A Proposed ESP Training Program Based on Herringbone and Vlogs for Developing Management Sciences Students' Reading Comprehension and Speaking Skills

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Abstract: This research aimed at investigating the effect of a proposed ESP training program based on Herringbone Technique (HT) and Educational Vlogs (Ed-Vlogs) on developing Management Sciences students' reading comprehension and speaking skills. Participants of the research were the first-year students at the Higher Institute of Management Sciences, Beni-Suef Governorate, Egypt, in the first term of the academic year 2022/2023 AD. They were sixty students, and randomly assigned into two groups: experimental (n=30) and control (n=30). Instruments of the research were designed by the researcher as follows: a needs analysis questionnaire, a checklist and a pre-posttest of reading comprehension and speaking skills, and a rubric to score it. It was adopted the pre-posttest experimental / control group design. Results showed that the proposed ESP training program helped the experimental group students develop reading comprehension and speaking skills higher than those of the control group students. Thus, it was recommended to implement HT and Ed-Vlogs in ESP programs for developing reading comprehension and speaking skills.

1- Introduction

English is considered as the communication language in all fields through the integration between its productive skills (speaking & writing) and receptive skills (listening & reading). Reading is getting the intended message from the text while speaking is the oral expression of this message. Integrating both reading comprehension and speaking skills should be emphasized in English for Specific Purposes (ESP). ESP should be taught in a way that copes up with the requirements of the field and rapid technological innovations of this era.

ESP, as indicated by Eissa (2020: 5), provides students with the needed desirable English skills to be developed in their fields. The trend towards ESP is increasing nowadays because of establishing new institutions and universities, which aim to qualify their students through practicing English skills related to their workplace.

Reading, as a language skill, is a gate of Business knowledge. It is getting the idea from the text (Rohmah, 2018: 67). The aim of reading any text is reading comprehension (Eissa,2020:1). Reading comprehension is an activity to comprehend the relation among the ideas (Rahila & Sakdiah, 2016: 4). In line with this, Seif (2019) has proposed an ESP on-line course for developing commerce students' reading comprehension sub-skills: recognizing difficult words and making relationships among ideas.

Despite the importance of these skills, ESP students can't identify the meaning of vocabulary and the main idea of the text (Losi, 2020:2). They also find difficulties in comprehension. Thus, the problem may be as a result of lecturing technique which is a teacher-centered more than a student-centered (Nurlinda, 2018: 3).

On the other hand, speaking is a skill of expressing the ideas orally to be transferred into a message. Putri and Sari (2020: 281) have found that students can't communicate effectively. They only memorize words, and do not understand what they are conveying. These problems, found in speaking either related to the students (lack of opportunities to practice English) or the lecturer (lack of time to assess students' ability), are suggested to be overcome by utilizing online vlog media.

For developing speaking skills among Tourism and Hotels students, Abu El Fadle (2017: 1) has used a content-based instruction. It has concluded that speaking can be developed when learning content is student-centered. It has recommended that speaking instruction should be given more attention, focusing on visual collaborative techniques or materials like diagrams and videos. Speaking skill is classified by Al Ghobashy (2021: 8) into the ability to pronounce the words, organize these words into sentences, choose the words related to the topic, and convey the content of the message.

Despite the importance of speaking skills, ESP students have difficulties in them. They can't express their ideas in English. The teaching methodology was neither attractive to enhance their speaking practice inside the class nor assessment (Elgazar,2016: 8). Because of the limited time and opportunities, ESP students can't practice speaking English in front of the class and rarely show an interest or a willingness to speak (Putri & Sari, 2020: 280). They have a low engagement and confidence to speak, and an anxiety of being assessed in front of others. This may be due to the lack of instructor's innovative techniques and materials (Possú,2021: 5).

To face this problem among Management Sciences students, Eissa, (2020: 1) has recommended to use collaborative learning techniques to develop reading comprehension. One of these techniques is Herringbone through which the instructor selects an interesting text, constructs a visual diagram of the fishbone, and asks the students to answer the questions on it (Rahila & Sakdiah, 2016: 2). For developing speaking skill, Putri and Sari (2020) used the vlog in developing ESP students' speaking skills. The results showed that vlog is an effective tool in developing their speaking skills. Assigning students to create vlogs helps them practice authentic English tasks by expressing their ideas intensively and pleasantly.

