



Enhancing EFL Oral Language Skills Using Back to Screen Strategy Among Primary Stage Pupils

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بحث مشتق من الرسالة الخاصة بالباحثة

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Abstract

The present study aimed at developing EFL oral language skills using Back to screen strategy of the instructional movies approach among Primary stage pupils. Fifty two participants from EFL pupils (sixth year primary stage pupils) at Abn Kaldon Primary School, Benha were randomly assigned to participate in the present study. The study made use of EFL oral language skills tests with a rubric to score pupils' responses. The tests were administered pre and post the experiment. Results showed that the pupils have developed their EFL oral language skills as a result of using Back to screen strategy. It is concluded that Back to screen strategy is effective in developing primary school pupils' EFL accurate oral language skills. It is also recommended that Back to screen strategy can be taught as a part of the instructional movies programs.

Keywords: EFL oral language skills - Back to screen strategy

Research Problem and Its Context

Traditional EFL teaching pays much more attention to grammar and sentence structures but overlooks oral language. Yet, learners are learning language for serving many purposes. This knowledge is referred to as pragmatic knowledge. One component of pragmatic knowledge is oral skills. (Alfonso and Ramirez ,2010) emphasized the most important elements of oral language development: comprehensible input and social interaction.

In the past, oral skills were neglected because of the misconception that oral instruction develops naturally over time that the cognitive skills involved in writing automatically transfer to similar oral skills (Al-Sibai, 2004:3). This indicates the importance of knowing how to use oral language not just knowing about it . There are some studies which have investigated the oral skills difficulties encountered by EFL young learners. For example, Al-Lawati (1995) investigated EFL oral language for the Omani young learners. He found out that the linguistic domain (vocabulary, grammar, pronunciation, and discourse) constitutes the most serious area of difficulty for a large number of learners in class.

This is due to the ways of teaching the curriculum that does not provide enough opportunity for them since they were in primary school. As a consequence, in the Egypt's context, especially in public schools, oral skills are not developed enough. This is due to a set of factors such as the number of young learners per classroom, the lack of learning resources and the exaggerated use of grammar approaches, in addition to lack of motivation toward EFL learning. On a large scale, young learners have many problems in using oral skills. When they try to express themselves orally, they only pronounce isolated words and disconnected sentences. This makes their production poor and meaningless (Alfonso and Ramirez, 2010:11-16).

Teaching EFL language oral skills is a very challenging process. Nowadays, with the advent of the media learning to EFL teaching. In

education, investigators always seek ways to facilitate learning for the learners and recently they have tended to resort to the multimedia materials as a source of activating the oral language skill that may not be active in the mind because of the insufficient information to talk about. DVD technology, in this sense, assists learners in developing language skills by acting as a major motivator and stimuli for oral language development. To integrate computers into education allows instructors to add media learning elements (audio, visual, motion) such as the combination of text, sound, picture, movement and animation. The most effective model for that is instructional movies approach that differ from other media learning approaches. Picture and movement is described as the three dimensional text (Yuksel and Tanriverdi ,2009).

Instructional movies has long been employed as a tool by which authentic oral skills input can be provided and motivational strategies and activities such as Back to screen oral strategy that make the best use of movies. In Back to screen oral strategy pupils the class can be divided into two group.

The first group watching the movie with sound off and the second group can go back and doesn't watch or hear anything. Next, the first group tells the second group the expected text and vice versa. Then, both of two group watch the movie with sound on and compared their answer in free discussion. The purpose is to reach the content knowledge smoothly without anxiety of noticing or supported specific point of view because the aim is to practice oral language skills(Berk,2009)

Back to screen oral strategy develops practice authentic language. It creates a real opportunity to listen and speak native pronunciation, understanding coherent message. As a result of interaction among many performance of the characters roles, appearance and behaviors the social interaction rules and nonverbal behavior around the expressive nature can be increased. Basically, visualization of conceptual knowledge,

accuracy of information, construct and retention of vocabulary meaning have great effect on enhancing auditory memory through visual clues.

From a large scale Back to screen oral strategy in the area of instructional movies approach process through six stages. The first stage using sound /off techniques in the first viewing stage increases imagination power as a result of prediction to expected story. The second stage is for oral presentation by the first group to the other group who did not see about what they expected to scenario of movie theme and events in storyline (Chiang,1996).

The third stage is for repeated viewing with sound off for the whole so utterance of viewing in third viewing stage helps pupils to concentrate with appropriate response because of the effect of visualization and dramatic movements. The fourth stage is for oral presentation for the second group about expected scenario of movie theme and events in storyline. The fifth stage, viewing stage but with sound /on for whole class, increases pupils ability of listening attentively and perform is self assessment between their personal prediction of visual text and real scenario within audio/visual text to confirm knowledge.

