The Effectiveness of the Mobile Learning in Developing Oral Fluency Among preparatory School Students

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ABSTRACT

This study aimed at investigating the effectiveness of Mobile Learning in developing oral fluency among preparatory students. The researcher adopted the Quasi-experimental design. The Participants of the study were 60 students enrolled in the first year prep pupils in Alexandria. The participants were selected from Smoha prep school for boys in Alexandria. The researcher designed oral activities based on mobile learning apps which were used in teaching the experimental group, while the traditional method was used in teaching the control one in the first term of the school year (2019-2020). A checklist was designed to identify the oral fluency skills required for the prep stage. An oral fluency test was designed by the researcher and used as a pre and posttest for the two groups. The data were analyzed statistically by using SPSS. Results of the two groups revealed a significant degree of improvement in the experimental group's oral fluency test as a whole. Whereas the improvement in pronunciation and fluency was lower than the improvement in vocabulary, grammar and comprehension.

Key words: Oral fluency, Mobile Learning
فاعلية التعلم النقال في تدريس الطلاقة اللغوية لدى طلاب المرحلة الإعدادية

الملخص

هدف الدراسة إلى التحقق من فعالية التعلم النقال في تدريس الطلاقة اللغوية لدى طلاب المرحلة الإعدادية. واستخدم الباحث التصميم التجريب، وشارك في هذه الدراسة (١٠) طالباً من طلاب الصف الأول الإعدادي في مدرسة سموحة الإعدادية ببني في محافظة بني سويف. وصمم الباحث أنشطة شبهية قائمة على تطبيقات الطاقة المحمول التي استخدمت في تدريس المجموعة التجريبية بينما استخدم الباحث الطريقة التقليدية في تدريس المجموعة الضابطة. وقام الباحث بتصميم قائمة بميارات الطلاقة اللغوية وتانيت المجموعة الإعدادية واستخدام طاقة اللغوية ثم حثت قلياً وبعدها على المجموعة (التجريبية والضابطة). وقام الباحث بتحليل البيانات تحليلًا إحصائياً باستخدام برنامج SPSS وأظهرت نتائج الدراسة حدوت تحسناً كبيراً في مستوى الطلاقة اللغوية لدى طلاب المجموعة التجريبية.

الكلمات المفتاحية: الطاقة اللغوية، التعلم النقال.
Introduction

At present, the need for oral fluency mastery in English has been dramatically increasing due to the strengthening position of English as a language for international communication. Its function as the main gate to get a better job, especially in multinational companies have motivated a great number of people around the world to learn English.

In relation to this, Richards and Renandya's (2002:50) assumed that A large percentage of the world's language learners study English in order to develop proficiency in oral fluency. The tendency to prioritize the mastery of speaking is also reflected in the tendency of society to make oral fluency skills as a measure of one's mastery of English. In fact, many pupils consider language fluency to communicate verbally with others is often considered more important than the ability to read or write. They argued that speaking is the most important language skills that need to be controlled, and they assessed learning achievement based on mastery of speaking skills.

Stockwel (2008:54) Although a great number of studies aimed to help learners master oral fluency skill has been conducted, many EFL learners still find speaking is very difficult to master, In addition to the view that speaking is the most complex and difficult skill to master, another cause is second language acquisition. Little research has been carried out regarding pupils' perspectives on the learning of speaking in the EFL classroom whereas pupils' views which at least provided awareness to teachers in this context is an important aspect to be considered.

In Egyptian schools, speaking skill is neglected. Exams are always written. Pupils need to read the questions, understand then answer in sheets. The questions in the exams are not new. Pupils accustomed to answer in written not oral. so, there is no need for them to be interested in speaking skill in their classrooms and that is why pupils after studying English for five years in the elementary school are unable to converse and naturally with native speakers.

