

The Effectiveness of *Vlog* Multimodal-Based Instruction in Developing Egyptian Students' EFL Speaking and Academic Writing Skills

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Abstract

The present study discussed the effectiveness of using *Vlog* multimodal-based instruction in enhancing the speaking and academic writing skills of Egyptian EFL higher education students. The 60 participants are sophomore English-majoring enrolled in the faculty of foreign languages in Misr University for Science and Technology (MUST). Being a quasi-experimental study, two groups of participants were created: control and experimental. Each of the two examined groups equally comprises 30 students. The study relied on the pre-and-posttest research design as two versions of the English-speaking test and English academic writing test were administered as pre-and-posttests. Two sets of questionnaires and evaluation checklists were administered to the two groups about the benefits of using the *Vlog* multimodal instruction and the regular method in teaching speaking and academic writing skills. Inferential statistics in the form of paired and independent samples and t-tests were employed to compare the participants' pre and posttest achievements. The results of questionnaires and checklists were qualitatively reported. Findings indicated the experimental group's supremacy in the tested speaking and academic writing skills. The *Vlog* multimodal instruction was more effective compared to the regular method in teaching the examined skills. Both recommendations and pedagogical implications were introduced as well.

Keywords: *Vlog* multimodal instruction, regular method, speaking skills, academic writing skills, educational implications

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فاعلية التدريس القائم على مدونات الفيديو متعددة الوسائط لدعم مهارات التحدث و الكتابة الأكاديمية للطلاب المصريين الدارسين للغة الإنجليزية كلغة أجنبية

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الملخص

ناقشت الدراسة الحالية فاعلية استخدام مدونات الفيديو متعددة الوسائط لدعم مهارات التحدث و الكتابة الأكاديمية للطلاب المصريين الدارسين للغة الإنجليزية كلغة أجنبية بالتعليم العالى، و ضمت الدراسة 60 مشاركا مقيدين بالفرقة الثانية بقسم اللغة الإنجليزية بكلية اللغات الأجنبية و الترجمة بجامعة مصر للعلوم و التكنولوجيا لكونها دراسة شبه تجريبية تم تقسيم المشاركين إلى مجموعتين: ضابطة و تجريبية، حيث ضمت كل مجموعة من المجموعتين المختبرتين 30 طالبا، و أعمدت الدراسة على التصميم البحثى للأختبار القبلى و البعدى حيث تم تطبيق نسختين لكل من أختبار التحدث باللغة الإنجليزية و أختبار الكتابة الأكاديمية باللغة الإنجليزية كأختبار قبلى و أختبار بعدى، و تم تطبيق مجموعتين من الأستبيانات و قوائم المراجعة على مجموعتى البحث لتقييم فوائد استخدام مدونات الفيديو متعددة الوسائط و الطريقة التقليدية لدعم تدريس مهارات التحدث و الكتابة الأكاديمية، كما تم استخدام الأحصاء الإستدلالي على شكل أختبارات "ت" للعينات المقترنة و المستقلة لمقارنة تحصيل المشاركين فى الأختبارات القبلىة و البعدية، و تم كيفيا تقديم نتائج الأستبيانات و قوائم المراجعة، و أوضحت النتائج تفوق المجموعة التجريبية فى المهارات المختبرة للتحدث و الكتابة الأكاديمية باللغة الإنجليزية، و أن التدريس القائم على استخدام مدونات الفيديو متعددة الوسائط كان أكثر فاعلية من الطريقة التقليدية فى تدريس المهارات المختبرة، و قدمت الدراسة أيضا توصيات و مضامين تربوية.

الكلمات المفتاحية:

التدريس القائم على مدونات الفيديو متعددة الوسائط، مهارات التحدث، مهارات الكتابة الأكاديمية، مضامين تربويه

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Introduction

Speaking and writing abilities are referred to as productive skills, crucial for enhancing the proficiency of English as Foreign Language (EFL) learners. They constitute a significant part of EFL learners' language competence, reflecting their communicative effectiveness both orally and in writing. They are complex skills in the sense that each skill entwines various sub-skills. Moreover, they are somewhat interrelated as they share common sub-skills. For instance, the EFL learners are expected to master English grammar rules at the spoken and written language. The EFL learners are also required to produce well-structured sentences in their speech and writing. Thus, the mastery of these two skills and their sub-skills is a cherished desirable objective which EFL instructors frequently seek to attain.

Goagoses and Koglin (2020) explained that the conventional methods failed to yield satisfactory results in teaching speaking and writing skills. These conventional methods struggled to address the fears and anxieties experienced by EFL learners during the acquisition of these skills. Given their productive nature, speaking and writing skills pose challenges for many EFL learners. Traditional methods often rely on single modalities, such as written texts for teaching writing or word lists for teaching speaking. The ineffectiveness of these methods in alleviating the challenges faced by EFL learners in mastering speaking and writing skills has prompted the adoption of a multimodal learning approach. Nagy (2020) clarified that over the past few years, there has been an increasingly growing recognition of the necessity of utilizing the multimodal learning approach in the process of teaching English as a foreign language (TEFL). The multimodal approach abandons the traditional ways of communication development. Instead, it allows EFL learners' engagement in sharing knowledge to develop their communicative skills.

Rozimela and Wahyuni (2019) pointed out that multimodal learning approach ultimately aims to deepen students' learning

The Effectiveness of Vlog Multimodal-Based Instruction in Developing Egyptian Students' EFL Speaking and Academic Writing Skills

experiences by utilizing different sensory, visual, aural and written modes of learning. The multimodal approach utilizes tools of digital learning to allow collaboration among students in adjusting, constructing and customizing their learning strategies.

In this regard, Chen (2021) emphasized the importance of employing diverse learning methods to support EFL instructors in establishing effective learning environments that cater to the varied learning needs, styles, and preferences of EFL learners. Incorporating visual learning aids can enhance EFL learners' understanding of language concepts and their engagement in the teaching-learning process. According to Paltridge (2020) utilizing digital technologies fosters interaction, collaboration, and innovation among EFL learners. Activities conducted through a multimodal learning approach offer opportunities for language practice among EFL students. By incorporating various learning modes, the multimodal approach sustains EFL students' communicative skills through technology-driven instruction, enabling them to engage in critical thinking and develop their ability to analyze, evaluate, and synthesize language knowledge.

