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# **The Effectiveness of Employing Interactive Video in Teaching Social and National Education in Developing Students' Communication Skills**

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**Abstract.** The study aimed to reveal the effectiveness of employing interactive video in teaching social and national education in developing communication skills among students. The study sample was distributed into two groups: an experimental group (25) students and a control group (23) students. The results showed that there were statistically significant differences in communication skills, and that the difference was in favor of the experimental group who were exposed to the interactive digital video teaching method compared to the group members. In light of this, the study presented a set of recommendations, most notably the necessity of using interactive video in teaching and enhancing it with pictures, video clips and effects that develop communication skills among students. The Internet, projectors and more.

**Keywords.** interactive video, communication skills

## **Introduction**

The challenge in the twenty-first century has become the use of technology in the education system, as most educational institutions realize that the use of technology can enhance students' experience and knowledge, and technology can overcome the problem of how to unite learners in different places and times within a classroom or university lecture, and technology also supports The process of interaction and communication between lecturers and students, so the use of technology in education benefits both students and teachers (Dewantara, at al., 2020).

E-learning takes advantage of interactive technologies and communication systems to improve the education experience, as it has the ability to change the method of teaching and education in all fields, and to expand participation in lifelong education, knowing that it cannot replace teachers and lecturers, but in addition to current methods it can improve the quality of teaching. Methods of communicating information, and reducing the time spent by the teacher in explanation, thus enabling the learner to achieve his potential (Somayeh, et al., 2016).

E-learning provides an exciting opportunity for learners to engage in an interactive platform, gain knowledge and develop new skills, and there are many ways to make learners interact with e-learning content, one of these options is the use of interactive video clips, where videos break down complex ideas into easy-to-understand parts that can be addressed Easily,

and this reduces the burden of reading for the learner, by presenting the content as attractive visual elements (Afify, 2020).

Interactive video is “a digital video that supports user interaction by playing video clips through it, and it is a form of media used by educational institutions to engage students of all ages and achieve educational academic goals that raise the level of education and benefit for both teachers and learners” (Texler, et al., 2020, P75).

(McLendon, 2017, P16) defined interactive video as “providing a coordinated and arranged multimedia presentation within a specific framework that the teacher chooses to suit a specific curriculum and content, and with many possible applications for providing distance education services, through which interaction and participation are increased within the rooms. scholastic”.

In addition to the above, it is known (Anderson & Davidson, 2019, p16) Interactive video as "a form of media that allows users to interact with content, and the interaction in the video is of several different types of functions, through which modern teaching methods are activated, enhance the level of education provided, and communicate explanations and ideas more clearly to students than traditional methods".

The interactive video has many characteristics, as it provides the ability to control the presentation of the learner, interact with the links and options that appear during the video playback, and provides more explanations and additional information that can be provided according to the preferences of each student, and it is characterized by the ability to view the video and return to it during Explanation, the ability to close and play the video at any time, and the ability to modify the video according to the requirements of the lesson. Thus, the interactive video provides the learner with a learning environment dedicated to students, and increases their motivation to learn. (Cobârzan, et al., 2017).

Interactive videos give students and teachers control over them in a way that allows them to design and organize a virtual learning environment, where they can watch and learn from videos at their own pace without pressure from teachers or classmates. In addition, they always have the option to pre-browse through topic content or commit. With the basics provided, interactive videos can therefore aid self-learning (Palaigeorgiou & Papadopoulou, 2019).

The interactive video provides a completely different experience, rich in communication and participation, and works to enhance communication skills, as it facilitates the educational process and makes it more enjoyable, so that the barrier of boring routine methods that do not attract the student's attention is broken, and it also increases the level of focus and motivates him to follow his lessons better. (Nguyen, et al., 2021).

