



Mansoura University  
Faculty of Education



**Enhancing EFL Speaking Skills of Preparatory Stage  
students and their Motivation through A Program based  
on Synchronous Computer Mediated communication  
(SCMC)**

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*Journal Of The Faculty Of Education- Mansoura University*

*No. 112 – Oct . 2020*

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## **Enhancing EFL Speaking Skills of Preparatory Stage students and their Motivation through A Program based on Synchronous Computer Mediated communication (SCMC)**

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### **Abstract**

*The research aimed to investigate the effectiveness of a program based on using Synchronous Computer Mediated Communication in enhancing EFL student teachers' speaking skills. The sample of the study consisted of (24) third-year preparatory students at Narmar Language School. Instruments of the study were speaking skills checklist, speaking scoring rubric, pre and post speaking test, and a program based on Synchronous Computer Mediated Communication (SCMC). In this study, the pre and post-test was used for the two experimental and control groups. The results of the study revealed that the experimental group post-test scores in speaking were significantly better than their pre-test. The study group's gains in these productive skills and the enhancement in their motivation towards speaking are attributed to using the Synchronous Computer Mediated communication (SCMC)-based program designed and implemented by the researcher.*

*Key Words: SCMC (Synchronous Computer Mediated communication), Preparatory Stage Students (SCMC), EFL Speaking Skills, Motivation.*

### **1- Introduction:**

For many years, teaching EFL in Egyptian schools relied on the teacher-centred method. This method increased students' dependency, lack of motivation, and lack of creativity. It also reduced students' self-learning, and participation in activities. Students depended only on memorizing and recalling information for passing the exams (Salem, 2007 Ahmed, 2010).

Speaking skills are considered the most important skills among other skills. Every learner seeks to conduct speaking skills (Khamkhien, 2010). Learners feel frustrated when they cannot speak fluently although they have spent years trying to learn English (Rodríguez, 2012). EFL speakers' lack of interaction inside the classrooms affects their confidence in speaking when they are in a real situation (Hadfield and Hadfield, 2008).

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Despite the fact that EFL speaking serves as a basic factor for different conversation needs of people and has a significant role in life, it still is a complex process which includes a message formation that is understandable for other people. As for communication, speaking affects the quality of how people communicate with each other to a great extent.

In this teaching context, learners do not find real opportunities to practice English or engage in authentic activities which encouraged them to search for other resources that help them to listen to native speakers and practice real communication in authentic situations (Abdallah, 2011).

In order to have communication that is not hampered by misunderstandings, language learners need to react in an appropriate way to what people say by using the correct features of speaking. Speaking a language requires an interactive ability to understand and effectively use language elements, it is a challenging action, especially for foreign language learners (Ricards and Renandya, 2002).

These learning purposes are to gain access to information and resources, to express ideas and opinions confidently, to solve problems and to make decisions without depending on others to mediate the world for them and finally to learn how to keep up with the world as it changes (Bailey, 2002). Speaking skills can be developed when you put learners in real life and authentic situations, encourage them to communicate, and help them to interact with one another (Thornbury, 2005).

Computer Assisted Language Learning (CALL) has attracted the interest of many educators and researchers in order to facilitate learning English as a foreign language. Many educational institutions use computers and the internet as part of a language classroom. Researchers (Alshumaimeri, 2008; Kern, 2006) ensured that computers provide students with access to a great number of useful learning resources and opportunities to interact with other speakers of the language.

Thus, a need for new strategies for incorporating all these factors has appeared. Therefore, the present study aims at investigating the effect of using SCMC on developing speaking, writing skills of preparatory stage students and their motivation to learn English.

### **Pilot Study**

The researcher conducted a pilot study to assess students' current level in EFL speaking skills. The researcher selected a random group of thirty one third year preparatory students at Narmar Language School. Speaking test measures content, grammar and vocabulary and pronunciation and fluency.

