



**Title: Improving Secondary School
Students' Oral Fluency Using Vlogs**

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Improving Secondary School Students' Oral Fluency Using Vlogs

**Research Derived from a Dissertation Submitted in Partial Fulfillment of
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مستخلص البحث باللغة العربية:

هدف هذا البحث إلى التعرف على أثر استخدام المدونات المصورة علي تنمية مهارات الطلاقة الشفوية لدي طلاب الصف الأول الثانوي، بتم استخدام المنهج التجريبي المعتمد على تصميم مجموعتين المجموعة التجريبية والمجموعة الضابطة، مع التطبيق القبلي والبعدي لأدوات البحث المتمثلة في اختبار مهارات الطلاقة الشفوية من إعداد الباحث لاختبار صدق الفرضيات والإجابة عن أسئلة البحث. تكونت مجموعة البحث من (٦٠) طالبة بالصف الأول الثانوي بمدرسة الشهداء الثانوية للبنات بإدارة الشهداء التعليمية بمحافظة المنوفية . أثناء الفصل الدراسي الأول للعام الدراسي ٢٠٢٣ - ٢٠٢٤. وقد كشفت نتائج البحث عن وجود فرق دال إحصائياً بين متوسطي درجات طالبات المجموعة التجريبية ودرجات طالبات المجموعة الضابطة في التطبيق البعدي لاختبار مهارات الطلاقة الشفوية ككل ولكل مهارة على حدة لصالح المجموعة التجريبية، ووجود فرق دال إحصائياً بين متوسطي درجات طالبات المجموعة التجريبية في التطبيقين القبلي والبعدي لاختبار مهارات الطلاقة الشفوية ككل، ولكل مهارة على حدة لصالح التطبيق البعدي؛ مما يدل على تأثير استخدام المدونات المصورة على تنمية مهارات الطلاقة الشفوية لدى طلاب الصف الأول الثانوي، لذا فقد أوصى البحث بضرورة الاهتمام باستخدام المدونات المصورة في تنمية مهارات الطلاقة الشفوية.

الكلمات المفتاحية: المدونات المصورة - الطلاقة الشفوية .



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ABSTRACT

The present research aimed to investigate the effect of utilizing Vlogs on the development of oral fluency skills among first-year secondary school students. The research adopted a two-group quasi-experimental design. Sixty students ($n = 60$) from intact classes were selected and divided into experimental and control groups. The experimental intervention took place at El Shohada Secondary School for Girls in Menoufia during the first semester of the academic year 2023/2024. A pre-post oral fluency test was designed by the researcher and utilized to evaluate students' oral fluency skills before and after the experimental intervention. Results indicated a statistically significant difference between the mean scores of the experimental group and those of the control group on overall oral fluency skills as well as each specific skill assessed in the posttest, favoring the experimental group. Additionally, there was a statistically significant difference between the mean scores of the pre and post administrations of the test within the experimental group for overall oral fluency skills as well as each specific skill assessed, favoring the post administration. It is recommended that Vlogs be used to develop oral fluency skills.

Key words: Vlogs, Oral fluency Skills



Introduction

In the era of the fourth industrial revolution, English has assumed a crucial role across various domains and at multiple levels. Firstly, it has emerged as the official language in fields such as science, technology, tourism, and international scientific publications. Secondly, according to W3 Techs website, a specialized institution in web technology surveys, over 63.4% of internet website content is in English. Finally, English serves as the dominant language in the realms of business, trade, and international organizations, as well as being the official language at international conferences. Consequently, teaching and learning English as a foreign language have become necessary in modern times to effectively communicate with the global community.

Teaching English aims to acquire and develop four main skills: listening, speaking, reading, and writing. These skills are commonly classified into oral skills (listening and speaking) and written skills (reading and writing). The primary objective of any language is communication. As Toro et al. (2019) suggest, all individuals require communication to express their ideas, feelings, and thoughts. Communication is facilitated through the utilization of the four language skills. However, listening and speaking are predominant in most communicative activities. Emanuel et al. (2008) proposed that oral communication skills appear to be more dominant than written skills among university students, as they allocate more than 71% of their day to listening and speaking, while reading and writing constitute less than 29% of their day.

