

The Effectiveness of Using Online Portable Devices to Develop Students' Speaking Skills

Amir Birair Alfdail Mansour

Sudan University of Science and Technology

Abstract: This study explores and discusses the extent to which using computers online e.g. CALL (Computer Acquisition/ Learning Language) which can be helpful to students' speaking skills, saving time and efforts as it can be afford by any teacher or student who can access anytime as well as anywhere abundant full interaction programs prepared on CALL e.g. BBC Learning Website used in classroom teaching and for students' self-study. BBC Learning English Website (<http://www.bbc.co.uk/worldservice/learningenglish>.) that is really for both Business English and General English. The significant of these kinds of web is that many video and audio files consist materials are much convenient to teaching-learning scripts can be downloaded freely. Obviously, speaking skills is closely relates to listening skills, even so much listening logically leads into more beneficial in enhancing speaking, and this found intensively on these CALL programs. The most important objective is that the effective use of modern technologies and encouragement of learner autonomy for facilitating English language teaching and learning in secondary schools in Sudan, because to address a number of teaching-learning problems; in particular, the so called "time- consuming, low efficiency" and "deaf and dumb English" problems. The research findings from the qualitative quantitative data analysis show that teachers' effort to manage time for enhancing their teaching speaking skills, mainly, by using modern technologies play a significant in the language teaching-learning English Language, while presenting all content knowledge with a student-centered project approach. The both of teaching strategies and learning strategies are used in integration for more active teaching-learning methods.

Keywords: Computer and language learning which helps teaching and knowledge production.

1. INTRODUCTION

This study aims to investigate the weakness of speaking skills among students in Sudan from Basic Level until they reach Secondary, and even this problem accompanied those students after they will have finished their studies on the university. The importance of speaking skills in language acquisition and teaching-learning processing has received empirical support in several research areas; such as EFL/L2 the best methods and theories can implement success on developing language skills in general using integration approaches. that as the saying goes, (Yusoff, Nuraini, 2001. Unpublished data)"Rome wasn't built in a day", and the same goes for speaking which were only recognized and formally introduced after more than three decades of evidences and "powerful consensus" (Jones, 1988) (ibid). The quotations below are some of the evidences found in the literature during 1970sthat as the saying goes, "It is import- ant that children talk freely about the subjects in which they are interested but if their ability to use as an instrument of learning is to be developed, the teacher must consciously structure his pupils' assignments in order to increase the complexity of their thinking and the committee considers that this is the best achieved by large and small group work" (National Union of Teachers, 1976:p. 21) (ibid) Braine (2010) focuses on NNS English teachers, especially those who teaching EFL (English as Foreign Language), he states that those teachers suffering from an inferiority complex leading to stress as work. So, as we celebrate the success of NNS movement in gaining due recognition for the teachers' pedagogical and professional abilities. There is move of some researchers like Dr. Mohamed, she searches under "Towards New Approach for Teaching English language". Dr. Mohamed (2007) mentions that every teacher aims to be an effective teacher. The

concept of effective teaching is somewhat elusive one, however, can it be determined from the teacher's behaviors, the learner's behaviors, classroom interaction, or results of learning? - Tikunoff (1983) suggests that's three kinds of competence are needed for the students of limited English proficiency (LEP) firstly, participative competence, the ability "to respond appropriately to class demands and the procedural rules for accomplishing them, secondly, international competence, the ability to respond both to classroom rules of discourse and social rules of, interacting appropriately with peers and adult while accomplishing class tasks, and thirdly, academic competence, the ability "to acquire skills, assimilate new information, and construct new concepts" (ibid). What does speaking mean? Baker and Westrup (2003) answer this question, to explain the meaning that speaking means the students repeat sentences, dialogue, or chant English words. Repetition only one useful way of practicing new language. They need to practice real communication: e.g. (a)talking about news. (b)talking about their lives . (c)expressing their ideas. (d)discussing issues. Tavora (2014) states to develop effective communication skills means that must including ability in learners to employ language in ways that will most transfer ideals from one person to another with clarity.(ibid) Also Tavora explains more about "communication" which is a process of transferring information from one entity to another, communication processes are sign-mediated interactions between at least two agents which share a repertoire of signs and semiotic rules Brown and Yule (1983) about the learners they state yet he goes on to state how speaking is skill that is taken too much for granted because "we can almost all speak. This is especially true of advanced learners. But being able to speak and being able to converse are two different things. What does conversation involve? To answer this question, we must cite Grice (1975) establishes four conversational principles which all relate to co-operation. The Co-operative Principle comprises the following maximum: (1)Quality "telling the truth" (2)Quantity "contribution is the right length" (3)Relation "contribution is relevant" (4)Manner "avoiding obscurity". (ibid) Al-Duwaile (2014)declares in the past few decades, researchers have attempted to explain the relationship between anxiety and second or foreign language acquisition. However, Horwitz and Cope (1986) propose their situation-specific anxiety constructs which they called "foreign language anxiety". According to them, students' negative reaction towards language learning was a result of foreign language anxiety. Furthermore, they presented an instrument to measure this anxiety, known as the Foreign Language Classroom Anxiety Scale (FLCAS) This scale has been used by a large number of studies on foreign language anxiety.Rea and Mercuri (2006) cite Halliday (1978) who has suggested that people learn language "how to speak, read and write it" learn through language "all the world inside and outside the classroom", and learn about language "phonics, grammar spelling" as they develop their skills as literate beings. They do this all at the same time. Freeman (1998) refers to this as learning language as it used and students assimilate grammar, syntax, and semantic information when they are learning about history, science or math as language is repeated naturally across discipline. Leach (2014) discusses ESL (English as second language), ESOL (English for speakers of other languages), and EFL (English as a foreign language) all refer to the use or study of English by speakers with a different native language. The precise usage, including different use of the terms ESL or ESOL in different countries , these terms are most commonly used in relation to teaching and learning English, but they may also used in relation to demographic information, ELT (English language teaching) is a widely used teacher- centered term, as in English language teaching division of large publishing houses, ELT training, etc. The abbreviations TESL (teaching English as a second language), TESOL (teaching English as foreign language), are all also used as terms so close to teaching-learning English language. Historical background to communicative language teaching (CLT): ALharbi (2004) states historical background to communicative language as it is crucial to distinguish between approaches and methods , these two aspects have been defined as the following: *An approach is a set of correlative assumptions dealing the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught while a method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural, within one approach there can be many methods(Antony, 1963 {cited in Richards and Rogers, 2001})* ALHassan (2015) points out that EFL instructors carry a great responsibility to address the needs of learners in teaching the English language. Those instructors don't know the students need for learning English so they may interfere with their overall ability to teach the speaking skills. Thapalaia (2006) states that students were fraught with fear of using English in rural area in Nepal. Jr and Stous (2014) conducted a study on " an action research approach, to get EFL students to speak can be a challenge no matter what the context , especially in required English classes". Webb (2007) discusses previous research investigating the effect of contextualized and decontextualized tasks on vocabulary learning has focused on whether or not learners were able to gain knowledge of meaning and form. Cross (2011) states that the

