



عنوان البحث: The Effectiveness of a Program
Based on Digital Posters and Video-Based
Reflection in Developing Preparatory Stage
Pupils' EFL Speaking Fluency Skills

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An extracted research from a Master's degree in Education (TEFL)

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2024 A.D.



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Year: 2024

ABSTRACT

The Effectiveness of a Program Based on Digital Posters and Video-Based Reflection in Developing EFL Fluency Skills among Preparatory Stage Pupils

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This study investigates the effectiveness of a program based on digital posters and video-based reflection in developing the EFL fluency skills of preparatory stage pupils. Sixty 1st-year preparatory school students were selected from Abi Bakr Al-Siddiq Preparatory School in East Shubra Al-Khaima, Qalyubia Governorate, during the academic year 2023/2024. They were divided into two groups: an experimental group (30) and a control group (30). The instruments and materials used included an EFL fluency speaking skills checklist, an EFL speaking pre-posttest, an EFL fluency speaking skills rubric, a program based on digital posters and video-based reflection. Both groups underwent pretesting on their EFL speaking fluency skills before the experiment and were then post-tested after its completion. The experimental treatment spanned two weeks, with one session daily, during the first term of the school year 2023/2024. The experimental group utilized digital posters and engaged in video-based reflection, and the control group received regular instruction. The results of the t-test revealed a significant development in the participants' EFL speaking fluency skills due to the implementation of the program. This leads to the conclusion that the use of digital posters and video-based reflection significantly enhances the EFL speaking fluency skills of preparatory school pupils.

Keywords: digital posters, video-based reflection, EFL speaking fluency skills, preparatory stage pupils.

الملخص

عنوان البحث: فاعلية برنامج قائم على الملصقات الرقمية والتأمل المبني على الفيديو في تنمية مهارات الطلاقة في اللغة الإنجليزية لدى تلاميذ المرحلة الإعدادية

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يهدف هذا البحث إلى التحقق من فعالية برنامج يعتمد على الملصقات الرقمية والتأمل المبني على الفيديو في تطوير مهارات الطلاقة في اللغة الإنجليزية لدى تلاميذ المرحلة الإعدادية. اعتمدت الباحثة تصميمًا شبه تجريبيًا للقياس القبلي، وشملت عينة الدراسة ٦٠ تلميذًا من الصف الأول إعدادي في مدرسة أبي بكر الصديق الإعدادية في شرق شبرا الخيمة بمحافظة القليوبية. تم تقسيمهم إلى مجموعتين: مجموعة تجريبية (٣٠) ومجموعة ضابطة (٣٠). شملت الأدوات والمواد التعليمية قائمة بمهارات الطلاقة في اللغة الإنجليزية كلغة أجنبية، واختباراً قبلياً وبعدياً في مهارات الطلاقة باللغة الإنجليزية، ومقياساً لتصحيح الاختبار، وبرنامجاً قائماً على الملصقات الرقمية والتأمل المبني على الفيديو. تم اختبار كل من المجموعتين في مهارات الطلاقة في التحدث باللغة الإنجليزية قبل بداية التجربة، ومن ثم تم اختبارهما بعد انتهائهما. استمر تطبيق البرنامج على المجموعة التجريبية لمدة أسبوعين، بواقع جلسة واحدة يوميًا، خلال الفصل الدراسي الأول من العام تحسناً في مهارات t الدراسي ٢٠٢٣/٢٠٢٤. تلقت المجموعة الضابطة تعليمها بالطريقة التقليدية. أظهرت نتائج اختبار الطلاقة في التحدث باللغة الإنجليزية لدى تلاميذ المجموعة التجريبية نتيجة استخدام البرنامج. وبناءً على ذلك، يمكن استنتاج أن البرنامج القائم على الملصقات الرقمية والتأمل المبني على الفيديو قد ساهم بشكل كبير في تطوير مهارات الطلاقة في التحدث باللغة الإنجليزية لدى تلاميذ الصف الأول إعدادي.

الكلمات المفتاحية: الملصقات الرقمية - التأمل المبني على الفيديو - مهارات الطلاقة في التحدث باللغة الإنجليزية كلغة أجنبية- تلاميذ المرحلة الإعدادية

1.1. Introduction

The English language holds significant importance across various domains, necessitating proficiency in four core skills: listening, speaking, reading, and writing (Romero, 2014; Mohamed, Abdel-Haq, & Helwa, 2020). Speaking fluency, a crucial aspect, denotes the ability to communicate swiftly and spontaneously, articulating ideas or emotions without hesitation. This proficiency involves employing correct stress patterns, intonation, rhythm, and word choice to effectively convey meaning and engage in various language communicative functions. Fluency functions as a predictor of oral EFL language skills.