Nurjanah and Sutrisno (2023) asserted that the digital applications associated to the employment of multimodal learning approach offer various online activities yielding good learning outcomes in speaking and writing skills. Compared to traditional classrooms of teaching speaking and writing skills, the digital application-based classrooms reduced the EFL learners' hesitation and anxiety when speaking and writing in English. Niron (2020) clarified that one of these multimodal associated digital applications is the *Vlog* which is derived from video blogging. *Vlogs* are activities in which videos, texts, and images are combined. In the *Vlogs*, EFL learners often utilize multimodal sources like videos, audios, cartoons to organize and distribute language. Thus, it is claimed that the use of *Vlogs* can accelerate the EFL learners' motivation and engagement in learning speaking and writing skills.

Lim (2022) explained that while the multimodal learning approach is becoming increasingly favored in TEFL, its widespread adoption requires empirical evidence across various contexts. Furthermore, the increasing dependence on this approach for teaching English skills demands further exploration and implementation in diverse EFL settings to determine its effectiveness in comparison to traditional monomodal methods. Therefore, it is deemed necessary to test its effectiveness in teaching the speaking and academic writing skills to the Egyptian EFL students.

Context of the Problem

It was generally observed that students at Department of English, faculty of foreign languages (MUST) showed poor performance in English speaking and academic writing skills. The poor performance in English speaking and academic writing skills is a common feature among EFL learners as indicated in other studies such as Aini (2020), Xie, Liu, Zhang, Zhang, Jiang, and Wen (2021), and Yana, Rozimela and Hamzah (2023).

Based on the results of the pilot study, the performance of English-majoring sophomores in speaking and academic writing skills was unsatisfactory. Their speaking skills were marked with various ways of mispronunciation, incorrect stress placement, inability to differentiate between different minimal pairs. Their academic writing skills lacked the observance of structural features of writing, poor knowledge in using grammar rules, punctuation marks, and spelling errors.

Table 1: Results of the pilot study

Speaking Skills	Errors %	Academic Writing skills	Errors %
Articulation of sounds	12%	Paragraph structure	14%
Primary stress placement	15%	Essay structure	15%
Intonation patterns	14%	Vocabulary	10%
Using vocabulary	10%	Grammar	12%
Distinction between minimal pairs	9%	Sentence patterns	9%
		Editing spelling & punctuation errors	7%
Total	60%	Total	67%

Statement of the Problem

Aligned with the Faculty of Foreign Languages 's initiatives to enhance the TEFL procedure, the present research explored the efficacy of employing Vlog multimodal instruction compared to conventional methods in teaching both speaking and academic writing skills. The examination revolved around the participants' ability to produce sounds, place primary stress, and adopt intonation patterns correctly on the one hand. It also dealt with their ability to correctly employ structural features and linguistic knowledge in writing.

The Effectiveness of Vlog Multimodal-Based Instruction in Developing Egyptian Students' EFL Speaking and Academic Writing Skills

Questions

The present study attempted to provide answers to the following questions:

- 1- What are the speaking and academic writing skills students should have?
- 2- What are the features of Vlog multimodal programs?
- 3- What is the effectiveness of utilizing the Vlog multimodal instruction and regular method in teaching speaking and academic writing skills?
- 4- What is the effectiveness of utilizing the Vlog multimodal instruction and regular method in teaching speaking and academic writing skills?

Hypotheses

The present study scrutinized the following null hypotheses:

1. There are no statistically significant differences between both groups' speaking and academic writing posttest performances.
2. There are no statistical differences between the mean scores of the pre-post administration of both groups' speaking and academic writing skills.
3. The *Vlog* multimodal instruction and regular method are equally effective in teaching speaking and academic writing skills.
4. The participants do not differ in their views about using the *Vlog* multimodal instruction and the regular method in learning speaking and academic writing skills.

Aims

The current study essentially aimed to determine the effectiveness of using *Vlog* multimodal instruction vis-à-vis the regular method in teaching speaking and academic writing skills. It also aimed to:

1. Identify the two groups' performances in the speaking and academic writing pre-and-posttests.
2. Determine the differences between both groups both in the speaking and academic writing posttests.
3. Verify the statistically significant differences between both groups' posttest achievements.
4. Test the effectiveness of utilizing the *Vlog* multimodal instruction and regular method in teaching speaking and academic writing skills.
5. Describe both groups' views about using the *Vlog* multimodal instruction and regular method in learning speaking and academic writing skills.

Significance of the Study

Below are the reasons behind the significance of the present study:

1. It supports the goals of ministry of higher education in enhancing the English proficiency levels of higher education students.
2. It pays the attention of language instructors in MUST to the language skills need to be enhanced.
3. It asserts the importance of using advanced technology in teaching English language skills.
4. It indicates the importance of speaking and academic writing skills in teaching English to Egyptian EFL learners.
5. It gives insights to the process of FL curriculum planning and design in MUST by selecting appropriate and authentic learning materials.

Delimitations

The delimitations of the present study include the following:

1. Some speaking skills such as ability to produce sounds, place primary stress, and adopt intonation patterns.
2. Some academic writing skills as structural features and linguistic knowledge in writing.
3. Sixty EFL sophomores
4. Faculty of Foreign Languages in Misr university for science and technology (MUST)
5. Second academic term 2023-2024

Definition of Terms

Multimodal Approach

Bray (2022) defined multimodal as an approach which satisfies various needs and preferences of students. It incorporates various communication modalities to make students engaged in meaningful learning. These modalities include various visual, aural, audio, technological, etc. aids. In the current study, multimodal approach refers to the employment of all learning sources be it visual, audio, aural, and technological through the *Vlogs* to enhance the speaking and academic writing skills of the experimental students.

The Vlog

Firdiani, Rahmat, and Samad (2020) defined the *Vlog* as the creation of learning videos by using advanced technology to improve communication. Merriam-Webster, (2022) explains that the word '*Vlog*' is derived from the term 'video blogging'. Through the *Vlog*, teachers can identify certain language skills to be video blogged for the purpose of learning and practicing. It can be edited by using online sources images, texts, videos, etc. before being shared with others. In the present study,

The Effectiveness of Vlog Multimodal-Based Instruction in Developing Egyptian Students' EFL Speaking and Academic Writing Skills

Vlogs refer to creative videos created by utilizing online sources such as authentic videos, images, texts, audios for the purpose of learning speaking and writing skills. These *Vlogs* combine the participants' spoken and written comments.

Speaking Skills

Aini (2020) defined the speaking skills as the ability to utter, use, and produce English in a comprehensible and correct way in terms of grammar, phonetics and phonology. In the current study, the speaking skills include articulation of phonemes, stress placement, intonation patterns, distinction between minimal pairs, and selection of appropriate vocabulary.

