Sudan University Of Science and Technology

College of Graduate studies

College of Languages

Investigating Teachers' Perspectives Towards Using Computer to Promote Student's speaking Skills

تقصي وجهة نظر الأساتذة حول استخدام جهاز الحاسوب في تطوير مهارة التخاطب لدى الطلاب

A thesis submitted to college of language in partial fulfillment of the requirement for the M.A Degree in English Language

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In the name of Allah , The most compassionate,

The most merciful

الاستــهلال

قَالَ تَعَالَى:

﴿ قَالَ رَبِّ ٱشْرَحْ لِى صَدْرِى ۝ وَيَسِّرْ لِىٓ أَمْرِى ۝ وَٱحْلُلْ عُقْدَةً مِّن لِّسَانِى ۝ يَفْقَهُوا۟ قَوْلِى ۝ ﴾

طه: ٢٥ ـ ٢٨

Dedication

This study is dedicated to my parent and my wife for all of the support they have given me throughout my life. Furthermore I would like to thanking teacher's and friends for the a great encouragement to continue my education.

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I would like to thank all who provided me with ideas, suggestions and references that enabled me to conduct this research sincere gratitude is due to Dr. Tag Alsir Who offer me his precious time and effort.

Abstract

The aim of this study investigating teachers perspective toward using computer to promote speaking student's skill.

The introduction of ICT (Information and communication technology) has brought in a major changes in traditional classroom concept. Teacher's attitudes to wards using CALL in the classroom play a significant role in overall EFL teacher's attitudes towards using CALL (computer assisted language learning). The researcher uses a descriptive analytical method the data collected from English teachers are working in secondary school through a questionnaire were analyzed through descriptive statistics in SPSS. The study illustrated a positive inclination towards benefiting from computers in EFL classrooms. The result also indicate that computer use is considered highly advantageous.

The study suggested that computers accessibility in classrooms crucial so , EFL classes should be equipped with computers and teachers should have training course in using ICT.

ملخص البحث (Arabic Version)

تهدف الدراسة في تقصي وجهة نظر الأساتذة حول استخدام جهاز الحاسوب في تطوير مهارة التخاطب لدى الطلاب .

أدى ظهور وإدخال تكنولوجيا المعلومات والاتصالات إلى تغييرات جلية في مفهوم الفصول الدراسية التقليدية ويلعب موقف معلمي اللغة الإنجليزية دوراً كبيراً في نتائج وتحصيل العملية التعليمية ككل فيما يتعلق باللغة الانجليزية كلغة أجنبية وتهدف الدراسة للكشف على مواقف معلمي اللغة الانجليزية من ذلك التطور التكنولوجي واستخدام الحاسوب في تدريس وتعلم اللغة الانجليزية كما أن هذه الدراسة تقود للكشف عن أهمية استخدام الحاسوب في تدريس اللغة الانجليزية. كما تُفعل دور الحاسوب في ترقية مهارة الخطابة لدى طلاب المرحلة الثانوية وقد استخدم الباحث المنهج الوصفي التحليلي فيما يتعلق بالبيانات فقد تم جمعها من معلمي اللغة الانجليزية في المدارس الثانوية البالغ عددهم ثلاثون معلماً . ومن ثم تم تحليل وصف البيانات إحصائياً . كشفت الدراسة ان معلمي اللغة الانجليزية لديهم ميول ايجابية تجاه استخدام والاستفادة من الحاسوب في العملية التعليمية للغة الانجليزية ايضاً اشارت النتائج إلى ان استخدام الحاسوب يعتبر بالغ الأهمية ومفيد جداً في العملية التعليمية . على ضوء هذه النتائج فقد أوصى الباحث على ضرورة توفير الحواسيب في الفصول الدراسية أو القاعات.

Definition of term and abbreviations

Call : Computer Assisted language learning or electronic devices used to teach / learn language.

Desk computer: a computer with a keyboard screen and main processing unit , that fits on desk.

Laptop : a small computer that can work with a battery and be easily carried.

Smart phone : a mobile phone , a cell phone that also has some of functions of computer.

Tablet : Small computer that is easy to carry with a large touch screen and sometime without keyboard.

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Introduction

Chapter One

Introduction

1.1 Background:

Technology use for educational has been remarkable interest fairly long time.

Technology has much to offer language not only through opportunities of large scales data , but the availability , mobility the easy and vast learning using the technology. Learning languages benefited a lot of using technology through strategic educational technologies. (Ref) [*Sudan University college of Language*s]

English is a vital language due to its uses which classified it as one of the important language in the globe. Sudanese educational institution were recognized the use of technology sometimes ago, although technology is old in operation the promotion through specific activities is still not function well.

Another working thing is that new technology did not manage the positive environment attributed to the Sudanese secondary school However it is sad to observe that in recent time there is a down word tend of English language.

Using computer in learning language in secondary school has great impact in process of learning.

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Computer is used to promote English language competence among Sudanese communities at a large through this study the researcher would like to investigate how much new technology can contribute in promoting English language learning process at secondary school.

1.2 Statement of the problem:

English language is well recognized in different aspect of life in Sudan. It is important to note that the new technology that is involved in English learning does not operate and function in an excellent manner. The result of promotion of English standard and sufficient skills of learning are locked behind Sudan enjoys a suitable environment of education.

It appears in sufficient number of formal education institutions that are instructed in English (school)

Students have lack of how to use computer in learning English language process.

The need rises to study the effect of using computer on students achievement in English language.

1.3 Questions of Study:

There are different questions which arise when dealing with the uses of computer in English learning process.

1- To what extent can using computers in language learning enhances students' to develop speaking fluency?

2- How can computer improves students' pronunciation intonation and stress when speaking?

3- What is the role of using computer in learning vocabulary to develop students' performance.

1.4 Hypothesis of the study:

1- Using computer in language learning can positively enhance students' confidence to develop speaking fluency.

2- Using computer can significantly improve students' pronunciation intonation and stress when speaking.

3- Using computer in learning vocabulary play a significant role

1.5 Objective of the Study:

This research has main purpose to understand the benefits that call brings to second language instructions in the classroom. and intended to explore the role of computer and internet in learning process.

1- To develop s positive speaking skills among the students secondary schools.

2- To investigate the use of computer in learning programs in schools.

3- To explain the benefit of using computer that supports the positive attitude of students towards English.

1.6 Significant of the study:

The significant of this study is viewed from the fact that computers save teacher's time and energy. Using CALL is very important, in studying English language , also will facilitate the process of mastering the language for the teachers.

This study will show of using CALL and how it will increase the student's vocabulary, also the study will try to investigate the role of computer to promote speaking skills at secondary schools.

1.7 Methodology:

This study will follow a descriptive method. The data will be collected by using a questionnaire it will be distributed to the teachers of English language at secondary school [30 teachers]. The data will be analyzed statistically by using computer through SPSS and discussed.

1.8 Limit of the study:

The study limited to students of secondary school.

Chapter Two

Literature review

Chapter Two

Part one

Literature review

2.0 Introduction:

Recent years have shown an explosion of interest in using computers for language teaching and learning. A decode ago , the use of computers in the language classroom was of concern only to a small number of specialist. However , with the advent of multimedia computing and the internet , the role of computers in language instruction have now become an important issue confronting large numbers of language teachers throughout the world.

Computer are highly in demand since their function are not only to calculate numbers but also to assist human activities. In the case of language learning computers have significant contributions and lead to better learning (Hagen , 1993 : P 21) Further more since 1950s they tend to be more popular for language learning because there is a need to figure out the efficient and scientific methods in language learning (Beatty , 2003). Computers are prominent devices among other technologies which should attach to collaborate with the curriculum requirement and reach certain learning goals.

Our the past decode , computer assisted language learning (CALL) has increasingly become a important part of the language

leaning process. In the early seventies computer came to the for front of language learning and teaching. After being linked to a local network or the world wide web in the nineties , computer became the vehicle for growing number of multimedia tools specially designed for use in the foreign language learning process. Later on in the nineties , the efficiency of computer use for enhancing language learning constituted an issue of and internet allow the combination of different online resources through multiple hyper links , a feature.

Common to most online searchers and many other online utility. CALL and web, based environments are appropriate to the alternative methodologies of modern foreign language instruction, also CALL helps students improve their language speaking skills rapidly, makes them study at their own pace and gets immediate feedback , concertinos and even errors analysis (Hanson. Smith 1997)

As suggested by Oxford (1993) and Oxford Rivera Castillo , Feyten and Nutta (1998) technology will only effective if some conditions are met.

a) If it deals with students needs and interests and finds ways to increase learners motivation.

b) If the appropriate technology is used for each aspect of foreign second language learning and acquisition and the educational goals and kind of learners are considered.

c) If it provides a meaning focused learning environment and abundant authentic language input and uses relevant themes and meaningful task.

2.1 Definition of CALL :

CALL stands for computer Assisted language learning. [Levy 1997] defines CALL as the research for and study of applications of the computer in language teaching and learning.

Computer application used in second language acquisition, [Chapelle 1998]. Using CALL students can individualize their studies and study at the pace they desire [Raschic 1990] [Yi – dong 2007] supports the same opinion and points out that CALL has become an effective tool to aid teaching and learning by constant advancements in hardware and software and an increase among both teachers and learners. Besides , with the improvement of technology , the number of CALL environments available is increasing rapidly. Especially during the recent years , there have been considerable improvements in the design and structure of CALL software. [Coughlin 1990] states that the use of hypermedia system which allow access to audio and video media controlled by a computer program has allowed CALL to become highly interactive.