In the realm of EFL (English as a Foreign Language) classes, achieving fluency poses a significant challenge due to a lack of real-world practice, student disinterest, and limited speaking strategies. Enhancing fluency and fostering interaction necessitates incorporating students into authentic situations during speaking lessons, with a specific focus on oral proficiency (Buitrago, 2017). Effective teaching strategies require educators to possess a comprehensive understanding of the subject matter, enabling them to design impactful lessons and select appropriate activities, particularly when fluency serves as an assessment criterion. Hence, the current study aims to leverage digital posters and video-based reflection to assist participants in enhancing their EFL fluency skills.

1.2. Context of the Problem

The study addresses a significant challenge observed by the researcher, drawing on 13 years of experience as an English language teacher. Preparatory school pupils face difficulties in developing English as a Foreign Language (EFL) speaking fluency skills, with a noticeable lack of interest and motivation in acquiring these skills. This issue is crucial for effective language learning, emphasizing the need for targeted interventions to enhance EFL fluency among preparatory school students.

The gravity of the problem is corroborated by findings from related studies conducted within the Egyptian context, including research by Ibrahim (2007), Haroun (2012), Mosleh (2016), Farag (2017), Gad (2018), Gad (2021), and Megria (2021). These studies shed light on the persistent neglect of EFL fluency skills in preparatory schools, attributing the challenge to factors such as overcrowded classes, an overemphasis on grammatical structures, and limitations in existing assessment systems. Moreover, the studies highlight issues like limited student knowledge, motivation, fear of negative evaluation, and the reliance on conventional teaching methods, all contributing to the inadequate development of EFL fluency skills among preparatory school pupils. Complementary studies by Amin (2007) and Chi (2018) further emphasize the significance of prioritizing EFL speaking fluency skills among students.

To substantiate the identified problem, the study conducted a pilot study using an EFL speaking test adopted from Zayed (2013), as outlined in Appendix A. This test aimed to assess the weaknesses of thirty first-year preparatory school pupils during the academic year 2021-2022. The results, revealing that 89% of participants exhibited poor EFL speaking fluency skills, including challenges in stress and intonation administration, underscore

the urgency of implementing effective interventions to address this critical gap in language education.

1.3 Statement of the problem

The study problem is encapsulated in the inadequacy of preparatory school pupils in the realm of English as a Foreign Language (EFL) speaking fluency skills.

1.4. Questions of the study

The study questions are as follows:

1. What are the EFL speaking fluency skills required for preparatory stage pupils?
2. What is the level of preparatory school pupils in EFL speaking fluency skill?
3. What are the features of the program based on digital posters and video-based reflection?
4. What is the effectiveness of the program based on digital posters and video-based reflection in developing the EFL speaking fluency skill for preparatory stage pupils?

These questions aim to identify the specific speaking fluency skills needed, assess the current proficiency level of preparatory school pupils, understand the key features of the proposed program, and evaluate the effectiveness of the program in enhancing EFL speaking fluency skills among the targeted group of students.

1.5. Hypotheses of the study

The researcher benefited a lot from the previous studies in forming the study hypotheses. They were as follows:

- 1-There is a statistically significant difference at ($\alpha \leq 0.05$) level between the experimental and the control groups on the post-administration of the EFL speaking fluency skill test in favor of the experimental group.
- 2-There is a statistically significant difference at ($\alpha \leq 0.05$) level between the experimental and the control groups on the pre and post administration of the EFL speaking fluency skill test in favor of the post administration.

1.6. Aim of the study

The aim of the study is to assess the effectiveness of a program based on digital posters EFL and video-based reflection in developing English as a Foreign Language (EFL) speaking fluency skills among preparatory stage pupils.1.6.1. For EFL Students

1.7. Definition of Terms

Speaking Fluency Skills:

Fluency in the context of English as a Foreign Language (EFL) speaking skills pertains to the ability to communicate confidently, smoothly, and at an appropriate pace. It encompasses the usage of grammar, vocabulary, and clear pronunciation to convey ideas effectively. Unlike accuracy, fluency involves speaking freely without being overly concerned with precise vocabulary, grammatical structures, or pronunciation nuances (Bailey, 2007; Goh, 2007; Nation & Newton, 2009). The researcher adopts the following operational definition of speaking fluency skills: "The conceptualization of fluency aligns with the capacity to use language adeptly in various communicative situations, producing natural language with appropriate intonation, pauses, and variations in pitch and speed (Nurazizah, Amalia, & Septiana, 2023).

