جامعة المنصـورة

كليــة التربية

ـ

Using Video-Based Computer Mediated Conversation Program to Enhance EFL Preparatory Stage Students Motivation.

By

Raefa Ahmed Mohamed Gad
A Senior Teacher of English

Supervisors

Dr. Aly Abdul – Samea Quora
Professor of Curriculum & Instruction (EFL), Faculty of Education Mansoura University

Dr. Samah Rezk Al-Refaey
Associate Professor of Curriculum &Instruction(EFL), Faculty of Education Mansoura University

Using Video-Based Computer Mediated Conversation Program to Enhance EFL Preparatory Stage Students Motivation.

Raefa Ahmed Mohamed Gad

Abstract

This research aimed at investigating the effect of using video-based computer mediated conversation (VBCMC) program on developing EFL preparatory stage students motivation . 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 conventional way of teaching. To collect data, the researcher used three instruments: An EFL motivation questionnaire, video -based computer mediated conversation program and teacher's guide. Results showed that experimental group outperformed the control one. This indicated that the (VBCMC) program had a significant impact on increasing the motivation of the participants. Therefore, it is concluded that using (VBCMC) program is effective in improving motivation for second stage students towards learning some English language skills.

Keywords: Video-based computer mediated conversation, Motivation, Preparatory stage students, EFL.

Introduction:

It has been long recognized that the ability to speak a language develops through interaction with other interlocutors. In the case of foreign or second language learning, interaction with other membersof the speech community not only helps learners analyze and process linguistic forms (White, 2013), but also it permits them to participate in meaningful social activities (Jacoby and Ochs, 2010).

Motivation is one of the most important elements for better achievement in all fields especially in the educational process. From the view of the behaviorist theory, motivation is " quite simply the anticipation of reward " (Brown, 2001, p. 160).

Motivation generated in classroom settings is invaluable in learning a foreign language to offer meaningful options to students by selecting interesting materials, selecting variations of teaching materials and encouraging students to be active participants in the learningprocesses

In learning English language, students may have some difficulties in figuring out what they receive and how to produce phrases which make them resistant to be active learners. As a consequence, without being motivated to learn, students find it hard to achieve progress in English learning. The use of multimedia presentation offers a potential venue for improving students' understanding about language (Payne, 2012).

Computer mediated communication is able to overcome physical and social limitations of other forms of communication and therefore allow the interaction of people who are not physically sharing the same space.

Eric (2018) argued that video based CMC use provides learners with an opportunity to notice [the] gaps between their inter language and the target language. (Muslem, 2017) referred to found that video based CMC may be more beneficial to language learning than face to face communication in the target language in terms of developing productive language skills. So, online oral activities may make use of the same methods that face - to - face activities use, The affordances of online activities may make them at least as effective as and sometimes more practical than face - to - face activities by increasing the quantity and quality of oral language practice.

Nature and Importance of Motivation:

The term motivation has its origins in the Latin word mover, which means movement (Steers; Mowday and Shapiro, 2008). In general, motivation can be described as something intangible, a trigger / drive inside a person that stimulates that person to specific actions or to certain behaviors. This indicates a constant movement. Thus, motivation is always directed towards something or away from something. So, employees continually seek or / and are encouraged to become better, faster etc. This implies that there is no final goal in motivation, making it a moving target that is never reached. This might be good for the productivity at a workplace, but in a long-term perspective, it can be difficult to motivate employees as their demandsfor" reward/motivation" continuously grow.

In (Gardner, 2010, p. 242)' study mentioned that " motivation is a very complex phenomenon with many features. Therefore, it is not probable

to give a simple definition because the term motivation has been noticed by different theories of thought.

Contextually, without motivation, teaching approaches, appropriate materials, and having skills could not guarantee learner's success. Furthermore, motivation is a critical impetus to achieve aims and success in language learning (Huang, 2017).

Motivation is an issue worthy of investigation because it seems implicated in how successful language learners are. And motivation is the answer that researchers and teachers provide when regarding to efficient language learning. For decades, studies in this area have been principally concerned with describing, measuring and classifying its role in theoretical models of the language learning process (El- Mistikawy, 2021).

Most teachers and researchers have widely accepted motivation as one of the key factors which influence the rate and success of second / foreign language learning. Moreover, motivation provides the primary impetus to initiate learning the second language and later the driving force to sustain the long and tedious learning process; indeed, all the other factors involved in second language acquisition presuppose motivation to some extent (Abd El- Fattah, 2021).