Academic Writing Skills

According to Yana et al. (2023), academic writing is defined as the ability to correctly and accurately communicate in writing by adopting structural and linguistic rules. The term academic writing skills refers in the present study to the participants' ability to observe structural features of writing by mastering the linguistic knowledge required for writing. Structural features include knowledge of paragraph structure: topic sentence, supporting sentences, and concluding sentence. Structural features include the observance of essay structure: introduction, development, and conclusion. The linguistic knowledge refers to the participants' ability to use English vocabulary, grammar, sentence patterns and punctuation markers correctly.

Literature Review

Mandasari and Aminatun (2020) examined the impact of using the *Vlog* to develop the speaking skills of Indonesian English-majoring university students. The participants studied a conversation course during which they conducted a field trip spanning one week. They were divided into groups and asked to make *Vlogs* about tourist destinations in Indonesia for the purpose of discussion during the lectures. After discussing the *Vlogs* with the English instructor, the participants received immediate feedback to amend their *Vlogs* before uploading them on *Youtube* channels.

Data were collected by means of interviews which discussed the participants' activities of the pre, while and post *vlogging*. The interviews also described the participants' views about the activities of *vlogging*, their advantages, and contribution to improve speaking ability. The interviews revealed that there are stages of *vlogging*. The pre-*vlogging* stage includes three sub-stages of conceptualization, brainstorming and articulation. Conceptualization means the participants had to write and

edit good paragraphs covering information about the topics to be discussed in the *Vlogs*. In brainstorming, the participants had to identify the topic sentences, supporting sentences, and the concluding sentences of their written paragraphs.

In articulation, the participants practice the written paragraph before recording the written paragraphs. The while-*vlogging* stage includes monitoring and evaluation. Monitoring refers to the participants' listening to the recorded paragraphs. Evaluation means the participants evaluated the recorded paragraphs in terms of content and organization and corrected possible pronunciation mistakes. The post-*vlogging* stage includes reporting and uploading, that is, the participants had to report to language instructors the results of the *vlogging* activities before uploading to the *Youtube* channels. In addition, Mandasari and Aminatun found that vlogging led to the development of participants' speaking skills. They encouraged the participants to fulfill the speaking activities and correct mistakes pertinent to speaking skills. The *Vlogs* gave them opportunities to talk about and discuss their ideas in groups. As such, they allowed the participants to be more motivated and involved in speaking English.

Xie et al. (2021) investigated the effect of using *Vlog* based multimodal on developing the Chinese EFL learners' writing skills and their perception towards using the *Vlog* based multimodal learning approach. The participants were 94 senior school students who served as the control group and 105 college freshmen divided into two experimental groups. Data were collected through the pre-and-post English writing test and an attitude questionnaire only administered to the experimental group about using the *Vlog* based multimodal learning approach.

The participants were asked in the four-week training program to write essays about their daily lives by using the *Vlog* based multimodal approach for the experimental students and the conventional method for the control group. The training program was based on stages of brainstorming, making drafts, peer assessment, editing, and *vlogging* for experimental group versus homework for the control group. Xie et al. found that the experimental group achieved higher development in their writing performance in comparison to the control group. The *Vlog* based multimodal approach was more effective in developing the writing skills of the experimental group compared to the conventional method in the case of the control group.

The experimental participants had positive attitudes towards utilizing the *Vlog* based multimodal approach to learn English writing skills. They believed that the *Vlog* multimodal approach gave them

The Effectiveness of Vlog Multimodal-Based Instruction in Developing Egyptian Students' EFL Speaking and Academic Writing Skills

opportunities to improve writing skills due to its advantages of using images, texts, and videos. They described the learning experience by using the *Vlog* based multimodal approach as an interesting experience.

Anis and Khan (2023) explored the potential of employing multimodal learning approach for teaching English and sustaining classroom activities. They examined the effectiveness of multimodal learning resources such as visual, audio, technology etc. on realizing the EFL students' learning needs. Moreover, they explained that multimodal approach is based on various conceptual frameworks that emphasize the variation of learning sources for the purpose of improving the learning process per se. one of these conceptual frameworks is the *Social Semiotic Approach* which was introduced by Jewitt (2013).

This conceptual framework underpins that creation of meaning is based on the interrelation between different semiotic elements like words, gestures, pictures, etc. As such language instructors can employ these semiotic elements for the improvements of EFL learners' understanding and participation in the classrooms. In addition, multimodal approach is based on the theory of affordance in reference to the resources offered through different modes which are suitable for certain learning styles. For instance, visual aids help retain information, while audio aids can fit those auditory students. As such, language instructors can utilize these different modes to make learning interesting for different students who have different learning styles. Multimodal learning approach stimulates the EFL learners' motivation and engagement regardless of their different levels of language proficiency.

Hassan (2023) systematically reviewed studies on the *Vlogs* education over a period of ten years. Hassan emphasized the essential contribution of *vlogging* to education over the past ten years. *Vlogging* has been helping educators, teachers and students through improving the process of teaching and learning. For students, *vlogging* has changed the concept of language learning as information accessibility-based approach to inquiry-designing based activity in which students are indulged in collaborative-based learning. For language teachers, it improved their skills of critical thinking, reflection, and regulations. On the other hand, students identified some problems related to *vlogging* implementation such as technical and time problems, for instance, Reeves et al. (2019) reported that students did not benefit from the blogged videos as they were neither motivated to study English, nor watch the uploaded videos once again.

On the other hand, other studies such as Saiful (2019) and Tong et al. (2020) found that *vlogging* is a promising educational tool for both EFL students and teachers because it allows both students and teachers to reflect on their learning and teaching. Hassan recommended that future studies should focus of utilizing the *Vlogs* to train pre-service teachers to employ other media such as *VoiceThread* and *Flipgrid* in foreign language instruction as incorporated parts of the curricula.

Sutrisno, Abidin, Pambudi, Adyawati, and Sallu (2023) discussed the advantages of using multimodal approach in teaching English for EFL learners. Data were elicited through the instruments of interviews, observation and feedback. Multimodal approach enables EFL learners to use different modes of communication for understanding and creating meaning. This approach involves students in innovative activities which lead to the development of their communication skills, and critical thinking skills. Observations were recorded on students' participation in the classroom activities, the used multimodal resources, and strategies of implementing the multimodal approach. Some language teachers were also interviewed to obtain information about their experience of incorporating the multimodal approach into their EFL classes.

