

**أثر الواقع المعزز على تنمية مهارات التحدث الإبداعي باللغة الإنجليزية لدى
الطلاب المعلمين شعبة اللغة الإنجليزية بكلية التربية.**

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The Effect of Augmented Reality on Developing EFL Creative Speaking Skills for English Majors, Faculty of Education.

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Abstract:

The present study was conducted to investigate the effect of Augmented Reality on developing EFL creative speaking skills for English Majors, Faculty of Education, October 6 University. The study followed a pre-post experimental one group design. The participants were 40 English Majors, Faculty of Education, October 6 University. To achieve the aim of the study, the researcher designed a creative speaking pre/ posttest to measure the students' performance in creative speaking. It was administered to the participants before and after teaching them using Augmented Reality. The mean score of the pre / post administrations of the test was statistically calculated. Findings of the study revealed that there was a statistically significant difference at 0.05 in the pre and post administration of EFL creative speaking skills, in favor of the post-administration. In the light of the findings, the researcher recommended the use of Augmented Reality for developing EFL creative speaking.

Key words: Augmented Reality, Creative Speaking, English Majors, Faculty of Education, Egypt.

Introduction:

The study of English has become a matter of great concern, as more than a quarter of the world population speaks English which has led to an accessible exchange of information and thoughts. Gradually, English has become a worldwide language that does not only belong to a specific country or state because the number of English speakers all over the world has exceeded the number of English native speakers. As a result, English has become the most widespread international language through the twenty-first century.

Recent years have brought learner-oriented instruction to the top of the learning/teaching process. The requirements of the current era have put emphasis on EFL students' learning expectations, personal needs and cultural backgrounds within EFL classes. The progressive global changes have alerted EFL students' learning of English as a foreign language. Foreign language learning is no longer intended for scoring higher grades in the final examinations or solely achieving success. Instead, a different concept of language learning has been established in the students' minds. They have become aware that they should be creative learners or in a simpler way creative speakers of this target language. Being creative speakers of English assists EFL students' development of positive communication abilities, self-confidence and self-esteem.

The Speaking skill is an indispensable skill for producing oral discourse or communication. It is the required skill for establishing deep bonds among people of different communities or various ideas and building distinguished personal characteristics. Currently, EFL students have realized the significance of EFL speaking skills for expressing self-ideas, illustrating perspectives, attracting as well as persuading the audience while speaking and being well equipped for employment or workplaces (Rao, 2018). According to Sirisrimangkorn (2021), thorough preparations and considerations should be given to EFL students' communicative needs. In this

regard, language educators, scholars, practitioners and instructors should apply innovative teaching methods that guarantee supporting EFL students with motivating learning environments. Motivating educational environments cultivate self-confidence among the students and provide them with various opportunities to practice speaking the English language in daily authentic situations.

To succeed in acquiring English as a foreign language and becoming a competent communicator, an EFL student needs to be a spontaneous and a creative speaker of English. In this harmony, Engel and Groot-Wilken, (2007) concentrated that using the foreign language creatively spreads joy, ambition as well as enthusiasm among the students. To fully grasp this point, Becker and Roos (2016) indicated that creative speakers of English are capable of producing the language in creative ways to deliver meaning, express opinions, re-tell non scripted events or stories, improvise, apply role play techniques, get spontaneously engaged with classmates, retrieve accurate and relevant English structure, make decisions, be self-autonomous, plan a head and develop self-efficacy.

In this context, it is worth mentioning that EFL instructors are of two types: 1) those who apply creative and up-to-date teaching methods that can attract their students' attention and increase their motivation to learn, and 2) those who depend on text-book based instruction that is teacher-centered. Learning English as a foreign language opens EFL student teachers' eyes to a world of various cultures. Consequently, applying effective teaching methods and authentic learning materials, has become a pedagogical imperative (Nimehchisalem, 2013).

Due to the progress and the international events which the world witnesses currently, learning English through English majors has been an urgent need to remain in touch with the civilized progress (Nishanthi,2018). Speaking is one of the most important language skills which provides the learner with the ability to communicate

with the world easily. One of the most important speaking skills is creative speaking, which designs speaking freely without fear as a stimulus of communications.

