The Effect of Vlogging on Developing Tour Guidance Students' EFL Presentation Skills and Reflective Thinking

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Abstract:

*T*his study aimed at investigating the effect of vlogging on developing EFL presentation skills and reflective thinking among Tour Guidance Department students. Participants (N = 18) were fourth year students enrolled in the Tour Guidance Department, Faculty of Tourism and Hotels, University of Sadat City, during the first semester of the 2016-2017 academic year. Two instruments were used: an EFL oral presentation skills test and a reflective thinking questionnaire. Both instruments were pre-post administered. The experiment lasted for two months during which students were trained on vlogging, created a group vlog on Facebook, uploaded three 3-min. video-recorded presentations to the group vlog, accompanied by self- and peer reflection. Results revealed that the students achieved significant gains in EFL presentation skills and reflective thinking. Thus, vlogging proved to have a positive effect on developing students' EFL presentation skills and reflective thinking.

Key words: vlogging, EFL presentation skills, reflective thinking, Tour Guidance students.

Introduction:

Since the early 1960s, English for Specific Purposes (ESP) has been growing in importance to become one of the predominant approaches to English language teaching and learning in tertiary education. According to Harding (2007), there are a number of factors behind this: (a) the increase in vocational learning and training throughout the world, as education becomes less academic and esoteric, and more practical and application-oriented, (b) the spread of globalization, since it has clearly chosen English as its language of communication and (c) the difference from General English taught at earlier stages, as students have a further purpose; they

are learning English in order to achieve something specific beyond the language itself.

Therefore, ESP was defined as "research and instruction that builds on General English and is designed to prepare students or working adults for the English used in specific disciplines, vocations or professions to accomplish specific purposes" (Orr, 1998, p. 1). The key feature of ESP is that the aim and/or objectives and content of its courses are oriented to the specific needs of the learners. ESP courses, then, focus on the language, skills and genres appropriate to the specific activities the learners need to carry out in English (Paltridge & Starfield, 2013). Among the many specialized areas that make the world of ESP, that of English for Tourism Purposes (ETP) is one of the most attractive because all of us are tourists on countless occasions, bringing our own experiences to the classrooms. Tourism students should be aware of the enormous importance of English in their education because it is an essential tool in any field of their future activity. Consequently, they should be highly motivated to learn it (Simion, 2012).

"Tour Guidance" is one of the oldest professions in the tourism industry. According to Medlik (2003), a tour guide, also called tour conductor, tour director, tour leader and tour manager, is a person who is employed by a tour organizer and is responsible for escorting a group tour. Collin (2006, p. 317), in his dictionary, defined a tour guide as "a person whose job is to accompany a group of tourists on a tour and give them information about the places they are visiting". Thus, the tour guide profession is connected with fulfilling various social roles such as information-giver, source of knowledge, entertainment-giver, leader, culture broker (Lin, Ting, Hsu & Wu, 2014; Reisinger & Steiner, 2006), interpreter and translator of the strangeness (Lasinski & Bogdan, 2016). It requires developing communication competences (Lasinski & Bogdan, 2016; Suardhana, Nitiasih & Putra, 2013). One of these competences is the tour guide's EFL presentation skills (Hoàng, 2011). Mastering EFL presentation skills will help tour guides achieve their

professional career goals (individual benefits) and provide a good country image in the minds of foreign visitors and in promotion of countries' tourism potential (public benefits) (Sahin & Balta, 2007).

Some researchers (e.g., Kenkle, 2011; Smirnova & Nuzha, 2013) suggested that successful acquisition of EFL presentation skills depends on the ability of students to possess reflection skills. Wrenn and Wrenn (2009) argued that "experience must be followed by reflective thought and an internal processing that links the experience with previous learning, transforming the learner's previous understanding in some manner. Learning, therefore, takes place within a cycle that includes action, reflection and application" (p. 260). A model that incorporates the best outcomes for student presentations is one in which students make a presentation, receive feedback from multiple venues, and then make a second presentation integrating learning from the feedback (Kenkle, 2011).

According to Rian, Hinkelman and MacGarty (2012), recording videos for oral presentations offers a number of benefits. For the most part, it affords the ability to repeatedly observe, analyze and compare performances by both teachers and students, and increases motivation for students to put more effort into improving their presentations. Moreover, videos are an effective tool to enhance self- and/or peer reflection (Koole et al., 2012; Prater, Carter, Hitchcock & Dowrick, 2012). According to Tsingos-Lucas, Bosnic-Anticevich, Schneider and Smith (2016), videoblogs are useful tools to enhance the reflective thinking capacity of students. They can improve their communication skills by reflecting on their own shortcomings, as well as their strengths and those of a peer. Furthermore, addressing their inner thoughts about and challenges from the whole task (including the video task) through reflection allows students to develop strategies to overcome barriers and concerns to improve future tasks. Consequently, vlogging could prove highly useful to enhance EFL presentation skills and reflective thinking of Tour Guidance students.

Context of the Problem:

Tour Guidance students at the Faculty of Tourism and Hotels, University of Sadat City, are required to study ESP two semesters a year for four years. It has been noticed that they lack the skills needed to successfully present in English. Their performance in such dimensions like organization, grammar, vocabulary, delivery and content, etc. is weak. Besides, they lack the ability to reflect on their learning. This inefficiency in EFL presentation skills of Egyptian Tour Guidance students may be due to lack of oral practice at schools and in language classes at Faculties of Tourism and Hotels (Abdel-Ghany & Abdel-Latif, 2012; El-Garawany, 2012, 2015; Zayed, 2009). Still, Egyptian Tour Guidance students' inability to think reflectively may be attributable to getting language practice without reflecting on how they are learning. The exams focus solely on the products and not, in any way, on the processes involved. Therefore, students do not reflect on what they are doing because the emphasis is on learning something rather than on learning to learn (Zayed, 2009).