Regardless of the reasons for speaking skills difficulties and problems, the teachers and researchers of EFL should not neglect the speaking skills by finding new ways to enhance activities and methods inside classrooms. Nowadays, technology specially mobile devices has brought great change in the world and education. Technological modernizations provide a range of possible solutions that can develop teaching and learning EFL. According to Kurt (2011:185), using technology and mobile learning strategy in traditional learning contexts has greatly benefited learning and teaching of EFL and leads to active participation among learners, fostering the quality of learning outcome and offering opportunities for learners to have control over their
learning time and place.

Reinders (2010:211) The use of mobile and handheld technology is growing exponentially in language education, and it is clear that much more research, project evaluation, and evidence-based analysis are needed to help us understand this new phenomenon. However, important questions remained about the efficacy of handheld devices in language learning.

Guiterrez (2013:96) Mobile language learning is a field that is quickly maturing, and to this end, a growing body of research has appeared that highlights the various ways in which mobile devices may be used in the teaching and learning of languages. Research has for the most part shed a very positive light on the potential of the role that mobile devices may play. At the same time, however, there has also been indication of several areas that certainly deserve consideration in their implementation.

**Context of the Problem**

Through 17 years of experience in teaching English to preparatory stage students, the researcher has noticed that most students who study English as a foreign language suffer from some problems related to oral fluency. The current English courses in the governmental schools in Egypt are limited in dealing with speaking skills and interaction activities. They mainly focus on writing skills and grammar rules.

This problem has been confirmed by many local studies (Khater, 1997; ElHussien, 2010; Alzahrani, 2015; Kazem, 2015; El Desoky, 2015; Ahmed, 2016; Hammam, 2017) indicated that oral fluency is an extremely difficult skill. They showed that pupils have positive attitudes towards using mobile technology. They also aimed to investigate the effectiveness of a mobile application on teaching English skills. They attempted to discover how far mobile devices are being used to support language learning by shedding light on its contribution to assisting English skills development.

**Statement of the Problem**

The problem of the study is based on the low level of oral fluency skills among preparatory stage students. This study advocated a strategy based on mobile assisted language learning MALL to develop oral fluency among preparatory school students.

**Questions of the study**

The study attempted to answer the main question:

- To what extent a strategy based on mobile assisted language learning (MALL) develop oral fluency skills among first stage preparatory pupils? Consequently, the following sub-questions are raised.

1- What are required oral fluency skills for the first grade preparatory pupils in Alex?
2- What is the actual performance of oral fluency skills among the first grade preparatory students?
3- What is the effect of using the strategy based on MALL on the oral fluency skills of the 1st grade prep students?

Significance of the study
The study attempted to:
1- Provide empirical evidence to the value of incorporating and adopting the Mobile assisted language learning (MALL) strategy in TEFL context while teaching oral fluency.
2- Offer the model that can be used to enhance the oral fluency skills of the prep schools students.
3- Help the curriculum designers with a systematically designed strategy that could help learners to develop their oral fluency performance.

Hypotheses of the study
The study attempted to verify the following hypotheses:
1- There is a statistically significant difference between the mean scores of the experimental and the control group on the oral fluency skills post test in favor of the experimental group.
2- There is statistically significant difference between the pre and post-test mean scores of the experimental group on the statistically sub skills in favor the post test.

Definition of terms
1. Oral fluency skills
Stockwell (2010:13) Oral fluency skills are the art of communications. Good Oral fluency skills are the act of generating words that can be understood by listeners. A good speaker is clear and informative.
Nielson (2011:59) oral fluency skills are cooperatively constructed which is based on contributions, assumption, expectation and interpretation of utterance.
Reinders (2013:56) oral fluency skills is the ability to convey information to another effectively and efficiently. Speaking is defined as an interactive process of constructing

2.1. Mobile Learning
According to Trifanova, Knapp, Ronchetti, & Gamper, (2004:3) Mobile devices can be identified as – any device that is small, autonomous, and unobtrusive enough to accompany us defines any form of mobile handheld appliances including cellular phones, PDAs, smartphones, pads or pods whilst laptops can be excluded. In addition, mobile learning devices can also be described as available in any place, anytime. Mobile learning is, according to the Hulme and Shield 2008:56, the tools used and the constant availability of these means anywhere and at any time. Mobile teaching refers to the ability to
obtain knowledge or share information by using small mobile devices such as PDAs, smartphones or cell phones anywhere and at any time in this research paper. The new sense of learning, Sharples (2006: 28), states that it has no specific time or place.

