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The Effect of Using Metacognitive Feedback Through Video-based Learning for Teaching Turn-Taking and Conversational Management

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A B S T R A C T

This study aims at determining the effectiveness of using metacognitive feedback through video-based learning for teaching turn taking and conversation management for second grade university students . In order to achieve this aim three hypotheses are formulated :

1-The university students have a higher level of metacognitive feedback awareness.

2-There is no significant difference in the metacognitive feedback awareness of second-grade university students based on their locality.

3-There is no statistically significant difference of video-based learning on teaching Turn-taking for university student .

An achievement test is constructed and exposed to a jury of specialist for the purpose of ascertaining its face validity and coefficient formula is applied to calculate the inter scorer reliability . The sample of the study consist of one hundred student selected from second grade from educational for humanities sciences during the academic year 2022-2023 . The sample is divided into two groups A and B . Both groups are equalized in the variables of parents ' academic level and mid-year exam. The experimental design of the study involves two groups ; the control group and the experiment group. The experiment started on . Both groups are taught from unit 7 to unit 13 by the researcher herself The collected data have been analyzed by using t-test formula. Result show the following :

1. There are no significance differences between the achievement of the control group in the pre-test and that of the post-test.
2. There is significance differences between the achievement of the experimental group in pre-test and that of the post–test.
3. There is significance differences between the post –test scores of the experimental group and those of the control group , and in the favour of the experimental one .

Hence, the first hypothesis is accepted, whereas the second and third ones are rejected. This indicates that metacognitive feedback through video–based learning has an effective role in students' achievement in teaching turn–taking and conversation management. In light of the study findings , a number of recommendations and suggestions are put forward.

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تأثير التصحيح المعرفي عن طريق المقاطع المصورة لتدريس ادوار التخاطب وادارة المحادثة

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الخلاصة:

تهدف هذه الدراسة الى البحث عن فعالية استخدام التصحيح العقلي عن طريق الفيديو لتدريس تبادل الادوار وادارة الحوار في مادة المحادثة لطلاب المرحلة الثانية في كلية التربية .ولغرض تحقيق هدف الدراسة وضعت الفرضيات الصفرية الثلاثة الاتية عند مستوى الدلالة : ٠.٠٥

١- طلبة الجامعة لديهم مستوى عالي من وعي التصحيح الذهني الضمني

٢- لا يوجد فرق ذو دلالة احصائية في مستوى الوعي للتصحيح الذهني للطلبة لطلبة الجامعة استنادا على

٣- لا يوجد فرق ذو دلالة احصائية للتعليم عن طريق الفيديو على طلبة تبادل الادوار في المحادثة

٤- لا يوجد فرق ذو دلالة احصائية للتصحيح المعرفي لدى طلبة المرحلة الثانية معتمدا على نوع المحادثة

٥- لا يوجد فرق ذو دلالة احصائية للتعليم عن طريق الفديو على اداء المجموعة التجريبية

تم بناء اختبار تحريري تحصيلي وعرض على لجنة من المتخصصين لغرض تأكيد مصداقيته كما استخدم معامل بيرسون لحساب ثبات الاختبار. تكونت عينة الدراسة من مئة طالب وطالبة من المرحلة الثانية في قسم اللغة الانكليزية / كلية التربية للعلوم الانسانية خلال السنة الدراسية ٢٠٢٢/٢٠٢٣ ,موزعين على شعبتين (ا) و (ب) وقد كوفئت في بعض المتغيرات المهمة والتي هي , التحصيل الدراسي للوالدين وتحصيل الطلاب امتحان نصف السنة .

الكلمات المفتاحية : المعرفة . التصحيح . المقاطع المصورة . التعليم .ادوار التخاطب . ادارة المحادثة

1. Introduction

In daily teaching practice, formative feedback is a critical component of meaningful learning and the core of self-regulated learning, where students in dialogue with their teacher and peers are encouraged to monitor and regulate their own learning (Black & Wiliam, 1998; Hattie & Timperley, 2007; Shute, 2008). formative feedback helps students to clarify misunderstandings and identifies gaps in knowledge and skills. However, despite its importance, students in traditional classroom settings rarely receive the desired formative feedback, as teachers do not have enough time to provide formative feedback due to overloaded programs or congested classrooms, and sometimes simply lack the skills to assess students'

understanding without grading (Lee, IrvIng, Pape, & Owens, 2015; Trees & Jackson, 2007).

