

USING STANDARDS-BASED VLOGGING IN IMPROVING EFL BASIC EDUCATION STUDENT TEACHERS' TEACHING PERFORMANCE AND SELF-REFLECTION

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المستخلص:

تهدف هذه الدراسة إلى التحقق من تأثير استخدام مدونات الفيديو المستندة إلى المعايير على الأداء التدريسي والتأمل الذاتي لدى الطلاب المعلمين بشعبة التعليم الأساسي تخصص اللغة الإنجليزية. ولقد كان المشاركون في الدراسة ثلاثين طالب وطالبة في السنة الثالثة في كلية التربية بجامعة المنصورة. تم تقسيم هؤلاء الطلاب إلى مجموعتين. المجموعة التجريبية والضابطة وتتألف كل مجموعة من 15 طالبًا مدرسًا. تم تدريب المجموعة بة على استخدام مدونات الفيديو المستندة إلى المعايير، في حين تم تدريب المجموعة الضابطة وفقًا للطريقة المعتادة. وقد قامت الباحثة بتصميم وتنفيذ أدوات الدراسة المكونة من: (1) بطاقة ملاحظة الأداء التدريسي لملاحظة وتقييم وتسجيل الأداء التدريسي للطلاب المعلمين بالصف الثالث شعبة التعليم الأساسي للغة الإنجليزية. (2) مقياس للتأمل الذاتي من أجل تقييم الانعكاس الذاتي بالصف الثالث شعبة التعليم الأساسي للغة الإنجليزية. تم تدريب المشاركين في المجموعة التجريبية على إنشاء مدونة فيديو و إنشاء مجموعة لرفع هذه المدونات عليها. لفصل دراسي كامل، حيث قاموا بتصوير أنفسهم أثناء ممارستهم التدريسية وقاموا بتحميل الفيديو على المدونة. ولقد قاموا بتقييم أداءهم التدريسي ووضع ملاحظات على أداء بعضهم البعض أيضًا. كشف التحليل الإحصائي عن تحسينات كبيرة في الأداء التدريسي والانعكاس الذاتي للمجموعة التجريبية عن المجموعة الضابطة. علاوة على ذلك، أظهرت النتائج وجود علاقة إيجابية بين الأداء التدريسي والتأمل الذاتي. توصي هذه الدراسة باستخدام مدونات الفيديو كطريقة فعالة لتحسين أداء الطلاب المعلمين في تدريس اللغة الإنجليزية كلغة أجنبية والتأمل الذاتي لديهم.

Abstract

This study aimed to investigate the effect of using standards-based vlogging on EFL basic education student teachers' teaching performance and self-reflection. The participants in the study were 30 3rd year EFL student teachers at Faculty of Education, Mansoura University. Those students were divided into two groups; experimental and control groups. Each group consisted of 15 student teachers. The experimental group was trained on using standards-based vlogging, while the control group was trained according to the regular way. The instruments of the study were developed and implemented by the researcher: 1) A teaching performance observation checklist for observing, assessing and scoring EFL 3rd year basic education student teachers' teaching performance. 2) A self-reflection scale for assessing and scoring EFL 3rd year basic education student teachers' self-reflection. The participants in the experimental group were trained on vlogging and created a group vlog. For a whole term, they videotaped themselves during their teaching practice and uploaded the video to the vlog. They reflected on their teaching performance and commented on each other's performance as well. The statistical results revealed significant improvements in teaching performance and self-reflection of the experimental group than the control group. The results also revealed a positive correlation between teaching performance and self-reflection. The study recommends that vlogging can be used as a technique for improving EFL student teachers' teaching performance and their self-reflection.

Keywords: Vlogging, Teaching performance, self-reflection, Educational Standards, NARS (National Academic Reference Standards).

Introduction:

The use of technology in EFL teacher preparation programs is considered an essential device for improving the quality of teaching nowadays. It is being noted as a mechanism for improving student teachers' teaching skills, as it also plays a crucial role in developing students' achievement.

One of the innovative trends of technologies that can help in developing language teaching, learning procedures, teaching aids, and approaches are vlogs. Vlog is like blog yet it utilizes video instead of text in each post, it also enables EFL student teachers to publish videos online about their teaching. Moreover, it helps them to reflect on their teaching while

allowing others to evaluate them through comments.

