

The Effectiveness of the Mobile Learning in Developing Oral Fluency Among preparatory School Students

Author : Deyaa Mohamed El-Sayed Hammam

ABSTRACT

This study aimed at investigating the effectiveness of Mobile Learning in developing oral fluency among preparatory students. The researcher adopted the Quasi-experimental design. The Participants of the study were 60 students enrolled in the first year prep pupils in Alexandria. The participants were selected from Smoha prep school for boys in Alexandria . The researcher designed oral activities based on mobile learning apps which were used in teaching the experimental group, while the traditional method was used in teaching the control one in the first term of the school year (2019-2020). A checklist was designed to identify the oral fluency skills required for the prep stage . An oral fluency test was designed by the researcher and used as a pre and posttest for the two groups. The data were analyzed statistically by using SPSS. Results of the two groups revealed a significant degree of improvement in the experimental group's oral fluency test as a whole. Whereas the improvement in pronunciation and fluency was lower than the improvement in vocabulary, grammar and comprehension.

Key words: Oral fluency, Mobile Learning

فاعلية التعلم النقال في تنمية الطلاقة اللفظية لدى طلبة المرحلة الإعدادية

المستخلص

هدفت الدراسة إلى التحقق من فعالية التعلم النقال في تنمية الطلاقة اللفظية لدى طلاب المرحلة الإعدادية، واستخدم الباحث التصميم شبه التجريبي، وشارك في هذه الدراسة (٦٠) طالباً من طلاب الصف الأول الإعدادي في مدرسة سموحة الإعدادية بنين في محافظة بني سويف، وصمم الباحث أنشطة شفوية قائمة على تطبيقات التعلم المحمول التي استخدمت في تدريس المجموعة التجريبية، بينما استخدم الباحث الطريقة التقليدية في تدريس المجموعة الضابطة وذلك في الفصل الأول من العام الدراسي (٢٠١٩-٢٠٢٠). وقام الباحث بتصميم قائمة بمهارات الطلاقة اللفظية التي تناسب المرحلة الإعدادية واختبار الطلاقة اللفظية ثم طبقه قبلياً وبعدياً على المجموعتين (التجريبية والضابطة). وقام الباحث بتحليل البيانات تحليلاً إحصائياً باستخدام برنامج SPSS. وأظهرت نتائج الدراسة حدوث تحسناً كبيراً في مستوى الطلاقة اللفظية لدى طلاب المجموعة التجريبية.

الكلمات المفتاحية: الطلاقة اللفظية، التعلم النقال.

Introduction

At present, the need for oral fluency mastery in English has been dramatically increasing due to the strengthening position of English as a language for international communication. Its function as the main gate to get a better job, especially in multinational companies have motivated a great number of people around the world to learn English .

In relation to this, Richards and Renandya's (2002:50) assumed that A large percentage of the world's language learners study English in order to develop proficiency in oral fluency. The tendency to prioritize the mastery of speaking is also reflected in the tendency of society to make oral fluency skills as a measure of one's mastery of English. In fact, many pupils consider language fluency to communicate verbally with others is often considered more important than the ability to read or write. They argued that speaking is the most important language skills that need to be controlled, and they assessed learning achievement based on mastery of speaking skills.

Stockwel (2008:54) Although a great number of studies aimed to help learners master oral fluency skill has been conducted, many EFL learners still find speaking is very difficult to master, In addition to the view that speaking is the most complex and difficult skill to master, another cause is +-second language acquisition. Little research has been carried out regarding pupils' perspectives on the learning of speaking in the EFL classroom whereas pupils' views which at least provided awareness to teachers in this context is an important aspect to be considered.

In Egyptian schools ,speaking skill is neglected .Exams are always written. Pupils need to read the questions, understand then answer in sheets The questions in the exams are not new .Pupils accustomed to answer in written not oral . so ,there is no need for them to be interested in speaking skill in their classrooms and that is why pupils after studying English for five years in the elementary school are unable to converse and naturally with native speakers.

Regardless of the reasons for speaking skills difficulties and problems ,the teachers and researchers of EFL should not neglect the speaking skills by finding new ways to enhance activities and methods inside classrooms .Nowadays, technology specially mobile devices has brought great change in the world and education .Technological modernizations provide a range of possible solutions that can develop teaching and learning EFL .According to Kurt (2011:185),using technology and mobile learning strategy in traditional learning contexts has greatly benefited learning and teaching of EFL and leads to active participation among learners ,fostering the quality of learning outcome and offering opportunities for learners to have control over their

learning time and place.

Reinders(2010:211)The use of mobile and handheld technology is growing exponentially in language education, and it is clear that much more research, project evaluation, and evidence-based analysis are needed to help us understand this new phenomenon. However, important questions remained about the efficacy of handheld devices in language learning.

Gutierrez (2013 :96) Mobile language learning is a field that is quickly maturing, and to this end, a growing body of research has appeared that highlights the various ways in which mobile devices may be used in the teaching and learning of languages. Research has for the most part shed a very positive light on the potential of the role that mobile devices may play. At the same time, however, there has also been indication of several areas that certainly deserve consideration in their implementation.

Context of the Problem

Through 17 years of experience in teaching English to preparatory stage students ,the researcher has noticed that most students who study English as a foreign language suffer from some problems related to oral fluency .The current English courses in the governmental schools in Egypt are limited in dealing with speaking skills and interaction activities .They mainly focus on writing skills and grammar rules.

This problem has been confirmed by many local studies (Khater,1997;ElHussien,2010;Alzahrani,2015;kazem,2015; El Desoky,2015; Ahmed,2016; Hammam,2017;) indicated that oral fluency is an extremely difficult skill . They showed that pupils have positive attitudes towards using mobile technology. They also aimed to investigate the effectiveness of a mobile application on teaching English skills. They attempted to discover how far mobile devices are being used to support language learning by shedding light on its contribution to assisting English skills development

Statement of the problem

The problem of the study is based the low level of oral fluency skills among preparatory stage students .This study advocated a strategy based on mobile assisted language learning MALL to develop oral fluency among preparatory school students.

