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applying for a job in the reputable company. They added that testing their vocabulary through quizzes was a good training chance for them.

The current study participants' social nature might be a factor that affected the results. Most Egyptian industrial school students were either villagers or indigents. This social aspect made most of them introverts. Vlogs represented a good solution for introvert EFL learners as they were a self-study tool that did not require much participation in the classroom. Material developers and foreign language teachers were invited to take this finding into consideration on teaching new vocabulary (Isazadeh et al., 2016).

Although most studies indicated the effectiveness of vlogs in improving vocabulary learning, it was still recommended to deal with such an assumption with caution. The researcher viewed that several factors interfered with the usability of vlogs in developing EFL learners' vocabulary. Among such factors were culture difference, social acceptance of technology, the nature of the vocabulary content, learners' age, learners' economic levels and learners' readiness. This notion was supported by Samudra, Wong and Neuman (2019) as they illustrated that certain types of words were supported by repetition, particularly spaced repetition. But, not all words could be learned and utilized this way. In addition, the marginal category this study focused on – i.e., EFL industrial school students – had their own economic, social and academic characteristics. Despite vlogs proved to be successful in developing their vocabulary, this could not be generalized to the whole industrial secondary school community, unless thorough, further studies are made using larger samples.

## Conclusion

Vlogs as a free, motivating and replayable source of learning could be a reliable tool to develop EFL industrial secondary school students' vocabulary learning. Formal test results as well as students' impressions, the researcher observations and related study findings supported this result. Notwithstanding their overt merits, the researcher had some conservations about generalizing the assumption that vlogs were absolutely effective in developing EFL vocabulary. It is thought that such factors as age, economic level, social status, academic level, vocabulary nature could affect accrediting vlogs in vocabulary teaching and learning and it was believed that further research work was required to probe into these factors and to determine to what extent vlogs might work in their presence.

feel comfortable and motivated. Thus, the classroom atmosphere became fun and attractive. Moreover, the students were enthusiastically engaged in the lesson using technology and they felt that using technology was very helpful to support the learning process. Even the assigned watching tasks at home made learners more enthusiastic and engaged in vocabulary learning. This also accorded with Solano et al. (2020) who highlighted the effectiveness of EFL YouTube videos as a supplementary resource by enriching classes, increasing interaction among learners and motivating learners to learn vocabulary.

From a psychological perspective, it was argued that audio-visual materials could positively develop foreign language learners' vocabulary unconsciously and incidentally. The materials that addressed a learner's senses affected how his/ her brain acquired knowledge and processed it. Form and meaning recognition were said to be promoted by video watching (Karami, 2019; Rashtchi, Khoshnevisan & Shirvani, 2021; Montero, 2020).

Romero-Villamil and Guzman-Martinez (2019) provided another reason why vlogs develop vocabulary. They argued that when target words were contextualized and presented through the simultaneous combination of sounds, images, and text; learners' vocabulary learning improved. Moreover, vlogs led to new vocabulary retention among learners. The vlogs used in the study at hand contextualized vocabulary by providing examples that clarified all their possible meanings. In addition, these vlogs were available to the vlog group learners all the time to replay anytime, and thus, bettered their vocabulary retention.

It was logically assumed that vlogs had a positive relationship with vocabulary recall and retention and could be replayed as frequent as a learner desired. The repetition of video watching eased learners' recall of word spelling and meaning and positively contributed to their learning retention of the vocabulary taught (Fievez et al., 2020).

Testing vocabulary via MCQ quizzes stimulated learners and appealed to them. In this study, some vlog group participants sent WhattsApp feedback messages to the researcher after the pretest pointing out that they liked the quiz as it refreshed their memory and created a desirable competitive atmosphere among them. Moreover, it was usual for most Egyptian industrial school students to find work beside study. Some distinguished participants reported that they liked the quiz technique as it was similar to the *Microsoft IQ Test* they took on

critical *t* equals 2.639 (at a degree of freedom of 78 and the test is two-tailed). Since the calculated *t* was greater than the critical one, the null hypothesis was rejected and the alternative one was accepted. Thus, there was a statistically significant difference at the (0.01) level between the experimental group's posttest mean scores and the control one's in vocabulary learning using vlogs in favor of the experimental group.