Bilbao, Bravo, Garcia, and Varela (2009) declared that using vlogs provide students with an opportunity to; a) Read, watch and listen to the information to gain their knowledge. b) Collaborate with others to deepen their knowledge. c) Use technology to form new knowledge. Pow, So, and Hung (2009) recommended that web-enabled video system allows student teachers to focus on their own performance and on the students' behaviour in the classroom in order to accomplish more comprehensive self-reflection.

The use of vlog is considered as an effective technique for developing EFL teaching skills. Which are the behaviors and practices that EFL student teachers do inside the classrooms and affect their teaching performance quality. Self-reflection is one of the main skills which can be improved greatly through using vlogs. It is the mirror of student teachers' performance which allows them to evaluate their performance inside the classroom. Kong, Shroff, and Hung (2009) reported that using web video encourages student teachers to reflect on their teaching performance. Kong's study (2010) indicated that student teachers generated more and deeper reflective notes after watching clips about their own teaching.

Teaching performance is the description of the student teachers' practices in the classroom to form a proper environment for the learning process. It also makes students' learning easier as well as increases their achievement. Eröz-Tuğa (2013) stated that pre-service English language teachers could gain insight into their own strengths and weaknesses after watching video records and displayed conscious efforts to make improvements.

The present study used the National Academic Reference Standards (NARS), which is known as the lowest

level of knowledge and skills that must be acquired by the graduates of Egyptian Faculties of Education to assess EFL 3rd year basic education student teachers' teaching performance and self-reflection.

Review of Literature

Teaching performance and its importance

Teaching performance has been considered as an essential part of education. It is the use of a variety of teaching strategies, and activities that accommodate the needs of students, in order to create a suitable learning environment, facilitate students' learning and raise student's achievement. In addition, teachers' competency and performance are able to identify the competency of any educational institution. Rowe and Rowe (2002) affirmed that the quality of education depends on two major elements; the school programs and the quality of the teaching process, which are applied inside classrooms.

Teaching is as the cornerstone of the learning process. Many researchers have assured the importance of highly effective teacher on designing effective learning environment, and raise student's achievement (Antunez, 2002; Stonge and Hindman, 2003; Al-Sheikh, 2003; Stronge, 2011). According to this importance, Mertler (2009) indicated that many teachers are not well- prepared for teaching students, specifically for assessing their students' performance. Van Es and Conroy (2009) also stated that preparing pre-service teachers lacks equipping future teachers with the knowledge needed to develop their teaching proficiency.

Based on the above-mentioned, the preparation programs for EFL teacher do not have an effect on developing the required teaching knowledge and skills. In addition, pre-service teachers and learners' needs are not fulfilled by those preparation programs.

Educational standards are considered as descriptive statements which provide a framework for what EFL student teachers should be able to do and enable them to identify their professional development needs. It is regarded as an assessment tool for the whole educational aspects. Thus, (NARS) (National Academic Reference Standards) implemented in this study focus on identifying student teachers' professional development needs, and developing their performance.

For improving and adding value to the student teachers' teaching performance, there is a need to improve their self-reflection at first. There is a positive relationship between the performance of EFL student teachers and their levels of reflection. Thus, it is a means of professional development for student teachers. A reflection is a tool that is used in refining and improving teaching performance because it allows the student teachers to critically examine their own effectiveness in the classroom. The goal of using reflection during teaching practice is not necessary to address a specific problem, but to observe and refine teaching in general, as it is regarded as an ongoing process, (Ferwana, 2006).

Vlogging is the use of video technology based blogs that enable EFL student teachers' publishing videos online about their teaching and engage in critical self-reflection on their teaching performance to improve their teaching performance and self-reflection. Snoeyink (2010) reported many benefits from using video. Firstly, the video is a means to find student teachers' deficiencies. Secondly, it enables students to see their mannerisms that influence their teachings such as facial expressions, gestures, and body language, and present the opportunity to examine students' personality in the classroom that leads to some making decisions for the change by themselves. According to Smyth

(2011) using video communications provided learners with opportunities for more authentic online collaborative learning, both formally and informally.

