



The Effect of Interactive Language Media on Developing EFL speaking fluency among primary School pupils.

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ABSTRACT

The present study aimed at Investigating The effect of Interactive Language Media on Developing EFL speaking fluency among primary school pupils. The study adopted The quasi-experimental design The participants of the study were (sixty) third primary school pupils From Salah Salem II. From Menia Al Qameh, sharkia Governorate, Egypt. The researcher utilized different instruments to collect data as, speaking test. The data obtained were statistically treated Through the interactive language Media.

Key words :

Interactive language media speaking fluency.

المخلص

هدفت الدراسة الحالية إلى معرفة تأثير الوسائط اللغوية التفاعلية في تنمية طلاقة التحدث باللغة الإنجليزية كلغة اجنبيه لدى تلاميذ المدارس الابتدائية. واعتمدت الدراسة التصميم شبه التجريبي. وكان المشاركون في الدراسة (ستون) تلميذاً من تلاميذ المرحلة الابتدائية للصف الثالث من مدرسه صلاح سالم رقم ٢ من منيا القمح محافظة الشرقية مصر. استخدمت الباحثة أدوات مختلفة لجمع البيانات مثل اختبا التحدث وتم معالجة البيانات التي تم الحصول عليها إحصائياً من خلال الوسائط اللغوية التفاعلية.

Back ground:

The world is witnessing a rapid increasing in the use of English as a language of wider communication . English is playing a major role in many sectors including medicine, engineering, education, advanced studies, business, technology, banking, computing, tourism, etc . The English language has become an international language .

In the same context, According to Ur (1996, 120), of all the four skills (listening, speaking, reading and writing), Speaking seems intuitively the most important. Indeed, whether for business or pleasure, a primary motivation to learn a second language is to be able to converse with speakers of that language . this explains why so many language learners are very interested in the speaking skill . However, in addition to being an important skill, speaking is also a great challenge for foreign language learners and students must master several difficult micro skills , Including the pronunciation of un familiar, phonemes, the correct placement of stress and intonation and the appropriate use of formal and in formal expressions .

Oral communication fulfills a number of general and discipline – specific pedagogical functions ; Learning to speak is an important goal in itself, For it equips students with a set of skills they can use for the rest of their lives . Speaking is the mode of communication most often used to express opinions, make arguments, offer explanations transmit information, and make impressions upon others .

Students need to speak well in their personal lives, future workplaces, social interactions and political endeavors . They will have meetings to attend, presentations to make, discussions and arguments to participate in, and groups to work with . If basic instruction and opportunities to practice speaking are available, students position themselves to accomplish a wide range of goals and be useful members of their communities

As the English teacher in the classroom, there will be some problems or conditions need to be accomplished . Teacher will see some of the students who are very motivated, demotivated or even feeling ignored in studying English .the learners who have contacted with English will find that some features are quite easy and extremely difficult . one of the more complicated problems of second or foreign

languages learning and teaching has been to define and apply the contract of motivation in the classroom .

Motivation is a concept with physical reality, we cannot see motivation; we see effort, interest, attitude and desire . For speaking, it is important first to give competence and then performance . competence is more likely to the extent a communicator is motivated to be so motivation is the extent to which a communicator is drawn towards or pushed away from communicating competently in a given context to be performed.

pilot study:

The researcher wanted to know the students motivation in practicing speaking English in Easy- speaking course the results show that : -

- 1- The learners effort in practicing speaking English is 56.1%
- 2- The learners interest in practicing speaking English is 49.7% .
- 3- The learners attitude towards practicing speaking English is 59.9%
- 4- The learners desire in practicing speaking English is 71.43% . Then some suggestions are made : -
 - 1- Using media is very important to increase the learners motivation and to give a big opportunity to learners to explore their idea .
 - 2- Giving more various techniques in teaching and learning process in order be monotonous .
 - 3- Giving prizes, encouraging and giving extra points for learners who can express their idea by speaking English well .
 - 4- Creating Favorable atmosphere in the classroom .
 - 5- Argument and discussion .
 - 6- Encouraging .

Most of us agree that the new Generation of students is difficult to motivate to learn and gain knowledge in the traditional ways that we were accustomed to in the past

If the pupil does not have sufficient motivation, whether internally acquire or externally, to study and knowledge curiosity; the learning that teachers, present and the educational system as a whole will not be achieved .

In this regard, the teacher can play a pivotal role in encouraging and motivating her students despite the difficulty of the task ,in fact, he says that learner needs to create his own way to create a kind of motivation for his learning .The successful teacher, then, is the one who tries to develop himself and raise the level of his class, so he will need some ideas to motivate students and there are some of them as follows:

1-Making the student aware of responsibility .

