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**Effectiveness of an Educational Video Programme in Developing
English Reading Skills**

**A Quasi- Experimental Research for Pupils of the Third Class of Basic Education in
Qunaitra Governorate**

**A Dissertation Submitted in Partial Fulfillment of the Requirements
for the Degree of Master in Educational Technology**

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(فاعلية برنامج فيديو تعليمي في تحسين مهارات القراءة في اللغة الانكليزية -
دراسة شبه تجريبية لدى طلبة الصف الثالث في التطعيم الاساسي في محافظة
القنيطرة).

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تم إجراء التعديلات المطلوبة وأصبحت الرسالةصالحة لمنح درجة الماجستير
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Abstract

The purpose of this study was to investigate the effectiveness of an educational video programme in developing English reading skills for pupils of the third class of basic education. After designing the educational video programme, the researcher selected a sample of (60) pupils from public schools in Qunaitra.. The sample of the study was equally divided into two groups: the experimental group (30 pupils) and the control group (30 pupils). The experimental group was taught English reading skills using the educational video programme. The control group was taught the same skills using the traditional method. The researcher used the pre/post-postponed achievement tests. He also used a checklist to measure the pupils' oral performance in English reading skills.

The results of the study show

There are statistically significant differences between the mean scores of the experimental group and mean scores of the control group in:

- The post- achievement test of the Unit (22), effect size (0.95).
- Post- achievement test of the Unit (23), effect size (0.94).
- The post- immediate total achievement test, effect size (0.94).
- The Post- postponed total achievement test, effect size (0.95)
- The post application of checklist, effect size (0.94).

The differences are in favour of the experimental group.

There are no statistically significant differences between males' mean scores and females' mean scores in the experimental group in:

- The post- achievement test of the Unit (22).
- Post- achievement test of the Unit (23).
- The post- immediate total achievement test.
- The Post- postponed total achievement test.
- The post application of checklist.

The results above show that teaching by using the educational video programme is better than teaching by the traditional method. As for the sex variable, the results mean that the educational video programme helped both males and females from the experimental group to develop their English reading skills at the same level. The study recommended the use of educational technology in general and video technology in particular in the teaching of reading skills.

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List of Abbreviations

CAI	Computer- Assisted Instruction
CALL	Computer-Assisted Language Learning
CALT	Computer-Assisted Language Teaching
CAVL	Computer-Assisted Vocabulary Learning
CBM	Computer-Based Multimedia
CGPs	Control Group Pupils
CI	Class Interaction
CL	Computer Literacy
EFL	English as a Foreign Language
EG	Experimental Group
EGPs	Experimental Group Pupils
EL	English Language
ELRS	English Language Reading Skill
ELRSA	English Language Reading Skill Acquisition
ERSA	English Reading Skill Achievement
ERS	English Reading Skill
ESL	English as a Second Language
FCPs	Fourth Class Pupils
ICDL	International Computer Driving License
IM	Instruction Methods
L2	Second Language
MBI	Multimedia-Based Instruction
MBIGs	Multimedia-Based Instruction Grades
MP	Multimedia Programme
NRP	National Reading Panel
PC	Portable Computer
PE	Programme Effectiveness
PQ	Programme Qualification
P_s T_s	Pre – Service Teachers
SLA	Second Language Acquisition
SPSS	Statistical Package for Social Sciences
TBI	Teacher-Based Instruction
TBIG	Teacher-Based Instruction Grades

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Chapter One

Identification of the Problem of the Research

1-1-Introduction

Language is the medium in which people can express themselves. It is the fluid entity that changes according to development in society. For us, language is not only a medium for expression of emotions, thoughts and values, but it also represents the social, economic and cultural identity of our society in which people always need to use language in their daily life. In fact, language is the main medium to express human needs and achievements; it has also an influence on the political economic and cultural atmosphere of the whole country. Language can be considered the key factor to establish human relationship and mutual understanding among people. "However, the need is, if anything, even greater where the people have no contact with other languages or cultures and in danger of being locked in their own ethnocentric shells. Learning another language helps people to break out of those shells. Learning language introduces the learner to another culture, another way of thinking: language widens horizons."(Ingram and Sasaki,2003, p55).This is the time of globalization in which people can communicate easily without hardly any problem from long distance. So, the international treaties and relations emphasize the necessity of learning other's languages."It is widely recognized that English is the world's most important language which is used as a medium for international communication." (Hasan, 1993, p17).

The importance of English language can be cited because it is the language of business, technology and international relations."How learners should go about learning. It so as to maximize both their proficiency and their intercultural understanding and cross-cultural attitudes."(Ingram and Sasaki,2003,p62).In order to maximize the process of learning, the researcher uses the educational video as part of multimedia learning and will focus on improving reading activity as part of the learning process. The researcher chooses the video as a reading tool to improve reading skills because audio – visual programmes provide both students and teachers with creative and practical methods to enhance English reading comprehension. This research will try to support the use

of educational video to promote reading process in order to solve problems which face pupils in the reading process.

1-2-The Research Problem

The traditional way of teaching English is still followed at our primary schools. But, English language teaching underwent many changes especially when the new technology became a part of the modern teaching system. The traditional method shows a kind of weakness of teaching methodology because pupils face many problems in the process of reading and learning. In the traditional method, the teacher is the center of the learning process, and the pupil is not really involved in the learning process. The third class pupils at our schools have inadequate reading skills and find difficulty to read. This problem is related to many factors:

1. Methodology of teaching.
2. Technology is not really involved in the learning process.
3. The absence of motivation which can be achieved by using technology.
4. Teachers have inadequate knowledge how to read and to use technology.

The researcher has noticed as a supervisor of teaching practice for Diploma students in Tishreen and the Faculty of Education in Qunaitra that pupils in the third class of basic education have difficulties in reading English. These difficulties are represented in reading comprehension, spelling and the ability to transform comprehension skills to reading skills. The teacher is supposed to play a central role to prevent reading difficulties at our primary schools, but the researchers such as Shaban and Wannous noticed that most of our teachers don't have enough skills to teach reading effectively, because our primary school teachers knowledge and experience with technology and methodology of teaching are not adequate to promote the level of their pupils in reading skills.

This research tries to approach these problems and to investigate inadequate reading skills of pupils in order to achieve effective reading.

In this direction, the researcher tries to use video as an educational tool for pupils to promote reading skills in English. Therefore, the research problem can be identified in the following question: "**What is The Effectiveness of an Educational Video Program in Developing**

English Language Reading Skills of the Third Basic Class Pupils in Qunaitra?"

1-3 - Significance of the Research

The findings of this research could be helpful in the basic education institutions for the enhancement of developing English reading skills, through video instruction. The research was designed to build capacity in ways that promote English reading skills of the third class of basic education. The researcher developed an instrument that is valid for evaluating the degree to which reading process should be developed in a way which was appropriate to the pupils being taught. This research presented video to be considered as an acceptable instrument for reading programmes especially in remote places where the qualified teacher was not always available. Therefore, the video programme was presented as a creative method in the educational institution which has the ability to improve education in general and English reading skills in particular.

This research provided insights into how acquiring English reading skill could be effectively developed through the use of video technology and how the learning process should be implemented. The development of fluent and accurate reading was an important aspect in this programme.

The pupils should be given the opportunities to acquire oral presentation in an environment which could offer stimulation and motivation for learning.

1-4-Research Aims

The research aims to achieve the following:

- 1-Designing** an educational video programme to develop reading skills in English language for the third basic class pupils.
- 2-Investigating** the effectiveness of an educational video programme in developing English reading skills of the third basic class pupils.
- 3-Investigating** pupils' ability to retain information after using the educational video programme.

4-Studying the difference between male and female pupils in acquiring reading skills in English by using the educational video programme.

1-5-Research Questions

The research tries to answer the following question:**What is the effectiveness of an Educational Video programme in Developing English language reading skills of third basic class in Qunaitra?**

Other sub-questions can be derived from the previous one as follows:

- 1-What are the English reading skills of third basic class?
- 2-What is the effectiveness of an educational video programme in developing English language reading skills in the third basic class English course?
- 3-What is the difference between the quasi- experimental group and the control group in reading achievement tests?
- 4-What is the difference between males and females in experimental group in reading achievement tests?

1-6-Research Hypotheses

The research testes the following hypotheses at the level of significance (0.05):

- 1- There are no statistically significant differences between mean scores of both the experimental and control groups in the Post-achievement test of the Unit (22).
- 2- There are no statistically significant differences between mean scores of both the experimental and control groups in the Post-achievement test of the Unit (23).
- 3- There are no statistically significant differences between mean scores of both the experimental and control groups in the post- immediate total achievement test.
- 4-There are no statistically significant differences between mean scores of both the experimental and control groups in the post- postponed total achievement test.

- 5- There are no statistically significant differences between males` mean scores and females` mean scores in the experimental group in the Post-achievement test of the Unit (22).
- 6- There are no statistically significant differences between males` mean scores and females` mean scores in the experimental group in the Post-achievement test of the Unit (23).
- 7- There are no statistically significant differences between males` mean scores and females` mean scores in the experimental group in the post-immediate total achievement test.
- 8- There are no statistically significant differences between males` mean scores and females` mean scores in the experimental group in the post-postponed total achievement test.
- 9-There are no statistically significant differences between mean scores of the experimental group (EG) and mean scores of the control group (CG) in the post- application of the checklist.
- 10-There are no statistically significant differences between males` mean scores and females` mean scores in the experimental group in the post-application of the checklist.

1-7- Research Limitations

1-Sample Limitations:The third basic class pupils in Qunaitra.

2-Time Limitations:The academic year (2010-2011).

3-Spatial limitations:Public schools in Qunaitra.

4-Content limitations:Developing reading skills in the English course of the third basic class, such as: vocabulary reading comprehension, word and sentence structure comprehension, prediction, comparing and summarizing other reading skills are not included.

5-Human limitations:Pupils of the third basic class in Qunaitra Governorate.

1-8- Research Methodology

1- Research Population and Sample

The research population consists of all third basic class pupils in public schools in Qunaitra. The sample consisted of (60) pupils, which was equally divided into two groups:

- **The Experimental Group (EG):** This group consisted of (30) pupils who were taught reading skills in the English course of the third basic class by using the educational video programme.
- **The Control Group (CG):** This group also consisted of (30) pupils who were taught reading skills in the English course of third basic class by using the traditional method. The following table shows details of the sample:

Table (1). Distribution of the research sample according to research variables

Variables		N	Total	Method
EG	Females	15	30	Educational video programme
	Males	15		
CG	Females	15	30	traditional method
	Males	15		
Total		60	60	

2- Research Design

The quasi-experimental design was used in which a comparison between the experimental group and the control group was drawn in order to investigate the effectiveness of the educational video in developing reading skills in English of the third basic class pupils.

3- Research Variables

❖ The independent variables

– Method of instruction

- Educational video programme applied on the experimental group.
- Traditional method applied on the control group.

– Gender of pupils

A. Female pupils.

B. Male pupils.

❖ Dependent Variables: Pupils' scores in the achievement tests and their performance according to the checklist.

4- Research Instruments

- ❖ **Educational Video programme:** It was used to develop reading skills in English language of the third basic class pupils.
- ❖ **Achievement Tests:** Three achievement tests to measure pupils` performance:
 - Pre-post achievement test of unit (22).
 - Pre-post achievement test of unit (23).
 - Pre-post/postponed total achievement test: the name of this test is going to be changed according to the phase of its application (immediate/ postponed)
- ❖ **Checklist:** This instrument was used to measure pupils` oral performance.

1-9- Procedural Definitions

Effectiveness

For Al-Kala and Nasser (1993), **effectiveness** means the level of success in achieving aims.

For Wannous(2000), **effectiveness** is the ability of the programme to achieve behavioral aims.

For Al-Zaeud and others(1993), **effectiveness** is the ability of the educational tool to give real and clear picture about things, thoughts and actions which are presented.

For Shaban(2012), **effectiveness** means the standard of achieving the multimedia programmed objectives.

The researcher agrees with all previous definitions. For the researcher, **effectiveness** means the ability of the educational video programme to achieve the maximum level of mastering reading skills in English.

Video

For Al-Hela (2007), **video** is one of the modern technological tools in communication.

For Whatley and Ahmad (2007), **video** is a tool for teaching and learning in education; it is a multimedia application with considerable promise.

For the researcher, **Video** involves presentation which enhances reading skills in English by capturing pupil's attention and providing visual and auditory examples about the lesson.

Educational Video

For Sharma and others (2005), educational video means one of the effective educational tools in learning and teaching, in which educational video programmes are designed to develop learning and teaching skills.

For Baltova (2009), **educational video** means oral, visual and written input which all have unique properties that contribute in different ways to comprehension and learning of an L2.

The researcher agrees with the previous two definitions of the **Educational video** and defines it as an instructional tool which can provide the learner with visual description of information and knowledge.

Developing

For Sharma and others (2005), **Developing** means "to develop the potential ability of certain skills using different tools" (p.8)

For the researcher, **Developing** means to master reading skills in English in the third basic class course.

Reading skills

For Perfetti(2001), reading skill is an individual's standing on some reading assessment.

For Tampolsky and Degtiariova (2003), the procedure of reading skills construction consists of a number of interrelated components:

1- The Pre-reading Stage

- a. Introducing the learner to the topic.
- b. Discussing what was viewed and sharing ideas.

2- The Reading Stage

- a. Reading of one and the same text by all students.

- b. Reading different texts by different students.
- c. Exchanging information.

3- The Post-reading Stage

- a. Simulation.
- b. Summarizing activity done by students individually.

The adaptation of the last definition can be seen through the research. For the researcher, reading skill is the ability to read and comprehend the text. Reading skill is divided into sub-skills in order to be helpful for pupils at the elementary level.

- 1- Prediction.
- 2- Developing vocabulary reading comprehension.
- 3- Skimming.
- 4- Improving word and sentence structure comprehension.
- 5- Comparing.
- 6- Summarizing.

Basic Education:

"It is an obligatory learning stage that lasts nine years"(Ministry of Education, 2002,p.1).

Third – Class Pupils

The pupils who study in the third class of basic education in the public schools in Qunaitra.

1 – 10 - Summary

In this chapter, the research introduction, problem, hypotheses, significance, questions, variables, sample, instruments, design, limitation and procedural definitions were introduced.

Chapter Two

Literature Review

2-1- Introduction

Video as part of teaching technology has become an effective teaching tool for developing English reading skills. In what follows, several studies primarily focus on the role of educational video in teaching English Language in general and reading skills in particular. Other studies focus on the idea that video meets requirements in the educational system and marks an important step towards English reading comprehension.

2-2- The Studies

Dashti&Bahbahani (2000)

The Title*The Effectiveness of Using Technology as an Instrumental Medium on the Primary Stage Pupils' English Language Achievement*

The study intended to investigate the effect of modern technology on the first-graders' achievement and their attitudes towards implementation of technology into English language learning. Achievement, gender and method of teaching are the variables of the study. Modern technology was the instrument in the study including computer and video.

Results of the Study

- Using technology in teaching assisted to motivate pupils towards English Language learning.
- There was a great connection between the percentage of learner positive attitudes and the level of technological media used in teaching English.
- Gender differences in learning outcomes showed higher level in favour of girls because they were more motivated in instruction which was based on technology.

Wannous (2000)

The Title:*The Effectiveness of a Teaching Programme Designed via the Video for the Study of Listening Comprehension of the English Language*

This research aimed to study the effectiveness of a teaching programme by using the video for studying listening comprehension in English.

This research used the experimental method. The sample was chosen from the second secondary scientific class in the schools of Martyrs' children in Syria. Another representative random sample was chosen from public schools in Aleppo.

Results of the Study

- The group (experimental group) that learned by the video programme outperformed the control group that learned by the traditional method.
- The individuals of the experimental group have formed positive opinions towards teaching English Language by the video programme. This research ended up with a number of suggestions:
- Allocating at least one period per week for teaching listening skills in laboratory using the audio-visual method.
- Encouraging outstanding students to benefit from scientific programmers via satellite, and collaborating with their teachers to design local educational programmers for teaching listening comprehension.

AL Seghayer (2001)

The Title:*The Effect of Multimedia Annotation Modes on L2 Vocabulary Acquisition: A Comparative Study*

This study examined which of the image modalities –dynamic video or still picture –is more effective in aiding vocabulary acquisition. The participants, 30ESL students, were introduced to hypermedia learning programme. In order to assess the efficacy of each mode, a vocabulary test was designed and administered to participants. Two types of tests were administered: recognition and production. In addition, a face-to-face interview was conducted and questionnaires were distributed.

Results of the Study

The results came to the conclusion that a video clip could be more effective in teaching unknown vocabulary words than still picture .Also, video could create curiosity leading to increased concentration, and embodies an advantageous combination of modalities (vivid or dynamic image ,sound ,and printed text.)

Kinnear, Williams & Caul (2001)

The Title:*Interactive Video in Teaching Teachers.*

The purpose of the study aimed to consider the use of a video conferencing as a link between a teacher education institution and a primary school. The link was initially seen as a “fly on the wall” facility to enable student teachers to view a “live” classroom. The methodology consisted of semi-structured interviews with the co-coordinators. The sample represented students who had the opportunity of observing the link during the academic year 2000/2001. An online questionnaire was administered to all students-teachers who had the opportunity of observing the link in October 2000. This included 1st, 2nd, 3rd year undergraduate BED students (N=509). The introduction of a new variable in teaching and learning process had considerable implication for the teachers. The findings focused on the potential of new technologies that had considerable implications for our current notion of knowledge and the teaching and learning process as well as for the relationship of teachers and learners. The pupils had noticeable gains in their concentration spans and appeared more aware of their appearances and styles of oral communication.

Results of the Study

The obtained results emphasized the video's role in teaching reading. Video enhanced learners' reading ability and the development of their reading skills.

Spuhler (2003)

The Title: *How Can Multimedia Best be Applied to Help Children Learn English as a Foreign Language.*

This study aimed to "come up with an initial model for a software solution. The research was conducted to investigate the opportunities inherent in multimedia to enable speakers of foreign languages, namely children between eight and ten, to learn English". The sample represented children between 7-12 who learnt English in private schools in Switzerland and their teachers. The researcher used a tool which could achieve the balance between learning and motivation. "Therefore, this research was concerned with the implementation of related software programmes both inside and outside the classroom as means to learn". The interviews with children and their teacher were applied as well.

Results of the Study

The findings of the study emphasized that language software provided varied and exciting lesson as requested by students and teachers. Furthermore, a game style approach for home or school use would be an excellent solution to offer more exposure to the target language and could be a motivating and engaging teaching learning aid.

Tarnopolsky & Degtiarova (2003)

The Title: *Video in Teaching Reading for Business Purposes: Integrated Skills Approach.*

This study provided a practical suggestion for organizing reading instruction in a course of English for students of Business and Economics. The pilot study to check the efficiency of the suggested approach was conducted in the spring semester of the academic year 1997-1998 at Dnipropetrovsky State Technical University of Rail Way Transport. The subjects were second year students of the Department of Economics Reading English for Business and Economics. A video was used as the main tool in teaching reading for business purposes. The procedure itself consisted of a number of interrelated components: (1)The pre-reading stage,(2)the reading stage and (3)the post-reading stage.