Questions of the study

The study attempted to answer the main question:

-To what extent a strategy based on mobile assisted language learning (MALL) develop oral fluency skills among first stage preparatory pupils ?
Consequently, the following sub-questions are raised.

1-What are required oral fluency skills for the first grade preparatory pupils in Alex?

2-What is the actual performance of oral fluency skills among the first grade preparatory students?

3-What is the effect of using the strategy based on MALL on the oral fluency skills of the 1 st grade prep students ?

Significance of the study

The study attempted to:

1- Provide empirical evidence to the value of incorporating and adopting the Mobile assisted language learning (MALL) strategy in TEFL context while teaching oral fluency.

2- Offer the model that can be used to enhance the oral fluency skills of the prep schools students .

3- Help the curriculum designers with a systematically designed strategy that could help learners to develop their oral fluency performance.

Hypotheses of the study

The study attempted to verify the following hypotheses:

1-There is a statistically significant difference between the mean scores of the experimental and the control group on the oral fluency skills post test in favor of the experimental group.

2-There is statistically significant difference between the pre and post-test mean scores of the experimental group on the statistically sub skills in favor the post test.

Definition of terms

1- Oral fluency skills

Stockwell(2010:13) Oral fluency skills are the art of communications. Good Oral fluency skills are the act of generating words that can be understood by listeners. A good speaker is clear and informative.

Nielson (2011:59)oral fluency skills are cooperatively constructed which is based on contributions ,assumption ,expectation and interpretation of utterance .

Reinders(2013:56)oral fluency skills is the ability to convey information to another effectively and efficiently . Speaking is defined as an interactive process of constructing

2.1. Mobile Learning

According to Trifanova, Knapp, Ronchetti, & Gamper,(2004:3) Mobile devices can be identified as – any device that is small, autonomous, and unobtrusive enough to accompany us defines any form of mobile handheld appliances including cellular phones, PDAs, smartphones, pads or pods whilst laptops can be excluded. In addition, mobile learning devices can also be described as available in any place, anytime. Mobile learning is, according to the Hulme and Shield 2008:56, the tools used and the constant availability of these means anywhere and at any time. Mobile teaching refers to the ability to

obtain knowledge or share information by using small mobile devices such as PDAs, smartphones or cell phones anywhere and at any time in this research paper. The new sense of learning, Sharples (2006: 28), states that it has no specific time or place.

Review of Literature

Theory of oral fluency

Harmer (2001: 269-270) showed that when discussing the elements of oral fluency that are necessary for fluent oral production, he distinguishes between two aspects: knowledge of language features, and the ability to process information on the spot in means mental / social processing. Harmer distinguished between two elements of speaking, language feature includes : connected speech, expressive devices , lexis and grammar and negotiation language . Mental / social processing includes: language processing, interaction with others and information processing.

Brown and Yule (1983:27) made a useful distinction between the interactional functions of oral fluency, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information.

Gower (1995:100) noted down that " oral fluency has many different aspects including two major categories: accuracy, involving the correct use of vocabulary, grammar and pronunciation practicing through controlled and guided activities; and fluency, considered to be the ability to keep going when speaking spontaneously.

The Importance of Teaching oral fluency

According to Pollard (2008:33-34) oral fluency is one of the most difficult aspects to master. This is hardly surprising when one considers everything that is involved when speaking: idea, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reading to the person you are communicating with. Any learners of a foreign language can confirm how difficult speaking is". He added that "it is important to give pupils as many opportunities as possible to speak in a supporting environment. Gaining confidence will help pupils speak more easily. Thus you can achieve this by:

Richards (2008:19) explained that the mastery of oral fluency skill in language is a priority for many second language or foreign language . consequently , learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they have improved in their spoken proficiency. Richards (1990: 39) added that there are routines to help people establish themselves in certain positions; routines for taking off and hanging up coats; arrangements concerning where one is to sit or

stand at a party or in a meeting; offers of hospitality; and so on. There are routines for beginnings and endings of conversations, for leading into topics to another. Also, there are routines for breaking up conversations, for leaving a party, and for dissolving a gathering it is difficult to imagine how life could be lived without some routines.

Nunan (1996:85) claimed that as successful oral communication should involve developing:

- The ability to articulate phonological features of the language comprehensibly.
- Mastery of stress, rhythm, intonation patterns; an acceptable degree of fluency
- Transactional and interpersonal skills;
- Skills in taking short and long speaking turns;
- Skills in the management of the interaction;
- Skills in negotiating meaning;
- Conversational listening skills (successful conversations require good listeners as well as good speakers);
- Skills in knowing about and negotiating purposes for conversations;

The oral fluency speaking sub skills

Oral fluency sub skills play an important role in designing language materials, activities and strategies. Brown (2001: 272) mentioned these Micro skills of oral communication as follows:

- Produce chunks of language of different length.
- Orally produce differences among the English phonemes and allophonic variants.
- Produce English stress patterns, words in stress and unstressed positions, Rhythmic structure, and international contours
- Produce reduced forms of words and phrases.
- Use an adequate number of lexical units (words) in order to accomplish Pragmatic purposes.
- Produce fluent speech at different rates of delivery.
- Monitor your own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
- Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, Agreement, and plural), word order, patterns, rules, and elliptical forms.
- Produce speech in natural constituents, in appropriate phrases, pause groups, breath groups, and sentences.
- Express a particular meaning in different grammatical forms.
- Use cohesive devices in spoken discourse.

- Accomplish appropriately communicative functions according to: situations, participants, and goals.
- Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
- Covey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meaning.
- Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Richards (2005:16) classified the speaking sub skills in terms of functions of talk as follows:

(a) Talk as interaction:

- Opening and closing conversation.
- Choosing topics.
- Making small talk.
- Interrupting.
- Turn talk
- Reacting to others.

(b) Talk as transaction:

- Explaining a need or intention.
- Describing something.
- Asking questions.
- Confirming information.
- Justifying an opinion.
- Making suggestions.
- Making comparisons.
- Agreeing and disagreeing.