1.2. Context of the Problem

According to the specifications of "*English 1*" course at MSA, Beni Suef, its general aim is to help the first-year students be able to use English skills in their career with an emphasis on comprehending texts, acquiring business terms, introducing themselves, giving oral presentations, and communicating effectively.

From the researcher's teaching experience as a lecturer of English at MSA (2022/2023), it was noticed that students can neither comprehend the main ideas of texts nor speak about topics related to their field effectively. The problem was indicated by the previous studies such as Elgazar (2016), Abu El Fadle (2017), Radosavlevikj and Hajrullai (2019), Seif (2019), Eissa (2020), and Possú (2021). These studies confirmed this low level either in reading comprehension or speaking but none of them dealt with the integration between them.

To document the problem, the researcher conducted a pilot study (**Appendix 1**). It was applied to (30) first year MSA students in the first term of the academic year 2022/2023. The pilot study consisted of two sections. In section (1), the students were asked to read a business text "**Bill Gates**" then answer the questions. In section (2), they were required to: (a) give an oral presentation about this business text "**Bill Gates**", and (b) talk about the actions they do every day. The results revealed that there was a weakness in these skills as nearly (70%) of students didn't achieve the mastery level (70%). They were not able to retell what had been read and make many mistakes in grammar and pronunciation.

Additionally, the researcher conducted unstructured interviews with the MSA staff members (N=10). The aim was to explore ESP skills that qualify MSA students in their field. The interview comprised of three questions: (1). What topics of ESP course should include? (2). What is the priority of ranking ESP skills among MSA students? and (3). What are the techniques of teaching ESP skills? Their remarks were: (1) ESP should be presented in an integrated content language course, (2) Reading comprehension is the most needed skill then speaking, and (3) Interesting techniques and materials for reading and speaking should be considered.

As the Needs Analysis Questionnaire is the starting point in any ESP program, the researcher prepared and submitted it to the MSA first-year students (N=50). It included: (1). What are the biggest challenges in learning English? (2). What are English skills you want to focus on? (3). What are English topics you are interested in? (4). How can you develop your English reading and speaking skills? Analyzing the data

obtained, it was found that nearly 75% of students' responses signified that they felt challenges in comprehending the ESP text and expressing it orally.

1.3. Statement of the Problem

The problem can be stated in "the low level of first-year management sciences students' reading comprehension and speaking skills".

1.4. Questions of the Research

To tackle this problem, the present research sought to answer the following questions:

1. What are reading comprehension and speaking skills required for the first-year management sciences students?

2. What are the bases/features of a proposed ESP training program for developing reading comprehension and speaking skills among the first-year management sciences students?

3. How effective is a proposed ESP training program in developing reading comprehension and speaking skills among first year management sciences students?

1.5. Significance of the Research

This research might be useful for: (1) developing management sciences students' reading comprehension and speaking skills, and (2) providing curricula and training program designers with a guide to design ESP programs.

A Review of Literature & Related Studies
2.1. Integrating Reading Comprehension and Speaking Skills

English is the business language. The Cambridge English Assessment Survey (2016: 2) noted that: "*Employers say it is important to have proficiency in all four language skills (reading, writing, speaking and listening). However, the most important ESP skill is reading (in 12 industries), followed by speaking (in eight industries).*

Reading is essential for maintaining professional knowledge. Speaking tends to be the most important skill where social interaction is a big part of the job".

In the light of MSA regulation, the first-year students should be able to: (1) associate their academic skills with the occupational ones that are essential to job performance like good reading comprehension and speaking, and (2) comprehend business topics, express their ideas and introduce themselves. The digital era stimulates them to transform the content from the written to a digital one using the technological tools. To satisfy themselves, their job and the needs of this era, it should utilize these tools to develop ESP skills.

To develop speaking skills, extensive reading is a way that enhances students' ability to acquire vocabulary and comprehend the idea. As they develop reading skills, they develop more sophisticated speaking skills. So, integrating speaking and reading comprehension helps them express the information they have read in an authentic speaking practice that improves their fluency (Dash, 2013: 7).

Dash (2013: 1) examined whether the proposed program would be effective when integrating reading and speaking or not. Reading and speaking skills were interrelated as reading relied on improving vocabulary which facilitated speaking skills. Additionally, Rohmah (2018: 66) shed the light on the relationship between reading comprehension and speaking. Reading comprehension gave the big contribution to students to perform their speaking skills. By reaching good reading comprehension, they could acquire vocabulary and expressed the content. Emphasizing the integration between reading comprehension as an input for speaking, Mohamed's study (2018: 2) confirmed that speaking required that speakers used the proper vocabulary to express their ideas.

