Using Synthetic Phonics Based Videos to Develop EFL Primary Stage Pupils' Literacy Skills

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Abstract

This study surveyed the effects of using synthetic phonics based videos on improving primary stage pupils' EFL literacy skills at AlNasr School for basic education during the first semester of the academic year 2020/2021. It adopted the experimental design using two groups: an experimental and a control group. The synthetic phonics based videos were used to instruct experimental group. A pre-post literacy skills test was the main instrument to assess pupils' literacy skills. Results indicated that there was a statistically significant difference between the mean score of the experimental group on the pre-post administrations of the literacy skills test in favor of the post one. Moreover, there was a statistically significant difference between the mean score of the control group and the experimental group on the post administrations of the literacy skills test in favor of the experimental group. Thus, the proposed synthetic phonics approach-based videos proved to be effective in improving EFL primary stage pupils' literacy skills. More research is needed for developing literacy skills using synthetic phonics approach.

Key words*:* synthetic phonics, EFL Literacy Skills, primary pupils

مستخلص الدراسة:

يعد اكساب طلاب المرحلة الابتدائية مهارات القراءة والكتابة احد اهم خطوات تكوين شخص متعلم قادر علي القراءة والكتابة وقد هدفت هذه الدراسة الى التحقق من اثر استراتيجية الطريقة الصوتية التركيبية لتحسين مهاراتي القراءة والكتابة لدي تلاميذ الصف الثالث الابتدائي وقد تبنت الدراسة التصميم التجريبي باستخدام مجموعتين احداهما تجريبيه والاخرى ضابطه حيث تم تدريس المجموعة التجريبية باستخدام استراتيجية الطريقة الصوتية التركيبية بينما تم تدريس المجموعة الضابطة باستخدام الطريقة التقليدية وقد اجريت الدراسة في مدرسة النصر للتعليم الاساسي – مركز بلقاس – محافظه الدقهلية واستخدمت الباحثة قائمة لتحديد مهارات القراءة والكتابة اللازمة لطلاب الصف الثالث الابتدائي بجانب اختبار المهارات الفرعية لمهارات القراءة والكتابة من

خــلال اختبــار قبلي وبعدي وقد اسفرت النتائج عن وجود تحسن في مستوى طلبة الصــف الثالــث الابتدائي المجموعــة التجريبيــة في اختبــار مهــارتي القراءة والكتابــة و بعد ذلك عند مقارنــة درجـات الطلبــة قبــل وبعـد تطبيـق المعالجـة اكـدت النتـائج فاعليـة اسـتخدام اسـتراتيجية الطريقـة الصــوتية التركيبية المعتمدة علي الفيديوهات في تدريس مهارتي القراءة والكتابة وفي ضـوء هذه النتائج قدمت الدراسة عدد من التوصيات تتعلق بأهمية استخدام هذه الاستراتيجي في تدريس اللغة الانجليزية.

Introduction:

The ability to read and write is one of the most important skills that children should attain during their early years. It is the first step for pupil's continuing education. To be able to read and write correctly, pupils should first be aware of the phonemic system. They should learn how to convert letters into phonetic codes to be able to read and vice versa, they should learn how to convert phonetic codes into letters to be able to write. Therefore, teachers should focus on phonics to teach young pupils how to read write.

Phonics is a reading approach that focuses on the relationship between letters and their spellings(Blevins, 2001). It begins with teaching letter-sound correspondences, then blending sounds/letters together to form syllables, after that blending syllables to make words. Teaching letter sound relationship helps learners to recognize familiar words accurately and automatically. In addition to helping them to decode new words correctly.

