amongst students were some can "make effective use of digital technologies, and those who lack such skills." (Dudeney, Hockly & Pegrum, 2013: 15)

Both tasks with the associated words were presented prior to the deadline day, for handing them back in, to allow the pupils to prepare themselves and study the words. As such, theoretical concepts for ESL vocabulary learning like lexical inferencing using Haastrup's definition of: "making informed guesses as to the meaning of a word in light of all available linguistic cues in combination with the learner's general knowledge of the world, her awareness of the co-text and her relevant linguistic knowledge (p. 13)." (Haastrup 1991 as quoted in Marcella Hu & Nassaji, 2014: 27) could be applicable for this study, as previously mentioned, if the exercise is seen as an inverted inferencing process.

⁴ Or any other form of camera recording, e.g. a webcam at a home desktop computer.

The vlogging task involved the students performing a vlog where they used the assigned set of words in, preferably, a coherent story. They were encouraged to somehow connect the vlog to something of personal significance. However, they were allowed to also perform the vlogging task in singular sentences if they so wished. The written task similarly asked the students to use the assigned set of written words in sentences, or a more coherent story. Time during class was given to complete either task, yet the vlogging task was perhaps more appropriate to conduct in a more private setting. See 7. Appendix for how the tasks were presented, it is important to note that they were both handed out simultaneously and equal emphasis devoted to both.

The empirical data was obtained via a study where the students of an upper secondary class will be assigned a total of 40 words. These 40 words are then divided into two groups of twenty; the class is also divided into two equal groups. The first half of the class is assigned the first half of the words to complete using the vlog method; the other twenty words will be completed using a traditional written task, where the pupils use the word in a sentence. Meanwhile, for the other half of the class they use the word set of forty words, i.e. using the vlog method for the second half of the 40 words, and the traditional written task for the first half of the twenty words. This allows not only comparison between the written task and vlog method as both are based on the creation of a sentence, but it also means the class halves are their own subsequent control groups for comparison. The assignment of groups to the participants was done randomly while still trying to achieve 50% of the participant class to each group.

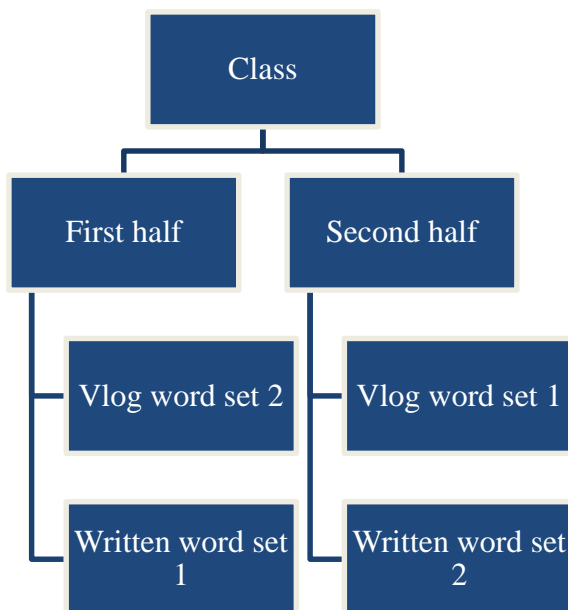


Figure 1 - How the classes were divided

The selection process for the words being used in this study followed a certain set of guidelines. First-and-foremost the words had to make sense in context to the students' daily lives. In other words, this meant that words too specialized in certain terminologies were excluded. Conversely, the words had to be advanced in terms of complexity; as if they were not advanced enough it would be likely the students were already familiar with them. Familiarity with the words would subsequently compromise the empirical data when comparing and analyzing.

The participating students studied the Swedish upper secondary school courses English 6 or English 7. These courses roughly correspond to CEFR's B2-C1 for English 6, and C1 for English 7 (CEFR, 2016). Thusly, the general level of English proficiency the students are capable of should be regarded as fairly high. They consisted of two different class groups, studying each course respectively. The participants also attended two different schools, one being a public upper secondary school, and the other a private upper secondary school. Both schools are located in a city in Sweden.

Deciding whether an answer could be categorized as correct for the vlogging method was achieved by whether the student had understood the meaning of the word by using the word in a sentence complete with proper grammar and in a correct context. In addition to using the word as just described, i.e. using the word correctly in both context and grammar, there are two other categories those being: using the word completely wrong in context and grammar, and finally the third category which is undetermined where the pupil perhaps used the word grammatically correct but in the wrong context. The same categories for the exercise answers were applied for the traditional written method. These three categories were then marked as being 'Correct', 'Undetermined', or 'Failed' in the data.

An example of a correct sentence using one of the assigned words is: "A stand-up comedian needs **impeccable** timing for his jokes to work." This use of this word works well in the sentence context and there are no grammatical errors. An undetermined sentence example is: "I have always liked my classmates and friends but I have over time developed a **loathe** against school and how it is controlled and executed." In this example the word used in this context is applicable, yet the use of the indefinite article 'a' here is grammatically incorrect. Finally, an incorrect sentence is exemplified: "The fight some people go thru for our world to develop i find rather **suave**." Not only does the sentence include incorrect spellings of 'through' and 'I', furthermore the context is not appropriate for the use of the assigned word, thusly this sentence is listed as 'Failed'.

The 'Undetermined' category is also helpful in the study, because it also allows categorizing sentences where it is uncertain whether the student has fully understood the meaning of the assigned word. Not having this category could potentially be detrimental for the objectivity as false-positives or false-negatives could be classified into the respective corresponding categories.

3.1. Corpus overview of assigned words

Additional levels of analysis could be met if the genre where the words most frequently appeared was presented. In order to achieve this, words were also selected so multiple genres were represented. This was achieved by using a corpus, namely COCA (Corpus of Contemporary American English <http://corpus.byu.edu/coca/>) using the chart function. COCA lists word frequency in five genres: spoken, fiction, magazine, newspaper, and academic. It offers information on frequency in all five, but for the purpose of this study only the topmost represented genre was catalogued, if the difference was >1 all top genres were catalogued.

Table 1 - Words tested in this study and their most common genre

Genre frequency (multiple x = near same freq.)					
	Spoken	Fiction	Magazine	Newspaper	Academic
dissent					x
pertain					x
iconoclast			x		
retain					x
precedent					x
callous		x			
decorous		x			

eclectic				X	
gargantuan			X		
hardy		X			
impeccable			X		
jaded		X	X	X	
manual (adj)					X
oblique					X
loathe		X			
indispensable					X
translucent		X			
banter		X			
malicious	X	X	X	X	
suave		X	X		
arid			X		X
prowess			X		
fervor			X	X	
prejudice					X
yearn			X		
aisle		X			
reconcile					X
voyage		X			
bias					X
brisk		X			
proficiency					X
confine					X
rejuvenate			X		
emit			X		
snug			X		
smug		X			
affluent				X	
perpetual		X			X
portray					X
ruthless			X		

As can be easily deduced from the table above, only one word, *malicious*, was most frequently used in spoken genres. Various other words were contemplated for this study, yet were omitted in favor of others potentially more useful and more advanced. The issue with finding suitable words for the study that were most frequently represented in the spoken genre was that they could often be considered more recognizable or easier than their counterparts. As such, given the outset of this study, it naturally accounts for the higher number of words belonging to primarily the academic, magazine, and fiction, genres.

The fact that only one word was most frequently represented in the spoken genre could lead to a biased result for the written exercise as these words may be more common in that type of medium. Nevertheless, nearly all of the words above were represented in the spoken genre to some extent, as such it is still reasonable to use these words in a spoken medium. Furthermore, having words that were advanced and unfamiliar to the students were paramount, more so than

balancing the genre frequency that would potentially lead to hurting the results to a greater extent.

There is potential bias in this study for students being more proficient in delivering an oral performance than a written one, or vice versa. Nevertheless, both written and verbal communications are vital parts of the English course syllabus in Swedish schools and thusly both are important to adhere to. As such, an argument that would state that seeing verbal communication as more 'natural' would lead to improved results is valid, but nevertheless, written communications are in modern society not 'unnatural' and it may be that some students prefer written communications using text messaging, chatrooms, or forum discussions and engage in those activities and types of discourse more regularly than they do verbally.

The questionnaire was designed based on a Likert scale; however, the neutral option was omitted. This was done to force the students to choose either being positively or negatively inclined towards the query. This decision is based on the regretful questionnaires where, at times, overwhelming interviewees opt for being neutral (ten Klooster, Visser & de Jong, 2008: 515), or are scared of repercussions for answering what they believe is unaligned with the teacher's or researcher's opinions. Furthermore, if the students wholeheartedly did not have an opinion either way, they were informed that they could skip a question. During this study it also became clear that there were indications that the response rates would likely be low, as such it furthermore motivated the omission of a defined neutral category.