Khasanah and Safriyani (2021: 37) investigated the relationship between reading comprehension and speaking and the degree to which reading comprehension skills related to vocational students' speaking skills. The results indicated that reading comprehension was related to speaking in a positive direction. It could be inferred that

higher reading comprehension skills would be related to the higher score of speaking skills.

Reading comprehension and speaking skills have a reciprocal relationship. Reading makes students consciously aware of common sounds, spelling patterns, and grammatical structures. This in turn helps improve speaking skills. Integrating speaking and reading skills deepens students' understanding of the ESP material. Reading comprehension, as cumulative skills, were identified by Nurlinda (2018:13) as follows: 1. Main idea (topic) 2. Phrases in content 3. Inference (implied detail) 4. Grammatical feature 5. Detail (scanning) 6. Supporting idea 7. Vocabulary.

Many researchers tackled reading comprehension in various ways. Eissa (2020) utilized the FIVES reading strategy on developing reading comprehension among Business Administration students. Seif (2019) used an ESP on-line course for developing reading comprehension among Faculty of Commerce students. Abdulaziz (2018) used visualizing strategy to develop reading comprehension skills among Engineering.

Reading comprehension is interrelated to speaking skills. From translating the printed codes into meaning, speaking can be achieved easily conveying the meaning. Speaking skill which is expressing or exchanging thoughts and feelings using oral language, was identified by Frendo (2005: 73) into: (1). Language (accuracy, vocabulary, appropriacy, simplicity), (2). Delivery (clarity, pronunciation, stress, pauses, volume, intonation), and (3). Rapport (eye contact, body language, mannerisms, humor)

Despite the importance of speaking in business, it has been somewhat ignored in teaching and testing due to the several logistical and programmatic challenges (El Gazar ,2016: 30). Thus, Possú (2021) explored the challenges and useful strategies of implementing speaking skills with large groups. On one hand, they were demotivated because of traditional teaching methods, which rarely enhanced interactions with each other. Additionally, they did not have enough opportunities to practice speaking due to a lack of attention from instructors. On the other hand, instructors' methods focused on

teaching grammar and writing/reading skills, responding in this way to the national standard requirements. They failed to implement speaking skills effectively because of a lack of resources and training. Thus, there is an urgent need for an ESP program to shift practices from a teacher-centered to a student-centered learning environment to have meaningful opportunities to speak.

Because of its significance, many researchers tackled ESP speaking skills. Eid (2016) investigated the effectiveness of a program based on YouTube videos in developing commerce students' occupational oral communication skills. Abu El Fadle (2017) identified the effect of a Content-Based Instruction program on developing speaking skills for tourism and hotels students. Finally, Putri and Sari (2020) concluded that the use of a vlog assignment could effectively develop speaking as it helped students practice it beyond the classroom, activate their vocabulary, and improve their fluency.

Thus, MSA students needed to talk about their ESP learning experiences or material documenting not only learning process but also assessing their progress. Thus, Herringbone Technique and Educational Vlogs were used.

2.2 Herringbone Technique (HT)

The new trends of teaching ESP move from the lecturing technique to the collaboration learning techniques such as Herringbone. HT is a fish skeleton used for analyzing a single idea. It is a graphic organizer to understand the connections between supporting details. When the students answer six comprehension questions (who, what, when, where, how, and why), they can represent the main idea across the backbone of the fish diagram (Rohmah, 2018: 66), as shown in the figure below:
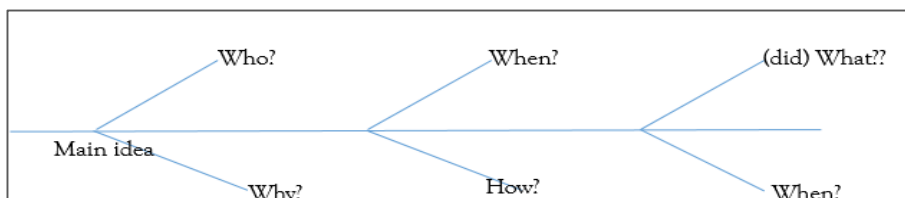

Figure 1: Herringbone (Deegan J, 2006)

To find out the differences among students who were taught with and without HT in ESP, Rahila and Sakdiah (2016) applied it to improve students' ability in comprehending texts. Results showed that HT was fun to help the students understand the texts. Moreover, Nurlinda (2018) used HT to develop students' reading comprehension. Deegan' HT (2006) is a structured outlining procedure to help students organize and recall important information in a text systematically. Results revealed that HT could significantly improve students' reading comprehension of a recount text. Finally, Losi (2020) showed that HT was effective in developing reading comprehension.

