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Abstract

The aim of the study was to develop Faculty of Education students' EFL fluency skills using the multimodal approach. The participants of the study were 50 second year students enrolled in the English section at the Benha Faculty of Education in Qalubia governorate. The instrument of the present study was a EFL speaking fluency test as pre-posttest and an analytic rubric for scoring it. The test was administrated before implementing the multimodal approach to determine the study participants' level in the EFL fluency skills. Then, the test was re-administrated to investigate the effectiveness of the multimodal approach in developing the second year students' EFL fluency skills. Results revealed that the multimodal approach had a positive effect on developing the participants' EFL fluency skills. It was also recommended that using the multimodal approach is effective in developing the four language skills in general so it should be used in different educational stages for developing the language learning in general.

Keywords: multimodal, and EFL fluency skills.

Introduction

English language has become an international language. Language is a tool of expressing feelings and thoughts from speaker / writer to listener / reader. Language learning involves mastering the four language skills: listening, speaking, reading and writing. Speaking in English as a Foreign Language (EFL) has begun to come out as a branch of teaching and learning.

Speaking is a form of oral expression of ideas, desires, and needs freely and meaningfully using phonological, syntactic and semantic rules (Byrne, 1986; Gad, 2012). It is a skill by which learners interact and make relationships among each other through using appropriate patterns of stress, intonation, rhythm, and the choice of suitable words to convey meaning (Bygate, 1987).

One of the most challenges teachers and students face in many EFL classes is speaking English fluently. It is assumed that problems of fluency are due to the lack of practice in authentic context, students' low motivation towards speaking in front of others, as well as limited use of speaking strategies (Buitrago, 2017). Thus, learning to speak fluently requires a lot of practice in different situations. Fluency is one of communication dimension. Spending time in EFL speaking classes helps students develop their oral fluency and motivates them to speak freely without worry about making mistakes. Thus, speaking classes should pay attention to engage students more in authentic contexts to improve their fluency and interaction.

Consequently, the present study intends to develop EFL fluency skills among the study participants through using the multimodal approach.

Literature review and related studies □

In the last two decades, EFL speaking has occupied a strong position as a branch of teaching and learning. It has been claimed that EFL speaking skills are the core of language learning. Temerová (2007) pointed out that speaking a foreign language is a necessity for everyone in general and students in particular. Therefore, Buitrago (2017) asserted that the development of speaking skills should be a priority.

Speaking is a productive skill which is included in two components: accuracy and accuracy. Thus, accuracy and fluency are the main components of EFL speaking skills. Both of them are factors for students' success. In EFL speaking classes, they are of equal importance. However, some teachers shed a light more on accuracy as the most important oral ability. The ability to employ vocabulary, grammar and pronunciation accurately refers to accuracy. In controlled activities, the teacher' main focus is on accuracy so feedback is given based on the correct use of the language. As a result, students' anxiety will increase and lead them to make mistakes during speaking. This motivated teachers and researchers to shift their attention from accuracy to fluency in speech.

For many language learners, as Barati (2012) indicates, oral fluency is one of dimension to achieve native-like ability in language. Oral fluency is the ability to use language smoothly and spontaneously, and to speak with few pauses. It also refers to express ideas without much hesitation. Enhancing students' speed and speaking without being afraid of making mistakes are the main aims of fluency skills (Byrne, 1986; Gad, 2012). The ability to produce oral speech without efforts refers to fluency. To achieve a fluent communication, it is necessary to understand what is said and have the ability to produce well-pronounced. Thus, fluency can be acquired when interacting with others collaborative and by making mistakes. Learning collaboratively motivate students to speak fluently, engage them in realistic communicative situations, increase their confidence, and make their personal reflection (Buitrago, 2017).