Since researchers know that metacognitive skills and motivation are strongly and positively related to learning outcomes, formative feedback on students' understanding is indispensable in the learning process (González, Fernández, & Paoloni, 2017; Thomas, 2013). For these reasons, it is crucial that teachers are aware of students' learning status and have the opportunity to provide metacognitive feedback in a limited time and in a structured way.

We conclude that there is a need for more evidence on how feedback affects students' metacognitive skills during formative assessments with (Brady et al., 2013; Jones, Antonenkot, & Greenwood, 2012).; Tauber, Witherby, & Dunlosky, 2019). Examples of predictive cues are the feeling of familiarity in recognition of solution strategies and the response time of answering a question. To help students identify predictive cues, carefully designed interventions, such as metacognitive prompts are a requirement. These prompts enhance the utilization of diagnostic cues that are predictive of subsequent learning and performance (De Bruin, Dunlosky, & Cavalcanti, 2017). The most frequently used metacognitive prompt during formative assessments with polling systems is formative feedback, such as teacher feedback and peer discussions. Formative feedback is information with which a student confirms, overwrites, tunes, or restructures his/her memory, regardless whether this information is domain knowledge, metacognitive knowledge, or cognitive tactics and strategies (Butler & Winne, 1995).

In the present study, we use an experiment to examine the effects of metacognitive feedback and peer discussions through using video –based learning for teaching turn taking and conversation management. As a teacher in English department ,in previous educational year the researcher found that students are suffering from many weak points that related to how they role English conversation and how to deal with its' mistakes especially in the following spots

1- They find a difficulty when they are supplied by a new conversation especially in understanding the main theme of it
2- They have not the ability to use their intonation, body gesture , and they cannot act the dialogue because of their hesitation personality and their anxiety about acting it .

3- They cannot find their mistakes and correct their colleagues mistakes by themselves.

So the researcher prompts to employ this research as study to work on the proviruses difficulty and students' weak points .

2 Metacognition:

- It is an awareness of one's thought processes and an understanding of the patterns behind them. The term comes from the root word *meta*, meaning "beyond", or "on top of". Metacognition can take many forms, such as reflecting on one's ways of thinking and knowing when and how to use particular strategies for problem-solving. There are generally two components of metacognition: (1) knowledge about cognition and (2) regulation of cognition. A metacognitive model differs from other scientific models in that the creator of the model is per definition also enclosed within it. Scientific models are often prone to distancing the observer from the object or field of study whereas a metacognitive model in general tries to include the observer in the model (Butler & Winne, 1995).

It is the process of thinking about one's own thinking and learning. Metacognition: intentional thinking about how you think and learn (Woodrow 2005).

It is the process of thinking about one's own thinking and learning (Cohen 2011).

3. Feedback

Feedback is an event that occurs when the output of a system is used as input back into the system as part of a chain of cause and effect. This alters variables in the system, therefore resulting in different output and consequently different feedback as well, which can either be good or bad. In the case of a system which requires knowledge of the output in order to improve or deliver on a specific output Hyland, 2003)

Feedback is the process that makes students think about what they have done and how they could improve it – as a result, it is a key way to develop metacognition. However, you should ensure that the feedback you are giving is effective (Ambrose 2010) .

Feedback is a way in the lessons or teaching styles. It shows that teacher value and students' opinion, increases communication teacher_ students , and helps him to improve his teaching and their learning (Young, 2014).

4. Video Based –Learning

Video-based learning is a remote training method that relies on live or prerecorded video to teach new skills and knowledge. Video-based learning uses images, graphics, on-screen text, and audio to deliver a multi-sensory learning experience that fosters engagement and knowledge retention (Vare, 1994) .

It is the method of teaching people new knowledge or skills through video. Turning to video for instruction has become a widespread and common practice. And not necessarily in an imposing top-down way. Learners themselves seem to naturally seek video-based instruction (Grenfell, 1998).

Video-based learning literally refers to learning experiences facilitated through video. With its ability to combine camera footage, animation, graphics, text, and audio, videos create a multisensory learning experience, unlike any other e-learning format (Adela & Gutiérrez, 2006).

5. Turn-taking :

It refers to the process by which speakers take turns in a conversation, and it is a fundamental aspect of conversation analysis. This area of study looks at the rules, practices, and strategies used by speakers to initiate, maintain, and end a conversation (Coulthard1996) .