2.2 Explorative CALL:

According to Elmotasir [2014] more recent approaches to CALL have a favored a learned centered. Explorative approach rather than a teacher

centered , drill – bassed approach to CALL. The explorative approach is characterized by the use of concordance programmes in the languages classroom an approach described as Data. Driven learning by Tim Johns and King [(1991)]. The explorative approach is widely used today in clouding the use of well bassed CALL activates.

2.3 CALL And Distance Learning :

CALL could be incorporated into blended learning approach , and thus offered as part of distance education programs. Having in mind that the interconnection between CALL and distance learning is still in development phase, at least in Croatia it refers mainly to three types of computer applications in the home. Study environment.

2.3.1 Computer – managed instruction:

Focus on the computer as a management tool which facilitates administration of the learning process. It enables communication with students online registration, tracking of students work with in particular course , exam generation, testing in groups with random option , test correction etc. computer – managed instruction could be used to evaluate skills in listening , reading , writing and even speaking. Testing could happen as the pre – test for particular course, as diagnostic test in order to determine level of knowledge and determine the pre requested skills on which the course may be based..

This way computer – assisted testing could serve as primary , but it doesn't have to be to sole way of evaluation. In determining the student's level of practical pre requested skills on which a course may be built , additional multimedia components materials, which could be used for listening , reading writing , speaking understanding etc.

2.3.2 Computer – Assisted Language Learning (CALL) :

Consists of software applications and materials realized thought different media (that usually serve supplementary material) which full under various categorization principle.

CALL software could be divided into main categories:

Tutorials and simulation. The others tend to classify them as text tools and presentation software and software applications, or as content free and contents specific software application.

2.3.3 CALL in the past:

Behaviorist (CALL) was implemented in the 1960s and 70s and was based on the behaviorist theories of learning, which include drill and practice. At this juncture, the use of computer and software in language teaching was as Taylor [980] describes the computer as a tutor one of the best known system of it's type was the Plato system. That include central computers and terminals and performed tasks such as vocabulary skills,

grammar explanations and skills and translation tests. Ahmed , Corbett , Rogers and Sussex [1986]

2.3.4 CALL at Present:

Currently , we are at the integrative CALL stage which is a result of the expansion of technological advancement such as multimedia technology and the internet. These two innovations allow the learners to access a more authentic learning environment. as we know multimedia enables one to integrate four skills.

2.3.5 CALL in the future :

The role of computers in language learning intelligent CALL which involves the use of computer and programme with a certain level of intelligence. However it might take a long time for intelligent CALL to be put into practice.

As pointed out by warschouer [1996] the effectiveness of CALL cannot reside in the medium it self but only in how it is put to use. Thus may fellow teachers , ask not what computer can do for language teaching , instead ask what you can do for language teaching using computer.

2.3.6 Importance of CALL:

Without doubt digital media is impacting how second language are thought learned today, it can now be argued that computer – assisted language learning has come of age and what we are now entering a fully

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integrated and naturalized phase (CALL) A number of research studies found that students using CALL.   Grqurovic (Chappell & Shelley [2013]) the use of technology has the possibility to enrich the L2 teaching learning by keeping the quality of instruction with a minimum amount of teacher students contact and not effecting negatively the learning objective (Hoopingarner   [2009]). Bush's [2008] research concluded that computers facilitate L2 learning for the students because computers can be use by the students when they need them and when the time is right. New technology in education are promoting deep changes in learning , which are surpassing the traditional lecture and group work and changing them into learning environment with games activities. These new learning environment promote the students to use L2 in situation that re create life circumstances as close possible to the real ones and such a environment allow L2 learners to assume control of their own learning without depending on the teacher (west [2013]) According to Warschauer [2010] One important benefits of using technology in L2 is fostering of self technology based learning due to its daily accessibility which gives particular the opportunity to use L2 more often.

2.3.7 CALL and Speaking :

Among the language skills , speaking is the one that has been having the most CALL technology usage with several voice applications, which

include not only audio but also video , recoded or live. Users have opportunity to interact with other participants and the pedagogy that goes together with the process makes it a good tool in L2 learning (Levy [2009]) (Kirkgoz [2011]) used a task based speaking course to enhance the speaking skill of L2 learners by using technology use allowing students to listen and make correction to improve pronunciation where it was needed.

The task based language learning focuses more on the meaning than the structure of L2 when L2 students produce L2 to accomplish the task assigned by teacher (little Wood [2014])

Student's pronunciation can be improved due to the interaction with new computer programs with voice recognition (Hoopingarner [2009]). Movies software gives the students the chance to video record themselves role – playing so they can practice L2 pronunciation (McNulyty & Lazarvic [2012])

Kim's [(2012)] research concluded that CALL helped to improve L2 learner's pronunciation participants in Kim's study improve their L2 pronunciation by using the technology Enhanced Accent Modification Software, which gave them visual feedback to improve second language pronunciation.

Lord's (2008) study confirms that L2 students have the potential to improve their L2 speaking pronunciation using pod casting technology. Also improved is that students pronunciation acquired awareness of the phonetic aspects of the second language. According to Bahranis study [(]

[2012] exposing L2 students to audio visual technology is casual setting can improve their L2 speaking skills . CALL usage together with peer interaction helped to improve the L2 students speaking skills (Abuseileek [2007])

2.4 Advantages of computer technology and CALL :

Educators (Jonassen [1996] , Salabery [1999] , Rost [2000]) indicate that the current computer technology has many advantages for second language learning. Computer and its attached language learning programs could provide second language learners more independence from classroom and allowing learners the option to work on their learning material at any time of the day.

Once implemented , it can be expected that the cost for computer technology is considerably lourt than for face to face class room teaching and used in conjunction with traditional second language class room study, students can study more independently learning the teacher more tie to concentrate effort on those parts of second language teaching theatre still hard or impossible by the computer , such as pronunciation , work on spoken dialogue , training for essay writing and presentation.

Lee (2000) further started that the reasons why we should apply computer technology in second language instruction include computer and its attached language learning program scan :

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a) Prove practices for students through the experiential learning.

b) After students more the learning motivation.

c) Enhance student's achievement.

d) Increase authentic materials for study.

e) Encourage greater interaction between teachers and students.

f) Emphasize the individual needs.

g) Regard independence from a single source of information.

h) Enlarge global understanding.

Taylor （1980） also expressed that computer assisted language learning programs can be wonderful stimulus for second language learning currently computer technology can provide.

A lot of fun games and communicative and interactive activities , computer technology can help second language learners learning motivation. Through various communicative and activities , computer technology can help second language learners strengthen their linguistic skills , affect their learning attitude , and build their self instruction strategies and self confidence.

2.5 Using computer in language learning :

Hanson smith E （1999） computer have made triumphal entry into education in the past decode , it is helpful to think of computer as having the following main roles in the class room language:

1- Teacher : The computer teaches students new language

2- Tester : The computer tests students on language already learned.

3- Tool : The computer assisted student to do certain task.

4- Data source : The computer provides students with information they need to perform particular task.

5- Communication Facilitator: The computer allows student to communicate with other in different locations.

2.6 Benefits of CALL :

2.6.1 Learner autonomy :

With a CALL program m learner can work at their own pace The learner can spend more time on those topics that are causing difficulty. Information can be reviewed and task can be repeated until the learners is happy to move on to a new topic. The learner feels in control , which usually learners assume responsibility for their own learning , Naiman ell (1977)

2.6.2 Motivation :

Motivation is an important factor in language learning (Gardner , [1983] , Scarcella and oxford [1992] , Okada et al [1996]) motivation encourages grater learner effort and thus greater language performance. When looking at motivation in the field of language learning , consideration is given to the difference between foreign and second language learning.

CALL generally increase students levels of motivation. Anything that increase motivation will be helpful to learning process.

2.6.3 Access to information :

Another benefit of CALL is the control over access to information, A CALL Program has the potential to provide more information to the learner (Vialinks to electronic dictionaries , more detailed screens and tiks to other sites) Egbert and Hasson Smith (1999) While conversely , learners can avoid information overload if they feel they are absorb the new knowledge in a traditional classroom setting , students can not usually leave if they feel over load. They must wait until the class has ended , possibly not paying attention to what the teacher is saying and missing out on the topic taught. With a CALL program , the user can leave when she / he wishes and comeback to where she / he left off and start again thus users have more over the cognitive load they bear during a lesson.

2.6.4 Interactivity :

Computer promote interactivity , learns have to interact with the computer and cannot hide behind their classmates. At the very least learners have to start the CALL program. The program can only pass from one section to another with the consent of the learner: thus learners have to provide the program, they have plenty of opportunities to practice

the language is one situation. They can practice the exercises as many times as they like , until they are satisfied with their results.

