



**Enhancing EFL Accurate presentation Skills
Using Speak-Watch-Speak-Watch Activity of the
Instructional Movies Approach Among
Primary Stage Pupils**

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بحث مشتق من الرسالة الخاصة بالباحثة

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Abstract

The present study aimed at developing EFL accurate presentation skills using S-W-S-W activity of the instructional movies approach among Primary stage pupils. Fifty two EFL pupils (sixth year primary stage) at Abn Kaldon Primary School Benha participated in the study. The study made use of EFL accurate presentation skills tests with a rubric to score pupils' responses. The tests were administered pre and post the experiment. Paired sample t-test were conducted to compare the means of the pupils' scores on the pre – posttests. Results showed that the pupils have developed their EFL accurate presentation skills as a result of using S-W-S-W activity. It is concluded that S-W-S-W activity is effective in developing primary school pupils' EFL accurate oral presentation skills. It is also recommended that S-W-S-W activity can be taught as a part of the instructional movies programs.

Keywords:

Accurate presentation skills

Speak- Watch -Speak-Watch activity

Research Problem and Context □

Oral presentation is one of the major oral languages skills in the world. Most information presented in social media world-wide is in the English language. A very important tool of oral language is oral presentation skills. Presentation is a complex process that takes place on the word pronunciation, the sentence grammar, the text information and coherence message . Oral presentation is a vital cultural tool in modern societies. The ability to present and to pronounce accurate message is crucial to success in educational, professional, and everyday settings (Otto, 2006)

Young learners use presentation as the system which present oral spoken words to express knowledge, ideas, and feelings. From a large scale, developing EFL oral language, means developing the skills of accurate presentation that go into accurate pronunciation and accurate message (Al-Sibai, 2004). All of which have a strong relationship to unconscious rules of social interaction.

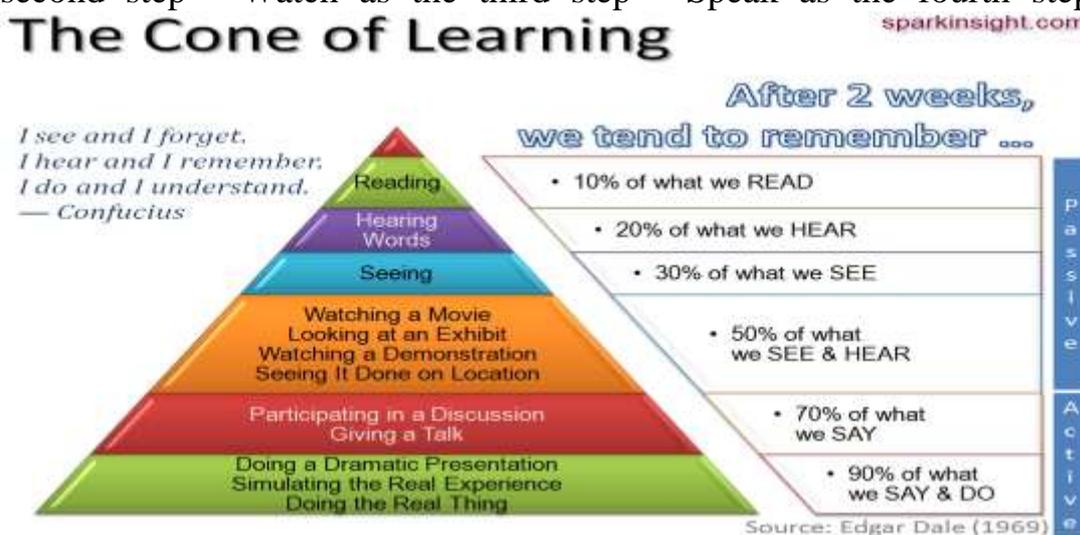
Oral presentations, as a common feature of most courses, play significant roles in engaging the young learners cognitively and interactional in the process of foreign language learning. However, it is observed that EFL young learners in primary stage show poor achievement in using and controlling the accurate oral presentation in the classroom, which may be explained by the lack of their accurate pronunciation and coherent message that performed in EFL classrooms. Mainly accurate oral presentations skills for primary stage focus on how to provide pupils with accuracy in the required sub- skills in order to enable them to transfer accurate message that enables them to check information in both grammar and coherent presentation (Nooteboom, 1983).

The related literature highlighted the need to develop accurate presentation oral skills for pupils at primary stage such as Smith (2005), Prince (2008) and Williams, Roberts(2011). John (2011) explained that oral presentation is an integral part of learning. Oral pronunciation has a key role in classroom teaching and learning. Transferring accurate oral message help to encourage real life skills such as creativity, understanding, making decisions and using technology. It is a means of solving problems, speculating, sharing ideas and imagination; language builds friendships and enhances motivation through social interaction rules.

