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Investigating Students' Attitudes towards Using Mobile Learning Applications to Develop Speaking Skill

تقصي توجهات الطلاب حول استخدام برامج التعلم عبر الهاتف النقال لتطوير مهارة التحدث

(**A Case Study of Fourth Year Students Majoring in English at Sudan University of Science and Technology- College of Languages**)

دراسة حالة طلاب السنة الرابعة لغة انجليزية بجامعة السودان للعلوم والتكنولوجيا- كلية اللغات

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Dedication

I dedicate this work to the soul of my father and to the rest of my family.

Acknowledgements

All praise and great thanks are due to Allah the Almighty who bestowed me with patience, perseverance and the means to make this study. First of all, my sincere gratitude and appreciation are due to my supervisor **Dr. Mahmoud Ali Ahmed** for his tireless efforts, guidance, great support and encouragement throughout the stages of this study. Special of praise is reserved to **Dr.Muntasir Hassan Mubarak** for his endless support; he kept guiding me for the benefit of this academic work.

Abstract

This study aimed at investigating students' attitudes towards using mobile learning applications to develop speaking skill. The researcher has adopted the descriptive analytical method. One instrument has been used as primary tool for collecting data relevant to the study, namely questionnaire to fourth year students of English at SUST-College of Languages. The study sample of questionnaire comprises (30) students. The researcher applied (SPSS) program for analyzing and testing the hypotheses. The results have shown that the use of mobile learning applications can encourage students' oral participation. Moreover, the uses of mobile applications as learning assistance which can help students improve their speaking skill. Mobile learning applications which can use inside the classroom make students to develop their speaking skill. The study has recommended that mobile learning applications should develop students 'critical thinking in English language learning. Furthermore, mobile learning applications should use outside the classroom to develop students' speaking skill. Some suggestions are also proposed for further studies.

Abstract

(Arabic Version)

هدفت هذه الدراسة إلى تقصي توجهات الطلاب حول استخدام تطبيقات التعلم عبر الهاتف النقال لتطوير مهارة التحدث. وقد اتبع الباحث المنهج التحليلي الوصفي ، وتم استخدام اداة اولية لجمع البيانات المتعلقة بالدراسة ، المتمثلة في استبيان صمم خصيصاً لطلاب السنة الرابعة لغة الإنجليزية بجامعة السودان للعلوم و التكنولوجيا- كلية اللغات. تم اختيار عينه بحجم (30) طالبا. وطبق الباحث برامج الحزم الاحصائية للعلوم الاجتماعية(SPSS) لتحليل واختبار الفرضيات . واتضح جلياً من خلال نتائج الدراسة ان تطبيقات الهاتف النقال تشجع الطلاب بالمشاركة الشفهية داخل الفصل. بالاضافة الي ذلك استخدامات الهاتف النقال كوسيلة تعلم تساعد الطلاب في تطوير مهارة التحدث. التطبيقات التعليمية الخاصة بالهواتف النقاله تستخدم داخل الفصل لتطوير مهارة التحدث لدى الطلاب. وخلصت الدراسة لعدد من التوصيات على الطلاب تطوير تفكيرهم النقدي ببرامج التعلم عبر الهاتف النقال.بالاضافة الي ذلك يجب على الطلاب استخدام التطبيقات التعليمية الخاصة بالهاتف النقال خارج الفصل لتطوير مهارة التحدث. وايضا قدمت بعض المقترحات للدارسات المستقبلية.

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INTRODUCTION

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INTRODUCTION

1.0 Background of the study

Recently, mobile assisted learning becomes popular among educators especially in higher education where technology becomes a key of economic competitiveness and social development.

Previously, technology in education mostly was computer based learning but since many people own mobile technologies which supported with internet connectivity, there is a shift from computer based learning to mobile assisted learning. It provides portable personal learning which can be done anytime, anywhere, inside and outside classroom practice. Teachers and students can use smartphones, tablets, MP3/MP4 players, and laptop to develop teaching and learning method and provide Learning sources which can improve not only the quality of teaching and learning but also students 'skills.

Many previous researches related to technology enhanced learning especially mobile assisted learning positively contributes the development of teaching and learning. Mobile assisted learning gives opportunity to both teacher and students to explore new knowledge, share the information, think critically, improve skills, and change perspective on teaching and learning concept. Mobile assisted. Learning also influences learning environment among teacher and the students. The implications go to pedagogical effect, teaching and learning design, and technology mastery.

In language learning, technology helps students access the language resources, practice their skills and can directly communicate with native speakers. Language skills such as listening, speaking, reading and writing can be explored through learning applications. The students can practice

the language inside or outside the classroom and it makes them become independent learners. Teacher centered now already shifted to learner centered.

In Sudan, the growth of technology enhanced learning also influences many aspects of education. It has been used and integrated by the teachers in the classroom to increase students 'learning outputs. The policies are made to facilitate this technology integration because of education in Sudan adopts top-down system and centralized education. Teacher centered and rote learning as instructional method is mostly used by Indonesian teachers. Similar to other developing countries, Sudanese teachers also get both benefits and challenges in adapting and integrating technology in classroom practice.

This research presents investigation result on the use of mobile applications as learning assistance which can help students improve their speaking skill and critical thinking in English language learning. Mobile assisted learning, here, is the use of mobile applications through teacher's and students' smart phones as learning assistance. This Study shows the influence of mobile applications on students' speaking skill and critical thinking in English language learning, describes the use of mobile applications as learning assistance, also students' experience in using mobile learning applications.

1.1 Statement of the Study problem

The researchers observed that there is a need of applying mobile learning to develop students' speaking skill. Using mobile learning applications can be fruitful for all teachers and students who are eager to enhance their speaking abilities and knowledge. It is a major provider with the largest amount of educational benefits. EFL students can benefit from the exposure to educational videos to improve their oral skill; however, our educational institutions are not paying attention to its benefit and are

ignoring it in their process of teaching English language. Thus, the effectiveness of using mobile learning apps is highly recommended by teachers. It appears to promote students in an active communication. The researcher has tackled this issue so as to solve the problem.

1.2 Objectives of the Study

This study is attempt to achieve the following objectives:

1.It attempts to high light the use of mobile learning apps that positively affects EFL students' fluency in speaking skill.

2.It attempts to find out the use of mobile learning apps can make EFL students familiar with the culture of native speakers to promote understanding of oral text.

3.It attempts to investigate EFL teachers and students can interact through utilizing mobile learning apps.

1.3Questions of the Study

The study sets out to answer the following questions:

1. What are the students' attitudes towards using mobile learning applications to enhance speaking skill?

2. to what extend mobile learning apps contribute to the improvement of language teaching and learning with regard to speaking skill?

3.to what extend EFL teachers and students interact through utilizing mobile learning Apps?

1.4 Hypotheses of the Study

The study sets out to test the following hypotheses:

1. Students have positive attitudes towards using mobile learning applications to enhance speaking skill.

2. Mobile learning Apps can significantly contribute to the development of language teaching and learning with regard to speaking skill.

3-EFL teachers and students can potentially interact through adopting mobile learning Apps.

1.5 Significance of the Study

This study is very significant because it shows how the use of mobile learning apps is very effective in the area of English language teaching and learning considering the wide spread of the internet and the easiness of its use. In addition to that, it reveals to some extent EFL learners can develop their oral and aural skills through using mobile learning Apps furthermore, this study provides the proof to accept or deny the idea of using iPad apps as a means of helping the learners and teachers to enhance oral skill.

This study helps education stakeholders to consider how mobile learning can contribute to improving language teaching and learning by facilitating personalized learning. A high-level overview of mobile learning is presented and the role of personalization in mobile learning is explained.

So, it is hoped that the results arrive at the future will help the curriculum developers to take the right decisions with regards to promoting the students 'speaking skill, which is badly needed in their studies so people need to act globally so as to keep space with the rest of the world. Therefore, the significance of this study stems from its emphasis on addressing these problems.

1.6 Scope of the Study

This study is limited to investigate the students' attitudes towards using mobile learning apps to develop speaking skill. It hoped that will tentatively cover the academic year(2019-2020). It will be conducted at Sudan University of Science and Technology, College of Languages, and

study sample will be exclusively drawn from forth year students at SUST- College of languages

1.7 Methodology of the Study

The researcher has adopted the descriptive analytical methods. A questionnaire is used as primary tools for data collection. It was distributed to forth year students at SUST- College of languages

Summary of the Chapter

This introductory chapter was concerned with presentation of statement of the problem, objectives of the study, questions of the study, hypotheses of the study, significance of the study, scope of the study, methodology of the study and outline of the research.

CHAPTER TWO
LITETURE REVIEW AND PRVIOUS STUDIES

CHAPTERTWO

LITETURE REVIEW AND PRVIOUS STUDIES

2.0 Overview

This chapter displays the relevant literature review on investigating students' attitudes towards using mobile learning apps to develop speaking skill. It's called chapter two which is divided into two parts; the first part is called theoretical background and the second part is called previous studies.

Part one: Theoretical Background

2.1 Mobile Assisted Language Learning

Ana niadao et.al.(2011) explained that in technology enhanced language learning should consider knowledge technologies, language technologies, speech technologies, text technologies, multimedia and multimodality technologies which are connected in language learning context.

