The Effect of Video-Based Computer Mediated Conversation Program to Develop EFL Prep Stage Students Oral Performance

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Abstract

This research aimed at investigating the effect of video-based computer mediated conversation (VBCMC) program on enhancing EFL preparatory stage students oral performance. The participants consisted of (60) EFL second year preparatory stage students. They were randomly selected from Mahelt – EL Qasb School in Kafr – ElSheikh Governorate, Egypt. The research adopted the quasi:-experimental design using two groups: an experimental group (n=30), that received the proposed program, and a control group (n=30) that received the regular way of teaching. To collect data, the researcher used three instruments: an EFL oral performance checklist, an EFL oral performance pre-posttest, an EFL oral performance rubric . Results of the research revealed that there were statistically significant differences between the mean score of the experimental group and the control group students in oral performance test in favor of the experimental group. Moreover, the effect size of (VBCMC) program was found to be high. Therefore, this research recommended using (VBCMC) in teaching the four skills of English-language at different educational stages.

Keywords: Video – based computer mediated conversation, Oral Performance, Preparatory stage students, EFL.

Introduction:

Teaching English as a foreign language requires students' exposure to activities for improving reading, speaking, writing and listening. The first and final aim of acquiring such language skills is to achieve a high development of abilities for achieving and producing the foreign language either in oral or written form, i.e. achieving a good mastery in the productive and receptive skills. Oral performance is regarded as a significant skill to develop because it is necessary to display language proficiency. Learners will be put in situations where communication in English is needed; the emphasis is mainly on oral performance skills.

The development of the computer together with the widespread use of the Internet has quickly promoted computer mediated communication as a very important communication medium, which has been used extensively and successfully, and has a strong effect on many aspects of education (Beatty and Nunan, 2004; Pfaffman, 2008). Beside face to –face

communication, writing and textbooks, computer as the fourth revolution in the resources of knowledge production (Warschauer, 2008).

Computer mediated communication based computer assisted language learning has significantly revolutionized teaching and learning languages by offering numerous new ways to achieve language acquisition (Boone, 2010). Researchers are continually investigating how may add to the education process in particular socio-cultural contexts.

Nature and Importance of Oral Performance

Oral performance could be defined as the ability of the learner to participate in an interaction with one or more to convey and express his own thoughts, ideas, wishes, opinions, attitudes and information. The learner speaks in understandable words and sentences, at the right voice, and speed, with correct sentence rhythm, with the right tone and

with adequate grammatical correctness that holds the listener's attention. Moreover, he produces continuous speech without any breakdowns while making appropriate eye - contact with the listener and showing appropriate body - language to support his speech. Also, he avoids distracting movements and gestures. (Osama, 2020).

According to (Alafifi, 2020) oral performance is one of the most crucial language components that must be practiced communicating orally. People who have ability in speaking and listening will be better in sending and receiving message to one another. Oral performance is the process of building and sharing meanings using verbal and non - verbal symbols in different contexts. It is a productive necessary skill to communicate effectively and efficiently in any language, especially when speakers are not using their native language. Language learners often think the ability to speak a language is the product of language learning; however, this component of language is also an important part of the language learning process. It is worthwhile for students to know when they learn how to speak; they can use speaking to learn.

Therefore, learning to speak or listen to a while learning to listen a language means learning how to guess and understand the word. Both ways of using a language require practice to become trusty communication tools, with spelling and listening corresponding to the sound structure and pronunciation. Thus, oral performance is a process during which speakers depend on all the available information (background and linguistic) to create understandable and meaningful oral messages to the intended audience (Pawlak et al., 2011).

According to, (Khamkhien, 2010) he mentioned that oral performance is considered the most important active skill in foreign language learning. Adopting (Bygate's , 2006) view of oral performance according to the top - down approach (Howarth, 2008) defined oral performance as a two - way process that involves a real communication of opinions, information or emotions. According to this top - down view, the oral text is considered as the result or

product of interaction between two or more speakers sharing the same time and the same physical context. Accordingly, advocates of this view argue that instead of instructing learners to make grammatical sentences and after that using them in discourse, learners should be encouraged to oral take part in oral contexts from the beginning and then they will unconsciously acquire the sub - skills.