Nowadays, with the advent of the media learning to EFL teaching. Teaching EFL accurate oral presentations is a very challenging process. In education, investigators always seek ways to facilitate learning for the learners and recently they have tended to resort to multimedia materials as a source of activating oral presentation skill that may not be active in the mind because of the insufficient information to talk about. To integrate computers into education allows instructors to add media learning elements (audio, visual, motion) such as the combination of text, sound, picture, movement and animation. The most effective model for that is instructional movies approach that differ from other media learning approaches Picture and movement is described as the three dimensional text (Ruusunen ,2011).

Instructional movies has long been employed as a tool by which authentic oral skills input can be provided and as a motivational factor for speaking and pronunciation, accuracy in presentation and conversation. From a large scale activities in the area of Instructional movies approach can develop language learning and teaching. However, there has been little research on teaching language with or without instructional movies. Chiang (1996) studied whether movies activities use in teaching English colloquialism comprehension and coherence in the accurate message and grammer and found that he learners' satisfaction is all positive.

The most effective activity of instructional movies approach is - W-S-W-S activity that refers to Watch as the first step - Speak as the second step - Watch as the third step - Speak as the fourth step.



Speaking steps in the present study deals with EFL oral accurate presentation . Mainly accurate oral presentation required two important sub skills; the first sub skill is accurate pronunciation on standard English that require recognizing elocution in accent and sounds. The second sub skill is the pupils' ability to transfer accurate message and checks information in both grammar and coherent presentation. Moreover, there are unconscious rules of social interaction that effective and efficient way to motivate pupils to present accurately , strengthen their ability to transmit the academic interactional skills and apply them into real life situations. W-S-W-S activity based on Dale's con experience (Corpuz and Lucido,2008).

A lot of studies in Egypt such as Al Hosni(2014); Zaki (2010); Helwa(2013); Mahmoud (2010); *El-Ebyary*(2010) agreed that accurate presentation skills are very important and that in spite of their importance young learners have a lack of these skills. Ministry of Education in Egypt also gives great priority to oral presentation skills in general and accuracy in pronunciation and coherence in particular especially for primary stage. In spite of this importance, accurate pronunciation skills presented in the English courses are limited to transferring information and coherence between the main idea and inferred meaning. Moreover, despite the importance of accurate presentation widely and frequently, the amount that pupils presentation is relatively low.

The problem can be stated in the following statement: “In spite of the importance of EFL oral presentation skills six year pupils has lack accurate oral presentation skills. To solve the problem the study will try to answer the following questions:

- 1- What are the accurate presentation skills required for six year primary school pupils?
- 2- What are the features of the -W-S-W-S activity to develop six year primary school pupils’ accurate presentation skills?
- 3- What is the effectiveness of the -W-S-W-S activity on developing six year primary school pupils’ accurate presentation skills?

Review of Literature and Related Studies:

Aziz, (1998) defines accurate oral presentation as an academic task that stimulates the use of extended discourse and formal language. It requires the use of large linguistic units to express ideas which are linked in a hierarchical form through subordination and clause-linking devices.

Moreover, oral presentations require a great amount of information and hence enhance the production of an extensive amount of words by the learners (Al-Issa and Al-Qubtan,2010). So, accurate oral presentation is a 3 to 10 minute expository speech as an oral report that is organized in the form of an introduction, body and conclusion and requires spontaneous use of accurate pronunciation and grammar (Cakir ,2012).

Grammatical accuracy is the ability to produce utterances that comply with the grammatical and morphological rules of the target language. Grammatical accuracy is the percentage of error-free-T-units to the total number of T-units in oral presentation (Lee, 2004). The Notion of oral presentation is considered one of the distinct characteristics of progressive education, the communicative language teaching classroom. This deals with student-centered approach that is the roles played by teachers and pupils. EFL teachers strive to make their classes more communicatively dynamic by encouraging pupils to use language creatively, purposefully and interactively.

An important feature of the EFL classroom in different parts of the world today is oral presentations (henceforth OPs). In this vein, Achmad and Yusuf (2014:77) there has heard that most teaching at education was earlier limited to give formal lectures, however, nowadays attempts to involve actively the pupils in the learning process. Besides, Chen (2011:32) suggested that one common way for pupils to do so classrooms around the world is to give academic OPs in English because of the role that English plays in the world now.

Oral presentation means delivering an address to a public audience, it is a brief discussion of a defined topic delivered to a public in order to impart knowledge or to stimulate discussion. Gudu (2015:16)defined an oral presentation as the typically and partly spoken, partly visual form of communication, and it is normally limited in time and occurs in organizational settings. OPs is the most common method for presenting information and are usually done with a computer and projector.

An oral presentation is a form of assessment that teachers frequently use in the classroom.

