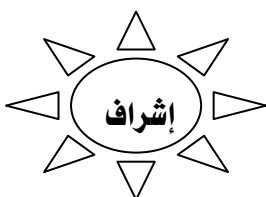# *Empowering Edmodo to Develop Oral Communication Skills of Nautical Students*

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ABSTRACT

The present study investigated the effectiveness of a treatment based on educational social networks (Edmodo) in developing some oral communication skills of first year Maritime Transport students, Arab Academy for Science, Technology and Maritime Transport (AASTMT). Edmodo was supported by short recorded speeches based on their terminology. Forty MTS navigation department were included in the present study .The two- groups quasi - experimental design was used. The educational social network site Edmodo was integrated along with face-to face sessions. The results of the study proved statistically significant difference between the mean scores of the experimental group and control group in the post-course administration of assessment tools. The obtained results imply the effectiveness of the treatment based on using educational social networks in teaching English for specific purposes in general and oral communication skills in particular.

KEY WORDS: Educational Social Networks,Oral Communication skills,Maritime English

INTRODUCTION

English   plays a major role in many sectors including medicine, engineering, education, business, technology, banking, computing, tourism etc, this emphasizes the importance of the learning English for specific purposes 'ESP'. Hutchinson and Waters (1987) define ESP as an approach to language learning that is based on learners' needs; however, ESP does not involve a particular kind of language, teaching material or methodology.

At present, the need for mastering speaking in English has been dramatically increasing due to the strengthening position of English as a language for international communication. As a matter of fact English is used as the working language in 85% of international organizations and its function it is considered   the main gate to get a better job. Multinational companies have motivated a great number of people around the world to learn English as a second language or as a foreign language in order to be able to use it (Crystal, 1997).

Effective communication is an essential ingredient of social life. Communication can be achieved in many ways but the prime method for operational communications is through speech. As a matter of fact communication at sea in an operational situation such as berthing a ship or fighting a fire, also it is vitally important to those who are taking the right decisions. The international community has chosen the English language as the medium for that communication and International Maritime Organization (IMO)has developed a standard vocabulary and the training tools to deliver it (Winbow , 2002).

Recent report by the United Kingdom Maritime Coastguard Agency (MCA) to IMO 2006 identifies English language competency of seafarers as one of the major problems which has contributed to many accidents due to human errors problems ; some of these problems are due to the language of communication among the crew members that often caused incidents and accidents; for example, the ferry Scandinavia Star which burned out completely on a voyage from Norway to Denmark in 1990, where a lot of passengers died in the fire .Witness to the accident expressed problems related to crew-passenger communication and crew-crew communication due to different and poor languages (Kamel & Rashed , 2010).

The Pew Internet and American Life Project released survey results indicating that nearly three-quarters of teenage internet users spend time on social networking websites. In fact, a 2007 National School Boards Association study found that 60% of students use social networks to talk about educational topics, and 50% of students use the networks to "talk specifically about school-work." These statistics suggest that education is suitable for educational purposes (Goldford, Pregibon, Shren& Zyko, 2011).

Boyed and Ellison (2007) state that social networking is a service linked to the Internet which allows individuals in order to exchange personal files or semi- personal through a specific system, and also allows them to express their feelings and their own ideas with other people and communicate with them. What distinguishes social networks from other forms of communication default is that social networking sites (SNS) allows the user to participates ideas and make them visible to those who share his in the same network and allow participation of concerns and all this through the internet connection; furthermore, it allows to share professional targets and publishing political views, language, religion and cultures.

There is a limited number of academic researches that investigated the effectiveness of using social networking for educational purposes. For example, Thongmak's research (2013) explored the students' opinions regarding the use of Edmodo as an educational tool in higher education classroom, and the results showed indicators that recommend the use of Edmodo dynamically in the classroom. Also the study of Uzun (2015) aimed at investigating the students' attitude towards Edmodo learning management system and to determine its accomplishment. Fifty college students in an "Introduction to Computer" course for pre-service teachers participated in the study. The author collected data through interviews and document analysis. The results of these qualitative data collected via interviews revealed that students had a positive attitude towards Edmodo, and they thought that it is a good tool to improve students' learning opportunities through active participation and communication. They wanted to be active in classroom and develop a warm relationship with instructors by means of this kind of learning management tools.