**Review of Literature**

**Theory of oral fluency**

Harmer (2001: 269-270) showed that when discussion the element of oral fluency that are necessary for fluent oral production, distinguishes between two aspects: knowledge of language features, and the ability to process information on the spot in means mental / social processing. Harmer distinguished between two elements of speaking, language feature includes: connected speech, expressive devise, lexis and grammar and negotiation language. Mental / social processing includes: language processing, interaction with others and information processing.

Brown and Yule (1983:27) made a useful distinction between the interactional functions of oral fluency, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information.

Gower (1995:100) noted down that "oral fluency has many different aspects including two major categories: accuracy, involving the correct use of vocabulary, grammar and pronunciation practicing through controlled and guided activities; and fluency, considered to be the ability to keep going when speaking spontaneously."

**The Importance of Teaching oral fluency**

According to Pollard (2008:33-34) oral fluency 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 reading 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 pupils as many opportunities as possible to speak in a supporting environment. Gaining confidence will help pupils speak more easily. Thus you can achieve this by:

Richards (2008:19) explained that the mastery of oral fluency skill in language is a priority for many second language or foreign language. consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they have improved in their spoken proficiency. Richards (1990: 39) added that there are routines to help people establish themselves in certain position; routines for taking off and hanging up coat; arrangements concerning where one is to sit or
stand at a party or in a meeting; offers of hospitality; and so on. There are routines for beginnings and endings of conversations, for leading into topics to another. Also, there are routines for breaking up conversations, for leaving a party, and for dissolving a gathering it is difficult to imagine how life could be lived without some routines.

Nunan (1996:85) claimed that as successful oral communication should involve developing:
- The ability to articulate phonological features of the language comprehensibly.
- Mastery of stress, rhythm, intonation patterns; an acceptable degree of fluency
- Transactional and interpersonal skills;
- Skills in taking short and long speaking turns;
- Skills in the management of the interaction;
- Skills in negotiating meaning;
- Conversational listening skills (successful conversations require good listeners as well as good speakers);
- Skills in knowing about and negotiating purposes for conversations;

The oral fluency speaking sub skills
Oral fluency sub skills play an important role in designing language materials, activities and strategies. Brown (2001: 272) mentioned these Micro skills of oral communication as follows:
- Produce chunks of language of different length.
- Orally produce differences among the English phonemes and allophonic variants.
- Produce English stress patterns, words in stress and unstressed positions, Rhythmic structure, and international contours
- Produce reduced forms of words and phrases.
- Use an adequate number of lexical units (words) in order to accomplish Pragmatic purposes.
- Produce fluent speech at different rates of delivery.
- Monitor your own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
- Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, Agreement, and plural), word order, patterns, rules, and elliptical forms.
- Produce speech in natural constituents, in appropriate phrases, pause groups, breath groups, and sentences.
- Express a particular meaning in different grammatical forms.
- Use cohesive devices in spoken discourse.
- Accomplish appropriately communicative functions according to situations, participants, and goals.
- Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
- Covey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meaning.
- Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Richards (2005:16) classified the speaking sub skills in terms of functions of talk as follows:

(a) Talk as interaction:
- Opening and closing conversation.
- Choosing topics.
- Making small talk.
- Interrupting.
- Turn talk
- Reacting to others.

(b) Talk as transaction:
- Explaining a need or intention.
- Describing something.
- Asking questions.
- Confirming information.
- Justifying an opinion.
- Making suggestions.
- Making comparisons.
- Agreeing and disagreeing.

(c) Talk as performance:
- Using an appropriate format.
- Presenting information in an appropriate sequence.
- Using correct pronunciation and grammar.
- Greeting an effect on the audience.
- Using appropriate vocabulary.
- Using opening and closing.
- Maintaining audience engagement.