3.2. Ethical concerns

A number of ethical concerns can be raised by an unrestricted upload process on video hosting sites such as YouTube, especially if the pupils are legal minors. It should be noted in this case, that there are ways to restrict public access to videos if YouTube is the video hosting site of choice. In order to ascertain anonymity, the students were encouraged, (if they decided to use a video hosting site to make use of its unlisted or private settings), and after the data had been gathered that they were welcome to delete the video. All of this was done in harmony with the Swedish Research Council and its ethical guidelines, followed by Linnaeus University faculty. The four guideline demands laid forth: demand of information, demand of approval, demand of confidentiality, and the demand that the information and data gathered solely be used for the research in this study. (2014: 7–14)

If the participants decided to upload the vlog in a video format directly using a learning platform employed by the school, they were informed that the content would also be deleted after the data had been gathered and analyzed. The students enrolled in the English 7 course were all older than 18 years. The English 6 students were, however, underage and therefore permission from the principal of the school was sought and granted. The questionnaire was also completely anonymous, not offering the students any place to write down their names, nor did it query about any kind of private information. If any students did write their names on the questionnaire paper, the name was ignored and not paired with any of the exercise responses.

Dudeney, Hockly & Pegrum (2013) also reflect upon digital safety and privacy. They are opposed to trying to block access to the internet, instead they argue that it is better for the students to gain experience by navigating it, especially at higher levels. Links to guidelines for

maintaining privacy is offered. Dudeney, Hockly & Pegrum also argue that it is good for the students if they limit the amount of personal details they share online. (2013: 27–28) In accordance with this suggestion, the students participating in this survey were recommended to use private, or unlisted, settings on the various video hosting sites if they uploaded their vlogs using these kinds of websites.

4. Results and data analysis

For the results and data analysis all participant responses were classified as ‘Correct’, ‘Undetermined’, or ‘Failed’. This data was input for each word, both sets, and both for the vlogging exercise and the written exercise, into a spreadsheet document. This resulted in a spreadsheet both showing an individual respondent’s result, as well as the total result for each word divided between the vlogging exercise and the written exercise. The number of total correct responses, total undetermined responses, and total failed responses could then be finalized.

The number of students that completed the task were thirteen for the written word set 1 task. Six for the same set of words (word set 1) for the vlogging task. For word set 2, sixteen responded on the written task, and another six for the vlogging task. One of the word set 2 vlogging responses was, however, omitted as this student had copied all sentences off an Internet website verbatim. This means that the vlogging task was only completed by 38% of the students who also completed the written task.

The aforementioned specified assigned words used in this study (see Table 1) were divided into two word sets, twenty each. The two word sets are listed below:

Word set 1:	<i>pertain</i>	<i>iconoclast</i>	<i>callous</i>	<i>eclectic</i>	<i>gargantuan</i>	<i>impeccable</i>
	<i>oblique</i>	<i>translucent</i>	<i>malicious</i>	<i>arid</i>	<i>fervor</i>	<i>yearn</i>
	<i>reconcile</i>	<i>voyage</i>	<i>brisk</i>	<i>confine</i>	<i>emit</i>	<i>smug</i>
	<i>perpetual</i>	<i>ruthless</i>				
Word set 2:	<i>dissent</i>	<i>retain</i>	<i>precedent</i>	<i>decorous</i>	<i>hardy</i>	<i>jaded</i>
	<i>manual (adj)</i>	<i>loathe</i>	<i>indispensable</i>	<i>banter</i>	<i>suave</i>	<i>prowess</i>
	<i>prejudice</i>	<i>aisle</i>	<i>bias</i>	<i>proficiency</i>	<i>rejuvenate</i>	<i>snug</i>
	<i>affluent</i>	<i>portray</i>				

The procedure as exemplified by Creswell & Plano Clark (2011) was followed in this process. Considering that this first result was quantitative the “Rigorous Quantitative Data Analysis Procedures” table was used as a guideline. This table suggests coding data by assigning numerical values, preparing the data for analysis with a computer program, inspecting the data, use software to check for statistical testing, represent the results in statements of results, provide these results in tables and figures, explain how the results address the research questions or hypotheses, compare them with previous research, then checking the validity and reliability of the results. (2011: 205–206)

In order to analyze and present the results, the overall data results will be presented first followed by more detailed sections where key areas may be studied. These include primarily the genre focuses, difficulties with certain words, to some extent the level of students compared to scores attained on the responses could be garnered through final grades being set after the study was finalized. However, first it is appropriate to view the overall result scores for the vlogging exercise and the written exercise (Figure 2).

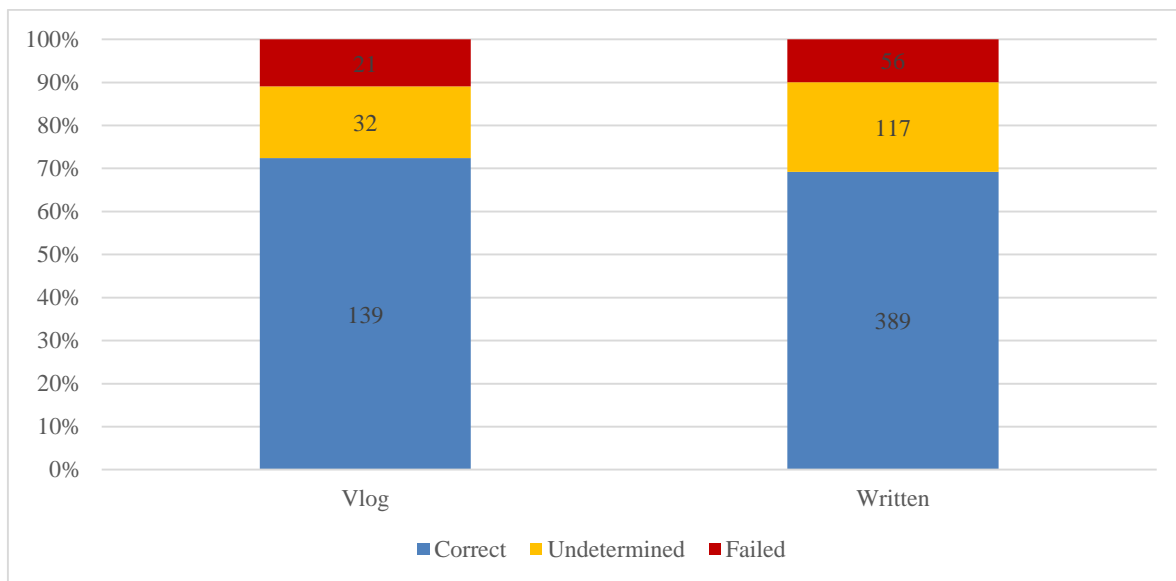


Figure 2 – Total result (incl. percentages) vlog vs. written

Calculating the ‘Correct’ categories and ‘Failed’ categories results using chi-square indicates a p -value of .86 and thusly is not significant at $p < .05$. The chi-square calculator used was from the Social Science Statistics website (<http://www.socscistatistics.com/tests/chisquare/>). Even without calculating chi-square, the percentages are staggeringly similar to each other, for all three categories. This result is in agreement with the *No Significant Difference phenomenon*. There are some factors that could explain the relatively high numbers of correct responses, both for the written exercise and for the vlogging exercise. For the written exercise this could possibly be explained by the use of spell and grammar checks implemented in software such as the commonly used Microsoft Word. For the vlogging exercise it is possible that when articulating the words and sentences the students notice potential grammatical mistakes.

As this study also had the third category, ‘Undetermined’, where there were doubts regarding whether a student had fully understood the meaning of the assigned word. This opens up the opportunity of testing the ‘Undetermined’ category by conflating the two other categories, ‘Correct’ and ‘Failed’, to test whether it could have an effect on the results. Adding the ‘Undetermined’ category to ‘Correct’ the response result would be 506 ‘Correct’ responses for the written category and 171 ‘Correct’ responses for the vlog category. Using these alterations, the p -value is .70 and adding ‘Undetermined’ to ‘Failed’ using the same calculations results in a p -value of .41 – neither of these p -values are significant. Thus, the ‘Undetermined’ category does not significantly impact the results of the study.

As mentioned before, breaking down the overall result into the word sets may offer significant results in one of the word set groups, and comparing the vlogging exercise and written exercise within them, (see Figure 3).

