



Regular Article

Using Electronic Vlogs to develop self-esteem for first year Secondary Stage Students

Amal Salem Mohamed

A senior Teacher of EFL, Ph.D Student -Depart. of curriculum, Faculty of Education, Beni-Suef University, (Beni-Suef -Egypt)

Dr. Ahmed Hassan seif Eldin

Depart. of Curriculum& Mythology, Faculty of Education&, Menofia University

Email address : profahmed_seif@yahoo.com

Dr. Heba Moustafa Mohamed

Depart. of curriculum& Mythology, Faculty of Education, Beni-Suef University, (Beni-Suef -Egypt)

Email address: hebamustafa990@gmail.com

PA Citation : Amal Salem, A. (2023) Using Electronic Vlogs to develop Critical writing skills for first year Secondary Stage Students , BSU Journal of Pedagogy and Curriculum, 2023; 2(3): 121-133

Received: 24/9/2022; Accepted: 19/10/2022 ; Published: 01/01/2023

Abstract

The current study aimed at investigating the effect of electronic vlogs in teaching for developing secondary stage students' and their self-esteem .The study adopted a quasi-experimental design (experimental). Also it included one independent variable which was electronic vlogs and a dependent variables which was developing EFL self-esteem The participant of the study are a group of first year secondary stage students The researcher taught them by using electronic vlogs .The following instrument was used to achieve the questions of the study: self-esteem scale . The current research indicated the

positive effectiveness of using electronic vlogs in developing the self-esteem of secondary stage students.

Key words: Electronic vlog self-esteem

Introduction

English is one of languages in the world that has an important role in communication. It has become an international language and is almost used in all parts of life, especially in education which is used as one of compulsory subjects taught in some education institutes. The goal of learning English in education institutes is to develop students' communication competence and improve their skills both in spoken and written forms. English learning involves the four language skills; they are listening, speaking, reading and writing. These four language skills are supported by four aspects such as grammar, vocabulary, spelling and pronunciation which are also learned in English learning process.

There were two main types of perceptions and beliefs among writers: dispositional perceptions and beliefs, such as beliefs about the writing process and one's own writing, as well as effective desires and attitudes towards writing; the second type was situational perceptions and feelings when approached to perform a specific task or situation, such as responses to the writing .Self-esteem is one of the most influential aspects in determining whether a person succeeds or fails. Writing is notoriously difficult. As it is, developing a concept into a paragraph and ensuring that it adheres to all of the standards of the language is difficult. These factors cause the students think that they cannot do it. They do not believe in their ability. This personality may the main problem for the students to start (Satriani ,2014)

Dispositional perceptions and beliefs can lead students to believe that they are unable to accomplish their goals. They doubt their own abilities. Students' inability to begin learning English, and in particular writing, may be exacerbated by this personality trait. As Dedmond (2009) points out, self-esteem is described as the intricacy of feelings that leads conduct, shapes attitudes, and drives motivation. In other words, one aspect that could inspire students to write is their self-esteem. Since students' behavior, attitudes, and motivation are all influenced by their sense of self-worth, which draw a link between the two. Students' self-esteem consisted their personality Suparman (2010) defines self-esteem as an attitude of acceptance or disapproval, that reveals the amount to which an individual feels himself capable, relevant, successful, and worthwhile. There can be no successful cognitive or affective activity without some degree of self-esteem, self-confidence, knowledge about oneself and belief in one's own talents for that activity. According to Hayati (2013) self-esteem affects ability to learn new things, like writing in English.

In order to make writing skills more approachable for students, English teachers employ a variety of methods and media in their instruction. Using learning media and activities to communicate material to students can be a helpful teaching tool for the teacher. The ability to employ media learning with their own students at home can also help students better prepare and accept the subject. Learner-friendly teaching methods necessitate the best and most exciting learning media imaginable. Consequently, it is essential for instructors to have a working knowledge and comprehension of the technology that is now available in order to design and implement novel and creative teaching methods. When it comes to teaching in today's world, being able to operate or use technology is one of the most important skills a teacher should possess.

(Routledge, 2015)

Understanding and conceptualizing the Internet have been revolutionized by Web 2.0 technology (Hung, 2011). When talking about Web 2.0, referring to a set of tools and practices organized from the bottom up on the Internet (Orr, 2007) that

make advantage of open communication, decentralized authority structures, and the flexibility to freely exchange, repurpose, and reuse data. Since their inception as a new form of online communication and publication (Shih, 2010), blogs on the Internet, also known as web diaries and informal online chronologies (Abbott, 2010), have expanded at a rate considerably beyond that of the majority of other Internet trends (Felix & Stolarz , 2006). A blog is a hierarchical structure containing text, images, media objects, and data that can be accessed via an HTML browser (Winer, 2003).