There are two types of phonics. The most prominent approaches are synthetic phonics and analytic phonics (Rose, 2006). Analytic phonics is an approach in which "word parts are taught before individual grapheme" (Callinan & van der Zee, 2010). Teaching begins at the whole word level then showing pupils some patterns introduced using the 'look and say approach (Johnston et al., 2012). On the other hand, there is a new world trend towards synthetic phonics regarded as a more accelerated form of phonics. Synthetic phonics is an approach which teaches the letter sound relationships. It reinforces reading English language systematically and readily by enhancing blending (Konza, 2014). Synthetic phonics provides pupils with the basic code knowledge which is needed for decoding the context of any book.

However, writing mechanics and skills should not be neglected and teachers should not be concerned with the coding process of the spoken sounds only. Learning how to write is of the same importance as learning how to read. Thus, it is important for teachers to give a special consideration

to the writing mechanics and skills from the very beginning of the education process (Dombey, 2013).

There are many technological trends that help learners to improve their literacy skills and help teachers to present their teaching in innovative ways and less costly. One example of those technological tools is online videos which are available on different sites such as YouTube, Videvo, DailyMotion and vimeo (Karppinen , 2005). Videos have many benefits. They are considered interactive tools. They are also a Lasting Record. They provide a lasting record of classroom interactions. They offer many options such as replay and pause. One can return to a particular part, point or statement repeatedly, freeze the video on whatever he wants and revisit a specific video many times.

Synthetic phonics based videos:

Synthetic phonics approach was in use a long time before the whole language approaches as it began in the 1st Century AD, when a Roman instructor, called Quintilian, put some letters on a number of tables to teach kids to read. Its appearance was due to the short comings of whole-language approaches (Smith, 2011).

Synthetic phonics is a fast multisensory way for teaching children how to read and write. Being a multisensory approach, it is highly attractive for pupils as they need physical movements and activities for their thinking. Synthetic phonics is not only a fast but also a highly effective method for teaching and learning how to read (Watson, 1998). It works by rapidly teaching the pupils, starting with the smallest units of speech – teaching them the sounds, and building up bigger units by blending the sounds together. It is regarded a part-to-whole approach which begins with teaching children letter-sound relationships in a clearly defined sequence (Eshiet,2014). .

Smith (2011) stated that there are many researches such as the Rose Report that recommend to teach phonics systematically as it provides instructors with lessons that teach a set of phonic elements in a particular order, based on linguistic factors about which sounds are easiest for students to produce at an early age.

There are many studies which did not approve using phonics for developing literacy skills and others that found it more than appropriate. Here are some of the allegations against phonics and how they were replied:

Whole language supporters contradict phonics approach claiming that it is difficult for young children to identify letters and sounds in isolation

and that it is much more easier to identify them when they are in words and a child can name twenty six familiar words easier than naming twenty six letters of alphabet. However, later studies did not approve whole word reading rather, they asserted that skilled readers manipulate all the letters in a word (Eshiet, 2014).

Wyse and Goswami (2008) claim that synthetic phonics is not appropriate to deal with the English language with its complex alphabetic system and its confusing phonological syllable structures. In addition to having several phonological rules and exceptions thus many of them are un teachable. Indeed, rules are an easy way to know how words are pronounced and learners can imply them on unseen words to read them by themselves using the phoneme-grapheme structure and teaching the pupil to blend the sounds to make up the word. For the exceptions, synthetic phonics teaches the child how to tackle the exceptions.

In addition, whole method advocates believe that whole method is more enjoyable than synthetic methods because it enables children to use words that they have learnt and produce sentences. Whole word method works by getting children to memorize the most common words, thus they will be able to identify and read those words quickly. The more their sight words repertoire grows, the more fluent they will be. Thus, they finally have fun while reading (Eshiet, 2014). However, it is a little bit unpractical as young children have to learn every new word and he/she will not be able to do this without the assistant of the teacher or any other person who knows the word (Rayner& Reichle, 2006).

Review of literature:

A number of researches had been done on investigating the relationship between synthetic phonics- based videos and literacy skills.

