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Utilizing Electronic Vlogs to Foster EFL Pupils' Active Listening at The Primary Stage

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Abstract

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This study aimed at investigating the effect of electronic vlogs on developing EFL primary-stage pupils' active listening. The study adopted the quasi-experimental design. To achieve the aim of this study, the researcher designed a questionnaire to identify active listening. A pre-post active listening test was designed and used. Participants of the study were (fifty) sixth-year primary school pupils from Anwar Al-Harmain Model Institute, Borden, East Sharkia Governorate who were equally divided into an experimental and a control group. The experimental group was taught by using the electronic vlogs. The control group received the regular instruction. The data obtained were statistically treated through the SPSS program. The findings of the study revealed that the electronic vlogs had positive effect on developing the sixth primary stage pupils' active listening .

Keywords: Electronic vlogs, EFL active listening. Zagazig. Egypt.

Purpose of the study: The present study aimed at enhancing the active listening necessary for primary stage pupils via the electronic vlogs.

Significance of the study: This study was hopefully significant in these respects:

1. Adopting the electronic vlogs might help primary stage pupils in developing active listening.

2. Providing teachers with an effective application for enhancing active listening.

3. Results of this study would assist curriculum designers in designing up EFL active listening that might develop EFL pupils.

Delimitations of the Study: This study was delimited to a group of primary six pupils.

1. The study was delimited to active listening that they were weak in.

2. The study material was utilized from the prescribed book "Time for English! for First Year Primary stage Pupils."

3. The study was carried out in the first term of the academic year 2022/2023.

Design: In this study, the quasi-experimental design was used for two groups, an experimental group consisting of twenty-five and a control group consisting twenty-five, shown in the following diagram. The experimental group was taught through an electronic

vlogs to develop the EFL active listening of primary stage pupils. Then, the treatment group was pre-post tested by the study instrument.

Figure (1) The experimental design of the study

Groups	Key Procedures			Independent Variables
	Pre-test Administration	**Intervention**	**Post-test Administration**	
Experimental	✓	✓	✓	
Control	✓	------	✓	

Instrument: The following instrument was designed by the researcher:

A). **The active listening test**

Purpose: The test of active listening was designed to:

-Assess the participants' level in the active listening.

-Gauge the effect of the study material based on electronic vlogs to foster primary stage pupils EFL active listening (pre/post-test).

Sources: For designing the test, many sources were used such as; Results of the questionnaire, papers, journals, books, websites, perspectives of the specialized experts and findings of the pilot study were the sources of the test. As well, the literature survey of the

current study, appropriate literature and related studies attached to the active listening were also employed such as; (Alqahtani (2014); Rintaningrum (2018); Qomariyah, Permana and Hidayatullah (2021) and Jia and Hew (2022). Also, discussions with TEFL experts were the most led sources.

Description

-The test concluded thirty questions administered to the participants regarding their prescribed novel.

-The content (questions) of the test was accomplished to be reliable to the active listening of the first term, "Time for English" (2022-2023), and measured by the test through the results of the EFL active listening .

-The test comprised instructions such as; evading ambiguity, preserving objectivity and allotting enough time for listening.

 The test entailed thirty questions and was adapted as proposed by the jury members. Based on the list of the active listening stated via the questionnaire results, then the test was designed.

Table (1) Specifications of the active listening Test.

No.	The Active Listening	No. of Questions	Grades
1	Recognizing key lexical items related to the topic.	3	3

2	Guessing the meaning of new words.	3	3
3	Determining explicit discourse markers. i.e., "what", "where", and "how".	3	3
4	Distinguishing reduced/contracted forms of words.	3	3
5	Understanding specific details.	3	3
6	Using one's own background knowledge to help understand a topic.	3	3
7	Realizing cause/effect relationship.	3	3
8	Understanding the speaker's objective/ goal.	3	3
9	Detecting the speaker's attitudes and /or emotions.	3	3
10	Identifying the difference between facts and opinions.	3	3
Total		30	30

Through reviewing table 1, it is clear that each skill of the ten active listening skills has three questions to assess it with three grades for each question.

