Multimodal Discourse Analysis on Educational Vlogs

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Abstract

This qualitative study aimed to examine the construction and communication of meaning of the educational vlogs through their audio and verbal elements and how multimodal features worked together. There were fifty-two (52) educational vlogs from YouTube that served as the corpus of the study and were analyzed through Multimodal Discourse Analysis. The audio elements found were the controlled upbeat background music and insertion of sound effects, and the verbal elements were directive, phatic, informative, and expressive language functions. Finally, it revealed that lack of interest is the main educational issue raised by the vloggers in the corpora. Nevertheless, through the use of multimodality in teaching, this allows teachers and students to obtain information through multiple channels and jointly construct the meaning.

1. INTRODUCTION

Unmasking the multimodal and semiotic elements to convey meaning is an aspect of language worthy of attention, especially in the growing population of media like vlogs. Platforms like vlogs, according to Domingo et al. (2014), provide facilities to design the screen on which interaction takes place and afford the use of a wide range of elements for making meaning and for communication, such as writing, sound as speech, music or soundtrack, still and moving image, and color. Nevertheless, little attention has thus far been paid to investigating the language used in YouTube vlogs (Kleinberg et al., 2013).

In France, Combe and Codreanu (2016) discussed the vlog's potential for supporting informal language learning between YouTube users. Accordingly, they pointed out that vlogs offer opportunities for speaking skills, digital literacy skills, multilingual peer learning, and opinion conflicts through cultural stereotypes and intercultural skills. However, Hung (2010) found out that the challenges compromising the effectiveness of the vlog project involved technical difficulties, affective interferences, weak linkage to real-time communication, and time issues.

In the digital period, the Philippines has taken the global lead (Domanais et al., 2019) in one of the market potentials, which continues to grow with more Filipinos spending a significant amount of time on social media (Jarboe, 2011). The vloggers play a vital role in creating this perception and the proliferation of the stereotypes, although unknowingly or

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unintentionally, because of the signs and symbols they present in their content (Fuerte, 2017). Thus, students in the new generation need a technology approach to their learning process at school. Therefore, the teacher should make sure that the students understand the material of their study to make the learning more meaningful (Santosa & Absari, 2018). That is why investigating multimodal features of vlogs can be of great importance, especially in understanding the meaning conveyed in a communication.

While many studies on discourse analysis focus mainly on linguistic aspects, few take a holistic approach that includes other elements of communication. Vlogging, with its multimodal features, offers opportunities for language learners to develop various skills and supports autonomous, informal learning. This study aims to make a valuable contribution to applied linguistics.

2. REVIEW OF RELATED LITERATURE

The vlog has always been seen as a powerful potential instructional medium by many educationalists as it is suitable to be a teaching tool for the generation that grew up during the emergence of digital technologies (Johnson, 2005). This is supported by Gale and Kung (2009) stated that educational activities using vlogs provide opportunities for students to learn receptive and expressive skills of a language comfortably and increase language used during the teaching and learning process. The affordances of different modes—visual, audio, spatial, and gestural modes of representation- most often along with writing and speaking (Kress, 2010), permit more tools for representing meaning.

As generation passes by, many vloggers have uploaded hundreds of videos of themselves speaking in the past decade, representing a sizeable corpus for both diachronic and synchronic research. As the medium has grown, vlog has also brought its apparent linguistic features. As discussed by Baron (2015), a set of characteristics common to vloggers including epenthesis and overstressed vowels. Its purpose was suggested to be performative and to attract more viewers. This fits with Bell's (1992) theory of audience design, where individuals adjust their speech based on their perceived audience (Lee, 2017). Vlogs, described by Moor et al. (2010) as video versions of blogs, may resemble other media at first glance but differ in key ways. They are usually created solely by one person and involve addressing a distant, passive audience, making the creator's role and perceived authenticity central (Frobenius, 2011). However, many vloggers now adopt exaggerated personas, distancing themselves from their real identity (Lee, 2017).

Notably, much of the literature concerning YouTube vlogs focuses on the visual modality (Aran et al., 2014) or meta-indicators such as views and subscriber counts (Borghol et al., 2012). With the study of Kleinberg, Mozes, and van der Vegt (2013), entitled "Identifying the sentiment styles of YouTube's vloggers," they address the gap in the literature by automatically analyzing the linguistic styles used by YouTube's vloggers. By building on a novel approach to examining the continuous sentiment structure, they shed light on the different temporal trajectories used by vloggers, and, by doing so, we expect to gain a deeper understanding of language use in vlogs of (Kleinberg, Mozes, & van der Vegt, 2013).

2.1. Multimodal Discourse

Correspondingly, multimodality is necessary for discourse analysis as it looks beyond language at policies that show up or are reflected in many modes. It understands that

communication and representation are about more than language (Jewitt, 2013). The main goal of multimodal discourse analysis is to explore how meaning is constructed through various modes, like verbal and audio (Zhang & Gao, 2014). In videos, the visual element takes precedence, but audio and verbal components—such as music, titles, and subtitles—play a key supportive role. Together, they create a rich, integrated viewing experience, reinforcing meaning through their combination (Anastopoulou et al., 2003).