The back ground of the problem of this research was associated to two dimensions, the first one is the importance of oral communication skills, and the second one related to the researcher background and work experience as an ESP instructor.

Firstly, there are big numbers of accidents being caused of poor level of maritime English language on board merchant vessels .The problem acquired greater significance up on the publication of official international statistics mentioned that 80%of accidents at sea are caused by human error and one-third of them are attributed to oral communication failures. In addition, oral communication skills are very important tool in social interaction especially for safety at work. Seafarers may find it difficult to discuss personal concerns or share hopes and ideas with colleagues and that is called isolation. To sum up, oral Communication difficulties can pose a major challenge to mixed nationality crew. This miscommunication can cause work related problem.

Secondly, the researcher work as a Maritime English instructor and her discussion with maritime students revealed their dissatisfaction with the instructional teaching methods .Moreover, the informal discussion of the

whole issue with colleges and members in charge who proved a real need for modifying Maritime English courses and Teaching methods as well. Thus ,the researcher realized her role in preparing a highly qualified students to work in international environment which requires a high level of mastering English oral communication skills. Consequently, the researcher investigated the significance of integrating technology especially web 2 in education; in addition, the deep awareness of the technology role in motivating learners to achieve positive learning outcomes.

2-METHODS

The researcher adapted two research methodologies .The descriptive methodology and the experimental methodology.

2.1The Descriptive Methodology

The researcher used the descriptive methodology to identify the learner's English oral communication needs based on the needs analysis results, the goals and objectives were decided.

2.1.1PARTICIPANTS

The English oral communication questionnaire was administered to thirty participants to identify the English oral communication skills needed by maritime students. These categories are shown in table (1).

Table (1) participants' needs analysis

Category	Number
Students	20
Maritime experts	5
ESP experts	5

2.1.2Tools

The oral communication skills questionnaire was prepared and submitted to the participants. Twenty five items oral communication skills questionnaire was prepared to identify the most important oral communication skills needs by maritime students. Table (2) below contains the preliminary checklist submitted to the jury members.

Table (2) the preliminary oral communication skills questionnaire.

1. Pronounce and articulate maritime exchange message
2. Use appropriate Standard Maritime Communication Phrases (SMCP)
3. Articulate sounds and words correctly.
4. Converse with suitable stress and intonation during maritime communication.
5. Make an informative talk about navigational hazards and aids.
6. Communicate fluently with maritime terminology
7. Vary the pitch, tone and volume to emphasize key words during maritime communication.

8. **Fluently use maritime terminology for determining the vessel location, position and directions.**
9. **Use logical sequence that make meaningful maritime message.**
10. **Use formal terms related to ranks and duties appropriately.**
11. **Do a radio check using NATO phonetic alphabet and call signs in maritime exchange.**
12. **Adapt delivery methods to modify instruction or oral presentations.**
13. **Fluently present seafaring and maritime jobs.**
14. **Use appropriate organizational patterns in maritime exchange.**
15. **Respond appropriately to short sequences of basic directions and commands through VTC communication.**
16. **Obtain detailed information from various maritime oral exchanges (radio communication-announcement-VTC communication).**
17. **Interpret statements, questions and commands in various maritime oral communications.**
18. **Use active listening to provide appropriate feedback in variety of maritime exchange.**
19. **Follow Multi–step oral directions to complete tasks like berthing.**
20. **Discriminate the sounds and intonation patterns of English language.**
21. **Elicit key words, phrases or sentences with basic English grammatical forms in SMCPs.**
22. **Respond appropriately to a short sequence of basic directions and commands through VTC communication.**
23. **Interpret speaker's message and purpose in radio communication.**
24. **Elicit speaker's maritime message.**
25. **Make initial calls.**

2.2 The Experimental Design

The present study used two-group quasi-experimental design; the control group and the experimental group. The two groups were pre-tested. Then only the experimental group received the treatment (edmond), during the spring semester of the academic year (2016).At the end of the same semester both groups were tested. Finally the results were compared as shown in chapter four.