Oral performance is a necessary skill for learners' success in school and in life, in general. (Rao, 2012) asserted the importance of oral performance skill in teaching EFL. He added that interaction orally is important for many reasons. For example: 1) oral performance is the best introduction to other language learning skills, as learning through oral performance is a natural way to learn a foreign language; (2) oral performance is important because it offers the opportunity to practically use a foreign language; and (3) oral performance brings fluency, correction, and then accuracy among EFL learners.

Learners often assess their success in language learning on the basis of how well they feel they have enhanced in their oral language proficiency; this is because many of them spire professional careers in English dominant communities (Matin, 2011). Generally, students who can put their opinions and ideas into words are usually more successful in school. However, students who lack good oral performance skill may suffer from consequences on the long run. Besides, the ability to perform fluently in English plays an important role in developing other language skills such as reading and writing skills (Bueno, 2016).

Oral performance is essential because it is seen as a vehicle to link individuals to society. Students who are outstanding English speakers can figure out what they believe and where they stand on issues (Hybels and Wearer, 2001). In addition, oral language is a powerful learning tool.Shapes, modifies, extends and organizes thought. In the case of oral performance, oral interaction is vital for an effective teaching – learning process.

The ability to perform orally in a fluent way presupposes processing information and language, not only language knowledge (Harmer, 2001). Therefore, teaching oral performance in the classroom is fundamental

Enhancing Oral Performance with Video

In this research video-based computer mediated conversation is used to enhance oral performance. Many researchers like (Denis, 2005); (Harmer, 2007); (Herring, 2008) and (McGill, 2010) proposed two video - based activities which can be used in video - based lessons. One of them is video watching activities. A number of activities are designed for specific video situations. They explore the range of options for use with both "off - air" and language learning videos.

Video watching activities includes three sections as follows:

1.General comprehension

The activity in this section is designed to have students to watch video in order to understand the gist of video and then look back againfor details. In this activity, students have to try and give as many as information about what they have seen. Then, in pairs, they have to agree on everything they heard and saw. When the discussion has beenfinished, the teachers read out questions and the students have to writethe answer. After that, they compare with other pairs whether they all agree. They watch the video again to check the answer.

2.Working with aspect of language

The activity in this section shows the unique language works to the medium of video. A way of greeting students in monolingual

groups to focus on language is to get hold of English language videos which have subtitles in students' language. The teacher can start by viewing the video without sounds and discussing the subtitles in general. After the first viewing, both the teacher and students discuss what they have seen. The second viewing, the students have to write down what they think the original English words were. For the final viewing, they watch the extract with the sounds turned up to compare their English with the words that were actually spoken .

3.Video as springboard to creativity

How video clips help to start the students' creativity showed in the activity of this section by encouraging interpretation, provoking thought, and asking for language use. In this activity, students watch a video clip and the teacher make sure that they understand it.   Then they do any language work which may be appropriate.

Teacher asks students to watch the video again but they have to imagine how the scene would be different. This activity helps the students understand more about language being used and direct them to insights about language and behavior in general.

Sometimes, the teacher needs to modify and select their own authentic video material to fit their timetable and the specific needs of the students. (Richards and Renandya, 2012); (Bassey, 2012) (Crum, 2018) suggested some guidelines to help teacher planning video lessons effectively and exploit the video material to its utmost effect such as:

1. Guiding the students toward appreciating video as a language learning tool. Teachers need to lead students to an appreciation of video as a valuable tool for language learning. It helps them to develop viewing skills which they can apply to their video and television viewing experience outside the classroom.

