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Investigating the Role of ipad Applications in Enhancing Students Oral skills From Teachers' Perspectives' in Khartoum state

تقصي دور تطبيقات الايباد في تطوير المهارة الشفهية لدى طلاب المدارس من وجهة

نظر الآساتذة في ولأية الخرطوم

A Thesis Submitted in Fulfillment of the Requirements for MA Degree in English Language (In Linguistics)

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Dedication

To my Mum, fiance and to the rest of my family members and friends as well.

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praise be to Allah(Subhanhu wa Tala) who granted me the strength and ability to peruse this study . I'm very grateful to my supervisor Dr. Abbas Mukhtar Mohamed Badawi who spared his effort in guiding , supporting and encouragement throughout the stages of this study. My thankfulness is due to all of teaching and non –teaching staff of Sudan University – College of Languages.

Abstract

This study aims at investigating the teachers' perspective towards using Ipad Apps to develop Students' oral skill. The researcher has adopted descriptive analytical method. A questionnaire has been used as primary tool for collecting data relevant to the study. The study sample of the questionnaire composed of (30) English teachers at Khartoum Sate. The researcher applied SPSS programme to analyze and verify the hypotheses. The results have shown that using Ipad Apps is regarded as a very interesting tool for improving students' speaking skill. Moreover it provides students with samples of real life communication. The study has recommended that teachers can use Ipad Apps in EFL classroom to help students to understand the native speakers in their real situation and recognize the diversity of culture due oral communication. Furthermore Teaching of oral skill should be modernized and teachers should be trained to use Ipad apps in EFL classroom. Some suggestions are also proposed for further studies.

Abstract

(Arabic Version)

هدفت هذه الدراسة لتقصي وجهة نظر المعلمين حول أستخدام تطبيقات الاياد لتطوير مهارات الطلاب الشفهية. حيث أستخدمت الباحثه المنهج الوصفي التحليلي. استخدام الاستبيان لجمع البيانات ذات الصلة بالدراسة. أختيارت الباحثه عينة الدراسة عشوائيا و تمثلت في (30) مدرساً للغة الإنجليزية في المدارس العالميه داخل ولاية الخرطوم. قامت الباحثة بتطبيق برنامج SPSS لتحليل البيانات والتحقق منها. أظهرت النتائج أن أستخدام تطبيقات الاياد يعتبر أداة مهمة للغاية لتطوير مهارات التحدث لدى الطلاب. علاوة على ذلك ، تزود الطلاب بنماذج حقيقة للتخاطب. كما أوصت الدراسة بضرورة أستخدام تطبيقات الاياد في حجره الدراسة لدي الطلاب حيث يساعدهم ذالك على التعرف وفهم تنوع الثقافة بسبب التواصل الشفهي بالاضافه الي انه يجب علي الاساتذه أستخدام وسائل حديثة لتدريس المهارة الشفهية والتدرب علي أستخدام تطبيقات الاياد داخل حجره الدراسة.

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1.0 Overview

This introductory chapter is an overview of the research. It includes the background of the study, the statement of the study problem, objectives of study, the questions of the study, the hypotheses of the study, significance of the study, and limits of the study, research methodology.

1.1 Background of the study

Information and communication technology has evolved recently on a very quick scale and started to be part of our daily lives. People started paying attention to it in the last decade when they saw that it can be useful in almost every aspect in their lives, starting from the houses to the markets and from small institutions to bigger industries. What is most important is that ICT has infiltrated the majority of the world countries and people are no longer able to separate themselves from its tools such as audio-visual systems, internet, and others.

With the increasing importance attached to speaking as part of one's language competence within the Communicative Language Teaching paradigm, the teaching of speaking skills in second language learning has become a burgeoning area of research over the past two decades. Speaking is a vital, yet difficult, skill to be acquired in a language class as it poses a great number of challenges to second language learners for a few reasons (Luoma, 2004; Bozatlı, 2003; Feng, 2007). First, it encompasses a complex cognitive processing task that is difficult for L2 learners to accomplish (Bygate, 2006, 2009; Saint-Leger, 2009). As such, it requires learners to employ linguistic, non-linguistic, and contextual parameters such as body language, mimics, and gestures in an effective

way to construct meaning by producing utterances. Second, there are some psychological factors that come into play during L2 learners' oral performance such as anxiety and self-confidence (Aydın, 2001; Cheng, 2005; Wilson, 2006). As there is an inverse relationship between anxiety and self-confidence, it is of paramount importance for practitioners to employ speaking tasks that can reduce learners' anxiety levels and foster a sense of achievement, which, in turn, increases their self confidence (Saint-Léger, 2009; Graham, 2004). In addition to the cognitive demand and other psychological factors, another challenge with speaking is that in the context where English is taught as a foreign language (EFL), learners have a limited number of opportunities to use the language outside of the class, if not any at all. Thus, language educators need to find ways to extend the speaking practice out of class to expose their learners to the target language more, rather than merely rely totally on in-class activities (O'Malley & Pierce, 1996).

Although several studies have explored the utilization of ipad apps in foreign language speaking classes as a way of increasing learners' exposure to the target language, the majority of these studies either only focused on learners' perceptions of the incorporation of digital applications into speaking classes, or were conducted in an ESL context, where learners might have had many other opportunities to practice the target language. Besides, few attempts, if any at all, have been taken to research the relative contribution of ipad apps to learners' oral performance, in particular fluency, in an EFL speaking class.

On the grounds of these reasons, the present study seeks to examine the effectiveness of using ipad apps to develop EFL students' oral skill, in particular, on fluency. The study will offer insights into the implementation of ipad apps in EFL speaking classes.

1.2 Statement of the Study problem

This study investigates the role of using ipad apps to develop EFL students' oral skill. Ipad apps can be fruitful for all teachers and students who are eager to enhance their classroom abilities and knowledge. Teachers of English do not use ipad apps in their classroom. Therefore, it is a major provider with the largest amount of educational benefits. EFL students can benefit from the exposure to educational digital videos to improve their oral communicative competence; however, our educational institutions are not paying attention to its benefit and are ignoring it in their process of teaching the English language. So the effectiveness of ipad 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.