Validity: The test was handled to jurors; EFL supervisors and EFL jury members of professors in Faculties of Education. The jurors assessed questions of the test and gave their opinions about some

ideas such as; layout agreement and suitability and transparency of the test to the participant's level. Jurors identified the needed modifications, suggestions and deletions as follows;

1. The degree of significance for each question.
2. Difficulty/ease of each question of the test.
3. The questions needed to be added, omitted or provided.
4. Appropriateness of the questions for the participants.

The final version of the test was designed in the core of the jury members' modifications and suggestions. The validity of the test was gauged and valued by the following formula:

Reliability $= \sqrt{\text{reliability}}$

It was (85) and this nominated that the test was valid for administration to the stated participants.

Reliability of the test: It was calculated by administering it to twenty pupils (except those of the experimental group). The researcher used Cronbach' formula to state it.

Table (2): Test reliability using Cronbach' formula

Test	No	Cronbach Alpha
Active listening	10	.85

Table 2 shows that the total test reliability is (0.85). Its significance was 0.05 level. Therefore, the test was permitted to be reliable and could be administered and utilized in this study.

Piloting and Timing: Instructions of the test were clarified orally and obviously by the researcher for the participants for pre-use to avoid miscomprehension. Scoring the active listening test comprised a key answer designed by the researcher. It entailed three passages with ten questions each. The whole score of the test was thirty grades with a model answer for each question.

Piloting the test aimed at timing it and identifying its difficulty/simplicity. Twenty participants were chosen for piloting it, they were chosen randomly. Those participants did not join the study group. Results exposed that most of them didn't perform successfully in the active listening test. The maximum of them was weak and needed more help.

The time of the test, identified by measuring the twenty students (Testees) spent time, was gauged by the following formula:

Time spent by all the testees (800 minutes)

Number of the testees' (20)

800 minutes / 20 = 40 minutes

Thus, the suitable time for answering the test was "Forty minutes".

-**Coefficients of difficulty:** The active listening test included ten questions. For shaping difficulty, coefficients and discrimination of the difficulty of questions were accomplished, the following steps were followed;

-Classifying 20 % answers of participants' lowest and highest answers to each question.

-Categorizing the whole scores for each question. Identifying the difficulty coefficients by scheming the percentage of each question and wrong answers according to the following formula:

Difficulty co. =<u>Total groups grades of the question</u>

Total participants' number X grade of the question

Results exposed that the difficulty coefficient of the test averaged between (0.65-0.75). Thus, the difficulty and the facility of the test were appropriate for the participants and all the questions were accepted. Piloting the test designated that it was comprehensible enough and there were no complications. So, it was equipped to be administered.

Discrimination coefficient: It was targeted at realizing the feature of test questions to differentiate between participants' low and high levels. It was measured by this formula:

Discrimination co.

=<u>The whole grades of the higher group-total grades of the lower group</u>

One group number X grade of the question

Table 3 the discrimination and difficulty of the active listening test.

Table (3) Discrimination coefficients of the active listening of the test questions

Ques No.	Total marks of the higher group	Total marks of the lower group	Difficulty Co.	Dis Co.
1	86	58	0.72	0.29
2	85	49	0.67	0.37
3	58	44	0.73	0.22
4	68	56	0.77	0.16

In table 3, the discrimination and difficulty of the active listening of the test questions coefficient are between (0.16 - 0.37). These values were suitable. Therefore, all the questions of the test were accepted to be administrated.

Administration: The test was administered to participants of the study, on 1st of October, first term, of the academic year 2022/2023. The post-administration was carried out on 1st of January 2022/2023, after adopting the treatment. For answering the test, the instructions were shown to the study group before beginning the application. But the comments of the participants were stimulating as they talked about their weakness at active listening.

Scoring: The test was connected to answer keys developed by the researcher. It comprised ten questions for each passage and the total score of each test was ten grades accompanied by a model answer for all the questions.

Methodology and participants: This study adopted the quasi-experimental design using two groups; an experimental one, twenty-five pupils taught via the vlogs and a control one consisted of twenty-five pupils as well.

