



Title: Using Vlogs to Develop Secondary School Students' Oral Accuracy

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Using Vlogs to Develop Secondary School Students' Oral Accuracy

Research Derived from a Dissertation Submitted in Partial Fulfillment of the Requirements of the PhD Degree in Education

(Curriculum & Instruction of TEFL)

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مستخلص البحث باللغة العربية:

هدف هذا البحث إلى التعرف على أثر استخدام المدونات المصورة (مدونات الفيديو) على تنمية مهارات الدقة الشفوية لدى طلاب الصف الأول الثانوي، تم استخدام المنهج شبه التجريبي المعتمد على تصميم مجموعتين المجموعة التجريبية والمجموعة الضابطة، مع التطبيق القبلي والبعدي لأدوات البحث المتمثلة في اختبار مهارات الدقة 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 الدقة الشفوية ككل ولكل مهارة على حدة لصالح المجموعة التجريبية، ووجود فرق دال إحصائياً بين متوسطي درجات طالبات المجموعة التجريبية في التطبيق القبلي والبعدي لاختبار مهارات الدقة الشفوية ككل، ولكل مهارة على حدة لصالح التطبيق البعدي؛ مما يدل على تأثير استخدام المدونات المصورة على تنمية مهارات الدقة الشفوية لدى طلاب الصف الأول الثانوي، لذا فقد أوصى البحث بضرورة الاهتمام باستخدام المدونات المصورة في تنمية مهارات الدقة الشفوية.

الكلمات المفتاحية: المدونات المصورة - الدقة الشفوية .



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ABSTRACT

The present research aimed at investigating the effect of using Vlogs on developing some oral accuracy skills for first year secondary school students. The research adopted the two group quasi-experimental design. Sixty students ($n = 60$) from intact classes were randomly selected and divided into experimental and control groups. The experimental treatment took place in El Shohada Secondary School for Girls, in Menoufia during the first semester of the academic year 2023/2024. A pre-post oral Accuracy test was prepared by the researcher and used to assess students' oral accuracy skills before and after the experimental treatment. Results indicated that there was a statistically significant difference between the mean scores of the experimental group and those of the control group on overall as well as each of oral accuracy skills posttest in favour of the experimental group. Additionally, there was a statistically significant difference between mean scores of the pre and post administrations of the test of the experimental group on overall as well as each of the oral accuracy skills in favour of the post administration. It was recommended that Vlogs be used for developing oral fluency skills.

Key words: Vlogs, Oral accuracy Skills



Introduction

In the era of the fourth industrial revolution, English language has come to occupy a very important position in many circles and on many levels. Firstly, it has become the official language in fields of science, technology, tourism and international scientific publications. Secondly, according to W3 Techs website, a specialized institution in web technology surveys, more than 63.4% of the internet websites content is in English. Finally, English is the dominant language in the world of business and trade as well as being the official language used in international organizations and at international conferences. Therefore, teaching/learning English as a foreign language has turned to be a must in the modern times in order to successfully communicate with the world.

Teaching English aims at acquiring and developing four main skills namely; listening, speaking, reading and writing. Those skills are normally classified as oral skills: listening and speaking, and written skills: reading and writing. The ultimate goal of any language is communication. All human beings need to communicate in order to express their ideas, feelings and thoughts according to Toro et al (2019). Communication takes place by employing the four language skills. Nevertheless, listening and speaking are used in most of our communicative activities. Emanuel et al (2008) postulated that oral communication skills seem to be more dominant than written skills among university students as they spend more than 71 % of their day listening and speaking, while reading and writing comprise less than 29% of their day.

This indicates the significance of teaching/learning oral communication skills in modern times. With globalization, graduates need to be proficient in oral communication skills in order to function effectively in the professional setting (Živković & Stojković, 2011). Similarly, developing oral skills is a main criterion of "Learners' profile by the end of grade twelve" in the 2009 Egyptian Document of Learners' Standards in Pre-university Stage. According to the document, students should be able to react to a listening text (summarizing, judging and evaluating) justifying their reaction. They are also meant to participate in full-class, group and pair discussions and debates.

