Using some Digital learning Objects for Developing Preparatory School Pupils'EFL Oral Performance

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The main purpose of the current study was to develop EFLoral performance of the second-year preparatory stage students by using a digital learning objects strategy. The present study followed the quasi experimental research design (pre/posttest and experimental and control group). To achieve this end the researcher selected 50 EFL second year preparatory stage students randomly from Al-shahid Ahmed Ragab preparatory school, Abu-hammad directorate, Sharkia governorate, Egypt. They were equally divided into two groups, 25 students for the experimental group and 25 for the control one. An EFL oral performance test was administered to measure EFL oral performance before and after the treatment, adopting the digital learning objects strategy. This study lasted for the period of ten weeks during the second term of the school year 2021/2022 . The findings of the study showed that the digital learning objects strategy was effective in developing the EFL oral performance of the preparatory stage students .

***Key words*:** digital learning objects ; EFL oral performance.

1.1. Introduction:

One of the main necessities in the learning of a foreign language is the development of the four skills, which are listening, speaking, reading and writing.Those skills are not developed enough due to a set of factors such as the number of students per classroom, the lack of learning resources, and the exaggerated use of grammar approaches which cause some students to lack motivation in the learning of English. As a consequence, learners have many

problems, especially in oral communication. When they try to express themselves orally, they only pronounce isolated words and disconnected sentences making their production poor and meaningless. Since speaking is required in academic and professional performance, the lack of oral production skills becomes a serious disadvantage when compared to private school students.

Oral language is the ability to listen and speak. These essential everyday skills can improve with age-appropriate instruction and practice. However, teachers of English face low oral performance in their classes due to different reasons. For example, syllabus focused on vocabulary memorization, non-communicative activities, contextual constraints of space, time and resources (Urquijo, 2012). As a consequence, students have poor participation and interaction during English classes.

Although oral language is used in most classrooms, students often become passive speakers since the teacher and not the students do almost all the talking. As Palmer (2014) indicates teachers who include oral activities into their classroom instruction will not automatically make learners good speakers. As revealed by Troute (2016) when teaching second language learners, it is pertinent to encourage students to express their ideas and not to focus on language and correct grammar as well to allow students with enough time to practice.

Considering that the majority of our communication is oral and our students are exposed continuously to face to face interactions with

classmates and peers, we must consider that is necessary to plan lessons that enhance students' oral production. Based on Goh and Burns (2012) to foster oral performance in the foreign language, we need to take into account three key factors: teachers, materials, and learners.

-. **Teachers:** should help learners to acquire language and skills that they will not be able to achieve on their own.

- **Materials:** they should facilitate second language speaking development. Materials should fall into three

categories:

a. Those that provide speaking practice.

b. Those that promote language and skill learning.

c. Those that facilitate meta-cognitive development.

- **Learners:** should be encouraged to take responsibility for managing their learning and improving their speaking.

For this reason, during this intervention, we decided to include class discussions in class after watching the chosen Adventure Time episode since discussions promote understanding. As stated Hammond and Nessel (2011) when students participate in class discussions, they are more likely to retain information. In the same way, we need to recognize that communication methods have evolved; the use of videos in our classroom is in demand. Therefore, it is noteworthy to incorporate multimedia to make our instruction more powerful and promote students' understanding. By doing so, we are creating opportunities in the classroom for students to express their thoughts

and opinions as well as to make sense of new information. We will include talking activities during the intervention such as: teacher directed/discussion whole-class teaching, talk partners,brainstorming, circle time, etc., as teaching strategies to stimulate children oral production in the classrooms. (Grugeon, Dawes, Smith, & Hubbard, 2005).

Digital learning objects are regarded as good way to teach oral performance. There are many advantages of using it in learning process: teachers can inspire, intrigue and also motivate students. It also supports students to increase understanding, interpreting of data , presenting data to be more interesting, and getting new information easier. The researchers believes that using it in teaching oral performance may be a suggested solution to develop the effectiveness of English learning. It will help the teacher present an interesting lesson material as a way to make students to be more engaged and feel fun.

A digital learning object is "any digital resource that can be reused to support learning. Teachers use DLOs in a variety of ways to meet curriculum needs and address differing learning abilities among their students.These objects enable students, both individually and collaboratively, to work hands-on with content and ideas. Students can, for instance, manipulate and experiment with variables, carry out simulations, design and publish storyboards, prepare exhibitions with authentic artifacts, and explore new concepts in game formats. DLOs challenge students to question, investigate, analyze, synthesize, problem solve, make decisions, and reflect on their

learning. Finally, DLOs enable students to work at their own pace and can provide scaffolded learning tasks that offer real-time feedback on performance and learning in a variety of supportive and engaging ways.