Using synthetic phonics in teaching literacy skills:

A number of studies have been conducted using synthetic phonics to improve EFL writing and reading skills. Watson (1998) made an investigation of the effects of phonics teaching on children's progress in reading and spelling using a sample of 12 Primary classes. The results indicated that explicit synthetic phonics (a) accelerated reading, spelling and phonemic awareness more rapidly than just learning the letter sounds at an accelerated pace and (b) produced a higher percentage of orthographic spelling errors than in the other conditions.

Nensiri & Sukavatee (2018) also conducted a research on the use of phonics instruction to enhance pupils' reading ability. The target group was

thirty Grade three pupils joined the English course in the second semester of academic year 2015 at Nam Yuen School, Nam Yuen District, Ubon Ratchathani Province. It depended on five lesson plans based on phonics instruction. It used some tests before and after each lesson. The findings indicated a statistically significant main effect (P <.001) revealing that there was a significant difference between the mean scores of the pre-test and the post-test which means that the oral reading ability of the pupils increased after being taught through phonics.

Johnston & Watson (2005) conducted a study on the effectiveness of a synthetic phonics treatment in teaching reading and spelling. It was consisted of about 300 children in Primary one who were divided into three groups. One group learnt by the synthetic phonics method, the other by the standard analytic phonics method, and the third by an analytic phonics treatment that embraced systematic phonemic awareness teaching without reference to print. At the end of the treatment, the synthetic phonics taught group were seven months ahead in reading and spelling of their peers. They read words around seven months ahead of the other two groups. In spelling, they were eight to nine months ahead.

Similarly, Eshiet (2014) conducted a study on using synthetic phonics as a strategy for improving the reading skills of Nigerian pupils which included 226 pupils, 9 teachers and 9 schools. It used experimental and control groups. The results asserted that pupils were more eager to learn in the cooperative and attractive environment offered by the synthetic phonics treatment. Also, teachers were more confident to teach English language and they found the synthetic phonics treatment very useful and easy to use. Moreover, there was a significant change in the pupils' improvement in the reading skills in the synthetic phonics groups compared to the pupils in the control groups. The study concluded that synthetic phonics is a possible strategy for improving the reading skills of Nigerian pupils.

Farokhbakht & Nejadansari (2015) also conducted a study on the effect of using synthetic multisensory phonics in teaching literacy on EFL young learners. It included 100 zero-beginners of English aged between 10 and 12. The participants were randomly allocated to either experimental or control classes. After a one-month English course, all the participants took a reading and a spelling test. The results proved that the experimental (Jolly Phonics) group had a better performance on the reading and spelling tests.

The impact of videos on developing learners different skills:

Mohammadian, et al. (2018) conducted a study on the Effect of using video technology on developing reading comprehension of Iranian intermediate EFL learners to test the effect of video materials on improving EFL learners' reading comprehension . A Longman Placement Test was done for 30 EFL learners to ensure that learners are at the same level of proficiency. The participants were divided into two groups (an experimental group and a control group). Then, a pre-test of reading comprehension was conducted to measure the participants' reading comprehension. The participants of experimental group used video files while the control group received conventional approaches of teaching reading comprehension. Finally, all the participants were assigned a reading comprehension post-test. The results of the study indicated that video materials had a significant effect on developing reading comprehension of Iranian intermediate EFL learners.

Yükselir & Kömür (2017) conducted a study on using online videos to improve speaking abilities of EFL learners. It aims at developing the EFL pupils' speaking abilities by using online videos. Twenty low level pupils in five classes in an English Language prep class at Osmaniye Korkut Ata University in Turkey participated in this study. The study depended on five online videos. These online videos were taken from YouTube, BBC, VOA and TED. The data were analyzed by using t-test. Results indicated that the speaking ability of the experimental group who watched videos improved and that they scored higher grades than the control group. Thus, it can be concluded that using online videos in classes can be of fundamental importance and can be effective in improving EFL learners' speaking ability.

