



*An M.A. entitled*

**A Strategy Based on Online Vlogs to Develop  
Experimental Preparatory Language School Students'  
EFL Speaking Skills**

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## Abstract

### **A strategy Based on Online Vlogs to Develop Experimental Preparatory Language School Students' EFL speaking Skills.**

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The current study aimed at developing the experimental through preparatory language school students 'EFL speaking skills using a strategy based on online vlogs. The researcher adopted quasi-experimental design of two groups: control group (n=40) and experimental (n=40). The participants were (80) students from Minya Elqamh Experimental Preparatory Language School, Sharqia Governorate, Egypt. The experimental group was taught by using the strategy based on online vlogs while the control group received the regular instructions in the second semester of the academic year (2022/2023). The experiment lasted for 10 weeks. The researcher carried out 10 sessions; each session took about 180 minutes; four periods per week; Each period took about forty -five minutes. To achieve the aim of the study, the researcher prepared three instruments: a questionnaire for determining the most important EFL speaking skills suitable for the first-year experimental preparatory language school students, the EFL Speaking Skills' test for measuring the students' proficiency of EFL speaking skills and a rubric for analyzing the students' scores. The instruments were validated by a group of jury members. The data obtained were statistically treated through the SPSS program version (23). Results

indicated that the experimental group outperformed the control group as a result of adopting this strategy.

*Key Words:* Online Vlogs, EFL Speaking Skills and Experimental Preparatory Language School Students

استراتيجية قائمة علي مدونات الفيديو عبر الانترنت لتنمية مهارات التحدث باللغة الانجليزية كلغة اجنبية لدي طلاب المدرسة الاعدادية التجريبية للغات.

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#### المخلص :

هدفت الدراسة الحالية الي تنمية مهارات التحدث باللغة الانجليزية كلغة احنبية لدي طلاب المدرسة الاعدادية التجريبية للغات . اتبعت الدراسة الحالية تصميم شبه تجريبي للمجموعتين التجريبية والضابطة . وتكونت عينة الدراسة من (80) طالب وطالبة من مدرسة منيا القمح التجريبية الاعدادية للغات ؛ محافظة الشرقية؛مصر. وقسمت الطلاب الي مجموعتين متكافئتين مجموعه تجريبية ومجموعة ضابطة. تلقت المجموعة التجريبية التعليم باستخدام استراتيجية قائمة علي مدونات الفيديو عبر الانترنت بينما درست المجموعة الضابطة بالطرق التقليدية ، وقد استمرت التجربة عشره اسابيع من الفصل الدراسي الثاني للعام الدراسي (2023/2022) وتم تنفيذها في (10) جلسات ؛ كل جلسة استغرقت (180) دقيقة؛أربع حصص في الاسبوع ؛كل حصة استغرقت (45) دقيقة .ولتحقيق الهدف من الدراسة ؛ اعدت الباحثة 3 ادوات للدراسة: استبيان لاهم مهارات التحدث باللغة الانجليزية كلغة اجنبية التي تناسب طلاب الصف الاول الاعدادي التجريبي لغات ؛اختبار لهذة المهارات قبلي وبعدي للمجموعتين لقياس كفاءة الطلاب لمهارات التحدث باللغة الانجليزية كلغة اجنبية ومعيار لتصحيح نتائج الطلاب . و تم استخدام الاسلوب الاحصائي للمقارنة بين نتائج المجموعتين .اظهرت نتائج الدراسة تفوق المجموعة التجريبية علي المجموعة الضابطة كنتيجة لاستخدام استراتيجية قائمة علي مدونات الفيديو عبر الانترنت.

*الكلمات المفتاحية :* مدونات الفيديو عبر الانترنت؛ مهارات التحدث باللغة الانجليزية كلغة اجنبية و طلاب المدرسة الاعدادية التجريبية للغات.