2. Making the video an integral part of the course : video's true potential in language learning is only achieved when it is used as an integral part of a course. One way to do this is to bring in the video to introduce or to expand on a theme or topic that is already part of the curriculum or that is deal with in the students ' textbook.

3. Using short sequences : It is difficult to specify an exact sequence length without identifying a particular video sequence. It is better to exploit a short (three to five minutes) segment of video thoroughly and systematically rather than to play a long sequence which is likely to result in less active viewing on the part of the students.

4. Familiarizing oneself with the material: Treat the video material as seriously as any other language teaching material. The teacher has to learn the materials before presenting in the class. If time allows, try to doing the activities in order to anticipate difficulties or questions the students may have.

5. Treating the video as both a visual and an audio text. When planning the lessons, it is important to consider not only the video script, but also the video itself. Test the degree of visual support in a video sequence by viewing it first when the sound is turned off to see how much people can comprehend based on the pictures alone.

6. Designing lessons that provide opportunities for repeated viewing. Once is not enough. Unless students are extraordinary and native levels of language proficiency, they will need to see and hear a video sequence several times if they are to understand the situation, identify the characters, observe and recall the language and other facets of the video

in any detail.

7. Planning activity for three stages. Teachers can promote active viewing and increase students' comprehension and recall by planning video – related lessons for three stages of activities: previewing, viewing, and post – viewing. The stages are elaborated as follows:

a) Pre – viewing activities. These prepare the students to watch the video by tapping their background knowledge, stimulating interest in the topic, and lessening their fear of unfamiliar vocabulary.

b) Viewing activities. These involve playing and replaying the entire sequence or relevant parts and requiring students to focus on important aspect such as factual information, plot development, or the language used in particular situation.

c) Post – viewing activities. These require students to react to the video or to practice some particular language point. In this point, the teacher can make discussion, role play, debate, etc .

Benefits of Using Video in Teaching Oral Performance

Teaching by video has been used many years ago. It is believed that video gives potential impact on foreign language study. It is beneficial to present both linguistic and non – linguistic aspects of its benefits. A video is a resourceful tool for teaching foreign language oral performance.

Abrams (2006) stated that a video can provide language in use. For example, the students can see how intonation matches facial expression and what gestures accompany certain phrases. Another great advantage of video is that it provides authentic language input for the students. (Cakir, 2010) showed that movies and TV programs are made for native speakers, so in that sense video provides authentic language input. One of the benefits of using video is cultural understanding. It means that the teacher can develop a deep appreciation for other cultures by seeing depictions of everyday life in other society.

Bravo (2011) mentioned that offers some exceptional qualities that make it particularly useful in education. He saw that video can appear to alter both time and space as it captures events. Video has the potential to shift the viewer's location as well as the time frame experience. Video travelogues, documentaries, and docudramas can seem to shift where viewers are located, from the classroom to the location they are viewing.

Willmot and Radley (2012) added that learner motivation increases when learners learn language using video. Most students show an increased level of interest when they have a chance to see language in use as well as they hear it, and when this is coupled with interesting task. The use of

authentic material can enhance students' interest in classroom activities and increase their motivation to listen, understand, and learn.

Busà (2012) stated that listening to real people speaking about real
- life experiences and interacting with other speakers in a natural way may be considered more stimulating than listening to actors reading scripts elaborated by EFL (English for Foreign Language) writers a video can be effective way to get students' attraction and increase theirmotivation. Furthermore, (Wihelm, 2014) and (Ron, 2017) concluded some benefits of using videos for young learners into four aspects as follows:

a) Psychological aspect: Video adds variety in the teaching and learning process so that students find it fun, stimulating and highly motivating. It can make learning experience successful and thus develop positive attitudes and confidence to the target language and tolanguage learning.

b) Linguistic aspect: Video presents or revises new words, phrases, and expressions. It shows all factors of communication; the language forms, nonverbal codes, negotiation of meanings, and interaction. Video also provides a full context of language use so that the learning is more accessible and memorable.

c) Cognitive aspect : Video can improve the students' curiosity and provide up – to – date information. It enables students to maximize their abilities to infer form context. Moreover, video can develop students' motor skills, information and research skills, and communication skills as well as independent learning.

d) Cultural aspects: From cultural aspect, video enables students to see the world beyond the classroom and improve their cultural awareness. It helps bridging the cultural gap by providing background cultural information. From the theories above, it can be concluded that video brings many benefits in teaching and learning oral performance. Using a video in teaching oral performance gives authentic model of English. It can also provide language in oral performance process use.

