Abstract

Vlogs are accessible, free of charge, and can be usefully exploited to enhance EFL students' speaking skill. The paper at hand sets out to examine whether the incorporation of YouTube vlogs in the teaching of oral expression module contribute to the improvement of EFL learners' speaking skill. To this end, a quasi-experimental approach, using paired samples t-test, is conducted on a random sample of twenty first year EFL students. The paired samples *t-test* is used to determine if, after the treatment application, there is a significant difference between the pretest and posttest speaking skill assessment means. The paired samples t-test succeeded to reveal a statistically reliable difference between the mean number of the pretest and the mean number of the posttest, and by specifying the preset level of significance (α =0.05), the alternative hypothesis has been confirmed. The results of the SPSS outputs confirm that teachers' incorporation of YouTube vlogs can provide EFL students with the opportunity to speak fluently through the improvement of vocabulary, word choice, grammar, pronunciation, and interaction.