

Technology – Enhanced Oral Communication Skills Learning : A Case Study in Khartoum State Secondary Schools

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ABSTRACT :

This research paper aimed at investigating the role of technology in helping secondary school English language learners in learning oral communication actively. The research paper is divided into seven main sections that contain the introduction, keywords, the materials and the methods, analysis, findings and conclusion. The main objective of this research paper is to see how can technology help in promoting the ways of learning oral communication actively in secondary schools. The method used for this study was a questionnaire and the participants who had been chosen were two hundred English language teachers. They were requested to give their views on sixteen items of the questionnaire. The following statistical instruments are used for analyzing the collected data (graphical figures, frequency distribution, person correlation co-efficient, median and non=parametric chi-square test). In order to obtain accurate results, statistical package for social sciences (SPSS) was used. The results of the study showed that over seventy five percent of the teachers' views ranged between (strongly agree / agree) and less than twenty five percent ranged between (undecided, disagree and strongly disagree). Even in figures, the response answers showed that two thousands, five hundred and forty views ranged between (strongly agree / agree). All the findings in the tables confirmed the importance and the effective role of technology in promoting the oral communication side in secondary schools. The most important findings are technological aids can improve learners' skills and make school fun. Learners can learn good pronunciation through the computer besides improving their vocabulary.

Key words: *Communicative – technology – oral – fluency – real life*

المستخلص :

هدفت هذه الورقة البحثية الى تقصي الدور الفاعل للتكنولوجيا في مساعدة دارسي اللغة الانجليزية بالمرحلة الثانوية على تعلم التخاطب الشفوي. كما تهدف كذلك الى رؤية كيفية مساعدة التكنولوجيا على الارتقاء بطرق تعلم التخاطب الشفوي بصورة فاعلة. تحتوي الورقة على سبعة أقسام تشمل المقدمة ، المفاتيح، مواد وطرق جمع البيانات، النتائج المتحصل عليها والخاتمة . ان طريقة جمع البيانات التي استخدمت في هذه الدراسة هي الاستبانة حيث تم اختيار مئتان من المعلمين طلب منهم ابداء وجهات نظرهم حول ستة عشر بنداً من بنود الاستبانة. تم استخدام الادوات الاحصائية الاتية من اجل تحليل البيانات وهي الرسومات البيانية، التوزيعات التكرارية، معامل ارتباط بيرسون واختبار مربع كاي الوسيط. ومن اجل الحصول على نتائج صحيحة فقد تم استخدام الحزمة الاحصائية للعلوم الاجتماعية. أظهرت نتائج الدراسة أن أكثر من حمسة وسبعين في المائة من وجهات نظر المعلمين تراوحت ما بين (موافق بشدة / موافق) على ما ذكر في بنود الاستبانة وأن أقل من خمسة وعشرين في المائة تراوحت وجهات نظرهم ما بين (لا أحدد / لا أوافق / لا أوافق بشده) بل حتى على مستوى الارقام فان هنالك الفان وخمسمائة وأربعون كانت ردودهم ما بين (موافق بشده / موافق). أكدت كل النتائج المتحصل عليها على أهمية دور التكنولوجيا في الارتقاء بالتخاطب الشفوي في المرحلة الثانوية. ومن بين هذه النتائج أن الوسائل التكنولوجية يمكن أن تلعب دوراً رائداً في تحسين وترقية مهارات الدارسين وكذلك يتعلم الدارسين النطق الجيد بواسطة الكمبيوتر بالاضافة الى تحسين الذخيرة اللغوية.

INTRODUCTION :

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Speaking is a crucial part of second language learning and teaching. The goal of teaching speaking should improve students' oral skills to communicate. Nowadays, many teachers agree that students should learn to speak the second language by interacting with others, "Speaking a second or foreign language has often been viewed as the most demanding of the four skills" (Belly and Sarage, 1994.p.vii). For this case, students should master several speaking competences such as pronunciation, grammar, vocabulary and fluency. In brief, English teachers should be creative in developing their teaching learning process to create good atmosphere, improve the students'

speaking skills and make English lessons more exciting. According to Daniel Son (2007), tools of technology such as computers, computer laboratories, video players, overhead projectors and data show projectors are important tools and using them becomes an important responsibility of today's teacher (p.36). Also, the study of Mahfouz and Ihmeideh (2009) indicated that using video and text chat can give learners more opportunities to make real life communication and authentic interaction with native speakers. The theme of this study centers on investigating the role of technology in helping secondary school learners in Khartoum state in learning oral communication actively. No doubt, secondary school English language learners find many difficulties when they talk to each other or to their