Mobile devices provide many features such as instant communication through social media, webbrowsing, video player, voice recording, etc. These features can be integrated in teaching and learning which affect the pedagogies such as inquiry learning, self-directed learning, and also the formative assessment. The expansion of mobile phones as learning assistance offers an access to learning resources spontaneously and continuously. Mobile assisted learning accompanies both teacher and students to run social constructivist learning because it can be done in formal (inside the classroom) or informal (outside the classroom), the form can be synchronous or asynchronous, and learning contexts are dispersed geographically. The use of mobile devices can activated students' participation, contextual materials, learning situation, creating

learning community, effective interaction and communication although outside the classroom (Ahnand Lee, 2016)

There are numerous M-learning applications developed for mobile devices which help in learning ESL, some of them are discussed below.

2.2 Speaking English and Expression

It was based on ASR (Automatic Speech Recognition) and it empowers students to practice English with immediate result from application. It includes 60 key expression extracted from the Korean national curriculum, consists of two parts Lesson and Takes. The students can practice oraly whatever content shown to them in Lesson session. They used application for 2 weeks in and out of the classroom. They selected 302 students from five schools. It was found that 54% students agreed upon application convenience and 47% agreed upon application was interesting and learning(Amarin, 2013).

2.3 Mobile Game-Based Learning Application

It was designed to enhance students' listening and speaking skills. Client platform was run on Android and sever run on windows 2003. Evaluation based on three week study. Four classes of 30 minutes were conducted, two groups of 20 female students were made and named as control-group and experimental group. Results showed that students who learned from mobile-system have more improvement than who have learnt through traditional method (Creswell,2014).

2.4 Mobile Learning System

It was designed for assisting the listening and speaking skills. This system includes six learning initiatives (Vocabulary repetition, Role-play, You speak, then I speak, Brainstorming-photo, words and photo, voice and words) which were embedded on PDA (Personal Digital Assistance). Total 33 Students of 5th grade of elementary school (10 or 11 years old)

for one semester was selected. Pre-test and Post-test result showed that students had positive perception towards the system (Yang,2007)

2.5 English Pronunciation App

It was based on pronunciation of words. This app was designed to improve pronunciation of English in college students of Indonesia. It was based on Android platform; it includes vowels, diaphones and consonant tests. After welcome screen the user has to choose which section he wants to learn (vowels/consonants). Words are shown with options of pronunciation, and then learner has to decide which one is best pronunciation. There were 100 respondents who used this application. Majority of students became able to know correct pronunciations of mostly mispronounced words (Harendita, 2013).

2.6 Voice Recognition Technology

It embedded on android and based on voice recognition method. Through this feature students can become capable to practice the pronunciation of English words. It was designed for professionals, based on business English. Questions were presented to learner and learner has to answer in his/her voice then learners' voice goes to Google Voice search. After complete test learner can check his/her mistakes. Questionnaire was distributed to 35 users and they got positive result towards application (Kanuka, 2007).

2.7 Video Caption Modes

They have investigated impact of various video caption modes (Full-caption, non-caption and target-word mod) on students. It was embedded on mobile phone. Students of 5th grades were experimented for one month. Weekly test conducted to test students' English listening comprehension and vocabulary acquisition. Instructional videos related to lesson were displayed on PDA and after watching the video they

immediately took a test to evaluate their listening comprehension and vocabulary proficiency (Harendita, 2013).

2. 8Grammar Clinic

It was a web-based mobile application, which was provided as supplementary tool to students. First of all Grammar Clinic displays sentences to user then user has to identify grammatical mistakes from given sentences and make corrections. After user had corrected the sentence, it will show result and short grammar handbook according to that exercise. The types of errors included verb use, article use, noun use, word choice, adverb use, word order, conjunction use, preposition use and unambiguous expression. Intermediate level students were selected as experimental group; they were allowed to use Grammar Clinic three days a week for 16-weeks. Their score was 8.82 out of 10 for higher error correction and 7.29 out of 10 for low error correction. It had positive impact on students' grammar comprehension by identifying and then correcting the errors (Yang,2007).

2.9 Cellphone Game

It was based on listening comprehension, word recognition, sentence construction, and spelling for various levels. It Included local English needs, and was tested in after school settings. Rural students were selected for study, those having difficulty to access the school. Analyzed low-gain and high-gain students, satisfactory results were found between high-gain and low-gain students. Qualifying test scores of high-gain were 49/50 and scores of low-gain were 46.5/50 [6].

2.10 Mobile Learning Technology

ESL material placed on server and was accessed by mobile device. It was based on Penguin introductory English grammar and exercise books. The course consists of 86 lessons and related exercises for teaching basic

English language, ranging from is and are to verb tenses, countable nouns, and other aspects of grammar. Students completed three grammar tests during the study. Pre-test scores were 15/20, Post-test were 17.7/20, and scores in the Retention-test were 18, these scores were found after three tests [23].

Above discussed applications were developed for prosperity of English Language learning, however no existing M-Learning application for English Language have focused on students plus incorporating their own national curriculum and importantly applying listening comprehension strategy. M-Learning applications provide an opportunity to students to learn English; however the problem with existing applications is that they are based on general or business English rule. Therefore, these apps are mostly different from their own national English curriculum.

2.11 Definition of Speaking

Speaking is an interaction process of constructing meaning that involves producing and receiving and processing information (Babu, 2010). Its form and meaning are depending on the content in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purpose of speaking.

It is often spontaneous, open ended, and evolving. However, speech is not always unpredictable – language functions (or patterns) that tend to recur in certain discourse situations (e.g. declining an invitation or requesting time off from work), can be identified and charted (Babu, (2010), for example, when a sales person asks "may I help you?", the expected discourse sequence includes a statement of need, response to the need, other of appreciation, acknowledgement of the appreciation, and a leave-taking exchange, speaking requires that learners not only know now to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic conference), but also that they understand when,

why and in what ways to produce language (socio linguistic conference). Finally speech has its own skills structure, and conversations different from written language (Burns & Joyce, 1997, Carter & McCarthy, 1995; Cohen, 1996). A good speaking synthesizes this array of skills and knowledge to succeed in given speech act.

2.12 The Notion of Speaking

Mastery of English language demands to master the entire skills productive and receptive one. Speaking skill occupied an important place in foreign language teaching and learning, asargued by Nunan (1991, p.39)

> To most people, mastering the art of speaking is the single most important factor of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language.

Speaking is considered to be one of the active or productive skill deserves more attention in both first and foreign language because it reflects people's thought and personalities. In fact, we appreciate people according to their speaking skill. A hedge (2000) points out that speaking is "Skill by which they are judged while first impressions are being formed" (p. 261). Moreover, speaking is skill whereby others are recognized from what they are saying and how they are thinking, soit needs special care like other language skills

2.13 The Significance of Speaking

For most people, the ability to speak English is very important. It has often been viewed as the most demanding of the other four skills. For that, we frequent ask the question "Do youspeak English?" to foreign language learners rather than asking them "Do you write in English". The question displays the importance of speaking as skill because mastering this skill means mastering other skills, as Ur (2000, p.12) states

> "*of all the four skills, speaking seem sinstitutively the most important: people who know a language are referred to as 'speaker' ofthe language, as if speaking included all other kind of knowing*".

Speaking skill needs to be skilled in the other language skills. Therefore, with speaking, students can enhance their writing skill and develop their vocabulary and grammar.

In addition, good speaker needs good listener to improve his/her oral-aural skill. For instance, EFL learners can express themselves, argue, give opinions, ask, request and do other functions of language. So far, speaking is very important inside and outside classroom as well as speaking is a complex process whereby people sending and receiving messages verbally or none verbally.

2.14 Teaching of Speaking

Speaking is the basic skill that EFL students have to improve in order to master the English language. The focus of teaching speaking is to improve the oral production of the students, and to make them communicate effectively in real life situation .Recently, a lot of attention has been paid to design a program that aims to teach the speaking skill. In the classroom situation, EFL students should learn the language naturally and teachers should provide them with plentiful opportunity to develop as well. HayriyeKayi(2006) provides some suggestions for English language teachers while teaching oral language:

- Prepare maximum opportunity to students to speak the target language by giving a rich environment that includes collaborative work, authentic materials and tasks, and shared knowledge.

-Attempt to involve each student in every speaking activity; for this aim, practice different ways of student participation.

-Decrease teacher speaking time in class while increasing student speaking time.

-Clarify positive signs when commenting on a student's response.

-Give oral feedback like "Your presentation was really great. It was a good job. Ireally appreciated your efforts in preparing the materials and efficient use of yourvoice…"

- Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.

- Involve speaking activities not only in class but also out of class.

- Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.

- Provide the vocabulary beforehand that students need in speaking activities.

- Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

Therefore, students can improve their oral skill to express their ideas, opinions, and feelings, describe things, and to make social contact with people, and to make request and complaining.

2.15 Related to Speaking Activities

The use of English as a second language (ESL) or foreign language (EFL) in oral communication is, without a doubt, one of the most common but highly complex activities necessary to be considered when teaching the English language especially because we ―live at a time where the ability to speak English fluently has become a must, especially who want to advance in certain fields of human endeavor‖(Al-Sibai,2004, p.3).

The focus of teaching speaking, of course, is to improve the oral production of the students. Therefore, language teaching activities in the classroom should aim at maximizing individual language use (Haozhang, 1997). In the past, oral communication instruction was neglected because

of the misconception that oral communication competence develops naturally over time and that the cognitive skills involved in writing automatically transfer to analogous oral communication skills (Chaney,1998). However, Ur (1996) considered speaking as the most important skill among four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language. This indicates that using a language is more important than just knowing about it because ―there is no point knowing a lot about language if you can't use it‖ (Scrivener, 2005, p.146).