Using strategies to improve creative speaking for English majors is essential, particularly, the techniques which make students focus on the content to eliminate the fear of language mistakes as Augmented Reality. Augmented Reality is a technique which facilitates using creative speaking skills indirectly through computer-produced images. Thence, the current study attempted to employ Augmented Reality as an innovative technique to develop faculty of education, English majors' EFL creative speaking skills.

Review of literature: it is divided into two sections

Section I: Augmented Reality

Attia (2015, p.22) defined Augmented Reality as a 3D technology that integrates reality with VR and is interacted in real time while the individual is doing the real job with the aim of improving the user's sensory perception. Saraubon (2016, p.108) defined Augmented Reality as a merger between paper books and mobile technology and aims to employ multimedia as an enhanced digital content. The learner can browse the enhanced book by pointing the mobile camera at the barcode to browse the digital content that may be 2D, 3D or video animation.

Furthermore, numerous studies stated that Augmented Reality is a system that depends on seeing the real world directly by adding computer-produced images to real images to provide the user with additional elements and information that do not exist in the real world (Beige, 2016, p.76). Augmented Reality is used to promote real reality with simultaneous sensory inputs, produced by the computer such as sound, image, taste, smell and texture where it appears to the learner using appropriate projections to make the teaching situation rich and interactive and to overcome the

inadequacy of e-learning in developing some aspects of learning that need direct experience (Li, Eschenauer, & Persaud, 2022).

The Importance of Augmented Reality in Teaching Language:

There is a growing body of research illuminating the potential uses and effectiveness of AR in education. This body of research on the application of AR in education showed that these technologies allow for increased motivation and engagement of students (Georgioju, et al., 2017), as young as preschoolers (Cascales, 2019), and changes in perspective, which is a factor in socio-emotional development and empathy-building (Herrera, 2017). This ecosystem provides safer, error-free spaces in which to practice vocational skills (Baus & Bouchard, 2018).

Dalim (2019) conducted a literature review of empirical studies focused on the effectiveness of AR in education to extract and understand the factors that may influence teachers' acceptance of augmented reality. They identified five such factors: The technology must be tied to content and pedagogy ("Curriculum"). The AR application must be able to provide a seamless experience from start to finish ("Stability of Interaction"). Students must be able to self-guide through the AR experiences ("Self-Learning Capability. Parents must participate in supporting the use of AR (Parent's Involvement"). The context surrounding students should be considered (Student's Background").

There is promise in the use of AR in education; teachers' current perspectives of the ecosystem's impact on student learning are seemingly positive. This ecosystem could positively impact on student engagement and learning outcomes due in part to its learning affordances. This impact would only be realized through its diffusion into education, as can be said of the impact other ICT and digital media have had.

Augmented Reality in Learning Language.

Augmented Reality (AR) was considered a rich environment to exploit its potential in different educational settings. Over the coming years, more attention will be paid to AR due to its benefits to provide interactive content and to enhance the teaching position with technological influences and interactive digital content (AlShami, 2017). One of the reasons that makes AR popular and widely used is that it does not require that much hardware or tools to create a live AR experiment (Akçayır, 2017). In turn, the use of AR technology in learning and inside the classroom brings many advantages as it is characterized with simplicity and effectiveness, it provides the teacher with clear and concise information and is easily expandable (Ahmed, 2016).

Relationship between Augmented Reality and Creative Speaking

AR promotes student- student and student- content interaction, while it reduces student-teacher interaction. While using AR, learning by doing is increased and the role of learning transfer from the teacher to students is decreased (Akçayır, 2017). Williams (2003) mentioned that one of the benefits of Augmented Reality in creative speaking is that it enhances the verbal ability to articulate their thinking indirectly. Students need to acquire language to be managed to speak about their experiences and test their new ideas with new words and concepts. In recent years, Augmented Reality has emerged as a promising new tool for educators, with the potential to significantly spark students' originality. According to Benvenuti et al., (2023) study it has been suggested that bringing digital information into the real world can help foster more innovative and problem-solving mindsets. Numerous research has looked at the correlation between AR use in the classroom and increased creative speaking. For example, pupils' ability to speak creatively was found to rise dramatically in a study conducted by

Al-Fadalat and Al-Azhari, (2022) in which AR was employed during a lecture. Students had a more thorough understanding of complex topics and were inspired to explore those topics imaginatively thanks to the interactive and immersive nature of Augmented Reality environments.