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**Table (1): Results of the EFL Speaking Test of the Pilot Study**

percentage	SD	Mean score	.Min	.Max	Total score	Speaking skill
			Score	Score		
16.80%	1.8	4.5	2	7	9	Pronunciation& Fluency
14.90%	1.9	4.03	1	7	9	Vocabulary and grammar
19.10%	1.5	5.16	3	8	9	Content ideas
<b>50.81%</b>	<b>5.2</b>	<b>13.69</b>	<b>6</b>	<b>22</b>	<b>27</b>	<b>Total</b>

Results of the pilot study revealed that the percentage of the students' score in speaking test is 50.81%. According to the mastery level indicators, student teachers must reach at least 75% and above .The percentage of the students' scores in EFL speaking skills test means that students of preparatory stage need more improvement to enhance their speaking skills.

#### **Statement of the Problem**

The current study is concerned with the low level of preparatory stage students' speaking skills and the effectiveness of using a program based on the SCMC techniques and activities in developing learners' EFL speaking skills, since the researcher found that most students were not able to come up with deep, correct and logically sequenced ideas. Accordingly, students who are not given the opportunity to generate ideas about the given topic, in oral form, usually face a great difficulty in using the productive skills.

The researcher will use SCMC techniques and activities to help the study sample improve their speaking skills.

#### **The questions of the study:**

The main research question in the study is concerned with whether Synchronous computer-mediated Communication (SCMC) effective in enhancing the third year preparatory stage students' writing and speaking skills and their Motivation?

Supporting questions aimed at confirming affective benefits linked to SCMC are:

- What are the content and characteristics of the synchronous computer-mediated communication (SCMC) program to develop speaking and Writing Skills?
- To what extent does the program based on synchronous computer-mediated communication (SCMC) enhance the EFL preparatory stage students' speaking skills?
- To what extent does the program based on synchronous computer-mediated communication (SCMC) enhance the EFL preparatory stage students' writing skills?

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- To what extent does the program based on synchronous computer-mediated communication (SCMC) enhance the EFL preparatory stage students' motivation?

### **Purpose of the study**

The purpose of this study is to investigate the effects of a SCMC EFL speaking and writing training program that is implemented into computer-assisted language learning (CALL) software on foreign language learners' independent use of language learning strategies. Therefore investigates the development of speaking and writing skills of EFL learners based on their level of perception understanding and practicing to a program based on using SCMC.

So, the current study aims at:

- Identifying writing and speaking skills needed for third preparatory students in EFL.
- Developing third preparatory students' writing and speaking skills in EFL and their motivation.
- Investigating the effect of using the SCMC technologies activities in enhancing the EFL productive skills i.e. writing and speaking skills.
- Investigating the effect of using the SCMC technologies activities in enhancing the EFL students' motivation.

### **Significance of the study**

The significance of this study stems from the fact that it presents a new method of teaching productive skills of English by using SCMC environment. Consequently, the current study is expected to help in the following areas:

- Supervisors and curriculum planners: providing them with students' writing and speaking skills needed to be taken into consideration while planning EFL curriculum.
- EFL teachers: Helping them follow suitable technological techniques and activities for developing students' speaking and writing skills in EFL.
- Students: developing students' speaking and writing skills in EFL.
- Researchers: paving the way for other researchers to conduct further studies on developing students' speaking and writing skills.

### **Definition of Terms**

#### **Speaking Skill**

Florez (1999) defined speaking as "an interactive process of constructing meaning both its form and meaning depend on the context, the participants, their experiences, the environment and the purpose for

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speaking”. In addition, Trent (2009) classified speaking as one of the four key and pivotal skills of language that should be developed since the ability to communicate effectively benefits L2 learners by gaining self-confidence and improve performance in the rest of the language skills. Its practice actually ensures communication which makes it one of the most important language skills to be developed through teaching.

According to Richards (2008) speaking is the primary skill for evaluating the efficacy of a course since it is a medium to realize the proficiency in other language skills and sub-skills. Speaking is a sort of human communication which is a complex process. People need communication when they want to say something, transmit information or need to speak. Speakers use communication when they want to express or inform someone about something. They use language according to their purpose and it is necessary for them to be a listener and a speaker for effective communication (Harmar, 2008).