The interviews focused on the advantages, disadvantages and the perceived effectiveness of employing the multimodal approach. As for the findings, the incorporation of multimodal approach increases the engagement of EFL students in the classroom activities, enhances their language abilities and improve their learning achievements. For instance, multimodal approach can sustain students' reading skills, enrich vocabulary knowledge, improve speaking skills, develop writing skills, enhance analytical and critical thinking skills, sustain pronunciation and oral skills, increase self-confidence in language use, etc.

Yana, Rozimela and Hamzah (2024) discussed the effect of using multimodal approach to restructure the EFL writing curriculum and meet the Indonesian EFL university students. Yana et al. adopted the analysis, design, development, implementation and evaluation model (ADDIE) with the participant of thirty Indonesian EFL students and three English language instructors. Data was elicited through three instruments: questionnaire, checklist and interviews. The questionnaire analyzed the EFL syllabus content and identified the 30 students' needs, whereas the interviews were administered to the three language instructors.

The checklist reviewed the EFL syllabus in terms of strengths and weaknesses of goal, content, presentation and format. The questionnaire was analyzed quantitatively while checklist and interview data were qualitatively analyzed by using the techniques of triangulation and

The Effectiveness of Vlog Multimodal-Based Instruction in Developing Egyptian Students' EFL Speaking and Academic Writing Skills

mapping relationships. The results showed that Indonesian EFL students need EFL curriculum that relies on the EFL writing multimodal approach and suits their learning expectations.

The EFL academic writing curriculum should be restructured in line with the advanced technology integrated with the multimodal learning approach. For instance, the syllabus objectives should be restructured to align with the multimodal approach implementation. The multimodal approach can enhance the quality of teaching English academic writing. Thus, the content and sequence of teaching material should be re-coordinated.

Method

Research design

The mixed method of quantitative and qualitative analysis was employed for the purpose of analyzing the elicited data. (Goagoses and Koglin, 2020; Chen, 2020; Marghany, 2023; Yana et al., 2023; and Yana et al., 2024) The quantitative analysis includes both descriptive and inferential statistics. The former includes mean scores, minimum and maximum scores and standard deviations. The later includes paired and independent samples t-tests. The qualitative analysis describes the participants' performances in the pre-and-posttests.

Participants

The 60 English-majoring sophomores are enrolled at the Faculty of Foreign Languages, MUST. They comprise 34 females and 26 males. Only five of them graduated from language secondary schools while the others studied in private Arabic secondary schools. The current study was carried out in the second term of the academic year 2023-2024.

Validation of the Data Collection Instruments

The four pre-and-posttests were referred to a jury of three TEFL expert professors for the purpose of ascertaining their validity. Based on the jury's recommendations, some questions were modified, and others were deleted. The four tests were also internally valid as they tested the described skills and sub-skills classified under the section of definition of terms. The four tests were also piloted by using 20 participants to check their reliability. The Cronbach's Alpha coefficients of the four tests were namely, English speaking pretest (0.88), academic writing pretest (0.86), English speaking posttest (0.90), and academic writing posttest (0.92) indicating high reliability of the four tests.

The two sets of questionnaires and the two sets of evaluative checklists were reviewed by a jury of three TEFL experts to ascertain

their validity. Thus, some items of the two questionnaires and the two sets of checklists were rewritten to become clearer and others were omitted. The two sets of questionnaires were piloted by using 10 control and 10 experimental participants. The Cronbach Alpha coefficient for the control group questionnaire was .86 and that of the experimental group questionnaire was .88 indicating high levels of reliability.

In addition, the pilot study of the two checklists involved three TEFL experts including the researcher herself to evaluate the enhancement of the speaking and academic writing skills of 10 control and 10 experimental participants. The Cronbach's Alpha coefficients of the two sets of checklists were 0.87 in the case of evaluating the control participants and .89 in that of evaluating the experimental participants in an indication of high levels of the two checklists' reliability.

Procedures

The participants were divided into control and experimental groups comprising 30 students each. The two pretests of English-speaking skills (Appendix A) and academic writing skills (Appendix B) were administered in the first week of the second term of the academic year 2023-2024. Following the pretests administration, the control group was taught speaking and academic writing skills by using the regular method while the experimental group studied these skills by utilizing the *Vlog* multimodal-based instruction. .

After the posttests, two sets of questionnaires and evaluation checklists were employed. The two sets of questionnaires determined the control and experimental groups' opinions about using the *Vlog* multimodal instruction on the one hand and the regular method on the other hand in enhancing the participants' speaking and academic writing skills (Appendices E & F). The two checklists evaluated examined groups' speaking and academic writing skills in light of using the two different teaching methods (Appendices G & H).

EFL Instructional media and Evaluation

Mandasari and Aminatun (2020) explain that the employment of instructional media for the purpose of evaluating EFL learners' achievement is an important issue at the tertiary level. The utilization of instructional media sources is limited because of the lack of access to such online materials at most of the higher learning institutions. Thus, it may directly affect the EFL instructors' efforts to exploit these materials for the purpose of developing EFL learners' language skills.

Therefore, it is important for EFL instructors to find ways to compensate for lack of instructional materials access by designing instructional media programs. These programs provide EFL students with

The Effectiveness of Vlog Multimodal-Based Instruction in Developing Egyptian Students' EFL Speaking and Academic Writing Skills

authentic media materials necessary for developing their different language skills. According to Xie et al. (2021), instructional media create a joyful learning environment that caters for various learning needs of EFL students. Thus, EFL instructors are required to design appropriate instructional media-based programs in order stimulate and motivate their students to learning different language skills.

Yana et al. (2024) clarified that selection of appropriate instructional media materials bears benefits for students and instructors. The instructional media expose EFL students to authentic learning materials which respond to the needs of syllabus contents and the educational requirements which EFL students need to attain. As for needs of curriculum contents, such materials provide EFL instructors with clear insights into the development of their students' achievement, and areas of development and weakness. As for the EFL students' educational needs, such materials sustain their learning ability because of exposure to real-life learning situations.

The Training Program

The participants were required to study the academic course of essay writing and speaking. They studied two textbooks, namely Oshima and Hogue (2016) and Craven (2008). The training program spanned 10 weeks. It aimed to enhance the speaking and academic writing skills of both groups. The experimental group spent two weeks watching various videos about the speaking and academic writing skills derived from the above-mentioned two textbooks website. These videos covered articulation of sounds, stress placement, patterns of intonation, minimal pairs, grammar, and vocabulary on the one hand. These videos also covered the structural features of academic writing and the linguistic knowledge necessary for academic writing on the other hand. The control group spent the same period studying the same content by using the regular method of lecturing as they were taught the above mentioned two textbooks without using the websites. Table 2 introduces the training program contents taught to both groups.