This highlights the importance of teaching and learning oral communication skills in contemporary times. With globalization, it is imperative for graduates to possess proficient oral communication skills to function effectively in professional settings (Živković & Stojković, 2011). Oral fluency serves as a robust indicator of second language (L2) proficiency, a key determinant of successful communication, and a significant learning objective (Tavakoli et al., 2020; Suzuki and Kormos, 2023; Zúñiga et al., 2023). Similarly, the development of oral skills is a primary criterion outlined in the "Learners' Profile by the End of Grade Twelve" in the 2009 Egyptian Document of Learners' Standards in Pre-university Stage. According to this document, students should demonstrate the ability to respond to listening texts (including summarizing, judging, and evaluating) while justifying their reactions. They should also actively engage in full-class, group, and pair discussions and debates.

As noted by Ciriani-Dean (2021), carefully structured oral interaction is crucial in EFL classes, where students may have limited natural opportunities to practice speaking English



outside of class. Moreover, the challenge of simulating authentic speaking tasks beyond the classroom and the tendency to prioritize written skills for at-home tasks often restrict speaking practice predominantly to the classroom for many students. Similarly, according to Zahra et al. (2020), technology plays a positive role in enhancing oral fluency among EFL students.

In the Egyptian context, particularly in public schools, oral skills are often neglected and inadequately developed due to various factors such as large class sizes, a lack of learning resources, and an overemphasis on grammar-based approaches, leading some students to lack motivation to learn English (Khalil et al., 2019; Ibrahim & Ibrahim, 2017). Moreover, the Strategic Plan of Pre-college Education 2014–2030 in Egypt (2014, p. 59) has identified that current curricula are static and fail to align with modern educational trends or the demands of a knowledge economy. These curricula do not offer students enough opportunities for creativity, critical thinking, or intrinsic motivation for learning.

To verify this problem, the researcher conducted a pilot study with a sample of 30 first-year secondary students at Denshway Secondary School, one of Monofia's secondary schools, in the last week of October 2021. The researcher adapted an oral fluency skills test relevant literature. In the first part, students listened to a nearly 3-minute conversation between two people (adapted from the British Council website) and then answered six comprehension questions. Subsequently, they were asked to deliver a brief talk about a specific situation with guided questions. Finally, they were presented with two pictures and instructed to choose one and provide commentary on it.

Their answers of the test and the scale were analyzed. The following deficiencies were recognized:

- 1 - Listening skills deficiencies: Students had problems with
- 2 - Identifying the accent; British or American.
- 3 - Speaking naturally without hesitation.
- 4 - Pronouncing using appropriate stress and intonation.

Vlogs

Since the 21st century is often called the century of digital technology and information explosion, utilizing technology in education has become inevitable. The role of technology in education is to assist EFL teaching/learning. It is also asserted that using technology tools in the classroom improves outcomes for both teachers and students. That is because it improves students' language abilities and increases their motivation. In the same context, technology



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helps teachers to impart knowledge and students to acquire it and it increases learning and interactivity of students. With it teachers and students will get access to online libraries, online school directories, and online lectures conducted by experts. It solves learning problems and facilitates learning activities (Pentang et al, 2023; Raja and Nagasubramani, 2018; Varisa & Fikri, 2022; Anugerah et al, 2019; Yunita et al, 2023).

Based on Ürün (2016), current language education policies show tendency toward utilizing different forms of technology to support instructional processes, to involve language learners in the learning process, and to provide authentic patterns of the target culture and different cultures as well. Standley (2003) stated that today, digital cameras, editing software and electronic media outlets allow more students than ever to tell their own stories more easily, and to share them more widely. For Anil (2016), technology converts the classroom from teacher-centric to student-centric and increases confidence level among students. In general, 21st century education uses technology in helping teachers and students in the learning process (Prasodjo & Rozi, 2023; Arifatin et al, 2023). One of these modern technological tools is Video Blogs (Vlogs).