# Discussion

Vlogs were found to be effective in enhancing vocabulary learning among EFL industrial secondary stage students. Interpreting and explaining the potential behind this result required delving in related studies and writing down the researcher's own observations and deductions. Hsieh (2020) attributed the positive impact videos had on vocabulary learning to the visual stimuli provided with words. The current study paid attention to inserting illustrative pictures with each word as visual stimuli that catalyze capturing word meaning. Despite working on participants who belonged to a different age category, Neuman et al. (2019) supported the same importance of what they called "cues" for word identification. They highlighted the importance of the "cues" or visual components in designing vocabulary learning videos.

Moreover, Neuman et al. (2019) also linked vocabulary learning videos as a free learning source to improving low-income learners. The majority of industrial school students in Egypt came from low-income families; they could not afford expensive private tuition. Consequently, learning vocabulary through free vlogs on an open source like YouTube represented a good solution for those learners. Samudra, Wong and Neuman (2019) reached the same reason believing that low-income learners promoted their vocabulary via free educational media. This reason accorded with the results attained by Kabooha & Elyas (2018) who found YouTube videos hardly burdened learners with high cost. Watching vlogs online via Wi-fi or even mobile data could not be compared to other costly sources of learning.

Motivation played a key role in vocabulary learning through vlogs. Hariyono (2020) argued that EFL learners – especially young ones – had positive attitudes towards participating in vocabulary activities depending on watching videos on YouTube. Such videos increased learners' eagerness to raise questions and made it easier for them to understand new vocabulary. Furthermore, learners were excited about using videos on YouTube inside the EFL classroom. That made them

coefficient was symmetric (Ravid, 2019). Therefore, the researcher employed *t*-Test for independent samples to analyze the obtained data.

*Table (5): t-Test for Independent Samples of the Pretest Scores*

| | | Levene's Test for Equality of Variances | | | | | | | 95% Confidence Interval of the Difference | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | *t* | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| Pretest | Equal variances assumed | .163 | .687 | 1.373 | 78 | .001 | 3.62500 | .66750 | .30526 | 6.94474 |
| | Equal variances not assumed | | | 1.373 | 77.863 | .001 | 3.62500 | .66750 | .30517 | 6.94483 |

Since the two groups were homogenous, the researcher followed the values of equal variances assumed. Reviewing the statistical tables, the critical value of *t* equals 2.639 when the degree of freedom equals 78 and the test is two-tailed at the (0.01) level of significance. Compared with the obtained *t* value that equaled 1.373, the critical *t* is greater. Hence, there were no significant differences between both groups before the experiment.

## Analysis of the Posttest Results

After the termination of the experiment, both groups were posttested using the same vocabulary test, and the attained data were also analyzed utilizing the *t*-Test for Independent samples. Table (6) summed up the results:

*Table (6): t-Test for Independent Samples of the Posttest Scores*

| | | Levene's Test for Equality of Variances | | | | | | | 95% Confidence Interval of the Difference | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | *t* | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| Posttest | Equal variances assumed | .123 | .727 | 3.478[*] | 78 | .001 | 6.12500 | 1.76099 | 2.61915 | 9.63085 |
| | Equal variances not assumed | | | 3.478 | 77.664 | .001 | 6.12500 | 1.76099 | 2.61891 | 9.63109 |

(*) Significant at the (0.01) level of significance.

The significance of Levene's Test of Homogeneity was 0.727 – greater than 0.05 – therefore, the analysis of data followed the values of the equal variances assumed. The calculated *t* equaled 3.478 whereas the

The first session was devoted to the administration of the pretest, and the last one to the post administration of the same test. The duration of each vlog differed according to the number of the new vocabulary tackled. The experimental group had the advantage of replaying and reviewing the vlogs since they were published on YouTube. This advantage might contribute positively to increasing retention.