Sandy, Erwandi & Satria (2021) explained the stages of interactive video design as follows:

- Visualization and planning: In the interactive video design stage, it is important to set goals first, make a guiding chart, discuss the axes on which the interactive video content will be based, and define the key performance indicators on which the interactive video will be based.
- Programming: At this stage, the content flow and the actual design of the video begins, and the design of effects and additions that attract learners and support the implicit benefit of the interactive video. It is considered the longest and most important stage and requires creative creative ideas in designing an attractive interactive video.
- Evaluation and adjustment: It is important to conduct evaluation and adjustment continuously based on all the data and information contained in the interactive video as required

by the study subject, and according to the data and variables that may occur in the subject, so attention must be paid to correct evaluation and adjustment.

Ahmed and Abu Sneina (2018) refer to the concept of communication in general as the process of exchanging information, ideas and opinions between individuals, and transferring it from the person who generates this information (sender - writer - speaker) to the recipients (receiver - reader - listener), as it is a method Verbal communication, using language, employing vocabulary, and speaking are the most common modes of communication, followed by non-verbal modes of communication that rely on the use of symbols, signs, or various body senses.

Alami (2020, 11) defined communication as “the process of transferring, communicating, and exchanging information, ideas, and feelings using language, writing, or physical expression between both the sender and the receiver, so that each affects the other by various means.”

Abu Al-Nasr (2020, 18) defined communication as “a process through which ideas, opinions, information, and the content of the message are sent and received, between the sending person and the receiving person or between a group of individuals and the interaction between them and the sharing of information and ideas using one or more appropriate means of communication such as Meeting, lecture, telephone call, discussion and interview.

Al-Tayeb (2016, 9) defined communication skills as “the individual’s creative and acquired abilities, which he employs to complete the process of communication by conveying meanings, concepts, information and ideas in the form of oral messages accompanied by body language and facial expressions, or in the form of written messages that are transmitted to the recipient using one of the means Communication, and this skill begins in childhood and continues until death”.

Al-Tom (2015) indicates the importance of communication through achieving the desired goals in the right way. Communication also contributes to making appropriate decisions through exchanging and sharing experiences, information, data, knowledge and concepts, thus achieving success and progress. Through communication, the individual can express his feelings, convey his impressions and emotions to others, and express his feelings. himself and what goes on inside him.

Abu Al-Nasr (2020) pointed out the importance of the communication process as achieving harmony and understanding between individuals, achieving a spirit of cooperation between them, exchanging knowledge, information and ideas, clarifying topics and their contents, influencing individuals and bringing about desired changes in their behavior and performance, and doing business in a better way.

The importance of communication in the field of education for students lies in the fact that it develops in them many oral skills and intellectual communication skills that they need in their practical, social and scientific lives in a way that will be reflected in their self-confidence and make them more able to deal with changing conditions in different environments, and develop their skills in listening, speaking and writing. And reading and persuasion, and increasing their ability to deal with others and developing their ability to express their ideas, opinions and personalities accurately and easily, and to communicate information in a sound, clear and attractive way, and to enhance their listening and listening skills, and to respect the opinions of others during conversation or discussions (Al-Assaf, 2016).

Communication takes place in multiple forms and patterns through the employment of different senses. The following is a presentation of communication skills:

### **First: verbal communication**

Verbal communication is one of the most important communication skills that depends on the use of language, vocabulary and expressive words, and the use of the appropriate tone of voice, to express the knowledge, ideas and feelings that are intended to be communicated to the recipient. Verbal communication requires the availability of many skills such as speaking skill, writing skill, and reading skill. Verbal communication depends on the availability of two important factors, namely (Al-Qumayzi, 2017):

**Language:** The sending individual should use simple and understandable language for the receiving individual, use expressive words and short phrases, avoid words that carry more than one meaning, and use common words among individuals.

**Voice:** Where the voice enables the recipient to understand the intended meaning of the message, the tone of the voice of the individual when he is angry, differs from the tone of the voice of the individual when he is calm, so it is necessary to take into account the tone and contrast of the voice and to be audible, and to raise and lower the voice in a way that attracts the listener and maintains his focus.