Theoretical Background

Listening is important in learning a foreign language and should be prioritized in learning a foreign language as it take preference over anything else when it comes to gaining a language. Listening is the one of the main four skills that is most used in communication. Success of children's reading, speaking and writing skills rely on their listening abilities. Listening is the basis to get primary contact with the target language. Thus, English as foreign language students are supposed to have good ability in listening skill.

Researchers such Lwoga (2012) has demonstrated that information and communication technology has been leading these processes in the classroom for many years, since more technology is adapted in teaching and learning. There have been several discussions about the period in which, educational systems introduced technology, and it was in the early 1600s when technology marked a difference with the creation of the pen. However, it was just until the 1980s when international business machine created the first personal computer and years later, most of

the United Stated schools included them as part of the educational process, creating technological environments.

Karmakar (2015) mentioned that digital material is any type of materials that is virtually kept on online platforms, student electronic portfolios, classroom teaching materials, video recordings, computer programs, data sets, photographs, and art works. Virtually any digital material and vlogs, as digital material are a form of online publishing. They allow everyone with web access and simple video production tools such as a computer and a webcam or a cell phone with video capabilities to access learning process. Tomlinson (2012) argued that in recent years there have been radical developments in the use of new technologies to deliver language learning materials. In this regard, digital material generates a part of the learning process field. Warschauer (2011) mentioned that studies have shown that incorporating technology into a language classroom makes student autonomy and improves language learning skills. In addition, there is no time limit on the learning process and blogging has become an exploding interest among the internet. Through the vlogs, students could chat, text, browse and make video calls. They could also empower themselves via sharing stories in their own sites. This activity is called blogging. "Blogs", "Weblogs" or "Blogging" is a kind of technology that permits writing personal journals online to be publicized and seen over the web (Mutmainna, 2016).

They also share that a blog is an entry essential text to publish experiences, opinions and thoughts. Nowadays, many students have their own personal blog as homepages. Blogs have been one of the most studied of Web 2.0 tools (Vurdien, 2013).

Heilferty (2009) emphasized that research on various emerging technologies is insufficient. The use of videos for its potentiality can foster various skills in an EFL classroom. Rinanda, Suparno and Tarjana (2019) asserted that employing video materials in a classroom can foster students' motivation to learn as it exposes them to a wide-variety of situations to help them understand similar situations in real life. Video can be an effective tool for language learning. Its advantages include the stipulation of samples of real-life communications, motivation for language learning and advancing language acquisition. Videos can supply samples of real-life situations and present complete communicative situations. Also, video presentations can be intrinsically exciting to language learners to study how language use may be employed and conveyed moods and feelings.

As a teacher of English, the researcher found out that primary institute pupils face some problems in listening English such as vocabulary, sentence, structure, fluency and pronunciation. A pilot study was conducted to check the 6th year primary institute pupils' EFL active listening.

Question of the study: This problem could thus be stated in the following main question.

What is the effectiveness of electronic vlogs in fostering EFL active listening of sixth grade primary stage pupils?

The following sub-questions were derived from the main question:

3. What are the necessary active listening skills needed for the sixth-grade primary stage pupils?

4. How far do these pupils successfully perform active listening?

3. How can electronic vlogs be designed to foster EFL active listening of the sixth primary stage pupils?

4. What is the effect of electronic vlogs on fostering EFL active listening of the sixth primary stage pupils?

Results of the study: The results investigated the change raised by the employment of the electronic vlogs on the experimental participants' active listening . The following section reports the results of these hypotheses:

Testing the Study Hypotheses

The first hypothesis: *It was hypothesized that there is a statistically significant difference between the mean scores of the active listening post-test results of the experimental and that of the control groups in the active listening, in favor of the experimental group.*

For validating this hypothesis, the one-way ANOVA was implemented and the results were documented in table 4.

Table (4): Comparing both groups' active listening post test results.