Catala et al., (2022) also investigated the impact of augmented reality on linguistic imagination. The study found that students who participated in language challenges aided by augmented reality were more likely to display linguistic creativity than those who did not. AR applications' dynamic and interactive features encouraged students to express themselves in new ways and improved their language skills by involving them in language activities. Moreover, in the AR-creativity nexus, the notion of "flow," as put forward by Arulanand et al. (2020) becomes significant. AR environments can encourage a state of flow that fosters creative speaking by providing tasks and feedback that are appropriate for the ability levels of its students. Students are encouraged to fully immerse themselves in the learning process in this state of optimal engagement, which fosters increased creativity.

Challenges of Augmented Reality (AR)

There are some challenges related to the use of Augmented Reality technology in the classroom. Some of them affect students only, and it may also impact teachers, time, and duty. One of the most challenging issues of AR-based learning is the provision of an effective strategy to help the student focusing on the need to observe in the field. (Chiang, 2014). The other challenges were summarised by Mundy and Green (2019). They found that one of the problems facing the students and the educators in using AR in the classroom is the device maintenance. Devices sometimes let down, such as GPS errors or software pauses, which can become frustrating for students and their teachers.

Wu, et al. (2013) explained that the activities associated with AR have innovative approaches such as participatory simulations and studio-based pedagogy. This approach makes the teacher in the centre of the instruction, which affects the amount of content that should be enclosed. The teacher needs to train the students on how they can use the AR application. Often, students who are unfamiliar with AR can become overwhelmed, and this may cause some confusion among them.

Section II: Creative Speaking Skills

The developing of fluency and speaking competencies requires more than just producing memorized chunks of language, learners should practice language spontaneously which is called real operating conditions, progress the learner's acquisition of the target language and become truly communicatively competent (Thornbury,2005)

Engel and Groot-Wilken (2007) affirmed that using the target language creatively motivates the learner and provides him/her with joy, enthusiasm and ambition, more opportunities to discover and experiment with the language. Creative speaking also sheds light on creative and productive learning processes.

Creative Speaking Activities

According to Becker and Roos (2016) improving creative speaking goes through three levels as follows:

Level I: Reproductive language use

The first level integrates activities that foster reproductive language use, which is considered an essential foundation of creative speaking. At this level, the learners use fixed expressions which enable them to communicate successfully. Activities are guided as well as closely linked to the input given in class. Learners imitate what they listen to including songs and retelling stories or

parts of stories and scripted acting and speaking of dialogues, role plays and sketches.

Guided activities are very motivating because they allow learners to speak imitatively and to actively participate from a beginning level on. Moreover, repetition and imitation reduce the possibility of making mistakes, which may strengthen the learners' self-confidence. Furthermore, speaking at the first level provides learners with a means of controlling language Thornbury (2005), including pronunciation, and sentence stress. Activities that enhance reproductive language use, improve noticing, and help learners memorize vocabulary and chunks of language as well as structures and discourse.

Level II: Creative language use

The next level, according to Thornbury (2005) Creative speaking Use, allows learners to practice controlling their individual language repertoire. To practice and control language while speaking means to demonstrate progressive control of speaking with the possibility of making mistakes, but learner can recognize the mistakes and modify them. The main goal of practicing control is to use the target language appropriately. To achieve appropriation, the learners have to independently perform and creatively combine fixed expressions but can still rely on support through the provision of phrases or expressions they are provided with. This level requires challenge and an element of choice and self-determination, but it is still highly predictable. In addition, Puchta (2007) indicated that this level encourages the learners to act independently. Successfully carrying out an activity with a reduction of the outer support, it also enhances the learners' sense of self-efficacy and confidence.

Level III: Creative and productive language use

Level three promotes creative and productive language use and challenges learners to use the individual language repertoire which

they own and use it in a meaningful context. This means that they are free to rely on rote-learned expressions, to creatively combine them or to use language totally creatively to find their own style of expressing meaning. Learners use non- scripted information, opinion-gap tasks, non-scripted storytelling, role play and improvisation tasks. They also need to spontaneously interact with peers without prior preparation, retrieve appropriate language structures, cope with unpredictability, anticipation and plan.