### **Second: non-verbal communication**

Which can be considered as a process of communication between individuals in non-spoken or written ways, based on body language, and includes sign language using simple or complex signs, and body movements such as expression by moving hands, and facial gestures. Non-verbal communication is more effective and honest than verbal communication. It also supports verbal communication and makes it more clear (Abu Al-Saeed and Abed, 2014). Non-verbal communication skills include visual communication, auditory communication, and physical communication. The following is an explanation for each of them:

#### **- eye contact:**

Through it, visual signals are received from the outside world, and the human visual system is complex, and consists mainly of the eye, the optic nerve, and the visual center in the brain. The visual center within the brain to be processed, interpreted, perceived, and distinguished (Abu Al-Nasr, 2012).

Visual communication involves the use of shapes, drawings, images, and diagrams with the aim of conveying the content of messages to targeted individuals, and visual communication has a visual impact force through the use of these images that pass into memory easily compared to written phrases or speech, and the individual has a greater ability to interpret images and their meanings compared to verbal communication methods, and the use of colors, symbols and shapes arouses desire and interest and attracts the attention of the receiving person as well as making it easier for the recipient to respond to them more than other means of communication (Al-Ta'i and Al-Alaq, 2014).

#### **- Auditory communication**

It is the communication that takes place by employing the sense of hearing and includes the skill of listening through listening carefully to individuals during discussions and dialogues, and understanding the intended meaning and content of the message. and knowledge acquisition (Al-Otaibi, 2015).

Among the conditions for good auditory communication is showing interest and desire to hear the person speaking and participating in the dialogue, mentally agreeing with the speed of the person speaking, not being distracted or straying, and being able to hear accurately, which is a necessity of the listening skill, and the individual must also have the ability to distinguish sounds. And different gestures, and the ability to distinguish secondary and main ideas, interpret

them, and keep them in mind during the conversation (Experts of the Arab Group for Training and Publishing, 2013).

- **physical contact**

Physical communication is defined as a communication process that relies on communicating feelings, ideas, and information on the use of body language, through suggestions, gestures, and symbols. Psychologists believe that (60%) of communication between individuals takes place through physical communication, as physical communication has strength. An effect that exceeds the power of words five times, and physical communication takes place through the eyes, movements of the eyebrows, forehead, shoulders, fingers, hands, and head. It is worth noting that body language cannot be abandoned, as it is always sent spontaneously, and is usually truer than Words (Al-Dulaimi, 2019).

Physical communication includes head movements such as moving the head up when rejecting or down when accepting and agreeing, or moving it to the right and left when expressing lack of knowledge. Facial gestures and expressions are also a way of physical communication. The expressions that appear on their faces, through the face, feelings and feelings are conveyed, such as the expression of sadness, joy, anger, fear, surprise, and disappointment (Hussein, 2010).

**The relationship between interactive video and communication skills**

The interactive video contributes to the development of students' communication skills, as it provides an interactive process that takes place within the classroom, through transitioning between pictures, changing colors, lighting intensity, sound levels, and displaying activities and examples accompanying the show, which increases students' motivation to interact, participate, and communicate with the teacher and with their peers (Al-Qamizi 2017).

**Previous studies**

The following is a presentation of previous studies related to the subject of the study, which were found through a survey of Arab and foreign databases, and are arranged according to their chronological sequence from oldest to newest as follows:

A study (Ku, Yang & Chang, 2019) sought to know the impact of the interactive video application on the flipped teaching style of mathematics. To examine the effectiveness of the proposed approach, the descriptive experimental approach was used, and to achieve the study objective, the study tool represented by the test and questionnaire was prepared, and the study was applied to a sample of (49) students from the fifth grade in a school in Toyama district in Japan in the academic year (2018/2019). ), where one of the classes was allocated to the experimental group, while the other was to the control group, and the students in the experimental group used the flipped learning mode with interactive video lectures, while the students in the control group learned the traditional flipped learning mode, and the results of the study showed that the students of the experimental group who learned in a manner Reverse learning using the interactive video had a better performance in understanding and solving mathematical problems than the control group.