## **Introduction and Background of the problem**

Speaking is one of the basic skills that requires communicative competence, pronunciation (intonation, stress, and pitch), grammar, vocabulary, fluency, accuracy, comprehension and gesture improving, to build good communication. These elements are needed to measure the capability of the students in speaking using appropriate techniques. The ability to speak in a natural way is That is why some .required in order to create good communication avoid this kind of situations as they often lose words and students feel difficulty to present a perfect image of themselves. According to Al Hosni (2014:58), speaking is a language draws attention that speaking is the active use of language to express meaning, and for young learners, the spoken language is the medium through which a new language is encouraged, understood, practiced, and learnt. Also, Phil (2014:18) indicated that teaching the English language falls short of fulfilling its goals. Even after years of English teaching, learners do not gain the confidence of using the language in and outside the class. Heads that real communication involves The .ideas, emotions, feelings, appropriateness and adaptability traditional English class hardly gives the learners an opportunity to use language in this manner and develop fluency in it. Thus Loubazid (2012) added that teachers always give more importance to teach the linguistic aspects of the language, specially which is in fact an important aspect in communication. Speaking is a productive skill; it needs more and more practice to develop an acute sense of competence and mastery of this skill. Teaching speaking in a non-English speaking country is much challenging since English is completely different from Arabic language. During the different oral sessions, teachers use different activities and strategies to empower learners' speaking however, teachers still face some students' hindrances. Many students do not participate in oral expression courses, do not contribute and do not show any sign of progress

which indicate that there is something wrong somewhere with students.

In the same way, Janudom and Wasanasomsithi (2009:13) added that the ability to speak in a foreign language involves several components that speakers need to acquire in order to communicate effectively .The ability to interpret and appropriately respond to nonverbal clues such as facial expressions and tones of voice also plays a part .Therefore ,learners should be provided with learning environments where different forms of social interaction are simulated in order to acquaint them with a variety of linguistic forms and communication contexts. Al Hosni (2014) and Mazdayasna (2012:15) pointed out that most students who study English as a foreign language share a common problem with organizing and communicating their thoughts and ideas orally. This may be due to the fact that learners do not benefit from sufficient practice and opportunities to speak in the classroom .Second, learning to speak is a complex process not readily known to the learners. Third, learners are not familiar with the skills and strategies they can use to develop their speaking ability. Fourth, EFL learners have little opportunity to develop the skills for arranging their ideas cohesively and coherently while speaking. Fifth, they are not familiar with the criteria by which their oral performances are assessed.

According to Richards and Renandya (2002), speaking proficiency is influenced by four competences. They are grammatical competence, discourse competence, social linguistic competence and strategic competence. Shuman (2002) indicated that the speaking skill is influenced by all four competences, grammatical competence. It is the ability to recognize the lexical, morphological, syntactic, and phonological features of a language and to manipulate these features to form words and sentences.

Some researchers investigated some different aspects for developing speaking skills in the classroom. The study of Ibrahim (2007) showed the effectiveness of some cooperative learning strategies in developing prep school students' English-speaking

skills. The results of this study revealed that the cooperative learning strategies have an effect on speaking skills. According to Torkey (2006), the effectiveness of a task-based instruction program in developing the English language speaking skills of the secondary stage students. Results of this study proved that the weakness of students in speaking skill was related to the teacher who used the traditional strategies for teaching in the classroom. To support English teaching and learning, vlogs became a tool that quite influence the successful in mastering English. Aydin (2014) found that blog has important role in developing interaction between students and teachers in target language. Furthermore, Current videoblogs are essentially text blogs with externally linked videos for each entry. Video blogging offers a richer web experience than typical text blogging because it combines movies, sound, still images, and text, increasing the information- and potentially emotions – shared with users. Most people who have vlogs usually describe various topics, as example: hobbies, tips, brief speech, and so forth. This is one reason a vlog usually is concerned as online diaries. Kahler, Jacobs Raftery and Ditnes (2017) showed that students are accustomed to watching videos for their classes and coursework in colleges and universities ;68% of students report that they watch videos in their classes. However, the suitable media used in this research is the development of video.

Harmer (2001) stated that video could be supplied simulations, not only because it could give feedback when students could be watched and evaluate performances, but also because the presence of the video helped to make students feel more realistic. It means video in nowadays today is teachers can use a video because it is short or simple and also easy support in teaching and learning process. According to Maulidah (2017), technology and social media are great combination for English learning process since they provide a chance to improve students' ability in English. A lot of media can be used to facilitate it and one of them is vlogs. It is the mean to increase students' speaking ability. By supporting Vlog with



a sophisticated vlogging stages and a proper scoring reflection as feedback, it is expected to improve students' speaking ability in English.