teachers. Sometimes they lack confidence to do that. Sometimes, they feel afraid and anxious in addition to the absence of motivation among some of them. It is hoped that, this investigation will focus on the real and active role of technology in helping the learners positively. The researcher aims at creating a new environment of oral communication that must translate a set of beliefs, values and assumptions regarding power, education, and cognition into course contents, teaching practices and learning experiences. This study aims to point out to save good and updated ways of learning oral communication actively. That will have the power to make a real effect on the learners' communicative activities to be undertaken during the course as well as seeking the best ways of oral communication according to learners' realities and society's demand. Again, this paper aims to answer the following research question:

1-To what extent is technology used to enhance the quality of oral communication through using native speaking oral material

Materials and Methods

This section introduces the research methodology used for this study and how it has guided data collection, analysis and development of theory. It provides information about the specific steps or procedures taken by the researcher to evaluate the data. In general, the goal of a methodology section is to explain what analytical tools are to be employed in the paper to answer the initial paper question.

3.1. The Tool for Data Collection

One method was chosen for this study. A questionnaire was administered for English language teachers because they are the central part of the educational process.

The reason for choosing it was to reach out a large number of teachers. Questionnaires are often used in schools and other situations when a large number of informants are required (Troost, 2001:10). The questionnaire is in English language with multiple choice questions. The answers in the questionnaire have been compiled in a quantitative way and the results are shown in numbers and percentages.

The Participants

The participants of this study were 200 English language teachers at secondary schools, of these teachers 147 (73.5%) were males and 53 (26.5%) were females. The teachers were selected from different categories. Some of them were supervisors and others were well experts. Some of them work in governmental schools whether model or geographical schools while the others work in private schools. The researcher believes that through these experiences, these teachers could provide more justified responses to the questionnaire. A 16 item questionnaire was designed and administered. The respondents indicated their degree of agreement on a 5 – point likert scale that ranged from strongly disagree (1) to strongly agree (5). It consists of two parts: Part one is about background information of the English language teachers; part two is about teachers'

views on the role of technology in helping secondary school learners in Khartoum state in learning oral communication actively.

Procedure: Validity of the questionnaire

Vital and Jansen (2001:32 – 33) argue that validity is an attempt to “check out whether the meaning and interpretation of an event is sound or whether a particular measure is an accurate reflection of what you intend to find out, while reliability is about the consistency of a measure. Score or rating”. The questions have been formulated after a review of the relevant literature and other studies that have carried out surveys for similar purposes. To assess the validity of the questionnaire, it was evaluated by experts in the areas of educational research and teaching English as a foreign language for their comments and recommendations. All of them were Ph.D holders except one who is M.A holder. These experts were Prof Mahmoud Ali, Prof Abdella Yasin, Prof. Ali Khalid Mudawi, Dr. Mohammed Eltayeb, Dr. Alshefa Abdelgadir Hassa. All of them are from Sudan University of science and Technology while the M.A holder is from Ahfad University. The experts were supplied with copies of the questionnaire to give any changes that they considered necessary. Their comments and recommendations were taken into account.

3.4: Reliability of research tools

The reliability of any test is to obtain the same results of the same measurement that is used 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 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 accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability. (Computer Desktop Encyclopedia – 2015)

1-Split – half by using Spearman – Brown equation

2-Alpha – Cronbach coefficient

3-Test and Re-test method

4-Equivalent images method

5-Guttman equation

Reliability is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0 – 1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for. The researcher calculated the validity statistically using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The researcher calculated the reliability coefficient for the measurement, which was used in the questionnaire using (split-half) method. This method stands on the principle of dividing the answers of the sample individuals into two parts, i.e. items of the odd numbers e.g. (1, 3, 5, ...) and answers of the even numbers e.g. (2,4,6 ...). Then Pearson correlation coefficient between the two parts is calculated. Finally, the (reliability coefficient) was calculated according to Spearman-Brown Equation as the following:

$$\text{Reliability Coefficient} = \frac{2 \times r}{1 + r}$$

r = Pearson correlation coefficient

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed about (20) questionnaires to the respondents. In addition, depending on the answers of the pre-test sample, the above Spearman – Brown equation was used to calculate the reliability coefficient using the split – half method; the results have been showed in the following table.