Rohmah (2018) implemented HT into three phases; (1) pre-reading phase, which focuses on background knowledge and brainstorming, (2) whilst reading, which consists of reading activity, fill and discuss the diagram, and (3) post-reading, which students check their understanding and find relationships among answers. Habibah (2020, 18:19) implemented the steps of HT as follows: a) Choose an interesting text based on students' reading level and create a small group for the lesson, b) Draw on the whiteboard a herringbone diagram, c) Discuss how to connect the minor bones (details) to the fish's backbone (main idea), which acts as the base. Then explain how they all work together to give the whole body (text) a structure (understanding), d) Students will be asked to search for information that responds Wh-Qs e) Give the students time to recite the whole text, f) Provide them with replicas of the diagram and request them to write the answers to the questions on it, g) Represent students how prominent information around the main idea is organized, and h) A topic discussion is made by the diagram as a tool. During the discussion, the instructor and students take their part to share and compare their answers and their reasons.

HT has many advantages in teaching reading comprehension: 1) It helps the students think quickly, accurately, and creatively, 2) Students are motivated to learn and do the task by using HT because of the competition therein, thus fostering the spirit to be the best, and 3) the time used is more useful and fun (Rahila, & Sakdiah, 2016: 9).

2.3 Educational / Ed-Vlogs

The Web 2.0 technologies have brought collaborative tools to generate content characterized by open communication to share. A Video blog or A Vlog, as a form of effective communication and a genre of online social videos that generates audiovisual behavioral content, was defined by (Mădălina Chitez,2018: 1) as "a hybrid digital product resulting from the transformation of written blogs into video materials. They are video collections that serve both as an audiovisual content documentary, and a vehicle for communication". They are digital materials and a form of online publishing of content.

A vlog helps learn about something or a certain topic is termed as an Ed-Vlog. It is created just for educational purposes and give educational subjects a face and a voice. As they don't need anything other than a device and an internet connection, students can have access to it. One-way instructors could use vlogs is to create their own or challenge students to develop a class-based vlog to convey learning content. In the ICT era, they can vlog and become YouTubers with business. They design, record vlogs using English and upload them to a close and a private platform such as a Google drive (Karmakar, 2015: 3).

Ed-Vlog can be used to develop speaking effectively (Radosavlevikj & Hajrulla, 2019: 180). Hung (2011) implemented a vlog project in a Business Oral Communication course to increase students' opportunities to use the target language. The course was a career-oriented designed to strengthen English majors' oral communication skills needed in the workplace. They were expected to practice socializing, giving presentations, handling interview questions and negotiating in simulated business situations. The results indicated that they perceived the vlog as a tool to reflect on their learning.

Eid (2016) proposed a set of innovative digital materials, *"Vlog the Book"* to motivate students to speak in English. The results indicated that they reacted to the usage of vlog positively and considered it as a useful platform for documenting both learning process and products. The study of Mădălina Chitez (2018) assured the

positive impact of vlogs on students' engagement with academic topics. Radosavlevikj and Hajrullai (2019) emphasized the importance of using video material in ESP classes such as Computer Sciences. It made students more interested, engaged, and confident. Salem (2019) revealed that TED talks improved oral presentation skills of Business English students.

Abd El Aty (2020:18) analyzed forty vlogs (educational videos on YouTube in English and Arabic languages): twenty of El – Daheeh vlogs and twenty of Crash Course vlog. Results were a significant aid to Arab vloggers to help them achieve higher impact rates and reach more audiences because educational content on the internet reaches more learners and has become more attractive than conventional methods of teaching. It was recommended that Ed-Vlogs attracted the students' attention to present the educational content. Using electronic vlogs to develop critical writing skills, Mohamed (2023) assured that they helped activate students' thinking in English.

Ed-Vlogs are three types: (1). Instructor's Vlog: is controlled by the instructor to help students develop English skills through videos, related to the academic topics, (2). Student's Vlog: is controlled by the students themselves as they can express their ideas, cooperate to get experience of acquiring English., and (3). Class Vlog: is a result of collaboration between the instructor and the students as it is in the form of a poster to publish messages, photos, links related to the topic of discussion and virtual classes.