For King (2002)referred to OPs in many courses.This may serve various purposes such as a formal oral check of information and grammar to reflect the transferring of the accurate message. Additionally, among other advantages of OPs, King (2002) declared that

OPs fill the gap between language use and language presentation, and make use in an integrated manner the oral presentation of language skills. Also, giving OPs help learners to collect, analyze, check, and construct information. It encourages team work, and helps for active and autonomous learning. Teachers grade the accurate oral presentations based on the quality of the information presented as well as the method, strategy and activities of presenting it

Oral presentations can be delivered in different ways: individually, in pairs, or in groups of learners. Besides, OPs can, for El-Issa and Redha (2010), be divided into three types: controlled, guided, and free. This depends on a number of factors such as the choice of the topic, the time allocated to the presentation, grammar, vocabulary, strategy of presentation, and, most important, learners' proficiency levels. The first type is controlled oral presentation, the learners' language proficiency level is usually from beginner to elementary.

Hence, the teacher has to confine the topics together what is in the textbook or something he or she feels the learners can present with ease. Also, the choice of grammar and information and time allotment should be related to the pupils' proficiency level. Moreover, with this type of OPs, the learners may accompany their presentations with simple tools such as a paper to read for learners at this language level are young and have no knowledge about transferring accurate message (Martín and Jaén, 2009).

The aim behind implementing the controlled presentation should be to provide opportunities for accuracy to gain confidence in taking the floor, to maximize their classroom participation in a meaningful way, and to practice the authentic oral language. As far as a guided oral presentation is concerned, the learners can be classified in to the lower-intermediate or intermediate level of language proficiency. Therefore, they can be guided in terms of the topics that would suit their language level. They should not be expected to use sophisticated structural and lexical items at this stage. Instead, they should be guided to the appropriate level of grammar and lexical items and time allotment (Massi and Blazquez, 2008).

Learners with this level of language proficiency can be guided to prepare their work using PowerPoint or Overhead Projector (OHP) slides if the associated equipment is available. Additionally, pupils can prepare a handout and give it to the listeners in the classroom to follow. The third

type is a free oral presentation, learners are expected to have upper-intermediate to advanced levels of proficiency. Learners at this level should be given the freedom to choose the topic they would like to tackle, plan the topic the way they consider most appropriate, and use any kind of language level (Lynch, 2008)

This should be the case as long as the learners have had prior practice in oral presentations during the earlier stage. Such learners are usually capable of demonstrating ability to use complex language and can be allocated longer presentation times than their lower level counterparts. Learners gives the free type of oral presentations can handle questions from their classmates after they have completed their presentation. In contrast, learners in the controlled and guided categories may struggle asking and answering questions about topics they have heard only once and for a short time (Seferoğlu, 2008) An effective OP is made of different elements. According to Zehr (2017:55)an academic course looks at “structuring, visuals, voice, and advance signaling as well as delivering a presentation”. These are considered as the most important characteristics of a good OP.

Moreover, instructional movies can become an important part of the curriculum that will be engaging, interesting, while simultaneously being a tool that will ensure that the pupils learning. Bahrani and Tam (2012) defines instructional movies through visualization as the ability to build mental pictures or images while listening that generates the desire to share and ask. It is evident that our own visualizations lead to practice listening and speaking skills. In addition, Bahrani and Tam (2011,p 80) added that pupils can predict, make connections, ask questions and interpret. In both situations, meaning is made through the details of character, theme, plot, mood, conflict, and symbolism. Thus, teachers should use this opportunity to guide pupils to be active interpreters. The process of generating animation in instructional movies is exciting.

Movies lead to deeper engagement with the context with the comic illustrations of the informative scripts at once will make them look at it and will unconsciously wait for more. Colors always capture the attention. The movement makes pupils wait for the next action. Sounds make them listen and keep them focused (Pourhosein, 2012). Whenever, colours, movements and sounds are all incorporated in a cartoon movie. The technique will surely, in one way or another motivates pupils. It is essential to establish a framework by reviewing the

process in a detailed account of using instructional movies to enhance oral skills and motivation toward English language. Many researchers such as (Roell ,2010).

Teaching pronunciation through WSWS activity

Gilbert (1995) emphasize that an important point in presentation steeps during WSWS activity is that the learner should experience the task from the presenter's point of view. This enables him to notice some factors that he should avoid in his own speech or oral presentation. It also helps to develop a sense of having an audience. The learner should also be able to work through several different spoken tasks that gradually increase in complexity. There are various aspects that have an effect on the complexity of the task.

These include for instance the amount of preparation needed and the number of items, characters or points to deal with in the information that needs to be presented. In conclusion, all these factors make it easier for the learner to get involved in the discussion in class and makes it less intimidating to use a foreign language. These aspects are a useful way to encourage the learners to talk and build up their confidence to present accurate message. However, even though the attitudes have changed, teaching oral presentation skills can be challenging at times (Corpuz and Salandanan, 2011).

Nevertheless, teaching accurate presentation skills are very important in order to give the learners the input they need and the tools to develop their pronunciation and grammer. Oral presentation activities are useful, since they help the learners to integrate their separate sub-skills into an effective system for accurate meanings. They also activate the learner's capacity for developing pronunciation and grammer through natural processes. The learner's attention is focused on meanings to be coherent rather than on language items to be learnt (Kirkland and Patterson, 2005).