However, in the Egyptian context, especially in public schools, oral skills are poorly treated and are not adequately developed due to a number of factors such as the number of students per classroom, the deficiency in learning resources, and the exaggerated use of



grammar approaches which cause some students to lack motivation to learn English (Khalil et al, 2019; Ibrahim& Ibrahim, 2017). Moreover, in the Strategic Plan of Pre-college Education 2014 – 2030 in Egypt (2014, p.59), it was diagnosed that current curricula are static and do not cope with modern trends (in education) and their correlation with knowledge economy. They don't provide the student with enough opportunities to create, think critically or build intrinsic initiative (for learning) and respect it.

For Ellis (2005) accuracy means the ability of the learner to perform in accordance with target language norms. It reflects the learner's attempt to control existing resources and to avoid errors. There are various studies that aimed at improving oral accuracy. Qi (2022) proved that pre-task planning may have significant effect on accuracy of L2 oral output in thematic verbal agreement. Chu (2011) found out that corrective feedback has a positive effect on improving oral English accuracy. Shintani & Aubrey (2016) proved that asynchronous corrective feedback is effective in promoting accurate use of the target structure. Similarly, Jamshidnejad (2011) could improve EFL learners' oral accuracy using oral communication strategies. Rezaee et al (2019) verified the effectiveness of Mobile Assisted Language Learning (MALL) in developing students' oral accuracy.

To verify the problem, the researcher conducted a pilot study on a sample of 30 first year secondary students in Denshway Secondary School, one of Monofia secondary schools, in the last week of October, 2021 .The researcher adapted an oral accuracy skills test from related literature. The test consisted of two parts. In the first part, students were asked to give a short talk about a clear definite situation with guided questions. Then they were shown two pictures and were asked to comment on them.

Students' answers of the test were analyzed. The results of the test revealed that students could not:

- Use appropriate rang of vocabulary.
- Use correct grammar.
- Use language functions appropriately.
- Act out mini dialogues.

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 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).

Theories underpinning Vlogs

The *Cognitive Theory of Multimedia Learning* is centered on the principle that learners try to build meaningful connections between words and pictures. They learn more deeply from words and pictures than with words alone. In other words, Multimedia learning happens when people build mental representations from words and pictures. The pictures can be presented in static form, such as illustrations, photos, diagrams, charts, or maps; or in dynamic form, such as animation or video. Multimedia learning implies learning by pictorial and verbal modes (Sorden, 2012; Mayer, 2009; Ibrahim, 2012; Shamim, 2018). Therefore, Vlog-based learning is a typical of The Cognitive Theory of Multimedia Learning.

From a socio-constructivist's view, learning takes place when learners socially interact with people and internalise the knowledge obtained from the interactions. Vlogging is based on *Social Constructivism*, in the sense that it facilitates peer feedback and community of



practices, which in turn leads to social interactions and learning. An important feature of Vlogging is linking to other Vlogs and commenting on vlogs. These qualities make it not only a personal endeavour but also a social endeavor (Ahmad, 2014; Zhang, 2020).

For Bandura, A. (1999) and according to *Social Cognitive Learning Theory*, all behavioral, cognitive, and affective learning from direct experience can be achieved vicariously by observing people's actions and the consequences for them. Observational learning is one of the main constructs of Social Cognitive Learning Theory. Accordingly, Vlogging is based on "Social Cognitive Learning Theory" as the audience of a Vlog can observe, imitate and adopt any behaviours, skills and/or cognition watched.

It can be also based on *Media Richness Theory* according to Ahmad (2014), as Vlogs are blogs that primarily feature video shorts instead of text. Text is seen as lean media while video is rich and, hence, more effective for communication. At the same time, Vlogs provide students with more options for knowledge processing. So, it promotes a "Student-Centered Class". Finally, Vlogs are considered among the tools of enhancing "Social Presence", as they increase the degree to which people feel they are with each other in a collaborative, virtual environment.

