



University of Sadat City
Faculty of Education
Department of curricula and Instruction



The Effectiveness of Enriching Video Clips in Improving some English Oral Communication Skills of Preparatory Stage Pupils

A Thesis

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of achieving Master Degree of Education
(Curricula & instruction of EFL)

Prepared by

Lamiaa Arafat Goda Akl

(An English Teacher)

Supervised by

Prof. Adel Tawfik Ibrahim

Professor of curricula &

Instruction Department and Dean

Of Faculty of Education

University of Sadat City

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Chapter One

The Problem and its significance

1. Introduction:

English language is considered the most common international language .It is the most spoken language in the world. Most of the data on internet is in English. Most people around the world communicate with others in English. In Egypt, it is the first foreign language taught and used. It became the official language in many faculties such as medicine, science and engineering .It became the official language in politics, education, conferences and commerce.

Jeff (2016)& Muhammad (2019)Teaching English as a foreign language is a challenging, yet rewarding career choice. As an English as a Second Language (ESL) teacher, you must learn to constantly adapt to your students' needs. Many times, this means dealing with a variety of problems in the classroom

For lucanus (2017) Communication is a dynamic process as it involves an interaction between two or more people. The sender and the receiver. The main purpose of communication is to transmit thoughts and beliefs to another person. The major components of communication are verbal communication or oral communication and non-verbal communication. Oral communication is the process of expressing ideas through the medium of speech through listening and speaking and this plays a crucial role in the life of students.

Stephanie, (2003) boring activities in the class affected students' motivation and score. Teacher must be selective and creative in designing media to improve English teaching and learning. It is important to use various and interesting media to support class activities.

2. Context of the problem:

English Oral communication skills like listening and speaking are often neglected inside the Egyptian classes because most teachers and pupils give the most attention to reading and writing skills. The researcher realized that through different sources:

1-Personal experience:

2-Previous studies:

3- A pilot study

3. Statement of the problem:

Preparatory school students have many problems with English oral Communication skills. "Listening and speaking ". This research aims to identify

the effect of using some enriching video clips in improving some EFL oral Communication skills of the first year preparatory stage students.

4. 1. Questions of the research:

The research tried to answer the following main questions:-

- What is the effectiveness of enriching video clips in improving some English oral Communication skills of preparatory stage pupils?
- From this main question, the following sub-questions are found :
- What is the effect of using enriching video clips in improving some English speaking skills?
- What is the effect of using enriching video clips in improving some English listening skills?

4. Hypotheses of the research:

- 1-There is a statistically significant between the mean scores of the experimental group and the control group on the post administration of the oral communication skills assessment.
- 2-There is a statistically significant between the mean scores of the experimental group and the control group on the post administration of the listening skills assessment.
- 3-There is a statistically significant between the mean scores of the experimental group and the control group on the post administration of the speaking skills assessment.

5. Significance of the research:

This research is effective as it uses some video clips which are enjoyable suitable and motivating. The research has significance for the following

- ❖ Pupils: - Encourage them to practice English.
 - Improve their speaking skills by encouraging them to imitate speakers in the Video clips.
 - Enable them to understand what are said in the videos because of the whole image and the accent of the native speakers.
- ❖ Teachers : As this research depends on using some enriching video clips as teaching aids it helps him to create a motivating and enjoyable environment for both pupils and teachers. Using video clips is a good chance to maximize the time of listening to correct pronunciation oral encourage the pupils to speak a lot without shyness and being afraid of making mistakes as they listen to clear native accent.

- ❖ Curriculum designers : EFL curriculum planners: using video clips can be alternative efficient teaching and learning technique so they should give more attention to such new techniques which EFL curriculums should contain.

5. **The purpose of the research:**

The purpose of this research is to identify the effect of using video clips on improving some EFL oral Communication skills "listening and speaking" of preparatory stage pupils. So we have to investigate the following aim:-

- "The effectiveness of the program based on some video clips on developing first year prep pupils, oral Communication skills."

7. **Research instruments:**

This research depended on the following instruments:

- 1- An oral communication skills assessment.
- 2- An oral communication skills check list.
- 3- A speaking skills rubric.

8. **Delimitations of the research:-**

This research's limits are:-

- 1- A sample of 100 students from first preparatory grade, Omar Shaheen preparatory school, a governmental school in El Tahrir Educational administration, El Behera Governorate, Egypt" .
- 2 –Speaking skills and listening skills.
- 3- The content of the proposed program which contains five units " 1 – 2 – 3 – 4 and 5 " of the first year preparatory stage pupils " text book " Mew Hello " these units were designed by using some video clips.
- 4- The program which is based on some video clips was carried out in the first school term, 2018/2019.

9. **Definition of terms:-**

- videos :

According to Canning-Wilson (2000) ,Video is at best defined as the selection and sequence of messages in an audio-visual context. The teacher use video, CD-ROM in classroom allows second/foreign language learners the opportunity to view and actively participate in lessons at their place.Video techniques help the learners to get the information by putting them in real-life context.