The sixth stage is for oral discussion in group work then oral presentation individually around the difference. Repeated viewing chances of viewing/sound on are welcomed, more practice of authentic oral language is effective especially native pronunciation. On the other hand, back to screen strategy may function caption/on and subtitle/on in training for accuracy and non-verbal behaviors (Danan, 2004).

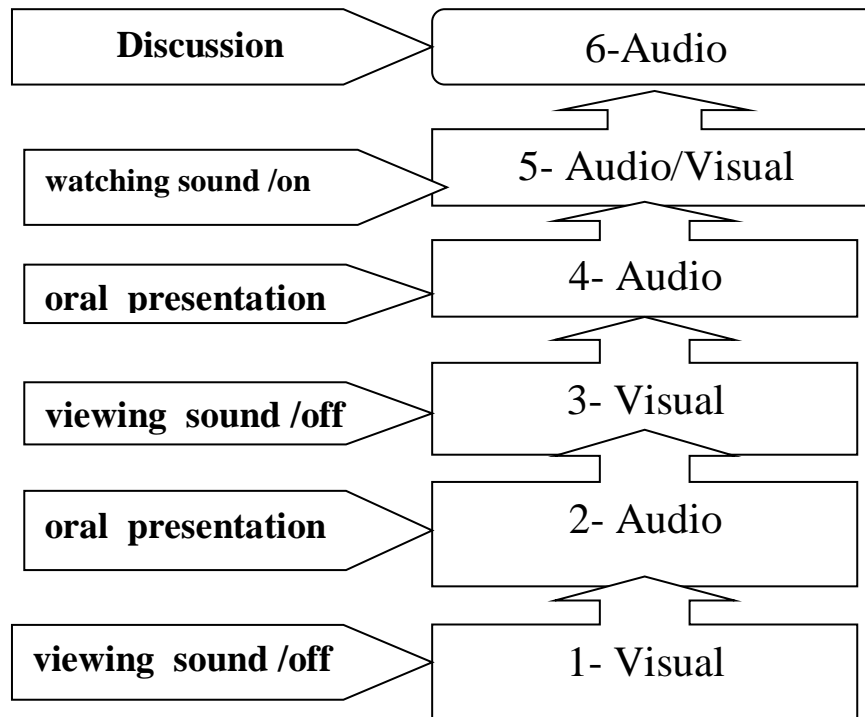


Figure (1)The stages of Back to screen process. Done by the researcher(2017)

A lot of studies in Egypt such as Al Hosni(2014); Zaki (2010); Helwa(2013); Mahmoud(2010); *El-Ebyary*(2010) agreed that EFL oral language skills are very important and that in spite of their importance young learners have a lack of these skills. Ministry of Education in Egypt also gives great priority to oral language skills in general and especially for primary stage. In spite of this importance, oral language skills presented in the English courses are limited. However, the importance of oral language widely amount of pupils with low level.

The problem can be stated in the following statement: “In spite of the importance of EFL oral language skills, six year pupils lack them. To solve the problem the study will try to answer the following questions:

- 1- What are the oral language skills required for six year primary school pupils?

- 2- What are the features of the back to screen oral strategy to develop six year primary school pupils' language skills?
- 3- What is the effectiveness of the back to screen oral strategy on developing six year primary school pupils' language skills?

Review of Literature and Related Studies:

Recently, Jalongo and Paquette, (2007) performed a study to identify oral language difficulties .They investigated textbooks of grade five.The was due to teaching without provide young learners with frequency of opportunities to use oral language interactively. The curricular wasn't including sufficient strategies that are particularly designed for speaking. Extra-curricular activities that aim to improve young learners' oral skill are very rare and limited to the English assembly, which is conducted once a week. Teachers think that time is insufficient to do that and the priority is given to other skills rather than oral skills because they are included in the exam. On the other hand, Williams and Roberts (2011) developed EFL oral skills with the aim to find out how pronunciation of instruction English as a foreign language was handled in the language classroom with Mexico young learners.

Learners need to be involved in activities which develop specific oral sub skills for an adequate level in the basic abilities of oral language(Archer and et al ,2012). Much work has been accomplished in recent years around the importance of oral language development in educational settings such as White (2004) and Prince (2008).Williams and Roberts(2011) explained that oral language is an integral part of learning. Oral language has a key role in classroom teaching and learning. Oral skills help to encourage real life skills such as creativity, understanding, making decisions and using technology. It is a means of solving problems, speculating, sharing ideas and imagination; language builds friendships and enhances motivation through social interaction. National Institute for Literacy (2008) supports the notion that oral language on its own provides an essential foundation for the

development of EFL skills in young learners and adults as English-language learners.

Categories of EFL oral skills

Oral language is the system through which we use spoken words to express knowledge, ideas, and feelings. Developing EFL oral language, then, means developing the skills and knowledge that go into listening and speaking all of which have a strong relationship to reading comprehension and to writing. Oral language is made up of at least five key components : phonological skills, pragmatics, syntax, morphological skills, and vocabulary (also referred to as semantics). All of these components of oral language are necessary to communicate and learn through conversation and spoken interaction, but there are important distinctions among them that have implications for literacy instruction.

