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**Using online applications based - activities on
improving EFL oracy skills of primary Language
school pupils**

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Abstract

The present research aimed at improving the EFL oracy skills of primary language school pupils by using online applications. The participants of the study were two classes of sixth-year primary stage from Al-Hussein Ben Ali Official Language School, Dakahlia, Egypt. The study adopted a quasi-experimental design, so the sample was divided into a control group (n = 30) and an experimental one (n = 30). Instruments of the study were a listening sub-skills checklist, a speaking sub-skills questionnaire to determine the necessary listening and speaking skills for the pupils, two pre-posttests of listening and speaking to determine the level of the pupils' listening and speaking skills, and a speaking assessment rubric. The researcher taught both groups: the experimental group was taught through the Zoom application, while the control group was taught through the traditional way of teaching. The results of the study showed that there were statistically significant differences between the mean scores of the experimental group and the control group in listening and speaking skills in favor of the experimental group. In addition, using online applications had a positive effect on pupils' oracy skills.

Keywords: online applications, listening skills, speaking skills, oracy skills

Introduction

Improving oracy skills is essential to master English language. Arabic speakers often find listening and speaking to be more intricate compared to acquiring other skills like reading and writing. Oracy skills involve listening and speaking skills which enable students to communicate with others effectively within oral language.

Listening is a vital skill to develop for primary pupils. In order to develop good listening skills, it is important to help tune their ears into the sounds of the English language. This helps them to pick out individual words and sentences more easily.

Speaking is an active skill in language learning. English speaking skills are often the hardest to develop out of all the language skills. This is

often simply because learners do not always have much opportunity to speak English, unless they are already living in an English-speaking country.

According to Pawlak, Waniek -Klimczak & Majer(2011) Speaking a foreign language is challenging because it involves mastering various aspects of the language and using them effortlessly in everyday conversations. To help learners improve their speaking skills in the target language, language teachers should provide ample opportunities for practice.

Teaching English online is now becoming increasingly important all over the world, giving learners and teachers flexibility in where and how they develop English language skills. New technological devices like smart phones and Android provide rich resources in terms of data so that the user can give voice commands and ask questions. The smart phone will provide data as instructed and also answer the questions. In other words, users can practice listening and speaking skills with their smart phones. Teachers should revisit language learning theories, principles, and teaching methodology and design activities using the appropriate technology (Jati, 2017).

According to Bull and Ma (2001), language learners have access to an infinite amount of resources thanks to technology. According to Harmer (2007) and Litter (2015), in order for language learners to succeed, teachers should motivate them to use computers to discover relevant activities. According to Clements and Sarama (2003), learners can benefit from using appropriate technology resources.

According to Tomlison (2009) and Iter (2015), computer-based activities give students access to relevant materials and fast information. They also mentioned how online resources inspire students to study more. Furthermore, Larsen-Freeman and Anderson (2011) endorsed the idea that technology offers instructional materials and expands the realm of learning for students. With the use of technology, students might be motivated to study languages by having access to a wealth of real materials. Therefore, the purpose of this study was to investigate the impact of using online applications on enhancing 6th grade primary stage pupils' oracy skills.

Oracy Skills

The term “oracy” is not recent, but it is old, it first appeared in the twentieth century. Wilkinson (1965) coined the term 'oracy' as a conscious attempt to put speaking and listening on an equal footing with written literacy and numeracy. He also stated that oracy is "the ability to use the oral skills of speaking and listening. Wilkinson's word and definition were quickly embraced by several scholars, policymakers, and practitioners, such as the National Oracy Project in the United Kingdom. However, other concepts such as 'communication skills', speaking and listening' are more generally used in the English-speaking world, and the term has yet to become ingrained in mainstream educational discourse.

Oracy skills involve listening and speaking skills which enable students to communicate with others effectively within oral language. Gaunt & Sott (2019) stated that oracy is the capacity to use spoken language to express ideas, gain understanding, and interact with people. Consequently, Highlighting and studying oracy skills in detail is a must to master English language.

It's important to build strong oracy within EFL students. There are many advantages of teaching oracy skills in the classroom. However, teachers are advised to teach listening sub-skills and speaking sub-skills via online applications. It's an opportunity to use new methods to attract students and increase practicing oracy skills by using appropriate materials for learners' levels, applying different strategies to achieve a successful and effective teaching and learning environment.