Advantages of Vlogs in Education

The internet, the various practices to capture images, the emergence of distribution channels like YouTube are changing the way students learn and the way teachers teach, specifically a foreign language (Sarmiento, 2019). Vlogs transmit visual information vividly in a casual setting. They combine the omnipresent, grassroots blogging with the richness of expression accessible in video (Choi & Lee, 2019; Mohamed et al, 2023). Vlogs have several merits when used in education. That is why they have been studied worldwide in order to verify their benefits. According to Fausen et al (2022), Vlogs can be applied as an interesting and alternative media in teaching speaking. That conforms to Anas (2021), in which students enjoyed learning and got new vocabulary in his study to determine the perception of students on Vlog shows in learning English. Likewise, Anil (2016) confirmed that language learners use Vlogs to monitor and evaluate their skills willingly for their better language learning. In addition to that, Vlogs are used as an effective technique for developing EFL teaching skills of student teachers (Kandeel, 2019).

In the same vein, Encalada & Sarmiento (2019) affirmed that self-recording videos helped EFL learners to develop their speaking abilities; their vocabulary and pronunciation accuracy.



Participants also reported they were motivated when they were speaking in the self-recording videos. This conforms to Yunita et al (2023) who proved that using project-based learning using vlogs improves students' vocabulary. Additionally, Vlogs and Ted Talks were found beneficial in improving creativity, critical thinking, self-confidence and speaking ability (Anggareni et al, 2017). Mahmud (2021); Mohamed et al (2023) proved that Vlogs help boost students' motivation, confidence, participation and self-esteem. They also increase their language proficiency, Computer literacy and soft skills. This goes along with Torres (2018) who found out that vlogging was very useful in boosting learners' self-confidence and self-awareness.

The Vlog can be an interesting thing for students to learn from. Students as viewers can develop several areas of language: vocabularies, pronunciation, expression, writing, speaking performance, accuracy etc. Students are able to imitate how to say something in the foreign language through being exposed to a Vlog. That is because in the process of making a Vlog, students are required to arrange conversations that must match good and correct pronunciation and grammar. Moreover, Vlogging is featured by the low cost, easy setting up, and permission free. These features make Vlogs an effective language learning tool (Afrilliani et al, 2018; Fitria, 2022; Zhang, 2020; Wahyudi et al, 2022, Prasodjo& Rozi, 2023; Saputro, 2020; Arifatin et al, 2023).

Nuha (2022) summarized the educational benefits of Vlogs:

- Vlogging can help people share ideas that might be difficult to share through text or print.
- Students learn best when teachers vary their instructional delivery and using as many sense as possible. For visual learners, vlogging can be beneficial for them to relate and comprehend the information.
- Using a Vlog to demonstrate an idea makes learners able to watch the video for more than once. It also gives parents an opportunity to see what their child is learning in school. It also helps teachers to add information about a topic allowing it to be differentiated depending on the student skill.
- Vlogging gives people a chance to share ideas with a larger audience. This gives students the ability to collaborate with each other, but also individuals around the world.
- It helps learners to share information in a more comfortable setting, especially less confident students.



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- Vlogs can constitute a portfolio for learners' performance. Comparing different Vlogs could show their progress over time.
- It provides students with the flexibility of time and place to study.
- Many students are familiarized with Vlogs because they are the same media source that they use for recreational purposes.

In the same vein, Bueno et al (2022) added some positives to using Vlogs in education e.g.

- Vlogging reinforces students' confidence to speak publicly.
- Vlogging developed the summarization skills of learners. Taking into consideration that the Vlog is only a few minutes long, Vlog creators have to select information of high priority to include in their Vlogs.
- It helped students to be aware of educational and technological tools.
- It enhances creativity and innovation.

In a similar context, Aini (2020) concluded that involving vlog in the language learning process has several benefits: giving a visual representation, relief from time constraints, self-evaluation, professional development, wider audiences, peer learning, and technical capability. In Pervaiz et al (2020), Vlogs are important for teachers as teachers exchange information about different cultures, events, trends, and methods of designing a presentation through Vlogs. Additionally, Lestari (2019) confirmed that Vlogging can also improve listening skills of language learners. In the same context, Loreto (2022), proved the effectiveness of vlogging in improving oral communication skills like time management, facial expression, composure, enthusiasm, gestures, and organizing the body of presentation or speech.