To be a fluent speaker, it is necessary to know language features and have the ability to process information. Language features are one of speaking elements that are necessary to achieve oral production. These features are: connected speech, lexis and grammar, expressive devices and negotiation language. First, connected speech refers to use individual phonemes and connected speech. Individual phonemes, for example, is 'I will have travelled', otherwise connected speech (as in I'll've travelled). Second, lexis and grammar focuses on common lexical phrases that are

necessary for different language functions (requesting, apologize, greetings, agreement, etc.). Thus, students should be provided with different lexical phrases for varying language functions to engage in different speaking contexts. Third, expressive devices mean to express and convey meaning through verbal and non-verbal means to achieve effective communication. Forth, negotiation is used for more clarification when misunderstanding occurs. It helps speakers avoid misunderstanding through reformulating their thoughts in a clear form (Harmer, 1998).

A fluent speaker should be able to use the language fluently in an appropriate way, communicate orally with each other in different communicative situations, express their ideas freely, as well as produce natural language with breath group, hesitation, pauses and repetition. In oral activities, the main focus is on using language in real-life situations (Freeman, 1986; Gad, 2012; Harmer, 2001; Richards & Rodgers, 1986). To provide feedback during oral fluency work, Harmer (2001) confirmed that there are various ways to respond to students' mistakes as follows:

A) Recording mistakes:

a teacher gives feedback afterward (e.g. only observe and listen to students). To avoid the problems of forgetting what students have said, the teacher can write down notes to discuss them afterward.

B) Gentle correction

a teacher intervenes if students are not able to continue in communication and not able to think about what to say.

C) After the event

a teacher records his/her students' mistakes then gives feedback to the class about student performance giving suggestions to develop their performance.

Consequently, students' anxiety to make mistakes will be reduced.

Richards (2012) pointed out that aspects of oral fluency include the use of conversational routines, short and long turns, adjacency pairs,

casual and formal language, turn-taking skills, communication strategies and mastery of basic functions. In a meaningful oral work, social functions (such as greetings, apologizing, appraisal and complaints) are presented to students. Therefore, students can understand what is said semantically and structurally and express their ideas without adding new information because there is no authentic interaction. In addition, students only practice and drill. To achieve oral fluency, students are provided with the authentic context, content and interesting topics which motivate them to interact and practice the English language in the actual situation with native speakers. Thus, teachers should pay more attention to setting, action, emotion and function to make the meaningful oral drill. Games, role-plays and dialogues are examples for methods that teachers can use to engage their students in communicative situations.

Finally, it is important for EFL learners to understand words and sentences (e.g. how words are segmented into sounds and how sentences are stressed) and acquire grammatical competence which contributes to develop their fluency, accuracy and confidence in speaking. Therefore, speaking skills are the act of generating words that listeners can understand (Boonkit, 2010).

Consequently, some researchers have conducted several studies to improve EFL students' fluency skills using different approaches and strategies such as (Abdel-Haq & Amin, 2013; Barati, 2012; Bavahrji & Gheitanchia, 2017; Beniss & Bazzaz, 2014; Buitrago, 2017; Pishkar, Moinzadeh & Dabaghi, 2017).

The aim of Barati's study (2012) was to investigate the effects of pre-task, on-line, and both pre-task and on-line planning on developing fluency, accuracy, and complexity of learners' production. Forty-five Iranian learners of English participated in the study. The instrument was written narrative task based on a series of six pictures and questionnaire. Results revealed that using pre-task planning was effective in developing fluency, but had no effect on accuracy and complexity of the participants' production.

Abdel-Haq and Amin's study (2013) aimed at developing secondary school students' EFL interaction and fluency skills through using a self-efficacy based program. Thirty-six students from El-Shimaa Secondary school participated in the study. The instruments were speaking self-efficacy scale and speaking test. Results revealed that using a self-efficacy based program was effective in developing EFL interaction and fluency skills among EFL-Shimaa Secondary school.

Beniss and Bazzaz (2014) examined the impact of pushed output on two components of speaking (i.e., accuracy and fluency) among Iranian EFL learners. The participants of (n=30) Iranian EFL learners from Jihad Language Institute in Mashhad participated in the study. The instruments were audio-taped interviews and IELTS interview. Results revealed that using pushed output was effective in developing EFL learners' accuracy whereas it had a little effect on their oral fluency.

