

The Effectiveness of Utilizing A Mobile Assisted Language Learning Program (MALL) for Developing Some English Speaking Skills Among The First Year secondary School Students

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Abstract

This study aimed at investigating the effectiveness of utilizing a Mobile Assisted Language Learning Program (MALL) for Developing Some Speaking Skills Among Secondary School Students in Alexandria. The researcher adopted the Quasi-experimental design. The Participants of the study were (25) students enrolled in the first year secondary at Smouha Model Institute (Islamic Section) in Alexandria. The researcher designed speaking applications based on MALL which were used in teaching the participants, in the second term of the school year (201^٨-201^٩). An oral speaking test was designed and validated to be used as a pre and post test for the participants. The data were analyzed statistically by using SPSS to measure the differences between the performance of the participants in the pre and the post test, and to measure the differences in the speaking sub-skills at (comprehension, pronunciation, fluency, grammar, and vocabulary) for the experimental group in their post test. The findings of the study showed that there were significant differences in participants' performance before and after implementing MALL in favor of the post-performance. The study recommended that teachers are asked to use MALL applications in EFL teaching to develop their students' speaking skills..

Key words: Speaking skills, MALL (Mobile Assisted Language Learning)

فاعلية استخدام برنامج للتعلم النقال في تنمية بعض مهارات التحدث باللغة الانجليزية لدى طلاب المرحلة الثانوية

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مستخلص الدراسة

تهدف هذه الدراسة إلى التحقق من فعالية استخدام برنامج تعلم اللغة قائم على التعلم النقال لتنمية بعض مهارات التحدث لدى طلاب المدارس الثانوية في الإسكندرية. استخدم الباحث تصميم شبه تجريبي. كان المشاركون في الدراسة (٢٥) طالبًا ملتحقين بالصف الأول الثانوي بمعهد سموحة النموذجي الثانوي بالإسكندرية. صمم الباحث بعض تطبيقات التحدث التي استخدمت في تدريس المشاركين ، في الفصل الدراسي الثاني من السنة الدراسية (٢٠١٨-٢٠١٩). تم تصميم اختبار التحدث الشفهي والتحقق من صلاحيته ليتم استخدامه كاختبار قبل وبعد للمشاركين. تم تحليل البيانات إحصائياً باستخدام SPSS لقياس الاختلافات بين أداء المشاركين في اختبار ما قبل الاختبار وبعده ، وقياس الاختلافات في مهارات التحدث الفرعية في (الفهم والنطق والطلاقة والقواعد والمفردات) للمجموعة التجريبية و أظهرت نتائج الدراسة أن هناك اختلافات كبيرة في أداء المشاركين قبل وبعد تطبيق البرنامج لصالح الاختبار البعدي. أوصت الدراسة بأن يُطلب من المعلمين استخدام تطبيقات MALL في تدريس اللغة الإنجليزية كلغة أجنبية لتطوير مهارات التحدث لدى طلابهم

الكلمات المفتاحية : مهارات التحدث باللغة الانجليزية ، التعلم النقال

1.1. Introduction

These days English has become the most important language in the world. At present, English is the language for international communication; science; commerce; advertising; diplomacy and transmitting advanced technology. It has also become a "lingua franca" among speakers of languages that are not mutually intelligible (Coury & Carlos,2001).

Speaking is one of the four language skills (listening , speaking, reading, and writing). It is the tool through which learners can communicate with others to achieve certain aims or to express their opinions, intentions, hopes, feelings, and viewpoints. In addition, people who know a language are known as 'speakers' of that language. In addition, in almost any setting, speaking is the most frequently used language skill. As Rivers (1981) says, speaking is used twice as much as reading and writing in our communication. Speaking was compared to writing, both being considered "productive skills", opposite the "receptive skills" of reading and listening. Speaking also is related to listening as two interrelated ways of communication. Every speaker is simultaneously a listener and every listener is a speaker (EL Menoufy, 1997: 9).

Lack of speaking ability may affect the other skills of English language because if students find difficulty to communicate with others ,they start to lose motivation towards learning the language, because language is not a separated unit of components , but all skills are connected to form a perfect method to communicate with others . (Barros,2003).