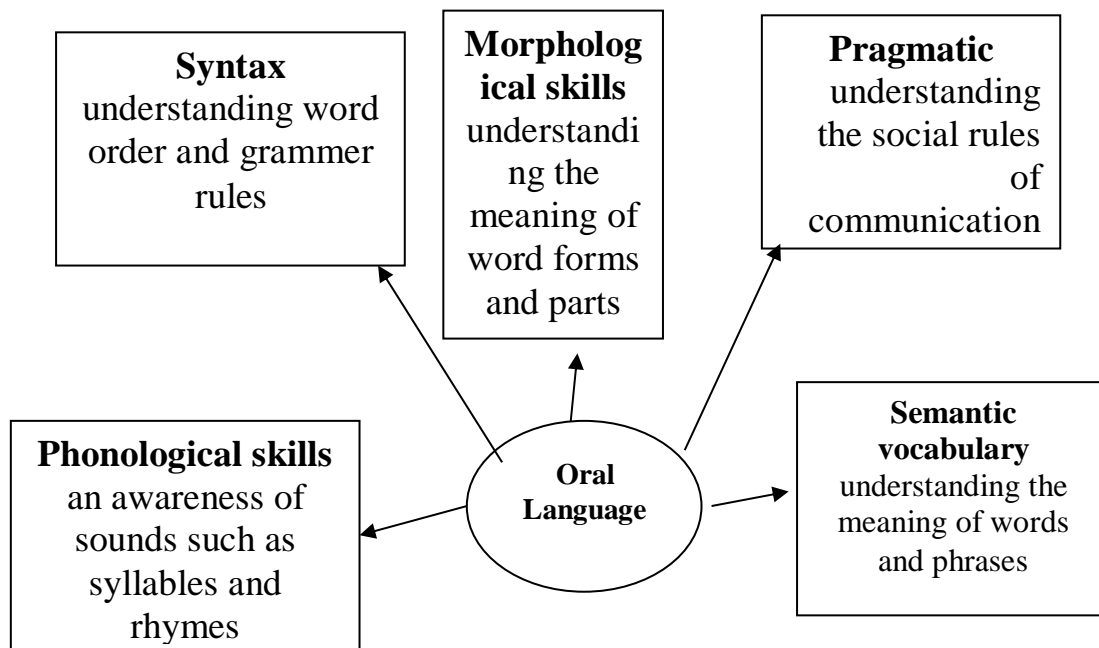


Figure (1): The components of oral language skills. Adopted from Moats (2010:21)

Oral language as a common feature of most courses play significant roles in engaging the young learners cognitively and internationally in the process of foreign language learning. However, it is

observed that EFL young learners in primary stage show poor achievement in using and controlling the accurate oral language in the classroom, which may be explained by the lack of their accurate pronunciation and coherent message that perform in EFL classrooms (Zwiers, 2014).

Learner can perceive and judge based on both what they say and when they say it. Young learner need to learn the ways of speaking in the day care center or school where teachers often ask rhetorical questions. Recently Kirkland and Patterson(2005) highlighted four oral skills of language that can be grown with young learners. Listening and responding, growing words in talk, vocabulary, concepts and talking about world –recounts and retells and building talk for thinking area. Deason (2012) agreed with Eisenhart (1990) on five oral language skills of oral skills and each one has related sub skills that support it as the following figure shows.

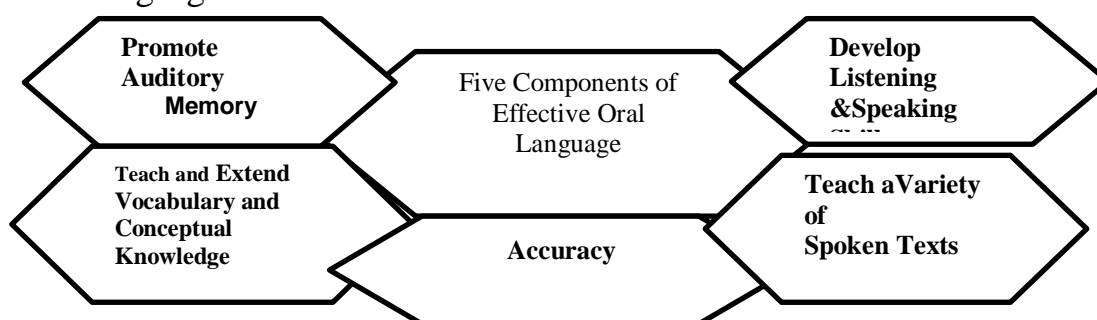


Figure (3) adapted from Eisenhart (1990)

The twenty one century real life skills and integrated multimedia in teaching So, young learners should have enough awareness of the modern instructional media. Using instructional movies for Back to screen oral strategy has great effectiveness. All in all, Genishi, (1998)stated that, the definitions of Back to screen oral strategy reveal its value for EFL classroom.