Results of the Study

The results of this research confirmed the apparent benefits of Video in teaching reading. That opened up some prospects for development in this direction. Therefore, the video was recommended as a technological

tool beneficial both for enhancing students' interest in reading and the improvement in learners' reading skills.

Ginsburg (2004)

The Title:*Adult literacy Practitioners' Readiness to Use Technology in the Classroom.*

The study examined the ability to use technology and manage much of daily life electronically. The adult education system should be provided with access to technology and opportunities to acquire technology skills that will facilitate their application in real life. Technology could also be used within education classes to enhance and enrich instruction and different forms of education including distance education and classroom - based education. The research was conducted in five states. The sample represented four hundred forty-four participants in five states. Survey and educational programmes were used as tools for this study.

Results of the Study

The findings of the research indicated that adult education programmes can provide learners with technology rich instruction so that they also acquire skills in the appropriate use of productivity tools.

Ward (2004)

The Title:*The Influence of Video on Reader Response: Incorporating Multimedia with Literacy Instruction.*

The purpose of this study was to investigate how a video version of a book influences students' oral and written response to a story by being administered either before, in the middle, or after a teacher reads the book aloud. The participants for this study included students and teachers from three Fourth- grade classrooms in a single school. Fifty students from generally low-income families participated in this study. The tools which were applied in this study consisted of:

- Two surveys about reading and video viewing.
- An attitude survey (before, while, after) treatment.
- An interview.

Using both quantitative and qualitative methods allowed for a statistical analysis of data.

Results of the Study

The findings from pre/post surveys and post treatment attitude measures clearly suggested that the students preferred to see the videos before they read the books. They felt that viewing video beforehand helped them to better understand the stories. All three teachers thought that the videos and response journals enhanced the literacy instruction.

Dowrick, Rupnow &Power (2006)

The Title:*Video Feed Forward Reading*

This research aimed to examine the ability of video feed forward when combined with tutoring to improve the rate achieved by proving tutoring alone. General methodology of description of Actual community Empowerment (ACE) reading was described in this section. The sample represented the first-grade pupils at an elementary school in Urban Honolulu. Curriculum-based measurement (CBM) was used by the researcher. The tools of this research were: Hi-8mm camcorder for video capture and Draco Casablanca digital system. Educational videos were copied onto VHS tapes. Also, pre-/post-tests were used as well. The sample consisted of 10 participants.

Results of the Study

The findings concluded that all students improved through their reading, with fluency scores on average 7.2 read correctly per minute. The children benefited demonstrably from the interventions. Therefore, reading improvement averaged out an increase each week in the video phase, of 3.5 words read correctly per minute.

Yadav (2006)

The Title:*Video Cases in Teacher Education: What Role Does Task Structure Play in Learning from Video Cases in Literacy?*

This study investigated the influence of two task structures-more-structured and less structured tasks on teacher candidates' learning in literacy methods, and their perceptions about their own learning from two

task structures. The sample represented sixteen pre-service teachers from two elementary education literacy classes. Participants' analysis of video vignettes, classroom observations, and artifact review formed the main data source.

Results of the Study

The results of the study indicated that participants preferred the more structured task. Moreover, the participants were not able to generalize their learning to the far transfer task.

Gihak, Alberto, Doughty and Gama (2006)

The Title: *A Comparison of Static Picture Promoting and Video Promoting Simulation Strategies Using Group Instructional Procedures*

The study aimed to maximize student learning of functional skill and investigated the comparative effectiveness and efficiency of these promoting strategies in conjunction with group instruction. Specifically, the use of static picture prompts or video prompts represented in a group of instructional format enhance learning outcomes for student with moderate intellectual disabilities. The sample consisted of two groups of three students who participated in this study. These students had the following features:

- Students in middle school grades (sixth through eighth grade)
- Age range from 11 to 15 years
- Level of cognitive functioning
- No sensory deficits
- No prior training
- Parental permission
- Weekly participation
- Student's verbal agreement to participate.

Different tools were used in this study: ATM-Task analyses were used to develop picture and video prompts. Also, Debit Machine was used in creating the picture prompt album.

Results of the Study

The findings confirmed that the simulation instruction combined with concurrent scheduling were effective for teaching functional skills to students with moderate disabilities. Although minor individual differences were demonstrated, static picture and video prompting were not functionally different in terms of the correct percentage to acquisition and the number of instructional sessions required to reach the criterion.

Whatly & Ahmad (2007)

The Title:*Using Video to Record Summary Lectures to Aid Students' Revision*

The purpose of study was based on the premise that students don't retain all that is said in a lecture the first time around. It also aimed at providing PowerPoint slides to support a lecture, and to enable students to annotate the lecture and the handouts. The sample consisted of the undergraduate students, studying Multimedia Development, at level 2. There were 80 students. This module, and about half of them did look at some or all of the summary video. Video and PowerPoint slides were used as tools. Also questionnaires and interviews were used as well. Two methods were used to prepare the summary videos of lectures:

- Recording a live lecture.
- Recording a summary presentation of the lecture.

The findings of this study indicated that the students felt that the summary videos were useful for their revision of material in preparation for the examination. Summary lecture videos may be useful for reinforcing learning and the module progress. Therefore, the summary videos are another practical and technically possible means of achieving this. The preliminary findings of this study showed how some significant results encourage the merit of further study into the use of a videosummary.

Frederick (2009)

The Title:*Using Digital Game-Based Learning to Support Vocabulary Instruction for Developmental Reading Students.*

The goal was to develop a blended learning design to integrate instructional design and blending design practices to support and improve learning for vocabulary acquisition of a developmental reader. A mixed-method (quantitative and qualitative) approach was employed and instructional events for vocabulary lessons were designed and developed. The tools of research included pre-test and post-test to measure the achievement in vocabulary using three methods of practice: paper-based work sheet, text-based, digital game, and video-style digital game. Survey instruments were used to determine students' enjoyment of and motivation using different treatments.

Results of the Study

The results confirmed that students found digital games as a motivating instructional method; no advantage in improving achievement was found using text-based or video-style games over the traditional paper-based work sheets method.

Cheung & Slavin (2011)

The Title: *The Effectiveness of Education Technology for Enhancing Reading Achievement: A Meta-Analysis*

This study aimed to examine research on the effects of technology use on reading achievement in k-12 classrooms. This review was applied on consistent inclusion standards to focus on studies that met high methodological standards. In addition, methodological and substantive features of the studies were investigated to examine the relationship between education technology and study features. The sample was represented by a total of 85 qualified studies on over 60,000 k-12 participants which was included in the final analyses.

Results of the Study

The results emphasized the idea that the types of supplementary computer-assisted instruction programmes that had dominated the class use of education technology in the past were not producing meaningful effects in reading for k-12 students. In contrast, innovative technology application and integrated literacy intervention showed somewhat promising evidence.

Mekheimer (2011)

The Title:*The Impact of Using Videos on Whole Language Learning in EFL Context*

This study was based on the development in aural/oral reading and writing in English language. The study lasted one academic year. The sample represented sixty four college students of EFL in the college of language and translation, King Khalid University, Abha, and Kingdom Saudi Arabia. The sample was divided into an experimental group and a control group. Thirty three students represented the experimental group and others served as a control group. The tools of the study included pre/post-tests. The variables were used to measure students' achievements in English language skills: listening, speaking and reading comprehension. Video was used as the basic instrument in the study.

Results of the Study

The findings of this study focused on the significant development of English language learning skills by using video as an effective instrument to increase English language skills. The results showed that using video helped the experimental group to acquire English skills and enhanced their linguistic proficiency in EFL at the university level.

Shaban (2012)

The Title:*The Effectiveness of Integrated Multimedia-based Instructional Activities in Developing English Reading Skill of Basic Fourth-Class Pupils in Homs.*

The research is conducted to investigate the effectiveness of integrated multimedia-based instructional activities in developing English reading skill of basic fourth-class pupils in Homs. Moreover, it aimed to study the effectiveness of the designed instructional activities in helping the experimental group pupils retain information. Method and gender were the independent variables. The dependent variables were: the fourth-class pupils' achievement and the experimental group pupils' attitudes

towards using integrated multimedia-based instructional activities. The sample included (80 pupils) from both sexes equally divided. The researcher used the quasi-experimental method, pre-/post-tests, and the questionnaire to measure pupils' achievements.

Results of the Study

The findings showed the effectiveness of the integrated multimedia in developing the fourth-class pupils' English Language reading skill. Moreover, the results of questionnaire revealed that the multimedia programme assisted the experimental group pupils to obtain positive attitudes towards applying computer programmes in teaching English.

2-3- The Position of the Present Study among Previous Studies

The classroom use of the educational video in teaching English has been growing in the last period. Many researches were carried out to support the use of educational video in teaching and learning processes. The purpose of this study is to re-examine all the above-mentioned studies to look at the effectiveness of the educational video for developing English Language reading skills of the third basic class pupils. The final analysis of the previous studies focused on the effective use of multimedia in general and the educational video in particular in instruction. The designed programme provided significant increase of student proficiency in using multimedia after the completion of the programme. Thus, the increase in the use of multimedia and video in the classrooms resulted in the acceleration of learning.

The present review examines the effects of using the educational video in developing reading skills for the third basic grade students. In line with the previous reviews, the findings of the present research suggest that the use of video technology in teaching English Language most often enhanced English instruction in comparison with the traditional way of teaching English. The reading achievement of students in the video group represents a clear progress in English Language instruction in comparison with the no - video group. Similarly, like the previous reviews, the present research represents more engagement of the video group into instruction in comparison with no video group in which video texts promote the integration of pictures in the reading texts in a creative process to develop English Language reading skills. It seems to

be a general consensus that the use of video can lead to increase learning and reading comprehension for second language learners.

Many studies investigated how the use of video could develop second language learning reading performance (e.g. Ward, 2004; Meheimer, 2011; Tarnopolsky & Degtiariova, 2003; Frederick, 2009). Researchers investigated teachers' perception of the use of video in classroom instruction and the effective role of the video in developing teaching skills (e.g., Bulgar, 2007; Kinnear & Williams & Caul, 2001; Yadav, 2006; Tafani, 2009).

Other researchers, however, questioned the role of multimedia in general in promoting English language instruction (e.g., Shaban, 2012; Cheung & Slavin, 2011; Spupher, 2003). The researchers asserted in their studies that multimedia might actually increase English Language Learning Comprehension. In the above-mentioned studies, multimedia was presented as an effective medium in which validity and authenticity were included. Studies were designed to investigate how the use of multimedia and the video affected L2 reading skills depending on pre/post-tests, an experimental group and questionnaires (e.g., Wannous, 2009; Meheimer, 2011; Al-Seghayer, 2011; Ward, 2004; Fredrick, 2009). The Findings from pre/post-surveys and post treatment attitude measures suggested that learners' multimedia and video instruction were more effective and helped learners for better learning comprehension.

The present research may provide a useful starting point for other areas of investigation in order to establish the critical role of the educational video in developing reading skills in English. The video programme was used to achieve measurable outcomes for the improvement of pupils' achievement. This research aimed to achieve effective learning by using educational practices in a dynamic process that could respond to the changes of the pupils' needs. Reading comprehension was the main focus of this programme which provided rich reading opportunities for pupils to practice reading effectively. Furthermore, outcomes enabled teachers to assess pupils' learning as a measure of their own structural effectiveness. The employed educational methods and assessments techniques enabled the pupils to acquire and demonstrate the desired outcomes.

Finally, the results of this study support those of earlier researches concerning the effective role of video in developing reading skills and the need for more integration of video technology into instruction as an alternative or supplement to traditional instruction.

2 – 4 – Summary

In brief, the above-mentioned studies are useful for this study from many perspectives. They helped the researcher to build the research instruments. Moreover, they gave the researcher many examples about using educational technology in teaching English as a foreign language.

Chapter Three

Teaching and Learning Reading Skills

3 -1-Introduction

Since reading is regarded one of the basic skills that pupils must acquire, it is important to build in the learners basic reading skills. This chapter deals with teaching basic English reading skills, and tackles the difficulties which face learners in acquiring such skills. Moreover, this chapter clarifies the importance of teaching English via technology.

3 -2-The Importance of Teaching Via Technology

Teachers try to use technology to enhance their teaching because they believe that technology is a good tool to send information to their pupils and to improve teachers' instruction as well. But many teachers report skepticism about technology as a tool of instruction. However, the educational system is supposed to be open to learning by using technology, if it is proved to be valuable in the learning process."Technology – moderate distance education has the potential to enable the participation of many adults who could benefit from adult basic education but don't currently register for face to face adult learning in programmes. The premise is that technology allows people to bypass possible barriers of inconvenient times, places, or public embarrassment with anonymous, any times, anywhere learning"(Ginsburg, 2004, p1).

Teachers use technology to explain the content of learning material. The pupils will then be able to learn more when they use sensory materials. Also, technology creates a kind of innovation in the educational system in which the pupil is more focused upon than the teacher. The pupil is the center of the learning process around which the whole process should be arranged . Many researches present the role of multimedia in learning prose as a positive one."The effectiveness of an innovative use of videoconferencing in learning and teaching practices in a United Kingdom higher education institution involved in initial teacher education. Students had the opportunity to observe naturalistic teaching practices without physically being in the classroom and had the

opportunity for student teacher interaction and discussion", (Kinnear,MC Williams and Caul,2001,p.1).Finally, technology can enrich learning in many ways:

- 1- Enhance presentation of an idea.
- 2- Stimulate learner's motivation to the learning process.
- 3- Enable the learner to achieve self-instruction.
- 4- Improve the access to the information world.

3 -3-The Importance of Teaching English Via Video Programme

The educational video is a production of technology which can be used to stimulate and motivate pupils to learn English. The use of video material can be useful in learning English as a second language because pupils have the opportunity to be involved in an active experience. The active learning method and the access to information is a vital issue in the learning process."This identifies the need for students to be able to interact with the images, and the importance of video being distributed so that it is accessible to all students, using any technology. The ability to start and stop the video and control the presentation is desirable,and reading and the reinforcing text makes for good interactivity, though it is difficult to determine the extentof students' involvement with the material"(Whatley and Ahmad, 2007, p.1,3).

A videotaped lesson is more flexible for pupils in which they have the ability to choose the right time of videotaping regardless of the place of the lesson. So, "Video has long been used in classroom as an important tool for teaching listening and speaking. In recent years combining video with IT – information technology (computer-based streaming audio and video) – is being developed. It allows transporting virtually the target language environment into the classroom"(Tarnopolsky&Degtiarior, 2003, p1).

With the use of video, both verbal and non-verbal elements are presented to pupils in order to make full image of the target language. In researches, "video technology has unique properties that allow researchers to capture and reflect complex phenomena from a variety of perspectives" (Spiers, J.A, 2004, p.1).

3 - 4-The Importance of Learning and Teaching Reading Skills in English

Reading is decoding and understanding the text for particular reader purposes. To understand a text, readers are involved in constructive purposes to make text meaningful, which is the end goal. (Cline, Johnston King, 2006, p.6). The success of reading activity depends on whether the pupils have good reading skills or not. The importance of learning and teaching reading skills emerges from the fact that some pupils have difficulties to master reading in English from the beginning of their courses. This research tries to develop reading skills in English in order to enable pupils to master reading English.

3 -5 - Teaching- Learning processes

Learning

"Language learning is a reflection of the human thought process: how the mind observes, organizes, or stores information. An understanding of this process is the key issue for successful language learning and teaching: It helps improve the techniques, methods, and content of language teaching. Despite this importance attached to the process of learning English language teaching (ELT), writers have not paid much attention to learning factors"(Hasan,1993, P. 55-56)

Teaching

"Foreign language teaching today is based on a universal approach. Students attempting to learn a foreign language are encouraged to learn vocabulary and grammatical structures while practicing all the kinds of interpersonal, interpretive, and active communication, discussed earlier as the communicative approach to learning. With this approach, students are able to absorb basic structures and forms of the foreign language as they use it while communicating in a culturally appropriate manner." (Blanco,2007,p.79).

To ensure the effectiveness in the teaching process ,new methodological approaches should be adopted. The appropriate methodology should reflect the context in which the teaching process

should be implemented. "In terms of environmental influences on learning, teaching methods and school curricula often exacerbate learning difficulties. Until recently the methods of teaching were rarely investigated as a possible cause of learning difficulty". (Westwood,2008,p.7).Thus, teaching with multimedia introduced by many researchers is intended to develop the outcome of teaching process in order to overcome learning difficulties.

Reading Difficulties

Since reading is a process of comprehending the text, it is important to practice reading skill in order to master the process of comprehension."Adequate initial reading instruction requires that children:

Use reading to obtain meaning from print,

Have frequent and intensive opportunities to read,

Are exposed to frequent, regular spelling – sound relationships,

Learn about the nature of alphabetical writing system, and

Understand the structure of spoken words."

(Snow, Burns and Peg Giffin, 1998, p.3).

Generally speaking, pupils who have reading difficulties in early grades may continue to have problems later. So, early prediction of reading difficulties may help to prevent reading failure in later grades. Learners have the opportunity in early grades to be provided with adequate reading instruction and practice to achieve the basic reading skills which suit their age. Here, the accurate diagnosis of reading related problems is an important element to increase reading efficiency.

Types of Reading Difficulties

- Deficits in speed and/or accuracy of word recognition.
- Deficits in language comprehension.
- Oral language difficulties in perception, analysis and production of spoken words. (Shore &Sabatini, 2009).

Thus, if the learner has one of the above previous deficiencies, his ability to read will be affected. Consequently, the learner's ability to acquire vocabulary and concepts becomes increasingly difficult.

Signs of a Learning Difficulty

Learner is identified as having a reading disability through a number of characteristics:

- Slow recognition of words.
- Skipping words
- Letter and word reversal.
- Confusion of similar words.

3 - 6 - Reading Skills

1-Purposeful Reading

If a learner starts reading, he will need to create a purpose for his reading. This purpose can be created if he refers to:

- Assessment tasks.
- Lecture ideas.
- Tutorial questions.
- Textbook questions.

Purposeful reading can help the learner to read faster and more selectively.

2-Scanning

Scanning is reading quickly to search for specific information. Scanning may allow the learner to "read" 49 to 1,500 words a minute.

3-Skimming

Skimming is reading quickly to gain a general idea, what to read carefully, and where the best place is to begin. Initial skimming can also help to maximize learner's interest in the text. Skimming does not involve every word; it can be done by reading:

- Titles
- Subheadings
- Words that are in bold, in italics or underlined
- Diagrams
- Report, abstract, introduction and conclusion
- The first sentence of every paragraph
- Chapter question

4-Information Words

There will be times when you need more than to skim a text, but still need to read quickly. This may require ability to conduct surface reading.

5-Phrase Reading

If the learner watches the eyes of a friend while reading, he will see that they move each line in a series of jerks.

6-Analytical Reading

Analytic reading is needed when the reader wants to make sure that he fully grasps what he is reading.

7-Marking the Text

This process of marking texts can help the reader to identify key points and the book becomes easier to survey later when he needs to use it again for his assignment or to revise for exam.

8-Note –Taking

Note – taking can help the reader to gain deeper understanding and reflection, better ability to remember and good exam preparation materials. **When taking notes, keep in mind the following 7 principles**

- Record publication material.
- Review the text before you take notes.
- Maintain a central place for your notes.
- Paraphrase and summarize ideas.
- Note your thought.
- Be creative.
- Review notes.