In this study speaking indicates to the ability of EFL preparatory students to speak in various situations for many reasons- to be sociable, because we want something, because we want other people to do something, to do something to someone else, to respond to someone else, to express our feelings or opinion about something, to exchange information, to refer to an action or event in the past, present, or future, the possibility of something happening, and so on.

### **Motivation**

Wikipedia (2009) defined motivation as the internal condition that activates behavior and gives it direction; energizes and directs goal-oriented behavior. According to various theories like Maslow’s (1970), motivation may be rooted in the basic need to minimize physical pain and maximize pleasure, or it may be included specific needs such as eating and resting, or a desired object, hobby goal, or it may be attributed to less apparent reasons such as altruism and morality.

Motivation: the students’ task engagements and persistence in reaction to an activity as measured by their responses to the scale prepared by the researcher.

### **Synchronous Computer-Mediated Communication**

SCMC is a type of computer mediated communication that represents real-time Synchronous CMC, which includes chat rooms, virtual classrooms and computer networks. When individuals engage in SCMC, they are communicating by reading and writing instead of by speaking and listening. It is this relation between the reflective nature of writing and the interactive

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characteristic of speaking that raises interesting possibilities for language acquisition. In fact, SCMC is viewed by some as a "potential cognitive amplifier" that can help develop both reflection and interaction which allows learners to naturally interact with others, while having the advantage of freezing, editing, rewriting and expanding their attention (Warschauwer,1997).

### **Literature Review**

Ozdener and Satar (2008: b) investigated the use of two synchronous computer mediated communication tools; text and voice chat to improve the speaking proficiency. It was conducted at a vocational high school in Istanbul, Turkey during the 2005-2006 spring term, using a total of 90 female participants divided equally into three groups; text experimental, voice experimental and control groups. The groups were; text, voice and control ones consisted of 30 secondary school learners. The participants were engaged in 40-45 minute-long chat sessions for four weeks program. The results showed that the speaking proficiency of both experimental groups increased, whereas there was a decrease in the anxiety levels of the text chat group.

Ryobe (2008) examined how video chat activity between 55 Japanese university students and online Filipino English teachers through Skype improved students' oral communication skills and motivation towards autonomous learning. During 2008 first-term classes, participants engaged in 25min video chats eight times; besides, questionnaires, pre-post tests, free comments, interviews, DVD recordings, and PAMELA recordings for Skype were conducted. Students were engaged in 25-min Skype video chat sessions. Japanese students, who were typically shy, could speak better in prearranged one-on-one conversations with real-time video images that allowed them to view their partners and use non-verbal language. The students also perceived that communicating in English was fun and they were highly motivated to speak English fluently. What was really surprising is that 100% of the video chat students' free comments were positive.

Asterhan and Schwarz (2010) conducted a study regarding online synchronous group discussions and effective moderation that relied on communication tools that enabled participants to communicate through texts and diagramming. Participants of the study entailed 9th grade students and graduate students. Asterhan and Schwarz concluded that the type of dialogue that the instructor facilitated and the degree to which students were engaged in synchronous collaborative discussion affected student-learning outcomes for both the 9th grade students and graduate students. They also

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concluded that the nature of discussions in synchronous online discussions was qualitatively effective.

In terms of the use of video conferencing in university synchronous instruction, Han (2013) examined the effects of instructional video casting on students' sense of connection to the instructor. Han found that in courses that included instructor video casting, compared to courses that did not use video casting, students were able to overcome the sense of being at a distance from the instructor. The use of video casting helped Han's study participants to engage in meaningful interactions with the instructor and peers to minimize being distance with the instructor.

Pintrich (2002) mentioned that the teacher use cooperative learning activities into instruction to add advantages of promoting active student engagement and in real-time feedback via direct observation. In the same manner, Gettinger & Seibert (2002) referred that the teacher could maintain instruction that is well-suited to the abilities of the classroom and could move to get students' attention.

Previous studies revealed the significance of using SCMC in teaching English language in general and EFL in particular. According to SCMC features especially the synchronization between sound and text, researcher found that it might be useful to use SCMC to enhance productive skills. In SCMC, text (reading) and sound (listening) represent the receptive skills as mentioned before, receptive skills are considered input and productive skills are considered output of the learning process. Research focuses on using SCMC as a tool depends on receptive skills to enhance productive skills (speaking).