DLO integration inevitably creates challenges; for example, teachers need to invest extra time and energy learning about and implementing DLOs (Wetterling and Collis 2003) as well as overcoming the technological challenges that come with any innovation (Freebody 2007). In order to successfully overcome teacher resistance to DLO innovation, we consider it essential to address and attempt to understand DLO advantages and disadvantages from teachers' point of view via a process described by Friesen (2004).Documenting how teachers successfully overcome such challenges in order to benefit from DLO-supported learning facilitates the next step in innovation dissemination,as it encourages the uptake of learning technology and the sharing of practical implementation knowledge. We envisage that this research will provide material for teachers to share with peers and use as a basis for debate.

The objective of the present study was to explore the impact of DLO integration into classroom activities for both individual teachers and the school at large. The study built on our previous research demonstrating the complexity of the factors that affect the learning value that students derive from DLOs (Janson, Janson, and Falloon 2007)

Because many learning objects are non-textual (e.g., digitized slides, animations, or video clips), locating learning objects within a digital library

can be a daunting task without the help of metadata. Metadata are resource descriptors used to index a resource for later discovery, such as the resource's author, title, and date of publication. This information is similar to that used to catalog books in a library. By any measure, as of this writing more resources have been expended on the creation of a standard set of learning object metadata descriptors than has been spent developing instructional theories around learning objects. The most significant of these is the LTSC's Learning Objects Metadata Standard. If this out-of-balance research and development thrust is not righted soon, we will find ourselves with digital libraries full of easy-to-find learning objects we don't know how to use. Digital libraries of learning objects will then be reduced to glorified clip art collections used mainly to "prettify" online instruction. If learning objects are to have a positive impact on actual learning, more research and theoretical work on their appropriate instructional use must occur before learning objects are disregarded as more shiny baubles in the drawer of educational technology.

Many digital curriculum resources are now available that provide varied opportunities for students to develop surface knowledge and skills, what Hammond describes as “shallow knowledge.” More recent adaptive curricula go beyond static programmed instruction with limited presentation of content and assessment opportunities. Adaptive curricula provide greater flexibility for placing students within a learning progression that is better matched to their current levels of ability, sometimes through the use of a pre-

assessment and ongoing monitoring of learning. It is important to note, however, the central finding in this section is that while digital curriculum can play a part in acquiring surface or shallow knowledge, helping students become independent learners that develop deeper understandings and connections to the world outside of the classroom occurs most effectively only when expanded upon or enriched by teach What does good digital curriculum then look like? In summarizing the characteristics of a good digital curriculum, the Center for Digital Education (2014) suggests that digital content and curriculum should be:

• **Personalized.** A confusing term used in many ways, in this case "personalized" references adaptive curricula that provide instructional sequences based on learner input, such as through pre- or embedded tests. Adaptations may also occur more fluidly in response to learner interactions with the content that can help move successful learners forward or require struggling learners to repeat or explore additional learning
activities before moving on. These types of curriculum resources are more sophisticated than earlier programmed instruction referenced by Darling-Hammond et al (2014) that can only require students to complete the same sequence over and over, never providing individualized feedback to improve understanding and performance. It's important to emphasize again that even adaptive curricula are best used in conjunction with a knowledgeable teacher who, with the learner, can review data from digital curriculum and determine

appropriate extensions beyond the software that promote "collaborative inquiry and knowledge construction" (p. 14).

• **Interactive.** Digital content can be interactive through the interactions between learners, instructors, and the content including: (1) interactions between instructors and learners, (2) interactions between learners, and (3) interactions with the content by learners. One of the most important features of digital content, according to one survey by CDE is its ability to "encourage interaction *among* students and *between* students and teachers," as opposed to assuming the sole role of content provider.

• **Problem- or project-based.** Adhering to principles of good instructional design, as summarized by Merrill (2002) in his "First Principles of Instruction," good digital content provides learners an opportunity to work with real-life problems and projects. Doing so can make learning opportunities more relevant to learners and make connections to their daily lives.

• **Engaging.** While technology can be engaging to learners, for a period, the highest levels of authentic engagement in learning can occur through the incorporation of high-quality content and multimedia. Examples include learning media that provide or support custom feedback to learners, flexibility through sequencing, various media options, elements of gaming, and connecting learners for peer support.