- Managing vocabularies: The reader has a great opportunity to build his vocabulary, so consult glossaries and use a dictionary. Keep a list of new words: record their definition and write example sentences which show meaning and usage.

When a dictionary is used, the reader knows which words can be ignored, and see if it is possible to guess the meaning of words. **The reader will be able to do this if he guesses:**

- Using context.
- Using prefixes, suffixes and word items.
- Reading with others: The reader will be careful to keep focused on what they need to do by sharing notes, explaining, asking and quizzing each other (Davies and Beaumont, 2007,p.6-8)

9 - Some Practical English Language Reading Skills in the Third-Class of Basic Education

In this direction, the focus will be on some important English Language reading skills in the third-grade class. The big challenge is how to ensure that these practices are in every school and in every teacher's practices. The preparation of pupils to be good readers can be crucial in their instruction, because pupils at this age level are receptive to learning language. Since reading is an essential element in the instructional process, it is vital to prepare pupils to be skillful readers. It is not possible to achieve this target without pupils acquiring certain basic and sub-skills in the process of reading English language.

Prediction

"This skill relates to the development of thought in the text rather than to a specific feature of it. The organization of the text can possibly enable the reader to predict what it will contain. The reader can begin to predict from the moment he reads the title. He forms expectation of what the text will contain. This will make the reader actively involved and make him think about the topic." (Hasan, 1993, p. 207)

Vocabulary Comprehension

"The ability to get context-appropriate meaning from words is central to reading skill. At one level, this is a question of vocabulary. The

more words a reader knows, the better the comprehension. At another level, it is the ability to select the right meaning of a word in a given context" (Perfetti, Charles, 2001, p12802).

For applying this strategy, it is important to choose the important words. The reader's reception of the message and the information words will come spontaneously. Word analysis and vocabulary comprehension may include:

- Analysis, interpret specialized vocabulary.
- Keyword origins.
- Determine relationship(s) between words.

Improving Words and Sentence Structure:

"The syntactic structure of the text can create some problems. The student who does not know what a pronoun refers to or who can not supply the full version of an elliptical sentence will not be able to understand the text." (Hasan, 1993, p.202). Preventing syntactic difficulty devotes considerable attention to the factors such as: " complex noun group nominalization, co- ordination, noun clauses, participle and prepositional phrases. The teacher should therefore give students some language practice and explain these grammatical structures." (Hasan, 1993, p.202).

In order to enable pupils to read effectively, the process of reading instruction must focus on words and sentence structure.

This skill can be subdivided into:

- Letters' structure in a word analyzing letters.
- Decoding.
- Word recognition.
- Understanding language structures in words, sentences, continuous text (fluency).
- Using previous knowledge to understand.

Scanning

Scanning by definition is reading quickly to search for specific information. In this process, key terms are located to explore the

text's relevance."Thus, in addition to taking the advantage of contextual clues, the reader is taught to be aware of graphic forms such as a written number, a numeral, a capitalized word, or short phrases containing keywords." (Hasan, 1993, p.197).

Making Connections

The reader is trained to relate information he is reading to concepts, pictures and photographs.

Reading Comprehension

"Although a great deal is known about pre-reading skills necessary for early reading acquisition in English, the question remains as whether the same pattern exists for children learning English as a second language (ESL). Phonological processing, syntactic awareness, and working memory are the cognitive processes that are assumed to be significant to the development of reading skills in English"(Lesaux & Siegel, 2003, p.1005). Therefore, reading comprehension may be improved with the text structure and how to relate this structure to the ideas which are presented in the text. " It is teachers responsibilities to motivate reading by selecting the appropriate materials and especially for those at the early stages of learning" (Alyousef, 2006,p.67). So teachers should be able to introduce the learning materials in a way which allows students to receive practice in the basic reading skills.

"While some research, has shown a decline in reading interest, there is evidence that reading has not declined, but changed. Student readers are increasingly more interested in audio books, graphic novels, series books, and urban literature."(O' Boyle, 2011, p.24). In this direction, multimedia can play an important role to increase pupils' interest in the reading process in which pupils are motivated by the use of modern technology in instruction.

3-7 - Innovative Methods of Teaching

"Teaching with the technology, deals with Information and Communication Technology (ICT) in the language curriculum. According to the authors ICT the basic features that make its use a valuable source

for input but some teachers may not trust technology or just be reluctant to include computer in their classrooms. Learning with technology, as distinct from learning about technology has the capacity to transform learning environments in ways that are difficult for most educators to imagine. The 21th century teachers integrate technology in their classroom." (Modi, 2012, p. 53). This methodology is based on multimedia technology as an innovative tool in teaching English language. Thus, the use of multimedia in the learning process is highly recommended during the last period.

3 – 8 Summary

This chapter has shed light on kinds of reading skills in English Language and methods of teaching such skills. Moreover, modern technology was introduced in the process of teaching as a solution for many problems of teaching difficulties. These are important points as questions about teaching with technology.

Chapter Four

Technology of Teaching Reading Skills

4-1-Introduction

Using multimedia to create educational environment to teach English has many advantages. This chapter explores these advantages and disadvantages, and show how to use multimedia for English teaching purposes. Through using multimedia in general and video in particular, the study hopes to improve pupils' English reading skills. Thus, video is perceived by teachers as an effective tool for enhancing audio- visual teaching.

4-2-Technology in Instruction

Although the educational institutions are equipped with modern technology, many teachers lack the proficiency needed for the effective use of this technology. "Introducing technology effectively requires understanding about how students learn, and how best to teach them, that we should use to plan any other non-technologically-based teaching." (Carfield & Burrill, 1997,p.6)

Technology as a Teaching Tool

The teacher may use technology as a teaching tool to develop learning and teaching activities. Effective use of a technology includes concepts and skills. We expect a student to learn. Technology can play a successful role to improve student learning, because it is sufficiently flexible to respond to student's needs and experiences.

In an era of modern technology, e-learning is used to enhance learning in a more convenient and cost effective manner. It contains full online texts and may also include other study material to help student to learn about the subject. It allows students to complete their homework online and receive instant feedback on their work (Tawil, et al, 2011).

Different Features and Uses of Technology into the Classroom

The application of technology in instruction can be found in different tools which are integrated in teaching-learning processes:

- Word processor.
- Digital camera.
- Digital video.
- Internet.
- Web page.
- e-mail.
- Video conferencing.
- Presentation software.
- Computer games.
- Spreadsheets and database (Mondi, 2012)

Technology is used as a training tool in some countries in order to achieve the development in the field of information and communication technology. The Asian Development Bank (ADB) founded a 21-month technical assistance (RETA) study in four countries: Bangladesh, Nepal, and Mongolia Samoa. The study focused on projects using (ICT) for teacher education. This initiative was titled Teacher Education Project (TEP). The TEP aims to improve the quality and efficiency and access to basic education through provision of a better qualified teacher. Trainers are dispatched, with training material, to remote places under the supervision of the District Education Office (DEO). Normally, trainers are equipped with technological tools. The results of this study served the following purposes:

- Trainers could improve their training practice by reviewing video and self-assessing performance.
- Trainers could retain the subject-matter better.
- Trainees were more attentive and participated more.
- Trainers could review trainee participation.

The results of study show the use of video as a technological tool can improve the quality of teachers' trainers through self-assessment and

reflection on their own practice. (Pouzevane, Sarah & Binita Parajuli, 2007).

4-3-Multimedia in Education

"Using different types of media in the classroom has always been a challenge, and how to bring these media into the classroom is more than a challenge. Students and teachers should be able to use in their classrooms different media through different technologies. Media provide teachers and students with creative and practical ideas. They enable teachers to meet various needs and interests of their students. They also provide students with a lot of language practice through activities using newspapers, magazines, radio, TV, movies, books, internet, etc, and tasks develop reading, writing, speaking and listening skills." (Tafari, 2009, p.81)

Media provide huge information, they motivate students to speak and help them integrate listening, reading, speaking and writing skills through various kinds of practices. Multimedia in education does not mean computer and internet. We should not forget the use of other media, as each of them gets priority every now and then while being used in the classroom (Tafari, 2009).

Thus, multimedia provides immediate cable access to information including textual, audio, and visual materials. Moreover, authentic materials and situation can be presented to enhance the instructional process.

Kinds of Multimedia

By using various types of media in classroom, we can enhance pupils' ability to develop their learning skills:

- Newspapers and the classroom.
- Magazines in the classroom.
- The role of books in everyday life and Education.
- Radio and education.
- Television and the classroom.
- Using movies.
- Internet for teachers and students (Tafari, 2009).

Therefore, different types of multimedia are presented in modern classroom in order to maximize the effectiveness of learning and teaching processes.

Advantages and Disadvantages of Multimedia

1- Advantages

Multimedia provides a drill to master basic skill. By using interactive media, the learners also develop their writing skills and problem-solving. Simulation of concepts engages the student attention and helps them to grasp the course by watching experiments in action. The teachers and the students can access the material easily without hardly any problem.

In this direction, the teachers will be very creative while planning the lesson. Teachers are able to spend nominal amount of time on each topic in the course (Priya, 2012). Another advantage of multimedia is that when students create multimedia projects, they will work in a group, thus students will work collaboratively.

Finally, multimedia enhances student's understanding and promotes the learning skills where necessary.

2- Disadvantages

Disadvantages of multimedia are twofold: structural and practical. The multimedia has structured itself to deepen its effectiveness. If multimedia deviates from the topic, it is deemed ineffective. The multimedia must be consistent and have cohesive mix of information and other media. Some media use copyright materials without proper citation which leads to illegal issues.

Practical disadvantages are mainly the costs involved. It costs to develop multimedia and buy equipment. Computer and programmes are required in multimedia presentation. There must be proper software accessible to run the files. Crashing of the system and training costs are additional disadvantages. Due to online content, the effective use of multimedia is influenced by viruses (Priya, 2012).

To conclude, regardless of the disadvantages of multimedia in instruction, the effective use of multimedia in instruction should be supported, because multimedia can be a good tool to be used in learning and teaching since it can provide pupils with information through two sensory channels: aural and visual in which the process of acquiring language can be enhanced and motivated.

Multimedia in English Teaching

Since education is main target of any progressive society, the educational system is supposed to concentrate on student's quality of education which can develop critical thinking and self-efficiency. To achieve these purposes, multimedia can be integrated in instruction to develop learning and teaching activities. In this direction, the focus will be concentrated on the role of multimedia in developing English Language teaching.

Advantages of using multimedia in ELT

This method of teaching English can be effective in developing English teaching because many advantages are included in this method:

- Multimedia teaching stresses the role of students and the interaction between teachers and students. In this method, the students will be able to listen, speak and to develop their communicative competence.
- Multimedia creates context for English teaching: this method makes the class lively and interesting as well as optimizing the organization of the class.
- Multimedia teaching is also flexible: the context can be created not only in classroom but also after class. In this way the student can contact their teacher, and receive answers by e-mail, (Yang, W., Fang F., 2008).

Thus, multimedia is not provided to replace the teacher, but to achieve the effectiveness of learning and teaching process using new tools of modern technology.

The Effective Use of Multimedia in Teaching English Language

In this direction, the research will investigate the effects of multimedia on the learning process and how it can be applied to support teachers and learners in English Language courses.

- **Presentation:** Text-based materials; audio and video can be used with learners.
- **Practice:** Wide range of exercise types are possible. It allows analysis of learner's contribution and can give appropriate feedback.
- **Communication:** Teachers and learners can use online system to contact each other.
- **Information:** Multimedia can provide learners with a source of information.
- **Simulation:** Multimedia can be used to stimulate real world tasks and critical thinking. Also, programmes in which simulations are included can be effective motivators (Spuhler, 2003).

To conclude, Multimedia can be used effectively in the instructional process as a result of increasing comprehensibility in classroom tools using the appropriate tool to achieve the effectiveness of developing English Language teaching.

4- 4- Using Video in the EFL Classroom

Video can be considered one of multimedia productions in which audio-visual presentation can be used to enhance the learning process. In order to achieve this purpose, any educational programme is supposed to contain:

1. Text.
2. Graphic and image.
3. Sound.
4. Animation.
5. Video. (Kararha, Al-Rafooh and Alkaesi, 2008)

Children today would rather watch T.V or videos than read. Teachers should try to exploit student's habits as a starting point for

developing more active literary skills. T.V programmes may be used as warming up activities, pre-activities for coming issue, as supplementary material for a certain topic (Tafari, 2009).

In recent years, the use of video in English classes has grown rapidly by the increasing concentration on English communicative skills. Learners find video classes more interesting than traditional instruction and more challenging as well . “It is well-known fact that audio-visual materials are a great help in stimulating and facilitating the learning of a foreign language. According to Write (1976:1), many media and any styles of visual preparation are useful to language learner. That is to say, all audio-visual materials have positive contribution to language learning as long as they are used at the right time, in the right place” (Akir, 2006, p.67). The previous passage supports the idea of using video and visual details in instruction.

Background and Rationale

Toward this goal, the emphasis is placed on the effects of using different types of visual support in instructional setting. Another part will consider some learning theory about the use of video.

1- Comprehensible Input

"In the era of communicative language, second language teachers have been aware of the importance of authentic language input for the adequate development of learners' communicative competence, L2 teachers and researchers have also been searching for ways to make input comprehensible: that is, just beyond the learner's level of language proficiency, but understandable from contextual clues" (Baltova, 1999, p.6).

This effective input which is mentioned above can be achieved in class through the use of audio and video in the instructional process. Educational video may be used for presentation and practice in order to develop high quality of English Language learning.

2- Visual Materials

"Teaching with video has demonstrated that visual context such as setting and characters can generate powerful prediction about the type of discourse to follow, that seeing the object, places and events referred to in the dialogue helps listeners infer the meaning of new vocabulary and that gestures, action, setting...etc. can replace entire utterances that have been either not heard or not understood. Therefore, informative visual clues which accompany L2 verbal input can bridge gaps in learners' understanding "(Baltova, 1999, p.9).

Each of visual practices noted above can be an effective method to enhance the learning process. However, teachers recognize the effect of video and visual media which can improve the process of instruction.

Some Learning Theories Supporting the Use of Video

1- The Traditional Method

"In any teaching - learning situation, the role of the teacher in the classroom is of paramount significance because it is central to the way in which the classroom environment evolves. Moreover, the role adopted by the learner in the classroom also hinges on the role adopted by the teacher. Therefore, teachers must be clear about their role in the classroom so that there is no chasm between their perceptions and of their role and what they actually practice in the classroom" (Choudhury, 2011, p.34).

Traditionally, learning in Higher Education concentrates on lectures, tutorials, practical work....etc. In this direction, the possibility that students might use language learning strategies to promote learning had no place in the traditional method because teacher was the center of learning process. Therefore, the audio-visual method grew out of a reaction against the limitations of the traditional method.

2- The Current Method

Other researchers describe some principles of learning which are related to designing multimedia:

- Multimedia principle: Learning is improved using words and pictures in preference to words alone.
- Contiguity principle: Learning is improved when pictures and related pictures are presented at the same time or next to each other on the screen.
- Modality principle: Spoken words are better than printed text for explaining images.
- Signaling principle: Learning material should be organized.
- Personalization principle: A conversational style is better than formal style.

According to “cue summation” theory of learning, increasing the number of stimuli makes learning more effective. There are many ways to use video in teaching including interviews, video diaries, demonstration and instruction. Also, video may be used to demonstrate a practical skill, with the possibility that it can be repeated again until the skill is mastered.

3- Other Current Methods in Which Video Can be Used

- Full length video lectures.
- Video conference of live lectures.
- Video to teach skills.
- Preparing summary length of videos – lectures. (Whatley & Ahmad, vol.3;2007)

4- Video Models in Teaching Education

Teachers who are entering the field of teaching are faced with increasing demand and accountability for student progress. Therefore, high quality teacher preparation and professional development methods are essential.

– The Learning Stream Project

This project was collaborated across three Florida Universities: University of Florida (UF), University of Central Florida (UCF), University of South Florida (USF). The main purpose of this project was to develop an effective process for creating videos of exemplary instructional practices in reading math, and science. The intent of the

study at each university site focused on developing a video model and evaluating teachers learning.

- **Selection of Evidence – Based Practices**
 - Review of research: This stage involved an extensive review of literature related to effective practices.
 - Practice outline: Once the project team identified the research-based instructional practice to be captured on video, the key elements were outlined.
- **Video – Development Process:**To evaluate effects of videos, we develop a process to create video models of exemplary teaching.
- **Vignette – Script Development:**Different approaches were used to develop scripts.
- **Video Production:** Prior to shooting the video, many issues related to equipment needs, technology, teacher, students, and instructional materials were carefully considered and addressed.
- **UF Reading Instruction:** The work is focusing on a reading strategy called Text Talk. Text Talk is a read-aloud strategy.
- **USF Team: Mathematics Instruction:** The work is focusing on the dynamic assessment in Mathematics strategy.
- **UCF:** Science Instruction (Dieker, et al, 2009)

Integrating Educational Video into English Language Instruction

Through video and through other features of digital media such as easy communication around the world teaching and learning process in the EFL classroom may become similar to conditions to living in the target culture. EFL learning is a social process and it is a psychological one. The video classroom meets these requirements towards making language acquisition possible in the classroom (Tschirner, 2001). By presenting audio-visual demonstration, the teacher uses video to develop a particular skill. In this case, the video tutorial materials are used by students and teachers to acquire teaching and learning skills.

"The video tape series is also commonly used to promote pedagogical learning with pre-service teachers, also student artifacts and additional reading opportunity accompany this series" (Bulgar, 2007, p.28). In the twentieth century, there were different methods and

implication in teaching English language. This notion “became the idea that there is no best method appropriate for all teaching situations, which eventually led to the models of integrated teaching” (Tunc, January, 2010, p.14). Educational video is presented as an exemplary model for the integration of technology in the teaching process in order to achieve the effectiveness of this process. Video is considered one of the “potential sources of evidence of teaching effectiveness” (Berk, Ronald A, 2005, p.49).

"The effectiveness of each teaching dimension varies as function of the students outcome under consideration. There is no best way to teach. Effective teaching can only take place once curricular objectives clearly specify the specific knowledge, skills, and values the students are supposed to master." (Cabera, La Nasa,2002,p.25). Effective teaching can be achieved by using educational video as a tool to promote different learning skills. It is obvious that any instructional process depends heavily on understanding of the teacher and methods of teaching. With the rapid advances in technology, the teacher should be able to excite minds of their students so they become more imaginative and creative. To achieve this target, teachers use “visual methodologies”, (Mitchell, 2008, p.1).

Methodology may include: drawing, photo voice, video production and cinematic texts. With this freedom in teaching, we have as well an enormous number of ideas to use in the classroom. Creative teacher will be able to analyze and evaluate the methods in order to motivate the students to make the learning as effective as possible, (Viera Boumova, BC, 2008)

– **Video to Teach Skills**

Videos may be considered a good means of helping students. Short clips of video, up to 30 seconds can convey a lot of information. Nuggets are a tool, which was developed to enable teachers to design their own teaching materials using video and learning activities. The Nuggets are designed for online learning, and specifically require students to engage in a small activity to reinforce learning.