2.6.5 Repetition :

Another benefit of CALL is the ability to repeatedly review information (Brett, [1996]) This repetition can aid reinforcement , which's an important element in learning (Heb , 1949) This can either be text , audio or video. Learners can listen to audio portions of a CALL program until they are satisfied that they have understood what is being said. Video segment can be watched in videos modes. (with / without sound , with / without subtitles) as many times as the learners wishes. This is obviously beneficial to the learner and is a definite advantages over the traditional classroom situation in which it is not that easy to ask the teacher to repeat something a number of times until it is understood.

2.7 Technologies in classroom :

Vanessa Carter Different types of technology [Chapter 8, lesson 14. Google , web , 5.May , 2015] The most available devices that are used in learning process considered as simple and easy use devices. These deices are the more accessed to students and institutes for the simplicity and less expensive devices. This makes such kinds of technology very important for teachers and students as well to stayed a head. When it comes to technology and its use in the class room usually different lessons , the

issue of the objective of using technology in learning process. It paved the way to avoid paper and pencil lessons. Down is some of simple handily devices that will take lessons in learning in good level.

2.7.1 Computer :

Computer is the most functional and necessary piece of technology in today's classroom. computer not only helps with presenting lessons. The computer services are the main connector to all of other technology.

Computer also allows students to use and practice important skills such as reading and speaking program.

2.7.2 Role of computer:

Based on it is functions , computer play different roles language learning and teaching as it was classified by California State University. Long Beach as follows computer can be for language drills or skills practice. Computer can be a tool for writing , presenting researching and computer a medium of communication.

2.8 Laptop :

Some research demonstrates that laptops can be an important learning tool but evidence suggests more and more faculty are banning laptop from their classroom. That they distracts students and detract from learning. The nature of laptops attracts students due to the possibility to join webs and does not harm the use of it as a tool in learning class.

2.9 Multimedia project :

Multimedia project are common place in many of today's classrooms related to its culture. They project images, presentation , or videos from a computer laptop or document camera on to a screen or wall.

The projector will be the gate way all technology use in you class room because it helps create a visual connection fro students from a variety of devices and programs.

The most famous devices of the concern which are used in teaching process are :

* Use of mobile device: Teachers and students can use smart phones for academic purposes in the class room. Mobile learning is becoming so popular for many reasons , it is accessible from any where and Mobile phones are very light and have same application. To access course material sand also to post question about specific subject can be done in the classroom or out side the classroom.

* Use of smart interactive white boards: Teachers can display visual image on these white boards which improve the learning process. Learning is more easily with visual images. Also white board can be used to draw , write or manipulate images.

* Use of online media: Distance and online learning are considered as solution to these who are not interested in the classroom studies.

2.10 Summary:

In this chapter the researcher has reviewed the literature review toward using CALL in the classroom at secondary schools level. The information in this chapter will be used to make support when answering the questionnaire.

Part Two

Previous Studies

First previous study :

Title of the study :

The impact of using computer on enhancing EFL writing skills
A case of study Muhadeen Wahbe Secondary school for Girls Khartoum North.

Researcher : Alaa Eldin Ali ElMahadi [2011]

Aim of the study: this Aims to investigate the impact of using computer on enhancing EFL writing skills in term of many aspects e.g. content , grammar , punctuation , …. etc. that can enhance the writing classroom. That is to say improve pupil's accuracy and fluency in writing.

Tool of the research: a questionnaire was chosen for this study which consisted of two , parts the first part was of Attitude's towards the use of computer which consisted of twelve items. The second one was Attitudes towards writing process which consisted of nine items.

Result and finding of the study :

* The finding of this study illustrated benefited more from using computer as a tool for enhancing writing in an EFL classroom.

* It generally showed a development in some aspect of pupil's computer based writing and also the attitudes of pupils towards using computer in writing were positive.

* It present a clear enhancement in the field of spelling grammar , punctuation and paragraphing of pupil's computer based writing.

Recommendation : based on the finding of the study , the researcher recommends thee following

1- It is important that schools throughout the country should be provide with computer of EFL learners.

2- There should be co – ordination between computer's teacher and his partner of English language that is in using labs.

3- Pupils should be trained and have practice in keyboard skills before starting using computer.

Second previous study:

Title of the study : EFL Teachers attitudes towards using computer assisted language learning (CALL) in classroom. A case study of difference Sudanese Universities.

Researcher : El Montasir Billah [2014]

Aims of the study :

1- To indicate how the teacher \s have positive and favorable attitudes towards the use of thee computer.

2- To consider technology as useful teaching tool that can enhance way of teaching.

3- To find out EFL teacher's attitudes of computer assisted language learning (CALL)

Tool : The data of this study collected by using a questionnaire and analyzed through SPSS.

The main findings :

1- Teachers have positive attitudes towards using computer in teaching English language.

2- having technological knowledge is very important language teacher.

3- EFL classes should be equipped with computers.

Recommendations: the researcher recommends the following :

1- Teachers should use computer in teaching English language.

2- The government has to provide computer training for English language teachers.

Third previous study :

Title of the study : Impact of Computer Assisted Language Learning as a foreign language learners.

Researcher : Nahid Abdallah Hayato [2016]

Aims of the study: the impact of Computer Assisted Language Learning on English as a foreign in language EFL students, is to show the effects of computer aided language learning on EFL.

Tool of the research: The data will be collected by using questionnaire. It will be distributed to English language students at Sudan university of science and technology.

The main finding : The researcher analyzed the data and come out with the following finding:

1- CALL has a positive impact on EFL learners , as the believe that CALL is a valuable as traditional learning method.

2- Student's are enthusiastic about learning foreign language by computers.

3- CALL provides students with up to date information.

Recommendation:

1- CALL should be included as a computer of EFL class assessments.

2- CALL is recommended as a viable alternative to traditional language learning methods.

3- Universities should have a CALL teacher training programme to EFL teachers.

Four previous study:

- Title of the study : Role of New Technology in Enhancing English language learning.

- Researcher : Abdalla Hassan Ahmed [2015]

- **Findings** : This study comes out with the following findings :

- The important of technology devices such as computer (Laptop) projectors , speakers and internet facilitates in classrooms.

- Willingness and viability of technology devices are the essential factors to enhance learning and teaching languages.

- The phenomenon of using technology on learning process support the necessity of technology knowledge for students as well as teachers.

- Government and other partner of education should pay more on using technology in learning process.

- technology opens chances to access different authentic language materials that Assist student to correct and understand ways and means of promoting and purify their language standard.

- Computer and its accessories minimize the chalk and black board use in learning process.

Recommendations:

Based on the previous finding the researcher recommends the following:

- Computer (laptop) projector and speakers should be part of classroom facilitates.

- Training course on teaching technology devices to be endorsed with in institute's curriculum.

- Technology devices should replace the chalk and the blackboard to save time and energy.

Chapter Three

Methodology

Chapter Three

Methodology

3.0 Introduction:

This chapter describes research methodology it gives full discretion of research tool which was used to collect the data from the sample and the procedures that are followed.

A questionnaire is that tool that chosen to collect the data.

3.1 The population:

The population is the teachers of secondary school.

3.2 The instrument of the study:

The instrument of the research consist of ten items that focus on the investigating of using computer to promote speaking skills.

Their description is as follow:

The first one , (CALL) is a system of language acquisition , is a available as traditional method of language learning. And the second is (CALL) provides student with authentic language that can be missed by non – native tongue teachers. The third items is (CALL) develops speaking skills. The fourth is (CALL) develops vocabulary knowledge. The fifth one is feedback provided by computers give student sufficient information from which to benefit. The sixth is (CALL) inadequate for

language acquisition. And the seventh one is (CALL) students' are less proficient. The eight is student motivation is defined by teachers enthusiasm. The ninth is students' feeless inhibited when communicating through computer rather than face to face in a class room setting. And the last one is (CALL) program can replace the traditional language learning method.

3.3 The procedure:

The researcher distributes the questionnaire to the teachers' of English language to look over the items after that the researcher will collect the questionnaire for analysis.

3.4 Summary:

This chapter has provided description of the research tools and their procedure , the data will be statically analyzed and discussed in chapter four.

3.5 Validity and Reliability:

Validity and reliability are important for the questionnaire because they ensure the quality of the instrument which was used throughout this study therefore the validity and reliability of the research tool has been confirmed in this study.

Chapter Four

Data Analysis, Results and Discussion

Chapter Four

Data Analysis, Results and Discussion

4.0 Introduction:

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 35 respondents who represent the teachers' community in Sudanese secondary schools

4.1 Analysis of the Questionnaire:

After the step of checking questionnaire reliability and validity, the researcher distributed the questionnaire on determined study sample (35), 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.

4.2 Statistical Reliability

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement 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 test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

. Alpha-Cranach coefficient.

On the other hand, validity also 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.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Re liability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed (10) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table

	Reliability	Validity
Alpha – cronbach	**82**	**0.93**

Source: The researcher from applied study

It is noicted from the results of the above table No.( ) that all reliability validity coefficients for pre-test sample individuals about each questionnaire's theme, for overall questionnaire, are greater than (50%), some of them are nearest to one. This indicates to 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.

4.3: Statistical Instruments

In order to satisfy the study objectives and to test its hypotheses, the following statistical instruments were used:

1. Graphical figures.

2. Frequency distribution.

4. Non-parametric Chi-square test.

In order to obtain accurate results, Statistical Package for Social Sciences (SPSS) was used. In addition, to design the graphical figures, which are needed for the study, the computer program (Excel) was also used

Hypothesis (1) : Using computer in language learning can positively enhance students' confidence to develop speaking fluency.

