Developing Iraqi EFL Learners' Interaction Competence Using Mobile and Computer-Based Audio-Visual Videos: An Experimental Study

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تطوير قابلية التواصل لدى متعلمي اللغة الانكليزية الاجانب باستخدام الفديوهات المرئية والمسموعة في النقال والحاسوب

دراسة تجريبية

الملخص

يتطلب التواصل بفعالية وسائل مؤثرة، مثل يوتيوب. تهدف هذه الدراسة إلى الكشف عن اثر استخدام يوتيوب كأداة تعليمية لمساعدة متعلمي اللغة الأجنبية على تطوير قدراتهم التفاعلية. تألف مجتمع الدراسة من ٦٤ متعلم للغة الإنجليزية كلغة أجنبية في مدرسة سمية الإعدادية للبنين خلال الفصل الدراسي الثاني للعام الدراسي ٢٠١٨/٢٠١٩. اختار الباحث ٤٠ طالبا عشوائيا ليكونوا عينة من الدراسة.

تم استخدام اختبار مسبق لقياس مستوى المتعلمين قبل إجراء الدراسة ، بعد شهرين ، وبعد الانتهاء من التجربة ، تم تطبيق نفس الاختبار ، في نفس الظروف ، على نفس العينة لقياس ما إذا كانت هناك أي اختلافات في درجات طلاب المجموعة التجريبية والضابطه نتيجة استخدام الطريقة الجديدة ، يوتيوب. وقد أظهرت النتائج أن طلاب المجموعة التجريبية تطورو أكثر من المجموعة الضابطة بسبب استخدام يوتيوب. بمعنى آخر ، قدم يوتيوب تجربة جديدة للمتعلمين لتطوير مهارات التحدث. بالاضافة الى ذلك ساعد استخدام يوتيوب المتعلمين

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على تطوير ورفع كفاءة المتعلمين وكيفية استخدام اللغة ضمن السياق. أوصى الباحث بإجراء دراسات أخرى

لتطوير مهارات التواصل الأخرى بين الطلاب**.**

Abstract

Communicating effectively requires effective methods techniques, such as YouTube. This study aims at revealing the effectiveness of using YouTube as a learning tool to help foreign language learners develop their interactive competence. The study population are consisted of 64 learners of English as a foreign language at Sumaya Preparatory School for Boys during the second semester of the academic year 2018/2019. The researcher is selected 40 students randomly to perform as a sample of the study. A pre-test is used to measure the level of learners before conducting the study, two months later, after completion the experiment, the same test is applied, under the same conditions, on the same sample to measure whether there are any differences in the experimental and control groups' mean scores due to using the new method, that is YouTube. The results are revealed that the experimental group students have developed more than the control group due to using YouTube. In other words, YouTube introduces a new experience for learners to develop speaking skills. YouTube has helped learners develop learners' competency on how to use language in context. The researcher recommended conducting more studies to develop other communication skills among the students.

Keywords: Mobile and Computer-Based Audio-Visual Videos and Interactive Competence.

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Introduction and Background of the Study

Using technology in education is not a new concept. What is new is how and what to use to develop EFL learners' communicative language. Medoukali (2015) expresses that "the world we are living in is changing throughout the centuries, and our lives are changing as well to fit the developments the world is witnessing. Technology now is playing a major role in the human life. The human brain moved to a high level of creativity, and it succeeded in promoting the quality of life and making things easier to be done".

Technology has changed the teachers' and learners' roles, teaching changed from "teacher-centred into student-centred" (Bataineh and Al-Abdali, 2015: P. 243). Similarly, Murray and Barnes (1998) suggested that technology is intentionally used in education to assist language learning to be "evaluated on a pedagogical basis".

Medoukali (2015) also stressed that "the 21st century has witnessed a revolution in the field of technology and made it inseparable from the people's life style. It is necessary for those of us who live in an advanced world to be surrounded by technology which penetrated our lives and modified our way of communicating and also the way we search for information, it even changed our way of shopping".

"Technology invaded the educational institutions and that through creating computer laboratories and using electronic whiteboards inside the classrooms" (Sharpe, Beetham, and De Freitas, 2010 in Medoukali, 2015). According to Castells & Cardoso (2005), "wealth, power, and knowledge are counting on society to gain profits from the use of technological system which is represented by computing, microelectronics, and digital communication".