Educators have increasingly recognized the value of using multiple modalities to enhance learning. Multimodal human-computer interaction presents new possibilities for effective computer-aided education and supports learning through everyday classroom activities (Anastopoulou et al., 2003). Using video assignments before class to build interest and provide background knowledge, combined with interactive lectures, has proven more effective in science education than traditional methods (Stockwell, 2015).

2.2. Audio Elements

Music alone is not going to tell your story or deliver your message. But music can help you transition between moods, improve flow, and provide an emotional depth to your story that cannot be achieved by any other means. Music drives the emotion that drives action (Spindler, 2016). Behavioral evidence indicating music-related associative strategies in the recall of verbal information offers interesting perspectives for music-based rehabilitation programs for memory deficits (Ferreri et al., 2015). Thus, listening to background music does not have a direct influence on cognitive abilities, but affects them through the mediators of arousal and mood (Lehmann et al., 2017).

Background music plays a vital role in storytelling, including in educational films. Its impact can be understood through its various cognitive functions, as outlined by Cohen (1999). Moreover, in video games, background music significantly influences aggression levels and should be carefully designed to align with on-screen actions for maximum effect (Zhang et al., 2014).

2.3. Verbal Elements

Language is a system of communication consisting of sound, words, and grammar, or the system of communication used by people in a particular country (Putri et al.,2018). According to Syamsimar (2013), in communication, the most important thing is the message or the intention that can be conveyed to the hearer. One should try to make the hearer understand the message even though the sentence is ungrammatical.

The content of a vlog and its intended purpose should be clearly presented to maximize the likelihood of viewing, and to ensure maximum comprehension and meaning-making through the learning experience (Thomson et al, 2014). The relatedness need reflects a desire to have close connections and positive relationships with significant others. The autonomy need involves wanting to feel in control of one's destiny, rather than being directed by others (Hargie, 2011).

Multimodality includes messages provided verbally. Leech (1974) stated that there are five most important communicative functions of language, such as: expressive function, informational function, aesthetic function, directive function, and phatic function. Phatic function is important to consider when people communicate with others, so people must

study phatic function in order to make their relationships better. In addition, phatic function is a strategy that is used by someone in communication with others so that it is still in harmony (Ilyas, 2017). Also, the expression function has to do with emotions. It is the emotional feeling of the speaker that is expressed and communicated in the expressive function (Foolen, 2000). Sampson (2020) mentioned in his article the three basic functions of language: Informative, Expressive, and Directive Language. Identifying just these three basic functions is an oversimplification, but an awareness of these functions is a good introduction to the complexity of language. Further, Dabala (2012) stated that phatic is an utterance that may point us in the right direction: it is a social task, aimed at establishing contact, communication between the speaker and addressee. This study aimed to answer the following question:

1. How are the meanings of the identified educational vlogs constructed and communicated through verbal and audio elements?
2. How do audio and verbal elements work together to make these videos appealing to the intended audience?

3. METHODS

The corpora utilized for this study were the 52 educational vlogs uploaded on YouTube.com. To add, the minimum duration of the vlogs considered the time that was enough for a discussion of a topic without interruption was five minutes. The identified videos were collected and subjected to downloaded to make the material available for offline analysis. The analysis of the corpus data of the study focused on the audio and verbal elements of the educational vlogs and the educational issues raised by the vloggers. For the audio element, the background music and sound effects were analyzed.

The study used a qualitative research design employing the Multimodal Discourse Analysis (MDA). This was used in analyzing the multimodal features of educational video blogs. The purpose of qualitative research is to interpret social phenomena adequately. Hence, the researcher provided an analysis and interpretation of the educational video blogs posted on YouTube.com. In this study, the analysis of the corpus data focused on the audio and verbal elements of the educational vlogs taken from one of the social media platforms, YouTube. The verbal element was analyzed using the Language function of Leech (1974). Moreover, the audio element in this dissertation was based on Cohen's Functions of Music in Multimedia (1999).

Additionally, there are two points considered as delimitations of the study. First, the type of multimedia content to be analyzed, I focused on analyzing educational vlogs uploaded on YouTube.com in the Philippine context. Second, the language used by the vlogger, the educational vlogs can be in English, Tagalog, or those that are delivered through code-switching. Further, the corpora of the study were taken from YouTube, which were identified as the education vlogs of the Filipino vloggers. There were fifty-two (52) total number of corpora used in this study to achieve a rich and thick data to reach the saturation of the result as proposed by Kier et al. (2010).

Moreover, there were three significant limitations of the study. First, the context of educational vlogs was considered since only those which were in the Philippine context were

analyzed. Also, the accessibility of the video blogs offline, since some videos were not available for download, the internet connection was also part of the limitations.

4. RESULTS

The data were analyzed and carefully assessed through making meticulous process of categorization of themes. Specifically, the order of the results is as follows: the meanings of the identified educational vlogs through different elements, audio and verbal elements, and the main educational issue raised by the vloggers in the vlogs.

4.1. Multimodal Discourse Analysis of the Educational Vlogs

The audio and verbal elements were identified as how meanings were constructed and communicated for meaning-making. In this study, the analysis of the corpus data focused on the audio and verbal elements of the educational vlogs taken from one of the social media platforms, YouTube.

Thus, in this approach, the resources were analyzed based on meaning rather than syntax and oriented to the text and its social purpose rather than to the sentence. This focused on the thematic analysis of the audio, verbal elements and how they worked together.