Online applications

A web application (or "web app" for short) is any computer software that uses a web browser as its client to execute a certain job, similar to how a mobile app operates on a mobile device. It might be as basic as a message board or a contact form on a website, or as complicated as a word processor or a multi-player mobile game app (Nations, 2021).

The way children study has changed dramatically across the world. A big number of instructors throughout the world have been forced to go online and educate using web platforms and technology (Silver, 2020).

Online Applications are important in a computer because they are end-user programs that allow users to accomplish a variety of tasks with the system. The application programs are created to execute in a system software, often known as an operating system. An operating system is a piece of software that allows all of the applications programs on a computer to function and perform various activities. GUI-based apps perform a variety of functions on a computer, including document creation, game play, and surfing, among others Curley (2021).

Review of Literature

El-Neshawy (2018) investigated the effectiveness of using an integrative suggested strategy in developing some EFL oracy skills for preparatory stage pupils. The study used the quasi-experimental design. The participants of the study consisted of 60 pupils of the third year were randomly selected to form the experimental group. The data were collected through listening and speaking skills checklists, and pre-posttest listening and speaking skills and teacher's guide. The instruments were created by the researcher and applied to Jury members. There were pre and post administrated to the treatment group before and after teaching the recommended strategy. The findings of the study revealed that the integrative suggested strategy had a positive effect on improving the oracy skills for preparatory stage pupils.

A study by Georgiadou, Soumela & Zafiri, (2021) examined the effectiveness of YouTube videos in the oracy skills of a young learner through the implementation of differentiated instruction. The efficiency of the methods and approaches which were implemented were verified by the results of the pre- and post-listening and speaking test which were both applied before and after the intervention of the ten lessons. To triangulate the study, qualitative research was conducted in the form of semi-structured interviews to the student and his mother before and after the intervention. The findings showed that there was an improvement in the student's performance as regards the listening, the speaking, and the grammar-lexis structure skills.

Vo,Y (2013) investigated the impact of using internet resources on developing extensive listening for EFL learners. Research showed that a

multimedia listening environment which includes video and audio in combination with text offers learners more effective listening comprehension and performance than either audio or video only. He selected 12th grade students (17-18 years old) in a public high school. The results showed that, the use of websites enhances English skills for students. Most informants reported using the websites help them improve English listening skills. Rather than that they thought this kind of practicing listening skills enhanced them not only listening skills, but also they could improve other skills while they listened through websites, such as pronunciation, speaking, reading, vocabulary learning.

Malidini, & Islamiati, (2018) conducted a study to reveal whether or not using Duolingo application in English learning significantly improves students' listening skills. This research used pre-experimental design and quantitative research method. This study involves 799 consisting of 24 classes in SMKN 2 Karawang and the author takes only one class of 36 students in X- Tata Boga 3 Class. Furthermore, the data taken from pretest and posttest results to find out whether using Duolingo apps improves students' listening skills. It can be concluded that using of Duolingo Applications can improve students' listening skills and also able to make the teaching list motivate students in learning English.

Alqhtani (2014) conducted a study to investigate the effectiveness of Using YouTube on Enhancing EFL Students' Listening Comprehension Skill. The participants of this study consisted of 26 students. The results proved that using YouTube videos had indeed enhanced Saudi EFL students' listening comprehension performance. After watching YouTube videos for two months, students of the experimental group performed better than the control group in the post-test, which indicated their improvement listening comprehension.

Krajka (2006) conducted a study to investigate developing speaking skills in a web –based environment. The results showed The Web-based classroom environment, with the world wide web as reservoir of materials to be flexibly used by the language teacher when constructing activities, lessons and courses, can have a significant effect on the development of students' communicative abilities. With the implementation of some of the

approaches to teaching speaking as described above, it seems probable that learners will become equipped with a range of skills and competences necessary for independent linguistic functioning in the future.

Another study performed by Yukselir & Komur (2017) to improve the speaking abilities of EFL students by using online videos. The study was carried out with 20 low level students in 5 classes these students were selected in accordance with the results of the first speaking exam administered in the 2015-2016 academic year. The materials used were five videos available online. The researchers asked the students to watch five videos respectively within the period of five weeks. These online videos were taken from YouTube, BBC, VOA and TED. Results show that those who watched videos improved their speaking ability and scored high than those who didn't, and in view of gender, the girls were more successful than the boys. Thus, it can be concluded that using online videos in classes can be of vital importance and effective in improving EFL learners' speaking ability.