1.3 Objectives of the Study

This study sets out to achieve the following objectives:

1. It attempts to high-light on use of ipad apps affects EFL students' fluency in oral performance?

2. It attempts to find out the use of ipad 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 ipad apps.

1.4 Questions of the Study

The study sets out to answer the following questions:

1. To what extent can the use of ipad apps affect EFL students' fluency in oral performance?

2. To what extent can ipad apps make EFL students to cope with the culture of native speakers to promote understanding of oral text?

3. How can EFL teachers and students interact through utilizing ipad Apps?

1.5 Hypotheses of the Study

The study sets out to test the following hypotheses:

1. The use of ipad apps can positively affect EFL students' fluency in oral performance.

2. Ipad Apps can significantly make EFL students to cope with the culture of native speakers to promote understanding of oral text.

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

1.6 Significance of the Study

This study is very significant because it shows how the use of ipad 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 ipad 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 aims to reveal what links listening comprehension with ipad Apps, and how it can be an effective tool to develop the oral performance.

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' oral communication, 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.

1.7 Scope of the Study

This study will be limited to investigate the teachers' perspective towards using ipad apps to develop EFL students' oral skill. It hoped that will tentatively cover the academic year (2019-2020). It will be conducted at International schools , and study sample will be exclusively drawn from Cambridge International schools teachers in Khartoum.

1.8 Methodology

The researcher adopted the descriptive analytical methods. A questionnaire is used as main tools for data collection. It was distributed to international schools teachers.

CHAPTER TWO

LITERATURE REVIEW AND PRVIOUS STUDIES

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LITERTURE REIEW AND PRVIOUS STUDIES

2.0 Introduction

This chapter discusses the theoretical aspects related to investigating the teachers' perspective towards using Ipad Apps to develop students' oral skill. It also presents some previous studies which were conducted in the same field.

2.1 The Idea of Mobile Learning

Several Forms of Learning have recently emerged due to the spread of the electronic knowledge among students in all phases of education. As general and special Wireless Communications have been invested (Al-Hamami, 2006).

2.3 Types of Communication Mobile Devices

Al-Omari (2012) mentions several types of Learning Mobile Devices which can be used in the educational process to take advantage of its several features which are as follows:

1. Mobile Phones: Mobile or Cellular Phones are means of communications which depends on wireless communication and it can be portable within a certain area covered with Wireless Broadcasting Network.

2. Tablet Personal Computers: It is type of computers, which its size is equal to the size of the palm approximately. It can be portable and used in storing and reviewing the text data and multimedia. It can be used as Desktop Computer with all of its applications.

3. Laptop: It is type of Computers, which its size is slightly larger than the Tablet Personal Computer and it has nearly the same features, but its storage capacity may be greater than the Tablet Personal Computer.

4. Personal Digital Assistants (PDAs): They are portable computer devices which are used to store and organize the data, to organize the personal appointments, to prepare lists of the personal tasks, to write notices, to be able to run text format programs, calculation tables,

games and reading the E-Books, to communicate the world wide web and to send and review the emails.

This development has led to learners rush on acquisition the mobile devices and dealing with them in some way due

to its features which distinguished it from the other technological devices as mentioned by Al-Rwaily (2014): such as light weight and easy portability; Providing a lot of Educational Applications and the speed of its downloading through the Application Store which contains more than 65000 education application; access to the information sources, E-books, Images, Maps and others easily and quickly and the possibility of using these devices as educational and personal tool for the learner in anytime and anywhere as it combines the features of the mobile phone and computer.

2.4 Ipad Device in Education

Ipad Device is one of the modern techniques internationally deployed and considers one of the mobile learning forms. Whereas (Irelan&Woollerton, 2010) identifies it as tablet computer device including touch screen to allow users to control the device using fingers. Al-Rwaily (2014) adds that the Ipad Device is working by IOS System and running several types of multimedia such as newspapers, magazines, digital books, video, music, games and all iPhone Programs.

In 2010, iPad Device appeared as invocations of era which stunned the world, so its usage has been activated in several fields, as (Huber 2012) points that the device was designed to be a source of the books and movies and operator for applications, music and Internet. (Irelan& Woollerton, 2010) has mentioned that the iPad Device has a role in providing some of the facilities in the educational process, as students can be able to choose the audible and visual materials to commensurate their needs, uploading and sharing information with others, using it as a device to present the information and presentations due to its containing easy to use applications.

2.5 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)

2.6 Oral 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).

2.7 Advantages of Using Ipad Device in Education

Du'mus (2011) points to that there are several reasons require that using of the modern techniques represented in ipad Device and Computers in the Education which are as follows:

1. Knowledge Explosion: Our world today is full of several discoveries in various walks of life and expansion of the knowledge size as well as introduction of new classifications of knowledge requiring its followings and using in the Education Field.

2. Human Overpopulation: which requires the usage of the technological means to secure the education?

Opportunities and provide the greatest opportunity for the largest number of students.

3. Low Efficiency in the Education Process: The traditional viewpoint for education doesn't encourage the student on creativity due to its reliance on the memorization and indoctrination. In order to increasing the output efficiency of the Education, technology must be employed and forming the sound skills and reliance on the Higher Order Thinking.

4. Motivating of the Learner: The technological means as well as It provides the scientific material with new styles, it makes the student to get rid of the Negativity, as it encourages the students on participation and activity with making the opportunity available for them to express their opinions and walking into the levels of the Education.

Despite the need to use the technical means to face the educational problems, but there are obstacles standing in front of its application in the Education Field. Al-Qulla and Siyam(2011) summarizes it in the inability of the teacher to get rid of the usage of the verbal method in the teaching, far from the duplicated traditional way, insufficiency of the hours dedicated to study the educational techniques material in the institutions of preparation the teacher and his training on using the devices and advanced tools, clear deficiency in preparations of the school buildings as the entry of any new technique in the class requires amendment in the class environment and components, non-allocation of appropriate budget to produce the technological educational means; increasing in the classroom density of students, multiplicity of the teacher's responsibilities represented in the teaching hours beside the multiplicity of administrative
 and additional business and the lack of material and moral incentives which are allocated to foster the innovation and renewal.