Hung, (2011:744) identified the elements of Ed-Vlog as follows:

1. Vlog Link/ Site: the permeant link of the vlog through which the students sign into

2. Username & Password: through which the students can sign in the vlog sections

3. The main Vlog Tittle: the publisher indicates the topic which the vlog cares about.

4.   Vlogs Lists: which include aspects, articles, daily lesson summary or the educational activities…. etc. This is the main element in vlog.

5.   Comments: remarks or notes that readers give on an article or a video.

6.   Classification: is an area or aspects specialized to write on it regularly in your vlog, such as (educational photos, homework…. etc.).

Ed-Vlogs can be made in three different ways: **(1) Set up the board** is the traditional way of using a board and a camera explaining everything on the board, **(2) PPT presentation/Animation**: or Power-Point presentation of adding pictures, animations, and texts, and **(3) Digital pen tablet** is one of high-tech ways of creating educational vlogs and can be edited with the voiceover and uploaded on the channel.

Vlogs were beneficial for activating vocabulary and improving fluency. It could reduce anxiety and improve confidence (Putri & Sari, 2020: 283). They were a useful platform for documenting both learning process and products, which were missing in traditional speaking classes and could be utilized as one of the classroom assessments tools to obtain a more holistic picture of communicative competence (Eid, 2016:7).

2.4 Hypotheses of the Research

1.   "There is a statistically significant difference among the mean scores of the experimental group and the control group of reading comprehension skills in the post-assessment at the level of $\alpha \leq 0,05$, favoring the experimental group".

2.   There is a statistically significant difference among the mean scores of the experimental group and the control group of speaking skills in the post-assessment at the level of $\alpha \leq 0,05$, favoring the experimental group".

3.   There is a statistically significant difference among the mean scores of the experimental group and the control group of reading comprehension and speaking skills in the post-assessment at the level of $\alpha \leq 0,05$, favoring the experimental group".

3. Method

3.1. Participants

The participants were (60) students of MSA, A private Higher Institute of Management Sciences at Beni Suef Governorate, enrolled in the first year. They were assigned through the cluster random sampling technique into two groups: one was as a control group (n= 30) and the other was as an experimental (n=30).

3.2. Setting

The experiment was applied to the first-year students at the Information Technology (IT) Unit at MSA in the academic year 2022/2023.

3.3. Instruments

To achieve the purpose of the research, these instruments were designed:

1. Reading Comprehension and Speaking Skills Checklist (RCSSC)

2. Reading Comprehension and Speaking Skills Pre-posttest and a Rubric to Score it

3.3.1. Purpose of the RCSSC

The checklist aimed at identifying some reading comprehension and speaking skills required for the first year MSA students.

- **Description of the Initial Form of the RCSSC**

The checklist included three reading comprehension sub-skills and three speaking sub-skills. Reading Comprehension sub-skills were at the level of: (a). literal, (b). Inferential, and (c). Evaluative. Speaking Sub-skills were: (a). Language, (b). Delivery, and (c). Rapport. Each item was in a three–Points-Likert format for identifying if it was "Very Important = 3", "Somewhat Important = 2", and "Less Important = 1" by ticking (√) in the space provided.

At the end of it, there was a part for the jury's suggestions. The RCSSC was prepared in the light of following sources:

− The survey of literature and related studies: (Frendo, 2005; Abu ElFadle,2017; Rohmah,2018; Losi,2019; Putri&Sari,2020; Al Ghobashy, 2021, and Possu,2021)

− The Regulation of MSA and Specifications of the English Course (1)

▪ **Validity of the RCSSC**

The RCSSC was presented to a jury of Curriculum and Instruction (n=10). Modifications were made as shown in the table (1)

Table (1): RCSSC Major Modifications Given by the Jury

Skill	Initial Form = (21) items	Final Form = (20) items
(B) Inferential	"Deduce the usage of grammatical aspects from the text."	"This item was omitted as it was less important."
Speaking: (A)Language	"Demonstrate a prepared presentation on a familiar topic within his/her field ."	"Demonstrate an effective presentation on a business topic with confidence."

As shown in table (1), the initial form of the **RCSSC** consisted of (**21**) items while the final form consisted of (**20**) items: (**2**) for Literal, (**5**) for Inferential, (**3**) for Evaluative, (**4**) for Language, (**5**) for Delivery, and (**1**) for Rapport. The difference between the initial form and the final form was (**1**) item, omitted according to the jury's modifications. Thus, the RCSSC was valid (**Appendix 2**).