Heffernan (2005) defined Back to screen oral strategy as the combining of visual input and auditory input in a variety of sensory ways. So, movies can mobilize learners to receive information

comprehensively and construct meaningful knowledge that they rarely hear outside the classroom. Furthermore, EFL learners can view the social dynamics of native speakers' interaction in authentic settings and everyday conversational situations.

According to Sabouri and Zohrabi (2015) back to screen oral strategy is dramatic visualization of story. Movies visual dimensions can reduce ambiguities presented in native speaker voices since viewing could increase critical reasoning and portraying information that will be used in comprehending a message and develops creativity. As Draper (2012) stresses, "If a picture speaks a thousand words, then motion pictures must express millions.

This can generate learner's interest in the theories and concepts under discussion. The scenes can offer visual portrayal of abstract theories and concepts taught in other fields. The scenario explains concepts through viewing scenes. In particular, instructional movie plots make learners lauded for contextualizing language such as linking language form to meaning by the way bring theories closer to realistic situations. Back to screen oral strategy use instructional movies as an integration of language and realism in academic content (Ismaili, 2013)

Moreover, Back to screen oral strategy provides interesting and motivating clues to accompany audio and visual inputs. Therefore, it supports comprehension and production of foreign language input/output. Heffernan (2005) and Istanto (2009) assessed Back to screen oral strategy provide learners with a broad space to authentic listening and speaking skills as a kind of arts about language, as well as a professional course. Jadal (2011) concluded that using Back to screen oral strategy in EFL classroom offers background information that activates prior knowledge, which is essential in stimulating the four skills activities in the classroom.

1- Methodology:

A) Preparing the EFL oral language Skills Checklist (App. B):

The EFL oral language skills required for six year primary school pupils were identified through reviewing the literature and previous studies related to EFL oral language skills.

EFL oral language skills checklist include 12th sub-skills presented as the follows:

Description of EFL oral skills checklist.

The EFL oral skills list consisted of six main skills. Each main skill contained two sub skills.

Understanding and responding

The ability to listen through rules of listening attentively and interprets through reflective listening techniques.

Awareness of the way conversation works and expanding responses through unconscious rules of social interaction .

Nonverbal behaviors

Time management through the expressive nature Conveying the meaning and attitude according to the needs of the situation as use of voice volume , intonation and Pitch.

Accurate presentation

Accurate pronunciation on standard English by recognizing Elocution in accent and sounds.

Transferring accurate message and checks information in both grammar and coherent presentation.

Content

Awareness of a variety of spoken texts Pupils have subject knowledge of the topic

Part	Area tested	Score
-1	Pupils able to listen and understand through rules of listening attentively, and concentrate to take information and interprets through reflective listening techniques	Maximum4 Minimum .5
2-	pupils aware of the way conversation works expanding responses through unconscious rules of social interaction as turn taking, the floor, adjacency pairs and repair. attentive body language	Maximum4 Minimum .5
3-	pupils' time management through the expressive nature and The manner of using voice with emphasizes, receptive as Pauses, proximate.	Maximum4 Minimum .5
4-	Pupils can convey meaning and attitude according to the needs of the situation, purpose and audience as use of voice volume , intonation and Pitch.	Maximum4 Minimum .5
5-	Accurate Pronunciation on standard English by recognizing Elocution in accent and sounds	Maximum4 Minimum .5
6-	Pupils transfer accurate message and checks information in both grammar and coherent presentation.	Maximum4 Minimum .5
7-	pupils aware of a variety of spoken texts types through Recognizing the features of them in social and academic context as , interviews, Arguments and Formal/Informal Debates, Giving Instructions/Procedure	Maximum4 Minimum .5
8-	pupils have subject knowledge of the topic through demonstrates full knowledge more than required	Maximum4 Minimum .5
9-	Pupils able to build vocabulary and word meanings through learning the various parts and forms of the words, concepts.	Maximum4 Minimum .5
10-	Reformation personal definitions for languages.	Maximum4 Minimum .5
11-	pupils can assimilate information presented orally as the tasks of attending, listening, processing, storing, and recalling.	Maximum4 Minimum .5
12-	the ability to follow oral directions and procedures.	Maximum4 Minimum .5

Extending vocabulary and conceptual knowledge

Building vocabulary and word meanings.

Reformation personal definitions for languages.

1- Promoting auditory memory.

Assimilation of information presented orally as the tasks of attending, listening, processing, storing, and recalling.

The ability to follow oral directions and procedures.

2-Instruments of the Study:

The tools included EFL oral language skills test with a rubric to score pupils' responses. The researcher prepared oral language skills test . The pre test was used to identify how far six year school pupils master the EFL oral language skills. The post test was used to determine how far six year school pupils developed the EFL oral language skills as a result of teaching oral language skills using back to screen strategy. The EFL oral language skills consists of six sections; each section measures two sub skill including two oral strategies that measure EFL oral language skills.