Rigenbach (1998:63) mentioned grammar, vocabulary, pronunciation, and fluency as the elements, which are traditionally “thought of as components of speech. Moreover, Menon (2007:2) presented the following list:
- Using markers in spoken discovery in particular.
- Introducing an idea.
- Developing an idea.
- Transition to another idea
- Concluding an idea.
- Emphasizing a point to indicate important information.
- Explaining or clarifying a point already made.
- Anticipating an objection or contrary view.
- Making main points or important information in spoken text and utterances (especially through emphasize or vocal underlining and through verbal cause).

Activities to promote oral fluency skills

There are many activities to promote speaking in the classroom, the teacher should teach speaking English language through. Susanti (2007:7) cited in Kayi (2006:64-68) there are thirteen activities to promote speaking as follows:

Role play: Pupils pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the pupil that "You are David, you go to the doctor and tell him what happened last night, and…"

Simulations: In simulations, pupils can bring items to the class to create a realistic environment. For instance, if a pupil is acting as a singer, she brings a microphone to sing and so on.

Information Gap: In this activity, pupils are supposed to be working in pairs. One pupil will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need.

Brainstorming: group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming are that the pupils are not criticized for their ideas so pupils will be open to sharing new ideas.
Discussion: a discussion can be held for various reasons. The pupils may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher in the way, the discussion points are relevant to this purpose so that pupils do not spend their time chatting with each other about irrelevant things.

Story telling: pupils can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates.

Interviews: pupils can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to pupils so that they know what type of questions they can ask or what path to follow, but pupils should prepare their own interview questions. Conducting interviews with people gives pupils a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each pupil can present his or her study to the class. Moreover, pupils can interview each other and "introduce" his or her partner to the class.

Story completion: for this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each pupil starts to narrate from the point where the previous one stopped. Each pupil is supposed to add from four to ten sentences. Pupils can add new characters, events, descriptions and so on.

Reporting: Before coming to class, pupils are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Pupils can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

Playing Cards: pupils should form groups of four. Each suit will represent a topic. For instance: Each pupil in a group will choose a card. Then, each pupil write 4-5 questions about that topic to ask the other people in the group. For example: If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

- Is money important in your life? Why?
- What is the easiest way of earning money?
- What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that pupils are not allowed to prepare yes-no questions, because by saying yes or no pupils get little practice in spoken language production. Rather, pupils ask open-ended questions to each other so that they reply in complete sentences.
**Picture Narrating:** This activity is based on several sequential pictures. Pupils are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

**Strategies for Teacher to Teach Oral Skills**

Hamillton (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. Teacher should:

- Encourage pupils to bring their ideas and background knowledge into class learning activities.
- Be a responsive listener to pupils' talk.
- Nurture an accepting environment where pupils will feel free to express themselves without fear of censure—by adult or by fellow pupils.
- 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. This will involve a range of experiences in which the size and type of audience, the situation and purpose will all vary.
- 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.
- The goal is not only to get pupils to speak but to share their ideas.

**Techniques for Assessing Oral Fluency**

According to Valens, (2001:28), “Language teachers and language testers need a method which takes subjective qualitative observations and then transforms them into objective quantitative measures”. The following are some techniques that can be used to test speaking. Rukhsana (2005:21) there are many techniques can be used to assess speaking skills as follows:

- **Reading aloud:** This technique requires learners to read part of text or a dialogue to examiner. It is used to assess the phonological aspect of speaking. The script is given to learner few minutes before the test in order to prepare himself.

- **Role play:** In this technique learners are supposed to use their imagination. They are given written role cards each card has a person's role in an imaginary social interaction. Learners are asked to speak according to the role specified in their role-card. The examiner observes their response in terms of the whole simulate
social context also learners are given a set instruction before the test to know what they are supposed to do.

- **Interviews:** Interviews are considered the most common technique for testing the oral performance. It is characterized by involving a direct and face-to-face exchange of information. Interviews can be very easy if there is a separate room where learner can be interviewed.

