



Arab Republic of Egypt
Benha University
Faculty of Education
Dep. Of Curricula and Teaching Methods

Using a Multimedia-Based Program for Developing Student Teachers' EFL Speaking Fluency Skills

2013

Using a Multimedia-Based Program for Developing Student Teachers' EFL Speaking Fluency Skills

By

Eman Aly Diyyab¹

Dr. Eman Muhamad Abdel-Haq² Dr. Mahsoub Abdel-Sadeq Aly³

Abstract

The objective of the present study was to investigate the effectiveness of using a multimedia-based program for developing EFL speaking fluency skills among second year, English section student teachers. The sample of the present study consisted of thirty students at Sadat Faculty of Education, Minufiya University, Egypt. The study sample was taught using the multimedia-based program. The tool of the present study was an EFL speaking fluency test with a rubric for assessing the participants' performance. The test was applied to the study sample before using the multimedia-based program in order to measure the level of the participants in EFL speaking fluency skills. Then, the test was re-applied after using the program. Results of the study revealed that the study sample's EFL speaking fluency skills were developed after using the program. Accordingly, the multimedia-based program was found to be effective in developing EFL speaking fluency skills among second year student teachers.

- Keywords: EFL speaking fluency - multimedia.

¹ Demonstrator at department of curricula and methods of teaching, Sadat Faculty of Education, Minufiya University, Egypt. E-mail: eiman_diab@yahoo.com

² Professor of Curricula and Methods of Teaching English, Faculty of Education, Benha University, Egypt. E-mail: dreman62@yahoo.com

³ Professor of Curricula and Methods of Teaching English, Faculty of Education, Benha University, Egypt. E-mail: mahsoub90@hotmail.com

Introduction

Teaching speaking skills has become increasingly important in English as a foreign language due to the large number of learners who want to use English spontaneously and freely for communicative purposes. Recently, EFL speaking skill has begun to be taken seriously. Previously, it seemed to be assumed that the student would just learn this skill somehow in the general process of learning English as a foreign language. It seemed reasonable to think that the student would acquire this skill while learning to write, read and listen. However, this process does not seem to produce the desired results.

The need for speaking mastery in English has been increased due to the strengthening position of English as a language for international communication. It has become apparent that students of English as a foreign language have considered themselves good and successful learners if they can communicate fluently and effectively in English. (Graves, 2008; Nazara, 2011). At present, the ability to speak English fluently has become a must, especially for EFL students. According to Derwing, Rossiter, Munro and Thomson (2004, p. 661) fluency is considered an important characteristic of foreign language speech for a variety of reasons. EFL learners' need to speak fluently range from a mere desire to feel confident when talking to others in English, to an urgent need to pass a language test of spoken English.

Regardless of the reasons, teachers and researchers of English as a foreign language should place greater emphasis on fluency through finding new ways to incorporate fluency-enhancing methods and activities in their classroom teaching. Recently, technology has brought a drastic change in the world and now is revolutionizing education. Technological innovations are providing a range of possible solutions that can develop teaching and learning English as a

foreign language. The incorporation of recent technologies in traditional face-to-face classrooms has changed the way people teach and learn. Consequently, using multimedia-based programs in traditional EFL classes has revealed to be a powerful teaching medium (Harstell & Yuen, 2006; Shephard, 2003) as it proved to be a successful technological medium to grab the students' attention and motivate them to learn, in addition to be able to present authentic situations that the students will not have the opportunity to see in real life situations.

The infusion of multimedia in EFL instruction has considerably changed the way teachers teach and students learn. According to Kurt (2011, p. 185), the incorporation of multimedia programs in traditional learning environments has widely benefited learning and teaching. This incorporation has increased active participation among students, fostered the quality of the learning outcome and offered opportunities for learners to have control over their learning time and place. The multimedia-based programs include some multimedia instructional materials such as, graphics, videos and audios.

It has been argued that using multimedia-based programs in EFL speaking classes can provide the students with valuable resources to compliment their studies and enhance their speaking fluency skills. The multimedia instructional material used in this study is the instructional online and offline videos. This instructional material helps the students to learn according to their own paces and abilities. Moreover, the students can stop, rewind, pause, and re-start the video according to their own needs. On a more practical level, the instructional videos allow the students to catch up if they miss traditional face-to-face sessions. (Brotherton, & Abowd, 2004; Hermann, Hurst, & Welte, 2006).

