

## The effect of using Audio Visual Chat on seventh grade students' oral skills in Jordan and their attitudes toward it

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**Abstract:** This study aimed to examine the effect of audiovisual chat on seventh grade students English foreign language (EFL) learners' oral skills. It also investigated the seventh grade students' attitudes toward using audiovisual chat in teaching and learning oral skills in English. The study participants consisted of 32 seventh grade female students from Al Khanasiri Mixed Elementary School at Al- Mafraq, North West Badia Region during the first semester of the scholastic year 2020/2021. The study's participants were divided into two groups: The first group was experimental consisted of (16) students who used the audiovisual chat and the second group was a control one consisted of (16) students who were submitted to regular instruction. To carry out this study, two instruments were used which were the pre- test and post- test. They were of two parts: a speaking and reading test that examined students' ability to interact appropriately in communicative settings and a questionnaire.

To measure the effects of audiovisual chat on the seventh grade learners' oral skills, before beginning the experiment, both groups will take a speaking and reading test to measure their existing awareness at the start of the first semester of the academic year 2020/2021. The study's findings show that the experimental group performed better in the oral ability than the control group, due to this new teaching approach that incorporates audiovisual chat. The study's findings reveal that the experimental group is more inspired than the control group. This is due to the effect of using audiovisual chat. Accordingly, a number of conclusions and recommendations are provided.

**Keywords:** Effect, audiovisual chat, oral skills, attitude.

## أثر استخدام الدردشة المرئية على المهارات اللفظية لتعلمي اللغة الإنجليزية لدى طلاب الصف السابع في الأردن واتجاهاتهم نحوها

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**المستخلص:** هدف هذا البحث إلى التعرف على أثر استخدام الدردشة المرئية على المهارات اللفظية لتعلمي اللغة الإنجليزية لدى طلاب الصف السابع في الأردن واتجاهاتهم نحوها. واستخدمت الدراسة المنهج شبه التجريبي؛ وتكونت عينة الدراسة من (32) طالبة من مدرسة الخنصر الأساسية المختلطة، لواء البادية الشمالية الغربية في المفرق، خلال الفصل الدراسي الأول للعام 2021/2020 وزعوا على شعبتين: شعبة (1) تكونت من 16 طالبة، اختبروا كمجموعة تجريبية (2) تكونت من (16) طالبة، اختبروا كمجموعة ضابطة. تم جمع البيانات خلال 8 أسابيع. تكون الامتحان القبلي والبعدي من جزأين: جزء لفظي وسمعي وجزء استبانة. لتقييم مدى تأثير استخدام الدردشة المرئية على المهارات اللفظية لتعلمي اللغة الإنجليزية كلغة أجنبية، أخضعت طالبات المجموعتين لامتحان لفظي وسمعي كما أجبنا على استبانة لبيان مدى قدراتهم اللفظية والدافعية لديهم قبل إجراء التجربة خلال الفصل الدراسي الأول للعام الدراسي 2021/2020- وبعد 8 أسابيع أخضعت الطالبات لنفس الامتحان كإمتحان بعدي.

أشارت نتائج الدراسة بأن أداء المجموعة التجريبية كان أفضل من المجموعة الضابطة في المهارات اللفظية نتيجة المادة التعليمية الجديدة وهي استخدام الدردشة المرئية، كما وأظهرت نتائج الدراسة بأن طالبات المجموعة التجريبية كن مندفعات أكثر من طالبات المجموعة الضابطة وربما يعزى لأنر استخدام الدردشة المرئية. بناءً على ذلك قدمت مجموعة من التوصيات في ضوء نتائج الدراسة.

**الكلمات المفتاحية:** المحادثة السمعية البصرية، المهارات الشفوية، السلوك.

## Introduction

Recently, teaching students in English as a foreign language became one of the major concern for instructors, linguistics and curricula designers. Plenty of new remarkable changes in the methods and the instruction have emerged to the process of teaching English as a foreign language. Many researchers and projects called for the importance of

incorporating technology into the teaching of English as a foreign language.

This chapter presents an overview of the study; Background of the study, the study problem, purpose of the study, questions of the study, hypotheses of the study, significance of the study, operational definitions of terms, and limitations of the study.

## Background of the Study:

Audiovisual chat technique can effectively develop the learning process in the English foreign language (EFL) classrooms; by fostering a learner- centered atmosphere. It can encourage EFL students to improve multimodal communicative and oral skills. "Learners have many chances to communicate and use language in genuine and personally relevant ways" as a result of this (Rance – Rony, 2008, p.30).