2-Setting goals : - it is necessary to clearly define the objectives of the tasks assigned to each student, as he needs to know what is expected of him in order to remain motivated to complete the task in the best way .

3-Creating a safe environment .

4- Changing the learning space :

As the teacher cannot sit behind your desk and wait for an impressive result in the classroom, He can take students to computer room to see some teaching videos All of this can motivate the learners and create an atmosphere of fun and useful fun .

5-Creating an atmosphere of fair competition :-

Competition in the classroom can be appositive thing if it is used educationally to serve the objectives set in advance . In some cases, students can be motivated to exert greater effort and excel through educational applications, for example, or traditional team.

6-Offering simple rewards .

7-Encouraging teamwork .

8-Getting to know the students .

It is not intended to know the name of each students, but rather to identify his hobbies, achievements, likes and dislikes .This gives him high confidence in himself and positively affects his behavior in the classroom and the process of his learning .

9-Dialogue and discussion .

10-Use of technology .

We have repeatedly talked about integrating technology into education and its positive effects if it is used in an organized methodology ,the teacher does not have to dispense with paper and pen, but to try to take advantage whenever the opportunity arises from the educational programs, tools and applications .

For students who use the traditional methods of learning English in the experience of learning the English language because they are unable to achieve knowledge . Perfect in speaking and communication skills, and instructing you to teach in teaching .

Computer are becoming more and more attractive to learners because of their enormous capabilities and wide range of activities .

Computer technology can provide pupils with the means to help in learning, constructing meaning, evaluating performance, and monitoring . It suggests that when students are guided, supported, and equipped with necessary attributes, they become more responsible when learning, more motivated. And more successful .

Blog and digital materials are a form of online publishing allowing everyone with access to the internet and simple video production tools such as computers, webcams or a video-enabled mobile phone to create and publish EFL lessons that focus on blogging as it is a medium for guessing from contact ,studies have shown that incorporating technology into language creates student in dependence and develops learning skills

Mutmainna (2016) mentioned that the Internet plays an important role in the Field of education, as we have seen in the classroom . where the use of what tools are based on the Internet, and the integration of technology in the classroom environment is one of the least approaches in teaching and learning the English language .

The Internet has become a big challenge of technology in people's life for many years . through the internet, people can sent text, chat, browse, call, make video call through . the Internet and share stories on their own sites . This activity is called blogging and it is a type technology that allow everyone to write their personal fields on line .

Lee' Setal (2015) pointed out that : -

The use of video blogs has the ability to enhance listening comprehension in the English language class, which in turn is a motivation for speaking .

Several researchers have approached multiple studies to develop the skills of speaking English as a foreign language :

Turkish (2006): The focused on for secondary school students . The study showed students weakness in English speaking skills due to the teacher's use of traditional methods .

Abdel Moneim (1996),: Conducted a study to find out the effectiveness of a proposed strategy on the oral performance of student teachers at the faculty of Education, Mansoura University .

Ibrahim (2007): Studied using the Following strategies for cooperative learning to enhance the skills of speaking English as a foreign language for the second grade of secondary school .

Despite the importance of developing all foreign English speaking skills, it was necessary to follow video recording strategies in order to help stimulate speaking among primary school students .

blogs are a platform for delivering audiovisual media over the internet to access long . awaited capabilities . As **felex and Storles (2005, 2006)** a public sharing site you tube was launched, and the most

popular video that attracted the attention of millions was mentioned by (**Sanker and Botchard) (2009) .**

Moreover, **Harly and Fate Patrick (2009):-** Have pointed out that developments in mutual practices of responding to any blogs are studying the potential of vloggers as communication facilitators determined by them

Where video blogging is a multimedia as a means of increasing motivation to speak because of its advantages pointed out by Barrow, **Progresses and Verlia (2009) They emphasized that the use of video blogs to develop students :**

- 1- Reading, watching and listening to information at any time .
- 2- Collaborating with others to expand and deep in their knowledge .
- 3-Using technology to create new knowledge as well as organizing and presenting knowledge .

Context of the problem :

The problem of the present study is emphasized through the following ways :

- 1- Working as an EFL teacher in the primary stage . the researcher observed a lack in speaking skills and motivation among primary school pupils
- 2- Reviewing the previous studies that deal with speaking and motivation Aljumah 2011; Abdel-halim (2004); Deci and Ryan (2000); Eisenberg (2006) Nahed (2018)
- 3- Conducting a pilot study on a group of 30 students of 3rd grade at saleh – Salem 2 in Meny a – ElQameh primary school .

3-Questions of the study :

The present study attempts to answer the following main questions :

- 1- What is the effect of interactive language media on developing the speaking fluency among primary school pupils?
- 2- What is the effect size of interactive language media on developing speaking fluency?