The choice of tool depends upon the stage of learning. For example, a skill which is taught by demonstration can be presented by video. The

video can give students an opportunity to revise the visual effects from the classroom (Whatley & Ahmad, 2007).

Therefore, video can be considered as an effective tool to develop learning skills for students through video programmes which focus on the target skill to be developed.

– **Video Vignettes**

Video vignettes could be used during pre- and post-assessment aspects of the study. The participants viewed the same clips both before and after the experience with particular literary concept (i.e. phonemic awareness and guided reading). The video clips were utilized to examine whether pre-service teachers were able to apply their knowledge to an analysis of classroom situation. As is presented in video **vignettes**, the use of video vignette in pre- and post-sessions for each task structure served as a measure of change in pre-service teacher's ability to analyze and criticize video clips based on the two task structures. This measure assessed whether pre-service teacher was able to abstract general principles and to transfer them to other teaching situations. The interview for each participant was audio-taped and later transcribed. In the post- interview, the participants asked about their thoughts and feelings on the use of video case (Yadav, 2006).

To conclude, video case based systems for literacy courses can be used to enhance literacy learning.

– **Best Practices for Integrating Technology into English Language Instruction**

Best practice is defined as a technique or methodology in experience or research. The best practices in any field are related to using all the knowledge and technology at one's disposal to ensure success. Some commonly accepted TESOL best practices are:

- Increasing comprehensibility
- Increasing interaction
- Making learning authentic

- Creating a positive learning environment

1- Increasing Comprehensibility

Increasing comprehensibility in the classroom means using whatever appropriate means necessary to ensure that students understand the material present to them. Students don't need to understand every word, but they should have an overall grasp of the material. Some strategies for increasing comprehensibility in the classroom include:

- Presenting helpful background or contextual information. This may include new vocabulary, providing instruction to students that draws on their personal experiences.
- Using audio-visual aids such as photos, gestures, sounds, intonation, cues, movement, demonstration, and real objects to explain the intended meaning.

Technology can be powerful source of comprehensible input since it provides students with different learning styles with additional demonstrations and examples being taught in the classroom.

2- Increasing Interaction

Students need to understand the information that is communicated to them. They need to practice communication themselves to express these ideas and to interact with one another. When students are communicating with each other, they need to take into their consideration both the form and comprehensibility of their messages. Technology provides many opportunities for students to interact with each other. Students benefit from one another's knowledge, practice their verbal skill and practice listening comprehension by listening and responding to their partners. Students can interact with people outside the classroom by chat-room programme or by video-conferencing.

3- Making Learning Authentic

This characteristic has two benefits. First, authentic learning is provided to students in order to communicate in the real world. Second, the students are more involved in classroom activities that relate to their own experience or the real world.

4- Creating Positive Learning Environment

Learning is influenced by many factors. These factors are related students' emotion, motivation, self-esteem and control level in the class.

Technology can improve students' motivation to learn. In this situation technology affords students the opportunity to create visual products which can provide the extra motivation needed to capture student interest. Also, technology gives students the chance to practice English skills without worrying about the response of other classmates and the teacher, (Dukes, 2005).

Teaching Reading through Video

Teaching a foreign language has changed during the last period as a result of professional development of English Language teachers. According to the traditional approach of teaching English, a qualified English teacher is the most important factor in teaching languages, but the technological progress in media and communication may provide an alternative or supplement for teacher's role. The educational video may play this role in the instructional process.

1- Video as a Tool for Developing Reading Skills

Video has been used as an important tool for teaching listening and speaking. In the recent years, video was combined with IT to develop a new tool for teaching. The effective use of video can transport the environment of the target language into the class. The main idea of using video is considered to be its ability to present learners into complete communicative situation. It may be said that video is the best means of demonstrating native speakers natural fluent communication and their natural behavior in the process of communication. But Video has one more advantage that makes it usable not only for developing speaking and listening skills but also for stimulating the development of reading and writing. Video materials are carefully selected in order to motivate student's desire for reading about the content of video, (Tranopolsky, Degtiarova, 2003). Therefore, video is recommended as an effective tool to stimulate reader's desire for reading and to develop English Language reading skills as well.

2- Vocabulary Instruction

There is an important relation between vocabulary knowledge and reading comprehension. The best predictor of reader's ability to comprehend a text is the reader's vocabulary knowledge. When initial

literacy level is limited and remains unchecked in early school year, it generates a gap in the vocabulary knowledge that increases later on. Closing the vocabulary knowledge gap is the only way to help these students to achieve academic success. There are two basic strategies to increase vocabulary knowledge:

- Incidental learning which means acquiring word knowledge as a result of reading and direct instruction.
- Intentional learning which means systematic teaching of targeted words.

Both approaches are valid for vocabulary learning; the emphasis is placed on the importance of cultivating and encouraging word consciousness, an effective objective promoting students' interest in words, word play, video games encouraging having fun with words.

3- Drill and Practice

Many educators believe that repeated response practice causes damaging effects on the attitude and motivation of students. This attitude toward the drill and practice method of learning is referred to by many writers as “drill and kill”. This is clearly the negative attitude towards response-practice methodology.

Other studies investigating the relationship of repeated practice to students' motivation and attitude reported either no effect or a positive effect. In fact, Pladea and others found that using repeated practice provided for:

- Greater mastery of target skills.
- Over learning leading to long-term knowledge.
- Response fluency.

It is reasonable to assume that bad design of drill and practice brings negative results (Frederick, 2009). As a result of previous discussion, it is crucial to say that drill and practice can improve learning skills, if they are created in a way that is characterized by the following characteristics:

- Good and effective design.

- Response to learner's need.
- Give instant feedback.
- Give motivation.

4- Video and Reader Response

"The infusion of multimedia in our environment is growing geometrically. Most children entering elementary school today will have never known a time without the following:

- Sixty channel cable television
- VCRs
- Cellular phones
- Surround sound
- Interactive video games
- Encyclopedias on CD-ROM with sight and sound
- Spectacular , computer-generated movie graphics
- E-mail
- The Internet

Ten years from now, children entering elementary school will have never known a time without high Definition Digital Television, Personal Communication System (PCS) devices", (Ward, 2004, p1-2)

Technological productions become a part of surrounding educational environment of learner. Towards this goal, the study of learning process can't be isolated from technological development in this process. Therefore, the learner's response to this process is affected as well. "So, the classroom use of education technology will undoubtedly continue to expand and play an increasingly significant role in public education in the years to come as technology becomes more sophisticated and more cost effective" (Cheung & SA p.17), and (Cheung, Slavin, 2004, p.17).

Teachers and students agree that videos enhance the literacy instruction. Videos can be used in a variety of methodological approaches to teach literacy. Teachers can show clips of film to discuss setting, character development or plot. Multiple video versions of the same book

can be used to have video comparison with the book. For a difficult text, it may be helpful for the students to first see the story on video; whereas, with an easy text viewing the video after reading the book may be the better choice.

Videos are already part of children home life. Parents can continue to allow students to watch movies and add to their literacy development by checking out video adaptation of a children's literature book. In this way, children can be exposed to literacy through video. Thus, video helps learners to visualize and understand the story. Parents and teachers can help in children's literacy education by showing movies about a book in order to motivate them to read the book.

To conclude, students can respond orally in a whole class discussion or in a small group. They can get partner and share ideas. They can also have role-play from the video (Ward, 2004).

4 – 5 Summary

This chapter investigated the effect of the use of multimedia in general and video in particular on ESL reading performance. The useful strategies for developing and reinforcing reading skills have been discussed as well.

Chapter Five

Research Methodology

5 – 1- Introduction

In this research, the focus is presented on using video technology as an effective learning tool to develop pupils' reading skills. This chapter examines the design, instruments, participants, research hypotheses, educational video programme, research procedure, methods of teaching and statistical approaches to data analysis.

5 – 2-Research Instruments

Preparing the Research Instruments

The researcher prepared (5) instruments to collect data from the research sample. The instruments were built in light of the research goals. These instruments are:

– The Educational Video Programme

The researcher built the educational video programme in five stages: Preparation, designing, scenario writing, executing and development, which are based on Al-Far study (2000, p.346).

1- The Preparation Stage

At this stage, the researcher followed the following procedures:

- Specified the unit that would be the content of the programme. Therefore, he chose the units No(22&23) of the third class pupils course.
- Analyzed the contents of the two units.
- Specified the behavioral objectives of the two units.
- Specified the reading skills of the two units.
- Prepared the photos and videos scripts that the video programmes may require.
- Recorded the sounds that the video programmes may require.
- Rewrote the contents of the two units to be suitable for both the needs of pupils and the requirements of the video programme.

2- The Designing Stage

At this stage, the researcher Specified:

- Colors of video screens
- Forms of screens.
- Position of buttons on screen.
- Selecting the software that can be used to design the educational video programme.
- Selecting the programmer.

3- Scenario-Writing Stage

The researcher wrote the contents of the educational video programme on papers and specified:

- Ways of presenting texts.
- Ways of presenting photos.
- Ways of listening to sounds.
- Ways of moving among programmes' contents.

4- The Executing Stage

This stage is also called Production Stage. At this stage, the researcher took the paper programme to a programmer and asked him to convert the paper programme into a video programme.

Development Stage

The video programme was refereed by a group of specialists (see appendix No .F) to consider various aspects of the programme. Then, the researcher applied it on an exploratory sample consisting of (25) pupils of the third class of basic education in the school of Ghlia Farhat during March–2011. The aim of this procedure was to:

- See whether the programme was adequate for pupils or not.
- Discover the errors that may be committed.
- Explore the difficulties that the researcher may face while applying the final experiment.

– The Achievement Test of Unit (22)

This pre/post-test was given to:

- Members of the experimental group (EG) in unit (22) by using the educational video programme.

- Members of the control group(CG) in unit (22) by using the traditional method.

– **The Achievement Test of Unit (23)**

This test was given to:

- Members of the experimental group(EG)in unit (23) by using the educational video programme.
- Members of the control group(CG) in unit (23) by using the traditional method.

– **The Total Achievement Test**

This test was applied three times: The first time before teaching the two units,the second time after teaching the two units immediately, and the third time after (3)weeks of teaching the two units. Thus, it was given to:

- Individuals of EG(pre- and post-teaching of the two units by using educational video programme). It was also given to (EG) after (3) weeks of teaching the two units. Here in this phase, this test will be called The Total Achievement Postponed Test.
- Individuals of CG (pre and post-teaching of the two units by using traditional method). It was also given to (CG) after (3) weeks of teaching the two units. Here in this phase, this test will be called the Total Achievement Postponed Test.

– **Checklist**

This instrument was prepared to test the pupils` ability to master the reading process.

Validity of Research Instruments

The researcher assured validity of the previous instruments as the following paragraphs show:

1- Validity of the Video Programme

The educational video programme was designed by a specialist of producing video programmes in which two units of the third-class English course were chosen to ensure its validity.The programme was refereed by thesupervisor and professors at the Faculty of Education of Damascus University, and the English Department, Faculty of Humanities, Tishreen University. Moreover, the programme was referred by teachers at Aleppo University and supervisors of English teaching in

Qunaitra Governorate and teachers at the Faculty of Humanities and Social Sciences at Aleppo University. The referees suggested the following modifications.

- Changing some questions in pre-/post-tests.
- Adding some visual details.
- Decreasing the music level.
- Increasing the sound level of spoken words.
- Exchanging the color of some visual segments.
- Adding the teacher's guide to use the video programme
- Adding checklist to measure the development of English Language reading skills.
- Changing the arrangement of some questions in the pre-/post-tests.

The researcher modified the research video programme according to the above-mentioned items and re-presented it to referees who accepted its final version.

2- Content Validity

The researcher gave the research instruments to a group of some specialized professors at the Faculty of Education, instructors of teaching English and educational supervisors. The researcher asked them to see whether or not the research instruments need to be corrected, modified, or developed. The researcher took into consideration their notes and modified his research instruments accordingly.

3- Self-Validity

This sort of validity is computed by finding the square root of reliability co-efficients of the research instruments. Therefore, the self-validity of the research instruments can be shown in the following table:

Table (2): Self-Validity Indexes of the Research Instruments

The Research Instruments	Reliability	Self-Validity
The achievement test of unit (22).	0.87	0.93
The achievement test of unit (23).	0.81	0.90
The achievement immediate and postponed test.	0.92	0.95
Checklist	0.80	0.89

The results of computing Self-validity show that **indexes** range from (0.89) to (0.95). According to Fiala`s standards, these **indexes** refer to high validity of the research instruments(Fiala,2000,pp.3-10).

Reliability of Research Instruments

The researcher computed the reliability after distributing the research instruments to an exploratory sample that consisted of (25) pupils of third grade in Qunaitra Governorate. Then, the researcher computed the reliability by using the following methods:

– Alpha Cronbach's Method

The researcher used SPSS programme to compute reliability co-efficients by using this method. The next table shows the results as follows:

Table (3):Reliability Indexes of the Research Instruments

The Research Instruments	Reliability
The achievement test of unit (22).	0.87
The achievement test of unit (23).	0.81
The achievement immediate and postponed test.	0.92
Checklist	0.80

It is clear from table (3) that Alpha Cronbach's co-efficients range from (0.80) to (0.92). According to Fiala`s standards, these indexes are excellent. Therefore, the research instruments are reliable, so they can be used to collect data from the research sample (Fiala,2000,p.3).

– Test – Retest Method

This method presumes that the researcher has to distribute the research instruments to the same sample in two separate periods of time.Then, the researcher has to compute the correlation between scores on the research instruments in the two separate periods of time. Thus, the researcher used SPSS programme and did the instructions of the mentioned method to compute Pearson Correlation co-efficients on every instrument as follows:

Table (4):Reliability Indexes of the Research Instruments

The Research Instruments	Pearson Correlation Co-efficients	Sig
The achievement test of unit (22).	0.85	0.01
The achievement test of unit (23).	0.82	0.01
The achievement immediate and postponed test.	0.84	0.01
Checklist	0.85	0.01

As it is indicated in table(4), Pearson Correlation co-efficient is significant at level of (0.01). This means that although there were two weeks between the two distributions of the research instruments, pupils` scores didn`t change relatively. Thus, Pearson Correlation co-efficients range from (0.82)to (0.85). This also asserts that the research instruments are reliable.

– **Scorers Reliability Method**

This method is especially directed to the checklist. The checklist isn`t a test. It isn`t given to students in order to answer its items. The checklist is used by the researcher as an observation card. In this research, the researcher used the checklist as follows:

1. The researcher asked a pupil to read a certain text and answer the relevant questions.
2. The researcher observed pupil`s performance in reading.
3. According to pupil`s performance, the researcher put a score on every item of the checklist items.

Actually, some critics may say that my observations aren't valid and objective, and they are right in their criticism .**Scorers Reliability Method** was found to get rid of such criticism. So, the researcher asked a college mate to be another scorer of pupils` performance while reading. Thus, there were two scorers: the researcher was the first scorer while my college mate was the second scorer. Then, the researcher followed the steps of applying the Reliability Method as follows:

1. The researcher asked pupils to read a certain text and answer the relevant questions.

2. The researcher and the second scorer observed pupil`s performance in reading at the same time separately.
3. The researcher put scores of the pupils on the checklist items.
4. The second scorer put scores of the pupils on the checklist items.
5. The researcher used SPSS programme and computed the **Pearson Correlation** co-efficient of the scorers.
6. The results showed that **Pearson Correlation** co-efficient is (0.93). This means that the checklist is reliable.

5 – 3-Design of Research

The design includes a model of the educational video programme and traditional instruction in a way to explore the effects of using video on the acquisition of English Language reading skills. The investigation is based on a quantitative approach to examine the impact of using video on developing reading skills. For a sample of (30) pupils in the third-class of basic education in Qunaitra, the research design consists of independent variables (methods of teaching and gender) and dependent variables (scores on achievement tests and scores on the checklist). Thirty female/male third-class pupils in each group are equally divided. The pre/post, postponed tests and checklist are administered to measure the development of English Language reading skills.

1- Selecting Sample of The Research

The researcher got the permission of Ministry of Education in Syria to conduct the research and selected the sample of research from **Awad Assaid School** in Qunaitra Governorate. The sample consisted of sixty third-class pupils. This sample was divided into groups; the Experimental Group (EG, n = 30) and the Control Group (CG, n = 30).

2- Preparation of the Equipment

The researcher followed the following steps:

- The researcher brought a television, video device and speakers to **Awad Assaid School** in Qunaitra Governorate to use them in teaching the (EG).

- Windows were also well-equipped with curtains.
- The television, video device and speakers were located in a suitable place in the classroom .

3- Executing the Experiment

The researcher executed the experiment during April 2011. The lessons of the two units were given according to the Schedule of schools for both (EG) and (CG).

- Checking Equivalence of the Two Groups

Before teaching the units (22 & 23) by (EG & CG) groups, the researcher had checked the equivalence of individuals of (EG & CG). For the researcher, this procedure is necessary to be able to attribute the differences that may appear after teaching to the educational video programme.

The checking process was done by applying the pre- achievement tests on both groups. Then, results on the pre- achievement test between the two groups were compared. The comparison was drawn using statistics.

Table(5): Independent Samples Test T –Test for Equivalence between Control Group (CG) and Experimental Group (EG) in the Pre-tests.

Variables		Descriptive Statistics		Independent Samples Test			
Test	Group	Mean	St.D	Tabel.t	Computed t	df	sig
Unit (22)	EG-N(30)	4.10	0.80	2.00	1.17	58	0.24
	CG-N(30)	3.83	0.95				
Unit (23)	EG-N(30)	5.17	0.79	2.00	1.84	58	0.07
	CG-N(30)	4.73	1.01				
Total Test	EG-N(30)	4.48	1.44	2.00	0.85	58	0.39
	CG-N(30)	4.18	1.28				
Checklist	EG-N(30)	12.7	1.96	2.00	0.13	58	0.89
	CG-N(30)	12.10	1.72				

Table (5) shows that the sig values results of (T-test) for differences between (CG&EG) are greater than (0.05); therefore there are no statistical differences between the two groups. This means that the two groups are equal in: Pre-achievement test of Unit (22), Pre-achievement test of Unit (23), the total achievement test and checklist.

- Teaching the Two Groups

The researcher taught the two groups (EG and CG) the unit (22) and the unit (23) during April 2011.

The (EG) consisted of (30) pupils and those pupils were taught both Unit (22) and Unit (23) by using the educational video programme.

The (CG) consisted of (30) pupils and those pupils were taught both Unit (22) and Unit (23) by using the traditional method.

- Applying the Post-Achievement Tests

After teaching the units (22 & 23) for (EG & CG) groups, the researcher applied the tests that he had applied before the teaching process as follows:

- After teaching the unit (22), the researcher asked the two groups (EG and CG) to answer the Post-achievement test of Unit (22).
- After teaching the unit (23), the researcher asked the two groups (EG and CG) to answer the Post-achievement test of Unit (23).
- After the researcher had finished teaching the two units, he immediately asked the two groups (EG and CG) to answer the post-total achievement test.
- After the researcher had finished teaching the two units, he immediately asked the two groups (EG and CG) to read selected texts from the two units. Then, he measured their oral reading skills. This was done by using a checklist.
- After (20) days of applying step No (4), the researcher immediately asked the two groups (EG and CG) to answer the post-total achievement test; so this test is called the postponed-total achievement test.