2.2.1 Subjects

The subjects of this study included forty second term students aged ranges between 17-18 years, faculty of Maritime Transport Navigation Department. The treatment (edmodo) was integrated with their main English course with some modifications in order to use technology and the virtual class.

The subjects were selected based on their level of English as they proved low level at the assigned English Proficiency Test (below 40%) that was

held at Arab Academy, then the researcher tested their oral communication skills .The result proved that there was no statistically significant difference between the mean scores of the experimental group and control in the English oral communication skills Test.

Mann–Whitney U test "SPSS" program was used to compare the students' total mean scores on the English oral communication skills test.

Table (3) Mann-Whitney u test Values (U-W-Z) of the differences between the mean scores of the experimental group and the control group.

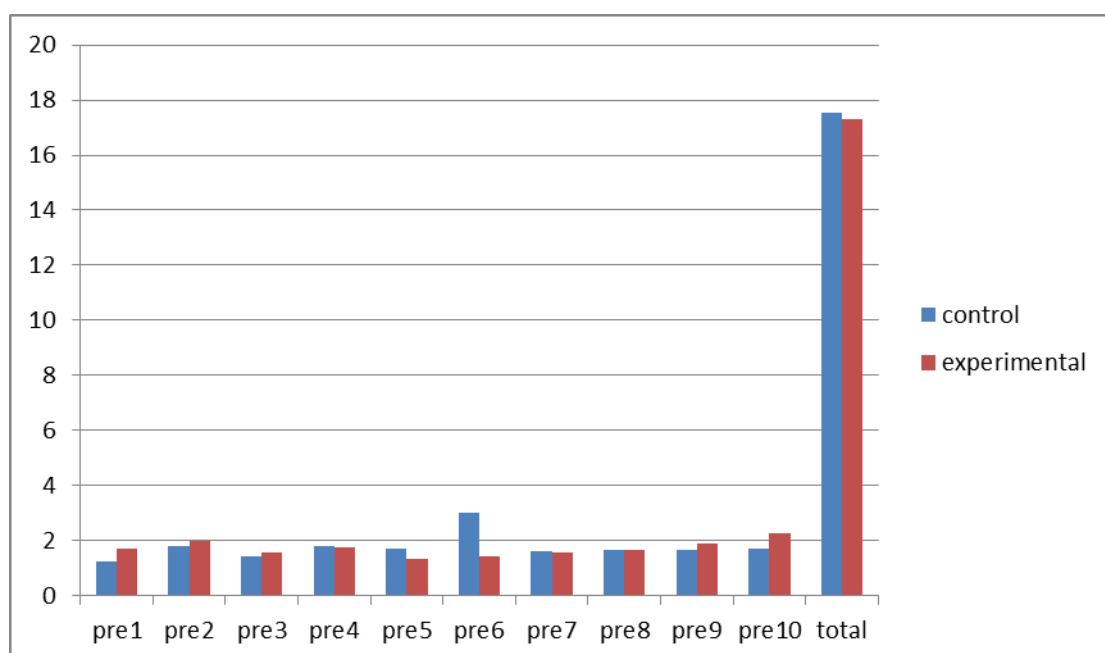| group	N	Mean rank	Sum ranks	U	W	Z	Sig.
experimental	20	22.25	451.00	158.50	368.500	-1.133	No significance
control	20	18.43	388.00				

Figure (1)   and table (3) Graphical representation of the differences between the averages of the experimental group and the control group on the oral communication skills in the pre – course administration of assessment tools.

As shown in table (3) and Figure (1) there is no significant difference in the pre-administration of assessment tools for both the experimental group and the control group; in other words, Students' level in both groups was fairly equivalent before the treatment.

2.2.2 Tools

The researcher designed English oral communication skills test to assess the oral communication skills of the researcher's sample both before and after the treatment. Detailed description of the test is below.

2.2.2.1 English Oral Communication Skills Assessment tools

The assessment process consisted of two parts: the first requires the testees to give an oral presentation describing the ship parts and specifications. The quality of the presentation was assessed using 20-scores-

rubirc. That is to say, the performance of the presenter is evaluated depending on the following dimensions: content, language, elocution and time management.