The *Uses and Gratifications Theory* explains how people use media to satisfy their specific needs and seek gratifications. Vlog users choose a certain content to watch, in order to fulfill their current need which assures that they are active instead of passive when responding to the media content. They are goal-oriented in their media use. Therefore, people use media differently considering the benefits it could bring to their lives. In this sense, Vlogs are based on "The Uses and Gratifications" theory (Ray, 2019; Rose & Dan, 2022)

For Brott and Willis (2021), Vlogging is a new-wave of reflective practice that can be more responsive and in-the-moment as the vlogger authentically expresses one's self. The spontaneity and emotive displays that are captured in video recordings are first-person, present-tense perspectives and can provide opportunities for the vlogger to be thoughtfully reflective. This indicates that Vlogging is a form of reflective learning, which in turn is based on *Social Constructivism*.

Vlogging depends on Vygotsky's *Sociocultural Theory of Cognitive Development*. According to Loreto (2022), as Vygotsky suggested, learning can take place through the interaction of students with peers, teachers, and other experts. While applying Vlogging in



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education, participants practiced specific skills and learned from feedback given by peers and by watching presentation of others and may later imitate the effective skills when they watched and observed the Vlogs of their classmates.

Previous Studies related to Vlogs

Mohamed et al (2023) conducted a study to investigate the effectiveness of electronic Vlogs in teaching for developing secondary stage students' critical writing skills. The study sample comprised 60 first secondary stage students. The study instrument was a critical writing pre- posttest. The results of the study indicated the effectiveness of using electronic Vlogs in developing critical writing of secondary stage students.

Huang (2021) investigated the effect of smartphone-based collaborative video projects on EFL learners' speaking performance and learning engagement using blended learning in China. Participants of the study were 65 college students and the instruments included a speaking pre/posttest, a questionnaire on group collaboration, and focus group interviews. Results indicated that students' speaking skills were significantly improved at the end of intervention. Besides, they were engaged in group collaboration in the video projects.

Debbag & Fidan (2021) investigated the effect of Vlogs on the motivational beliefs of trainee teachers in Practicum. It also investigated their perceptions of Vlogs for professional development. Participants of the study consisted of 54 trainee teachers from a Turkish university and the instruments included semi-structured interview. The study adopted the pre/posttest quasi-experimental design with a control/ experimental group design. The results indicated that Vlogs had significantly positive effects on the sub-factors of motivation such as intrinsic goal orientation, control beliefs, self-efficacy, and task value. The trainee teachers reported that Vlogs were a potential media not only for self-assessment, reflection, and peer learning but also for the development of techno-pedagogical skills in teacher education along with challenges of their use.

Afrilliani, Darmalaksana and Mulyana (2018) investigated the effect of using Vlogs on improving high school students' speaking skills. Participants the study were 40 students and the study employed the experimental one group pre-test/post-test design. Vlogs were found effective in boosting the participants speaking skills. In Yeldham (2018) , authentic videos in the learners' target language (like Vlogs) were proved useful for the learners to practice and



develop their listening abilities, with the visual images providing an authenticity to real-life listening that is lacking in aurally-based texts.

Anil (2016) investigated the effect of Vlogs on 60 second year under-graduate university students' oral communication. The study instruments consisted of an internet based Vlog Program, a questionnaire that was designed as a part of quantitative data, and a semi-structured Vlog interviews to support the quantitative data obtained from the questionnaire. The results of the study revealed that Vlogging had a large effect on developing oral communication. Participants in the study showed great interest and enthusiasm while using Vlogs.

To conclude, Vlogs are beneficial in pedagogy. They help language learners to enjoy learning and acquire new vocabulary, (Anas, 2021); to develop speaking abilities (Fausen et al, 2022; Suwanto, 2021; Encalada & Sarmiento, 2019; Mandasari, 2019a; Maulidah, 2017), to increase their vocabulary and pronunciation accuracy, (Encalada & Sarmiento, 2019; Afrilliani, Darmalaksana and Mulyana, 2018); to develop listening skills (Yeldham ,2018); to develop oral communication skills and interaction (Anil, 2016; Mandasari, 2019b); to carry out self-evaluation, monitor their speaking progress , reflect on their oral performance and facilitate peer learning (Hung, 2011); supports digital literacy and intercultural exchanges (Combe & Codreanu, 2016)

Statement of the Problem

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

Research Questions

This research tried to answer the following questions:

- 1 – What are the oral accuracy 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 accuracy skills?