- **Using visual materials:** It is possible to test speaking using pictures, diagrams, and maps. Through a careful selection of material, the testers can have control over the use of vocabulary and the grammatical structures required. According to Abdel Kafy (2009:54) the visual materials can be used in different ways as follows:
  - Picture: description: Learners are given some picture; and they are asked to describe the content of these picture. Learners are required to present a detailed description of each picture in limited period of time.
  - Picture: story telling: Learner is given a series of pictures that form a story. They are asked to look in this pictures and narrate the story. Pictures should be clear enough to be correctly interpreted by the learner.
  - Collaborative tasks and discussions: learners simply respond with their own opinions to a set of statement relevant to a certain theme. These tasks and discussions are similar to role play except that the learner is not required to assume a role but simply to be themselves.
  - Sentences repetition: Learners hear a series of sentences or utterance and repeat them as accurately as they can.
  - Living monologues: In this technique, pupils prepare and present a short conversation on a pre-select topic. This overcomes the interviewer effect and provides evidence of the pupils' ability to handle and extend turn, which is not always possible in interviews.
  - Recorded monologues: These monologues are more practicable less stressful then live monologues. Learners can take turns to record themselves talking about a favorite sport for example.
  - Complete sentences: In this technique, the interviewer says a sentence that suggests a beginning of story and asks the pupil to complete story.
  - Questions and answers: The interviewer asks the pupils some questions about himself, his career, family and so on. The pupil's role is to answer these questions.

**Methodology**

**Design of the study:**

The current study adopted the quasi-experimental design. Two groups of EFL boys classes in the first year preparatory stage was
selected to participate in the study. The experimental group was taught using the android MALL strategy which was developed by the researcher to develop the oral fluency skills of first year preparatory skills.