Studies related to Vlogs

Kong (2010) examined the effect of using a web-enabled video system for supporting student-teachers' self-reflection in teaching practice. Student teachers in Hong Kong captured videos of their practice teaching through a web-enabled system and conducted self-reflections along the dimensions of curriculum planning and evaluation. This study indicated that student teachers generated more and deeper reflective notes after watching clips of their own teaching.

Liu (2012) mentioned that applying online video in the discussion environment enhances the professional development for pre-service and in-service teachers in Taiwan. The participants were twenty-one pre-service teachers, seven secondary school teachers, and four university teachers. The methods of data collection were educational videos, online discussion, reflection journals, interviews, and an open-ended questionnaire. The findings revealed that the pre-service and in-service teachers played an important role to discuss the online videos. The suggestions were codifying and documenting the professional development in many online video case discussion contexts.

Pilot Study

A pilot study was conducted in order to determine the level of student teachers' teaching performance and self-reflection. Teaching performance observation checklist and self-reflection scale based on NARS (National Academic Reference standards), were applied to ten 3rd year student teachers of English language at Faculty of Education, Mansoura University. First, the observation checklist consisted of five main categories, namely; language

skills, teaching strategies, communication skills, questioning strategies, and assessment techniques. There were eighteen sub-skills derived from these five categories; the researcher observed the students in their real teaching field and evaluated them according to the following categories.

Table (1): Results of the Teaching Performance Observation Checklist for EFL 3rd Year Basic Education Student Teachers.

Main Skills Of Observation checklist	Total Score	Max. Score	Min. Score	Mean Score	SD	Percentage
Language Skills	16	9	5	7.2	1.23	31.25 %
Teaching Strategies	16	9	6	7.4	0.97	37.5 %
Communication Skills	12	6	3	4.3	0.82	25 %
Questioning Strategies	12	6	3	4.7	1.1	25 %
Assessment Techniques	16	9	5	6.1	1.29	31.25 %
Total	72	33	25	29.7	2.21	34.72 %

Results of the table (1) show that the percentage of student teachers' performance was 34.72% according to the mastery level indicators; student teachers must reach at least 85% and above. This means that the students of the English department at the Faculty of Education, Mansoura University, need more development to improve their teaching performance.

The self-reflection scale has consisted of five main categories, namely; language skills, teaching strategies, communication skills, questioning strategies, and assessment techniques. Eighteen sub-skills were derived from these five categories; the student teachers are supposed to reflect on their teaching performance for each statement as shown in the table (2).

Table (2): Results of Self-Reflection Scale for EFL 3rd Year Basic Education Student Teachers.

Main Skills Of Observation checklist	Total Score	Max. Score	Min. Score	Mean Score	SD	Percentage
Language Skills	16	9	7	5.50	1.08	43.75 %
Teaching Strategies	16	9	4	5.50	1.27	25 %
Communication Skills	12	6	3	3.80	1.033	18.75 %
Questioning Strategies	12	6	3	4	0.82	18.75 %
Assessment Techniques	16	9	4	4.80	0.79	25 %
Total	72	33	20	23.60	2.17	27.78 %

Results of the table (2) show that the percentage of the student teachers' self-reflection was 27.78% according to the mastery level indicators; student teachers must reach at least 85% and above. This means that the students of the English department at the Faculty of Education, Mansoura University, need more improvement to improve their self-reflection.

The results confirmed that there are numerous challenges in their teaching which affect their teaching performance and self-reflection. Given the importance of them for teachers' professional development, the use of vlogging could prove highly useful to this end.

The problem of the study

In light of the literature review and the pilot study results, it is evident that student teachers need some improvement to reach an acceptable level of teaching performance and self-reflection.

Thus, the current study aimed to investigate the effect of using standards-based vlogging as one of the new trends in teaching/ learning on enhancing EFL student teachers' teaching performance and self-reflection.

Questions of the study

The present study answered the following questions:

- 1) What is the current level of EFL 3rd year basic education student teachers' teaching skills?
- 2) What are the features of standards-based vlogging that improve 3rd year basic education student teachers' teaching performance and their self-reflection?
- 3) To what extent will standards-based vlogging improve 3rd year basic education student teachers' teaching performance?
- 4) To what extent will standards-based vlogging improve 3rd year basic education student teachers' self-reflection?

- 5) Is there a relationship between possessing the skills of students' performance and their self-reflection?