Conversely, without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long - term goals, and neither are appropriate curricula and good teaching enough on their own to ensure students achievement (Palmer, 2016).

Motivation represents an internal condition that inspires people to achieve their goals. It is a motivator to act. When students are motivated to learn, they try harder to understand the material and thereby learn more deeply, resulting in better ability to transfer what they have learned to new situations (Ryan, 2012).

Martens (2011) explained that learning motivation of students in the education is important. Without motivation, learning is not possible. In other words, motivation in education has an effective role in students learning. Due to motivation students do any task and achieve the goal. Motivation increase speed of work and a person is doing everything to achieve goal. (Yachu, 2011) indicated that motivation increases the performance of learning. Furthermore, it inspires the learner to achieve the task because leaning has addressed his talents, abilities and desires. Consequently, the students seek to increase his performance in English classes. Motivation also can affect students' success. Motivation is a

significantly important factor for academic learning and achievement across childhood through adolescence.

According to (Mostafa and Esmaeel, 2012), students with high motivation exhibit characteristics such as initiative, diligence, and

active learning, are difficult to please, are punctual and diligent, and are always striving to learn to the best of their ability. Motivation is described as a mental impulse that guides and motivates human behavior, including learning behavior. It is also affected by both intrinsic and extrinsic factors. Extrinsic factors are factors outside of the student, such as family, education, or community climate, and intrinsic factors are factors within the student, such as personality, interests, and intellect.

Raising Motivation through Classroom Activities

In classroom situations, learners can choose a variety of stimulating situations to respond such as interacting with companions, looking out the window at passing traffic and watching the teacher. In addition, teaching instructions ought to be attractive for student's attention with other sources of encouragement (Perera and Hathaway, 2017).

Nilson (2016) suggested a number of procedures for improving student's motivation in classrooms: The teacher utilizes electronic devices through creating a list of personal possessions such as cell phones, personal game devices. Also, the teacher, routinely, gives students additional activities to work on as soon as they enter the classroom that is so to stress students' attention at the outset with academically relevant activities, reinforcing the power of classroom instruction and activities.

Mahmoud and Tanni (2014) asserted that the teacher utilizes high - interest or functional - learning goals to be engaged students in academic lessons that are based on ' high - interest' topics that interest the student. Respectfully, (Lopez and Cardenas, 2014) mentioned that the teacher uses cooperative learning activities into instruction to add advantages of promoting active student engagement and in real time feedback via direct observation. In the same manner, (Gettinger and Seibert, 2013) referred that the teacher could maintain instruction that is well - suited to the abilities of the classroom and could move to get students' attention.

In the same trend, (Collins; Joseph and Bielaczyc, 2012) described many ideas to raise motivation by reducing the reinforcing power of non - instructional activities and creating low - distraction work areas. Furthermore, for students who are off - task during independent seatwork,

the teacher can set up a study carrel in the corner of the room or other low - distraction work area. The teacher can then either direct the distractible student to use that area whenever independent seatwork is assigned or can permit the student to choose when to use the area.

Furthermore there are many ways to help students to overcome their difficulties in communicating in English. According to (Miller and Rollnick, 2010) when the teachers want to encourage students to communicate in a foreign language they must use communicative approach that avoids the concentration towards grammar and

vocabulary but emphasizes on the significance of language function. In other words, these activities will involve students in real communication, where the achievement of their communicative task is more important than the accuracy of language they are using.

In addition to, (Linnenbrink and Pintrich, 2010) asserted that in order to do these activities, there must be something that makes students interested in communication. In this case, game can be a solution as it stated by Pintrich that game is used for giving intense and passionate involvement in communication to the students so that they can feel enjoyment and pleasure in learning. Therefore; teachers must try to communicate by using games combined with communicative approach so that hopefully it can create a good circumstance, encourage pupils to take part actively and improve the quality of pupils' communicative competence.

In his study (Nolen, 2009) showed that, communicative game is a set of well - design activities which stimulates students' interaction in the classroom. These games require students to take part actively in classroom by speaking and listening in order to express their own point of view or give information. Then, their confidence will be automatically formed due to its concept in building habits of interaction.