## Results

## Analysis of the Pretest Results

For determining the suitable statistical technique for analyzing data, a number of tests were made using Predictive Analytics Software (PASW) Statistics, version 18. These tests were: the test of homogeneity and skewness coefficient. Homogeneity is a condition for using *t*-Test, so, the test of homogeneity was made to determine whether *t*-Test would be suitable for analyzing data or not.

*Table (3): The Test of Homogeneity*

| Pretest Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|
| .163 | 1 | 78 | .687 |

Applying Levene's Test of Homogeneity, it was found that its statistical significance equaled 0.69. This value was greater than 0.05, thus it was concluded that both the experimental and the control groups were homogeneous as shown in Table (3). The next step was to find the skewness coefficient as displayed in Table (4):

*Table (4): Skewness Coefficient*

| N | Valid | 80 |
|---|---|---|
| | Missing | 0 |
| Skewness | | -.061 |
| Std.    Error    of Skewness | | .269 |

The calculated skewness coefficient was -0.06. This value rendered a symmetric skewness coefficient that ranges between -1 and 1. Hence, the three conditions of using *t*-Test for data analysis were fulfilled. The sample size of 80 participants surpassed 30 subjects, both the experimental and the control groups were homogenous and the skewness
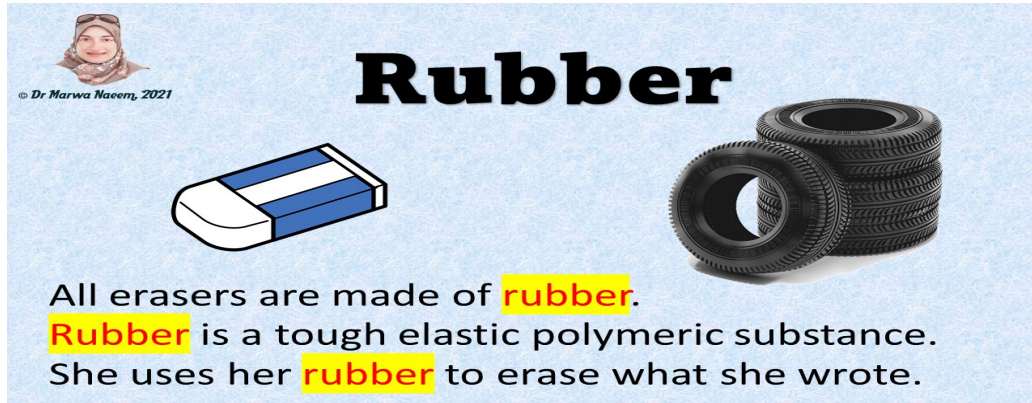
*Figure (1): A Sample Screen from the Vlogs*

Each word was displayed on a separate screen, pronounced once (with the possibility of replaying pronunciation many times according to each learner's need) and followed by illustrative pictures. Then, three examples that included the different meanings of the word were provided. The researcher utilized this technique instead of providing the common caption in the mother tongue. The objective behind that was to get students accustomed to understanding the meaning in simple English/ English explanations, expand their vocabulary repertoire and stop depending heavily on the mother tongue.

## Procedure

The experimental two-group pretest-posttest research design was employed in the current study. All the eighty participants were pretested before the experiment. Then, the experimental group studied the vocabulary content by watching four vlogs, whereas the control group studied the same vocabulary content traditionally. According to the Ministry of Education guidelines, *Unit One: Materials* was to be taught in a month and a half (approximately half of the school semester). The researcher was committed to these guidelines; therefore, the application plan lasted for six weeks:

*Table (2): The Application Plan of the Experiment*

| Session | Date | Content | Duration |
|---------|------|---------|----------|
| 1 | 10/10/2021 | Pretest | 20 mins |
| 2 | 17/10/2021 | Lesson (1) | 11:30 mins |
| 3 | 24/10/2021 | Lesson (2) | 12:05 mins |
| 4 | 31/10/2021 | Lesson (3) | 3:12 mins |
| 5 | 7/11/2021 | Lesson (4 - 6) | 6:50 mins |
| 6 | 14/11/2021 | Posttest | 20 mins |

was also figured out and the researcher excluded both extremely difficult and extremely easy items. The final version of the vocabulary test included thirty-five items in multiple-choice format. The optimum time for the test was also identified calculating the means of all students' spent time on the test, and it was estimated with twenty minutes. For ease of application, the test was carefully written, thoroughly reviewed, electronically uploaded and delivered to participants on Google Forms. Directions and instructions were given to examinees both orally and in a written section included with the test.