2.16 Oral Language Acquisition

Oral language acquisition is a natural process for children. It occurs almost without effort. The ability to speak grows with age, but it does not mean that such growth will automatically lead to perfection. To speak in more effective ways requires particular attention and constant practice (Zhang et al., 1995). Speaking fluency appears to develop with increased exposure to second language (L2) input (Al-Sibai, 2004). Input refers to the language data which the learner is exposed to (Zhang, 2009). Although it is widely recognized that input is very essential for language acquisition, it is not sufficient if not followed by interaction and output (the language a learner produces) because the processing of comprehension is different from the processing of production, and the ability to understand the meaning conveyed by sentences differs from the ability to use a linguistic system to express meaning. When input is negotiated and learners produce output in interaction, they selectively ―take in‖ portions of comprehensible input and choose a correct linguistic form to express themselves. This process makes it possible for the learners to internalize what they have learned and experienced (Swain, 1985, as cited in Zhang, 2009).

2. 17Oral Language Learning

For language learning to take place, there are four conditions that should exist, and they are the exposure, opportunities to use the language, motivation, and instruction.―Learners need chances to say what they think or feel and to experiment in a supportive atmosphere using language they have heard or seen without feeling threatened‖ (Willis,1996, p.7). A fact that is highlighted by second language research is that progress does not occur when people make a conscious effort to learn. Progress occurs as a result of spontaneous, subconscious mechanisms, which are activated when learners are involved in communication with the second language. The subconscious element demands a new range of activities, where learners are focused not on the language itself but on the communication of meaning (Little wood, 1984). Harmer (1982) also argued that in a communicative task, the students' attention should be focused on the content of what they are saying, rather than the form. They should use a wide variety of language. According to Ellis (2003), this can be done by involving learners in performing two types of communicative tasks: focused communicative tasks and unfocused communicative tasks. Both of these tasks seek to engage learners in using language pragmatically rather than displaying language. They seek to develop language proficiency through communication.―Through communication learners can integrate separate structures into a creative system for expressing meaning‖ (Littlewood, 1984, p.91).

2.18 Factors that Cause Speaking difficulties to EFL Learners

Zhang (2009) argues that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent

in communicating orally in English. According to Ur (1996), there are many factors that cause difficulty in speaking, and they are as follows: 1.Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy. 2. Nothing to say. Students have no motive to express themselves. 3. Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. 4. Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

In addition, Rababa'h (2005) points out that there are many factors that cause difficulties in speaking English among EFL learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going. Some learners also lack the motivation to speak English. They do not see a real need to learn or speak English. Actually ―motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he preservers‖ (Littlewood, 1984, p.53).

The development of communicative skills can only take place if learners have the motivation and opportunity to express their own identity and relate with the people around them (Littlewood, 1981). Teaching strategies also contribute to this problem as they are inadequate, and they do not put emphasis on speaking, which results in a meagre development of this skill. Besides, vocabulary items are taught in isolation, and listening materials are not used by the majority of schoolteachers because

of the large number of teachers compared with the number of cassettes available. Teacher-training programs were found to be not very successful in changing the teachers' methodology (Rababa'ah,2005).

Furthermore, all the other subjects are in Arabic, and English is seen as an academic subject only, which means exposure to the English language is insufficient. The lack of a target language environment can be considered another problem, which of course results in a lack of involvement in real-life situations. Not allowing learners to participate in discourse can be another reason for speaking difficulties. ―Children need both to participate in discourse and to build up knowledge and skills for participation‖ in order to learn discourse skills (Cameron, 2001, p.36). Furthermore, ―language is best learned when the learners' attention is focused on understanding, saying and doing something with language, and not when their attention is focused explicitly on linguistic features‖(Kumaravadivelu,2003,p.27).

It is worthy to mention that researchers recognize that learners can improve their speaking ability by developing learning strategies that enable them to become independent learners (Nakatani,2010). Littlewoods (1981) argued that some teachers use L1 for class management. Nevertheless, this can be another factor that contributes to the problem of speaking difficulties. This is because using L1 means sacrificing valuable opportunities for well-motivated foreign use. In addition, it tends to devalue the foreign language as a vehicle for communication. Learners see it as allocated to communicatively nonessential domains such as drills or dialogue practice, while the mother tongue remains the appropriate medium for discussing matters of immediate importance. Another main reason for other teachers to use L1 is vocabulary and grammar. Although their attitudes are of disagreement with L1, this is not reflected in their practice (Al-Busaidi, 1998).

2.19 The Nature of Speaking Skill

It is mentioned in the literature that, naturally, to speak means to produce some words representing one's ideas. It is a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998 in Kayi, 2006).

In line with this issue, there have been some relevant researches conducted. Burns and Joyce in Nunan(1999); Schwartz (2005); and Thornbury (2005) argue that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of mistakes are the factors commonly that hinder students from speaking.

Another study conducted by Koichi Sato (2003) finds that students of English are not highly competent in speaking because of their fear of making mistakes. The same finding is also shared by another research conducted by Ballard (1996, in JIN Yan-hua, 2007) who finds that students fail to join in the English discussion because of their vocabulary problems and fear of making mistakes resulting in their inability to speak English well. In addition, she says that students find speaking English a stressful activity especially if they have to perform something using English. The finding above confirms the results of this study as will be explained in part of the result findings.

2.20 Speaking as a Skill

For most people, the ability to speak a foreign language is fundamental to knowing that language, because speech is for them the basic means of human communication. English learners no longer expect the traditional approach of their teachers based mainly on developing grammatical competence and using the writing-based methodology popular in the past. Today, teachers are expected to provide their students with useful active knowledge of the foreign language, not just

theory about the language. The communicative approach focuses on striking a balance between fluency and accuracy and is the most suitable for those students whose aim is to gain confidence in speaking and conversational abilities.

Speaking in a foreign language has often been viewed as the most demanding of the four skills. "While listening and reading involve the ability to correctly receive messages and are therefore referred to as receptive skills, speaking and writing on the other hand, involve language production and are referred to as productive skills".

(Hamer 1995, 16) In the natural spoken students are required to be aware of characteristics of fluent speech, such as reduced forms, use of slang or idioms, fixed phrases, collocations and most importantly the pace of speech. Al of these has to be taken into consideration while practicing conversation in class. Without these, our spoken language would sound bookish and unnatural. To avoid this, it is essential to introduce and practice "real" communication with our students within the learning process. If it is neglected, it is not surprising that students are often shocked and disappointed when using a foreign language for the first time whilst interacting in foreign environment. They have not been prepared for spontaneous communication and cannot cope with all of its simultaneous demands.

Embarrassment is usually caused by students' inability to adjust to native speakers' speech. This is natural and adjures patience while learning to speak or communicate in a foreign language. However, most English learners are familiar with the fact that the best way to advance their speaking skills is adjusting to it in an English speaking environment.

2.20.1 Why speaking?

Kayi(2006) noted that "Speaking is fundamental to human communication. If the goal of a language course is truly to communicate

in English, then the speaking skill should be taught and practiced in the language classroom. It can be a lot of fun raising general learner motivation and making the classroom a dynamic and effective environment".

The communicative approach calls for increasing the students' talking time (STT) and decreasing the teachers talking time (TTT). This comes through providing the learners with opportunities to speak through cooperative independent activities.   Harmer (2001:47) says that "Communication is the central feature in teaching and learning language communication between students creates opportunities for them to participate in the negotiation of meaning, to perform a range of language functions, and to attend to both language forms and functions".

When someone says "I know English" this does not necessarily mean that he can speak English. As Scott (2005:28) points out, "It is the lack of genuine speaking opportunities which accounts for many students feeling that, however much grammar and vocabulary they "know", they are insufficiently prepared or speaking in the world beyond the classroom".

Al Mashharawi (2006:4) argues that "Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Students need to know how native speakers use language in real situations.   Diversity in interaction involves not only verbal communication but also paralinguistic elements of speech such as a pitch stress and intonation".

Bygate (1995:3) asserted that "One of the basic problems in foreign language teaching is to prepare learners to be able to use the language. How this preparation is done, and how successful it is, depends very much on how we as teachers understand our aims". Johnson & Morrow (1987:71) note that at some stage in the learning

process the focus changes from the accurate production of isolated utterances to the fluent selection of appropriate utterances in communication. The learner is now concerned with using language, not English usage. In order to do this, learners take on roles and interact with other learners, who also have roles. As a result, "The role of the teacher changes, too. Instead of being the person who provides prompts that trigger utterances of a certain structure from the students, the teacher now sets up the conditions for communication to take place. Hence, the teacher will actually assume roles to model the language for the learners, or act as someone for the learners to communicate with".

2.21 Speaking and Conversation

Although the terms "speaking" and "conversation" may seem clear, they often get misunderstood. Speaking as a skill taught at schools presents the student's ability to express his or her opinion, thoughts and ideas on a particular matter. speaking practice, which is usually based on storytelling, giving a speech or presentation, is the precondition for later successful conversation.

Nolasco (1987:3) mentions that being able to speak reasonably correct and even fluent English is one thing, but being able to engage in on-going, interactive, mentally satisfying conversation is another. Conversation is such a natural part of our lives that may people are not conscious of what happens within it. However, conversation follows certain rules which should be obeyed in order for participants to feel relaxed and be satisfied with it.

Arthur (1987:5) adds that the main purpose of conversation is the exchange of information among people. While communicating, our students may find themselves in different social situations playing various social roles and the main task for language teachers is to prepare them for these real situations they might participate in. This also includes leading

students to develop the ability to initiate and sustain conversation whenever it occurs. Giving speeches or presentations is not what we concentrate on in our lessons (Even though these are crucial prerequisites for later conversational practice, the teacher tend to focus on communicative activities as the main goal of speaking lessons. So it is very important for teachers to thin through the purpose of speaking and communicative activities being prepared for lessons and also the target group of learners.