4- Analyzing the Results

The researcher used the SPSS programme to account for pupils' scores. Then, he compared between pupils' scores of (EG) group and pupils' scores of (CG) group. Figure (1) shows the mechanism of comparison.

5 – 4- The Statistical Tests Used in this Research

The researcher used SPSS programme to answer the research question, and its hypotheses. He mainly used:

- Alpha Cronbach's Method for reliability.
- Means and Standard Deviations (Std.D).
- Percentages.
- Independent Samples Test (t-test)
- Effect size: As for effect size, it is considered:
 - (Large) if its value is (0.90) or more.
 - (Medium) if its value is between (0.45 – 0.89) or more.
 - (Small) if its value is between (0.15-0.44) or more.(Kampenes, et al., 2012,p.11)

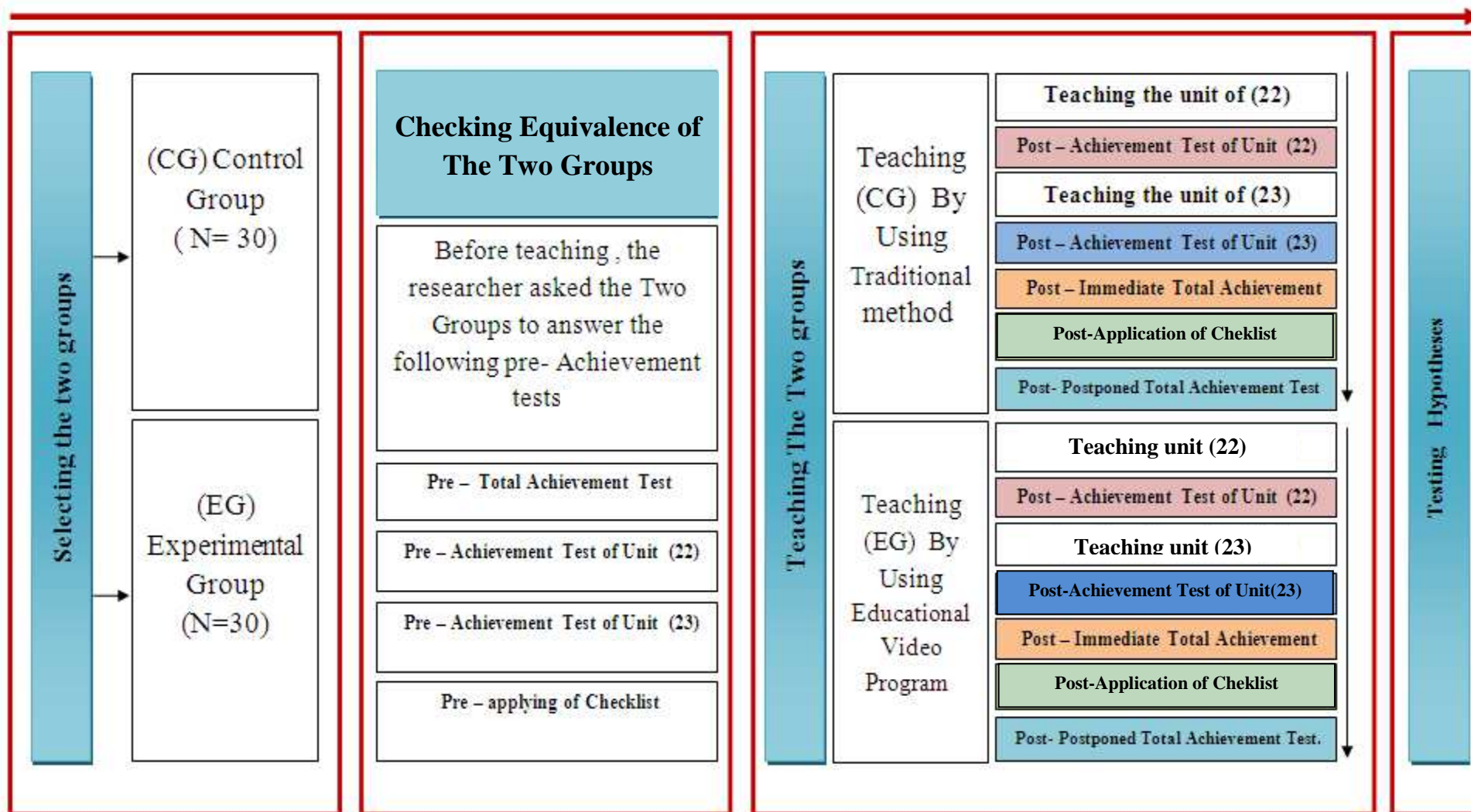


Figure1. Stages of Executing the Experiment

Chapter Six

Analysis of data

6-1- Introduction:

The realistic datasets are used throughout the third class of basic education to show the development of English reading skills over a period of time. The research uses statistical process of investigation to generate research questions that are meaningful enough to pursue. Different ways of data are presented in statistics, both graphically and numerically. In this chapter, the researcher tested the hypotheses at the level of significance (0.05).

6-2-Testing Hypotheses

1-Testing Hypotheses Related to Achievement Tests

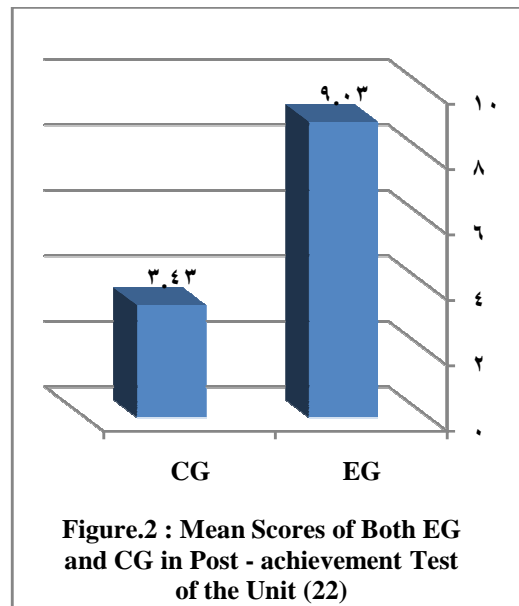
The First Hypothesis: There are no statistically significant differences between mean scores of the experimental group and mean scores of the control group in **the Post-Achievement Test of the Unit (22)**.

Table.(6). Results of (T)–Test for Differences between(CG) and (EG) in The Post-Achievement Test of the Unit (22)

Variables	Descriptive Statistics		Independent Samples Test				Effect Size
	Mean	Std.D	Tabel.t	Computed (t)	df	sig	
EG –N (30)	9.03	0.80	2.00	24.80	58	0.000	0.95
CG –N (30)	3.43	0.93					

According to the above table, the mean of the experimental group scores is (9.03) and its standard deviation is (0.80), while the mean of the control group scores is (3.43) and its standard deviation is (0.93), and the freedom degree is (58). Computed (t) is (24.80), and its statistical significance is (0.000).

Table (6) shows that the sig value is (0.000) and is less than (0.05); thus there are statistically significant differences between mean scores of the two compared groups. According to standards of effect size, it is considered big (0.95). This means that teaching by the video programme is more effective than teaching by the traditional method.



It is clear from figure (2) that the mean score of EG is (93.03) and is bigger than the mean score of CG (3.43). Therefore, the differences are in favor of EG. Thus, we refuse the first hypothesis and accept the alternative hypothesis and ascertain the following result: **There are statistically significant differences between the mean scores of the experimental group and the mean scores of the control group in The Post-Achievement Test of Unit (22)**

The Second Hypothesis: There are no statistically significant differences between the mean scores of the experimental group and the mean scores of the control group in **The Post-Achievement Test of Unit (23)**.

Table(7): Results of (t-test) for differences between(CG) and (EG) in The Post-Achievement Test of Unit (23)

Variables	Descriptive Statistics		Independent Samples Test				Effect Size
	Mean	Std.D	Tabel.t	Computed (t)	df	sig	
EG -N (30)	9.30	0.805	2.00	21.48	58	0.000	0.94
CG -N (30)	3.70	1.179					

Table (7) shows the mean scores of the experimental group is (9.30) and its standard deviation is (0.805), while the mean scores of the control group is (3.70) and its standard deviation is (1.179) and the degree of freedom is (58). The value of computed (t) is (21.28), and its statistical significance is (0.000). As indicated in table (7), it is clear that sig value is (0.000) and is less than (0.05). Therefore, there are statistically significant differences between mean

scores of CG and EG. Test of effect size shows that it is (0.94). This means individuals of EG who were taught by the **video programme** got higher scores than their peers who were taught by the traditional method.

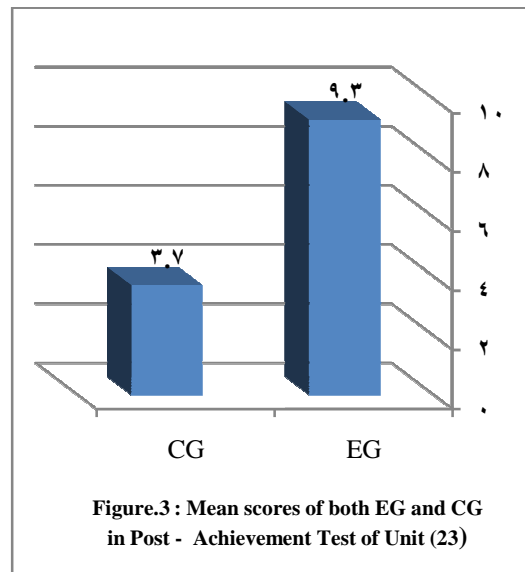


Figure (3) shows that means score of EG is (9.3) and is higher than mean scores of CG (3.70). This asserts that differences between the two groups are in favor of EG. Therefore, we refuse the first hypothesis and accept the alternative hypothesis and take the following result: **There are statistically significant differences between mean scores of the experimental group and the mean scores of the control group in the post-achievement test of Unit (23).**

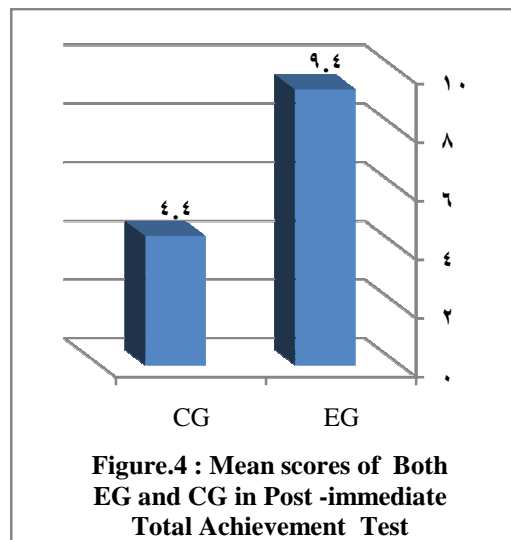
The Third Hypothesis: There are no statistically significant differences between mean scores of the experimental group and mean scores of the control group in the post- immediate total achievement test.

Table(8): Results of (T)-Test for Differences between(CG) and (EG) in thepost-immediate Total Achievement Test.

Variables	Descriptive Statistics		Independent Samples Test				Effect Size
	Mean	Std.D	Tabel.t	Computed (t)	df	sig	
EG -N (30)	9.40	0.72	2.00	22.64	58	0.000	0.94
CG -N (30)	4.40	0.96					

Table (8) clarifies the experimental group mean of scores is (9.40), the standard deviation is (0.72), and the degree of freedom is (58); while the control group mean of scores is (4.40), the standard deviation is (0.96), and the degree

of freedom (58). The value of computed (t) for both the control group and the experimental group is (22.64) and its statistical significance is(0.000). According to the independent sample test in table (8), sig value is (0.000) and is less than (0.05). Thus, the differences between the two comparing groups are statistically significant. According to standards of effect size, it is considered big (0.94). This proves that teaching by the educational video programme is more effective than teaching by the traditional method.



It is obvious from figure (4) that mean score of EG is (9.4) and is higher than mean scores of CG in the achievement total test. Therefore, the observed differences are in favor of EG. According to the previous statistical process, we refuse the third hypothesis, and accept the alternative one and take the following result: **There are statistically significant differences between mean scores of the experimental group and mean scores of the control group in the post- immediate total achievement test.**

The Fourth Hypothesis: There are no statistically significant differences between mean scores of the experimental group and mean scores of the control group in **the post- postponed total achievement test.**

The researcher applied the total achievement post/pond-test after (3) weeks of applying the total achievement post- test. This procedure was followed to see whether or not the educational video programme enables pupils to retain reading skills.

Table(9): Results of (T)–Test for Differences between(CG) and (EG) in the Post-postponed Total Achievement Test

Variables	Descriptive Statistics		Independent Samples Test				Effect Size
	Group	Mean	Std.D	Tabel.t	Computed (t)	df	
EG –N (30)	8.33	0.54	2.00	24.99	58	0.000	0.95
CG –N (30)	3.90	0.80					

To explain this hypothesis, the researcher used (t-test) to signify the difference between the experimental group and the control group. According to table(9), the experimental group mean of scores is(8.33), the standard deviation (0.54), the degree of freedom is (58); while the control group mean of scores is (3.90), the standard deviation is (0.80), the degree of freedom is (58). The value of computed (t) for both groups is (24.99). Table (9) shows that sig value is (0.000) and is less than (0.05). Thus, there are statistically significant differences between mean scores of the two comparing groups. According to standards of effect size ,it is considered big(0.95). This means that the educational video programme enables pupils to retain reading skills more than the traditional method does.

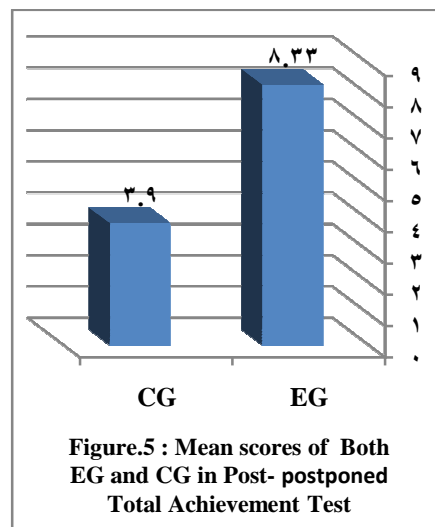


Figure (5) shows that means score of EG is (9.33) higher than mean scores of CG (3.9) in the total achievement postponed post-test. Thus, the differences are in favor of EG. According to the previous statistics, we refuse the fourth hypothesis, and accept the alternative one and take the following result:**There are statistically significant differences between mean scores of the experimental group and mean scores of the control group in the post-postponed total achievement test.**

The Fifth Hypothesis is:There are no statistically significant differences between males` mean scores and females` mean scores in the experimental group in **The Post-achievement Test of the Unit (22)**.

Table(10): Results of (t)–test for differences between males and females in The Post-achievement Test of Unit (22)

Variables	Descriptive Statistics		Independent Samples Test			
	Group	Mean	Std.D	Tabel.t	Computed (t)	df
Males –N (15)	9.00	0.65	2.00	0.22	28	0.82
Females –N (15)	9.07	0.96				

Table (10) shows the means and standard deviation of reading outcomes of males and females in different groups. According to the above table, the experimental group female mean of scores is (9.07), the standard deviation is (0.96), and the degree of freedom is (28); whereas the experimental group male mean of scores is (9.00), the standard deviation is (0.65) and the degree of freedom is (28). The value of the computed (t) for both genders is (0.77). According to results of T–test shown in table (10), sig value is (0.82)which is higher than (0.05). This asserts that differences between males and females aren`t significant. The two mean scores of both males (9.00) and females (9.07) are almost the same. So we can accept the fifth hypothesis and take the following result:**There are no statistically significant differences between males` mean scores and females` mean scores in the experimental group in the post-achievement test of Unit (22)**

The Sixth Hypothesis:There are no statistically significant differences between males` mean scores and females` mean scores in the experimental group in the post-achievement test of the Unit (23).

Table(11): Results of (T–test) for Differences between Males and Females in The Post-achievement Test of Unit (23)

Variables	Descriptive Statistics		Independent Samples Test			
	Group	Mean	Std.D	Tabel.t	Computed (t)	df
Males –N (15)	9.47	0.83	2.05	1.14	28	0.26
Females –N (15)	9.13	0.76				

Table (11) lists the means and standard deviations of satisfaction levels of all groups. The results of analysis reveal insignificant differences between males and females. According to descriptive statistics, the experimental group males mean scores is (9.47), the standard deviation is (0.83), and the degree of freedom is (28); while the experimental group female mean scores is (9.13), the standard deviation is (0.76), the degree of freedom equals (28). The value of computed (t) is (1.14) for both males and females. Both conditions produce insignificant changes in performance for both males and females. The finding is encouraging because it affirms the assumption that video can enhance reading skills for both males and females. It is clear from table (11) that sig value is (0.26) higher than (0.05). Thus, the observed differences between males and females are insignificant. This permits to accept the sixth hypothesis and take the following result: **There are no statistically significant differences between males` mean scores and females` mean scores in the experimental group in the post-achievement test of Unit (23).**

The Seventh Hypothesis: There are no statistically significant differences between males` mean scores and females` mean scores in the experimental group in **the post-immediate total achievement test.**

Table(12): Results of T–test for Differences between Males and Females in the Post-immediate Total Achievement Test

Variables	Descriptive Statistics		Independent Samples Test			
	Mean	Std.D	Tabel.t	Computed (t)	df	sig
Males – N (15)	9.33	0.81	2.05	0.49	28	0.62
Females –N (15)	9.47	0.64				

According to table (12), the experimental group males mean scores is (9.33), the standard deviation is (0.81); whereas the experimental group female mean scores is (9.47), the standard deviation is (0.64), the degree of freedom equals (28) for both males and females. The value of computed (t) is (0.49) for both males and females. The mean scores and standard deviation in reading scales according to gender are presented in the above table. Table(12) indicates that the observed differences between males and females are insignificant because sig value is (0.62) which is higher than (0.05). Therefore, we accept the seventh hypothesis and take the following decision: **There are no statistically significant differences between males` mean scores and females` mean**

scores in the experimental group in the post- immediate total achievement test.

The Eighth Hypothesis:There are no statistically significant differences between males` mean scores and females` mean scores in the experimental group in the post- postponed total achievement test.