Digital Posters:

Digital posters, as described by Winasih , Cahyono and Prayogo (2019), are digital alternatives to traditional paper posters for presenting information. They are dynamic online presentations that incorporate text, images, music, videos, hyperlinks, and data attachments. These multimedia elements can be sourced from the internet, computer hard drives, or video recordings, providing a flexible and interactive platform for information dissemination (Ahmad, 2019). The term "digital poster" is synonymous with online posters, virtual posters, multimedia posters, electronic posters, and glogs. The definition adopted by Ahmad (2019) is preferred for its relevance to the study's participants and procedures.

Video-Based Reflection:

Video-based reflection, according to Knight (2014), involves the process of reviewing and contemplating one's actions through video recordings to enhance and refine professional practice. It is a reflective technique that utilizes video footage as a foundation for introspection and professional development, offering a more objective perspective than relying solely on memory (Due & Lange, 2015). In the context of EFL speaking skills, Menggo, Basir, and Halum (2022) define video-based reflection as an interactive media method allowing students to

observe their speaking reflections, akin to speaking in front of a mirror but with greater effectiveness. The adoption of Menggo, Basir, and Halu (2022) definition is suitable for this study's participants and procedures.

Literature Review and Related Studies

1.1. Speaking Skills

Buitrago (2017) underscores the significance of developing speaking skills, encompassing conversational discourse, pronunciation, fluency, and interaction. Ghoneim & Elghotmy (2016) and Tram (2020) highlight that speaking skills involve pronunciation, vocabulary, grammar, fluency, and comprehension.

Pronunciation refers to the ability to produce easily comprehensible articulation. Effective communication relies on clear pronunciation, as insufficient vocabulary can impede understanding. Fluency is a critical parameter indicating one's speaking proficiency. Good pronunciation is essential for listeners to comprehend speakers, making the communication process smoother. According to Abdel-Hack, Diab, and Aly (2013), proficiency in English speaking is imperative, particularly for EFL students. Comprehension involves the ability to understand the speaker's goals and overall meaning. It is not only about expressing oneself clearly but also about grasping the messages conveyed by others during a conversation.

Speaking, as a productive skill, comprises two primary elements in the EFL context: accuracy and fluency. Both are pivotal for students' success and equally important in EFL speaking classes. In controlled activities where the emphasis is on accuracy, teachers provide feedback based on proper language use (Hussein, 2020). This balance between accuracy and fluency is crucial for comprehensive language development and effective communication in diverse contexts.

1.2. Speaking Fluency: A Comprehensive Overview

Fluency in speaking involves the ability to communicate confidently and smoothly at a relevant rate, incorporating grammar, vocabulary, and clear pronunciation (Bailey, 2007). It encompasses various dimensions, such as speech understanding, preparation, and delivery, emphasizing smooth, rapid, effortless language use, flow, and automaticity (Alghobashy et al., 2021; Sato, 2020). Oral fluency plays a pivotal role in achieving native-like proficiency among language learners, contributing to communication, self-esteem,

and personal reflection in authentic scenarios (Barati, 2012 & Buitrago, 2017). Effective communication necessitates fluency in language, encompassing negotiation language, expressive techniques, lexis, grammar, and related speech (Harmer, 1998).

Fluent learners, as indicated by Thornbury (2005), Nation and Newton (2009), and Diyyab (2013), complete meaning-focused tasks swiftly without interrupting conversation, requiring less attention and effort. This proficiency is cultivated through prior knowledge and practice in authentic contexts, allowing speakers to express themselves freely and utilize language appropriately. Boonkit (2010) and Derakhshan, Khalili, and Beheshti (2016) emphasize the role of listening comprehension, sociocultural factors, affective factors, and linguistic competency in enhancing speaking fluency skills in EFL learners. Additionally, Thomson (2017) stresses that fluency is a multidimensional concept involving the understanding and use of multiword expressions.

Segalowit's (2010) framework of fluency introduces three domains: cognitive fluency, utterance fluency, and perceived fluency. Cognitive fluency measures effective speech preparation and delivery, utterance fluency assesses the speed of speech delivery, and perceived fluency gauges the impression listeners have of a speech sample. Fillmore (1979) identifies four fluency categories, including the ability to talk for extended periods, utilizing "semantically dense" phrases, effective communication in various social contexts, and creative language use. The analysis of a speaker's fluency level involves three components: Speech Rate (SR), Pause Rate (PR), and Disfluent Syllable (DS) (Stockdale, 2009; Permana, Arjulayana, and Almanar, 2021).