The purpose of Bavaharji and Gheitanchian's study (2017) was to develop EFL learners' accuracy, fluency, and complexity of oral production through using multimedia task-based and learning approach. Fifty-seven adult Iranian EFL students from Islamic Azad University participated in the study. The instrument was 4 self-designed oral test tasks. The findings showed that using multimedia task-based and learning approach had a positive effect on developing EFL learners' accuracy, fluency and oral production. The participant was able to produce accurate and fluent language.

Buitrago (2017) investigated the effects of using collaborative and self-directed learning strategies in developing EFL oral fluency. Ten students in English section from Colombian University participated in the study. The instruments were survey and observation checklist. Results revealed that using collaborative and self-directed improves students' EFL oral fluency skills. it also encourages students to reflect on their weakness and strengths.

Pishkar, Moinzadeh, and Dabaghi (2017) investigated the effectiveness of modern English drama in developing students' speaking

fluency and accuracy. A total of (60) EFL students from Hormozgan University in Iran participated in the study. The instruments were oral proficiency test, oral interview and recorded speaking scripts. Results revealed that EFL students' speaking fluency developed, whereas their speaking accuracy decreased in some areas of oral communication. Thus, the study proved that using modern English drama was effective in developing the participant's speaking fluency, but It had no effect on their speaking accuracy.

To achieve the ability to speak fluently, researchers begin to use effective approaches and strategies as essential ways for developing EFL students' oral fluency. One of these approaches was the multimodal approach. The notion of the multimodal is grounded on the multimodality theory.

Multimodality has emerged as reaction to the changing social and semiotic landscape (Jewitt, 2008). Multimodality is considered as an eclectic approach, though it is primarily informed by linguistic theories, in particular, the work of Halliday's (1978) social semiotic theory of communication. Halliday argues against the traditional separation between language and society, and exemplifies the start of a 'semiotic' approach, which broadens the narrow focus on written language in linguistics (Urban, 1981). Halliday points out that human beings become part of group through language. He adds that society doesn't consist of participants only but of relations. These relations define a social role (Mehawesh, 2014). 'Language is a social fact' (Urban, 1981). Multimodality depends on how people communicate or interact with each other through using writing, speaking, gestures, gaze, and visual forms (Kress, 2013; MCGraw, 2014). Consequently, the multimodal approach organizes social relations through the design of communicative resources including linguistic meaning, visual meaning, audio meaning and spatial meaning (Jewitt, 2008).

Halliday's social theory of communication provides the starting point for the exploration of multimodal teaching and learning in classroom. He argues that in verbal interactions speakers have various sets

of semiotic alternatives, which are realized through the means of representation. There are three kinds of social functions of the meaning such as representation “ideational”, interpersonal “interactive” and textual “composition-message”. Representational meanings (e.g., ideational meaning) are formed by representation of events in the material world. These include visual meaning, objects, participants and the circumstances in which symbolic meaning occurs. Interpersonal meanings concern with the relationships between participants as well as between the viewer and what is viewed. Textual meanings relate to the ways in which people are placed within a space (Kress, Jewitt, Osborn & Tsatsarelis, 2014).

“Multi” literally means ‘more than one’ and ‘modal’ refers to the notions of modality and ‘mode’. Modality refers to the type of communication channel being used to communicate (Moura, 2008). Modes are defined as organized sets of semiotic resources of meaning making. All modes contribute to the construction of meaning making in different ways. No one mode stands alone, but each plays a specific role in the whole to construct meaning (Bonner, 2014; Jewitt, 2008; Kress, 2013). Multimodal approach is an inter-disciplinary approach in which students communicate and construct meaning through a wide variety of modes, not only language (Jewitt, 2013). It is meaning making through the network or combination of semiotic modes such linguistic, visual, audio and gestures in one message (Abas, 2011).