Katchen (2003: 221-236) emphasizes that textbooks usually do not teach for instance small talk and conversational interaction. Thus, instructional movies can be an effective way to motivate the learners to develop their accurate oral presentation skills, since movies usually present the most current and real language with ,for instance, different types of fashionable words or expressions. In addition, it is very common that films invoke feelings, opinions and create discussions. This usually helps the teacher to provide the learners with reasonable discussion

topics. Some tasks focus on oral presentation skills and based on visual content of the movie could be for instance group discussions about the topic with the learners' own opinions, a debate, re-acting a scene of instructional movie or acting an alternative ending to the instructional movie.

Mirvan (2013: 222-225) also mentions the 'image-sound skim' which means that the learners are encouraged to mention some images or sounds from the movie that particularly struck them and what feelings they evoked. This is a useful way to find out the learners' immediate reactions, since usually the movie is still 'working' on their minds and the responses are rather immediate. Another version of this activity is to ask somewhat more detailed questions, such as "what surprised you?" or "what pleased you?". The assignments mentioned here are only some examples, and the teacher should be creative when thinking about the assignments in order to come up with versatile and educating tasks

However, according to Katchen (2003: 221-236) it is possible to build up a whole university level accurate pronunciation on standard English by recognizing Elocution in accent and sounds. In addition, learners transfer accurate message and check information in both grammar and coherent presentation. Using DVD movies as the main course material for WSWS activity was found out to be rather time-consuming, the feedback from the learners was rather positive and the lessons were versatile and interesting. Thus, using WSWS activity in teaching accurate presentation oral skill in the EFL classroom is absolutely worth trying and can be motivating for both the teacher and the learners.

Teaching grammar through WSWS activity

According to Larsen-Freeman (1979) there have been several different methods also in grammar teaching during the past decades. Grammar teaching also has two different approaches, the deductive and inductive ways of teaching and learning. In deductive learning the teacher tells the rule and then leads the learner in subsequently deducing examples. In other words, the deductive style is more traditional and teacher-led. The inductive way, in turn, allows the learner himself or herself to come up with the rule after the teacher has presented some examples. This is a more modern way to teach and it activates the learner more, since he or she can form the rule and has to think about the examples in order to find out the correct rule. According to Williams

and Roberts (2011) a synonym for deductive way could be 'rule-driven', and for inductive 'rule-discovery'.

Moreover, using audiovisual methods, such as movies, can motivate the learners to present accurate grammar in a different way. This was noticed already in the 1960s. For instance Massi and Blázquez(2008-11)points out that using audiovisual methods through instructional movies makes the oral tasks and activities more efficient and motivates the learners to attend the classes. The course in which audiovisual material was used enabled the learners to take in grammatical structures accurately which they could never have learned during the traditional and more academic grammar lessons.

Since grammar can be taught in numerous different ways, also using versatile materials is useful. Thus, using WSWS activity to teach grammar is also worth trying. Moreover, grammar assignments based on a movies could be for example gap-fill exercise, an introduction to new grammar topic, a revision of already learned grammar topic or coming up with a grammar rule based on a scene of the story line. Structuring accurate message is considered as the most important element of a presentation, it is the one which will decide the impact of the accurate oral presentation, because the audience are only able to listen and it is essential that they have a clearly defined structure as a map to follow with a start, middle and an end (Lin ,2001).

Also, when preparing oral presentation, the presenter needs to consider both content and language. In addition, structuring was viewed as a corner stone in the oral presentation process and speaker's guide which provides the discourse organization of information and content notes for the final presentation. Furthermore, presentations need to be very straightforward and logical. In this vein, Anderson, Juan, and Tony (2004) affirmed that an ideal structure for a presentation includes; useful introduction; □ Chronological sequence of the main points; Most important to least important; General to particular; □ One point of view compared with another point of view; A logical and purposeful conclusion.

Fourthly learners tell the class the difference between them in the accurate pronunciation on standard English and elocution in accent and sounds production. ,the researcher selected answer and discussed it. Finally one learner present the correct answer for accuracy on feedback. The purpose is to discuss in details how to pronounce accurately in

accent and sounds such as rhyming words with the same end and start the similar sounds, end and beginning suffix in authentic pronunciation (Shaw, 2001).

Furthermore, Katchen (2003: 221-236) points out that usually the learners who can present accurately in pronunciation are also good speakers in conveying accurate message, since conversation skills are not automatic but can be trained. From a large scale, Teaching accurate oral presentation through WSWS activity is based on main principals: Visualization of the events to train learners on present coherence message accurately.

Authentic pronunciation as it is in authentic country to practice accurate pronunciation on standard English by recognizing Elocution in accent and sounds. Techniques of W-S-W-S activity as sound on/off, caption on/off, subtitle on/off to help learners to transfer accurate message and checks information in both grammar and coherent presentation. Learning media occupies an important position as one of the components of the learning system that refers to (Me Learning) media learning. according to Edgar Dale (1969) in education, the use of instructional media often uses the principle of Cone Experience, which requires media such as 1-text books 2- learning materials created by teachers 3- Projected motion media. One of the most effective types under media learning approach (Me Learning approach) could be instructional movies (Pascoe and Wiburg,2002).