Nguyen, (2017) conducted a study to determine the impact of online learning activities to the learning outcomes of students who participated in the blended learning course. Interactive activities are considered, in this study, include teacher - student interaction, student - student interaction, student - content interaction, and student - technology interaction. Some student participated in the blended learning course which using formative assessment to evaluate student learning outcomes by the combination of different learning activities through a learning management system. The quantitative results obtained when implementing learning analytics data from the system through using regression analysis showed that the students interact effectively with learning activities in the course have better results. Quantitative analytical results indicate that student – student interaction has a greater impact on student learning outcomes. These learning activities used for interactive activities as suggestions for teachers to design and implement learning activities for blended learning courses.

Also, the impact of using the Zoom application on mobile phones investigated by Bawanti & Arifani (2021) for examining students' perceptions of speaking skills and their attitude during online learning. The

students have 4 months of experience using the Zoom application. This research method used a survey design and collects data by giving 12 questionnaire items through Google form to students. The participants are elementary school students with 3 categories, namely grade 4, grade 5 and grade 6 at Ban Loeiwangsai school, Thailand. The findings of this study are that the strategic design of online learning on the use of the Zoom application has an impact on students' performance in independent learning and managing time. This also has an impact on the ability and knowledge of students learning English especially in the speaking skill.

Pilot study

The researcher conducted a pilot study to determine pupils' listening level and investigate their performance during doing a listening test. The test was administrated to one of 5th year primary pupils' classes in Al-Hussein Ben Ali official language school. The participants were asked to read the questions and listen carefully to the conversation. It is worth mentioning that the participants listened to the audio script twice and the topic was chosen from 5th year pupils' book.

The following table shows the mean score and the SD of the listening sub- skills for the listening test.

Table1: Results of students on the EFL Listening skills test.

Listening sub-skills	Mean score	Standard Deviation	Percentage
Listening for gist	8.6	3.4	86%
Listening for specific information	2	4	40%
Listening for summarizing	2	4	20%
Attitude	4.6	4.9	46%
Guessing	5.6	4.9	56%
Total	22.8	21.2	50%

Results show that the mean score of the listening test as 22.8 is an indication that the pupils need to improve their EFL listening skills.

The researcher conducted a pilot study to determine pupils' speaking level and investigate their performance during an interview. It was applied on one of 5th year primary pupils' classes in Al-Hussein Ben Ali official

Language School. The participants were asked to answer orally. The topics were chosen from 5th year pupils' book.

The following table (2) shows the mean score and the SD of the speaking sub- skills for the interview.

Speaking sub-skills	Mean score	Standard Deviation	Percentage
Fluency	3.2	1.6	32 %
Vocabulary	3.7	1.3	37%
Grammar	3.4	1.2	34%
Pronunciation	4.1	1.3	40%
Total	14.4	5.4	31%

Results show that the mean score of the interview as 14.4 is an indication that the pupils need to improve their EFL Speaking skills.

Statement of the problem:

The primary stage pupils do not master listening and speaking skills which are necessary for learning English language at this stage .Therefor, using online applications may enhance their listening and speaking skills.

Questions of the study

- 1-what are the online applications that can develop EFL listening and speaking skills for pupils in primary language schools?
- 2-what is the impact of using online applications on improving EFL listening skills of pupils in primary language school pupils?
- 3-what is the impact of using online applications on improving EFL speaking skills of primary language school pupils?

Purpose of the study

The current study aimed at:

1. Determining the online applications based some activities that can develop EFL oracy of pupils in primary language schools.
2. Determining the sub-skills of listening skill that should be mastered of primary language school pupils.
3. Determining the sub-skills of speaking skill that should be mastered of primary language school pupils.
4. Investigating the effectiveness of using online platforms based activities in developing pupils' primary stage EFL listening skills
5. Investigating the effectiveness of using online platforms based activities in developing pupils' primary stage EFL speaking skills.

Hypotheses

The current study attempted to verify the following hypotheses:

1. There is a statistically significant difference at (0.05) level between the mean score of listening post-test of the experimental group and the control group in favor of the experimental group.
2. There is a statistically significant difference at (0.05) level between the mean score of pre and post- administration of EFL listening test of the experimental group in favor of the post administration.
3. There is a statistically significant difference at (0.05) between the mean score of speaking post-test of the experimental group and the control group in favor of the experimental group.
4. There is a statistically significant difference at (0.05) between the mean score of pre and post speaking-test of the experimental group in favor of the post-test.