Moreover, a video in oral performance process allows students learning correct pronunciation, improving their vocabularies and understanding different culture. A video is generally easy to understand because of the available visual clues. Using it in learning is interesting and motivating for the students to learn. However, the teacher should also concern about the equipment used in teaching video. Teacher should also

manage the use of video and the impact for the students, so they can see it clearly and become aware of what the aims of video for their learning .

Studies Related to Enhancing Oral Performance.

Many studies have investigated the impact of using video-based computer mediated conversation on enhancing learners' oral performance skills. For example, Abdullah (2016) conducted a study to determine the impact of using some interactive teaching strategies (conversation, role - playing, and oral classroom discussion) on improving EFL speaking skill for second - year preparatory stage students in Egypt. The participants of the quasi - experimental study consisted of seventy students. The study revealed that the experimental group using some interactive strategies outperformed the control group on the post administration of the oral test. It was concluded that using interactive teaching strategies had positive effects on improving the speaking skill of the target sample.

Salem's study (2017) aimed at finding out the effect of a Webquest Based Program (WQBP) on developing the EFL listening and speaking skills of general secondary school students and their self

- regulation (SR). Participants were forty, 2nd year general secondary school students at Temay Al - Amdid Secondary School. The study instruments included: a listening sub - skills checklist, a speaking sub

- skills checklist, a computer and internet skills survey, two pre posttests of listening and speaking, a speaking assessment rubric, self - regulation questionnaire (SRQ), and a reflective log. Study results showed that there were statistically significant differences between the mean scores of the experimental group and the control group in the listening and speaking skills tests, in addition to self - regulation in favor of the experimental group.

Ahmed (2019) attempted to employ video and investigated their effect conversations based on the use of on students' oral skills. The sample of the study consisted of 60 secondary stage students in Helwan experimental school. The researcher adopted video - conversations, Skype, and pre - post listening and speaking tests. The results showed that video conversations have a positive role in enhancing the experimental group oral skills.

Mahmood (2019) conducted a study which aimed to address the question: Does peer collaboration based learning motivate students to perform better in their oral ability ? Data collected from a survey of students at National preparatory school in Iran consisted of an effective sample of 100. The study employed the statistical models, including T-test, ANCOVA,

and Pearson Correlation, top form analyses. The results showed that peer collaboration based learning, can help teachers enhance students' oral communication ability in the learning process.

Alrasheedi (2020) aimed to investigate the psychological factors which affect learners' oral language. The researcher distributed a questionnaire among 200 female and male participants majoring in various fields at Majmaah preparatory school in Saudi Arabia. The researcher employed spss to analyze the accumulated date and displayed the results in descriptive tables. The results reveal that
affective factors impacting students' performance in speaking skills are shyness, peer pressure, language are paucity of necessary vocabulary, lack of exposure to the target language, and scarce opportunities to practice speaking outside the classroom. The study contributes to the existing English language learning (EFL) literature through its focus on the affective factors impacting speaking performance in Arabic-speaking EFL learners.