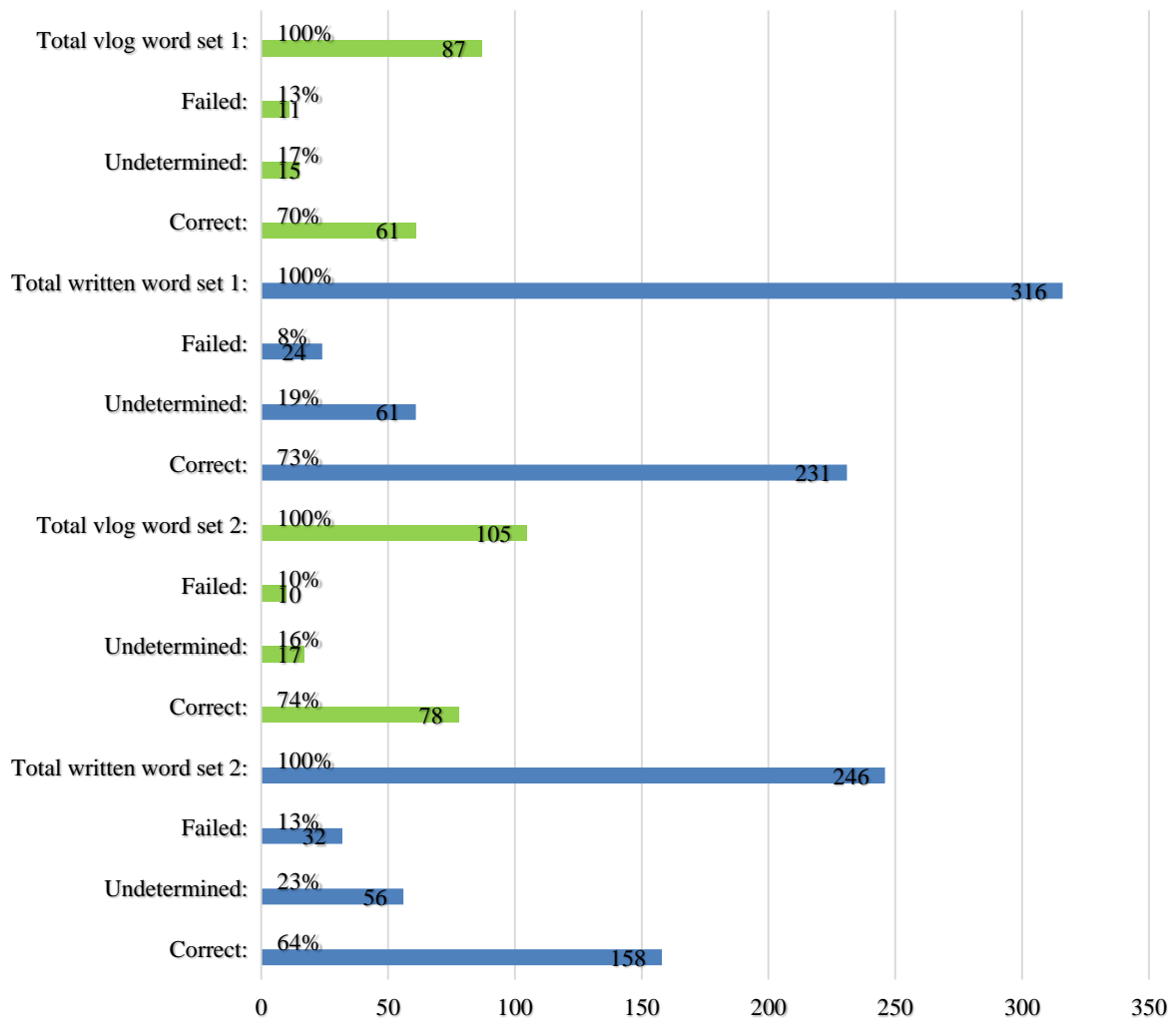


Figure 3 – Total scores of words, by word set and vlog/written

The two word sets allow for two additional chi-square calculations. Calculating chi-square for word set 1 gives a p -value of .16, which is also not significantly at $p < .05$. For the other group, word set 2, the p -value is .24 and thusly not significant at $p < .05$ either. As such it can be seen that the results when broken down into the two word sets also supports the *No Significant Difference phenomenon*.

The response frequency from the participants were significantly lower for the vlogs than the written exercise. Some of the students who did respond with their vlogs also edited their video files, making them look more professional and authentic to the genre. One example was a student including introduction music and black and white shots of the school hallways before starting their vlog story. Hockly & Dudeney argue that “Video recording and editing is arguably the most technically challenging for learners who have never done it before.” (2014: 82), so it is reasonable to conclude that the students going this extra mile were comfortable using more sophisticated software for video editing, or were engrossed by the activity itself.

Returning to the hypothesis of this study regarding Pegrum’s third category, and motivation in general being invigorated by student interest (Jenner, 2004), and the extramural activities mentioned by Sundqvist & Olin-Scheller (2015), the students that put more work into their

vlogs with making a full story or increasing the production value with introduction music, panning scenic video shots, etc. may be taken as an indication of interest. Following this line of thought, the results for these students could be higher than their counterparts.

Analyzing the response score for the four students whom had a clear story and a video that was well-produced with introduction music and panning shots. Represented here is the scores for the four students identified as having a 'high production value' in their vlogs:

- Student 1 - Correct: 16, Undetermined: 4, Failed:0
- Student 2 - Correct: 9, Undetermined: 1, Failed: 1
- Student 3 - Correct: 13, Undetermined: 2, Failed: 3
- Student 4 - Correct: 12, Undetermined: 3, Failed: 5

It is evident that not all responses add up to twenty words, this is because some students struggled with certain words and thus omitted them, or it may be that they simply forgot. Calculating these numbers result in 72% 'Correct', 14% 'Undetermined', and 13% 'Failed' responses, again these numbers line up very similarly to the scores, both for the word set vlog groups, and the overall vlogging score of 72% 'Correct', 16% 'Undetermined', and 11% 'Failed'. Indicatively it could disprove the hypothesis, yet the sample size is small and as such, there is simply too little data to make any broad conclusions of that sort.

To exemplify one of the vlogs that focused on making a coherent story, one was transcribed to plain text. The exemplified transcription is the student marked as '1' above. In order to maintain anonymity, some parts are redacted, and are marked as such:

"Hello and welcome to this [redacted] vlog where I banter about the most trivial of things. Today I will set a new precedent for the Dungeons and Dragons meta. There is this irrational prejudice about martial classes. People tend to have bias to equip their swordsmen in heavy armor. But I am here to tell you, why any kind of armor proficiency besides the use of light armor is completely meaningless. A fighter or barbarian, or whatever you choose to make, will retain their hardy nature even without the bonus armor class you get from heavy armor. Putting this six foot nine muscle mountain in heavy armor that, yeah that will surely fix the portrayal of a tank, but sadly reduces their overall martial proWess. While armor is useful in the earlier parts of the game, in the campaign, it becomes less and less useful. And in the end it is almost useless, except for whatever magic you enchant your armor with. I manually enchant my armor to be as optimal as possible, and when you buy light armor it's cheaper to get more useful enchantments on it. Value! You can get it, you can even get a healing enchantment to rejuvenate yourself mid-battle and save up far more health than you would by investing in some clunky metal suit that slows your movement speed and makes you an easy target. One time when I was out shopping, oh sorry if I, oh sorry if I digressed, but regardless I encountered this stranger in the aisle. And, it was cold outside, so I was wearing my rather snug coat on, and it has a Wizards of the Coast logo on it, and they are the guys who make Dungeons and Dragons. Apparently, he was wearing the same model of coat as I. So we engaged in some indispensable conversation, and I started to inform him of the glory of light armor in DND. However, it appears that traditionally even with DND players, it's important to have heavy armor on fighters for some reason. And I can sense that the suave mood is darkening a bit, it was boring conversation it felt like it had a negative vibe to it. After browsing some online forums, I found a similar pattern observed everywhere. People did not want to accept that light armor is superior over their heavy plebian equipment. Whenever I try to tell someone such a simple concept, there is always a degree of dissent. Sometimes it even feels like they loathe me for saying such heresy to them. But, honestly, I have become jaded to such things by now. You

know, when someone is such an affluent DND prodigy as me, it is only right to keep my decorous manners.”

The student transcription above was categorized with sixteen ‘Correct’ replies and four ‘Undetermined’. Originally one of the assigned words was *portray*, however, this student changed it from a verb to a noun: *portrayal*. Thus, this was categorized as ‘Undetermined’ since they were instructed to keep conjugations to a minimum, and changing the word class is simply too much. Nevertheless, the word is used correctly contextually and as such it cannot be justified to mark it as ‘Failed’. The same can be said for *manual* which the student changed to *manually*. The other words flagged as ‘Undetermined’ above were *suave* and *indispensable*, for the former it does not necessarily fit in the context as the conversation may not have been *indispensable* as such, while for the latter it also makes little sense in the context to originally call the mood *suave*.

Looking at this example, it is clear that the student chose to vlog about something of personal interest. The fact that it is a coherent story likely makes it easier to follow for the listener, including the student listening in on their own vlog. This most likely improves the delivery, and the good results in terms of score are evidently better than the counterparts. Even compared to the others having a story-style to their vlogs, this was the most coherent one. If this is any indication of higher motivation, it could be an indication of positively confirming the hypothesis. It may also be of interest noting that the student received an A⁵ on the English 7 course as his or her final course grade. Yet, there does not seem to necessarily be any correlation between producing a story and final grades, as another student (marked as number 2 in the score results above), received a final grade of D.