Hypotheses

The present study tested the following hypotheses:

- 1) There are statistically significant differences at the (0.05) level between the mean scores of the experimental and control groups on the post administration of the observation checklist in favor of the experimental group.
- 2) There are statistically significant differences at the (0.05) level between the mean scores of the experimental group students' scores of the pre and the post administrations of the observation checklist in favor of the post administration.
- 3) There are statistically significant differences at the (0.05) level between the mean scores of the experimental and control groups on the post administration of the self-reflection scale in favor of the experimental group.
- 4) There are statistically significant differences at the (0.05) level between the mean scores of the experimental group students' scores of the pre and the post administrations of the self-reflection scale in favor of the post administration.
- 5) There is positive correlation relationship at the (0.05) level between improving student teachers' teaching performance and their self-reflection.

The significance of the study

The present study contributes to:

- 1) Introduce standards-based vlogging as a tool that can be used in EFL teacher preparation programs.
- 2) Direct the attention to the necessity of enhancing student teachers' teaching performance and self-reflection.
- 3) Direct the attention of EFL specialists to the importance of using vlogging in education and assessment for learning.

- 4) Make a good use of students' desire to use the internet and social media.
- 5) Provide student teachers at the Faculty of Education with an opportunity to transfer the technical knowledge and skills acquired during their study into the learning environment.

Delimitations of the study

The current study is delimited to the following:

- 1) EFL teaching skills based on NARS required for 3rd year basic education student teachers consisted of five main categories, namely; (language skills, teaching strategies, communication skills, questioning strategies, and assessment techniques).
- 2) A sample of EFL 3rd year basic education, male/female student teachers in Faculty of Education at Mansoura University.
- 3) The first Term, of Academic year, 2017/2018.

Method of the study

The method of the current study included the participants, instruments, and procedures to carry out the study as follows:

Participants

The participants in the study were 30 3rd year EFL student teachers at the Faculty of Education, Mansoura University. Those students were divided into two groups; (experimental and control groups) and each one consisted of 15 student teachers. The experimental group was trained in using standards-based vlogging, while the control group was trained according to the regular way.

Instruments

The following instruments were designed and implemented by the researcher:

1. A teaching performance observation checklist for observing, assessing and scoring EFL 3rd year basic education student teachers' teaching performance.

2. A self-reflection scale for assessing and scoring EFL 3rd year basic education student teachers' self-reflection.

Procedures of the study

The following procedures were conducted for achieving the purposes of the study:

- 1) Reviewing related literature and studies to set the theoretical background of the study.
- 2) Preparing a list of the teaching skills that should be mastered by student teachers and design a questionnaire.
- 3) Presenting the questionnaire of teaching skills to jurors in order to determine the most important skills that student teachers need.
- 4) Preparing the instruments of the study (The scale and the observation checklist) in its initial form.
- 5) Presenting the instruments to a group of jurors for validation and suggesting any modifications.
- 6) Refining the study instruments in their final form according to jurors' modifications.
- 7) Selecting the sample of the study and dividing it into two groups; one is an experimental group and the other is a control group.
- 8) Administering the instruments of the study to the groups of the study at the beginning of the experiment. (Pre-administration).
- 9) Implementing the use of standards-based vlogs for a term of study.
A closed group on Facebook was created in order to upload videos, enhance communication and reflection on students' videos. On the other hand, the control group was taught according to the regular way of teaching.
- 10) Administering the instruments of the study at the end of the term. (Post-administration).

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- 11) Collecting data and analyzing them statistically using suitable statistical techniques.
 - 12) Discussing the results, drawing conclusions and presenting recommendations.

Definition of terms

Vlogging

Mack (2009) defined a vlog as "An informal video message that can be used to deliver basic information".

Vlogging is defined in this study as: "The use of video technology based blogs that enable EFL student teachers' publishing videos online about their teaching and engage in critical self-reflection on their teaching performance to improve their teaching performance and self-reflection".

Self-reflection

Švec (2005) defined self-reflection as "Thinking over one's own actions and acting in interaction with pupils, also with colleagues at school".

Self-reflection is defined in this study as: "It is a mirror of student teachers' performance, which enabled them to evaluate their performance, knowing their mistakes and avoid repeating them in the future".