## Materials

The content taught to both the experimental and the control groups was the vocabulary content included in the first unit of the third-grade set book: *English For Industrial Schools: Student's Book 3* (Bonamy, 2002). The target unit was titled *Materials* and it contained six lessons. According to the instructional details in the official *Teacher's Guide*, the unit included a hundred new vocabulary distributed as displayed in Table (1):

*Table (1): Vocabulary Distribution in Unit One: Materials*

| Lesson | Number of Vocabulary |
|---|---|
| One | 36 |
| Two | 35 |
| Three | 9 |
| Four | 7 |
| Five | 11 |
| Six | 2 |
| Total Number of Vocabulary | 100 |

Being a revision, the last lesson encompassed only two new words. Taking the different vocabulary weights of lessons into consideration, the researcher designed four videos; the first three of which tackled the vocabulary of each lesson separately, and the last video focused on the vocabulary that should be taught in lessons four, five and six. Figure (1) presents an example:

To answer the previous question, the following hypothesis was formulated to be tested:

- There is no significant difference at the (0.01) level between the experimental group's posttest mean scores and the control one's in vocabulary learning.

# Method

## Participants

Eighty male, third-grade students at Kafr El-Sheikh Advanced Industrial Segregated School took part in the study. The researcher purposively selected this particular school as it admits students with the highest scores among all other industrial schools. It is the only industrial school in the governorate that has a five-year study program, whereas other industrial schools have a three-year program. Then, it was supposed that Kafr El-Sheikh Advanced Industrial Segregated School students were good achievers and more serious in their learning compared with other industrial school peer students. Their age ranged from sixteen to eighteen years old and they have been studying English for twelve years. During their last three years of studying English, the focus was on technical vocabulary related to different industrial specializations. Participants were randomly chosen and divided into matched pairs according to their scores in the official second industrial secondary grade English language exam scores. Subsequently, two groups were formed: an experimental group which studied vocabulary through vlogs, and a control one that studied the same vocabulary content traditionally.

## Instruments

To collect data, the researcher developed a preliminary vocabulary test that included comprehensive items that tackled almost all the new vocabulary included in the study content. To establish its validity, this preliminary version of the test was presented to thirteen jurors: five specialized EFL staff members and eight senior teachers and experts of English teaching and testing at industrial schools. Worthy modifications and adaptations of some items were considered. Since it was essential to obtain an estimate of the reliability of the tool, the test was tried out on twenty-five students other than the participants of the experiment to estimate its reliability, do item analysis and calculate test optimum time. The test-retest method was adopted, and the results rendered an *r* of .84 which was regarded as satisfactory reliability. Item discrimination index

individual differences and the integration of multimedia with captions in foreign language learning.

A closely related study was made in the same year by Suárez and Gesa (2019) who explored the effects of such individual differences as aptitude, listening skills and vocabulary size on vocabulary learning. Fifty-seven Grade-10 EFL learners and sixty university students took part in the study. A two-group pretest-posttest design was adopted. Participants were pretested and pre-taught a set of target words, and the experimental group was additionally shown captioned vlogs of these words. After the experiment, both groups were posttested. Significant differences between the experimental and control groups in the learning of target words in the high school population were found. However, no significant differences on the university level were found. Nonetheless, language aptitude was only a significant factor for target words meanings whereas proficiency was found crucial in both language learning levels.