Table No.(1)The statistical reliability and validity of the pre-test sample about the study questionnaire

	Reliability	Validity
Overall questionnaire	0.80	0.89

Source: The researcher from applied study, SPSS Package, 2014

It is noticed from the results of the above table that the reliability and validity coefficients for pre-test sample individuals about each questionnaire's item and for overall questionnaire are nearest to one?. This indicates the high validity and reliability of the answers. So, the study questionnaire is valid and reliable, and that will give correct and acceptable statistical analysis.

In response to the research paper question:

1-To what extent is technology used to enhance the quality of oral communication through using native speaking oral material?

The following results were concluded according to the following distribution of the tables.

Table (3-5): Frequency distribution table for five hypothesis

No	Statements	Number & Percent				
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	Technological aids can improve learners' skills and make school fun	121 60.5%	63 32.0%	7 3.5%	7 3.5%	1 .5%
2	Learners can learn good pronunciation through the computer	91 45.5%	80 40.0%	15 7.5%	12 6.0%	1 0.5%
3	Learners like listening to the computer better than listening to the teacher	67 33.5%	62 31.0%	39 19.5%	24 12.0%	8 4.0%
4	computer can help learners in learning and improving vocabulary	77 38.5%	94 47.0%	12 6.0%	14 7.0%	3 1.5%
5	Computer can help learners in having fluency	73 36.5%	79 39.5%	24 12.0%	19 9.5%	5 2.5%
6	Some software programmes provide learners with a rich resource for listening and speaking	83 41.5%	95 47.5%	16 8.0%	5 2.5%	1 .5%
7	Video is a good way for learning oral communication	85 42.5%	90 45.0%	15 7.5%	8 4.0%	2 1.0%
8	Video encourages learners to improve their oral skills	88 44.0%	88 44.0%	17 8.5%	6 3.0%	1 .5%
9	Some web sites offer chances for learners to listen to dialogues and respond to real life situation	93 46.5%	82 41.0%	19 9.5%	6 3.0%	0 0.0%
10	Computer can help learners in improving their spoken English	76 38.0%	91 45.5%	17 8.5%	13 6.5%	3 1.5%
11	Teachers usually obtain much of the information electronically	74 34.5%	69 34.5%	32 15.2%	19 9.0%	6 2.8%

		37.0%		16.0%	9.5%	3.0%
12	Computer usually provides highly motivational activities for students	50 25.0%	82 41.0%	36 18.0%	24 12.0%	8 4.0%
13	Technology helps the learners in obtaining much of the information electronically	74 37.0%	81 40.5%	34 17.0%	9 4.5%	1 .5%

14	Learners usually prefer using the internet to communicate with others via E-mail	65 32.5%	80 40.0%	33 16.5%	16 8.5%	6 3.0%
15	Technology enhances the quality of oral communication because the learners spend much of the time on the computer	57 28.5%	89 44.5%	33 16.5%	13 6.5%	7 3.5%
16	Technology enhances the quality of oral communication because learners enjoy using a video camera during speaking	54 27.0%	86 43.5%	37 18.5%	15 7.5%	5 2.5%

Source: The researcher from applied study, SPSS Package, 2014

From the above table, it is noticed that the greatest responses were rated between (strongly agree) and (agree) about the sixteen items of the questionnaire. In other words, about (2540) from the total number of the answers which is about (3200) were

either (strongly agree) or (agree) about the items of the questionnaire. The results, here in brief, confirmed the importance of introducing technology in learning oral communication actively in secondary schools.

Table No.(3): The median of respondents' answers about the question of the research paper

No	Question	Median	Result
1	Technological aids can improve learners' skills and make school fun	5	Strongly Agree
2	Learners can learn good pronunciation through the computer	5	Strongly Agree
3	Learners like listening to the computer better than listening to the teacher	5	Strongly Agree
4	Computer can help learners in learning and improving vocabulary	4	Agree
5	Computer can help learners in having fluency	4	Agree