The   second part is a cloze test in which the subjects listened and completed the text with the right answer; this part is graded out of 30 scores.

2.3 The Oral Communication Skills Treatment.

The following part gives detailed descriptive procedures of the proposed treatment to develop some of the subjects ' oral communication skills.

3.3.1 Objectives of the Treatment:

Table (4): Objectives of the Treatment.

The treatment aims at developing some oral communication skills. By the end of this suggested treatment ,the subjects will be able to :

1. Pronounce /articulate maritime exchange message correctly.
2. Communicate fluently with maritime terminology.
3. Use appropriate Standard Maritime Communication Phrases (SMCP).
4. Converse with suitable stress and intonation during maritime communication.
5. Vary the pitch, tone and volume to emphasize key words during maritime communication.
6. Use NATO phonetic alphabet for (call signs)in maritime exchange(via Radio).
7. Adapt delivery methods to modify instructions or oral presentations.
8. Use appropriate grammatical rules to produce a meaningful maritime exchange.
9. Detect detailed information from various maritime oral exchanges.
10. Interpret statements, questions and commands in various maritime oral communications.

3.3.2 Stages of Designing the Treatment.

To modify the target course (English for the Maritime Industry) based on using educational social networks to develop oral communication skills for first term of Maritime English students, the researcher adapted the following stages:

3.3.2.1 Analysis Stage

The researcher drew an outline to modify the target course based on using educational social networks and developing some oral communication skills of maritime students; thus, during this stage the following steps were implemented:

Table (5): Analysis Stage, Steps and the Treatment Significance

-Needs Analysis	The present study aimed at providing a treatment for Maritime English course book named (English for The Maritime Industry) to develop some oral communication skills of the first term students at faculty of Maritime Transport ,Navigation department, first term students. Therefore, this step concentrated on analyzing /assessing the subjects ' needs as a tool for planning and providing the foundations of the proposed treatment. **The following steps were followed to build the needs analysis form:** 1-Reviewing literature and previous studied related to oral communication skills in order to identify the skills and the language functions related to the subjects . Moreover, reviewing literature and previous studies related to the used strategies to develop oral communication skills. 2-Preparing the initial form of the oral communication skills and submitting it to a panel of jurors to identify the appropriate and inappropriate statements of the form (see appendix B). 3-Modifing the questionnaire based on the jurors' recommendations and suggestions to reform it and present the final form of the oral communication skills(see appendix C). 5-Concerning the subjects' point of view, the researcher modified and developed the final form of the oral communication skills that the subjects are going to develop.
Needs analysis results	The researcher utilized the suggested treatment to develop certain oral communication skills based on the previous stage.
The Treatment Significance	1-Pronouncing words incorrectly is one of the most problematic issue in maritime oral

	exchange ;therefore, improving pronunciation is crucial.
	2-Students need to practise speaking using their maritime terminology in their maritime oral communication.
	3-Speaking using the correct intonation and the suitable stress is essential to convey a maritime message without ambiguity.
	4-The importance of diversification the pitch, tone and volume to emphasize key words during maritime communication; hence, conveying the message clearly.
	5-Using the NATO phonetic alphabet for (call sign) in maritime exchange and that is fundamental in all radio checks.
	6-Giving oral presentations and instructions professionally, and that is essential in briefings.
	7-Using appropriate grammatical rules to produce a meaningful maritime exchange; therefore, students can communicate without ambiguity.
	8-Detect detailed information from various maritime oral exchanges, and that must be done accurately for the safety of both the crew members and the ship.
	9-Interpret statements, questions and commands in various maritime oral communication .understanding the meaning of the context is essential to operate the required functions and perform the needed tasks.
	10-Using the appropriate Standard Maritime Communication Phrases (SMCP), as it is the standard language at sea; therefore, mastering SMCP is required for safety navigation.

3.3.2.2 Designing Stage

The researcher had chosen two units of the target course book and modified them based on the use of educational social networks.