Review of Literature:

EFL speaking skills are important for communication in EFL classrooms. In learning to speak, there are two main goals: accuracy and fluency. Both accuracy and fluency, in EFL speaking classes, are of equal importance. However, language teachers and researchers have always considered accuracy the most important oral ability. Their students are always asked to focus on the elements of correct phonology, grammar, pronunciation, and discourse. (Brown, 2001, p. 8). Thus, accuracy has long been considered more important than fluency. According to Gosuch (2011, p. 5), underestimating speaking fluency skills in EFL classes has hindered the students' achievement in English.

1) EFL speaking fluency:

Learners of English as a foreign language always give a high priority to speaking as the most important characteristic of language learning. Every learner wishes to be able to communicate orally using the language in real situations. So, if the students find themselves with no opportunity to learn how to use the language freely and spontaneously, they may lose interest in learning. However, classroom observations in EFL speaking classes have revealed that the primary focus of EFL teachers was always on reading and writing skills, rather than on speaking and listening. It is possible, therefore, that a lack of instruction focused on fluency development can cause problematic matters for students in EFL classes. (Derwing, Murray, & Thomson, 2008; Glover, 2011).

Speaking fluency is an initial and important goal in language teaching. Fluency represents a major element in judging speakers' ability and proficiency in EFL classes. Koponen and Riggensbach (2000, p. 8)

asserted that "fluency in language assessment is comparable to continuity, smoothness, or evenness of speech without extreme breaks or hesitations". Accordingly, EFL fluency instruction needs to be dealt with as an essential part of learners' development.

EFL speaking fluency skills were categorized, according to (Badr, 2008; Romero, 2006; Smith, 2003; Zhang, 2009), as: speaking at a normal speed without stumbling over words and sounds with perfect English, conveying the speaker's message in an easy, clear, and understandable way, using a simple language that suits the listener's level, producing comprehensible sentences with no major complications, exposing ideas calmly and spontaneously, arguing persuasively, organizing the oral production both cognitively and physically, manifesting a certain number of hesitations, pauses, backtracking and corrections, and using gap-fillers correctly.

A major issue that continues to challenge language instructors and researchers is how to ensure that learners can develop and foster their EFL speaking fluency skills. Widiati and Cahyono (2006, p. 271) illustrated that EFL students need to feel they are able to use the language in real situations as it represents an intrinsic motivation for them. They added that there are certain features that may arouse the speakers' interest and attention to use the language spontaneously, these features are: (1) topic: the topic of the lesson must be of interest and importance for the students in order to be able to capture their interest and attention; (2) visual focus: it is much easier for the students to concentrate on thinking about something if they can see that something or at least some depicted or symbolic representation of it, sight is an extremely powerful and demanding sense; (3) open ended: a task that is open-ended allows lots of students' responses during EFL speaking classes;

(4) information-gaps: it is true that the transmission of new ideas from one participant to another does occur in most real time language-based transactions, and when this factor is built into a classroom language learning situation, it will be a challenge to add purpose and authenticity to the learning environment. Videos were found to decrease the gap that may be found during English speaking classes.

Consequently, some researchers attempted investigating speaking fluency skills trying to improve them among students of English using different approaches, strategies, and techniques. For example: Aliakbari and Jamalvandi (2010) explored the impact of role play on fostering the speaking fluency and accuracy among EFL students. EFL sophomores studying in different universities in the city of Ilam-Iran constituted the intended population. Out of this population, 60 learners were randomly drawn for the purpose of the study. Every participant was placed in experimental and control groups according to their scores from the top to the bottom. To measure the participants' speaking ability, the study has utilized IELTS speaking as a pre- and post-test. The results revealed that role-play was practically shown to be an effective and fruitful activity for English learning courses in general and for EFL speaking fluency and accuracy in particular.

Kessler (2010) compared characteristics of fluency in student audio journals recorded in a laboratory setting with those recorded using mobile audio devices. Forty undergraduate university students recorded weekly audio journals for a 10-week term. The frequency of preferred recording environment was observed. Two independent raters assigned rank scores to the students' volume, pausing, utterance length, and rate in relation to the observable influence of anxiety upon fluency in order to determine if

there is a significant difference between fluency in these two environments. Results of the study revealed that audio journal recorded was found to be effective in developing speaking fluency skills among university students.

Bahrani (2011) aimed at investigating the effectiveness of exposure to audio/visual mass media in developing speaking fluency. To achieve this purpose, a sample speaking test was administered to one hundred language learners in Iran which is an EFL context and one hundred language learners in Malaysia which is an ESL context. Then, forty participants from each context were selected. During the experiment, EFL participants had exposure to audio/visual mass media while the ESL participants had exposure to social interaction. At the end, both groups took another sample speaking test. The results showed that the EFL group performed better which proved that exposure to technology promotes speaking fluency.