Statement No (1): Using computer in language learning boots students' self confidence

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

VALID	Frequency	Percentage
Strongly agree	19	54.2
Agree	15	42.8
Neutral	1	3.0
Disagree	0	0
Strongly Disagree	0	0
TOTAL	35	100
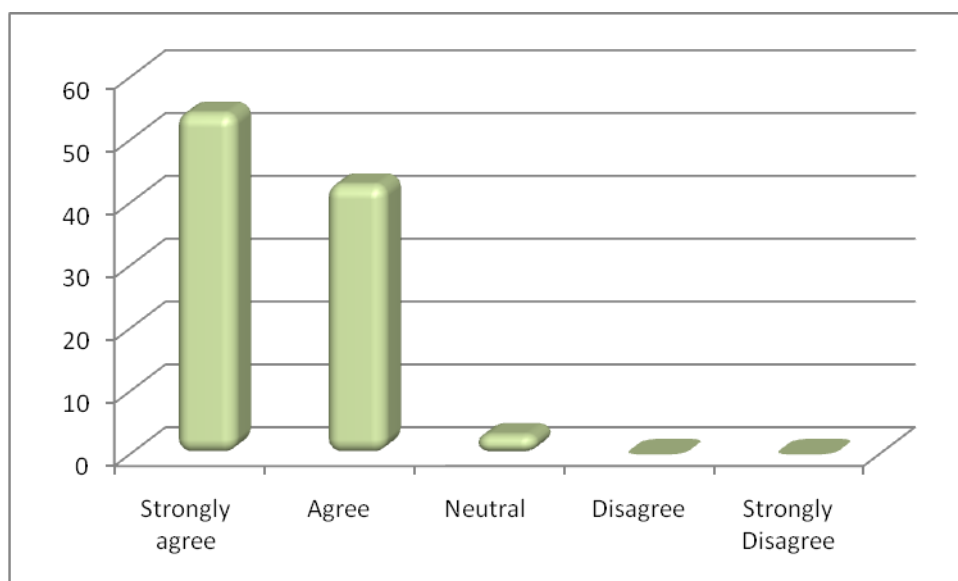
from the above table No.(1) and figure No (1) It is clear that there are (19) persons in the study's sample with percentage (54.2%) strongly agreed with **"** Using computer in language learning acquire students' self confidence.**".** There are (15) persons with percentage (42.8%) agreed with that, and (1) persons with percentage (13.3%) was neutral . and (0) persons with percentage (0%) disagreed and (0) persons with (0%) are strongly disagreed.

Statement No (2): Computer are important and should be available to encourage students' to work in group.

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

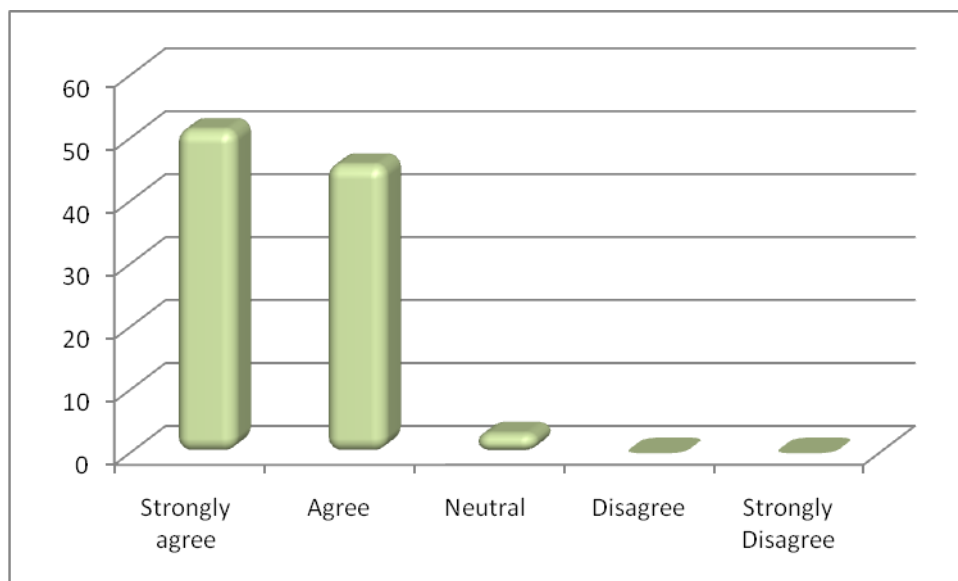| VALID	Frequency	Percentage
Strongly agree	18	51.3
Agree	16	45.7
Neutral	1	3.0
Disagree	0	0
Strongly Disagree	0	0
TOTAL	35	100

From the above table No.(2) and figure No (1) It is clear that there are (18) persons in the study's sample with percentage (51.3%) strongly agreed with **"** Computer are important and should be available to encourage students' to work in group**.. ".** There are (16) persons with percentage (45.7%) agreed with that, and (1) persons with percentage (3.0 %) was neutral . and (0) persons with percentage (0%) disagreed and (0) persons with (0%) are strongly disagreed.

Statement No (3): Using computers in the classroom facilitates language skill.

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

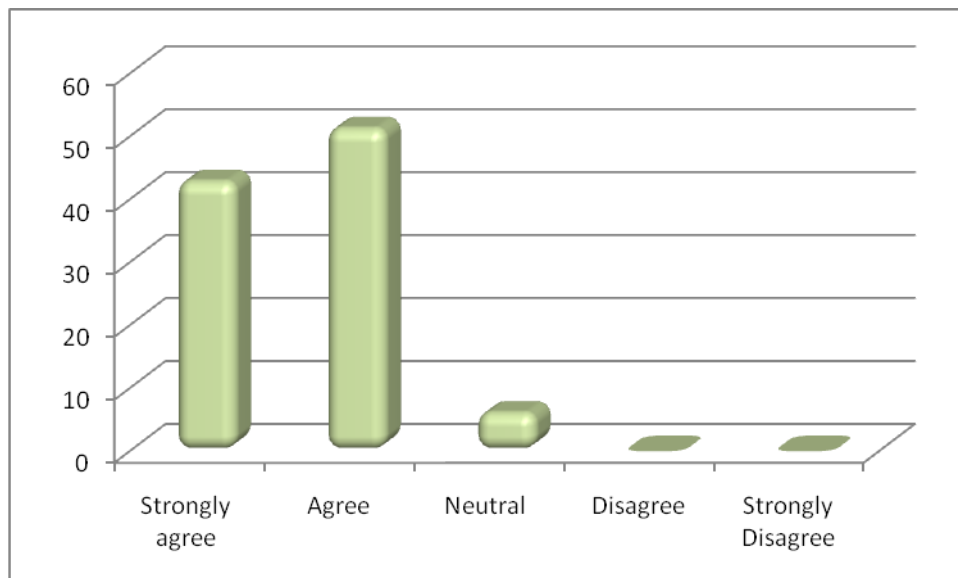| VALID	Frequency	Percentage
Strongly agree	15	42.8
Agree	18	51.2
Neutral	2	6.0
Disagree	0	0
Strongly Disagree	0	0
TOTAL	35	100

from the above table No.(3) and figure No (1) It is clear that there are (15) persons in the study's sample with percentage (42.8%) strongly agreed with " Using computers in the classroom facilitates language skill. .. ". There are (18) persons with percentage (51.2%) agreed with that, and (2) persons with percentage (6.0 %) was neutral . and (0) persons with percentage (0%) disagreed and (0) persons with (0%) are strongly disagreed.

Statement No (4): Computer facilitates the process of language learning by enhancing students' vocabulary.

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

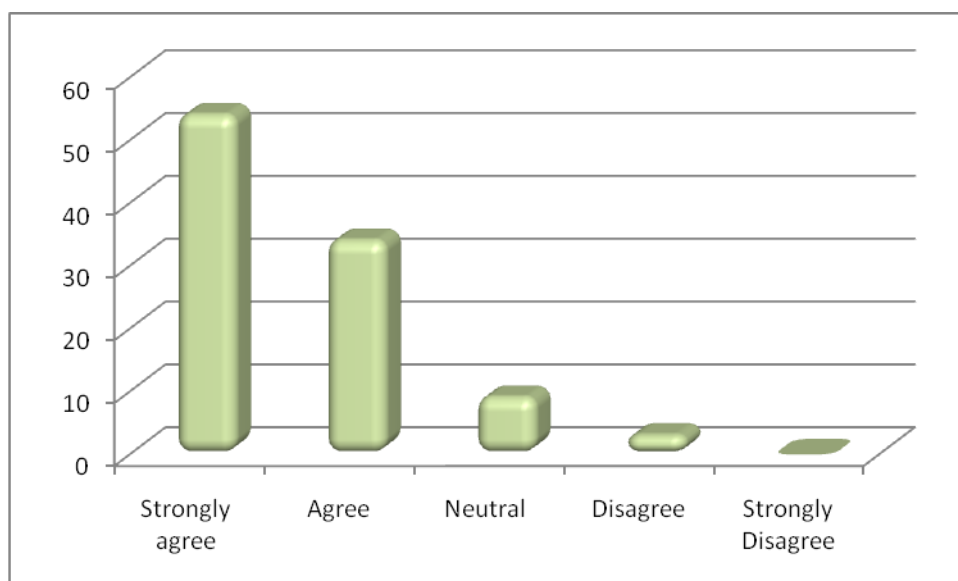| VALID	Frequency	Percentage
Strongly agree	19	54.0
Agree	12	34.0
Neutral	3	9.0
Disagree	1	3.0
Strongly Disagree	0	0
TOTAL	35	100

from the above table No.(4) and figure No (1) It is clear that there are (19) persons in the study's sample with percentage (54.0%) strongly agreed with " Computer facilitates the process of language learning by enhancing students' vocabulary.. ". There are (12) persons with percentage (34.0%) agreed with that, and (3) persons with percentage (9.0 %) was neutral . and (1) persons with percentage (3%) disagreed and (0) persons with (0%) are strongly disagreed.