The EFL oral skills test.

▪ Purpose of the test

The purpose of EFL oral skills test (Appendix)is to measure pupils' EFL oral skills before and after implementing the IMP.

▪ Description of EFL oral skills test

EFL oral skills test consisted twelve sections each section measure specific sub skill in a form of variety of oral texts.

Construction of EFL oral skills test

To construct EFL oral skills test as the following criteria were taken into consideration:

- 1- The items of EFL oral skills test should cover EFL oral skills.

2- The items of EFL oral skills test should be appropriate to pupils at sixth year pupils enrolled in Abn kaldon primary school Benha.

3- The format of the test should be objective enough for pupils.

Components were tested of EFL oral skills testtable(2) of EFL oral test(pre-post)

Timing of the test:

The time of the EFL oral test was(98)minutes divided according to the section of the test that (8) minutes for each EFL oral sub skill.

Piloting of EFL oral skills test

The EFL oral skills test was applied to a pilot sample of(N=12) sixth year pupils enrolled in Abn kaldon primary school Benha who study EFL oral skills from English for time book in order to investigate;

- The suitability of the test for pupils.
- The simplicity/difficulty of the test questions to make sure that the questions Were understood by pupils.
- The suitability of the test items to pupils' level.
- The clarity of test instructions
- the suitability of the time limit needed for applying the test.

Validity of the test

Two methods were used to ensure the validity of the EFL oral skills test: content validity and face validity.

A) Content validity

To ensure the validity of the EFL oral test ,it was developed through reviewing previous literature and related studies in the field of EFL oral language assessment. This review was to a large extent, accurate, comprehensive and systematic to determine the general form and items of the test. Consequently, the test can be interpreted as being valid and has content validity.

B) Face validity

In order to validate the EFL oral skills test, they were submitted to (twelve) jury members in curricula and methods of teaching English. They were asked to indicate the suitability of content and the tests for academic level of the pupils and the clarity of the instruction. In the light of the jury's suggestions and notes which took into consideration, the modifications were performed and the content of the tests were modified in its final form. The modifications were as the follows:

- 1- Categorization the test into sixth main sections and each section has two parts which deals with its sub skill.
- 2- Shortening the test as it was too long as they were not suitable to primary school pupils level.
- 3- Added picture based question as they were suitable for primary school pupils level.
- 4- The questions must ask about one thing separately

Reliability of the test:

The reliability of the tests was measured by using Inter-rater method. Inter-rater reliability means two or more raters/observer give consistent estimate of the same test and this method is used to avoid the subjectivity factors in grading. Accordingly, the researcher shared an English language teacher (*) a copy of pupils' answers and her appreciation to EFL oral test and the scoring rubric to estimate the pupils answers. Comparing the results of the two raters, it was found that the Pearson correlation was (0.85) which is significant at the 0.01 level.

3.4.3. A rubric for analyzing the pupils' performance in the EFL oral skills test.

The researcher prepared a rubric to assess pupil's oral language skills at the oral language tests. Each part is devoted to one question that measures one EFL sub skill. The pupils were given a rating between "1" to "4" for their performance in the EFL oral test. The pupils were

given "4"marks when their performance is high and"1"mark when their performance is low.

A) Experimental Procedures:

1. Procedure for Selecting the Study Participants:

The Participants were randomly assigned from pupils at sixth year enrolled in Abn Kaldon Primary School ,Benha. At the beginning of the first term of the academic year 2016- 2017, fifty two pupils were randomly selected as the study sample.

2. The Experimental Design:

The study investigated the effectiveness of back to screen strategy in developing EFL pupil's oral language skills for experimental. To determine the pupils' level before the experiment and to what extent the development took place after the experiment, the researcher used one group pre-post test design.

3. Procedures of the Study:

The pre test was administered to the participants to identify how far sixth year pupils enrolled in Abn kaldon primary school Benha master the EFL pupil's oral language skills. The Participants were taught using Back to screen strategy. The design and selective methods of instructional movies program in oral language was provided .The learning strategies were the whole viewing strategy and short segment viewing. The designed movies were equipped with DVD techniques: (a) sound on/off, (b) caption on/off, (c) audio/visual caption (d)subtitle on/off . These techniques were used separately , two or three of them were designed integrated with each other.

Back to screen strategy enabled pupils to gain authority of the individual language skills, as well as to combine them in authentic oral language as it is in its authentic country in the classroom. The pupils were trained on oral language skills as a result of the visualization of coherence oral texts. Pupils get the meaning from the interaction of

many characters performance and the author who wrote the scenario of the movie, web developer and the programmer who designed shared the movies ,with guided practice provided.