2.22 Students' Motivation to Participate in Speaking Lessons

When students learn a foreign language, they very often accumulate a lot of knowledge (grammatical rules, lists of vocabulary items), but then they find out that they cannot actually use this language to communicate when they want to. Scrivener (2005:147) claims that there seems to be some difficulty in moving language from passive knowledge into active usage. Without experience in using the language, learners may tend to be nervous about trying to say things. Partly they may fear seeming foolish in front of others; they may worry about getting things wrong or they may want to avoid teacher's comments or correction and so on. It takes quite a long time for some students to express themselves, which leads to long embarrassing pauses while learners are trying to find out how to say what they really want to say.

One of the best ways of helping learners to activate their knowledge is to put them in "safe" situations in class where they are inspired and encouraged to try to speak a foreign language. Teachers should try to create activities in which learners feel less worried about speaking and less under pressure.

There are also motivational factors, differing from student to student, which influence their progress in the spoken language. Harmer (1991:4) distinguishes extrinsic and intrinsic motivation. He claims that

students' attitude to speaking the language may be affected by different external factors, such as people in close surroundings, previous speaking experience in a foreign language or the job opportunities offered after mastering foreign language communication. All of these represent extrinsic motivation. Although extrinsic motivation is nowadays driving force for most students, without intrinsic motivation no goal in improving the speaking skill could be achieved. Success is also based on students' willingness to learn to speak a foreign language, which may be influenced by the teacher's methods used in teaching communication and, above all, his or her personality. Considering these, teachers should realize how important role they play in encouraging the students to learn to speak a foreign language.

Students' personalities also play an important role in determining how quickly and correctly they will manage a speaking task. Those students who are risk-takers, unafraid of making mistakes, are generally more talkative but usually make many errors. Those are shy may take a long time to speak confidently, but when they finally manage it, their English contains fewer errors. The aim of both types of students is the same, indeed – to use the language correctly and fluently. To achieve this goal the teachers should try as much as they can to break the silence in the classroom and get the students speak no matter how many mistakes they make or how long it takes them to produce sentences. In order to decrease shyness while speaking in front of the whole class, students may be offered the opportunity to work in groups or pairs, which is a suitable approach for enhancing the active language use.

Harmer (1991:7) points out different motivational factors depending on the age and level of the students. University students'' and adolescents' motivation to speak a foreign language is irrelevant for the purpose of this thesis because, as mentioned above, I deal with adult

English learners and their motivational needs for a foreign language communication are substantially different from the others. I concentrate on intermediate students who represent the majority in my classes. Their English is good at this stage and they are motivated by a primary goal of achieving a more advanced level of language. They already know a lot and are able to have a conversation about everyday matters, but sometimes there might occur some problems. One of them is often the feeling that they are flooded with the new complexity of the language and cannot cope with it. Teachers, when having found this out, should focus on building u the knowledge students already have and assure them they can speak the language well enough to understand and be understood.

Ur (1991:274) declares that "motivation is very strongly related to achievement in language learning". Eager learners willing to invest effort in speaking activities are likely to make greater progress. On the contrary, those sitting silently at the des without desire to be involved in any kind of speaking activity, may find themselves unable to improve their speaking skill.

Ur (2000:281) describes some strategies to enhance students' motivation to speak in a lesson. The principal one is selecting the topic carefully to make it as interesting for students as possible. If the teacher's choice fails in the class, there should be no panic of embarrassment. The possible solution to this situation may be asking the students to vote for a topic they would be interested in talking about. Introduction a variety of tasks is also suggested for a successful and efficient speaking lesson as well as using visuals to enhance students' motivation to speak. Average pictures copied from different sorts of textbooks and workbooks do not encourage adult learners to speak anymore. Based on my teaching experience, adult learners prefer to be set into real situations, dealing with real and current news items concerning today's world and society. To

satisfy students' expectations, teachers should be supplied with a sufficient amount of authentic material, such as newspapers and magazines. For example, the speaking tasks could be based on describing newspapers photos to each other and guessing the place in the world where the action has happened. The connection between the picture and reality encourages students to express their points of view on a particular event and, at the same time the teacher's goal is achieved as well – getting students to speak and communicate with each other.

2.23 Academic Oral Presentation:

In EFL context, academic oral presentation involves oral communication using. It has been noted that people who have difficulty in communicating with people are likely to experience more anxiety in foreign language class because these people encounter many various difficulties that negatively affect their ability during the oral presentation (Horwitz 1986).

It was found that both native and nonnative speakers reported experiencing linguistic and psychological difficulties with academic oral presentation (Morita, 2000). Public speaking, in various contexts, was reported as one of the most anxious experiences one could encounter (Jackson &Latane, 1981). Thus it is not surprising that graduate EFL students experience considerable stress with academic speaking, particularly since speaking activities in general have been identified as the most anxiety-provoking activity in a foreign language classroom (Hilleson:1996).

Academic oral presentation involve complex an constant decision-making for the students from the beginning – the preparation stage, to the final stage – the presenting stage. The presenting stage is likely the most anxiety-provoking stage because much of the decision-making has to be made immediately, unless the speaker is relying on a pre-prepared script.

Moreover, it was found that a discrepancy existed between the instruction and the students about what constitutes an academic oral presentation and the goal. This may also contribute to students' anxiety about oral presentations because students will be more uncertain about the quality of their preparation and performance. Oral presentation is common task in graduate seminars in which presenters lead semi9nar discussions. An oral presentation may seem to be a straightforward activity, involving understanding the assigned material, summarizing it and presenting it to the instructor and classmates. However, it has been shown that oral presentation requires constant negotiation and decision making for it to be successful.

Part Two: Previous Studies

Many researchers are interested in the field of English language and its learning. They wrote many researches on English language generally, and in the area of speaking problem, and skill in particular. More specifically, many of these researches and have focused on EFL/ESL learners and their speaking problems.

Research done by Baneriee (2001) on EFL/ESL academic speaking, skills, and another by Bamford (2006), have found that many ESL/EFL students' academic speaking skills in English are weak. They found that their academic speaking skills are not strong enough to cope with their academic study in English – medium universities. Such students have not gained sufficient English language skills to their academic study.

The researcher agrees with these findings because it was observed that most of the Sudanese EFL learners are not able to express their opinions, comments, etc. speaking fluently in English. This point is stated in Chapter One of this study, under the subtitle the statement of the problem.

Mohammed (2007), in his PhD thesis on interaction in large Sudanese university classes found that the majority of English language teachers supported the statement that large university classes are not conductive for maintaining interaction in class. According to these findings, this is due to the fact that in the majority of these classes the seats are arranged in such.

Mohammed (2007) also demonstrated that teachers as well as students think that the present English language syllabuses in the Sudanese universities do not contain materials that encourage speaking interaction. Most of the course taught at universities visited by the researcher has more than 90% of this course in reading and writing, whereas listening and speaking receives less than 60% of total courses weight. Mohammed (2007:222).

Mohammed also found that the majority of universities do not have English language clubs to enable the students to practice speaking English out of class. According to him, this deprives most students from practicing speaking in English and from developing natural interaction in relaxed contexts.

The researcher thinks that the seating system in Sudanese universities is really not encouraging the interaction among the students. It seems difficult to speak fluently or communicate with a person you are not facing him.

Mohammed (2000), found that students of low language ability use only short forms of participation such as 'yes' 'no' or \ok' and sometimes just make a sort of murmur.

What Mohammed mentioned is true, because, through attending lectures with 4th. Year students of English Department, Faculty of Arts at Sudan University of Science and Technology, it was observed that the participation at students is mainly through 'yes/no' answers. Some of

them do not even answer by 'yes or 'no. Sometimes it is difficult to understand what they say.

Having in mind the important of appropriate use of language, including the speaking skills, Sallo (1998) in his PhD thesis at the University of Khartoum found that language use is governed by contextual factors. The study shows that language use is governed by contextual factors such as social and psychological circumstances, attitudes, subject matters and interlocutors. (1998:265).

It is true that the context plays in important role in the use of the language. Also it is well-known that the meaning of sentence in the context is different from its meaning out of the context. This supports the results of the above research.

Regarding the importance of the role of the native speakers for ESL/EFL learners and their speaking skills, Shammat (1999) further found that native speakers usually enjoy the natural prestige of being teachers, because they provide socio-cultural samples of contextualized spoken interaction. So she recommended that native speakers, if possible, should be invited to classroom from time to time.

The researcher also appreciates the role the native speakers in learning EFL, especially in the area of developing of speaking skills, the presence of native speaker of English can help the EFL learners. Through this research it was noted that the learner of English may learn many skills if he/she finds an opportunity to practice speaking English with its native speaker.

Ellis (1985) appreciates the importance of interaction between the learners of ESL/EFL and the teacher, and between the learners and themselves in teaching. The quality of this interaction is thought to have a considerable influence on learning (1985:76).

El-Haj (1995) in his M.A thesis found that good learners of EFL are distinguished from the poor ones holistically in terms of cognitive and practice and automatically in terms of a number of sub-strategies belonging to different classes. He also found that the educational level of the learner has effect on the strategies he/she uses. The educational level of the learner has been found to affect strategy uses in that as the learner advances in educational level, he/she develops quantitatively and qualitatively different behavior in the use of lexical learning strategies (1995:76).

Farouq (2008) in her M.A thesis investigated Sudanese EFL learners speaking skills needs. Her subjects are 90 students in their second, third and fourth year. She used a questionnaire as a tool for data collection. Her findings show that most subjects rank spoken English as the most important language skill.