Also, video conversations can become part of the school's teaching. The educational conversations allow teachers to introduce educational talks and with an interesting elements which may improve the learning

process. With the help of computer programs themselves can help students to socialize, communicate with others based on knowledge, and gain the skills to effectively navigate into interpersonal relationships (Harmer, 2009).

The Use of Video as Audio – Visual Learning Media

English in Egypt is a foreign language. Related to this, students learn the target language (English) in their own culture and the available practice or activities in the classroom. The key factor in the English learning

development is the opportunity given to students to speak in the target language. Teachers must improve the students' willingness and give them reason to speak and listen in English.

Richards and Renandya (2012) showed that the way of stimulating the students to talk might be provide them with the extensive exposure to authentic language through audio-visual stimuli and with opportunities to use the language. Audio- visual materials are a great help in stimulating and facilitating the learning of a foreign language. Audio – visual stimuli provide learners with opportunities to learn from auditory and visual experiences, which enable them to develop their oral performance ability.

Cakir (2010) said that all audio – visual materials – have positive contributions to language learning as long as they are used at the right time, in the right place. In designing activities with audio – visual materials, teacher should integrate strategy instruction into interactive activities. Effective interactive activities should be manipulative,

meaningful, and communicative, involving learners in using English for a variety of communication purposes. They should be based on authentic or naturalistic source materials. They enable learners to manipulate and practice specific feature of language. They allow learners to rehearse, in class, communicative skills they need in the real world. They should also motivate psycholinguistic processes of learning.

A video is the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion. According to (Newby; Stepich; Lehman and Russell, 2010) videos are the display of recorded pictures on television – type screen. Any media format that employs a cathode

– ray screen to present a picture can be referred to as video. Furthermore, (Okada, 2010) stated that video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. It means that video is a media that consist of visual and audio effects.

Video can be used in all instructional environments with classes, a small groups, and individual students. In his thesis (Berk, 2009) stated that the contiguous presentation of verbal and visual material as in videos with integrated dialogue or narration is most effective for novices and visual learners.

Video is a media that provides audio – visual that can be used to help in teaching and learning. It can be played back in slow motion so that the eye can see events that occurred too fast to register through normal

vision. Therefore, the use of meaningful video in teaching may be most appropriate for introductory courses, introducing complex topics in any course, lower achieving students, and visual / spatial learners.

Studies Related to Enhancing Motivation

Many studies have investigated the impact of using video-based computer mediated conversation on enhancing learners' motivation. For example, Khalid (2016) aimed at investigating EFL learners' motivation and English development through the implementation of communicative learning activities in a preparatory school in Libya, with a sample of third year students. The data was collected through applying a pre - post questionnaire and a pre – posttest for two groups control and experimental group. The results revealed that communicative learning activities act as a bridge between motivation and communicative skills development.

In Mohamdi's study (2018) investigated the relationship between willingness to communicate and foreign language achievement. Participants were 44 preparatory school students male and female, in Iran. The data collected through five - digit Likert - Scale questionnaire of willingness to communicate in a foreign language scale containing 20 statements. The results indicated that students are highly willing to participate in communicative activities .

Daif - Allah (2019) explored a study to analyze and determine the various orientations of 100 Saudi male and female secondary school students' towards learning English. The descriptive and correlational approaches were used to investigate the participant's motivations. The researcher adapted questionnaires to collect the data. The results showed that the students were highly motivated towards learning English.

In addition to, Quiñónez (2020) this study sought to shed light on the relationship between activities and their impact on students' motivation to learn English as a Foreign Language (EFL). A total of 180 senior high school learners (86 male and 94 female) and 8 EFL teachers in a town of the Amazon region of Ecuador completed a questionnaire. A sample of these students and all of the teachers participated in a face - to face interview. Both instruments were applied to obtain data concerned with use of activities in the classroom and their relation with motivation. The data gathered was analyzed using a mixed - method approach, comprising quantitative and qualitative methods. Results showed that students and teachers believe that activities are motivating. Furthermore, students feel highly motivated when participating in communicative activities.