Farage (2024) this study aimed at investigating the effect of online emotional intelligence-based activities on enhancing first year secondary stage students' EFL oral communication skills (listening comprehension and speaking skills) and increase their self-regulation concerning learning these skills. Participants of the study were two groups of 60 first year secondary students (one experimental and one control). Instruments of the study were an EFL listening test, an EFL speaking test, self-regulation scale concerning learning oral communication skills and observational card. The experimental group was taught using online activities and the control group received regular instruction. Both tests, SR scale and observational card were post-administered to both groups after the course has been applied. Results showed that experimental group outperformed the control one. This indicated that the online emotional intelligence-based activities were effective in developing EFL listening comprehension skills, EFL speaking skills and enhancing self-regulation of the participants. Therefore, it is concluded that using online emotional intelligence- based activities is effective in developing EFL listening comprehension skills, EFL speaking skills for secondary stage students and increasing their self-regulation towards learning these skills.

This review of literature at and previous studies indicated that preparatory stage students face challenges in expressing themselves. orally. Literature also indicated that computer mediated conversation program may improve students oral performance.

Pilot Study

In order to provide evidence for the problem of this research, the researcher administered an EFL Oral Performance Skills Test to a random sample of thirty second year students in Mahlet EL Qasb Prep School in Kafr-El Sheikh Governorate, through measuring listening sub- skills which are (Guessing and prediction – Identify gist and main idea

- Listen for specific information – Comprehension) and speaking sub – skills which are (Fluency – Vocabulary – Pronunciation – Grammar and Comprehensibility) based on the students' prescribed book "New Hello".Application lasted about 45 minutes.

Table (1) Results of the Pilot Study

Skills	Sub – skill scores	M	SD	%
Listening (Guessing and prediction – Identify gist and mainidea – Listen for specificinformation – Comprehension).	5	1.17	0.29	23.4%
Speaking (Fluency – Vocabulary – Pronunciation – Grammar and Comprehensibility).	5	1.21	0.37	24.2%
Total	10	2.38	0.48	23.8%

Table (1) shows results of the oral performance test for the pilot study which reveals that the percentage of the students' scores in speaking and listening tests are 23.8%. According to the mastery level indicators, it must reach at least 80% and above. The percentage of the students' scores in EFL oral performance test means that students of preparatory stage need more

improvement to enhance their listening and speaking skills, which will lead to raise their oral performance skills.

Statement of the Problem

In the light of previous studies and the pilot study results ,The research problem was stated as follows: the obvious weaknesses and lack of the 2nd grade preparatory stage students in some EFL oral performance skills. Consequently, it became essential to find a solution for this problem, so a proposed Video-Based Computer Mediated Conversation Program was designed to enhance second grade preparatory stage students' oral performance skills.

Research Questions

This research attempted to answer the following question:

"To what extent does video-based computer mediated conversation promote the oral performance of the second year preparatory stage students?

For the research purposes this main question can be sub-divided into the following questions:

1. What are the oral performance sub-skills necessary for second year preparatory stage students ?
2. How is video- based computer mediated conversation used to improve preparatory stage students' oral performance ?
3. What is the effectiveness of video-based computer mediated conversation in enhancing second year preparatory stage students' oral performance ?

Hypotheses:

This research attempted to verify the following hypotheses:

1) There is a statically significance difference at the (0.05) level between the mean score of the experimental and the control groups on the post administration of oral performance test (listening and speaking skills) in favor of the experimental group.
2) There is a statistically significant difference at the (0.05) level between the mean scores of the experimental group students on both the pre-and post administrations of the oral performance test (listeningand speaking skills) in favor of the post administration .

Purpose:

The present research aimed at:-

1. Investigating the effectiveness of video-based computer mediated conversation in enhancing oral performance of preparatory stage students.

2. Exploring to what extent will using video-based computer mediated conversation develop oral performance of preparatorystage students**.**

Significance

The present research would contribute to:-
1. Providing supervisors and curriculum planners with students' oral performance skill needed to be taken into consideration while planning EFL curriculum.
2. Helping EFL teachers to use suitable technological techniques and activities for enhancing students' oral performance skill in EFL.
3. Enhancing students' oral performance skill in EFL.
4. Paving the way for researchers conducting similar studies at the university level. This can be done by building upon the results of the proposed study.