Therefore, the learners communicate via speaking independently and can experience a very high degree of autonomy. Learners in this stage create their own script which reflects their own identity. Partly scripted activities from the previous level can easily be modified by removing the support to make them suitable for this. At this stage, however, errors as evidence of learners' progress may be seen in the sense that they show that learners are trying to make creative attempts to use language beyond what they have been taught (Nicholas, Lightbown and Spada, 2001).

Stages of Creative Speaking

Unintentionally, speakers constantly use imaginative skills in interactions with others. Moreover, speakers may employ idioms, adages, proverbs, similes metaphors whether in speaking or writing skills. It should be noted that all these are skillful expressions which belong to the province of creative writing and speaking.

In identifying some creative skills which are indispensable to effective speaking and employable for result-oriented communication, Oyeleye (2005) distinguished between three stages in creative speaking.

The first stage was known as the „inventio“ which is finding a message to speak about, and the speaker has a desire to deliver this message to the listener. The first stage is common because to speak, speakers should have some messages or information to pass across before speaking.

The second stage was the “dispositio” (which is the arranging, structuring, or plotting). Once one has a message to speak about and the speaker needs to deliver this message to listeners, the speaker moves to the next stage. And start deciding, arranging structure, or plotting the message which the speaker wants to pass across.

The third stage was the “elocutio” (which is the style). In this stage the speaker chooses the style in which information are represented. This naturally leads to the importance of style in creativity. An essential characteristic of creative writing which boosts the effectiveness of speaking is style. Every individual has his/her own style of speaking. The style that needs to be improved by employing creative speaking skills.

Polysemy in Creative Speaking

According to Hamlaoui (2010) polysemy can be characterized by all the possible senses that a word possesses. In dictionaries, polysemous words are given two separate entries. For example, the word bank has multiple meaning the first is (one side of a river) while the second is a financial institution. Creative speakers know the multiple meanings of every word and can use them appropriately.

Figures of Creative Speaking

Ighile(2010) stated that creative speakers have the ability of using or understand the following figurative language in communication with others:

Climax

A climax is a figure of speech which contains a linked clause in a sequence like repetition through three or more clauses in ascending order of importance.

Hyperbole

It is an exaggeration used for emphasizing a point. Meaning should not be taken literally.

Irony

A subtly humorous perception of inconsistency in which the clause has two meanings one is apparently straight-forward, but the speaker means the opposite meaning to criticize someone or something.

Metaphor

In conformity with Teodora (2015) study, metaphors are considered the most prevalent applied figure in speech in language and most other figures are regarded as "a metaphor prototype". It implicates breaking away from the fundamental sense of words such other figures of speech (except oxymoron). To add, a metaphor can be illustrated as " a figure of speech in which a word or phrase that ordinarily designates one thing is used to designate another, thus making an implicit comparison" (The American Heritage Dictionary of the English Language). In such a case, we compare two objects by highlighting the non-fundamental sense of either part via analogy or sameness.

Metonymy

To replace the name of one thing with the name of something associated with it.

Oxymoron

It combines two conventionally contradictory terms.

Paradox

Paradox is contradictory to drive listener into seeking another sense or context in which it would be true.

Personification

It gives human qualities to inanimate objects.

Pun

It gives humor by contriving an ambiguity. Pun plays on words whereby two distinct meanings are being suggested either by the same word or by two similar sounding words.

Rhetorical Question

It is a question which is asked without seeking an answer. but it is asked to strengthen a point being made or to stress an instruction being given.

Simile

It is used to compare two things, ideas, concepts, and situations. This comparison is done with the use of „as“ or „like“.

Context of the problem

The problem of the study was derived from some sources such as:

First: Observation:

Despite the importance of creative speaking skills, the researcher has noticed the low level of 4th year, faculty of education, English majors' in EFL creative speaking skills. They cannot present new ideas in new ways, Use functional language (different expressions for different contexts), have good word choice, produce proper pronunciation, speak spontaneously and confidentially, utilize sentences that are grammatically correct, use words beyond their original literal meanings intending to engage the audience, provoke an emotional response, create a more intense and focused message, distinguish between formal and informal

situations, and express their thoughts with feelings of anxiety and confidence during speaking. In order to find out the study participants' level in EFL creative speaking skills, the EFL creative speaking test was prepared. To reduce subjectivity while scoring the test, it was scored on the basis of a rubric that was the marking criteria of the EFL creative speaking test. Each criterion or sub-skill was scored using a five-point rubric scale. As a result, for each test question there was a maximum five and a minimum one score. The total score of the participants in the test was considered the measure of their EFL creative speaking level. The test was a pre-posttest and it was administered to the study participants (40) of 4th year English majors before and after the experimental treatment. It included five oral questions that were prepared to measure the participants' fluency, opinion-gap tasks, competent pronunciation, grammar, and originality and figurative speech.