Table(13): Results of T–test for Differences between Males and Females in the Post- postponed Total Achievement Test

Variables	Descriptive Statistics		Independent Samples Test			
	Mean	Std.D	Tabel.t	Computed (t)	df	sig
Males – N (15)	9.33	0.81	2.05	0.49	28	0.62
Females –N (15)	9.47	0.64				

The above table displays the observed means and standard of deviations for males and females. Table (13) indicates thatthe observed differences between males and females are very simple; males` mean scores is (9.33) while females` mean scores and sig value is (0.62) and is higher than (0.05). Therefore, we accept the seventh hypothesis and accept the following result:**There are no statistically significant differences between males` mean scores and females` mean scores in the experimental group in the post- postponed total achievement test.**

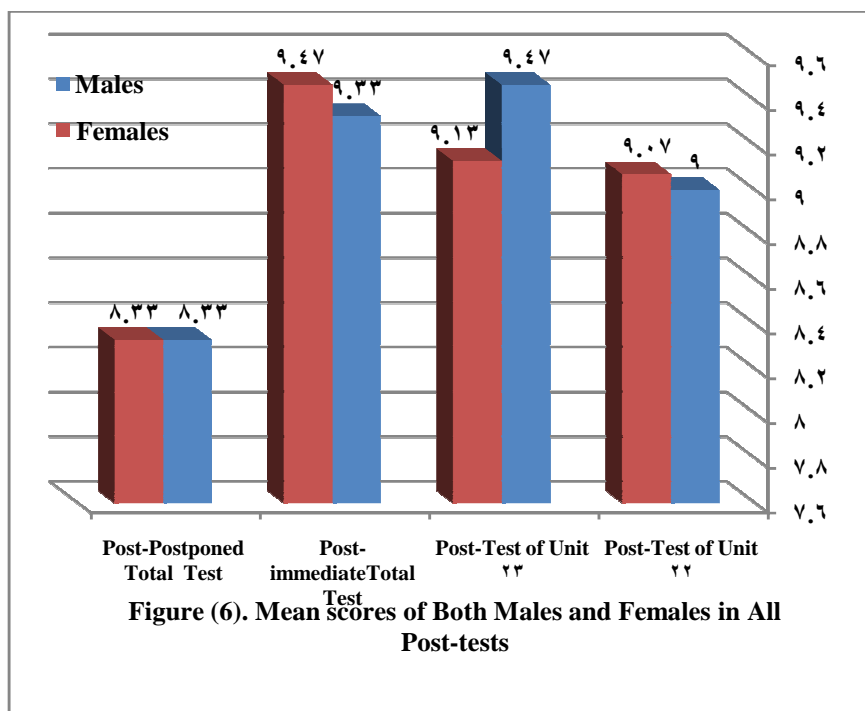


Figure (6) shows that differences between males and females in all post-tests are very simple; although females overcome males in some tests such as (post-test of unit (22) and total post-test), males overcome females in the post-test of unit (23). Actually all these differences are but decimals and insignificant. Thus, we can interpret these results that educational video programme affectson both males and females at the same level. To conclude, the educationalvideoprogrammetakesinto consideration the needs of both males and females. This finding constitutes indirect evidence that seeing video enriched the experience for males and females regardless of the gender variable.

2-Testing Hypotheses Related to Checklist

The Ninth Hypothesis: There are no statistically significant differences between mean scores of EG and mean scores of CG in the post-application of the checklist.

Table(14): Results of (T)–Test for Differences between(CG) and (EG) in the Post-Application of the Checklist

Variables	Descriptive Statistics		Independent Samples Test				Effect Size
	Group	Mean	Std.D	Tabel.t	Computed (t)	df	
EG –N (30)	27.83	2.01	2.00	21.49	58	0.000	0.94
CG –N (30)	15.13	2.52					

Table (14) clarifies that the experimental group mean of scores is (27.83), the standard of deviation is (2.01), the degree of freedom is (58); while the control group mean of scores is (15.13), the standard deviation is (2.52), the degree of freedom is (58). The value of the computed (t) for both groups CG and EG is (21.49). As indicated in table (14), significant differences are found between mean scores of CG and EG and sig value is also (0.000) and is less than (0.05). Moreover, effect size is big (0.94). This asserts that educational **video programme** has positive effects on English Language reading skills for pupils of EG. For more details, the next table will show differences between the two groups:

Table (15): Results of Answering Checklist After Applying Educational Video Programme by EG and CG

No	Items	Percentages of EG			Percentages of CG		
		U	SD	D	U	SD	D
1.	To pronounce new vocabulary correctly.	10%	---	90%	66.7%	20.0%	13.3%
2.	To pronounce combined letter (e.g: ch, sh, th...) correctly	6.7%	10%	83.3%	60%	30%	10%
3.	To read the text fluently.	6.7%	10%	83.3%	63.3%	20%	16.7%
4.	To take into consideration punctuation marks during reading.	10.0%	13.3%	76.7%	60.0	26.7%	13.3%
5.	To reduce and raise intonation where it is necessary.	13.3%	6.7%	80%	66.7%	20.0%	13.3%
6.	To predict the title of the text after reading it.	---	13.3%	86.7%	76.7%	13.3%	10%
7.	To identify the general ideas of every paragraph.	6.7%	13.3%	80%	66.7%	20.0%	13.3%
8.	To identify specific information.	---	10%	90%	46.7%	33.3%	20.0%
9.	To summarize the text.	10.0%	13.3%	76.7%	66.7%	13.3%	20.0%
10.	To arrange words to make sentences.	3.3%	10.0%	86.7%	56.7%	30%	13.3%

U= Undone; SD= Sometimes Done; D= Done

Table (15) shows the following points:

- After applying the educational video programme, (90%) of individuals of EG were able to pronounce new vocabulary correctly, while only (13.3%) of individuals of CG could do that.
- In comparing the individuals of CG, item No (8) asserts that (90%) of individuals of EG were able to identify specific information after learning by the educational video programme.
- As for items No(10& 6), the educational video programme enables (86.7% & 86.7%) of individuals of EG to arrange words to make sentences and to predict the title of the text after reading it respectively, while the traditional method enables (13.3% & 10%) of individuals of CG to do that.
- Responses to items No (2&3) show that educational video programme helps (83.3%) of individuals of EG to pronounce combined letters (e.g.: ch, sh, th...) correctly and to read the text fluently, while this percentage decreases to (10 % & 16.7%) for individuals of CG.
- The educational video programme enables (80%) of individuals of EG to reduce and raise intonation where it is necessary and to identify the general ideas of every paragraph, whereas this percentage decreases to (13.3%) for individuals of CG.

- The traditional method teaches (13.3%) of individuals of CG to take into consideration punctuation marks during reading and to summarize the text, while the educational video programme teaches (76.7%) to do that.

Finally, ninth hypothesis is refused and accepted the alternative one: *There are statistically significant differences between mean scores of EG and mean scores of CG in the post- application of the checklist.*

The Tenth Hypothesis: There are no statistically significant differences between males` mean scores and females` mean scores in the experimental group in the post- application of checklist.

Table(16):Results of T–test for Differences between Males and Females in the Post-checklist

Variables	Descriptive Statistics		Independent Samples Test			
	Group	Mean	Std.D	Tabel.t	Computed (t)	df
Males – N (15)	27.73	2.18	2.05	0.26	28	0.79
Females –N (15)	27.93	1.90				

To clarify this hypothesis, the researcher used (T-test) to signify the differences between males mean of scores and the females mean of scores in the experimental group. According to the above table, the males mean of scores is (27.73), the standard of deviation is (2.18), and the degree of freedom is (28); while the females mean of scores is (27.93), the standard deviation is (1.90), the degree of freedom equals (28). The value of computed (t) for both groups is (0.26). As indicated in table (16), the observed differences are insignificant. Sig value is (0.79) which is higher than (0.05). The males` mean scores of EG and CG are almost the same. Therefore, we accept the seventh hypothesis and take the following result: *There are no statistically significant differences between males` mean scores and females` mean scores in the experimental group in the post- application of the checklist.*

6-3-Conclusion

Actually, results of testing research hypotheses show that teaching English Language reading skills by using the educational video programme is more effective than teaching these skills by using traditional methods.

This conclusion is consistent with many studies such as (Wannous, 2000; Kinnear, Williams & Caul, 2001; Tarnopolsky& Degtiariova, 2003; Ward,2004; Yadav,2006; Gihak, Alberto, Doughty and Gama, 2006; Whatly & Ahmad, 2007; Mekheimer, 2011).

Video technology is one of the instructional technology application. Therefore, testing research hypotheses also asserted that teaching English Language reading skills by instructional technology applications and multimedia lead to an effective learning and teaching. These results are also in line with the results of many researches (Dashti&Bahbahani, 2000; AL Seghayer,2001; Spuhler,2003; Ginsburg, 2004; Cheung & Slavin; 2011; Shaban, 2012).

The researcher thinks that reasons of the effectiveness of Educational video programme are attributed to many factors:

- The educational video programme was built in the light of pupils` needs in the field of teaching English reading skills.
- The educational video programme was built on a basis of varying of multimedia which are: clear sounds, color texts, suitable and obvious pictures.
- Show all components of multimedia simultaneously; this enriches the pupils` experiences in readingskills.
- The abilities of video technology itself; this technology that permits pupils to control learning as they want (repeating, going forward , coming back, pausing, stopping and paying).

All the above factors enabled the experimental group pupils to learn more effectively than the control group pupils. As for gender, results show that females and males in (EG) acquire English Language reading skills at the same level. This is because the programmes had taken into consideration the need of both males and females, and it was built on this basis. This result is in contrast to results of the study of Dashti& Bahbahani(2000).

The findings of this research indicated that the use of video promoted participants motivation for reading, despite the fact that many schools still lack significant access to technology, especially in the poor and remote places represented in this research. The researcher recommended the use of educational video especially in such places. Moreover, the results of the present research showed that the video could play an increasing role in foreign language education in every institution. In this research, the researcher found evidence that the educational video enhances reading skills. However, there were many researches about the crucial role of video in the learning process (Whatly & Ahmad, 2007; Mekheimer, 2011). This research focused on developing only English reading skills; while other researches concentrated on the impact of video on whole language learning (Mekheimer, 2011).

This research is based on developing English reading skills by using an educational video programme. The researcher tried to develop methods in which a video programme was used to achieve a more effective procedure for teaching English reading skills to third class pupils.

The research population consisted of all third class pupils in the public schools in Qunaitra. The researcher selected a sample of the research population which consisted of (60) pupils who were equally divided into two groups: the experimental group and the control group. The experimental group consisted of (30) pupils who were taught reading skills in the English course of third class via the educational video programme; whereas, the control group were taught English via the traditional method. The researcher implemented the experiment during April, 2011, in Awad Assaid school in Qunaitra. The equivalence of individuals of (EG & CG) was checked by applying the pre-achievement test on both groups. Then, the researcher started to teach units (22 & 23) for (EG & CG) groups. The post- tests were applied for both groups. Moreover, the oral reading skills were measured by using a checklist.

The statistical analysis used in this study included an educational video programme as a considerable factor in the teaching experience of the (EG & CG) groups. In this direction, there were statistically significant differences between the mean scores of the experimental group and the mean scores of the control group in the post-immediate total achievement test. The researcher applied the total achievement post-postpond test after (3) weeks in order to see whether or not the educational video programme enabled pupils to retain reading skills. According to statistics, there were statistically significant

differences between mean scores of the experimental group and mean scores of the control group in the post-postponed total achievement test.

For gender variables, the results indicated that the educational video programme could improve English reading skills for both males and females at the same level in which there were no statistically significant differences between males mean scores and females mean scores in the experimental group in the post-immediate total achievement test. Moreover, the results of answering a checklist after the application of the educational video programme by (EG & CG) showed that there were statistically significant differences between mean scores of EG and mean scores of CG in the post-application of the checklist. Consequently, teaching via the educational video programme was more effective than teaching by the traditional method.

This experiment provided empirical evidence that an educational video programme could develop English reading skills. The findings suggested that videos played a major role to encourage pupils to be more interested in learning English reading skills through watching video programmes. The pupils enjoyed the video programmes more than books because the video could help them to visualize the text they read. Being able to see pictures and videos would improve the reading process to be more understandable.

The findings of this research supported earlier researches in which the use of video in the classroom could play an increasingly major role in developing the learning process. Pupils learnt better from words and pictures than from words only, because words should be close to pictures and the meaning of words could be embedded from those pictures.

The implication of this research illustrated the essential role that the educational video could provide for both teachers and learners in the process of reading English. This research could be an important step for examining how video could help pupils to develop their reading skills. The pupils became able to notice how new techniques for English reading skills would be developed through pupils' interaction with visual materials. The greatest advantage of video typed lesson could be an alternative method to traditional learning.

In the light of these findings the educational establishments, teachers and educators have to encourage the use of instructional technology in general and video technology in particular in the process of teaching English reading skills. To achieve this goal, the application of instructional technology should be

provided to schools and classrooms. Also, teachers, educators, and pupils should be trained to use the application of the instructional technology skillfully. Therefore, teachers and educators have to design other educational programmes which meet the requirements of learners' needs for developing their reading ability.

Consequently, video was recommended as an effective tool to develop English reading skills because this tool enabled pupils to gain a noticeable improvement in their reading skills.

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Appendix: A

The Reading Program Manual

Introduction

In order to master any language, four basic linguistic skills are required: reading, writing, listening, and speaking. This program will only focus on reading improvement for third elementary class pupils as reading properly poses a difficulty. Teaching and developing reading skills in English as a foreign language using video can increase the pupils' reading ability because the video can make reading easier, faster, and more enjoyable. Moreover, it can be considered as a tool to facilitate interactive learning. This educational program aims at improving the pupils' reading skills and activating their engagement with the lesson. Teaching reading by video requires three steps to achieve its goal: pre-reading and pre-viewing, while reading and viewing stage, in addition to post-reading and post-viewing...

The pre-reading and pre-viewing stage concentrates on the teacher's role: He should prepare the pupils to what will be shown in the video through presenting some pictures related to the main idea of the lesson, asking some relevant questions and at the same time reminding them of some vocabulary pertaining to the pictures.

The second stage- while reading and viewing- is actually embodied in three procedures: presenting video clips about the lesson with significant music only, showing the lesson sentences without reading them, and then reading the lesson sentences to the pupils from two to three times to enable them to get direct feedback.

As for the post-listening and post-viewing stage, some written exercises are done in order to check the pupils' reading comprehension and improvement.

To explain how this works, two units (22- 23) from the third elementary class English coursebook have been chosen for application which will be preceded by a brief description of the lessons. The improvement in reading is expected when the above three stages are followed.

Unit 22

The First Hour

This unit consists of paragraphs (written inside cadres that will be considered henceforward as paragraphs), exercises and pictures. Each cadre is followed by pictures to enhance the pupils' understanding. The following is an explanation of how the three stages for reading improvement are being implemented on Unit 22, which is about the history of Palmyra:

Pre-reading and Pre-viewing

In order to achieve effective reading, pupils need to have a sense of value for a reading activity, which can be done by introducing pupils to the theme of the unit in order to stimulate their interest. The viewing activity has to be related to their own work and experience, such as - in the case of lesson 1- to ask and provide the pupils with some archeological places in their country (such as Omayyad Mosque) and relevant vocabulary(like "old") and then present some pictures about the topic in question, Palmyra. This enables the pupils to predict what they are going to learn about, so that they get ready to watch, listen, and read.

While Reading and Viewing

A video clip about each cadre in the lesson is presented, and then each is written on the screen without being read, so that the pupils' focus is on word recognition, as illustrated in the following:

Cadre 1

<p>Today, we are learning about the history of Palmyra. There are no people living there now. There are many old buildings.</p>
--

(Shown on screen but not read)

It is worth mentioning that the above frame which is about showing each cadre without reading is only shown once but is actually applied to all the cadres that follow. After the silent showing, the same cadre is shown again but read from two to three times(which is, of course, applied to all the cadres) in order to pave the way for the pupils to read correctly. Here, the focus is on the word pronunciation, which is enhanced by the word repetition. By the end of this, the pupils are expected to read the text in the cadre in a correct way.

Post-Reading and Post-Viewing

In this stage, short activities are written on separate papers in order to enhance the reading skills; they include the following:

- 1- Listing and repeating key words, such as " history, buildings, many, etc."
- 2- Reading the same text by the pupils in order to check their comprehension and personal opinions. A question as: "What do you think of visiting a historical place like Palmyra?"
- 3- Asking pupils about the history of Palmyra like "When was Palmyra built?"
- 4- Offering the chance for different pupils to read different sentences about the same topic highlighted in the cadre, such as "It is good to know about the history of old buildings."

Having applied the above three stages (pre-reading and pre-viewing, while reading and viewing stage, and the post-reading and post-viewing stage), the whole cadre is shown again. This aims at more concentration on reading skills, which includes word recognition, pronunciation and comprehension.

Cadre 2

In the past, Palmyra was a big town. There were lots of people living there.

While Reading and Viewing

Now the pupils read the text, and they ask questions about what they are watching in details. The viewing is followed by general discussion either in small groups or the whole class. So the pupils will be able to compare their information with the information they get while viewing. Every pupil tells his partner about the content of the text. Read and answer questions. In this stage, Short activities while reading and watching have to be organized.

- 1- Rearrange this sentence in a good order.
 - town
 - big
 - a
 - was

- Palmyra

The pupils watch the view to correct their sentence. Now, some of them read the sentence in a correct word order as feedback.

2- What is the new vocabulary?

The pupils watch twice in order to find the new vocabulary. Give the pupils a list of the target vocabulary.

- Use viewing and reading to enhance word recognition and reading skills and repetition of key vocabulary.
- You can teach your pupils vocabulary by asking true /false questions.

Post-Reading and Post-Viewing

Read the following sentence and write T or F :

- Palmyra was a small town.
- Ask pupils what they already know about Palmyra.
- Ask pupils to give examples about old buildings in Palmyra.

After that, the whole-class discussion is made to clarifying unclear points.

Cadre 3

There were many shops. There was a big market and a very beautiful theatre.

While Reading and Viewing

The pupils read the text and they are asking questions.

- The viewing is followed by general discussion in small groups. So the pupils will be able to compare and contrast between past and present.
- Short activities while viewing and reading are included.
- What is the new vocabulary?
- Ask short questions such as, "Are there many old buildings".
- Use there is / is to describe buildings in your town.

Post-Reading and Post-Viewing

After these video segments are over, two or three pupils give a summary of what was shown.

Cadre 4

Today, lots of people go to Palmyra. There is a nice hotel and an interesting museum.

While Reading and Viewing

The pupils read the text and ask questions about some details, then, short discussion is going to be made among them in order to exchange their information. Afterwards, short activities while viewing and reading have to be done.

- 1- What is the new vocabulary?
- 2- Ask short questions :
 - What buildings are there in your town?
 - Have you visited Palmyra?
 - What do you know about Palmyra?

Here, most of questions are concentrated on pronunciation of new words like: "museum, interesting, and hotel". Thus, the pupils are expected to read correctly through the process of reading repetition.

Post-reading and Post-viewing

- Ask the pupils to read keywords, such as "museum, hotel, and market".
- The whole cadre is shown again for more concentration on development of reading skills.

Exercise 1:

1- write and read :

is , are , was , were

- 1- There are twenty five pupils in our class today.
- 2- There one teacher in our class today.
- 3- In the past, there four banks in our town.
- 4- Now there one bank in our town.
- 5- In the past, there a small restaurant in our town.
- 6- Now there three big restaurants in our town.
- 7- Now there a café in the park.

While Reading and Viewing

This exercise is going to be shown as a reading task to encourage pupils to interact with text reading and comprehension. So, the pupils have to choose the correct words. When the exercise is solved, a new viewing and reading will be repeated. Pupils have to read the exercise. Then they have to exchange information about the text reading and answer questions.

Post-reading and Post-viewing

In this stage, short activities are implemented in order to enhance reading skills and comprehension. For example, "Ask the pupils to describe their class today." Then, as a feedback, give the chance for different pupils to read different sentences in this exercise in order to check pupils' reading and comprehension.