In general, when listening to the vlogs, there were a few pronunciation mistakes. However, they were still intelligible, yet still it is slightly puzzling, as the students were allowed to look-up the words prior to completing either task. There are pronunciation examples readily available on various websites, which the students were free to use to refine their pronunciation. Alharbi’s (2015) third strategy, as mentioned previously, encompasses the “*Listening and pronunciation process*” which may then have been neglected by the students.

Furthermore, as also evidenced by Alharbi (2015: 506–509), the first preferred step of a Vocabulary Learning Strategy would be the learner using what he codifies as “Building Synonyms Network/Synonyms Relations”, which is when learners try to understand the meaning of words by analyzing the word’s synonyms. While this is undoubtedly a sound strategy in general, it could plausibly also lead the learner astray if the synonym cannot be used interchangeably depending on the context. As context does matter significantly for the purposes of this study, it could explain some of the responses being categorized as ‘Undetermined’ or ‘Failed’. A concrete example of this is the word *voyage* which some students have used as the table below details:

Response	Example – ‘voyage’
Correct	“Our trip around the world will be a long voyage .” “She started a long voyage .” “I want to take a voyage into the unknown.”

⁵ Which in Sweden constitutes the highest grade attainable.

Undetermined “I had a very exhausting **voyage** these three years in high school and I am more than excited to try something new.”

Failed “I’m gonna **voyage** to France this Summer.”

Here the student response example marked as ‘Failed’ most likely concluded that *voyage* is synonymous with *travel* and used it interchangeably. For the ‘Undetermined’, while not technically wrong, it does hint at the student translating *voyage* into Swedish *resa* and then constructing the sentence accordingly with the same metaphorical intent as it may indicate in Swedish. However, as it is difficult to be certain whether the student has fully understood its meaning, it is warranted for it to be flagged as ‘Undetermined’.

The words were divided into two word sets, *voyage* is part of the second word set. The first word set is represented below, divided between the written response scores (Figure 4) and the vlogging response scores (Figure 5). Both graphs were set to the maximum number of 18 in the Y-axis as to make clear the difference in response rate:

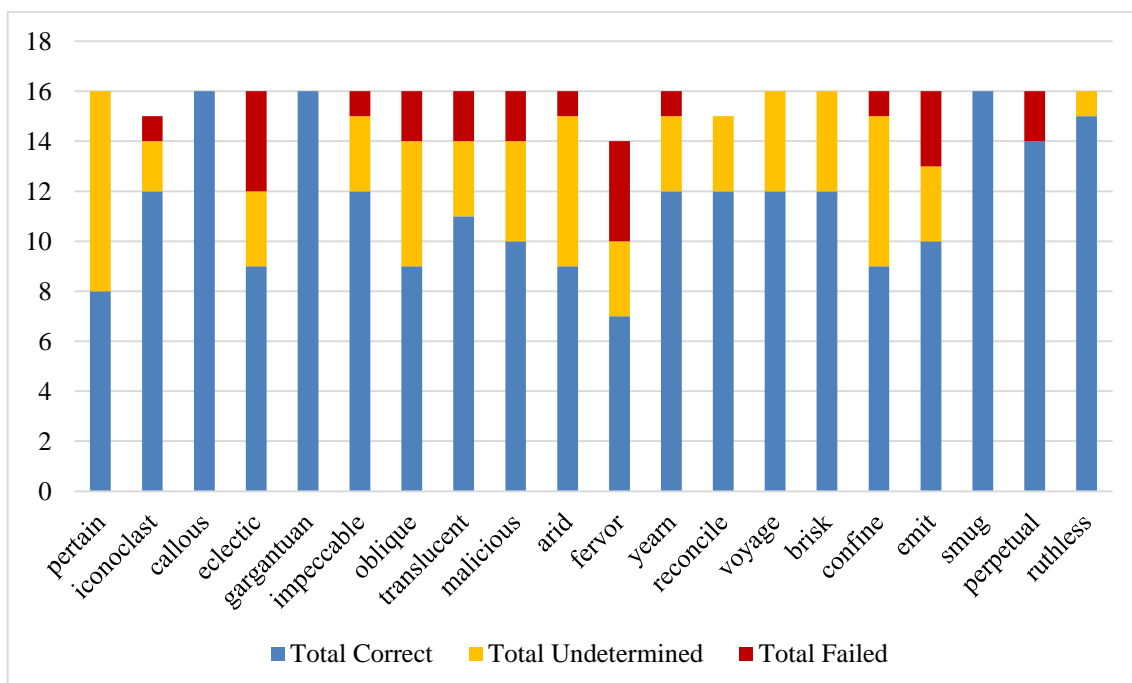


Figure 4 - Word set 1 written response scores

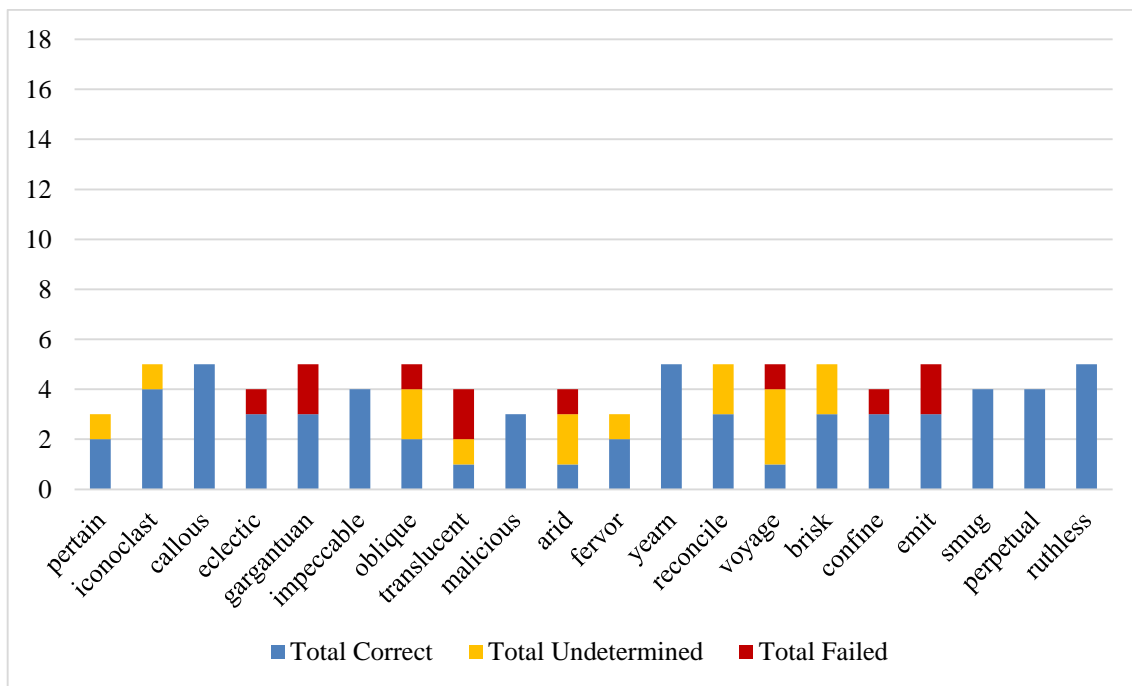


Figure 5 - Word set 1 vlogging response scores

An example of some common mistakes that were noticed in the data was students adding an indefinite article incorrectly in a sentence, e.g.: “Why is it that some people do not understand what is a banter and what is not?” or “I have always liked my classmates and friends but I have over time developed a loathe against school how it is controlled and executed.”) these quotes from the student responses also serve as examples for the Undetermined category which signifies a sentence being comprehensive, but not grammatically and contextually correct. This could be explained if the students used a popular internet synonym database, e.g. Thesaurus.com which offers the following most common synonyms to *banter*: “chitchat, gossip repartee, ribbing, small talk”. Using the indefinite article before “chitchat”, on the other hand, would be grammatically correct, and thusly garner a ‘Correct’ score.

Certain words seemed to be very difficult for the participants. One of these words being *dissent*, included in word set 2, that had a very low ‘Correct’ score, and is represented by a few of its examples below (its overall score for the written and vlogging exercises can be seen in Figure 6 and Figure 7):

Response	Example – ‘dissent’
Correct	“Whenever I try to tell someone such a simple concept, there is always a degree of dissent .”
Undetermined	“Why would you choose to dissent something that is completely in your favour?”
Failed	“Me and John got different dissent in the election this Sunday.” “It is fair to say that my parents have dissent opinions on where to go for our summer vacation.”