Table2: Training Program Contents

Speaking Skills

- Articulation of phonemes: consonants, vowels, semi-vowels, diphthongs, and triphthongs
- Placement of primary stress
- Patterns of intonations
- Vocabulary
- Grammar

Academic Writing Skills

- A. Structure features
 - Paragraph Unity (Cohesion)
 - Paragraph Elements
 - Topic Sentence
 - Supporting Sentences
 - Concluding Sentence
 - Essay Coherence
 - Essay Organization
 - Introduction
 - Body Paragraphs
 - Conclusion
- B. Linguistic Knowledge
 - Vocabulary
 - Grammar
 - Sentence Patterns
 - Punctuation Markers
 - Editing

Table 3 introduces the lesson plan of the model of *Vlog* multimodal speaking skills. The lesson plan is divided into three stages: *pre-vlogging*, *while-vlogging* and *post-vlogging* as implemented by Mandasari and Aminatun (2020). The lesson plan is about teaching a dialogue between "customer and waiter" derived from Craven's (2008:14) textbook.

Table 3: Model of Vlog Multimodal Speaking Skills Lesson Plan

<p>Lecture: Conversation</p> <p>Task: A dialogue between a customer and a waiter</p> <p>Sources: Craven's (2008) textbook, p. 14.</p> <p>Objective: by the end of the lecture students will be able to master the articulation of specific sounds as the vowels of (<i>customer, salmon, mineral, water</i>, the diphthong of <i>soup</i>, etc.), the interdental of <i>thanks</i>, the consonant cluster ending of <i>thanks</i>, acquire pertinent vocabulary (different types of food and vegetables), learn related grammar rules (making and answering yes-no questions and Wh-questions), and orally communicate in similar situations (making requests)</p> <ul style="list-style-type: none">- Pre-vlogging<ul style="list-style-type: none">- Conceptualization: the experimental participants were asked to write paragraphs about types of healthy food that the customer would order.- Brainstorming: the experimental participants were asked to determine the topic sentences, supporting sentences, and the concluding sentences of their written paragraphs.- Articulation: the experimental participants were asked to practice their written paragraphs before recording.- While-vlogging<ul style="list-style-type: none">- Monitoring: the experimental participants were asked to listen to each other's recorded paragraphs.- Evaluation: the experimental participants evaluated the content, organization, and pronunciation of their recorded paragraphs with the instructors' guidance.

The Effectiveness of Vlog Multimodal-Based Instruction in Developing Egyptian Students' EFL Speaking and Academic Writing Skills

- Post-vlogging
 - Reporting: the experimental participants reported the results of their recorded videos to the language instructor.
 - Uploading: the experimental participants upload the recorded videos via Youtube.

Table 4 presents the lesson plan of the model of *Vlog* multimodal academic writing skills. Similarly, it includes the same three stages of *vlogging*. It is based on Xie et al.'s (2021). The lesson plan is about writing an essay on "My grandfather: Someone who made a difference" derived from Oshima and Hogue (2016: 41).

Table 4: Model of *Vlog* Multimodal Academic Writing Skills Lesson Plan

Lecture: Academic Writing Task: Write an essay on "My grandfather: Someone who has a difference" Source: Oshima and Hogue's (2016) textbook, p. 41. Objective: by the end of the lecture students will be able to master the structural knowledge of paragraph (paragraph structure) and essay writing (essay structure) on the one hand and the linguistic knowledge on the other hand (grammar, editing, punctuation marks, patterns of English sentences, etc.)
<ul style="list-style-type: none">- Pre-vlogging<ul style="list-style-type: none">- Conceptualization: the experimental participants were asked to write an essay on "My grandfather: Someone who has a difference".- Brainstorming: the experimental participants were asked to determine the topic sentences, supporting sentences, and the concluding sentences of the paragraphs constituting their written essays.- Articulation: the experimental participants were asked to practice their written paragraphs/essays before recording.- While-vlogging<ul style="list-style-type: none">- Monitoring: the experimental participants were asked to listen to each other's recorded paragraphs/essays.- Evaluation: the experimental participants evaluated the paragraph structure, essay structure and the linguistic knowledge of their recorded paragraphs/essays with the instructors' guidance.- Post-vlogging<ul style="list-style-type: none">- Reporting: the experimental participants reported the results of their recorded videos to the language instructor.- Uploading: the experimental participants upload the recorded videos via Youtube.

Data Collection Instruments

Data were elicited through three instruments: (a) four sets of pre-and-posttests of speaking and academic writing skills, (b) two sets of questionnaires, and (c) two sets of evaluation checklists.

A. Four sets of pre-and-posttests

The English-speaking skills pre-and posttests consist of four sections, namely passage reading, role plays, word list reading, and spontaneous speech style. The total marks of each test are 100 marks. Thus, each section was marked out of 25 marks. The participants were asked to read excerpts from <https://linguapress.com/advanced/ellis-island.htm>. They were also to perform in pairs two role plays in the form of dialogues derived from *Advanced Conversations*

<https://ia803104.us.archive.org/26/items/advancedenglishconversations/Advanced%20English%20Conversations.pdf>. The participants read two different word lists derived from the *Academic Word List* website https://www.jcu.edu.au/_data/assets/pdf_file/0004/1015348/Academic-Word-List.pdf. The participants were instructed to speak spontaneously about two topics.

B. Two sets of questionnaires

The two sets of questionnaires were developed based on reviewing relevant studies such as Rozimela and Wahyuni (2019), Niron (2020), Sinar et al. (2023), and Yana et al. (2024). One questionnaire was administered to the experimental students about their opinions on using the *Vlog* multimodal for learning speaking and academic writing skills. Another questionnaire was administered to the control students to get insights on their opinions of using the regular method for the same purpose. Each questionnaire consists of 25 items. Items 1-21 handle the benefits of using the *Vlog* multimodal/the regular method for learning speaking and academic writing skills. Items 22-25 include negative statements about using both methods for learning the two tested skills. Each questionnaire was designed based on the five-point Likert scale. That is, each statement has five possible responses, namely Strongly Disagree SD=1, Disagree D=2, Not Sure NS=3, Strongly Agree SA=4, and Agree A=5.

C. Two sets of evaluation checklists

The two evaluation checklists were developed based on pertinent studies such as Goagoses and Koglin (2020), Hassan (2023), Yana et al. (2024). Each checklist consists of 10 and is divided into two sections. Section A includes items 1-5 about evaluation of the participants' speaking skills and items 6-10 about evaluation of the participants' academic writing skills due to the use of the two test teaching methods.