Second Informal interview:

Interviewing seven staff members in curriculum and instruction (EFL) who taught English to the English Majors, faculty of Education and posing the following questions:

Are creative speaking skills important for English majors, faculty of Education? Why or why not?

2. How can creative speaking skills be developed for English majors, faculty of Education?

Most of the seven staff members in curriculum and instruction (EFL) emphasized that English majors, Faculty of Education lacked creative speaking skills, despite their importance for students in different educational stages in general and for English majors, Faculty of Education in particular. Most of them didn't really know appropriate strategies and methods that can be used to effectively develop students' creative speaking skills and use regular instruction in teaching creative speaking skills. They do not care about

developing these skills which are fluency, opinion-gap tasks, competent pronunciation, grammar, and originality and figurative speech, as they are usually obliged to finish the long and difficult syllabus they have to teach before the end of each semester. Most lecturers used achievement test to assess creative speaking skills, and there were no specific tests to assess creative speaking skills. Lecturers didn't use different types of activities to encourage students to develop creative speaking skills. They only focused on traditional methods of teaching speaking in general and creative speaking skills in particular.

Third pilot study:

The researcher performed a pilot study in which 40 of 4th year English majors were given a creative speaking skills exam in to prove the data obtained from the interviews.

The purpose of the test was to determine the students' aspects of creative speaking difficulty. According to the results, 65% of students received scores below average, and there was a noticeable deficiency in the following skills:

Present new ideas in new ways.

Use functional language (different expressions for different contexts).

Produce proper pronunciation.

Speak spontaneously and confidentially.

Utilize sentences that are grammatically correct.

Use words beyond their original literal meanings intending to engage the audience.

Provoke an emotional response.

Create a more intense and focused message.

Distinguish between formal and informal situations.

Express their thoughts with feelings of anxiety and confidence during speaking.

Fourth previous studies:

The existence of the problem of the study was further supported by reviewing previous related studies. Previous studies related to EFL creative speaking skills (i.e. Diyyab, Abdel-Haq & Aly, 2013; El-Sakka, 2017; Ghoneim & Elghotmy, 2016) have also confirmed that there is a lack in EFL creative speaking skills among faculty of education English majors in Egypt. In recent years, augmented reality has emerged as a promising new tool for educators, with the potential to significantly spark students' originality. According to Benvenuti et al., (2023) study it has been suggested that bringing digital information into the real world can help foster more innovative and problem-solving mindsets. Numerous research has looked at the correlation between AR use in the classroom and increased creativity. For example, pupils' ability to speak creatively was found to rise dramatically in a study conducted by Al-Fadlat and Al-Azhari, (2022) in which AR was employed during a lecture. Students had a more thorough understanding of complex topics and were inspired to explore those topics imaginatively thanks to the interactive and immersive nature of augmented reality environments. Catala et al., (2022) also investigated the impact of augmented reality on linguistic imagination. The study found that students who participated in language challenges aided by augmented reality were more likely to display linguistic creativity than those who did not. AR applications' dynamic and interactive features encouraged students to express themselves in new ways and improved their language skills by involving them in language activities. Moreover, in the AR-creativity nexus, the notion of "flow," as put forward by Arulanand et al. (2020) becomes significant. AR environments can encourage a state of flow that fosters creative speaking by providing tasks and feedback that are

appropriate for the ability levels of its students. Students are encouraged to fully immerse themselves in the learning process in this state of optimal engagement, which fosters increased creativity. to develop these skills. In the Egyptian context, because most lecturers do not provide students with opportunities to practice EFL creative speaking skills in communicative contexts, previous researchers showed that EFL students face some serious creative speaking problems. Those problems might hinder their ability to express themselves freely, in a creative way. Most of the students cannot speak creatively and fluently, especially in front of others. Also, they cannot express their opinion freely or comment on artistic pieces.