**Figure 1: The design of the study**

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O1 ← R X C → O2
```

O1 = pretest.
R = Random assignment of subjects to groups.
X = exposure of a group to an experimental treatment.
C = exposure of a group to the control condition.
O2 = posttest.

**Participants of the Study:**

Participants of the study were two classes 60 students taken from first year preparatory stage students in Alexandria Governorate. Every class had 30 boys. Those boys were from 12 to 13 years old. One class was the control group the other one was the experimental group.

**Table (1)**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std deviation</th>
<th>T -</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Speaking test</td>
<td>control</td>
<td>30</td>
<td>9.46</td>
<td>2.62</td>
<td>0.14</td>
<td>Insignificance</td>
</tr>
<tr>
<td></td>
<td>experimental</td>
<td>30</td>
<td>9.36</td>
<td>2.64</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table showed whether there are any significant differences between the experimental and control groups concerning the pre-test.

**Table (2)**

<table>
<thead>
<tr>
<th>Speaking Skills</th>
<th>Skills</th>
<th>the Pre Administration</th>
<th>n</th>
<th>mean</th>
<th>standard deviation</th>
<th>critical value</th>
<th>significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction</td>
<td>Vocabulary</td>
<td>The control group</td>
<td>3</td>
<td>1.93</td>
<td>0.78</td>
<td>0.52</td>
<td>Insignificance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The experimental group</td>
<td>3</td>
<td>1.83</td>
<td>0.69</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grammar</td>
<td>The control group</td>
<td>3</td>
<td>2.20</td>
<td>0.84</td>
<td>0.30</td>
<td>Insignificance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The experimental group</td>
<td>3</td>
<td>2.26</td>
<td>0.82</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pronunciation</td>
<td>The control group</td>
<td>3</td>
<td>1.36</td>
<td>0.49</td>
<td>0.80</td>
<td>Insignificance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The experimental group</td>
<td>3</td>
<td>1.26</td>
<td>0.44</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comprehension</td>
<td>The control group</td>
<td>3</td>
<td>2.13</td>
<td>0.68</td>
<td>1.52</td>
<td>Insignificance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The experimental group</td>
<td>3</td>
<td>2.36</td>
<td>0.49</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Speaking Skills | Skills | the Pre Administration | n | mean | standard deviation | critical value | significance
--- | --- | --- | --- | --- | --- | --- | ---
Performance | Fluency | The control group | 3 | 1.83 | 0.87 | 0.99 | Insignificance at 0.05
| | The experimental group | 3 | 1.63 | 0.66 | | |
skills as a whole | The control group | 3 | 9.46 | 2.62 | 0.14 | Insignificance at 0.05
| | The experimental group | 3 | 9.36 | 2.64 | | |

There are no significant differences between the experimental and control groups concerning the pre-test for each separated skill and whole result.

**Instruments of the study**

To achieve the purpose of the study, the researcher prepared the following three instruments:

A) Checklist for oral fluency sub-skills.
B) A pre-post oral fluency g test to measure the students' level of oral fluency skills.
C) A rating scoring rubric for scoring oral fluency test.

The following section provides a detailed description of each instrument:

**Results**

Data collected and analyzing through applying the English oral fluency skills test. This was done through using statistical procedures such as (SPSS) and t-test to compare between students' mean scores in the pre and post administration of the oral fluency Speaking skills test. Then, it deals with the discussion of the results.

The researcher verified the following hypothesis which state that "there is a statistically significant difference between the total mean scores of the control and experimental group in the post administration of the oral fluency skills as a whole and in each separate skill in favor of the experimental group."

**Table (4)**

Means, standard deviation and critical value of data obtained by the experimental and the control group students' in the post test for each skill.

<table>
<thead>
<tr>
<th>Speaking Skills</th>
<th>Skills</th>
<th>The Post Administration</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Critical Value</th>
<th>Significance</th>
<th>Effec t Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction</td>
<td>Vocabulary</td>
<td>The control group</td>
<td>30</td>
<td>1.93</td>
<td>0.74</td>
<td>6.45</td>
<td>significance at 0.05</td>
<td>0.43</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The experimental group</td>
<td>30</td>
<td>3.13</td>
<td>0.63</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grammar</td>
<td>The control group</td>
<td>30</td>
<td>2.20</td>
<td>0.84</td>
<td>4.16</td>
<td>significance at 0.05</td>
<td>0.41</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The</td>
<td>30</td>
<td>3.06</td>
<td>0.75</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Table clarifies that the pupils' mean score in the control group of the Speaking skills as a whole is (9.40), whereas the pupils' mean scores in the experimental group of the oral fluency skills as a whole is (13.80). So, the pupils' mean score in the experimental group was higher than their mean score in the control group.

Table (5)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>T -</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post speaking test</td>
<td>control</td>
<td>30</td>
<td>9.40</td>
<td>2.56</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>experimental</td>
<td>30</td>
<td>13.80</td>
<td>2.85</td>
<td>6.27</td>
<td>0.44</td>
</tr>
</tbody>
</table>