Statement No (5): Computer open the chance for EFL learners to expose to the target language

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

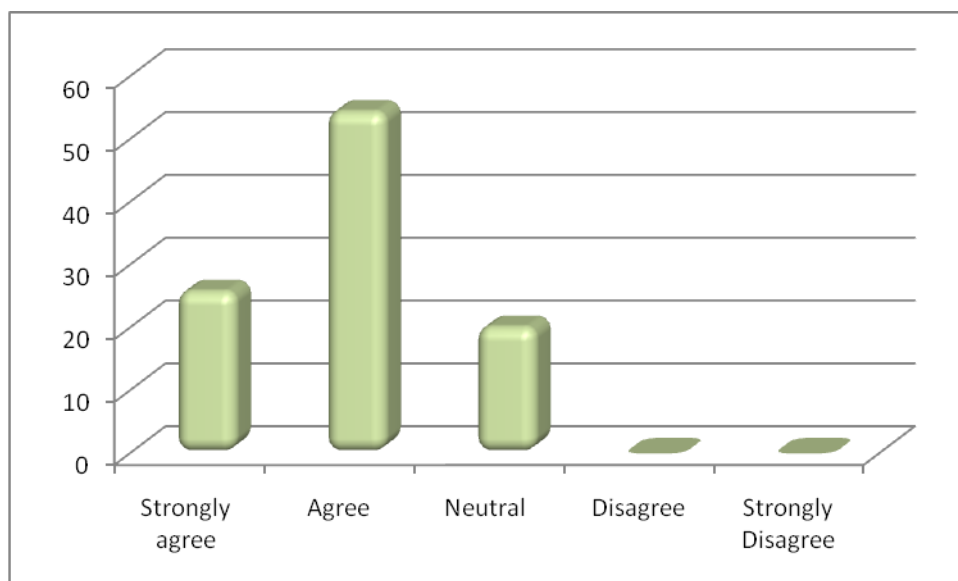| VALID	Frequency	Percentage
Strongly agree	9	25.7
Agree	19	54.3
Neutral	7	20.0
Disagree	0	0
Strongly Disagree	0	0
TOTAL	**35**	**100**

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from the above table No.(5) and figure No (1) It is clear that there are (9) persons in the study's sample with percentage (25.7%) strongly agreed with " Computer open the chance for EFL learners to expose to the target language. ". There are (19) persons with percentage (54.3%) agreed with that, and (7) persons with percentage (20.0 %) was neutral . and (0) persons with percentage (0%) disagreed and (0) persons with (0%) are strongly disagreed.

Hypothesis two: Using computer can significantly improve students' pronunciation intonation and stress when speaking.

Statement No (6): Using computer improves students' pronunciation.

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

VALID	Frequency	Percentage
Strongly agree	15	42.8
Agree	15	42.8
Neutral	4	11.4
Disagree	1	3.0
Strongly Disagree	0	0
TOTAL	35	100

from the above table No.(6) and figure No (1) It is clear that there are (15) persons in the study's sample with percentage (42.8%) strongly agreed with " Using computer improves students' pronunciation. . ". There are (15) persons with percentage (42.8%) agreed with that, and (4) persons with percentage (11.4 %) was neutral . and (1) persons with percentage (3%) disagreed and (0) persons with (0%) are strongly disagreed.
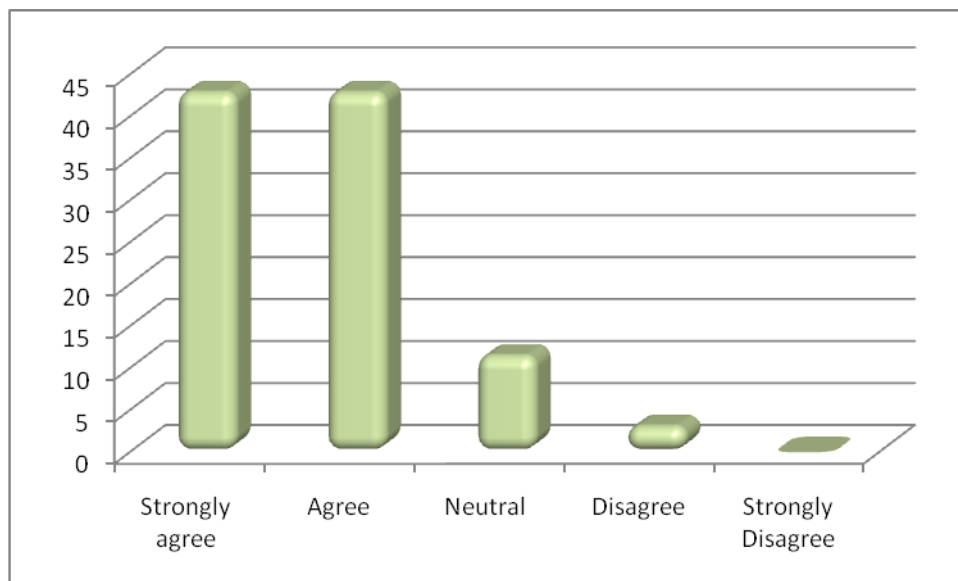
Statement No (7): Using CALL in teaching English widens students' knowledge on using English stress

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

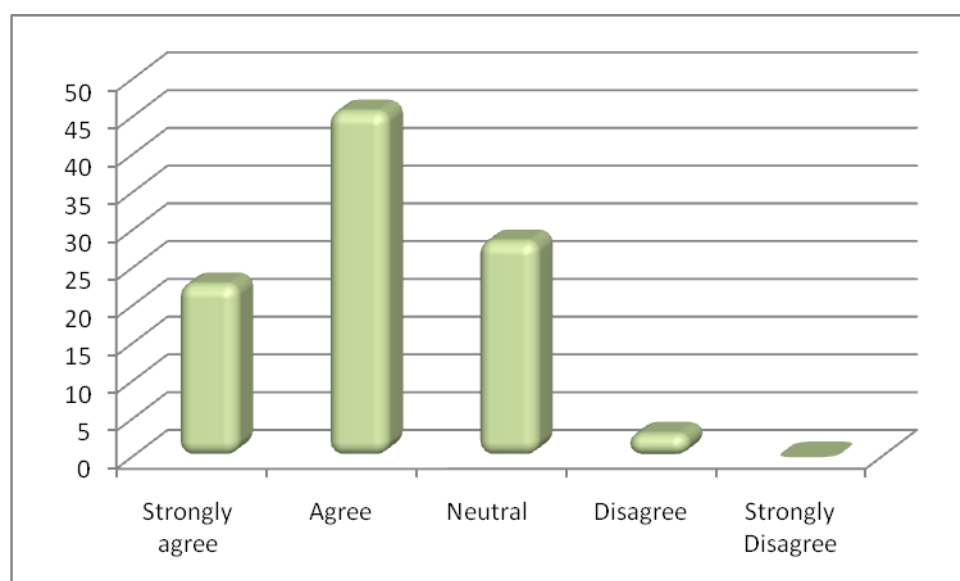| VALID	Frequency	Percentage
Strongly agree	8	22.8
Agree	16	45.7
Neutral	10	28.5
Disagree	1	3.0
Strongly Disagree	0	0
TOTAL	35	100

from the above table No.(7) and figure No (1) It is clear that there are (8) persons in the study's sample with percentage (22.8%) strongly agreed with " Using CALL in teaching English widens students' knowledge on using English stress . ". There are (16) persons with percentage (45.7%) agreed with that, and (10) persons with percentage (28.5 %) was neutral . and (1) persons with percentage (3.0%) disagreed and (0) persons with (0%) are strongly disagreed.