- Communication:

Communication is an activity of conveying or exchanging meaningful information between two or a group of persons, allowing a connection between two entities to take place (Rodriguez, 2006: 16). The exchange of thoughts, messages, or information happens by speech, visuals, signals, writing, or behavior

- Listening"

Listening skill is defined as a multidimensional language skill that starts with an awareness of sounds and images, and a focus on sounds and images continues with the recognition and remembering of the audio-visual stimuli and ends with interpretation of the meaning (Dalman, R. M. (2016)

- Speaking:

Qureshi (2018,p3) Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech. Speaking is an act of making vocal sounds. We can say that speaking means to converse, or expressing one's thoughts and feelings in spoken language. To speak often implies conveying information.

Chapter Two

Review of literature and related studies

Part One :1. Video clips

1.1. The importance of using video clips in teaching EFL:

The influence of digital videos on our everyday culture is undeniable. Studies have shown that the use of short video clips allows for more efficient processing and memory recall. The visual and auditory nature of videos appeals to a wide audience and allows each user to process information in a way that's natural to them.

1.2.The advantages of using videos in teaching EFL:

The use of English movie clips as authentic language instructing materials develop the listening ability and affected the students' more positive attitude toward developing the listening skill. The majority of the students enjoyed learning English through movie (Tongboonyoung, N. 2013)

1.3.Problems of using videos in teaching EFL:

Mohammed, Rania. (2013) & Harmer (2006) also add that the teacher needs to be aware of some problems that might appear during the teaching and learning activities by using video:

- Poor quality video also another factor influences the effectiveness of employing the video in the class, for example the students will get problem to see how the language is used in real context of communication.

1.4.The role of the teacher in teaching with videos:

Wang (2015) & Woottipoong, Kretsai. (2014.) The teacher becomes a facilitator. When a teacher uses videos in their classroom, they briefly step out their own role and adopt one of a facilitator.

1.5.Criteria of effective video clips:The following recommendations are helpful in choosing an effective and beneficial educational video: Shehata. (2010)

- Limit videos to about five minutes or less, unless you are trying to relay a great deal of information.
- Maintain a conversational and enthusiastic tone to keep learners engaged.
- Properly balance auditory and visual elements throughout.
- Break videos into short segments by topic or theme.
- Include interactive and responsive features, such as a short quiz, to promote reflection and ownership.

1.6.Video clips as a pedagogical tool in teaching EFL:

Elnaggar,N (2015) a study was conducted to investigate the effect of feature films based program in developing second-year preparatory students' speaking skill. A program of twelve units was designed and taught using feature films. The study was based on one-group design. In this study, a class was randomly selected from second year preparatory students in Om El m'mnean preparatory school for girls to represent the research group. Before administering the program, a pretest was conducted in order to assess students' speaking skills and after conducting the experimentation the posttest was administered. The results were analyzed statistically and qualitatively and they were in favor of the posttest. So, it can be concluded that the feature film based program was effective in developing second-year preparatory students' speaking skills.

Part Two: 2.Oral communication skills

2.1.Types of communication:

- Verbal communication is the use of auditory language to exchange information with other people. It includes sounds, words, or speaking. The tone, volume, and pitch of one's voice can all contribute to effective verbal communication.
- Non-verbal communication is communication between people through non-verbal or visual cues. This includes gestures, facial expressions, body movement, timing, touch, and anything else that communicates without speaking.
- Written communication is the act of writing, typing or printing symbols like letters and numbers to convey information. It is helpful because it provides a record of information for reference.

Saci ,S(2012) The success of oral communication depends not only on the speaking ability of an individual but also on the listening skills. How effectively an individual listens to the subject matter decides the effectiveness of the communication. The verbal communication is applicable in both the formal and informal kind of situations.

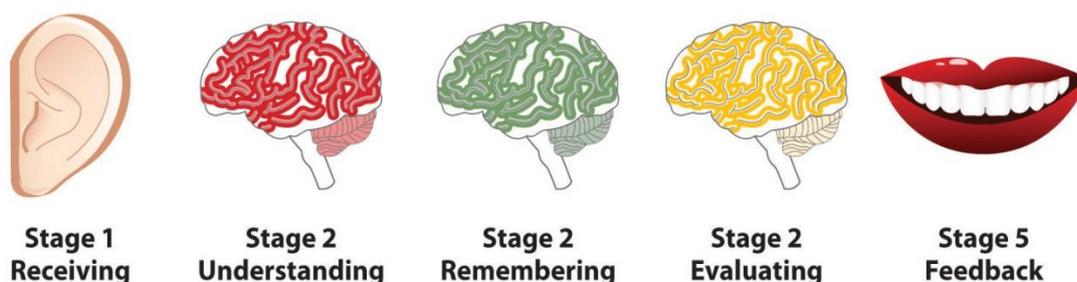
According to the previous ,there are two important communication skills necessary for effective verbal communication which are listening skills and speaking skills.

1- Listening skills.

2 - Speaking skills.