Then the researcher ensured that pupils practice the Back to screen strategy with a sufficient number of oral conversation of daily life situations to gain power of it. During the experiment, participants were trained to generate the imagination power, perform intelligent guessing, construct the meaning, retell the events, re-state part of the audio text, indicate the reason for choosing certain point of view, concentrate the core message, indicate the reason for choosing certain point of view, and use his descriptive ability to transfer the accurate meaning . The post test was administered to determine how far the EFL pupil's oral language skills developed as a result of using Back to screen strategy.

Results of the Study:

4.1 Findings of the study

findings of the present study are presented in the light of the hypotheses of the study using the Statistical Package for Social Sciences(SPSS) was used for data analysis.The findings are stated as follows:-

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4.1.1.Findings of the first hypothesis:

The first hypothesis states that "there is a statistically significant difference between the mean scores of the study participants in the pretest and posttest in EFL oral language skills in favor of post-assessment". Table (1): finding of "t" test between the mean scores of the participants in the pre - post assessment of EFL oral language skills.

	Mean	N	St. D	T-Valu	D.F	Sig.
Total skill pre	23.043	52	6.983	23.931	51	0.01
Total skill post	40.418	52	3.549			

This table indicates that there is a statistically significance difference between the mean scores of the study sample in the pre - post assessment of EFL oral skills in favor of post-assessment, where "t-value" is (23.931) which is significant at the(0.01)level of significance. The first sub-hypothesis has the following 12th sub-hypotheses;

1- Table (2): finding of "t" test between the mean scores of the participants in the pre - post assessment of understanding skills.

	Mean	N	St. D	T Value	Df	Sig.
Sub-skill 1 pre	2.29	52	0.651	11.572	51	0.01
Sub-skill 1 post	3.51	52	0.572			

This table indicates that there is statistically significance difference between the mean scores of the study sample in the pre - post assessment of EFL understanding skills in favor of post-assessment, where "t-value" is (11.572) which is significant at the(0.01)level of significance. Thus, the first hypothesis was supported.

2- Table (3): finding of "t" test between the mean scores of the participants in the pre - post assessment of responding skills.

	Mean	N	St. D	t value	Df	Sig.
Sub-skill 2 pre	1.462	52	0.872	14.284	51	0.01
Sub-skill 2 post	3.202	52	0.657			

This table indicates that there is statistically significance difference between the mean scores of the study sample in the pre - post assessment of EFL responding skills in favor of post-assessment, where "t-value" is (14.284) which is significant at the(0.01)level of significance. Thus, the second sub-hypothesis was supported.

3- Table (4): finding of "t" test between the mean scores of the participants in the pre - post assessment of time management skills.

	Mean	N	St. D	T	Df	Sig.
Sub-skill 3 pre	1.697	52	0.868	13.260	51	0.01
Sub-skill 3 post	3.197	52	0.725			

This table indicates that there is statistically significance difference between the mean scores of the study sample in the pre - post assessment of EFL time management skills in favor of post-assessment, where "t-value" is (13.260) which is significant at the(0.01)level of significance.

4- Table (5): finding of "t" test between the mean scores of the participants in the pre - post assessment of conveying meaning and attitude skills.

	Mean	N	St. D	T	df	Sig.
Sub-skill 4 pre	1.793	52	0.915	11.341	51	0.01
Sub-skill 4 post	3.409	52	0.608			

This table indicates that there is statistically significance difference between the mean scores of the study sample in the pre - post assessment of conveying meaning and attitude skills in favor of post-assessment, where "t-value" is (11.341) which is significant at the(0.01)level of significance. Thus, the fourth sub-hypothesis was supported

5- Table (6): finding of "t" test between the mean scores of the participants in the pre - post assessment of Accurate Pronunciation skills.

	Mean	N	St. D	T value	Df	Sig.
Sub-skill 5 pre	1.923	52	0.915	9.105	51	0.01
Sub-skill 5 post	3.114	52	0.750			

This table indicates that there is statistically significance difference between the mean scores of the study sample in the pre - post assessment of Accurate Pronunciation skills in favor of post-assessment, where "t-value" is (9.105) which is significant at the(0.01)level of significance.

6- Table (7): finding of "t" test between the mean scores of the participants in the pre - post assessment of Accurate Presentation of message skills.

	Mean	N	St. D	T	df	Sig.
Sub-skill 6 pre	2.240	52	0.913	10.402	51	0.01
Sub-skill 6 post	3.510	52	0.614			

This table indicates that there is statistically significance difference between the mean scores of the study sample in the pre - post assessment of Accurate Pronunciation skills in favor of post-assessment, where "t-value" is (10.402) which is significant at the(0.01)level of significance. Thus, the sixth sub-hypothesis was supported

7- Table (8): finding of "t" test between the mean scores of the participants in the pre - post assessment of variety of spoken texts.