. This research aims to introduce Mobile Assisted Language Learning (MALL) and its potentials in language learning and teaching speaking for Egyptian EFL students. (Fujimoto, 2012 p 69)

MALL is a merging language teaching method which can integrate listening, reading and speaking activities. It can also develop academic study, critical thinking and research skills. MALL is ideal for language learners who travel or commute very often and for those who want to have fun by learning English. Mobile phone is better than a computer in portability a very much valued feature by most English language learners. Students can read the definitions of words, sentences, improve pronunciation skills, and develop their thinking skills through quizzes. Useful MALL software as well as references are readily available and updatable online.

This paper will explore the theoretical bases and applications of mobile learning in the literature and discuss employing this technology in language learning in Egyptian EFL context. So this paper is going to suggest a Mobile assisted language learning program (MALL) for developing some speaking skills among secondary school students.

1.4. Statement of the problem

Most of the secondary school students in EFL classrooms in Egypt lack the ability of speaking well in English as exposure to English is limited in the secondary school context, and students receive little practice in speaking English, so the students show lower level in the speaking skills tests.

1.5. Questions of the Study

The present study aimed to investigate the following main question:

To what extent can using a Mobile assisted language learning (MALL) program develop some speaking skills of first year secondary students?

Consequently, the following **sub-questions** were also answered:

1. What are the EFL speaking skills required for first year secondary students?
2. What are the features of the program of MALL that could enhance speaking skills?
3. What is the effectiveness of using Mobile assisted language learning (MALL) program to develop some speaking skills?

1.6. Hypotheses of the study

This study verified the following hypotheses;

- 1-There is a statistically significance difference at the .05 level between the pre and post administration of the speaking test with regard to the total score in favor of the post administration.
- 2-There is a statistically significance difference at the .05 level between the pre and post administration of the speaking test scores regarding the individual components (Vocabulary, Pronunciation, Comprehension, Grammar and Fluency) respectively in favor of the post administration .

1.9. Significance of the study

The study attempted to:

- 1- Provide empirical evidence to the value of incorporating and adopting the (MALL) programs in TEFL context.
- 2- Offer a program that can be used to enhance the speaking

skills of the secondary schools students.

- 3- Help EFL learners overcome the difficulties they face while speaking in English.
- 4- Provide EFL instructors and curriculum designers with a systematically designed program that can help learners to develop their speaking skills.

1.10. Delimitation of the study

The present study was delimited to:

- 1- The first term of the academic year 2019-2020 as the duration of the application of the (MALL) program.
- 2- Developing some speaking skills (fluency, pronunciation, grammar, vocabulary and comprehension)
- 3- Teaching specific forms of speaking skills that suit the purposes of the text book of first term of the first year secondary students

1.11. Instruments:

The following instruments were prepared and used throughout the research:

- 1- Speaking test (used as a pre-posttest) designed by the researcher.
- 2- An Analytic Scoring Rubric (ASR) (used for rating students' specific speaking skills)

(All tools were revised and submitted to a jury of experts and professors of TEFL).

1.12. Sample of the study:

The student population of the current study is secondary stage male students in Smouha secondary school for boys in Alexandria. These students attend the secondary stage when they are 15 years old and they leave when they are 18 years old. A class of the first grade took part in the present study. The sample was assigned to be an experimental group. 25 students represented the experimental group that took part in the application of the Mobile assisted language learning (MALL) program as a way to teach speaking skills,

1.13. Research design:

Pretest Treatment Posttest measure

O_1 X O_2

(One-group pretest-posttest design in which X is the treatment and O_{2-1} represent the pretest and posttest assessment)

The researcher adopted a pre-experimental design (The

Pretest- Posttest- One-Group Design) to investigate the effectiveness of the application of the (MALL) program on developing some speaking skills. More specifically, the researcher administered a speaking pre-test to the whole sample. The experimental group received treatment in the form of the (MALL) program. After the treatment, the post-test of speaking skills was administered to the experimental group. Data was collected and made into transcript to be analyzed. The necessary discussion of results was made.