### **Context of the problem and the pilot study:**

To pinpoint the problem, many studies have been carried out in the field of speaking skills. In their studies, according to, Al Hosni (2014) and Mazdayasna (2012:15) added that most students who study English as a foreign language share a common problem with organizing and communicating their thoughts and ideas orally. This may be due to the fact that learners do not benefit from sufficient practice and opportunities to speak in the classroom. Second, learning to speak is a complex process not readily known to the learners. Third, learners are not familiar with the skills and strategies they can use to develop their speaking ability. Fourth, EFL learners have little opportunity to develop the skills for arranging their ideas cohesively and coherently while speaking. Fifth, they are not familiar with the criteria by which their oral performances are assessed. Also (Phil 2014), indicated that teaching the English language falls short of fulfilling its goals. Even after years of English teaching, the learners do not gain the confidence of using the language in and outside the class. He adds the real communication involves ideas, emotions, feelings, appropriateness and adaptability. The traditional English class hardly gives the learners an opportunity to use language in this manner and develop fluency in it.

As a teacher of English, the researcher found out that some of the experimental preparatory language school students meet some problems in speaking English such as sentence structure, fluency, vocabulary and pronunciation. To diagnose the existing situation, a pilot study was conducted to check the performance of the first-year experimental preparatory language school students in the EFL speaking skills. The pilot study focused on a speaking test on a sample of students (N= 20) chosen from Minya Elqamh Experimental preparatory language school, Sharqia Governorate, Egypt. The results were as follows:

**Table (1) Results of the EFL Speaking skills pilot test**

Speaking Skills	Student Numbers	Percentage of Error frequency%
1-Using the grammatical rules correctly.	12	60%
2-Using intelligible pronunciation.	18	90%
3-Using a relevant, appropriate range of words.	16	80%
4-Managing the conversation effectively.	14	70%
5-Expressing one's opinions and ideas clearly.	18	90%
6-Using the language continuously without repetition.	16	80%
7-Giving advice	12	60%
8-Making Suggestions	12	60%
9- Making effective requests.	14	70%
10-Describing people and pictures.	14	70%
11-Emphasizing Key words in a conversation.	16	80%
12-Summarizing the main idea of a text.	18	90%

Reviewing the pilot study results, the percentage of error frequency is more than (50%) concerning EFL speaking skills. In addition that the pilot study results showed that the majority of the

pilot study participants had problems in some of the EFL speaking skills.

**Statement of the problem:**

In the light of the previous discussion and the pilot study; the problem could be formulated as thus; many students had problems in their speaking performance. The researcher found out that many students suffer from weakness of their EFL speaking skills. The students do not have enough motivation to practice English in the class. Most of them are too shy and afraid of taking part in the conversation. The students also have problems in expressing their ideas orally. This could be attributed to the prevailing traditional methods of teaching speaking. Therefore, the current study attempted to develop the speaking skills which are necessary for the first-year experimental preparatory language school students through the use of the strategy based on online vlogs.

The problem of the present study could be summarized in the following main question:

**Questions of the study:**

"What is the effect of a strategy based on online vlogs on developing experimental preparatory language stage students' EFL speaking skills? "

**The following sub- questions were derived from this main question:**

1- What are the speaking skills required for experimental preparatory language school students?

2- What are the steps of the strategy based on online vlogs?

3-To what extent does the strategy have an effect on developing experimental preparatory language school students' speaking skills?

**Purpose of the study:**

The study aimed at:

Developing EFL speaking skills by using the strategy based on online vlogs.

### **Significance of the study:**

It is hoped that the study Will be important for:

**a) EFL Learners:**

It can help them develop their EFL speaking skills through the strategy based on online vlogs.

**b) EFL teachers:**

It can provide them with an update list of EFL speaking skills necessary for the first-year experimental preparatory language school students, EFL speaking test to examine the students' oral proficiency.

**c) EFL researchers:**

It can guide other researchers to conduct further studies on developing the instruction of EFL through integration between different teaching strategies.

### **Delimitations of the study:**

The present study was delimited to:

- 1-Developing EFL speaking skills which are suitable for first year experimental preparatory language school students.
- 2-Eighty students of the first-year experimental preparatory language school students were chosen at Minya Elqamh Experimental preparatory language school, Sharqia Governorate, Egypt.
- 3- The study was carried out through the second semester of the academic year 2022/2023. (Ten weeks)
- 4-The strategy based on online vlogs, which was suitable for first year experimental preparatory language school students.

### **Research Design:**

The current study adopted the quasi-experimental design to investigate using the strategy based on online vlogs to develop experimental preparatory language school students' EFL speaking skills. This design was a major source for data collection in which participants were divided into two groups control and experimental. The control group(40 students) was taught with a regular way while

the experimental group (40 students) was taught through using the strategy based on online vlogs.