Ipad Device provides many of the benefits for the students if it has been used within the classroom. Both of (Shepard & Reeves, 2011) praises that ipad Device surpasses that iPhone Device in the Education as it is characterized by the Big Screen, Light Weight and Ease of downloading the educational applications. (Shepard & Reeves, 2011) and (Karsenti&Fievez, 2013:146) agree in the Features of the iPad Device which are the following:

- IPad Device increases the motivation of the students for
 Education.

-Facilitates the process of information sharing among students within the classroom of the staff and student viewpoints around the inclusion of the iPad Device in the education process as a tool for education and learning. Ipad Devices have been distributed on the staff and students from the Business Administration classroom in the beginning   of   the   academic   Year.

- Initial Research Results showed that the reactions were positive, acknowledging the benefits of entry the new technology, using of the results by the students widely in the first week as well as the positivity of the staff in their

acceptance to the experiment of the Ipad Device in the education through its results from benefits in the study (Eyal, 2005). Technology applications which can be used in the educational field through the Ipad Device are multiplie review some   of   them   below:

- YouTube Programme: Abdul Ati (2015) reminds that YouTube is the largest host in the world for the video files produced on a personal level. Features of using YouTube in the Education Field are represented in easy access to Improves the reading and writing skills through the modern devices.

-Increases   the communication and cooperation process among students themselves and between them and the teacher.

-Facilitates the learning process for the ordinary students and students with learning disabilities within the classroom and develops their various skills.

-Improves the student's technical efficiency and reduces the efforts of the teachers exerted during the school class.

A case of study conducted by Al- Hela (2003) at University of Southampton in UK in the Administration Management has shown the evaluation knowledge and scientific lectures and the possibility of transforming the world events and cultures through providing the visual multimedia.

Internet: It is Global Communication Network enable the students to access to sources of knowledge and information collection they needed in the education process to achieve the optimal learning for them. Al- Hela (2003) adds that the reasons of using the internet network in the education returns to that internet network is a real world example for the ability to obtain information from across the world; encouragement the collective cooperative learning due to the large number of information available, its speed and ability to provide more than one way in teaching.

Google Earth Application: It is application uses the satellites via Internet Network to provide 3D aerial images to represent real environment for the Earth from which we can able to investigate the natural phenomena and to determine the locations in the world.

Keynote Applications: It is a program to create interesting presentations using the colors in addition to the possibility of attachment the educational images and movies and sharing them with others by sending them via internet easily.

Classroom Timer Application: It is application to manage the time of the summer activities by the teacher by displaying the time on the board and alarming at the end of the time of performing the required activity.

2.8 Challenges of Applying Ipad Device in the Education Process within the Classroom

(Karsenti&Fievez, 2013:146) has pointed to that there are several challenges which may face the process of entry the ipad Device in the classroom learning for teachers and students, which are as follows:

- The biggest challenge for teachers represents in that ipad Device leads to distract the students from listening to the explanation of the teacher as a result of their integration in the device which negatively affects their Academic Performance

- The Difficulty of writing long texts on iPad Device, in addition to inappropriate of some of the school books for loading them on the Device.

-Both of (Culen& Casparini, 2011: 204) have classified the challenges of using Ipad Device in the education through their study around the benefit of using Ipad Device in learning and education the active reading. The challenges represented in three divisions which are:

1. Physical Challenges: It represented in the difficulty of recording notes on Ipad Device in addition to problems relating to the Internet Network and slowness in the event of the students to use it at the same time.

2. Academic Challenges: They are challenges related to the types of the applications chosen and the extent of its appropriateness to the needs of the students to achieve the better education.

3. Technological Challenges: It is the most challenges faced by the students and represented in the difficulty of running more than one application at the same time, the process of downloading applications and texts needs long time and lack of supporting Ipad Device for the Mobile Memory Function.

2.9 Disadvantages of using Ipad Device in Education

(Huber, 2012) points to that these disadvantages returns to the users themselves which are:

1. Sometimes students should learn how to use Ipad Devices they are not share the same prior knowledge.

2. Minority of teachers have experience in the E-learning field or using modern techniques widely.

3. Using the modern techniques in the school may affect the decline of the social communication between teachers and students making the exchange of experiences are harder and leaving some of questions unclear.

We noticed in the field increasing of using the modern techniques in all school subjects, due to its spread significantly between people in general and between students and teachers particularly, as well as ease of its use,

interesting design and portability. Each of(Chau, Block &Jasness, 2014) have pointed to that the advantages of using Ipad Device represent in its achieving to cooperation and innovation, effective participation, productivity and digital literacy for students. Ipad Device, as a mean of educational technology, falls under the name of the mobile learning.

Each of (Rossing, Miller, Cecil & Stamper 2012) point to that the mobile techniques have several advantages in the education field represented in its availability for the discussion and participation for students within the classrooms, achievement the cooperation and interaction with peers in addition to the acquisition of the knowledge

as well as it supports the social structural theory for learning in terms of the ability of the students to learn from others.

2.10 Definition of Speaking

"Speaking" is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. Speaking is the second of the four, which are: 1-Listening 2-Speaking 3-Reading 4-skill that we learn. This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a "dialogue". Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation. Of course, some people talk to themselves! In fact, some English learners practice speaking standing alone in front of a mirror. Speaking can be formal or informal: i) Informal speaking is typically used with family and friends, or people you know well. ii) Formal speaking occurs in business or academic situations, or when meeting people for the first time. Speaking is probably the language skill that most language learners wish to perfect as soon as possible. It used to be the only language skill that was difficult to practice online. This is no longer the case. English learners can practice speaking online using voice or video chat. They can also record and upload their voice for other people to listen to.

2.11 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, as argued 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, so it needs special care like other language skills

2.12 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 you speak 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 seems institutively the most important: people who know a language are referred to as 'speaker' of the 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.

Teaching of Speaking 2.13

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. Hayriye Kayi (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. I really appreciated your efforts in preparing the materials and efficient use of your voice…"

-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.

2.14 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).

2.15 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. 16 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.

2.17 The Level of Speaking Proficiency

According to Charles (1992) points out that grade speaking proficiency is divided into four levels. Four main levels of speaking proficiency namely: novice, intermediate, advance, and superior. The characteristics of each level for speaking are as follows:

1. Novice. The novice level is characterized by the ability to communicate minimally in highly predictable common daily situations with previously learned words and phrases. The novice level speaker has difficulty communicating with even those accustomed to interacting with nonnative speaker.