2.1.1.Listening skills:

2.1.2.Stages of listening:



2.1.3.Strategies for effective teaching of listening:

- Top-down strategies
- Bottom-up strategies.
- But listening comprehension is not constrained either to top-down or bottom-up processing, but it should be an interactive, interpretive process where listeners apply both their prior knowledge and linguistic knowledge in understanding messages. The interactive processing (the third type)(metacognitive) overcomes the disadvantages of bottom-up processing and top-down Processing. Eissa,Sh(2019) It is now more generally accepted that both top-down and bottom-up listening processing should be combined in processing of background knowledge information, contextual information and linguistic information make comprehension and interpretation become easy.

2.1.3.The importance of listening:

Renukadevi,D(2014p:61) Listening is the most significant part of communication as it is pivotal in providing a substantial and meaningful response. Especially in learning a language for communicative purpose. listening plays a vital role, as it helps the language learner to acquire pronunciation, word stress, vocabulary, syntax and the comprehension of messages.

2.1.4.The purpose of listening:

According to Lindsay and Knight (2006), We listen for a purpose, but this purpose can be very different depending on the situation: listening for specific details, listening for general meaning, listening for the general idea or gist. There is also a difference between listening: for information; for enjoyment or social reasons; to learn new language (2006:p 46).

2.1.5.Components of Listening Comprehension:

According to Chastain (1988), listening comprehension is divided into another components.

-The first is the ability to differentiate all sounds, intonation patterns, and voice qualities in the second language and to distinguish between them and the same sounds in the native language.

-The second is the understanding of the whole message uttered by a speaker.

-The third is the ability to hold that message in one's auditory memory until it can be processed.

2.1.6.Listening skills and sub – skills:

An able listener is capable of doing these four things simultaneously. Yagang, (2013 :p18) lists a series of micro-skills of listening, which she calls enabling skills. They are:

- Listening for a gist.
- Listening for specific information.
- Listening in detail.

2.1.7.Activities and tasks promote listening skills:

Hea-Suk Kim(2015). Using television or videos in the classroom allows the learners access to more information when listening. As, the learners can see what is happening as well as listen to the text. Nonverbal behavior or paralinguistic features of the spoken text are now available to the learners compared with radio, that is), so learners can develop their listening skills in a richer language context.

2.1.8.The importance of improving listening skills:

According to Kurita (2012:p40), learners may find listening comprehension skill difficult to learn and this requires teachers to change their listening exercises into more effective ones. The development of listening comprehension skill helps learners to succeed in language learning and increase their comprehensible input. Since learners'

self-confidence in listening comprehension can be increased, they are motivated to have access to spoken English like conversations with native speakers.

2.1.9. Assessing the listening:

Mead, N, A & Rubin, D, L (2000). The method used for assessing oral communication skills depends on the purpose of the assessment. A method that is appropriate for giving feedback to students who are learning a new skill is not appropriate for evaluating students at the end of a course. However, any assessment method should adhere to the measurement principles of reliability, validity, and fairness. The instrument must be accurate and consistent, it must represent the abilities we wish to measure, and it must operate in the same way with a wide range of students.

2.1.10. The importance of improving listening skills:

Muhammed, (2014) while listening skills are developed, literacy and comprehension are developed. As the students' listening skills develop, they will begin using their listening skills to improve their vocabulary, grammar and reading ability. If they lack listening skills or do not pay attention, they might struggle to pick up on mistakes they are making with their speech, since they will not hear what others have to say.

2.1.11. There are a lot of modern researches aimed to improve listening skills:

Babita, T (2013) The study attempted to explore the EFL Saudi university students' perceptions of the impact of video material on their listening skill. The sample of the study consisted of 18 male students majoring in English, between 18-20 years old, enrolling in English course for the listening and speaking skills during the first semester of 2014. They were studying at the English Department of College of Languages and Translation at Al-Imam Muhammad Ibn Saud Islamic University, Riyadh-Kingdom of Saudi Arabia. The results of the study indicated that there were statistically significant differences in the subjects' perceptions of videos and audios integration in the listening skill in favor of videos utilization. The quantitative analysis revealed that students were more interested in learning to listen with videos rather than learning with audios.

2.2. Speaking skills:

2.2.1. The importance of Speaking Skills:

Speaking is important for the following reasons according to Bahadorfar & Omidvar (2014):

- Speaking is a crucial part of second language learning and teaching.
- The mastery of speaking skills in English is a priority for many second language or foreign language learners.
- Our learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their Spoken language proficiency.
- Oral skills have hardly been neglected in today's EFL/ESL courses.

• **2.2.2.The purpose of speaking:**

The purpose of speaking can be either transactional or interactional. Although the transactional purpose concerned with the transfer of information, the interactional purpose related to the maintenance of social relationship.

Atik (2006 P:30) Interactional spoken language involves shifts of topics and short turns. The accuracy and clarity of information are not the focus .However, in transactional spoken language ,longer turns and clear topics are very important to transfer the information accurately .