Significance of the study:

It is hoped that the present study would contribute to:

1. Emphasizing the effect of online applications based activities on developing EFL listening skills.
2. Raising the awareness of EFL teachers about the necessity of online applications based activities to English language skills
3. Attracting the attention of researchers in the field of EFL to online applications as a new approach for developing language.
4. Attracting the attention of curriculum planners to the necessity of combining activities that focus on using online applications at all levels of education.
5. Enhancing the oracy skills of primary stage pupils.

Delimitations of the study

This study was delimited to:

1. Two classes from the sixth grade primary stage pupils at Al-Hussein Ben Ali official language School , one class as an experimental group and another one as a control group.
2. The academic year 2020-2021 as the duration of the application of using zoom application.

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3. Some EFL listening skills required from the primary stage pupils: (Listening for gist– Listening for specific information– listening for summarizing_ Attitude and Guessing)
 4. Some EFL speaking skills required from the primary stage pupils: (Fluency- Vocabulary- Grammar and Pronunciation).
 5. Some online applications appropriate for improving pupils' EFL speaking skills (Fluency- Vocabulary- Grammar and Pronunciation) and EFL listening skills (Listening for gist– Listening for specific information– listening for summarizing_ Attitude and Guessing) for example Zoom application.

Definitions of the terms:

Oracy skills

Oracy skills can be defined as the range of speaking and listening skills, behaviors and language necessary for effective communication and collaboration. Oracy skills encompass physical, social and emotional, linguistic and cognitive aspects of learning. Whether novice or experienced, this session explores how to introduce and apply oracy in the classroom using practical tips and procedures.

Listening skill

Listening is an active and conscious process, through which listeners concentrate on extracting the important information from the spoken linguistic input, comprehend its meaning and understand its function, and produce linguistically appropriate output through combining them with the contextual clues and their background knowledge (O'Malley, Chamot & Küpper, 1989).

Listening skill is operationally defined as the key of success in learning any language and the ability of receiving, understanding and responding messages orally, For proper interaction, proper feedback and to avoid communication errors.

Speaking skill

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997)

Speaking skill is operationally defined for the purpose of the study as the ability of producing grammatical sentences fluently with correct pronunciation.

Online applications

Online applications are operationally defined as some platforms which are designed to enable people to communicate by making conferences, phone calls, and video calls. In addition, they can chat, send pictures, audios and videos. They can also share the screen .It was used widely later in online teaching that teachers can add over 50 pupils to his room like Zoom, skype and wakelet.

Method

This study adopted the quasi- experimental design. The participants were divided into two groups; experimental and control .the experimental group received some sessions via online applications, whereas the control group will be taught according to the regular method .Both groups received a pre- post listening and speaking test and a pre-post speaking rubric.

Participants and setting

Participants of the study were sixty pupils in primary six at Al-Hussein Ben Ali official language School. Two intact classes were assigned to an experimental and a control group. Pupils' age ranged between ten and eleven years old.

Instruments

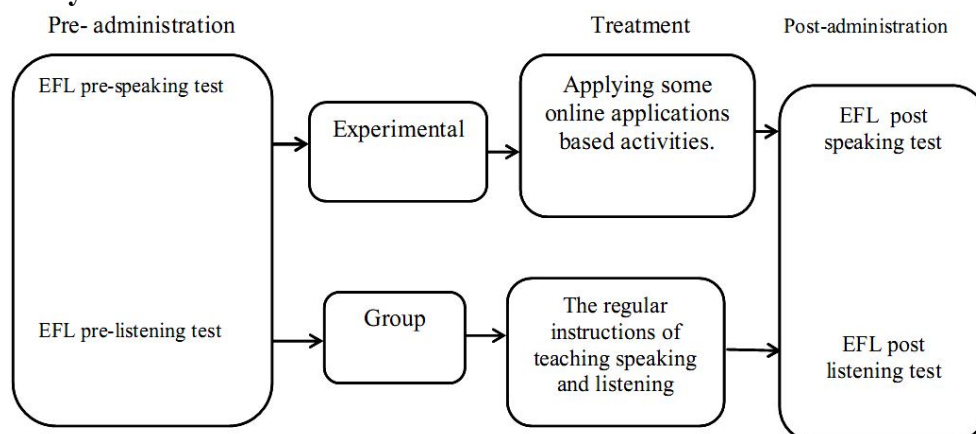
1. **EFL speaking skill test:** to assess pupils' speaking performance before and after the treatment.
2. **An analytic speaking rubric:** to record score pupils' speaking performance in the test.
3. **EFL listening skill test:** to measure the actual level of the pupils in listening skills before and after using online applications based activities, and thus determining the effectiveness of the treatment.
4. **An EFL listening skills checklist:** to determine the most important EFL listening skills necessary for the sixth grade primary pupils.