Abdel – Fattah (2021) was conducted a study to determine the effectiveness of using computer edutainment activities on developing the EFL speaking skills and motivation for preparatory stage pupils. The participants of this quasi experimental study were 60 pupils in the first-year preparatory stage at El Boughdadi preparatory school. They

were divided into a control group and an experimental one. Four instruments were used in this study, namely a checklist to determine the speaking skills appropriate for the participants, a speaking test to measure the pupils' speaking skills, an EFL speaking skills rubric to score pupils' performance in speaking and a motivation scale to measure the pupils' attitudes towards speaking English. Results of the study revealed that the experimental group outperformed the control group on the post administration of the speaking test and motivation scale. In addition, the experimental group speaking and motivation levels were better than their levels in the pre administration level. Thus, it was concluded that using computer edutainment activities had positive effects on developing the speaking skills and motivation of the target sample.

El - Mistikay (2021) This study aimed to investigate the effectiveness of a program based on Synchronous Computer Mediated Communication (SCMC) in enhancing EFL 3rd year preparatory students' speaking and writing skills and their motivation. The participants of the study consisted of (48) third-year preparatory students at Narmar Language School, Giza Directorate. Instruments of the study were an EFL speaking skills checklist, an EFL writing skills checklist, an EFL speaking scoring rubric, an EFL writing scoring rubric, an EFL pre and post speaking test, an EFL pre and post writing test, an EFL speaking and writing Motivation scale, a SCMC Motivation Questionnaire towards Speaking Writing and a program based on SCMC. In this study, pre post-test was used with two groups

(Experimental and control, 24 students each). Results of the study revealed that the study group post- tests score in both speaking and writing were significantly better than their pre- tests. Also, their Motivation toward speaking and writing improved considerably.

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 increase students' motivation.

Pilot Study

In order to identify the motivation's level of preparatory stage students: an EFL motivation questionnaire was administered to a random sample of thirty second year preparatory stage students towards oral performance learning EFL from Mahlet EL Quash School in Kafr-El Sheikh Governorate. Application lasted about 45 minutes.

Table (1): EFL Motivation towards Learning Oral Performance Pilot Study Questionnaire.

Source	M	%
اا ذُاك نباعن ناك تبارا نضار ﱢﺠ اح ذِاﻟﺠاز احُرّناتأادُ اىئا لاله جذةً جانج1- صنرُ How do you feel when you use English to interact with your classmates in the classroom?	95	63.3%
اِا ثُاك نباعن ناك تبارا ذبارن فك بُالباخ جذةً جنج ذُ - ٢ discussions? class in participate you when feel you do How ؟ صنرُ	84	56.0%
اِا ثُاك نبعن ناك تبارا ذبارن فك حاجُاخاكﱢ ح جذةً جنك ذُ رنصح؟3- the in conversations language in part take you when feel you do How classroom?	88	58.7%
اِا ثُاك نباعن ناك تبارا ذربارن فك ُعﱢة ذالجﱢذر نُأ ح - ٤ ؟ذاﻟﺠازح class? English in role-plays in part taking when feel you do How	91	60.7%
the in اِا ثُاك نباعن ناك تبارا ذبارن فك بُالباخ نُبفكام نُأ ح ذاﻟﺠازح جذةً نُفصُ ؟ 5- presentations oral group in participating when feel you do How class? English	74	49.3%
اِا ثُاك نباعن ناك تبارا نمك كاتطُاء تنض شفك نُفنجن جذةً جنج ذُرنصح ؟ 6- English in presentation oral individual giving when feel you do How class?	81	54.0%
اِا ذُاك نباعن ناك تبارا نضار ﱢﺠ اح ذِاﻟﺠاز احُرّرذىأادُ عُاه جذةً جانج7- صنرُ How do you feel when you use English to interact with your teacher in the classroom?	76	50.7%
اِا ثُاعـن ناك تبارا ،مك ُغُه ُرصـُه اقطالُــه ايُاء نُرح ز نُأ ح ذاﻟﺠازح ؟ 8- speaking English your corrects teacher your when feel you do How errors?	77	51.3%
أ ذُاج اك ىئعكثنح تُ ارا نمك 9- speakers? foreign with communicate you when دئُرُذىكنُ ُرح نأ اجأة ؟ Is there any difficulty	70	46.7%
أ نضردّ إُك ُرح نأ نُأ ح ذِاﻟﺠازح نُ تبُ ذاﻟرنُذ 11- ىُ نضﱠ اجله نُفك Do you listen to English speakers on the Internet in order to improve your oral performance?	73	48.7%

Note. El – Shourbagy. (2017, p.154) & Salem (2017, p. 250) .