### **Study Instruments:**

For achieving the main goal of the current study, the researcher used:

1-A speaking skills questionnaire to determine the most important EFL speaking skills suitable for the first-year experimental preparatory language school students.

2-A pre-post EFL speaking skills test, to measure the students' proficiency of EFL speaking skills.

3-A rubric for analyzing scores.

### **Terms of the study:**

Vlogs:

Guneluis (2012) defined a vlog as a series of broadcasts of online video content, the definition of Molyneaux, Gibson, O'Donnell and Singer (2008) who view vlogs as a simple form of online publishing, allowing everyone with web access and simple video production tools to create and post content. Forbeinus (2011) assumed that a vlog is a video sequence similar to a blog that a user (vloggers) shoots of himself/herself talking into a camera and, after optional editing, uploads to the internet, where viewers can rate it and or leave comments in written or video form.

The operational definition:

For the purpose of this study, A vlog is defined as a video that someone regularly posts on the internet in which he or she records his or her thoughts or experience or talk about a subject. vlogs or video blogs are video collections that are serving both as an audiovisual life documentary, and as a vehicle for communication and interaction on the internet.

### **Speaking Skills**

Mackey and Gass (2005) define speaking skills as the ability to speak target language to communicate with others and it consists of accuracy, fluency and comprehensibility. According to Ahmed

(2014) speaking skill is the ability to speak correctly and express oneself fluently and intelligibly.

The operational definition:

In this study, speaking skills can be defined as the ability to speak the English language fluently and accurately in interactive situations without hesitation or restrictions.

### **The study Procedures:**

#### **The researcher adopted the following procedures:**

- 1-Reviewing the relevant literature and previous studies of EFL speaking skills.
- 2-Preparing a questionnaire of EFL speaking skills suitable for first year experimental preparatory language school students.
- 3-Judging the questionnaire of EFL speaking skills.
- 4-Preparing a pre-post test of EFL speaking skills.
- 5-Judging the speaking test.
- 6-Constructing the strategy based on online vlogs.
- 7-Judging the strategy based on online vlogs.
- 8-Selecting the study participants.
- 9-Applying the pre test on both groups.
- 10-Administering the strategy based on online vlogs to the experimental group, while the control group used the traditional method.
- 11-Applying the post test to both groups.
- 12-Comparing the results of the experimental group on the pre-post administration.
- 13-Analyzing the study results statistically.
- 14-Interpreting the results and discussing them.
- 15-Providing conclusion, recommendations and suggestions for further research.

### **The EFL Speaking Skills Test:**

Purpose of the test:

The purpose of the EFL Speaking Skills Test was to measure students' speaking skills before and after using the strategy based on Online Vlogs.

#### Source of the EFL Speaking Skills Test:

The test was constructed in the light of the following sources:

1-Reviewing literature and related studies on testing EFL speaking skills.

2-Identifying the speaking skills which were fitted to the first-year experimental preparatory language school students through the final form of the speaking skills questionnaire.

#### Description of the Speaking Test:

The Speaking test consists of four parts:

Linguistic competence, Discourse competence, Pragmatic competence and strategic competence.

#### Test Validity:

The test was submitted to a panel of jury members). They were requested to:

- Determine whether the test was appropriate for measuring the skills.
- Make any modifications they suggested to the test.
- Add or omit any items to the test.
- Say if the test time was sufficient or not.

Thus, it was decided therefore to allot 30minutes for test completion by each student. It was recognized that this would be sufficient to ensure that all the students had sufficient time to complete the test.

#### **The study Results:**

All the data collected were analyzed by using the Statistical Package for the Social Services (SPSS) version (23 ).The results of administering EFL Speaking Skills to both the experimental and the control groups are statistically discussed in the light of the study hypotheses.

**Hypothesis 1:**

It was hypothesized that " There is not a statistically significant difference between the mean scores of the experimental group students and the control group students in the post administration of the EFL Speaking Skills test results".

Table (2) Independent samples T-test for the study groups of the post EFL Speaking Skills Test.

Post administration	N O.	Mean	SD	df	T-value	Sig.
Control Group	40	12.275	3.397	78	40.340	0.000**
Experimental Group	40	37.500	2.025			

\*\* significant at (0.01) level.