To comment on the above examples, especially looking at the ‘Undetermined’ response, it does fit in the context. However, the verb form of *dissent* is very often followed by *from* (*Oxford Advanced Learner’s Dictionary*, 2010: 439), and adding *from* in the sentence above would

make it fit better grammatically. As it stands, however, it may be that the student simply understood it as synonymous with, e.g. *disagree*.

Dissent is part of the second word set, the response scores for the second word set, divided between the written part and the vlogging part can be viewed in the graphs below (Figure 6 and Figure 7). The response rate was slightly lower than word set 1, note that the maximum number listed on the Y-axis here is 14, as opposed to 18 in word set 1. It is important to be aware of this should one compare the two graphs directly.

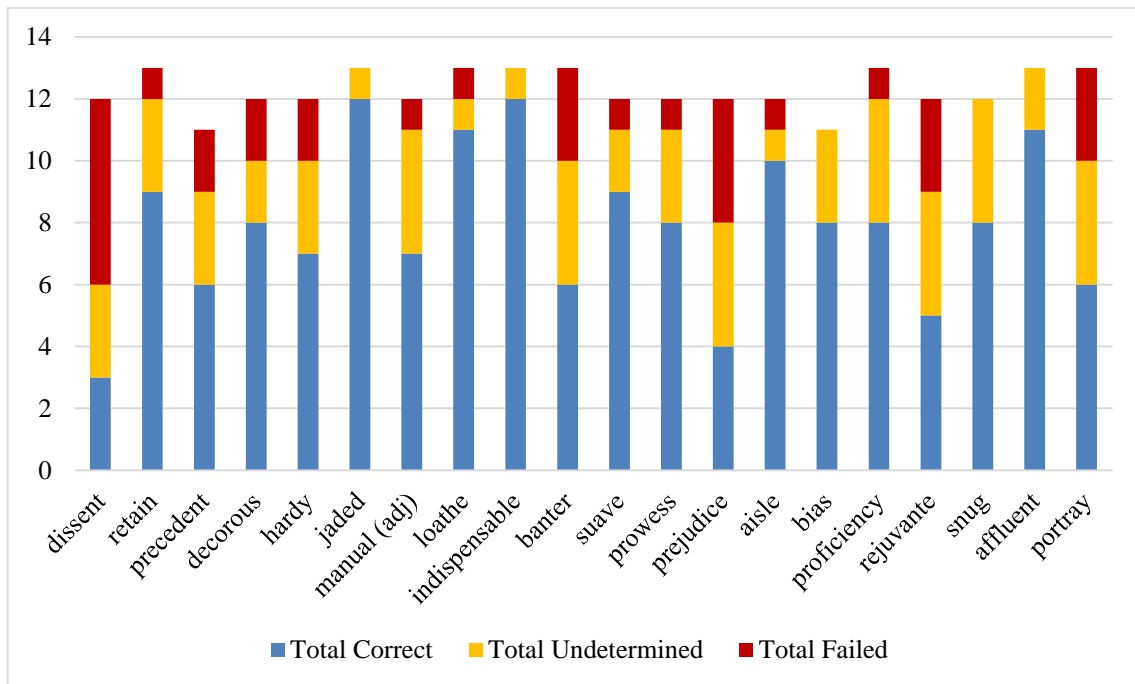


Figure 6 - Word set 2 written response scores

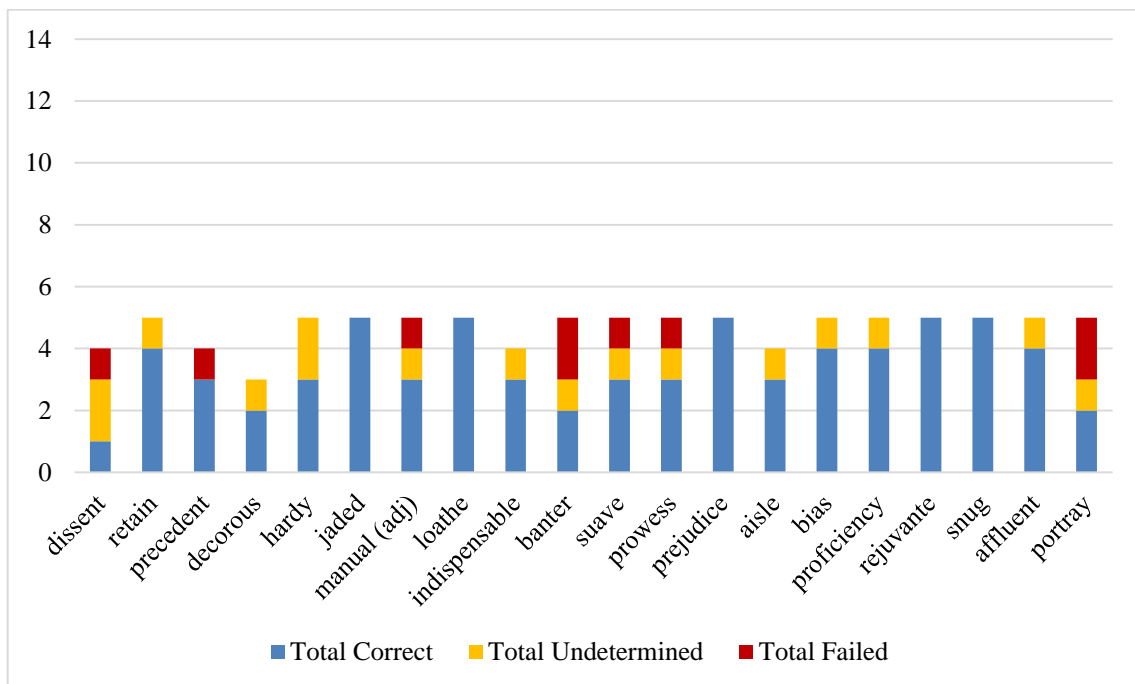


Figure 7 - Word set 2 vlogging response scores

To implement this exercise or similar ones, teachers will need to be sufficiently proficient in their technological abilities. Dudeney, Hockly & Pegrum quote Mishra & Koehler (2006) model known as the TPACK framework. This framework:

“[...] suggests teachers should be aiming to reach a point where their traditional content and pedagogical knowledge is enhanced by technological knowledge. Perhaps the most important message of the TPACK framework is that teachers remain content and pedagogical experts; technological expertise is an additional dimension which complements rather than replacing or superseding their existing knowledge and skills base.” (2013: 43–44)

Not only the teachers require proficiency in their technological abilities as pointed out by Dudeney, Hockly & Pegrum (2013) previously; web literacy is also highly significant for students. If lacking the web literacy, and the technological abilities required, the students may perform worse in the vlogging exercise which undoubtedly required more technological proficiency than the written exercise. As also detailed in the Theoretical Background, looking at the results and comparing it to Ely et al. (2014) and the IVI approach detailed there it may also help explain the results. Ely et al. state their required four steps to successfully teach the vocabulary. Yet as this exploratory study did not involve any kind of teacher-led study period prior to testing it could account for the success rate being similar for both methods also.

4.1 Genre focus

The selected words were reviewed using the Corpus of Contemporary American English, looking for what genre they most commonly frequented (see Table 1). As such the word results from the responses were also examined based on their genre. The words that most commonly occur in multiple genres were for these results could either be included in multiple charts, or omitted entirely, the latter was chosen for accessibility and to reduce the risk of confusing the empirical data.

4.1.1 Fiction

The first genre featured is Fiction, which totals ten words, most of which are adjectives. Considering the genre, it is possible that some of the words were familiar to the students based on the fact that they have most likely engaged in Fiction genre in various forms of media. In short, it is reasonable to assume that it ought to be more familiar than, e.g. the Academic genre.