subjective nature of "personal" knowledge and beliefs means they are often viewed with perspective when advanced as the basis for pedagogy, given they represent perhaps little more than an idiosyncratic approach to instruction, in contrast to models of best practice derived from "scientific" or "evidence-based" educational research, Cross cited this from (Cochran-Smith, 2005; Cochran-Smith & Lytle, 2006; Sir Pierre, 2006). Campbell, (2012) she focuses on that in life, there are many opportunities for people to work together. In this way, we reach a common goal, reduce the work of each individual, and create an outcome that is superior than what one person could have accomplished on their own. Collaboration is a fact of life. Coe et al, (2014) set out a research based on addressing some apparently simple questions as below:

a) What is good pedagogy?

b) What kinds of framework or tools could help us to capture it?

c) How could this promote better learning? Chapelle, (2009) also defies CALL as "a variety of technology uses for language learning including CD-ROMs containing interactive multimedia and other language exercises, electronic reference material such as online dictionaries and grammar checkers, and electronic communication in the target language through e-mail, blogs and wikis" AL-Gamas, (2010) noticed that technology and language education might be dated to the sixties when language laboratories were used as learners' stimulus. Otherwise, Chapelle, (2001) argues the creation of software applications that are designed specifically for language acquisition used and research. Liu, (2013) cited from Lavadenz, (2010, 2011), learning theories are best described as conceptual or philosophical orientation about ways that human beings learn consist of behaviorist, cognitive and sociocultural perspectives, some learning theories, such as cognitive learning theory, can be viewed as psychological aspects from learners' learning ways as well. Liu went on discussion on CALL and argued that, guidance in autonomous learning, generally speaking is a learner's interests and motivation in language learning are closely related to the development of learner autonomy, because if a learner is not interested or motivated in learning a foreign language, he or she is less able to learn the language autonomously. (AL-Ruwaili, Hessah Muhammed Showhan, 2008, unpublished data) states that among these network tools is Computer Mediate Communication (CMC) that has been considered a facilitator of interactive communication for language learning. Galaczi, Evelina D. (2016) discusses that Computer-based assessment of speaking presents a viable alternative and complement to the more traditional face-to-face approach to speaking assessment and is gaining in importance in the last five years. (Mutambik, Ibrahim. (2011) unpublished data) defines E-learning as the "is a flexible term used to describe a means of teaching through technology" and cites Fry, (2000) his definition as that "availability of training and education obtained from network interactivity and various systems of other knowledge collection and distribution technologies".

2. POPULATION AND SAMPLE OF THE STUDY

The original population is all the persons teachers. The researcher used the simple random sampling to select the persons whom. The following tables and figures show the number of distributed questionnaire, the number of received questionnaire with full-required info

Data Analysis:

Table (1) Distribution frequencies and percentage of valid qualification

valid	Frequency	Percent
Diploma	4	13.3
BA	8	26.7
MA	18	60.0
Total	30	100.0

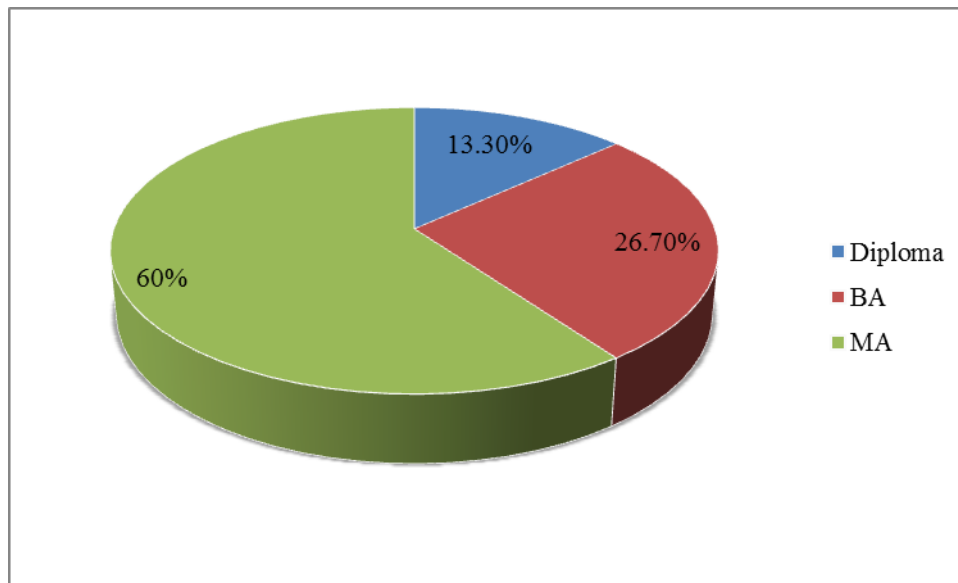


Fig (1) Distribution frequencies and percentage of valid qualification

The result in above table and figure pointed that the frequencies and percentage of valid qualification and show that (13.3%) form sample study qualification was Diploma and (26.7%) qualification was BA , while (60%) from sample studded qualification was MA.