Exercise 2:

Look, write and read:

- 1- In the past, there were no cars.
Now there are lots of cars.**
- 2- In the past, there were houses.
Now there are two hotels.**
- 3- In the past there was a market.
Now there is a café.**

While Reading and Viewing

- 1-** Viewing some pictures without writing in order to compare between past and present.
- 2-** Viewing, writing and reading. This is followed by discussion aimed at comparing all the information about past and present.
- 3-** The pupils are supposed to read the exercise in a correct way and they will exchange their information about the pictures.

Post-reading and Viewing

- 1-** Try to use there is/are to tell what building there are in your town.
- 2-** Work in pairs orally by asking questions about Palmyra.
- 3-** Make comparative description about Palmyra in the past and present.

The Second Hour

The pupils need to have a sense of how the viewing segments relate to topic they are going to learn.

Pre-Listening and Pre-Viewing:

- 1- You have to remind pupils of the previous vocabulary.
- 2- Discuss with the pupils why they are going to watch the program.
- 3- Give pupils an overview of the video content.
- 4- Explain unfamiliar vocabulary.

While Reading and Watching:

Viewing experience can be approached in different ways. Questions can improve attention to more details. So the pupils can be asked about the relationship between the concepts or ideas they are viewing in the video.

Cadre 5

There is a nice hotel.
There was a big market.

In order to predict the content of the scene, introducing pictures to stimulate pupils' interest, as well as to make it easier for reading comprehension.

- 1- Reading the text by pupils, then they have to make discussion clarifying some points in the text read.
- 2- Reading similar sentences by different pupils.
- 3- Pupils have to exchange their information about sentences and pictures.
- 4- Activities written on separate sheets are distributed, and then ask pupils to match sentences with correct pictures.

While you are watching arrange this sentence:

- Is
- There
- A

- Nice
- Hotel

After you finished, you listen and watch again as feedback. Also, let pupils read the text aloud many times and check their reading.

Post-reading and Watching:

- 1- The pupils have to describe pictures.
- 2- Ask pupils to describe similar pictures.
- 3- Ask pupils to compare between two pictures.

Cadre 6

**Grandfather: When I was young, my town was different.
There was a museum in the night.
There was a market opposite the museum.
There was a small hotel next to the market.
There was a beautiful theatre opposite the hotel.
It was a quiet town.**

While Reading and Viewing:

- 1- Ask pupils to watch video segments carefully.
- 2- Let pupils listen to grandfather description about his town.
- 3- You can fix the screen to explain grandfather's description.
- 4- The pupils watch and choose the correct pictures according to grandfather description.
- 5- Pupils exchange information about pictures and grandfathers' description.

Here, short activities are going to be implemented in order to enhance reading comprehension:

- 1- Ask pupils to describe the pictures.
- 2- Choose the correct preposition of place.
- 3- There was a market (opposite, next to) the museum.

Post-Reading and Viewing:

- 1- After you have watched video segments work in pairs to describe grandfather's town.
- 2- Ask pupils to describe their own town.

Cadre 7

In the past, there was a café.

Today, there are two cafes.

In the past, there was a hotel.

Today, there are many hotels.

While Reading and Viewing:

The video is used to provide background for pupils reading by viewing some pictures. Here, pupils have to read the text and you have to check their reading. The interaction between the pupils and the teacher provides extra structure to the process of reading by asking questions, by summarizing, by providing background knowledge, and by supporting vocabulary such as "hotel and café". In order to enhance the pupils' reading comprehension, ask them questions, for example:

- 1- Fill in the spaces while you are watching and listening.
 - In the past, therea café.
 - Today, there.....many hotels.
- 2- Ask pupils to compare the two towns.

Post-reading and Viewing:

After you have already watched and listened to reading. Now work in pairs to compare between the two pictures in "Activity Book P.61".

The third hour

The pupils need to use video to enhance their reading experience. In order to revise vocabulary of places and prepositions of place, video clip can provide visual production of place.

Pre-listening and Pre-viewing

For productive learning, learners need to have a value of learning activity. The viewing activity should be related to the lesson. The scene will involve a variety of locations in the town in order to attain the goals of the video in teaching vocabulary of places and practice reading with the use of preposition of places.

1. Remind pupils of previous vocabulary of place, e.g.: market.
2. Tell pupils why they are going to see the program and provide them with video educational ideas. e.g.: description of an old town.

While Reading and Viewing

The viewing video will be chosen carefully to enhance pupil's attention to place such as: "library", market and how to use prepositions of places such as: opposite, between and next to describe the town.

1. Try to use focus question to improve pupils reading, e.g.: ask pupils to describe their town using there is/are.....
2. Ask pupils to make graphical analysis (comparisons/differences), e.g.: what is the difference between the town in the past and in the present
3. Ask pupils to read the words for buildings related to the pictures in order to enhance reading skills.
4. Tell pupils to write and read their own description of the viewing pictures.
5. Activities are written on separate sheets are distributed, and they ask pupils to match sentences with correct pictures

Finally, you listen and watch again: Then, let pupils read the vocabulary of places aloud and check their reading.

Post-reading and Viewing

Post-viewing activities should encourage pupils to use the vocabulary of places and prepositions of place in the description of their own town.

1. Test your pupils' vocabulary by asking series of true/false questions: e.g.: in the past, there was a market next to café.
2. Ask pupils to describe a similar town

Unit 23

Lesson1

The pupils should be introduced to text by viewing video fragments and video episodes in which interactive activities can be provided, and visual reinforcement of ideas. Video clips and pictures about different kinds of sports and activities are provided.

Pre-Listening and Viewing

1. Remind pupils with vocabulary for activities and adjectives to express ability in the past, and present; e.g.: "could" and "can"
2. Ask pupils what they can and can't do
3. Give pupils an idea about video's content.
4. Explain new vocabulary e.g.: "photograph"
5. Exchange information and ideas with pupils about the use of "can and could"
6. Ask pupils to watch silent view and predict the main sentences about the lesson.

While Reading and Watching

The video should be relevant to the pupils in order to motivate them to the reading process.

Cadre1

<p>Do you want to see some photographs, Omar? Yes please, grandpa!</p>
--

1. After silent viewing, the same cadre is shown again but read two or three times.
2. Reading the same text by all pupils.
3. Check pupils reading and comprehension
4. Encourage pupils to name the characters they can see.

Post-reading and Post-viewing

1. Ask pupils to say what they can see in the pictures
2. The whole cadre is shown again for more reinforcement.

Cadre2

When I was young, I could play football. I can't play football now.

While Reading and Viewing:

1. Tell pupils to look at the box in order to revise the new vocabulary.
2. Ask the class to give examples about what they can or can't do.
3. You can test your student's vocabulary by asking true/false questions, e.g.: Grandfather can play football now. "False"

Post-reading and Post –viewing

1. Ask pupils to write four sentences about what they could not do in the past and what they can do now.
2. Ask pupils to read key words in order to check their comprehension.

Cadre3

Omar: When you were young, could you run fast?

Grandfather: Yes I could but I can't run fast now

While Reading and Viewing

1. Let pupil listen and watch three times.
2. Ask pupil to write new vocabulary while reading and watching.
3. Write T or F .e.g.:

Now grandpa can't run fast.

Post-reading and Viewing

1. Let pupils listen and watch twice.
2. Ask questions about what they are watching in detail.
3. Pupils can talk about what their grandparents can or can't do now.

Cater 4

Omar: Could you play the piano.

Grandfather: No I couldn't but I can play the piano now!

While Reading and Viewing

1. Have the pupils watch the video segment, and then ask them to express their ability in the past and present.
2. Pupils can read individually or in pairs in order to enhance reading activities.
3. Every pupil tells his partner about the content of text and answer questions.

Post- reading and post-viewing

Let pupils discuss orally what they can or can't do.

Lesson 2

Unit 23

The video will start motivating activities in which learning and reading are supported and enhanced by video in order to stimulate pupil's English reading. Video segment that contains sport activities is selected.

Pre-reading and Viewing

1. You have to remind pupils of previous vocabulary for sport.
2. Let pupils watch video segment. Ask pupils what is the main idea of the lesson.
3. Ask pupils to talk about video segment.
4. Divide pupils into two groups and ask them what they can and can't do.

While Reading and Viewing

A video clip of each cadre is introduced on the screen without being read. After silent viewing, the same cadre is shown again but read two or three times. Finally, pupils are supposed to be able to read the text correctly.

Cadr1

study box

When I was young, I could play football.

I can't play football now.

(Shown on the screen but not read)

1. The pupil, will watch and listen twice, so they are expected to read the text in a correct way.
2. Short activities while viewing and reading can be done.

What can you do now?

What could you do in the past?

Ask pupils to read examples in study box and to match them to pictures.

Post-reading and Post-viewing:

1. Ask different pupils to read the same text to check their reading comprehension.
2. The whole cadre is repeated again for more development of the reading process.

Cadre2

Lama was young in these pictures.

What could she do?

She could talk when she was one.

She could walk when she was two.

She could swim when she was six.

She could speak English when she was seven.

She could play football when she was eight.

While Reading and Viewing:

1. Explain that the pictures show Lama. The video shows what she could when she was young.
2. The pictures are shown without writing what Lama could do.
3. Ask pupils what Lama could do when she was young.
4. Each picture is shown with the correct sentence which is related to it.
5. Let pupils listen and watch twice to enhance their reading comprehension.

Post-reading and Post-viewing:

1. Make a comparison between what grandfather could and couldn't do when she was young.
2. Discuss the answers orally.
3. Ask pupils at what age they could do the activities shown in the pictures.

Lesson 3

Unit 23

The video provides pupils with visual reinforcement of vocabulary learned in class. Lesson's plane is implemented for developing reading skills. Variety of pictures and videos about sports, activities and numbers are introduced.

Pre-reading and Viewing:

1. The teacher introduces the theme of the text to pupils through video clips or pictures about sports and computer.
2. Discussions are organized about previous vocabulary and exchanging information in order to arrive at some new vocabulary of the following lesson.
3. Ask pupils series of true/false questions about pictures and videos.

While Reading and Viewing:

Video clips and pictures are introduced about new vocabulary: e.g.: 'drive', 'run', 'football', and 'swim'. The new words are presented in sentences in order to focus on word recognition. Each word is written on the screen without being read; afterwards, it is shown but read from two to three times. Also, the same process is done for each cadre.

Cadre 1

When you were six, could you swim?

Yes, I could.

1. The pupils watch and listen twice.
2. Ask the same question for different pupils.
3. Give pupils the chance to ask each other the same question.
4. Read key words, e.g.: 'swim'

Post-reading and Post-viewing

1. Reading the same text by pupils.
2. Repeating key words.

While reading and viewing

Cadre2

When you were six could you...?	Yes, I could	No, I couldn't
Send an E mail?		
Speak English?		
Swim?		
Play football?		
Play computer?		
Run fast?		

1. Focus on picture and ask pupils to describe what they show.
2. divide the class into groups, read the examples.
3. Ask pupils on their groups to write their answers on the board.
4. Video clips or picture about each activity is presented.
5. Ask pupils if they could do a number of activities when they were younger.

Post-reading and Post-viewing

1. Asking different pupils the same questions.
2. The whole cadre is shown again for more emphasis on reading skills.

While Reading and Viewing

Cadre3

In my class, five people could run fast when they were six.

1. Viewing and reading the cadre twice.
2. Viewing is followed by discussion in groups.
3. Ask pupils short questions .e.g.:

How many people could run fast when they were six?

Post-reading and Post-viewing

1. Ask different pupils to talk about their class.
2. Focus on new words and show how they can use it to make sentences.

Appendix: B
The Pre/Post-Achievement Test of the Unit (22).

Maximum Degree 10

I. Read the following sentences , then watch the video and decide whether the sentence is true or false. Write T or F (2 marks)

- 1- There are no people living in Palmyra now.
- 2- Today, lots of people go to Palmyra.

II. After you watch and listen to the reading , then read the following sentences and choose the correct word (4 marks)

- 1- There (are, were) no people living there now.
- 2- In the past, there (was, were) an important road.
- 3- Today, there (is, was) a nice hotel.
- 4- In the past, there (are, were) many shops.

III. After you have watched and listened to the reading, read the following sentences and fill in the spaces with the suitable words (4 marks)

history, town, museum, many

- 1- Today, we are learning about the of Palmyra.
- 2- Palmyra was a big
- 3- There are old buildings.
- 4- There is an interesting

Answers:

I.

1. T
2. T

II.

1. are
2. was
3. is
4. were

III.

- 1- history
- 2- town
- 3- many
- 4- museum

Appendix: C
The Pre-/Post-Achievement Test of the Unit (23).

Maximum Degree 10

I. Watch and listen to conversation between Grandpa and Omar twice, then decide whether the sentence is true or false. Write T or F in the table below: (3 marks)

	Play tennis	Use a computer	Drive
When he was young			
Now			

II. After you have watched the video three times, read the following sentences and choose the correct word : (3 marks)

- 1- When I was young, I (could, can) play football.
- 2- I (could, can) play the piano now.
- 3- I (can't, couldn't) run fast now.

III. You will watch the video three times. Read the following sentences and match them with the correct pictures (4 marks)

1. He can ride a horse.



2. She can play the piano.



3. He could play football when he was two.



4. He can run fast.



Answers

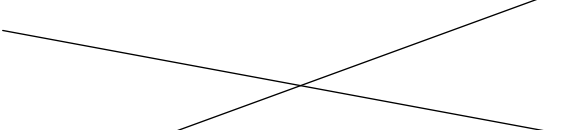

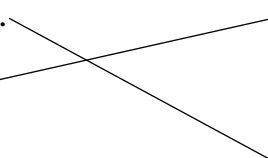

I.

	Play tennis	Use a computer	Drive
When he was young	T	F	F
Now	F	T	T

II.

1. could
2. can
3. can't

III.

1. He can ride a horse. 
2. She can play the piano. 
3. He could play football when he was two. 
4. He can run fast. 



Appendix: D

The Post- Immediate/ The Post- Postponed Total Achievement Test. Maximum 10 Degree:

I. After you have watched the video three times, read the following sentences and decide if the sentence is true or not. Write (T) or (F) : (3 marks)

- 1- Lama could talk when she was one.
- 2- She could swim when she was five.
- 3- She could speak English when she was seven.

II. Match the following sentences with the correct pictures. (2 marks)

1. There is a nice hotel.
2. There was a big market.



III. Read the following sentences and fill in the spaces with the suitable words (3 marks)

are, is, were

1. Theretwenty- five pupils in our class today.
2. Now, thereone bank in our town.
3. In the past, therelots of trees in the park.

IV . Put the following words in the right word order to make sentences (2 marks)

1. computer , use , couldn't , I
2. I,could, an ,e-mail, send.

Answers:

I.

1. T
2. F
3. T

II.

1. There is a nice hotel.



2. There was a big market.



III.

1. are
2. is
3. were

IV.

- 1- I couldn't use a computer.
- 2- I could send an email.

Appendix: E

Checklist

Dear Teachers

This list is a checklist to measure the pupils' performance in English reading skills. Check their performance during reading texts. Put (✓) in suitable cell.

Sex: Male - Female

Checklist Items:

No	Items	Level of performance		
		Undone	Sometimes Done	Done
1	To pronounce new vocabulary correctly.			
2	To pronounce combined letters (e.g.: ch, sh, th...) correctly			
3	To read the text fluently.			
4	To take into consideration punctuation marks during reading.			
5	To reduce and raise intonation where it is necessary.			
6	To predict the title of the text after reading it.			
7	To identify the general ideas of every paragraph.			
8	To identify specific information.			
9	To summarize the text.			
10	To arrange words to make sentences.			

Appendix: F

Names of Professors Who Control The Instruments

No	Name	Specialization	Work place	
1	Prof. Adnan Al-Ahmad	Foundation of Education	Faculty of Education	Damascus University
2	Prof. Ali Saud Hasan	Methodology of Teaching English	Faculty of Education	
3	Prof. Fawaz Al-Abdullah	Instructional Technology	Faculty of Education	
4	Prof. Hashim Ibrahim	Methodology of Teaching Mathematics	Faculty of Education	
5	Dr. Ismahan Ali Jafar	Methodology of Teaching History	Faculty of Education	
6	Dr. Rana Kawshaha	Measure and Evaluation	Faculty of Education	
7	Dr. Suad Maroof	Methodology of Teaching English	Faculty of Education	
8	Dr. Mouhammad Sheikho	Curricula and Methods of Instruction	Faculty of Education	
9	Dr. Ghassan Mansour	Psychology	Faculty of Education	
10	Prof. Abeer Zahra	English Language	Faculty of Humanities and Social Sciences	Tishreen University
11	Prof. Yaser Ibraheem	English Language	Faculty of Humanities and Social Sciences	
12	Dr. Naser Abd Al-Hameed	English Language	Faculty of Humanities and Social Sciences	

13	Mr. Ahmad Saud Hasan	Supervisor of English language	Educational zone in Qunaitera	Educational zone in Qunaitera
14	Faleh Al-Asaad	Supervisor of English language	Educational zone in Qunaitera	
15	Marwan Rahal	Supervisor of English language	Educational zone in Qunaitera	
16	Mr. Mouhammad Autki	Linguistics	Faculty of Humanities and Social Sciences	Aleppo University

Appendix: G

The Scenario – Writing

Lesson One

During the scenario – writing stage the researcher was looking for ways of maximizing reading comprehension. But the problem was that movies were long, and teaching hours were short. So, the researcher tried to fit films into a classroom schedule. The scenario stage included the following points:

- 1-** The introduction of the lesson started by illustrated talk about the story of the film by showing four or five scenes for their comprehensibility and impact.
- 2-** The prediction activity for comprehension of the test of the next section would depend on the film.
- 3-** The first five minutes of the film used to establish the setting, characters, relationships, and themes of the lesson.
- 4-** Historical background about Palmyra was presented through four of five scenes.
- 5-** Selecting new vocabularies such as: history, museum, and buildings.
- 6-** Reading the new vocabularies two or three times, and selecting one or two scenes for more explanation.
- 7-** The new words were explained by audio-visual practices.
- 8-** The video programme allowed pupils to view actual objects and realistic scenes, and to listen to narration.
- 9-** The video materials were chosen in a way to increase learners'engagement, motivation, and satisfaction.
- 10-**Reading words and sentences two or three times in the scene which enabled pupils to increase their reading comprehension.
- 11-**Comparing words and pictures in a way to increase vocabulary comprehension.
- 12-**Each text was presented in a video clip, and then each one was written on the screen without being read.
- 13-**After silent viewing, the text was read two or three times in order to increase pupils' ability to read.
- 14-**Giving short film in order to increase pupils' ability to summarize the lesson.

Appendix: H

The Approval of Applying The Experiment

جامعة دمشق
كلية التربية
قسم المناهج وأصول التدريس

قام الباحث غيث محمد سلمان بتطبيق تجربته الرئيسية المؤلفة من برنامج تعليمي بعنوان :

" فاعلية برنامج فيديو تعليمي في تحسين مهارات القراءة في اللغة الانكليزية - دراسة شبه تجريبية لدى طلبة الصف الثالث في التعليم الأساسي في محافظة القنيطرة "

في مدرسة الشهيد عوض السيد وذلك في شهر نيسان من الفصل الثاني للعام الدراسي ٢٠١٠-٢٠١١ وفق البرنامج الأسبوعي للمدارس .