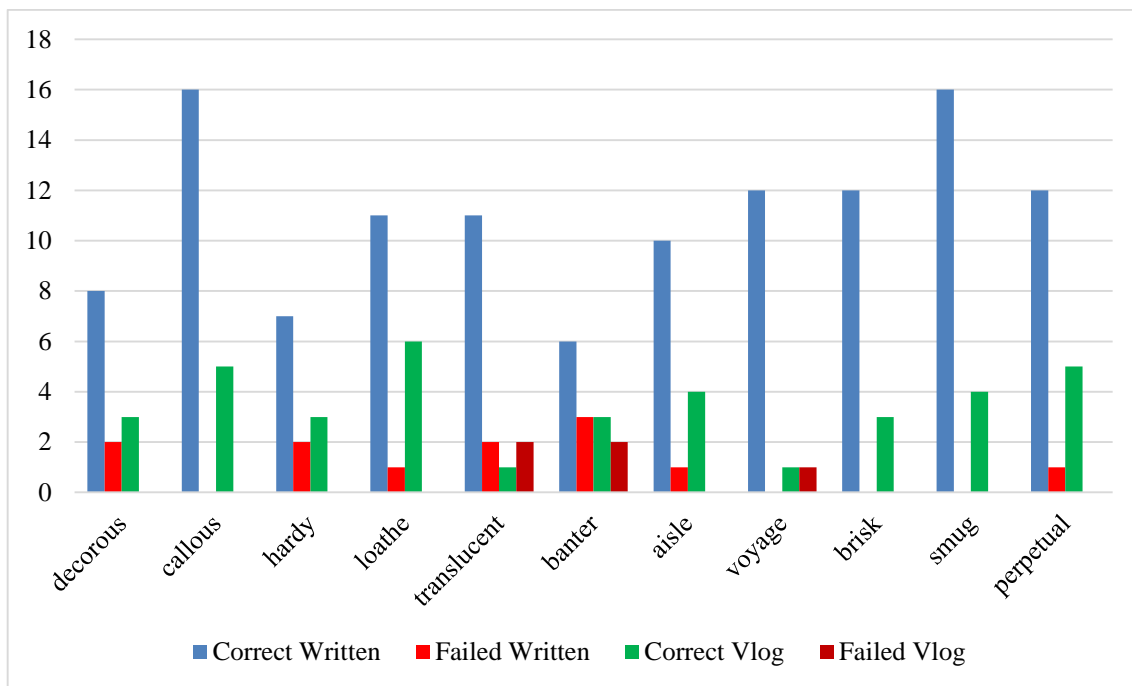


Figure 8 - Response scores for Genre focus: Fiction

Examining the results for the Fiction genre shows a percentage for written responses as 78%, 14%, 8% for ‘Correct’, ‘Undetermined’, ‘Failed’, respectively. For vlogging the percentage here is 70%, 20%, 9%⁶. Calculating the chi-square for the ‘Correct’ and ‘Failed’ responses in the two groups gives a p -value of .62, which is not significant at $p < .05$. These results are aligned with the overall results, and the percentages are also very similar. Inspecting Figure 8, it is also quite clear that the words that say one group is successful at, e.g. *callous*, *smug*, and *brisk*, is also successful in the corresponding other group. Whilst words like *translucent* and *banter*, tend to be less successful in both groups also:

Response	Example – ‘banter’
Correct	“Ninety percent of me and my sister’s conversations consists of playful banter .”
Undetermined	“Why is it that some people just do not understand what is a banter and what is not?”
Failed	“I believe that the new school system is banter and I should be removed and a new system would take its place.”

The ‘Undetermined’ sentence here is using *banter* correctly in terms of context, yet, as described earlier, the student has used the indefinite article *a* so grammatically it is not sound. Finally, the ‘Failed’ sentence shows that the student has not understood the meaning of the word at all, equating it to *bad*, and the syntax is also faulty.

Response	Example – ‘translucent’
Correct	“I bought a dress for prom night that is too translucent , so I have to return it.”
Undetermined	“The translucent window was so clean we did not see it was there.”
Failed	“We have to translucent IS propaganda which is scaring people.”

⁶ Numbers do not include decimal numbers as the overall numbers calculated are not large enough to warrant higher precision for decimals.

In the ‘Undetermined’ sentence above, the student has most likely confused *transparent* and *translucent* and is using them interchangeably. Nevertheless, the message gets across and it is not grammatically faulty. The two words exemplified above consist of one adjective and the other a noun, (or a verb). No noticeable pattern was found regarding specific word class. Overall there were several adjectives, but there seems to be no discernable connection between word class and score results.

4.1.2 Magazine

The Magazine genre consists of nine words, some of these words were expected to be quite difficult for the students such as *iconoclast*, *rejuvenate*, and *emit*. Whilst, on the other hand, some were expected to be slightly easier, these include *gargantuan*, and *ruthless*. The latter two words are perhaps more easily comprehensible than the former three, and they are also much more common when examined in the corpus.

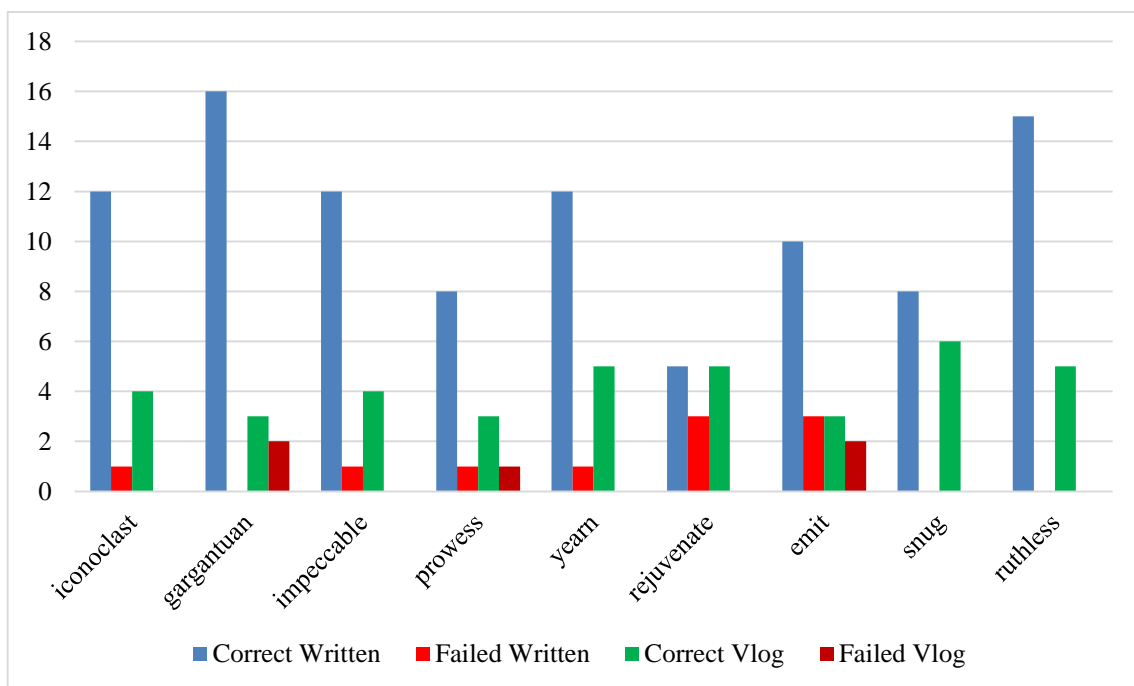


Figure 9 - Response scores for Genre focus: Magazine

Examining the results for the Magazine genre shows a percentage for written responses as 75%, 18%, 8% for ‘Correct’, ‘Undetermined’, ‘Failed’, respectively. For vlogging the percentage here is 84%, 4%, 11%. However, the percentages are not highly significant, because it is important to remember the data numbers in play here (total 45 for vlogging) in which very slight changes would impact the percentages heavily. Furthermore, even if there seems to be a slight percentage difference, the change is not that pronounced. Calculating chi-square for the ‘Correct’ and ‘Failed’ responses in the two groups gives a p -value of .66, which is not significant at $p < .05$.

The largest individual word difference for this genre is *rejuvenate* which many struggled with in writing, but all successfully used in the vlogging exercise. However, it is important to once more reiterate the fact that the numbers in play are very low. Not only for the vlogging exercise

in this particular instance, but also for the written exercise. Once more this would disallow any major conclusions.

4.1.3 Newspaper & Spoken

The third genre is Newspaper & Spoken, due to the low number of words that solely frequented these genres, they have been combined into the same table here for analysis. The sole word most frequented in the Spoken genre is *malicious* viewed below (Figure 10).