3.3.2.2.1 Organizing the Objectives and Activities

Table (6): Objectives and Activities Outline

Regarding to the Objectives	Objectives were distributed to be achieved repetitively.
Material	Hand outs Smart phone-mobile phone-laptop Internet access English for the Maritime Industry(course book)
Tasks	Each task is assigned to achieve a specific objective.
Activities	A Number of activities were developed to achieve the objective of each task, and to assess students' oral communication skills. Activities are divided into two types formal (real class)and informal(Edmodo class)

3.3.2.3 Application Stage

The researcher taught the assigned content that was modified by the researcher to the experimental group (20 subjects) in nine sessions; the researcher followed certain order to help students to be familiar with the suggested treatment and the following tables explain that in details .On the other hand, the researcher taught the same assigned content using the same traditional teaching strategies without modification to the control group (20 subjects) in nine sessions.

3.3.5 Pre-course Assessment

It was administered to both the experimental group (20 subjects) and the control group(20 subjects),Arab Academy ,Faculty of Maritime Transport, Navigation department .It evaluated the subjects ' initial level before tackling the course using the oral communication skills assessment .

3.3.6 Post-assessment

It aimed at measuring the effectiveness of the treatment .The obtained data was statically processed to test the research hypothesis .

4.Results

The present study answers the following research questions:

1- What are the oral communication skills needed by maritime students?

2- To what extend is the proposed treatment effective in developing oral communication skills of maritime students in navigation department?

The second question was answered by testing two research hypotheses:

1- **There are significant statistically difference between the mean ranks of the experimental group and the control group at level (.01) on the post course administration of assessment tools in favor of the experimental group.**

2- **There are significant statistically difference at level of (.01) between the mean ranks of the experimental group in the pre and post course administration of assessment tools in favor of the post one.**

To answer the first research questions "The researcher submitted the oral communication skills questionnaire to identify the students' priorities as regards the oral communication skills. The following table shows the oral communication skills arranged descendingly based on their importance.

Table (7) Results of the needs analysis questionnaire N=30

Skills	Importance (%)
1. **Pronounce /articulate maritime exchange message correctly**	**90%**
2. **Communicate fluently with maritime terminology.**	**90%**
3. **Use appropriate Standard Maritime Communication Phrases (SMCP).**	**90%**
4. **Detect detailed information from various maritime oral exchanges.**	**90%**
5. **Adapt delivery methods to modify instructions or oral presentations.**	**90%**
6. **Use appropriate grammatical rules to produce a meaningful maritime exchange.**	**80%**
7. **Vary the pitch, tone and volume to emphasize key words during maritime communication.**	**80%**
8. **Use NATO phonetic alphabet for (call signs) in maritime exchange (via Radio).**	**80%**
9. **Converse with suitable stress and intonation during maritime communication.**	**80%**
10. **Interpret statements, questions and commands in various maritime oral communications.**	**70%**
11. **Articulate sounds and words correctly.**	**60%**
12. **Use appropriate organizational patterns in maritime exchange.**	**60%**
13. **Obtain detailed information from various maritime oral exchanges (radio communication-announcement-VTC communication).**	**60%**
14. **Use logical sequence that make meaningful maritime message.**	**60%**
15. **Use active listening to provide appropriate feedback in**	**60%**

variety of maritime exchange.	
16. Discriminate the sounds and intonation patterns of English language.	**60%**
17. Respond appropriately to short sequences of basic directions and commands through VTC communication.	**50%**
18. Follow Multi–step oral directions to complete tasks like berthing.	**50%**
19. Fluently present seafaring and maritime jobs.	**40%**
20. Elicit key words, phrases or sentences with basic English grammatical forms in SMCPs. **21.**	**40%**
22. Respond appropriately to a short sequence of basic directions and commands through VTC communication.	**40%**
23. Make initial calls.	**40%**
24. Fluently use maritime terminology for determining the vessel location, position and directions.	**40%**
25. Use formal terms related to ranks and duties appropriately.	**40%**

As shown in table (7) the oral communication skills are selected and listed based on their importance according to maritime students. Fifteen members of the participants agreed on the highly important skills (i.e. items number 1 to 6). On the other hand, eight members agreed on the importance of items 7 to 16 .The rest of the questionnaire items obtained less important and irrelevant responses .