(c) Talk as performance:

- Using an appropriate format.
- Presenting information in an appropriate sequence.
- Using correct pronunciation and grammar.
- Greeting an effect on the audience.
- Using appropriate vocabulary.
- Using opening and closing.

- Maintaining audience engagement.
Rigenbach (1998:63) mentioned grammar, vocabulary, pronunciation, and fluency as the elements, which are traditionally “thought of as components of speech. Moreover, Menon (2007:2) presented the following list:
 - Using markers in spoken discovery in particular.
 - Introducing an idea.
 - Developing an idea.
 - Transition to another idea
 - Concluding an idea.
 - Emphasizing a point to indicate important information.
 - Explaining or clarifying a point already made.
 - Anticipating an objection or contrary view.
 - Making main points or important information in spoken text and utterances (especially through emphasize or vocal underlining and through verbal cause).

Activities to promote oral fluency skills

There are many activities to promote speaking in the classroom , the teacher should teach speaking English language through. Susanti (2007:7) cited in Kayi (2006:64-68) there are thirteen activities to promote speaking as follows:

Role play: Pupils pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the pupil that "You are David, you go to the doctor and tell him what happened last night, and..."

Simulations: In simulations, pupils can bring items to the class to create a realistic environment. For instance, if a pupil is acting as a singer, she brings a microphone to sing and so on.

Information Gap: In this activity, pupils are supposed to be working in pairs. One pupil will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need.

Brainstorming: group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming are that the pupils are not criticized for their ideas so pupils will be open to sharing new ideas.

Discussion: a discussion can be held for various reasons. The pupils may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher in the way, the discussion points are relevant to this purpose so that pupils do not spend their time chatting with each other about irrelevant things.

Story telling: pupils can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates.

Interviews: pupils can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to pupils so that they know what type of questions they can ask or what path to follow, but pupils should prepare their own interview questions. Conducting interviews with people gives pupils a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each pupil can present his or her study to the class. Moreover, pupils can interview each other and "introduce" his or her partner to the class.

Story completion: for this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each pupil starts to narrate from the point where the previous one stopped. Each pupil is supposed to add from four to ten sentences. Pupils can add new characters, events, descriptions and so on.

Reporting: Before coming to class, pupils are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Pupils can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

Playing Cards: pupils should form groups of four. Each suit will represent a topic. For instance: Each pupil in a group will choose a card. Then, each pupil write 4-5 questions about that topic to ask the other people in the group. For example: If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

- Is money important in your life? Why?
- What is the easiest way of earning money?
- What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that pupils are not allowed to prepare yes-no questions, because by saying yes or no pupils get little practice in spoken language production. Rather, pupils ask open-ended questions to each other so that they reply in complete sentences.

Picture Narrating: This activity is based on several sequential pictures. Pupils are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

Strategies for Teacher to Teach Oral Skills

Hamillton (2005:66) confirmed that teachers need to use a process in which pupils are given the opportunity and encouragement to speak and explore their own thinking .Teacher should:

- Encourage pupils to bring their ideas and background knowledge into class learning activities.
- Be a responsive listener to pupils' talk.
- Nurture an accepting environment where pupils will feel free to express themselves without fear of censure- by adult or by fellow pupils.
- Promote robust discussion and explosion amongst class members.
- Raise questions concerning the activities or conversations held with pupils.
- Provide opportunities for speaking, discussion, and expression of ideas, expressions, and opinions across the whole curriculum. This will involve a range of experiences in which the size and type of audience, the situation and purpose will all vary.
- Present themselves as good models of oral language.
- Establish strategies to manage all form of communication to ensure all pupils have fair and equitable opportunities to develop their interpersonal speaking and listening skills, .e.g. large and small group discussions.
- The goal is not only to get pupils to speak but to share their ideas.

Techniques for Assessing Oral Fluency

According to Valens,(2001:28). “Language teachers and language testers need a method which takes subjective qualitative observations and then transforms them into objective quantitative measures”. The following are some techniques that can be used to test speaking. Rukhsana (2005:21) there are many techniques can be used to assess speaking skills as follows:

- **Reading aloud:** This technique requires learners to read part of text or a dialogue to examiner. It is used to assess the phonological aspect of speaking. The script is given to learner few minutes before the test in order to prepare himself.
- **Role play:** In this technique learners are supposed to use their imagination. They are given written role cards each card has a person's role in an imaginary social interaction. Learners are asked to speak according to the role specified in their role –card. The examiner observes their response in terms of the whole simulate

social context also learners are given a set instruction before the test to know what they are supposed to do.

- **Interviews:** Interviews are considered the most common technique for testing the oral performance it is characterized by involving a direct and face-to-face exchange of information. Interviews can be very easy if there is a separate room where learner can be interviewed.
- **Using visual materials:** It is possible to test speaking using pictures, diagrams, and maps. Through a careful selection of material, the testers can have control over the use of vocabulary and the grammatical structures required.

According to Abdel Kafy (2009:54) the visual materials can be used in difference ways as follows:

- **Picture: description:** Learners are given some picture; and they are asked to describe the content of these picture. Learners are required to present a detailed description of each picture in limited period of time.
- **Picture: story telling:** Learner is given a series of pictures that form a story. They are asked to look in this picture s and narrate the story. Pictures should be clear enough to be correctly interpreted by the learner.
- **Collaborative tasks and discussions :**Here, learners simply respond with their own opinions to a set of statement relevant to a certain theme. These tasked and discussions are similar to role play except that the learner is not required to assume a role but simply to be themselves.
- **Sentences repetition:** Learners hear a series of sentences or utterance and repeat them as accurately as they can.
- **Living monologues:** In this technique, pupils prepare and present a short conversation on a pre-select topic. This overcomes the interviewer effect and provides evidence of the pupils' ability to handle and extend turn, which is not always possible in interviews.
- **Recorded monologues:** These monologues are more practicable less stressful then live monologues .learners can take turns to record themselves talking about a favorite sport for example.
- **Complete sentences:** In this technique, the interviewer says a sentence that suggests a beginning of story and asks the pupilto complete story.
- **Questions and answers:** The interviewer asks the pupils some questions about himself, his career, family and so on. The pupil's role is to answer these questions.