2.2.3.Difficulties and factors affect speaking:

Zhang (2009) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. There are many factors that cause difficulty in speaking, and they are as follows:

- Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy.
- Nothing to say. Students have no motive to express themselves.
- Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.

5.2.4. Components of Speaking:

Lazaraton, A (2001, p.104) suggests that oral communication is based on four dimensions or competences: grammatical competence (phonology, vocabulary , word and sentence formation ...); sociolinguistic competence (rules for interaction, social meanings); discourse competence (cohesion and how sentences are liked together); and strategic competence (compensatory strategies to use in difficult strategies).

2.2.5.Speaking skills and sub – skills:

Horner (2001) there are five speaking sub-skills that need to be assessed.

- Pronunciation: Pronunciation is the way of producing words or sounds.
- Grammar: Grammar is the study of rules about the use of words, changes in words, word orders and how to make sentences.
- Vocabulary: Vocabulary is the knowledge of the meaning and functions of words. Learning vocabulary means learning the meanings, spellings, pronunciation and use of words.
- Fluency: Fluency refers to the ability to speak communicatively and easily without many pauses, fillers or hesitations.
- Comprehension in speaking refers to the understanding by the speaker of the information conveyed in what they say

2.2.6. Speaking skills Assessment:

Assessment of speaking skills often lags far behind the importance given to teaching those skills in the curriculum. The importance of relevant and reliable assessment lies in providing vital information to the students and teachers about the progress made and the work to be done.

2.2.7. Tasks and techniques of assessing Speaking skills:

From the fact that assessing speaking provide vital information to the teachers about the pupils' progress in English skills, their problems so that teachers can find solutions to help students to do well later .from this point Elnaggar,N (2015) & Lazaraton, A. (2001). Discussed some tasks and techniques for assessing speaking skills.

- | | | |
|-----------------------------|-------------------|----------------------------|
| 1 – Oral interview | 2 – Role play | 3 – Stimulation |
| 4 – conversational exchange | 5 – discussion | 6 – using visual materials |
| 7- Oral presentation | 8- Reading a loud | |

2.2.8. There are a lot of modern researches aimed at improving speaking skills:

Junaidah ,M & Usman, K & Bukhari, D (2015)This research investigated the effectiveness of using the ARCS model to improve the speaking sub-skills of students. The sample for this research was 70 students in two groups; an Experimental Group (EG) and a Control Group (CG). The instruments used for collecting the data were tests (a pre-test and a post-test) and a questionnaire. The findings revealed that: the use of the ARCS model was effective in improving the speaking sub-skills of students.

Chapter Three

Methodology of the research

The present chapter is devoted to introduce the experimental part of the research. It shows the description of design, tools and the subjects of the research, their validity, reliability and their administration or the procedures which were followed to conduct the research.

1. Research Design and Variables:

This research followed the quasi-experimental design. The pupils were assigned to a control group and an experimental group. The experimental group receives their English curricula throughout the suggested program based on video clips for developing their oral communication skills. On the other hand, pupils in the control group receives their English curricula by the ordinary way. Both groups were administrated by a pre / post oral communication skills assessment .The

independent variable of the present research is the enriching video clips whereas the dependent variable is the pupils' EFL oral communication skills.

2. Some modifications suggested by the panel of Jury were :

- Merging the speaking skills list and the listening skills list into one list and call it an oral communication skill checklist.
- Merging the speaking skills test and the listening skills test together and call it an oral communication skills assessment.

3. Materials of the research :

As this research concerns on video clips and English oral communication skills " listening and speaking " so video clips are alternative sources and teaching aids which are very effective because they may be songs, short film cartoon or animation clips

3.1. The program :

This program is designed to improve some oral communication skills for the first year preparatory pupils by using some enriching video clips.

3.1.1. The objectives of the program :

Improving the first year preparatory pupils oral communication skills and to achieve this objective, the researcher had to improve the following:

- 1 - Using suitable vocabulary.
- 2 - Pronouncing words correctly.
- 3 - Differentiating between consonant sound correctly.
- 4 - Differentiating between vowel sounds correctly.

3. 1. 2. Content of the program :

This research aims to improve some oral communication skills "speaking and listening" among the first year preparatory stage pupils this program consists of five units from the first year prep stage pupils' text book " New Hello ", first term 2018-2019. The researcher redesigned and planned to teach these units by using some enriching video clips related to the objectives of these units. These units and videos were introduced to a panel of jury specialized in the field of TEFL. These units are :-

- Unit One: All about me.
- Unit Two: My family at work.
- Unit Three: Food.
- Unit Four: Getting around.
- Unit Five: A clean country.