Digital resources are only effective when used appropriately, as evidenced through decades of research. Technology use alone is ineffective

unless mediated by a skillful teacher. Technology cannot replace the impact of a highly effective teacher, but highly skilled teachers are best prepared to leverage the potential for technology. Some technology uses, such as drill-and-practice exercises, programmed instruction, using word-processing software for grammar/punctuation practice or checks, and reading activities that rely on drill or tutorials have been found to negatively impact student achievement.

McTighe and O'Connor (2005) describe seven assessment and grading practices that can support learning and enhance teaching, all of which can be more efficient and effective when using digital technologies:

1. **Use summative assessments to frame meaningful performance goals.** Letting students know, at the onset of a unit of study, how they will be assessed helps them set goals and understand what they need to know and be able to do.

2. **Show criteria and models in advance.** Sharing sample work products at varying levels of mastery helps students better understand the expectations for their work and can support them as they monitor their progress toward learning goals.

3. **Assess before teaching.** Pretests are a popular component of digital curricula but can be implemented with a variety of digital resources by any teacher. Pre-assessments help teachers understand the knowledge and skills

students already possess and can save them time when data indicates learning outcomes students have already mastered.

4. **Offer appropriate choices.** Digital resources expand the choices students have for demonstrating their learning.

5. **Provide feedback early and often.** While teachers and peers can do this in person, a variety of digital resources including collaborative environments allows students to receive feedback that is specific, helps them identify their strengths and areas for growth, and gives them help in determining the next steps they need to take to meet their learning goals.

6. **Encourage self-assessment and goal setting.** Students benefit from incorporating self-directed learning strategies, and using digital resources such as digital portfolios, calendars and task management software to set goals and monitor their progress towards them.

7. **Allow new evidence of achievement to replace old evidence.** When moving towards a mastery- or competency-based approach when students demonstrate learning outcomes when they are ready requires flexible grading tools that may best be handled by digital grading and reporting tools. Digital tools make it simple to assign weighted grades, partial credit, and replace grades with links to evidence and comments justifying the reason for change.

1.2. Context of the problem:

Several studies on writing revealed that there are many problems in teaching writing for both teachers and students. (e.g. aziz(2010), Tian (2011) , KANEKO (2008)).

Through the researcher's experience as a teacher of English,It was noticed the low level of preparatory stage students in oral performance . One of the major weaknesses that she has found in students is the lack of confidence to talk .On the other hand, students do not have the chance to interact in English in their daily lives and this causes the language not to be very meaningful for them.

So the researcher conducted a pilot study to investigate the actual level of the first year preparatory school students' oral performance .The researcher administered listening and speaking tests on a group of 40 students of Al-shahid Ahmed Ragab prep school.The results of the pilot study indicated that they had problems in :

-The fluency in speaking English well.

- Good pronounciation and intonation .

- Using grammer correctly.

-Using appropriate vocabulary.

-making a complete and a correct sentence.

- communicating the message and the purpose of oral performance.

The results of the oral performance test revealed that the students had problems in the previous oral performance skills.

Oral performance	**Ss. Number**	**Percentage of errors**
-the fluency in speaking English very well.	30	75%
-Good pronunciation and intonation.	31	77.5%
-Using grammar correctly.	28	70%
-using appropriate vocabulary.	25	62.5%
-communicating the message and the purpose of the speaking clearly to the audience.	32	80%
-making a complete and correct sentence.-	29	72.5.5%
-Identify sounds.	39	97.5%
-Segment sounds in to meaningful group.	32	80%
-Understand the syntactic pattern.	32	80%
-Identify long and short vowel.	31	77.5%

1.3.The statement of the problem:

Based on the above discussion ,it could be stated that second year preparatory school students, have problems and weakness in oral performance .So this study was an attempt to improve second year preparatory school Students'oral performance using a strategy based on digital learning objects .

The current study attempted to address the following main question:
How can I design a strategy based on digital learning objects to develop oral performance in English for second year preparatory school studentst?

The following sub-questions can be derived from the above mentioned question:
1-What is the oral performance needed for second year preparatory school students?

2-what is the effect of this strategy on developing second year preparatory students' oral performance?

3- How can I design a strategy based on digital learning objects to develop oral performance in English for middle school students?