Al-Sunaid (2020) conducted a study aimed at identifying the effectiveness of an interactive educational video on academic achievement in geography among sixth-grade students in Madaba Governorate. Sixth grade female students at Ibn Tamimah Comprehensive School in Madaba Governorate, were distributed into two groups: the experimental group consisted of (30) students who were taught geography using interactive video, and the control group consisted of (30) students who were taught geography in the usual way, and the results showed The study revealed that there were statistically significant differences between the mean

scores of the control group and the experimental group in favor of the experimental group in the post-test, which was studied using the interactive video.

The study (Hanif, 2020) aimed to reveal the effectiveness of interactive video on primary school students in the subject of natural sciences. The study was conducted in Indonesia, and the descriptive experimental approach was used. To achieve the goal of the study, the study tools represented by measurement test, interviews and observation were prepared, and they were applied to a sample of From (54) students in the fifth grade distributed equally in each of the control and experimental groups in the academic year (2019/2020), and the results showed that there were statistically significant differences in terms of learning outcomes between the control group and the experimental group, and the results also showed that the interactive video proved its effectiveness In enhancing student achievement to learn science in the fifth grade.

Laila & Raharja (2021) conducted a study aimed at determining the effect of interactive video media on motivating student learning in fifth grade social studies in Singapore. The research was conducted using interactive video media in learning social studies in the equal semester of the academic year 2020/2021. The research used the experimental approach and applied it to the same group by making it experimental and control. The sample of this study included all fifth-grade students in a school, and their number consisted of 20 students (11 female students and 9 male students). The results reached that there is an effect in the use of interactive video media on stimulating learning Social studies for fifth graders.

(Sudaryono, 2021) conducted a study aimed at examining the evaluation of the implementation of interactive video-based online education for the academic year 2020/2021 at Raharja University in Banten, Indonesia. The analytical descriptive approach was used. To achieve the study's goal, the tool of questionnaire and interviews was prepared. And it was applied to a sample of (103) participants who used interactive video to study online in the academic year (2020/2021), and the results showed the effectiveness of implementing online education based on interactive video on educational websites and platforms in a large way, as the results showed through evaluating the implementation of education Interactive achieve significantly better educational performance and a higher level of student satisfaction than those who do not use interactive video.

(Su & Chiu, 2021) conducted a study aimed at knowing the extent of the impact of interactive video in education on students. This study was conducted in Taiwan, and the descriptive approach was used. 151) Sixth-grade students in a school in northern Taiwan in the academic year (2020/2021), and the results concluded that interactive video has a great impact on education and that it raises the achievement level of students.

(Barman & Jena, 2021) conducted a study aimed at revealing the effect of individual and collaborative education based on interactive video on the development of social skills for children with intellectual disabilities in India. The quasi-experimental design approach was used. It was applied to a sample of (99) childrenFrom three selected rehabilitation centers in India in the academic year (2020/2021), and the results of the study showed that individual education based on interactive video and cooperative education based on interactive video for the experimental group is better than the control group, and the results also showed that there is a significant effect of the experimental group in Improving social skills over the traditional approach, and that traditional practice of various activities through interactive video sessions can help children with intellectual disabilities overcome minor obstacles on their own without any additional service.

### Study Approach

The semi-experimental approach was used in order to answer the study question, and according to the design of the experimental and control groups, where the experimental group was subjected to a unit study using digital interactive video, and the control group was taught the educational unit in the usual way.

### Study community

The study population consisted of all fifth-grade students in schools affiliated to the Directorate of Education, Capital Governorate/ Wadi Al-Seer District in Jordan.

### study personnel

The sample of the study consisted of Mada International Academy, which is one of the schools located in the capital Amman Governorate / Wadi Al-Seer district. In these two divisions (48) male and female students were appointed, one of them was appointed as an experimental group of (25) students, and the other as a control group of (23) students. Table (1) shows the distribution of study personnel according to the variable of the teaching method (interactive video, traditional).