It observed that many Sudanese EFL students believe that the speaking is the most important language skill.

In the Sudanese context of EFL, Fawzia (1983) cited in Farouq 2008:42) conducted a study on the development of communicative competence skills in foreign language learning; she related the deterioration of the Sudanese EFL students to many reasons: such as the negative influence of Arabicization of school subjects, with maximum of 4 – 6 teaching hours per week for English language. She found that reason is the shortage of productive teaching material and textbooks. It is true that the process of Arabicization participated in the deterioration of English language in Sudan. It reduced the chances of practicing and using English language.

CHAPTER THREE

METHODOLOGY

CHAPTER THREE
METHODOLOGY

3.0 Introduction

This chapter discusses the following methods of the study, description of sample and the instruments, validity, reliability and data analysis procedures. The study adopted the descriptive analytical method. One instrument tis used as primary tool for data collection. A questionnaire was distributed to four year students of English at Sudan University of Science and Technology - College of Languages).

3.1 Methodology of the Study

The researcher adopted the descriptive analytical method. One instrument has been used to collect the information of this study. A questionnaire has given to fourth year students of English at Sudan University of Science and Technology - College of Languages.

3.2 Population and Sample of the Study

The populations of this study were fourth year students of English at Sudan University of Science and Technology. A questionnaire was distributed to the students from both sexes. This questionnaire includes a covering page which introduces the topic of research identifies the researcher. It uses liker 5- point scale (strongly agree, agree, neutral, disagree and strongly disagree). A questionnaire is designed based on the questions of the study. The questions of the study were turn to statements that provide suggested answers from the students at university level were supposed to select the options which correspond to their responses. The items correspond directly to the hypotheses of the study. It is conducted to fourth year students of English at SUST, College of Languages. The answers of the responses are treated statistically for the purpose of findings.

3.3 Tools of Data Collection

The tool of study was questionnaire. A questionnaire was distributed to (30) fourth year students major of English at SUST, College of Languages.

3.4 Procedures of the Study

The researcher followed the following procedures in order to conduct this study. Initially, teachers from some of the Sudanese educational institutes were asked to respond to the questionnaire so as to glean their positive ideas about the use of cohesive learning strategy. Students of English at SUST-College of Languages were asked to respond to the questionnaire. The obtained data from the questionnaire was analyzed using the SPSS and Alpha Cornbrash's program specifically with percentile.

3.5 Validity and Reliability of the Study

The questionnaire was judged by three Ph.D. holding referees who were specialists in the study field of English. Some of the referees made some amendments, and others recommended that the questionnaire is reasonable in terms of items . In this case , the researcher will revise all amendments, and some of typing mistakes on his questionnaire were corrected.

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement will use more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures

.

3.6 Statistical Reliability of the Questionnaire

	Cronbach's Alpha	Number of Items
	0.89	12

Summary of the Chapter

This chapter has discussed the research methodology and the research tools adopted for data collection. The chapter has provided a detailed description of all the stepts and procedures followed in each tools, including population, sample, validitiy and reliability of each instruments.

CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSION

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 30 respondents who represent the fourth year students of English at Sudan University of Science of Technology – College of Languages.

4.1 The Responses to the Questionnaire

The responses to the questionnaire of the 30students were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

4.2 Analysis of the Questionnaire

The researcher distributed the questionnaire on determined study sample (30), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly disagree, disagree, neutral, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

Hypothesis One: Students have positive attitudes towards using mobile learning applications to enhance speaking skill.

Statement No. (1): The expansion of mobile phones as learning assistance offers an access to my learning resources spontaneously. **Table No (4.1) The Frequency Distribution for the Respondents' Answers of Statement.(1)**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	13	43.4	43.3	43.3
Agree	14	46.7	46.7	90.0
Neutral	1	3.3	3.3	93.3
Disagree	1	3.3	3.3	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	
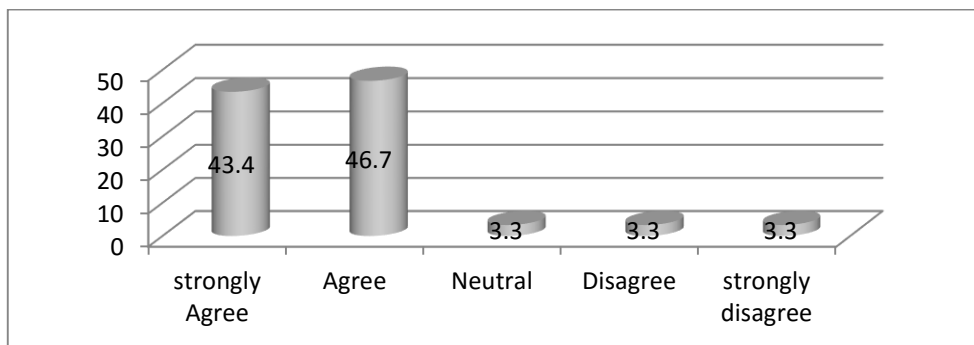
Fig (4.1) The Frequency Distribution for the Respondents' Answers of Statement.(1)

With reference to table (4.1) and figure (4.1) regarding the statement "The expansion of mobile phones as learning assistance offers an access to my learning resources spontaneously". It's clear that participants' responses to strongly agree is 43.4%, agree turned out to be 46.7% neutral is 3.3%, disagree is 3.3%, whereas strongly disagree is only 3.3%.This demonstrates that students should be well- trained in dealing with mobile apps to develop their speaking skill.

Statement No. (2): The use of mobile learning applications can activate my oral participation.

Table No (4.2)The Frequency Distribution for the Respondents' Answers of Statement.(2)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	11	36.7	36.7	36.7
Agree	16	53.4	53.3	90.0
Neutral	1	3.3	3.3	93.3
Disagree	1	3.3	3.3	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Fig (4.2)Frequency Distribution for the Respondents'

Answers of Statement.(2

With reference to table (4.2) and figure (4.2) concerning the statement "The use of mobile learning applications can activate my oral participation." It's clear that participants' responses to strongly agree is 36.7%, agree turned out to be 53.4%neutral is 3.3%, disagree is 3.3%, whereas strongly disagree is only 3.3%.This demonstrates that students should be well- trained in using mobile learning applications to enhance oral skill..

Statement No. (3): The uses of mobile applications as learning assistance which can help me improve my speaking skill.

Table No (4.3)The Frequency Distribution for the Respondents' Answers of Statement.(3)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	3	10.0	10.0	10.0
Agree	22	73.4	73.3	83.3
Neutral	3	10.0	10.0	93.3
Disagree	1	3.3	3.3	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	
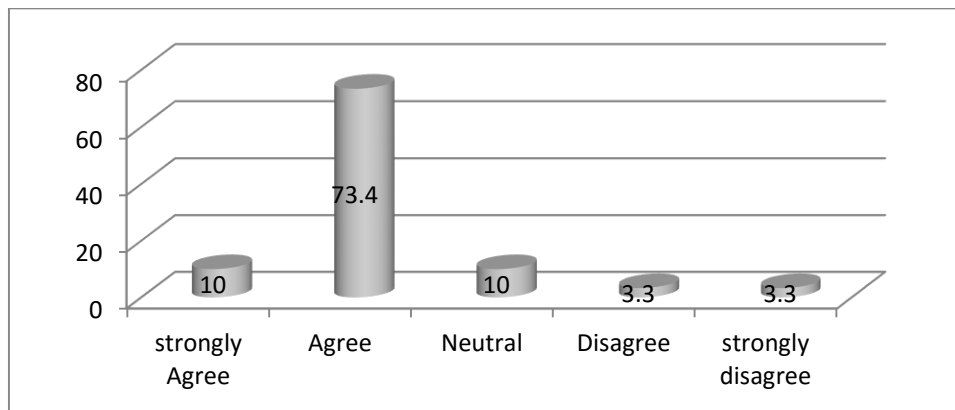
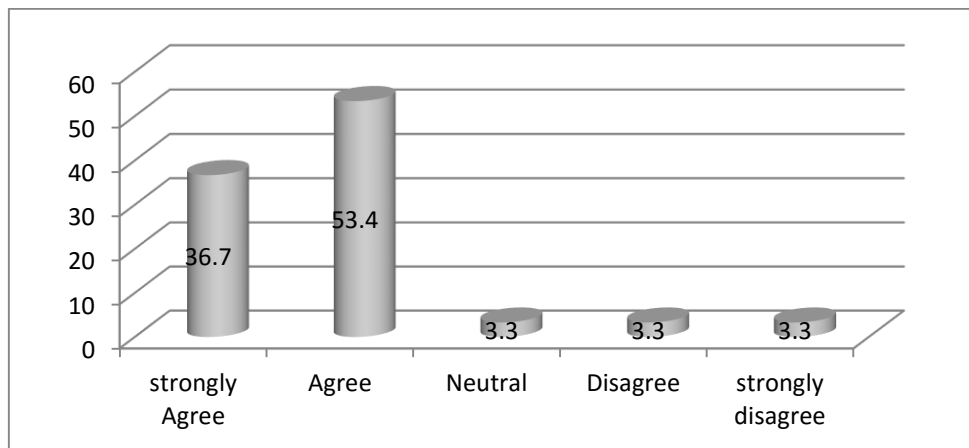**Fig (4.3) The Frequency Distribution for the Respondents' Answers of Statement.(3)**

With regard to table (4.3) and figure (4.3) concerning the statement "The uses of mobile applications as learning assistance which can help me improve my speaking skill."It's observed that participants' responses to strongly agree is 10.0%, agree turned out to be73.4%, neutral is 10.0%, disagree is 3.3%, while strongly disagree is only 3.3%.This justifies the idea that, students should be well- trained in using mobile applications to develop speaking skill.