Statement No (8): Computer aids the learners to pronounce words when practicing intonation

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

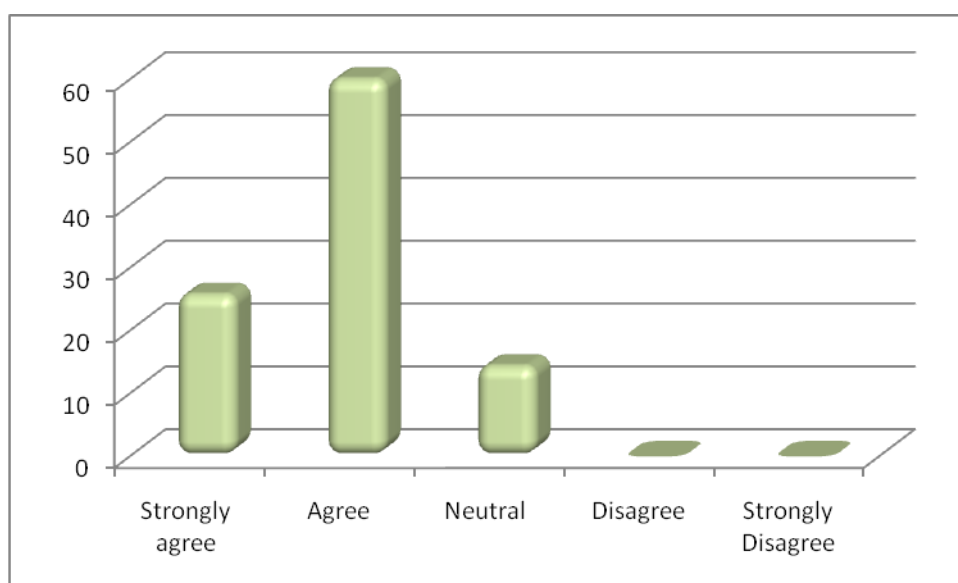| VALID	Frequency	Percentage
Strongly agree	9	25.7
Agree	21	60.0
Neutral	5	14.3
Disagree	0	0
Strongly Disagree	0	0
TOTAL	35	100

from the above table No.(8) and figure No (1) It is clear that there are (9) persons in the study's sample with percentage (25.7%) strongly agreed with '' Computer aids the learners to pronounce words when practicing intonation ''. There are (21) persons with percentage (60.0%) agreed with that, and (5) persons with percentage (14.3 %) was neutral . and (0) persons with percentage (0%) disagreed and (0) persons with (0%) are strongly disagreed.   .

Statement No (9):   EFL classes should be equipped with computers to promote learning pronunciation.

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

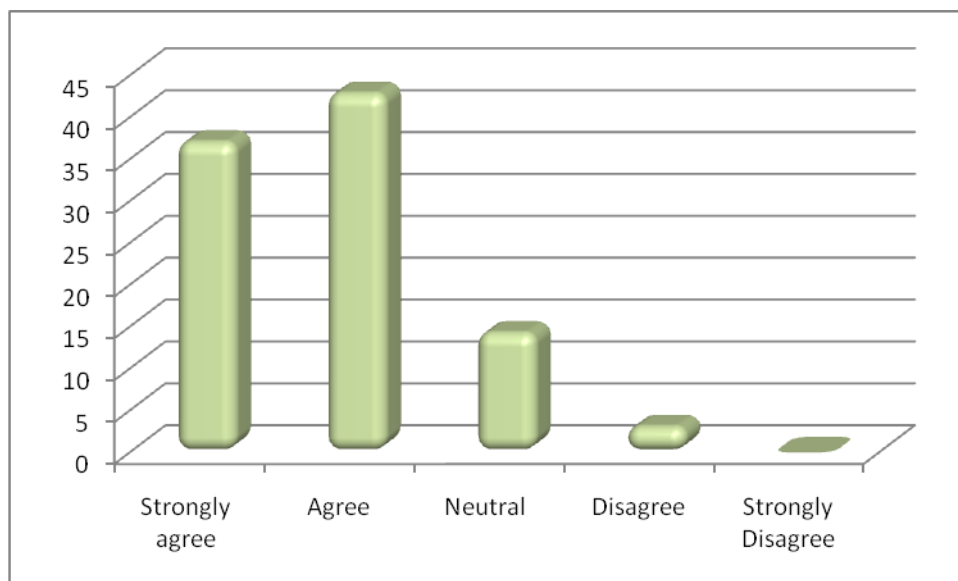| VALID	Frequency	Percentage
Strongly agree	13	37.0
Agree	15	42.8
Neutral	5	14.2
Disagree	1	3.0
Strongly Disagree	1	0
TOTAL	35	100

from the above table No.(9) and figure No (1) It is clear that there are (13) persons in the study's sample with percentage (37.0%) strongly agreed with (EFL classes should be equipped with computers to promote learning pronunciation.. ". There are (15) persons with percentage (42.8%) agreed with that, and (5) persons with percentage (14.2 %) was neutral . and (1) persons with percentage (3.0%) disagreed and (1) persons with (3.0%) are strongly disagreed.

Statement No (10): Using computers encourages students' to develop speaking skill.

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

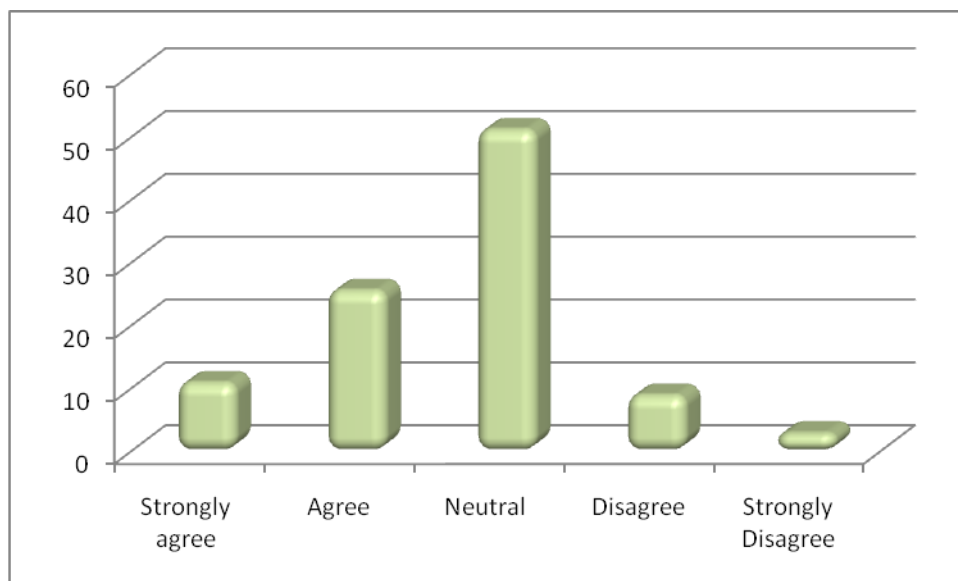| VALID	Frequency	Percentage
Strongly agree	4	11.0
Agree	9	25.7
Neutral	18	51.3
Disagree	3	9.0
Strongly Disagree	1	3.0
TOTAL	35	100

from the above table No.(10) and figure No (1) It is clear that there are (4) persons in the study's sample with percentage (11.0%) strongly agreed with **"** Using computers encourages students' to develop speaking skill**. ".** There are (9) persons with percentage (25.7%) agreed with that, and (18) persons with percentage (51.3 %) was neutral . and (3) persons with percentage (9%) disagreed and (1) persons with (3%) are strongly disagreed.

Hypothesis three : Using computer in learning vocabulary play a significant role

Statement No (11): Learners use computer improves student's English learning.

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

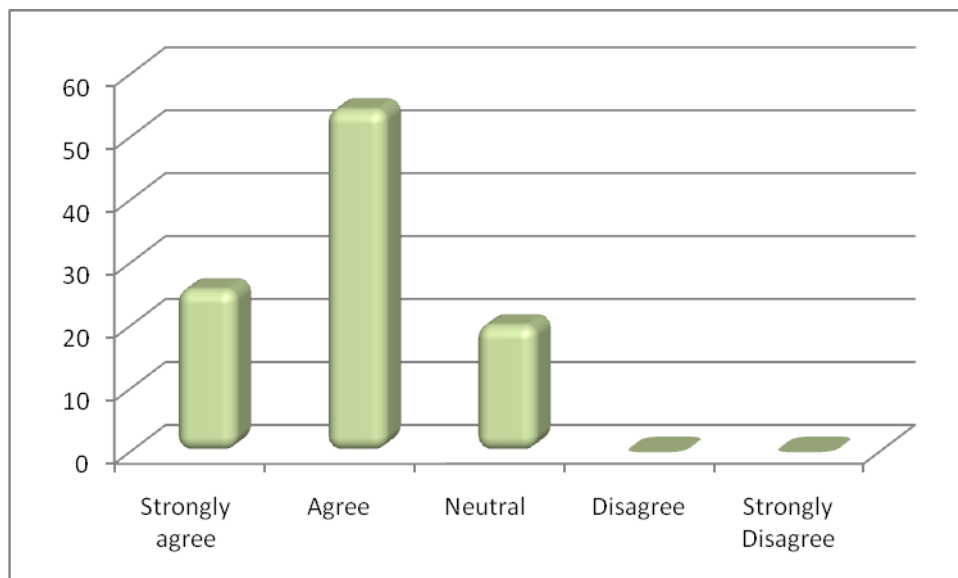| VALID	Frequency	Percentage
Strongly agree	9	25.7
Agree	19	54.3
Neutral	7	20.0
Disagree	0	0
Strongly Disagree	0	0
TOTAL	35	100

from the above table No.(11) and figure No (1) It is clear that there are (9) persons in the study's sample with percentage (25.7%) strongly agreed with " Learners use computer improves student's English learning.. ". There are (19) persons with percentage (54.3%) agreed with that, and (7) persons with percentage (20.0 %) was neutral . and (0) persons with percentage (0%) disagreed and (0) persons with (0%) are strongly disagreed.