### **Hypotheses of the study**

In order to answer the questions of the study, the following hypothesis was formulated:

- There is a statistically significant difference at the 0.05 level between the mean scores of the students in the pre and post-measurement of the EFL speaking test in favor of the post-measurement.
- There is a statistically significant difference at the 0.01 level between the mean scores of the experimental group on the motivation pre and post scale in favor of the post-scale.

### **Delimitations**

- The present study is delimited to:
- A group of the third year preparatory students.
- Some speaking sub-skills needed for the students of preparatory stage.
- A proposed program using SCMC.

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## **Methodology of the study**

The method of the current research includes the design, participants, and instrument and the procedures followed to carry out the study.

### **Design**

The research adopts pre and post-test quasi-experimental design using a sample of two groups; experimental and control. The design of the research aimed at investigating the impact of using SCMC to enhance student teachers' speaking skills.

### **Participants**

The sample of the research included two groups of 48 3<sup>rd</sup> year preparatory students; experimental and control, each group consisted of (24) who voluntarily participated in the program.

### **Instruments**

To test the hypotheses of the research and the impact of the SCMC based program on the participants, the researcher developed and used the following instruments:

- EFL Speaking Skills Checklist.
- EFL Pre-Post Speaking Test.
- Speaking Scoring Rubric.

### **Description of the Instrument:**

- **Speaking Skills Checklist**

The researcher reviewed the related literature in order to identify the most important speaking skills and sub-skills that are needed for EFL student teachers. A list of initial speaking skills was represented to (jury committee of curricula and instruction, Methods of Teaching English as a Foreign Language) to determine the most relevant skills.

After taking the jury's comments and feedback into consideration, the researcher modified the list in order to build the final form. The final form of speaking skills checklist consisted of five skills. Each skill included three sub-skills of total (15) sub-skills.

- **EFL Pre and Post-Speaking Tests**

The researcher designed EFL pre-post speaking tests. The speaking pre-test was designed to measure students' speaking level before participating in the program. Speaking post-test was designed to measure students' speaking skills after using the SCMC-based program. The post-test determined the importance of using the proposed program in enhancing the EFL speaking skills of the study group.

Speaking pre and post-tests consists of three parts. In Part one, the examiner asks the candidate some simple personal questions of everyday

familiar topics. In Part two, the examiner gives the candidate some cards each card contains a topic or a picture. The candidate has to choose one card to talk about the topic or describe the picture. In the third part, examiner engages the candidate in a short discussion. The candidate is asked to do more complicated skills, such as evaluate, justify positions and opinions, make predictions, and express preferences.

**The validity of the Speaking pre-post Test**

To measure the content validity of pre and post-speaking tests, it was submitted to an EFL jury committee in order to determine the suitability of the test items to the final check list and appropriateness of the test questions to the students’ level. According to their suggestions and comments, tests were modified.

- **Construct Validity**

To examine the validity of the test construction, it was administered to a random sample of (30) third year EFL students at the preparatory stage then Pearson correlation coefficient was calculated as illustrated below:

**Table (2): Establishing the EFL Pre-Post Speaking Skills Test Construct Validity**

Correlation coefficient	Skills
0.844**	Pronunciation
0.824**	Fluency
0.841**	Vocabulary
0.822**	Grammar
0.823**	Content

\*\* Correlation is significant at the 0.0

Results in table (2) report a statistically significant correlation at the 0.01 level between the speaking sub-skills and the total test score. These correlations were 0.84, 0.82, 0.84, 0.82, and 0.823 respectively.

From the above description, it is proved that correlation coefficient between the test items is positive and statistically significant at 0.01 level which indicates the validity of the test structure and proved the validity of the test construction to measure speaking skills.

**Reliability of the Speaking Test**

To calculate the reliability of the EFL speaking pre-posttests, Cronbach’s Alpha coefficient was used. The researcher administrated the tests to a sample of (30) students. The reliability coefficient was (0.82) which illustrate that the tests are highly reliable.