Since their inception as a tool to submit thoughts online in print, blogs have expanded to include multimedia capabilities; i.e a blog is no longer limited to text. It is also possible to add audio and video (Brazburg, 2007). The incorporation of video content in many open source content management systems means that bloggers can now run and maintain their own video blogging sites (Kaminsky, 2010)." vlogs "is a term used to describe blogs that have recently expanded to include video (Pilkington, 2009). A vlog is a video that is posted on YouTube and made to look as attractive as possible using Learning resources that include information. Specifically, the teacher's content can aid students in their education at any time and in any place

The benefits of blogging were perceived as blog enhanced their writing abilities and aided them in refining their articles through meaningful analysis. Additionally, it is critical to note that some students perceived blogging as a good platform for writing or self-expression entertainment. Students perceived that publishing content to a blog aided them in improving their writing abilities primarily because they had the opportunity to evaluate and learn jargon, composing styles, content, and thought organization. Additionally, they demonstrated that they benefited from peers' constructive remarks. Additionally, they were compelled to write effectively and exercise

caution with their linguistic structure , as their exposition will be distributed on line (Efklides, A. 2011)

Problem of the Research

Context of the Problem

It was observed by the researcher during teaching to first year secondary stage at Ehnasia secondary school that some students have problems with acidic performance related to their law self-esteem. People with low self-esteem not only face difficulties related with Coping up with their class performance, but they also have to deal with shyness ,lack of interest, poverty, alcohol abuse, illness .Self-esteem is the way one feels about him or herself either positively or negatively. Educational achievement is the scores or grades one attains or obtains after undergoing an educational program. There is a constant threat of students drop out in the education officials have always published manuals that try to find out the cause of this situation. In the light of the scenario, To investigate the problem among secondary stage students, the researcher administered a self-esteem scale on (30) first -year secondary school students at Ehnasia elmadina secondary School. Results show that there is a problem at students in their self-esteem

Statement of the Problem

The problem of the research can be stated that there is some problem with students' of first year Secondary stage self-esteem

Questions

What is the effect of electronic vlogs on students' self-esteem?

Objectives

The study was intended to:

Investigate the effect of vlog on students' self-esteem

Significance

The significance of the study sprang from the following:

1. Making teachers, use new methods, which reduce teachers' efforts, make them guiders for students and make them participate in the classroom.
2. Making students interact with each other and with their teachers, and helps them on consolidation of information better than traditional methods.
3. Investigating the effect of using vlog strategy in teaching for secondary stage

Hypotheses of the Research

The research attempts to verify the following hypothesis

There is a statistically significant difference between the mean score of the control group and experimental group in the pre -post self-esteem scale in favor of the experimental group.

Delimitations of the Research

The current study was delimited to:

30 students of first year secondary stage at Ehnasia secondary school

Methodology

Population

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

Participants

The participants were randomly selected from Ehnasia secondary schools in Ehnasia elmadina . A group of first year stage students. There were two groups: an experimental and a control one.

Design of the Research

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

This design included the following variables:

1. Independent variable: electronic vlog.
2. Dependent variables: students' self-esteem

Instruments of the Study

1. A pre-post self-esteem scale

Definition of Terms

Electronic vlogs

Vlogging(Video Blogging) or it could be abbreviated to vlogging is a type of blogging exercises utilizing the mechanism of the video over the utilization of the content or sound as a significant media source. An assortment of gadgets, for example, camera telephones, advanced cameras that can record video, or a modest camera that is outfitted with an amplifier is a capital that is anything but difficult to do video blogging action Azhar Arsyad(2008 – 49

Blogs have emerged as a new communication and publication medium, offering an exciting new way to deliver individual opinions, share ideas with others, and interact and communicate on the Internet (Shih, 2010).