Table (2) Distribution frequencies and percentage of valid years of experience

valid	Frequency	Percent
1-5 Years	7	23.3
6-10 years	10	33.3
11-15 Years	8	26.7
More than 21 years	5	16.7
Total	30	100.0

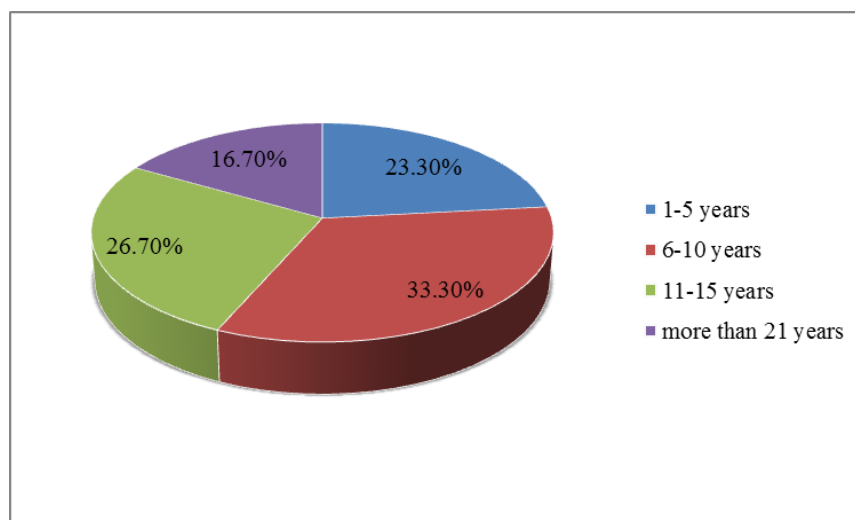


Fig (2) Distribution frequencies and percentage of valid years of experience

The result in above table pointed that (23.3%) form sample study years of experience ranged from 1 to 5 years and (33.3%) years of experience ranged from (6 to 10 years) and (26.7%) years of experience from (11-15 years)and (16.7%) years of experience more than 21 years.

Table (3)Do you focus in your class on improving speaking skills through device

Statement	Frequency	Percent (%)
Never	5	16.7
Occasionally	3	10.0
A Few Time	5	16.7
Quite Often	4	13.3
Very Often	13	43.3
Total	30	100

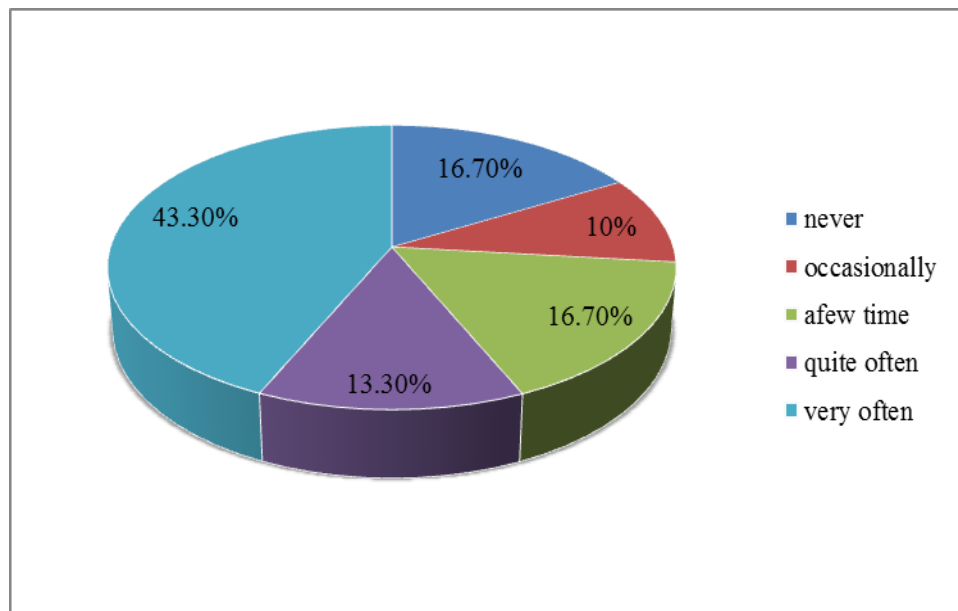


Fig (3) Do you focus in your class on improving speaking skills through device

The result in the above table and figures point the answers of sample studies of statement, show percentage in very often and quite often which are exemplified in (43.3%) and (13.3%), respectively equal (56.6%) are high ,so the highest percentage (56.6%) is going to positive direction of the statements and all answers of the sample study are agreeable. Therefore this hypothesis is achieved successfully.

Table (4)when you teach honestly do you make use of watching video groups discussion debates listening recorded materials.....etc?