Similarly, technology can involve learners in "authentic language learning experience" (Bataineh and Al-Abdali, 2014 P. 160), it can be regarded as a "valuable learning tool" (Kabooha and Elyas (2018, p. 73). Ghoneim (2013) stated that "listening and speaking are core elements of interaction". In the same vein, Hwang & Chen, 2013; Hwang, Shadiev, & Huang, 2011 (as cited in Hwang, Huang, Shadiev, Wu, and Chen, 2014) "the importance of practicing listening and speaking skills

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cannot be more emphasized, as it has a direct and positive influence on learning performance".

According to Medoukali (2015; 27) who stated that:

> "Education in the past used to be performed by applying specific standards which the educational institutions decide. The teaching and learning process were taking place only in the classroom, and the teacher was the only provider with information. Nowadays, the way of teaching and learning has changed with the involvement of new methods for learning which are more developed".

What is more, Titthasini (2013; 28) emphasizes that the:

> "traditional learning has certain tools to be used during the learning process and they include books, blackboards, a teacher and students inside a classroom. The teacher is usually the one who talks more and the students learn more about "what" instead of "how", and also the teacher is the one who is responsible for setting all of tasks for his/her learners".

For Medoukali (2015; 28) technology is regarded as a deniable tool in the current learning. He discussed that "using technologies in our society has become inevitable, the focus of educational approaches has now moved to learner-centred pedagogies and technology is the source to provide the learners with new ways of obtaining knowledge". Additionally Medoukali stresses that on the role of training on developing learners' knowledge. He maintains that "Educational and training institutions lately have been considered as a means for obtaining knowledge not only for students, but for those who cannot study and seek access to learning facilitation" .

Roshty explains the old ways of the teaching as compared with the new innovated ones. Roshty stated that "Traditional learning is a form of teaching and learning which

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is viewed as teacher-centre and static. The whole class participate in the learning process and the setting is always the school and inside the classroom. The teacher teaches according to the curriculum and he/she is the one that controls the lesson's structure and the division of time".

Importance of the Study

The current study is conducted and hoped to be significant in the field of teaching and learning English as a second/foreign language. Because it is hopefully will support the literature review and it can help curricula designers to suggest new activities for developing the fourth grade EFL learners' interactional competence using Audio-Visual videos by using mobiles and computers.

Problem Statement

For many years, the EFL teachers' focus was on teaching grammar and vocabulary only, instead, it should be on how to use grammar and vocabulary in context to achieve successful communications. Nowadays, and with the fast development of technology, the wide world is seen as a small world, this means that learners now are able to communicate with native speakers of English directly. But, still, this communication needs more exposure to the target language and more communication practice with the native speakers of English.   Without adequate knowledge of how to use language appropriately, learners may face difficulties in communication and misunderstanding might occurred. Therefore, this study is conducted to shed light on the importance of using technology in general and the use of audio-visual videos, using computers and mobiles, in specific as a method of learning of appropriate communication. The researcher believes that learning interaction can be conveyed successfully if it is enhanced with instructional technologies, audio-visual videos using mobiles and computers applications.

Study Population

The study population consisted of 64 fourth grade EFL learners at Sumaya Preparatory School for boys during the second semester of the academic year 2018/2019.

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Study Sample

The researcher selected 40 students randomly to be as a sample of the study. They divided intentionally and equally by the researcher into experimental and control groups. Twenty students for each group. Students' age are ranged from 14 to 16 years.

Table 1 shows the participants of the study

Groups	Teaching Method	No.
Experimental group	Audio-Visual Videos	20
Control group	Regular Method	20
Total		**40**

Study Questions

Is using Audio-Visual videos mobiles and computers has an impact on the fourth grade EFL learners' interactional competence?

Hypothesis

Audio-Visual videos using mobiles and computers in learning has not an impact on the fourth grade EFL learners' interactional competence.

Objectives

To examine the effect of using Audio-Visual videos using mobiles and computers in learning to develop and enhance the fourth grade EFL learners' interactional competence.