To enhance oral fluency, Harmer (2001) recommends strategies such as recording mistakes, gently correcting students, and evaluating performance after the event. Richards (2012) emphasizes achieving oral fluency through conversational patterns, short and long turns, and adjacency pairs, suggesting engaging themes, realistic context, and substance in oral drills. Wang (2014) proposes a four-step model for teaching speaking, including pre-speaking activities, while-speaking activities, post-speaking activities, and extension practice. Pre-speaking activities provide learners with language knowledge, vocabulary, and background information, while authentic input involves presenting DVDs, for example, to transition learners from input to output.

Students often face challenges in EFL speaking fluency due to negative attitudes, low language proficiency, nervousness, learning style, inexperience, and lack of practice (Thein, 1997; Tsou, 2005). Various studies have explored methods and strategies for enhancing EFL speaking fluency, underscoring the importance of switching to technology-based teaching methods. Effective technological tools, such as digital posters and video-based reflection, offer promising avenues for developing EFL students' oral fluency (Ali, 2010; Selim, 2011; Diyabb, 2013; Helwa, 2013; Ibrahim, 2019; ELsadek, 2020; Alghobashy, 2021; Megria, 2021; Baraka, 2022; Suwandi, 2021; Luengas Ovalle, 2022; Zuheer, 2023).

2.2. Digital Posters and Video-Based Reflection in Developing EFL Speaking Fluency:

In literature, the integration of media tools in the learning process, defined as graphic, photographic, or electronic multimedia tools, offers a visual and verbal means to process and convey information. Digital posters and video-based reflections, considered creative teaching tools, have been recognized for their potential benefits in teaching English language skills (Yuliantari, Sumani, & Widiyani, 2017).

Digital posters, versatile presentations incorporating text, photos, music, videos, hyperlinks, and data attachments, are valuable tools in education (Ahmad, 2019). Video-based reflection, described as an interactive media, allows students to observe and reflect on their speaking skills, akin to speaking in front of a mirror but with enhanced quality (Menggo, Basir, and Halum, 2022). Smaldino et al. (2005) assert that digital posters and videos are effective in speaking instruction, creating engaging visuals that capture students' interest and encourage active participation. These tools can be used at the beginning of class to awaken students and promote English speaking. Educational posters, including infographics, can visualize and enhance learning in the classroom (Migliore, 2010; Shabiralyani et al., 2015).

Digital posters and videos are applied to teach English as a Foreign Language (EFL) students, improving communication skills, enthusiasm for learning, and providing opportunities for practice in speaking, critical thinking, and fluency development. Reflecting on speaking skills involves self-analysis, with teachers guiding students to improve grammar, vocabulary, and pronunciation based on previous recordings (Zerin and Khan, 2013; Wilson and Brooks, 2014). When reflecting on EFL fluency speaking skills, teachers play a crucial role in guiding

students to improve grammar, word choice, and pronunciation. By providing feedback on previous recordings and pointing out areas for improvement, teachers contribute to students' confidence in language skills. Focusing on individual sounds, intonation, stress, fluency, and motivation helps students understand and improve their pronunciation (Burns, 2018).

2.3. Effectiveness of Digital Posters and Videos in EFL Speaking Fluency

Digital posters and videos enhance oral communication, engagement, and knowledge acquisition. Self-analysis, facilitated through video-reflection, motivates students and improves pronunciation, addressing individual factors in teaching (Al-Said, Abdallah & Abo Alyazid , 2020). Video reflection benefits EFL classroom learning by retaining knowledge, stimulating cognitive aspects, contextualizing learning, and facilitating micro-learning and Just-in-time learning, particularly in teaching pronunciation (Kaur ,Yong , Zin, & DeWitt, 2014; Yasukora, Takafumi, & Takehiko, 2014). Numerous studies have explored the effectiveness of digital posters and videos in developing EFL speaking fluency skills:

Several studies have investigated the efficacy of utilizing digital posters and video-based methods in enhancing EFL speaking fluency skills. Al-Said et al. (2020) conducted a study analyzing video and poster performances as instructional tools for oral health services. They found both tools to be useful, with posters outperforming in knowledge improvement. Ardiansyah (2020) employed video-based scientific techniques to enhance speaking skills, revealing notable improvements in vocabulary, pronunciation, grammar, fluency, and comprehension. El-Fouly (2020) implemented a program involving listening tracks, online videos, and multimedia reflective activities, achieving positive results in enhancing EFL fluency speaking skills for sixth-grade primary school students.

Mohammed (2020) demonstrated the significant improvement of English speaking skills in primary school pupils through video self-modeling. Riyanto (2020) explored the incorporation of video production in speaking classes, benefiting students across various components. Alghobashy (2021) discovered the effectiveness of TED talks-based instruction in enhancing EFL speaking fluency among secondary stage students. Baraka (2022) revealed that songs significantly increased students' motivation and speaking fluency.