4.2. Audio Elements of the Educational Vlogs

Table 2.1 shows the themes of the audio elements found as a result of the data gathered from the corpora, such as controlled upbeat background music and insertion of sound effects.

4.2.1. Controlled Upbeat Background Music

The audio mode of the educational video vlogs as corpora mainly contains upbeat background music that can be heard in the introduction and in the ending of the video vlogs. To emphasize, the sound effects are not dominant as they function to accompany the verbal announcement. The same background music is used in the last part of the vlog.

In RES01, at the beginning of the vlog, 12 seconds after an intro statement, there is an insertion of an upbeat music background which lasts for 10 seconds, and the same background music is used as the participant ends the vlog.

> *Wala ka pa bang*…(12 seconds intro statement) insertion of upbeat background music (10seconds). Thank you, *ka schoolers'* insertion of upbeat background music (13 seconds).

Table 1.1:**Audio Elements**

Audio	Construction	Meaning	Core Ideas	Themes
Wala ka pa bang…(12 seconds intro statement) insertion of upbeat background music (10seconds)

Thank you, ka schoolers (insertion of upbeat background music for 13 seconds) | At the beginning of the video, 12 seconds after an intro statement, there is an insertion of an upbeat music background which lasts for 10 seconds. There are sound effects used, like the small bell as the participant introduces the main topics in the vlog, kids cheering sound effect (yeeey!) is used as the bonus is announced in the vlog. There is also a sad music | The same upbeat background music is used in the beginning and at the end of the vlog. | One background music for the introduction and closing of the vlog. | Controlled upbeat background music |

(RES01)	effect while stating a sad event, and also with a clapping of the hands after the discussion and presentation of the bonus. The same background music in the introduction is used at the end of the vlog.			
Hello everyone, welcome back to my channel…(with background music in a very minimal volume for 10 seconds)..(insertion of loud music background for 16 seconds)…So ang videong ito mga kaibigan ay para sa ….. (background music in a very minimal volume) (LAN09)	An upbeat background music is automatically played as the vlog starts. The same music background is played throughout the entire duration of the vlog. The music would be minimized when the participant is speaking in the vlog.	One background music is used for the entire duration of the vlog.		
Hello everyone, welcome back to my channel…(with background music in a very minimal volume for 10 seconds)..(insertion of loud music background for 16 seconds)…So and videong ito mga kaibigan ay para sa ….. (background music in a very minimal volume) (SOC06)	As the participant states his welcome statement, an upbeat background music is played for 10 seconds with a very minimal volume. After which, he introduces himself by playing a video. As he starts his discussion, background music is played in a very minimal volume. This lasted until the end of the vlog.	The music volume is adjusted, especially when the participant is speaking. This makes his voice clear despite the music background.	The volume of the background music is adjusted.	
Patterns of development that's the first lesson that we will discuss (insertion of 5 seconds upbeat background music) Hi dear learners…(plays an upbeat background music in a very minimal volume until the end) (LAN10)	After a 5-second introduction of the topic, an upbeat music background is played just to introduce the channel. For the introduction until the end of the video a music is played in a very minimal volume.	High volume music is played only for 5-seconds just to introduce the channel. As the discussion starts, very faded music is played.	Upbeat music background is amplified only in the beginning.	

In this video, first (ding), I will explain what a theoretical framework is. Second(ding),I will give tips on ..magbibigay ako nang theories(yehey!) yes you heard me right. …ngayon naman punta tayo sa di umano … (quick suspense sound effect and) (boink!) ahahaha (laughing sound effect) In this video first (ding), I will explain what a theoretical framework is. Second (ding)… I will give theories (yehey!), yes, you heard me right. ……now let's proceed to the speculated... (quick suspense sound effect and) (boink!) ahahaha (laughing sound effect)	The kids' cheering sound effect (yehey!) can be heard as the vlogger stated that she would give a bonus. In the middle of the video, as she conveyed the speculated student's difficulties in making the theoretical framework, a quick suspense sound effect is played, and it is followed by a boinking and a laughing sound effect as she also giggles.	Yehey! or kids cheering, and the "awe" sound effects are played every time she gives something. The laughter sound effect is also used every time the participant will laugh.	Vocal sound effects represent viewers' possible reactions. Sound effects are used in introducing a topic.	Insertion of sound effects
So ngayon ang vlog na ito ay for fun only (laughing sound effect) I am doing it …. Ngayon nauuso na ang online selling (magical sound effect) andami ukay mga pots mga halaman. So now, this vlog is for fun only (laughing sound effect) I am doing it for…. Now, online selling is on trend (magical sound effect) there are a lot of "ukay", pots and plants (LAN43)	The participant started his vlog by welcoming everyone in his channel it is accompanied by a clapping sound effect. As he continues his introduction and said (while smiling) that the purpose of the vlog is for fun only a laughing sound effect is then inserted together the images like thumb up and a smiling emoji. A clicking and bell-ringing sound effects are played as he gives instruction to subscribe and hit the notification bell in his channel. A magical sound effect is played as he presents samples of real-life situations related to the topic. An upbeat background music is played in the entire duration of the vlog.	Sound effects are used to convey the vloggers emotions and in showing examples.	Use of sound effects to convey a message.	