Statement of the Problem:

There is a weakness in creative speaking skills among the fourth year of English majors, Faculty of Education. Hence, this study applies Augmented Reality to develop the necessary skills of creative speaking.

Questions of the study:

To tackle this problem, this study attempted to answer the following questions:

What are the necessary EFL creative speaking skills that should be developed for 4th year English majors, Faculty of Education?

What is the proposed framework for using Augmented Reality to develop the necessary EFL creative speaking skills for 4th year English majors, Faculty of Education?

What is the effectiveness of using Augmented Reality on developing the necessary EFL creative speaking skills for 4th year English majors, Faculty of Education?

The Creative Speaking Skills Checklist:

The checklist aimed at identifying the required EFL creative speaking skills for English majors. Validity of this checklist was used to determine the required English creative speaking skills for English majors. It includes 8 skills. The checklist was submitted to a panel of jury members to assure its validity.

The content of the checklist: Having reviewed the related literature on developing students' creative speaking skills, the researchers designed a creative speaking skills' checklist and submitted it to specialized jury members in the English Language Teaching (ELT) to determine the degree of importance of each skill to students. The list consisted of 8 skills. The jury suggested 5 skills only which are Fluency, opinion-gap tasks, competent pronunciation, grammar, and originality and using figurative speech. The jury members stated that the skills in the checklist would be generally adequate and appropriate to its purpose, after deleting three skills.

Hypotheses of the study:

There is a statistically significant difference between the mean score of the study group on the post administration of the creative speaking test.

There is a statistically significant difference between the mean score of the study on the pre- and post- administrations of the creative speaking test, in favor of the post test.

There is a statistically significant difference between the mean score of the study group on the pre and the post administrations of the creative speaking test on each of the EFL creative speaking skills, in favor of the post administration of the test.

Variables of the Study:

Independent Variable:

-Augmented Reality.

Dependent Variable:

Creative Speaking Skills for 4th year English majors, Faculty of Education.

Aim of the study:

This study aimed basically at the development of EFL creative speaking skills for English majors, Faculty of Education, via the usage of Augmented Reality.

Significance of the Study:

The present study is expected to be useful in the following areas:

1- Attracting the attention of the teacher to the importance of developing the creative speaking skills in the English language for the 4th year English majors.

2- Providing a list of the required creative speaking skills in the English language for English majors.

3- Encouraging the employment of the Augmented Reality for developing the required creative speaking skills for English majors and other years.

Assisting the EFL majors at university with information about Augmented Reality which in turn might enhance their creative speaking skills.

Paving the way for other researchers to conduct further studies on developing students' creative speaking skills using Augmented Reality in the other educational stages.

Methodology of the study:

The present study employed the following two methods:

The descriptive analytical method: To review the previous literature and studies concerned with Augmented Reality and creative speaking skills.

The quasi-experimental method: To measure the effect of Augmented Reality on developing the required creative speaking skills for the 4th year English majors.

Design of the Study:

The study followed the quasi-experimental design of the study group and pre/ post application of the instruments of the study. The study group was a sample of 40 4th year English majors.

Delimitations of the study:

The study was abided by the following delimitations:

1- A sample of 40 4th year English majors selected intentionally, Faculty of Education, October 6 University.

2- The first semester of the academic year of 2024-2025.

3-Augmented Reality (Zap Work site) was applied for the purpose of developing the creative speaking skills necessary for English majors, faculty of Education which are fluency, opinion - gap tasks, competent pronunciation, grammar and originality and figurative speech.

Instruments of the study:

In order to achieve the study objectives and answer its questions, the researcher used the subsequent instruments:

A pre-post administration test conducted on the study group, to measure the development of creative speaking for English majors, Faculty of Education, aiming to realize the effectiveness of Augmented Reality in teaching such skills.

Creative speaking observation sheet.

Results of the study:

The study aimed at investigating the impact of Augmented Reality on developing EFL creative speaking skills for English majors. The findings of the study regarding the research questions. The researcher used different statistical tests using the statistical program (SPSS) to analyze the collected data. Tables were also used to present these data with analysis and interpretation.

Verifying the Hypotheses of the Study:

1.Verifying the First Hypothesis

The first hypothesis of the present study stated that

“There was a statistically significant difference between the mean score of the study group on the post administration of the creative speaking test as a whole at the level of (0.05)”.

