



## **Regular Article**

### **Using Electronic Vlogs to develop Critical writing skills for first year Secondary Stage Students**

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## **Abstract**

The current research aimed at investigating the effect of electronic vlogs in teaching for developing secondary stage students' critical writing skills .The study adopted a quasi-experimental design (experimental). Also it included one independent variable which was electronic vlogs and a dependent variable which was critical writing. The participants of the study are a group of first year secondary stage students. The researcher taught them by using electronic vlogs. The current research indicated the positive effectiveness of using electronic vlogs in developing critical writing of secondary stage students. It facilitated the teaching of EFL with new technology, and encouraged English supervisors and teachers to use the current strategy in teaching that, helped students share and activate their thinking. It helped students to pay their attention with teachers through new methods

electronic vlogs is very interesting. in teaching. It makes teachers use new methods, which reduce teachers' effort. ....

**Key words: Electronic vlogs- Critical writing**

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## **Introduction**

Writing is one of the four language skills in learning English. It is an important skill to learn English and develop students' ability to express their ideas, and establish or maintain social relationship by communicating with others. In other words, writing ability is an important part of communication, because writing is a means to communicate, to convey message, ideas, and feelings in written form. Writing is challenging for Second language learners who do not have the skills to write coherent and cohesive text.

In institutions of higher learning, students should have the ability to write well-structured persuasive arguments (Butler & Britt, 2011). Many EFL students face difficulties in writing because they are not proficient in the language. Cheng and Chen (2009) find that writers are unable to convey their ideas clearly because they are weak in sentence structures. Therefore, building capacity for critical writing should be created step by step. Critical essays mean the effort to jot the ideas from the environment into anything giving knowledge and meaning. Critical paper is coming from a vital mind. Critical paper means the thought work that opens the new perspective and attends to deconstruct the old understanding into new understanding dealing with any topics. must have capacity to find and interpreting and synthesizing content across sources in critical writing (Cooney et al., 2018). It means that the learners should have this capacity; they can have it by practicing in daily activities in critical writing, to interpret, and to synthesize content across sources because of being a habit. Critical essay should be based on the curiosity to answer the problem. Interest is the crucial point in learning to be able to write critically towards any topic. Therefore, keeping students active in class through writing activities in class will help students think critically. Writing activities in class dealing with issues in question will take the learners to be able to think critically. Through activities that are sandwiched between pre-writing, reflecting, and writing assignments, it contributes towards the process of critical writing. Improvements in building concept and in organizing the framework to write critically will be evaluated in-process and continuously by comparing learners' pre-writing results with the final papers they make. Overall, developing hands-on activities increase critical thinking in writing, (Piergiovanni, 2014).

In order to make writing skills more approachable for students, English teachers employ a variety of methods and media in their instruction. Using learning media and activities to communicate material to students can be a helpful teaching tool for the teacher. The ability to employ media learning with students at home can also help students better prepare and accept the subject. Learner-friendly teaching methods necessitate the best and most exciting learning media imaginable. Consequently, it is essential for instructors to have a working knowledge and comprehension of the technology that is now available in order to design and implement novel and creative teaching methods. blogs have expanded to include multimedia capabilities; i.e., a blog is no longer limited to text. It is also possible to add audio and video (Brazburg, 2007). The incorporation of video content in many open

source content management systems means that bloggers can now run and maintain their own video blogging sites (Kaminsky, 2010). vlogs are a term used to describe blogs that have recently expanded to include video (Pilkington, 2009). A vlog is a video that is posted on YouTube and made to look as attractive as possible using Learning resources that include information

### **Context of the Problem**

Students who learn English as a foreign language also face some difficulties due to various reasons such as lack of interest in studying English, insufficient knowledge of writing skills ,and exposure to inadequate teaching methodologies and writing skill resources .Some of the primary writing skill difficulties among the students are limited vocabulary, inappropriate use of idiomatic and conversational language, inept phrasing, and unconventional grammar use, word order and sentence structure issues ,difficulties in spelling ,understanding meaning and interpreting Consequently ,the identified difficulties in writing skills ,lead to inappropriate and inaccurate written assignments and thus, the low scores in their exams. It was observed by the researcher during teaching to first year secondary stage at Ehnasia secondary school that some students have problems in writing skill .To investigate the problem among secondary stage students, the researcher administered a diagnostic test on (30) first -year secondary school students at Ehnasia elmadina secondary School. Results show that there is a problem at students in their writing

### **Statement of the Problem**

The problem of the research can be stated in the weak performance of secondary stage students in critical writing.