Research Aim

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



Research Significance

This research may be beneficial to:

- 1 - **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.
- 2 – **EFL teachers:** it shows teachers how to make use of modern technology to develop students' oral accuracy skills.
- 3 – **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.
- 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 accuracy 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 accuracy skills test in favour of the post administration.

Delimitations of Research

This research is delimited to;

- 1 – Some oral accuracy skills:
 - **Vocabulary:** using a suitable range of vocabulary; using vocabulary appropriately; and using language chunks (idiomatic language, collocations and phrasal verbs).
 - **Grammar:** using well-structured utterances and sentences; using question tags appropriately.
- 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 accuracy skills.
- 2 – An oral accuracy skills test to be used as a pretest and a posttest
- 3 - A rubric scale for the oral accuracy skills test.
- 4 - Nine educational Vlogs.
- 5 - A teacher's guide to help teachers use Vlogs in instruction sessions.

Design of Research

The research employs a quasi-experimental two-group pre-test/ post-test design to test 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 accuracy skills would be attributed to the Vlog-based program, the EFL oral accuracy 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	Experimental	30	11.9	2.5	58	1.44	0.16

Accuracy Skills	Control	30	10.17	2.02	58		
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Table (1) indicates that the t-value is (1.44) which is significant at a level greater than of (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 accuracy skills test. Therefore, both groups are homogenous and at equivalent level of performance before implementing the Vlog-based program.

Validity of the Test

According to Shaughnessy, Zechmeister and Zechmeister (2012), validity refers to the truthfulness of a measure. A valid measure of a construct is one that measures what it claims to measure. 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:

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

The test was approved by the jury members as valid for measuring the intended oral fluency skills.

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 Accuracy Skills	.85	.83

Table (2) shows that the reliability coefficient of overall oral accuracy skills using Cronbach's Alpha was (0.85), and Pearson Coefficient was (0.83) 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 accuracy skills for first secondary stage students, the researcher used the following statistical techniques:

- a) The mean scores and standard deviations of the pretest and the posttest of oral fluency skills for both the experimental and control group.
- b) 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.
- c) 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.
- d) 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 accuracy 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				
Vocabulary	6.26	1.75	9.53	1.12	6.08	58	0.00	0.39
Grammar	4.2	.94	6.66	1.29	5.98	58	0.00	0.38
Overall Oral Accuracy	10.9	2.21	16.2	1.9	6.99	58	0.00	0.63

Results in table (3) reveal that the mean score of experimental group students on the post test of overall oral accuracy skills is (16.2) with standard deviation of (1.9), which is higher than the mean score of the control group students on the same posttest of overall oral accuracy skills that is (10.9) with standard deviation of (2.21). Moreover, it can be noticed that the t-test value between the two scores is (6.99) 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 accuracy 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 accuracy.

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 Accuracy Skills Posttest.