To examine the first hypothesis, means and standard deviations of the study group results on the post-test were computed.

Independent Samples T-test was used to measure the significance of the differences. Table (1) describes those results.

Test	Group	N	Mean	Std Deviation	t- calculated value	Significance Level
Creative Speaking skills test	Experimental	40	32.858	3.865	12.540	(0.05) level

As shown in table (1). the mean of the post-test in the study group reached (32.858), whereas the std deviation of the study group was (3.865), whereas the t-calculated value of the study group was (12.540). This result indicates the effect of Augmented Reality

is more effective than the traditional method in developing EFL creative speaking skills for English majors.

-Verifying the second Hypothesis

The second hypothesis of the present study stated that

"There was a statistically significant difference between the mean score of the study group on the pre- and post- administrations of the creative speaking test at the level of (0.05), in favor of the post test".

Table (2): T. Test paired sample results of the differences between the pre-test and the post test of the study group in the creative speaking test.

Experimental	(t) calculate d value	Tabulated	Std Deviation	mean	N	Significance Level
Pre- test	18.993	2.54	3.865	8.678	40	(0.05) level
Post- test		2.58	3.656	32.858	40	

Table (2) showed that the t. calculated value is larger than t. table in the test, which mean that there was significant differences in the total mean scores of the pre-test and the post test of the study group in the creative speaking test. This means that there was a statistically significant difference between the mean scores of the study group on the pre-and post- administration of the creative speaking test, in favor of the post test.

3-Verifying the third Hypothesis

The third hypothesis of the present study stated that

“There was a statistically significant difference between the mean score of the study group on the pre and the post administrations of the creative speaking test on each of the EFL creative speaking skills at the level of (0.05), in favor of the post administration of the test”.

Scope	Group	N	Mean	Std. Deviation	T	Sig .Value	Sig. Level
Fluency	Pre test	40	0.675	1.112	6.036	0.00	Sig at 0.05
	Post test	40	4.155	1.832			
Opinion- gap tasks	Pre test	40	0.525	1.439	7.758	0.00	Sig at 0.05
	Post test	40	3.275	0.986			
Competent pronunciation	Pre test	40	0.429	1.185	8.587	0.00	Sig at 0.05
	Post test	40	4.250	1.085			
Grammar	Pre test	40	0.550	1.160	9.842	0.00	Sig at 0.05
	Post test	40	3.200	1.264			
Originality and figurative speech	Pre test	40	0.700	1.223	7.552	0.00	Sig at 0.05
	Post test	40	1.900	1.001			
Total	Pre test	40	8.678	3.865	18.993	0.00	Sig at 0.05
	Post test	40	32.858	3.656			

Answering the questions of the study

Answering the first question:

The first question of the study was: “What are the necessary EFL creative speaking skills that should be developed for 4th year English majors, Faculty of Education”?

It is worth noting that before designing pre and post creative speaking skills test, a checklist was prepared to be validated to determine the required creative speaking skills to be tested. It consisted of 8 skills in its primary form, but the jury members suggested omitting 3 skills to be 5 skills only in its final form; fluency, opinion gap tasks, competent pronunciation, grammar, and originality & figurative speech. Having done this modification, it became valid and was used in designing the creative speaking skills test. Thus, the first question of the study about the required creative speaking skills for English majors, faculty of Education, was answered.

Answering the second question:

The third question of the study was: “What is the effectiveness of using Augmented Reality on developing the necessary EFL creative speaking skills for 4th year English majors, Faculty of Education”?

Table (4): The Effect Size of integrating technique on the study group in the Post-Test

Skill	t value	η^2	D	Effect Volume
Fluency	5.535	0.287	1.296	Large
Read for details	7.500	0.395	1.716	Large
opinion- gap tasks	5.380	0.275	1.232	Large
Derive the meaning of words from the context	6.900	0.295	1.293	Large
Competent pronunciation	3.958	0.392	1.604	Large
Total	12.540	0.813	3.660	Large

Table (4) shows that the effect size of Augmented Reality effect on the study group on developing EFL creative speaking skills for English majors was large. This means that effect of Augmented Reality was effective in developing EFL creative speaking skills for English majors of the study group. This large effect may be due to the activities and techniques which are used, the websites of Augmented Reality to develop students' creative speaking skills.