It is a conversation of one person listens while the other person speaks. As a conversation progresses, the listener and speaker roles are exchanged back and forth (a circle of discussion) ((Thorn bury ,2005).

It is a part of the conversation structure in which **one person listens while the other person speaks**. As the conversation progresses, the roles of the listener and the speaker move **back and forth**, which creates a circle of discussion (Du-Babcock,2005).

6. Conversation management:

It is the practice of facilitating an effective conversation. Learn the methods involved in the art of conversation through starting, maintaining, and ending an interaction using verbal and nonverbal tactics (Van Lier, 1995).

It is to put in place a structure for interviewing anyone who you may suspect to be providing false information whether it is over the phone or in person (Chaney, 1998).

It is to put in place a structure for interviewing anyone who you may suspect to be providing false information whether it is over the phone or in person (Hedge 2000).

7. Procedures

In order to achieve the aim of the study and test its hypotheses, an experiment has been conducted. This design should include the following steps :

1. Selecting two groups of students, at random and assigning them to experiment and control groups .

2. Administrating the independent variable only to the experimental group.

3. Teaching the control group the same material of their syllabus.

4. Post –testing both groups of students, so that the type of experimental design implemented in this study is called the ' posttest only control group design'.

The population of this study includes all English departments in Tikret university. English Department College of Education for Humanities Sciences is randomly selected out of both college of education for humanities sciences and college of education for women to be involved in the experiment of this study, especially second stage in this department . The second stage includes one hundred students grouped in two section namely A and B . Section A includes fifty students and section also .

In order to ensure better equivalence of the two groups , the researcher has equalized them in the term of the variables which may affect the result of the experiment . These variable include , students parents' academic level and students' scores in pre-test examination .

The students' age in months for the two groups are counted till the first of January 2023 to find out whether there is any difference between their ages. By applying the t-test- formula for two independent groups,

It is found that there is no significant difference between the experimental group and the control group in their age since the means scores value of the experimental group is (247.10) the standard deviation is (22.099) and that of the control group is (246.26) and the standard deviation is (7.613). The Calculated t-value is (0.254) which is found to be lower than the tabulated value which is (1.98) at the degree of freedom (98) and the level of significance (0.05). This means that the students of the two groups are equal in their age, as shown in table (1).

Table (1)

The Mean, Standard Deviation, T-Value of Students 'Age

Group	No. of students	Mean	SD.	T-Value		DF	Level of Significance
EG.	50	247.10	22.099	Calculated	Tabulated	98	0.05
CG.	50	246.26	7.613	0.254	1.98		

The chi-square calculation was used to determine whether or not there was a statistically significant difference in educational level between the fathers of the students who participated in the study. Following analysis, the calculated value (0.669) was found to be lower than the tabulated value (7.82), with (3) degrees of freedom and a level of significance (0.05), indicating that there is no statistically significant difference between the two groups in terms of fathers' educational level, as illustrated by the table (3).

Table (3)

The Chi-Square Value of Fathers' Educational Level

Level of Education	Group		Total	Chi-Square Value		DF	Level of Significance
	EG.	CG.		Calculated	Tabulated		
Primary & below	11	10	21	0.669	7.82	3	0.05
Intermediate	10	12	22				
Preparatory	11	13	24				
University	18	15	33				
Total	50	50	100				

To determine if there are statistically significant differences between the two groups in this variable, the chi-square calculation was used to compare the data

from the two groups. The educational levels of the mothers in both groups are found to be similar. Because of the degree of freedom (3) and the level of significance (0.05), the calculated value is (0.228), which is lower than the tabulated value (7.82) at the degree of significance (0.05). As seen in the table, there is no statistically significant difference between the two groups with regard to this variable, shown in table (4).

