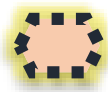# Chapter Five

Summary of the Study

Chapter Five

Summary of the Study

The previous chapter dealt findings of the study, their interpretation and conclusions. This chapter presents a brief summary of the study: the problem of the study, its questions, purposes, delimitations, participants, instruments and materials, hypotheses, procedures, findings of the study as well as conclusion.

1. The Problem of the study

The problem of the study was represented in the weakness of EFL speaking skills among the second year students, enrolled in the English section at the Benha Faculty of Education in Qalubia Governorate.

2. Questions of the study

To face this problem, the present study was an attempt to answer the following questions: -

1. What are the EFL speaking skills required for the second year students at the Faculty of Education?
2. What are the features of the multimodal approach for developing EFL speaking skills among the EFL second year students at the Faculty of Education?
3. What is the effectiveness of using the multimodal approach in developing the EFL second year students' speaking skills at the Faculty of Education?

3. Purposes of the study

The present study was designed for developing some EFL speaking skills among the second year students at the Faculty of Education using the multimodal approach.

4. Delimitations of the study

This study was delimited to the following: -

1- Second year students (n=50) enrolled in the English Section at the Faculty of Education, Benha University during the first semester of the 2017-2018 academic year.
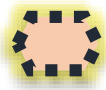
2- Some EFL speaking skills required for the second year students.

3- Some electronic software (Pixton- From text to speech).

5. Participants of the study

The participants of the study were randomly chosen from the second year students during the first semester of the 2017-2018 academic year. Fifty students enrolled in the English section at the Benha Faculty of Education in Qalubia governorate. Their age ranged from eighteen to nineteen years old.

6. Instruments and materials of the study

- An EFL speaking skills checklist.
- A EFL speaking skills test as pre-posttest and an analytic rubric for scoring it.
- A teacher's guide for using the multimodal approach.

7. Hypotheses of the study

The main hypothesis of the study states that "there was a statistically significant difference between the mean scores of the study participants in the pre-post assessment of the overall EFL speaking skills in favor of the post assessment".

The main hypothesis of the study was divided into the following four sub-hypotheses:

1- There was a statistically significant difference between the mean scores of the study participants in the pre and post assessment of the EFL accuracy skills in favor of the post assessment.

2- There was a statistically significant difference between the mean scores of the study participants in the pre and post assessment of the EFL fluency skills in favor of the post assessment.

3- There was a statistically significant difference between the mean scores of the study participants in the pre and post assessment of the EFL pragmatic skills in favor of the post assessment.

4- There was a statistically significant difference between the mean scores of the study participants in the pre and post assessment of the nonverbal cues in favor of the post assessment.

8. Procedures of the study

To answer the questions of the study, the following procedures were followed:

1- Identifying the EFL speaking skills required for the EFL second year students at the Faculty of Education through:

- Reviewing the literature and related studies related to EFL speaking skills.
- Preparing a list of EFL speaking skills needed for the EFL second year students at Faculty of Education.
- Submitting the list to a panel of jury members to verify its validity.
- Modifying the list based on the jury's feedback and setting the list in its final form.

2- Identifying the features of the multimodal approach for developing EFL speaking skills through:

- Reviewing the literature and related studies related to the multimodal approach and EFL speaking skills.
- Identifying the aims & objectives of the multimodal approach.
- Identifying the content of the multimodal approach.
- Identifying the teaching strategies and techniques used in the multimodal approach to develop EFL speaking skills.
- Determining the evaluation techniques that will be used.
- Preparing the instructor's manual as a guide of how to use the multimodal approach for developing the required EFL speaking skills.
- Submitting the teacher's guide to a panel of jury members to verify its validity.
- Modifying the teacher's guide in its final form according to the required modifications and suggestions.

3- Identifying the effectiveness of the multimodal approach in developing EFL speaking skills among the EFL second year students at the Faculty of Education through:

- Designing an EFL speaking test and a rubric for scoring it.
- Submitting the test to a panel of jury members for validity purposes.

- Modifying the test according to the jury's suggestions.
- Applying the EFL speaking test to a group of the second year students for its validity and reliability.
- Selecting the participants randomly from the EFL second year students as the experimental group.
- Pre-administering the test to the experimental groups to evaluate the EFL second year students' speaking skills.
- Teaching the students using the multimodal approach.
- Post-administering the test to the experimental groups after the intervention to measure the effectiveness of the multimodal approach.

4- Analyzing data statistically.
5- Interpreting the results.
6- Presenting recommendations and suggestions.

9. Findings of the study

The study revealed the following results:

1- There is a statistically difference between the mean scores of the study participants in the pre and post assessment of the overall EFL speaking skills test in favor of the post assessment, where the t-value is (10.315) which is significant at the (0.01) level of significance.

2- There is a statistically significant difference between the mean scores of the study participants in the pre and post assessment of the EFL accuracy skills in favor of post assessment, where the t-value is (7.920) which is significant at the (0.01) level of significance.

3- There is a statistically significant difference between the mean scores of the study participants in the pre and post assessment of the EFL fluency skills in favor of the post assessment, where the t-value is (8.517) which is significant at the (0.01) level of significance.

4- There is a statistically significant difference between the mean scores of the study participants in the pre and post assessment of the EFL pragmatic skills in favor of the post assessment, where the t-value is (7.291) which is significant at the (0.01) level of significance.
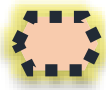
5- There is a statistically significant difference between the mean scores of the study participants in the pre and post assessment of the nonverbal cues in favor of the post assessment, where the t-value is (4.204) which is significant at the (0.01) level of significance.

10. Conclusion

Based on the results of statistical analysis of data, it can be concluded that the study participants' EFL speaking skills were developed as a result of using the multimodal approach. This means that the multimodal approach is effective.

The effectiveness of the approach may be due to integrating a variety of EFL speaking activities through a variety of semiotic resources (i.e., visual, auditory, linguistic, and kinesthetic) because of the great influences these resources in EFL speaking skills in particular.

Consequently, the multimodal approach should be a part of any language classroom.