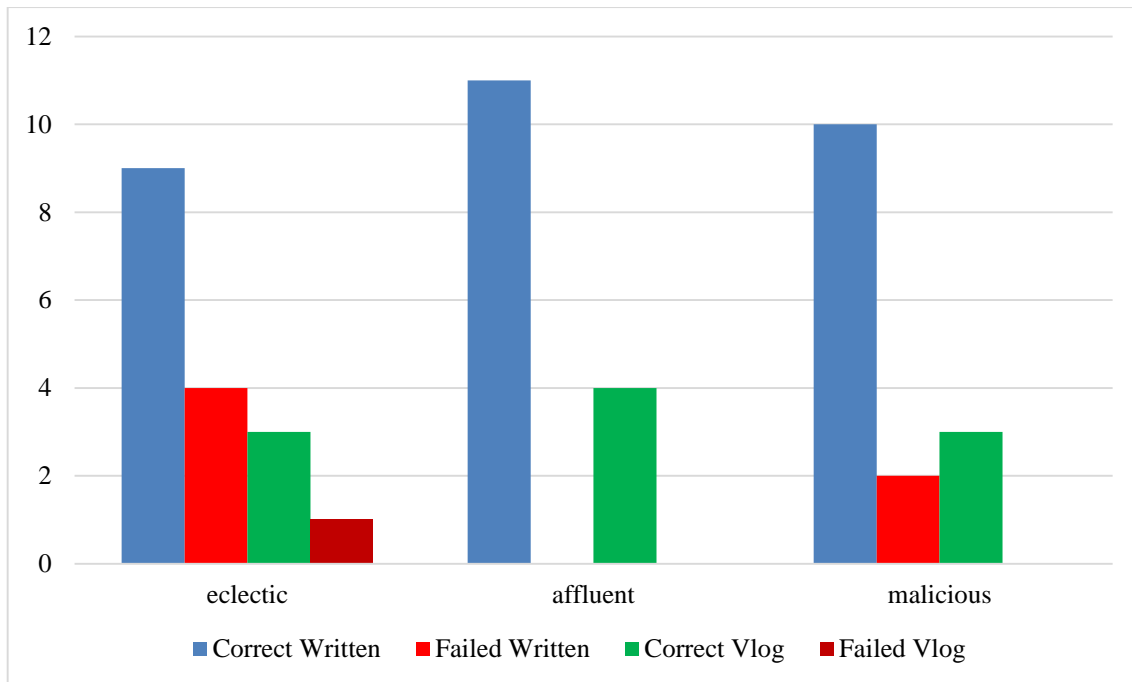


Figure 10 - Response scores for Genre focus: Newspaper & Spoken

There is little support for doing a percentage calculation for these two combined genres, the actual data is too low to warrant it. The p -value is .54 which is not significant at $p < .05$. There is little left to analyze, we can ascertain that the word *affluent* seemed to be easier, in general, than its partner word *eclectic* which also belongs to the Newspaper genre.

4.1.4 Academic

Lastly, the Academic genre was the largest, with a total of thirteen words. The slightly higher number of words in this genre may be a result of the active choice of deliberately choosing difficult vocabulary. The Academic genre also featured some of the words that the students struggled with the most (e.g. see *dissent* in Figure 11), and thusly it is reasonable to assume that it indeed represented the most difficult vocabulary in this study.

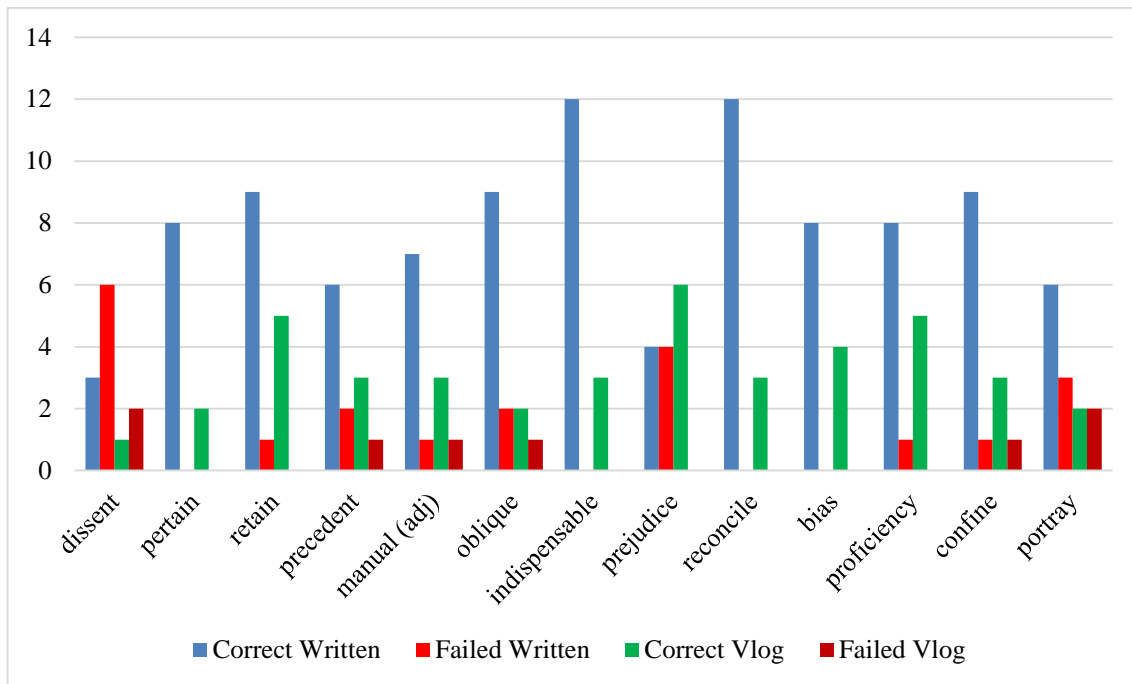


Figure 11 - Response scores for Genre focus: Academic

Lastly, there are the words most common in the Academic genre. First to calculate the percentages, for the written exercise: ‘Correct’ 58%, ‘Undetermined’ 29%, ‘Failed’ 12%; for the vlogging exercise: ‘Correct’ 66%, ‘Undetermined’ 22%, ‘Failed’ 13%. First to reiterate caution with the data numbers, especially for the vlogging exercise, as the sample size is limited. Nevertheless, it is still possible to discern a very low ‘Correct’ percentage rate for the written exercise answers, 58%, compared to the overall percentage for the written exercise which sits at 69% (see Figure 2). This could indicate that, overall, the students found this genre of words to be the most difficult to use correctly in their sentences. Which perhaps can be expected as this genre may be the most unfamiliar to the students who have never, presumably, attended any form of higher education. Nevertheless, by calculating the chi-square between the written results in the Academic genre and the overall results, the p -value is .19, which is not significant at $p < .05$. Comparing the written exercise results to the vlogging exercise results it seems as if the students fared better when using the words during that exercise, nonetheless, it is too hard to discern due to the low amount of empirical data for the vlogging exercise.

With the results in hand, it can also be concluded that the ‘effective use’ has not been fulfilled in this study, ‘effective use’ as stated by Hockly & Dudeney (2014) and its subsidiary questions are, to reiterate: “Are we increasing their motivation and engagement?” “Are we allowing them to practise and produce language in useful ways in class?” and “Are we giving them the opportunity to take their language learning out of the classroom and have extra exposure to English?”. The results indicate that using this exercise, unprepared, as this study explored would not constitute ‘effective use’ according Hockly & Dudeney.

4.2 Questionnaire results

These results offer no significant support of proving or disproving the hypothesis set forth by Pegrum's third category, that being the integration of what happens inside and outside the classroom (Hockly & Dudeney, 2014: 9), and, in broader terms, by Jenner and references in the Swedish National Agency for Education regarding student interest and motivation resulting in higher results. Student interest and their opinions on the two tasks matters, both in regards to the hypothesis, but also, more importantly, to ascertain the research question of the potential advantages or disadvantages of the two exercises. To probe the students' view, a questionnaire was handed out after the completion of the assigned tasks.

Seven students replied to the questionnaires, again a very low response rate. Nevertheless, they were all students who had performed the vlogging exercise and as such the questionnaire responses could be regarded as more interesting than if, e.g., the questionnaire response came from a student who had only done the written exercise (in effect, only half the study), and as such would be ill-suited to give a complete impression of both exercises. The first question concerned the students' previous knowledge or recognition of the assigned words. The most popular alternative circled was "(B) I recognized some of the words", the other respondents also favored familiarity, no one circled option "(D) I recognized none of the words". As such the assigned words were apparently, to some extent, known or recognized by most students. The intent of this study was that the words would be unknown. Yet, as stated, it does indicate that the students were not familiar with all of them, nor that they knew exactly what the words meant.

Perhaps the most interesting part of the questionnaire concerned which method the students preferred working with, the vlogging method or the written method. Here the responses indicate that students were more favorable working with constructing sentences, while they did not appreciate the vlogging method to any great extent. No student strongly agreed with the vlogging method being the preferred choice, and two indicated that they strongly disagreed with the vlogging method being the preferred choice. This questionnaire result indicates that the assumption of the students preferring the tested vlogging task was false. If the students were, in fact, unmotivated using the vlogging method, it would explain the results in line with the hypothesis. As such, it could be seen as reasonable to deduce that it is the vlogging method that is seen as unpopular from the students' point of view. If this is true, then in terms of the research question posed by this study it would indicate that there would be no significant advantage using either method in the participant classes.

Most of the responses regarding the number of words that were assigned show that most students circled the second option of there being "Slightly too many words", there was only one student that responded that there were "Slightly too few words". This questionnaire result could help to explain the low response rate on the vlogging exercise, as it could indicate that the students had a lot of other work to finish and thus did not devote much time to finish the two exercises.

The students were also allowed to make free comments, two students made the exact same comment saying: “I learned to use the words in its context. (sic)”⁷ Which indicates that they were most likely neutral to both the written exercise and the vlogging exercise as both are context-based. Some other responses were also positive: “It’s a great way to improve our vocabulary knowledge, beneficial for future assignments.” and: “I work with the words in both writing and speaking, and therefore learn really good. (sic) Because I activate my brain more.” The latter response here is indicative of the student being motivated to completing both exercises, and that this had a beneficial effect on his or her learning process when completed in conjunction.