2. Intermediate. It is characterized by the ability to combine learned elements of language creatively, through primarily in a reactive mode. The intermediate level speaker can initiate, minimally sustain, and close basic community task. The speaker can ask and answer the questions and can speak in discrete sentences and strings of sentences on topic that either autobiographical or related primarily to his or her immediate environment.

3. Advanced. The advanced level is characterized by the ability to converse fluently and in a clearly participatory fashion. The speaker can accomplish a wide variety of communicative tasks and can describe and narrate events in the present, past, and future, organizing thought, when appropriate, into paragraph -like discourse. At this level, the speaker can discuss concrete and factual topics of personal and public interest in most unaccustomed to nonnative speaker.

4. Superior. The superior level is characterized by the ability to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Using extended discourse, the speaker can explain detail, hypothesize, on concrete and abstract topics, and support or defend opinions on controversial matters.

Speaking is the skill by which they are most frequently judged, and trough which they make or lose friends. It is the vehicle par excellent of social solidarity, of social ranking, of professional advancement and of business. (Bygate 1997: vii)

By giving learner's speaking practice and oral exam the writer recognize that there is a difference between knowledge about language and skill in using it.

Bygate (1997:4) states that there is a fundamental difference between knowledge and skill. Both can be understood and memorized, but only skill can be imitated and practice. He clarifies that skill can be seen from two basic ways. The first is motor receptive skill that involves perceiving, recalling and articulating in the correct order sounds and structures of the language. The second is interaction skill involving making decision about communication, such as what to say, how to say it, and whether to develop it, it accordance with one's intention while maintaining the desired relation with other.

Furthermore, Briendley (1995:19) makes specification about oral. Here oral can be defined as speaking. He believes that oral is to:

1. Express oneself intelligibility

2. Convey intended meaning accurately with sufficient command of vocabulary

3. Use language appropriate to context

4. Interact with other speaker fluently.

He also rates oral into four areas that are interactive communication for fluently effect on listener, intelligibility for pronunciation or prosodic features, appropriacy for pragmatic competence or register, and accuracy for structures and vocabulary resources. It mans speaking demand fluency, intelligibility, appropriateness, and accuracy.

Based on the definitions above, it can be concluded that speaking is a complex cognitive skill which demands fluency, intelligibility, appropriateness, and accuracy in its process. According to Lingual links Library(1999), there are three kinds of speaking situations:

1. Interactive Speaking

Interactive speaking situations conclude face to face conversations and telephone calls, in which we are alternately listening and speaking and we have a chance to ask clarification, repetition from our conversation partner.

2. Partially Speaking

It is kinds of speaking situations when giving a speech to a live audience, where the convention is that the audience doesn't interrupt the speech.

3. Non-interactive Speaking

It happens when recording a speech for radio broadcast.

2.18 Speaking Accuracy and Speaking Fluency

Speaking has many different aspects, said Gower, Philips, and Walters (1995: 99).

1. Accuracy

Accuracy comprises the correct of vocabulary, grammar, and pronunciation. It can say that accuracy is the ability to produce sentence using correct grammar and vocabulary. Teacher who concentrate on accuracy help their students to produce grammatically correct written and spoken English.

2. Fluency

Fluency can be thought of the ability to keep going when speaking spontaneously. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of the grammatical and other mistakes

Brown (1994: 254) identifies distinction between accuracy and fluency. Accurate means clear, articulate, grammatically and phonologically correct. While, fluent means flowing naturally. He also says that fluency may be an initial goal in language teaching but accuracy is gained to some extent by allowing learners to focus on

the elements of phonology, grammar, and discourse in their spoken output.

2.19 The concept of teaching Speaking

Harmer (1998:94) demonstrates that speaking seems one of the most important in language learning: people who know a language are referred to as speakers of that language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak. Teaching speaking is not an easy job. Some teachers get very involved with their students during a speaking activity and want to join in too. There is nothing wrong with teacher getting involved of course provided they don't star to dominate. Although it is probably better to stand back so that the teacher can watch and listen to what is going on, students can also appreciate teacher participation at the appropriate level – in other words, not too much.

2.20 Teacher Roles

According to Byrne (1997:2) states that teachers need to know their roles in teaching speaking. They have specific roles at different stages, as follows:

1) The presenting stage (when the teachers introduce something new to be learned), the teachers play a role as informant.

2) The practice stage (when the teachers allow the learners to work under their direction), the teachers have a role as conductor and monitor.

3) The production stage (when the teachers give the learners opportunity to work on their own).

Besides these three roles of each stage, there is another key role that

cuts across them: namely, the teachers as motivator. The teachers must be able to motivate their students in order to arouse their interest and involve them in what they are doing. There are some factors which determine their ability to motivate their students, namely: their performance (the mastery of teaching skills, the selection and presentation of topics and activities, the teacher's personality).

2.2.1 Previous Studies

The first study

This study was in Kuwait University (2017) under the tittle effectiveness of using the iPad in learning to acquire the mental and performance skills in teaching the social studies. Using experimental design method, the study compared two groups: (a) experimental, taught using the iPad, and (b) control group, taught using the traditional learning without iPad. A total of 48 (24experimental group and 24 control group) eighth grade students in state of Kuwait participated in this study. The study started on .the second semester on 2015-2016 on the average of 6 weeks. After the test on the study sample and the statistical processing, the results revolved that: (1) there are no significant differences between the experimental and the control group in mental performance in pre-test score. (2) There are no significant differences between the experimental and the control group in skills performance in pre-test score. (3) There are significant differences between the experimental and the control group in mental performance in post-test score in favor of experimental group. (4) There are significant differences between the experimental and the control group in skills performance in post-test score in favor of experimental group. Based on the results, the study concluded with relevant recommendations regarding the implementation of using iPad technology in education, and suggested some further studies in this topic.

Azadi and Aliakbariand (2015) indicate that one of the most significant discussions on speaking is to transport the messages to the others, and it is necessary to have the ability to communicate adequately. Classroom interaction has a vital role in improving speaking ability. For this purpose, they considered the effect of teaching speaking strategies and learners' gender on developing speaking skill. They studied 30 intermediate language learners and used posttest and pretest design to analyze the research questions. The results showed that the classroom interaction is the way of improving the learners' speaking skill and gender has no effect on their speaking performance. Organizing the classroom so that it dedicates most of the class time to students interaction and promoting conversation between them can be a good way of encouraging classroom interaction.