**Table (1): Distribution of the study sample according to the teaching method variable.**

	Categories	Educational Unit	Frequency	Percentage
Group	experimental	Interactive Digital Video	25	%52.08
	control	Traditional	23	%47.92
	Total		48	%100

### Study tool

To answer the study question, the following tool was used:

#### Communication skills scale

A tool was used to measure students' communication skills, and it was built as follows:

- Previous educational literature related to communication skills was referred to, such as the study (Al-Qumayzi, 2017; Abu Al-Nasr, 2012; Al-Otaibi, 2015; Al-Dulaimi, 2019).
- Previous studies related to communication skills were referred to, such as the study of Ahmed and Abu Sneineh (2018).
- The communication skills scale was reached in its initial form, consisting of (33) items distributed on four skills, namely: visual communication, with (5) items, auditory communication, with (11) items, and verbal communication, with (8) items. And physical communication and the number of paragraphs (7).

#### Validity of communication skills scale

The communication skills scale was verified in two ways as follows:

##### First: the validity of the content

The validity of the scale was verified by presenting it to (13) arbitrators from the Department of Curriculum and Teaching with experience with PhD holders in social studies curricula and teaching methods, and a number of educational supervisors in the Ministry of Education, where they were asked to express their opinion on the appropriateness of the main

skills to achieve the goal From the study, the extent to which the sub-skills are related to the main skills, the extent of the clarity of the sub-skills, and the submission of any proposals they deem appropriate in terms of deleting, adding, amending and rephrasing, and in light of the arbitrators' observations, paragraphs No. (5, 9, 12, 13, 14, 15) were deleted for their inappropriateness. And based on the consensus of the arbitrators, the scale became in its final form consisting of (20) items distributed over four areas: visual communication, which reached (5) items, auditory communication, which reached (4) items, and verbal communication, which reached (6) items. And physical communication and the number of paragraphs (5) paragraphs.

**Second: the sincerity of the construction**

To verify the validity of the communication skills scale, it was applied to an exploratory sample from outside the study sample consisting of (20) students from Mada International Academy, and then the construction validity indicators were extracted by calculating the correlation coefficients between the score of each paragraph and the total score of the scale, by using Pearson Correlation.

**Table 2: Pearson Correlation coefficient values between items of the communication skills scale and the total score of the scale**

Paragraph number	correlation coefficient	Paragraph number	correlation coefficient
1	.676**	11	.625**
2	.619*	12	.706**
3	.901**	13	.746**
4	.663**	14	.593**
5	.692**	15	.574**
6	.829**	16	.722**
7	.753**	17	.712**
8	.801**	18	.784**
9	.804**	19	.661**
10	.813**	20	.546**

**\* Statistically significant at the level of significance (0.05)**

The results of Table (2) show that the values of the Pearson Correlation coefficients between the paragraphs of the communication skills scale and the total score of the scale ranged between (0.546-0.901), and all of them were statistically significant at the level of significance (0.05).a ≤), as all correlation coefficient values were more than (0.30). This indicates that there is a degree of validity of the internal consistency between the paragraphs of the scale.

**stability of communication skills scale**

To check the stability of the communication skills scale The scale was applied to a survey sample from the study community and from outside it, consisting of (20) students from Mada International Academy, with a time difference of two weeks, to calculate The consistency of the scale paragraphs Using the test and retest method, then the Pearson Correlation coefficient was calculated between the two applications and its value was (0.915), and the stability coefficient was calculated using the internal consistency method using the Cronbach Alpha equation. As shown in Table (3).