• **3.2.The researcher used to following steps in designing these units .**

- 1- Suitable videos were selected for each unit, divided each unit into lessons and each lesson dealt with a number of speaking and listening sub skills :
- 2- Warm up :
In the first session the researcher spoke with the pupils in the experimental group about the program and how they enjoy learning English with video clips and how their listening and speaking skills will improve, actually, their trend will differ towards learning English.
- 3- Presentation :
In this stage, the researcher introduced the new vocabulary by using different teaching aids like video clips, cards drawings .
- 4- Playing the video clips :
At first, the researcher asked the pupils to focus and pay attention to the clip and try to listen and look carefully as it contains new vocab with their correct pronunciation. Correct grammatical sentences expressions body languages and real situations.
- 5- Activities :
Some activities were used after playing the clips to use the vocob, grammer and functions in a real situations. These activities provide opportunities to practice. English as a language to listen, understand and speak. These activities make pupils enjoy and make them a way from shyness. They make them speak naturally accuracy and fluently.
- 6- Tasks :
Every session was followed by a number of tasks or exercises to help pupils practice the language and communicate with each other and with the researcher.

3.3.Instructional aids and equipments : The researcher used some aids and equipments during the program:

- Laptop and projector for video clips.
- Video camera and a recorder for recording.
- Cards, flashcards, drawings and worksheets.
- White board and printed papers for activities and tasks.
- Real objects.

3.4.Teaching strategies :

There were some strategies used during sessions "

- Thin – pair share and turn and talk :
- Cooperative learning :
- Discussion :

3. 5.The research methodology : This research follows the analytical, descriptive method for reviewing related literature and studies. The researcher used the quasi experimental methods as well. As amble of 100 first year

preparatory pupils were randomly chosen then. They were divided into two groups the experimental group and the control group.

3.6.Evaluation :

There were two techniques used to evaluate the pupils :

- Formative evaluation :

It is an ongoing feedback which takes place during the teaching process. It is used to find out whether a student is doing well or needs help and its main aim is to improve student's learning.

- Summative evaluation :

At the final session of the program the researcher applied the oral communication skills assessment for the second time to measure the progress in pupils' speaking and listening skills and the effectiveness of the program.

3.7. Difficulties during implementation and methods of overcoming them:

The researcher faced some troubles and difficulties during the program.

- At the beginning most of the pupils refused to take part in the program for two reasons, some of them were afraid of taking extra classes, tasks and homework so I explained that most work will be during the sessions and a little work will be needed at home and it will be simple and enjoyable on the other hand, some pupils were afraid of missing other classes of other subjects during the programme sessions so we managed our sessions to be away from other subjects classes.
- Some pupils refused to participate because they aren't good at English and they thought that they wouldn't be able to understand or speak but when they attended the first session and watched a video of how to make an interview and tell some one some personal information. They learnt correct pronunciations. They understood and they began to speak without fearing of making mistakes.
- The students' frequent absence was a clear problem in some previous researches so during the first session I promised the pupils that they would take a present or some snacks after every session and that encouraged them to attend at first. After that, when they began to enjoy they decided to learn and enjoy the program not for presents.

3.8.Procedures of the research :

The researcher followed the following procedures :

- 1- Reviewing previous related researches.
- 2- Identifying some English oral communication skills necessary for first grade preparatory pupils " listening and speaking " .
- 3- Identifying speaking and listening skills necessary for first grade preparatory pupils through using a checklist designed by the researcher.
- 4- Designing the research tools.
- 5- Introducing these tools to a jury of specialists to evaluate their suitability to improve some listening and speaking skills.
- 6- Modifying the tools according to the jury members' opinions.

- 7- Piloting the oral communication skills assessment to measure its validity, suitability and reliability.
- 8- Selecting the sample of the research randomly from the first year preparatory pupils at Omar Shaheen prep. School in Bihira Governorate.
- 9- Applying and teaching the program with the experimental group only.
- 10- Administrating the past assessment with the two groups.
- 11- Analyzing the results statistically.

Chapter Four

Findings and Discussion

This chapter presents the analysis of the final results obtained from the post application of the oral communication skills test to the participants of the study and analyzing these results in order to identify the effectiveness of using enriching video clips on developing oral communication skills for preparatory school pupils. Then the researcher presents research suggestions and recommendations.

1.The statistical model used:

This research depended in analyzing its results on a heptachlor model for analyzing educational research data (Al-Said, 2001 : 573-614) as it leads to achieving the necessary conditions needed for performing a good statistical analysis and interpreting the results of this analysis. Each hypothesis had been tested by following the seven stages of the model which were as follows; the preliminary analysis, the exploratory analysis, the performativity analysis, the affirmative analysis, the iterative analysis, the frequency analysis and the integrative analysis. SPSS (Statistical Package for the Social Sciences, version16) was used to analyze students' scores on the pre and post-tests. Results are shown in the light of the study hypotheses and questions.

2. Hypothesis one:

There is a statistically significant difference between the mean scores of the experimental group and the control group on the post test of the overall speaking skills in favor of the experimental group

In order to validate this hypothesis, data had been described and summarized through calculating the mean, the standard deviation of the two groups; the experimental group and the control group as shown in table (1).

Table (1): Descriptive Statistics to the Scores of Students of the Control Group and the Experimental Group in overall speaking skills.