5-Hypothes of the study :

The present study will test the following hypotheses :

- 1-This hypothesis states That there are statistically significant differences between the mean scores of the experimeatl group in The pre-post administration of the speaking skill test. The differences are in Favor of the post administration.To verify This hypothesis, T. test wasemployed to show the difference.
- 2-The Second Hypothesis:- This hypothesis states that there are statistically significant difference between the mean score of the experimental group and Control group in the post administration of speaking motivation.The difference is in in favor of the post administration

6-Purpose of the study

The main purpose of study is to investigate the effect of interactive language Media on Developing EFL oral communication skills and speaking motivation of the primary school pupils .

Besides the main purpose the study will try to : -

- 1-Determine the level of performance of third – grade pupils in oral communication skills .
- 2-Determine the level of motivation to speak English among the third grade pupils .
- 3- Build a picture of an educational unit based on interactive linguistic means in developing oral communication skills and motivation to speak the English language
- 4- Know the effect of using an educational unit based on interactive language media in developing oral communication skills .
- 5-Determine the effect of using an educational unit based on interactive language media in developing the motivation to speak English among third graders of primary school .

7-Significant of the study :-

1-Pupils :

Developing the necessary listening and speaking skills and overcoming the difficulties, they face during the speaking process . it is expected that this will affect the pupils competence in other language skills .

2- Teachers : Providing English language teachers with a guide for teachers on how to teach using interactive language media (the video blogging strategy,) how to apply this strategy using the computer they have in schools, which helps to improve speaking skills and motivate pupils .

3-Curriculum designers :

This may help to take into account the principles and suggestions of the computer video blogging strategy an interactive language media while designing the speaking activities of (text image and sound) to be included in the text books for pupils .

8-Delimitation of the study :

The study will be delimited to :-

1-Human Limits:-

A group of 60 pupils will be selected from the third grade of primary school at Salah Salem school II, Minya El-Qamh.

2-Limiting some of the oral communication skills, such as listening and speaking) , which are appropriate for third grade pupils, which are determined by the members of the jury .

3-The research is limited to the video blogging strategy as one of the interactive linguistic functions .

4-The second unit will be chosen from the first term of the third grade curriculum and will be re-drafted with the weight of the video blogging strategy .

9-Definition of terms :

Interactive language Media :

Multimedia soft ware is a class of interactive communication systems that can be derived and presented by a computer to store, transmit and rewrite information within a network through written and audible language, music, line drawings, still images, moving images and video clips .

Operationally :

It is the integration of image, sound animation and text through a single computer program .

Speaking skills : -

Mickey and Jazz (2005):-

Speaking skill is the ability to speak the target language to communicate with others and it consists of accuracy, Fluency and comprehension .

Operationally :

Speaking skill the ability to speak English fluently and accurately in interactive situations without hesitation .

Fluency

As pointed out by (Richard etal (9)

Fluency is the features which give speech the qualities of being natural and normal, including native like use of pausing rhythm, intonations, stress, rate of speaking and the use of interjections and interruption. there fore, teaches should give them time for practice for EFLSpeaking ina Coherent manner by giving more attention to the meaning and Context.

Fluency can be viewed as the ability to speak Freely without interruption. Fluency in language is the ability to speak easily. reasonably quickly and without having to stop and pause a lot.

Method of the study :

In her study, the researcher followed the quasi-experimental design through two groups, one of them is experimental, studying using interactive language media, (using the strategy of video recording) and the other is the control group in a lesson in the usual way

Research tools:- The researcher will design and use the following tools in the current research :-

1-speaking test

Procedures of the study :

To answer the study questions :

The teacher will adopt the following procedures :

- 1-Review of literature and previous studies related to study variables, video blogging strategy, oral communication skills and speaking necessary for the third grade pupils and motivation .
- 2-Preparing a list of oral communication skills and speaking required for third grade pupils .
- 3-Presenting a list to a group of jury member for approving its validity period and its suitability for the research sample .
- 4-Preparing a list of the dimensions of motivation needed for third grade pupils .
- 5-Designing sessions in light of the use of interactive language media (using the video blogging strategy) to develop motivational speaking skills for third grade pupils .
 - 1-Defining the target objectives .
 - 2-Content format .
 - 3-Defining the role of the teacher
 - 4-Defining the role of the learners .
 - 5-Preparing a speaking skills test and motivation scale and presenting them to a group of jury member .
- 6-Choosing a random sample of the study from third- grade students from (salah salem school 2 in Minya El-Qamh) and dividing it into two groups, the first being the experimental group, which will be taught through the strategy of video blogging, and the second, the control group which will be taught traditionally.
- 7-Applying the tools to the research sample .