Results of the questionnaire in table (1) indicated that the samples' scores in motivation needs more improvement to be better.

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 motivation towardslearning some English language skills. Consequently, it became essential to find a solution for this problem, so a proposed Video- Based Computer Mediated Conversation Program was designed to develop second grade preparatory stage students' motivation.

Research Questions

This research attempted to provide answers to the following research question :

1. To what extent does video-based computer mediated conversation promote the motivation of the second year preparatory stage students?
2. How is video-based computer mediated conversation used to improve preparatory stage students' motivation towards learning EFL?
3. What is the effectiveness of video-based computer mediated conversation used to improve preparatory stage students' motivation towards learning EFL?

Hypotheses:

1- There is a statistically significant difference at the (0.05) level between the mean score of the experimental group and those of the control group on the post administration of EFL motivation towards learning some English language skills via video-based computer mediated conversation questionnaire in favor of the experimental group.
2- There is a statistically significant difference at the(0.05) level between the mean score of experimental group on the pre-post administration of EFL motivation towards learning some English language skills via video-based computer mediated conversation questionnaire in favor of the post administration.

Purpose:

The present research aimed at improving EFL motivation of 2nd year preparatory stage students by using video-based computer mediated conversation program.

Significance

The current research is significant as it might help:

1. EFL students to improve their EFL motivation in an easy and attractive manner.
2. EFL instructors as it offers new technological tool that can help them to improve their motivation. In addition it provides them with effective devices to assess their students' motivation. Also , it could enable them to teach EFL more smoothly and effectively.
3. EFL curriculum designers with students' motivation activities needed to be taken into consideration while planning EFL curriculum

Delimitations

The research was delimited to:

- **Participants:** (60) second year preparatory stage students**.**
- **Place:** Mahlet El – Qasb School in Kafr – Elshiek Governorate.
- **Time:** Second Term of the academic year 2022/2023.

MethodologyParticipants:

The research participants 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)and the control one (n=30). 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 motivation. 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 students' motivation. The control group received the regular method.

Instruments :

In order to collect data for the current research the following instrument wad designed and used by the researcher: "An EFL motivation towards learning some English language skills via video- based computer mediated conversation questionnaire. "Adapted from (EL -Shourbagy, 2017) and (Salem, 2017).

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 asfollows:

Testing The first hypothesis:

The first hypothesis stated, " There is a statistically significant difference at the (0.05) level between the mean score of the experimental group and those of the control group on the post administration of EFL motivation towards learning some English language skills via video-based computer mediated conversation questionnaire in favor of the experimental group".

In order to verify this hypothesis, a t-test was used to compare the mean scores of the two groups. The results are presented in table (2).

Table(2) Comparing the experimental and control groups performance on the post administration of EFL (VBCMC) questionnaire.

	The group	N.of cases	Mean	S.D	df	t.Value	Sig.
Total Score of the Questionnaire	Control	30	40.57	6.21	58	5.41	0.01 Sig.
	Experimental	30	54.33	12.45			

Results in table (2) revealed that the mean score of the experimental group was (47.70) on the score of EFL motivation questionnaire.Whilst, the mean score of the control group was (37.4). In addition, table (2) indicated that t-values were (4.12) and this value was statistically significant at the (0.01) level in all the motivation questionnaire items. Which pointed to the effectiveness of the (VBCMC) program in developing the motivation of the prep stage students. The first hypothesis is therefore proved and accepted.

Testing the Second Hypothesis

The second hypothesis stated that," There is a statistically significant difference at the (0.05) level between the mean score of experimental group on the pre-post administration of EFL motivation towards learning some English language skills via video-based computer mediated conversation questionnaire".

To verify this hypothesis, the t-test for dependent samples was used. The researcher used it to compare the difference between the mean score of the experimental group students before and after implementing the (VBCMC) program. Table (3) presented the results.

Table (3) Comparing the level of the experimental group on the pre- post administration of EFL motivation towards some English language skills via video-baser4d computer mediated conversation questionnaire.

	Administration	N.of cases	Mean	S.D	df	t.Value	Sig.
Total Score of the Questionnaire	pre – test	30	35.50	9.02	29	11.57	0.01 Sig.
	post – test	30	47.70	10.83			

Results in table (3) illustrated that the total t-test value was (11.57) and it was significant at (0.01) level. The difference was in favor of the post administration of the EFL motivation towards learning some English language skills via video-based computer mediated conversation. Consequently, these results confirmed the validity of thesecond hypothesis.