The second study

This study conducted in Taiwan by Wang and Chen (2017) under the title using Ipad to facilitate English vocabulary learning. The aim of this study is to use Ipad Apps in a Taiwanese classroom to help students' English vocabulary acquisition. During the 18-week lecture, the instructor chose two freshman English classes with a total of 74 students in a private university in Taiwan to be the research subjects. The classes were divided into 2 groups, that is, the experimental group and the control group. In the experimental group, the instructor used iPad "Learn British English Word Power App" to teach English vocabulary while the instructor used the traditional semantic-map method to teach English vocabulary in the control group. The vocabulary teaching lasted about 15 minutes each time, and students under the iPad instruction were able to see the words, word pictures and example sentences through the classroom projector. Besides, class one was asked to fill out the questionnaire to understand students' attitude toward iPad App teaching in the classroom. The results showed that at the end of the semester, students who received the iPad vocabulary teaching instruction performed better on the post-test. Also, the survey found out that students agreed on using technologies in the classroom can help language learning. That is, using iPad Apps in language teaching can not only enhances students' learning outcomes, but also increases students' learning motivation.

CHAPTER THREE
RESEARCH METHODOLOGY

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter explains the methodology of the study. It will describe the methods and techniques adopted the instruments, the population, the samples, validity, reliability and data analysis procedures.

3.1 The Methodology

This study is descriptive analytical method in nature. One instrument is used as primary tools for data collecting methods in this study. A questionnaire is given to 30 teachers of English subjects at Cambridge International Schools whom were being selected randomly.

3.2 The instrument

The instrument for data collection is a questionnaire which was distributed to the teachers from both genders. There are two parts to the questionnaire.

The first part: includes a covering page which introduces the topic of research and identifies the researcher.

The second part: Is designed based on the hypotheses of the study. The hypotheses of the study were turn to statements that provide suggested answers from the teachers at Cambridge International Schools were supposed to select the options which correspond to their responses.

3.3 Population and Sampling

The population for this study were teachers of English subjects at international schools in Khartoum state. The samples of the study from Cambridge international schools were 30 English subject teachers whom were act as responders for questionnaire, they were selected randomly

3.4 Validity and Reliability of the Research instrument

The questionnaire was judged by three referees of teaching staff at Sudan Universtiy of Science and Technology were specialists in the study field of English. Some of the referees made some corrections , and others asume that the questionnaire is reasonable in terms of items . therefor , the researcher revises all instruction, correction , and some of typing mistakes on the questionnaire were corrected.

3.5 Reliability and Validity

Validity means a test gives information that is useful for spesific purpose and equally able to be measure the same result more than one time under same gender, race , language background or hanndicopping condition.

(Lyman 1998,McCoubrie 20o4).Reliability is defined as the degree of the accuracy of the data that the test measures.

3.6 Summary

This chapter has discussed the research methodology and the research insturment applied 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 presents and analyzes the data collected through questionnaire, which was given to 30 teachers who represent the teachers' at Cambridge International Schools.

4.1 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(1):Hypothesis (1):The use of ipad apps can positively affect EFL students' fluency in oral performance.

Item No.(1): Using Ipad Apps is regarded as a very interesting tool for improving students' speaking skill.

Table No (4.1)

The Frequency Distribution for the Respondents' Answers of Statement No.(1)

Valid	Frequency	%Percent
strongly agree	4	13.3
Agree	6	20
Neutral	3	10
Disagree	14	46.7
strongly disagree	3	10
Total	30	100.0

It is clear from the above table No.(4.1) and figure No (4.1) that there are (4) persons in the study sample with percentage (13.3%) strongly agreed with that " Using Ipad Apps is regarded as a very interesting tool for improving students' speaking skill.". There are (6) persons with percentage (20.0%) agreed with that, and (3) persons with percentage (10.0%) were not sure that, and (14) persons with percentage (46.7%) disagreed. and (3) persons with 10% are strongly disagreed. This proves that Ipad Apps should be taken into account when learning speaking skill.

Item No.(2): Using Ipad Apps provides students with samples of real life communication .

Table No (4.2) The Frequency Distribution for the Respondents' Answers of statement No.(1)

Valid	Frequency	%Percent
strongly agree	19	60
Agree	9	33.4
Neutral	1	3.3
Disagree	1	3.3
strongly disagree	0	0
Total	30	100.0

It is display from the above table No.(4.2) and figure No (4.2) demonstrate that there are (19) persons in the study's sample with percentage (60.0%) strongly agreed with that " Using Ipad Apps provide students with samples of real life communication.". There are (9) persons with percentage (33.3%) agreed with that, and (1) persons with percentage (3.3%) were not sure that, and (1) persons with percentage (3.3%) disagreed. and (0) persons with 0% are strongly disagreed. This indicates that students should expose to Ipad Apps.

Item No.(3): Using Ipad Apps in ELT helps students practice different kinds of oral activities.

Table No (4.3) The Frequency Distribution for the Respondents' Answers of statement No.(1)

Valid	Frequency	%Percent
strongly agree	17	53.3
Agree	11	36.7
Neutral	2	6.7
Disagree	1	3.3
strongly disagree	0	0
Total	30	100.0

The above table No.(4.3) and figure No (4.3) shows that there are (17) persons in the study's sample with percentage (53.3%) strongly agreed with that " Using You tube videos in ELT helps students practice different kinds of oral activities". There are (11) persons with percentage (36.7%) agreed with that, and (2) persons with percentage (6.7%) were not sure that, and (1) persons with percentage (3.3%) disagreed. and (0) persons with 0% are strongly disagreed. This justifies that oral activities should be developed by Ipad Apps.

Item No.(4): Watching Ipad Apps helps students enhance speaking fluency

Table No (4.4) The Frequency Distribution for the Respondents' Answers of statement No.(1)

Valid	Frequency	%Percent
strongly agree	15	50
Agree	13	43.4
Neutral	1	3.3
Disagree	1	3.3
strongly disagree	0	0
Total	30	100.0

It is display from the above table No.(4.4) and figure No (4.4) that there are (15) persons in the study sample with percentage (50.0%) strongly agreed with that " Watching Ipad Apps helps students enhance speaking fluency ". There are (13) persons with percentage (43.4%) agreed with that, and (1) persons with percentage (3.3%) were not sure that, and (1) persons with percentage (3.3%) disagreed. and (0) persons with 0% are strongly disagreed. This proves that speaking fluency should be enhanced YouTube Videos.