To document the problem, a pilot study was conducted. It consisted of three parts. The first part was a semi-structured interview with fourth year Tour Guidance students (n = 17), English language instructors (n = 3) and Tour Guidance Department staff members and assistants (n = 5) from the Faculty of Tourism and Hotels, University of Sadat City, during the second semester of the 2015-2016 academic year. Results revealed that EFL speaking skills, particularly oral presentation skills, are the weakest and most needed EFL skills for students in their future career, which are ignored in their current ESP course. The second part was an EFL oral presentation skills test administered to the same students who were required to give an oral presentation about an archeological site. As for the third part, Kember et al.'s (2000) reflective thinking questionnaire was used to measure those students' reflective thinking. Results revealed that students lacked EFL presentation skills and reflective thinking.

Statement of the Problem:

The problem of the present study was identified in Tour Guidance Department students' obvious weakness in EFL presentation skills and reflective thinking. Thus, the present study attempted to help such students become good presenters and reflective thinkers through using vlogging.

Questions of the Study:

The present study attempted to answer the following questions:

1. To what extent do fourth year Tour Guidance Department students master EFL presentation skills?
2. To what extent do fourth year Tour Guidance Department students have reflective thinking?
3. How can vlogging be used to develop fourth year Tour Guidance Department students' EFL presentation skills and reflective thinking?
4. To what extent does vlogging affect the development of fourth year Tour Guidance Department students' EFL presentation skills?
5. To what extent does vlogging affect the development of fourth year Tour Guidance Department students' reflective thinking?

Hypotheses of the Study:

1. There would be a statistically significant difference between the study group's mean ranks on the pre- and post administrations of the EFL presentation skills test in favour of the post administration.
2. There would be a statistically significant difference between the study group's mean ranks on the pre- and post administrations of the reflective thinking questionnaire in favour of the post administration.

Significance of the Study:

The present study is significant for:

a. **Students:** as it helps in developing their EFL presentation skills and reflective thinking.
b. **Teachers:** as it helps in providing them with a web-based tool (vlogging) that might help develop students' EFL presentation skills and reflective thinking.
c. **Curriculum planners:** as it draws their attention to the efficacy of vlogging in EFL presentation skills and reflective thinking and incorporating it in the ESP curriculum.

Terminology:

EFL Presentation Skills:

In the present study, EFL presentation skills are operationally defined as Tour Guidance Department students' abilities that can enable them to successfully speak to and interact with an audience which include: organization, content, language, delivery, body language and eye contact, and visual aids and time management.

Reflective Thinking:

In the present study, reflective thinking is operationally defined as Tour Guidance Department students' ability to realistically and critically review their own performances in order to take necessary actions to improve their desired abilities and to maintain motivation toward learning.

Vlogging:

In the present study, vlogging is operationally defined as Tour Guidance Department students' creating and publishing online videos of their oral presentations on a video-hosting website, accompanied by self- and peer reflection through comments in written or video form.

Delimitations of the study:

The present study was delimited to:

a. Eighteen fourth year students enrolled in the Tour Guidance Department, Faculty of Tourism and Hotels, University of Sadat City.

b. The first semester of the 2016-2017 academic year.

Literature Review and Related Studies:

EFL Presentation Skills:

Presentations are a frequent and important part of many students' university experiences (Barry, 2012; Miles, 2009; Zivkovic, 2014) and so mastery of oral presentation skills is a crucial component in many undergraduate programs (Hung & Huang, 2015; Rajoo, 2010). Presentation skills can be defined as those which are limited in use to presentations only and not transferable to oral communication or conversation (Miles, 2009). According to Emden and Becker (2004, p.1), presentation skills are simply "the abilities to speak to an audience". For Mandel (2000), they are "the skills needed to deliver speeches in a business, technical, professional or scientific environment. The audience is likely to be more specialized than those attending a typical speech event" (p. 8). Benton and Lawrence (2013) defined presentation skills as those range of abilities needed to successfully engage in certain interactions including: vocal quality, articulation and speaking ability, organization, preparation and presentation of a variety of materials, a variety of media and technology, interpersonal skills, body language and movement in the room, confidence, and the ability to shift focus based on ongoing interactions with the audience.

According to Chivers and Shoolbred (2007), student presentations usually involve an individual or a group of students presenting to academic staff, student peers or other invited audiences. Understanding the right purpose of presentations can help in preparing and delivering it more effectively. Student presentations may be given for the purposes of advocacy/persuasion, training, teaching and learning, informing and assessment. Student presentations might include: (a) group and individual presentations for a given topic, (b) seminar presentations, (c) an overview of some research, (d) a demonstration of the use of a piece of equipment or software, and (e) dissertation-related presentations. Effective

presentations are characterized by careful planning and preparation, good time management, relevant and interesting topic, clear structure, appropriate use of technologies, clear supporting documentation and suitable audience participation.

Using student presentations in the EFL classroom can provide opportunities for student-centered participation in learning, developing new knowledge and different perspectives on a topic, using all four language skills in a naturally integrated way, developing a wide range of communication and presentation skills, providing authentic meaningful language tasks, increasing motivation to study English, and preparation for skills needed in the workplace and for future employment (Brooks & Wilson, 2014; Bruce, 2011; Chivers & Shoolbred, 2007; Girard, Pinar & Trapp, 2011; King, 2002; Pittenger, Miller & Mott, 2004; Zivkovic, 2014).

Reflective Thinking:

The concept of reflective thinking dates back to John Dewey's (1933) notion of reflection as "an active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds supporting it and future conclusions to which it tends" (p. 6). According to Davis (2006), reflection is a deliberate cognitive process that is used for the purpose of analyzing connections and relationships between what is known and what is experienced. Kolb (1984), in his experiential learning theory, defined learning as "the process whereby knowledge is created through the transformation of experience" (p. 38). Successful learning occurs through four stages: (a) concrete experience, (b) reflective observation, (c) abstract conceptualization and (d) active experimentation. Having an experience is insufficient to progress in studies. It is necessary to reflect on the experience, gain understanding of the concepts engaged in the experience and later test the concepts in a new situation. This is the way to continuously transform information into knowledge and for practical skills to be applied in various meaningful situations.