3.3.2. Purpose of Reading Comprehension and Speaking Skills Pre-posttest

The objective of the test was to identify the first year MSA students' level in reading comprehension and speaking skills. The test was used as a pre-post. As a pre-test, it was used to make sure that those students of both the experimental group and the control group were at the same level before experimentation. As a post-test, it was used to investigate the effectiveness of the program in developing these skills.

- **Description of the Test**

The initial form of the test consisted of two sections**:**

A. **"Reading Comprehension"** included ten items or questions on an ESP reading comprehension passage entitled "**To Start-up or not**?". Five questions were **MCQ**, and the other five questions were **essay**. Each question was placed to measure one sub-skill of reading comprehension.

B. **"Speaking"** included four questions in which MSA students were asked firstly to work with a partner to give few details on business vocabulary items (**5 items**). Secondly, Give a brief presentation on FIVE business topics (**5 items**). Thirdly, Retell the readable text" **To Start-up or not**?" in his/her own speech (**5 items**). The fourth was to "Tell a little about him/herself" (**5 items**). **The test was prepared in the light of the following sources:**

1. The RCSSC refereed by the jury's members

2. Reviewing the literature and studies such as: Frendo, 2005; Abu ElFadle,2017, Rohmah,2018; Losi,2019; Putri&Sari,2020, Al Ghobashy, 2021, and Possu,2021).

3. Business English Language Practice Course prepared and taught by the researcher

4. Business websites**:** https://lingua.com/businessenglish/reading/to-start-up-or-not/**©2021**

- **Validity of the Test**

To determine the validity of the test**,** it was submitted to a jury of EFL experts and professors (N=10) in Curriculum and Instruction**.** They were asked to read the test items and give their suggestions to the following: (1) Were the test items appropriate for the first year MSA students' level? and (2) Were the test items appropriate and

sufficient to measure reading comprehension and speaking skills? Major modifications were made in a response to the remarks of the jury members as shown in table (2).

Table (2): Pre-posttest Major Modifications Given by the Jury

Part	Initial Form	Final Form
(A) Reading Comprehension	-The number of items was 12.	-The number of items is 10. Two items were omitted as they were vague.
B) Speaking	- "Summarize orally the readable text"	- "Retell the readable text in your own speech".

Based on the jury's modifications and recommendations, the test was valid (**Appendix 3**).

▪ **Piloting the Test**

The participants chosen for piloting the test were (30) students, other than those of the experimental and control groups, selected from the first year MSA students, in the first term of the academic year 2022/2023. To estimate the test time, the time taken by the fastest student: (90) minutes was added to the time taken by the slowest on (70) minutes then divided by two. It was estimated that (80) minutes would be enough to answer reading comprehension and speaking test. It was estimated that (40) minutes would be enough to answer the reading comprehension test and (40) minutes for speaking test.

▪ **Scoring the Test**

The total scores of the test were (40) which were distributed into (20) for reading comprehension and (20) for speaking. In reading comprehension, two degrees would be given for each question if the student answered it correctly. In speaking, there were four questions, and each question was graded out of (5). The objectivity of scoring speaking questions was achieved through another co-rater, then the degree was halved. A rubric was designed to correct the speaking test.

- **Description of the Rubric**

The rubric consisted of three parts scored on a four points Likert scale ranging from "4" to "1" marks **(Appendix 3)**. The students were given a rating between "1" to "4" for their performance in the speaking test. They were given "4" marks when their performance was high, "3": if they had minor mistakes, "2": if they had some mistakes, and "1": if they usually did mistakes and their performance was low.

- **Reliability of the Test (Test-Retest Method)**

The Test-Retest method was used to assess the consistency of the test results from one time to another. In order to measure the reliability of the test, it was administered on Tuesday **11th** of October 2022 AD. to a randomly chosen group of (30) first year MSA students, other than the participants of the experiment. Then, it was administered again after two weeks to the same group on the Wednesday **26th** of October 2022 AD. To calculate the reliability of the test, Pearson Correlation was used as shown in table (3).

Table (3): Reliability of the Test

Skill	No. of Participants	Pearson Correlation
Reading Comprehension & Speaking	30	.455*
		.659**

* Correlation is significant at the 0.05 level** Correlation is significant at the 0.01 level (2-tailed).

As shown in table (3), the test was reliable. The Pearson Correlation between the two administrations was (**0.45**) for reading comprehension at 0.05 level and (**0.65**) for speaking at 0.01 level which was highly reliable and statistically accepted.