The multimodal approach paves the way for learning in the way that enables learners to know what is learning and how it takes place and what they learn in the classroom is related to a real life (Kress et al., 2014; Lirola, 2016). In the classroom, students and teachers are considered as meaning makers through semiotic resources (Bezemer & Kress, 2008; Kress et al., 2014). Across the lesson, the teachers have to use different semiotic modes that suit it and achieve rich meanings (Manghi, 2012). As a result, Xerri (2012) and Kuo, Yu and Hsiao (2015) stated that the multimodal approach develops interactivity and gives opportunities for students to discuss and express their ideas. Merchan, Carrasco and Soto (2015) added that it also enhances their language proficiency to be fluent speakers and develops their learning performance.

Consequently, researchers have conducted several studies using the multimodal approach such as (Busa, 2010; Kashuba, 2009; Kennedy, 2014; Marchett, 2016).

The main purpose of Kashuba (2009) was to encourage teachers and parents to develop oral narrative through a multimodal approach. Two subjects (a girl & boy) participated as the study sample. Data were collected via pre/post oral narrative sampling. The results indicated that multimodality practices supported the diversity of the learners' learning needs with language and also contributed to developing oral narrative.

Busa's study in (2010) conducted a study for improving oral presentation skills using multimodal resources. The aim of the study was to suggest new ways to develop EFL oral communication skills through the combination of different modes. The participants were 20 students at the University of Padua, Italy. The results revealed that using multimodal resources developed oral presentation and contributed to meaning-making as well as increased students' awareness of English communication skills. In addition, the students had the ability to structure different types of discourse such as interviews, greetings, and presentations and to use suitable expressions for different situations.

Kennedy (2014) investigated the value of critical, cultural and multimodal approaches to using song as literature in language learning. It aimed at examining the value of using song to improve EFL students' pronunciation, grammar, vocabulary, motivation, confidence, cultural knowledge, and literary awareness. The results revealed that using multimodal materials helped students promote better understanding of the cultural background of the target language and also improved their dialects, pronunciation, and linguistic competence.

In 2016, Marchetti conducted a study on using a multimodal approach in the classroom as a bridge to the 21st century world of work. The study aimed at showing the resources used in the classroom to promote communication. It also aimed at investigating interaction between students

and teacher and different contextual factors involved in eliciting speech. The participants were undergraduates of the language and business degree course in a university, in Italy. The results revealed that using multiple modes and multimodal materials encouraged and developed speaking skills in the EFL classroom. Multimodal resources, for example, visual and language, was effective in marketing and advertising.

Context of the problem

In spite of the importance of EFL fluency skills, there is a lack in them among the EFL second students at Faculty of Education. Out of the researcher's experience in teaching, it has been noticed that there are a lot of problems that obstacles the EFL second year students during speaking fluently. Most university students in general, and the EFL students in particular are not able to speak fluently. In addition, they speak slowly and take too long period to compose utterances. They cannot participate actively in speaking practice.

Thus, pervious researchers have proven or shown that there is a lack in EFL fluency skills such as (Barati, 2012; Bavahrji & Gheitanchia, 2017; Beniss & Bazzaz, 2014; Buitrago, 2017; Pishkar, Moinzadeh & Dabaghi, 2017).

Teachers can reduce these problems via a friendly atmosphere in the EFL classroom using effective strategies. They have to give students opportunities to practice and speak without fears. They should encourage to converse and express their ideas in front of their peers. In addition, teachers have to take care of oral activities.

To document the problem of the study, a pilot study was conducted on 50 second year students from Faculty of Education, Benha University to investigate the lack of EFL fluency skills. Results revealed that there was a lack in students' EFL fluency skills among students at Benha Faculty of Education.

Statement of the problem

In spite of the importance of EFL fluency skills, there was a lack in them among EFL students in Benha Faculty of Education.

Questions of the study

To face this problem, the present study was an attempt to answer the following questions:

- 1- What are EFL fluency skills required for the EFL second year students at Faculty of Education?
- 2- What are the features of the multimodal approach for developing EFL fluency skills among the EFL second year students at Faculty of Education?
- 3- What is the effectiveness of using the multimodal approach in developing the EFL second year students' fluency skills at Faculty of Education?