According to Mezirow (1991), there are three types of reflection. Content reflection is thinking about the actual experience. Process reflection is thinking how to handle the experience. And thirdly, premise reflection involves examining long held, socially constructed assumptions, beliefs, and values about the experience or problem. Based on the work of Mezirow (1991), Kember et al. (2000) identified four constructs of reflective thinking which comprise: habitual action, understanding, reflection and critical reflection. Habitual action is "that which has been learnt before and through frequent use becomes an activity that is performed automatically or with little conscious thought" (p.383). Understanding has been described as thoughtful action that "makes use of existing knowledge, without attempting to appraise that knowledge, so learning remains within pre-existing meaning schemes and perspectives (p. 384). Reflection involves "the critique of assumptions about the content or process of problem solving (Mezirow, 1991, p. 105). Finally, critical reflection involves the testing of premises. "Premise reflection requires a critical review of presuppositions from conscious and unconscious prior learning and their consequences". This is a profound level of reflection, involving substantial shifts in perspective (Kember et al, 2000, p. 385).

Reflective thinking is assumed to be a necessity for daily activities because whenever an activity is done one goes through a thinking process to reflect on the activity either while the activity is being done or after it has finished (Afshar & Farahani, 2015; Rudd, 2007). For Odiba and Baba (2013), reflective thinking involves personal consideration of one's own learning. It considers personal achievements and failures and asks what worked, what did not and what needs improvement. It is a part of the critical thinking procedure of analyzing, evaluating, and making judgment about what has happened (Afshar & Hamzafi, 2014).

Vlogging:

The ever-increasing Web 2.0 technologies have brought into light new ways of understanding and rethinking the Internet

(Hung, 2011). Among these innovative technological possibilities, blogs have witnessed phenomenal growth in recent years (Godwin-Jones, 2006). According to Gunelius (2010), a blog is a "Web site that consists of entries (called posts) that appear in reverse chronological order, so the most recent appears at the top of the page", usually containing a commenting feature, links and archives (p. 12).

Blogs have emerged as a new communication and publication medium, offering an exciting new way to deliver individual opinions, share ideas with others, and interact and communicate on the Internet (Shih, 2010). Moreover, they encourage feedback from anyone connected to the Internet; they represent literacy practices- reading and writing activities (Hung, 2011). They can be used in education as a collaborative tool for students groups, and instructors can use them as a medium for such tasks as delivering news, messages and resources, encouraging discussion and giving feedback and comments (Weller, Pegler & Mason, 2005). Blogs have developed to come in several forms. For example, blogs can include written entries, which is the most common form of blogging. However, blogs can also consist of photo entries (called photo blogs), audio content (called podcasts/audioblogs) or videos (called vlogs). In fact, blogs could include a combination of each of those types of entries (Brazburg, 2007; Greenlaw, 2012; Gunelius, 2010).

Vlogs and Vlogging:

Vlogs gained popularity in 2005 around the launch of the most famous online video-hosting website, YouTube. Vlogs- a fusion of the words video and blogs - are "serial broadcasts of online video content" (Gunelius, 2010, p. 413). A vlog is "a collection of video files posted to the Internet using a method that makes it easy to update content quickly- combining the usability of a blog with video files" (Bryant, 2006, p.9). Frobenius (2011) defined a vlog as "a video sequence similar to a blog that a user shoots of him/herself talking into a camera and, after optional editing, uploads to the internet, where viewers can rate it and/or leave comments in written or video form" (p. 816).

Vlogs are also known as videoblogs, v-logs, vid-blogs, movie blogs, vblogs, vidcasts, videocasts, vcasts, v-casts, episodic video, Web shows or online TV. Vlogs are created by videobloggers or vloggers, while the act itself is referred to as videoblogging or vlogging. As a derivative of blogosphere, vlogosphere is the collective term encompassing all vlogs. Thus, vlogging is a form of blogging for which the medium is video (Gao, Tian, Huang & Yang, 2010).

Theoretical Bases for Vlogging:

A reasonable way to think about vlogging and its use in education is to trace its theoretical foundations. Most discussions of vlogging have traced the following theoretical bases:

1. Social Constructivism:

Social constructivism proposed that learning takes place when learners socially interact with people and internalize the knowledge obtained from the interactions. Vlogs, facilitating peer feedback and community of practices, could provide the context for social interactions (Bonk and Gunningham, as cited in Hung, 2011). Moreover, Vygotsky's concept of the zone of proximal development (ZPD) suggested that individuals can, with the help of a more experienced peer, master concepts and ideas that they cannot understand on their own (Shabani, Khatib & Ebadi, 2010). In the vlog-based pedagogy, more experienced vloggers can provide feedback, encouragement and guidance for less experienced vloggers in improving language skills (Hung, 2011).

2. Media Richness Theory (MRT)

According to the MRT, the communication efficiency between people is affected by the fitness of the media and the characteristics of the communication task (Saeed, Yang & Sinnappan, 2010). Within this theory, text is seen as lean media whilst video is rich and hence more effective for communication. More ambiguous and complex tasks are deemed as requiring richer media (Harley & Fitzpatrick, 2009). Thus, the use of multiple media can enrich the

communication context and perceived learning (Balaji & Chakrabarti, 2010). Since vlogging is done in a video format as opposed to a written one (Davis, 2014), it can be assumed that vlogging is based on MRT.

3. **Social Presence Theory:**

Social presence theory highlighted the degree to which a medium can represent a communicator to others in terms of acoustic, visual and/or physical indicators. The importance of these different representations is taken in lieu of their social value such that text only forms of communication are seen as the least social whilst multiple sensory channels are seen as providing greater social presence (Harley & Fitzpatrick, 2009). According to the theory, people perceive some media as having a higher degree of social presence (e.g., video) and other media as having a lower degree of social presence (e.g., audio) and still other media as having even a lower degree of social presence (e.g., text) (Lowenthal, 2016). Consequently, vlogs are considered among the tools that afford for social presence (Winter, 2012).