1. Delimitations

This research was be delimited to:
1. The research participants: sixty second year preparatory stage students from Mahlet El – Qasb School in Kafr – Elshiek Governorate.
2. Speaking and listening conversation in the prescribed text book "New Hello".
3. Listening sub-skills such as: (Guessing and prediction – Identify gist and main idea – Listen for specific information – Comprehension).
4. Speaking sub-skills such as: (Fluency – Vocabulary – Pronunciation

   – Grammar and Comprehensibility) .

MethodologyParticipants:

The participants of the research were two intact classes (n=60) EFL second year preparatory stage students, males and females in Mahlet EL Qasb School in Kafr – EL Sheikh Governorate in the academic year (2022 – 2023) during the second semester. The participants were purposely chosen and divided into two groups: an experimental group (n=30) that studied using video-based computer mediated conversation to develop their oral performance and their motivation, while the control one (n=30) received teaching through the regular teaching method. Students' age in each group ranged between 12 and 13 years old. All students have started learning English since primary stage. Therefore, the participants of the research were homogenous to a great extent as they come from almost the same socio-economic background.

Design

     This research adopted a quasi-experimental design, so both analytical descriptive and experimental approaches were utilized.The analytical descriptive approach was adopted to identify and modify oral performance skill. The experimental approach was adopted while applying the proposed program. As well as, assigning the participants into a control group and an experimental group. The experimental group was taught through the video based computer mediated conversation program to develop oral students' performance. The control group received instructions in these skills through regular method.

Instruments :

     In order to collect data for the current research the following instruments were designed and used by the researcher.

    1. An EFL oral performance checklist.

    2. An EFL oral performance test.

    3. An EFL oral performance rubric.

Results and Discussion:

    The results of the research are statistically analyzed in terms of its hypotheses and they are discussed in the light of the theoretical background and related studies. Research results were reported as follows:

Testing The first hypothesis:

    The first hypothesis stated that " There is a statically significance difference at the (0.05)level between the mean score of the experimental and the control groups on the post administration of the listening skills test in favor of the experimental group."

    In order to verify the effectiveness of (VBCMC) in promoting the experimental group students' listening skills, the t – test was used and the results are shown in the following table.

Table (2) :**Comparing the performance of the control and the experimental groups on the post administration of the first part of theoral performance test (the listening skills test)**

Skills	The group	N.of cases	Mean	S.D	df	t.Value	Sig.
Guessing and Prediction	Control	30	3.60	1.13	58	15.65	0.01 Sig.
	Experimental	30	7.87	0.97			
Identify gist and main idea	Control	30	3.77	1.00		16.89	0.01 Sig.
	Experimental	30	7.90	0.88			
Listen for specific information	Control	30	3.77	0.81		19.04	0.01 Sig.
	Experimental	30	7.97	0.89			

Comprehension	Control	30	3.77	0.89		20.32	0.01
	Experimental	30	8.03	0.71			Sig.
Total Score ofTest	Control	30	14.90	3.08		21.98	0.01
	Experimental	30	31.77	2.84			Sig.

The results in table (2) revealed the mean score of the different listening sub-skills has been remarkably different. They were (15.85, 16.89, 19.04, 20.32). This indicated that the experimental group members outperformed their peers in the control group on the post administration of the listening pre posttest due to the implementation of (VBCMC) program.

Based on these results, it can be concluded that there were statistically significant differences between the mean scores of the participants of the control group and the experimental group in the individual listening skills and in the total score of the test in favor of the experimental group as t – values were high (21.98) and statistically significant at the level (0.01). These results proved that the first hypothesis was true, and consequently it was accepted for the listening skills.

Testing the Second Hypothesis:

The second hypothesis stated that " There is a statically significance difference at the 0.05 level between the mean score of the experimental and the control groups on the post administration of the speaking skills test in favor of the experimental group". To verify this hypothesis, a t – test was used to compare the mean scores of the two groups. The results are presented in table (3).