6	Some software programmes provide learners with a rich resource for listening and speaking	4	Agree
7	Video is a good way for learning oral communication	4	Agree
8	Video encourages learners to improve their oral skills	4	Agree
9	Some web sites offer chances for learners to listen to dialogues and respond to real life situation	5	Strongly Agree
10	Computer can help learners in improving their spoken English	4	Agree
11	Teachers usually obtain much of the information electronically	5	Strongly Agree
12	Computer usually provides highly motivational activities for students	4	Agree
13	Technology helps the learners in obtaining much of the information electronically	4	Agree
14	Learners usually prefer using the internet to communicate with others via E-mail	4	Agree
15	Technology enhances the quality of oral communication because the learners spend much of the time on the computer	4	Agree
16	Technology enhances the quality of oral communication because learners enjoy using a video camera during speaking	4	Agree

Table (3) shows that:

- The calculated value of the median for the respondents' answers of the 1st question is (5). This value means that, most of the respondents' strongly agree that "Technological aids can improve learners' skills and make school fun".
- The calculated value of the median for the respondents' answers of the 2nd question is (5). This value means that, most of the respondents' strongly agree that "Learners can learn good pronunciation through the computer. The calculated value of the median for the respondents' answers of the 3rd question Strongly agreed is (5). This value means that, most of the respondents' strongly agree that "learners like listening to the computer better than listening to the teacher".
- The calculated value of the median

for the respondents' answers of the 4th question is (4). This value means that, most of the respondents agree that "computer can help learners in learning and improving vocabulary".

- The calculated value of the median for the respondents' answers of the 5th question is (4). This value means that, most of the respondents' agree that "Computer can help learners in having fluency".

- The calculated value of the median for the respondents' answers of the 6th question is (4). This value means that, most of the respondents' agree that "Some software programmes provide learners with a rich resource for listening and speaking".

- The calculated value of the median for the respondents' answers of the 7th

question is (4). This value means that Video encourages learners to improve their oral skills”.

- The calculated value of the median for the respondents’ answers of the 8th question is (4). This value means that, Video encourages learners to improve their oral skills ”.

- The calculated value of the median for the respondents’ answers of the 9th question is (5). This value means that, some web sites offer chances for learners to listen to dialogues and respond to real life situation”.

- The calculated value of the median for the respondents’ answers of the 10th question is (4). This value means that, most of the respondents agree that “Computer can help learners in improving their spoken English ”.

- The calculated value of the median for the respondents’ answers of the 11th question is (5). This value means that, most of the respondents’ are strongly agree with that “Teachers usually obtain much of the information electronically ”.

- The calculated value of the median for the respondents’ answers of the 12th question is (4). This value means that, most of the respondents’ “strongly agree that “Computer usually provides highly motivational activities for students ”.

- The calculated value of the median for the respondents’ answers of the 13th question is (4). This value means that, most of the respondents agree that “Teaching helps the learners in obtaining much of the information electronically The calculated value of

the median for the respondents’ answers of the 14th question is (4). This value means that, most of the respondents’ agree that “Learners usually prefer using the internet to communicate with others via E-mail”.

- The calculated value of the median for the respondents’ answers of the 15th question is (4). This value means that, most of the respondents’ agree that “Teaching enhances the quality of oral communication because the learners spend much of the time on the computer”.

- The calculated value of the median for the respondents’ answers of the 16th question is (4). This value means that, most of the respondents’ agree that “Teaching enhances the quality of oral communication because learners enjoy using a video camera during speaking ”.

The above results do not mean that all the respondents in the sample “Agree” with the question because as it is mentioned in the table ,there are some respondents who disagree with the question. So, to test the statistical significance of the differences among the answers of the respondents for the question of the research paper, the chi-square test is used to indicate the differences for each question of the fifth hypothesis. Table No.(4) explains the results of the test for the questions as follows:

Table No.(4)Chi-square test results for respondents' answers about the research paper question

No	Questions	Degree of freedom	Chi-square value
1	Technological aids can improve learners' skills and make school fun	4	126.44
2	Learners can learn good pronunciation through the computer	4	150.70
3	Learners like listening to the computer better than listening to the teacher	4	149.56
4	computer can help learners in learning and improving vocabulary	4	129.11
5	Computer can help learners in having fluency	4	127.17
6	Some software programmes provide learners with a rich resource for listening and speaking	4	102.80
7	Video is a good way for learning oral communication	4	141.80
8	Video encourages learners to improve their oral skills	4	132.10
9	Some web sites offer chances for learners to listen to dialogues and respond to real life situation	4	151.30
10	Computer can help learners in improving their spoken English	4	132.00
11	Computer can help learners in improving their spoken English	4	106.7
12	Computer usually provides highly motivational activities for students	4	178.90
13	Teaching helps the learners in obtaining much of the information electronically	4	140.78
14	Learners usually prefer using the internet to communicate with others via E-mail	4	63.70
15	Teaching enhances the quality of oral communication because the learners spend much of the time on the computer	4	70.60
16	Teaching enhances the quality of oral communication because learners enjoy using a video camera during speaking	4	38.00