Advantages of Vlogging:

According to Bilbao, et al. (2009), vlogging gives students the opportunity to: (a) read, watch, and listen to the information in any format for gathering knowledge, (b) collaborate with others to enlarge and deepen their knowledge, (c) use technology to create new knowledge as well as to organize and present such knowledge. Watkins (2012) stated that vlogging increases student talk time. More oral communication practice helps students improve mastery of new vocabulary and grammar, decrease shyness and develop fluency. It also encourages self-monitored speaking as students should listen to their videos before submitting it to their vlogs in order to produce improved videos. Beside written feedback, it offers vlogged feedback where students can receive listening practice in addition to speaking practice.

Barriers to Vlogging:

Apart from the aforementioned advantages, several challenges are posed for vlogging. Gao et al. (2010) reported four challenges. The first one tackles the basic supporting infrastructure and techniques which include network bandwidth and media storage. The second one is mostly about what multimedia technology could give to vlogging and vice versa. The third one addresses potential copyright, moral and legal issues. The final one is related to the spawning of incentive applications. Watkins (2012) stated that the use of video and the Internet might be a daunting prospect. Talking into a camera, saving the video and then converting it to a readable format before finally finding an Internet location to host the recording might be overwhelming to some students and teachers as well. Moreover, teachers in certain countries and universities might lack the technology necessary to implement vlogging. Also, class size is a significant factor when deciding to use vlog feedback rendered in similar vlog form. Vlogged feedback is time consuming and not recommended to teachers with classes larger than 10-15 students.

Recent Research on Vlogging in EFL Settings:

To the researcher's knowledge, a limited number of studies have been conducted with respect to the effect of vlogging in EFL settings (Ahmed, 2014; Cavanagh, Bower, Moloney & Sweller, 2014; Hung, 2011; Hung & Huang, 2015; Liu, 2016; Shih 2010).

When incorporating video-based blogs into face-to-face instruction for 10 weeks, Shih (2010) improved most students' speech performance skills in an ESP course named "English Public Speaking". Forty-four Chinese English-major seniors voluntarily uploaded one video clip to individual blogs, received feedback and finally re-uploaded a revised clip. The participants showed their satisfaction with blog-based learning on account of its benefits of self-autonomous and reflective learning, peer feedback and collaborative discussion.

Hung (2011) explored 17 English-major seniors' perceptions of using individual video blogs in an ESP business oral communication course for a semester. Each student uploaded four video clips to personal blogs, received written feedback from peers, and reflected on their oral performance both in writing and in-class discussion. Overall, a majority of the participants expressed a favorable attitude toward vlogs, which provided a multi-dimensional perspective about learning, facilitated the process and product of learning and promoted peer-evaluation and self-reflection on learning. However, several challenges were reported including technical difficulties, affective interferences and weak linkage to real-time communication.

Ahmed (2014) examined the effect of vlogging on 24 fourth year EFL student teachers' teaching self-efficacy. They were divided into two groups: an experimental group (n = 12) and a control one (n = 12). Participants in the experimental group created a group vlog on YouTube. For a whole semester, they videotaped themselves during "Teaching Practice" and uploaded three videos to the vlog. They reflected on their teaching performance and commented on each others' performance as well. Unlike the control group, the experimental group made significant improvement in teaching self-efficacy.

Cavanagh et al. (2014) investigated improvements in communication performance among a group of secondary pre-service teachers enrolled in a Diploma of Education program (N = 41) during four iterations in a semester. Following a video-based reflection system, the participants video-recorded oral presentations and uploaded them to a university blogging tool; afterwards, they reviewed their own and peers' presentations and made reflective comments. The results indicated that these pre-service teachers may benefit from the opportunities to practice and reflect through improved confidence and performance.

Hung and Huang (2015) studied the utility of video blogs in improving EFL students' performance in giving oral

presentations and examined the students' perceptions toward video blogging. Thirty-six English-major juniors at a university in Taiwan participated in a semester-long video blog project for which they uploaded their four 3-min. virtual presentation clips. The results indicated that the students' overall presentation performance improved significantly. The qualitative data revealed that students perceived that the video blog project facilitated learning but increased anxiety.

Liu (2016) examined whether blending a class video blog into face-to-face instruction may simultaneously enhance 42 Taiwanese university freshmen English majors' actual learning performance and affective outcomes. Two groups were used: an experimental group (n = 21) and a control one (n = 21). Results indicated that the experimental group statistically outperformed the control group in oral proficiency after the interventions. Qualitative data sources revealed the experimental group's positive attitude toward joining this shared blog platform.

Method and Procedures:

Participants of the Study:

Participants of the present study included 18 fourth year students enrolled in the Tour Guidance Department, Faculty of Tourism and Hotels, University of Sadat City, during the first semester of the 2016- 2017 academic year. They represented one group which was taught using vlogging. The age of those participants ranged from 20 to 22 years old. All of them had experience giving presentations as this is one of the study's program requirements.

Design of the Study:

The present study is a pre-post test quasi-experimental study. One study group was tested before and after intervention.

Variables of the Study:

Independent variable: vlogging.

Dependant variables: EFL presentation skills and reflective thinking.

Instruments of the Study:

The EFL Oral Presentation Skills Test:

Aim of the Test:

The EFL oral presentation skills test was used as a pre-post test. It was used as a pre-test to measure the entry level of students in EFL presentation skills. As a post-test, it was used to investigate the effect of vlogging.

Description of the Test:

Students were asked to speak about two topics by giving a short oral presentation for each. The first topic dealt with describing a tourist destination whereas the second one dealt with describing an artifact. Students were given handouts-appropriate to their level, interests and background knowledge-for each topic to help them in preparing their presentations (see Appendix A).

Validity of the Test:

To achieve the content validity of the test- with its handouts and scoring rubric- it was submitted to a panel of jurors who indicated that the test can be considered a valid measure of EFL presentation skills.