Design

The researcher adopted a quasi-experimental design to investigate the effectiveness of using online applications on improving the primary

pupils' EFL oracy skills. In this study; two classes were selected randomly to present the experimental and the control groups. The experimental group and control group were exposed to (pre-post) test. The experimental group was instructed and trained using online applications while the control group was taught in the traditional method.

The following figure shows the quasi-experimental design of the current study



Quasi-experimental design of the study

Results and discussions

Results were statistically analyzed in terms of the hypotheses. They were discussed in the light of the theoretical background and related studies. Results of the study were separated according to the hypotheses.

Results Related to the first Hypothesis

Testing the first hypothesis

Verifying the first hypothesis

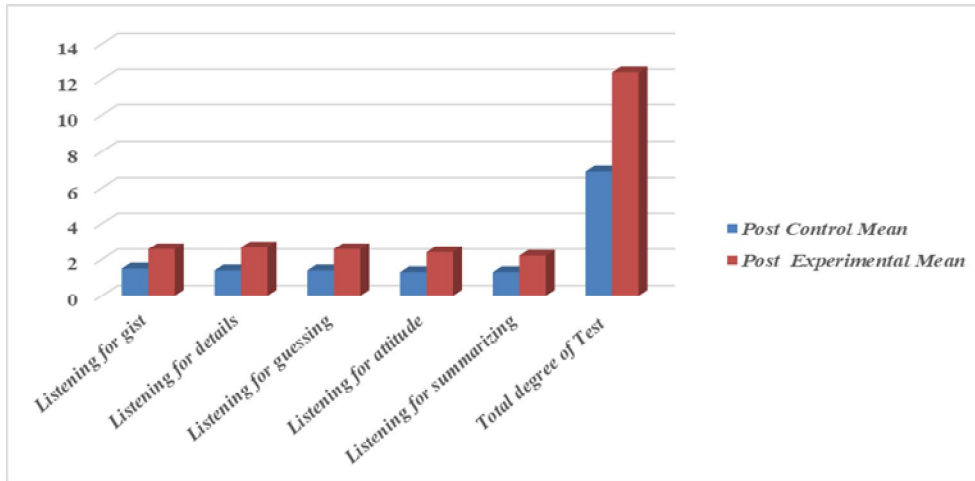
The first hypothesis stated that there is a statistically significant difference at the (0.05) level between the mean score of listening post-test of the experimental group and the control group in favor of the experimental group.

To verify this hypothesis, T-test was used to compare the mean Score of the two groups. The results are presented in table (3)

Table (3) Comparing the control and the experimental groups performances on the EFL listening skills test

Skills	The group	N.of cases	Means	S.D	Df	t.Value	Sig.
Listening for gist	Control	30	1.50	0.50	58	-6.57	0.01 Sig.
	Experimental	30	2.57	0.72			
Listening for details	Control	30	1.40	0.49		-10.03	0.01 Sig.
	Experimental	30	2.67	0.47			
Listeninfor guessing	Control	30	1.40	0.49		-8.45	0.01 Sig.
	Experimental	30	2.57	0.56			
Listening for attitude	Control	30	1.30	0.51		-6.62	0.01 Sig.
	Experimental	30	2.40	0.74			
Listening for summarizing	Control	30	1.30	0.51		2.43-	0.05 Sig.
	Experimental	30	2.20	0.34			
Total degree of Test	Control	30	6.9	1.64		-9.92	0.01 Sig.
	Experimental	30	12.4	2.55			

Results in table (3) showed that there are statistically significant differences between the mean scores of the experimental and control groups in all listening test skills and the overall test score in the post application, in favor of the experimental group (m=12.4). All t-values (t-9.92) were significant at a level of (0.01). These results validates the first hypothesis. The researcher attributes these differences to the internet-based activities.



The results can be further illustrated through the following figure."

"Figure (1) shows the mean scores of the experimental and control groups in the post application on the individual listening test skills and the overall score.