Delimitations of the study

The present study was limited to the following:

- 1- A participants of the second year students enrolled in English Section at Faculty of Education, Benha University.
- 2- Some EFL fluency skills required for the second year students.

Procedures of the study

To answer the questions of the study, the following procedures were followed:

1- Identifying the EFL fluency skills required for the EFL second year students at Faculty of Education through:

- Reviewing literature and the previous studies related to EFL fluency skills.
- Preparing a list of EFL fluency skills needed for the EFL second year students at Faculty of Education.
- Submitting the list to a jury to verify its validity.
- Modifying the list based on the jury's feedback and setting the list in its final form.

2- Identifying the features of the multimodal approach for developing EFL fluency skills through:

- Reviewing the previous studies related to the multimodal approach and EFL fluency skills.

- Identifying the aims & objectives of the multimodal approach.
- Identifying the content of the multimodal approach.
- Identifying the teaching strategies and techniques used in the multimodal approach to develop EFL fluency skills.
- Determining the evaluation techniques that will be used.
- Preparing the instructor's manual as a guide of how to use the multimodal approach for developing the required EFL fluency skills.
- Submitting the manual to jury to verify its validity.
- Modifying the instructor's manual in its final form according to the required modifications.

3- Identifying the effectiveness of the multimodal approach in developing EFL fluency skills among the EFL second year students at Faculty of Education through:

- Reviewing literature and previous studies related to EFL fluency skills.
- Designing an EFL fluency test and a rubric for scoring.
- Submitting the test to a jury to its validity and reliability.
- Modifying the test according to the jury's opinion.
- Selecting the participants randomly from the EFL second year students.
- Pre-administering the fluency test to the experimental groups to evaluate the EFL second year students' fluency skills.
- Teaching the experimental group using the multimodal approach.
- Post-administering the fluency test to the experimental groups after the intervention to measure the effectiveness of the multimodal approach.

4- Collecting and statistical analysis of data.

5- Analyzing and interpreting results.

6- Recommendations and suggestions.

Research Terminology

The multimodal approach

Perry (2012) defined multimodal approach as meaning making through a variety of communicative channels which include linguistic, visual, audio and spatial patterns of meaning.

Multimodal approach is defined as how people communicate or interact with each other through using writing, speaking, gestures, gaze, and visual forms (Kress, 2013; MCGraw, 2014).

EFL fluency skills

From the previous studies, the researcher defined fluency as the ability to use the language fluently in an appropriate way, communicate orally with each other in different communicative situations, and produce natural language with breath group, hesitation, pauses and repetition. In Oral fluency skills also refer to vary pitch, stress and speed to achieve effective communication.

Research methodology

Participants of the Study

The participants of the study were randomly chosen from the second year students during the first semester of the 2017-2018 academic year. Fifteen students enrolled in the English section at the Benha Faculty of Education in Qalubia governorate. Their age ranged from eighteen to nineteen years old.

Instruments of the Study

To achieve the purpose of the study, the following instrument was developed by the researcher.

- A EFL fluency skills test as pre-posttest and an analytic rubric for scoring it. (Appendix A)

The purpose of the study was to investigate the effectiveness of the multimodal approach in developing EFL fluency skills among the second year students. to achieve this purpose, a pre-post EFL fluency skills test was prepared.

The EFL fluency skills test

The pre/post fluency skills test aims at identifying the effectiveness of the multimodal approach in developing EFL fluency skills among the study participants.

Description of the EFL fluency skills test

The test consisted of one item which aimed at measuring the students' fluency in EFL speaking skills. It assesses their ability to: 1) Use language patterns in a clear cut way, 2) Use the language easily and smoothly (e.g., few hesitations or pauses), and 3) Use logical sequence and coherence in spoken discourse.