Reliability of the Test:

To compute the reliability, the test was administered to 15 fourth year students- out of the study sample- enrolled in the Tour Guidance Department, Faculty of Tourism and Hotels, University of Sadat City. As two raters graded it, the Pearson inter-rater reliability was calculated. The reliability coefficient was 0.921; thereby reflecting the test reliability.

Piloting the Test:

Piloting was to identify clarity, readability and test time. The estimated time for delivering the two oral presentations was 6 minutes (3 minutes each) and for preparing them was 6 minutes as well. The time was assigned by calculating the means of the time spent by the participants of the pilot study (N = 15).

Scoring the Test:

To ensure the objectivity of scoring, two raters (the researcher and another EFL instructor) graded the students' EFL presentation skills in the pre- and post tests and the mean was calculated. The two raters had the same experience and qualifications. They used the EFL presentation skills scoring rubric prepared by the researcher to measure students' EFL presentation skills (see Appendix A). This rubric included six main skills and twelve sub-skills:

1. Organization:

    1. Using the three-part structure appropriately: a beginning, body and a conclusion.
    2. Using transitional elements effectively.

2. Content :

    1. Using accurate facts and information showing understanding.
    2. Using relevant content to the topic.

3. Language:

    1. Using understandable and suitable vocabulary.
    2. Using grammatically correct phrases and sentences.

4. Delivery:

    1. Producing correct pronunciation.
    2. Speaking naturally with native-like speed.

5. Body language and eye contact:

    1. Using appropriate gestures/posture.
    2. Maintaining good eye contact.

6. Visual aids and time management:

    1. Using visual aids appropriately.
    2. Managing time properly.

Each of these sub-skills consisted of a 5-point rating system (1 = very poor, 2 = poor, 3 = average, 4 = good and 5 = very

good). The scores range was from 12 to 60. The following procedures were applied to score the test:

a. The researcher video-recorded the students' presentations.
b. The raters watched the video-recordings and evaluated the students' performance independently using the scoring rubric.
c. The average of the scores of both raters to each skill was calculated.

The Reflective Thinking Questionnaire (RTQ):

Aim of the RTQ:

The reflective thinking questionnaire, developed by Kember et al. (2000), was used as a pre-post test. It was used as a pre-test to measure the entry level of students in reflective thinking and a post-test to examine the effect of vlogging.

Description of the RTQ:

It contained 16 statements about actions and modes of thinking during a course of study. The four constructs of habitual action, understanding, reflection and critical reflection are represented by four scales, each containing four statements. Each statement of the questionnaire consisted of a 5-point rating system (A = definitely agree, B = agree only with reservation, C = only to be used if a definite answer is not possible, D = disagree with reservation and E = definitely disagree). Each student was required to choose the appropriate letter to indicate the level of his/her agreement with the questionnaire statements (See Appendix B).

Validity of the RTQ:

The questionnaire has high validity and reliability as a measuring instrument for reflective thinking. Though, it was submitted to a panel of jurors who indicated that the questionnaire was valid.

Reliability of the RTQ:

The questionnaire was administered to 15 fourth year students- out of the study sample- enrolled in the Tour Guidance Department, Faculty of Tourism and Hotels, University of Sadat City to measure its reliability which was computed by using the Cronbach's Alpha coefficient. Results yielded 0.691, 0.750, 0.790 and 0.897 for the constructs "habitual action", "understanding", "reflection" and "critical Reflection" respectively. The coefficient calculated for overall reflective thinking was 0.919 which means that the questionnaire was reliable.

Scoring the RTQ:

Scores were assigned according to the aforementioned Likert scale, ranging from "definitely agree" (scoring 5), "agree with reservation" (scoring 4) to "disagree with reservation" (scoring 2) and "definitely disagree" (scoring 1). The middle response was "only to be used if a definite answer is not possible" (scoring 3). The scores range was from 16 to 80

Experimental Procedures of the Study:

Volunteering:

At the very beginning of the semester, the researcher asked for who would participate in the study group. This was done in a voluntary manner; so video recording could be a useful tool for students' successful performance development not a means of criticism (Orlova, 2009). Eighteen students agreed to join the study group. Such a small number of volunteers might be due to the nature of vlogging where students are required to videotape themselves and publish their videos on the Internet.

Pre-testing:

Having selected the participants of the study, the researcher pre-tested them using the EFL presentation skills test and the RTQ. The pre-testing took place on 15th October 2016 at the Computer and Language Laboratory of the Faculty of Tourism and Hotels, University of Sadat City. Firstly, participants were pre-tested using the EFL presentation skills test. It took nearly five hours to finish the test. Students were tested

individually. They were asked to prepare for two short oral presentations for 6 minutes where they can rehearse them before giving their final response (6 minutes) and being video-recorded. A mobile camera was used for recording the oral presentations of the students in order to be watched and used in scoring the test. After that, they were pre-tested using the QRT. It took nearly 15 minutes to complete the questionnaire.

Training:

The first two weeks of the experiment were devoted to training. Three training sessions were held with the participants of the study. Each session took two hours. The first session was devoted to how to deliver an effective EFL oral presentation and how to evaluate it using the prepared scoring rubric (see Appendix A) and the self- and peer reflection sheets (see Appendix C). The other two sessions dealt with vlogging, its nature and importance. Students were trained on how to (a) record a video using a digital camera, a mobile camera, a tablet or a laptop (b) reduce the video size as necessary for uploading using a video converter software, (c) create a vlog, (d) upload videos to a vlog, and (d) comment on videos on a vlog, either in written or video form.