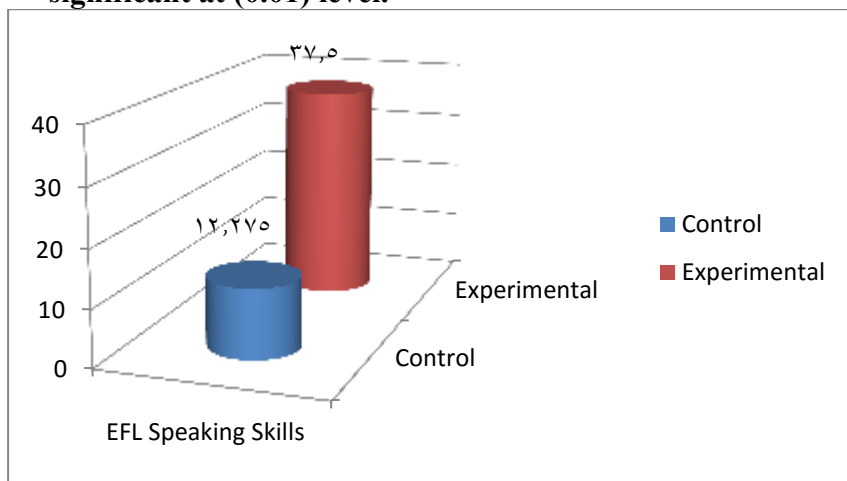


Figure (1) The mean score of the control and the experimental groups in the overall speaking skills, in the post\_test.

The above table (2) and figure (1) indicate that there is a statistically significant difference at (0.01) level between the attained mean scores of the experimental and that of the control one in favor of the experimental group in the post administration of the EFL Speaking Skills test results. The mean scores of the experimental group is (M=37.500) and that of the control group is (M=12.275), this means that the score of the experimental group's post administration of the EFL Speaking Skills is better than that of the control group. The



estimated **T- value is** (40.340). It is significant at (0.01) level in favor of the experimental group.

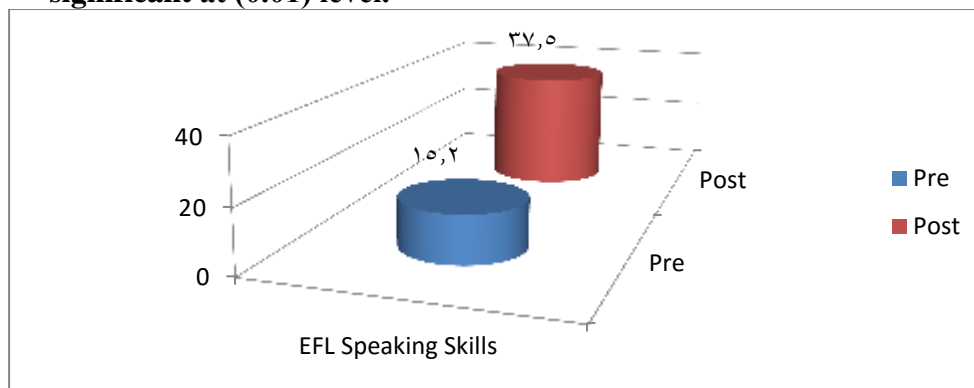
**Hypothesis 2:**

It was hypothesized that" There is not a statistically significant difference between the mean scores of the experimental group in the Pre and post administration of the EFL Speaking Skills test results. This is shown in the following table (3):

**Table (3) Paired samples T-test for the experimental group of the pre and post EFL Speaking Skills Test.**

Administration	NO	Mean	SD	df	T-value	Sig.
Pre- Administration	40	15.200	3.383	39	74.868	0.000**
Post- Administration	40	37.500	2.025			

\*\* significant at (0.01) level.



**Figure (2) Means for the experimental group in the pre and post EFL Speaking Skills**

The above table (3) and figure (2) indicate that there is a statistically significant difference at (0.01) level between the attained mean scores of the experimental group in the Pre and post administration of the EFL Speaking Skills test results favoring the Post administration. The mean scores of the experimental group in the post-administration is (**M=37.500**) and that of the Pre-administration is (**M=15.200**), this means that the score of the experimental group's post administration of the EFL Speaking Skills is better than that of

the Pre-administration. The estimated **T- value is** (74.868). It is significant at (0.01) level in favor of post administration of the experimental group.