1.4. The study hypotheses:

Depending on the theoretical background and results of studies that are closely related to the research problem , the hypotheses can be shown as follows:

-there was statistically significant difference between means of scores of the experimental group students and the control group students in the post administration of the oral performance test favoring the experimental group.

-The strategy based on digital learning objects has a positive effect on developing first year preparatory school students'EFL oral performance.

1.12. Procedures of the study:

- To answer the questions of the study, the following procedures were adopted:

1-Reviewing the literature and previous studies concerning EFL oral performance and the use of digital learning objects strategy in English language teaching to conclude the skill.

2-Analyzing the content of English language EFL prep curriculum which is being taught to the first year preparatory school students.

3- Preparing the study tools, which are:

A - Designing the oral performance test and presenting it to the members of the judging committee to identify its validity.

B - Design observation sheet to be applied to students.

4- Presenting the tools to a jury with experience to ensure their validity.

5- Verify the stability of the tools by applying them to a survey sample chosen from the study community outside the original sample.

6-Designing the content of oral performance based on the strategy of digital learning objects.

7-Designing the strategy to be administered on the experimental group .

8-Choosing the study participants from the first year students at Abu hammad prep school for girls.

9-Pre-administering the tests to the experimental group .

10-Apply the study to the experimental group in the computer lab.

11- Follow-up the success of the implementation of the study as planned.

12-Post administering the test to the experimental group to measure the oral performance improvements.

13-Comparing the pre to post results .

14-Analyzing data using the suitable statistical methods to measure the effect of digital learning objects strategy on developing oral performance.

15-Discussing and explaining the results.

16-Providing recommendations and suggestions for further research.

17--Providing recommendations and suggestions for further research.

1.9 . Instruments if the study:

To achieve the purpose of the study, the following instruments were developed:

- An EFL oral performance pre-posttest.
- Rubric for scoring the students' oral performance.

- Chick list

1.6 . The aim of the study:

The study aimed at investigating the effect of digital learning objects strategy on developing the second year preparatory school students' EFL oral performance.

1.7 . Significance of the study:

Significance of the study lied in what it offered to the following groups:

a- **To the second year preparatory school students**:

- Developing their EFL oral performance.

b- To EFL teachers:

- Drawing their attention to the importance of digital learning objects strategy in developing their students' EFL oral performance.
- Providing practical procedures for implementing the digital learning objects strategy for enhancing their students' oral performance.

b- To Curriculum Designers:

- Providing them with guidelines to adopt the digital learning objects strategy in designing English curricula.

1.8.Delimitation of the study :

1-The participants of the study wil be delimited to a random sample (50) of EFL second year preparatory school students at public schools (Al-shahid Ahmed Ragab prep school) this is because students at this school are not

good at oral performances because they are not trained well to listen and speak skillfully.

2-This study will be delimited to some oral performances which are necessary for the EFL second year preparatory stage students which will be determined by jury members.

1. **13.Definition of terms:**

Digital learning object

(Wiley,2000) definies it as "any digital resource that can be reused to support learning"

It also defined by (Abdel-Baset, 2011) as small digital materials or media that are reused in new educational situations other than the ones that were produced for it, ranging from text, sound, image, maps, shapes, graphs, video clips and interactive simulations.

Operationally, Digital learning objects are small educational parts (made up of audio, video, fixed images, and animated texts) stored in a specific location called a digital repository and can be retrieved, used, and reused again.

Oral performance:

Karimy &pishkar,(2017) defined oral performance as the process of conveying meanings in various oral contexts by employing verbal and non-verbal communication effectively and adequately.

Aristizabal,(2020) defined oral performance as a verbal ability of expressing thoughts and ideas within interactions with fluent and accurate language.

For the purpose of the current study ,oral performance is defined operationally as the ability of the EFL preparatory scholars to produce a meaningful oral message and perceive interpersonal communications in various situations, regarding to linguistic , discourse , sociolinguistic, strategic, and intercultural competences .

3. 1. Design of the study:

This study was a quasi-experimental research. It followed the pre/posttest and control and experimental group design. So two classes were chosen to represent the experimental and control groups. Furthermore, the experimental group was taught using digital learning objects for improving their oral performance. On the other side, the control group received regular instruction.

3.2. Participants of the Study:

The participants of the study included 50 second year preparatory stage students. They were randomly selected from one of Sharkeya preparatory schools namely al shahid Ahmed Ragab preparatory school in Abu Hammad city during the school year . The experimental group included students and the control one included students. An oral performance test and a rubric were given to the two groups before and after administering the strategy proposed.