1.14. Definition of terms.

Speaking Skills

Speaking and the art of communications is a productive skill. Good speaking skills are the act of generating words that can be understood by listeners. A good speaker is clear and informative. (Stockwell, 2010 p 13)

Speaking is the ability to convey information to another effectively and efficiently. Business managers with good verbal, non verbal and written communication skills help facilitate the sharing of information between people within a company for its commercial benefit. (Reinders et al, 2013 p 56)

Speaking is the activity of conveying information through the exchange of ideas, feelings, intentions, attitudes, expectations, perceptions or commands, as by speech, non-verbal gestures, writings, behavior and possibly by other means such as electromagnetic, chemical or physical phenomena and smell. It is the meaningful exchange of information between two or more participants (machines, organisms or their parts). (Alkhawaldeh, 2005 p 18)

Mobile Assisted Language Learning (MALL)

It describes an approach to language learning that is assisted or enhanced through the use of a handheld mobile device. MALL is a subset of both Mobile Learning ([m-learning](#)) and [computer-assisted language learning](#) (CALL). With MALL, students are able to access language learning materials and to communicate with their teachers and peers at anytime, anywhere Chinnery G. (2006).

1.2. Literature Review

This section divides into two sections, the first presents the literature review related to speaking skills and the second section presents the literature related to a mobile assisted language learning program (MALL).

1.1.2.1. Definition of Speaking Skills

On reviewing literature related to speaking skills , the researcher found that there are a number of speaking definitions . Educators and researchers define speaking skills in different ways as follows:

A according to Brown (1997:22) speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Burns& Joyce (1997:17) agreed that speaking form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experience the physical environment and purposes for speaking.

Boef (1982:142) states that "speaking is a part of getting along with people which helps others to know you and it helps you to know others" . Abdulhak (2008 :7) states that " speaking is the most common and important means of providing communication among human being. The key to successful communication is speaking nicely, efficiently and articulately as well as using effective voice projection, speaking is linked to success in life as it occupies an important position both individually and socially.

According to Chaney& Burk (1998: 13) "speaking is the process of building, and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts".

1.1.2.3. The Importance of Teaching Speaking

According to Pollard (2008:33-34) "speaking is one of the most difficult aspects to master. This is hardly surprising when one considers everything that is involved when speaking: idea, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and speaking to the person you are communicating with. Any learners of a foreign language can confirm how difficult speaking is". He added that "it is important to give students as many opportunities as possible to speak in a supporting environment

. In the pollard's view point, you can achieve this by: Setting controlled speaking task and moving gradually towards freer speaking tasks, setting task that are at the right level for the students or at a level than their receptive skills, setting tasks that are easily achievable and gradually moving towards more challenging tasks, praising students' efforts, using error correction.

Luoma (2004:1) argues that “speaking in a foreign language is very difficult and competence in speaking takes a long time to

develop". Nadim Khan & Arshadali (2010: 15) agree on Luoma's viewpoints and explain that, English should be taught as language as well as a subject so, that more time may be available for the students in performing various activities/exercises and in a natural way. Some individual activities, such as to speak on a certain topic should be assigned to students as already given to Minute or so in the beginning speaking stages. Students should be given motivation, encouragement, some Psychological training, reassurance and counseling for removing their shyness. The ability to speak English in a variety of contexts and for different purposes is the goal that both teachers and students aim for unique.

1.1.2.4. Speaking Difficulties in Foreign Language Learning:

Bowman et al. (1989: 22) show that in teaching speaking you are asking your learners to express themselves in front of the whole class, so this leads many of them to experience the stress when doing speaking activities. To end, stress and anxiety are two factors that also can stop the students from speaking confidently in front of their classmates. Ur (2000:111) states that "Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts."

1.1.2.6. The Characteristics for good speaker.

Eva Strangert (2007) sees a good speaker should have the ability of catching the attention of an audience through her/his way of speaking and listen carefully and choose the correct words to express his feel, ideas, and communicate with others.

Burns & Joyce (1997:98) explain that the speaker must be able to anticipate and then produce the expected patterns of specific discourse situations. he must also manage discrete elements such as turn –talking, rephrasing, providing feedback, or redirection. The learner must also choose the correct vocabulary to describe the item sought, rephrase or emphasize words to clarify the description if the clerk does not understand, and use appropriate facial expressions to indicate satisfaction or dissatisfaction with the service. Other skills and knowledge that instruction might address include as follows:

- Producing the sounds, stress patterns, rhythmic structures, and intonations of the language.
- Using grammar structures accurately.
- Assessing characteristics of the target audience, including shared

knowledge or shared points of reference, status and power relations of participants, interest levels, or differences in perspectives;

- Selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs;
- Applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener comprehension;
- Using gestures or body language; and paying attention to the success of the interaction and adjusting components of speech.
- .paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener.