The Effectiveness of Vlog Multimodal-Based Instruction in Developing Egyptian Students' EFL Speaking and Academic Writing Skills

Each checklist is designed based on four-point Likert scale, namely Frequently =1, Sometimes=2, Seldom=2, and Never=4.

Data analysis

Below are the purposes behind using inferential statistics for quantitative analysis:

1. Identification of the possible differences between the two groups' pre-and-posttests of speaking and academic writing skills by employing the t-test for paired samples.
2. Determination of the probable improvement of both groups' posttest performances by applying the independent samples t-test.
3. Verification of the significant differences between both groups' performances by using the independent samples t-test.
4. Computation of the gained mean score of each group to verify the effectiveness of the two test teaching methods.

As for the qualitative analysis, the frequency scores were computed for the responses to the items of the two questionnaires and the two evaluation checklists.

Results of Data Analysis

A. Pre-and-posttests of speaking and academic writing skills

Table 5 introduces the descriptive statistics of the four pre-and-posttests of speaking and academic writing skills. As for the two pretests of speaking and academic writing skills, both groups showed low achievements. The control group' mean scores in speaking and academic writing skills pretests were (30.81) and (30.42) vis-à-vis (30.91) and (30.40) for the experimental group.

The speaking and writing skills minimum-maximum scores of the control group were (43-50) and (40-47) vis-à-vis (43-51) and (41-47) for the experimental group. The two groups had tangible errors in speaking and academic writing skills. As for speaking skills, both groups had difficulties in producing English sounds properly particularly interdental, diphthongs, triphthongs. They also frequently failed to determine the exact placement of primary stress.

As for academic writing skills, both groups demonstrated inadequate knowledge of components of paragraph structure (topic sentence, supporting sentences and concluding sentences) and essay structure as well. Both groups poorly performed in the regard of linguistic knowledge of grammar, punctuation marks, editing, etc. As such, the current study accepts the first null hypothesis that the two groups' achievements in the speaking and academic writing pretest do not differ.

The findings are like those reported by Mandasari and Aminatun (2020), Xie et al. (2021), Anis and Khan (2023), and Hassan (2023).

Table 5: descriptive statistics of the two tested skills

Speaking skills	Mean Score	SD	Min.	Max.	N
Control pretest	30.8147	5.46520	43	50	30
Control posttest	45.9250	17.86328	55	77	30
Experimental pretest	30.9031	5.39722	43	51	30
Experimental posttest	69.4817	33.69251	60	90	30
Valid Number					30
Academic writing skills	Mean	SD	Min.	Max.	N
Control pretest	30.4268	4.75391	40	47	30
Control posttest	44.6528	16.89447	46	70	30
Experimental pretest	30.4025	4.82062	41	47	30
Experimental posttest	69.9480	32.85174	57	90	30
Valid number					30

Table 6 shows higher improvement of speaking and academic writing skills posttests in favour of the experimental students' vis-a-vis the control students. The former's mean scores were (69.84) and (69.94) compared to (45.92) and (44.65) for the latter. The control group's improvements in speaking and academic writing skills pre-and-posttests were statistically insignificant, while those of the experimental students were statistically significant in the two posttests. The finding contradicts the second null hypothesis that there are no statistically significant differences between both groups' posttests achievements. The finding affirms those reported by Mandasari and Aminatun (2020), Xie et al. (2021), Anis and Khan (2023), and Hassan (2023).

Table 6: Results of paired samples t-test

Speaking skills	Mean Score	SD	N.	Df	t-value	Sig.
Control pretest	30.8147	5.46520	30	29	8.472	0.007
Control posttest	45.9250	17.86328	30	29		
Experimental pretest	30.9031	5.39722	30	29	26.961	0.000
Experimental posttest	69.4817	33.69251	30	29		
Academic writing skills	Mean	SD	N	df	t-value	Sig.
Control pretest	30.4268	4.75391	30	29	7.486	0.006
Control posttest	44.6528	16.89447	30	29		
Experimental pretest	30.4025	4.82062	30	29	28.375	0.000
Experimental posttest	69.9480	32.85174	30	29		

Table 7 shows the two groups gained mean scores in the speaking and academic writing posttests. It indicates that experimental students

The Effectiveness of Vlog Multimodal-Based Instruction in Developing Egyptian Students' EFL Speaking and Academic Writing Skills

obtained higher gained mean scores in speaking (38.55) and academic writing (39.54) posttests compared to (15.11) and (14.22) for the control group. The differences in the two posttests were statistically significant as the p values were <0.05.

The experimental group's higher gained mean scores affirmed the higher effectiveness of using the *Vlog* multimodal instruction in teaching the speaking and academic skills compared to the regular method. The finding rejects the third null hypothesis that both methods are equally effective in teaching the two examined skills. The finding is compatible with those reported by Nagy (2020), Paltridge (2020), Chen (2021), Lim (2022), and Nurjanah and Sutrisno (2023).

Table 7: Results of independent samples t-test

Speaking skills	N	GM	SD	df	t-value	Sig.
Control	30	15.11	12.39	29	18.489	0.000
Experimental	30	38.55	28.29	29		
Academic writing skills						
Control	30	14.22	12.14	29	20.889	0.000
Experimental	30	39.54	28.03	29		

B. Two Sets of Questionnaires

Table 8 indicates the experimental and control students' perceptions about using the *Vlog* multimodal and regular method in learning speaking and academic writing skills. It shows that the experimental students had higher frequency of Strongly Agree (387) and Agree (208) responses to items 1-21 representing the advantages of using *Vlog* multimodal approach than those (144) and (77) of the control group's responses to the same items representing the regular method advantages in enhancing the speaking and academic writing skills.

Meanwhile, the control students' Strongly Disagree (144) and Disagree (175) responses were largely higher than those of the experimental group (25) and (23). The total frequency of experimental students' Not Sure responses to items 1-21 representing the advantages of *Vlog* multimodal approach (18) was largely lower than that of the control group for the regular method (120). As for the negative items 22-25 about the utilization of *Vlog* multimodal and regular method, the experimental students' Strongly Disagree (57) and Disagree (49) were largely higher than those (26) and (23) for the control students. In contrast to the control group' responses of Strongly Agree (29) and Agree (21) to

the negative items 22-25, those (4) and (8) of the experimental students were largely lower.