	Mean	N	St. D	T value	df	Sig.
Sub-skill 7 pre	1.779	52	0.962	12.345	51	0.01
Sub-skill 7 post	3.341	52	0.655			

This table indicates that there is statistically significance difference between the mean scores of the study sample in the pre - post assessment of the awareness of variety of spoken texts in favor of post-assessment, where "t-value" is (12.345) which is significant at the(0.01)level of significance.

8- Table (9): finding of "t" test between the mean scores of the participants in the pre - post assessment of subject knowledge.

	Mean	N	St. D	T	df	Sig.
Sub-skill 8 pre	2.351	52	0.796	11.152	51	0.01
Sub-skill 8 post	3.596	52	0.475			

This table indicates that there is statistically significance difference between the mean scores of the study sample in the pre - post assessment of subject knowledge in favor of post-assessment, where "t-value" is (11.152) which is significant at the(0.01)level of significance. Thus, the eighth sub-hypothesis was supported

9- Table (10): finding of "t" test between the mean scores of the participants in the pre - post assessment of vocabulary building bank.

	Mean	N	St. D	T	df	Sig.
Sub-skill 9 pre	2.010	52	0.816	10.543	51	0.01
Sub-skill 9 post	3.245	52	0.737			

This table indicates that there is statistically significance difference between the mean scores of the study sample in the pre - post assessment of vocabulary building in favor of post-assessment, where "t-value" is (10.543) which is significant at the(0.01)level of significance. Thus, the ninth sub-hypothesis was supported

10- Table (11): finding of "t" test between the mean scores of the participants in the pre - post assessment of Conceptual Knowledge.

	Mean	N	St. D	T	df	Sig.
Sub-skill 10 pre	1.870	52	0.963	11.787	51	0.01
Sub-skill 10 post	3.303	52	0.721			

This table indicates that there is statistically significance difference between the mean scores of the study sample in the pre - post assessment of Reformation ofConceptual Knowledge in favor of post-assessment, where "t-value" is (11.787) which is significant at the(0.01)level of significance. Thus, the tenth sub-hypothesis was supported

11- Table (12): finding of "t" test between the mean scores of the participants in the pre - post assessment of promote auditory memory.

	Mean	N	St. D	T	Df	Sig.
Sub-skill 11 pre	1.957	52	0.975	11.692	51	0.01
Sub-skill 11 post	3.548	52	0.604			

This table indicates that there is statistically significance difference between the mean scores of the study sample in the pre - post assessment of promote auditory memory in favor of post-assessment,

where "t-value" is (11.692) which is significant at the(0.01)level of significance.

12- Table (13): finding of "t" test between the mean scores of the participants in the pre - post assessment of follow oral directions and procedures..

	Mean	N	St. D	T	Df	Sig.
Sub-skill 12 pre	1.577	52	0.850	14.614	51	0.01
Sub-skill 12 post	3.240	52	0.682			

This table indicates that there is statistically significance difference between the mean scores of the study sample in the pre - post assessment of follow oral directions and procedures in favor of post-assessment, where "t-value" is (14.614) which is significant at the(0.01)level of significance. Thus, the twelfth sub-hypothesis was supported

4.2 Discussion of Results

The primary purpose of the present study was to develop EFL oral language for pupils at primary school through using Back to screen oral strategy. The program based on using Back to screen oral strategy that introduced to study sample. The result of the present study showed that Back to screen oral strategy has improved the pupils at primary stage in the post application of EFL oral test compared to the pre test. This improvements may be due to the effectiveness of using Back to screen oral strategy. In addition to, the oral activities .

Thus, the Back to screen oral strategy proved to be statistically and educationally significant in developing the study sample EFL oral skills. This results is consistent with the results of previous studies such as Canning, Wilson and Wallace (2000); Hibbing and Rankin-Erickson(2003) ; Zhu (2004); Taylor (2005) ; Rammel (2005) Akimoto and Hamada (2006); Kondo (2008);Yang (2010) ; Chen (2011); Ruusunen (2011) and Draper (2012).

This development can be due the influence of Back to screen oral strategy on training pupils how to develop oral skills , use visual context to understand the academic content, shared discussion among them. Back to screen oral strategy used the design audio/visual content of instructional movies with a variety of techniques such as audio on/off and visual on/off .In addition to caption on/off, subtitle on/off and caption on/ subtitle off with some of oral language according to the nature and purpose of the skill and pupils requirements. Use of whole/short segments viewing strategies introduced the material through six main stages.

Content reach smoothly because of visual and motivational environment in non-threatening and fear of observation that based on mutual interaction among pupils; shared personal experience in pair work and group work; speak independently in performing oral presentation without anxiety of mistakes as a result of feeling normal that his peers are at the same level of pronunciation with similar problem ; present and express what they feel; use a variety of audio/visual spoken text; notice non-verbal behaviors; train on reflective listening ,viewing how characters act as listener in responding by questions techniques; practice authentic oral language in authentic text as it is in its authentic country; use their oral descriptive abilities.