Safitri and Mulyono (2021) found that video-stimulated reflection positively impacted EFL students' speaking performance. Sarhan (2021) observed improved EFL fluency speaking skills in first-year preparatory students through computer edutainment activities. Syafiq ,

Anwari & Oktaviana (2021) reported enhanced English-speaking skills when using YouTube videos in the classroom. Eissa (2021) demonstrated that online video tours in popular tourist destinations significantly improved the speaking skills of Egyptian secondary school students.

Susanti, Presdyasmara, Dewi, & Wardani (2021) showed that young EFL learners could enhance their English proficiency through multimodal online learning using digital video. Mahdi (2022) highlighted the positive impact of multimedia use in the classroom on Arabic-speaking undergraduate English students' development of EFL speaking and presentation skills. Muslem (2022) examined the effect of English video clips on students' speaking skills, indicating an improvement in EFL speaking abilities. Menggo et al. (2022) found that video-based tasks effectively enhanced students' speaking skills. Collectively, these studies underscore the potential of digital posters and video-based methods in fostering EFL speaking fluency.

3.Method

The present study adopted the quasi-experimental design, using one experimental group and one control group. Two classes were randomly assigned into two groups, an experimental group and a control group. This includes details regarding participants, study design, and study instruments and materials.

3.1. Participants

A group of sixty first-year preparatory school pupils (N=60) from Abi Bakr Al-Siddiq Preparatory School in East Shubra Al-Khaima, Qalyubia Governorate, participated in the study during the academic year 2023/2024. This group was strategically divided into two subsets: an experimental group consisting of thirty pupils and a control group with an equivalent number of thirty pupils. The research was conducted to investigate the effectiveness of a program based on digital posters and video-based reflection in developing English as a Foreign Language (EFL) fluency skills among these preparatory stage pupils.

3.2. Design

The research employed a quasi-experimental design, featuring two distinct groups: an experimental group and a control group. The experimental group engaged in the study of English as a Foreign Language (EFL) speaking fluency skills through the utilization of digital posters and video-based reflections. Conversely, the control group adhered to the conventional teaching approach. Pretests and posttests were administered to both groups, enabling a comprehensive assessment of the impact of the experimental treatment on EFL speaking fluency skills.

3.3. Instruments and materials

The study incorporated several essential instruments and materials to facilitate comprehensive data collection and analysis:

1 . EFL Speaking Fluency Skills Checklist:

- Designed to assess and evaluate various aspects of the participants' EFL speaking fluency skills.

2. EFL Speaking Fluency Pre-Post Test with Rubric:

- Administered both before and after the experimental treatment to measure changes in pupils' performance.
- A rubric was utilized for detailed and systematic assessment of pupils' speaking skills.

3. Program Based on Digital Posters and Video-Based Reflection:

- The core component of the experimental treatment, intended to enhance EFL speaking fluency skills among preparatory stage pupils.
- Utilized digital posters and video-based reflection as innovative teaching tools to engage and stimulate participants.

These instruments and materials collectively formed the foundation for the study, enabling a thorough investigation into the effectiveness of the program on EFL speaking fluency skills development.

The EFL Fluency Skill Checklist

The primary objective behind developing the checklist of EFL fluency skills was to ascertain the specific EFL fluency skills deemed essential for first-year preparatory school pupils. The initial version of the checklist encompassed nine sub-skills. To validate and refine the checklist of EFL fluency skills, it underwent a rigorous evaluation by a panel of experts in the field of curriculum and instruction, particularly Teaching English as a Foreign Language (TEFL). The expert panel consisted of eleven members. Their feedback and insights were instrumental in identifying and selecting the most crucial EFL fluency skills required for first-year preparatory school pupils. The final iteration of the EFL fluency skill checklist was ultimately distilled to include two sub-skills, representing the key focus areas for the study.

The EFL speaking fluency Skill Pre -Post Test

The study employed a pre-post EFL fluency speaking skills test as a crucial assessment tool to evaluate the impact and effectiveness of implementing a program based on digital posters and video-based reflection in developing the English as a Foreign Language (EFL) speaking skills of 1st-year preparatory stage pupils. This test was meticulously designed to capture the students' proficiency levels both before and after the experimental treatment. The pre-test provided a baseline measure, while the post-test gauged the outcomes and improvements resulting from the program. The comparison between pre and post-test results served as a quantitative indicator of the program's efficacy in enhancing the EFL fluency speaking skills of the participating pupils.