Pilot study:

While teaching the third year primary school pupils, the researcher noticed that there was a problem with learners' literacy. They read previously studied words correctly but they were unable to read simple new words that shared the same phonetic rules. This made the researcher anxious to conduct a pilot study on a group of twenty pupils of the third year of the primary stage using a test of five questions to estimate the extent of the problem that students have. The first two questions tested learners ability to read and write previously studied words. Results were as follows:

Table (1)

Learners' Ability to Read and Spell Previously Studied Words

No.	type of question	Maximum score	M.	SD.	Percentage
1	Reading	4	2	1.67	**61.54%**
2	Spelling	6	4.42	2.24	**80.77%**
	Total	10	6.42	3.91	**65.38%**

This table indicated that the learners' ability to read and spell previously studied words was 65%.

The third, fourth, and fifth questions tested the learners ability to read and write new unseen words of the same phonetic rules as the first and second questions. Results were as follows:

Table (2)

Pupils' Ability to Read and Write New Unseen Words

No.	Tested skills	Maximum	M.	SD.	Percentage
Question3	Spelling	10	3.58	2.77	**42.31%**
Question 4	Reading	10	2.65	2.78	**11.54%**
Question5	Writing Mechanics	10	2.08	1.83	**11.54%**
The overall test	Total	30	8.31	6.37	**19.23%**

Results indicated that the mean score was 8.31 which represents 19.23%. Comparing it with the previous percentage 65%, it could be noticed that learners are unable to read or spell simple unseen words although they are similar to the previously studied words in the phonetic rules.

Statement of the problem:

Based on the researcher's teaching experience and the results of the pilot study, the problem of the study was stated as follows:

The third year primary stage pupils have problems in basic reading and writing skills. They are unable to read or write words which they weren't exposed to previously. They deal with English as words to be memorized and learnt by heart.

Questions of the study:

1. What are the literacy skills which the primary stage pupils need to acquire ?

2. What are the characteristics and standards for designing synthetic phonics based videos?
3. How far is synthetic phonics effective in improving the third primary stage pupils' literacy?

Purpose of the study:

The current study aims at:

1. Developing the pupils' literacy of the EFL using synthetic phonics based videos.
2. Measuring the effectiveness of the synthetic phonics approach in developing the third year primary pupil's literacy skills.

Significance of the study:

The current study would be significant for:

- helping teachers to teach English language through using synthetic phonics based videos and making relations between letters and their sounds.
- developing young learners' reading and writing skills by integrating synthetic phonics with modern technology.
- The study provides curriculum designers with a framework to begin creating new curricula depending on synthetic phonics and videos as a form of technology.

Delimitations of the study:

The current study was delimited to:

1. A sample of third year primary stage pupils from AlNasr school for Basic Education, Belkas, Dakahlia Governorate divided into two groups one is the experimental and the other is the control group.
2. Some synthetic phonics based videos designed by the researcher .

Hypotheses:

The study verified the following hypotheses:

1. There is a statistically significant difference between the mean score of the experimental and the control groups on the post-administration of the reading and writing test in favor of the experimental group.
2. There is a statistically significant difference between the mean score of the experimental group pupils on both the pre- and post-administration of the reading and writing test in favor of the post-administration.

Methodology of the study:

Design:

The present study implemented the quasi- experimental design. Two intact classes of EFL third year primary stage pupils were chosen to participate in the study. They were divided into a control group and an experimental group. The experimental group was taught using synthetic phonics based videos to learn reading and writing skills in addition to handwriting skills. On the other hand, the control group received regular instruction of teaching reading. The following figure shows the design of the study:
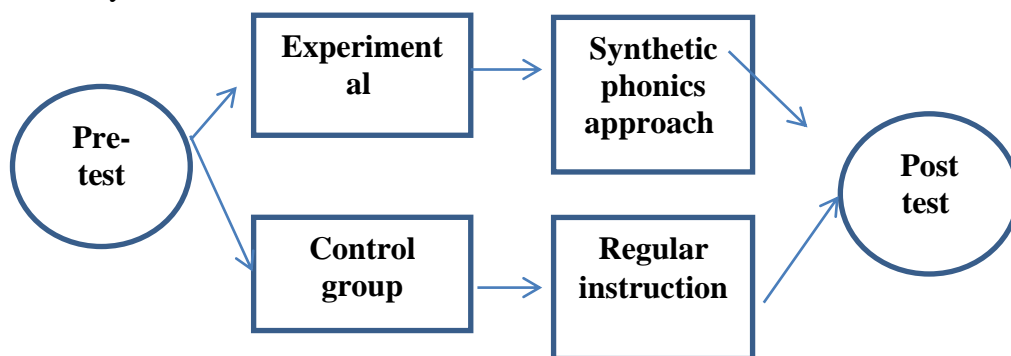
Figure (1) :Design of the Study

Participants:

Two intact third year primary stage classes from AlNasr School for basic Education, Belkas Directorate, Dakahlia Governorate participated in the study. The study adopted the experimental Design. The Participants of the study were 40 pupils at each group. The experimental group was taught through using synthetic phonics based videos, whereas the control group was taught through the textbook techniques.

Instruments:

The instruments used in the study were as follows:
1. A checklist for determining standards and characteristics for developing synthetic phonics based videos.
2. A checklist for determining the most important literacy skills needed for the elementary stage especially the primary stage
3. A reading and writing test. The purpose of this test was to measure literacy skills before and after the proposed treatment.

Procedures:

The procedures conducted by the researcher were as follows:

1. Reviewing the literature related to variables of the study.
2. Developing a checklist for identifying the characteristics and standards of designing suitable synthetic phonics based videos.
3. Developing a literacy skills checklist for determining the most important literacy skills needed for the primary stage pupils.
4. Developing the synthetic phonics based videos.
5. Developing a teacher guide for helping teachers to know how to deal with the synthetic phonics approach.
6. Developing the literacy (reading and writing) pre- post-test.
7. Submitting the literacy test on a group of jurors for validation.
8. Selecting the sample of the study.
9. Administering the literacy test to both groups at the beginning of the proposed treatment (pre-testing).
10. Applying the synthetic phonics – based videos to the experimental group while continuing to teach the control group by conventional methods.
11. Administering the literacy post- test to both groups to measure improvement.
12. Analyzing the data statistically.
13. Discussing the results of the study.
14. Suggesting conclusions and recommendations.

Definitions of terms:

 Phonics:

Mesmer & Griffith (2005) defined phonics as a system for encoding speech sounds into written symbols and using the relationship between letters and sounds to recognize words.

National Reading Panel (US), et al. (2000) stated that phonics is an approach to reading that begins by teaching letter sounds, then progresses to the blending of those letter sounds to form syllables and words.

For the purpose of the present study and based on the previous definitions, phonics was operationally defined as teaching learners the relationships between letters and sounds and how to use this system to recognize words.

Synthetic phonics:

Bowey (2006) defined synthetic phonics as an approach that teaches children letter – sound correspondences and sound blending skills, so that they can phonologically recode unfamiliar words embodying those correspondences by translating letters into sounds and blending them together by themselves.

Konza (2014) stated that it is an approach which teaches the letter sound relationships that reinforces reading English language systematically and readily by enhancing blending.

According to these definitions synthetic phonics is an approach used for teaching pupils how to convert letters into sounds and then to blend the sounds to form syllables then to form recognizable words.

Videos:

İlin et al. (2013) defined videos as a widespread multimedia tool that has both visual and audio content. The advantages of videos are their diversity and creativity .

Based on this definition video is a tool which can be used in teaching phonics to young learners to motivate them towards a life long learning.

Literacy skills:

The Experimental World Literacy Treatment conducted by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 1966 defined literacy as being an ultimate human right (UNESCO, 2008).