Dincer, Yesliyurt and Takkac (2012) investigated the effect of autonomy supportive climates on EFL learners' achievement in speaking fluency. 55 Turkish university students participated in this study as the study sample. The study tools were a questionnaire, a perceived competence scale, an engagement question and demographic questions. The results of the study showed that autonomy-supportive instructor behaviours were positively correlated with students' development in EFL speaking fluency skills.

2) The Multimedia-based Program:

Recently, English language courses that combines face-to-face traditional learning with the applications of technologies, in particular computer-assisted

language learning (CALL) have been found to promote foreign language learning effectively. These courses can give students flexibility to work independently, at their own pace in order to promote English language acquisition. (Graham, 2006; Singh, 2003). With the use of multimedia-based programs in EFL speaking classes, the availability of a variety of media technologies allows users to use certain multimedia instructional materials such as: online and offline instructional videos available at different educational sites, download certain videos and audios, as well as record audio and video files in a reasonably short amount of time leading to increased use of multimedia instructional videos in learning environments.(Odhabi & Nicks-McCaleb, 2009, p. 330).

The incorporation of a multimedia-based program in traditional EFL learning environments has proved to offer opportunities for providing pedagogically sound activities for developing speaking fluency. The importance of using multimedia instructional videos lies in the teacher's ability in preparing students to receive the message of the video. In addition to, providing creative ideas with different purposes to enhance EFL speaking fluency. Some teachers use traditional-based activities to promote the students' fluency skills, rather than incorporating multimedia with its online or downloadable instructional videos as a powerful tool for developing speaking Fluency (King, 2002; Lin, 2000). New learning and teaching approaches have suggested that teachers of English as a foreign language should encourage their students to use technological innovations within EFL speaking classes using every available technique such as: cell phones, digital cameras, computers, projectors, and televisions.

The use of instructional video as a multimedia material in EFL speaking classes clarified a number of interesting patterns. First, it is evident that the

purposes for and manner in which instructional video has been used in teaching EFL speaking has changed, instructional video have proved themselves to be a flexible medium which is adaptable in both form and function. Second, technological innovations have also influenced the educational environment; the teacher in his/her speaking classes should have much more information about the instructional videos. Moreover, instructional videos have certain characteristics, they represent lasting records, they can be collected, edited and recombined, and finally they sustain a set of practices that are very different from traditional teaching. (Brophy, 2008, p. 22)

Some researchers investigated the effectiveness of using instructional videos as a multimedia material in EFL teaching and learning. For example, Hwang (2005) illustrated that Video provides (1) simultaneous audio/visual input, and (2) complete and contextualized conversations, and thus proves to be a rich vehicle in foreign language instruction. The instructional videos created to promote English language learning, is particularly outstanding in that it contains captivating storyline, true-to-life scenarios, on-location scenes, various social interactions, realistic yet easy-to-follow linguistic and cultural information, as well as high-quality filming and acting. Viewing these videos, learners observe social, cultural, and discoursal conventions, and even go through a range of emotional experiences along with the characters. Results of the study revealed that the multimedia video material develops the students' understanding of English-specific ways of thinking, of lexical/syntactic choices, and of formulaic expressions.

Yang, Chen and Jeng (2010) examined the effect of integrating video-capture virtual reality technology into physically interactive learning environment for English learning. The learning activities comprised six stages, holding specific tasks and learning objectives. The system consists of

five functional modules, such as providing an interface for teachers to incorporate appropriate learning materials according to their specific teaching requirements. An empirical study was conducted to examine the effect of the use of the PILE system by comparing two different types of English learning methods with 60 EFL university students in Taiwan. Four different tools were used to assess the different aspects of the system. The results demonstrated that the proposed PILE system effectively developed English learning in a classroom environment.

Liu (2011) aimed at exploring the use of video lesson modules in a teaching methodology course to prepare preservice teachers for supporting the English-language development of pupils at K-8 schools. The basic material of a lesson module was a video lesson featuring instruction of an experienced classroom teacher in an English-language development setting of a local school district. A total of 112 preservice teachers, enrolled in a teaching methodology course of two consecutive semesters, participated in this study. After the participants used the lesson modules as part of the methodology course required in the credential program, they provided feedback by completing a survey. The results indicated that high reliability exists in the application of the materials for different groups of participants who admitted benefiting the most in application of English-language development instructional strategies.