Verifying the second hypothesis:

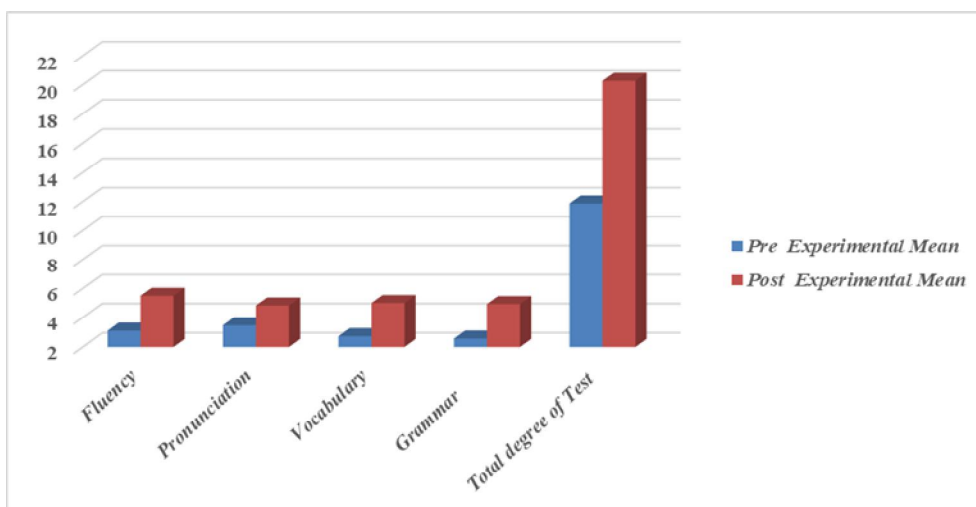
The second hypothesis stated that there is a statistically significant differences at the 0.05 level between the mean score of the pre- and post-administration of the listening skills test on the experimental group in favor of the post administration.

Table (4) comparing the pre – test and the post – test in listening sub-skills and Total degree of listening skills Test

Skills	Application	N.of cases	Means	S.D	Df	T.Value	Sig.
<i>Listening for gist</i>	pre – test	30	1.30	0.53	29	-9.37	0.01 Sig.
	post – test	30	2.57	0.72			
<i>Listening for details</i>	pre – test	30	1.43	0.50		-9.28	0.01 Sig.
	post – test	30	2.67	0.47			
<i>Listening for guessing</i>	pre – test	30	1.40	0.49		-7.66	0.01 Sig.
	post – test	30	2.57	0.56			
<i>Listening for attitude</i>	pre – test	30	1.25	0.56		7.38-	0.01 Sig.
	post – test	30	2.40	0.74			
<i>Listening for summarizing</i>	pre – test	30	1.20	0.49		2.76-	0.05 Sig.
	post – test	30	2.20	0.34			
<i>Total degree of Test</i>	pre – test	30	6.58	1.80		-11.27	0.01 Sig.
	post – test	30	12.40	2.55			

Results in table (4) showed that there are statistically significant differences between the mean scores of the experimental and control groups in the pre-test and post-test applications in all listening test skills and the overall score in favor of the post application. All t-values (t=11.27) were statistically significant at the 0.01 level (m=12.4). These results validate the second hypothesis. The researcher attributes these differences to the internet-based activities.

These results can be further illustrated through the following graphical representation."



"Figure (2) of the average scores of the experimental group in the pretest and posttest in the applied and theoretical applications on the listening test skills and the overall score.

Verifying the third hypothesis

The third hypothesis stated that there is a statistically significant difference at the 0.05 level between the experimental group and the control group in the mean score of the speaking test in favor of the experimental group

Table (5) comparing the control and the experimental groups performance on EFL speaking Test.

Skills	The group	N.of cases	Means	S.D	Df	T.Value	Sig.
<i>Fluency</i>	Control	30	3.50	0.86	58	-9.97	0.01 Sig.
	Experimental	30	5.50	0.68			
<i>Pronunciation</i>	Control	30	4.17	0.87		-3.45	0.01 Sig.
	Experimental	30	4.83	0.59			
<i>Vocabulary</i>	Control	30	2.93	0.23		7.19-	0.01 Sig.
	Experimental	30	5.00	0.98			
<i>Grammar</i>	Control	30	3.40	0.67		-4.79	0.01 Sig.
	Experimental	30	4.93	0.52			
<i>Total degree of Test</i>	Control	30	14.00	1.60	11.25-	0.01 Sig.	