Moreover, Perfetti (1995) defined literacy as using printed and written information to help children act in society to achieve their goals and to improve their knowledge and potentials.

Based on these definitions literacy skills can be defined as one's ability to use print to be able to communicate and understand what happens around him to be able to adapt to the society and achieve his goals.

Results and statistical analysis:

Hypothesis (1):

Hypothesis (1) stated that there is a statistically significant difference between the mean score of the experimental group pupils on both the pre- and post- administration of the reading and writing test in favor of the post-administration. The following table shows the results of this test.

Table (3)
Results of T-Test of the Experimental Group on the Pre-Post
Administration of the EFL Literacy Skills Test

Literacy skills	Measurement	N	Mean	SD	T	D.f (n-1)	Sig.(2-tailed)
Decoding	Pre	20	1	1	18.2		
	Post	20	6.9	1.1			
Encoding	Pre	20	1.15	1.57	15.94		.000
	Post	20	7.3	.801			
Handwriting	Pre	20	.7	.57	18.39		
	Post	20	3.75	.41		19	
Synthesizing	Pre	20	1.5	1.31	18.98		
	Post	20	7.85	.709			Significant at .05
Phonemic awareness	Pre	20	2.75	1.77	9.10		
	Post	20	7.3	.733			
Total	Pre	20	7.1	3.59	36.06		
	Post	20	33.1	1.698			

Results in table (3) illustrated that the estimated t-value was significant at 0.05 level. This indicated that the mean scores of the experimental group pupils on both pre and post administrations (all the five sub-skills) and the total score had statistically significant difference. This significant difference was in favor of the post-test.

Determining the effect size:
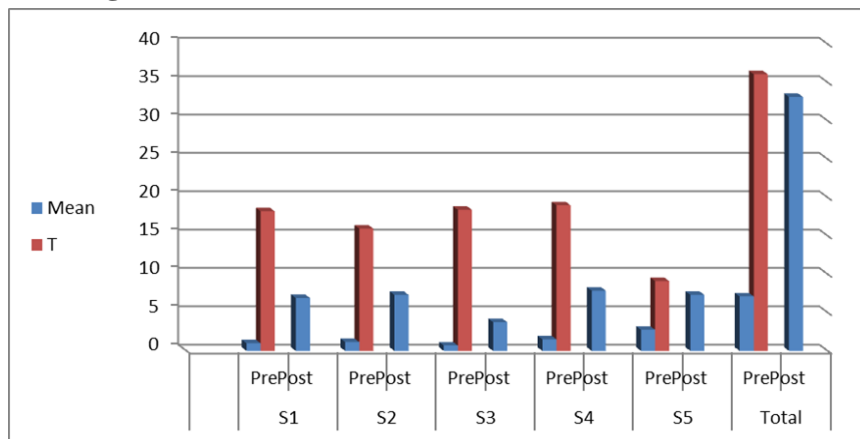
Figure (2): Results of T- Test of the Experimental Group on the Pre -Post Administration of the EFL Literacy Skills Test

Figure (2) illustrates the effect size of the proposed synthetic phonics based videos treatment concerning the difference between the experimental groups' pre- and post- administrations of the reading test.

Table: (4) *Value of (Ŋ2) and Levels of Effect Size*

Literacy of the dependent variable (EFL literacy skills)		T	D.f(n-1)	Value of eta-square(Ŋ2)	Level of effect size
The literacy skills test	**Decoding**	18.2		.95	
	Encoding	15.9		.93	
	Handwriting	18.4		.95	Large
	Synthesizing	18.98	19	.95	
	Phonemic awareness	9.1		.81	effect
	Total score	36.1		.99	

Table (4) illustrates the effect size of the proposed treatment on the literacy skills of the experimental group in the five sub-skills of the EFL literacy test. Results indicate that the effect size is high in the five sub-skills. The test marks are the highest in the sub-skills of decoding, synthesizing and handwriting. This can be interpreted that 95% of the total variance of the experimental group pupils' performance in the pre-post- test in these skills is due to the impact of the experimental treatment. The lowest effect of the treatment is reflected in the sub-skill of phonemic awareness 81%. Finally, the table shows that 99% of the total variance of the overall EFL literacy test could be attributed to the independent variable (synthetic phonics based videos).