Table (4)
The Chi-Square Value of the Mothers' Education Level

Level of Education	Group		Total	Chi-Square Value		DF	Level of Significance
	EG.	CG.		Calculated	Tabulated		
Primary & below	15	13	28	0.228	7.82	3	0.05
Intermediate	10	11	21				
Preparatory	13	14	27				
University	12	12	24				
Total	50	50	100				

The pre-test has been conducted for equalization. Both of the experimental and control groups are submitted to the same pre-test. The mean pre-test scores for the experimental group are (57.28), while the mean pre-test scores for the control group are (58.98), with standard deviations of (15.562) and (15.821), respectively, for the two groups. At the degree of freedom (98) and the level of significance (0.05), the calculated t-value is determined to be (0. 542), which is lower than the tabulated value (1.98). As indicated in the table, this result implies that there is no statistically significant difference between the two groups in the pre-test as shown in Table (5) below

Table (5) The T-Test Value of the Two Groups in the Pre-test

Groups	No. of students	Mean	S.D.	T-Value		DF	Level of Significance
EG	50	57.28	15.562	Calculated	Tabulated	98	0.05
CG.	50	58.98	15.821	0. 542	1.98		

The instructional material of this study includes(4 units) of the second grade curriculum (**Listening and Speaking**). these units are selected according to their sequence in book which should be taught during the period of conducting the experimental part of this study and according to the weekly plans. The instruction of the two groups started in (March)and lasted for (3 months) , i.e. the experiment is ended on (July) Within each unit there are different sub-topic which provide variety and at the same time explore the unit theme in depth .

The researcher, herself has taught the same units to the two groups of students. The experimental groups is taught by adopting (Metacognitive feedback in through videos- based learning in teaching conversation turn taking and conversation management) . Whereas the control group is taught without it and according to the traditional way in teaching.

In this study, students learn about an important skill: taking turns in English and conversation management they learn how to show others that they have something to say, how to interrupt others politely, and how to show that you've finished speaking – or not. Imagining they are in a group of people, having a conversation in English. and having something to say, but other people are talking. How do you 'enter' the conversation?

Imagining they are talking, and someone interrupts them before finishing speaking. Why might this happen? How can you show others that you want to continue? In this lesson, you can learn how to take an active part in a conversation. These skills will help students sound more natural in conversations.

8. The Written achievement test

An achievement test has been constructed in the light of contents and behavioral objectives of the instructional material . Hence, the achievement test in its final form consists of four questions and take (25m) and each question consists of two sub-division :A and B and each one take (12.5) marks .question one A is about asking The students are asked to write a conversation to measure their ability to write a conversation to and to check their thinking and brainstorming, question 1B is about asking the students to write a conversation to measure their ability to write a conversation and to check their thinking and brainstorming. Question 2A is about The students are asked to write a conversation to measure their ability to write a conversation and to check their thinking and brainstorming, and 2B The students are asked to give their answers and information about conversation rolling . Question 3A The students are asked to write a definition about conversation management to measure their understanding and thinking, 3B The students are asked to write a conversation to measure their ability to write a conversation to check their understanding and their critical thinking. Question 4A is about. The students are asked to Give a suitable topic to the conversation. According to the specified contents and behavior stated in table (6)

Table (6)

The Specification of the Content ,Behavioral Objectives , Items and Marks Of the Post Test

Type	No or Q	Content	Behavior objectives	No. of items	Mark
Conversation management	1A	Writing a conversations about going to ask a taxi driver to take you somewhere with a little price	The students are asked to write a conversation to measure their ability to write a conversation to and to check their thinking and brainstorming	A	12.5 m

Conversation management	1 B	Writing a conversations about real situation from students' life events , using your style in writing	The students are asked to write a conversation to measure their ability to write a conversation and to check their thinking and brainstorming		12.5m
Turn – taking	2A	Writing a conversations about you work in a big company and the leader ask you to solve a problem in it	The students are asked to write a conversation to measure their ability to write a conversation and to check their thinking and brainstorming	A	12.5m
Turn – taking	2B	Checking students' understanding	The students are asked to give their answers and information about conversation rolling	B	12.5m
Conversation management	3A	Writing a definition	The students are asked to write a definition about conversation management to measure their understanding		12.5 m
Turn – taking	3B	The students are asked to write a conversation to going to invite your friends to your birthday party. Make a conversation related to this topic	The students are asked to write a conversation to measure their ability to write a conversation to check their understanding and their critical thinking		12.5m

Turn – taking	4	What is the main theme behind this dialogue?	The students are asked to Give a suitable topic to the conversation		25m

8. Statistical Indicators

The participants' scores in the posttest scale are analyzed to find out their mean score, medium, mode, standard deviation, variance, coefficients of skewness and kurtosis, higher score, lower score, and range. See the following table:

The above table shows that the scale scores are approximating the normal distribution curve because of the closeness of the central tendency measures to each other and the measures of dispersion such as the standard deviation, the variance, and values of skew and kurtosis are approaching (0). The following figure shows the distribution of the scores on the posttest scale.