Statement of the Problem

The problem of the research is represented in the first year secondary students' poor oral fluency skills. They cannot produce a spoken message accurately or fluently.

Research Questions

This research tried to answer the following questions:

- 1 – What are the oral fluency skills required for secondary school students?
- 2 - What are the features of the Vlog-based program?

3 - What is the effect of the Vlog-based program on developing secondary school students' oral fluency skills?

Research Aim

This research aims at developing first year students' oral fluency skills.

Research Significance

This research might be beneficial to:

- 1 – **EFL students:** It provides students with a useful way to learn more effectively using modern technology which became an essential part of their everyday life.
- 2 - **EFL curriculum planners/designers:** It draws their attention to the importance of Vlogs as a teaching and learning strategy so that they may incorporate them in future curricula.
- 3 – **EFL teachers:** It shows teachers how to make use of modern technology to develop students' oral fluency skills.
- 4 - **EFL researchers:** it opens the way to researcher with interest in exploring technology to investigate the effect of vlogs on EFL learning.

Research Hypotheses

- 1 – There is a statistically significant difference at (.05) between the mean scores of the experimental group students and those of the control group students on the posttest of oral fluency skills in favour of the experimental group.
- 2 – There is a statistically significant difference at (.05) between the mean scores of the experimental group students in the pre and post administration of overall oral fluency skills test in favour of the post administration.

Delimitations of Research

This research is delimited to;

- 1 – Some oral fluency skills; using word/sentence stress appropriately; using proper intonation patterns; using a moderate pace to convey the intended meaning; speaking naturally and with a logical flow; and speaking without notable pauses or hesitations.
- 2 – Some educational online Vlogs (determined upon the jury's recommendations).
- 3 – A group of about (60) secondary stage students in Menofia, Egypt.

4 – The first semester of the academic year 2023- 2024.

Instruments and Materials of Research

- 1 - A checklist of oral fluency skills.
- 2 – An oral fluency skills test to be used as a pretest and a posttest
- 3 - A rubric scale for the oral fluency skills test.
- 4 - A number of educational Vlogs.
- 5 - A teacher's guide to help teachers use Vlogs in instruction sessions.

Design of Research

The research adopts quasi-experimental two-group pre-test/ post-test design to investigate the effects of using Vlogs on improving oral fluency skills.

Participants of the Research

Participants of the research were 60 first year secondary students from El-Shohadaa Secondary School for Girls in El-Shohadaa, Menoufia. The implementation of the program took place during the first semester of the Academic Year (2023-2024). Sixty students were chosen randomly. Thirty students in class 1/A served as the experimental group assigned for the treatment and the other thirty in class 1/D constituted the control group that received regular instruction. Both groups were taught by the same teacher to exclude any effect of the teacher personal traits on the treatment.

In order to make sure that both experimental and control groups were homogenous before the treatment and the improvement of the EFL oral fluency skills would be attributed to the Vlog-based program, the EFL oral fluency skills test was pre-administered to both groups in the first semester of the Academic Year 2023 - 2024. t-test for independent samples was used to find out if there were any statistically significant differences between the two groups in the pre-administration of the EFL oral fluency skills test. Results are presented in the following table.

Table (1) t-test value of experimental and control groups for the pre-administration of the Oral Fluency Skills Test

Item	Group	N	Mean Score	SD	D. f.	t-value	Sig.
Overall Oral Fluency Skills	Experimental	30	3.46	0.64	58	0.49	0.62
	Control	30	3.60	0.83	58		

Table (1) indicates that the t-value is (0.49) which is significant at a level greater than (0.05). This means there were no statistically significant differences between the experimental and control group students in the pre-administration of the EFL oral fluency skills test. Therefore, both groups are homogenous and at equivalent level of performance before implementing the Vlog-based program.