(Gunelius, 2010, p. 413). A vlog is "a collection of video files posted to the Internet using a method that makes it easy to update content quickly- combining the usability of a blog with video files"

The researcher defines vlog as a video which is uploaded in YouTube and it made as attractive as possible Containing material in learning. Specifically, the material that taught by the teacher can facilitate the students in learning anywhere and anytime

Self esteem According to Branden (2001), "self-esteem is the experience of being competent to cope with the most basic challenges of life and having worthy of happiness (p. 252) Dedmond(2009) points out, self-esteem is defined as the complication of

feelings about ourselves that guides behavior, influences attitudes, and drives our motivation. Coopersmith in Suparman (2010) defined self-esteem as the evaluation which the individual made and customarily maintained with regard to himself, it expresses an attitude of approval or disapproval

The researcher defines self-esteem as Self-esteem is how to make the student feel satisfied and confidence emotional state on all levels in that the success of a person depends mostly on the degree of one's self-esteem he/she behaves and in which he /she evaluate own self.

Review of literature

Students' self-esteem, inspiration, and anxiousness were assessed in a Korean EFL setting by Basco and Han (2016) based on sexual orientation, year, and English proficiency level. There was a reasonable level of self-confidence, motivation, and nervousness among the understudies. The findings of the experiment established a positive link between confidence and inspiration and a strong negative link between confidence and unease. When students were gathered according to their sexual orientation and English proficiency level, notable variations were identified regarding their levels of confidence, inspiration, and unease, but no major distinction appeared when they were gathered according to the period of study.

English language proficiency, self-esteem, and academic success were examined by Dev and Qiqieh (2016) in a study of 200 male and female students from Abu Dhabi University (UAE). Pearson's item minute connection, the t test, and chi-square were used to break down the exam factors. A variety of tests were used to gauge the effects, including self-report measures, self-esteem assessments, and language proficiency assessments. The investigation produced varied aftereffects of those

previously revealed in that it could not identify any favorable association between the components investigated. The examination. ADU students' self-esteem was also found to be unaffected by their language proficiency (IELTS).

Research conducted by Aljumah (2012) examined the understudy conclusions on the use of blogs recorded as a hard copy of aptitude learning. Analysis indicated that only 5% of understudies participated in sites, and only 9% maintained their own online journals. This finding showed that students at Al-Qassim University were not familiar with the use of weblogs. There was no doubt in the minds of the students when it came to using websites to learn how to compose activities. The understudy praised the blog's basic, interesting, and agreeable writing style. The blog was viewed as a powerful learning tool since it allowed them to share their opinions and data with other people. Blogging has been credited with helping students improve their second language punctuation and get new vocabulary.

Satriani (2014) conducted research to understand the relationship between self-esteem and English language proficiency of Indonesian EFLstudents. During the research, questionnaire was used as the research instrument to obtain the score of the students' self-esteem . In addition, the data of English proficiency were collected from TOEFL score which has been standardized. The result of this study showed that the students' self-esteem have significantly strong positive Correlation with their language proficiency

Instruments

The pre-post self-esteem Scale

1- The Aim of the Pre-post self-esteem Scale:

In its pre- administration, it aimed at ensuring the self-esteem of students before the experiment. Post self-esteem scale aimed at measuring first year secondary students' self-esteem due to using vlogs strategy.

2- Constructing the Pre/ post self-esteem Scale

To construct the scale, the researcher reviewed literature and related studies regarding self-esteem scales, developed a self-esteem scale by choosing which fit and suitable for this stage. The self-esteem scale consisted on 28 questions with five items as shown in appendix (f)

3- Administration of the Post self-esteem Scale

After ending teaching the experimental group they were applied to the post scale to find out if there would be any change from the pre scale.

Results and Discussions

3- Results of the first Question: The first question stated was "What's the effect of electronic vlogs on student's self-esteem?"

Testing the first hypothesis

There is a statically significant difference between the mean score of the control group and experimental group in the pre-post self-esteem scale in favor of experimental group.

Table (1): Shows results concerning the first hypothesis which addressed the differences between the mean scores of the experimental and control group of the pre-post self-esteem scale.

| group | N | Mean | Std. Deviation | t |
|---------------|----|----------|----------------|--------|
| preEst exp | 30 | 40.0000 | 14.38390 | .273 |
| control | 30 | 39.0000 | 13.98275 | |
| PosEst Exper. | 30 | 145.0000 | 11.37147 | 32.214 |
| Cont. | 30 | 39.0000 | 13.98275 | |

Table (1) illustrates that the Mean of the experimental group in the pretest was 40.0000 and the Mean of the control group was 39.0000. The standard deviation of the experimental group in the pre was 14.38390 and the standard deviation of the control was 13.98275. t value was .273. The Mean of the experimental group in the post test was 145.0000 and the mean of the control group in the post test was

39.0000. The standard deviation of the experimental group in the post test was 11.37147 and of the control group was 13.98275. t value was 32.214. This indicates that the strategy positively affected the experimental group.