The instructional movies refer to authentic, topical, real world information with visual aspect and motion. It provides a ready-made context for example: vision on, sound off-vision off, sound on-Pause and predict-Watch and describe-act and watch-watch and act-say who said it and completes the story. Movies invite the pronunciation of authentic language input through oral, literacy skills, numeracy skills, social skills and intellectual skills. Movies are an integral part of learners' lives so it makes perfect sense to bring them into the language classroom (Chen, 2012).

Teaching oral presentation through WSWS activity

WSWS deals with techniques and strategies from instructional movies as follows; Chen (2012) in turn emphasize the importance of conversational strategies. They can help keep the conversation going, even though the learner might be unfamiliar with the topic. A useful technique in conversation is called Q=SA+EI meaning that a question is

always followed by a short answer and some extra information about the answer.

Another important factor in a fluent conversation is a supportive partner. Learners can also be trained to support each other. This support can consist of supplying unknown words, completing sentences and asking helpful questions. Also repeated oral tasks can help providing support to present. Initially pronunciation can be difficult, but with repetition through watching movies usually becomes easier. Techniques such as retelling or pass and talk are useful ways to encourage also the weaker learners to talk(Hanley and Herron,1992).

Talking can also be prepared for. This decreases the nervousness of the learners and even the weaker learners get a chance to prepare their speech and focus on the aspects that are more challenging to them. Finally, as spoken language uses more multi-word units than written language, it is worthwhile to memorize some of the more useful sentence stems, such as "I see", "that's right" and "are you sure". Furthermore, training one's oral skills sometimes consists also of more accurate presentation in both pronunciation and message(Hayati and Mohmedi, 2011).

A characteristic of accurate presentation is transactional, which means that usually the purpose of interaction is to provide information rather than just to maintain social contact. Another characteristic is taking long turns. This refers to the fact that oral language is usually not a dialogue, but a presentation which demands WSWS activity for several minutes in a comprehensible and organized way. Usually it involves checking for grammar and coherence message. In addition, WSWS activity is done in a careful style in clear and deliberate way with an opportunity for the present to monitor the production of speech. Finally, an important point about pronunciation is that it usually requires to be taught, since it is not a skill that comes naturally, but needs also a great amount of practicing (Lin,2005).

W-S-W-S activity helps learners to interpret to reflect on what the learners has said is to rephrase the affect, or feelings, within the speaker's message. Reflection during first watching step gives the learners the opportunity to hear his own thoughts in a different way and helps the pupil to become aware of and acknowledge his feelings. Reflection also help learners to feel that they understood and listeners as

viewer have paid attention to what he has said. W-S-W-S activity can develop pupil's ability to converse and expand responses through unconscious rules of social interaction as turn taking, the floor, adjacency pairs and repair and attentive body language.

Utterance of viewing develop learners' ability to respond appropriately due to a relaxed and alert manner to reinforce listener attitude of suspended judgment. Using the instructional movies program develops learners' nonverbal behaviors skills. W-S-W-S activity increase learners ability to manage time through the expressive nature and the manner of using voice with emphasizes, receptive as pauses, proximity.

Repetition and utterance of viewing through S-W-S activity improves learners expressive nature of eye contact such as the use of the eyes or gaze in face to face communication. The level of eye contact often depends on the relationship between the communicators and affects both the speaker and the listener. W-S-W-S activity develops learners' ability to convey meaning and attitude according to the needs of the situation, purpose and audience as use of voice volume, intonation and pitch that equipped the needs of the situation, purpose and audience in non-verbal way (Lin, 2005).

Learners used pitch to express emotion, voice should be loud enough that the intended audience could hear and understand the message being delivered and low voice to convey attitude, they used suitable pattern of voice to convey the meaning (statement, imperative, questions and exclamation) for specific purpose (Hayati and Mohmedi, 2011).

W-S-W-S activity emphasized on intonation with a definite effect on meaning and also gives viewers information about the presenter's attitude, yes/no questions with rising intonation, WH questions with falling intonation, statements usually with falling intonation, pitch was useful to use when expressing emotion, their pitch rises when they are excited and lowers when they were sad (Roell, 2010).

In the third step of viewing, watching with audio/visual caption technique increase learners ability to present accurate pronunciation skill on standard English by recognizing Elocution in accent and sounds; discriminating between sounds and syllabus to improve pupils'

pronunciation of individual sound; rhyming words with the same end and start, end and beginning suffix in authentic context through manner and place of articulation.

When learners organize message accurately ,they may use basic mistakes in structure, correct . Form of words(including appropriate tenses; present, past, future)subject and verb agreement, prepositions, using suitable kind of sentences to convey the meaning(statement, imperative, questions and exclamation. Whole viewing strategy of the movies within W-S-W-S activity increase presenter's ability to help audience to understand the sequence and relationships of ideas through emphasizing using suitable kind of sentences to convey the meaning(statement, imperative, questions and exclamation) .