In this part, students are asked to choose one of the topics to talk about in details. Therefore, this part enables students to express their opinions and speak coherently and fluently. It enables them to show their ability of discussing issue or topic in more depth. Their speech performance will be videotaped to be analyzed.

Validity of the EFL fluency skills test

To validate the EFL fluency test, the test was administrated to a part of EFL jury members (n= 10) specialized in curricula and methods of teaching English to identify face validity. (Appendix B)

They were asked to check the test items and validate it in terms of the suitability for the students 'level and the clarity of test guidelines and instructions.

According to the jury members' opinion, two topics were omitted since they believed that three topics were enough.

Their suggestions and modifications were considered.

Reliability of the EFL fluency skills test

To estimate the reliability of EFL fluency test, the researcher used Cronbach's alpha, intra-rating reliability, and inter-rating reliability. According to Cronbach's alpha formula, the reliability coefficient of the

test was (.906). This proved a high internal consistency of the test. The researcher also used intra-rating reliability to calculate correlation coefficient between the students' score in the pre-post assessment. According to Pearson Product Moment Correlation Formula, the reliability coefficient of the test was (.994^{**}) which is significant at the (0.01) level significance. This proved a high positive correlation between the scores of the students in the pre-post administration the test. In addition, inter-reliability was used to achieve objectivity in scoring. The first rater was the present study researcher. The second one was another researcher^(*) at Benha Faculty of Education. According to Pearson correlation coefficient, the correlation coefficient between the estimation of the two raters was (.981^{**}) which is significant at the (0.01) level significance. This proved a high positive correlation. Accordingly, the EFL fluency skills test was reliable.

Objectives of the Multimodal Approach

To achieve the objective of the present study, the researcher used the multimodal approach to develop the second year students' EFL fluency skills at the Benha faculty of Education in Qalubia governorate. By the end of the implementation of the approach, the students will be able to:

- 1- Know the definition of the multimodal approach.
- 2- Know its importance in the teaching and learning process.
- 3- Access more online activities available at websites.
- 4- Use the target language in meaningful natural contexts.
- 5- Know the importance of EFL fluency skills.
- 6- Apply more EFL fluency activities via internet.
- 7- Speak English language fluently and accurately.
- 8- Know its applications in English language learning environment in particular.
- 9- Engage in cooperative work.

(*) Shima Kamal: Demonstrator at Dept. of Curriculum, Instruction & Instructional Technology, Faculty of Education, Benha University.

Content of the Multimodal Approach

The content of the Multimodal Approach was presented through eighteen sessions. The session one dealt with the introductory phase about the approach. The rest of the sessions were instructional sessions aimed at developing some EFL speaking skills and its sub-skills.

Duration of the multimodal approach

The implementation of the multimodal approach lasted for six weeks with three sessions per week from 14th October to 22nd November in the first semester of the academic year 2017-2018. It covered eighteen sessions. The duration of each session lasted for about two hours except session one.

Procedures of the experiment

After the EFL fluency pre-posttest and the approach were designed, the experimentation phase was administrated. The following procedures were conducted by the present study researcher as follows:

▪ Pre-assessment:

Before the implementation of the approach, the experimental group was pretested to measure their level in some EFL fluency skills. It was conducted during the first semester of the 2017-2018 academic year. The results of the test indicated that there was a lack of some EFL fluency skills.

▪ Administration of the multimodal approach

After the participants were pretested, the experiment was implemented. It lasted for six weeks with three sessions per week from 14th October to 22nd November in the first semester of the academic year 2017-2018. Each session dealt a specific skill(s). It covered eighteen sessions. The duration of each session was two hours except session one lasted one hour.

In the first session, the researcher presented introductory phase in which participants were supposed to know definitions of the multimodal approach, its objectives, importance, stages of the multimodal approach and some EFL speaking sub-skills as well as websites that the students used.

The rest of the sessions were instructional sessions in which the researcher told the participants at the beginning of each session about the objective of each session, definition of the skill, teacher's role, the students' role, the instructional aids, the performed task. At the end of each session, the students were submitted to some activities and were asked to evaluate themselves and other groups using a rubric. These activities were related to what they had learned to ensure that they have mastered the required speaking skills concerning with each session.