Statement   No (5): Applying Ipad Apps inside classroom helps students listen to the languages in its real context.

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

Valid	Frequency	%Percent
strongly agree	6	20.0
Agree	12	40.0
Neutral	3	10.0
Disagree	8	26.7
strongly disagree	1	3.3
Total	30	100.0

From the above table No.(4.5) and figure No (4.5) it can be seen that there are (6) persons in the study's sample with percentage (20.0%) strongly agreed with Applying Ipad Apps inside classroom helps student listen to the languages in its real context .There are (12) persons with percentage (40.0%) agreed with that, and (3) persons with percentage (10.0%) were not sure that, and (8) persons with percentage (26.7%) disagreed. and (1) persons with 3.3% are strongly disagreed.

   This indicates that Ipad Apps should be applied inside classroom.

Hypothesis (3) : Ipad Apps can significantly make EFL students to cope with the culture of native speakers to promote understanding of oral text.

Question No.(4.6): Utilizing Ipad Apps is good source for learning back ground for the native speakers to comprehend oral skill .

Table No (4.6) The Frequency Distribution for the Respondents' Answers of statement No.(1)

Valid	Frequency	%Percent	Valid %Percent
strongly agree	13	34.4	34.4
agree	10	33.3	33.3
neutral	3	10	10
disagree	3	10	10
strongly disagree	1	3.3	3.3
Total	30	100.0	100.0

From the above table No. (4.6) and figure No (4.6) it's clear that there are (13) persons in the study sample with percentage (34.4%) strongly agreed with that "Utilizing Ipad Apps is good source for learning back ground for the native speakers to comprehend oral skill". There are (10) persons with percentage (33.3%) agreed with that, and (3) persons with percentage (10.0%) were not sure that, and (3) persons with percentage (10.0%) disagreed. and (1) persons with 3.3% are strongly disagreed. This demonstrates that utilizing Ipad Apps.

Statement   No (7): Using Ipad Apps in EFL classroom promote students' cultural background to active their oral performance.

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

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	6	20.0	20.0	20.0
agree	15	50.0	50.0	70.0
neutral	3	10.0	10.0	80.0
disagree	4	13.3	13.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

The above table No.(4.7) and figure No (4.7) shows there are (6) persons in the study sample with percentage (20.0%) strongly agreed with "Using Ipad Apps in EFL class room promote students culture background to active their oral performance". There are (15) persons with percentage (50.0%) agreed with that, and (3) persons with percentage (10.0%) were not sure that, and (4) persons with percentage (13.3%) disagreed. and (2) persons with 6.7% are strongly disagreed. This indicates that Ipad Apps in EFL should be taken into consideration.

Statement   No (2): Using Ipad Apps in EFL classroom help students to understand the native speakers in their real situation .

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

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	8	26.7	26.7	26.7
agree	8	26.7	26.7	53.3
neutral	3	10.0	10.0	63.3
disagree	8	26.7	26.7	90.0
strongly disagree	3	10.0	10.0	100.0
Total	30	100.0	100.0	

From the above table No.(4.8) and figure No (4.8) it can be seen that there are (8) persons in the study's sample with percentage (26.7%) strongly agreed with "Using Ipad Apps in EFL class room help students to understand the native speakers in their real situation ". There are (8) persons with percentage (26.7%) agreed with that, and (3) persons with percentage (10.0%) were not sure that, and (8) persons with percentage (26.7%) disagreed. and (3) persons with 10.0% are strongly disagreed. This justifies that Ipad Apps should be developed speaking.

Statement No (9): Applying Ipad Apps in EFL classroom encourage students to recognize the diversity of culture due oral communication

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

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	14	46.7	46.7	46.7
Agree	3	10.0	10.0	56.7
Neutral	7	23.3	23.3	80.0
Disagree	4	13.3	13.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

From the above table No.(4.9) and figure No (4.9) it's clear that there are (14) persons in the study's sample with percentage (46.7%) strongly agreed with "Applying Ipad Apps in EFL classroom encourage students to recognize the diversity of culture due oral communication". There are (3) persons with percentage (10.0%) agreed with that, and (7) persons with percentage (23.3%) were not sure that, and (4) persons with percentage (13.3%) disagreed. and (2) persons with 6.7% are strongly disagreed. This indicates that student should be well-trained in using Ipad Apps.

Statement   No (10): Utilizing Ipad Apps in EFL classroom supports students to recognize how English languages is spoken in different context.

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

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	18	60.0	60.0	60.0
Agree	4	13.3	13.3	73.3
Neutral	3	10.0	10.0	83.3
Disagree	4	13.3	13.3	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

From the above table No.(4.10) and figure No (4.10) it can be seen that there are (18) persons in the study sample with percentage (60.0%) strongly agreed with "Utilizing Ipad Apps in EFL classroom supports students to recognize how English languages is spoken in different context ". There are (4) persons with percentage (13.3%) agreed with that, and (3) persons with percentage (10.0%) were not sure that, and (4) persons with percentage (13.3%) disagreed. and (1) persons with 3.3% are strongly disagreed. This indicates that students well-trained in using Ipad Apps.

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<u>Hypothesis (3) : EFL teachers and students can interact through adopting Ipad Apps in the classroom.</u>

Statement No (11):EFL students will be more interested in learning English if their teachers use educational Ipad Apps as teaching material compared to text book

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

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	6	20.0	20.0	20.0
agree	12	40.0	40.0	60.0
neutral	3	10.0	10.0	70.0
disagree	8	26.7	26.7	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

The above table No.(4.11) and figure No (4.11) describe that there are (6) persons in the study sample with percentage (20.0%) strongly agreed with "EFL students will be more interested in learning English if their teachers use educational Ipad Apps as teaching material compared to text book ". There are (12) persons with percentage (40.0%) agreed with that, and (3) persons with percentage (10.0%) were not sure that, and (8) persons with percentage (26.7%) disagreed. and (1) persons with 3.3% are strongly disagreed. This demonstrates that teachers should use educational Ipad Apps in their classroom.