The higher experimental students' positive perception of using *Vlog* multimodal approach than that of the control students for using the regular method is attributed to the higher advantages which each method presented to each group. Undoubtedly, the experimental students perceived more advantages of using the *Vlog* multimodal approach than those perceived by the control students due to using the regular method. This finding affirms the more effectiveness of using the *Vlog* multimodal approach compared to the regular method. It also rejects the fourth null hypothesis that both groups held the same perception of using the two tested methods for learning speaking and academic writing skills. The findings are like those reported by Rozimela and Wahyuni (2019), Niron (2020), Sinar et al. (2023), and Yana et al. (2024).

Table 8: Results of the two sets of questionnaires

No.	Items	SD		D		NS		SA		A	
		C	E	C	E	C	E	C	E	C	E
1	The Vlog multimodal/ regular method is an interesting learning approach	7	1	9	1	5	-	4	15	5	13
2	It creates an enjoyable learning atmosphere	6	-	10	-	8	1	2	20	4	9
3	It suits all students of different levels	10	1	8	1	4	1	5	18	3	9
3	It contains different attracting elements	8	1	8	-	7	1	4	19	3	9
4	It encourages my participation in the lecture	9	1	10	1	5	-	4	20	2	8
5	It sustains my motivation to learning English	8	1	11	1	3	1	6	18	2	9
6	It increases collaboration among students	6	-	9	1	7	1	5	20	3	8
7	It fits different learning styles	8	1	10	1	8	1	3	17	1	10
8	It meets my needs for learning English	10	1	8	-	5	-	3	22	4	7
9	It helps me articulate English vowels and consonants correctly	9	1	7	1	8	1	4	17	2	10
10	It helps me to differentiate between diphthongs and triphthongs	7	-	9	-	9	1	3	23	2	6
11	It helps me to differentiate primary and secondary stress	5	2	8	1	4	1	9	20	4	6
12	It helps me to determine the correct placement of primary stress	4	1	7	2	7	-	8	15	4	12

The Effectiveness of Vlog Multimodal-Based Instruction in Developing Egyptian Students' EFL Speaking and Academic Writing Skills

13	It helps me to distinguish between different types of intonation patterns	7	2	4	1	6	-	10	20	3	7
14	It sustains my ability to employ grammar rules in speaking and writing	8	1	8	2	5	1	8	15	1	11
15	It enhances my ability to correctly use punctuation marks in writing	5	2	7	1	4	2	8	14	6	11
16	It trained me to edit my writing	4	2	6	2	6	2	10	16	4	8
17	It enriches my leaning of English vocabulary	6	1	8	1	4	1	7	14	5	13
18	It enhances my ability to use different patterns of English sentences	4	2	6	1	5	-	10	15	5	12
19	It sustains my knowledge of paragraph unity (cohesion)	4	1	7	2	3	2	12	16	4	9
20	It develops my knowledge of paragraph structure	6	2	8	1	3	1	10	16	3	10
21	It sustains my ability to achieve coherence of the essay	3	1	7	1	4	-	9	17	7	11
Total frequency of advantages		144	25	175	23	120	18	144	387	77	208
22	Using the Vlog multimodal/regular method is boring	5	14	6	11	3	1	12	1	4	3
23	Using the Vlog multimodal/regular method is a waste of time	6	12	4	14	4	1	5	1	7	2
24	Using the Vlog multimodal/regular method does not enhance my speaking and academic writing skills	7	15	6	12	5	-	6	1	6	2
25	I do not recommend it for other EFL students to use.	8	16	7	12	4	-	7	1	4	1
Total frequency of negative items		26	57	23	49	16	2	29	4	21	8

- The *Vlog* multimodal is applicable to experimental students
- The regular method is applicable to control students

C. Two Sets of Evaluative Checklists

Table 9 shows the results of the two sets of evaluative checklists of the effect of the two tested methods on enhancing the speaking and academic writing skills of both groups. Items of the two evaluative checklists were rated by three TEFL experts including the researcher herself. The experiment students had largely higher frequency rates of the frequent (183) responses for enhancing the speaking and academic writing skills

compared to (81) for the control students. The experimental students had lower rates of Sometimes (94), Seldom (12) and Never (9) responses vis-à-vis the control students (100), (86), and (33).

The evaluation rates confirm the earlier finding of the positive effectiveness of utilizing the *Vlog* multimodal approach compared to the regular method in enhancing the speaking and academic writing skills of the experimental students vis-à-vis the control students. The evaluative rates also account for the finding of the experimental students' positive perception of the *Vlog* multimodal approach compared to the control students' negative perception of the regular method.

Table 9: Results of two sets of evaluation checklists

No.	items	Frequently		Sometimes		Seldom		Never	
Section A: Speaking Skills									
		C	E	C	E	C	E	C	E
1	Students enhanced articulation of sounds due to the <i>Vlog</i> method	6	19	3	9	16	1	5	1
2	Students have better understanding of primary stress placement because of using the <i>Vlog</i> multimodal/ method	7	17	5	11	15	1	3	1
3	Students enhanced their use of intonation patterns owing to the use of the <i>Vlog</i> multimodal/ method	4	20	9	7	12	1	5	2
4	Students developed their vocabulary because of using the <i>Vlog</i> multimodal/	13	19	12	11	3	-	2	-
5	Students became aware of the distinction between minimal pairs due to the use of the <i>Vlog</i> multimodal/ method	8	18	14	10	4		4	-
Section B: Academic writing skills									
		C	E	C	E	C	E	C	E
6	Students improved their use of paragraph structure because of	9	18	7	10	10	1	4	1

The Effectiveness of Vlog Multimodal-Based Instruction in Developing Egyptian Students' EFL Speaking and Academic Writing Skills

	the <i>Vlog</i> multimodal/ method								
7	Students showed better understanding of essay structure due to the use of the <i>Vlog</i> multimodal/ method	7	19	14	8	6	2	3	1
8	Students exerted better use of grammar rules owing to the use of the <i>Vlog</i> multimodal/ method	10	17	11	9	6	2	3	1
9	Students proved better use of English sentence patterns because of using the method	8	17	13	10	7	2	2	1
10	Students enhanced their editing skills after using the <i>Vlog</i> multimodal/ method	9	19	12	9	7	1	2	1
Total Frequency		81	183	100	94	86	12	33	9

- The *Vlog* multimodal is applicable to experimental students
- The method is applicable to control students

Discussion

The better improvement, attained by the experiment students in the speaking and academic writing skills, is attributed to the employment of *Vlog* multimodal learning approach. The advantages offered by the *Vlog* multimodal approach constitute a learning momentum for the experimental students who were motivated and spurred to improve their speaking and academic writing skills in a better learning environment compared to that created by the regular method. The several learning modes contained in the *Vlog* multimodal approach like visual, audio, images, texts, and pictures were suitable to the experimental students' different learning styles and low achievement shown in the pretests. The *vlogging* pre, while and post stages deepened the experimental students' comprehension of the taught speaking and academic writing skills. The three *vlogging* stages also widened the experimental students' engagement in the lecture's activities and sustained collaboration and knowledge sharing among them.