Murat (2012) investigated the effect of internet-based video lessons on teaching word stress to Turkish EFL learners. The purpose of this study was to elicit problem causing word stress patterns for Turkish EFL (English as a foreign language) learners and investigate the effectiveness internet-based video lesson in enhancing Turkish EFL learners' accurate production of stressed syllables in English words. A pre-and post-test design with two

groups of Turkish EFL learners: an experimental (N = 15) and a control group (N = 15) was used. The learners' pre- and post-test recordings were analyzed with paired samples t-test and independent samples t-test. The results indicated that the experimental group outperformed the control group in the final test administered.

3) Multimedia and Speaking Fluency:

Interactive technological materials offer useful opportunities to develop EFL speaking fluency. The multimedia-based programs provided some new instructional materials for fostering fluency skills. Moreover, these instructional materials included in multimedia-based programs help the students to learn according to their own pace and needs. Sharma and Parrett (2007, p. 40) pinpointed that the instructional online or downloadable videos may help English learners to record their dialogues and then play it back. Generally, learners are asked to evaluate their own utterances, and they also have the chance to keep practicing and refining their attempts in order to improve their speaking fluency skills.

The literature on integrating video-recording of student speaking in language learning offers several advantages. Students can watch and see themselves and their fellow friends' performances. Similarly, teachers can use video to help students become fluent speakers in English. In addition, students have the opportunity to view the recording on video more than once. Thus, recordings allow students to replay the video as many times as they need. So, they can make self-evaluation of themselves as well as their fellow friends. As a consequence, students become self-critical, because they can see their problems and trace their improvements. (Kirkgoz, 2011, p. 2).

EFL students at faculties of education may try to create their own videos and share them with their peers and teachers. They may choose topics to speak about of their own choice. Furthermore, they may create their videos based on a breaking news story that may be impeded from anything, from a crisis situation, a human interest segment, or celebrating a university event (Friend, Adams, & Curry, 2011, p. 236). Accordingly, the future teachers will feel that they need to be prepared to effectively represent their own thoughts through this medium. In addition to these situations, universities should support faculties of education to produce their own video taped-programs, broadcasting talk shows hosted by professors of different fields, or formal speeches made by specialists. This will explore ways in which educational video based programs may utilize video simulations and video portfolios to prepare future English fluent teachers and leaders for both live and videotaped speaking events.

Context of the Problem

In spite of the importance of EFL speaking fluency skills for EFL students, reluctance to participate freely and spontaneously in oral activities is clearly observed in several students' behaviours. Thirty second year university students enrolled in English section at Sadat Faculty of Education, Minufiyah University were tested using an EFL speaking fluency test (Appendix 1) and it was found that they face problematic matters in their EFL speaking fluency skills. They showed little interest in the oral activities, also they rarely asked questions when they do not understand any thing during the class.

To document the study problem, a pilot study was conducted on thirty second year university students at Sadat Faculty of Education, Minufiya University to find out their difficulties in EFL speaking fluency skills. This

pilot study revealed that the students could not use the language to communicate fluently.

Statement of the Problem

The problem of this study is represented in the weakness of second year, English section student teachers in EFL speaking fluency skills.

Questions of the Study

The present study attempted to answer the following questions:

- (1) What are some EFL speaking fluency skills required for second year students?
- (2) To what extent do second year students master EFL speaking fluency skills?
- (4) What is the form of the multimedia-based program?
- (5) What is the effectiveness of using a multimedia-based program in developing some EFL speaking fluency skills?

Significance of the Study:

The significance of the present study lies in what it will offer for the following groups:

- As for the second year Faculty of Education (English section) students:
 - (1) Developing some EFL speaking fluency skills.
 - (2) Encouraging and motivating them to use the language orally.
- As for the EFL researchers and teachers, it will help and encourage them to use the multimedia-based program in their classes and researches.

Delimitations of the Study:

The present study was limited to:

- A sample of second year, English section student teachers.
- Some EFL speaking fluency skills required for second year, English section student teachers.

Procedures of the Study:

The following procedures were followed to carry out the present study:

1- Identifying the EFL speaking fluency skills required for the second year, English section student teachers through;

- a) Reviewing literature and previous studies related to EFL speaking fluency skills.
- b) Preparing a list of EFL speaking fluency skills required for second year (English section) students.
- c) Submitting the list to a jury to verify its validity.
- d) Modifying and setting the list in its final form according to the jury's suggestions.
- e) Developing an EFL speaking fluency test to be used as a pre- and post-test, and submitting the test to a jury to verify its validity.
- f) Modifying and setting the test in its final form according to the jury's suggestions.
- g) Drawing the study sample of the second year (English section) Sadat Faculty of Education, Minufiya University.
- h) Applying the EFL speaking fluency test to the study sample before the implementation of the multimedia-based program to measure their level in EFL speaking fluency skills.