- 8-Teaching using the creative language media (the video blogging strategy) for the experimental group and in the usual way for the control groups .
- 9-Apply the tools remotely to the research sample .
- 10-Comparing the results of the two groups to derive the results .
- 11-Analyzing and processing data statistically
- 12-Discussing and interpreting the results of the study .
- 13-Providing conclusions, recommendations and suggestions for further studies .

The Result:

I -This Hypothesis states that there are statistically significant differences between the mean scores of the experimental group and control group in the post administration of speaking fluency skills the difference is in favor of the post administration .To verify this hypothesis, t. test was employed to show the difference. The following table shows this.

Table (1)t. test results of the control experimental group in the post administration of speaking skills.(fluency)

| Skills | Groups | No | Mean | S.D | Df | T.value | Sig. |
|---------|--------------|----|------|--------|----|---------|-------|
| Fluency | Control | 30 | 2.07 | 0.0640 | 58 | 14.08 | 0.000 |
| | Experimental | 30 | 4.33 | .0606 | | | |

The table above indicates that the mean scores of the experiment group are higher than the mean score of the control group in the post administration of the speaking skill test.

II -This hypothesis states that there are statistically significant difference between the mean scores of the experimental group in the pre- post administrating of the speaking fluency skill test. The difference is in favor of the post administration.To verify this hypothesis, T. test was employed to show the difference.

The following table shows this.

Table (2): t.test of the mean scores of the experimental group in the pre-post administration of the speaking skill(fluency) :

| Skills | Test | No | Mean | S.D | Df | T.value | Sig. |
|---------|------|----|------|--------|----|---------|-------|
| Fluency | Pre | 30 | 2.47 | 0.0629 | 58 | 19.40 | 0.000 |
| | Post | 30 | 6.60 | 0.855 | | | |

To ensure the significance the effect size was calculated. The following table shows this:

Table (3) the effect size of the speaking fluency test(η^2)

| Skills | Test | No | Mean | S.D | T.value | η^2 eta square | The effect size. |
|---------|------|----|------|-------|---------|---------------------|------------------|
| Fluency | Pre | 30 | 2.47 | 0.624 | 19.40 | 0.783 | 2.8 large |

This table indicates that the effect size of using interactive language media is large in developing speaking skills.

1-Discussion :-

This could be for the following reasons :

- Interactive language media is anew way for pupils as learners, so they had the curiosity to explore and apply it
- Interactive language media Facilitate the listening and speaking tasks for both teachers and pupils .
- Interactive language media motivate pupils to pay attention to each point in order to understand the listening and speaking activities .
- Interactive language media provides learning materials for the pupils to learn at their own place and time

- The pupils take the responsibility for this own learning and are aware of this notes in learning process

So pupils become active learners and they had positive attitudes towards learning English language specifically listening and speaking skills .

- Pupils know their weakness in listening and speaking skills and they will do move to improve this weakness .
- Finally, it can be concluded that interactive language media treatment was effective in developing pupils listening and speaking and enhance their motivation towards lecturing .

- **Recommendations:-**

- in the light of the study, findings the Following recommendation have been Suggested,
- The interactive Language media should be integrated into the training program as it Can contribute to increasing and improving. in teraction skills.
- Interactive language media should be used with all language skills primary stage teacher should practicipate in the process of preparing interactive language media through reflecting on their teaching practice using interactive Language media. Interactive Language media should be integrated in the whole Common of primary Education to reduce pupils spending anxiety.
- Interactive Language media should focus on the desname objects which the pupils deal with in crease their speaking motivation.

- **Suggestions For further research as:-**

- Based on the results of this study, the researcher suggests the following Further
- **Studies:-**
- The impact of interactive language media on developing the receptive skills of elementary stage pupils.
- - the impact of interactive language media on developing the micro teaching skills of elementary education teachers.
- -The effect of interactive Language media on the pupils achievement of phonetics aspects of language.
- -The effect of interactive language media in developing the vocabulary acquisitions aspects of primary stage pupils.
- The effect of interactive language media in developing to presentation skills of primary stage teachers.
- **Conclusion:-**
- with in the limitation of the study as well as the results reached, the researcher Concluded that the interactive Language media improved the pupils Communication skills (listening and speaking) and increased the speaking motivation. Consequently the interactive Language media is aligned to the needs of the pupils in primary education. The interactive Language media also affected Fluency in EFL speaking is the main aim of Many language learners. According to Brown (1997) Fluency include areasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that a speaker doesnot have to spend alot of time searching for the language items needed to express the message.

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Theoretical Background and Previous Studies Part one Theoretical Background

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