1.1.2.7. The integration between speaking and other language skills

In real life, listening and speaking are always in integration, so teachers should teach these two skills in an integrated way. According to Davies & pearse (2000:99) "Real success in English teaching and learning is when the learners can actually communicate in English inside and outside the classroom". Wilson (1997:78) finds strong relationships between speaking and other skills, that is, listening and speaking can be a part of the writing process , just as these skills follows a similar process.

Dyson (1990:54) sees that speaking can be a dynamic catalyst for writing growth. The teaching of the language skills of reading, writing, listening and speaking in conjunction with each other as when a lesson involves activities that relate listening and speaking to reading and writing.

Also, Stive (1994: 20) assures that "training ears to listening to language facilitators the speaking process. Also correct pronunciation depends on listening to sound accurately and distinguishing between them". Cameron (2001:28) views that " speaking and listening are both active use of language, but differ in the mental activity involved and demand that they make learner of language in terms of finding and sharing meaning . Listening can be seen as the active use of language to access other peoples meaning , whereas speaking in the active use of language to express meaning so that other people can make sense of them".

The researcher views that the teacher should teach English language skills by integration way don't teach them separately.

Teachers should consider taking these steps:

- Learn more about the various ways to integrate language skills in the classroom.
- Choose instructional materials, textbooks, and techniques.
- Promote the integration of listening, reading, speaking, and writing.

1.1.2.8. Activities to promote speaking skills

There are many activities to promote speaking in the classroom. According to Kayi (2006: p 64 - 68) there are thirteen activities to promote speaking as follows:

Role play, Simulations, Information Gap, Brainstorming Discussion, Storytelling, Interviews, Story completion, Finding the difference ,Reporting, Playing Cards, Picture Narrating, and Picture Describing

:1.1.2.9. Strategies for Teacher to Teach Speaking Skills

Hamilton (2005:.66) confirmed that teachers need to use a process in which pupils are given the opportunity and encouragement to speak and explore their own thinking .The teacher should:

- Encourage pupils to bring their ideas and background knowledge into class learning activities.
- Be a responsive listener to pupils' talk.
- Promote robust discussion and explosion amongst class members.
- Raise questions concerning the activities or conversations held with pupils.
- Provide opportunities for speaking, discussion, and expression of ideas, expressions, and opinions across the whole curriculum.
- Present themselves as good models of oral language.
- Establish strategies to manage all form of communication to ensure all pupils have fair and equitable opportunities to develop their interpersonal speaking and listening skills, .e.g. large and small group discussions.

According to the above mentioned the researcher can state that co- curricular activities like games, simulation, etc. are useful and influence in language classroom. These activities together with (MALL) program help learners to speak fluently in the target language. The present researcher obtained some benefits in terms of reviewing previous literature. First of all, he knew how the above mentioned techniques were implemented in the classroom.

Secondly, students may gain competence in the English language if they are taught by (MALL) program. lastly the use of (MALL) program makes the speaking and learning activities more enjoyable and interesting.

1.1.2.11. Techniques for Assessing Speaking

According Thornbury (2005:21) there are many techniques can be used to assess speaking skills as follows:

- **Reading aloud: Role play: Interviews: Using visual materials:**
- There are other techniques that can be used to assess speaking skill such as:
- **The portfolio approach:** Butler and Stevens (1997: 66) state that the portfolio approach in the case of an expanded oral profile, widely used for assessing reading and writing, can also be used effectively to assess oral language.” Profile or portfolio information, reviewed periodically, can be used to enhance teaching and learning for students and to communicate to students, parents, and other teachers what students can already do and what they need to improve.

2.1.2.1. Mobile learning

Mobile learning refers to the capacity of obtaining or providing educational knowledge through using portable small devices such as PDAs, smart phones, and mobile phones anywhere and at anytime. Sharples, (2006: 28) explains that it is a new learning context that does not have a specific time or place.

Mobile learning can perhaps be defined as ‘any educational provision where the sole or dominant technologies are handheld or palmtop devices. For our purposes, then, mobile learning refers to learning mediated via handheld devices and available anytime, anywhere. Such learning may be formal or informal. (Fischer, 2007 p85)

According to above definitions the researcher states that mobile learning is undergoing rapid evolution. Early generations of mobile learning projects tended to propose formally-designed activities, carefully crafted by educators and technologists, and using emerging technologies that were not yet widely accessible or well understood. Current widespread ownership of mobile and wireless devices means that learners are increasingly in a position to take the lead and engage in activities motivated by their personal needs and circumstances of use.