In addition , W-S-W-S activity develops the suspended judgment ,i.e. speakers are more likely to relax and open up when the listener does not pass judgment in the form of agreement or disagreement. Reflective listening allows a speaker to think out loud, to process and self-reflect as it is an activity that can take place most successfully in a safe environment. In the presence of a nonjudgmental listener, a speaker can relax defenses, and is more likely to clarify thoughts and feelings as communication in organizations(Hayati and Mohmedi, 2011). Thus, developing accurate presentation skills increase the awareness of broad rules that govern social interaction:

It also includes the of accents(tone of voice) that pupils usually follows the patterns of pronunciation of their first language. Accents may be a unique and valued feature of individual's speech. However, they interfere(get) with interaction, the pupils' should be soften the accent. Instructional Movies Programs may use design method or shared method. The design method is necessary to create visual content of present accurate pronunciation sub skill on standard English by recognizing Elocution in accent and sounds through academic content.

The whole viewing strategy in the class is actually enabling the learners to listen and view authentic conversation among authentic characters, narration, story and words in authentic context. Audio caption focuses on the pronunciation of main teaching terms and words especially in viewing stage to recognize elocution in accent and sounds. Subtitle technique facilitated the task of training on accurate pronunciation not to test comprehension. In design method the segment

showed discriminating between sounds and syllabus to improve pupils pronunciation of individual sound (Katchen ,2003: 211-216).

Moreover, W-S-W-S activity facilitated the discussion of how to pronounce accurately in accent and sounds in details such as rhyming words with the same end and start the similar sounds, end and beginning suffix in authentic pronunciation. Thus, teacher should prepare his feedback through explanation of voice production as rhyming words with the same end and start through manner and place of articulation. The explanation should in simple way to suite their level and age of these young learners Kaiser,2011).

Audio caption focuses on the accurate grammer of main teaching terms and words especially in viewing stage to transfer coherence. The design of these movies can be equipped with subtitle/off technique to train on check and transfer information in both grammar coherent presentation. In design method the segment showed coherent presentation in information in both grammar. This result may be due to shared experience among peers through oral discussion around the accurate meaning and grammer (Sabouri and Zohrabi ,2015) .

Many pupils become quiet confidence and motivated to engage as a result of felling normal as their peers who have the same level of coherence and oral mistakes in grammer such as in previewing stage in vocabulary building exercise.

Teachers can perform a role of motivator and generator and did not comment on pupils' pronunciation but he can take notes for their basic mistakes in structure.

Information gap task transfer accuracy ,showing the answer keys on a full screen then one pupil can read it for receiving accuracy in feedback especially in viewing stage. Words and expressions are studied in isolation from their meaningful context. By using the movies, teacher can attempt to focus instructions on lexical chunks. Movies represent a unique environment in tasks that lead pupils to express the inferred and guessing meaning of terms(Ismaili, 2013).

At this point, learners can access, view, and repeat texts that are richly contextualized by good features of accompanying audio/visual/motion and textual information. Movies laud for contextualizing language as linking language form to meaning.

Whenever, W-S-W-S activity can present listening to authentic oral conversation that transferred accurate meaning comprehensibly. The more chances of watching to benefit from visualize events in daily life situations (Sabouri and Zohrabi ,2015) .

One reason of this result is W-S-W-S activity that learners train on organizing message accurately. Giving the speaker a chance to check and transfer information in both grammar and coherent presentation. No mistakes in basic language structure. The presenter's ability to help audience to understand the sequence and relationships of ideas. Moreover, learning song activity refreshed the learners and visualize reality use of content consistently and ask about the main teaching points in motivated way. Through emphasize on using suitable kind of sentences to convey the meaning (Sabouri and Zohrabi ,2015) .

1- Methodology:

A) Preparing the EFL Accurate Presentation Skills Checklist

(App. B):

The EFL accurate presentation skills required for six year primary school pupils were identified through reviewing the literature and previous studies related to EFL accurate oral presentation skills.

EFL accurate oral presentation skills checklist include two sub-skills. Accurate pronunciation and accurate message.

EFL Accurate oral presentation Skills	Sub skills	Definition
Accurate presentation	Accurate Pronunciation	Accurate Pronunciation on standard English by recognizing Elocution in accent and sounds
	Accurate message	Pupils transfer accurate message and checks information in both grammar and coherent presentation.

B) Instruments of the Study:

The tools included EFL accurate oral presentation skills test with a rubric to score pupils' responses. The researcher prepared oral presentation skills test . The pre test was used to identify how far six year school pupils master the EFL accurate oral presentation skills. The post test was used to determine how far six year school pupils developed the

EFL accurate oral presentation skills as a result of teaching accurate oral presentation skills using W-S-W-S activity.

The EFL accurate oral presentation skills consists of two sections; each section measure specific sub skill includes two oral task that measures accurate oral presentation skills of the six year pupils at primary school.