In the same manner, LAN09 uses the same background music from the beginning until the end of the video.

> (Upbeat background music was played loudly for 6 seconds then a very minimal volume until the end) Hi everyone. Welcome to my channel!

Certainly, the use of upbeat background music is prevalent in the videos. However, the volume of the background music is controlled and varied and usually depends on the type of presentation in the vlog. This is audible in SOC06 in which the music volume is adjusted

especially when the participant is speaking. This made his voice clear despite of the music background.

> Hello everyone welcome back to my channel (with background music in a very minimal volume for 10 seconds) (insertion of loud music background for 16 seconds) *So and videong ito mga kaibigan ay para sa* (background music in a very minimal volume)

Likewise, in LAN10, the music volume is also adjusted. High volume music is played only for 5-seconds just to introduce the channel. As the discussion starts, a very faded music is played until the end of the discussion.

> Patterns of development that's the first lesson that we will discuss (insertion of 5 seconds upbeat background music) Hi dear learners (plays an upbeat background music in a very minimal volume until the end)

4.2.2. Insertion of Sound Effects

The result of the study revealed that the corpora use vocal sounds which are non-verbal sound effects which are inserted in the middle part of the video wherein statements are solved as thrown by the vlogger. These sound effects are not explicitly synchronizing with the picture, but indicate setting to the audience the mood of the video presentation as shown in the following sample taken from the corpora.

In RES02, as the participant introduces the topic a *ding*! can be heard *and Yehey!* or kids cheering and the "awe" sound effects are played every time she gives something. Laughter sound effect is also used every time the participant would laugh.

> In this video first (ding), I will explain what a theoretical framework is. Second (ding), I will give tips on… magbibigay ako nang theories (yehey!) yes you heard me right. Ngayon naman punta tayo sa di umano (quick suspense sound effect and) (boink!) ahahaha (laughing sound effect)

> In this video first (ding), I will explain what a theoretical framework is. Second (ding) I will give theories (yehey!) yes you heard me right. Now let's proceed to the speculated (quick suspense sound effect and) (boink!) *ahahaha (*laughing sound effect)

In the same manner, LAN43 plays sound effects to convey the vloggers emotions as he expresses that the video is for fun only and also in presenting sample situations of the topic.

> So ngayon ang vlog na ito ay for fun only (laughing sound effect) I am doing it. Ngayon nauuso na ang online selling (magical sound effect) andami ukay mga pots mga halaman. Now, online selling is on trend (magical sound effect) a lot of "ukay" and plants

> So now, this vlog is for fun only (laughing sound effect). I am doing it for. Now, online selling is on trend (magical sound effect), there are a lot of "ukay", pots, and plants.

4.3.Verbal Elements of the Educational Vlogs

Educational vlogs can be a tool used to capture teaching-learning interactions, but this cannot be achieved without the use of verbal elements. Four language functions represented the verbal elements found in the study.

Table 2.2 shows the result of the study illustrating the verbal elements found in the educational vlogs which are directive, phatic, informative and expressive.

Table 2.2: **Verbal Elements**

Sample Statements	Construction	Meaning	Core Ideas	Themes
Let me ask you, what comes to mind when you hear the word communication? Write any word or phrase in the comment section below *(while pointing her fingers down)* (LAN21)	After a 10-second introduction, she introduces the lesson objectives. She asks the virtual audience to describe the pictures posted on the screen and follows up with a question about the topic. With the question given, the participant requests to provide their answers in the comment section found below the video. She provides the etymology of the word in providing a definition of the word *communication*.	The participant requests the audience to write down their questions.	There are requests for comments.	Directive Function
Please hit the like button and comment down if you have questions. I will also be glad if you share this video with your fellow student researchers; in one way or another, let us help them in their research journey. (RES02)	The vlog starts with a question in which the content of the vlog is the answer, then inserted by a 9-second music background. She then greets the viewers using the term ka schoolers", introduces herself, and welcomes the viewers after asking how they are. She addresses her viewers as Ka researcher and Ka preschooler. After which, she enumerates the topics or the outline of the discussion. For the formal	The participant requests the audience to write down their questions and share the video with others.	Requests to like and share the vlog.	