**Table 3: Cronbach's alpha internal consistency coefficient for the domains of the scale and for the scale as a whole**

the field	The number of paragraphs	internal consistency
eye contact	5	0.836
Auditory communication	4	0.878
Verbal communication	6	0.881
physical contact	5	0.817
communication skills	20	0.949

Table (3) shows that the highest value of Cronbach's stability coefficient alpha for the domains of the scale was (0.881), while the lowest value of stability was (0.817). As for the stability value of the scale as a whole, it was (0.949), and these values indicate the possibility of stability of the results that result from the application of the scale, as Taber indicates (Taber, 2018) That the stability coefficient values (Alpha > 0.60) are appropriate for the application of the scale on the study individuals. All values were high, which enhances the accuracy of the tool and its suitability for the application.

**Correction of communication skills scale**

The scale in its final form consisted of (20) items, according to the three-point Likert scale (highly agree, moderately agree, lowly agree). The students' responses for the scale items were converted into a mark from (1-3) where: Low degree of agreement (1), agree with a moderate degree (2), agree with a large degree (3), and to pass a judgment on the scale, the following equation was used:

$$\text{class length} = \frac{\text{upper limit} - \text{lower limit}}{\text{Number of categories (the number of default categories)}} = \frac{3-1}{3} = \frac{2}{3} = 0.66$$

Thus, the distribution of categories became as follows:

**low**It is represented by the paragraphs whose arithmetic mean ranges from (1.66-1).

**Medium**It is represented by the paragraphs with an arithmetic mean ranging from (2.32-1.67).

**big**It is represented by the paragraphs with an arithmetic mean of

(3-2.33).

### Statistical processing

To answer the study question and achieve its objectives, the following statistical methods were used:

- Pearson correlation coefficient to find the correlation coefficients of the paragraphs of the communication skills scale with the scale as a whole.
- Cronbach's alpha coefficient to verify the stability of the communication skills scale.
- Arithmetic means were calculated using an accompanying covariance analysis (ANCOVA).

### Study results and discussion

**Presentation of the results of the study question: "Are there any statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the arithmetic means of the experimental group and the control group on the communication skills scale due to the teaching method (interactive video, traditional)?**

To answer this question, the arithmetic means and standard deviations of the fifth grade students' responses were calculated on the tribal and remote communication skills scale, and for each of the communication skills (visual communication, auditory communication, verbal communication, physical communication) according to the teaching method (interactive video, traditional), as shown in Table (4).

**Table (4): The arithmetic means and standard deviations of the fifth-grade students' responses to the tribal and remote communication skills scale, according to the teaching method (interactive video, traditional)**

Skill	Teaching Method	Number	tribal scale		Dimensional scale	
			average Arithmetic	deviation normative	average Arithmetic	deviation normative
eye contact	traditional	23	1.71	0.30	2.03	0.52
	Interactive video	25	1.76	0.36	2.98	0.08
Auditory communication	traditional	23	1.77	0.48	2.02	0.42
	Interactive video	25	1.91	0.52	3.00	0.0
Verbal communication	traditional	23	1.76	0.27	2.03	0.41
	Interactive Digital Video	25	1.79	0.29	2.92	0.40

physical contact	traditional	23	1.71	0.33	2.08	0.47
	Interactive Digital Video	25	1.84	0.44	2.82	0.50
communication skills as a whole	traditional	23	1.74	0.21	2.04	0.30
	Interactive Digital Video	25	1.83	0.24	2.93	0.21

The results of table (4) show that there are apparent differences between the arithmetic means of the pre and post scales of the study sample's performance on the communication skills scale as a whole according to the teaching method (interactive, traditional video) in favor of the interactive video teaching method and for all scale domains (visual communication, auditory communication, verbal communication physical contact). In order to verify the significance of these differences, and to find out whether these apparent differences are statistically significant, one-way ANCOVA was used, as shown in Table (5).

