
THE IMPACT OF FREE DISCUSSION ASSISTED WITH DVDS ON THE ELEVENTH GRADE EFL STUDENTS' PROSODIC COMPETENCE

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ABSTRACT

This study aimed to investigate the impact of using Free Discussion strategy assisted with DVDs on developing the eleventh grade EFL students' prosodic competence and motivation in Jordan. The participants of the study consisted of 40 11th grade students, studying at Al-Mkaiftah Secondary School for Girls, at the Northern Eastern Badia Directorate of Education, in the second semester of the scholastic year 2018\2019. This school was purposefully chosen for logistic purposes. There were two 11th grade groups; group A consisted of 20 students and it was chosen as a control group, and group B consisted of 20 students and it was assigned as an experimental group. The control group was taught speaking activities by the researcher regularly using the regular method adopted by prescribed textbook for 11th grade, whereas the experimental group was taught speaking activities by using Free Discussion Strategy assisted with DVDs decided by the researcher with the help of the supervisors and experts. Those speaking activities were taken from Internet, YouTube, websites and other supplementary materials on topics that cover the same speaking activities. Both groups sat to a pre-test to decide the actual level of both groups in prosodic competence and motivation. The data were collected within 8 weeks. After 8 weeks, both groups sat to a post-test to see if there was any change, if it occurred, to what extent, and in what dimension. By using proper statistical analysis, the results revealed that both groups developed their prosodic competence but the experimental group students developed their prosodic competence more than the control group. The results of the study also showed that the experimental group students developed in all prosodic aspects.

Accordingly, using Free Discussion strategy assisted with DVDs is needed to develop students' prosodic competence and motivation since theory and practice are needed and they complete each other

Key Words: Prosodic Competence, Free Discussion, DVDs

INTRODUCTION

One of the characteristics of communicative language teaching is using authentic materials. Communicative language teaching approach changes the view of syllabus designers toward English subjects, from just a language to be learned like other subjects in the school, to a very important tool of communication inside and outside the classroom.

Many researchers stated that if students are willing to use English language sufficiently, they must be exposed to the language, exactly as it is used in real life situations by native speakers (Bataineh, 2016).

Richards(2001) stated that the language which the learners are engaged with in classroom must represent the language used in the real world. Technology can also facilitate teaching and learning activities for improving students'EFL writing and speaking performance. Thus, we designed an experiment with appropriate online learning activities for teaching and learning EFL that focus on language output. Moreover, students shared the stories with their peers, who could study them and give feedback.

Wu (1992) Brown (2001) argued that language-learning tasks should be interactive and meaningful. They proposed a triangular process of interactions which includes interaction among learners, the teacher and the learning materials. Annotation is thought to provide fast and easy access to the meaning of unknown words and to compensate for insufficiently automatic lower level processes and thus allows the reader to attend to higher level processes.

Using DVDs is undoubtedly an exciting way to activate technology, Internet, discussion and self-confidence. Besides, it may help students to remain more focused for longer periods. Furthermore, students in Jordan are very keen on the originality of things, particularly when the matter is connected with their learning. So authentic videos may bring them closer to the target language culture, and therefore this seems to make the learning process more enjoyable and thus, motivating.

STATEMENT OF THE PROBLEM

Teaching EFL to students in Jordan focuses basically on language input rather than language output functions. Inconsequence, students are anxious during active learning, especially when they participate in group discussions, asking questions, or giving opinions to others in class, which hinder their language learning. Watching DVDs may support language teaching and learning. For example, multimedia annotations help students better utilize digital learning material.

PURPOSE OF THE STUDY

This study aims to investigate the impact of using Free Discussion strategy assisted with DVDs on developing the eleventh grade EFL students' Prosodic Competence and Motivation.

SIGNIFICANCE OF THE STUDY

This study was conducted on about the effect of using Free Discussion strategy assisted with DVDs in EFL classrooms because it may develop motivation of EFL students. Using this strategy might help them to get rid of boredom, hesitation, fear and anxiety.

Moreover, it is expected to be of great use for the teaching and learning in the non-native countries of English, especially for textbook writers to assist English language textbooks with DVDs that include videos of native speakers of English for teaching prosodic competence, speech sounds, stress, intonation, pause and juncture.

QUESTIONS OF THE STUDY

This study aims to answer the following questions:

1. Are there any significant differences between the main scores of the experimental and control group's prosodic competence due to the strategy of teaching (Free Discussion assisted with DVDs vs. regular instruction)?
2. Which prosodic aspect do the experimental group students develop more as a result of using Free Discussion assisted with DVDs?