Numerous websites could be considered to host the students' videos such as YouTube, Google Video, Viddler, Vimeo, Veoh, Dailymotion, MySpace, TubeMogul, Facebook, MailVU, Dropbox (Bryant, 2006; Gao et al., 2010; Gunelius, 2010; Watkins, 2012). Concerning choosing the suitable vlogging platform for the experiment, various websites were discussed. With the participants, Facebook was chosen to host the vlog of the study group. Facebook was chosen for the following reasons:

a. It is a widely used platform. All students in the study group have Facebook accounts, so it becomes easy to network and interact with other students.
b. Students know how to use Facebook, so they do not have to deal with another platform before learning can take place.

c. It is relatively effortless to create vlogs for Facebook. Students can easily upload their videos and reflect on them by leaving comments.
d. It is free and enjoys video playback universality.
e. No previous study, to the researcher's knowledge, has used Facebook as a vlogging tool for educational purposes.

Treatment:

The experiment of the study was implemented as a part of the "ESP and Terminology" course studied by fourth year Tour Guidance students. A private group vlog was created on Facebook which contained the study group students as well as the researcher. In weeks 3-8, participants were required to upload three 3-min. video-recorded presentations in which they orally responded to assigned topics derived from the in-class discussion. Some examples included: "the negative and positive features of Egypt as a tourist destination", "the bust of Nefertiti: importance and description", "promoting a certain tourist destination" and so on.

Some media and tools were utilized in presentations. Some students made use of PowerPoint slides shown by a data projector and screen. Other students used a flip chart or a pin board. Some instructions were given to students to be taken into consideration: (a) creating a loose script or outline of what will be done and said in the video (b) pairing up with a classmate when possible so that he/she could help with the technical aspect of the video recording while the participant is delivering his oral presentation, (c) avoid wearing clothing with busy patterns or small plaids, stripes, checks and herringbones, (d) rehearsing several times and creating multiple video clips and choosing the one that the participant is most satisfied with, and (e) making a back-up copy of the selected video before submitting it.

The completion of each required video clip spanned 2 weeks (see Figure 1). After preparing and uploading each video clip from their personal accounts to the group vlog accompanied

by self-reflection, students watched their peers' clips. They were required to provide comments on the strengths, weaknesses and areas for future improvement using the prepared scoring rubric and the self- and peer reflection sheets. The presenter in the video also had the chance to reply to his/her colleagues' comments and/or reflect on his/her video clip again, focusing on how he/she could improve. Accordingly, students were encouraged to upload improved clips. Moreover, students were allowed to search for and share videos about model presentations available on the Internet, either as separate posts or in their comments on other posts. The researcher also participated in commenting on the posts and engaged in rich discussions with the participants about their performance in the videos as well as the comments of the viewers.
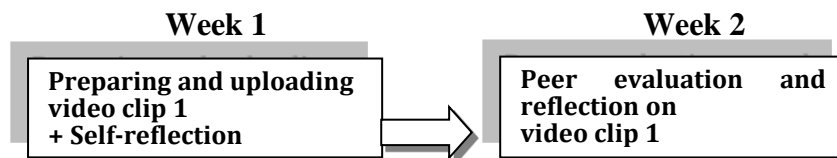
Week 1	Week 2
Preparing and uploading video clip 1 + Self-reflection	Peer evaluation and reflection on video clip 1

Figure 1. Procedure for completing each video clip.
Source: Original

Post-testing:

After conducting the experiment, the researcher post-tested the study group at the end of the first semester of the academic year 2016-2017 using the same instruments. Post-testing aimed to reveal the effect of vlogging. The post-testing was carried out on 17th December 2016 at the Computer and Language Laboratory of the Faculty of Tourism and Hotels, University of Sadat City; following the same procedures taken in the pre-testing.

Results and Discussion:

Due to the small number of participants, students' scores on the pre- and post administrations were statistically analyzed by using the non-parametric Wilcoxon Signed-Ranks test. Using the Wilcoxon Signed-Ranks test was to compare the differences

between the study group's mean ranks on the pre- and post administrations of the EFL oral presentation skills test and the RTQ in order to identify the effect of vlogging on the development of the students' EFL presentation skills and reflective thinking. Furthermore, the effect size was calculated using Cohen's d formula to measure the magnitude of the mean differences between the pre- and post administrations of the study participants.

Hypothesis One of the Study:

In order to verify this hypothesis, the Wilcoxon Signed-Ranks test was employed to identify the differences between the study group's mean ranks on the pre- and post administrations of the EFL oral presentation skills test. Table 1 provides the z-values for the differences between the study group's mean ranks of the EFL presentation skills pre- and post administrations.

Table 1. The z-values for the Differences between the Study Group's Mean Ranks of the EFL Presentation Skills Pre- and Post administrations

Dimension	Group	N	M	SD	Mean Rank	Sum of Ranks	z	Sig.	Effect Size
1. Organization	Pre.	18	3.72	0.80	-4.28	171	-3.7236	0.01	4.5710 Very Large
	Post.	18	8.06	1.07					
2. Content	Pre.	18	4.69	0.82	-3.31	171	-3.7236	0.01	4.6767 Very Large
	Post.	18	8.61	0.85					
3. Language	Pre.	18	4.83	0.80	-3.67	171	-3.7236	0.01	3.9822 Very Large
	Post.	18	8.00	0.79					
4. Delivery	Pre.	18	4.58	0.79	-2.42	171	-3.7236	0.01	3.9778 Very Large
	Post.	18	7.41	0.62					
5.Body Language and Eye Contact	Pre.	18	4.28	1.03	-4.22	171	-3.7236	0.01	3.8587 Very Large
	Post.	18	7.92	0.84					
6.VisualAids and Time Management	Pre.	18	3.83	1.11	-4.17	171	-3.7236	0.01	4.0099 Very Large
	Post.	18	7.89	0.90					
EFL Presentation Skills (total)	Pre.	18	25.94	4.49	-22.06	171	-3.7236	0.01	4.8758 Very Large
	Post.	18	47.89	4.51					

Table 1 shows that the mean scores were 3.72 (SD = 0.80) and 8.06 (SD = 1.07) for "organization", 4.69 (SD = 0.82) and 8.61 (SD = 0.85) for "content", 4.83 (SD = 0.80) and 8.00 (SD = 0.79) for "language", 4.58 (SD = 0.79)   and 7.41 (SD = 0.62) for "delivery", 4.28 (SD = 1.03)   and 7.92 (SD = 0.84) for "body language and eye contact", and 3.83 (SD = 1.11) and 7.89 (SD = 0.90) for "visual aids and time management" in the pre- and post administrations respectively. In addition, the mean scores for the overall EFL presentation skills were 25.94 and 47.89 and the SDs were 4.49 and 4.51 in the pre- and post administrations respectively. This signifies that the mean scores on the post assessment were higher than those on the pre-assessment; thereby indicating the existence of significant differences between the pre- and post administrations and the positive effect of vlogging.