Results in tables (3) and (4) prove that the statistical differences between the pre and post administration of EFL literacy test are in favor of the post administration. Additionally, the size of this difference supports the positive effect of the treatment on third year primary stage pupils' literacy skills. Therefore, the first hypothesis of the study is rejected and the following alternative hypothesis is accepted namely " there is a statistically significant difference between the mean scores of the experimental group pupils on the pre and post- administrations of the literacy skills test.

Hypothesis (2):

Hypothesis (2) states that there is a statistically significant difference between the mean score of the experimental and the control groups on the post- administration of the reading and writing test in favor of the experimental group. The following table shows the results of this test.

Table (5) Results of T-Test of the Control and Experimental Groups on the Post-Administration of the EFL Literacy Test

Literacy Skills	Group	N	Mean	SD	T	D.f (n1+n2-2)	Sig.(2-tailed)
Decoding	Control	20	1.1	.64	20.11		
	Exp.	20	6.9	1.1			
Encoding	Control	20	1.1	1.2	19.6		
	Exp.	20	7.3	.80			
Handwriting	Control	20	.65	.59	19.3		Significant at 0.05
	Exp.	20	3.75	.41		38	
Synthesizing	Control	20	1.4	.97	24.11		
	Exp.	20	7.85	.71			
Phonemic awareness	Control	20	2.5	1.6	12.26		
	Exp.	20	7.5	.89			
Total	Control	20	6.7	2.5	38.1		
	Exp.	20	33.3	1.9			

Table (5) shows that the mean scores of the experimental group pupils in the post administration of the EFL literacy test in the five sub–skills and in the total, are higher than those of the control group. Moreover, the table illustrates that the estimated t-value is significant at 0.05 level. This confirms that the statistical difference between the experimental and control groups on the post administration of the test is statistically significant. This significant difference is in favor of the experimental group. It means that the experimental group surpassed the control group in their EFL literacy skills in the literacy post-test.
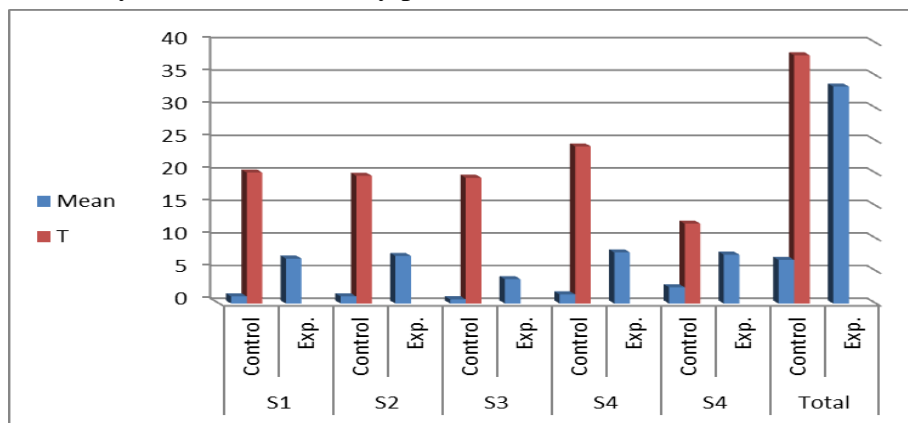
Figure (3): Results of t-test of the control and experimental groups on the post-administration of the EFL literacy test

Figure (3) shows the main score of the study participants in the pre-post administration of the EFL literacy test.