Post- Administration	40	3.925	0.267			
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**\*\* significant at (0.01) level.**

### Hypothesis 3:

It was hypothesized that "There is an effect of the A Strategy Based on Online Vlogs to develop Experimental Preparatory Language School Students ' EFL Speaking Skills." This hypothesis is approved by the following formula:

$$\eta^2 = \frac{T^2}{T^2 + df}$$

$$ES = d = 2 \sqrt{\frac{\eta^2}{1-\eta^2}}$$

ES is decided according to next indicators as shown in next table:

Table (4)

Indicators for evaluating the Effect Size (ES) values according to  $\eta^2$  and  $d^2$

Tool	Effect Size			
	Low	Medium	Large	Very Large
$\eta^2$	0.01	0.06	0.14	0.20
$d^2$	0.2	0.5	0.8	1.10

**Table (4)**

**\*\* significant at (0.01) level.**

**Table (5)**

**The Effect Size (ES) values according to  $\eta^2$  EFL Speaking Skills**

Skills	T	T2	df	$\eta^2$	Effect Size
<b>Linguistic competence</b>	47.121	2220.389	39	0.982	<b>Very Large</b>
<b>Discourse competence</b>	27.712	767.955	39	0.952	<b>Very Large</b>
<b>Pragmatic competence</b>	36.091	1302.560	39	0.971	<b>Very Large</b>
<b>Strategic competence</b>	48.374	2340.044	39	0.984	<b>Very Large</b>
<b>EFL Speaking Skills</b>	74.868	5605.217	39	0.993	<b>Very Large</b>

\*\* significant at (0.01) level.

The above table (5) indicates that There is a very large positive effect of the A Strategy Based on Online Vlogs to develop Experimental Preparatory Language School Students ' EFL Speaking Skills and its sub-skills.

**The study results after applying the strategy showed that**

- 1-The experimental group outperformed the control group in the post-test of overall speaking test and its sub-skills.
- 2- There would be a statistically significant difference between the mean score of the quasi- experimental group on the pre-post test of overall speaking skills favoring the post-test.
- 3- The strategy based on online vlogs is effective in developing the EFL speaking skills of the first-year experimental preparatory language school students.

**Conclusion:**

**Based on the results, it can be concluded that:**

Using a strategy based on online vlogs proved to be effective in developing EFL speaking skills for the first-year experimental preparatory language school students. This strategy enabled students

to practice speaking during sessions. In the sessions, students could do many and different vlogs according to their curriculum and improve their speaking skills, and practice the language freely which helped them get rid of their fears about speaking a foreign language. Also, during the sessions, students could give ideas, generate thoughts, manage conversations and accept the other opinion.

In the first main speaking skill, the strategy helped students to develop their linguistic competence, it helped them use, the grammatical rules correctly for example (the past simple tense, the past continuous tense, the present simple tense and the future simple tense), the intelligible pronunciation such as (vowels, consonant, hard and soft c sounds, and stress patterns), and a relevant, appropriate rang of words during the sessions.

In the second main speaking skill, the strategy helped students develop their discourse competence and helped them manage the conversation effectively, express their opinions and ideas clearly, and use the language continuously without repetition.

In the third main speaking skill, the students' pragmatic competence, was developed by the strategy based on online vlogs which enabled them to give advice, make suggestion, make effective request and describe people and pictures. The fourth main speaking skill, the students' strategic competence was developed by the same strategy based on online vlogs enabled students to emphasize key words in a conversation and summarize the main idea of a text. The present study provided evidence that the traditional method used in teaching speaking should be changed to develop speaking. It was evident that the teacher's role should be changed from a grade marker to a supporter and consultant to students.

### **Recommendations:**

In the light of the results and conclusions of the present study, the researcher presents the following recommendations:

- a) As for the strategy based on online vlogs, it is recommended to:  
1-Give more attention for developing speaking through using the strategy based on online vlogs.

2-Train students to use this strategy.

3-Vlogs should be included in EFL teaching practice.

4-Students should be encouraged to engage in peer and group discussions about each other's speaking performance.

5-Students should be encouraged to use Internet resources to enhance their performance.

b) Concerning speaking skills, it is recommended to:

1-Give students the opportunity to speak is important as it gives them the chance to feel confidence and responsibility.

2-Provide a good atmosphere in the class encourages students to speak and improve their achievement.

3-Devote more time in English language teaching to teach speaking skills.

4-Oral tests should be developed and teachers should be trained on them.

### **Suggestions for further Research:**

Other studies are needed in the following aspects:

1-Using a strategy based on online vlogs to develop EFL speaking skills at the primary stage.

2-Using a strategy based on online vlogs to develop EFL speaking skills for secondary stage.

3-Using a strategy based on online vlogs in developing listening skills for secondary stage.

4-Using a strategy based on online vlogs in developing listening skills at the primary stage.

5-Using a strategy based on online vlogs to develop listening skills at the preparatory stage.

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