	discussion, she starts by defining the terms used in the main topic, accompanied by texts. She ends her vlog by thanking the viewers and asking them to like, comment, and share the vlog.			
You are tasked to write an essay *pero hindi mo alam kung saan mag sisimula?* Get your pen and papers ready for this video (with a picture). You are tasked to write an essay but you don't where to start? Get your pen and paper ready for this video. **(**LAN22)	After a short greeting, she immediately posts a question and asks the audience to prepare the materials for taking notes. A video about her channel is played for 5 seconds, after which the discussion of the lesson begins. The participant ends the vlog with tips and a thank you message.	She asks the audience to get ready to take notes for the answer that she would discuss after she has given a question.	Requested the audience to get ready.	
At the end of each video, there will be a question. You need to answer this question as a form of a comment and post it down below and reply to at least two of your classmates… (RES38) ide from your own posts, you need	The vlog starts with a greeting and then the statement of the outline for the discussion. All throughout the discussion, she enumerates all the things or components needed in a practical research. After the lecture, she provides instructions to the students on what they are going to do after watching the video. At the end she wishes good luck to everyone.	A detailed instruction on what to do after watching the vlog is given.	Provided directions to an activity.	
Alam ba ninyu dapat ang bawat munisipyo or siyudad ay dapat merong G A D? *ito yung* gender and development. *Ang tanong,* are you a gad advocate why or why not? *dapat ba tayong* advocate nang *gad at tsaka bakit tayo?* Because it is everyone's concern (……) and *ngayon* it is mandated by *law nasa batas ang* gender and development *natin* (…..) Ano ba yung gender and development? Yung GAD or gender and development approach focuses on…. Did you know that every municipality and city must have a GAD? this is gender and development. The question is are you a GAD advocate? Why? or why not? Should we be a GAD advocate and why us? because it is everyone's concern and now it is mandated by law, GAD is already in our law (….) What is that Gender and Development? Yung GAD or gender and development approach focuses on…. (SOC13)	A 5-second greetings is delivered in the beginning and is followed by a 7-second upbeat background music with presentation of the main topic using texts. He asks leading questions which are relevant to the discussion of the topic. After asking the question, he provides the answers and explanation which also started the discussion.	There are relevant questions asked before the formal discussion of the lesson.	Using questions as introduction	Phatic Function

"*Wala ka pa bang research title na nagagawa? O meron na pero hindi na* approve? (with frowning facial expression and a crying emoji) "*Tara* let's talk about having your research topic forming your research title and having it approved'. "Thank you *sa inyu mga ka schoolers, ka researcher*, thank you for being with me in this video." "You haven't made your research title? Or you already have but was not approved? (with frowning facial expression and a crying emoji) "Let's go, let's talk about having your research topic forming your research title and having it approved" (…..) Thank you to you "kaschoolers" "ka researcher", thank you for being with me in this video." (RES01)	The vlog stars with a question relevant to the topic of the vlog then inserted by a 9 second music background. She then greeted the viewers using the term ka schoolers", introduces herself, and welcomes the viewers after asking how are they. She addresses her viewers as Ka researcher and Ka preschooler. After, she enumerated the topics or the outline of the discussion. For the formal discussion, she started it by defining the terms used in the main topic accompanied by texts. She ends her vlog by thanking the viewers and asking them to like, comment and share the vlog.	The vlogger uses "ka schoolers, ka-researchers" to address her audience.	Using of endearments	
We still have patterns of development on my next video and we will have quiz thereafter. Happy Learning! See you (in rising intonation). (**LAN10**)	The first topic discussed in the vlog is immediately conveyed by the vlogger. It is followed by an upbeat background music which lasted for four seconds. Greeting to the "learners" is next and then expresses her willingness to discuss the next topic. After the discussion of the topics, she provides information about the things to be discussed next time. She expressed her anticipation of seeing them next time as she ends her vlog.	As the vlog ends the participant provides them hint on what are they going to discuss next meeting. She also expresses her expectation of seeing the audience the next time.	Providing information of the next meeting Expression of anticipations.	
"*Pag-uusapan natin ngayon ang* theoretical framework (…..) *Himayin natin ang ating* term. First, let's define theory and then framework so when we say theory, it is a concept formulated to explain, predict and understand a phenomena…." We will talk about theoretical framework (…) Let's discuss one by one our term. First, let's define theory and then framework so when we say theory, it is a concept formulated to explain, predict and understand a phenomena…." (RES02)	The vlog starts with a question in which the vlog is the answer then inserted by a 9 second music background. This is followed by a self-introduction, addressed the audience as "kaschoolers and "ka-researchers". She enumerates the topics or the outline of the discussion. For the formal discussion she started it by defining the terms used in the main topic accompanied by texts. In the middle of the discussion, she provides direction on the things that need to be done and included in the paragraph when making a theoretical framework.	The participant provides the definition of the terms in the main topic before discussing it as one concept.	Defining terms	The Informative Function

Bago natin puntahan or pag usapan mga kaibigan ang tungkol sa ….. o bago ninyu simulan ang modular na pag aaralan po ninyu na buhay ni Rizal doon sa kabanata 1 na sinend namin sa inyu ay gusto muna naming bigyang linaw ang tungkol sa isang mahalagang batas na siyang nagbunsod sa atin kung bakit meron tayong asignaturang life and works of Riizal o sa filipino "talambuhay at mga akda o likha nang pambansang bayani na si Dr. Jose Rizal….. Friends, before we proceed or talked about or before you start studying your module on Life of Rizal in chapter 1 that we sent we want to give clarification on the important law that initiated the reason why we have the subject on the Life and Works of Rizal or in Filipino "talambuhay" at mga akda o likha nang pambansang bayani na si Dr. Jose Rizal (SOC6)	After the introduction of the channel through a video, he emphasizes that before he would give the discussion of the chapter 1, he would provide a clarification regarding the subject through presentation of its legal basis. After which, he proceeded in the discussion of the new lesson.	Before the vlogger proceeds with the formal discussion of the lesson, he provides clarifications to some aspects of the topic.	Provided clarification
I will show you these pictures, can you describe these pictures? (rising intonation while facing and pointing the pictures) (…..) Let me ask you what comes into your mind when you hear the word communication? Write any word or phrase in the comment section below (while pointing her fingers down). "Communication came from the Latin word, communicare or communicare meaning to share or to have something in common. Communication is the exchange of thoughts, feelings, expressions and observations among people." (LAN21)	After a 10-second introduction, she introduces the lesson objectives and the lesson for the vlog. She asks the virtual audience to describe the pictures posted in the screen and followed it up with the question about the topic. With the question given, she requests the students to provide their answers in the comment section found below the video. In providing definition, she provides the etymology the of the word.	She asks a question about the topic which will define the main topic in the vlog. Asked the students to write their answers to the question in the comment section. In addition, etymology of a word related to the topic was provided.	Solicited answers from the audience. Providing the etymology of a word.
hello *guys kumusta*? do you want to know yourself in just one semester? (rising intonation) well *hindi yan kaya ang* course *natin*…. Hello guys how are you? Do you want to know yourself in just one semester? (rising intonation) well that's not possible in our course….	After a short introduction, the participant asks a question about knowing the self in one semester and accordingly he provides explanation about the question. In relation to the topic, he also cites famous philosophers and quotes their statements about understanding the self.	The participant cites famous philosophers and authors to make the message more reliable.	Providing citations.