4. Purpose of the Proposed ESP Training Program

This research aimed to investigate the effect of a proposed ESP training program based on HT and Ed-Vlogs on developing Management Sciences students' reading

comprehension and speaking skills. By the end of the proposed program, MSA students were expected to develop these skills during the training sessions using HT and Ed-Vlog.

- **Duration of the Program**

The program lasted for 7 weeks at a rate of two sessions a week, and every session lasted for 90 minutes (45 minutes for reading comprehension and 45 minutes for speaking). An Introductory session was the first session. Business online sites session was the last one.

- **Description of the Program**

The program consisted of fourteen sessions taught by the researcher. First, the pre-posttest of reading comprehension and speaking was administered to the two groups; one was the experimental group and the other was the control group. To make sure that the level of both groups (control and experimental) was equivalent (homogeneous) in these skills, the pre-posttest of reading comprehension and speaking skills was administered to them before implementing the program on 30 [th] October 2022 AD. The means, standard deviation and t-value of the two groups were computed.

- **Development of the Program**

In order to investigate the effect of a proposed ESP training program based on HT and Ed-Vlogs on developing Management Sciences students' reading comprehension and speaking skills, the Instructor's Manual was designed (**Appendix 4**).

- **Experimental Design**

  – **Post – Testing**

On the 25 [th] of December 2022 AD., the instruments were administered to both the control and the experimental groups. For a high level of objectivity, the control group's sheets and the experimental group's sheets (both in pre and post) were mixed

and given serial numbers. Only the serial numbers appeared. Finally, data was collected.

- **Observations during the Program**

During the sessions of the program, MSA students were more interested and engaged in reading and speaking using HT and vlogs. They were aware of identifying their learning needs, discussing, sharing ideas, analyzing and synthesizing information, representing it visually through HT and vlogs. The researcher faced some challenges of using vlogs involved technical difficulties, weak linkage to real-time communication and time issues.

4. Results

A. Validating Hypotheses of the Research:

Hypothesis (1): stated that "There is a statistically significant difference among the mean scores of the control group and the experimental group of reading comprehension skills in the post-assessment at the level of α ≤ 0,05, favoring the experimental group".

Table (4) presented the t-value and the level of significance of the control group and the experimental group of reading comprehension skills in the post-assessment

Skill	Group	N.	Mean	S. D	T-Value	D.F	Sig.
Reading Comprehension	Con.	30	11.00	1.68	14.19	29	0.05
	Exp.	30	15.50	1.13			

As shown in table (4), there was a statistically significant difference among the mean scores of the control group and the experimental group of reading comprehension skills in the post-assessment at the level of α ≤ 0,05, favoring the experimental group, where t-value was (**14.19**) which was significant at the level of significance (**0.05**). Thus, this hypothesis was accepted.

Hypothesis (2): stated that "There is a statistically significant difference among the mean scores of the control group and the experimental group of speaking skills in the post-assessment at the level of $\alpha \le 0{,}05$, favoring the experimental group".

Table (5) presented the t-value and the level of significance of the control group and the experimental group of speaking skills in the post-assessment.

Skill	Group	N.	Mean	S. D	T-Value	D.F	Sig.
Speaking	Con.	30	8.6	0.85	28.63	29	0.05
	Exp.	30	14.8	0.84			

As indicated in table (5), there was a statistically significant difference among the mean scores of the control group and the experimental group of speaking skills in the post-assessment at the level of $\alpha \le 0{,}05$, favoring the experimental group, where t-value was (**28.63**) which was significant at the level of significance (0.05). Thus, this hypothesis was confirmed.

Hypothesis (3): stated that "There is a statistically significant difference among the mean scores of the control group and the experimental group of reading comprehension and speaking skills in the post-assessment at the level of $\alpha \le 0{,}05$, favoring the experimental group".

Table (6) presented the t-value and the level of significance of the control group and the experimental group of speaking skills in the post-assessment

Skill	Group	N.	Mean	S. D	Pearson Correlation	D.F	Sig.
Reading Comprehension & Speaking	Con.	30	45.00	1.18613	35.8*	29	0.05
	Exp.	30	62.00	1.73702			

*Correlation is significant at the 0.05 level (1-tailed).

Table (6) showed that there was a statistically significant difference among the mean scores of the control group and the experimental group of reading comprehension

and speaking skills in the post-assessment, favoring the experimental group, where the Pearson Correlation between the two skills was (**35.8**) which was significant at the level of significance (0.05). Thus, the hypothesis was validated.