- **Speaking Scoring Rubric**

The researcher designed a speaking rubric according to the final form of the speaking skills checklist to evaluate student teachers’ level of

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speaking performance. The rubric was developed to evaluate the five sub-skills of the main skill. It consisted of five dimensions: excellent, very good, good and acceptable. The highest score is 75 points and the lowest score is 15.

To determine the validity of the rubric, the initial form was presented to an EFL jury committee. In the light of their comments and suggestions, some items were modified or rephrased and some items were deleted to reach the final form of the rubric.

### **SCMC Program**

The following part is concerned with describing the procedures of designing and implementing the program and applying it.

#### **Main Objective of the Program**

The program is mainly designed to enhance student teachers' speaking skills. The program intended to develop five sub-skills according to the speaking skills checklist.

#### **Stages of Designing the Program**

To design a program based on SCMC to enhance students' speaking skills and motivation, the researcher adopted the following phases: study and analysis, design, using SCMC program and evaluation.

- **Study and analysis**

The researcher conducted a pilot study to evaluate the participants' level of speaking skills. The results of the pilot study were not satisfied as the participants were studying EFL for two years and the major study was English.

Moreover, literature review and previous studies indicated that it was obviously clear that teaching English with modern methods and technology was very useful in achieving high standards. Also, engaging students in hands-on activities help them in enhancing their abilities and raising their motivation to learn.

- **Design**

The procedures for designing the program are explained as follows:

#### **Setting the Goals**

The main goal of the program is to enhance EFL student teachers' speaking skills. After reviewing the literature and related studies, the researcher defined five skills and then defined three sub-skills under each sub-skill. According to the main skills, skills and sub-skills, the outline and objectives of the program were developed.

#### **Choosing the Content of the Program**

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After an open discussion with the participants, the program was agreed to include certain topics from the Close-up textbook speaking lessons.

### **Organizing the Activities**

The researcher used speaking activities such as discussion, role play, interview, listening and recording, self and pair assessment and pair and group work.

Participants were asked to read about the skills in order to join the discussion in the next lecture. The researcher provided the participants with some internet sites to help them in their reading. After the discussion, the researcher engaged the participants in activities to help them develop their skills.

- **Using SCMC Program**

Participants also can use a smartphone or computer to join the virtual classes using applications such as zoom and SCl and all the information and lessons are available on the e learning site in the form of lesson templates as a reference for students who were absent or couldn't attend the virtual classrooms and to receive homework activities. In smartphones, they can download any application from the free applications store. Participants who don't have smartphones or couldn't download the target applications could use computers and download free programs. The researcher provided them with some of these apps and programs.

- **Evaluation**

To evaluate the participants, the researcher followed the summative and formative evaluation. The researcher recorded every activity and asked the participants to send the records they made so that the researcher could evaluate the participants' progress. Regarding the assessment during the application, the researcher conducted self-assessment, pair assessment, group assessment and observation.

### **Findings**

Results of the study are shown according to the hypotheses:

1-Testing the first hypothesis:

The first hypothesis stated that "There is a statistically significant difference at the 0.05 level between the mean scores of the students of the control and experimental groups on the post administration of the speaking pre posttest in favor of the experimental group."

To verify this hypothesis, the Mann-Whitney U Test was used to calculate the difference in study groups' performance on the post administration of the speaking test. Table (3) shows results concerning the

differences between the mean rank scores of the control group and those of the experimental group on the speaking post-test.

Table (3) Comparing the Control and Experimental groups' performance on the EFL Speaking Skills post-test

Sig. (2-tailed)	Mann-Whitney U	Sum of Ranks	Mean Rank	No. of cases	Group	Speaking Skills
0.05 Sig.	0	300.00 876.00	12.50 36.50	24 24	Cont. Exp.	1. Pronunciation & Fluency
0.05 Sig.	0	300.00 876.00	12.50 36.50	24 24	Cont. Exp.	2. Comprehension
0.05 Sig.	0	300.00 876.00	12.50 36.50	24 24	Cont. Exp.	3. Content Ideas & Background knowledge 4. Grammar
0.05 Sig.		300.00 876.00	12.50 36.50	24 24	Cont. Exp.	
0.05 Sig.	0	300.00 876.00	12.50 36.50	24 24	Cont. Exp.	5. Vocabulary
0.05 Sig.	0	300.00 876.00	12.50 36.50	24 24	Cont. Exp.	Total