Statement No (12): CALL enhances students' motivation to learned new words.

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

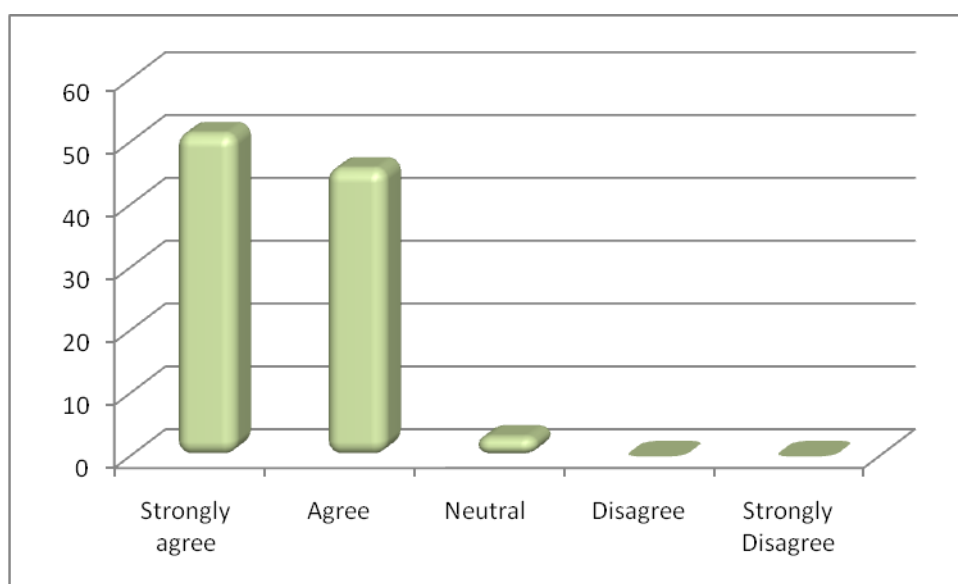| VALID	Frequency	Percentage
Strongly agree	18	51.3
Agree	16	45.7
Neutral	1	3.0
Disagree	0	0
Strongly Disagree	0	0
TOTAL	35	100

from the above table No.(12) and figure No (1) It is clear that there are (18) persons in the study's sample with percentage (51.3%) strongly agreed with **"** CALL enhances students' motivation to learned new words**.. ".** There are (16) persons with percentage (45.7%) agreed with that, and (1) persons with percentage (3.0 %) was neutral . and (0) persons with percentage (0%) disagreed and (0) persons with (0%) are strongly disagreed.

Statement No (13): Using computers facilitates the process of learning the technical vocabulary.

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

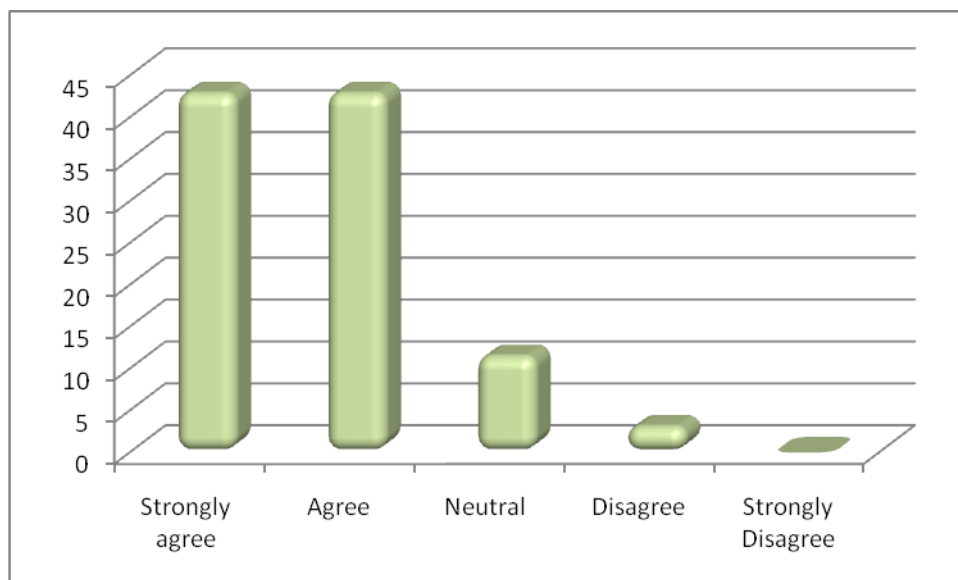| VALID	Frequency	Percentage
Strongly agree	15	42.8
Agree	15	42.8
Neutral	4	11.4
Disagree	1	3.0
Strongly Disagree	0	0
TOTAL	35	100

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from the above table No.(13) and figure No (1) It is clear that there are (15) persons in the study's sample with percentage (42.8%) strongly agreed with (Using computers facilitates the process of learning the technical vocabulary. . ". There are (15) persons with percentage (42.8%) agreed with that, and (4) persons with percentage (11.4 %) was neutral . and (1) persons with percentage (3%) disagreed and (0) persons with (0%) are strongly disagreed.

Statement No (14):   Using computers draw attention to acquiring knowledge through new vocabulary.

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

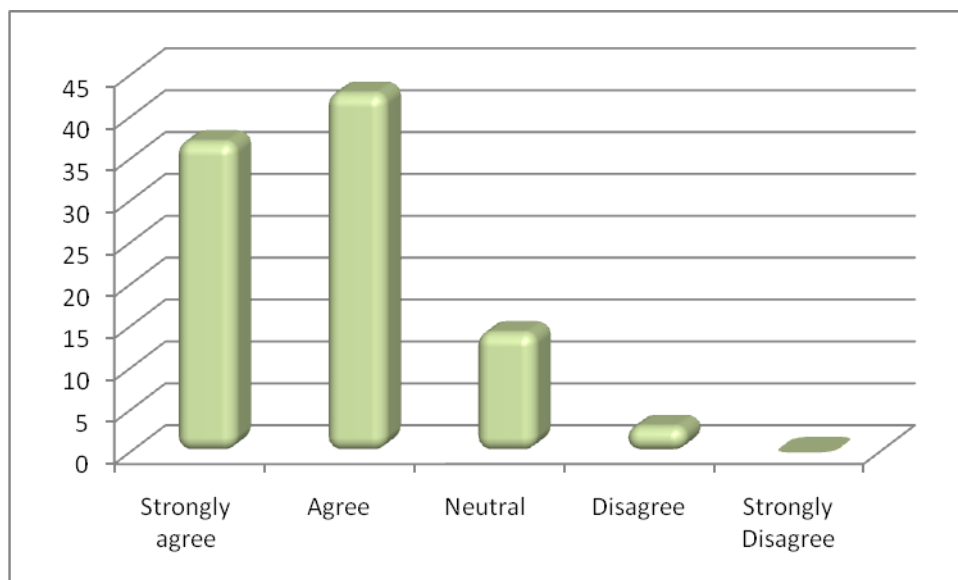| VALID	Frequency	Percentage
Strongly agree	13	37.0
Agree	15	42.8
Neutral	5	14.2
Disagree	1	3.0
Strongly Disagree	1	0
TOTAL	35	100

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from the above table No.(14) and figure No (1) It is clear that there are (13) persons in the study's sample with percentage (37.0%) strongly agreed with (Using computers draw attention to acquiring knowledge through new vocabulary.**.** There are (15) persons with percentage (42.8%) agreed with that, and (5) persons with percentage (14.2 %) was neutral . and (1) persons with percentage (3.0%) disagreed and (1) persons with (3.0%) are strongly disagreed.

Statement No (15): Practicing CALL promotes teachers and students' fluency and accuracy related to vocabulary of language.

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

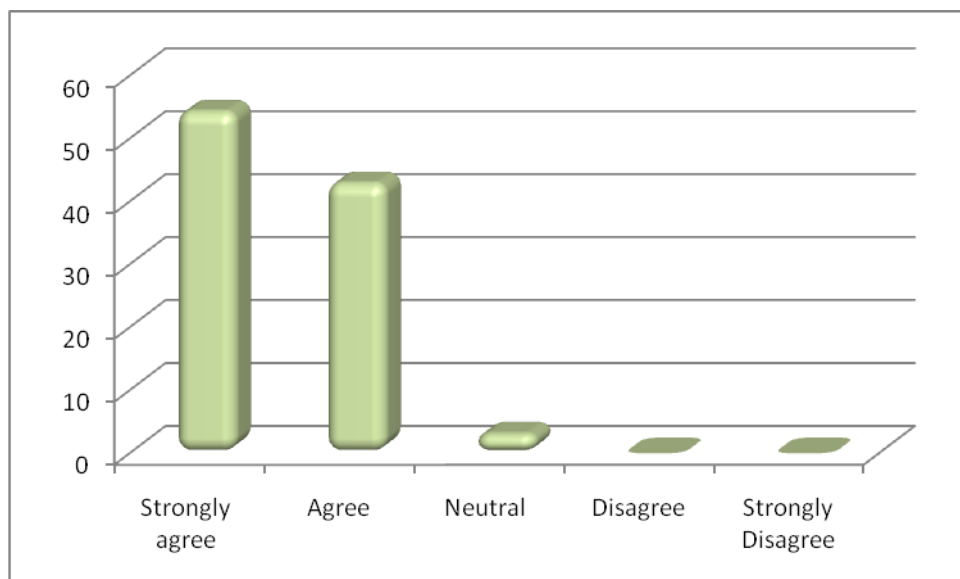| VALID	Frequency	Percentage
Strongly agree	19	54.2
Agree	15	42.8
Neutral	1	3.0
Disagree	0	0
Strongly Disagree	0	0
TOTAL	35	100

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from the above table No.(15) and figure No (1) It is clear that there are (19) persons in the study's sample with percentage (54.2%) strongly agreed with " Practicing CALL promotes teachers and students' fluency and accuracy related to vocabulary of language.   ". There are (15) persons with percentage (42.8%) agreed with that, and (1) persons with percentage (13.3%) was neutral . and (0) persons with percentage (0%) disagreed and (0) persons with (0%) are strongly disagreed.