Statement No (12): Watching Ipad Apps in EFL classroom attracts students attention to grasp oral English more than using just ordinary audio recording (C D etc.)

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

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	10	33.3	33.3	33.3
agree	16	53.3	53.3	86.7
neutral	3	10.0	10.0	96.7
strongly disagree	1	3.4	3.3	100.0
Total	30	100.0	100.0	

From the above table No.(4.12) and figure No (4.12) it can be seen that there are (10) persons in the study's sample with percentage (33.3%) strongly agreed with Watching Ipad Apps in EFL classroom attracts students attention to grasp oral English more than using just ordinary audio recording (C D etc.)There are (16) persons with percentage (53.3%) agreed with that, and (3) persons with percentage (10.0%) were not sure that, (1) persons with 3.3% are strongly disagreed. This justifies that students should be well-trained and developed in adopting Ipad Apps.

Statement No (13): Applying educational Ipad Apps in EFL classroom lessons can be more fun and entertaining than relying only in printed text.

Table No (4.13)The Frequency Distribution for the Respondents' Answers of statement No.(13)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	10	33.3	33.3	33.3
agree	12	40.0	40.0	73.3
neutral	3	10.0	10.0	83.3
disagree	4	13.3	13.3	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

It's clear From the above table No.(4.13) and figure No (4.13) that there are (10) persons in the study sample with percentage (33.3%) strongly agreed with "Applying educational Ipad Apps in EFL classroom lessons can be more fun and entertaining than relying only in printed text". There are (12) persons with percentage (40.0%) agreed with that, and persons with percentage (10.0%) were not sure that, and (4) persons with percentage (13.3%) disagreed. and (1) persons with 3.3% are strongly disagreed.

   This proves that students should be well-trained in using Ipad Apps.

Statement   No (14): Using educational Ipad Apps in EFL classroom increase students' oral participation.

Table No (4.14)The Frequency Distribution for the Respondents' Answers of statement No.(14)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	10	33.3	33.3	33.3
agree	12	40.0	40.0	73.3
neutral	4	13.3	10.0	83.3
disagree	3	10.0	13.3	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

From the above table No.(4.14) and figure No (4.14) it's clear that there are (10) persons in the study sample with percentage (33.3%) strongly agreed with "Using educational Ipad Apps in EFL classroom increase students oral participation". There are (12) persons with percentage (40.0%) agreed with that, and (4) persons with percentage (10.0%) were not sure that, and (3) persons with percentage (13.3%) disagreed. and (1) persons with 3.3% are strongly disagreed. This justifies that students should be well-trained in using Ipad Apps.

Statement No (15): Using educational Ipad Apps in EFL classroom can promote teacher – students interaction in speaking .

Table No (4.15)The Frequency Distribution for the Respondents' Answers of statement No.(15)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	10	33.3	33.3	33.3
agree	8	26.7	26.7	60.0
neutral	3	10.0	10.0	70.0
disagree	8	26.7	26.7	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

The above table No.(4.15) and figure No (4.15) shows that there are (10) persons in the study's sample with percentage (33.3%) strongly agreed with "Using educational Ipad Apps in EFL classroom can promote teacher – students interaction in speaking .". There are (8) persons with percentage (26.7%) agreed with that, and (3) persons with percentage (10.0%) were not sure that, and (8) persons with percentage (26.7%) disagreed. and (1) persons with 3.3% are strongly disagreed. This indicates that students should be well-trained in using Ipad Apps

4.1 Results and Discussion

Table (16) the Mean and Standard Deviation and Chi-square Values <u>Hypothesis (1) : Hypothesis (1) : there are languages instructors views regarding using you tube videos in the class room to develop oral skill</u>

Nom.	Statement	mean	SD	Chi square	p-value
1	Using Ipad Apps is regarded as a very interesting tool for improving students' speaking skill.	3.7	.40	20	0.023
2	Using Ipad Apps provides students with samples of real life communication.	2.4	.70	25	0.010
3	Using Ipad Apps in ELT helps students practice different kinds of oral activities.	3.3	.70	23	0.006
4	Watching Videos helps students enhance speaking fluency.	2.5	3.8	15	0.046
5	Applying Ipad Apps inside EFL classroom helps students listen to the language in its real context.	3.4	2.3	22	0.000

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 (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). 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

"Using Ipad Apps is regarded as a very interesting tool for improving students' speaking skill

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) 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 (4.12). 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 "Using Ipad Apps provide students with samples of real life communication

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). 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 "Using Ipad Apps in ELT helps students practice different kinds of oral activities.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question was (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). 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 "Watching Ipad Apps helps students enhance speaking fluency.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (5) question was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). 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 Applying Ipad Apps inside classroom helps student listen to the languages in its real context

According to the previous results its clear that the first hypothesis of our study is accepted.

Table(17) the Mean and Standard Deviation and Chi-square Values <u>Hypothesis (2) : you tube videos can potentially make EFL students familiar with the culture of native speakers to promote understanding of oral skill</u>

Nom.	Statement	mean	SD	Chi square	p-value
1	Utilizing Ipad Apps is considered as a good source for learning cultural background of the native speakers to comprehend oral skill.	3.8	1.7	19	0.000
2	Using Ipad Apps in EFL classrooms promotes students' cultural background to activate their oral performance.	3.9	4.8	14	0.000
3	Using Ipad Apps in EFL classroom helps students understand the native speakers in their real situation.	3.7	.50	22	0.000
4	Applying Ipad Apps in EFL classroom encourage students to recognize the diversity of cultures via oral communication.	3.9	.70	32	0.023
5	Utilizing Ipad Apps in EFL classroom supports students to recognize how English language is spoken in different contexts	2.6	.50	22	0.036

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 (6) question was (19) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). 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 "Utilizing Ipad Apps is good source for learning back ground for the native speakers to comprehend oral skill

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (7) 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 (4.12). 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 "Using Ipad Apps in EFL class room promote students culture background to active their oral performance .