**Table (5): The results of the one way ANCOVA of the impact of the teaching method on the performance of the fifth grade students on the communication skills scale**

Source of variation	Source of variation	Total squares	degrees of freedom	average total squares	value F	statistical significance	size ( $\eta^2$ )
eye contact	tribal scale	0.026	1	0.026	0.242	0.625	0.005
	Method Teaching	10.992	1	10.992	82.91	0.000	0.643
	Error	6.098	46	0.133			
Auditory communication	tribal scale	0.229	1	0.229	0.908	0.346	0.019
	Method Teaching	11.464	1	11.464	136.472	0.000	0.748
	Error	3.864	46	0.084			
Verbal communication	tribal scale	0.012	1	0.012	0.152	0.698	0.003

	<b>Method Teaching</b>	9.507	1	9.507	57.725	0.000	0.557
	<b>Error</b>	7.576	46	0.165			
<b>physical contact</b>	<b>tribal scale</b>	0.193	1	0.193	1.279	0.264	0.027
	<b>Method Teaching</b>	6.662	1	6.662	27.949	0.000	0.378
	<b>Error</b>	10.965	46	0.238			
<b>communication skills as a whole</b>	<b>tribal scale</b>	0.090	1	0.090	1.787	0.188	0.037
	<b>Method Teaching</b>	9.541	1	9.541	145.375	0.000	0.760
	<b>Error</b>	3.019	46	0.066			

**\* Statistically significant at the level of significance ( $\alpha \leq 0.05$ ).**

The results of Table (5) indicate that there are statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the arithmetic means of the experimental group and the control group on the communication skills scale, where the value of (F) regarding the teaching method was (145.375), with a level of significance equal to (0.000), as these differences came in favor of the experimental group that obtained a higher arithmetic mean.

Table (5) also shows that the value of the effect size resulting from the use of interactive video in developing the communication skills of the fifth grade students was (0.760), and this value is considered high, based on Cohen's classification of the effect size (Cohen, 1977).

The results of Table (5) also indicated that there are statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the arithmetic means of the experimental group and the control group for communication skills (visual communication, auditory communication, verbal communication, physical communication), where the value of (q) for the skill of visual communication with regard to the teaching method was (82.919), with a level of significance (0.000), while The value (q) for the skill of auditory communication with regard to the teaching method was (136.472), with a level of significance (0.000), while the value of (q) for the skill of verbal communication with regard to the teaching method was (57.725), with a level of significance (0.000), while the value of (q) for the skill of physical communication with regard to the teaching method, it amounted to (27.949), with a level of significance (0.000).

In order to find out in favor of which group the differences came, the adjusted arithmetic averages of the fifth grade students' responses to the dimension communication skills scale were calculated, as shown in Table (6).

**Table (6): Adjusted arithmetic means and standard errors of the fifth grade students' responses to the dimension communication skills scale**

Group	arithmetic mean average	standard error
Experimental	2.932	0.051
Control	2.040	0.053

It is clear from Table (6) that the adjusted arithmetic mean of the responses of the fifth grade students on the dimension communication skills scale for the experimental group was (2.932), which is higher than the adjusted arithmetic mean of the control group (2.040). This indicates that the differences came in favor of the experimental group.

**Discussing the results of the study question, which stipulated whether there are statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the arithmetic means of the experimental group and the control group on the communication skills scale due to the teaching method (interactive video, traditional)?**

The results of this question showed that there were statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the arithmetic means of the experimental group and the control group on the communication skills scale, where the value of (F) regarding the teaching method was (145.375), with a level of significance equal to (0.000), as these differences came in favor of the experimental group that obtained a higher arithmetic mean.

The results also showed that the value of the effect size resulting from the use of interactive video in developing communication skills among fifth grade students was (0.760).

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This may be due to the fact that the interactive video provides an interactive learning environment that generates enthusiasm and desire for students to continue education, to interact

and communicate in a positive way with the educational environment, and to integrate into the educational activities attached in the video. Students such as (the sense of sight, the sense of hearing, the sense of touch, etc.), in a way that develops their communication skills (visual communication, auditory communication, verbal communication, physical communication).