Educational standards

Pharos project (2003) defined Educational standards as "what educators need to know and be able to do; the knowledge, skills, and attitudes that are essential for effective instruction".

Educational standards are defined as: "what student teachers should know and be able to do after receiving training based vlogging".

NARS (National Academic Reference Standards)

It is the lowest level of knowledge and skills requirements that must be on the national educational institutions to achieve through its educational programs in order to ensure that graduates have acquired a minimum level of knowledge and skills in line with the national policy for higher education.

(The Development and Implementation of National Academic Reference Standards) (2010).

NARS standards are defined in this study "It is a crucial tool that describes and judges the student teacher's performance inside the classroom.

Teaching performance

Eid (2005) Evaluating teacher performance means "Making a decision on what the teacher does inside the class".

Teaching performance is defined in this study as "what the student teachers do during teaching practice in order to raise students' achievement and facilitate students' learning".

Results and statistical analysis:

Testing the first Hypothesis

The first hypothesis stated that there is a statistically significant difference at the (0.05) level between the mean scores of the experimental and control groups on the post administration of the observation checklist in favor of the experimental group.

In order to verify this hypothesis; the Man Whitney equation was used for two unrelated groups; to examine the significance of both the experimental group and the control group on the post administration of the observation, and the overall score in the table .Table (7) shows the results.

Table (3): The value of U and its statistical significance for the differences between the middle grades of the experimental and the control groups in the main skills of the observation checklist and the total score

Main Skills Of Observation Checklist	Groups	N	Main Rank	Sum Of Ranks	U Value	Level Of Sig
Language Skills	Experimental	15	20.63	309.50	35.50	Significant
	Controlled	15	10.37	155.50		
Teaching Strategies	Experimental	15	20.40	306	39	Significant
	Controlled	15	10.60	159		
Communication Skills	Experimental	15	20.77	311.50	33.50	Significant
	Controlled	15	10.23	153.50		
Question Strategies	Experimental	15	19.90	298.50	46.50	Significant
	Controlled	15	11.10	166.50		
Assessment Techniques	Experimental	15	20.63	309.50	35.50	Significant
	Controlled	15	10.37	155.50		
Total	Experimental	15	22.27	334	11	Significant
	Controlled	15	8.73	131		

Table (3) demonstrates that there is a statistically significant difference between the mean scores of the experimental and control groups in the main skills of the observation checklist and its total score. All U values are lower than the tabular value (U) ($P=0.05$) and degrees of freedom ($29 = (90)$), indicating to the superiority of the experimental group over the control group

in the teaching performance, which indicates to the effect of the experimental treatment on the development of teaching performance.

Figure (1) shows the difference between the average grade levels of the participants of the experimental and control groups on the post administration of the observation checklist as a whole and its main skills.

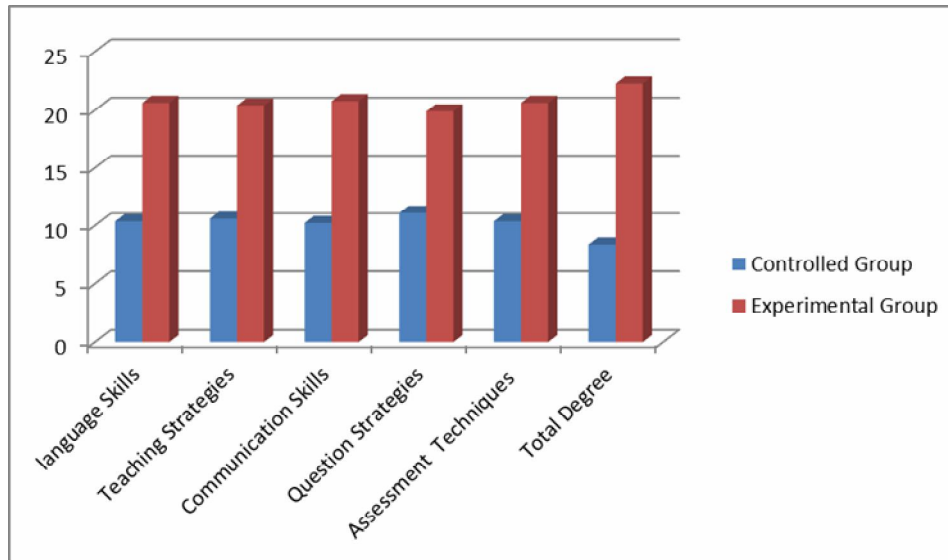


Figure (1):The difference between the average grades of the participants of experimental and control groups on the post-administration of the observation checklist as a whole and its main skills

In the light of the above findings, the first hypothesis of the research can be accepted: "There is a statistically significant difference at the level of (0.05) between the mean scores of the experimental and control groups on the post administration of the observation checklist in favor of the experimental group."