Statement No. (4): Mobile learning applications which can use outside the classroom make me to increase my speaking skill.

Table No (4.4) The Frequency Distribution for the Respondents' Answers of Statement.(4)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	6	20.0	20.0	20.0
Agree	14	46.7	46.7	66.7
Neutral	4	13.3	13.3	80.0
Disagree	2	6.7	6.7	86.7
strongly disagree	4	13.3	13.3	100.0
Total	30	100.0	100.0	
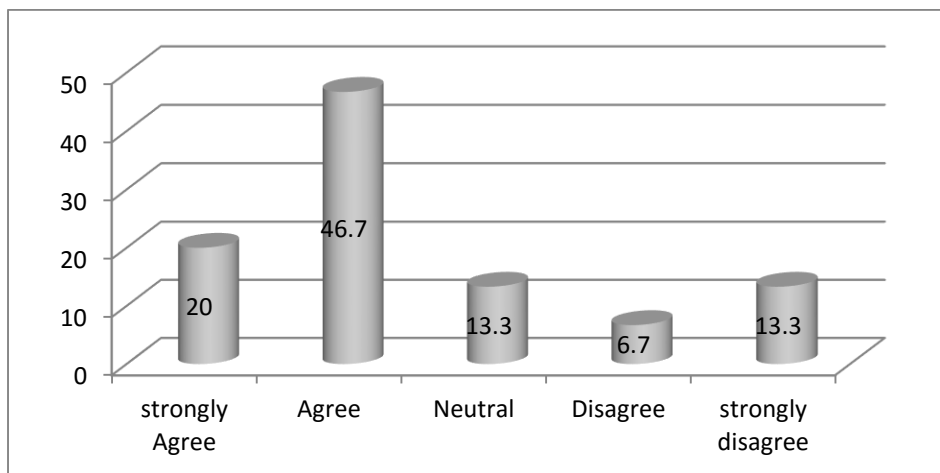
Fig.No(4.4) The Frequency Distribution for the Respondents' Answers of Statement.(4)

With regard to table (4.4) and figure (4.4) focusing on the statement "Mobile learning applications which can use outside the classroom make me to increase my speaking skill". It's noticed that participants' responses to strongly agree is 20%, agree turned out to be46.4%, neutral is 13.3%, disagree is 6.7%, whereas strongly disagree is only 13.3%.This strengthens the view of that; students should expose to speaking activities on mobile learning.

Hypothesis Two: Mobile learning Apps can significantly contribute to the development of language teaching and learning with regard to speaking skill.

Statement No. (5): Mobile learning apps develop my critical thinking in English language learning.

Table No (4.5)The Frequency Distribution for the Respondents' Answers of Statement.(5)

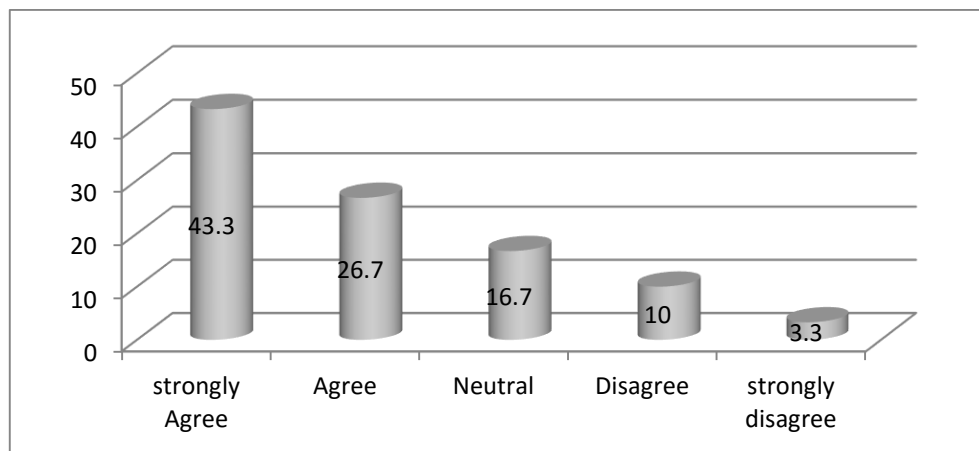| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	13	43.3	43.3	43.3
Agree	8	26.7	26.7	70.0
Neutral	5	16.7	16.7	86.7
Disagree	3	10.0	10.0	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Fig (4.5) The Frequency Distribution for the Respondents' Answers of Statement.(5)

With reference to table (4.5) and figure (4.5) concentrating on the statement "Mobile learning apps develop my critical thinking in English language learning". It's clear that participants' responses to strongly agree is 43.3%, agree turned out to be26.7%, neutral is 16.7%, disagree is

10.0%, whereas strongly disagree is only 13.3%.This indicates that students should be well- trained in developing their critical thinking.

Statement No. (6): English Pronunciation App of mobile learning is used to enhance students' speaking skill.

Table No (4.6) The Frequency Distribution for the Respondents' Answers of Statement.(6)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	7	23.3	23.3	23.3
Agree	14	46.7	46.7	70.0
Neutral	5	16.7	16.7	86.7
Disagree	1	3.3	3.3	90.0
strongly disagree	3	10.0	10.0	100.0
Total	30	100.0	100.0	
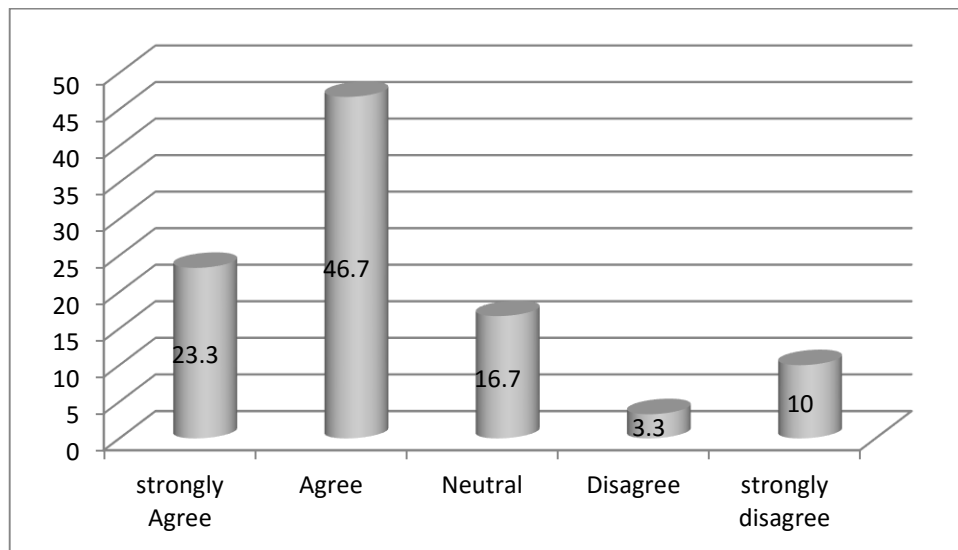
Fig (4.6) The Frequency Distribution for the Respondents' Answers of Statement.(6)

Concerning the table (4.6) and figure (4.6) referring to the statement "English Pronunciation App of mobile learning is used to enhance students' speaking skill." It's illustrated that participants' responses to strongly agree is 23.3%, agree turned out to be46.7%, neutral is 16.7%, disagree is 10%, whereas strongly disagree is only 10 %.This

demonstrates that learners should adopt English mobile learning so as to promote speaking.

Statement No. (7): Voice Recognition Technology of mobile learning helps students to be capable of practicing pronunciation of English words.

Table No (4.7) The Frequency Distribution for the Respondents' Answers of Statement.(7)

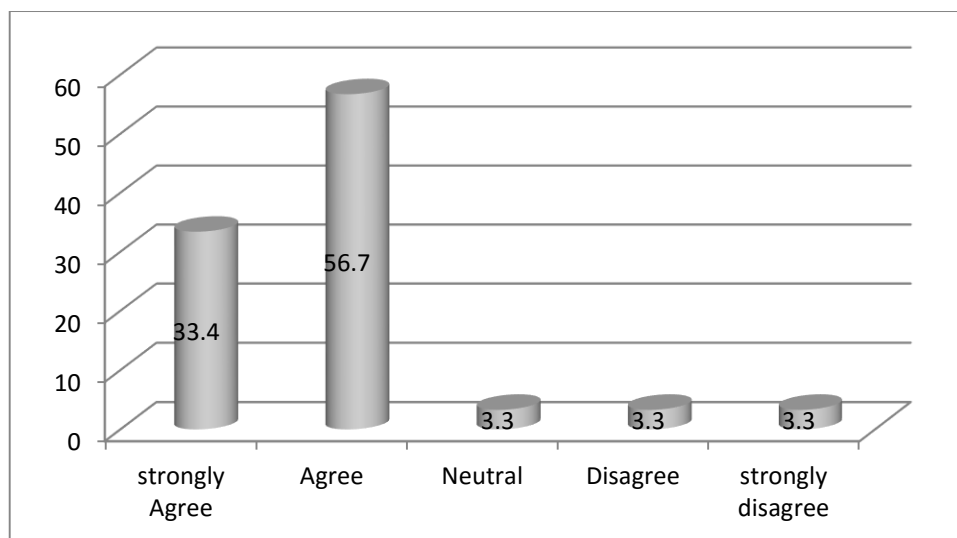| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	10	33.4	33.3	33.3
Agree	17	56.7	56.7	90.0
Neutral	1	3.3	3.3	93.3
Disagree	1	3.3	3.3	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Fig.No (4.7) The Frequency Distribution for the Respondents' Answers of Statement.(7)

With regard to the table (4.7) and figure (4.7) referring to the statement "Interference of mother tongue influences learners' interpretation of English idioms." It's showed that participants' responses to strongly agree is 33.4%, agree turned out to be56.7%, neutral is 3.3%, disagree is

3.3%,whereas strongly disagree is only 3.3%.This proves that Arab learners should avoid mother tongue interference while using idioms.