Results shown in table (3) reveal that the mean scores of the control group on the administration of the speaking test ranged from 12.50 to 15.33 whereas the mean scores of the experimental group ranged from 33.67 to 36.50. This indicates that the experimental group students outperformed their peers in the control group on the administration of the speaking pre posttest due the SCMC program.

**2-Testing the second hypothesis:**

The second hypothesis stated that: "There is a statistically significant difference at the 0.05 level between the mean score of the experimental group on the speaking pre- and post-test in favor of the post test."

The Wilcoxon Signed Ranks Test for dependent samples was used to test the differences between the experimental group pre and post administration of the speaking test. The results are shown in table (4):

Table (4) Comparing the speaking performance of the Experimental group on the pre-post administration of the EFL speaking Test

Effect size	h2	Sig	Z-Value	Sum of Ranks	Mean Rank	Cases No.	Rank	(Speaking Skills)
High	0.88	0.05 Sig.	4.304	.00	.00	0	Negative	1.Pronunciation & Fluency
				300.00	12.5	24	positive	
						0	Ties	
						24	Total	
High	0.878	0.05 0.05	4.303	.00	.00	0	Negative	2.Comprehension
				300.00	12.5	24	Positive	
						0	Ties	
						24	Total	
High	0.88	0.05 0.05	4.31	.00	.00	0	Negative	3. Content Ideas& Background knowledge
				300.00	12.5	24	Positive	
						0	Ties	
						24	Total	
High	0.876	0.05 0.05	4.29	.00	.00	0	Negative	4. Grammar
				300.00	12.5	24	Positive	
						0	Ties	
						24	Total	
High	0.88	0.05 0.05	4.306	.00	.00	0	Negative	5. Vocabulary
				300.00	12.5	24	Positive	
						0	Ties	
						24	Total	
High	0.877	0.05 0.05	4.295	.00	.00	0	Negative	Total
				300.00	12.5	24	Positive	
						0	Ties	
						24	Total	

Results in table (4) illustrate the effect size of the proposed SCMC program of the experimental group students in the domains of EFL Speaking skills under investigation. Results indicate that the effect size ranged from 87.6 to 0.88 in all the aspects measures. The value of 0.88 is a strong indication that the program was effective. This shows that the program was effective and led to the improvement of students' skills in speaking. Therefore, the second hypothesis of the study is proved and accepted.

#### Verifying the third Hypothesis:

The third Hypothesis stated **“There are statistically significant differences between the mean ranks of the experimental group students and those of the control group on the post administration of the Speaking Motivation Scale in favor of the students of the experimental group.”**

To verify this hypothesis, the researcher used Mann-Whitney test and z effect size formula. Table (5) indicates to the differences between the mean ranks of the groups (control and experimental) scores on the speaking motivation scale and its domains in the post administration of the scale.

**Table (5): Comparing the level of motivation of the Cont. and Expr. Groups on the post administration of the Speaking and Writing Motivation Scale**

Sig.	Z	W	U	Sum of Ranks	Mean Rank	Mean	N	Group	Item
0.01	-5.079	343	43	833.00	34.71	16.54	24	Exper.	First_AFTER
				343.00	14.29	11.42	24	Cont.	
0.01	-4.482	372	72	804.00	33.50	19.33	24	Exper.	Second_AFTER
				372.00	15.50	14.79	24	Cont.	
0.01	-3.818	405.5	105.5	770.50	32.10	7.79	24	Exper.	Third_AFTER
				405.50	16.90	5.63	24	Cont.	
0.01	-2.859	451	151	725.00	30.21	7.71	24	Exper.	Fourth_AFTER
				451.00	18.79	5.92	24	Cont.	
0.01	-4.813	356.5	56.5	819.50	34.15	12.21	24	Exper.	Fifth_AFTER
				356.50	14.85	9.04	24	Cont.	
0.01	-4.68	364	64	812.00	33.83	12.46	24	Exper.	Sixth_AFTER
				364.00	15.17	9.13	24	Cont.	
0.01	-5.314	332.5	32.5	843.50	35.15	12.92	24	Exper.	Seventh_AFTER
				332.50	13.85	9.17	24	Cont.	
0.01	-5.801	307	7	869.00	36.21	88.96	24	Exper.	TOTAL_AFTER
				307.00	12.79	65.08	24	Cont.	