Statement	Frequency	Percent (%)
Never	8	26.7
Occasionally	4	13.3
Afew Time	3	10
Quite Often	8	26.7
Very Often	7	23.3
Total	30	100

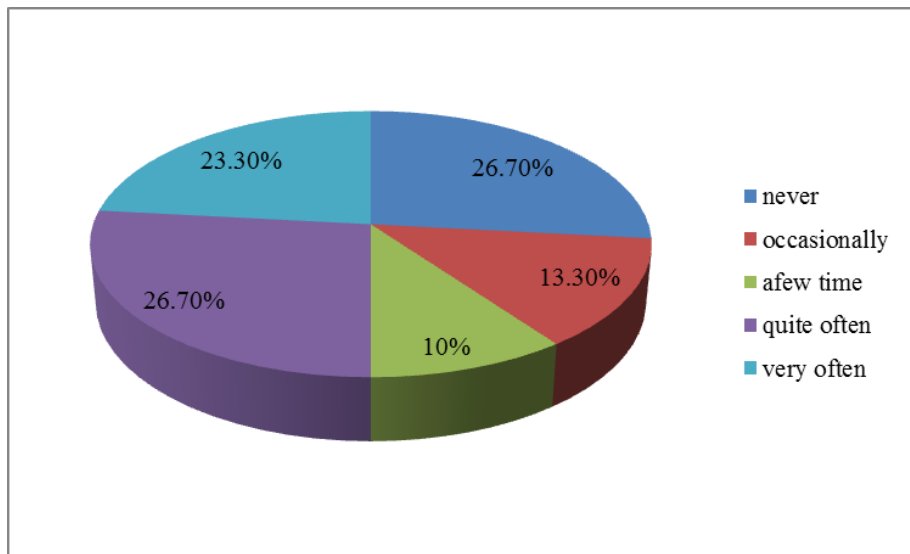


Fig (4) when you teach honestly do you make use of watching video groups discussion debates listening recorded materials.....etc

The result in the above table and figures shows that a majority of the respondent in very often and quite often which are exemplified in (23.3%) and (26.7%), respectively equal (50%) are high, so the highest percentage (50%) is going to positive direction of the statements and all answers of the sample study are agreeable. Therefore this hypothesis is achieved successfully.

Table (5) in regard to weak and shy students do have plans for motivating them to engage themselves in speaking.

Statement	Frequency	Percent (%)
Never	1	3.3
Occasionally	3	10
Afew Time	6	20
Quite Often	9	30
Very Often	11	36.7
Total	30	100

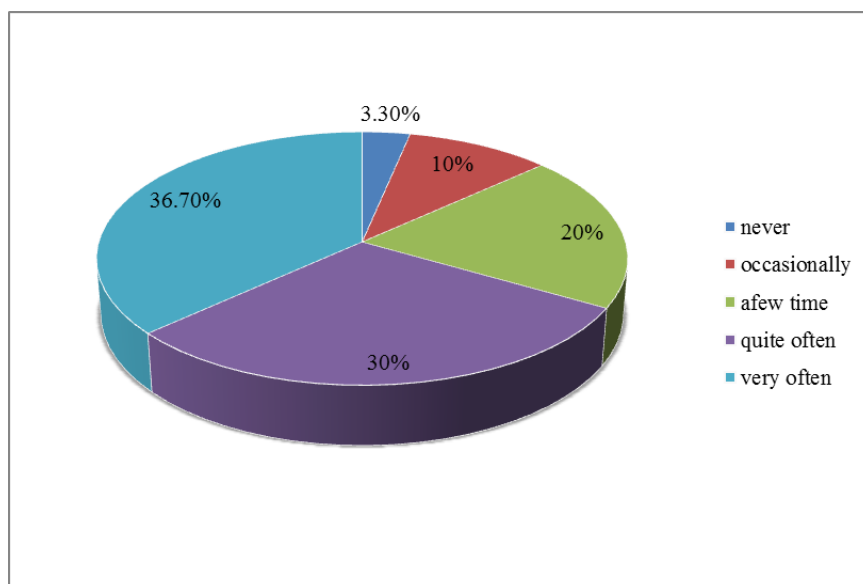


Fig (5) in regard to weak and shy students do have plans for motivating them to engage themselves in speaking.

The result in the above table and figures shows that a majority of the respondents in very often and quite often which are exemplified in (36.7%) and (30.0%), respectively equal (66.7%) are high, so the highest percentage (66.7%) is going to positive direction of the statements and all answers of the sample study are agreeable. Therefore this hypothesis is achieved successfully.

Table (6)Do you use picture to talk about from time to time?

Statement	Frequency	Percent (%)
Never	2	6.7
Occasionally	4	13.3
A Few Time	7	23.3
Quite Often	12	40
Very Often	5	16.7
Total	30	100

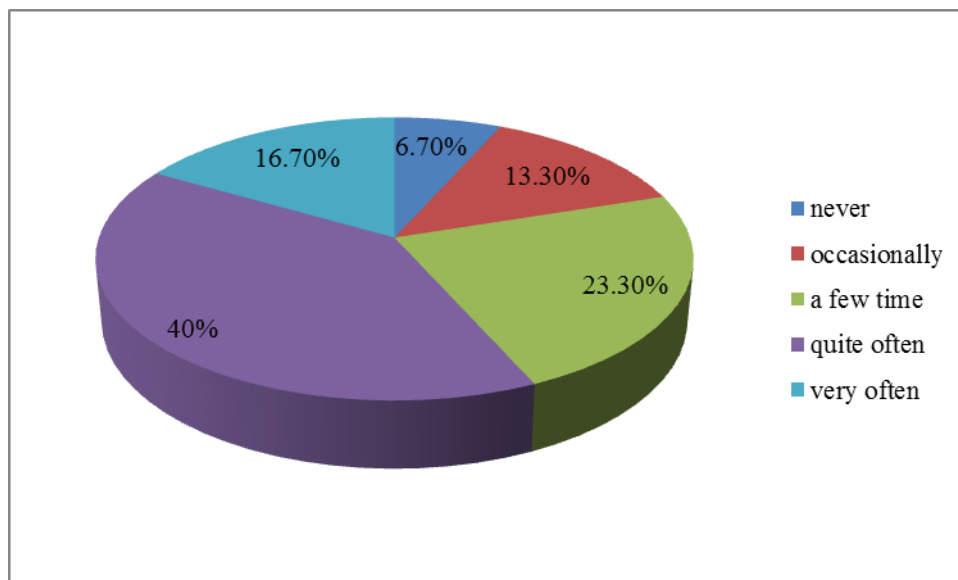


Fig (6)

The result in the above table and figures shows that a majority of the respondents in very often and quite often which are exemplified in (16.7%) and (40.0%), respectively equal (56.7%) are high, so the highest percentage (56.7%) is going to positive direction of the statements and all answers of the sample study are agreeable. Therefore this hypothesis is achieved successfully.