To prove similarity between the two groups in the oral performance before experimentation both the oral performance test and the rubric were pre administered to both groups in the second term of the school year 2022\2023 . They were equivalent before carrying out the experiment .t-test for independent samples was used first to find out if there were statistically significant differences between the two groups in the pre administration of the overall oral performance test.

Digital learning objects strategy:

Aims:

The main aim of using digital learning objects strategy was to develop the EFLsecond year preparatory school students' oral performance and. By the end of the course students should be able to:

1) Develop some of oral performance skills which can be shown as follows:

a-pronounciation:

-Pronounce English speech sounds correctly.

-Produce word and sentence stress properly.

-Produce intonation patterns properly.

b- language use:

-Use grammatical structures Correctly.

-Use different kinds of sentence correctly.

-Use a wide range of words and expression appropriately.

-Use vocabulary contextually.

c- Re-active communication.

-Use body language to Convey meanings.

-.Give a short oral presentation on familiar topics.

-Identify the main idea (s) of the spoken text.

-Recall important information.

-Identify the speaker's purposes.

-Follow instructions and directions.

Description:

The researcher designed ten sessions depending on using the structure of digital learning objects to develop the EFL second-year preparatory school students besides two sessions for the pre posttest and one session (orientation session) to introduce the main objectives and steps of the strategy to the students. Each session in the whole sessions revolved around a main topic and aimed to develop specific level of oral performance . Each session consisted of the main objectives, duration, instructional aids (material needed), and procedures. At the end of each session, there were some activities that measured the students' oral performance . By reaching the final session, the structure of oral performance would be the best performance than in session one.

Content:

The content of the digital learning objects was adopted from the student book ,teachers' guide for the second year school and the British council on the internet. The researcher made use of the student. The

researcher depended on unit seven "Technology and the future" and eight "you are what you eat". Each unit consisted of lessons. The lessons contained oral tasks. The researcher depended on those activities in constructing the sessions of the strategy.

The Precautions:

For achieving the main aims of the study, some precautions were taken into consideration:

- Providing students with introductory time about how to try to improve their oral performance. The time was essential to give them the important information about the session which was needed to teach them how to improve their oral performance by using digital learning objects strategy.
- Some activities and tasks were prepared to address the intended oral performance and to consider the students' academic levels and their individual differences.
- Supporting co-operation to do the tasks by dividing students into groups.
- By using digital learning objects, the students had an active role in doing the tasks and in giving their reflections on their responses. In addition, the researcher was a guide, observer, and facilitator in the course and in the pre posttest.

Duration and administration:

The oral performance test and was pre administered to the participants for both (experimental and control groups) in February . The first session started in March. The sessions lasted for ten weeks for the experimental

group (months March and April). Teaching the oral performance lasted for ten sessions,60 minutes for each to the experimental group: The experiment ended in May followed by administering the oral performance posttest.

Applicability of the strategy:

To ensure the appropriateness and suitability of the strategy sessions' content for the second year preparatory stage students, the researcher submitted the sessions' material to a number of EFL specialists and experts who generally approved the strategy but some modifications were suggested on the basis of which the researcher prepared the final form of the strategy sessions.

Findings and conclusion of the research:

1. There was a statistically significant difference between the mean scores of the experimental group students and the control group students in the post administration of the EFL Oral performance test favoring the experimental group.

2 . There was an effect of the digital learning objects strategy on improving the EFL oral performance of the experimental group.

3. Digital learning objects strategy enabled the students to communicate confidently without any pressure. This is because the role of the teacher was limited to be a motivator, facilitator, advisor, and a monitor not a source of pressure.

4. The adoption of Digital learning objects strategy in teaching oral performance provided the chance for the students to communicate the ideas and achieve the purpose of oral performance successfully.

5. The students could apply the grammatical rules correctly into their oral performance.

6. The students became able to use logical transitions for ensuring smooth flow of ideas and logical sequence of sentences.

7 . It could be noticed that the students became able to choose the vocabulary appropriate for communicating and select the suitable word form and words that convey the meaning clearly.

8-Teaching oral performance through Digital learning objects strategy improved participants ability to :

1-Pronounce English speech sounds correctly.

2-Produce word and sentence stress properly.

3-Produce intonation patterns properly.

4 -Use grammatical structures correctly.

5-Use different kinds of sentence correctly.

6-Use a wide range of words and expression appropriately.

7-Use vocabulary contextually.

8-Use body language to

Convey meanings.