Conclusion

The results related to the hypothesis of the study showed that using vlog strategy in teaching had a positive effect on developing self-esteem. As shown in the tables one that the mean score of the experimental group in the post self-esteem scale is better than the mean score of the control group in the post self-esteem scale. The t-value was statistically significant at (0.01) level in the post scale. This means that the teacher used an effective strategy "electronic vlog" which developed the students' ability in learning and increased their self-esteem during learning. This strategy may help teacher during teaching, and have its good effect on students.

Recommendations

Based on the results of the current research the following recommendations were offered: 1. Encouraging English supervisors and teachers for using the current strategy in teaching that make students share and activate their thinking and abilities. Help students pay their attentions with teachers because the teaching of new strategy as vlogs is interesting.

2. Training English teachers for using vlogs in their teaching. Making teachers, use new methods, which reduce teacher's efforts, make them guiders for students and make students participate in class.

3. Adapting vlogs in teaching in all educational stages.

Suggestions for Further Studies

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

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

References

- Abbott, D. H. (2010). Experiencing creative self-efficacy: A case study to understand creativity in blogging. *Journal of Media and Communication Studies*, 2(8), 170-175.
- Aljumah, F. H. (2012). Saudi learner perceptions and attitudes towards The use of blog in teaching English writing course for EFL , Major at Qassim University .English Language Teaching,116
- Azhar Arsyad. 2008. Learning Media. Jakarta: PT Raja Grafindo Persada Media learning .Jakarat:PT.King Grafindo New Algensindo presada
- Basco, L. M., & Han, S. H. (2016). Self-esteem, motivation, and anxiety Of Korean university students .Journal of language Teaching and Research,7(6)1069
- Balam, E. (2006). Professors' teaching effectiveness in relation to self-efficacy Graduate Faculty of beliefs & perceptions of student rating myths. Ph.D. dissertation, Graduate Faculty, Auburn University, USA.
- Brazburg, J. (2007). Ready for Your Close up? Create and Post a Video Blog with Ease .Technology & Learning,27-,26
- Branden, N. (2001). *The psychology of self-esteem: A revolutionary Approach to self –understanding that launched a new era in Modern psychology* .Jessey-Bass
- Dedmond, L. (2009). *Self-esteem: The relationship between urban and Suburban fourth-grade girls' image of themselves* (Doctoral Dissertation ,Capella University
- Dev, S., & Qiqieh, S. (2016). The relationship between English language proficiency, academic achievement and self-esteem of non- Native –English speaking students. *International Education Studies* ,9(5),147-155
- Efklides, A. 2011. "Interactions of metacognition with motivation and

- Affect in self-regulated learning :the MASTER Model "Educational Psychology no.46(1)6-25
- Felix, L., & Stolarz , D. (2006). *Hands-on guide to video blogging and Prodcasting* :Emerging media tools for business Communicatio Burligton,MA:Focal Press
- Gunelius, S. (2010). *Blogging all-in-one for dummies*. Wiley Publishing, Inc.
- Hayati, P. R. 2013. *The effect of students' self-esteem on their reading Comprehension achievement at first year of smp muhammadiya Bandarlamung* .Bandar Lampung.University of Lampung
- Hung, S. (2011). Pedagogical applications of Vlogs: An investigation into ESP learners' perceptions. *British Journal of Educational Technology*, 42(5) 736-74
- Kaminsky, M. S. (2010). *Naked Lens-Video Blogging and Video Journaling to Reclaim the YOU in YouTube: How to use Online video to Increase Self Expression, Enhance Creativity And Join the video Regeneration* .Organik Med corporated
- Orr, B. (2007). Parsing the meaning of Web 2.0. *American Bankers Association ABA Banking Journal* ,99(4),53
- Pilkington, E. (2009). Merriam-Webster releases list of new words to be Incuded in dictionary .The Guardian,9.
- Satriani, I. (2014). Correlation Between Students' Self-esteem and English language Proficiency of Indonesian EFL Students Eltin Journal: Journal of English Language Teaching inIndonesia, 2(2)
- Suparman, U. (2010). Psycholinguistics: The theory of language acquisition. *Bandung: Arfino Raya*.
- Shih, R. (2010). Blended learning using video-based blogs: Public speaking for English as a second language students. *Australian journal of Educational Technology*, 26 (6), 883-897
- Winer, D. (2003). what makes a weblog a weblog. *Weblogs at Harvard Law*, 23, 2003.