The prosodic aspects include:

A- Pronouncing words and sentences accurately

B- Pause and juncture

C- Sentence stress and word stress

D- Rhyme and Rhythm

E- Intonation

- 3- What is the experimental group students' attitude toward using Free Discussion strategy assisted with DVDs on the students' motivation?

THEORETICAL BACKGROUND AND REVIEW OF RELATED LITERATURE

Introduction

This chapter reviews theoretical and empirical studies. A number of academic studies have been conducted to create favorable learning environment. The related studies are divided into two sections; the first section includes theoretical studies, which are related to Free Discussion strategy assisted with DVDs and its effect on FL students' prosodic competence and motivation. While the second section includes empirical studies, which are related to Free Discussion strategy, assisted with DVDs and its effect on language learning, FL students' prosodic competence and students' motivation.

Theoretical Framework

This section presents a theoretical framework and writings of well-known experts that discuss studies that have significant relation to the problem under investigation. It deals with three topics: Free Discussion strategy assisted with DVDs as an effective strategy for teaching English language, Free Discussion strategy assisted with DVDs for developing students' prosodic competence and Free Discussion strategy assisted with DVDs as an effective strategy for increasing students' motivation.

Review of Related Literature

Free Discussion Assisted with DVDs Strategy and its Effect on English Language Learners' Language Learning

Badache (2003) focused on the practical experience of applying group work on first year students of English at Batna University, and examined its effectiveness as a teaching technique on students' oral performance. The purpose is to clearly demonstrate the effects of group work on students' oral presentation as a special case and then elaborating how group work positively promotes academic achievement. The conclusions shown how group work can be of paramount importance for students to achieve and obtain better results when working together, creating an friendly atmosphere in which they freely express themselves, especially shy and reticent ones.

McDonoug (2004) observed that the use of pair and small group activities in the second language (L2) classroom has been supported by both theoretical and pedagogical arguments. However, L2 researchers and practitioners have expressed concerns about their use in some instructional contexts. The study investigated whether learners who actively participated during the pair and small group activities showed improved production of the target forms. Sixteen Thai EFL learners completed the pair and small group activities as part of their regularly scheduled English classes at a large public university in Northern Thailand. The results indicated that learners who had more participation during the pair and small group activities demonstrated improved production of the target forms, even though they did not perceive the activities as useful for learning language.

Kretsai (2014) explored the effect of using Free Discussion assisted with video materials in teaching of listening skills for university students. The purposes of the study were to adoptive listening skills with the use of free discussion assisted with video materials, and to evaluate students' attitudes toward the use of video materials in teaching listening skills. The participants of this study were 42 first-year English major students at Thanks University, Thailand. The results showed the students' English listening comprehension ability increased significantly after learning with videos and students had positive attitudes towards using free discussion assisted with videos in teaching listening skills.

More importantly, there should be meaningful practices that help learners reach goals in each part and be more automatic in processing language skills, and for learners who are studying English in a non-English setting, it is very important to expose real communicative situations in which they will learn how to express their opinions and to develop their oral fluency and accuracy.

Bajrami and Ismaili (2016) attempted to explore the goals of using Free Discussion assisted with video material in EFL classrooms and the advantages of using video materials in EFL teaching, on the basis of which proposes a framework of teaching principles, strategies and specific tips which facilitate and the reason why videos can be considered as valuable pedagogical tools to facilitate the teaching process. The purpose of the study was to investigate the benefits that the language teachers and learners get in using audio-visual aids in teaching and learning English language, as well as to show that by using the appropriate video material, teachers can improve and ensure student-centeredness, have their students interested and

engaged in activities, be more active, motivated and confident in their communicative language competence.

Free Discussion Assisted with DVDs Strategy and its Effect on Learners' Prosodic Competence

Gilmore(2004) studied in a research was undertaken to see if, by using the authentic materials, students improve the overall English language skills and not only their listening and speaking skills as is the case in this study, the fact that students were of a similar age as our students and the fact that they used newspaper articles as authentic materials for their study, motivated us to include it in this work, the total number of 62 (31 students in each group). Average age of the students was 19 years. Authentic materials used in the research was taken from films, documentaries, reality shows, web-based sources, home-produced videos of native speakers, songs, novels and newspaper articles.