Description of The EFL speaking fluency Skill Pre -Post Test

The administered test comprised situational questions that aimed to assess the pupils' proficiency in speaking English naturally and spontaneously, while also evaluating their ability to maintain an acceptable accent. The test presented various scenarios, prompting the pupils to articulate their responses to each situation without repetition. This format ensured that the evaluation encompassed the pupils' capacity to communicate effectively in real-life contexts, reflecting their fluency, spontaneity, and pronunciation in English speaking skills. The situational questions provided a practical and comprehensive means to gauge the impact of the program on the development of the pupils' EFL fluency speaking skills.

Piloting the EFL fluency Skill Pre -Post Test

The EFL fluency test underwent a pilot phase involving 20 first-year preparatory school pupils, distinct from the participants in the main study. This pilot testing occurred at Abi Bakr Al-Siddiq Preparatory School in East Shubra Al-Khaima, Qalyubia Governorate. The outcomes of the pilot phase indicated that the instructions and items within the test were clear, facilitating understanding among the pupils. Moreover, feedback revealed that the chosen topics were engaging and appropriate, further validating the effectiveness of the test in assessing the EFL fluency skills of the preparatory school pupils.

Validity of the EFL fluency Skill Pre -Post Test

Face Validity

To ensure the validity of the EFL fluency skill pre-post test, the initial version was subjected to scrutiny by a panel of faculty staff members specializing in EFL curricula and teaching methods (N=11). The purpose of this review was to evaluate the appropriateness of the test items for first-year preparatory stage pupils, assess the adequacy of time allocated, examine the clarity of test instructions and items, and determine the overall suitability of the test for the language level of the pupils. Subsequent to the review, the test underwent modifications based on the valuable input provided by the jury members, enhancing its validity for the intended audience.

Internal Consistency: Validity of the EFL Pre-Post Test

The researcher employed SPSS V.18 to assess the internal consistency validity of the EFL Pre-Post test. This involved calculating the Pearson Correlation Coefficient between the participants' scores on each question and their overall scores in the test. The table below presents the validity coefficients for the test items:

Table 1.

Coefficient Correlations between the Score of Each Item and the Total Score of the Test (N = 20)

Item	Correlation	Item	Correlation	Item	Correlation	Item	η^2
1	0.625	2	0.842	3	0.834	4	0.704

Correlation is significant at the 0.01 level

The significant Pearson Correlation Coefficients at the 0.01 level suggest strong internal consistency among the test items. This provides evidence for the reliability and validity of the EFL Pre-Post test in assessing the fluency skills of first-year preparatory stage pupils.

Reliability of EFL fluency Skill Pre -Post Test

The EFL Pre-Post test demonstrated high reliability through two methods:

1-Cronbach's Alpha Method:

- Cronbach's alpha coefficient was calculated for the vocabulary section of the speaking test, resulting in a high value of 0.793. This indicates a high degree of reliability for the test.

2-Test-Retest Reliability:

- The test was administered to the participants, and then it was re-administered two weeks later. The Pearson coefficient correlation between the participants' scores in the two administrations of the test was calculated using SPSS (V. 18). The obtained coefficient correlation was 0.892, a substantial value that is statistically significant at the 0.01 level. This implies a high level of reliability for the test.

Overall, these reliability measures provide confidence in the consistency and dependability of the EFL Pre-Post test in assessing the fluency skills of first-year preparatory stage pupils.

Rubric of the EFL fluency Skills Test

The scoring of participants' EFL fluency skills was carried out using an analytic rubric designed for objectivity and transparency in the scoring process. The final rubric comprised five performance levels, with scores ranging from 5 (highest fluency level) to 1 (lowest level). The rubric underwent validation by a panel of faculty staff members with expertise in EFL curriculum and instruction (N=11). The validation process confirmed that the rubric items were clear and accurate, enhancing the reliability and credibility of the scoring system.

The Content of the Program

The research employed the New Hello! English for Preparatory Schools textbook as its primary resource, incorporating modifications through the integration of digital posters and videos for the instruction of EFL speaking fluency skills. The program was structured into ten sessions, each incorporating digital posters and authentic videos aligned with the textbook content. Digital access to audio and video materials was facilitated through the Egyptian

Knowledge Bank. The program followed a comprehensive approach, including pre-viewing, during-viewing, post-viewing, follow-up activities, and homework assignments to maximize the effectiveness of the instructional sessions.

The Teacher's Guide

The researcher developed a comprehensive teacher's guide detailing the implementation of the program based on digital posters and video-based reflection to enhance EFL fluency skills among first-year preparatory stage pupils. The program spanned a duration of two weeks, with daily sessions, comprising one session per day. The initial session served as an orientation, providing an introduction to the program, while the subsequent sessions were dedicated to systematically developing the EFL fluency skills. The entire program was executed at Abi Bakr Al-Siddiq Preparatory School in East Shubra Al-Khaima, Qalyubia Governorate.