## The Context of the Problem

The previous review of the literature and related studies rendered some inferences. Vlogs proved to be a useful innovative educational tool in language teaching and learning, especially vocabulary. However, most studies concentrated on secondary and university students – neglecting EFL vocational school students. To fill in a gap with its predecessors, the current study is concerned with EFL industrial school students' vocabulary learning. Besides, it copes with the knowledge and innovation objective of Egypt Vision 2030 in the sense that it provides an EFL industrial school student with a linguistic skill necessary for the competitive labor market.

## Questions of the Study

Along with the literature review, an informal unstructured interview with industrial schoolteachers, senior teachers and supervisors of English revealed that industrial school EFL students suffer difficulties in English learning; especially vocabulary. To put it in a nutshell, the problem of the current study could be summarized in the industrial school students' weakness in learning English vocabulary. To find a solution to this problem, the following question was set:
- What is the effectiveness of vlogs in enhancing vocabulary learning among EFL industrial school students?

revealed that the students who learned vocabulary through mobile applications that utilize vlogs outperformed those who learned traditionally. Moreover, technology was proved to be an effective tool for learners in rural areas.

In Algeria, Baiou and Dehmeche (2020) delved into the role of YouTube vlogs in improving EFL learners' academic vocabulary level and raising teachers' awareness about using this common platform in teaching. They employed the descriptive method depending on two questionnaires to connect data. The first questionnaire was directed to students investigating their academic vocabulary performance when teachers used YouTube in teaching whereas the second questionnaire was devoted to teachers' eliciting their awareness of using such a platform and examining the popularity of YouTube usage among them. Findings revealed that YouTube vlogs were an effective teaching tool. Students had a positive attitude towards the platform and recommended its incorporation into vocabulary learning. EFL teachers also supported the use of vlogs to enhance vocabulary teaching and learning and advised EFL learners to use them outside classrooms. However, EFL teachers admitted that they themselves do not use vlogs in their teaching as regularly as needed.

Examining the impact of English vocabulary vlogs on EFL students' vocabulary learning, Yawiloeng (2020) theoretically founded her study on the Cognitive Theory of Multimedia Learning. She selected twenty-five undergraduates studying at a Thai university to participate in the study. Three instruments were employed to collect data: a survey of English vocabulary knowledge, a pre-posttest and a questionnaire. It was revealed that vlogs enhance vocabulary learning among EFL learners. In addition, EFL learners gained vocabulary knowledge after viewing the vlog containing first language and foreign language captions, images, and audios related to the target words. In a nutshell, participants preferred learning vocabulary via videos.

Gass et al. (2019) conducted a study in which they made two experiments investigating the role of working memory in captioned vlogs viewing behavior and comprehension. They set off from the multimedia learning principles that assured the usability of captions in helping language learners for comprehending vlogs and learning new vocabulary. Captions were also said to have a positive impact on the learner's working memory. Results highlighted the importance of

learners had active participation in linking words to pictures and keeping vocabulary knowledge in their long-term memory (Huei et al., 2021).

Several studies tackled vocabulary learning amid the COVID-19 pandemic. Among such studies was Shamsan, Ali and Hezam's (2021) in which they investigated online vocabulary learning strategies during the COVID-19 pandemic in the Saudi context. A hundred and nineteen male and female English and non-English majors enrolled in the University of Bisha took part in the study. A self-administered questionnaire based on a modified version of modified Kulikova's (2015) questionnaire represented the instrument of the study. Findings indicated that English majors used vocabulary learning strategies more than non-English majors. Besides, participants did not seek help from their lecturers or peers about the meaning of new vocabulary. This independence in vocabulary learning was attributed to the fully online learning at the time of the COVID-19 crisis.

Asserting self-autonomy as the most vital aspect of effective language learning (including vocabulary) after 2020, Baytekin and Su-Bergil (2021) argued that language teachers should utilize modern options to use in EFL classrooms so as to be able to catch students' minds and recommended Web2.0 tools and SNSs (Social Networking Sites) for that purpose. Baytekin and Su-Bergil (2021) also designed lessons via Web2.0 tools and SNSs for motivating learners and engaging them in collaborative learning. Their sample included 107 high school students who were already familiar with using Web2.0 and SNSs tools. Three tools were employed: a questionnaire to collect participants' ideas about Web 2.0 and social media tools on foreign language education, a vocabulary test to measure participants' vocab knowledge and an online interview to record participants' feelings and impressions towards the usage of those tools in foreign language education. Statistically, SPSS was used to analyze data. Results indicated a general preference of using Web 2.0 and social media tools in vocabulary learning and a natural increase in motivation with the frequent use of such modern technology tools.