Furthermore, Audio visual chat provides learners with media that allows them to hear their stories while also preserves them for later reflection (Barrett, 2006; Lambert, 2007). Most significantly, research has shown that audio visual chat is particularly beneficial to EFL learning in terms of improving students' speaking abilities) as suggested by scholars (Miller, 2010; Kim, 2014; Abdel- Hack & Helwa, 2004 ; Clipson –Boyles, 2012 – Hack & Helwa, 2004 ; Clipson –Boyles, 2012 ; Frazel2010).

By the audio- visual chat, it is meant that the learners can hear and or see what helps the teacher to convey his/her message to the learners. During the process of learning or acquiring any language whether or not a native, foreign language, or second language, the use of audio- visual chat is very much-needed (cf. El- Arabs', 1974).

In audio- visual chat, the two senses of hearing and sight take part in the process of learning. The following items of equipment listed in alphabetical order are frequently used in the classrooms and study centers .

- 1- The board: The board can be used for anything. It has a variety of uses, including writing, drawing, sticking things on, and projecting overhead transparencies.

- 2- The computer: the benefit of the computer is that it has all the functions required by the teachers and students (ID, audio, or integral modem) and that one can store huge information in a memory and moreover it is fast enough for the task needed.
- 3- The overhead projector: Overhead projectors (OH Ps) are very helpful for showing pre-prepared overhead transparencies (Olaf [S]).

Actually, it's true that audio visual chat can be used as a pedagogical tool by teachers to focus on various aspects of the curriculum in order to maximize student engagement and attention. As Michalski, Hodges, and Banister (2005) mentioned, "Digital storytelling involves audio visual chat using multimedia technologies, providing a format for students to put their thoughts together visually, aurally, and kinesthetically" (p.2). Audio visual chat gives the students the chance to improve their abilities to speak freely without hesitation or fear.

### **1.2 The study problem:**

A lot of experience with being student and foreign language teacher, and the experience of other researchers have revealed that many students of English as a foreign language face difficulty in effectively handling language when they are put in a real life situation. This problem, according to the researcher, may be caused by the fact that English is not taught in an authentic manner. Also English is at most taught conventionally without using contemporary technology that may enhance students' oral skills such as rhyme, rhythm, word and sentence stress. Although students of English study the language for whole twelve years, they are not capable of using English in successful communication. This might be due to the fact that the directorate of curricula uses artificial instruction materials. More significantly, students should learn English within its aspects, skills, and competences.

The researcher believes that English should be taught exactly as it is currently used by the citizens. This study is based on introducing or suggesting teaching oral skills in an up-to-date method (audio visual chat). Therefore, this research is going to look into the effect of using audio visual on the seventh grade EFL learners' oral skills and their attitudes toward it.

### **Purpose of the study:**

The purpose of the study is to investigate the effect of using audiovisual chat on the seventh grade EFL learners' oral skills. It also investigates the seventh grade students' attitudes toward using audiovisual chat in teaching and learning oral skills in English.

### **Significance of the Study:**

The significance of this research stems from the fact that it is trying to clarify the effect of the most temporary strategy of teaching and its influence on the receiver. The researcher here, as a foreign language teacher, is looking for the best and the most motivating way to improve English language student' oral

skills through digital storytelling which maybe a successful tool to help students to improve their abilities to communicate successfully without fear or hesitation.

The Ministry of Education and Ministry of Higher Education can officially adopt the study's findings to use audio visual chat.

Curricula designer can gain from this study in the sense that they recommend using audio visual chat for developing the EFL learners' oral skill.

Lecturers could use alternative techniques in their teaching, which can facilitate the method of teaching through using fashionable technology.

### Questions of the Study:

The study aims to find answers to the following questions:

- 1- Are there any significant differences between the mean score of the experimental group and the control group in students' oral skills in English due to the strategy of (using audiovisual chat vs. regular instruction?)
- 2- Are there any statistically significant differences between the mean scores of the experimental and control group students in the oral skill of language due to the strategy of teaching English using audiovisual chat?
- 3- What are the experimental group students' attitudes toward using the audiovisual chat and its effect on their motivation?

### Hypotheses of the Study

**Ho1:** Because of the teaching strategy, there are no statistically meaningful variations between the mean speaking scores of the experimental and control groups. (Audio visual chat vs. regular instruction)

**Ho2:** The mean scores of the experimental group students mastering each oral skill do not vary statistically significantly (intonation, rhyme, rhythm word stress, sentence stress, and pronunciation) due to the teaching strategy (using audio visual chat vs. regular instruction).