2- Identifying the form of the multimedia-based program through:

- a) Reviewing literature and previous studies related to multimedia and EFL speaking fluency skills.

- b) Identifying objectives, activities, and methods of evaluation of the multimedia-based program.
- c) Modifying and setting the program in its final form.

3- Identifying the effectiveness of using the multimedia-based program in developing second year (English section) students' EFL speaking fluency skills through:

- a) Applying the program to the study sample.
- b) Applying the EFL speaking test to the study sample after the implementation of the program.
- c) Comparing the results statistically.
- d) Analyzing and interpreting the results of the study.
- e) Recommendations and suggestions.

Terminology

Speaking Fluency

Tumova (2002, p. 15) has stated that speaking fluency means that the speakers speak the language freely even if they make mistakes in order to express their own ideas in real-life situations. Castaneda and Roderquez-Gonzalez (2011, p. 485) have defined EFL speaking fluency as the ability to speak smoothly, continuously and at an effective speed when the speaker does not always have to stop to think of the right word.

Multimedia

Eristi, Haseski, Uluuysal and Karakoyun (2011, p. 131) defined multimedia as the presentation of instructional content to certain target populations via some instructional materials such as: graphics, audios and videos. Neo, Neo and Tan (2012, p. 50) stated that multimedia is a new technological dimension that moves away teacher-based authority to

more discovery-based and applied learning that requires students to become more creative and critical thinkers, problem solvers and collaborators.

Study Sample

The sample of the present study comprised thirty students. They were chosen at random from second year students enrolled in the English section, Sadat Faculty of Education, Minufiya University, during the first semester of the 2012- 2013 academic year. The sample represented one group which was taught using the multimedia-based program.

Tool of the Study

The current study made use of the following tool in order to fulfill its purpose:

- An EFL speaking fluency test to measure second year students' fluency skills with a rubric to be used as a rating scale.

Validity of the Test:

To validate the EFL speaking fluency test in its preliminary form, it was submitted to a jury of experts (Appendix 2). They were requested to judge the test face validity in terms of clarity, instruction and suitability for the students' level. All jury members indicated that the test guidelines were clear and appropriate. Yet, they suggested some modifications and noticed some errors which the researcher had to correct. Finally, they indicated that the test appeared to be a valid measure of EFL speaking fluency skills.

Reliability of the Test:

The test re-test method* was used to determine the reliability of the EFL speaking fluency test. The test was administered on 20 second year students enrolled in the English section, Shebin El-Koum Faculty of Education, Minufiya University. The Pearson inter-rater reliability was computed. The reliability was 0.99. So, it can be noticed that there was a high statistically significant positive correlation between the sample' scores on both the pre- and the post- EFL speaking test. Accordingly, the EFL speaking fluency test was considered reliable.

Goals of the Multimedia-based Program:

The multimedia-based program aimed at developing speaking fluency skills of second year students enrolled in the English section, Faculty of Education, Minufiya University. By the end of the program, students were expected to:

- Identify the importance of the multimedia-based program in general and in English language learning in particular.
- Identify the importance of EFL speaking fluency skills in general and to them in particular.
- Access more of their course content independently.
- Work more autonomously.
- Speak English language fluently.

Duration of the Multimedia-based Program:

The program was intended to last for two weeks. In each week students had from two to three sessions. Each session presented specific

*Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The Qualitative Report*, 8(4), 597-607.

skills to be dealt with. The time allocated for each session was 120 minutes.

Implementation of the Program:

i. Pre-Assessment:

Before the implementation of the program, the EFL speaking fluency test was administered to the sample of the study (N=30). Pre-testing was done at the beginning of the first semester of the academic year 2012-2013. The means, standard deviation and "t" value of the study sample were computed.

ii. Experimentation:

The program lasted for two weeks with two sessions per week and each session lasted for about two hours. At the beginning of the program, the study sample was told about the objectives, importance and characteristics of the program. After the introductory session, the other instructional sessions- in which some EFL speaking fluency skills were introduced to the study sample. At the beginning of each session, the researcher told the study sample about the role of the teacher, the role of the students, the instructional materials that will be used and the various tasks. At the end of each session, the researcher gave the study sample some activities, related to what they had learned in order to make sure that the sample of the study has mastered the skills of each session. At the end of the program, the students' progress in EFL speaking fluency skills was administered after the implementation of the program using the EFL speaking fluency test.

Evaluation of the Multimedia-based Program:

The evaluation system used in this program included formative and summative evaluation.