Validity of the Test

To ensure the test validity, it was submitted to a number of EFL teaching specialists during the second semester of the Academic Year 2022- 2023 . The jury panel was asked to add, modify, or omit whatever they found important and evaluate the test in terms of the following criteria:

- The suitability of the audio and reading texts to students' language proficiency level.
- The compatibility of the test items to the stated oral fluency skills of the test.
- The suitability of the timing to the items of the test.
- The sufficiency of items to cover the identified skills.
- The clarity of the test items.

The test was approved by the jury members as valid for measuring the intended oral fluency skills. However, the following remarks were highlighted:

1 - Some sentences in the dialogue (Part II) were rephrased, other sentences were omitted to make it more suitable for students' language level. For example;

- "... your busy *schedule* to answer a few questions..." was replaced by "... your busy *day* to answer a few questions ..."
- A few exchanges were omitted from the original dialogue to fit the time limits.

2 - Some items of the test were modified or rephrased to be suitable for the language level of first year secondary students. For example;

- Part I of the test was made into multiple choice questions instead of open-ended questions to focus on the purpose of the items which is comprehension.
- In Part II, "Attempt the following conversation" was replaced by "Role-paly the following conversation".
- In Part III, "Attempt one of the following situations and speak thoroughly about it." was changed into "Choose one of the following questions and answer it in details."

3 - It was suggested to highlight some key words in the questions so that it would be easy for students to keep focused.

The test was modified according to the jury's recommendations to its final form.

Reliability of the Test

According to Mackey and Gass (2005), reliability in its simplest definition refers to consistency. In other words, an individual who takes a particular test would get a similar score on two administrations of the same test. To estimate the reliability coefficient of the EFL oral fluency skills test of the current research, the test re-test technique was used. A group of first year secondary students at El-Shohadaa Secondary School for Girls (n = 20) was selected. Implementation took place in the third week of March and first week of April, 2023. The scores of the two administrations were correlated with two different methods; Cronbach's Alpha and Pearson Correlation Formula. The results are shown in the following table.

Table (2): The Oral Fluency Skills test reliability coefficient

	Cronbach's Alpha	Pearson Coefficient
Oral Fluency Skills	.83	.82

Table (2) shows that the reliability coefficient of overall oral fluency skills using Cronbach's Alpha was (0.83), and Pearson Coefficient was (0.82) which indicate the test has a high stability coefficient. This proves that the test was considered a reliable one.

Data Analysis

In order to analyse the data and verify the effectiveness of the using Vlogs in developing oral fluency skills for first secondary stage students, the researcher used the following statistical techniques:

- The mean scores and standard deviations of the pretest and the posttest of oral fluency skills for both the experimental and control group.
- t-test for independent samples to verify the difference between the mean scores of the experimental group students and those of the control group students on the posttest of oral fluency skills.
- t-test for paired samples to verify the difference between the mean scores of the experimental group students in the pre and post administration of overall oral fluency skills test.
- Eta squared (η^2) formula of effect size for independent groups to calculate the effect size related to the first hypothesis and Cohen's formula of effect size for paired samples to calculate the effect size related to the second hypothesis. The effect size values were interpreted in terms of the rules set by Cohen.

Results of the Research

The results of the research were presented in the light of examining the hypotheses as follows:

Verifying the First Hypothesis

The first hypothesis of the research stated "*There is a statistically significant difference at (.05) between the mean scores of the experimental group students and those of the control group students on the posttest of oral fluency skills in favour of the experimental group.*" To verify that hypothesis, t-test for independent samples was used and the results are shown in table (3).

Table (3): t-test results of the Experimental & Control Group Students' Posttest of Oral Fluency Skills

Skill	Control Group N = 30		Experimental Group N = 30		t value	Df	Sig.	Effect size
	Mean	SD	Mean	SD				
Oral Fluency	3.47	.64	5.33	1.11	5.63	58	0.00	0.35

Results in table (3) reveal that the mean score of experimental group students on the post test of overall oral fluency skills is (5.33) with standard deviation of (1.11), which is higher than the mean score of the control group students on the same posttest of overall oral fluency skills that is (3.47) with standard deviation of (0.64). Moreover, it can be noticed that the t-test value between the two scores is (5.63) which is significant at (0.00). This proves the difference between the scores of the experimental and control group on the same posttest of overall oral fluency skills in favour of experimental group and consequently, the first hypothesis is verified.