To answer the second research question the researcher stated the following two hypotheses

4.1 Hypothesis (1)

The first hypothesis states that 'There are significant differences between the mean ranks between the experimental group and the control group in the post- oral communication skills test in favor of the experimental group'. To test the hypothesis, Mann-Whitney u test "SPSS" program was used to compare the mean ranks between the experimental group and the control group in the post course administration of assessment tools.

Table (8) Values (U-W-Z) of the differences between the mean ranks of the post- administration of assessment tools for the experimental group and the control group in the ten oral communication skills and the total score.

Oral communication skills	Group	Mean rank	sum of ranks	U value	W value	Z value	Sig.

		Mean rank	sum of ranks	U value	W value	Z value	Sig.
1-Pronounce / articulate maritime exchange message correctly	experimental	28.40	568.00	42.00	252.00	-4.563	0.01
	Control	12.60	252.00				
2-Communicate fluently with maritime terminology.	experimental	26.93	538.50	71.500	281.00	-3.701	0.01
	Control	14.08	281.50				
3-Use appropriate Standard Maritime Communication Phrases (SMCP).	Experimental	26.18	523.50	86.500	296.500	-3.269	0.01
	Control	14.83	296.50				
4- Converse with suitable stress and intonation during maritime communication.	experimental	28.28	565.50	44.500	245.58	-4.590	0.01
	Control	13.73	254.50				
5- Vary the pitch, tone and volume to emphasize key words during maritime communication.	experimental	28.95	579.00	31.00	241.00	-4.782	0.01
	Control	12.05	241.00				
6- Use NATO phonetic alphabet for (call signs) in maritime exchange (via Radio).	experimental	24.00	480.00	130.00	340.00	-2.00	0.05
	Control	17.00	340.00				
7- Adapt delivery methods to modify instructions or oral presentations.	experimental	27.70	554.00	56.00	266.00	-4.189	0.01
	Control	13.55	266.00				
Oral communication skills	Group	Mean rank	sum of ranks	U value	W value	Z value	Sig.
8-Use appropriate grammatical rules to produce a meaningful maritime exchange.	experimental	30.13	602.50	7.500	217.500	-5.486	0.01
	Control	10.88	217.50				
9-Detect detailed information from various maritime	experimental	29.68	593.50	16.500	226.500	-2.239	0.05
	Control	11.33	226.50				

oral exchanges.							
10- Interpret statements, questions and commands in various maritime oral communications.	experimental	26.45	527.00	83.00	293.00	-3.534	0.01
	Control	14.65	293.00				
Total score	experimental	30.38	607.50	2.500	212.00	-5.361	0.01
	Control	10.63	212.50				

4.2 The Second Hypothesis

There are significant differences in the experimental group between the mean rank in the pre and post course administration of assessment tools in favor of the post one; to test the hypothesis T test "SPSS" program was used to compare between the pre and post course administration of assessment tools in the experimental group.

Table (9) T-test results of the differences between the mean ranks of the pre and post course administration of assessment tools regarding the experimental group (20 subjects).

skills	Test	M	S.D	D.F	Value of "t"	Sig.	In favor of
1-Pronounce /articulate maritime exchange message correctly	pre	1.70	.733	19	13.07	0.0001	post
	post	3.80	.415				
2- Communicate fluently with maritime terminology.	pre	2.00	.649	19	9.131	0.0001	post
	post	3.55	.605				
3- Use appropriate Standard Maritime Communication Phrases (SMCP).	pre	1.55	.759	19			
	post	3.15	.587				
4- Converse with suitable stress and intonation during maritime communication.	pre	1.75	.444	19	23.267	.0001	post
	post	3.80	.523				