Steps of teaching the Program

The implementation of the program for developing EFL fluency skills among preparatory stage pupils through digital posters and video-based reflection followed a systematic set of steps:

1. Setting Lesson Objectives:

- Clearly defining the objectives for each lesson to ensure a focused approach to developing EFL fluency skills.

2. Introduction of Digital Posters:

- Introducing the concept and purpose of digital posters as a teaching tool to enhance EFL speaking fluency skills.

3. Creating Digital Posters:

- Engaging the pupils in the creation of digital posters, incorporating text, images, music, videos, and hyperlinks to facilitate an interactive learning experience.

4. Presenting Digital Posters:

- Showcasing the created digital posters in the classroom, allowing pupils to present their work and encouraging peer-to-peer interaction.

5. Utilizing Video-Based Reflection:

- Integrating video-based reflection as a learning tool to enhance speaking skills, providing pupils with the opportunity to observe and analyze their own speaking performance.

6. Comprehensive Discussion:

- Conducting in-depth class discussions to encourage active participation, allowing pupils to express their ideas, opinions, and insights in English.

7. Positive Feedback and Follow-Up:

- Providing positive feedback to pupils on their speaking skills and assigning follow-up tasks to reinforce learning and encourage continuous improvement.

8. Homework Activities:

- Assigning homework activities focused on practicing EFL speaking fluency skills, such as engaging in conversations with family or friends, watching English language videos, or studying additional relevant information.

The study concluded that the development of EFL speaking fluency skills necessitates ongoing positive reinforcement, active participation, and consistent practice through follow-up tasks and homework activities.

4. Results of the study

Table (2) presents the participants' mean scores, standard deviations (S.D), t-value, and level of significance in the pre-post assessment of the EFL fluency skills. The analysis was conducted using the SPSS program (version 18) and paired samples t-test. This statistical method helps compare the means of two related groups, in this case, the participants' performance before and after the implementation of the program based on digital posters and video-based reflection.

The table allows for a comprehensive understanding of the effectiveness of the program in developing EFL fluency skills among preparatory stage pupils by showcasing the changes in mean scores, standard deviations, and the statistical significance of the differences observed. The t-value and level of significance provide insights into whether the improvements are statistically significant, supporting the study's hypotheses regarding the positive impact of the program on EFL fluency skills.

Table 2

Comparison of Mean Scores in Pre-Post Assessment of EFL Fluency Skills: A t-Test Analysis

EFL Speaking micro skills	Groups	N	Mean	S.D.	t-value	a sig.	η^2
Fluency	Experimental	30	50.40	6.27	15.196	0.01	0.799
	Control		19.73	9.10			

N1 = 30 & N2= 30) (DF = 58)

The study's findings, as presented in Table 2, reveal a statistically significant difference at the significance level ($\alpha \leq 0.01$) in the mean scores between the experimental and control groups after the application of the EFL speaking fluency skills test. This difference favors the experimental group. The effect size (2η) of the experimental treatment is 0.799, exceeding 0.14, signifying a significant impact of the experimental treatment in enhancing the EFL speaking fluency skills of first-year preparatory school pupils.

5. Discussion of the findings

The study aimed to enhance EFL fluency skills in first-year preparatory school pupils through a program utilizing digital posters and video-based reflections. The program, spanning eleven sessions and an orientation session, incorporated diverse language practice tasks and activities. The use of digital posters and videos effectively developed EFL speaking fluency skills, addressing areas such as grammatical structures, vocabulary, pronunciation, fluency, and language functions.

The implementation of the program, employing digital posters and videos, proved beneficial in addressing these shortcomings. Various technological tools, including laptops, tablets, and smartboards, were utilized to engage pupils in interactive sessions. Continuous assessment after each session through various EFL fluency activities contributed to the program's success.

The program's implementation positively impacted the classroom environment, instilling confidence and active participation among pupils. Reflection on digital posters and videos became a regular practice, fostering information sharing from sessions. Despite initial hesitancy to speak, the program encouraged competition, dialogue, and corrective action.

The integration of technology, engaging teaching strategies, and diverse assessment techniques yielded encouraging outcomes in the EFL speaking class. The use of digital posters and video-based reflections increased motivation, accelerated learning, and enhanced students' understanding of EFL speaking. This aligns with existing literature, suggesting that technology positively influences motivation and engagement, facilitating improved learning outcomes.

Digital posters emerged as effective tools for teaching EFL speaking fluency by making presentations enjoyable and providing an alternative teaching method. Visual aids, like digital posters, stimulated pupils' interest and willingness to learn, particularly aiding EFL learners in vocabulary practice. This finding is consistent with previous research supporting the effectiveness of visual aids in language learning.