Retention due to constructing and inference the vocabulary meaning and the theme; reach the definition by investigate the semantic feature; use a combination of visual, audio and motion effects as mnemonics clue to develop auditory memory and demonstrate full knowledge ; training on management of time through their expressive nature and the manner in their personal presentation chance.

Visualization of unconscious rules of social interaction ; Back to screen oral strategy simulated other oral strategies of attending; processing, storing, and recalling for assimilate information, events recalling a series of words and verbal messages through events and

characters quotations; words in instructional movies have made a vivid and realistic interpretation of the language because it contains a lot of dialogues instead of some vocabularies.

Therefore, language teachers should encourage pupils to guess, construct meaning of main teaching points in variety spoken text so that they stop focusing on isolated words often not vital for understanding. To facilitate oral language skills teachers can also help pupils to use questions techniques, listening attentively and use his expressive nature for discussing subject for background knowledge during the Back to screen oral strategy. Thus, compose organized understanding scheme as a result of reflect on the interaction of sound, color, motion among different patterns of characters.

Conclusion

Based on the result of the statistical analysis of the data, it can be concluded that the study sample's EFL oral language skills were developed as a result of using Back to screen oral strategy. This means that the instructional movies program is effective in achieving the aim of the present study.

Before implementing the program, there was a lack in the EFL oral language skills among the study sample. Therefore, there was a need for developing it among them. Thus, the researcher used the Back to screen oral strategy that include various strategys and activities that aimed at developing the pupils, EFL oral skills and motivation toward learning English as a foreign language

Thus it can be conclude that -the study sample's EFL oral language skills were developed as a result of using Back to screen oral strategy. The Back to screen oral strategy is more effective in achieving the aim of the present study because the process of using Back to screen oral strategy provides utterance of viewing opportunities within its six stages. The viewing stages that were to perform self assessment, group

discussion and oral presentation of were effective in confirmation of learning.

Using the Back to screen as oral strategy achieved the academic purpose because of the accuracy of the design instructional movies. The scenario of the visual content includes each word of the academic oral skills syllabus. Moreover, the design of specific scenario gave the opportunity to in the same line story and visual context increase pupils awareness of other countries culture. In addition to the changed and cut unsuitable scenes .In the light of instructional presentation strategies, the variety of whole viewing of movies and short segments viewing was suitable.

Back to screen oral process used whole viewing of the instructional movies to increase pupils ability to understand with concentration without cuts. Moreover, whole viewing was effective in repetition of noticing ways that characters acted to manage time through the expressive nature and the manner of using voice with emphasizes, receptive as Pauses, proximity.

On the other hand, the short whole viewing of movies was suitable. Back to screen oral process used short viewing of the instructional movies to increase pupils ability to build vocabulary bank, auditory memory and accuracy . One of the main reasons is the information gap by presented full screen of answer key and select one pupil to read it for receiving accuracy in feedback.

Using the Back to screen oral strategy develops pupils' oral presentation skills as a result of its six stage of viewing then presentation orally. Using the Back to screen oral strategy develops pupils' content skills through whole and short viewing presentation of viewing. Pupils developed their ability to get subject knowledge content of the topic and demonstrated full knowledge more than required. Moreover, Back to screen oral strategy gave pupils the chance to practice authentic language within a variety of spoken text in real classroom situations. Pupils

became able to generate the personal definition and discovered the definitions by due to performing observation, reflection, self and pair assessment. Using the Back to screen strategy to sound off technique in the first stage develops pupils' auditory memory skills

Recommendation for further research:

Based on the results of the present study, the following recommendations should be taken into consideration when teaching Back to screen oral strategy .

- Using Back to screen oral strategy with instructional movies in EFL learning is very urgent to facilitate learning and allow content to reach smoothly without anxiety.
- Visualization deepens pupils oral language skills and addresses all different level of understanding coherently. Therefore, it should be encouraged for primary stage
- More attention should be given to practice authentic oral language in real life situations.
- Integrating the Back to screen oral strategy with the curriculum development of the English course and textbooks.
- Teachers should promote appropriate techniques while teaching using Back to screen oral strategy.
- Curriculum designers should make use of Back to screen oral strategy when designing English, math, or science courses.
- Teacher preparation programs should include training on the use of the Back to screen oral strategy through instructional movies.

Suggestions of the study

Based on the findings of the present study, the following areas are suggested for further research:

- Investigating the effect of Back to screen strategy on developing reading skills among primary pupils.

- Investigating the effect of Back to screen strategy with subtitle off technique on developing speaking skills among secondary students.
- Investigating the effect of Back to screen strategy on developing oral report skills among ESP university students.
- Back to screen strategy should be taught directly with the teacher modeling to his students what, how and when to use the strategy.
- Teaching the Back to screen strategy as a part of the teacher preparation programs in teaching reading.
- Investigating the effectiveness of Back to screen strategy in developing EFL evaluative skills among preparatory or secondary school students.

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