▪ **post-assessment**

After the experiment was conducted, the participants were post-tested using the same test (i.e., pre-test). Its aim was to investigate the effectiveness of the multimodal approach in developing some EFL fluency skills among the second year students.

Findings of the study

To find out whether there was a significant difference in the EFL fluency skills between pre/posttest of the experimental group. Using the Statistical Package for Social Sciences (SPSS) program (version 18), data of the present study was statistically treated.

After implementing the multimodal approach, it was found that "There is a statistically difference between the main scores of the study participants in the pre and post assessment of the EFL fluency skills in favor of the post assessment".

To test this hypothesis, the researcher uses paired T-test. Table (1) includes the skill, measurement, the participants' number and mean scores, standard deviations (S.D), t-value, and level of significance in the pre-post assessment of the EFL fluency skills.

Table (1): findings of “t” test between the main scores of the study participants in the pre-post assessment of the EFL fluency skills

The skill	Measurement	N	Mean	S.D	Df	t-value	Sig.
Fluency	Pre	50	6.04	1.009	49	8.517	0.01
	Post		7.3000	1.07381			

Table (1) indicates that there is a statistically difference between the main scores of the study participants in the pre and post assessment of the EFL fluency skills in favor of the post assessment, where the t-value is (8.517) which is significant at the (0.01) level significance. Consequently, the second sub-hypothesis was supported.

Figure (1) represents the main scores of the study participants in the pre-post assessment of the fluency skills.

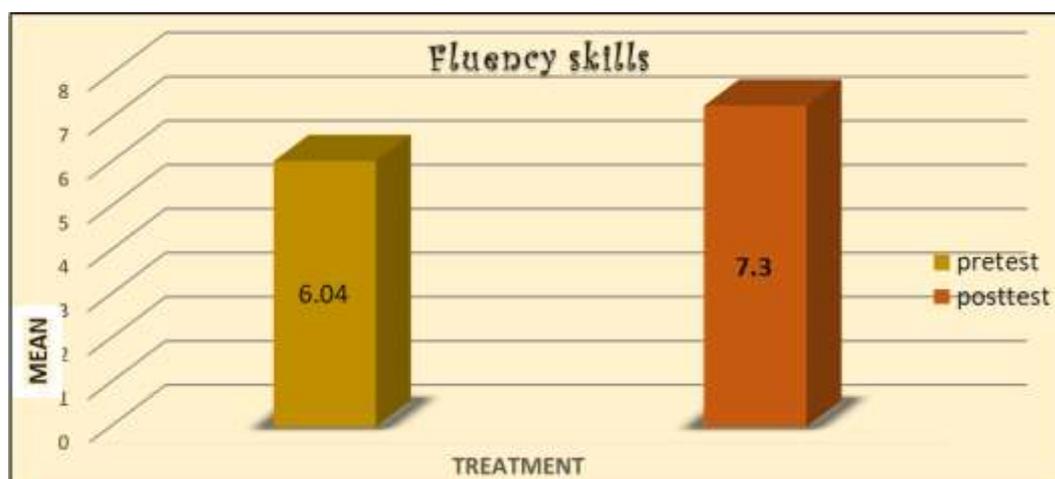


Figure (1): The main scores of the study participants in the pre-post assessment of the fluency skills

This improvement can be due to the influence of the multimodal approach that included the varied oral activities such as conversations and dialogues, group work activities, pair work activities, brainstorming, taking turns, storytelling, oral discussion, and role play. These different oral activities helped the students improve their EFL fluency skills and its sub-skills, engage them in different conversations, speak fluently

without fears, successfully talk in coherent. Furthermore, the researcher used a variety of conversation either short or long to help the students speak more. In addition, the multimodal approach focuses on both language (verbal) modality and non-linguistic (non-verbal modality) such as body position, facial expressions, gazes, actions and gestures in utterance construction and face-to-face communication.