Results in Table (5) showed that there are statistically significant differences between the mean scores of the experimental group and the control group in all speaking test skills and the overall test score in the post application, in favor of the experimental group. All (t) values ($t=11.25$) were statistically significant at the 0.01 level. These results validate the third hypothesis. The researcher attributes these differences to internet-based activities.

These results can be visually represented in the following figure.

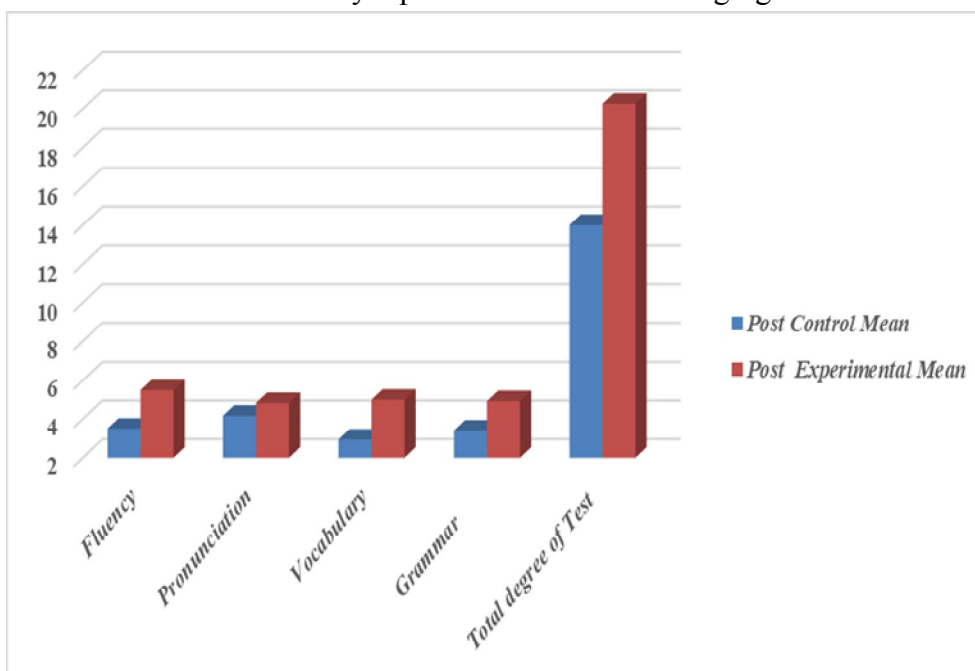


Figure (3) represents the mean scores of the experimental and control groups in the post application on speaking test skills and the overall score.

Verifying the fourth hypothesis

The fourth hypothesis stated that there is a statistically significant difference at the 0.05 level between the mean score of the pre- and post-administration of the speaking test on the experimental group in favor of the post administration”.

Table (6) Comparing the pre – test and the post – test in overall speaking sub-skills and Total score of speaking skills test

Skills	Application	N.of cases	Means	S.D	df	T.Value	Sig.
Fluency	pre – test	30	3.10	0.71	29	-13.5	0.01
	post – test	30	5.50	0.68			Sig.
Pronunciation	pre – test	30	3.47	0.50		-11.1	0.01
	post – test	30	4.83	0.59			Sig.
Vocabulary	pre – test	30	2.73	0.52		-9.6	0.01
	post – test	30	5.00	0.98			Sig.
Grammar	pre – test	30	2.57	0.62		-15.2	0.01
	post – test	30	4.93	0.52			Sig.
Total degree of Test	pre – test	30	11.8	1.27		-19.0	0.01
							Sig.

Results in Table (6) showed that there are statistically significant differences between the mean scores of the experimental and control groups in the pre-distant and post-distant applications on speaking test skills and the overall score. These differences are in favor of the post application. All (t) values (t=19.0) were significant at 0.01 level (m=11.8). These results validate the fourth hypothesis. The researcher attributes these differences to internet-based activities.