Highlighting the fact that employing technology in education became inevitable in the current age, Katemba (2021) attempted to investigate the effect of Mobile-Assisted Language Learning (MALL) on rural school Indonesian students' vocabulary enhancement. A sample of seventy-nine, grade 8 students in Bandung were selected. The study adopted quantitative and experimental research methods. Findings

A video blog (vlog) is a modern method for enhancing vocabulary learning. A vlog refers to a *"short video, posted online, typically featuring a person giving a monologue on camera."* (Hoffman & Blessinger, 2021: 30). Nevertheless, there are many varieties of vlogs which vloggers can create such as discussions, explanations, humor, storytelling, conflict and negotiation to deliver the content they intend to convey. It is believed that vlogs are a valuable educational tool, especially in learning a foreign or second language. Tafazoli, Gomez and Huertas (2018) illustrated that vlogs uses in entertainment, social communication and building community attitudes are recently pervasive. Yet, their uses in the TEFL field are still in need of more exploration. They added that vlogs are a perfect tool for combining spoken language with occasionally written texts. This option can positively promote an EFL learner's concentration and comprehension.

On the local track, industrial schools caught increasing attention in the light of Egypt Vision 2030. The national ambitious agenda asserted localizing and employing technology, benefiting from it for sustainable inclusive development and linking it to social aspects. This target would be achieved by investing in human capital and building scientific and practical capabilities in accordance with the latest educational systems, technical qualification and vocational training. The vision aspired to enhance current training services so as to positively promote graduates' skills needed for the labor market (Egyptian Presidency, 2021). Among such crucial skills is having adequate knowledge of English.

Post COVID-19 reality imposed new requirements and possibilities on EFL methods of teaching and content delivery. Innovative teaching alternatives had to be selected and the Internet was considered as a bridge that connected instructors and learners boosting learning foreign language skills (Pandian, Kaur & Cheong, 2021).

Theoretically, the current study was based on the theory of connectivism which provided a guide for understanding learning in the current digital age. Internet technologies and facilities were emphasized as the main contributor to new learning possibilities. According to connectivism, learning took place within and across the networks rather than within a learner and knowledge was regarded as a network, and learning was viewed as a process of pattern recognition (Jung, 2019). Furthermore, the current study relied on the tenets of the Cognitive Theory of Multimedia Learning (CTML). According to this theory, EFL

Vocabulary is a basic component of communication in any language. It is a necessity for a foreign language learner, because it is needed for practicing all language skills. Although there is much debate about dividing vocabulary into acquired and learned, it is widely agreed that all types of words are important and crucial to learn. Recently, many educators advocate focusing on how vocabulary should be taught to learners of different ages and language learning levels.

Unlike the familiar conceptualization of vocabulary as individual words, Winke and Brunfaut (2020) argued that the term vocabulary encompasses several types of formative word sequences. They added that the vocabulary construct can be defined in the light of three dimensions. First, vocabulary breadth that involves the least number of words that are needed for a meaningful utterance. Second, vocabulary depth that comprises pronunciation, derivation and collocation knowledge. Third, lexical fluency that involves the retrieval speed of words. Operationally, vocabulary – in this study – is confined to the words set by the Egyptian Ministry of Education's Teachers' Guide in Unit One: Materials of the English Student's Book 3 for Industrial Schools.

Handling vocabulary types, Castro et al (2018) divided vocabulary into receptive and productive. Receptive vocabulary is recognized on direct seeing or hearing, whereas productive one is used when a learner speaks or writes. It is believed that a foreign language learner's receptive vocabulary is larger than his productive one. Moreover, Mittal and Rathore (2015) divided vocabulary into two types: active and passive. Active vocabulary refers to the words used and employed practically by a foreign language learner, and passive vocabulary comprises the words understood by a foreign language learner, but not used in language production. It is worthwhile to note that there are various stages ranging from complete ignorance to full knowledge of a word.