B. Discussion of the Results

Validating the three hypotheses of the research had indicated that there were statistically significant differences among the mean scores of the control group and experimental group favoring the experimental group in the post assessment of reading comprehension and speaking test due to the proposed ESP training program. This development was clear in their real practice during and after the training sessions. This might be attributed to the following aspects:

The researcher identified the learning gaps in ESP among MSA students through conducting a needs analysis questionnaire, interviewing with the MSA staff members, reviewing both the regulation and the specifications of the English course 1, and the literature and related studies. This helped the researcher in selecting the content that stimulates them to communicate effectively. The content included interesting topics focused on practical and useful ESP knowledge and activities that helped integrate their reading comprehension and speaking practice and brings fun together.

Validating the first hypothesis confirmed developing reading comprehension skills due to the training program. This result was consistent with the results of many studies such as the studies of Abdulaziz (2018), Seif (2019), and Eissa (2020) which recommended teaching reading comprehension using visualization in ESP. Hence, HT, as a visual diagram, was an effective in developing students' reading comprehension, assured by many studies such as Rahila and Sakdiah (2016), Nurlinda (2018), Rohmah (2018), Habibah (2020), and Losi (2020).

HT helped MSA students analyze the text to answer the questions. They identified the meaning of business vocabulary, organized the information on the diagram, recognized relationships among the details to infer the main idea and have a mental imagery of the text. They were able to think in English quickly, accurately, and creatively and were

motivated to recount the text through visualization which led to the development of reading comprehension. This was clear in MSA students' worksheets (**Appendix 5**).

Validating the second hypothesis indicated developing speaking skills due to the training program. This result was consistent with the results of many studies such as the studies of El Gazar (2016), Abu El Fadle (2017), and Possú, (2021) which recommended teaching speaking using videos material in ESP. Ed-Vlogs attracted MSA students' attention to present the educational content. Vlogs helped MSA students collaborate as a team to retell what they had read. Exactly, it was an amazing journey to them as they had a framework of presentation stages, e.g., business: **Topic, Aim, Main points:(1.**, **2**., **3.**), **Main message (conclusion), and Benefit to audience.**

Hence, Ed-Vlog was an effective in developing ESP students' speaking, assured by many studies such as Hung (2011), Mădălina Chitez (2018), Radosavlevikj & Hajrulla, (2019), Salem (2019), Abd El Aty (2020), and Mohamed (2023).

Ed-Vlog was a participatory tool that was beneficial for visually, auditory and tactile learners providing demonstrations. Vlogs helped MSA students practice speaking skills beyond the classroom, improve their vocabulary, fluency, and reduce anxiety. They could see their performance, including delivery, pronunciation, volume, and facial expressions. Therefore, vlogs enabled the participants to efficiently gain access to both their peers' verbal cues and non-verbal expressions, necessary for speaking development but absent in text- and voice-based blogs. Having no time limitations, the students felt more at ease in completing their clips and viewing the others' clips. vlogs allowed the students to carry out self-evaluation. Monitoring their speaking progress and reflecting on their oral performance, the students learned to perform self-assessment in the vlog.

Validating the third hypothesis attributed the development of reading comprehension to the training ESP program. This hypothesis confirmed the positive and reciprocal relationship between reading comprehension and speaking skills. This result was consistent with the results of many studies such as the studies of Dash (2013), Rohmah (2018), and Khasanah and Safriyani (2021) which recommended integrating

reading comprehension and speaking skills visualizing the text then retelling or vlogging it.

C. Conclusions

The following conclusions were extracted in the light of the previous findings:

1. The development of the MSA students' reading comprehension and speaking skills was due to the activities of visualization, retelling, self-regulated learning, …etc.

2. The program accommodated to diverse students' needs, and characteristics giving them numerous opportunities to interact in real ESP situations.

D. Recommendations

In the light of previous results, the following recommendations could be presented to:

1. update ESP courses considering the students' needs and the learning outcomes

2. teach ESP skills, and activities in an integrated course and in accordance with the technological innovations.

3. allocate ESP speaking vlogs project (3-4) each term as an assessment tool

5. Suggestions for Further Research

1. Exploring the effectiveness of a proposed ESP training program based on HT and Online Ed-Vlogs on developing writing skills and attitudes towards it.

2. Investigating the effectiveness of a proposed ESP training program based on HT and Ed-Vlogs on developing reading comprehension and academic engagement.

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