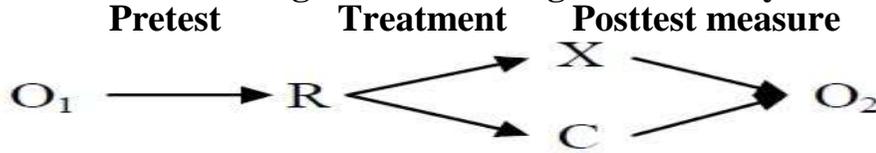
Methodology

Design of the study:

The current study adopted the quasi-experimental design. Two groups of EFL boys classes in the first year preparatory stage was

selected to participate in the study. The experimental group was taught using the android MALL strategy which was developed by the researcher to develop the oral fluency skills of first year preparatory skills .

Figure 1: The design of the study



O1 = pretest.

R = Random assignment of subjects to groups.

X = exposure of a group to an experimental treatment.

C = exposure of a group to the control condition.

O2 = posttest.

Participants of the Study:

Participants of the study were two classes 60 students taken from first year preparatory stage students in Alexandria Governorate . Every class had 30 boys. Those boys were from 12 to 13 years old . One class was the control group the other one was the experimental group .

Table (1)

Equivalence of both groups in the pre-oral fluncy test .

Variable	Group	N	Mean	Std deviation	T -	Sig.
Pre Speaking test	control	30	9.46	2.62	0.14	Insignificance
	experimental	30	9.36	2.64		

The table showed whether there are any significant differences between the experimental and control groups concerning the pre-test .

Table (2)

Equivalence of both groups in the pre-test for each separated skill .

Speaking Skills	Skills	the Pre Administration	n	mean	standard deviation	critical value	significance
Interaction	Vocabulary	The control group	30	1.93	0.78	0.52	Insignificance at 0.05
		The experimental group	30	1.83	0.69		
	Grammar	The control group	30	2.20	0.84	0.30	Insignificance at 0.05
		The experimental group	30	2.26	0.82		
Transaction	Pronunciation	The control group	30	1.36	0.49	0.80	Insignificance at 0.05
		The experimental group	30	1.26	0.44		
	Comprehension	The control group	30	2.13	0.68	1.52	Insignificance at 0.05
		The experimental group	30	2.36	0.49		

Speaking Skills	Skills	the Pre Administration	n	mean	standard deviation	critical value	significance
performance	Fluency	The control group	30	1.83	0.87	0.99	Insignificance at 0.05
		The experimental group	30	1.63	0.66		
	skills as a whole	The control group	30	9.46	2.62	0.14	Insignificance at 0.05
		The experimental group	30	9.36	2.64		

There are no significant differences between the experimental and control groups concerning the pre-test for each separated skill and whole result.

Instruments of the study

To achieve the purpose of the study .The researcher prepared the following three instruments:

A) Checklist for oral fluency sub-skills .

B) A pre-post oral fluency g test to measure thesyudents 'level of oral fluency skills.

C) A rating scoring rubric for scoring oral fluency test.

The following section provides a detailed description of each instrument:

Results

Data collected and analyzing through applying the English oral fluency skills test. This was done through using statistical procedures such as (SPSS)and t.test to compare between students' mean scores in the pre and post administration of the oral fluency Speaking skills test . Then, it deals with the discussion of the results.

The researcher verified the following hypothesis which state that "there is a statistically significant difference between the total mean scores of the control and experimental group in the post administration of the oral fluency skills as a whole and in each separate skill in favor of the experimental group

Table (4)

Means ,standard deviation and critical value of data obtained by the experimental and the control group students' in the post test for each skill .

Speaking Skills	Skills	The Post Administration	N	Mean	Standard Deviation	Critical Value	Significance	Effect Size
Interaction	Vocabulary	The control group	30	1.93	0.74	6.45	significance at 0.05	0.43
		The experimental group	30	3.13	0.63			Large
	Grammar	The control group	30	2.20	0.84	4.16	significance at 0.05	0.41
		The	30	3.06	0.75			Large

Speaking Skills	Skills	The Post Administration	N	Mean	Standard Deviation	Critical Value	Significance	Effect Size
Transaction performance		experimental group						
	Pronunciation	The control group	30	1.36	0.49	6.60	significance at 0.05	0.43
		The experimental group	30	2.31	0.60			Large
	Comprehension	The control group	30	2.23	0.62	5.74	significance at 0.05	0.41
		The experimental group	30	3.13	0.58			Large
	Fluency	The control group	30	1.66	0.66	3.60	significance at 0.05	0.47
		The experimental group	30	2.31	0.71			Large
	skills as a whole	The control group	30	9.40	2.56	6.27	significance at 0.05	0.44
		The experimental group	30	13.80	2.85			Large

The Table clarifies that the pupils' mean score in the control group of the Speaking skills as a whole is (9.40), whereas the pupils' mean scores in the experimental group of the oral fluency skills as a whole is (13.80). So, the pupils' mean score in the experimental group was higher than their mean score in the control group.

Table (5)

Mean ,standard deviation critical value and effect size of data obtained by the experimental and control group pupils in the post test for the oral fluency skills as a whole .

Variable	Group	N	Mean	Std Devision	T -	Effect Size
Post speaking test	control	30	9.40	2.56	6.27	0.44
	experimental	30	13.80	2.85		large

The table also clarifies that the calculated t value, which reached (6.27), which indicates a significant statistical difference between the pupils' mean scores in the control and experimental group of the oral fluency Speaking skills as a whole. It was compared with the value of t table in order to know the significance level. It was found to be (2.00) at the level of (0.05)

Verifying the second hypothesis:

The second hypothesis states that "There is statistically significant difference between the mean scores of the experimental group in the pre measurement and the post measurement of the oral fluency skills as a whole in favor of the post measurement". The following table points out the results reached:

Table (6)

Mean ,standard deviation and critical value of the pre and post measurement of the experimental group pupils on the oral fluency skills test for each speaking skill .