5-	Accurate Pronunciation on standard English by recognizing Elocution in accent and sounds	Maximum4 Minimum .5
6-	Pupils transfer accurate message and checks information in both grammar and coherent presentation.	Maximum4 Minimum .5

The researcher prepared a rubric to assess pupil's accurate presentation skills at the oral presentation tests. Each part is devoted to one question that measures one EFL sub skill. The pupils were given a rating between "1" to "4" for their performance in the EFL oral test. The pupils were given "4"marks when their performance is high and "1"mark when their performance is low.

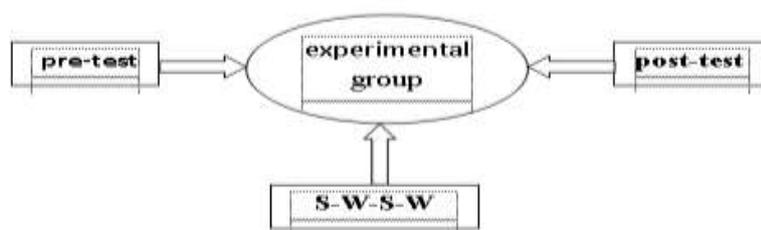
C) Experimental Procedures:

1. Procedure for Selecting the Study Participants:

The Participants were randomly assigned from pupils at sixth year pupils enrolled in Abn Kaldon Primary School Benha. At the beginning of the firsr term of the academic year 2016- 2017.

2. The Experimental Design:

The study investigated the effectiveness of W-S-W-S activity in developing EFL pupil's accurate presentation skills among sixth year primary. To determine the pupils' level before the experiment and to what extent the development took place after the experiment, the researcher used one group pre-post test design.



Figure():the experimental design of the study

3. Procedures of the Study:

The pre-test was administered to the participants to identify how far sixth year pupils enrolled in Abn Kaldon Primary School, Benha master the EFL pupil's accurate presentation skills. The Participants were taught using S-W-S-W activity. The design method of instructional movies program in oral presentation was provided for the whole viewing strategy. The deigned movies were equipped with DVD techniques: (a) sound on/off, (b) caption on/off, (c) audio/visual caption (d) subtitle on/off . These techniques were used separately , two or three of them were designed integrated with each other.

Then the researcher ensured that pupils practice the S-W-S-W activity with a sufficient number of oral conversation of daily life situation to gain power of it. During the experiment, participants were trained to re-state part of the audio text, indicate the reason for choosing certain point of view, concentrate the core message, indicate the reason for choosing certain point of view, and use his descriptive ability to transfer the accurate meaning . The post test was administered to determine how far the EFL pupil's accurate presentation skills developed as a result of using S-W-S-W activity.

1- Results of the Study:

The researcher conducted paired sample t-test on the pupils' scores to compare the means of the pupils' scores on the pre – posttests by means of the Statistical Program for Social Sciences (SPSS). There is a statically significant difference between the means of the pupils' scores on the pre and post assessment of the accurate presentation skills in favor of the post one.

The first sub-hypothesis states that "There is a statistically significant difference between the mean scores of the study participants in the pretest and posttest in Accurate Pronunciation skills in favor of post-assessment".

The following table presents the participants' mean scores, standard deviations, t – value and level of significance in the post-assessment of the Accurate Pronunciation skills.

Table (1): Finding of "t" test between the mean scores of the participants in the pre - post assessment of Accurate Pronunciation skills.

	Mean	N	St. D	T value	Df	Sig.
Sub-skill 1 pre	1.923	52	0.915	9.105	51	0.01
Sub-skill 1 post	3.114	52	0.750			

This table indicates that there is statistically significance difference between the mean scores of the study sample in the pre - post assessment of Accurate Pronunciation skills in favor of post-assessment, where "t-value" is (9.105) which is significant at the(0.01)level of significance. Thus, the first sub-hypothesis was supported

The second sub-hypothesis states that "There is a statistically significant difference between the mean scores of the study participants in the pretest and posttest in Accurate message skills in favor of post-assessment".

The following table presents the participants' mean scores, standard deviations, t – value and level of significance in the post-assessment of the Accurate message skills.

Table (2): finding of "t" test between the mean scores of the participants in the pre - post assessment of Accurate message skills.

	Mean	N	St. D	T	df	Sig.
Sub-skill 2 pre	2.240	52	0.913	10.402	51	0.01
Sub-skill 2 post	3.510	52	0.614			

This table indicates that there is statistically significance difference between the mean scores of the study sample in the pre - post assessment of Accurate Message skills in favor of post-assessment, where "t-value" is (10.402) which is significant at the(0.01)level of significance. Thus, the second sub-hypothesis was supported

1- Discussion of the Results:

The primary purpose of the present study was to develop accurate presentation skills among six year primary school pupils using SWSW activity. The incorporation of instructional movies teaching W-S-W-S activity promoted presentation accuracy. So, SWSW activity helps in increasing accuracy. Using such instructional movies techniques such as audio visual caption and subtitle on/off to engage teachers and allow them to transfer accurate meaning from viewing.