9-.Give a short oral presentation on familiar topics.

10-Identify the main idea (s) of the spoken text.

11-Recall important information.

12-Identify the speaker's purposes.

13-Follow instructions and directions.

9 - It was deduced that the digital learning objects strategy proved to be effective in developing the second year preparatory stage students' EFL oral performance .

10- Egyptian EFL preparatory school teachers' attitude towards teaching English is strongly positive.

11- Digital learning objects enabled participants to organize and regulate their knowledge . It also enabled them to discover points of strength and weakness.

12- Giving the participants a positive and accurate feedback through Digital learning objects sessions improved their oral performance.

13- Using Digital learning objects gave the participants a successful chance to express their ideas , overcome their weakness and support their strength points.

14-participants worked in groups during the sessions and shared their ideas and information; which helped them to understand the whole text and extract the main idea , understand the meaning of the vocabulary , and to practice the correct pronunciation of these vocabulary.

15-Digital learning objects helped the participants to foster and create a cheerful environment.

16-The strategy of digital learning objects helped the participants to overcome their feeling of shyness and apprehension . It encouraged them to be positive and cooperative participants.

17- Digital learning objects offered a rich environment for participants to engage with the text , communicate with their peers and give their own oral performance.

18- Digital learning object provided the participants with the ability to control their oral performance and make them aware of their ability to produce a coherent output.

19- Teaching oral performance through Digital learning objects made the participants master oral performance . The participants focused more on what they have and what they should produce.

20- Digital learning objects helped the participants to develop their previous knowledge to any learning situation.

21-Digital learning objects encouraged participants to make a connection between what they actually listen and their prior knowledge.

Recommendations:

In the light of the findings of the study, the following could be recommended:

For curriculum designers:

- Oral performance should be given a greater attention and emphasis as an act of communication. Students should be provided with chances to share and discuss their ideas with teacher or other students.

- Strategy based on Digital learning objects should be integrated with the learning curriculum, relating them to the objectives of the course.

- Integrating oral performance with content is recommended at every level of instruction because it helps students develop their ability to communicate effectively in different contexts.

- Curricula designers should design more effective language courses depending on Digital learning objects strategy in teaching English language.

- School and class environment should be provided with motivating factors for enhancing students enthusiasm, engagement and attitude in the educational process. - More time and effort should be exerted to develop oral performance in the Egyptian EFL classes.

For students:

-Students should be aware of Digital learning objects strategy.

-Students should realize that they are responsible for their oral performance progress. Instead of being passive or silent in the class , they are expected to participate in all activities conducted by instructors actively.

- Students should pay attention to grammar and the pronunciation of vocabulary .

For instructors:

-Instructors should choose the digital learning object according to students' needs and levels.

-Instructors should give opportunities to express their feelings without feers .

-instructors should provide students with accurate feedback to be able to perform better.

-Instructors should concentrate on digital learning objects which would increase students' motivation.

-instructors should create both friendly interactive sessions and communicative activities outside the classroom.

- Students should be given the opportunity to choose the topics of oral performance according to their interests.

- English language teachers should emphasize the development of the students' oral performance in the early educational stages to improve them in the following ones.

-Instructors should seek to identify the most appropriate digital learning object to develop oralperformance.

-Instructors should be aware of students' difficulties in order to help them overcome them.

-Instructors should focus on intonation ,tone and voice of any oral output.

- EFL Teachers and instructors need to be provided with training to explore the usefulness of Digital learning objects strategy in teaching English as a foreign language.

- EFL teachers are recommended to integrate different techniques and activities into their classes for promoting the students'oral performance.

- EFL teachers should give the students chances to make interpretation, analysis, evaluation and inference.

- EFL Teacher should change his role from examiner who assesses students' oral performance to a guide, facilitator, advisor and an organizer to the learner ideas.

- Students should have the opportunity to practice oral performance skills regardless of time and effort needed to master these skills.

Suggestions for Further Research: The findings of this study indicated the need to investigate the following areas:

1- Adopting the digital learning objects strategies in teaching oral performance for other stages.
2- Using digital learning objects strategy for developing reading and writing skills.
3- Examining which type of digital learning object is most effective in enhancing oral performance .
4- . Designing a protocol for developing oral performance for preparatory students based on other innovative strategies.
5- Conducting more research using this strategy with other class categories in other courses of study.
6- Further studies are needed to design programs and courses for training pre-service and teachers to help them develop their students oral performance .

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