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (8) question was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). 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 "Using Ipad Apps in EFL class room help students to understand the native speakers in their real situation

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (9) 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 (4.12). 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 "Applying Ipad Apps in EFL class room encourage students to recognize the diversity of culture due oral communication.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (10) question was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). 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 "Utilizing Ipad Apps in EFL class room supports students to recognize how English languages is spoken in different context

According to the previous results its clear that the second hypothesis of our study is accepted

Table (18) the Mean and Standard Deviation and Chi-square Values

Hypothesis (3) : EFL teachers and students can interact through adopting You tube videos in classroom.

Nom.	Statement	mean	SD	Chi square	p-value
1	EFL Students will be more interested in learning English if their teachers use educational Ipad Apps of English as teaching materials as compared to only textbook.	3.6	.80	21	0.023
2	Watching Ipad Apps in EFL classroom attracts students' attention to grasp oral English more than using just ordinary audio sound recordings (CD, etc.)	3.4	.50	22	0.010
3	Applying educational Ipad Apps in EFL classroom lesson can be more fun and entertainment than relying only on printed texts.	3.3	.70	23	0.006
4	Using educational Ipad Apps in EFL classroom increases students' oral participation.	3.5	3.8	15	0.046
5	Using educational Ipad Apps in EFL classroom can help teachers involve students in speaking activities.	3.4	2.5	22	0.000

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) 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 (4.12). 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 ".EFL students will be more interested in learning English if their teachers use educational Ipad Apps as teaching material compared to text book.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). 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 "Watching Ipad Apps in EFL classroom attracts students attention to grasp oral English more than using just ordinary audio recording(CD   etc.)

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). 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 "Applying educational Ipad Apps in EFL classroom lessons can be more fun and entertaining than relying only in printed text.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question was (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). 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

"Using educational Ipad Apps in EFL classroom increase students
 oral participation.

The calculated value of chi-square for the significance of the
differences for the respondents' answers in the No (5) question was
(12) which is greater than the tabulated value of chi-square at the
degree of freedom (4) and the significant value level (5%) which was
(4.12). 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
"Using educational Ipad Apps in EFL classroom can promote teacher
– students interaction in speaking .

According to the previous results its clear that the third hypothesis of
 our study is accepted

CHAPTER FIVE

MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

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MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS

AND SUGESSTIONS FOR FURTHER STUDIES

5.0 Introduction

This chapter presents the conclusion of the study. It relates the analysis and the description of the data to research questions and hypotheses. It's also offer recommendations and suggestions for further research.

5.1 Main finding

The results of this study investigate teachers' perspective towards using Ipad Apps to develop students' oral skill.

Researcher has summarized following findings:

-Using Ipad Apps is regarded as a very interesting tool for improving students' speaking skill.

-Using Ipad Apps provides students with samples of real life communication.

-Using Ipad Apps in ELT helps students practice different kinds of oral activities.

-Watching Ipad Apps helps students enhance speaking fluency.

-Applying Ipad Apps inside classroom helps students listen to the languages in its real context.

-Utilizing Ipad Apps is good source for learning background for the native speakers to comprehend oral skill.

-Using Ipad Apps in EFL classroom promote students' cultural background to active their oral performance.

-Using educational Ipad Apps in EFL classroom increases students' oral participation.

5.2 Conclusion

This study pointed out that, majority of teachers at educational level is unable to apply Ipad Apps in their teaching .And the reasons for that are many and varied. Whereas using Ipad Apps is very interesting tool for improving students speaking skills and practice different kinds of oral activities. Therefore using Ipad apps is a good source for learning background for the non-native speakers to comprehend oral skills.

5.3 Recommendations

In the light of the results of the study, the followings are recommended:

Teachers should use Ipad Apps in EFL classroom to:

- Help students to understand the native speakers in their real situation.

-Recognize the diversity of culture due oral communication.

- Support students to recognize how an English language is spoken in different context.

Teaching of oral skill should be modernized and teachers must be trained to use Ipad apps in EFL classroom.

5.4 Suggestions for Further research

Using educational Ipad Apps in EFL is still an inviting area in the field of English languages learning. Thus, the researcher would like to suggest Investigating the students ' perspective towards using Ipad Apps to develop their ' oral skill.

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Appendix

Teachers' Questionnaire

Dear / Teacher

Investigating the "This questionnaire is a part of MA study entitled **Role of Using Ipad Applications in Enhancing Students Oral skills From Teachers Perspectives**. It's designed to find out your honest views for this study. Please respond to all the statements below carefully and honestly. Your responses will be kept strictly confidential, and will only be used for the purpose of this study. So, please put tick in front of your choice. Your assistance is highly appreciated.

Hypothesis One: The use of Ipad apps can positively affect EFL students' fluency in oral performance.

NO	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Using Ipad Apps is regarded as a very interesting tool for improving students' speaking skill.					
2	Using Ipad Apps provides students with samples of real life communication.					
3	Using Ipad Apps in ELT helps students practice different kinds of oral activities.					
4	Watching Videos helps students enhance speaking fluency.					
5	Applying Ipad Apps inside EFL classroom helps students listen to the language in its real context.					

Hypothesis Two: Ipad Apps can significantly make EFL students to cope with the culture of native speakers to promote understanding of oral text.

6	Utilizing Ipad Apps is considered as a good source for learning cultural background of the native speakers to comprehend oral skill.					
7	Using Ipad Apps in EFL classrooms promotes students' cultural background to activate their oral performance.					
8	Using Ipad Apps in EFL classroom helps students understand the native speakers in their real situation.					
9	Applying Ipad Apps in EFL classroom encourage students to recognize the diversity of cultures via oral communication.					
10	Utilizing Ipad Apps in EFL classroom supports students to recognize how English language is spoken in different contexts					

Hypothesis Three: EFL teachers and students can potentially interact through utilizing ipad Apps.

11	EFL Students will be more interested in learning English if their teachers use educational Ipad Apps of English as teaching materials as compared to only textbook.					
12	Watching Ipad Apps in EFL classroom attracts students' attention to grasp oral English more than using just ordinary audio sound recordings (CD, etc.)					
13	Applying educational Ipad Apps in EFL classroom lesson can be more fun and entertainment than relying only on printed texts.					
14	Using educational Ipad Apps in EFL classroom increases students' oral participation.					
15	Using educational Ipad Apps in EFL classroom can help teachers involve students in speaking activities.					