Table (7) Teachers keep their work place tidy so that he can work effectively.

Statement	Frequency	Percent (%)
Never	-	-
Occasionally	1	3.3
A Few Time	2	6.7
Quite Often	11	36.7
Very Often	16	53.3
Total	30	100

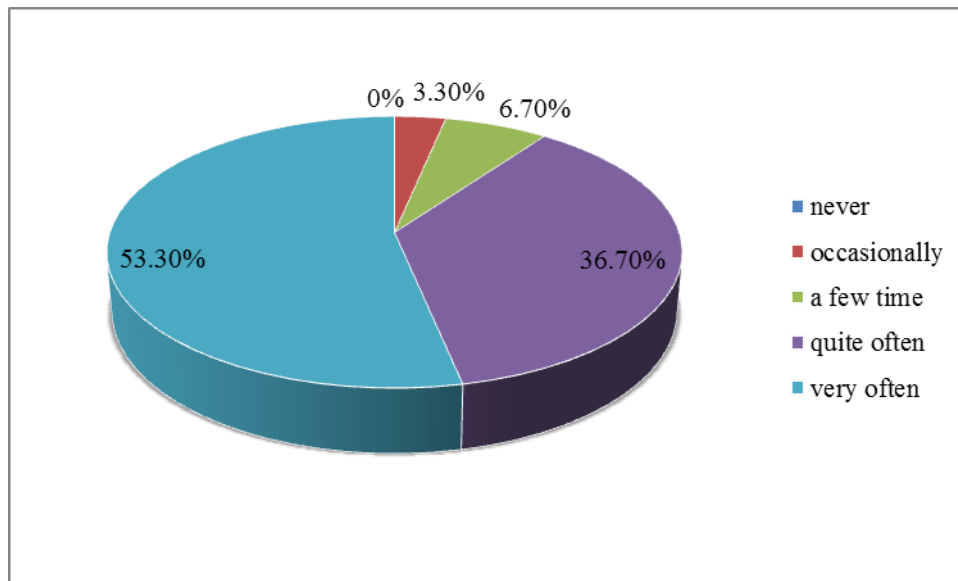


Fig (7) Teachers keep their work place tidy so that he can work effectively.

The result in the above table and figures shows that a majority of the respondents in very often and quite often which are exemplified in (53.3%) and (36.7%), respectively equal (90%) are high, so the highest percentage (90%) is going to positive direction of the statements and all answers of the sample study are agreeable. Therefore this hypothesis is achieved successfully.

Table (8) Teachers take positive attitudes that can encourage his students participate lively without draying.

Statement	Frequency	Percent (%)
Never	2	6.7
Occasionally	1	3.3
A Few Time	2	6.7
Quite Often	3	10
Very Often	22	73.3
Total	30	100

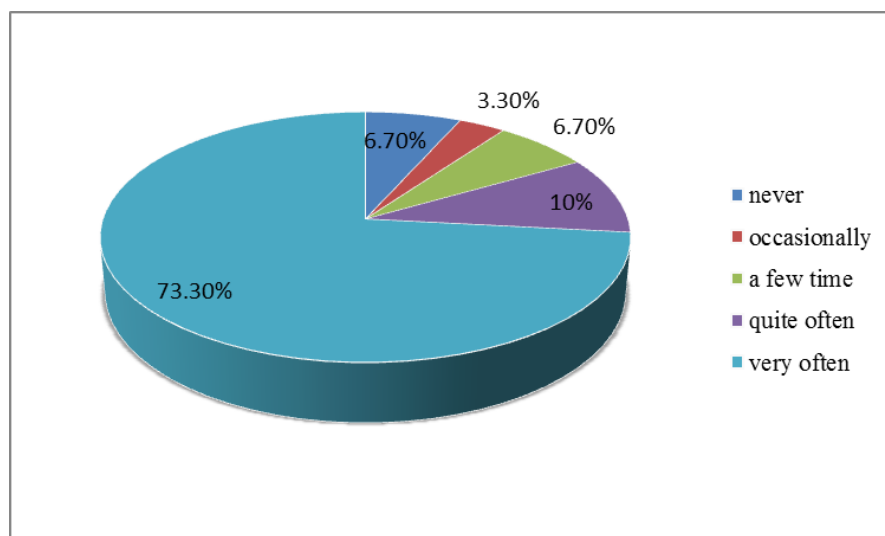


Fig (8) Teachers take positive attitudes that can encourage his students participate lively without draying

The result in the above table and figures shows that a majority of the respondents in very often and quite often which are exemplified in (73.3%) and (10%), respectively equal (83.3%) are high, so the highest percentage (83.3%) is going to positive direction of the statements and all answers of the sample study are agreeable. Therefore this hypothesis is achieved successfully.

Table (9)Teachers do tasks in order of their importance.