	Group	N	Mean	Std. Deviation	Minimum	Maximum	Mean difference	Total score
overall speaking skills	Experimental	50	16.32	1.28	10	18	5.98	19
	Control	50	10.34	1.04	8	13		

Table (1) shows that the value of the overall speaking skills mean score of the experimental group was (16.32) which is higher than that of the control group which was (10.34). As table (1) shows, there existed a raise in the scores of the experimental group than those of the control group in the post administrations of overall speaking skills test. It also shows the increasing homogeneity of grades of the experimental group than the control group due to teaching the experimental group through enriching video clips. This is represented graphically in figure (2)

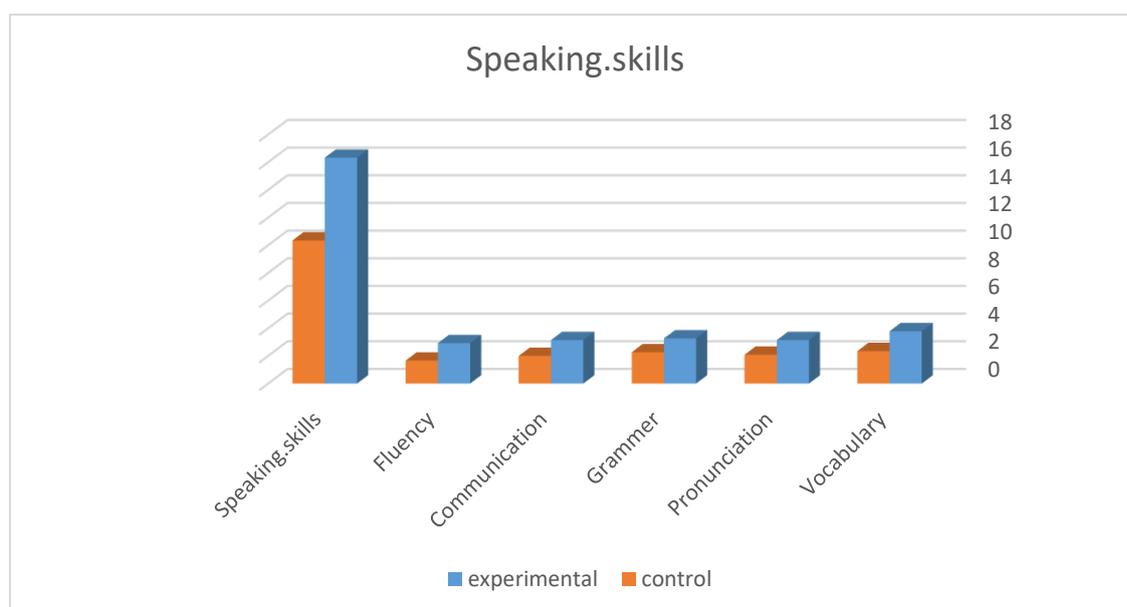


Figure (2) Bar Charts of the Mean Scores of the Control Group and the Experimental Group in the Post speaking skills administration.

It was shown from the previous diagrams that significant differences existed between the scores of the two groups. And through summarizing degrees of the two groups, the diagram showed it as follows:

Table (1): The t-Value to Signify the Difference between the Mean Scores of the Two Groups in the Post administration.

	Group	Mean	Std. Deviation	t-value	d.f	Sig	η^2	Effect size (d)	Effectiveness
overall speaking skills	Experimental	16.32	1.28	25.561	98	Significant at (0.01)	0.87	5.16	Significant & educationally important
	Control	10.34	1.04						

It is clear from table (2) that the calculated value of "t " (25.561) is higher than the tabulated value of "t" at 98 degrees of freedom and significant level "0.01" ; which meant that the difference between the mean scores of the two groups reached the level of statistical significance. In order to investigate the effect and educational importance of the results and its educational importance and effectiveness; the value of ETA square (η^2) and the effect size (d) were calculated as its value (ETA square) was 0.87 . It can be said that 87% of the variations between the scores of students in the overall speaking skills could be due to differences of teaching treatment which the two groups were exposed to, and that there was height effect and educational importance for using enriching video clips for improving and developing overall speaking skills.

3.Hypothesis two:

There is a statistically significant difference between the mean scores of the experimental group and the control group on the post test of the listening skills in favor of the experimental group

In order to validate this hypothesis, data had been described and summarized through calculating the mean, the standard deviation of the two groups; the experimental group and the control group as shown in table (3).

Table (3): Descriptive Statistics to the Scores of Students of the Control Group and the Experimental Group in overall listening skills.

	Group	N	Mean	Std. Deviation	Minimum	Maximum	Mean difference	Total score
listening skills	Experimental	50	21.28	0.70	19	22	7.9	22
	Control	50	13.38	1.10	11	16		

Table (3) shows that the value of the overall listening skills mean score of the experimental group was (21.28) which is higher than that of the control group which was (13.38). As table (3) shows, there existed a raise in the scores of the experimental group than those of the control group in the post administrations of overall listening skills test. It also shows the increasing homogeneity of grades of the experimental group than the control group due to teaching the experimental group through enriching video clips.