1. Formative Evaluation:

Formative evaluation was used for assessing participants' progress in EFL speaking fluency skills and for providing necessary and immediate positive feedback. The activities as well as the multimedia instructional materials provided the researcher with the sufficient information about the participants' progress and development in EFL speaking skills.

2. Summative Evaluation:

Summative evaluation was conducted at the end of the experiment through the administration of the EFL speaking fluency test to measure the achievement of the intended sample of the program.

Findings and Discussion

1. Findings of the Study

The participants' scores on the pre- and post-tests were statistically analyzed using the SPSS program version 13, in order to identify the effect of the multimedia-based program on the development of the participants' speaking fluency skills.

Pre- and post-Test Scores

The participants' scores revealed that there was a statistically significance difference between the mean scores of the study sample in EFL speaking fluency skills on the pre- and post-administration of the

EFL speaking test in favour of the post-administration. Table (1) shows relevant data to students' performance on the pre-post test.

Table (1): the students' mean scores, standard deviations, t-value and level of significance of the study sample in the pre-and post- assessment of the EFL speaking fluency skills.

Fluency		N	Mean	S.D	t-value	D.F	Sig.
		pre	30	8.80			
	post	30	16.77	1.96	16.86	58	0.05

This table indicated that the mean scores of the study sample in the post-assessment of the EFL speaking fluency skills were higher than their scores in the pre-assessment on the same skills, where t-value is 16.86 the t-test value was significant at 0.05 level.

2. Discussion

The findings of the study hypothesis illustrated that "there is a statistically significant difference between the mean scores of the study sample in EFL speaking fluency skills on the pre- and post-administration of the EFL speaking fluency test in favour of the post-administration. As indicated in table (1), the study sample showed more development in their EFL speaking fluency skills in the post assessment than the pre-assessment. Table (1) also indicated that the t-value is significant at 0.05. This proved and supported the study hypothesis statistically. This development, as indicated in Table (2) can be related to the administration of the multimedia-based program.

Table (2): The effect size of the multimedia-based program on the EFL speaking fluency skills.

	t-value	η^2 value	d-value	effect size
Fluency	16.86	0.91	3.14	Large

The researcher focused on developing the study sample's fluency skills, through the use of some multimedia instructional materials. The participants started to use these materials to practise their fluency skills. They also started to create their own videos and share them via email with their instructor and group members. Consequently, the study participants' fluency skills were developed greatly in the post-assessment of the EFL speaking test than the pre-assessment of the same test due to the incorporation of the multimedia-based program.

Conclusion:

In the light of the delimitations as well as the findings of the present study, the following conclusions can be imbedded. The study sample showed a great development in EFL speaking fluency skills with its four sub-skills (Organize the oral production both cognitively and physically, Manifest a certain number of hesitations, pauses, backtracking and corrections, Use gap-fillers correctly, and Produce language spontaneously without interlocutors) Consequently, it can be concluded that the multimedia-based program was found to be effective in developing EFL speaking fluency skills among second year, English section student teachers.

Before the implementation of the multimedia-based program, most of the students were found to have lack in their EFL speaking fluency skills and they face problematic matters in their EFL speaking fluency skills. In addition, they showed little interest in the oral activities. However, after the implementation of the program, the study sample made notable gains in EFL speaking fluency skills with its four sub-skills. Their errors were decreased resulting in an increase in EFL speaking performance. These gains might be attributable to the use of the multimedia-based program. The incorporation of recent technology within the traditional classroom environment had helped the students learn according to their own abilities, pace and attitudes. The positive feedback of the teacher also helped the study sample to reduce their speaking anxiety and learn to take personal command of their own development in EFL speaking skills.

Thus, it is concluded that the multimedia-based program was effective in developing second year, Faculty of Education, English section students' EFL speaking fluency skills.

Recommendations:

Based on the findings of the present study, the following recommendations are suggested:

1. The multimedia-based program should be implemented in teaching EFL speaking skills to English section students.
2. More attention should be paid to EFL speaking skills as these skills are very important for the, English section students. Certain courses should be taught in order to enhance the students' speaking skills.
3. EFL university instructors should encourage their students to apply the multimedia-based program in their micro-teaching sessions.

4. EFL university instructors should clarify the importance of EFL speaking fluency skills to their students. Besides, they should illustrate the importance multimedia-based program as it offers chances to keep up with the recent EFL approaches.
5. EFL university instructors should give their students time for self-assessment and self-monitoring. Accordingly, the students will become less anxious and more motivated in speaking classes.