### **Questions**

What is the effectiveness of using vlogs in developing critical writing skills of secondary stage students?

### **Objectives**

Based on the problem statement above, the research aims mainly at investigating the effectiveness of the suggested strategy in developing critical writing among secondary stage students.

### **Significances**

The research may be important for the following

1. Secondary stage students; the research may train them on understanding much more writing texts than the texts they study.
2. Curricula developing specialists; the research may benefit them by presenting additional content, teaching methods, evaluation and activities for EFL students.
3. Researchers; The research can open new horizons towards other researchers who are concerned with the same problem.

### **The research Hypothesis**

The research attempts to verify the following hypothesis

There is a statistically significant difference at the level of (0.01) between the mean scores of the experimental and the control group in pre and post measurement of the critical writing skills in favor of the experimental group.

### Delimitations of the Research

The research had the following delimitations:

1. Two groups of first year secondary stage students at Ehnasia secondary school
2. A whole semester of first year secondary stage.
3. The following critical writing subs-skills.

a. Understanding	b. Interpreting
c. Analyzing	d. Synthesizing
e. Evaluating	f. Applying
g. Justifying	h. comparing

### Methodology

#### Population

The population of the study consisted of first year secondary stage students at Ehnasia secondary schools in Beni Suif. Directorate enrolled in the second semester of the academic year (2021-2022).

#### Participants

The participants were randomly selected from Ehnasia secondary schools in Ehnasia There were two groups: an experimental and a control one.

#### Design of the research

This study adopted a quasi-experimental design employing two groups. The researcher taught the experimental group of the study by using electronic vlogs strategy.

This design included the following variables:

1. Independent variable: electronic vlog.
2. Dependent variables: critical writing

#### Instruments of the research

Pre –post critical writing test

#### Definition of Terms

##### Critical writing

Saadati, Tarmizi and Bayat(2010). Defined critical writing in education as a skill which allow learners to analyse various situations from different perspectives and, consequently, learners should be able to conceptualize, analyze, synthesize and evaluate information

Cooney et al., (2018) defined Critical writing as the effort to jot the ideas from the environment into anything giving knowledge and meaning Critical paper is coming from a vital mind made from critical writing. There must be a capacity to find and interpreting and synthesizing content across sources in critical writing.

The researcher defines critical writing as Critical writing is the process of writing which one should draw together critical thinking with high level of critical writing , secondary school students should use critical writing ,evaluate ,analysis, Appling and justifying sentences in a logical way

## Vlog

Sulasih,( 2017 )defined "Vlog as video which is uploaded inYouTube and it made as attractive as possible containing material in learning Specifically, the material that taught by the teacher can facilitate the students in learning anywhere and anytime.

Azhar Arsyad(2008 )defined vlogging as type of blogging exercises utilizing the mechanism of the video over the utilization of the content or sound as a significant media source.

### Operational definition

Video blog (vlog) asort of of blogs form which has received increased attention over the years. Blogs have built of the textual genre of personal publishing, but in nowadays it develops to be visual should be used by secondary school students.

Vlogging is EFL student teacher's online publishing videos of his/her authentic in-class teaching, accompanied by self-reflection on his/her teaching performance while other colleagues can evaluate the teaching performance in the videos through comments in written or video form.

### Review of Literature

Writing is challenging for English Second language (ESL) learners who do not have the skills to write coherent and cohesive text. In institutions of higher learning, students should have the ability to write well-structured persuasive arguments (Butler & Britt, 2011). Many students face difficulties in writing because they are not proficient in the language. Cheng and Chen (2009) find that writers are unable to convey their ideas clearly because they are weak in sentence structures .Therefore, building capacity for critical writing should be created step by step. Critical essay means the effort to jot the ideas from the environment into anything giving knowledge and meaning. Critical paper is coming from a vital mind made from critical writing. There isn't critical paper if there is no critical writing. Critical paper means the thought work that opens the new perspective and attends to deconstruct the old understanding into new understanding dealing with any topics. Because of it, there must be a capacity to find and interpreting and synthesizing content across sources in critical writing (Cooney et al., 2018). It means that the learners should have this capacity; they can have it by practicing in daily activities in critical writing. Each of them has to find, to interpret, and to synthesize content across sources because of being a habit.