2.1.2.2. Learning Theories in Relation to Mobile Learning

The existing learning theories in relation to mobile learning include behaviorism, cognitivism, constructivism, situated learning, problem-based learning, context awareness learning, collaborative learning, lifelong learning, and informal learning, *etc.* (Keskin& Metcalf, 2011). Naismith *et al* (2004) have succinctly identified six main theories and areas of learning relevant to learning with mobile technologies. They are behaviorist, constructivist, situated, collaborative, informal and lifelong learning, and learning and teaching support.

In the behaviorist paradigm, learning occurs and facilitated through the appropriate reinforcement of an association between a particular stimulus and a response. In mobile learning, the association happens when the mobile devices present learning materials, obtain responses from learners, and provide appropriate feedback which forms the reinforcement (Naismith *et al.*, 2004; Smith & Ragan, 2005). This paradigm adopts a transmission model that information is transmitted from tutor (the mobile devices) to the user for learning to take place. Despite the limited displays of mobile devices, there is a popularity of using mobile devices as a medium to deliver learning materials. In language learning application through mobile phones, 'drill and feedback' is one of the most popular activities (Keskin& Metcalf, 2011). Other activities could be test, practices, quiz, *etc.* Some scholars argue that behaviorist may encourage learners to only repeat and memorize learning content. However, reinforcement could stimulate learners to respond actively rather than receiving information passively (Gray &MacBlain, 2012).

2.1.2. Mobile assisted language learning (MALL)

Mobile technology is rapidly attracting new users. According to (Hulme & Shield, 2008:271) mobile technology has an impact on users' life styles by affecting their social relationships and opening windows to new learning contexts. Long time ago, it was already being said that, —at least in the United Kingdom; mobile phones were a familiar part of the lives of most people. Ducate & Lomicka (2013: 23) show that Cell phones become familiar and essential parts in people life. They are the most frequently utilized devices in learning projects and analysis implies that mobile phones have become popular among users, and they have been used more than any other devices .Pęcherzewska & Knot,(2007) confirm that

mobile phones are the most frequently used device in these projects, followed by PDAs and other handhelds, with personal listening devices (e.g. iPods) receiving a little less attention. While a number of projects focus on presenting learning materials for mobile devices, many others are focusing on communication, for instance in order to tackle issues of adult literacy where listening is preferred over reading.

2.1.2.4. Types of MALL devices and current uses

Trinder (2005) states a list of mobile learning and mobile enhanced language learning devices ranging from simple single-purpose devices like audio-players, to multi-purpose high-technology devices such as cell phones and personal digital assistants (PDAs).

Trinder's list of mobile instruments (2005) includes mobile phones, PDAs, Smartphone, GPS tools, laptop computers, MP3 or MP4 players, video tapes, multimedia players, e-game tools, e-organizers, e-books, CDs and DVDs as mobile learning devices. Although trials were made to use these devices in artificial learning settings for experimental purposes, nowadays, it can be observed that they are also used for educational purposes and many of them have already proved to be effective tools of language learning.

2.1.2.4.4. Advantages of MALL as a supplementary material

MALL devices and apps have been investigated in many studies. Most of these studies have either supported or disclaimed the use of MALL as a learning material in educational settings. Studies have commonly emphasized the mobility of MALL devices, which lets the users take the advantages of these devices wherever and whenever they want. For example, Kennedy and Levy (2008) have reported that learners find learning languages with MALL applications quite motivating due to their portability. Half of the participants in that study saved the SMS vocabulary lessons for rereading later, and one of the students said: "The messages encouraged me to go over points or vocabulary seen in class outside my usual study time." (Kennedy & Levy, 2008: 323)

Thornton & Houser, (2005) state that another reason that makes MALL devices advantageous is that they are highly accessible and there is a very widespread ownership of certain mobile devices like mobile phones, wireless laptops, and media players

2.1.3.4.6. Designing MALL Activities for teaching Speaking skills

The practice of speaking is important for students because according to Harmer (2001:344) it supports rehearsal, getting feedback and engagement. Speaking activity can be based on information gaps, surveys, discussions, role-play etc. These activities should be ideally based on real talks.