**Ho3:** The experimental group students have a positive attitude toward using audio visual chat and its effects their motivation and fluency.

### Operational Definitions of Terms:

Audiovisual chat: it is a method of teaching based on teaching and learning oral skills between the seventh grade students.

Speaking skill: it is a productive skill that needs the seventh grade students to produce words to verbally discuss ideas. It's a way for people to connect with one another through speech.

Video: it is an instructional technology of computer using data show connection to teach and learn oral skills for the seventh grade students.

Attitude: it is the internal motivation of the seventh grade students that pushes them to use audio visual chat. It's a kind of internal drive that motivates someone to take action in order to accomplish a goal. All of the desires, hopes, efforts, talents, potentials, engagements, and the persistence to accomplish and fulfill desired goals in a positive manner are included in motivation (Harmer, 2001).

#### **The study's limitations:**

The study is limited according to the following points:

First, the size of the sample is small and only includes a specific group of people (30 of seventh EFL female learners at AL- khanasiri Elementary Mixed School).

Second, the study is limited to 8- week duration.

The third point to consider is the study's material which is carefully selected, in the sense that it is loaded with various audio visual chats to improve the oral skills; listening and speaking.

Fourth, the method of teaching is limited to the audio visual chat VS. regular instruction.

Fifth, this research is restricted to measuring the seventh grade students' attitude toward using audio visual chat in teaching and learning oral skills in English.

### **Theoretical Background and Review of Related Literature**

This chapter includes the following two major headings: theoretical framework and review of related literature.

#### **Theoretical studies**

Theoretical studies are presented in this section and writings of well- known experts that discuss studies that have significant relation to the problem under investigation. It deals with three topics: the significance of using Audio Visual Chat as an Effective Technique for developing students' oral skills, the significance of using Audio Visual Chat as an Effective Technique for developing students' fluency and the significance of using Audio Visual Chat as an Effective Technique for developing students' attitudes.

#### **The significance of using Audio Visual Chat as an Effective Technique for developing teaching and learning Foreign Language.**

Many instructors and designers have developed multi- media software to aid learners in comprehending and making sense of not only the target culture's oral and written language, as well as some visual, social, and cultural expressions. Students can practice and develop their oral communication skills by using audiovisual chat rooms. One of the purported benefits of computer- mediated communication (CMC) is that it can boost student interest. In addition, in electronic conversation,

students used a vocabulary that was more formal and nuanced lexically and syntactically than in face-to-face interaction (Warschauer, 1996).

### **The significance of using Audio Visual Chat as an Effective Technique for developing students' oral skills.**

Audiovisual chat is a simple way to communicate with others. According to Mubark, Rohde, and Pakulski (2009), information technology platforms such as Internet chat rooms could be one of the most cost-effective and user-friendly tools that learners could use to fulfill their social and psychological needs.

### **The significance of using Audio Visual Chat as an Effective Technique for developing students' attitudes.**

More significantly, (Chapelle, 2004 & Johnson, 2007) noted that advances in technology of computers and the widespread availability of network connectivity have aided in the incremental shift of learning environments from conventional direct communication classrooms learners use computer-mediated communication (CMC) technologies, such as asynchronous and synchronous communication platforms, in online learning environments., to collaborate with the teacher and other students. The lack of normal social contact leads to "isolating feelings, " for online educators, this has been a significant obstacle.

### **Review of Related literature:**

This section includes a study of empirical studies that examine the result of using Audio Visual Chat on the fluency of seventh-grade EFL students and motivation. It is of three parts. The first part presents studies related to the Effect of Audio Visual Chat as an Effective Technique on Teaching and learning Foreign Language. The second part presents studies related to the Influence of using Audio Visual Chat as an Effective Technique on developing students' oral skills. The third part presents studies related to the Influence of using Audio Visual Chat as an Effective Technique on developing students' attitudes.

### **Studies Related to the Effect of using Audio Visual Chat as an Effective Technique on Teaching and learning Foreign Language.**

Mehri Razmi, Sohela Pourali and Sonaz Nozad (2014) conducted a study on audio visual chat in EFL Classroom (Oral Presentation): Conducted at Iranian University. The participants were 60 learners tested of oral production. The study's findings revealed important differences between students in the experimental and control groups on oral skills, using audio visual chat techniques and can be considered a necessary method for learning and teaching a foreign language.

More significantly, Merita Ismaili (2012) conducted a study investigating the Effectiveness of Using films in the EFL Classrooms. The study was conducted of University of South Europe. The study

investigated the effect of implementing movies into EFL classrooms, it shown the effect of movies on developing student's listening and communication skills. The study concluded that movies attract student's attention and it improves their learning skills.