The study demonstrated that digital posters and video-based reflections, featuring engaging, relevant, and level-appropriate activities, significantly improved EFL fluency skills. Audio and video materials served as effective role models for pupils, encouraging imitation of native speakers. Collaborative tasks reduced mistake rates and cognitive load, contributing to the development of fluency skills.

Comparatively, when first-year preparatory pupils were taught using conventional methods, their EFL speaking fluency skills changed significantly with the introduction of digital posters and videos. These tools provided engaging activities, such as role play, discussions, picture descriptions, and opinion expression, contributing to improved fluency. The educational program, incorporating videos and audios, facilitated enhanced fluency skills through recording, peer feedback, and repeated tasks.

In conclusion, video-based reflection not only enhanced classroom independence, teacher preparation, and effective presentations but also played a crucial role in improving EFL speaking fluency and self-confidence among pupils. The self-reflective process enabled students to identify strengths and weaknesses, seek constructive criticism, and develop strategies for improvement, aligning with the findings of previous studies.

6. Conclusion

In summary, the findings of the present study lead to the conclusion that the utilization of digital posters and video-based reflections has a positive impact on the development of EFL fluency skills among first-year preparatory school pupils. The study indicates that these tools

can enhance EFL fluency skills by fostering increased participation, evaluating pronunciation, and encouraging flexibility in grammatical structures. As a recommendation, the study suggests integrating technology and innovative assessment methods into EFL classrooms to further support the improvement of fluency skills among preparatory school pupils.

7. Recommendations of the Study

Based on the study's results, the following recommendations are suggested:

1. Advanced Training: Teachers and students should undergo advanced training on the effective use of digital posters and video-based reflection in EFL classrooms.
2. Early Introduction of Speaking Skills: EFL speaking fluency skills should be introduced and emphasized from the primary grades, incorporating digital posters and video-based reflection as instructional tools.
3. Task Selection: EFL teachers should be mindful when selecting tasks, incorporating diverse forms of interaction and engagement such as role-playing, debates, and discussions to enhance speaking skills.
4. Participation in Conversations: Students should actively participate in discussions, dialogues, and conversations within a supportive and non-threatening environment to build confidence in speaking.
5. Teacher Training: EFL teachers should receive specialized training to effectively choose or create speaking exercises that align with students' language proficiency levels.
6. Language Practice Opportunities: Provide students with opportunities for language practice both within and outside the classroom, encouraging real-life application of speaking skills.
7. Increased Attention to Speaking Fluency: Emphasize and enhance the development of EFL speaking fluency skills, giving this aspect of language learning greater attention.
8. Utilization of Technology: Teachers should leverage technology to motivate students, encouraging them to record speaking assignments and engage in conversations with individuals outside the classroom.

Implementing these recommendations can contribute to the overall improvement of EFL speaking fluency skills among preparatory school pupils, fostering a more dynamic and effective language learning environment.

8. Suggestions for Further Study

Based on the findings of the current study, several suggestions for further research are proposed:

1. Application across Educational Levels: Investigate the effectiveness of using digital posters and video-based reflection for developing EFL speaking fluency skills across various educational levels, including primary and secondary students.
2. Integration across Language Skills: Explore the application of digital posters and video-based reflection in developing a comprehensive range of EFL skills, such as listening, reading, and writing, to assess their impact on overall language proficiency.
3. Focus on Grammar Development: Examine the specific effect of digital posters and video-based reflection on the development of EFL grammar skills, analyzing how these tools contribute to grammatical proficiency.
4. Pronunciation Skills: Investigate the impact of digital posters and video-based reflection on enhancing EFL pronunciation skills, exploring their effectiveness in improving the clarity and accuracy of spoken language.
5. Long-Term Effects: Explore the long-term effects of utilizing digital posters and video-based reflection in developing EFL speaking fluency skills, assessing the sustainability of the observed improvements over an extended period.
6. Student Attitudes: Examine EFL students' attitudes towards the use of traditional teaching methods compared to digital posters, exploring preferences and perceptions related to instructional tools.
7. Comparison with Other Technologies: Investigate the effects of various technological tools, such as emails, discussion boards, and web quests, on EFL speaking fluency skills to identify the unique contributions of different technologies.
8. Comparative Analysis: Conduct a comparative analysis to evaluate the differential effects of traditional teaching methods and digital posters on EFL students' speaking fluency skills, providing insights into the relative advantages of each approach.

These suggested research areas aim to further enrich the understanding of the impact of digital posters and video-based reflection on EFL language skills and provide valuable insights for educators and researchers in the field.

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