Active Listening	Group	N	Mean	S.D.	t. value	df
EFL Active Listening Test	Control	25	11.6	63.3	22.9	24
	Experimental	25	22.4	5.6		

In table (4) the t-value was 22.9, and there was a statistically significant difference at (0.05) level registered between the total attained mean scores of both groups in favor of the experimental one of the post administrations of active listening test results.

The second hypothesis: *It was hypothesized that there is a statistically significant difference between the mean scores of the pre/post active listening test results of the experimental group, in favor of the post-administration.*

For validating this hypothesis, the one-way ANOVA test was accomplished and documented in table (5).

Table (5): Post results of the experimental group in active listening test.

Active Listening	Test	N	Mean	S.D.	t. value	df
EFL active listening test	Pre	25	13.6	1.28	17.6	24
	Post	25	22.4	3.59		

Results in table (5) the degree of significance was at (0.05) and the t-value was (17.6) in favor of the post-experimental group results. Therefore, this hypothesis was accepted.

Discussion: The enhancement of the experimental group's active listening was due to the implementation of the electronic vlogs, yet, other variables were not comprised in this study such as; institute environment, applications of technology and private tutoring, etc. The results of this study coped those of the previous ones of Lu (2007) who used podcasts, Alqahtani (2014) examined the effect of YouTube videos, Qomariyah, Permana and Hidaywatullah (2021) who utilized YouTube videos and Al Qasim and Al Fadda (2013) that utilized podcasting.

-The results mentioned above exposed that the third hypothesis was accepted and the electronic vlogs had a sizable effect on developing active listening.

-The results of this study matched those of the previous studies of Sarani, Behtash and Arani (2014) that investigated the effect of video-based tasks in enhancing the listening ability, Safitri and Khoiriyah (2017) used vlogs to foster their speaking skills and state students' perception on the use of vlogs to foster speaking skills, Ariawan and Sulistyani (2020) who investigated using video on the listening skill of fourth-grade students and Saputri (2018) who examined a correlational study between student watching English YouTube vlogs with their listening ability.

Also, Damronglaohapan and Stevenson (2013) investigated students' attitudes towards employing short English movie and TV series clips on YouTube to   foster active listening, Aldukhayel (2021) investigated the impact of captions on the active listening fof vlogs, Aldukhayel (2021) examined the perceptions of EFL teachers and students towards vlogs as a basis of aural input for FL listening practice outside and inside of classroom. Chien, Huang and Huang (2020) explored using YouTube as supplementary material with EFL university students to develop Taiwanese students' listening comprehension, Qomariyah, Permana and Hidayatullah (2021) applied YouTube videos to develop active listening and Helwa (2021) investigated the impact of employing a program based embodied learning and electronic task activities (YouTube).

-It is recognizable that discussing the development of the participants was because of the adoption of the electronic vlogs. Also, using YouTube videos, pictures and matching questions and answers stimulated their sense to understand listening to vocabulary as mentioned in the lesson plan. The electronic vlogs helped the pupils to regulate their expectations about content of the videos.

-In the same manner, framing the lessons, employing videos, using the electronic vlogs itself, employing online dictionaries made the participants enthusiastic for learning and obtained tendencies towards active listening.

 Electronic dictionaries had a positive effect on the participants' FL translations of words, antonyms, synonyms, subsidiary vocabulary learning and audio files supporting models for pronunciation via these dictionaries.

Conclusion Out of the study statistical procedures, the following items could be added:

1. This study documents evidence that EFL active listening can be developed as experimentally comprehended among the EFL pupils through the electronic vlogs.

2. Teaching EFL active listening through the electronic vlogs brings valuable learning outcomes, i. e., confidence of the participants.

3. As the participants used online dictionaries, they become rather devoted to using technology in learning.

4. A primary stage pupils, in area of technology, proved that vlogs enhanced his pronunciation as a secondary aim in learning listening. Also, they practiced actively and flexibly.

5. They expressed their enhanced potentiality of active listening.

6. The participants' pronunciation is enhanced due to listening to authentic materials.

7. electronic dictionaries helped the participants look up words even in electronic ones or paper.

8. Improving the level of the EFL pupils through electronic vlogs resulted in appreciated learning outcomes; effective communications.

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