Washing practices which provide authentic pronunciation with the DVD techniques facilitated engagement in presenting. Engagement in oral presentation is a necessary condition for increasing accuracy and coherence. Pupils do not learn to comprehend, check grammer and pronunciation, or transfer information coherently without engagement. The results of the present study are consistent with those of the studies of

Rammel(2005) ; Akimoto and Hamada(2006);Kondo(2008);Yang(2010) ; Chen (2011);Ruusunen (2011) and Draper (2012).

Improvements in learners' pronunciation can be attributed to the use of the program, as the program contained various activities and tasks that help pupils to present accurate pronunciation sub skill on standard English by recognizing Elocution in accent and sound

This result is due to WSWS activity that used design methods. The design method was necessary to create visual content of present accurate pronunciation sub skill on standard English by recognizing Elocution in accent and sounds through academic content.

The whole viewing strategy in the class actually enabled the pupils to listen and view authentic conversation among authentic characters, narration, story and words in authentic context. Audio caption focused on the pronunciation of main teaching terms and words especially in viewing stage to recognize elocution in accent and sounds. subtitle technique facilitated is training on accurate pronunciation not to test comprehension. The design method, the movies showed discriminating between sounds and syllabus to improve pupils pronunciation of individual sound.

These improvements in transferring message can be related to the use of the program, as the program contained various activities and tasks that help pupils to transfer accurate message sub skill and check information in both grammar and coherent presentation.

This result is due to Instructional Movies Programe that used design and selective methods. The design method was necessary to create visual content and accurate information in both grammar and coherent presentation through academic oral text. The selective method trained pupils to check information in both grammar and coherent presentation through viewing short conversation , short clip and instructional songs. The whole viewing strategy in the class actually enabling the pupils to listen and view authentic conversation among authentic characters, coherent narration, information and grammar of the story and words through authentic context. Audio caption focused on the accurate grammer of main teaching terms and words especially in viewing stage to transfer coherence.

The design of this movie equipped with subtitle/off technique to train on check and transfer information in both grammar coherent presentation. In design method the segment showed coherent

presentation in information in both grammar and pronunciation. This result may be due to shared experience among peers through oral discussion around the accurate meaning and grammar. Moreover, many pupils became confident and motivated to engage as a result of feeling normal as their peers who have the same level of coherence and oral mistakes in grammar such as in viewing step. The researcher performed the role of motivator and generator and did not comment on their pronunciation but a teacher could take notes for their basic mistakes in structure.

Conclusion:

Based on the results of the study, it can be concluded that

- 1- EFL accurate presentation skills of the sample were developed as a result of using WSWS activity. This reveals that the WSWS activity is effective in achieving the aim of the present study.
- 2- Teaching instructional movies as combined- visual content rather than as activity taught independently of basic message with academic oral texts developed both the sample's accurate oral presentation skills.
- 3- Engagement in oral presentation is coherent form for increasing accurate pronunciation and checking grammar and information. Pupils could not learn to transfer the accurate meaning, check information in both grammar and coherent presentation, or pronounce accurate pronunciation on standard English by recognizing elocution in accent and sounds without presentation. This presentation consists of the intrinsic motivation to view instructional movies in interactional supported and conceptual learning activities.

7. Recommendation of the study:

Based on the results of the present study, the following recommendations should be taken into consideration when teaching WSWS activity of instructional movies.

- Integrated instructional movies learning is very urgent to facilitate learning and allow content to reach smoothly without anxiety.
- Visualization deepens pupils accurate presentation skills and addresses all different level of understanding coherently.
- More attention should be given to practice authentic oral language in real life situations.
- More attention should be given to accurate oral presentations skills for young learners.

- Integrating the WSWS activity with the curriculum development of the English course and textbooks is necessary
- Teacher should promote appropriate techniques while teaching with WSWS activity .
- Curriculum designers should make use of WSWS activity when designing English, math, or science courses.
- Refreshment courses for better teachers training for creation of EFL presentation environment within school should be arranged
- Teacher preparation programs should include training on the use of the WSWS activity through instructional movies.

Suggestions for further research

Based on the findings of the present study, the following areas are suggested for further research:

- 1- Investigating the effect of WRWR method on developing reading skills among primary pupils.
- 2- Investigating the effect of WSWS activity with subtitle off technique on developing speaking skills among secondary pupils.
- 3- Investigating the effect of WSWS activity on developing oral report skills among ESP university pupils.
- 4- WSWS activity should be taught directly with the teacher modeling to his pupils what, how and when to use the strategy.
- 5- Teaching the WSWS movie's activity as a part of the teacher preparation programs in teaching reading.
- 6- Teachers should help pupils get more responsibility of their learning and help them increase their higher order accurate presentation skills.
- 7- Investigating the effectiveness of WSWS activity in developing EFL evaluative skills among preparatory or secondary school pupils.

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