Suggestions for Further Research:

Within the delimitations and findings of the present study, the following topics are suggested for further research:

- An investigation of the effectiveness of the multimedia-based program in developing EFL speaking skills and reducing anxiety in preparatory and secondary levels.
- An investigation of the effectiveness of the multimedia-based program in developing EFL listening skills.
- An investigation of the effectiveness of the multimedia-based program in developing EFL reading skills.
- An investigation of the effectiveness of the multimedia-based program in developing EFL writing skills.
- An investigation of the effectiveness of new methods and approaches in developing EFL speaking fluency skills.
- An investigation of the attitudes of university students towards EFL speaking instruction.

References

- Aliakbari, M., & Jamalvandi, B. (2010). The impact of role play on fostering EFL learners' speaking ability: A task-based approach. *Journal of Pan-Pacific Association of Applied Linguistics*, 14(1), 15-29.
- Badr, S. (2008). The effect of blended learning communicative output activities supported with utilizing anxiety management techniques on EFL learners' language apprehension and oral communication skills. *Journal of Psychological and Educational Research*, issued by Faculty of Education, Minufiyah University, 23(1), 3-53.
- Bahrani, T. (2011). Speaking fluency: Technology in EFL context or social interaction in ESL context. *Studies in Literature and Language*, 2(2), 162-168.
- Brophy, J. (2008). *Using video in teacher education*. Bingley: Emerald Group Publishing Limited.
- Brotherton, J. A., & Abowd, G. D. (2004). Lessons learned from e-class: assessing automated capture and access in the classroom. *ACM Transactions on Computer-Human Interaction (TOCHI)*, 11(2), 121-155.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. San Francisco: Addison Wesley Longman, Inc.
- Castaneda, M., & Roderquez-Gonzalez, E. (2011). L2 speaking self-ability perceptions through multiple video speech drafts. *Hispania*, 94(3), 483-501.

- Derwing, T., Muray, J., & Thomson, R. I. (2008). A longitudinal study on ESL learners' fluency and comprehensibility development. *Applied Linguistics*, 29(3), 359-380.
- Derwing, T., Rossiter, M., Munro, M., & Thomson, R. I. (2004). Second language fluency: Judgments on different tasks. *Language Learning*, 54(4), 655-679.
- Dincer, A., Yesliyurt, S., & Takkac, M. (2012). The effects of autonomy-supportive climates on EFL learners' engagement, achievement and competence in English speaking classrooms. *Social and Behavioural Sciences*, 46(2), 3890-3894.
- Eristi, S.D., Haseski, H.I., Uluuysal, B., & Karakoyun, F. (2012). The use of mobile technologies in multimedia-supported learning environments. *Turkish Online Journal of Distance Education*, 12(3), 130-141.
- Friend, J., Adams, A., & Curry, G. (2011). Breaking news: Utilizing video simulations to improve educational leaders' public speaking skills. *Journal of Research on Leadership Education*, 6(5), 234-249.
- Glover, P. (2011). Using CEFR level descriptors to raise university students' awareness of speaking skills. *Language Awareness*, 2(1), 33-52.
- Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The Qualitative Report*, 8(4), 597-607.
- Gorsuch, G. J. (2011). Improving speaking fluency for international teaching assistants by increasing input. *The Electronic Journal for English as a Second Language*, 14(4), 1-16.
- Graham, C. (2006). Blended learning systems: Definition, current trends, future directions. In C. Graham & C. Bonk (Eds.), *Global*

- perspectives, local designs* (pp. 3-21). San Francisco, CA: Pfeiffer Publishing.
- Graves, K. (2008). The language curriculum: A social contextual perspective. *Language Teaching*, 41(2), 147-181.
- Hartsell, T., & Yuen, S. (2006). Video streaming in online learning. *AACE Journal*, 14(1), 31-43.
- Hermann, C., Hurst, W. & Welte, M. (2006). Informatics education Europe-the e-lecture Portal: An advanced archive for lecture recordings. *Informatics Education Europe*, 4(2), 64-79.
- Hwang, C. C. (2005). Learning sociolinguistically approach language through the video drama connect with English. Retrieved from ERIC database. (ED 490750).
- Kessler, G. (2010). Fluency and anxiety in self-access speaking tasks: The influence on environment. *Computer-Assisted Language Learning*, 23(4), 361-375.
- King, J. (2002). Using DVD feature films in the EFL classroom. *Language Learning*, 3(2), 42-60.
- Kirkgoz, Y. (2011). A blended learning study on implementing video recorded speaking tasks in task-based classroom instruction. *Turkish Online Journal of Educational Technology TOJET*. 10(4), 1-13.
- Koponen, M., & Riggenbach, H. (2000). Overview: Varying perspectives on fluency. In H. Riggenbach (Ed.), *Perspectives on fluency*, (pp. 5-24). Ann Arbor, USA: University of Michigan Press.
- Kurt, A. A. (2011). Personalization principle in multimedia learning: conversational versus formal style in written word. *The Turkish Online Journal of Educational Technology*, 10(3), 185-192.
- Lin, L. (2000). Manipulating DVD technology to empower your teaching. Retrieved from ERIC database. (ED 462010).