Methods and Data Collections

A pre/post-tests techniques are used to measure any significant differences (if any) in the experimental and control groups before and after conducting the new experiment. A pretest had been applied before starting the experiment to measure learners' knowledge in speaking and listening before applying the new method that is using Audio-Visual videos by using mobiles and computers.

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Two months later, the same test in an applicable situations, the same test was applied again to see if using Audio-Visual videos using mobiles and computers in learning had an impact on the fourth grade EFL learners' interactional competence.

Previous Works

Hwang, et al. (2014) examined how learners perceive activities using mobiles and computers to develop listening and speaking skills in English as a foreign language (EFL). It was found that students had positive perceptions and intentions toward learning activities using mobiles. The results have shown that how students' speaking and listening skills practices using mobile devices had different correlations depending on their proficiency levels.

Nah et al. (2008) investigated the using of mobile to develop EFL listening skills. Results showed that technology was effective for students' development of listening skills.

Medoukali (2015) aims at investigating if using Internet, YouTube, has an impact on developing the listening skill. Results revealed that YouTube provide better ways for teaching and learning and listening skills. It is also a good tool of learning and teaching for both teachers and learners.

Hwang and Chen (2013) have developed a mobile listening and speaking practice system for EFL learning. One experiment was conducted by Hwang and Chen (2013) to compare the performance of the control group (i.e. students learned by using paper-based learning materials) and the experimental group (i.e. students learned by using learning materials with personal digital assistants). Results of the experiment revealed that the experimental group significantly outperformed the control group in language proficiency. According to results of this study, students could repeatedly record their own voices and listen to themselves and others' recordings using personal digital assistant (PDA), thus obtaining more opportunities to practice and improve their language proficiency.

Liu and Chu's study (2010) tends to investigate how games influence English learning achievement and motivation in a mobile learning environment. Findings obtained

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showed that learners supported their speaking and listening skills using YouTube. They also motivated using this new method of learning

The pre-test Findings

Before starting the experiment, an achievement pre-test was administered to measure the students' knowledge in the speaking and listening skills before starting. Findings are shown in the following table:

Table 2: The Achievement Pre-Test Findings

Group	N	Mean	Std.	T	DF	Sig.
Experimental Group	20	29.11	9.54	0.42	33	0.43
Control Group	20	29.33	10.12			

Table 2 shows that the both groups had an equivalent level in the interactional competence (speaking and listening) before conducting the experiment. In other words, there is no statistically significant difference in scores obtained by the experimental and control groups before starting the experiment.

Table 3: The Achievement Post-Test Findings

Group	N	Mean	Std.	T	DF	Sig.
Experimental Group	20	79.65	12.21	3.19	49	0.01
Control Group	20	38.12	10.87			

It is clear from table 3 that the experimental group obtained higher scores on the post-test than the control group. This suggest that the experimental group students, who practiced using Audio-Visual videos by using mobiles and computers, improved

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their level of the interactional competence (speaking and listening) after two-months of frequent exposure and use of Audio-Visual videos. The experimental group students achieved 79.65 scores compared with the control group students whom results were 38.12.

Table 4: The Pre-Post-Test Findings Comparison

Test	Group	N	Mean	Std.	T	DF	Sig.
Pretest	**Experimental Group**	20	29.11	9.54	0.42	33	0.43
Pretest	**Control Group**	20	29.33	10.12			
Posttest	**Experimental Group**	20	79.65	12.21	3.19	49	0.01
Posttest	**Control Group**	20	38.12	10.87			

Table 4 shows the pre/post results. By comparing the mean scores of the experimental group in pre and post tests, the increase is 50.54. This is an indication that Audio-Visual videos have a great influence on the experimental group students' achievement. In contrast, the increasing in the mean scores of the control group in pre and post tests was 8.79. It clear that the control group students did not develop more. This might be due to the old method of learning and teaching how to use language effectively to achieve better interaction with others.

Conclusions

To conclude, Audio-Visual videos has many benefits in:

1. In developing learner' interactional competence.
2. Learners could develop their speaking and listening skills through listening to different instructional videos.

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3. Audio-Visual videos improved to be a motivational tool to motivate learners to develop their speaking and listening skills to achieve daily-life communication.

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