Batainehand Al-Abdali(2014) studied the effect of using authentic videos on the prosodic competence off oreign language learners. It is assumed that authentic videos have a positive effect on the EFL learners' prosodic competence. The population of the study included 32 students majoring in English Language at Taibah University in Kingdom of Saudi Arabia during the academic year 2012. The results of the study revealed there was much progress in the experimental group, which significantly outperformed its control counterpart in the different aspects of prosody, but there was not much progress in the prosodic aspects related to intonation, pause and juncture. These findings confirm the hypothesis such videos can have a positive effect on the EFL learners' prosodic competence.

In a thesis entitled "Improving Students' Speaking Skill Using Group Discussion" Argawati (2014) aimed: (1) to test the hypothesis that group discussion can improve the students' speaking skill of the first students of WijayaKusuma Senior High School, and (2) to describe how group discussion improves students' speaking skill. There were two cycles on the research done by the writer. The research showed improvements of their scoring and performance. The result shows that there are some improvements on the students' speaking skill quantitatively and qualitatively.

METHOD AND PROCEDURES

Introduction

This part discusses the method and procedures, which were used in this study to find out whether using Free Discussion strategy assisted with DVDs has an effect on eleventh grade EFL students' prosodic competence and motivation. This chapter deals with the following: participants of the study, design of the study, instruments of the study, variables of the study, validity of the test, reliability of the test and the questionnaire, instructional treatment, instructional materials, procedures of the study and statistical analysis.

Participants of the Study

The participants of the study consisted of 40 eleventh grade students, during the second semester of the scholastic year 2018/2019, at Al-Mkaiftah Secondary School for Girls, at Northern Eastern Badiyah. They were divided into two sections: Section A which consisted of 20 students. It was assigned as a control group and it was taught by the researcher using the regular instruction. Section B, which consisted of 20 students was assigned as an experimental group, and it was taught by the researcher using (Free Discussion strategy assisted with DVDs).

Design of the Study

The researcher used a quasi-experimental study. Both groups were taught the same suggested material on the same days of the week. The teacher taught the control group regularly, whereas the experimental group was taught the prosodic aspects by using Free Discussion strategy assisted with DVDs by the researcher. In addition, they were given the same test before and after the experiment to measure differences (if any) in the students' prosodic competence and motivation. Group A that was assigned as an experimental group was taught prosodic competence aspects by using Free Discussion strategy assisted with DVDs. Group B, which was assigned as a control group, was taught the prosodic aspects regularly. The pre-test was administrated by the researcher on topics that are related to prosodic competence and the post-test was administrated in the same manner. In addition, a post questionnaire was administrated to the experimental group.

The design of the study was stated in Table 1.

Table 1: Table of the Participants of the Study

Group	Method of Teaching	Number
Experimental	Free Discussion Strategy Assisted with DVDs	20
Control	Regular Instruction	20
Total		40

Instruments of the Study

To assess the impact of using Free Discussion strategy assisted with DVDs on the eleventh grade EFL students' prosodic competence and motivation. The researcher used two instruments: The first was a pre/posttest, which was administrated by the researcher before the experiment to decide the real level of both groups 'prosodic competence before starting the experiment. After 8 weeks, the same test was administrated as a post- test to determine if using Free Discussion strategy assisted with DVDs has an effect on the students' prosodic competence and motivation.

To avoid the effect of subjectivity on students' scores, the speaking test was administrated the average score was calculated by the team of external examiners for each

examinee. To be more objective in the interview test, the total score of the interview was distributed among the aspects of prosodic competence with ten score for each aspect. The test included questions on each prosodic competence aspect

The oral test was of two parts: part one a speaking test that tested their speaking prosodic competence. Part two was listening test that tested students' listening prosodic competence.

The second instrument was a questionnaire that measured the experimental group students' attitudes towards Free Discussion strategy assisted with DVDs and its effect on their prosodic competence and motivation.

Validity of the Test and the Questionnaire

To make sure of the validity of the test, it was distributed to experts who are specialized in TEFL, CALL, and TESL linguistics, English language supervisors and EFL teachers, in order to make sure of the validity of the test and questionnaire. Their notes, remarks, comments and recommendations were taken into consideration. They made important changes on the test and the questionnaire. They checked the test regarding the number of questions, distribution of scores, content, form, spelling, grammar, meaning and duration. They also gave their remarks on the questionnaire.