Statement No. (8): Usage of idioms that have no resemblance between the L1 and L2 is extremely difficult.

Table No (4.8)The Frequency Distribution for the Respondents' Answers of Statement.(8)

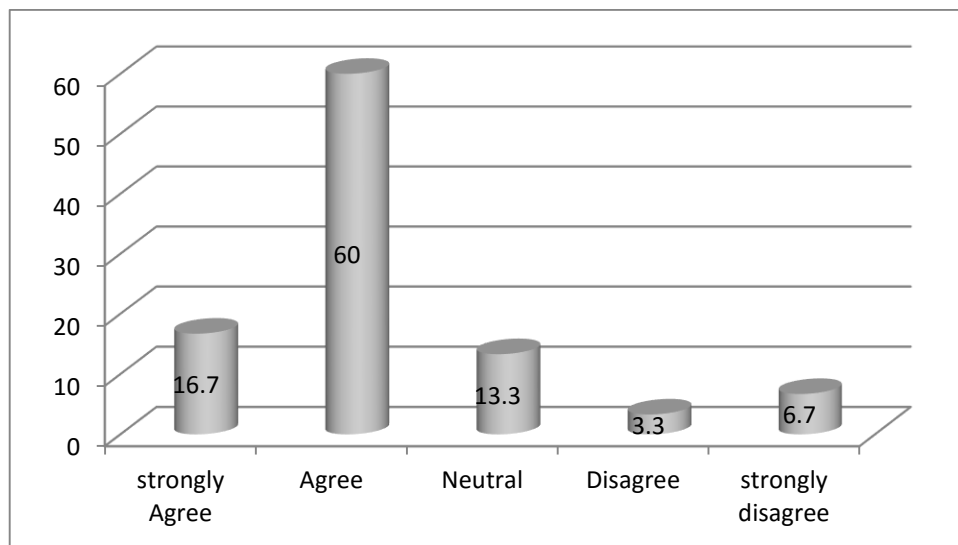| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	5	16.7	16.7	16.7
Agree	18	60.0	60.0	76.7
Neutral	4	13.3	13.3	90.0
Disagree	1	3.3	3.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Fig.No (4.8) The Frequency Distribution for the Respondents' Answers of Statement.(8)

Regarding to the table (4.8) and figure (4.8) relating to the Usage of idioms that have no resemblance between the L1 and L2 is extremely difficult". It is clear that participants' responses to strongly agree is 16.7%, agree turned out to be60.0%, neutral is 13.3%, disagree is 3.3%,

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while strongly disagree is only 6.3%.This illustrates that Arab learners should practice idioms activities.

Hypothesis Three: EFL teachers and students can potentially interact through adopting mobile learning Apps.

Statement No. (9): The use of Mobile learning applications which supported Socratic dialogue is used as an alternative solution to improve students' speaking skill.

Table No (4.9) The Frequency Distribution for the Respondents' Answers of Statement.(9)

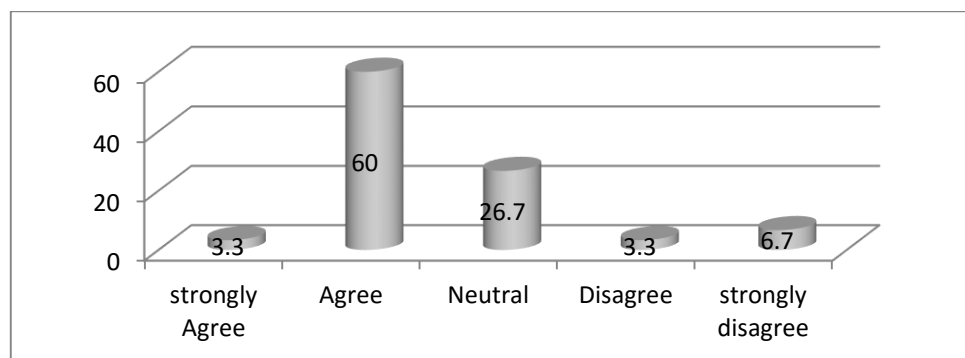| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	1	3.3	3.3	3.3
Agree	18	60.0	60.0	63.3
Neutral	8	26.7	26.7	90.0
Disagree	1	3.3	3.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Fig (4.9)The Frequency Distribution for the Respondents' Answers of Statement.(9)

With regard to the table (4.9) and figure (4.9) relating to the statement "The use of Mobile learning applications which supported Socratic dialogue is used as an alternative solution to improve students' speaking skill." It is obvious that participants' responses to strongly agree is 3.3%,

agree turned out to be60.0%, neutral 26.7%, disagree is 3.3%, while strongly disagree is only 6.3%.This emphasizes that Socratic dialogue can students' speaking skill.

Statement No. (10): Mobile learning applications are used to any learning subject by adjusting it with teaching method.

Table No (4.10) The Frequency Distribution for the Respondents' Answers of Statement.(10)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	1	3.3	3.3	3.3
Agree	14	46.7	46.7	50.0
Neutral	8	26.7	26.7	76.7
Disagree	1	3.3	3.3	80.0
strongly disagree	6	20	20	100
Total	30	100.0	100.0	
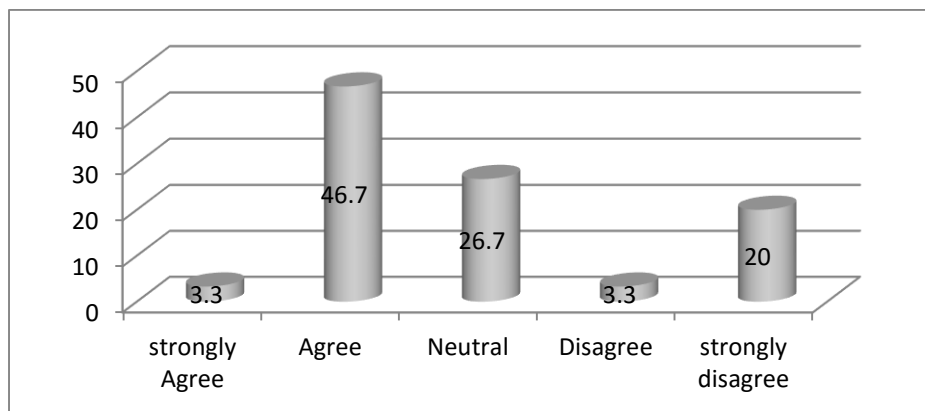
Fig (4.10) The Frequency Distribution for the Respondents' Answers of Statement.(10)

With regard to the table (4.10) and figure (4.10) relating to the statement "Mobile learning applications are used to any learning subject by adjusting it with teaching method". It is obvious that participants' responses to strongly agree are 3.3%, agree turned out to be 46.7%, neutral is 26.7%, disagree is 3.3%, while strongly disagree is only

20%.This emphasizes that students should use the method for speaking skill.

Statement No. (11): Mobile Game-Based Learning Application is designed to enhance students' listening and speaking skills.

Table No (4.11) The Frequency Distribution for the Respondents' Answers of Statement.(11)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	5	16.7	16.7	16.7
Agree	14	46.7	46.7	63.3
Neutral	6	20.0	20.0	83.3
Disagree	1	3.3	3.3	86.7
strongly disagree	4	13.3	13.3	100.0
Total	30	100.0	100.0	
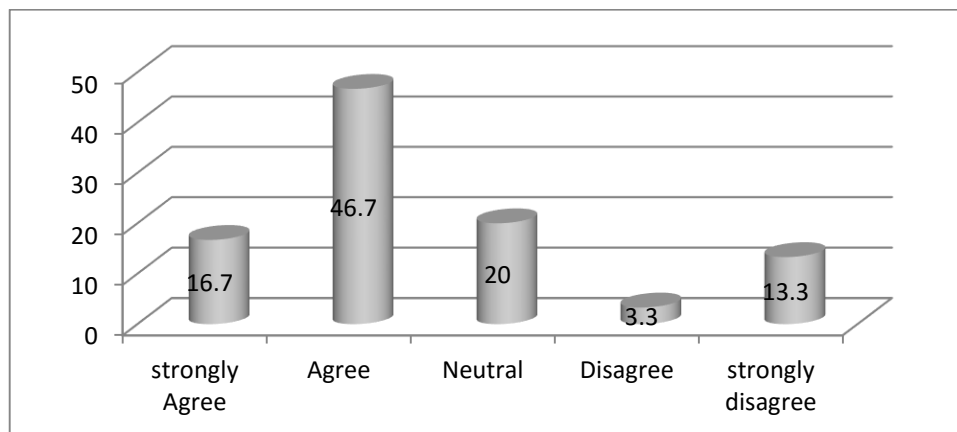
Fig (4.11)The Frequency Distribution for the Respondents' Answers of Statement.(11)

With referring to the table (4.11) and figure (4.11) relating to the statement "Mobile Game-Based Learning Applications designed to enhance students' listening and speaking skills". It is obvious that participants' responses to strongly agree is 16.7%, agree turned out to be46.7%, neutral is 20.0%, disagree is 3.3%, meanwhile strongly disagree

is only 13.3%.This shows that Mobile Game-Based Learning can increase learner's oral performance.