Speaking skills	Skills	The experimental group	N	Mean	Standard deviation	Critical value	Significance	Effect size
Interaction	Vocabulary	The pre administration	30	1.86	0.69	15.10	Significance at 0.05	0.81
		The post administration	30	3.13	0.63			Large
Transaction	Grammar	The pre administration	30	2.31	0.80	7.99	Significance at 0.05	0.84
		The post administration	30	3.06	0.75			Large
performance	Pronunciation	The pre administration	30	1.27	0.45	13.22	Significance at 0.05	0.81
		The post administration	30	2.31	0.60			Large
	Comprehension	The pre administration	30	2.37	0.49	9.38	Significance at 0.05	0.84
		The post administration	30	3.13	0.58			Large
	Fluency	The pre administration	30	1.65	0.66	5.74	Significance at 0.05	0.85
		The post administration	30	2.31	0.71			Large
	skills as a whole	The pre administration	30	9.36	2.64	19.85	Significance at 0.05	0.83
		The post administration	30	13.80	2.85			Large

The table points out the following:

There is a clear statistically significant difference between the mean scores of the research sample in the test as a whole in favor of the post administering as well T. calculated points out that There is statistically significance which reached (19.85) and it is higher than T. value which reached (1.96) at the significant level of (0.05)

Table (7)

Mean ,standard deviation ,t value ,and effect size for the experimental group in both administration for the oral fluency skills as a whole .

Variable	Group	N	Mean	Std Devision	T -	Effect Size
Pre-test	Experimental Group	30	9.36	2.64	19.85	0.83

Post test		13.80	2.85	large
-----------	--	-------	------	-------

As there is statistically significant difference between the mean scores of the experimental group in the pre measurement and the post measurement of the test in favor of the post measurement. This means that pupil's speaking skills, in general, has developed due to the experimentation. Also it can be said that the strategy have great effect on developing pupils Speaking skills with a doubt degree at the level of (0.05).

Interpretations .

This research was carried out to investigate the effectiveness of using strategies based on mobile learning in developing the oral fluency speaking skills among the first year preparatory pupils in Alexandria. The analysis of the data obtained by pupils of the experimental group on the post test revealed a high degree of improvement than their counterparts of the control group . the participants of the experimental group achieved a significant degree of improvement than that of the control group in the post test .

These results go in accordance with the results of the studies that reveal that strategies based on MALL improve the oral fluency skills among pupils . According to Chinnery,(2006: 48) Since the term of mobile-assisted language learning (MALL) was first introduced, using mobile devices to support language learning has been a burgeoning subdivision of both mobile learning and computer-assisted language learning (CALL) (Evans, 2008; Lee & Chan, 2007) have focused on the effects of podcasting on the pupils' motivation and attitudes towards learning and they have elicited positive attitudes suggesting that podcasts are motivating tools for learning.

Liu(2016)mobile-assisted English learning in improving English language oral fluency skills. WhatsApp experiences significantly impacted the pupils' language acquisition by lowering EFL speaking anxiety.

Hence ,it is obvious that the strategies based on MALL developed the oral fluency skills among pupils .and this supported the researcher results which showed that :

1. Strategies based on MALL developed first year preparatory stage pupils' speaking skills.
2. Strategies based on (MALL) integrated so many aspects that enhance active learning and positive attitude towards oral fluency.
3. Using technology especially (MALL) as supplementary materials inside the classrooms is very significant in improving oral fluency speaking skills for first year preparatory stage pupils.
4. The exposure to oral language patterns helped to develop pupils, oral fluency sub-skills..
5. Using strategies based on MALL encouraged collaborative

learning pupils, and allowed pupils to learn according to their individual learning style.

6. By using MALL the pupils can learn in different places and times.

Recommendations of the study

The following recommendations are based on the results and the conclusions drawn from this study:

1. Strategies based on (MALL) should be used in EFL teaching to enhance oral fluency skills.
2. EFL teachers should learn how to be creative in teaching English and use technology to enhance language learning.
3. EFL teachers should encourage pupils to be self-learners by using strategies based on MALL applications.
4. Strategies based on MALL should be used to develop other language skills.
5. Mobiles are very useful tools to facilitate learning and help pupils to be more autonomous.



References

- Abdous, M., Camarena, M. & Facer, B. R. (2009). MALL technology: Use of academic podcasting in the foreign language classroom. *ReCALL* 21(1), 76-95.
- Abdulhak. (2008) .American Journal of Applied Sciences : *Effects of Creative, Educational Drama Activities on Developing Oral Skills in Primary School Children*,5 (7), 876-880.
- Abd El Fatah.S (2006) the effectiveness of program using creative drama in developing the communicative listening and speaking. Ain shams university.
- Abel Halim,S. (2004)The effectiveness of using drama on developing English language speaking skill for primary school pupils. Unpublished M.A Thesis, faculty of Education, Helwan University.
- Ahmed, B, et al,(2016) Effectiveness of Mobile Applications in Vocabulary Teaching, contemporary vocabulary technology, 7(1), 47-59
- Alkhaldeh, A. H. (2005). Jordanian English language teachers' awareness of Language learning theories and teaching methods. *Mu'tah Lil-Buhuth Wad-Dirasat*, 20(7).
- Bouzaid.A. (2015) Exploring the Effectiveness of Mobile-assisted Language Learning in Enhancing EFL Students Vocabulary Acquisition at Biskra University, Unpublished M.A Thesis, Mohamed Kheider University of Biskra