Table 1 also shows that there were statistically significant differences at the 0.01 level between the study group's mean ranks on the EFL presentation skills pre- and post administrations in each skill in favour of the post administration: "organization" ($z = -3.7236$, $p < 0.01$), "content" ($z = -3.7236$, $p < 0.01$), "language" ($z = -3.7236$, $p < 0.01$), "delivery" ($z = -3.7236$, $p < 0.01$), "body language and eye contact" ($z = -3.7236$, $p < 0.01$) and "visual aids and time management" ($z = -3.7236$, $p < 0.01$). Furthermore, there existed a statistically significant difference at the level 0.01 between the study group's mean ranks on the pre- and post administrations in overall EFL presentation skills ($z = -3.7236$, $p < 0.01$) in favour of the post administration. Thus, the first hypothesis was verified reflecting the fact that the study group achieved significant improvement in EFL presentation skills on the post administration. Such improvement as indicated in Table 1 can be related to the use of vlogging.

Besides, the mean scores of both administrations in each skill were very different as indicated by the very large effect size: "organization" ($d = 4.5710$), "content" ($d = 4.6767$), "language" ($d = 3.9822$), "delivery" ($d = 3.9778$), "body language and eye contact" ($d = 3.8587$) and "visual aids and time management" (d

= 4.0099). The mean scores of both administrations in overall EFL presentation skills were also very different as indicated by the very large effect size (d = 4.8758). This is shown graphically in Figure 2. Thus, vlogging proved to have a positive effect on enhancing students' EFL presentation skills.
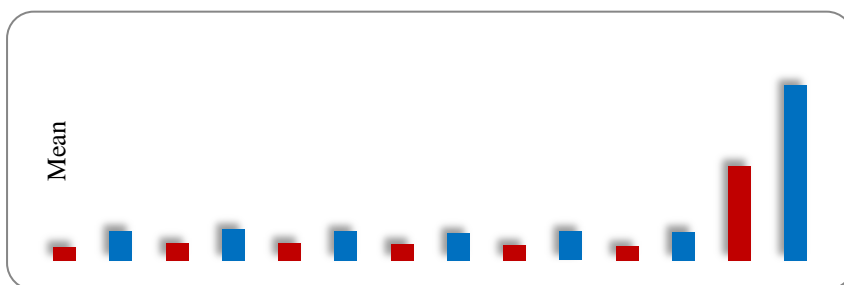

Figure 2. The mean scores of the EFL presentation skills pre- and post administrations.

This significant result might be attributed to different reasons. During the experiment, EFL presentation skills improved because students rehearsed several times and created multiple video clips before uploading their final ones to the group vlog. Moreover, vlogging afforded students the opportunity to repeatedly observe and evaluate their own performances and those of others. Such peer interaction and feedback enabled them to identify the strengths and weaknesses of peers' presentation performance. It also increased their motivation to do their best to improve their presentations. Moreover, students might have benefited from sharing and watching videos of model presentations available on the Internet. Teacher comments and reflection on students' performance might have promoted their EFL presentation skills as well.

Improvement was seen in all the six measured main skills with their sub-skills. Students learned to use more appropriate attention-getting utterances to begin their presentations with and to efficiently wrap them up. They succeeded in keeping up their presentations and linking their main points by using transitional elements. They learned to enrich their presentations

with detailed and illustrative relevant facts and information. They attempted to use more appropriate vocabulary as well as grammatically correct phrases and sentences. As for delivery, they pronounced words correctly, varied the volume of their speech to emphasize important aspects and spoke smoothly with the help of each other's feedback, guidance and support.

Concerning body language, students improved their postures and used hands and movements effectively to describe and point at certain elements. They succeeded in maintaining good eye contact and decreasing the amount of reading from notes. Furthermore, their presentations were enhanced by using visual aids effectively and using the allocated time wisely. Such result is in agreement with the findings of other studies conducted by Cavanagh et al. (2014), Hung and Huang (2015), Liu (2016) and Shih (2010) who concluded that using vlogging supports students' EFL presentation skills and provides an effective medium for developing them.

Hypothesis Two of the Study:

In order to prove this hypothesis, the Wilcoxon Signed-Ranks test was employed to identify the differences between the study group's mean ranks on the pre- and post administrations of the RTQ. Table 2 provides the z-values for the differences between the study group's mean ranks of the reflective thinking pre- and post administrations.

Table 2 shows that the mean scores were 8.33 (SD = 1.46) and 16.89 (SD = 0.96) for "habitual action", 11.39 (SD = 1.46) and 18.17 (SD = 1.58) for "understanding", 10.11 (SD = 1.13) and 17.44 (SD = 1.33) for "reflection" and 8.56 (SD = 1.42) and 17.00 (SD = 1.46) for "critical reflection" in the pre- and post administrations respectively. Additionally, the mean scores for the overall reflective thinking were 38.39 and 69.50 and the SDs were 2.23 and 3.45 in the pre- and post administrations respectively. This indicates that the mean scores on the post-assessment were higher than those on the pre-assessment; thereby indicating the existence of significant differences

between the pre- and post administrations and the positive effect of vlogging.