In contrast to the control group, the experimental students improved their speaking and academic writing skills in the posttests. They

made fewer errors in articulation of English sounds, placement of primary stress, patterns of intonation, minimal pairs. They also managed to highly master structural paragraph elements, namely topic sentence, supporting sentences, and concluding sentences. They showed higher mastery of the linguistic knowledge of academic writing such as grammar rules, punctuation marks, and editing. The findings are similar to those reported by Mandasari and Aminatun (2020), Xie et al. (2021), Anis and Khan (2023), and Hassan (2023).

Responses of the experimental students to the perception questionnaire revealed that they hold positive views of the advantages of utilizing the *Vlog* multimodal approach. They affirmed the benefits of using the *Vlog* multimodal approach in enhancing all speaking and academic writing skills. On the contrary, the control students indicated negative perception of the use of regular method to learn speaking and academic writing skills. The control students expressed views that the regular method did not help them to enhance most of the pertinent speaking and writing skills. The finding reflects the effectiveness of using the *Vlog* multimodal approach in teaching the two examined skills vis-à-vis the regular method. The findings are like those reported by Rozimela and Wahyuni (2019), Niron (2020), Sinar et al. (2023), and Yana et al. (2024).

The results of the two evaluative checklists affirmed the effectiveness of using the *Vlog* multimodal approach in enhancing the experimental students' speaking and academic writing skills as opposed to the regular method in the case of the control students. The new approach contributed to the enhancement of almost all the tested skills of speaking and academic writing. However, the regular method showed effects in enhancing the grammar and vocabulary skills of the control group. The finding affirms the necessity for relying on the *Vlog* multimodal approach to enhance the English-majoring sophomores' speaking and academic writing skills at the Faculty of Foreign Languages, MUST. The finding resembles those reported by Xie et al. (2021), Anis and Khan (2023), and Hassan (2023), Sinar et al. (2023), and Yana et al. (2024).

Implications

Indefinitely, the *Vlog* multimodal approach has positive contribution to the enhancement of EFL students' learning outcomes. Thus, it is important that such an approach to be included in the student-teachers' training and preparation programs. The pre-service teachers should be trained and prepared well to employ that approach in the EFL classrooms. It is the role faculties of education to ensure that Egyptian EFL pre-service teachers are well trained, prepared and equipped with

The Effectiveness of Vlog Multimodal-Based Instruction in Developing Egyptian Students' EFL Speaking and Academic Writing Skills

necessary technological knowledge necessary for professionally implement the *Vlog* multimodal approach in the EFL classrooms.

In addition, MUST EFL instructors should incorporate the *Vlog* multimodal approach into language instruction at the Faculty of Foreign Languages. Its incorporation should not only focus on teaching speaking and academic writing skills. Instead, it can be extended to other language skills instruction such as listening and reading as well. Its utilization should not only be limited to the instruction of language proficiency courses; it can be widened to include literary courses as well. The numerous advantages using this approach make it eligible for providing instruction to wide range of academic courses. Therefore, the planning and design of EFL courses at the Faculty of Foreign Languages, MUST should utilize the different elements of *Vlog* multimodal approach to enhance the different language skills of English-majoring students enrolled in that faculty. The experiment of *Vlog* multimodal utilization can be tested at other earlier learning stages. For instance, it may be tried in primary, preparatory and secondary schools. The finding is compatible with those reported by Nagy (2020), Paltridge (2020), Chen (2021), Lim (2022), and Nurjanah and Sutrisno (2023).

The higher positive perception of utilizing the *Vlog* multimodal approach in teaching speaking and academic writing skills vis-à-vis the regular methods necessitates shifting the reliance on the regular method for teaching language skills at the Faculty of Foreign Languages, MUST to technology innovative based approach like the *Vlog* multimodal approach. The finding highlights the need for embracing the 21st teaching skills on the part of language instructors at the Faculty of Foreign Languages, MUST as an important solution to the EFL students' learning difficulties. Language learning is no longer an outcome of traditional outdated methods; rather it should be based on digital learning-based advantages. The results of two evaluative checklists came in consistency with the results of the pre-and-posttests on the one hand and the results of two sets of questionnaires on the other. The finding is like those represented by Rozimela and Wahyuni (2019), Niron (2020), Sinar et al. (2023), and Yana et al. (2024).

Conclusion

It is concluded that the *Vlog* multimodal approach has effectively contributed to the enhancement of experimental students' speaking and academic writing skills compared to the use of regular method applied to the control students. Owing to its effectiveness, this approach should be incorporated into the TEFL process at the Faculty of Foreign Languages,

MUST. Its utilization should not be only restricted to teaching language skills but rather it can be extended to other academic courses. The utilization of *Vlog* multimodal approach is distinct because of the characteristic advantages of various modes of learning: visual, audio, textual, etc. moreover, the three *vlogging* stages broadened the learning experiences of experimental students, offered enjoyable learning environment, spurred the experimental students' motivation, engagement, and collaboration.

The results of pre-and-posttests are consistent with those of the two sets of questionnaires. The experimental groups highly perceived the positive effectiveness of learning speaking and academic writing skills by using the *Vlog* multimodal approach. On the contrary, the control group negatively viewed the regular method employment in learning these two tested skills. The different perceptions of utilizing the two tested methods highlight the distinct features of using the *Vlog* multimodal approach over the regular method, particularly in learning these two productive speaking and academic writing skills. The ratings of the two evaluative checklists affirmed the effectiveness of *Vlog* multimodal approach versus the regular method in enhancing the speaking and academic writing skills.

Recommendations

It is recommended further studies as follows:

1. There is a potential to implement *Vlog* multimodal approach into teaching other language skills such as listening and reading.
2. Utilization of *Vlog* multimodal approach can be extended to the teaching of other academic courses such as the literary ones.
3. The use of *Vlog* multimodal approach can be also verified at other educational stages.
4. The impact of EFL students' demographic variables on using *Vlog* multimodal approach can be examined as well.
5. Another area of research includes the effect of using *Vlog* multimedia approach on enhancing the student-teachers' efficacy.

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The Effectiveness of Vlog Multimodal-Based Instruction in Developing Egyptian Students' EFL Speaking and Academic Writing Skills

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