مدير مدرسة الشهيد عوض السيد



- توجد فروق ذات دلالة إحصائية بين متوسط درجات المجموعة التجريبية، ومتوسط درجات المجموعة الضابطة، وذلك في التطبيق البعدي لبطاقة الملاحظة.

- لا توجد فروق ذات دلالة إحصائية بين متوسط درجات التلاميذ الذكور في المجموعة التجريبية، ومتوسط درجات التلميذات الإناث في المجموعة نفسها، وذلك في التطبيق البعدي لبطاقة الملاحظة.

٩- مقترحات البحث وتوصياته: يقترح الباحث ما يلي:

- تشجيع استخدام تقنيات التعليم بشكل عام، وتقنية الفيديو بشكل خاص، وذلك في عملية تعليم مهارات اللغة الإنكليزية.
- تجهيز البيئة المدرسية عامةً والصفوف خاصةً بشكل يسهّل استخدام التقنيات الحديثة في عملية التعليم والتعلم؛ حيث لاحظ الباحث أثناء التطبيق أنّ النواذ تحتاج إلى ستائر، أضف إلى ذلك أن معظم مآخذ الكهرباء غير صالحة.
- تدريب المعلمين والمربين على استخدام التطبيقات التقنية الحديثة في عملية التعليم والتعلم بمهارة.
- تدريب التلاميذ والطلبة في كافة المراحل على التكيف مع استخدام التطبيقات التقنية الحديثة في عملية التعليم والتعلم.
- إعداد خبراء في مجال إنتاج برامج تعليمية فعالة سواءً كان ذلك بوساطة الحاسوب أو بوساطة الفيديو.
- تعليم مهارات القراءة في اللغة الإنكليزية في سياق تعليم اللغة الإنكليزية عامة، والابتعاد عن تعليمها بشكل منفصل.
- تصميم برامج فيديو تعليمية وفقاً لحاجات المتعلمين بحيث يشعر المتعلم بأنه جزء لا يتجزأ من البيئة الحقيقية للناطق الأصلي باللغة الإنكليزية.
- إجراء أبحاث أخرى حول دور الفيديو التعليمي في تحسين مهارات القراءة الأخرى من أجل الوصول إلى نتائج تؤكد ما سبق.
- الاطلاع على أبحاث مشابهة أخرى حول استخدام تقنيات الفيديو وتقنيات الحاسوب، وذلك لتعليم اللغة الإنكليزية وبقية المواد التعليمية الأخرى.
- إصدار مجلة متخصصة في تقنيات التعليم حيث يمكن للباحث نشر دراساته فيها بسهولة.

وهي قيمة كبيرة جداً وتفسر على النحو التالي: إنّ التعليم بوساطة برنامج الفيديو التعليمي أفضل من التعليم باستخدام الطرائق التقليدية بنسبة (٩٤%). وفيما يتعلق بمتغير الجنس، فقد أكدت الدراسة عدم وجود فروق جوهرية بين تحصيل التلاميذ الذكور والتلميذات الإناث مما يؤكد مراعاة برنامج الفيديو لحاجات كل من الجنسين على حدّ سواء. وعلى صعيد مناقشة فرضيات البحث، أكدت الدراسة على صحة الفرضيات التالية:

- توجد فروق ذات دلالة إحصائية بين متوسط درجات المجموعة التجريبية، ومتوسط درجات المجموعة الضابطة في الاختبار التحصيلي البعدي للوحدة (٢٢).

- توجد فروق ذات دلالة إحصائية بين متوسط درجات المجموعة التجريبية، ومتوسط درجات المجموعة الضابطة في الاختبار التحصيلي البعدي للوحدة (٢٣).

- توجد فروق ذات دلالة إحصائية بين متوسط درجات المجموعة التجريبية، ومتوسط درجات المجموعة الضابطة في الاختبار التحصيلي البعدي الفوري الكلي.

- توجد فروق ذات دلالة إحصائية بين متوسط درجات المجموعة التجريبية، ومتوسط درجات المجموعة الضابطة في الاختبار التحصيلي البعدي المؤجل الكلي.

- لا توجد فروق ذات دلالة إحصائية بين متوسط درجات التلاميذ الذكور في المجموعة التجريبية، ومتوسط درجات التلاميذ الإناث في المجموعة نفسها، وذلك في الاختبار التحصيلي البعدي للوحدة (٢٢).

- لا توجد فروق ذات دلالة إحصائية بين متوسط درجات التلاميذ الذكور في المجموعة التجريبية، ومتوسط درجات التلاميذ الإناث في المجموعة نفسها، وذلك في الاختبار التحصيلي البعدي للوحدة (٢٣).

- لا توجد فروق ذات دلالة إحصائية بين متوسط درجات التلاميذ الذكور في المجموعة التجريبية، ومتوسط درجات التلاميذ الإناث في المجموعة نفسها، وذلك في الاختبار التحصيلي البعدي الفوري الكلي.

- لا توجد فروق ذات دلالة إحصائية بين متوسط درجات التلاميذ الذكور في المجموعة التجريبية، ومتوسط درجات التلاميذ الإناث في المجموعة نفسها، وذلك في الاختبار التحصيلي البعدي المؤجل الكلي.

البحث بتطبيق الاختبارات القبليّة على تلاميذ المجموعتين الضابطة والتجريبية، ثمّ علّم المجموعة التجريبية باستخدام برنامج الفيديو، والمجموعة الضابطة باستخدام الطريقة التقليدية، وبعد ذلك

طبق الاختبارات البعدية على أفراد المجموعتين أيضاً، وقام بمقارنة بين نتائج المجموعتين، وعلى أساسها استخلص النتائج.

- **متغيرات البحث:** يوجد نوعان من المتغيرات:

• **متغيرات مستقلة:**

طريقة التعليم ولها مستويان: طريقة التعليم باستخدام برنامج الفيديو، طريقة التعليم باستخدام الطريقة التقليدية.

الجنس: وله مستويان أيضاً: الذكور - الإناث.

• **متغيرات تابعة:** وهي درجات التلاميذ على الاختبارات التحصيلية القبلية والبعدية والمؤجلة، كذلك درجاتهم على بطاقة الملاحظة.

- **أدوات البحث:** اعتمد الباحث في استخلاص النتائج على مجموعة من الأدوات:

برنامج الفيديو التعليمي: صمم الباحث هذا البرنامج بشكل يغطي مهارات القراءة في اللغة الإنكليزية الموجودة في الوجدتين (٢٢ - ٢٣) في مقرر اللغة الإنكليزية لدى تلاميذ الصف الثالث الأساسي.

الاختبارات التحصيلية: اعتمد الباحث على ثلاثة اختبارات تحصيلية، هذا وقد أُطلق على هذه الاختبارات أسماء حسب مراحل تطبيقها؛ فمثلاً إذا طبقت قبل تنفيذ التجربة سميت اختبارات قبلية، وإذا طبقت بعد التجربة، سميت اختبارات بعدية. والاختبارات هي:

- الاختبار التحصيلي القبلي/البعدي للوحدة (٢٢).
- الاختبار التحصيلي القبلي/البعدي للوحدة (٢٣).
- الاختبار التحصيلي الكلي القبلي/البعدي/المؤجل.

بطاقة الملاحظة: أعد الباحث بطاقة ملاحظة من نوع قائمة التحقق (Checklist)، وذلك لقياس مهارات القراءة لدى عينة البحث شفهيًا.

٨- **نتائج البحث:** لقد أثبتت التجربة بما لا يدع مجالاً للشك تفوق تلاميذ المجموعة التجريبية التي تعلمت مهارات القراءة بوساطة برنامج الفيديو التعليمي على تلاميذ المجموعة الضابطة التي تعلمت مهارات القراءة نفسها باستخدام الطريقة التقليدية، وهذا كان واضحاً في الاختبارات التحصيلية كلها، وكذلك في بطاقة الملاحظة. أما إحصائياً فقد وصلت قيمة حجم الأثر في أدنى قيمة له إلى (٠.٩٤)

-لا توجد فروق ذات دلالة إحصائية بين متوسط درجات المجموعة التجريبية ومتوسط درجات المجموعة الضابطة، وذلك في التطبيق البعدي لبطاقة الملاحظة.

-لا توجد فروق ذات دلالة إحصائية بين متوسط درجات التلاميذ الذكور في المجموعة التجريبية ومتوسط درجات التلاميذ الإناث في المجموعة نفسها، وذلك في التطبيق البعدي لبطاقة الملاحظة.

٦-حدود البحث: لقد أجري البحث الحالي ضمن الحدود التالية:

-**حدود العينة:** اقتصر البحث على عينة من تلاميذ الصف الثالث الأساسي في محافظة القنيطرة.

-**حدود الزمن:** أجري البحث خلال الفصل الدراسي الثاني من العام الدراسي (٢٠١١ - ٢٠١٢).

-**حدود المكان:** اقتصر البحث الحالي على المدارس الرسمية الموجودة في محافظة القنيطرة.

-**الحدود العلمية:** اقتصر البحث الحالي على تطوير بعض مهارات القراءة في اللغة الإنكليزية لدى تلاميذ الصف الثالث الأساسي مثل مهارة فهم وقراءة المفردات، فهم بناء المفردات والجمل، التنبؤ، المقارنة والتلخيص.

٧- منهجية البحث:

-**مجتمع البحث وعينته:** يتألف مجتمع البحث من جميع تلاميذ الصف الثالث الأساسي الذي يدرسون في مدارس الحلقة الأولى من مرحلة التعليم الأساسي في محافظة القنيطرة. اختار الباحث من هذا المجتمع عينة مقصودة لإجراء دراسته. تألفت العينة من (٦٠) تلميذاً وتلميذة، ثم قسّم الباحث هذه العينة إلى مجموعتين.

المجموعة التجريبية: تتألف هذه المجموعة من (٣٠) تلميذاً وتلميذة. قام الباحث بتعليم تلاميذ هذه المجموعة بعض مهارات القراءة الموجودة في كتاب اللغة الإنكليزية المخصص لهم من خلال برنامج الفيديو التعليمي المصمم لهذه الغاية.

المجموعة الضابطة: تتألف هذه المجموعة من (٣٠) تلميذاً وتلميذة. قام الباحث بتعليم تلاميذ هذه المجموعة بعض مهارات القراءة الموجودة في كتاب اللغة الإنكليزية المخصص لهم وذلك باستخدام الطريقة التقليدية.

-**منهج البحث:** اعتمد الباحث على المنهج شبه التجريبي في إجراء هذه الدراسة نظراً لتناسبه مع طبيعة الدراسة الحالية، وقد حاول في هذا البحث الابتعاد عن استخدام المنهج التجريبي نظراً لصعوبة ضبط المتغيرات كما هو الحال في البحوث الطبية أو المخبرية. كما قام الباحث اعتماداً على هذا

• قياس فاعلية برنامج الفيديو التعليمي في مدى تمكين التلاميذ من الاحتفاظ بالمعلومات التي تعلموها نتيجة استخدامهم لهذا البرنامج.

• دراسة الفروق بين الذكور والإناث في اكتساب مهارات القراءة التي تعلمها التلاميذ باستخدام برنامج الفيديو التعليمي.

٥- **فرضيات البحث:** اختبر الباحث الفرضيات التالية عند مستوى دلالة (٠.٠٥):

- لا توجد فروق ذات دلالة إحصائية بين متوسط درجات المجموعة التجريبية ومتوسط درجات المجموعة الضابطة في الاختبار التحصيلي البعدي للوحدة (٢٢).

- لا توجد فروق ذات دلالة إحصائية بين متوسط درجات المجموعة التجريبية ومتوسط درجات المجموعة الضابطة في الاختبار التحصيلي البعدي للوحدة (٢٣).

- لا توجد فروق ذات دلالة إحصائية بين متوسط درجات المجموعة التجريبية ومتوسط درجات المجموعة الضابطة في الاختبار التحصيلي البعدي الفوري الكلي.

- لا توجد فروق ذات دلالة إحصائية بين متوسط درجات المجموعة التجريبية ومتوسط درجات المجموعة الضابطة في الاختبار التحصيلي البعدي المؤجل الكلي.

- لا توجد فروق ذات دلالة إحصائية بين متوسط درجات التلاميذ الذكور في المجموعة التجريبية ومتوسط درجات التلاميذ الإناث في المجموعة نفسها، وذلك في الاختبار التحصيلي البعدي للوحدة (٢٢).

- لا توجد فروق ذات دلالة إحصائية بين متوسط درجات التلاميذ الذكور في المجموعة التجريبية ومتوسط درجات التلاميذ الإناث في المجموعة نفسها، وذلك في الاختبار التحصيلي البعدي للوحدة (٢٣).

- لا توجد فروق ذات دلالة إحصائية بين متوسط درجات التلاميذ الذكور في المجموعة التجريبية ومتوسط درجات التلاميذ الإناث في المجموعة نفسها، وذلك في الاختبار التحصيلي البعدي الفوري الكلي.

- لا توجد فروق ذات دلالة إحصائية بين متوسط درجات التلاميذ الذكور في المجموعة التجريبية ومتوسط درجات التلاميذ الإناث في المجموعة نفسها، وذلك في الاختبار التحصيلي البعدي المؤجل الكلي.

الخلاصة

١- مقدمة:

ليست اللغة مجرد أداة يعبر الناس من خلالها عن مشاعرهم وافكارهم وقيمهم، بل إنها أيضا تمثل الهوية الثقافية والاقتصادية والاجتماعية لمجتمع ما كونها أداة التواصل اليومية بين الناس. ولهذا أعطى المربون أهمية كبيرة لطرائق تعليم اللغات بشكل عام واللغات الأجنبية بشكل خاص؛ فمن خلال تعليم لغة قوم ما يمكن الاطلاع على ثقافة أولئك القوم ومن ثمّ الاستفادة منها. لقد أعطى المربون أهمية كبيرة لتعليم اللغة الإنكليزية بشكل عام ومهارات القراءة في تلك اللغة بشكل خاص. في الواقع هذا البحث يحاول تجريب طريقة جديدة لتعليم مهارات القراءة في اللغة الإنكليزية وهذه الطريقة تعتمد على التطبيقات التقنية عامة وتقانة الفيديو بشكل خاص. لقد صمم الباحث برنامج فيديو تعليمي لتعليم مهارات القراءة في اللغة الإنكليزية لتلاميذ الصف الثالث الأساسي في محافظة القنيطرة، محاولاً بذلك الكشف عن أثر استخدام هذه التقنية في التعليم.

٢ - مشكلة البحث: حدد الباحث مشكلة البحث بالسؤال التالي: ما فاعلية برنامج الفيديو التعليمي في تحسين مهارات القراءة في اللغة الإنكليزية لدى تلاميذ الصف الثالث الأساسي في محافظة القنيطرة؟

٣- أهمية البحث: تتبع أهمية البحث من النقاط التالية:

- أهمية اللغة الإنكليزية كلغة عالمية.
- أهمية تعليم اللغة الإنكليزية كلغة أجنبية ثانية في مدارسنا.
- أهمية تعليم مهارات القراءة في اللغة الإنكليزية.
- أهمية التعليم من خلال التكنولوجيا بشكل عام، ومن خلال تقنية الفيديو بشكل خاص.

٤- أهداف البحث - يهدف البحث إلى تحقيق الأهداف التالية:

- تصميم برنامج فيديو تعليمي لتطوير مهارات القراءة في اللغة الإنكليزية لدى تلاميذ الصف الثالث الأساسي في محافظة القنيطرة.
- قياس فاعلية برنامج الفيديو التعليمي في تطوير مهارات القراءة في اللغة الإنكليزية لدى تلاميذ الصف الثالث الأساسي في محافظة القنيطرة.

المخلص

هدفت هذه الدراسة إلى قياس فاعلية برنامج الفيديو التعليمي في تطوير مهارات القراءة في اللغة الإنكليزية لدى تلاميذ الصف الثالث الأساسي. صمم الباحث برنامجاً تعليمياً بوساطة الفيديو لتعليم مهارات القراءة في اللغة الإنكليزية، ثم اختار عينة مؤلفة من (٦٠) تلميذاً وتلميذة من الصف الثالث - مرحلة التعليم الأساسي - الحلقة الأولى من المدارس الرسمية في محافظة القنيطرة. وقد اعتمد الباحث على المنهج شبه التجريبي، فقسم العينة بالتساوي إلى مجموعتين؛ تجريبية تتعلم مهارات القراءة بوساطة برنامج الفيديو التعليمي، وضابطة تتعلم مهارات القراءة نفسها التي تعلمتها المجموعة التجريبية ولكن بوساطة الطريقة التقليدية. قارن الباحث بين نتائج المجموعتين على بطاقة ملاحظة، وعدد من الاختبارات التحصيلية المعدة لغرض قياس مهارات القراءة في اللغة الإنكليزية.

توصلت الدراسة إلى مجموعة من النتائج، أهمها:

وجود فروق ذات دلالة إحصائية بين متوسط درجات المجموعة التجريبية ومتوسط درجات المجموعة الضابطة في:

- الاختبار التحصيلي البعدي للوحدة (٢٢)، حجم الأثر (٠.٩٥).
- الاختبار التحصيلي البعدي للوحدة (٢٣)، حجم الأثر (٠.٩٤).
- الاختبار التحصيلي الكلي البعدي الفوري، حجم الأثر (٠.٩٤).
- الاختبار التحصيلي الكلي البعدي المؤجل، حجم الأثر (٠.٩٥).
- التطبيق البعدي لبطاقة الملاحظة، حجم الأثر (٠.٩٤).

وقد جاءت هذه الفروق في صالح تلاميذ المجموعة التجريبية.

لا توجد فروق ذات دلالة إحصائية بين متوسط درجات التلاميذ الذكور في المجموعة التجريبية ومتوسط درجات التلاميذ الإناث في المجموعة نفسها، وذلك في:

- الاختبار التحصيلي البعدي للوحدة (٢٢).
- الاختبار التحصيلي البعدي للوحدة (٢٣).
- الاختبار التحصيلي الكلي البعدي الفوري.
- الاختبار التحصيلي الكلي البعدي المؤجل.
- التطبيق البعدي لبطاقة الملاحظة.

تؤكد النتائج السابقة أنّ تعليم مهارات القراءة في اللغة الإنكليزية بوساطة برنامج الفيديو التعليمي أفضل من تعليمها بوساطة الطريقة التقليدية بنسبة (٩٤%) كحدّ أعلى، كما تؤكد النتائج أيضاً أنّ برنامج الفيديو التعليمي ساعد كلا من ذكور وإناث المجموعة التجريبية في تطوير مهارات قراءة اللغة الإنكليزية بالمستوى نفسه. أوصت الدراسة بضرورة استخدام تكنولوجيا التعليم عامة، وتكنولوجيا الفيديو خاصة في عملية التعليم والتعلم.



جامعة دمشق

كلية التربية

قسم المناهج وطرائق التدريس

فاعلية برنامج فيديو تعليمي في تحسين مهارات القراءة في اللغة الإنكليزية
دراسة شبه تجريبية لدى طلبة الصف الثالث في
التعليم الأساسي في محافظة القنيطرة
بحث مقدم لنيل درجة الماجستير في تقنيات التعليم

إعداد الطالب

غيث محمد سلمان

إشراف الأستاذ الدكتور

علي سعود حسن

الأستاذ في قسم المناهج وطرائق التدريس

للعام الدراسي ٢٠١٣ - ٢٠١٤