Reliability of the Test

To establish the reliability of the test, the test-retest technique was used. A test was given to a neutral group of 15 students who were excluded from the experiment, they sat to a test. Two weeks later, the pilot group took the same test, in order to pre-test the test itself.

By using Pearson's formula, the correlation coefficient between students' scores on both testing occasions were computed to be found 92%. Thus, the test can be described as being reliable.

Inter-rater Reliability

To evaluate the inter-rater reliability of the assessment, the result of analysis exceeded 92%, indicating its high reliability, a teacher aide at the school also listened to the participants speaking to provide inter-rater reliability. The percentage of agreement for all sessions was 93%.

Variables of the Study

The study had the following variables:

1. The independent variable of this study is the teaching method which includes: Teaching prosodic aspects by using Free Discussion Strategy assisted with DVDs, and teaching prosodic aspects by using regular instruction.
2. The dependent variables are students' scores of both groups (experimental and control) in the pre and post-test, and the experimental group students' responses to the questionnaire.

Instructional Program

The researcher used the student's book listening and speaking activities in teaching both groups, but they were taught differently. The control group studied regularly whereas the experimental group studied the listening and speaking activities by using Free Discussion strategy assisted with videos on the same topics and activities found in the text book. These free discussions assisted with DVDs were presented and imitated repeatedly to make students feel confident and participate freely.

To develop the experimental group students' listening prosodic competence, the researcher undergoes the experimental group students to listen to tape recorders, watch videos that contain short stories, conversations, dialogues and songs. During the listening activities, the students had to listen and watch with concentration.

Instructional Treatment

The researcher clarified the purpose of the study and its nature for both groups. He divided them into two groups, the topics in module five of Action Pack textbook (Literature) were taught to the control group regularly, but experimental group was taught via Free Discussion assisted with DVDs. The researcher asked the students to watch lectures that related to (Literature) in Module 5, which were purposefully chosen to cover units (communication, Writing, Childhood activities) assisted with authentic DVDs to give them a chance to ask questions and discuss about the method to be used in teaching and learning English language. Then they held free discussions that raise critical thinking, problem solving and brain storming questions that activate their tongues and lure their minds to think deeply, and through the discussion they listen to authentic English in different environments, and different speeds with proper intonation and proper supra-segmental or language melody. The control group was taught the same topics and listening and speaking activities regularly.

Instructional Material

The instructional material used in the study was Action Pack eleventh grade textbook. Three units were taught to both groups on the same days at the week. The material that was adopted by the Ministry of Education at Jordan public schools covered all aspects of English language, but the most concentration was on listening and speaking activities, which develops students' speaking in general and prosodic competence in particular, but both groups were taught the listening and speaking activities differently.

Procedures of the Study

This study was carried out during the first couple of weeks on the second semester of the scholastic year 2018-2019, at Al-Mkaiftah Secondary School for Girls. The following procedures were followed after the researcher got the approval from the Directorate of Education in Northern Eastern Badia Region to start this study.

1. The study was conducted at Al-Mkaiftah Secondary School for Girls.
2. Eleventh grade students who study at Al-Mkaiftah Secondary School were purposefully chosen for logistic purposes as participants of the study.
3. The participants of the study were already divided into two sections; Section A was assigned as an experimental group while Section B was assigned as a control group.

- 4.The researcher explained the nature of the study to his students then a pre-test was administrated to both groups to make sure that there were no significant differences between the two groups in their prosodic competence.
- 5.Both groups sat to speaking and listening test at the beginning of the second semester of the academic year 2018-2019 to determine their prosodic competence level before starting the experiment.
- 6.The researcher made sure of the validity and reliability of the test and questionnaire.
- 7.The material was taught four times a week for each group for a period of 8weeks.
- 8.The experimental group studied the same syllabus using Free Discussion assisted with DVDs, whereas the control group studied regularly.
- 9.After 8 weeks, a post-test was administrated to the experimental group and control group to make sure,if change occurred if it occurred to what expected and in what dimension
- 10.A questionnaire was administrated to the experimental group after the experiment.
- 11.Students' result of the test and questionnaire were sent to a statistician to analyze the data according to the descriptive statistical methods (means, standard deviation, and One-Way ANOVA, Scheffe and T- Test).

Statistical Analysis

The statistical package for social sciences (SPSS) software was used to analyze data in order to answer the questions and the objectives of the study. Mean scores, standard deviation and significance level were conducted. A T-Test and One-Way ANOVA tests were used to find the differences that may arise as a result of the applied treatment in the study which included (teaching prosodic competence aspects and motivation by using Free Discussion Strategy assisted with DVDs vs. the regular method).