So *ang sabi ni* Aristotle, knowing your self is the beginning of all wisdom So according to Aristotle, knowing yourself is the beginning of all wisdom (SOC 14)				
Hello everyone this is Teacher Jordan and welcome to my class! (At the end of the video) So that's it, I hope you are highly motivated to finish this course. Thank you so much for watching, see you next time (LAN18)	The participant starts with a welcome greeting then a self-introduction. Immediately, he introduces the topic that he will discuss. After his discussion, he expresses his expectation and gratefulness to the audience.	The participant is thankful to the audience. He also expresses his feeling of expecting positive after watching the vlog.	Expressing gratefulness after the vlog. Expectations are stated at the end.	Expressive Function
I am excited to share topics related to writing and reading subjects … Young people have a crazy way when they are asked to define what love is they say love is like a bubble gum just kidding (with a bit of giggle) this pattern of development is commonly used in….. (LAN10)	The first topic discussed in the vlog is immediately conveyed by the vlogger. It is followed by an upbeat background music which lasted for four seconds. Greeting to the "learners" is followed and then the participant expresses her willingness to discuss the next topic.	The vlogger starts the lesson by showing her willingness to share, discuss and spend her time talking about the topic.	Showed the feeling of willingness.	
Wow! Congrats approve *ang* research title *mo*. (Yehey vocal sounds) (with text) (ding) *tara gawin na natin ang* chapter 1 *simulan na nating ang* introduction *mo* (….) Ma'am *pano po ba ako magsisimula? Paano ka magsisimula? eh di magsimula ka*! "*charot*" with a smiling face accompanied with a smiling image and a laughter sound effect. Wow! Congrats your research title was approved. (Yehey vocal sounds) (with text) (ding) Let's go make the chapter 1 let's start your introduction (…) Ma'am pano po ba ako magsisimula? Paano ka magsisimula?eh di magsimula ka! "charot" with a smiling face, a smiling image and a laughter sound effect. Ma'am , how do we start? How should you start? Then you start! "charot" with a smiling face accompanied with a smiling image and a laughter sound effect. (RES24)	In the first 10 seconds of the vlog the vlogger congratulates the virtual audience. She uses the expression "wow" with a matching "yey" kid cheering sound effects, a thumb-up and a textual presentation. A short channel introduction is played then followed by greetings and outline of the discussion, after which she discusses the lesson. Almost at the end of the vlog, she reads some questions and jokes about it by using the expression "charot"	She uses the "wow" expression as she congratulates the virtual audience. Also, the expression "charot" which connotes jokes is used as she answer some of the students questions.	Use of expressions.	

Directive Function. Results of the study show that the verbal elements present in the vlogs exemplify a directive function of language. This is apparent in the sample statements from LAN21, RES02,LAN22, and RES38 as reflected in Table 2.2.

In the LAN21 sample statement, the participant requests to provide their answers in the comment section together with the gesture of pointing down which refers to the comment section below the video. As the vlog ends, the participant requests to also comment down their questions.

Similarly, in RES02, the participant requests also the viewers to do something not just providing comments but also to like and share the videos to others which will help them in their conduct of research. In LAN22, a question is posted by the participant right there and then the participant requests the audience to prepare the materials for taking notes as she would discuss in the vlog the solution for the question.

Aside from the requests, directions are also given and this is shown in RES38. After the lecture of the participant, she provides instructions on what the viewers are going to do after watching the video. At the end she wishes good luck to everyone.

Phatic Function. One of the verbal elements found in the study is the phatic function of language present in the educational vlogs. A good example is taken from the corpora as illustrated in the following sample statements it is manifested through the use of questions, endearments, provision of information and expression of anticipations.

SOC 13 manifests one phatic function of language. The participant asks leading questions which are relevant to the discussion of the topic. After asking the question, he provides the answers and explanation which also started the discussion. Indeed, phatic function of the language is evident as shown in RES01 in which the vlog started with a question relevant to the topic. She then greets the viewers using the term ka-schoolers", introduces herself, and welcomes the viewers after asking how are they.

Informative Function. The results showed that some of the verbal elements provides information through definition of terms, clarifications, solicitation of answers and providing etymology of terms.