#### **Studies Related the Effect of using Audio Visual Chat as an Effective Technique on developing students' oral skills.**

Moreover, Betlem Soler Pardo conducted a study on the third –year under graduated students and the findings revealed that their final project revealed doubts and hesitation, as well as pronunciation problems.

Besides, Maryam Danaye Tous and Solmaz Movahed Far (2015) investigated the effect of digital storytelling on oracy skills and motivation of EFL learner's at pre- intermediate level. 30 EFL female learners were taken randomly from the entire population of pre- intermediate students enrolled in a private language school. A pre- post speaking and listening test and a questionnaire were used as instruments of the study. The findings revealed that Digital Storytelling type of instruction had a statistically significant effect on EFL learner's oracy skills

#### **Studies Related to the Effect of using Audio Visual Chat as an Effective Technique on developing students' attitudes.**

Besides, Miss Saci Siham (2013) conducted a dissertation about using video techniques to develop student's speaking skills. It explored the effects of using video techniques on improving and developing learner's speaking skill and communicating abilities the study was applied on the second year students in the university using a questionnaire. The findings revealed that the learners consider video tapes as an important technique in enhancing the skill of speaking. Hence, it helps to increase their performance.

Xiao and Yang (2005) investigated the effectiveness and potential of using online audiovisual chatting to enhance the oral skills of EFL students. They discovered that audiovisual talking aids the development of EFL students' oral skills.

Jarrel (2005) also conducted research into the analysis of oral abilities in speech, Interviews via e-mail and online. The results showed that oral proficiency was a prominent field with significant increases in scores.

Tabatabaei & Sharifi (2005), like others, investigated the differences between experiences in online chat rooms and daily discussions in the classroom in terms of self- repair in order to determine the potential of chatting in enhancing foreign language production. This study included forty intermediate female students ranging in age from 14 to 18 years old. They were split into two groups of 20 people each, one for online chatting and the other for face- to- face classes. This study employed a pre- research questionnaire, the Oxford Placement Test (OPT), a pre- and post- test, Yahoo Messenger Software, and a

voice recorder. Data was collected using a pretest- posttest method, transcription of students' discussions, and printouts of the chat sessions. Via self- repair, the comparison of online chatting could result in improvement in learning a foreign language (i.e. accuracy of their speech). Furthermore, this study revealed that web Chatting gave participants a once- in- a-lifetime opportunity to practice their grammatical skills through constructive communication. Furthermore, the majority of the errors corrected by the students were in the category of subject- verb agreement, possibly because such errors could jeopardize accurate speech. The study's findings may have a big impact on teaching, research, and content growth.

Similarly, Crolltte (2005) assessed the effects of online discussion on the development of oral proficiency in a second language. The findings shown that online chat can help people improve their speaking skills and that it should be included in language teaching curricula wherever possible.

### **Concluding Remark:**

All the previous studies dealt with the effect of audio visual talk on language acquisition. Several literature review indicated that there is strong relationship between using audio and video chat and its positive effect on the EFL student's oral skills. However, what distinguishes this study from other studies is that it tackled the effect of audio visual talk on EFL students' oral skills at the same time.

To sum, the focus of related research was on the characteristics of using audio visual chat and instructional technology for developing EFL learners' oral skills. More importantly, what distinguish this study from other studies is that it is going to examine the result of using audio visual conversation on the seventh grade EFL learners' oral skill and their attitudes toward it.

### **Methods and Procedures**

This chapter discusses the methods and procedures, which will be used in this analysis to see if using audio visual chat improves the oral skills of seventh grade EFL students. This chapter deals with the following: Sample of the study, design of the study, instruments of the study, their validity and reliability, variables of the study, instructional treatment, suggested material, study procedures, and statistical analysis.

### **Participants of the Study:**

The participants of the study consisted of 32 seventh grade female students who studied at Al Khanasiri Mixed Elementary School, North West Badia Region at Directorate of Education, during the first semester of the scholastic year 2020- 2021. They were already divided into two sections: Section A, which was allocated as an experimental group, consisted of 16 students. Section B was assigned as a control group and consisted of 16 students.



## The Study's Design

The study's quasi- experiment lasts for eight weeks during the first semester of the academic year 2020- 2021. A total of 15 EFL students makes up the study's sample. A pre- test is given to the students to ensure that both groups are on the same page have the same level of oral skills and their attitudes. They are divided into two categories: the first group learns the speaking skills via audio visual chat, the second group is taught oral skills using the regular teaching method. Both participants are taught by the same instructor and will learn the same content. Then, the post –test and a questionnaire are administrated, and finally the students' scores are analyzed. Table 1 outlines the study's design.