Discussion of the Results

According to statistics reported in the tables presented above, the present research reached the following results.The experimental group outperformed the control group in the motivational level increased significantly. this improvement involved motivation enhancement for the experimental group could be ascribed to the implementation of the (VBCMC) program.

Based on the findings, the (VBCMC) program enhanced students' motivation that they became able to guess and predict the meaning of the new vocabularies, learn how to pronounce the new words. They also became able to understand and comprehend the dialogues and conversations they are talking together equivalent to that of an educated native speakers.

In addition, the (VBCMC) program engaged learners' interest and, motivation through various activities such as role playing, discussions and supported co-operative learning.Working in co- operative learning groups, students improved their some English language skills through interaction with their peers in class, interviewing and conversing with their pairs, negotiating to mean they also became willing to imitate the native speakers.

The present research revealed that the effect size of (VCMC) program on students' motivation towards some English language skills was significant as the students of the experimental group out performed those of

the control group on EFL motivation questionnaire post- administration. These results are in line with literature finding of (Khalid, 2016); (Mohamdi, 2018); (Daif – Allah, 2019); (Quiñóneż, 2020); (Abdel – Fattah, 2021); (El Mistikawy, 2021).

These studies reported that traditional learning environments do not prepare students for the high level of motivated learning in comparison of computer-based or web-based environments. Computer based instruction and technology- based environment have an advantage over the traditional environment which allows students to study the program motivated by their motives. This was one of the reasons for the success of the (VBCMC) program.

As for the students in the control group the researcher noticed that they were not paying attention in the EFL lessons. They only cared about the exams' score. In addition to that, they used to memorize some vocabularies and expressions to recall them during oral tasks.

Moreover, there was little interaction between the students and the researcher. The teacher gave them the task to do and they just followed their teacher's instructions without any enthusiasm to share or take part in each other.

Finally it can be said that the (VBCMC) program could provide a useful framework for developing second year preparatory school students' motivation towards some English language skills development.

Suggestions for Further Research:

This research suggest the following points:

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

1. Investigating the relationship between motivation and academic achievement in EFL classroom.
2. Investigating the effect of (VBCMC) program on developing motivation of students of different educational stages .

References

Abdel-Fattah, M. (2021). Using Computer Edutainment Activities to Develop Preparatory Stage Pupils' EFL Speaking Skills and Motivation. UnPh.M. Faculty of Education. Mansoura University.

Berk, R. A. (2009). Multimedia Teaching with Video Clips: TV, Movies, You Tube and M.T.U in the College, Classroom, http://www.sicet.org/journals/ijttl/issue0901/1 Trieveon October 26th 2011.

Brown, H. (2000). Teaching by Principles; An Interactive Approach to Language Pedagogy. White Plains, NY: Longman, 2nded.

Cakir, I. (2010). The Use of Video as an Audio – Visual Material in.

Collins, A., Joseph, D., & Bielaczyc, K. (2012). Design research: Theoretical and Methodological Issues. The Journal of the learning Sciences, 13 (1), 15-42 .

Daif Allah, S. (2019). Differences in Motivation to learning English among secondary school students in Saudi Arabia. English language Teaching ! Vol. 13, No. 2.

El-Mistikawy, W. (2021). A Program based on Synchronous Computer Mediated Communication (SCMC) to Enhance Speaking and Writing Skills of EFL Preparatory Stage Students and their Motivation. UnPh.D. Faculty of Education. Mansoura University.

EL-Shourbagy, M. (2017). The Impact of a CALL Program on developing EFL Secondary stage student's Reading and listening Comprehension skills and Motivation. Unpublished PhD, Mansoura University, Egypt .

Eric, H., Young (2018). Promoting Second Language Learning Through Oral Asynchronous Computer Mediated Communication. Retrieved from: https://Scholarsarchive.byu.edu/etd/7051.

Gardner, R., C. (2010). Motivation and Second Acquisition. The Socio Educational Model. New York: Peter Lang Publishing, Inc.

Gettinger, M., & Seibert, J. K. (2013). Contributions of Study Skills to Academic Competence. School Psychology Review, 31 (3), 350 .

Harmer, J. (2009). How to teach English. England: Pearson Education Limited .