Statement	Frequency	Percent (%)
Never	-	-
Occasionally	4	13.3
A Few Time	3	10
Quite Often	11	36.7
Very Often	12	40
Total	30	100

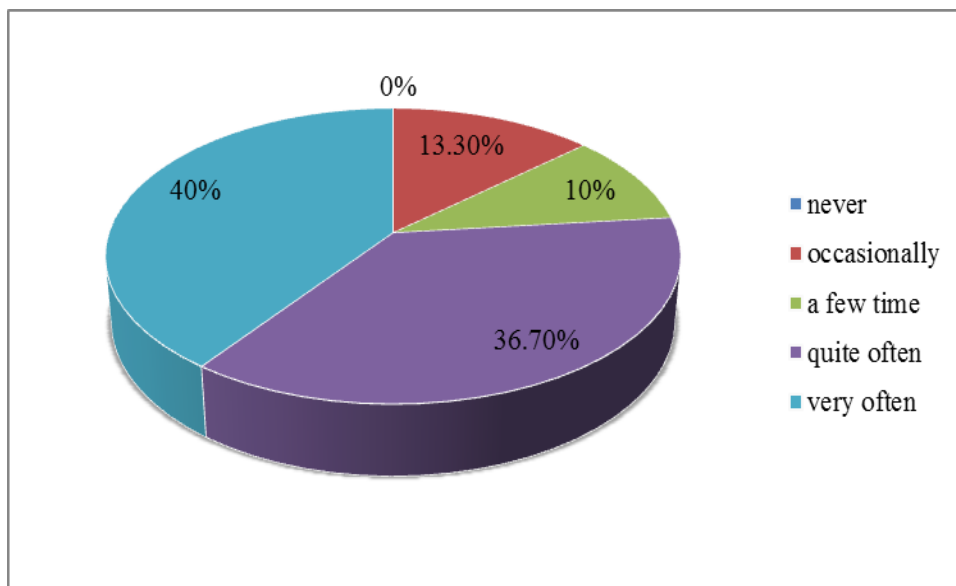


Fig (9) Teachers do tasks in order of their importance.

Results in table and figure (9) above emphasize that respondents and shows that a majority of the respondents in very often and quite often which are exemplified in (40%) and (36.7%), respectively equal (76.7%) are high, so the highest percentage (76.7%) is going to positive direction of the statements and all answers of the sample study are not agreeable. Therefore this hypothesis is not achieved successfully.

Table (10)Teachers write things down rather than trying to remember everything

Statement	Frequency	Percent (%)
Never	1	3.3
Occasionally	2	6.7
A Few Time	5	16.7
Quite Often	12	40.0
Very Often	10	33.3
Total	30	100

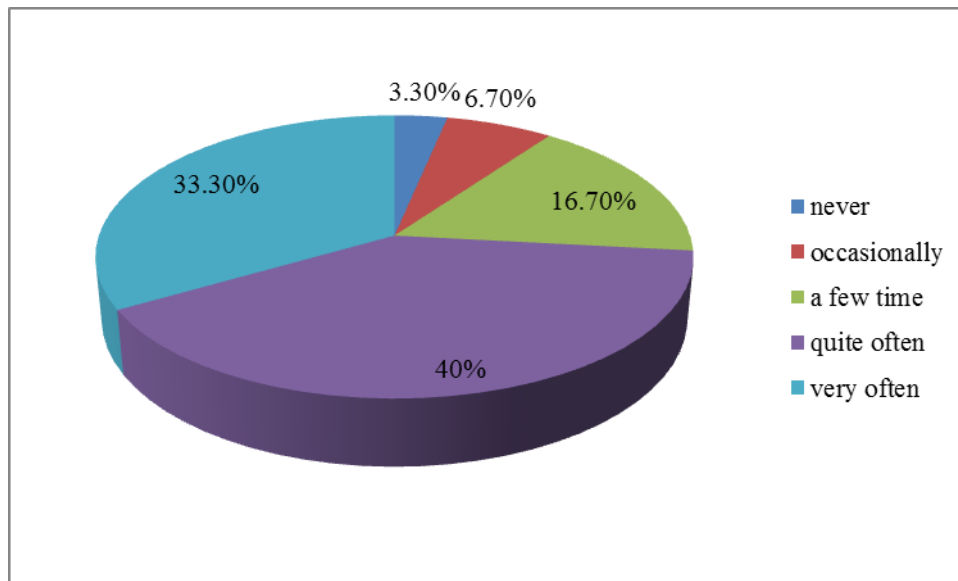


Fig (10) Teachers write things down rather than trying to remember everything

Results in table and figure (10) above emphasize that respondents and shows that a majority of the respondents in very often and quite often which are exemplified in (33.3%) and (40%), respectively equal (73.3%) are high ,so the highest percentage (73.3%) is going to negative direction of the statements and all answers of the sample study are agreeable. Therefore this hypothesis is achieved successfully.

Table (11) When teachers display speaking skills teachers should take regularly evaluation.

Statement	Frequency	Percent (%)
Never	3	10
Occasionally	3	10
a few time	6	20
quite often	8	26.7
very often	10	33.3
Total	30	100

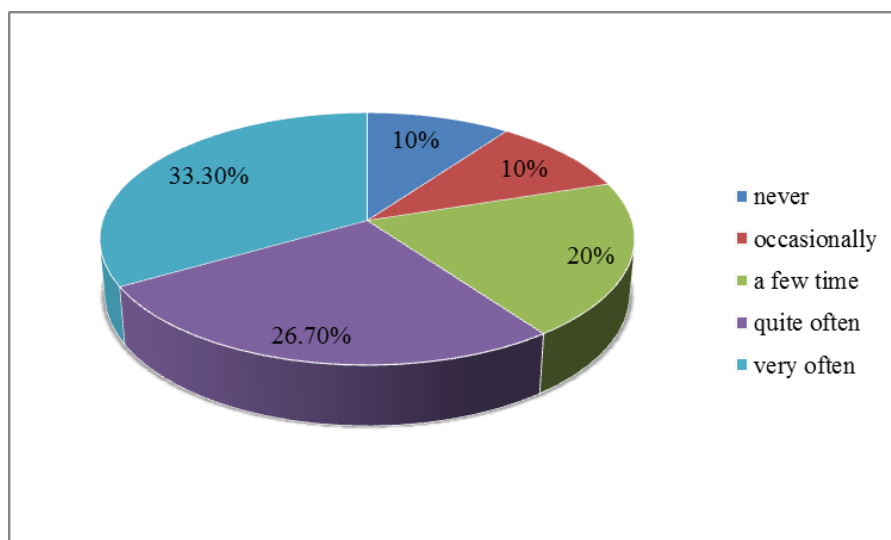


Fig (11) When teachers display speaking skills teachers should take regularly evaluation.

the result in above table and figure (11) explain that respondents and shows that a majority of the respondents in very often and quite often which are exemplified in (33.3%) and (26.7%), respectively equal (60%) are high ,so the highest percentage (60%) is going to positive direction of the statements and all answers of the sample study are not agreeable. Therefore this hypothesis is achieved successfully.