**Table (1) The sample of the Study**

| Group        | Method of Teaching                                | Number |
|--------------|---|--------|
| Experimental | Changing classroom into a small English community | 16     |
| Control      | Regular Instruction                               | 16     |
| Total        |   | 32     |

## Instruments of Study:

To measure the effects of using audiovisual chat on seventh grade EFL students' oral skill and their attitude, this study uses two instruments: The first was a pre and post tests, which are administrated by the researcher before the experiment to decide the real level of both groups in oral skill previous to beginning the experiment. The same test is repeated after 8 weeks is administrated as a post- test to determine if audio visual chat has an effect on students' oral skill and their attitudes. To reduce the effect of subjectivity on student's scores, the average score decided by the two external examiners for each examinee is calculated. To be more objective in the interview test, the total score of the interview is distributed among the aspects of speaking oral with ten score for each aspect. The test included questions on each oral aspect.

The oral test consisted of two parts: part one was listening test that tested students' speaking fluency. Part two was a reading that tested oral skills. The second instrument is a questionnaire that measured the experimental group students' attitudes the effect of audio visual talk on their attitudes.

## Validity of the Test:

This study is given to a jury of experts, a group of professors who are specialized in TEFL, CALL, and linguistics, in order to validate the test and detect the accuracy, clarity, validity, and the appropriateness of the instrument. To achieve the face validity of the test instruments, those experts were asked to review the instrument of the study before administrating them. Remarks, comments and the perspectives of these experts were summoned. account. They made significant improvements to the test and study materials. They looked at the number of questions, the scores' distribution, the material, type,

spelling, grammar, context, and length of the exam. Then the instrument is modified according to their recommendation.

### **Reliability of the Test:**

The test- retest methodology is one tool for determining test reliability, and the questionnaire was used to determine the test's reliability. A test was given to ten students who were not part of the study's sample. They were put to a test. Two weeks later, the pilot group took the same test. After two weeks of testing and retesting, the scores are determined. The reliability coefficient of the test results is calculated by the researcher.

### **The Study's Variables:**

The variables in the study are as follows:

- 1- The study's independent variable is the teaching form, which involves: Teaching oral skills aspect by using audio visual teaching oral skills and chatting aspect regularly.
- 2- The dependent variables are experimental and control group students' mean scores in the oral skills in the pre and post- test and their sub skills and students' responses to the questionnaire items.

### **Instructional Program:**

The instructional material is used in the study is Action Pack seventh grade textbook. With the guidance of teachers who teach the Action Pack textbook at other campuses, two units are randomly selected. The Ministry of Education implements activities with films, songs, reading texts and content, short stories, native speaker dialogues, and artifacts in Jordanian public schools. The activities that are used to teach the experimental community focuses on conversations between British and American people about the same subjects, functions, and countries that are covered in the Action Pack for seventh grade textbook.

### **Instructional Treatment:**

The researcher uses audio visual chat as a technology methodology to show a specific activities from English activities in a laboratory. The researcher explains the nature of the study before the experiment. The students are given a chance to speak freely and express their thoughts and ideas about the activities. They are divided into two groups: one as the experimental group and will be taught by the researcher, while the other is the control group and are taught by teacher himself.

### **Instructional Material:**

Action Pack seventh grade textbook was the instructional material used in the study was. They studied two unites of the book which were purposefully selected with the assistance of instructors who teach Action Pack textbook in different schools. The focus was on functional expression, with a particular emphasis on fluency. The Ministry of Education's material for Jordanian public schools includes a few aspects related to audiovisual chat, such as native speaker dialogues and artifacts. The aspects of using audiovisual chat to teach the experimental community were focused on dialogues between British and American people on the same subjects, functions, and countries contained in the Action Pack for seventh grade textbook.