Statement No. (12): Mobile Learning System is applied for assisting the listening and speaking skills.

Table No (4.12)The Frequency Distribution for the Respondents' Answers of Statement.(12)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	6	20.0	20.0	20.0
Agree	11	36.7	36.7	56.7
Neutral	8	26.7	26.7	83.3
Disagree	1	3.3	3.3	86.7
strongly disagree	4	13.3	13.3	100.0
Total	30	100.0	100.0	
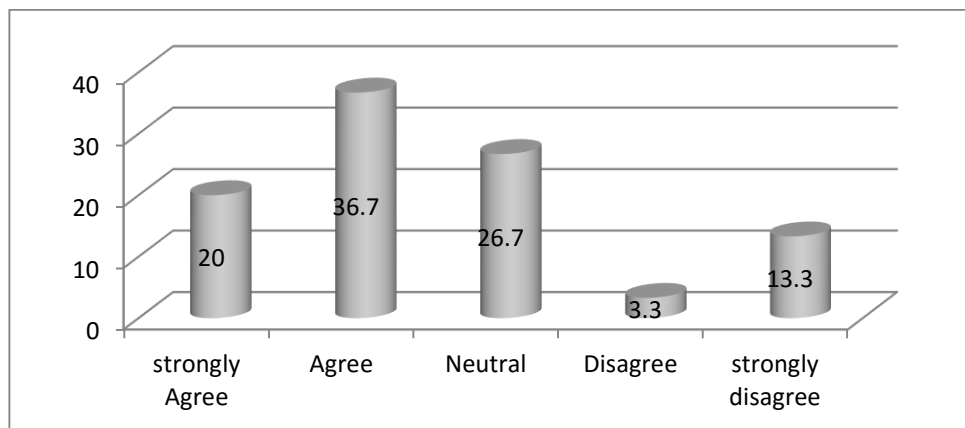
Fig (4.12)The Frequency Distribution for the Respondents' Answers of Statement.(12)

With referring to the table (4.12) and figure (4.12) relating to the statement "Mobile Learning System is applied for assisting the listening and speaking skills." It is obvious that participants' responses to strongly agree is 20.0%, agree turned out to be36.7%%, neutral is 26.7%, disagree is 33.3%, meanwhile strongly disagree is only 13.3%.This indicates that Mobile Learning System should be applied to develop speaking.

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Table No. (4.13)

Chi-Square Test Results for Respondents' Answers of the Questions

No.	Statement	mean	SD	Chi square	p-value
1	The expansion of mobile phones as learning assistance offers an access to my learning resources spontaneously.	2.5	1.3	24	0.00
2	The use of mobile learning applications can activate my oral participation.	3.5	0.6	24	0.00
3	The uses of mobile applications as learning assistance which can help me improve my speaking skill.	2.6	2.4	13	0.00
4	Mobile learning applications which can use outside the classroom make me to increase my speaking skill.	2.4	0.8	25	0.03
5	Mobile learning apps develop my critical thinking in English language learning.	3.3	0.6	21	0.00
6	English Pronunciation App of mobile learning is used to enhance students' speaking skill.	2.3	1.0	14	0.00
7	Voice Recognition Technology of mobile learning helps students to be capable of practicing pronunciation of English words.	2.5	0.6	16	0.00
	Video Caption Modes of Mobile	2.4	0.8	24	0.001

8	learning apps promotes students' speaking skill.				
9	The use of Mobile learning applications which supported Socratic dialogue is used as an alternative solution to improve students' speaking skill.	4.3	0.7	21	0.008
10	Mobile learning applications are used to any learning subject by adjusting it with teaching method.	4.2	2.4	34	0.00
11	Mobile Game-Based Learning Application is designed to enhance students' listening and speaking skills	3.5	0.7	21	0.00
12	Mobile Learning System is appliedfor assisting the listening and speaking skills.	2.0	1.7	32	0.00

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "The expansion of mobile phones as learning assistance offers an access to my learning resources spontaneously."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (24) which is

greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "The use of mobile learning applications can activate my oral participation."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (13) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "The uses of mobile applications as learning assistance which can help me improve my speaking skill."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Mobile learning applications which can use outside the classroom make me to increase my speaking skill."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (5) question was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed

with the statement "Non- literal language can thoroughly help Arab learners to comprehend English idioms.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (6) question was (14) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Unequipped with English culture is behind erroneous use of idiomatic expressions .

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (7) question was (16) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Interference of mother tongue influences learners' interpretation of English idioms.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (8) question was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Usage of idioms that have no resemblance between the L1 and L2 is extremely difficult.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (9) question was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4)

and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "The use of Mobile learning applications which supported Socratic dialogue is used as an alternative solution to improve students' speaking skill."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (10) question was (34) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Mobile learning applications are used to any learning subject by adjusting it with teaching method."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (11) question was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Mobile Game-Based Learning application is designed to enhance students' listening and speaking skills."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (32) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed

with the statement "Mobile Learning System is applied for assisting the listening and speaking skills."

Summary of the Chapter

This chapter has covered the data analysis of the study which is about investigating students' attitudes towards using mobile learning to develop speaking skill. This is done through a questionnaire to the fourth year students of English at SUST- College of Languages. Moreover, it showed the data tabulated in figures and tables. Then, interpretations were made from the collected data. Finally, the researcher has discussed the results of the study.

CHAPTER FIVE

MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

CHAPTER FIVE

MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0. Introduction

This chapter presents the answers to research questions, including the discussion of main findings. Moreover, brief recommendation and suggestions for further studies were given at the end of the chapter. To fulfill the purpose of the study, the researcher applied a questionnaire to students of English.

5.1 Main Findings

The results of this study investigate students' attitudes towards using mobile learning apps to develop speaking skill. The researcher has summarized the findings as follows;

1- The use of mobile learning applications can activate students 'oral participation.

2- The uses of mobile applications as learning assistance which can help students improve their speaking skill

3- Mobile learning applications which can be used outside the classroom to make students develop their speaking skill.

4- English Pronunciation App of mobile learning is used to enhance students' speaking skill.

5- Mobile Game-Based Learning application is designed to enhance students' listening and speaking skills.

6- Mobile Learning System is applied for assisting the listening and speaking skills.

5.2 Conclusion

This study deals with the analysis and evaluation the students' attitudes towards using mobile learning to develop speaking skill in five chapters.

In chapter one, the researcher has introduced a brief background of the study, statement of the research problems, significance of the study, objectives of the study, questions of the study, hypotheses of the study, method, population and sampling, instrument of data collection, limitations as well as tools.

Chapter two introduces the theoretical framework related to using with regard to mobile learning and speaking skill and concluding with previous studies.

Chapter three presents the research methodology one instruments of data collection has been used questionnaire for students.

In chapter four the result of the questionnaire has been analyzed statistically by using SPSS program. Then each of three questions and hypotheses have been discussed and answered respectively according to the results. Consequently, significant findings show that the uses of mobile applications as learning assistance which can help students improve their speaking skill.

Finally, in chapter five, the research summary, main findings, recommendations and suggestions for further studies have been clarified. The study has added some insights to English language learners as well as their teachers particularly in the field of education to use mobile learning apps.

5.3 Recommendations

Considering the above-stated findings and results, the researcher recommends the following:

1-The use of Mobile learning applications which supported Socratic dialogue should be used as an alternative solution to improve students' speaking skill.

2-Mobile learning applications should be used outside the classroom to develop students 'speaking skill.

3- The expansion of mobile phones as learning assistance should offer an access to students learning resources spontaneously.

4-Mobile learning apps should develop students 'critical thinking in English language learning.

5-Video Caption Modes of Mobile learning should promote students' speaking skill.

5.4 Suggestions for Further Studies

English speaking skill is still an inviting area in the field of English languages teaching learning. Thus, the researcher would like to suggest teaching of speaking skill should be modernized; teachers must adopt the appropriate techniques for teaching English speaking. Thus, teacher should play relatively more vital role in giving directions and teaching, students' improvements are mainly in the speaking activities.

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APPENDIXES

Appendix (1)

Teachers' Questionnaire

This questionnaire serves as data collection tool for a research work entitled :(**Investigating Students' Attitudes towards Using Mobile Learning Apps to Develop Speaking Skill**).I would very much appreciate if you could take the time and energy to share your experience by responding to the statements below. Your answer is very important and will be of much help for the completion of this work.

Please tick(√) in front of your choice. Your assistance is highly appreciated.

NO	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The expansion of mobile phones as learning assistance offers an access to my learning resources spontaneously.					
2	The use of mobile learning applications can activate my oral participation.					
3	The uses of					

	mobile applications as learning assistance which can help me improve my speaking skill.								
4	Mobile learning applications which can use outside the classroom make me to increase my speaking skill.								
5	Mobile learning apps develop my critical thinking in English language learning.								
	English Pronunciation App of mobile learning is used to enhance students' speaking skill.								
	Voice Recognition Technology of mobile learning helps students to be capable of practicing pronunciation of English words.								
	Video Caption Modes of Mobile learning promotes students' speaking skill.								
	The use of Mobile learning applications which supported Socratic dialogue is used as an alternative solution to improve students' speaking skill.								
	Mobile learning applications also are used to any learning subject by adjusting it with teaching method.								
	Mobile Game-Based Learning application is designed to enhance students' listening and speaking skills								
	Mobile Learning System is applied for assisting the listening and speaking skills								