The statement from RES01 shows how the participant defines the words or terms present in theoretical framework. One by one she defines the term and provides information necessary to the definition. Aside from the definition of terms, educational vlogs also provide clarifications to the existing matters in education relevant to their tops such as SOC06.

Based on the statement above, before the vlogger proceeded with the formal discussion of the lesson, he provides clarifications on the reasons for the existence of the subject Life and Works of Dr. Jose Rizal. In consonance with the statement above, LAN21 has done the same as the participant asks the students to write their answers to the question in the comment section. Aside from the soliciting answers, LAN21 also shows another informative function of language by providing the etymology of the word communication. She provides its original word and definition.

Another way of providing information is to provide citations from famous and respected personalities. Agreeably, SOC 14 cited one of the most famous philosophers, Aristotle, he cited his idea on understanding the self.

Expressive Function

This is one of the verbal elements found in the corpora. This includes the expression of feelings of the participants like being grateful and willing. One of the expressive functions found in the corpora is the participant's expression of gratefulness. In LAN18, the participant expresses his gratefulness by thanking the audience for watching the video. Also, as shown above, the participant expresses his hope on motivating the audience to finish the course. The feeling of willingness is expressed by the participant in LAN10 as shown in the sample statement in Table 2.2.

Another way of expressing is through the use of verbal expressions. In the corpora, RES37 and RES24 manifested this way of expressing. RES37 uses the expression "char" when joking.Based on the statement, the participant uses a relationship situation as analogy to his topic. A "char" expression is used every time he will use topics about love as an example. Another expression is the use of "wow", "yey" and "charot" evident in RES24.

Apparently, the participant uses the "wow" expression as she congratulates the virtual audience. Also, the expression" charot" which connotes funny idea of expression is used as she answers some of the student's questions.

5. DISCUSSION

As this study has indicated, its purpose is to analyze how educational vlogs were constructed and communicated through different elements such as verbal, and audio. The discussion is divided into themes which were analyzed based on meaning rather than syntax and oriented to the text and its social purpose rather than to the sentence, especially on the analysis of verbal elements, and analysis of audio elements.

5.1.Multimodal Discourse Analysis

Developed by Halliday (1994) in studying language as a social semiotic, it has been widely extended to account for the meaning-making by various semiotic systems in multimodal discourse.   In this study, the analysis of the corpus data focused on the audio and verbal elements of the educational video blogs taken from one of the social media platforms, the YouTube. The verbal element is anchored on Language functions of Leech (1974). Lastly, the audio element which includes the music and the sound effects were analyzed employing Cohen's *Function of Music in Multimedia* (1999).

5.2.Audio Elements

The audio mode of the educational vlogs as corpora mainly contains upbeat background as music single music track that can be heard in the introduction and in the ending of the vlogs. Meaning to say, the sound effects were not dominant as it functions just as to accompanying the verbal announcement. The use of audio and video also makes it possible to present

knowledge in different ways and enables different forms of interaction with learners. Utilizing audio and video to support learning is now more accessible than ever (Lehmann et al., 2017).

Accordingly, music plays a big role in the type of tone and mood that a vlog gives the viewers (Lehmann et al.,2017). The music chosen for the vlogs plays an important role in the vlog's vibe and overall success. One of the most important parts of choosing background music is making sure that the vibe matches the vlog's genre. The music a vlogger may choose matters because it sets up viewer expectations. It gives them audible cues so that they can anticipate the type of information the subject is about to share as proclaimed by Ferreri et al. (2015).

Controlled Upbeat Background Music. Seemingly, upbeat music as play in the background has a demonstrated capacity to facilitate authentic engagement, allowing students to connect in various ways to the outside world as both listeners and publishers. Music also generates important emotions. Ideally, the music in the educational video, even if it is only playing in the background, creates a good mood and gives the interested viewer a positive feeling. Using music in a video creates an emotional response in the audience, and that emotional response motivates the audience to take action (Spindler, 2016).

The above-claim is in agreement with Cohen (1999) as she mentioned in her study that music alters the mood and feelings of the viewer of the movie. It can be used to encourage positive multimedia experiences. Music alone will then cause the imagination of a particular individual or theme.

More likely, this claim is parallel to Husain et al. (2002) in her claim that using upbeat background music helps to boost the production value and cohesiveness of the video. Viewers want a professional video that flows well and is well-constructed, and this upbeat background music is the bridge that allows the video to transition smoothly between different ideas or scenes, especially when you have a jump cut. Complete silence in a YouTube video is somewhat jarring and unusual, and can cause the viewer to lose interest and let their mind wander. Background music can even smooth over technical imperfections by disguising microphone hiss or the distracting wind noise in an outdoor shot. Ultimately background music is not there to take center stage its primary function is to enhance the other elements (Spindler, 2016).

It was also evident in the vlogs the control of the background music specifically its volume. Background music were amplified in the beginning and will be adjusted after the introduction thus, this shows the combination of high and loud phase of music which is referred by van Leeuwen (1999) as dominance.

Insertion of Sound Effects. The vlogs revealed that sound effects were used in introducing the topic, representing the viewers reactions and conveying a message. This is supported by Cohen (1999), that these sound effects are not explicitly synchronizing with the picture, but indicate setting to the audience the mood of the video presentation. Sound is important because it engages audiences: it helps deliver information, it increases the production value, it evokes emotional responses, it emphasizes what's on the screen and is used to indicate mood. When put to good use, language, sound effects, music, and even silence, can elevate the video dramatically.