FINDINGS OF THE STUDY

Introduction

This part deals with the findings and sub-findings of the study that include; Equivalence of the two groups, findings related to the first question, findings related to the second question, findings related to the third question.

Equivalence of the two Groups

Pre-prosodic competence test was administrated to both groups to know the actual level of students before starting the experiment, Means, standard deviations and t-test were used to find out any significant differences between both groups of the study, as shown in table below.

Table (2): Means, Standard Deviation and T-Test Results of the Experimental and Control Groups on the Pre-prosodic Competence Test

GROUP	N	Mean* out of 100	Std. Deviation	t	df	Sig. (2-tailed)
Experimental	20	45.65	10.869	.328	38	.744
Control	20	44.45	12.202			

Table (2) reveals that students' scores for both groups were almost equivalent in the pre-test before applying the experiment. This indicated that the two groups were equivalent, before starting the experiment. This also shows that the difference between scores of both groups on the pre-prosodic competence test was not statistically significant.

Findings of the Study

This section includes three parts: findings related to the first question, finding related to the second question and findings related to the tired question.

Findings of the first question

The first question was "Are there any significant differences between the main scores of the experimental and control group students' prosodic competence due to the teaching strategy (Free Discussion assisted with DVDs vs. regular learning)?"

For answering the first question, means and standard deviation of students' prosodic competencedue to the teaching strategy (Free Discussion assisted with DVDs vs. regular instruction) were used and t-test were used to find out any significant differences between both groups of the study, as shown in Table (3).

Table (3): Means, Standard Deviation and T-Test Results of Strategy of Teaching on the Post-Prosodic CompetenceTest

GROUP	N	Mean* out of 100	Std. Deviation	T	DF	Sig. (2-tailed)
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Experimental	20	72.40	11.339	3.489	38	.001
Control	20	51.75	23.914			

Table (3) above shows that there are statistically significant differences at ($\alpha= 0.05$) between the means of both groups students' prosodic competence post-test, in favor of the Experimental group who studied using (Free Discussion assisted with DVDs).

Findings of the second question

the second question which reads, "**Which prosodic aspect do the experimental group students acquire more as a result of using Free Discussion assisted with DVDs?**"**The prosodic competence aspects include:**

- Pronouncing words and sentences accurately
- Pause and Juncture
- Sentence stress and word stress
- Rhyme and Rhythm
- Intonation

To answer the second question of the study means and standard deviations of the experimental group students' mastery of theprosodic aspects,were computed as presented in Table(4).

Table (4) Means and Standard Deviations of the Experimental Group Students' Mastery of theProsodic Aspects

Prosodic Competence	Mean	Std. Deviation
Pronouncing words and sentences accurately	17.10	1.744
Using pause and juncture	16.20	2.608
Using word and sentence stress	16.05	2.929
Using rhyme and rhythm	12.50	2.306
Using proper intonation	10.55	2.460

Table (4) shows that a slight variance in students' means of the experimental group students' mastery of the prosodic aspects, to find out whether there are statistical significant differences in these Means, One way ANOVA was conducted and the results are shown in tables

Table (5): One 'Way ANOVA Results of Students' Mastery of the Experimental Group Students' Results in the Prosodic Aspects

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	633.060	4	158.265	26.569	.000
Within Groups	565.900	95	5.957		
Total	1198.960	99			

Table 5 shows that there are statistically significant differences at ($\alpha= 0.05$) between the means of the experimental group students' mastery prosodic aspects. Pair wise Multiple Comparisons Post Hoc Test using Scheffe method was conducted as in Table (6)

Table (6): Pairwise Multiple Comparisons Post Hoc Tests Using Scheffe Method between the Prosodic Aspects

(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.
Pronouncing words and sentences accurately	Using pause and juncture	.90	.772	.850
	Using word and sentence stress	1.05	.772	.763
	Using rhyme and rhythm	4.60(*)	.772	.000
	Using proper intonation	6.55(*)	.772	.000
Using pause and juncture	Pronouncing words and sentences accurately	-.90	.772	.850
	Using word and sentence stress	.15	.772	1.000
	Using rhyme and rhythm	3.70(*)	.772	.000
	Using proper intonation	5.65(*)	.772	.000