Interactive video may employ moving and static images, shapes, and graphs that stimulate the student's sense of sight, make him more able to distinguish and read them, and transform the visual language that these images carry into spoken or written language. Teaching using interactive video strengthens the student's visual power and makes him more focused on what the teacher explains through the video without distracting his gaze, due to the fact that the pictures, videos, and colorful words displayed in the interactive video attract the student's attention, and make him follow the teacher during the lesson explanation and video presentation, and the activities and questions included in the interactive video may require it is for the student to look at it to participate and answer it, which makes him more able to communicate with the teacher and students, interact with them with confidence and communicate with them visually.

In the cooperation lesson, the teacher showed a group of pictures that indicate types of cooperation (such as cooperation in school, cooperation in society, and cooperation in the family), and she asked the students to look at them and distinguish the type of cooperation referred to in the picture, which stimulated their visual sense and stimulated visual communication skills.

With regard to the skill of auditory communication, this result may be attributed to the fact that the interactive video employs the auditory stimuli that are related to the method of presenting the lesson and that arouse the student's attention and develop his listening skill, listening, conscious understanding of the listening texts, interacting with others and answering their questions, and perhaps the audio recordings accompanying the video stimulate the student's sense of hearing, and makes him focus on what he hears, to be able to interact with the teacher, and with his peers, which develops in him the skill of listening to others well and understanding what they say without interrupting or ignoring them.

Through the interactive video, the teacher employed an explanation of the lessons through audio recordings recorded in her voice. She varied the tone of the voice and used phrases of suspense and attention to stimulate the students' listening, in addition to the video clips that are accompanied by an audio explanation. The teacher also asked many questions in an audio manner that enhanced their listening skill. And listening and thus developed the skill of auditory communication.

The superiority of the students of the experimental group over the students of the control group in the skill of verbal communication is due to the fact that the interactive video gives students the opportunity to participate positively with each other on the one hand and with the teacher on the other hand and to interact with the components of the digital video, and it may motivate and encourage them to participate and answer the questions posed by the teacher. And the questions included in the interactive video and expressing their ideas and opinions easily, as the interactive video contains discussion questions, group activities, and interactive educational games that promote cooperative learning and positive participation in a way that develops the skill of dialogue with others, and the delivery of information to them, and the expression of ideas in a sound and clear language, Selecting expressive words and the ability to communicate ideas to others, and perhaps continuous interaction increases and develops the student's verbal communication skills, in contrast to explaining in the usual way that relies on

indoctrination and stuffing information by making the student a mere receiver of information without expressing and communicating verbally during the explanation of the class.

In the community peace lesson, the teacher showed the interactive video, which includes many pictures that refer to community peace. Students are motivated to participate, answer questions, and discuss answers with the teacher. Students present their points of view and express their opinions verbally, in a way that enhances their verbal communication skills.

As for the superiority of the students of the experimental group over the students of the control group in the skill of physical communication, it may be attributed to the fact that the interactive video employs interaction buttons and links that require students to interact with the computer. The use of body language, expression using hands and facial gestures, and non-verbal signals. The interactive video's use of sound, movement, and light effects generates pleasure, enthusiasm, and activity in the student to interact with all his senses with the teacher and other students, using most parts of his body to express his opinions and interact with the lesson.

Through the interactive video, many educational games (education by playing) were included. In the community ladder lesson, an electronic link appeared in front of the student, which he clicks on to start solving the educational game, whose idea is based on asking questions related to the topic of the lesson, and the correct answer depends on the student's success in getting rid of Predatory fish to reach the treasure, which helps to develop students' physical communication skills.

### **Recommendations**

In light of the findings, the following recommendations were made:

- The researcher recommends the need to use interactive digital video while teaching social and national education, because of its effectiveness in developing students' communication skills.
- The researcher recommends that school administrations pay attention to providing the material requirements necessary for teaching using interactive digital video for various subjects such as computer laboratories, the Internet, projectors, and others.
- The researcher recommends conducting more studies and research that show the effect of using different teaching methods such as (educational electronic games, smart interactive boards, and educational applications) on developing communication skills.

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