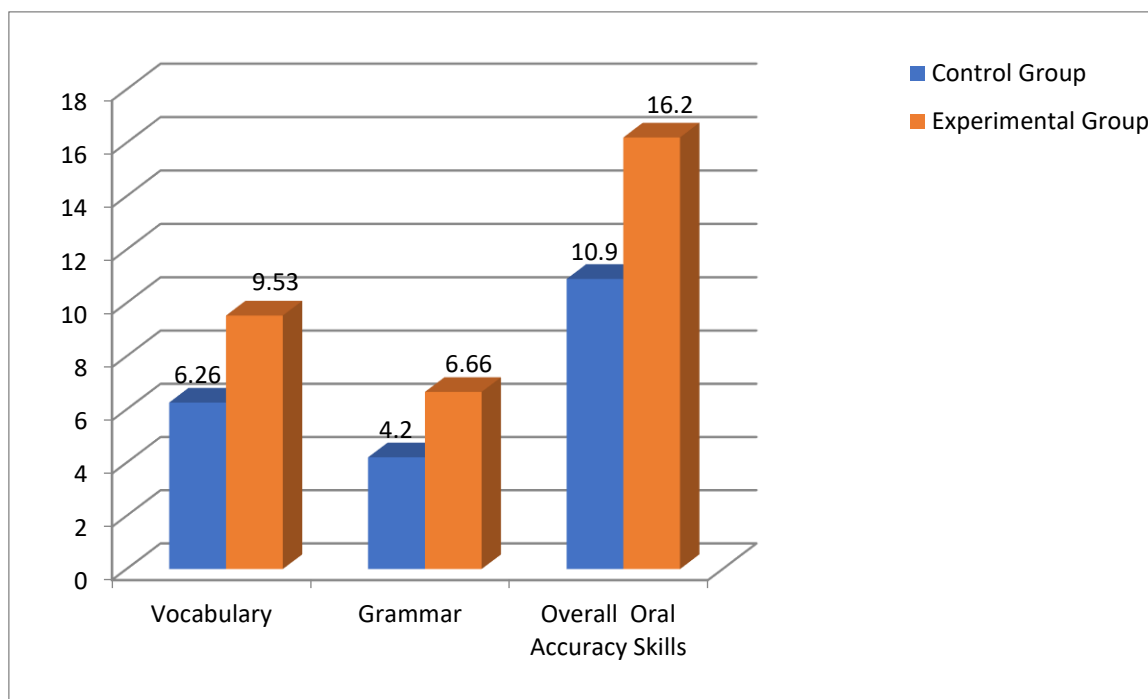


Figure (1) shows that students of the experimental group outperformed the students of the control group on the oral accuracy skills posttest on overall skills and the macro skills of vocabulary and grammar. This difference can be attributed to the implementation of the Vlog based program.

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 accuracy 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	Pretest N = 30		posttest N = 30		t value	Df	Sig.	Effect size
	Mean	SD	Mean	SD				
Vocabulary	7.26	1.8	9.53	1.12	5.4	29	0.00	0.98
Grammar	4.66	1.23	6.66	1.29	8.36	29	0.00	1.52

Overall Oral Accuracy	11.9	2.52	16.2	1.9	9.03	29	0.00	1.65
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Results in table (4) reveal that the mean score of experimental group students on the post test of overall oral accuracy skills is (16.2) with standard deviation of (1.9), which is higher than the mean score of the experimental group students on the pretest of overall oral accuracy skills that is (11.9) with standard deviation of (2.52). Moreover, it can be noticed that the t-test value between the two scores is (9.03) 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 accuracy 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 accuracy 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.