- Liu, P. (2011). Preparing preservice teachers for instruction on English language development with video lesson modules. *Teacher Education and Practice*, 24(1), 9-29.
- Murat, H. (2012). Teaching word stress to Turkish EFL English as foreign language learners through internet-based video lessons. Retrieved from ERIC database. (ED 530678).
- Nazara, T. (2011). Students' perception on EFL speaking skill development. *Journal of English Teaching*, 1(1), 28-42.
- Neo, M., Neo, K.T., & Tan, H.Y. (2012). Applying authentic learning strategies in a multimedia and web learning environment (MWLE): Malaysian students' perspectives. *The Turkish Online Journal of Educational Technology*, 11(3), 50-60.
- Odhabi, H., & Nicks-McCaleb, L. (2009). Video recording lectures: Student and professor perspective. *British Journal of Educational Technology*, 42(2), 327-336.
- Romero, B. N. (2006). Improving speaking skills. *Encuentro*, 18, 86-90.
- Shephard, K. (2003). Questioning, promoting and evaluating the use of streaming video to support student learning. *British Journal of Educational Technology*, 34(3), 295–308.
- Sharma, P., & Barrett, B. (2007). *Blended learning: Using technology in and beyond the language classroom*. Oxford: Macmillan Publishers Limited.
- Singh, H. (2003). Building effective blended learning programs. *Issue of Educational Technology*, 43(6), 51-54.
- Smith, C.B. (2003). Skills students use when speaking and listening. Retrieved from ERIC database. (ED 480895).
- Tumova, M. (2002). *Speaking activities aimed at developing fluency in EFL classes*. MA Thesis, Faculty of Humanities, University of Pardubice, Czech Republic.

- Widiati, U., & Cahyono, B. Y. (2006). Teaching of EFL speaking. *TEFLIN Journal*, 2(2), 269-289.
- Yang, J., Chen, C. H., & Jeng, M. C. (2010). Integrating video-capture virtual reality technology into a physically interactive learning environment for English Learning. *Computers & Education*, 55(3), 1346-1356.
- Zhang, Y. (2009). Reading to speak: Integrating oral communication skills. *English Teaching Forum*, 1(1), 31-34.

Appendix 1

EFL Speaking Fluency Test

This test includes two sections that measure different aspects of EFL students' speaking fluency skill. It is the participants' advantage to say as much as they can. It is also important that they speak fluently according to the directions.

1) Describe the situation in which three of the characters in the following pictures* are involved in detail:



* available at:

http://www.google.com.eg/search?num=10&hl=ar&site=img&tbm=isch&source=hp&biw=1356&bih=558&q=images&oq=im&gs_l=img.1.1.0l10.6131.6409.0.10283.2.2.0.0.0.718.1120.4-1j0j1.2.0...0.0...1ac.ayciySI-Iwo. (six pictures from one source).

2) Choose one of the following topics to talk about:

- Social relationships.
- Computers.
- Pollution.

Appendix 2

The Jury Members

N o.	Name	Position	Institution
1	Dr. Mostafa Abdel-Aty Badr	Professor of TEFL	Faculty of Education, Tanta University
2	Dr. Ahmed Hassan Seifeddin	Professor of TEFL	Faculty of Education, Minufiya University
3	Dr. Fatma Sadeq Mohammed	Professor of TEFL	Faculty of Education, Benha University
4	Dr. Azza Hamdy El- Marsafy	Professor of TEFL	Faculty of Education, Zagazig University
5	Dr. Ahmed Mahmoud Aliweh	Professor of TEFL	Faculty of Education, Tanta University
6	Dr. Magdy Amin Abed	Associate Professor of TEFL	Faculty of Education, Benha University
7	Dr. Taher Mohammad Al-Hadi	Associate Professor of TEFL	Ismailia Faculty of Education, Suez Canal University
8	Dr. Nahed Mohammed Ghoneim	Lecturer of TEFL	Faculty of Education, Minufiya University
9	Dr. Nesreen Ahmed El-Sweedy	Lecturer of TEFL	Faculty of Education, Benha University