Table (12) Teachers should teach oral speech on every day school plan.

Statement	Frequency	Percent (%)
Never	3	10
Occasionally	2	6.7
A Few Time	2	6.7
Quite Often	13	43.3
Very Often	10	33.3
Total	30	100

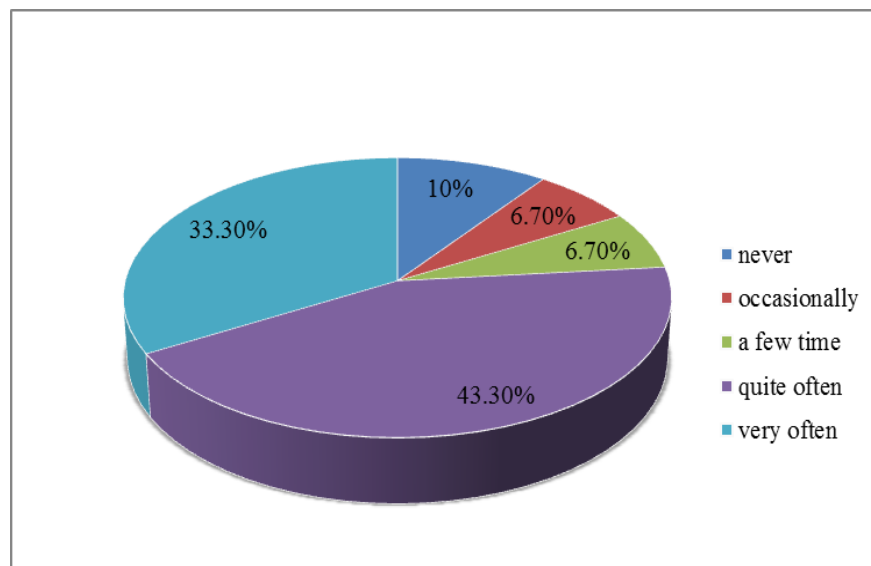


Fig (12)Teachers should teach oral speech on every day school plan.

the result in above table and figure (12) explain that respondents and shows that a majority of the respondents in very often and quite often which are exemplified in (33.3%) and (43.3%), respectively equal (76.6%) are high ,so the highest percentage (76.6%) is going to positive direction of the statements and all answers of the sample study are agreeable. Therefore this hypothesis is achieved successfully.

Table (13) Teachers when teach should bear in mind the influence of mother tongue for a long time.

Statement	Frequency	Percent (%)
Never	-	-
Occasionally	3	10
A Few Time	2	6.7
Quite Often	11	36.7
Very Often	14	46.7
Total	30	100

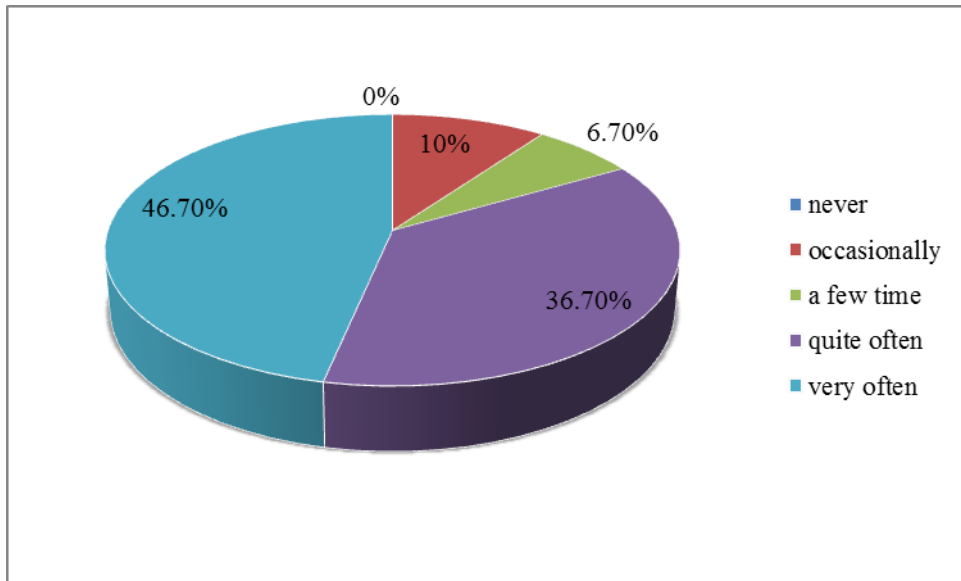


Fig (13) Teachers when teach should bear in mind the influence of mother tongue for a long time.

the result in above table and figure (13) explain that respondents and shows that a majority of the respondents in very often and quite often which are exemplified in (46.7%) and (36.7%), respectively equal (83.4%) are high, so the highest percentage (83.4%) is going to positive direction of the statements and all answers of the sample study are agreeable, Therefore this hypothesis is achieved successfully.

Table (14) good teachers allocate time for speaking skills.