4.3. Limitations and perceived difficulty

The limited empirical data gathered makes it difficult to generalize the findings. This study can only highlight preliminary indications, however, it does suggest the continuation of further studies into not only vlogging exercises for vocabulary learning, and novel vocabulary exercises in general. Whilst the post-methods condition, as described by Kumaravadivelu (1994), is present in most EFL classrooms; exploring new techniques is still valid as newly graduated teachers may use these techniques or methods as tools at the beginning of their careers. Furthermore, the results gathered were done solely through participants enrolled in upper secondary schools in Sweden. This also reduced possible generalization across other countries or effectiveness in other levels of English proficiencies, both lower (e.g. primary school level) or higher (e.g. university level).

The demands put on the students were arguably higher for the vlogging task. If the case were that the students who felt they could not complete the vlogging task due to its difficulty were true, that would severely impact the study. Yet, with the control group set-up in play – this negates this scenario as the control group completed the task using the same set of words. In regards to the task consisting of a more coherent story, examples of this was noticed in both written and vlogging responses – again this would indicate that the difficulty difference was not that significant. Nevertheless, arguably the vlogging exercise is still more difficult to complete as it's reasonable to assume the students wrote down a ‘script’ before conducting the vlog, in essence doing both tasks in one go, yet for only one word set. On the other hand, using a spoken medium could perhaps feel more familiar and natural to the students, arguably making it easier.

⁷ Both of the responses were exactly as quoted here, with the same grammatical error.

5. Concluding discussions & suggestions for future research

First to reiterate the research question sought to be answered in this study was:

- Testing two different exercises, a vlogging exercise and a more traditional written exercise, which of the two exercises offer a potential advantage or disadvantage when examining to what extent students learn an assigned set of words?

This paper argues that the main result is indicative that no significant difference was found between the vlogging exercise and the more traditional written exercise. This result is in support of the *No Significant Difference phenomenon* as detailed by Dudeney, Hockly & Pegrum (2013); not only in the case that the vlogging exercise did not improve upon the scores, but also in the sense that it did not appear to have done any harm to the other exercise. In other words, there was essentially no change. The hypothesis following Pegrum's third category is, however, not necessarily defeated as was affirmed by the questionnaire results – the surveyed students, based on those who did respond on the questionnaires (who did complete both tasks), seemed not to prefer the vlogging exercise. Snelson, as previously stated, hinted at the vloggers surveyed in her study enjoyed the practice out of positive motives, such as alleviating boredom, doing it for fun, to build confidence, etc. (2015: 336) Snelson's conclusions are here at odds with the lower responses witnessed in this study.

There may be a number of explanations why the participants neglected completing the vlogging exercise. The study was conducted approaching the end of the semester for the students and thusly they complained about being stressed and were generally worrying about what their final grades would be. Furthermore, it could also be construed that some felt that the vlog exercise was, perhaps, too private. This deduction is based upon some participants asking if they were allowed to record themselves audio only. Nevertheless, Hockly & Dudeney (2014) also offer a potential explanation to the lower response stating that: "Although some learners may regularly record video on their mobile phones in their personal lives, they are probably less familiar with recording video in an English class – so they may feel more comfortable filming objects or places, rather than themselves, when they start creating videos in English." (2014: 82)

Mobile devices in school have been stigmatized as disruptive to classroom discipline and the general learning climate. This study has explored the potential advantages of mobile devices, recognizing them as a potential benefit rather than scapegoating the latest change to the classroom. To truly achieve wider implementation, rather than one-off exercises, Hockly & Dudeney's suggest the following:

"But it makes more sense to take a broader view – to integrate the use of mobile devices into a clearly defined pedagogical framework. And it makes much more sense to work as part of a team – to explore how mobile devices can be most effectively used by many (or all) of the teachers in your institution." (2014: 93).

From a pedagogical standpoint, this may also explain the low response rate if the participants' schools were not adopting an implementation of mobile learning as a comprehensive framework.

Overall the result scores were lower than expected. It may be reasonable to wonder, as several of the participant students were at the end of their last upper secondary school English course, how well-prepared the students are for entering university courses with these results in hand. Perhaps implementing Ely et. al.'s (2014) Intensified Vocabulary Intervention (IVI) would be pertinent to introduce as the students' teacher. Nevertheless, these vocabulary exercises do not provide a holistic overview of all the students' English knowledge or proficiency.

The questionnaire data is exceedingly interesting as when the study first began, it was assumed that the students would generally be responding positively to the vlogging exercise. As such, coupled with the proposed hypothesis, it should lead to better results in the testing, which was disproven by the results. Nevertheless, the proposed hypothesis may still be valid, as it seems the students did not favor the vlogging exercise in any meaningful way over the traditional exercise. Thus, the questionnaire responses support the results of the empirical data.

Adding this study to the *No Significant Difference phenomenon* should not be seen as disheartening, instead, introducing new forms of using mobile learning and iconoclastic ideas is a valid pursuit for both researchers and teachers. This paper would argue that more research should be done in order to confirm or refute the findings of this study. Perhaps, with the motivation hypothesis in mind, if a researcher or teacher tested the same exercise setup in a classroom full of students genuinely interested in vlogging, the results would most likely be significantly different. More research is also needed in connecting mobile learning and the language classroom, to find effective ways of implementing Pegrum's third category, and Sundqvist & Olin-Scheller's (2015) extramural English activities.

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7. Appendix

Questionnaire

How familiar were you with the assigned words? Circle the statement you agree with:

- (A) I recognized nearly all of the words
- (B) I recognized some of the words
- (C) I recognized only a few of the words
- (D) I recognized none of the words

Looking at the scales below, consider if you agree or disagree with the following statements.

Circle a number that matches your opinion:

I preferred working with vocabulary using the vlogging method	Strongly agree				Strongly disagree
	1	2	3	4	
I preferred working with making sentences than directly translating	Strongly agree				Strongly disagree
	1	2	3	4	

During the week you have been assigned 40 words were given a few days to finish. What do you think about the amount of words for this time?

<u>There were...</u>				
Too many words	Slightly too many words	Slightly too few words	Too few words	
1	2	3	4	

In what way(s) do you think you will benefit from learning English vocabulary this way (context-based)?

Instructions – Vlogging – Voc Group 1

Your task is to make a vlog report using the following 20 words, make sure they fit grammatically and contextually in your vlog. You will record your vlog using, ideally, a mobile phone camera. The recorded file may then either be handed in or uploaded to a video hosting website (YouTube, Vimeo, etc.) If you do upload it, make sure you make it private/unlisted so there is some restricted access. I will need to see it; your anonymity is of course guaranteed. You may vlog about whatever you like, common topics are of course current events in your life, but you may choose whatever to your liking!

(You can upload the video file here, or simply post a link to it)

pertain

iconoclast

callous

eclectic

gargantuan

impeccable

oblique

translucent

malicious

arid

fervor

yearn

reconcile

voyage

brisk

confine

emit

smug

perpetual

ruthless

Instructions – Words in sentences – Voc Group 1

Your task is to write the following 20 words into grammatically and contextually correct sentences. Try to create sentences that mean something to you, for example maybe about something that has happened in your life, something you enjoy doing, etc. Note: One sentence per word!

dissent

retain

precedent

decorous

hardy

jaded

manual (adj)

loathe

indispensable

banter

suave

proWess

prejudice

aisle

bias

proficiency

rejuvenate

snug

affluent

portray

Instructions – Vlogging – Voc Group 2

Your task is to make a vlog report using the following 20 words, make sure they fit grammatically and contextually in your vlog. You will record your vlog using, ideally, a mobile phone camera. The recorded file may then either be handed in or uploaded to a video hosting website (YouTube, Vimeo, etc.) If you do upload it, make sure you make it private/unlisted so there is some restricted access. I will need to see it; your anonymity is of course guaranteed. You may vlog about whatever you like, common topics are of course current events in your life, but you may choose whatever to your liking!

(You can upload the video file here, or simply post a link to it)

dissent

retain

precedent

decorous

hardy

jaded

manual (adj)

loathe

indispensable

banter

suave

proWess

prejudice

aisle

bias

proficiency

rejuvenate

snug

affluent

portray

Instructions – Words in sentences – Voc Group 2

Your task is to write the following 20 words into grammatically and contextually correct sentences. Try to create sentences that mean something to you, for example maybe about something that has happened in your life, something you enjoy doing, etc. Note: One sentence per word!

pertain

iconoclast

callous

eclectic

gargantuan

impeccable

oblique

translucent

malicious

arid

fervor

yearn

reconcile

voyage

brisk

confine

emit

smug

perpetual

ruthless