Critical essay should be based on the curiosity to answer the problem. Interest is the crucial point in learning to be able to write critically towards any topic. Therefore, keeping students active in class through writing activities in class will help students think critically. Through activities that are sandwiched between pre-writing, reflecting, and writing assignments, it contributes towards the process of critical writing. Improvements in building concept and in organizing the framework to write critically will be evaluated in-process and continuously by comparing learners 'pre-writing results with the final papers they make. Overall, developing hands-on activities increase critical thinking in writing, mainly when they write reflections in a journal shortly after completing an action (Piergiovanni, 2014).

In order to promote a sense of community in the classroom and encourage students to create online portfolios, web blogs can be used to create a real-world audience for students' writing (stanely,2005). Students' interest in web journals is bolstered by the kind of blog curiosity that is a key component of a site's success.

For EFL students, frequent writing and writing on a computer can help, but this may not be the case for students who are learning English as a second language (Bernstein, 2004). In this case, students should look up English word references or use the internet to communicate their thoughts correctly. EFL students can make an important step toward becoming good writers if they can identify a big problem with their writing and find solutions in lexicons or the internet.

A study by Algrami (2012) indicated that students had developed the ability to choose the topic they wanted to write about and had an inspired attitude regarding writing on the blog and the feedback they received from their peers. Students developed fundamental reasoning and the ability to make decisions based on information received from others.

All types of online media were still largely in a one-way street when the World Wide Web was first introduced. Web 2.0 and beyond have given new ways to express and access information immediately, and this has been facilitated by the rapid development and diffusion of the World Wide Web (O'Reilly 2005). This goal is increasingly being achieved through the use of weblogs (often referred to as blogs). The blogosphere has become a new medium for millions of people to publish and exchange knowledge and information, as well as to construct networks and personal relationships ([Hoem 2005]. Video blogs (or vlogs) is a potent new media supplement to current televised news sources in the future because they combine the omnipresent, grassroots blogging with the richness of expression accessible in video. Vlogs have ushered in a new era of social media video. In spite of this, a cursory examination of the most recent vlogs demonstrates that very few of the outcomes of multimedia.

There is no more debate about video media in the study hall after this clarification. Peer learning, self-evaluation, and specialized and competent capabilities can all be learned through video logs (Parkes, Dredger and Hicks, 2013), and video logs can be used to promote students' intelligent thinking (Parkes & Kajder, 2010; Kajder & Parkes, 2012). (Hung, 2011). As a result, it is expected that pre-administration instructors will have large commitments to professional and social advancements, equivalent to receiving information and skills, if they use video blog programs that are more up to date than sites.

With the explosive growth of vlogs worldwide, several challenges are posed for vlogging technology (Gao, Tian, Huang & Yang, 2010). For example, vlogs need a lot of server space as well as a lot of time to process and upload video files and some people can become impatient when loading some vlogs (Harris, 2017). The challenges of vlogs also involve technical difficulties, affective interferences and weak linkage to real-time communication (Hung, 2011). In the same vein, Belek (2013) mentions some challenges related to vlogging. These challenges included: technical challenges (e.g., adequate lighting and sound as well as proper software), performance challenges (e.g., the vlogger's feeling uncomfortable talking to the camera), and content challenges (e.g., the vlogger's desire to make sure his/her message gets across clearly might push him/her to record the video several times). Moreover, Gao et al. (2010) refer to some challenges that cover most of the important problems and aspects related to the current and future vlogging technology. The first challenge is related to basic supporting infrastructure and techniques which include network bandwidth and media storage. The second challenge of vlogging is mostly about what multimedia technology could give to vlogging and vice versa. The third challenge is related to potential copyright, moral and legal issues.

## **Instruments of the Study**

### **Apré posttest on critical writing skills**

#### **1- The General Aim of the Test**

The general aim of the test was to measure the actual level of the experimental group and the control group before and after the treatment. As a pre-test, it aimed to determine the level of the group before the study, while as a post-test, it aimed at identifying any possible progress and difference which occurred in the achievement of the experimental group on the consideration that the experimental group members were taught using the Electronic vlog strategy .