### **Study Methodologies**

This study is conducted during the first semester of the academic year 2020/2021 at Al- Khanasiri Elementary Mixed school. The following procedures are followed after the researcher gets the approval from the Department of English Language and Literature's Faculty of Methodology to perform this research

- 1- Al khanasiri Elementary Mixed school is chosen to carry out this study.
- 2- Seventh grade students who are studying at Al Khanasiri Elementary Mixed school are purposefully selected as a research sample for logistical reasons.
- 3- Participants in the study are already divided in two sections; section A is assigned as an experimental group while section B is assigned as a control group.
- 4- The researcher explains the nature of the study to the students.
- 5- A pre- test is provided to both groups of students to ensure that there are no major gaps in oral ability levels between the two groups.
- 6- Students in both groups sit to beginning of the first semester of the academic year 2020/2021, there will be an oral examination to determine their oral level before starting the experiment.
- 7- The material is taught two times a week for each group for a period of 8weeks to practice the language.
- 8- The experimental group used dialogues to study the same syllabus as the control group, while the control group studied regularly.
- 9- After the experiment, both the experimental and control groups are given a post- test.
- 10- A questionnaire is administrated to the experimental group after the experiment.
- 11- Students' results and questionnaire are sent to a statistician to analyze the data according to the descriptive statistical methods (means, standard deviation, Scheffe and T- test)

## Statistical Analysis

In needed to respond and achieve the study's questions and objectives, the social statistical package science (SPSS) program is used for data analysis and determine any potential inconsistencies or statistical differences in pre- and post- test scores between the two groups. Mean scores, standard deviation, and significance level are conducted. A T- test, One- Way ANOVA and Scheffe tests are used to find the differences that may arise as a result of the applied treatments in the study which included (audio visual chat. vs. regular communicative method), the speaking skills that the learners may develop more audio visual chat as a result.

## Results of the Study

The three parts that make up this segment are as follows: The first question's findings, the second question's findings, and the third question's findings.

### Finding concerning to the First Question:

Question one: Is there a substantial difference in the mean score of the experimental and control groups in terms of students' oral English skills as a result of the strategy? (using audiovisual chat vs. regular instruction?)

To answer this question, the researcher tested the first hypothesis as follows: "Due to the teaching technique, there are no statistically meaningful differences between the experimental and control groups' mean scores students' speaking output at  $\alpha=0.05$  (audio visual chat vs. regular instruction).

The researcher used an independent sample T- test to compare pre- test + post- test outcomes between groups to test this hypothesis (control, experimental), as shown in Table 2.

**Table (2) Pre- Test Group (Control vs. Experimental) Independent Sample T Test Results)**

| Test                  | Group        | N  | Mean  | Std. deviation | DF | T    | Sig  |
|-----------------------|--------------|----|-------|----------------|----|------|------|
| Pre- test (Listening) | Control      | 16 | 17.25 | 2.93           | 30 | 1.02 | .182 |
|                       | Experimental | 16 | 18.69 | 2.76           |    |      |      |
| Pre- test (speaking)  | Control      | 16 | 16.45 | 1.62           | 30 | 1.34 | 0.23 |
|                       | Experimental | 16 | 17.50 | 1.78           |    |      |      |

Since the value of  $T(30) = 1.02$ ,  $sig. = 0.182$  for the listening test and the value of  $T(30) = 1.34$ ,  $sig. = 0.23$  for the speaking test, there is no statistically significant difference between the two classes for the pre- test, as shown in Table (2), There is no statistically significant difference between the mean scores of the control and experimental groups for the pre- test, according to this proof. After 8 weeks, both groups took the same exam, which was renamed a posttest to assess both students' fluency levels and to favor the experimental group.

**Table (3) Post- test Group (Control vs Experimental) Independent Sample T Test Results**

| Test                      | Group        | N  | Mean  | Std. deviation | DF | T    | Sig   |
|---------------------------|--------------|----|-------|----------------|----|------|-------|
| Post- test<br>(Listening) | Control      | 15 | 19.12 | 2.21           | 30 | 5.35 | .000* |
|                           | Experimental | 15 | 35.22 | 2.26           |    |      |       |
| Post- test<br>(speaking)  | Control      | 15 | 18.70 | 3.02           | 30 | 6.41 | 0.00* |
|                           | Experimental | 15 | 30.34 | 3.12           |    |      |       |

Table 3 indicates that there is a significant difference in post- test scores between the two classes, with  $T(30) = 5.35$ ,  $sig. = 0.00$  for the listening test and  $T(30) = 6.41$ ,  $sig. = 0.00$  for the speaking test. This difference shows that utilizing the audiovisual use of chat in English language classes has a positive impact on students' fluency. This indicates that the post- test discrepancy between the mean control and experimental groups is statistically significant. The experimental group benefits from the disparity.

#### Finding Related to the Second Question

Question two: 2. Are there any statistically meaningful variations in the mean scores of experimental and control group students in the oral ability of language because of the audiovisual chat technique for teaching English?