According to Harmer (2005: 269-281), speaking activities can be for example acting from a script (play scripts, acting out dialogues), communication games (information-gap games, television and radio games), discussions (buzz groups, instant comment, formal debates, unplanned discussion, reaching a consensus), prepared talks, questionnaires, simulation and role play. Scrivener (2005:146-169) added other activities such as pyramid discussion, puzzles and problems .Harmer (2005: 275-276) summarized the roles of teachers during the speaking activities. Teacher can help students if they are lost, teachers can join the communication and they can provide feedback to them.

Summary

The literature review revealed the importance of topics of MALL in relation to language-learning apps and developing English language speaking skills.

. Overall, the literature shows the importance of using MALL towards helping learners thrive in acquiring knowledge through using mobile devices language-learning apps in the classroom to speak English accurately and fluently. In the following section the researcher presents previous studies conducted to verify the importance of speaking skills and presents various methods, programs and strategies to develop these skills. On the other hand, the researcher presents previous studies on MALL programs as the methods to develop languages skills.

Methodology

3.1. Design of the study:

The current study adopted the pre-experimental design. A group of one EFL male class in the first year secondary stage was selected to participate in the study. The experimental group was taught using a mixed pattern of the traditional ways of teaching speaking in classrooms and the android MALL program which was designed and developed by the researcher to develop the speaking skills of first year secondary students .

A pre-post- test of speaking skills was administered to the

group to determine the effectiveness of the treatment on the experimental group. The following figure shows the design of the study:



Figure 1: The design of the study

(One-group pretest-posttest design in which X is the treatment and O_{2-1} represent the pretest and posttest assessment).

3.2. Participants of the Study:

Participants of the study were selected from first year secondary stage students in Smouha secondary institute (Islamic Section) Alex Governorate. One class was selected to take part in the study. The class consisted of 25 boys. Those boys were from 16 to 17 years old. In addition, the role of the researcher inside the classroom was clear as the researcher was acting as a facilitator for the students. The researcher helped the students when they had any problems towards how to use their mobiles successfully while practicing the program. The researcher's role was a facilitator in the classroom.

The experimental group was taught using MALL as supplementary materials beside their traditional textbook. The phase of presentation was taught to the experimental group by the researcher . In the two phases of practice and production, the researcher helped the students to use the program effectively. The researcher showed them how to use the android program and how to practice the different sections of the program on their mobiles to improve speaking skills.

3.3. Instruments of the study

The study adopted the following instruments:

- A) A pre-post speaking test to measure the students 'level of speaking skills.
- B) A rating scoring rubric for scoring speaking test.

3.4. Test Validity

In order to establish the validity of the test, the researcher gave the test in its first form to a group of EFL specialists and professors (N= 10) to evaluate the test according to the certain criteria presented in the questionnaire (See Appendix D). According to the jurors' responses, items that received 60% or more agreement were kept , others were modified and some that got very low

agreement were deleted to make the test valid. The jurors suggested some modifications such as adding some important items and deleting unnecessary ones. Recommendations were taken into consideration.

3.5. The Reliability of the test

The reliability of the test was calculated through (Coefficient Alpha). In order to calculate the reliability of the test, it was administered to a sample. The following table indicates the values of the reliability coefficient:.

3.7. The study program

1. The program description

The main goal of the program of the study was to help first year secondary stage students to improve their English speaking skills. The program was designed and developed by the researcher in the form of an android application which was downloaded on the students' mobile phones. The content of the program consisted of the five sections based on the textbook units' content.

The program's main aim was to attempt to develop speaking skills for first year secondary stage students on the five major sections as introduced by the application of the program. These five major skills were grammar, vocabulary, pronunciation, comprehension and fluency.

4-2. The results of the study and their interpretations

The main question of the study is "to what extent can using a Mobile assisted language learning (MALL) program develop some speaking skills of first year secondary students?"

In order to answer this question, the following hypotheses were phrased to verify each one of them and these hypotheses are:

- 1-**There is a statistically significance difference at the .05 level between the pre and post administration of the speaking test with regard to the total score in favor of the post administration
- 2-**There is a statistically significance difference at the .05 level between the pre and post administration of the speaking test scores regarding the individual components (Vocabulary, ,Pronunciation. ,Comprehension. ,Grammar and Fluency) respectively in favor of the post administration .

In the following section the researcher presented the results of the previous hypotheses in details.