Explicitly, sound effects as utilized in the educational vlogs uploaded in the YouTube channel confirmed two kinds which come in vocal and non-vocal sound effects. Vocal sound effects include laughter and sighs which were inserted when there were portions in the video where humor was inserted. As supported by Westenberg (2016) the sounds in each of these environments is unique and creates an emotional response with the viewer, while also making the film feel more realistic.

Moreover, audio is an essential part of the video-editing process, and perfecting it should take precedence in building the final product. Music, through sound effects, has many effects on the body, whether it is realized or not. It can change someone's mood and motivate them; it can be used to excite or calm a crowd (Spindler, 2016). The most important, function that music can have in a film, is arousal and focal attention. It is known that when there is music, a larger part of the brain is active than when there is no music. The increased level of arousal results in higher attention and higher impact of the multimedia experience, filtering out distractions (Cohen, 1999). With educational vlogs, their attention to the video will help them understand the its content.

5.3. Verbal Elements

Video can be a tool used to capture teaching-learning interactions, but this can be achieved using the verbal elements. As the verbal elements of the corpora were analyzed, it was found that the language used in the vlogs has functions.

Evidently, utilizing the language function of Geoffrey Leech (1974), there are four (4) elements found in the corpora to convey the meaning to the intended audience effectively such as directive, expressive function, phatic function, and informative function which relatively functioned to construct and communicate meaning. Language function was considered as what the text is intended to do by the senders and addresser or perceived to do by the receivers and addressees (Leech, 1974).

Language functions were used also to express the purpose or aim in speaking by adapting the situation and place. It means that language functions have function to deliver some meaning to the hearer to understand what the speaker's said. Language functions as "the use to which language is put, the purpose of an utterance rather than the particular grammatical form an utterance takes". People use language in order to fulfill that purpose. Each purpose can be known as a language function (Syamsinar, 2013).

Directive Function. The results revealed that there were requests for comment, also to like and share the vlog, asking the audience to prepare and also there were directions provided for an activity after the vlog. The requests made and the directions given were in consonance with Leech's (1974) idea that commands and requested were the best examples of a directive function of language.

Pedagogically speaking, the teacher uses command for the benefit of the students themselves, which is so that the students can do their task as a learner well. It is proven from the findings that the commands used by the teacher have the purpose to give instruction for the

students' learning activity. It can be understood because the teacher is usually perceived as someone who is wiser and have more knowledge than the students (Syamsinar, 2013).

Phatic Language Function. The phatic function which sets for 'contact' establishes, prolongs or discontinues the communication. This function is used to know whether the channel works or whether the contact is still there (Leech, 1974). The purpose in this function is first to maintain contact with the person we are talking to. This is essential in terms of maintaining the interest of the audience in the communication which is applied as well in communicating with the audience using videos.

In the same manner, phatic function is associated with the channel between speaker and listener and designed to create and maintained the contact between them as greater relevance to the external communication system. Everybody does not mean the purely physical link which enables the dramatist to convey information from sender to the receiver (Ilyas, 2017).

Informative Language Function. Informative language can be looked at as though it is either right or wrong or true or false. Some have written that informative language is both "believable and valuable" language. Since educational vlogs are subject to give information, the presented ideas as content of the educational vlogs were found that the language used was information in function as clearly depicted by Sampson (2020).

Notably, video may provide a significant means to improve student learning and enhance student engagement. In this sense, Stockwell (2015) argued that in making educational videos, it is presumed that the language should function to give information that would serve as the reference of the viewers in learning. To maximize the benefit from educational videos, however, it is important to keep in mind the three key components of cognitive load, elements that impact engagement, and elements that promote active learning.

Expressive function of Language. Expressive function means expressing the speaker's feelings. This focuses on addresser; it means that a speaker addresses a message. The aim of expressive function is to convey the speaker's emotion or expression (Leech, 1974). This is the aim of a direct expression of the speaker's attitude toward what he is speaking about. It helps the sender of information communicates a mood or a feeling. Typically, it shows a communicator, reader, or writer if somebody is happy or sad, glad or mad which was found important in the educational vlogs to construed its meaning successfully and effectively (Foolen, 2000).

Expressive language does not deliver information, but it is critical to human communication because humans thrive on the fostered social connection that language can create. Swearing, cheering, and sounds that represent emotions are examples of expressive language. This may increase sense of social partnership between participants of the video and the viewers (Thomson et al, 2014).

6. CONCLUSION

This study revealed that we can see not only the role of language system in the meaning exchange process, but also the effect of other symbol systems such as auditory sense and visual

sense modalities in this process, thus making the interpretation of discourse meaning more comprehensive and accurate and providing convenience for the realization of teaching situations with the aid of educational videos. In the conduct of this study, gathering data from a corpora with a dynamic format is really challenging since the data gathering would really take time, focus and attention to details. These uploaded videos may be used as additional learning aid but it must be under the supervision and guidance of a teacher. Through the use of multimodality in teaching, this allows teachers and students to obtain information through multiple channels and jointly construct the meaning.

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