Table (7) Statistical Indicators

N.	Statistical Indicators	Experimental Group	Control Group
		Posttest	Posttest
1	Mean Score	68.04	54.04
2	Medium	68.50	55.00
3	Mode	68	55
4	S.D.	12.459	15.601
5	Variance	155.22	243.38
6	Skewness	-1.192	-0.077
7	Kurtosis	2.111	-.908
8	Lower Score	27	23
9	Higher Score	88	82
10	Range	61	59

9. Pilot Administration

The pilot study is the proceed of applying the research instrument on a small sample of population before its final administration. It is a basic step in conducting

any study , It indicate whether there are any shortcoming or defects that need to be reviewed and modified before the final conducting of the instrument . It helps in identifying to what extent the measurement is practical and logical . It also assesses the time required for applying a test or a questionnaire (Madsen ,1983) . The aims of the pilot study can summarized as follows:

a. To check the clarity of the test items.

b. Ensure the test reliability .

c. Evaluate the time required for answering the test items by the testers.

d. To analyze the test items to determine their effectiveness in terms of item difficulty level, moreover discrimination power according to testers responses.

In order to know if there is any difficulty in the items of the test ,a random sample consist of (30) male and female students in second grade/college of education / English department / university of Tikrit , involved in the pilot study . This test has been administrated in the second course of the academic year 2022/2023 .

10. Content Validity of the Achievement Test

To examine the validity of the achievement test which is used to measure the students' metacognitive knowledge. To find out the validity of metacognitive knowledge in the use of authentic materials, the researcher used content validity by SPSS version 26.

There is criterion to know the validity of items. The item is considered valid if the correlation coefficients is at least equal to 'r' table, the item of the achievement test is considered invalid if the correlation coefficient is lower than'r 'table. At significance level of 5% (α = alpha = 0.05), for N = 100 with df = N – 100 = 100– 2= 98, r table is 0.195. The following tables demonstrate the criteria and the results of the validity:

Table (8): The Criteria of Item Validity

R	Interpretation
0.80 < r < 1.00	Very High
0.60 < r < 0.79	High
0.40 < r < 0.59	Average

0.20 < r < 0.39	Low
0.00 < r < 0.19	Very Low

Table (9): Correlation Coefficients (Validity of the Test Question)

NO.	R. Count	Interpretation of Validity	R. Table	Status
Q1	0.667	High	0.195	Valid
Q2	0.532	Average	0.195	Valid
Q3	0.715	High	0.195	Valid
Q4	0.737	High	0.195	Valid

11. Face validity

Face validity of the test has been ensured by exposing the test tasks and behaviors to a jury of specialists as shown in appendix (E). The jury are requested to include their remarks and suggestion about the suitability of the test for the sample of the study. The note are discussed with them and their directions and modifications are considered before putting the test in its final form. All jurors have agreed upon the validity of the test and its suitability for testees .

12. Reliability of the Achievement Test

Reliability can be defined as the consistency with which a test measures the same thing all the time (Harrison). There are many methods for achieving the reliability of the test.

Crocker and Algina (1986) define the internal consistency of the test scores are the overall degree to which one can expect the constant deviation scores of individuals across testing situation with the same testing instrument. So, the concept of reliability is unrecognized if it is done outside of literature measurement.

Internal consistency is equated, typically, with the cronbach coefficient alpha because it is widely used to measure reliability (Devellis, 2003,p.28). The cronbach alpha formula is the most common statistical way that measures reliability is to take the average of all possible split–half reliability estimates of an instrument (Crocker and Algina, 1986).

The obtained result after the application of Cronbach's alpha formula is 0.80 which is considered to be a suitable index from a statistical point of view. The test is scored by the researcher herself and the assistant professor Jawhaher brk .

13. Item Analyses

The difficulty level is specified as the ratio of the students who replied correctly to each item (Rosas, 2000:3). Item difficulty refers to the extent to which an item appears to be complicated or facilitated for a given number of tests. It just reflects the percentage of learners who respond correctly to the object. The most suitable test item will have item difficulty varying between 0.15 and 0.85 (Brown, 2010: 71). It was found that the current test items' DL ranges from (0.42) to (0.81), as shown in Table (8).