To answer this question, "There is no statistically significant difference between the mean scores of the experimental group students mastering each oral skill," the researcher checked the study's second hypothesis (intonation, rhyme, rhythm word stress, sentence stress, and pronunciation) at  $\alpha \leq 0.05$  due to the teaching strategy (using audio visual chat vs. regular instruction).

The researcher used an independent sample T- test to compare the outcomes of the two post-tests (Listening and Speaking) to test this hypothesis, as shown in Table 4.

**Table (4) the Post- Test Group's Independent Sample T Test Results (Listening Vs. Speaking)**

| Tests     | N  | Mean  | Std. deviation | DF | T      | Sig  |
|-----------|----|-------|----------------|----|--------|------|
| Listening | 15 | 35.22 | 3.54           | 30 | - 4.35 | .000 |
| Speaking  | 15 | 30.34 | 3.964          |    |        |      |

Table 4 shows that there is a statistically significant difference between the experimental group students mastery of the fluency skills (Listening and Speaking) Since the value of  $T(30) = - 4.35$ ,  $sig. = 0.00$ , a post- test was performed the distinction in the listening test

#### Finding Related to the Third Question

Question three: What are the experimental group students' attitudes toward using the audiovisual chat and its effect on their motivation?

To answer this question, the researcher tested the third hypothesis of the study which reads "The experimental group students have a positive attitude toward using audio visual chat and its effects their motivation and fluency.

#### Mean and standard deviation for questionnaire

Table (5) Achievement in Aspects of Fluency for All Groups of Students: Means and Standard Deviations

| No. | Statement   | Mean   | SD      |
|-----|---|--------|---------|
| 1   | I enjoyed learning Using audiovisual chat   | 3.7576 | .70844  |
| 2   | I enjoyed the challenge of learning new material in my courses via using audiovisual chat.  | 3.1212 | 1.24392 |
| 3   | Using audiovisual chat achieved my academic goals.  | 3.5152 | 1.06423 |
| 4   | I liked working in groups with audiovisual chat   | 3.6667 | 1.05079 |
| 5   | I enjoyed studying authentic aspect.  | 3.3939 | 1.08799 |
| 6   | I liked spending a lot of time by Using audiovisual chat.   | 3.4545 | 1.06334 |
| 7   | Using audiovisual chat helps me doing my homework   | 3.4848 | .65665  |
| 8   | Using audiovisual chat helps me to save learning time.  | 2.6364 | 1.24545 |
| 9   | I liked reading materials by Using audiovisual chat   | 3.2424 | 1.00095 |
| 10  | Using audiovisual chat helped me in using aesthetic aspects of language (figure of speech, idiomatic expression, saying, proverbs, puzzles and jokes) | 3.3939 | .86384  |
| 11  | I liked listening stories within audiovisual chat   | 3.4242 | 1.03169 |
| 12  | I liked reading and sharing authentic material with other students with Using audiovisual chat.   | 3.3636 | 1.16775 |
| 13  | Using audiovisual chat helps me to develop my fluency   | 3.6364 | .92932  |
| 14  | Using audiovisual chat is very effective for me   | 3.9091 | .80482  |
| 15  | I felt happy in this new experience of Using audiovisual chat   | 3.3723 | .47507  |
| 16  | Using audiovisual chat helps me to prepare for the examination  | 3.5455 | .97118  |
| 17  | Using audiovisual chat was a fantastic experience   | 3.5152 | 1.06423 |
| 18  | I improved my vocabulary by audiovisual chat.   | 3.5455 | .86930  |
| 19  | Using audiovisual chat improved my social relations and self confidence   | 3.5455 | .86930  |
| 20  | . Using audiovisual chat helped me learn new lexicons.  | 3.1818 | 1.01411 |
| 21  | Using audiovisual chat made me ready for help and group work  | 3.3939 | .96629  |
| 22  | Using audiovisual chat helped me pronounce words accurately with appropriate mechanics of speaking  | 3.3636 | 1.16775 |
| 23  | Using audiovisual chat helped me in using authentic English naturally with very few communication breakdown: e.g. hesitation.                         | 3.6364 | .92932  |
| 24  | Using audiovisual chat helped me in using body language and facial expressions effectively to aid meaning   | 3.9091 | .80482  |
| 25  | Using audiovisual chat helped me in using grammatical structure and difficult lexicons  | 3.3723 | .47507  |

| No. | Statement    | Mean        | SD          |
|-----|--------------|-------------|-------------|
|     | <b>Total</b> | <b>3.51</b> | <b>.321</b> |

Table 5 reveals that the mean and standard deviation for each item: The range means for items of this domain is between (2.64 – 3.90), the higher means for item (Using audiovisual chat helped me in using body language and facial expressions effectively to aid meaning.), but the lower means for item (I liked reading materials by Using audiovisual chat

Total means was (3.51) by moderate agreement.