This is represented graphically in figure (3)

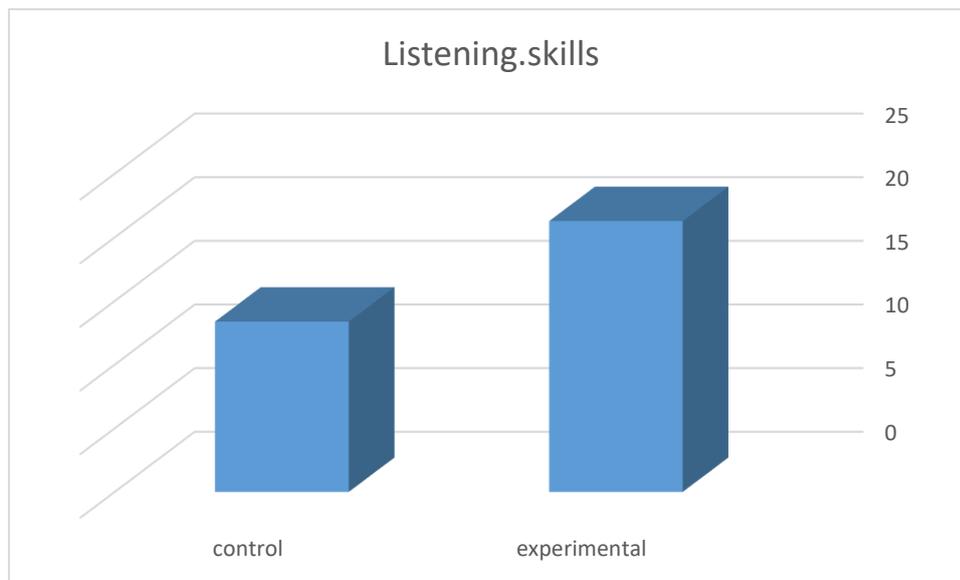


Figure (3) Bar Charts of the Mean Scores of the Control Group and the Experimental Group in the Post listening skills administration.

It was shown from the previous diagrams that significant differences existed between the scores of the two groups. And through summarizing degrees of the two groups, the diagram showed it as follows:

Table (4): Summarizes of the Degrees of the Control Group and the Experimental group.

Statistical measures	The control group	The experimental group
Minimum	11	19
Maximum	16	22
Lower Quartile (Q1)	12	21
Median	13.5	21
Upper Quartile (Q3)	14	22

To study the significance of the differences, t-value was calculated for the difference between the mean scores of the two groups; as illustrated in table (4):

Table (5): The t-Value to Signify the Difference between the Mean Scores of the Two Groups in the Post adm.

	Group	Mean	Std. Deviation	t-value	d.f	Sig	η^2	Effect size (d)	Effectiveness
overall listening skills	Experimental	21.28	0.70	42.7	98	Significant at (0.01)	0.95	8.63	Significant & educationaly important
	Control	13.38	1.10						

It is clear from table (15) that the calculated value of "t " (42.7) is higher than the tabulated value of "t" at 98 degrees of freedom and significant level "0.01"; which meant that the difference between the mean scores of the two groups reached the level of statistical significance. In order to investigate the effect and educational importance of the results and its educational importance and effectiveness; the value of ETA square (η^2) and the effect size (d) were calculated as its value (ETA square) was 0.95 . It can be said that 95% of the variations between the scores of students in the overall listening skills could be due to differences of teaching treatment which the two groups were exposed to, and that there was height effect and educational importance for using enriching video clips for improving and developing overall listening skills.

Thus, the hypothesis was accepted which indicated that "There is a statistically significant difference between the post-test adms. mean scores of the experimental and the control groups in listening skills in favor of the experimental group

4. Main Hypothesis three:

There is a statistically significant difference between the mean scores of the experimental group and the control group on the post test of the overall Oral communication skills in favor of the experimental group

In order to validate this hypothesis, data had been described and summarized through calculating the mean, the standard deviation of the two groups; the experimental group and the control group as shown in table (6).

Table (6): Descriptive Statistics to the Scores of Students of the Control Group and the Experimental Group in oral communication skills.

	Group	N	Mean	Std. Deviation	Minimum	Maximum	Mean difference	total score
Speaking	Experimental	50	16.32	1.28	10	18	5.98	19
	Control	50	10.34	1.04	8	13		
Listening	Experimental	50	21.28	0.70	19	22	7.9	22

	Control	50	13.38	1.10	11	16		
Oral communication	Experimental	50	37.60	1.53	31	40	13.88	41
	Control	50	23.72	1.49	21	28		

Table (18) shows that the value of the Oral communication skills' mean score of the experimental group was (37.60) which is higher than that of the control group which was (23.72). As table (18) shows, there existed a raise in the scores of the experimental group than those of the control group in the post administrations of oral communication skills test. It also shows the increasing homogeneity of grades of the experimental group than the control group due to teaching the experimental group through enriching video clips. This is represented graphically in figure (10)