Table 2. The z-values for the Differences between the Study Group's Mean Ranks of the Reflective Thinking Pre- and Post administrations

Dimension	Group	N	M	SD	Mean Rank	Sum of Ranks	z	Sig.	Effect Size
1.Habitual Action	Pre.	18	8.33	1.46	-7.67	171	-3.7236	0.01	6.9329 Very Large
	Post.	18	16.89	0.96					
2.Understanding	Pre.	18	11.39	1.46	-6.61	171	-3.7236	0.01	4.4527 Very Large
	Post.	18	18.17	1.58					
3. Reflection	Pre.	18	10.11	1.13	-8.89	171	-3.7236	0.01	5.9172 Very Large
	Post.	18	17.44	1.33					
4.Critical Reflection	Pre.	18	8.56	1.42	-7.44	171	-3.7236	0.01	5.8666 Very Large
	Post.	18	17.00	1.46					
Reflective Thinking (total)	Pre.	18	38.39	2.23	-30.61	171	-3.7236	0.01	10.7123 Very Large
	Post.	18	69.50	3.45					

Table 2 also shows that there were statistically significant differences at the 0.01 level between the study group's mean ranks on the reflective thinking pre- and post administrations in each construct in favour of the post administration: "habitual action" (z = -3.7236, p < 0.01), "understanding" (z = -3.7236, p < 0.01), "reflection" (z = -3.7236, p < 0.01) and "critical reflection" (z = -3.7236, p < 0.01). Furthermore, there existed a statistically significant difference at the level 0.01 between the study group's mean ranks on the pre- and post administrations in overall reflective thinking (z = -3.7236, p < 0.01) in favour of the post administration. Thus, the second hypothesis was accepted reflecting the fact that the study group made significant improvement in reflective thinking on the post administration. Such improvement as indicated in Table 2 can be related to the use of vlogging.

Besides, the mean scores of both administrations in each construct were very different as indicated by the very large effect size: "habitual action" (d = 6.9329), "understanding" (d = 4.4527), "reflection" (d = 5.9172) and "critical reflection" (d =

5.8666). The mean scores of both administrations in overall reflective thinking were also very different as indicated by the very large effect size (d = 10.7123). This is represented graphically in Figure 3. Thus, vlogging proved to have a positive effect on enhancing students' reflective thinking.
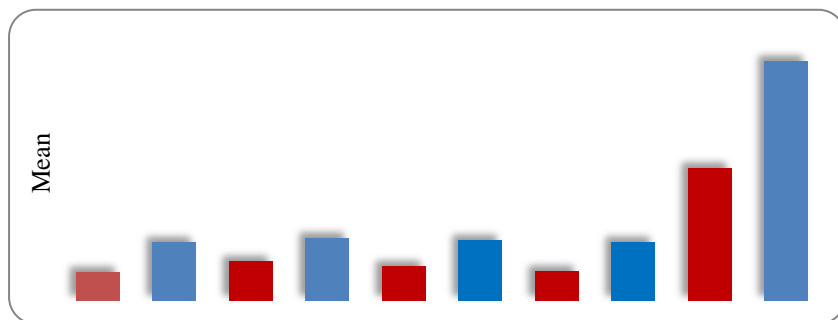

Figure 3. The mean scores of the reflective thinking pre- and post administrations.

This significant result might be ascribed to a number of reasons. During the experiment, students' reflective thinking was enhanced because vlogging afforded students the opportunity to practice self- and peer-reflection constantly. Firstly, students had to self-reflect on their performance after uploading their video clips to the group vlog. Then, they were required to provide written or video comments on their peers' performance about the strengths, weaknesses and areas for future improvement. They tried continuously to correct their mistakes. They became more willing to ask questions not only about linguistic features but also about how to organize their information and how to manage time effectively.

Improvement was seen in the students' increased level of agreement with the questionnaire statements relating to the four constructs of reflective thinking after using vlogging: (a) habitual action [doing something without much thought], (b) understanding [content and theory], (c) reflection [reviewing, questioning the way in which something is done, considering alternatives and reflecting on actions or experiences], and (d)

critical reflection [looking beyond reflection, questioning firmly held beliefs and assumptions, discovering shortcomings and changing behavior]. Such result is consistent with the findings of other studies conducted by Cavanagh et al. (2014), Hung and Huang (2015), Liu (2016), Shih (2010) who confirmed that using vlogging enhances students' reflective thinking and provides an effective medium for developing their self- and peer reflection.

Conclusion:

Within the limitations of the present study as well as the results obtained, it can be concluded that using vlogging in the ESP classroom proved to have a positive effect on enhancing the study group's EFL presentation skills and reflective thinking. During the implementation, some students expressed concerns about time constraints, technological problems and discomfort with recording oneself. This is largely consistent with Hung's (2011) findings reported previously. As a result, some students either posted late or missed one or more posts. Despite such challenges and by the end of the experiment, students reported that they have benefited from using vlogging reflected in their EFL presentation skills as well as their reflective thinking ability.

Recommendations:

Based on the aforementioned results attained, the following recommendations are offered:

1. Vlogs are recommended to be included in teaching EFL presentation skills and reflective thinking to Tour Guidance students.
2. More attention and time should be devoted to EFL presentation skills and reflective thinking as they are very important for Tour Guidance students. That is because they have to master what they are going to use in their future career.
3. Tour Guidance students should be encouraged to use Internet resources and engaged in reflective activities to enhance their EFL presentation skills and reflective thinking.

4. EFL University instructors should be familiarized with EFL presentation skills as well as thinking skills, and how they are taught.

5. EFL University instructors should be acquainted with the new methods and technologies in teaching EFL and thinking skills. Besides, they should be trained to use them.

Suggestions for Further Research:

The following topics are suggested for further research:

1. Replicating the present study with other ESP students where EFL presentation skills are needed.

2. Investigating the effect of vlogs on developing students' (a) listening skills, (b) speaking skills and (c) autonomous learning, and reducing their communication apprehension.

3. Investigating the students' and instructors' attitudes towards the use of vlogs in EFL learning, teaching and assessment.

4. Investigating the effect of photo blogs (plogs) on developing students' vocabulary acquisition.

5. Investigating the effect of other Web 2.0 tools on students' EFL learning.

Acknowledgments:

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