At the beginning, they found difficulty to be a fluent speaker. After the implementation of the approach, the participants' EFL fluency skills were improved. This was obvious in their ability to speak in English spontaneously without hesitation or interlocutors were improved.

Furthermore, each session contained a fruitful discussion about a given topic to write a script about. Thus, they were asked to express their own beliefs, experience and knowledge regarding the given topic. The students write a script and speak in non-threatening atmosphere based on a cooperative work. They also exchanged their ideas within small groups. Thus, using both scripted and non-script role play activities engaged them in spontaneous oral production within a relaxed environment.

Consequently, it can be included that using the multimodal approach was effective in developing EFL second year students' fluency skills.

Recommendations of the study

In the light of the study results, the following recommendations can be presented:

- 1- EFL curriculum designers should pay their attention to the use of different modalities when designing the English language courses.
- 2- EFL teachers should provide more chances for their students to use the target language in an authentic environment.
- 3- EFL teachers should stress group work activities that let students communicative and interact with each other.
- 4- EFL teachers should train their students to speak as native speakers.
- 5- EFL teachers should use a variety of semiotic resources in developing their students' EFL fluency speaking skills.

- 6- EFL teachers' roles in using the multimodal approach should range from a motivator, a facilitator, a modernizer to an organizer.
- 7- EFL teachers should focus on oral production more than grammatical structures.
- 8- Students should be encouraged and motivated to use language orally.
- 9- Students should be engaged in social and authentic context to gain satisfaction, self-confidence and reduce students' speaking anxiety.

Suggestions for further research

Based on the results of the present study, the following suggestions for further research were presented:

- Using the multimodal approach for developing EFL writing skills among preparatory school students.
- Using multisensory approach for developing EFL fluency skills among secondary school students.
- Using the multimodal approach for developing EFL oral communication skills among preparatory school students.
- The effectiveness of multimodal presentation on listening comprehension among primary stage pupils.
- The effectiveness of the multimodal approach in developing students' attitudes towards EFL fluency skills inside and outside the classroom.
- Using the multimodal approach for developing preparatory school students' EFL pronunciation skills and reducing anxiety.

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Appendix (A)

EFL fluency skills test

The test consisted of one item which aimed at measuring different aspects of EFL students' fluency skills. This part enables students to express their opinions and speak fluently. It enables them to show their ability of discussing issue or topic in more depth. Their speech performance will be videotaped to be analyzed.

▪ **Talk about only one topic out of the following:**

- 1- Festivals in Egypt.
- 2- The problems which face the youth nowadays.
- 3- Life after graduation.

Appendix (B)**The List of Jury Members**

Name	Affiliation	Correspondence
Pro. Bahaa El-Din Al Sayed El-Nagger	Professor of EFL Curriculum and Instruction	Faculty of Education, Zagazig University
Pro. Ahmed Seif El-Din	Professor of EFL Curriculum and Instruction	Faculty of Education, Shibeen El Koom University
Pro. Taher Al-Hadi	Professor of EFL Curriculum and Instruction	Faculty of Education, Suez Canal University
Pro. Eman Abdel-Haq	Professor of EFL Curriculum and Instruction	Faculty of Education, Benha University
Pro. Azza Hamdy	Professor of EFL Curriculum and Instruction	Faculty of Education, Zagazig University
Pro. Sayed Dadour	Professor of EFL Curriculum and Instruction	Faculty of Education, Domyat University
Dr. Nahed Mohamed Ghoneim	Assistant Professor of EFL Curriculum and Instruction	Faculty of Education, Shibeen El Koom University
Dr. Heba ELSayed	Lecture of EFL Curriculum and Instruction	Faculty of Education, Shibeen El Koom University
Dr. Magdy Ameen Abed	Assistant Professor of EFL Curriculum and Instruction	Faculty of Education, Benha University
Dr. Hasnaa Sabry Abdel Hamid	Lecture of EFL Curriculum and Instruction	Faculty of Education, Benha University