Table (   ) Chi –Square Test for Hypothesis One. (Using computer in language learning can positively enhance students' confidence to develop speaking **fluency.** *):*

No	Statement	mean	SD	Chi square	p-value
1	Using computer in language learning acquire students' self confidence	2.7	4.1	22	0.000
2	Computer are important and should be available to encourage students' to work in group.	2.6	0.5	19	0.000
3	Using computers in the classroom facilitates language skill.	2.5	0.9	31	0.000
4	Computer facilitates the process of language learning by enhancing students' vocabulary.	2.9	1.6	22	0.000
5	Computer open the chance for EFL learners to expose to the target language	2.8	2.1	27	0.000
Hypothesis two Using computer can significantly improve students' pronunciation intonation and stress when speaking.					
6	Using computer improves students' pronunciation.	2.7	1.5	29	0.000
7	Using CALL in teaching English widens students' knowledge on using English stress	2.6	0.5	34	0.000
8	Computer aids the learners to pronounce words when practicing intonation	2.4	1.6	27	0.000

9	EFL classes should be equipped with computers to promote learning pronunciation.	2.7	4.1	22	0.000
10	Using computers encourages students' to develop speaking skill.	2.6	0.5	19	0.000
Hypothesis three : Using computer in learning vocabulary play a significant role					
11	Learners use computer improves student's English learning.	4	1.5	21	0.000
12	CALL enhances students' motivation to learned new words.	4	0.4	34	0.000
13	Using computers facilitates the process of learning the technical vocabulary.	2.4	1.0	27	0.000
14	Using computers draw attention to acquiring knowledge through new vocabulary.	2.7	4.0	22	0.000
15	Practicing CALL promotes teachers and students' fluency and accuracy related to vocabulary of language.	3	0.5	19	0.000

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 1st statement 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 (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.8) which is greater than the hypothesized mean (2.3) which supports the

respondents who disagreed with the statement "**Using computer in language learning acquire students' self confidence**

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 2nd statement 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 (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.6) which is greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement **"Computer are important and should be available to encourage students' to work in group.**."

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 3rd statement was (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.5) which is greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement "**Using computers in the classroom facilitates language skill.**.."

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 4th statement 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 (11.7). This indicates that, there are statistically significant differences at the level (5%) among the

responses of the respondents, and also the calculated mean is (2.9) which is greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement "**Computer facilitates the process of language learning by enhancing students' vocabulary.**

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 5th statement was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.8) which is greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement "**Computer open the chance for EFL learners to expose to the target language**

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 6th statement was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.7) which is greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement "**Using computer improves students' pronunciation.**

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 7th statement was (34) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates

that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.6) which is greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement "**Using CALL in teaching English widens students' knowledge on using English stress**

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 8th statement was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.4) which is greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement "**Computer aids the learners to pronounce words when practicing intonation**

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 9th statement 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 (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.8) which is greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement "**EFL classes should be equipped with computers to promote learning pronunciation..**

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 10th statement 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 (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.6) which

is greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement "**Using computers encourages students' to develop speaking skill.**

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 11th statement 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 (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.7) which is greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement "**Learners use computer improves student's English learning.**

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 12th statement 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 (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.6) which is greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement "**CALL enhances students' motivation to learned new words.**

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 13th statement was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.4) which is greater than the hypothesized mean (2.3) which supports the

respondents who disagreed with the statement "**Using computers facilitates the process of learning the technical vocabulary.**

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 14th statement 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 (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.8) which is greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement "**Using computers draw attention to acquiring knowledge through new vocabulary.**

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 15th statement 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 (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.6) which is greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement "**Practicing CALL promotes teachers and students' fluency and accuracy related to vocabulary of language.**

__According to the previous results its obvious that the hypotheses of this study are accepted__

Chapter Five

Summary , Conclusion and Recommendation

Chapter Five

Summary, Conclusion and Recommendation

5.0 Introduction:

This study was conducted to investigate the teachers perspective towards using computer to promote students speaking skill, and this chapter provides a summary of the study, conclusions, recommendations and suggestions for further studies. The objective of this study is to know the responses from teachers about the

use of computer in classrooms and how are they teaching language skills and systems.

5.1 Summary and Conclusions

This study is set out to answer the following questions:

1- To what extent can using computers in language learning enhances students' to develop speaking fluency?

2- How can computer improves students' pronunciation intonation and stress when speaking?

3- What is the role of using computer in learning vocabulary to develop students' performance.

To achieve the set objectives, the study adopted the descriptive analytical and experimental method. This allowed the research instruments to complement each other. Hence, an experiment, questionnaires, was used to address the research questions and objectives. The (SPSS) program version 24 was used for data analysis.

The first hypothesis state that Using computer in language learning can positively enhance students' confidence to develop speaking fluency. and after we test that hypothesis by using chi-square test we found that The mean of calculated values of chi-square test for the significance of the differences for the respondents' answers in all questions related to the hypothesis (1) 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 (12.22). 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 hypothesis (1) and according to this results its clear that the first hypothesis is accepted and this mean that the use of computer in language learning can positively enhance students' confidence to develop speaking fluency

The second hypothesis Using computer can significantly improve students' pronunciation intonation and stress when speaking. and after we test that hypothesis by using chi-square test we found that The mean of calculated values of chi-square test for the significance of the differences for the respondents' answers in all questions related to the hypothesis (2) 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 (12.22). 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 hypothesis (2) and according to this results its clear that the second hypothesis is accepted and this mean that using computer can significantly improve students' pronunciation intonation and stress when speaking

The third hypothesis is state that Using computer in learning vocabulary play a significant role . and after we test that hypothesis by using chi-square test we found that The mean of calculated values of chi-square test for the significance of the differences for the respondents' answers in all questions related to the hypothesis (2) was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.22). 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 hypothesis (1) and according to this results its clear that the third hypothesis is accepted and this mean that Using computer in learning vocabulary play a significant role.

5.2 Recommendations:

Based on the findings of this study, the following recommendations are suggested:

- Teachers should be well trained in how to use computer in class room

- The education experts should introduce and spread the teachers" training program to get best outcome from technologically advanced classroom.

- The Ministry of Education and other education experts should not only introduce but also plan wide spread training program throughout the country to get best outcome from language teachers

5.3 CONCLUSIONS:

It's clear that most of Studies have shown that the use of computer   have positive impact in language teaching. It helps to promote communicative approach of teaching, use of authentic materials, introduce a lot of exposure to students. It also provides learners communicative learning environment and enrich their knowledge from outside textbooks. Technologically advanced classrooms are becoming popular day by day to teach language.

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Appendix No [1] Teachers

Dear : Teachers

This questionnaire is a part of my M.A study on the investigating   teachers' perspective Towards using computer to Promote Speaking student's   promote skill.

I would be most grateful if you could just spare some of your valuable time to out this questionnaire. Please be assured that information elicited will only be for academic purposes.

Thank you for your cooperation

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Statement

Please Tick [✓] in the box which represent your opinion :

Hypotheses one : Using computer in language learning can positively enhance students' confidence to develop speaking fluency.

No	Items	disagree	agree	Neutral	Strongly agree	Strongly disagree
Hypotheses No (1) :						
1	Using computer in language learning acquire students' self confidence					
2	Computer are important and should be available to encourage students' to work in group.					
3	Using computers in the classroom facilitates language skill.					
4	Computer facilitates the process of language learning by enhancing students' vocabulary.					
5	Computer open the chance for EFL learners to expose to the target language					
Hypotheses No (2) : Using computer can significantly improve students' pronunciation intonation and stress when speaking.						
6	Using computer improves students' pronunciation.					
7	Using CALL in teaching English widens students' knowledge on using English stress					
N	Items	disagree	agree	Neutral	Strongly	Strongly

O		64			agree	disagree
8	Computer aids the learners to pronounce words when practicing intonation					
9	EFL classes should be equipped with computers to promote learning pronunciation.					
10	Using computers encourages students' to develop speaking skill.					
Hypotheses No (3) : Using computer in learning vocabulary play a significant role						
11	Learners use computer improves student's English learning.					
12	CALL enhances students' motivation to learned new words.					
13	Using computers facilitates the process of learning the technical vocabulary.					
14	Using computers draw attention to acquiring knowledge through new vocabulary.					
15	Practicing CALL promotes teachers and students' fluency and accuracy related to vocabulary of language.					