A closer look at table (5) reveals that mean score of the experimental group members was remarkably high. The total rank was 36.21 on the motivation scale. On the other hand the mean score of the control group was low (12.79). This indicates that there were statistically significant differences between the control group and the experimental group in the post administration of the speaking motivation scale in favor of the experimental group. This means that the SCMC-based Program was effective in enhancing the control group's motivation towards speaking and writing.

**Verifying the fourth hypothesis:**

The fourth hypothesis stated *“There is a statistically significant difference at the 0.01 level between the mean ranks of the experimental group on the pre and post administration of the speaking and writing motivation scale in favor of the post administration of the scale.”* To verify this hypothesis, the researcher made use of the Wilcoxon (w) as a non-parametrical statistic test to test the differences significance between the experimental group students ranks on the speaking scale and its domains.

Table (6) reveals that the mean score of the experimental group members on the post administration of the speaking scale were noticeably high and statistically significant when compared with their own mean scores on the pre administration of the same scale. The group's mean score were 64.75 on pre administration of the motivation scale and 88.96 on the scale of learning strategies. Increasingly, the size effect of the program of SCMC-based Program was also remarkable high as the z value was (4.287) and the

effect size was 86 %. This indicates that the SCMC-based Program was very effective in enhancing the participants' motivation towards speaking.

**Table (6): Comparing the level of motivation of experimental group on the pre and post administration of the speaking and writing scale**

Effect size	Value of effect size	Sig.	Z	W	Sum of Ranks	Mean Rank	N	Ranks	Mean	Scale	Domains
High	0.87	Sig. at 0.01	4.208	.00	.00	.00	0	Negative	11.41	Pre	Instrumental Motivation
					276.00	12.00	23	Positive			
							1	Ties	16.54	Post	
High	0.87	Sig. at 0.01	3.687	17.0	17.00	4.25	4	Negative	14.63	Pre	Integrative Motivation
					259.00	13.63	19	Positive			
							1	Ties	19.33	Post	
High	0.86	Sig. at 0.01	2.564	42.0	42.00	8.40	5	Negative	5.92	Pre	Intrinsic Motivation (Integrative Orientation)
					189.00	11.81	16	Positive			
							3	Ties	7.71	Post	
High	0.86	Sig. at 0.01	3.861	11.5	11.50	5.75	2	Negative	9.08	Pre	Extrinsic Motivation Teacher & peer students
					264.50	12.60	21	Positive			
							1	Ties	12.46	Post	
High	0.90	Sig. at 0.01	4.216	.00	.00	.00	0	Negative	9.00	Pre	Personal Assessment
					276.00	12.00	23	Positive			
							1	Ties	12.92	Post	
High	0.86	Sig. at 0.01	4.287	.00	.00	.00	0	Negative	64.75	Pre	Total
					300.00	12.50	24	Positive			
							0	Ties	88.96	Post	

### Conclusion

Results illustrated above reveal the statistically significant difference between the mean scores of the study group in the pre-post administration in favor of the post-administration which indicates the improvement of the study group of the speaking skills.

Moreover, the results also agreed with other researches such as Al-Musawi, 2011, 2010, Liang, 2010, Naeem, 2007, Asterhan & Schwarz, 2010; Munro, 2010;; Sun, 2009 which proved the impact of using SCMC in improving English language skills.

The improvement of the study group may be due to the effect of using the suggested program based on SCMC. Also, the results might be attributed to the activities which were included in the suggested program which encouraged and motivated the participants to interact and communicate using the focused skills.

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