After calculating the effect size using Eta squared (η^2) formula, it was noticed that the program has a large effect size on improving the macro skills of oral fluency.

The following diagram shows the difference in oral communication skills between the control and experimental groups on the posttest.

Figure (1): Comparison of the Control & the Experimental Group Students' Mean Scores on the Oral Fluency Skills Posttest.

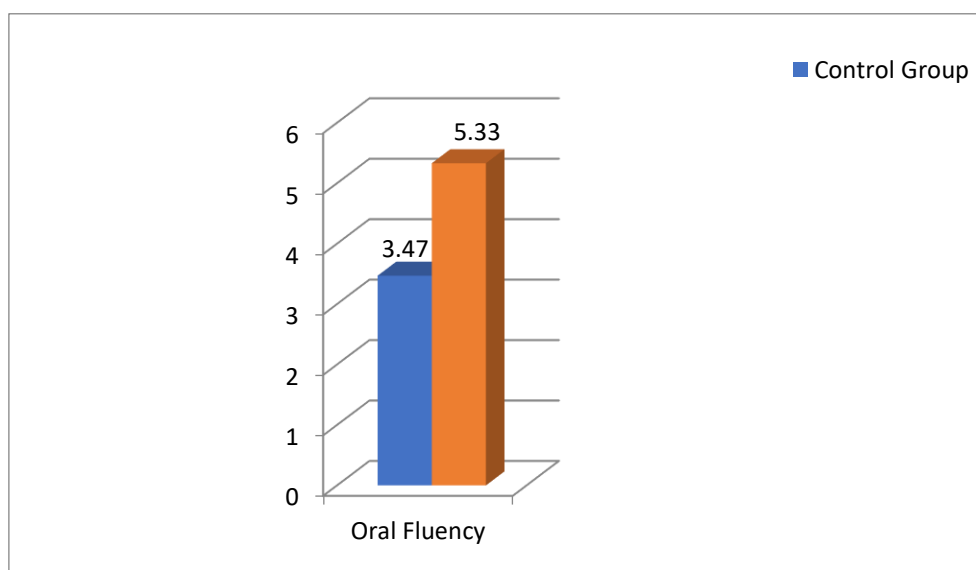


Figure (1) shows that students of the experimental group outperformed the students of the control group on the oral fluency skills posttest. This difference can be attributed to the implementation of the Vlog based program.

Verifying the Second Hypothesis

The second hypothesis of the research stated "*There is a statistically significant difference at (.05) between the mean scores of the experimental group students in the pre and post administration of overall oral fluency skills test in favour of the post administration.*" To verify

that hypothesis, t-test for paired samples was used and the results are shown in the following table.

Table (4): t-test results of the Experimental Group Students' Pretest & Posttest of Oral Fluency Skills

Skill	Pre-administration		Post-administration		t Value	Df	Sig.	Effect size
	Mean	SD	Mean	SD				
Oral Fluency	3.6	.83	5.33	1.11	6.1	29	0.00	1.11

Results in table (4) reveal that the mean score of experimental group students on the post test of overall oral fluency skills is (5.33) with standard deviation of (1.11), which is higher than the mean score of the experimental group students on the pretest of overall oral fluency skills that is (3.6) with standard deviation of (0.83). Moreover, it can be noticed that the t-test value between the two scores is (6.1) which is significant at (0.00). This proves the difference between the scores of the experimental group students on the administration of the pre and posttest of overall oral fluency skills in favour of the scores of the posttest and consequently, the second hypothesis is verified.

The effect size was calculated using *Cohen D* formula. Since the value for all skills is greater than (0.8), it was clear that the program has a large effect size on overall oral fluency skills. The following diagram shows the difference in oral fluency skills between the control and experimental groups on the posttest.

Figure (2): Comparison of the mean scores of Experimental Group Pretest & Posttest of Oral Fluency Skills.