Teaching vocabulary was not given priority although it had different methods and procedures. Shifting the focus on language nature to the focus on language use kept vocabulary teaching an implicit part of curricula. However, the recent leap in teaching methods that employ modern technological tools revived and emphasized the importance of explicit teaching of vocabulary. Foreign Language teachers are now expected not only to teach vocabulary explicitly, but to design and create new methods for the purpose as well (Alagözlü & Kiymazarslan, 2020).

# تحسين تعلم المفردات لدى طلاب المرحلة الثانوية الصناعية دارسى اللغة الإنجليزية كلغة أجنبية بإستخدام مُدونات الفيديو

## مُستخلص

هدفت الدراسة الحالية إلى التحقق مما إذا كانت مدونات الفيديو يمكنها أن تعزز تعلم المفردات لدى طلاب المرحلة الثانوية الصناعية دارسى اللغة الإنجليزية كلغة أجنبية أم لا. و لتحقيق هذا الهدف، إستخدمت الباحثة التصميم التجريبى لمجموعتين بتطبيقين قبلى و بعدى لإختبار المفردات. تمثلت عينة الدراسة فى ثمانين مشاركاً بالصف الثالث الثانوى بمدرسة كفر الشيخ الصناعية للبنين. تم تقسيمهم إلى مجموعتين متساويتين: تجريبية و أخرى ضابطة. حيث درست المجموعة التجريبية المفردات بإستخدام مدونات الفيديو التى قامت الباحثة بإعدادها و نشرها على موقع YouTube متضمنة محتوى المفردات المُقررة على المشاركين، بينما درست المجموعة الضابطة نفس المحتوى دراسةً تقليدية. كما تم إختبار المجموعتين قبلياً و بعدياً فى محتوى المفردات باستخدام اختبار المفردات الذي أعدته الباحثة بعد التأكد من صدقه و ثباته. قامت الباحثة برفع الإختبار إلكترونيًا و تطبيقه على المشاركين بإستخدام نماذج Google. و فيما يتعلق بالتحليل الإحصائى للبيانات، أُستخدم اختبار t للعينات المستقلة من خلال برنامج التحليل التنبؤي (PASW)، الإصدار ١٨. و توصلت نتائج الدراسة إلى أن مدونات الفيديو يمكن أن تُحسن تعلم المفردات لدى طلاب المرحلة الثانوية الصناعية في اللغة الإنجليزية كلغة أجنبية تحسيناً ملحوظاً. و قامت الباحثة بمناقشة النتائج مناقشة وافية.

*الكلمات المفتاحية: تعلم المفردات، مدونات الفيديو، اللغة الإنجليزية كلغة أجنبية، المرحلة الثانوية الصناعية.*

# Enhancing Vocabulary Learning among EFL Industrial Secondary Stage Students Using Vlogs

## Abstract

The aim of the current study was to investigate whether or not vlogs could enhance vocabulary learning among EFL industrial secondary stage students. Eighty male Third Grade students enrolled in Kafr El-Sheikh Advanced Industrial Segregated School participated in the study. The two-group pretest-posttest experimental design was employed; therefore, participants were divided into two equal groups: the experimental group that studied vocabulary through vlogs, and the control one that studied the same content traditionally. Each group was pre-posttested on the vocabulary content using a vocabulary test which was developed by the researcher and electronically uploaded and administered to the participants on Google Forms. To add, four vlogs that contained the vocabulary content were designed and published them on YouTube. In terms of statistics, the *t*-Test for independent samples was utilized through Predictive Analytics Software (PASW) Statistics, version 18. Results indicated that vlogs could notably enhance vocabulary learning among EFL industrial secondary stage students. A thorough discussion of the results and their implications were provided.

*Key Words: Vocabulary Learning, Vlogs, EFL, Industrial Secondary Stage.*

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