Statement	Frequency	Percent (%)
Never	-	-
Occasionally	1	3.3
A Few Time	3	10
Quite Often	12	40
Very Often	14	46
Total	30	100

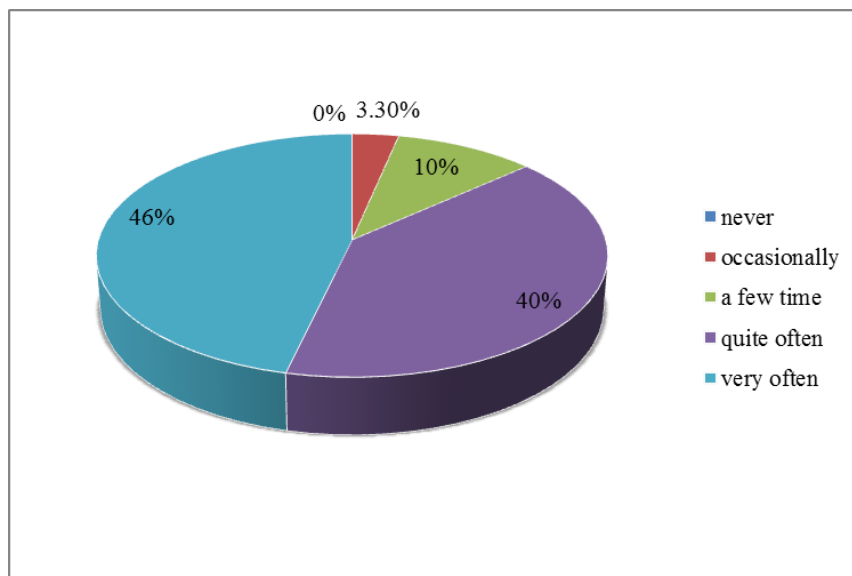


Fig (14) Good Teachers Allocate Time For Speaking Skills.

the result in above table and figure (14) explain that respondents and shows that a majority of the respondents in very often and quite often which are exemplified in (46.7%) and (40%), respectively equal (86.7%) are high, so the highest percentage (86.7%) is going to positive direction of the statements and all answers of the sample study are agreeable. Therefore this hypothesis is achieved successfully.

3. RELIABILITY AND VALIDITY OF THE QUESTIONNAIRE

Reliability means stability of measure which gives the same results if they implemented on the same sample. The researcher considered ensure stability of the study measure which he has built before using it in the study by using the Statistical Package for Social Sciences (SPSS) for analytical operation. And the results are shown as follows:

Reliability = 0.94

$$Val = \sqrt{reliability}$$

$$Val = \sqrt{0.94}$$

$$Validity = 0.97$$

4. FINDINGS

Since, the aim of the study is to investigate the difficulties and problems that still faces Sudanese students at schools in speaking skills; the researcher assumed the following findings after analysis and discussion of the collection data:

- 1) Teachers are not all well-trained in teaching speaking skills.
- 2) Teachers ignore the importance of teaching skills which approve how much his students can use language naturally to progress their own language.
- 3) Most of the present textbooks focus on reading skills and reading comprehension rather than listening/speaking skills because inevitably are inseparable skills.
- 4) Teachers concentrate more on building up students' vocabulary and making students understanding the grammatical rules than making them practicing speaking skills through train them to express themselves without hesitation.
- 5) Most of the teaching activities are of the traditional modes, such as reading the dialogue, reciting texts, doing translation.

5. RECOMMENDATION

The researcher recommended the following:

- 1) Textbooks should be trendy and fulfill authentic language that can develop speaking skills furthermore.
- 2) Classroom should be well equipped to help students getting maximum acquiring of language to be in use.
- 3) Teachers have to pay attention to the success of interaction and adjusting components of speech, such as vocabulary, rate of the speech and complexity of the grammar structures to maximize speakers comprehension and involvement.

6. SUGGESTIONS FOR FURTHER RESEARCH

The effectiveness of using Educational Technique in enhancing students' speaking skills. The role of teachers as guiders inform their students the best ways to select exact programs online much help mastering speaking skills and oral communication. The role of Action Research is an essential factor to improve teaching-learning technique for both teachers and students needs.

REFERENCES

- [1] *Braine, George.* (2010). *Non-native Speaker English Teachers; Research, Pedagogy and Professional Growth.* Published by Rout ledge, 711 Third Avenue, New York.
- [2] *Mohamed, Dr Fatma Sadek.*(2007). *Towards a New Approach for Teaching Language,* Dar ALfiker Publisher & Distributers, Amman, Jordan.

- [3] *Tavora*, Gideon, (2014). English Language and Communication. Published by Koros Press Limited, 3 The Pines, Ruberg B45 9FF, Rednal, Birmingham, UK.
- [4] *Brown*, G. & Yule G, (1983). Teaching the Spoken Language. Cambridge University Press.
- [5] *Leach, Karson*,(2014). Assessment of English Language Teaching, Koros Press Limited, London, UK.
- [6] *Jr, Gerald Talandis. & Stout, Michael*, (2014). ELT Journal volume 691/2015 doi; to 1093/elt/cou 037, Oxford University.
- [7] *Webb*, Stuart, (2007). Learning Words Pairs and Glossed Sentences: The Effectiveness of a Single Context on Vocabulary Knowledge. Sage Publication, Koran Women's Junior College, Japan.
- [8] *Cross*, Russel, (2011). Monolingual Curriculum Frameworks; Multilingual Literacy Development: ESL teachers' beliefs. Australian Journal of Language and Literacy, Volume 34, No-2/ 2011-pp. 195-207.
- [9] *Campbell*, S Alexandra, (2012). The Phenomenological Study of ESL Students in a Project-based Learning Environment. The International Journal of Interdisciplinary Social Science, Volume 6, Issue 11.
- [10] *Coe*, Robert, (2014). What makes great teaching? Review of the underpinning research, online research, Durham University.
- [11] *Galaczi*, Evelina D., (2010). Face-To-Face and Computer-Based Assessment of Speaking: Challenges and Opportunities, <https://www.researchgate.net/publication/281090096>.