14. Discrimination Power

Discrimination power means " calculating the degree to which a particular item's results correspond with the results of the entire test' (Alderson, 1995:80).

This means that an object is deemed to have weak power of discrimination if it is correctly scored by high-skilled students as well as low-skilled students.

Item discrimination refers to the degree to which an object makes a difference between good and poor testers. An object has good power of discrimination if it collects the right answers from the good students and the wrong answers from the bad students. It is worth noting that the high power of discrimination will be close to 1.0, and no power of discrimination (Brown, 2010: 71).

The results obtained indicate that the test item DP ranges from (0.37) - (0.75). The table below shows the test items in DP and DL:

Table (10): The Difficulty Level and Discrimination Power of the Test Items

N.	Discrimination	Difficulty
Q1	0.41	0.79
Q2	0.37	0.81
Q4	0.51	0.42
Q7	0.75	0.50

15. Scoring Scheme of the Posttest

Heaton (1988) assumes that the analytical procedure is based on a scoring scheme that the researcher designed and developed to show how the scores are distributed across a variety of questions criteria. A scoring scheme should be mentioned on the test paper (Eilks and Byers ,2015}.

The total scores of the constructed posttest is 100, which is distributed among the four questions with 25 marks of the first questions , 25 marks of the second questions, with 25 marks of the third questions and with 25 marks of the fourth questions. Each questions contains two subdivision with 12.5 marks.

All the four questions are assessed in terms of four criteria vocabulary, grammar ,spelling , marks and style. Each criterion is marked as :very good ,good ,or weak as shown in table (11) .

Table (11): Scoring Scheme of the Achievement Test

Criteria	Qualities	Scores
		1,2,3,4 A,A,A,A,B,B,B,B
Grammar	Very good	10
	Good	7
	Weak	4
Vocabulary	Very good	10
	Good	7
	Weak	4
Spelling	Very good	10
	Good	7
	Weak	4
Idea	Very good	10
	Good	7
	Weak	4
Creative thinking	Very good	10
	Good	7
	Weak	4

16. Final administration for the achievement test

After the constructed test has met the requirements of validity and reliability and accepted from the jury members , it has been applied to the included sample of one hundred students who are seated in two separated classroom A and B .It has been administrated on (11 June 2023) during the first lecture of that day . The researcher has distributed the test papers and explained the instructions of the test to the students and told them that the time for conducting the test is limited to one hour . Later on , the answer sheets are collected to be scored .

17. Discussion of the Results:

The obtained results show that the level of the EFL university students in metacognitive feedback awareness is above the average level, since the mean sores of the students' level is 68.04 and the theoretical mean scores is 50 and the calculated t- value is higher than the tabulated one. This means that the students have level in metacognitive feedback awareness.

According to the results of the second hypothesis, the findings of this study reveal that mean scores of experimental group is 68.04, and the mean scores of the control group is 56.04. According to these scores, the experimental group performance in metacognitive feedback awareness is better than the control group performance.

According to the results of the third hypothesis, the findings of this study reveal that mean scores of students' performance in Turn-taking is 33.1, and the theoretical mean score is 25. According to these scores, there is a significant difference between students' performance and the theoretical mean in Turn-taking for EFL university students' performance. Students mean score in Turn-taking is higher than the theoretical mean score.

According to the results of the fourth hypothesis, the findings of this study reveal that mean scores of students' performance in conversational management is 33.26, and the theoretical mean score is 25. According to these scores, there is a significant difference between students' Performance and the theoretical mean in conversational management for EFL university students' performance. Students mean score in conversational management is higher than the theoretical mean score.

According to the results of the fifth hypothesis, the findings of this study reveal that mean scores in pretest is 57.28, and the mean scores in posttest is 68.04. According to these scores, there is statically significance difference of video – based learning of experimental group students' achievement in pre and posttest, for the benefit of the posttest .

19. Results

1.There is statically significance differences of video- learning of experimental group students' achievement and pre and posttest for the benefit of the posttest .

2- There is a significance difference between students' performance and the theoretical mean in Turn –taking for EFL university students' performance. The university students have a higher level in Turn –taking.

3-There is statically significant differences between the mean scores of the control group , who are taught according to the conventional method and the mean scores of the experimental group , who are taught by using video- based learning , for the benefit of experimental group .

4- The degree of significant difference between students' performance and the theoretical mean in conventional management for EFL university students' performance. University students have a higher level of conversational management.

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