Verifying the first hypothesis

The first hypothesis states that " There is a statistically significance difference at the .05 level between the pre and post administration of the speaking test with regard to the total score in favor of the post administration . The following table points out the results:

Table (5)

The results of the pre and post measurement of the experimental group students on the speaking skills test

	The experimental group	N	Mean	Standard deviation	Critical value	Significance	Effect size
Total test score	The pre administration	25	9.48	2.66	18.60	Significance at 0.05	0.94
	The post administration	25	13.92	2.85			large

Table (5) points out the following:

There is a statistically significant difference between the mean scores of the experimental group in the test as a whole in favor of the post administering. Calculated t points out that there is statistical significance which reached (18.60) and it is higher than t. value which tabulated reached (1.69) at the significant level of (0.05).

The following figure (2) points out the difference between the mean scores of the pre and post administration of the test.

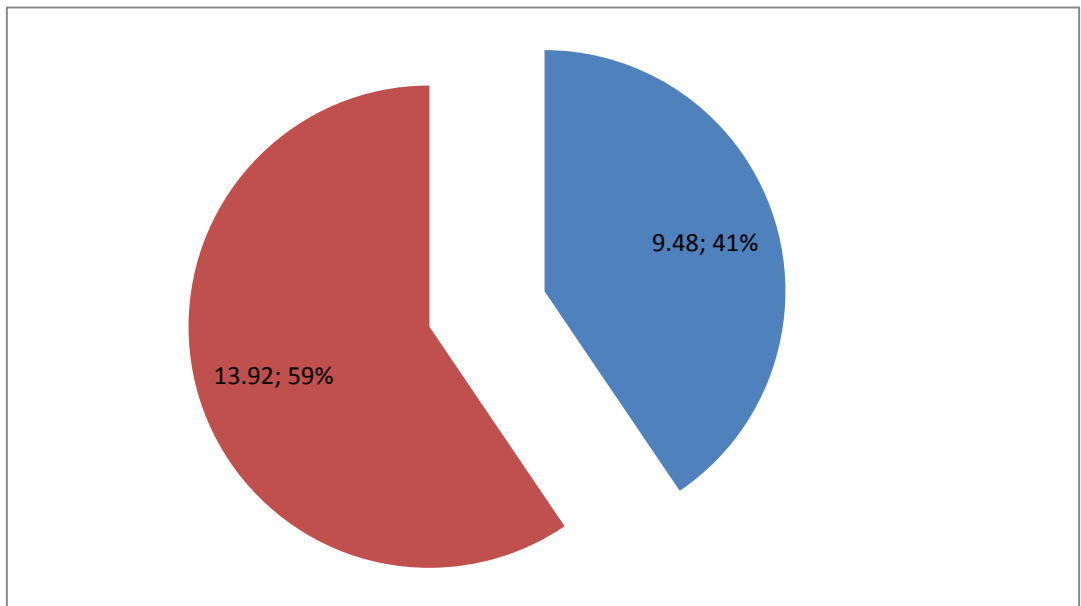


Figure (2)

The difference between the mean scores of the pre and post administration of the speaking test

The pre -administration for the experimental group



post- administration for the experimental group

Verifying the second hypothesis

There is a statistically significance difference at the .05 level between the pre and post administration of the speaking test scores regarding the individual components (Vocabulary. ,Pronunciation. ,Comprehension. ,Grammar and Fluency) respectively in favor of the post administration .

Table (6)

The results of the pre and post measurement of the experimental group students on regarding the individual components (Vocabulary. Pronunciation, Comprehension. Grammar and Fluency) of the speaking skills

The speaking skills	The group	N	Mean	Standard deviation	Critical value	Significance	Effect size
Vocabulary	The pre administration	25	1.84	0.68	13.86	Significance at 0.05	0.88 large
	The post administration	25	3.16	0.62			
pronunciation	The pre administration	25	1.28	0.45	24.00	Significance at 0.05	0.96 Large
	The post administration	25	2.24	0.52			
grammar	The pre administration	25	2.28	0.84	7.26	Significance at 0.05	0.70 Large
	The post administration	25	3.04	0.78			
fluency	The pre administration	25	1.68	0.69	5.01	Significance at 0.05	0.51 Average
	The post administration	25	2.32	0.69			
comprehension	The pre administration	25	2.40	0.50	8.71	Significance at 0.05	0.75 large
	The post administration	25	3.16	0.62			

Table (6) points out the following results:

4-4 Discussion of the Results

The previous statistical analysis was carried out in order to answer the research questions, and verify its hypotheses. Therefore after answering the research's questions and verifying its hypotheses comes the discussion of the research results:

Using (MALL) proved to be effective in developing students speaking skills. This was proved by analyzing the results of the pre and post-speaking test through t. test and calculating the effect size. In other words, it can be said that the speaking skills were developed due to using the program based on (MALL).