Experimental Procedures of Teaching the Modified Material:

Pre-Experiment:

Before the experiment, the researcher administered creative speaking skills test to identify English majors' level on creative speaking skills.

The researcher implemented two orientation sessions with the study group only at the beginning of the experiment.

In the first orientation session, the researcher identified the English majors' creative speaking skills.

In the second orientation session, the researcher taught the students how to use Augmented Reality (Zap work site).

Steps of Teaching

Teaching procedures:

The lesson will go through the following steps:

First Step:

The teacher meets the students online through Microsoft teams.

Teaching students how to register an account on the zap work site.

Teaching students how to enter the zap work site, interact with it, and access activities.

Second step:

Explaining the steps and strategies on which activities are based to students.

Explain how to solve the activities correctly and send the answers.

Third step:

Students will solve the activities at home through Microsoft form and if there is a problem, they can access videos uploaded on the zap work site.

Post Experiment:

The researcher re-administered creative speaking skills test to the study group.

Evaluation:

Evaluation and Feedback

The evaluation system was composed of both formative and summative types of evaluation:

Formative evaluation: It was conducted for the purpose of students' gradual progress in creative speaking skills and providing necessary feedback on their overall performance at the end of each session. During formative evaluation, students' creative speaking skills were evaluated by the teacher. Students were asked to answer the task after each session.

Summative evaluation: It was conducted after finishing the implementation of the proposed Augmented Reality through the post – administration of creative speaking skills test. The major purpose of this type of evaluation was to investigate the effect of the Augmented Reality on developing creative speaking skills for the 4th year English majors (study group).

Discussion and Interpretation of the Study Findings:

Displaying the results of the study, the researchers presented an account of the development of the participants' creative speaking skills due to the use of Augmented reality. This is shown in the difference between the pre, and post administrations of the creative speaking skills test mean scores of the study group. The difference between the students' mean scores in the pre and post administrations of the test was statistically significant. which might be due to the following factors:

The effective practice on the required 5 creative speaking skills: fluency, opinion-gap tasks, competent pronunciation, Grammar, and originality& figurative speech.

The use of Augmented Reality provided an opportunity for cooperative learning, it upgraded and refined students' use of language and involved them in collaborative reconstruction of creative spoken language. They became more engaged in showing their competence to the members of the team and were responsible for the achievement of the group.

The collaborative nature of role work allowed the students to scaffold what they did not know so they collectively learnt with their peers. Additionally, creative speaking throughout Augmented Reality gave students an opportunity to provide a real interaction with the presented content by creating a new way of human-computer interaction.

Using Augmented Reality provided the students with longer significant speaking time that student-centered classroom than in a traditional teacher- centered classroom.

Furthermore, the use of self-assessment and peer assessment helped the students greatly to confront their own strengths and weaknesses in their English language use.

In the small group discussion, students learnt to share opinions and contribute by practicing the roles that they were responsible for.

The findings of the current study provided interesting conclusions and recommendations for classroom teachers and researchers who are interested in the implementation of Augmented Reality in creative speaking skills.

Recommendations of the study:

Based on the results of the current research, the research recommended the following: The targeted Augmented Reality should be implemented for English majors and assigning appropriated tasks and activities assist in this implement.

Learners should be provided with the opportunity to use Augmented Reality tasks in the language skills to improve the performance of the learners.

English language lecturers should be trained on using different types of innovative strategies in EFL creative speaking skills.

Lecturers of English language should train learners on creative speaking skills through using Augmented Reality. Lecturers of English language should vary in using the Augmented Reality in other teaching EFL skills.

Suggestions for further Research:

Within the limitations of the present study as well as the findings being achieved, the following areas are suggested for further research:

A research is needed to investigate the effect of using Augmented Reality on developing learners' other language Skills at different levels of education.

Examining the effects of using Augmented Reality on developing EFL creative speaking skills for EFL learners at various educational levels.

Studying the effects of other modern techniques and methods on developing faculty of education, English majors' EFL creative speaking skills.

Using this treatment to create different videos that students use in learning EFL skills.

Using this treatment with different set of EFL skills (e.g. reading, writing and listening skills) and with different participants.

Using this treatment to enhance the learning of disabled students' EFL Skills (e.g. reading, writing and listening skills).

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