Comparison between the results of the pre and post administrations of the experimental group in the observation checklist;

Testing the second hypothesis

The second hypothesis stated that "there is a statistically significant difference at the

(0.05) level between the mean scores of the experimental group students' scores of the pre and the post administrations of the observation checklist in favor of the post-administration".

In order to verify this hypothesis; the Wilcoxon Matched Pairs Signed Rank Equation was used in order to find the significant difference between the average grade of the pre and post administrations of the experimental group in the teaching performance observation checklist and the total score.

Table (4): The value of "Z" and its statistical significance for the differences between the middle grades of the scores of the pre and post administrations of the experimental group in the teaching performance of observation checklist and the total score

Main Skills Of Observation Checklist	Ranks	N	Mean Rank	Sum Of Ranks	Z Value	Level Of Sig
Language Skills	Positive	12	8.73	104.7272727	2.74*	Significant
	Negative	3	3	9		
	Ties	0	0	0		
	Positive	10	8.75	87.5		
Teaching Strategies	Negative	5	4.2	21	1.73*	Significant
	Ties	0	0	0		
	Positive	14	7.5	105		
Communication Skills	Negative	1	2	2	3.34*	Significant
	Ties	0	0	0		
	Positive	13	7.81	101.50		
Question Strategies	Negative	1	3.50	3.50	3.12*	Significant
	Ties	1	0	0		
	Positive	13	7.10	92.3		
Assessment Techniques	Negative	2	3.50	7	2.52*	Significant
	Ties	0	0	0		
	Positive	14	8.46	118.50		
Total	Negative	1	1.50	1.50	3.33*	Significant
	Ties	0	0	0		

Table(4) shows that there is a statistically significant difference between the mean scores of the pre and post administrations for the experimental group in the participants' performance in the observation checklist and its total score, where all values of "Z" were less than the numerical value of Z Level ($P = 0.05$) and degrees of freedom ($14 = (55)$), which means growth in the observation checklist with its main skills in the experimental group, which indicates to the effectiveness of the experimental treatment in developing EFL student teachers' teaching performance.

Table (5): The value of (r) and the magnitude of the experimental treatment on the development of the skills of the observation checklist and the total score

Main Skills Of Observation Checklist	Z Value	r	Size Effect
Language Skills	2.74	0.71	Large
Teaching Strategies	1.73	0.45	Large
Communication Skills	3.34	0.86	Large
Question Strategies	3.12	0.81	Large
Assessment Techniques	2.52	0.65	Large
Total	3.33	0.86	Large

Table (5) shows that the r values ranged between (0.45 and 0.86) for the teaching performance observation checklist and the value of (0.86) for the total score, which

means that the experimental treatment contributes to the variance in the teaching performance by 86%, which indicates the effectiveness of the experimental treatment in developing teaching performance for the experimental group.

Testing the third hypothesis

The third hypothesis stated that "there is a statistically significant difference at the (0.05) level between the mean scores of the experimental and control groups on the post

administration of the self-reflection scale in favor of the experimental group".

In order to verify this hypothesis; The Mann Whitney equation was used for the two groups to examine the significant difference between the mean scores of the experimental and the control groups in the dimensions of the self-reflection scale and the overall score. Table (6) shows the results

Table (6): The value of U and its statistical significance for the differences between the mean scores of the experimental and the control groups in the dimensions of self-reflection scale and the total score of it