#### **Constructing the Pre/Post critical writing Test**

To construct the test, the researcher referred to the directives of the Ministry of Education particularly critical writing of secondary stage and reviewed literature and related studies regarding critical writing. Critical writing test consisted of 24 questions, which cover critical writing items in use as shown in appendix (D)

#### **3- Validity of the Pre-post critical writing Test.**

For estimating the validity of the test, it was submitted to a panel of jurors (N=5), three faculty members in TEFL and two senior supervisors of ELT. There were some recommendations as follows:

1-They recommended modifying the questions; in order to fit the age group of first year secondary stage students

2. Some of jury recommended reducing the number of questions.

3. Furthermore, one of the jury members recommended choosing the questions items according to the questions types.

The validity of the test was established according to the following criteria:

1- The test items reflect the objectives.

2- The questions suit first year secondary school students" level.

3- There is coherence between the test items and the table of specifications.

4- The layout is acceptable.

5- The time assigned is enough to answer all questions

#### **4- Reliability of the pre-post critical writing test**

Moreover, prior to the main study, a pilot study was conducted, with a group of 30 students from Ehnais secondary school who were excluded from the sample, to check the reliability of the pre-test and post-tests. In order to prove that the test is reliable, the internal consistency of the test was calculated via Cronbach's Alpha and was 0.87, which indicates that the questions were highly reliable. The correlation coefficients ranged between the score of each question and the total score of the scale from 0.46 to 0.79 which they are all high and function at 0.01.

## B. Test Specifications Table

### 1- The Aim of the Test Specification Table

The researcher designed this table to determine the type of questions and the items which the researcher wanted to measure by these questions as shown in appendix (E)

### 2- Constructing the Test Specification Table:

To construct the table, the researcher determined the types of questions which researcher would use in the critical writing test. He determined the skills of the lessons which he tried to measure.

## Results and Discussions

- 1- **Results of the Hypothesis:** To verify the hypothesis of the research that stated there is a statistically significant difference at the level of (0.01) between the mean scores of the experimental group and the control group in pre and post measurement of the critical writing skills in favor of the experimental group.

A t test for the experimental group was used to measure the differences between the mean scores of the experimental group and control group in critical writing test.

**Table (1): t-test results that show the differences between the control group and experimental group in the pre-post critical writing test**

	NO	Mean	Std. Deviation	t	Sig.
Pre Exp	30	19.43	1.812	1.372	Not Sig.
Pre control	30	18.82	1.565		
Post exp	30	64.40	1.979	60.346	0.01
Post control	30	27.40	2.643		0.984

Table 1 proves that there was a significant difference between the results of the experimental group in the pre-post critical writing test and the control group in the critical writing test as Table (1) illustrates that the Mean of the experimental group in the pretest was 19.43 and the Mean of the control group was 18.82. The standard deviation of the experimental group in the pre was 1.812 and the standard deviation of the control was 1.565. t value was 1.372 The Mean of the experimental group in the post test was 64.40 and the mean of the control group in the post test was 27.40. The standard deviation of the experimental group in the post test was 1.979 and of the control group was 2.643. t value was 60.346 this indicates that the program positively affected the experimental group

## Conclusions

The results related to the hypothesis of the study showed that using vlog strategy in teaching had a positive effect on developing critical writing skills. As shown in table one that the mean score of the experimental group in the post critical writing scale is better than the



mean score of the control group in the post critical writing test . The t-value was statistically significant at (0.01) level in the post scale. This means that the teacher used an effective strategy “electronic vlog” which developed the critical writing skills during learning. This strategy may help teacher during teaching, and have its good effect on students

### **Recommendations**

Based on the results of the current research the following recommendations were offered:

1. Encouraging English supervisors and teachers for using the current strategy in teaching that make students share and activate their thinking and abilities. Help students pay their attentions with teachers because the teaching of new strategy as vlogs is interesting.
2. Training English teachers for using vlogs in their teaching. Making teachers, use new methods, which reduce teacher’s efforts, make them guiders for students and make students participate in class.
3. Adapting vlogs in teaching in all educational stages.

### **Suggestions for Further Studies**

In light of the present study results, more studies can be suggested in the area of using electronic vlogs strategy in teaching English as a foreign language: conducting a study to investigate the effect of

- 1- Using vlog strategy on developing critical writing during learning English language.
- 2- Using vlog strategy on developing productive skills (speaking and writing).
- 3- Diagrams on developing pupils’ fluency.
- 4-Stories / songs on developing primary stage pupils' language skills.

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