Table (3) Comparing the performance of the control and the experimental groups on the post administration of the second part ofthe oral performance test (the speaking skills test).

Skills	The group	N.of cases	Mean	S.D	df	t.Value	Sig.
Fluency	Control	30	1.40	0.49	58	17.10	0.01
	Experimental	30	3.60	0.49			Sig.
Vocabulary	Control	30	1.53	0.50		14.75	0.01
	Experimental	30	3.47	0.50			Sig.
Pronunciation	Control	30	1.57	0.50		18.17	0.01
	Experimental	30	3.83	0.46			Sig.
Grammar	Control	30	1.57	0.50		17.02	0.01
	Experimental	30	3.70	0.46			Sig.
Comprehensibility	Control	30	1.40	0.49		13.49	0.01
	Experimental	30	3.33	0.60			Sig.
Total Score ofTest	Control	30	7.47	1.00		36.05	0.01
	Experimental	30	17.93	1.23			Sig.

The results shown in table (3) reported that the t – values were (17.10 14.75, 18.17, 17.02, 13.49 respectively).This indicated that theexperimental group members outperformed their peers in the control group on the post administration of the speaking pre – posttest due to the use of the (VBCMC) program.

Based on these results, it can be concluded that there were statistically significant differences between the mean scores of the participants of the control group and the experimental group in the individual speaking skills and in the total score of the test in favor of the experimental group as t-values were high (36,05) and statistically significant at the level (0.01). These results indicated that the second hypothesis was true; consequently it was accepted for the speaking skills.

Discussion of the Results

According to statistics reported in the tables presented above, the present study reached the following results. The experimental group outperformed the control group in the post-test of the EFL oral performance. this improvement involved oral performance which contains two main parts: (the listening skill and the speaking skill) could be ascribed to the implementation of the (VBCMC) program.

In addition to, the positive effect the (VBCMC) that was proved by quantitative statistical results, students in the experimental group showed positive attitudes towards the proposed program which was noticed throughout the researchers' own observations and students' comments that proved the effectiveness of (VBCMC). Here are some of their comments:

- " The program helped me to interact in English with my classmates"

- " The program taught me how to start a conversation, understand spoken English words and guess the meaning ofunknown words"

- "I wish we could learn the other skills like reading and writing in this way".

These results congruent with the previous studies that investigated the effectiveness of the (VBCMC) program on oral performance and ∕ or communication such as these of (Abdullah, 2016) ; (Salem, 2017) ; (Ahmed, 2019); (Mahmood, 2019); (Alrasheedi, 2020) and (Farage, 2024).

The design of the proposed (VBCMC) program had certain features that helped the experimental group do better on the post administration of the pre posttest of oral performance. First, using peer-learning helped learners to correct each other's mistakes by exchanging their information.

Second, the researcher's continuous guidance to students during their work helped achieve the program targets.

The researcher used to guide them, correct their language, and assess their work. Third, using the (VBCMC) program as a teaching technique for the first time in most schools in Egypt to teach oral performance skills was a great challenge for the researcher. According to literature, most the (VBCMC) programs were used in teaching reading skills. Moreover, using the(VBCMC) program made students depend on themselves and cooperate together in addition to, being aware of what they should do during their learning. They have known how to set goals for their learning and how to achieve it. Additionally, using pair work and group work proved to be vital in helping students do their own tasks well.

Finally it can be said that the (VBCMC) program could provide a useful framework for developing second- year preparatory school students' oral performance.

Suggestions for Further Research:

This research suggest the following points:

Based on the findings of the current research, the following areasfor future research are suggested:

1. Conducting a follow-up study on this research in order to see whether . (VBCMC) program has the same influence on other language skills (reading and writing) .
2. Investigating the using of (VBCMC) program at different school levels and on developing written composition skills .
3. Investigating the effect of (VBCMC) program on developing grammatical competence of students of different educational stages .

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