Table (6) *Value of (Ƞ2) and Levels of Effect Size*

The dependent variable (efl literacy skills)		T	D.f(n1+n2-2)	Value of eta-square(Ƞ2)	Level of effect size
The literacy skills test	**Decoding**	20.1		.91	
	Encoding	19.6		.91	
	handwriting	19.3		.91	
	synthesizing	24.1		.94	
	Phonemic awareness	12.3	38	.79	Large effect
	Total score	38.1		.98	

Results in the previous table(4) reflects that the effect size of the proposed treatment on the literacy skills of the experimental group pupils in comparison with those of the control group in the sub skills of the post-administration of the literacy test is high. The t-values and Ƞ2 values are the highest in the sub-skill of synthesizing 94% . This means that 94% of the total variance of the experimental group pupils' positive response in the post-test in comparison to their control group counterparts was due to the impact of the experimental treatment. The lowest mark of the test is shown on the sub-skill of phonemic awareness. Only 79% of the experimental group pupils' improvement in this sub-skill in the post- test could be attributed to the training treatment of synthetic phonics. All in all, 98% of the total variance of the overall EFL literacy test could be attributed to the independent variable (synthetic phonics based videos).

The significant difference between the experimental and control groups shown in table (5) in addition to effect size results shown in table (6) supported the effectiveness of using synthetic phonics videos to improve third year pupils' EFL literacy skills. Consequently, the second hypothesis of the study is rejected and the following alternative hypothesis is accepted namely" there is a statistically significant difference between the mean scores of the experimental and the control group pupils in the post administration of the literacy skills test".

Discussion of Results

Results revealed that there was a statistically significant difference between the two groups on the post-administration of the EFL literacy skills test in favor of the experimental group. These results indicated the obvious improvement in the experimental group pupils' literacy skills on the post administration of the literacy test. Such improvement could be attributed to the effect of the experimental treatment. To explain, teaching EFL literacy skills for the third year primary pupils using synthetic phonics based videos helped the pupils to improve their reading and writing skills.

Results

The present study reached the following findings:

1. A list of some appropriate literacy skills to the EFL primary stage pupils was presented.
2. A List of some suitable standards for designing videos was offered
3. The usage of synthetic phonics based videos resulted in improving the pupils' literacy skills.

The current study concluded that improving literacy skills is possible through using synthetic phonics based videos. It presented an empirical evidence that pupils' literacy skills can be developed using a good literacy method. The following conclusions were reached.

1) The experimental group pupils outperformed their colleagues of the control group in the literacy test. This was indicated by the significant differences between the mean score of the two groups on the post- administration of the literacy skills test.
2) The experimental group pupils' mean score in the post-administration of the literacy test was much better than their mean score in the pre-administration of the test.
3) The synthetic phonics based videos were effective in developing the EFL literacy skills of the third year primary stage pupils. This was indicated through estimating the effect size of the treatment on pupils' literacy skills.

Recommendations

Based on the previous results the present study recommends the following:

1. Literacy skills should receive appropriate attention to be developed at the elementary education level especially the primary stages.
2. Raising the awareness of the pupils for the importance of using synthetic phonics to improve their literacy skills.

3. Encouraging teachers to use technology as an attractive and beneficial method in the educational process.

4. Allowing pupils to practice literacy skills activities such as "reading unseen words, writing new words using previously learned phonemic rules, writing using handwriting mechanics etc.", would increase their literacy skills.

5. Teaching pupils to deal with English as a language to interact with, not as words to be memorized.

6. Adequate teaching aids should be selected carefully while teaching the literacy skills especially media which contain exciting pictures and clear sound.

Suggestions for further research

The present study suggests the following researches:
1. *Using videos to develop pupils' listening skills.*
2. *Using synthetic phonics animated stories to develop primary pupils' literacy skills.*
3. *Using gamification to develop primary pupils' pronunciation.*
4. *Using task-based approach to develop primary pupils' literacy skills.*

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