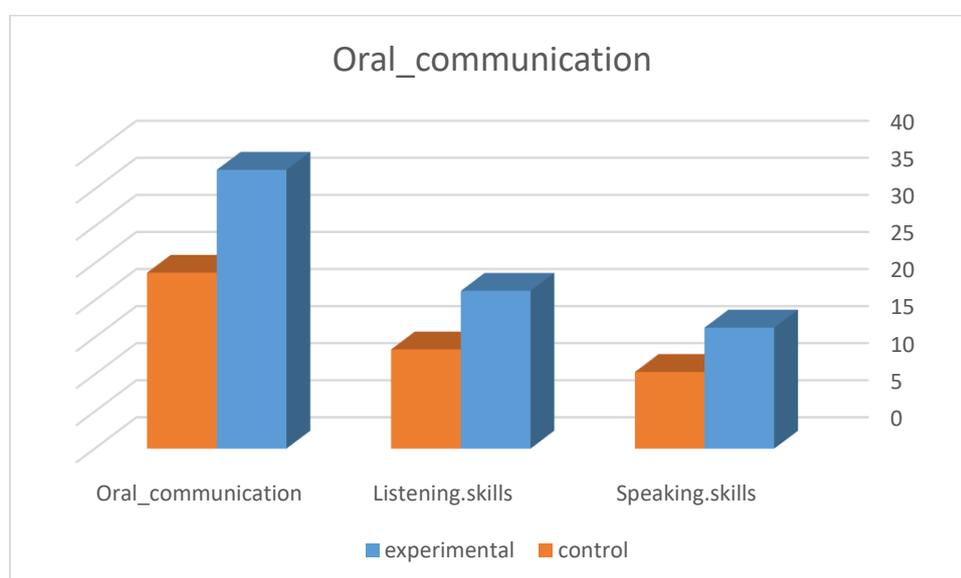


Figure (10) Bar Charts of the Mean Scores of the Control Group and the Experimental Group in the Post Oral communication skills administration.

It was shown from the previous diagrams that significant differences existed between the scores of the two groups. And through summarizing degrees of the two groups, the diagram showed it as follows:

Table (7): Summarizes of the Degrees of the Control Group and the Experimental group.

Statistical measures	The control group	The experimental group
Minimum	21	31
Maximum	28	40
Lower Quartile (Q1)	23	37

Median	23	38
Upper Quartile (Q3)	25	39

To study the significance of the differences, t-value was calculated for the difference between the mean scores of the two groups; as illustrated in table(8):

Table (8) : The t-Value to Signify the Difference between the Mean Scores of the Two Groups in the Post administration.

	Group	Mean	Std. Deviation	t-value	d.f	Sig	η^2	Effect size (d)	Effectiveness
Speaking	Experimental	16.32	1.28	25.56	98	Significant (0.01)	0.87	5.16	Significant & educationaly important
	Control	10.34	1.04						
Listening	Experimental	21.28	0.70	42.7	98	Significant (0.01)	0.95	8.63	Significant & educationaly important
	Control	13.38	1.10						
Oral communication	Experimental	37.60	1.53	46.10	98	Significant (0.01)	0.96	9.31	Significant & educationaly important
	Control	23.72	1.49						

It is clear from table (8) that the calculated value of "t " (46.10) is higher than the tabulated value of "t" at 98 degrees of freedom and significant level "0.01" ; which meant that the difference between the mean scores of the two groups reached the level of statistical significance. In order to investigate the effect and educational importance of the results and its educational importance and effectiveness; the value of ETA square (η^2) and the effect size (d) were calculated as its value (ETA square) was 096 . ETA square value which was significant to the height effect and educational importance and the practical significance exceeded the results in the

psychological researches which were 0.14. And in the light of this, It can be said that 96% of the variations between the scores of students in the oral communication skills could be due to differences of teaching treatment which the two groups were exposed to, and that there was height effect and educational importance for using enriching video clips for improving and developing oral communication skills.

Thus, the hypothesis was accepted which indicated that "There is a statistically significant difference between the post-test administration. Mean scores of the experimental and the control groups in overall oral communication skills in favor of the experimental group.

Chapter five

Recommendations, Suggestions and Results

1.The results of the research showed that:

1-There is a statistically significant between the mean scores of the experimental group and the control group on the post administration of the oral communication skills assessment in favor to the experimental group. .

2-There is a statistically significant between the mean scores of the experimental group and the control group on the post administration of the listening skills assessment in favor to the experimental group.

3-There is a statistically significant between the mean scores of the experimental group and the control group on the post administration of the speaking skills assessment. in favor to the experimental group.

2. Recommendations :

- To design courses based on video clips .
- providing courses to the EFL teachers to encourage them to use video clip in teaching
- Teachers should use video clips to create a motivating learning environment.

3- Suggestions for further studies :

In the light of the present study results , the following studies can be suggested

- Investigating the effect of video clips on pupils' learning attitude in different stages of education.
- investigating The effect of video clips multimedia based program on the development of self-learning.

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