Main Skills Of Self Reflection Scale	Groups	N	Main Rank	Sum Of Ranks	U Value	Level Of Sig
Language Skills	Experimental	15	22.67	340	5	Significant
	Controlled	15	8.33	125		
Teaching Strategies	Experimental	15	22.80	342	3	Significant
	Controlled	15	8.20	123		
Communication Skills	Experimental	15	22.53	338	7	Significant
	Controlled	15	8.47	127		
Question Strategies	Experimental	15	22.90	343.50	1.500	Significant
Assessment Techniques	Controlled	15	8.10	121.50		
		Experimental	15	22.93	344	1
Total	Controlled	15	8.07	121		
	Experimental	15	23	345	3.5	Significant
	Controlled	15	8	120		

(*)Sig at 0.05

Table (6) illustrates that there is a statistically significant difference between the mean scores of the experimental and control groups in the dimensions of the scale and the total score of the scale. All U values were lower than the tabular value (U) at the level of (P = 0.05) and degrees of freedom (29) = (90), indicating to the superiority of the experimental group over the control group in the self- reflection

scale, which indicates to the effect of the experimental treatment in the development of self -reflection.

Figure (2) shows the difference between the average grade levels of the participants of the experimental and control groups on the post-administration of the self-reflection scale as a whole and its main skills.

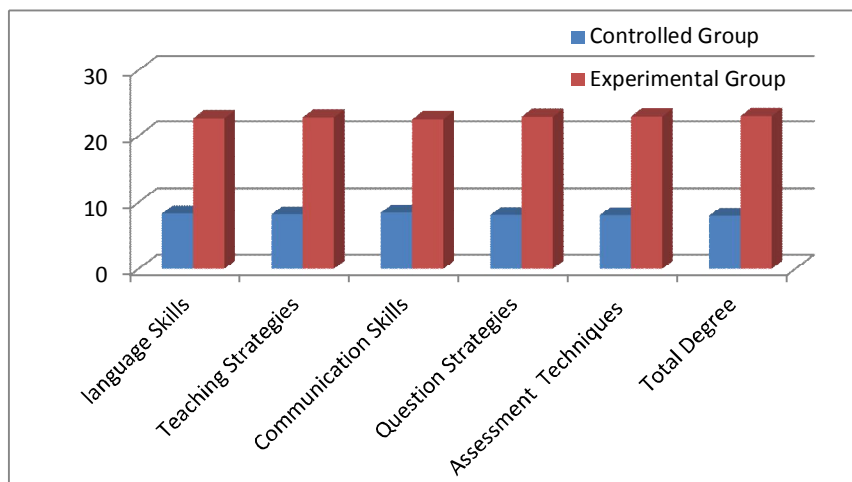


Figure (2) The difference between the average grade levels of the participants of the experimental and control groups on the post-administration of self-reflection scale as a whole and its main dimensions

In light of the above findings, the third hypothesis of the research can be accepted. "There is a statistically significant difference at the level of (0.05) between the mean scores of the experimental and control groups on the post administration of the self-reflection scale in favor of the experimental group".

Comparison of the results of the pre and post administrations of the experimental group in the self-reflection scale;

Testing the fourth hypothesis

The fourth hypothesis stated that "There is a statistically significant difference at the

level (0.05) between the mean scores of the experimental group students' scores of the pre and the post administrations of the self-reflection scale in favor of the post-administration".

In order to verify this hypothesis; the Wilcoxon Matched Pairs Signed Rank Equation was used in order to find the significant difference between the average grade of the pre and post administrations of the experimental group in dimensions of self-reflection scale and total score, as table (7) shows the results

Table (7) : The value of "Z" and its statistical significance for the differences between the middle grades of the scores of the pre and post administrations of the experimental group in dimensions of self-reflection scale and the total score

Main Skills Of Self Reflection Scale	Ranks	N	Mean Rank	Sum Of Ranks	Z Value	Level Of Sig
Language Skills	Positive	15	8	120	3.431*	Significant
	Negative	0	0	0		
	Ties	0	0	0		
	Positive	15	8	120		
Teaching Strategies	Negative	0	0	0	3.42*	Significant
	Ties	0	0	0		
	Positive	15	8	120		
Communication Skills	Negative	0	0	0	3.43*	Significant
	Ties	0	0	0		
	Positive	15	8	120		
Question Strategies	Negative	0	0	0	3.425*	Significant
	Ties	0	0	0		
	Positive	15	8	120		
Assessment Techniques	Negative	0	0	0	3.41*	Significant
	Ties	0	0	0		
	Positive	0	8	120		
Total	Negative	0	0	0	3.41*	Significant
	Ties	0	0	0		

Table (7) shows that, there is a statistically significant difference between the mean scores of pre and post administration levels in the experimental group in the dimensions of the scale and the total score of the scale, where all Z values are less than the numerical value of Z at the level of (P = 0.05) and degrees of freedom (14) = (55), which means the growth in self-reflection dimensions in the experimental group, which indicates the effectiveness of experimental treatment in the development of self-reflection.