Source: The researcher from applied study, 2014

Result

According to the table, we can demonstrate the results as follows:

- The calculated value of chi-square for the significance of the differences for

the respondents' answers in the 1st question was (126.44) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is mentioned in table No.(4), this indicates

that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that “Technological aids can improve learners’ skills and make school fun”.

■ The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 2nd question was (150.70) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is mentioned in table No.(4), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that “learners can learn good pronunciation through the computer”.

■ The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 3rd question was (149.56) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is mentioned in table No.(4), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that “Learners like listening to the computer better than listening to the teacher”.

■ The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 4th question was (129.11) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the

significant value level (1%) which was (13.28). According to what is mentioned in table No.(4), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that computer can help learners in learning and improving vocabulary”.

■ The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 5th question was (127.17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is mentioned in table No.(4), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who either or with that “Computer can help learners in having fluency”.

■ The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 6th question was (102.80) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is mentioned in table No.(4), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree with that “Some software programmes provide learners with a rich resource for listening and speaking”.

■ The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 7th

question was (141.80) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is mentioned in table No.(4), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agreed that “Video is a good way for learning oral communication ”.

■ The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 8th question was (132.10) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is mentioned in table No.(4), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree with that “Video encourages learners to improve their oral skills”.

■ The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 9th question was (132.00) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is mentioned in table No.(4), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree with that “Computer can help learners in improving their spoken English”.

■ The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 10th question was (63.70) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is mentioned in table No.(4), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that “Computer can help learners in improving their spoken English ”.

■ The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 11th question was (106.60) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is mentioned in table No.(4), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that “Computer can help learners in improving their spoken English ”.

■ The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 12th question was (178.90) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is mentioned in table No.(4), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree

that “Computer usually provides highly motivational activities for students”.

■ The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 13th question was (140.78) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is mentioned in table No.(4), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that “Teaching helps the learners in obtaining much of the information electronically”.

■ The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 14th question was (63.70) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is mentioned in table No.(4), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that “Learners usually prefer using the internet to communicate with others via E-mail”.

■ The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 15th question was (70.60) which is greater than the tabulated value of chi-square at

the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is mentioned in table No.(4), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree that “Technology enhances the quality of oral communication because the learners spend much of the time on the computer”.

■ The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 16th question was (38.00) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is mentioned in table No.(4), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree with that “Teaching enhances the quality of oral communication because learners enjoy using a video camera during speaking

From the above mentioned results, we note that the research paper question was achieved, and to check the achievement of all items, we see that the number of the questions is (16), and for each question there are (200) answers, so the total number of answers is (3600) answers. The following table summarizes these answers:

Table No (5) The frequency distribution for the respondents' answers about all questions of the research paper

Answer	Number	Percent
Strongly Agree	1220	38.1
Agree	1320	36.7
Undecided	386	10.7
Disagree	210	5.8
Strongly disagree	58	1.6
Total	3600	100.0

Source: The researcher from applied study, 2014

It is clear from table No.(5) that there are (1220) answers with percentage (38.1%) strongly agree about all questions that are related to the research paper question, (1323) answers with percentage (36.7%) agree on that, (386) answers with percentage (10.7%) undecided about that, while (210) answers with percentage (5.8%) disagree; also (58) answers with percentage (1.6%) strongly disagree about that. The value of chi-square test for the significant differences among these answers was (4307.18) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is mentioned in table No.(5), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who agree with the research paper question.

From the above results, it is clear that the question of the research paper

1-To what extent is technology used to enhance the quality of oral communication through using native speaking oral material? We see that the result is fulfilled.

Discussion

It becomes clear from the results, a great of the respondents confirmed their views between (strongly agree & agree). The results ensured the importance of introducing technology in teaching as well as learning oral communication in secondary schools. Otherwise, oral communication will become a real problem facing our students in secondary schools in Khartoum state. Moreover, learning oral communication will be passive instead of active.

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