When analyzing the effect of the program on developing students speaking skills as a whole, it was found that the calculated value of the statistical difference between students' mean scores in the pre and post measurement of the speaking test as a whole has reached (18.60) . After comparing it with the value of t. table in order to know the significance of its statistical difference, it was found to be (1.69) at the level of (0.05), thus it can be said that there is statistically significant difference between students mean scores in the pre and post administration in favor of the post measurement because students mean scores on the speaking skill test post administration were higher than their mean scores on the speaking skill test pre administration. This means that students speaking skill, in general, has developed due to the experimentation. Also it can be said that the program had a large effect on developing students speaking skills because the effect size reached (0.94).

Therefore, the present study proved that using the program had a large effect on developing students speaking skills in the English language.

Also results show variation in the significant differences among the speaking sub skills as follows: pronunciation (24.00) with a large effect size, vocabulary (13.86) with a large effect size, comprehension (8.71) with a large effect size, fluency (5.01) with average effect size, and grammar skills (7.26) with a large effect size as shown in the previous tables. According to the order of the significant difference and the effect size among the speaking sub skills stating pronunciation then vocabulary then comprehension then grammar and fluency.

This was confirmed in a number of previous studies presented in the review of literature., *Liu 2016* , *Turgay and Firat 2016*. They all proved the effectiveness of MALL program in improving one of the most important language skills i.e. the speaking skill. .

Based on the analysis of the study results and the discussion mentioned above, it can be concluded that using mobile assisted language learning (MALL) inside the Egyptian classrooms has a good impact on developing EFL speaking skills for secondary stage students.

Finally, it is quite clear that, applying such technology inside the classrooms paves the way for EFL learners to become advanced speakers and active learners.

5.4. The study results

The present study led to the following results:

- 1- There is a statistically significance difference at the .05 level between the pre and post administration of the speaking test with regard to the total score in favor of the post administration .
- 2-There is a statistically significance difference at the .05 level between the pre and post administration of the speaking test scores regarding the individual components (Vocabulary. ,Pronunciation., Comprehension. ,Grammar and Fluency) respectively in favor of the post administration .

5.5. Conclusions of the study

The following points were concluded:

1. The present study provided evidence for the effectiveness of using (MALL) in developing first year secondary stage students' speaking skills.
2. (MALL) integrates so many aspects that enhance active learning and positive attitude towards speaking.
3. Using technology especially (MALL) as supplementary materials inside the classrooms is very significant in improving speaking skills for first year secondary stage students.
4. The exposure to oral language patterns helps to develop students, speaking sub-skills..
5. Using MALL encourages collaborative learning students, and allows students to learn according their individual learning style..

5.6. Recommendations of the study

The following recommendations are based on the results and the conclusions drawn from this study:

1. (MALL) should be used in EFL teaching to enhance speaking skills.
2. EFL teachers should learn how to be creative in teaching English and use technology to enhance language learning.
3. EFL teachers should encourage students to be self-learners by using MALL applications.
4. MALL should be used to develop other language skills.
5. Engaging students in more attractive activities as those suggested by technology can have a positive effect on learning English language.

6. Mobiles are very useful tools to facilitate learning and help students to be more autonomous.

5.7. Suggestions for Further Research

The following suggestions should be considered for further research:

1. New research should be conducted so as to measure the effectiveness of MALL when applied onto the University Students.
2. New research should be conducted to measure the use of MALL with other affective factors.
3. Conducting more studies to investigate the effectiveness of MALL in EFL classes to develop other language skills such as writing, listening and reading.
4. Conducting more studies of MALL on other grades in secondary stage and preparatory stage.
5. Improving speaking skills by different technological areas of study such as Moodle, on-line programs, social media applications or You-tube channels.
6. Investigating new areas of research about supplementary materials that can be used inside the classrooms to improve speaking skills.
7. Utilizing flipped classroom approach to develop learning and teaching EFL.

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