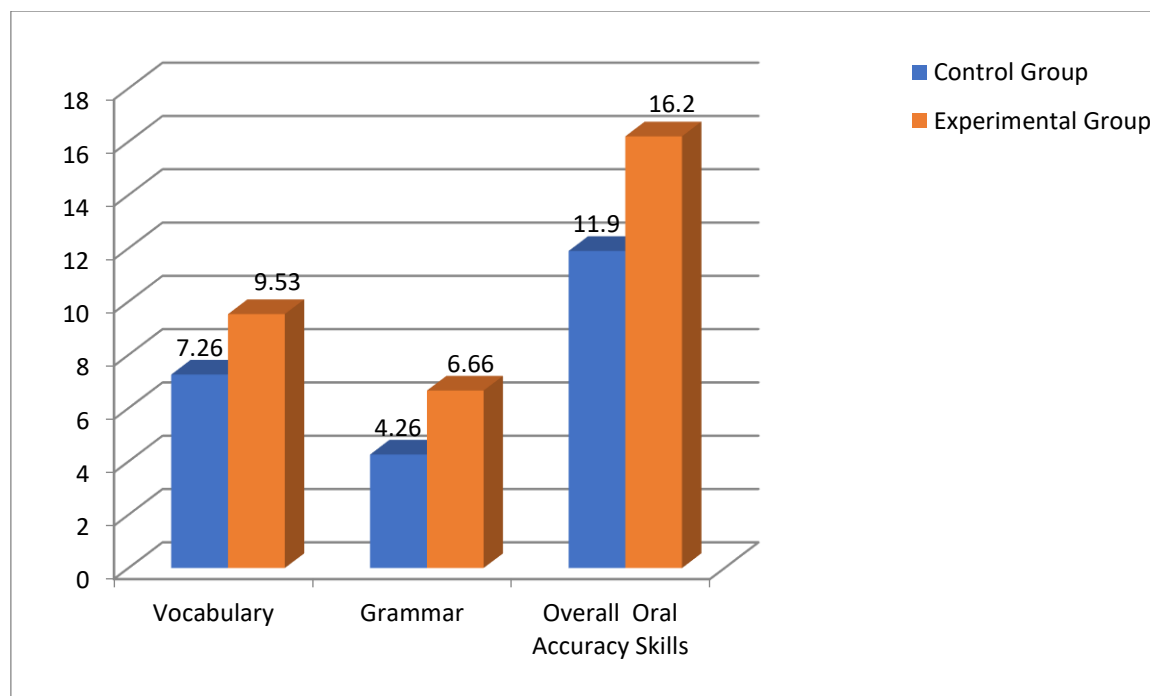




Figure (2) shows that students' performance on overall oral accuracy skills on the posttest has increased after experimental implementation. This difference can be attributed to the use of the Vlog based program.

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 accuracy skills. The Vlog based program has been effective in promoting students' ability to use well-structured utterances and sentences, use question tags appropriately, use a suitable range of vocabulary, use vocabulary appropriately, and use language chunks (idiomatic language, collocations and phrasal verbs).

The effect of the treatment is evident in the significant improvement in students' oral macro and micro oral accuracy skills. The results showed that Vlog based treatment achieved noticeable increase in students' level of accuracy which changed from the mean score of (11.9) into (16.2) which was statistically significant. Participants were involved in different activities that targeted their accuracy 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 correctly and resulted in a real progress in their accuracy 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

The current research aimed at investigating the effectiveness of using Vlogs as an educational strategy in developing some oral accuracy skills for first secondary stage students in one of the Egyptian secondary schools in Menoufia, Egypt. The researcher built up a program based on some selected Vlogs about different topics and conducted it in October, November and December 2023. The researcher adopted the quasi-experimental design of two



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homogeneous groups who were randomly selected. The instruments of the research were an oral accuracy skills test to be used as a pretest and a posttest.

The findings of the research proved that the program was effective in improving participants' oral macro skills of accuracy with its micro skills. 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 also 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 appropriateness of their vocabulary and the accuracy of their sentences, beside using different communication strategies while watching Vlogs in English.

It was evident from students' feedback about the program that it had a positive 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 didn't only enhance the target language learning, especially oral accuracy skills, but also fosters 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. The program, through the visual and auditory immersion it offers, opens the door to many opportunities of learning with enjoyment that aligns with the evolving preferences and learning styles of today's students.

Recommendations



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

- Students should be engaged in oral accuracy tasks which enable them to communicate independently and appropriately in English as these skills are vital for the 21st century.
- While teaching oral accuracy skills, teachers should minimize their talking time as much as possible and give students time to interact more.
- Teachers are invited to foster creativity and language production by having students create their own Vlogs. This hands-on approach allows them to apply what they have learned, practise oral accuracy skills, and share their perspectives with their peers.
- It is important for teachers to create a meaningful context for students to get engaged in classroom discussions, activities, and assignments.
- Prospective EFL teachers should be given instruction on oral accuracy skills and how to teach them by adopting technological media.
- Teacher's Guides should contain a checklist of the necessary EFL oral accuracy skills and activities so that teachers can foster them while teaching.
- Ministry of Education and English supervisors should encourage teachers make use of Vlogs in their classes by arranging training courses for teachers in using Vlogs and other uses of modern technology so as to utilize them in instruction.
- Teachers are asked to help students to be self-managed and autonomous learners, in order to increase their oral accuracy abilities.
- Teachers should make use of modern technology; especially Vlogs in teaching language skills in general, and oral accuracy 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 accuracy 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



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model for students who seek to improve their vocabulary usage and grammar 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 accuracy 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 accuracy 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:

- Exploring the effect of Vlogs on developing creative/ argumentative writing.
- Investigating the effectiveness of Vlogs in developing lingual skills, attitude towards EFL and thinking skills for primary stage pupils.
- Verifying the effect of Vlogs on developing oral communication skills for different levels of education and in different locations of Egypt.
- Exploring the relationship between Vlogs and reading comprehension and language acquisition.

- 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.
- Examining the use of Vlogs to enhance cultural awareness among secondary stage students.
- 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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