## Discussion, Conclusion and Recommendations

This chapter consists of three sections: discussion of the results, conclusions and recommendations.

### Discussion of the Results

The following three sub- sections are presented in this section: Discussions of the first question's results, discussions of the second question's results, and discussions of the third question's results.

### Discussions of the Results of the First Question

The first question of the study investigated if there were any statistically significant differences between the mean scores of the experimental and control groups in language oral skills due to the method of teaching (using audiovisual chat vs. regular instruction). The study's results have revealed that using audiovisual chat was a very effective method to develop language oral skills.

Students in the experimental group had higher post- test scores than those in the control group. As a result, the study's hypothesis was accepted: "At 0.00, there are statistically significant differences in mean oral skills scores between the study and control groups due to the type of teaching (audiovisual chat vs. standard instructions)."

Additionally, using audiovisual chat can be considered an important tool for improving EFL students' oral skills. These findings corroborate the findings of several studies that looked at a variety of aspects and topics related to the use of audiovisual the effect of talk on language oral skills.

These results go with Warschauer (1996), who explored that in electronic conversation, Students used more structured and complex lexically and syntactically than they did in face- to- face discussions.

### Discussion of the Second Question's Results

"What ability of fluency (listening or speaking) did the experimental group learn more as a result of using audiovisual chat?" was the study's second issue.

The study's findings showed that the experimental group students improved both their speaking and listening abilities, but they aided in the development of listening fluency more than the control group

students. This may be due to the fact that speaking fluency is a useful ability that requires additional effort to improve.

The findings supported Mubark, Rohde, and Pakulski (2009), who suggested that information technology services like Internet chat rooms could be one of the most cost- effective and user- friendly tools that students could use to fulfill their social and psychological needs.

### **Discussion of the Third Question's Results**

The third question examined the experimental Group students' attitudes toward using audiovisual chat on their fluency.

By having deep interpretation and analysis of the results of the questionnaire, the researcher found out that using audiovisual chat had a positive effect on the experimental group students' attitudes. Accordingly, the hypothesis of the study which reads "The experimental group students have positive attitudes toward using audiovisual chat and its effect on their fluency" is accepted.

This finding was shared by (Chapelle, 2004 & Johnson, 2007), who investigated the impact of computer technology and the prevalence of network connectivity on assisting in the transition from conventional face- to- face classrooms to online learning environments, where students use computer-mediated communication (CMC) technologies such as asynchronous messaging and synchronous communication tools to interact with the instructor and other students. "Isolating feelings" result from a lack of regular social interaction, which has become a major problem for online educators.

### **Conclusions**

The following conclusions are derived from this study

- Using audiovisual chat should be used in teaching speaking and listening.
- Using audiovisual chat has more effect on the receptive skill of listening fluency than the productive skill of speaking fluency.
- using audiovisual chat is a motivating environment for language learning

### **Recommendations**

The following four sub- sections are presented by the researcher: recommendations directed to Ministries of Education, recommendations for curricula designer, recommendations for EFL researchers, recommendation for EFL teachers. In the view of this research's results, textbook writers, researchers, teachers, and students are extremely important recommended to take the subsequent suggestions into consideration to their job successfully.



A. Recommendations Directed to Ministry of Education.

The Ministry of Education should take into account that schools and universities should be equipped with laboratories provided with contemporary authentic parts of the English language community so that students have a chance to practice language as if they live in the English community. Furthermore, instructors of English should be trained to be able to deal with computer and internet applications like chat rooms so that Teachers and students will be able to watch and listen to realistic English and real- life scenarios.

B. Recommendations for Curriculum Developers

Curricula creators should take into account the importance of using audiovisual chat and getting rid of artificiality. Designers of EFL curricula advise using new syllabi based on a variety of factors that aid in chatting by using authentic pictures, authentic videos, authentic reading text and native speaker that support EFL students improve their oral skills and fluency.

C. Recommendations Directed for EFL Researchers

EFL Researchers should do more studies on the effect of using audiovisual chat on EFL students' oral skills and components. Furthermore, more researchers should be conducted using a larger sample of students and different variables.

D. Recommendations Directed for EFL Teachers

EFL teachers should be encouraged to use audiovisual chat to teach language effectively. Moreover, teachers should follow criteria for using audiovisual chat; they should keep in their minds language level, course objective, varieties of English accents and students' needs and interests.

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