Huang-g, M. (2017). A Study of the Effects of Digital Learning on Learning Motivation and Learning Outcome. Eurasia Journal of Mathematics, Science and Technology Education 13 (7), 35533564, 2017.

Jacoby, S., & Ochs, E.(2010). Co-Construction: An Introduction Research on Language and Social Interaction, Vol: 28, PP. 171183 .

Khalid, C. (2016). Enhancing Learners' Motivation and English Development Through the Implementation of Communicative Learning Activities. Cross Google Scholar

Linnenbrink, E., A. & Pintrich, P., R. (2010). Motivation as an Enabler for Academic Success. School Psychology Review, 31 (3), 313 .

Lopez, M., & Cardenas, F. (2014). Emotions and Their Effects in a Language Learning Mexican Context. System, 42-298-307 .

Mahmoud, A., &Tanni, A. (2014). Using Games to Promote Student. Motivation towards Leaning English, Al-Quds. Open University Journal for Educational & Psychological Research & Studies, 2(5) .

Martens, L. (2011). Empirical Exploration of a Unified Model of Task-Specific Motivation. Psychology Vol. 9, No.4.

Miller, W., R. & Rollnick, S. (2009). Ten Things that Motivational Interviewing is not. Behavioural and Cognitive Psychotherapy, 37 (2),129-140 .

Mohamdi, M. (2018). Willingness to Communicate and second language achievement. Cross Google Scholar.

Mostafa, P., & Esmaeel, A. (2012). Teacher Motivational Practice, Student Motivation, and Possible L2 Selves: An Examination in the Iranian EFL Context. Language Learning, 62 (2), 571-594 .

Muslem, A. (2017). The Impact of Immersive Strategy with English Video Clips on EFL Students' Speaking Performance: An Empirical Study at Senior High School. Universities Syiah kuala, Banda Aceh, Indonesia.

Newby, T., Stepich, D., Lehman, J., & Russell, J. (2010) .Instructional Technology for Teaching and Learning: Designing Instruction, Integrating Computers, and Using Media (2nded). Columbus, OH : Prentice – Hall .

Nilson, L. B. (2016). Teaching at its best: A research – based resource for college instructors. Cross – Google Scholar .

Nolen, S. (2009). Reasons for Studying: Motivational Orientations and Study Strategies. Cognition and Instruction, 5, 269-287 .

Okada, Y. (2010). Reflecting on Students' Videotaped Presentations. Journal of Teaching English, 20, 41-54.

Palmer, D. (2016). Motivation for Learning: An Implicit Decision Making Process Creative Education Vol.7 No.16, October 14, 2016 DOI: 10.4236 / ce.2016.716229 .

Payne, J. S. (2020). Developing L2 Oral Proficiency Through Synchronous CMC; Output, Working Memory, and Interlanguage Development. CAL ICO Journal; Vol: 20, N:I, PP: 7-32 .

Perera, R., & Hathaway, T. (2017). Principals and Teachers Perceptions About the Impact of School Conditions on Early Adolescents' Motivation and Engagement in Learning and Their Motivating Practices (in Low Socio-Economic Districts in Srilanka). People: International Journal of Social Sciences, 3(1) .

Quiňónez, A.(2020). The Effect of Communication Activities on EFL Leaguers' Motivation. ERIC Document Reproduction Services No. (ED 486) .

Ryan, R. (2012). Motivation and the Organization of Human Behavior: Three Reasons for the Reemergence of a Field. In R. M. Ryan (Ed.), The Oxford Handbook of Human Motivation (pp.39). U.S. Oxford University Press.

Richards, J. & Renandya, W.A. (2012). Methodology in Language Teaching: Anthology of Current Practice – Cambridge: Cambridge University Press .

Salem, A. (2017). A Webquest – Based Program to Develop the EFL Listening and Speaking Skills of Secondary Stage Students and Their Self-Regulation [Unpublished Doctoral Dissertation]. Mansoura University .

Steers, R., Mowday R., & Shapiro, D., (2004) The Future of Work Motivation. Academy of Management Review 2004, Vol. 29, No. 3, 379-387 .

White, L.(2013). Second Language Acquisition and Universal Grammar, Cambridge: Cambridge University Press .

Yashima, T. (2011). Willingness to Communicate in as a Second Language: The Japanese EFL Context. The Modern Language Journal, 86, 54-66