This can be visually represented in the following figure:

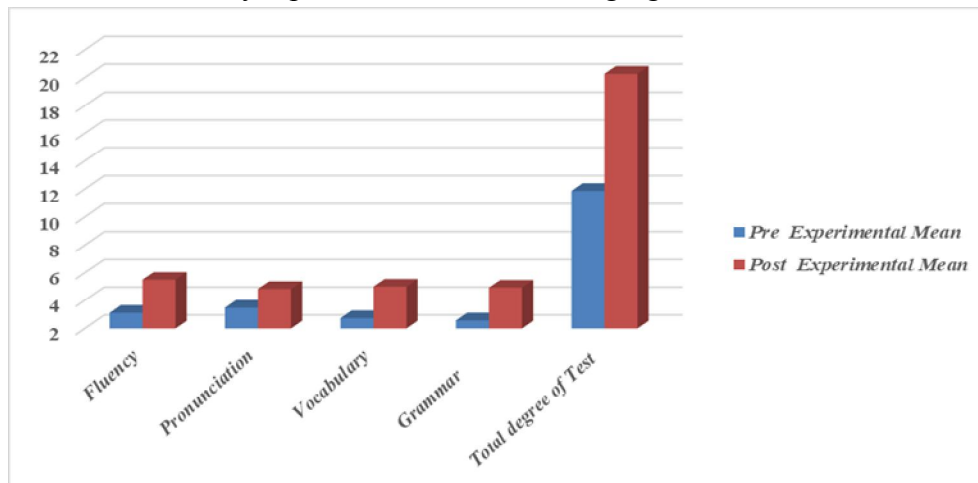


Figure (4) Effect Size of online Applications-Based Activities on Speaking Test Skills.

Calculation of Effect Size

Values of (η^2) and the effect size of the treatment on speaking skills test.

Skill	η^2	Effect size
<i>Fluency</i>	0.86	High
<i>Pronunciation</i>	0.81	High
<i>Vocabulary</i>	0.76	High
<i>Grammar</i>	0.88	High
<i>Total degree of Test</i>	0.92	High

Results in Table (7) showed that the effect size of online applications-based activities on the overall score of the speaking test and its sub-skills is evident. The values for each skill and the overall test score range from (0.76 to 0.92).

Table (7) values indicate that 1. 92.6% of the total variance in the overall score of the speaking test (Total score of Test) can be explained by the independent variable (internet-based activities), indicating a significant effect of these activities.

The impact of online applications-based activities on the speaking test can be further illustrated through Figure (4), as follows:

Figure (4): Effect Size of online applications-Based Activities on the speaking skills test.

Results

The results of the study showed that:

- 1- The experimental group students outperformed the control group students in the listening test. This was indicated by the significant differences between the mean ranks of the two groups.
- 2- The experimental group students' mean ranks in the post administration of the listening were better than their mean ranks in the pre administration of the test. So, online applications were effective in developing sixth-year EFL primary stage pupils listening skills.
- 3- The experimental group students outperformed their counterparts of the control group in the speaking test. This was indicated by the significant differences between the mean ranks of the two groups.
- 4- The experimental group students' mean ranks in the post-administration of the speaking test were better than their mean ranks in the pre

administration of the test. So, online applications were effective in developing sixth-year EFL primary stage pupils speaking skills.

All these positive differences between online applications and the dependent variables (listening and speaking) and the statistically significant differences between the two groups of the study were due to the efficiency of online applications. So, using online applications were found to be effective in developing the participants' oracy skills.

Conclusion

Based on the results of the study, the following points were reached:

- The current study revealed that the online applications have positive effect in enhancing pupils' listening and speaking skills.
- The experimental group outperformed the control group in listening and speaking tests.

To conclude, it was clear that was a gap in research regarding using online application in teaching and learning. This gap in research provided the researcher a chance to investigate the effect of online applications on pupils learning. Thus, the present study filled that gap by emphasizing that online applications based activities were effective on developing learners' EFL oracy skills.

Recommendations of the study

Based on the results of the study, the following recommendations should be considered when teaching EFL:

- 1- Listening and speaking skills should receive appropriate attention to be developed especially at primary stage.
- 2- Ministry of Education should train EFL teachers to use technology inside the classroom specially using online applications based activities in order to develop their students listening and speaking skills.
- 3- EFL teachers should train their students to use technology and practice English Language inside and outside the classroom.
- 4- EFL teachers should activate co-operative learning, peer learning, pair work and group work in the classroom.
- 5- Teachers should train their learners to give oral presentations and peer interview to develop their speaking skills.

6- EFL teachers should be prepared to use the technological tools in teaching.

Suggestions for Further Research

1. Investigating the impact of online applications on developing reading and writing skills.
2. Investigating the effect of online applications on developing listening and speaking skills for preparatory stage students.
3. Investigating EFL teachers' attitude towards using zoom applications in teaching.

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