- Badr, Abd El Fattah. (2009) The Effect of Using Some Activities Learning Techniques on Developing Primacy Pupils' Speaking Skills .Unpublished M.A. Thesis, Ain Shams University Faculty of Education
- Barros, A. (2003). Pronunciation *difficulties in the consonant system experienced by Arabic speakers when learning English after the age of puberty*. Unpublished Masters' thesis. West Virginia University, West Virginia.
- Bax, S. (2011). Normalisation revisited: The effective use of technology in language education. *International Journal of Computer-Assisted Language Learning and Teaching*, 1(2), 1–15.
- Beatty, K. (2003). *Teaching and researching computer-assisted language learning*. Essex: Pearson.
- Belanger, Y. (2005). Duke University iPod first year experience final evaluation report. Retrieved October 24, 2009 from <http://cit.duke.edu>
- Bibby, S. (2011). Do students wish to “go mobile”? An investigation into student use of PCs and cell phones. *International Journal of Computer-Assisted Language Learning and Teaching*, 1(2), 43–54.
- Bowman, B., Burkart, G., & Robson, B.(1989). TEFL/ TESL: Teaching English as a Second Language P 22. USA: Centre of Applied Linguistics.
- Bradley, C., Haynes, R., & Boyle, T. (2005). Adult multimedia learning with PDAs: The user experience. *Mlearn 2005 Conference Proceedings*.Cape Town, October 2005, 23-27.
- Brown, G., and Yule, G. (1983). *Teaching the Spoken Language*. Cambridge: Cambridge University Press.
- Brown, G., Yule, G. 1991. *Teaching Spoken Language*. Cambridge: Cambridge
- Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational researcher*, 18(1), 32-42.
- Burkart, G. & Sheppard, K. (2004). Content ESL across the USA: A Training Packet. A Descriptive Study of Content-ESL Practices. National Clearinghouse for English Language Acquisition.
- Burns, A. (1998). “Teaching Speaking”. *Annual Review of Applied Linguistics*, V.18, n.3, Pp: 102-123.
- Burns.A.&Joyce,H. (1997) *Focus on speaking* , Sydney: National center for English language teaching and research.
- Burston, J. (2013). Mobile-assisted language learning: A selected annotated bibliography of implementation studies 1994-2012. *Language, Learning & Technology*, 17(3), 157.
- Burston, J. (2013). Mobile-assisted language learning: A selected annotated bibliography of implementation
- Burston, J. (2014). MALL: The pedagogical challenges. *Computer Assisted Language Learning*, 27(4), 344–357.
- Bygate, M. (2009), "Effects of Task Repetition on the Structure and Control of Oral Language". In M. Bygate, P. Skehan and M. Swain.(Eds.) *Researching Pedagogic Tasks. Second Language Learning Teaching and Testing*. (Pp: 23-49), London: Longman.
- Cameron.L.(2001) *Teaching language to young learners*. Cambridge University press



- Campbell, G. (2005). There's something in the air: Podcasting in education. *EDUCAUSE Review*, 40(6), 32-47.
- Castaneda, M., & Roderquez-Gonzalez, E. (2011). L2 speaking self-ability perceptions through multiple video speech drafts. *Hispania*, 94(3), 483-501.
- Chaney, A. L. and T. L. Burk (1998) Teaching oral communication in grades K-8 Boston: Allyn and Bacon.
- Chinnery, G. M. (2006). Emerging technologies, going to the MALL: Mobile assisted language learning. *Language Learning & Technology* 10(1), pp. 9-16.
- Chinnery, G. M. (2006). Emerging technologies: Going to the MALL: Mobile assisted language learning. *Language Learning & Technology*, 10(1), 9-16.
- Collins, G. T. (2005). English class on the air: Mobile Language Learning with cell phones. In *the Fifth IEEE International Conference on Advanced Learning Technologies*, 5-8 July 2005 (pp. 402-404). Kaohsiung, Taiwan: IEEE.
- Corlet, D., Sharples, D., Bull, S. & Chan, T. (2005). Evaluation of a mobile learning organiser for university students. *Journal of Computer Assisted Learning*, 21, 162-170.
- Coury, G. & Carlos, S. (October 2001). "English as a Lingua Franca in the Brazilian Academic World". *Karen's Linguistics Issues*.
- Davies, P., Pearse, E. (2002). *Success in English Teaching*. Shanghai: Shanghai Foreign Language Education Press. p 99
- Ducate, L., & Lomicka, L. (2013). Going mobile: Language learning with an iPod touch in intermediate French and German classes. *Foreign Language Annals*, 46(3), 445-468.
- Ducate, L., & Lomicka, L. (2009). Podcasting: An effective tool for & honing language students' pronunciation? *Language Learning Technology*, 13(3), 66-86.
- Egbert, J. (1999). Classroom practice: Creating interactive CALL activities. In J. Egbert & E. Hanson-Smith (Eds.), *CALL environments: Research, practice, and critical issues* (pp. 27-40). Alexandria, VA: TESOL, Inc.
- EL Desouky, M. (2015) Utilizing Mobile Assisted Language Learning (MALL) to Develop EFL Listening skills and learner Autonomy . Unpublished M.A. Thesis ,faculty of Education ,Mansoura University.
- El Menoufy, A. (1997). "Speaking. The Neglected Skill". *New Directions in Speaking. Proceedings of the Fourth EFL Skills Conference*. Under the auspices of the Center of Adult and Continuing education the American University in Cairo. Pp: 9-18.
- El-Hussein, M. O. M., & Cronje, J. C. (2010). Defining Mobile Learning in the Higher Education Landscape. *Educational Technology & Society*, 13(3), 12-21.
- Evans, E. (2008) The effectiveness of m-learning in the form of podcast revision lectures in higher education. *Computers & Education*, 50, 491-498.
- Fischer, R. (2007). How do we know what students are actually doing? Monitoring students' behavior in CALL. *Computer Assisted*