skills	test	M	S.D	D.F	Value f "t"	Sig.	In favor of
5- Vary the pitch, tone and volume to emphasize key words during maritime communication.	pre	1.35	.489	19	11.831	.0001	post
	post	3.50	.607				
6- Adapt delivery methods to modify instructions or oral presentations.	pre	1.40	.503	19	4.819	.0001	post
	post	2.50	1.147				
7- Use appropriate grammatical rules to produce a meaningful maritime exchange.	pre	1.60	.503	19	15.983	.0001	post
	post	2.70	.470				
skills	test	M	S.D	D.F	Value f "t"	Sig.	In favor of
8-Interpret statements, questions and commands in various maritime oral communications .	pre	1.65	.483	19	23.974	.0001	post
	post	3.85	.366				
9- Detect detailed information from various maritime oral exchanges.	pre	1.90	.641	19	9.903	.0001	post
	post	3.55	.605				
10- Interpret statements, questions and commands in various maritime oral communications .	pre	2.25	.639	19	3.584	.002	post
	post	2.80	.523				

Total	pre	17.15	2.207	19	-29.703	.0001	post
	post	33.20	2.042				

Table (9) shows that there is a significant difference between the mean scores of the pre and post administration of assessment tools of the test in favor of the post one as the t-value is (-29.703) was significant at the (.01) level.

4.3 The Effect Size

Mann-Whitney Test was used to calculate the difference between the averages arranged grades for two independent groups; one of them the experimental group and another is the control group, then results are produced and indicated differences of statistically significant among the middle ranks of these two independent groups.

Table (10   ) the effect of the treatment on developing the oral communication skills.

The oral communication skills	(r_{rb})	The influence
1- Pronounce /articulate maritime exchange message correctly	.79	strong
2-Communicate fluently with maritime terminology.	.64	average
3-Use appropriate Standard Maritime Communication Phrases (SMCP).	.57	average
4- Converse with suitable stress and intonation during maritime communication.	.78	strong
5- Vary the pitch, tone and volume to emphasize key words during maritime communication.	.85	strong
6-Use NATO phonetic alphabet for (call signs) in maritime exchange (via Radio).	.35	weak
7- Adapt delivery methods to modify instructions or oral presentations.	.72	Strong
8-Use appropriate grammatical rules to produce a meaningful maritime exchange.	.92	Very strong
9-Detect detailed information from various maritime oral exchanges.	.59	Average
10- Interpret statements, questions and commands in various maritime oral communications.	.98	Very strong

As shown in the table above and the previous equation, the proposed treatment has a strong effect in developing the oral communication skills which reached (.98),that indicates 99% of students' marks variation supports the treatment for developing the oral communication skills. On the other hand ,1% of the students' marks variation does not support the proposed treatment .Consequently , these findings as regards the suggested treatment prove its effectiveness and being applicable to develop the mentioned oral communication skills.

5. DISCUSSION

It was noticeable that the suggested treatment was motivating and applicable as it integrates technology in the subjects' learning process; moreover, it supports the extended learning .The subjects monitored their speeches more accurately, thus their oral communication skills have been enhanced . Also suggested treatment and activities adapted the students-centered learning approach in which the subjects focus on their skills and practices that enables lifelong learning. Consequently, responding to the treatment requires active learning.

The suggested treatment shaded lights on some neglected oral communication skills such as accurate pronunciation, fluency and elocution, so the target subjects became aware the importance of mastering these skills in order to improve their oral communication skills ;in addition ,the treatment provided students with enthusiastic environment ;hence, the subjects enjoyed their active learning and compared their recorded speeches with the classmates' recorded speeches ;consequently, the subjects enhanced their points of weakness ,and the instructor activated peer-assessment.

Acquisition of new terminology was not presented through memorizing new vocabulary only, but to put them in a context as well, and the suggested treatment enabled students to achieve this .Also variation of the tone and the pith in the subjects ' oral communication skills was a neglected skill. Most of the students were not aware of how pitch and tone are essential skills during oral communications and how that affect conveying the speaker's message .The suggested treatment enabled students to listen to their recorded speeches and monitored their tone and pitch in their oral communication.

The suggested treatment changed the class into a language lab, as the instructor uploaded the required audio or video then let students listened to it by their earphones and took part in the assigned activity .Thus, the subjects listened to a high quality sound and clear voice without overlapping. Consequently, the subjects improved their listening skills that supported various individual listening skills.

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