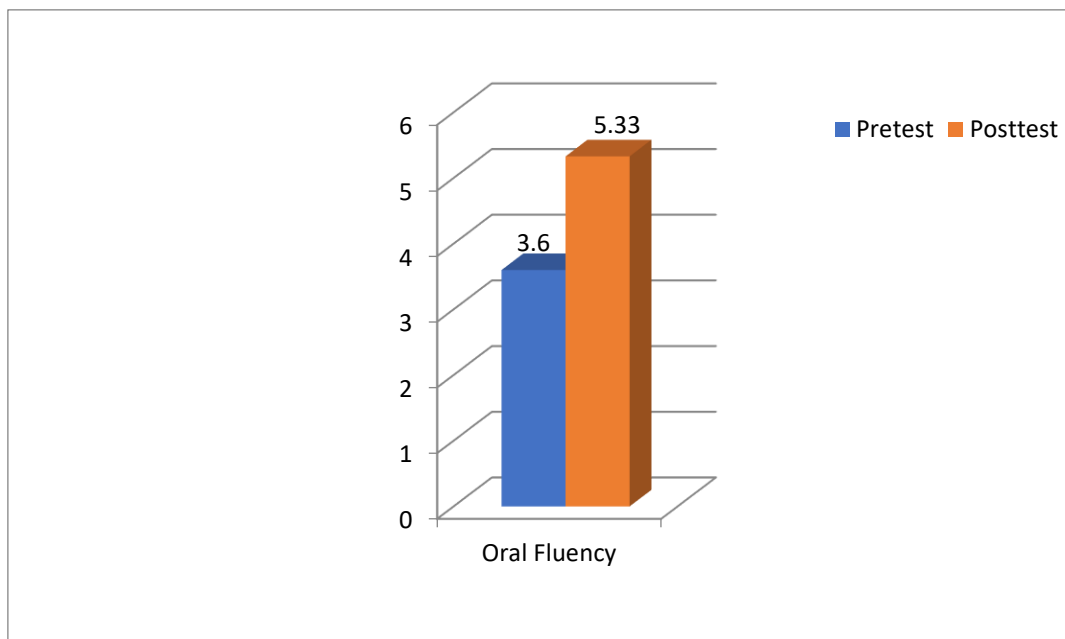


Figure (2) shows that students' performance on overall oral fluency skills on the posttest has increased after experimental implementation. This difference can be attributed to the use of the Vlog based program.

Discussion of Results

Results of the current research were discussed in the light of related pedagogical literature, previous studies and the Vlog based classroom environment the researcher created during the implementation process.

From the research findings and statistical analysis, it is concluded that using Vlogs in TEFL has positively increased first secondary stage students' overall oral fluency skills. The Vlog based program has been effective in promoting students' ability to use word/sentence stress appropriately; use proper intonation patterns; use a moderate pace to convey the intended meaning; speak naturally and with a logical flow; and speak without notable pauses or hesitations.

The effect of the treatment is evident in the significant improvement in students' oral macro and micro oral fluency skills. The results showed that Vlog based treatment achieved noticeable increase in students' level of fluency which changed from the mean score of (3.6) into (5.33) which was statistically significant. After the implementation, students developed how to speak naturally with a logical flow and without notable pauses or hesitations. Participants were involved in different activities that targeted their fluency including preparing conversations

according to given scenarios to preparing short talks to reflect on their experience with the Vlogs. All these activities helped to familiarize them with speaking naturally and resulted in a real progress in their fluency level.

The current research results conform to most previous related studies. It proved effective in developing vocabulary and pronunciation accuracy like Encalada & Sarmiento (2019); Afrilliani, Darmalaksana and Mulyana (2018).

Conclusions

. Based on the research results, their discussion, and interpretation, it could be concluded that:

- The program was effective in improving participants' oral fluency skill.
- Students accepted the notion of self-learning. Through participation in the program, they became aware that the classroom time is not enough for acquiring oral communication skills. They can use Vlogs outside the classroom to achieve that goal.
- The program helped students to use English in a meaningful context and through an appealing means that most of students are acquainted with, which is Vlogs.
- It offered them opportunities to communicate, discuss, negotiate, inquire, and ask for clarification in a warm, stress-free learning atmosphere the researcher created in the classroom. It was a new experience for them to watch real life authentic Vlogs and build up the whole learning experience on them.
- The program opened the door for them to engage into using new technology and social media platforms for self-learning. The program drew their attention to focus on the word and sentence stress and different communication strategies while watching Vlogs in English.
- It was evident from students' feedback about the program that it had apposite impact on them and they enjoyed the whole experience. During the final session, a student commented, "...the best thing about that experience is that you feel you are watching a video for fun not for learning or studying, you enjoy yourself and learn at the same time..." Another student added, "I loved the program, and from now on I will look for English Vlogs to improve my language, especially speaking and listening..." Another one agreed, "... When we made conversations, it was easy to use expressions from the

Vlogs and imitate the way vloggers pronounce them..." Generally, most students gave a positive feedback about the program and its sessions.

In brief, the Vlog based program had a myriad of benefits. It did not only enhance the target language learning, especially oral fluency skills, but also fostered a deeper understanding of the cultural context in which the language is spoken because the vloggers from different countries were talking about their experiences which reflect their cultures.

Recommendations

Based on the findings of the current research, the following recommendations seem pertinent:

- Teachers should assign class activities to help students communicate more often applying appropriate oral fluency skills.
- Teachers of EFL are invited to give up their traditional role of the only source of information to be only facilitators, motivators, organisers, and feedback providers.
- School administrations should encourage oral fluency activities in addition to supplying students with necessary tools and equipment to get, watch and share useful Vlogs.
- It is important for teachers to create a meaningful context for students to get engaged in classroom discussions, activities, and assignments.
- Curriculum planners and developers are invited to enrich curricula with activities which enhance students' oral fluency and utilize Vlogs in curricula.
- Teachers have to encourage students to work together as much as possible, through group work and pair work as it is important for students to listen, interact, communicate, gain confidence, and get rid of any reluctance to share ideas with others.
- Teachers should select activities related to students' personal interest and previous knowledge; the thing which Vlogs provide.
- Teachers are asked to help students to be self-managed and autonomous learners, in order to increase their oral fluency abilities.
- Teachers should make use of modern technology; especially Vlogs in teaching language skills in general, and oral fluency skills in particular, taking into consideration students' age, proficiency level, and interests.

Implications of the research



The results of the research raised a variety of implications in the field of EFL, these implications can be summarised as follows:

a) EFL students

Using Vlogs in TEFL has proved effective in enhancing oral fluency skills. They represent a good way to expose students to various authentic lingual and cultural contexts at their convenience of pace and place. The program of the current research is considered a model for students who seek to improve their pronunciation and fluency in English. It helps to raise students' cultural awareness of the target language. In brief, the current program enhances EFL learning in a holistic manner.

b) EFL Teachers

The Vlog based program provides EFL teachers with an unconventional means to capture students' attention and interest, making the learning experience more engaging and entertaining, because Vlogs are already appealing to millennials and generation Z. the use of Vlog is a convenient way to get authentic language contents in real life context. In addition, it helps EFL teachers to easily incorporate cultural aspects in EFL instruction.

c) EFL Curricula Designers

A major contribution to the current research is that it makes language learning more relevant to contemporary communication styles. It also presents different instructional activities that proved to be effective in developing oral fluency skills. Educators can make use of the program as a model to integrate cultural aspects into language learning materials. Therefore, curricula designers may adopt this useful strategy and integrate it in new curricula.

d) EFL Researchers

The current research has opened the road to researchers in the field of oral fluency and Vlogs for new disciplines of research. Researchers exploring these areas can investigate various aspects of the impact of Vlogs on EFL learning and teaching.

Suggestions for Further Research

Based on the results of the current research, the following suggestions can be presented for future research:

- Researching the use of Vlogs to improve language critical/ creative reading.

- Examining the effect of students' making of Vlogs on their language learning achievement.
- Investigating the effect of Vlogs on speaking skill and self-confidence among students with special difficulties.
- Studying the effect of Vlogs on reducing reluctance to communicate among secondary stage students.
- Exploring the relationship between communication strategies and motivation to learn.
- Researching the effect of using Vlogs on language achievement and self-efficacy.
- Studying the use of Vlogs to improve critical listening and willingness to listen.

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