- Language Learning, 20(5), 409-442.
- Florez, M. A. (1999). "Improving Adult English Language Learners' Speaking Skills". ERIC Digest. (ERIC Document Reproduction Service No. ED: 435204)
- Fujimoto, C. (2012). Perceptions of mobile language learning in Australia: How ready are learners to study on the move? *The JALT CALL Journal*, 8(3), 165-195.
- Gass, S. & Varionis, E. (1994). "Input, Interaction and Second Language Production". *Studies*
- Gower, R., Phillips, D., Watter, S. (1995) *Teaching practice* Oxford: Heinman.
- Gray, C., & MacBlain, S. (2012). *Learning theories in childhood*. California: Sage
- Bruner, J. S. (1966). *Toward a theory of instruction* (Vol. 59): Harvard University Press.
- Hamilton ,M.(2005) *Teaching and using story telling in class room*. (2nd ed) Katonach, NY. Richard C. Owe publisher, Inc.
- Harmer, H. (2005) *The practice of English language teaching*, (3rd ed) Pp.269-270. Edinburgh. Pearson Education limited.
- Herrington, J., Herrington, A., Mantei, J., Olney, I., & Ferry, B. (2009). Using mobile technologies to develop new ways of teaching and learning. In J. Herrington, A. Herrington, J. Mantei, I. Olney, & B. Ferry (Eds.), *New technologies, new pedagogies: Mobile learning in higher education* (pp. 1-14). Wollongong, Australia: University of Wollongong.
- Hilferty, A. (2005). "The Relationship between Reading and Speaking Skills". *Focus on Basics*. <http://www.ncsall.net/?id=328>, accessed on 22nd May, 2006.
- Hind Alzahrani (2015) *Examining the Effectiveness of Utilizing Mobile Technology in Vocabulary Development for Language Learners*, *Arab World English Journal (AWEJ)* Vol.6. No.3 September, pp 108- 119
- Hulme, A. & Shield, L. (2008). An overview of mobile assisted language learning: From content delivery to supported collaboration and interaction. *ReCALL*, 20, 271-289.
- Hussein, H. (2001) *The effectiveness of some learning strategies on developing speaking skills of student-teacher of English*. Unpublished M.A Thesis .Women's collage, Ain Shams.
- Kadirire, J. (2009). *Mobile Learning DeMystified*. In R. Guy (Ed.), *The Evolution of Mobile Teaching and Learning* Santa Rosa, California: Informing Science Press. (pp. 15-56).
- Kayi, H. (2006) *Teaching speaking activities to promote speaking in a second language*. Nevada university ".[http://iteslj.org/teaching speaking.html](http://iteslj.org/teaching_speaking.html).
- Kazem, N (2015) *the Effect of Mobile-Assisted Language Learning (MALL) on Guided Writing Skill of Iranian Upper-Intermediate EFL Learners*, *Journal of Applied Linguistics and Language Research*
- Keegan, D. (2002). *The future of learning: From e-learning to m-learning*. 172 pages, online. ZIFF Papiere 119, FernUniversitat – Hagen. ISSN: 1435 9340.
- Kennedy, C. & Levy, M. (2008). *L'italiano al telefonino: Using SMS to support*

- beginners" language learning. *ReCALL* 20(3), 315-330.
- Keskin, N. O., & Metcalf, D. (2011). The Current Perspectives, Theories and Practices of Mobile Learning. *Turkish Online Journal of Educational Technology-TOJET*, 10(2), 202-208.
- Khadidja , K (2010) the effect of classroom interaction and developing the learner's speaking skills, Unpublished M.A. Thesis, Constantine University.
- develop Khater ,A.El Amir (1997) The effect of using student made dialogue to the speaking skills of students at English department. Unpublished Ain Shams University M.A Thesis, faculty of education
- Kiernan, P. J. & Aizawa, K. (2004). Cell phones in task based learning: Are cell phones useful language learning tools? *ReCALL* 16(1), 71-84.
- Kim, D.-J., & Seo, D. (2013). Students' perceptions and experiences of mobile learning. *Language Learning & Technology*, 17(3), 52-73.
- Klancar.N.(2006) Developing speaking skills in the young learner classroom. "http://iteslj.org/techniques/klancar-speaking_skills.html.
- at the Klečková, G. (2013). *Bringing Technology in Real Life*. Paper presented TESOL Spain Conference. Universidad the Sevilla.
- Kukulka-Hulme, A. & Traxler, J. (Ed.). (2005). *Mobile learning: A handbook for educators and trainers*. Oxon: Routledge.
- Kukulka-Hulme, A. (2006). Mobile language learning now and in the future. In Svensson, Patrik (Eds). *Fran vision till praktik: Sprakutbildningoch Informationsteknik (From vision to practice: language learning and IT)*. Sweden: Swedish Net University (N`atuniversitetet), pp. 295-310.
- Kukulka-Hulme, A. (2009). Will mobile learning change language learning. *ReCALL*, 21(2), 157-165.
- catalyst for Kukulka-Hulme, A. (2010). Guest editorial: Mobile learning as a change. *Open Learning*, 25(3), 181-185.
- Lee, M. J. W. & Chan, A. (2007). Reducing the effects of isolation and promoting inclusivity for distance learners through podcasting. *Turkish Online Journal of Distance Education - TOJDE*, 8 (1), 85-104.
- Lin, H. (2014). Establishing an empirical link between computer-mediated communication(CMC) and SLA: A meta-analysis of 120-147. the research. *Language Learning & Technology*, 18(3),
- Littlewood,W.(1996) Autonomy: autonomy and a framework system, Vol.24.No.4
- Liu, Y (2016) improving Chinese University student's speaking performance in Mobile – assisted English language. Unpublished M.A Thesis, university of Illinois at Chicago.
- Livingstone, D. W. (2001). *Adults' informal learning: Definitions, findings, gaps and future research*. Toronto: Centre for the Study of Education and Work, Ontario Institute for Studies in Education.
- Lu, M. (2008). Effectiveness of vocabulary learning via mobile phone. *Journal of Computer Assisted Learning* 24, 515-525.
- Luoma, S. (2004). *Assessing Speaking*. Cambridge: Cambridge University Press. MET. V.10, n.2, Pp: 25-29.
- Madeson, S. Harold (2000) *Techniques in Testing*, Oxford University press
- Malley, C., Vavoula, G., Glew, J. P., Taylor, J., Sharples, M. & Lefrere, P.(2003). *MOBILearn WP4-Guidelines for learning/teaching/tutoring*