In light of the above findings, the fourth hypothesis of the research can be accepted. "There is a statistically significant difference at the level of (0.05) between the

mean scores of the experimental group students' scores of the pre and the post administrations of the self-reflection scale in favor of the post-administration".

The effectiveness of the experimental treatment in developing self-reflection (effect size):

To determine the effectiveness of the experimental treatment in developing self-reflection, the researcher used the equation (r) to determine the effect of the treatment on the development of each main dimension of the scale as well as the total score based on the value of (Z), calculated when determining the difference between pre and post administrations for the experimental group.

Table (8): The (r) value and the magnitude effect of the experimental treatment in developing the dimensions of self-reflection scale and the total score

Main Skills Of Observation Checklist	Z Value	r	Size Effect
Language Skills	3.431	0.88	Large
Teaching Strategies	3.42	0.87	Large
Communication Skills	3.43	0.88	Large
Question Strategies	3.425	0.87	Large
Assessment Techniques	3.41	0.87	Large
Total	3.41	0.87	Large

Table (8) shows that the r values ranged between (0.87 and 0.88) for the teaching performance observation checklist reached (0.87) for the total score, which means that the experimental treatment contributes to the variance in self-reflection by 86%, indicating to the effectiveness of the experimental treatment in the development of self-reflection for the experimental group.

Testing the fifth hypothesis

The fifth hypothesis declared that "there is a positive correlation relationship at the level (0.05) between improving student teachers' teaching performance and their self-reflection".

In order to verify this hypothesis; the Spearman-Brown equation was used to calculate the correlation coefficient of grades; to determine the nature of the relationship between possessing the skills of the teaching performance of the participants of the experimental group and their self-reflection.

Table (9): Correlation coefficients between (skills of teaching performance and self-reflection)

Variables	Teaching performance	Self-reflection
Teaching performance	1	
Self-reflection	0.423*	1

(*) sig 0.05

Table (9) shows that there is a positive correlation between (0.05) between both the performance and self-reflection skills.

Results of the study

The present study proved that:

1. The mean scores of participants in the experimental and the control groups on the post administration of the observation checklist were in favor of the experimental group.
2. The mean scores of the experimental group participants' scores of the pre and the post administrations of the observation checklist were in favor of the post administration.
3. The mean scores of participants in the experimental and the control groups on the post administration of the self-reflection scale were in favor of the experimental group.
4. The mean scores of the experimental group participants' scores of the pre and the post administrations of the self-reflection scale were in favor of the post administration.
5. There is a positive correlation relationship between improving student teachers' teaching performance and their self-reflection.

Conclusions of the study

With reference to the results of this study, the following points were concluded

- 1) The present study provided evidence for the effectiveness of using standards-based vlogging in improving EFL basic education student teachers' teaching performance and self – reflection.
- 2) The present study highlighted the possibility of integrating new technology within teaching in order to enhance student teachers teaching performance.
- 3) Using technology especially vlogging as a supplementary technique is very significant in improving self-reflection for 3rd year basic education student teachers.

Recommendations

Based on the previous results the current study recommends the following:

- 1) Vlogging should be used in EFL teaching practice.
- 2) It is highly recommended to use standards as a Framework for improving EFL student teacher teaching performance.
- 3) More attention should be paid to the development of student teachers self-reflection.
- 4) Technology should be implemented in teacher preparation programs to improve EFL student teachers' teaching performance and self-reflection.
- 5) Student teachers should be encouraged to engage in peer and group discussions about their teaching performance.

Suggestions for Further Research

The following suggestions can be considered for further research:

- 1) Using standards-based vlogging to improve student teachers' speaking skills.
- 2) Investigating the effect of standards-based vlogging to improve students' listening skills.

- 3) Investigating the effect of standards-based vlogging on students' achievement and their attitudes.

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