Using word and sentence stress	Pronouncing words and sentences accurately	-1.05	.772	.763
	Using pause and juncture	-.15	.772	1.000
	Using rhyme and rhythm	3.55(*)	.772	.001
	Using proper intonation	5.50(*)	.772	.000
Using rhyme and rhythm	Pronouncing words and sentences accurately	-4.60(*)	.772	.000
	Using pause and juncture	-3.70(*)	.772	.000
	Using word and sentence stress	-3.55(*)	.772	.001
	Using proper intonation	1.95	.772	.182
Using proper intonation	Pronouncing words and sentences accurately	-6.55(*)	.772	.000
	Using pause and juncture	-5.65(*)	.772	.000
	Using word and sentence stress	-5.50(*)	.772	.000
	Using rhyme and rhythm	-1.95	.772	.182

* The mean difference is significant at the 0.05 levels.

The above table shows that there are statistically significant differences at (a=0.05) between:

- Pronouncing words and sentences accurately and using rhyme and rhythm in favor of pronouncing words and sentences accurately
- Pronouncing words and sentences accurately and using proper intonation in favor of using proper intonation
- Using pause and juncture and using rhyme and rhythm in favor of Using pause and juncture.
- Using pause and juncture and using proper intonation in favor of Using pause and juncture.
- Using word and sentence stress and using rhyme and rhythm in favor of using word and sentence stress.
- Using word and sentence stress and using proper intonation in favor of using word and sentence stress.

DISCUSSION, CONCLUSION AND RECOMMENDATION

Introduction

This part consists of three sections; discussion of the results, conclusion and recommendations.

Discussion of the Results

Under this title, the researcher presents the following three sub-sections: Discussions of the results of the first question, discussions of the results of the second question, discussion of the results of the third question.

Discussions of the Results of the First Question

The first question of the study investigated if there are any statistically significant differences between the mean scores of the experimental and control group students' prosodic competence due to the strategy of using Free Discussion assisted with DVDs. The findings of the study revealed that the Free Discussion assisted with DVDs was an effective way to develop the EFL students' prosodic competence.

The experimental group students' scores in the post-test were higher than those of the control group. Accordingly, the hypothesis of the study, which reads, "There are no statistically significant differences between the experimental and control groups students' mean scores in prosodic competence vs. regular instruction due to the teaching strategy (Free Discussion assisted with DVDs vs. regular instructions) was rejected.

Moreover, Free Discussion assisted with DVDs strategy proved to be a beneficial strategy and it had positive effect on prosodic competence. These findings were in line with several studies such as; Markhur (2000), Cook (2008), Bataineh and Al-Abdali (2014), Argawati (2014) who conducted their studies to investigate the effect of using Free Discussion strategy assisted with DVDs on EFL students' prosodic competence.

Discussion of the Results of the Second Question

The second question of the study tried to determine if there are differences between the experimental group students' mastery of each prosodic aspect due to the suggested strategy of using Free Discussion assisted with DVDs.

These prosodic aspects include pronouncing words and sentences accurately, intonation, pause and juncture, word stress and sentence stress and rhyme and rhythm. After interpreting and analyzing the raw scores, the researcher found out that the experimental group students have developed a lot in all prosodic aspects, but they have developed in certain aspects more than others. This progress might be due to the fact certain prosodic aspects need more efforts and practice to be developed

Free Discussion assisted with DVDs strategy provides to be a useful strategy and it had positive effect on the EFL students' mastery of certain aspects such as pronunciation, word stress and sentences stress, pause and juncture more than the other prosodic aspects such as intonation, rhyme and rhythm. These findings were in line Tschirner (2010), Yates (2014), Stempleski, King

(2010), Albay (2016) whose studies showed that the experimental group students developed in certain prosodic aspects more than others.

More studies should be done on the effect of Free Discussion strategy assisted with DVDs on language competence and language skills. They should apply this strategy on other language skills.

D. Recommendations Directed for EFL Teachers

English language teachers should be encouraged to use Free Discussion assisted with DVDs strategy in their language classes.

Training and instructing them on using Free Discussion strategy assisted with DVDs strategy in their language class. Consequently, they should train and teach their students on how to apply this strategy inside and outside the classrooms.

E. Recommendations Directed for EFL Students

Students should be encouraged to use Free Discussion strategy assisted with DVDs to improve their prosodic competence inside and outside classrooms, because Free Discussion strategy assisted with DVDs can develop their oral skills in general and their language melody in particular

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