- in a mobile environment.
- Menon,S.(2007) The effectiveness use of role play .Kong page London&New York : Nichols publisher.
- Miller, L. (2001). "A Speaking Lesson. How to Make the Course Book More Interesting". MET. V.10, n.2, Pp: 25-29.
- Ministry of Education (2013- 2014). Directives for General Secondary School Teachers of English language.
- Nah, K. C., White, P. & Sussex, R. (2008).The potential of using a mobile phone to access the internet for learning EFL listening skills within a Korean context. *Re CALL* 20(3), 331-347.
- Naismith, L., Sharples, M., Vavoula, G., & Lonsdale, P. (2004). *Literature review in mobile technologies and learning*. NESTA (National Endowment for Science Technology and the Arts), Bristol, UK.
- Nunan (1996) Learning Strategies in second language acquisition. Cambridge University press.
- Nunan, D. (2005). Task Based Language Teaching. Cambridge: Cambridge University Press.
- media Ophir, E., Nass, C., & Wagner, A.D. (2009). Cognitive control in multitaskers. *Proceedings of the National Academy of Sciences*, 106(37), 15583-15587.
- Ortega, L. (2005). Pre-task Planning and Attention to Meaning: Debilitating or Facilitative? International Conference on Task-Based Language Teaching. September 21-23, 2005, Belgium.
- Pęcherzewska, A, & Knot, S. (2007), 'Review of existing EU projects dedicated to dyslexia, gaming in education and m-learning'. WR08 Report to Call Dysc project. June 2007.
- Pettit, J. & Kukulska-Hulme, A. (2007).Going with the grain: Mobile devices in practice. *Australasian Journal of Educational Technology* 23(1), 17-33.
- Power, T. &Shrestha, P. (2009). Is there a role for mobile technologies in open and distance language learning? An exploration in the context of Bangladesh. In *8th International Language and Development Conference*, 23-25 June 2009, Dhaka, Bangladesh
- Reinders, H. & White, C. (2010). The theory and practice of technology in materials development and task design. In Harwood, N. (Ed.) *Materials in ELT: Theory and practice*, (pp. 58-80). Cambridge: Cambridge University Press.
- Reinders, H. & Hubbard, P. (2013). CALL and learner autonomy: Affordances Reinders, and M. Warschauer and constraints. In M. Thomas, H. computer assisted language learning (pp359- (Eds).Contemporary 375). London: Continuum Books.
- Richard,J.C.(2005) Developing classroom speaking activities; from theory to practice. www.professorjackrichads.com.
- Riggenbach,H.(2000) prospective on fluency. Michigan: university of Michigan.
- Rivers, W. (1981). *Teaching Foreign Language Skills* (2nd ed.). Chicago: University of Chicago Press
- Samuels, J. (2003)."Wireless and handheld devices for language learning."Proceedings of the 19th Annual Conference on Distance Teaching and Learning, Madison, WI.

- Sandberg, J., Maris, M., & de Geus, K. (2011). Mobile English learning: An evidence-based study with fifth graders. *Computers & Education*, 57, 1134-1347.
- Scarcella, R. C. & Oxford, R.L. (1994). "Second Language Pronunciation: The State of the Art in Instruction". *System*. V. 22, n.2, Pp: 221-230.
- Scrivener, J. (2005). *Learning teaching* (3rd ed.). Oxford, UK: Macmillan.
- Sharples, M. (2002). Disruptive devices: mobile technology for conversational learning. *International Journal of Continuing Engineering Education and Life Long Learning*, 12(5), 504-520
- Sharples, M., Arnedillo-Sánchez, I., Milrad, M., & Vavoula, G. (2006). *Mobile learning*: Springer
- Shudong, W., & Higgins, M. (2006). Limitations of mobile phone learning. *JALT CALL Journal*, 2(1), 3-14.
- Smith, P. L., & Ragan, T. J. (2005). *Instructional Design*. Hoboken: John Wiley & Sons
- Song, Y. & Fox, R. (2008). Using PDA for undergraduate student incidental vocabulary testing. *ReCALL*, 20(3), 290-314.
- Stanley, G. (2006). Podcasting: Audio on the Internet comes of age. *TESL-EJ*, 9(4). Retrieved from <http://www-writing.berkeley.edu>
- Stockwell, G. (2010). Using mobile phones for vocabulary activities: Examining the effect of the platform. *Language Learning & Technology*, 14(2), 95-110.
- Strangert, E. (2007). What makes a good speaker? subjective ratings and speech, music and acoustic measurements. In *Proceedings from Fonetik 2007 : hearing, quarterly*, Vol 50, 2007 (pp. 29-32)
- TESOL Research Agenda Task Force. (2014). *TESOL International Association Research Agenda 2014*. Retrieved from tesol-international-association-research-agenda-2014-2-2.pdf
- Thornbury .S.(2005) How to teach speaking .Pearson Education Limited. 1st edition. p22
- of Research in Open and Distance Learning* 8(2), 1-12.
- Trinder, J. (2005). Mobile technologies and systems. In A. Kukulska-Hulme & J. Traxler (Eds.), *Mobile learning: A handbook for educators and trainers* (pp. 7-24). London: Routledge
- Trinder, J. (2005). Mobile technologies and systems. *Mobile learning: A handbook for educators and trainers*, 7-24.
- Turgay, H and Firat, K (2016) Using a Mobile Application (WhatsApp) to Reduce EFL Speaking Anxiety, *Gist Education and Learning Research Journal*, No.12. (January - June) 2016, pp. 29-50.
- Uddin, Rukhsana. (2009). Implementing Counseling Techniques Role Play and Story Telling in Teaching Second Language Vocabulary to Adult Second Language Learner Ph.D. The University of Mississippi University Press
- Uden, L. (2007). Activity theory for designing mobile learning. *International Journal of Mobile Learning and Organisation*, 1(1), 81-102.
- Ulfa, S. (2012). Promoting vocabulary acquisition through Mobile game for supporting second language learning. *ReCALL*, 12(2), 1-8.