The second hypothesis states that "There is statistically significant difference between the mean scores of the experimental group in the pre measurement and the post measurement of the oral fluency skills as a whole in favor of the post measurement". The following table points out the results reached:
Table (6)
Mean, standard deviation and critical value of the pre and post measurement of the experimental group pupils on the oral fluency skills test for each speaking skill.

<table>
<thead>
<tr>
<th>Speaking skills</th>
<th>Skills</th>
<th>The experimental group</th>
<th>N</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Critica l value</th>
<th>Significanc e</th>
<th>Effec t size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction</td>
<td>Vocabulary</td>
<td>The pre administration</td>
<td>30</td>
<td>1.86</td>
<td>0.69</td>
<td>15.10</td>
<td>Significance at 0.05</td>
<td>0.81</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The post administration</td>
<td>30</td>
<td>3.13</td>
<td>0.63</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transaction</td>
<td>Grammar</td>
<td>The pre administration</td>
<td>30</td>
<td>2.31</td>
<td>0.80</td>
<td>7.99</td>
<td>Significance at 0.05</td>
<td>0.84</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The post administration</td>
<td>30</td>
<td>3.06</td>
<td>0.75</td>
<td></td>
<td></td>
<td>Large</td>
</tr>
<tr>
<td>Performance</td>
<td>Pronunciation</td>
<td>The pre administration</td>
<td>30</td>
<td>1.27</td>
<td>0.45</td>
<td>13.22</td>
<td>Significance at 0.05</td>
<td>0.81</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The post administration</td>
<td>30</td>
<td>2.31</td>
<td>0.60</td>
<td></td>
<td></td>
<td>Large</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Comprehension</td>
<td>The pre administration</td>
<td>30</td>
<td>2.37</td>
<td>0.49</td>
<td>9.38</td>
<td>Significance at 0.05</td>
<td>0.84</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The post administration</td>
<td>30</td>
<td>3.13</td>
<td>0.58</td>
<td></td>
<td></td>
<td>Large</td>
</tr>
<tr>
<td>Fluency</td>
<td>Fluency</td>
<td>The pre administration</td>
<td>30</td>
<td>1.65</td>
<td>0.66</td>
<td>5.74</td>
<td>Significance at 0.05</td>
<td>0.85</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The post administration</td>
<td>30</td>
<td>2.31</td>
<td>0.71</td>
<td></td>
<td></td>
<td>Large</td>
</tr>
<tr>
<td>Skills as a whole</td>
<td></td>
<td>The pre administration</td>
<td>30</td>
<td>9.36</td>
<td>2.64</td>
<td>19.85</td>
<td>Significance at 0.05</td>
<td>0.83</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The post administration</td>
<td>30</td>
<td>13.80</td>
<td>2.85</td>
<td></td>
<td></td>
<td>Large</td>
</tr>
</tbody>
</table>

The table points out the following:
There is a clear statistically significant difference between the mean scores of the research sample in the test as a whole in favor of the post administering as well T. calculated points out that There is statistically significance which reached (19.85) and it is higher than T. value which reached (1.96) at the significant level of (0.05)

Table (7)
Mean, standard deviation, t value, and effect size for the experimental group in both administration for the oral fluency skills as a whole.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>T -</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>Experimental Group</td>
<td>30</td>
<td>9.36</td>
<td>2.64</td>
<td>19.85</td>
<td>0.83</td>
</tr>
</tbody>
</table>
As there is statistically significant difference between the mean scores of the experimental group in the pre measurement and the post measurement of the test in favor of the post measurement. This means that pupil's speaking skills, in general, has developed due to the experimentation. Also it can be said that the strategy have great effect on developing pupils Speaking skills with a doubt degree at the level of (0.05).

**Interpretations**

This research was carried out to investigate the effectiveness of using strategies based on mobile learning in developing the oral fluency speaking skills among the first year preparatory pupils in Alexandria. The analysis of the data obtained by pupils of the experimental group on the post test revealed a high degree of improvement than their counterparts of the control group. The participants of the experimental group achieved a significant degree of improvement than that of the control group in the post test.

These results go in accordance with the results of the studies that reveal that strategies based on MALL improve the oral fluency skills among pupils. According to Chinnery,(2006: 48) Since the term of mobile-assisted language learning (MALL) was first introduced, using mobile devices to support language learning has been a burgeoning subdivision of both mobile learning and computer-assisted language learning (CALL) (Evans, 2008; Lee & Chan, 2007) have focused on the effects of podcasting on the pupils’ motivation and attitudes towards learning and they have elicited positive attitudes suggesting that podcasts are motivating tools for learning.

Liu(2016)mobile–assisted English learning in improving English language oral fluency skills. WhatsApp experiences significantly impacted the pupils’ language acquisition by lowering EFL speaking anxiety.

Hence ,it is obvious that the strategies based on MALL developed the oral fluency skills among pupils .and this supported the researcher results which showed that :

1. Strategies based on MALL developed first year preparatory stage pupils' speaking skills.
2. Strategies based on (MALL) integrated so many aspects that enhance active learning and positive attitude towards oral fluency.
3. Using technology especially (MALL) as supplementary materials inside the classrooms is very significant in improving oral fluency speaking skills for first year preparatory stage pupils.
4. The exposure to oral language patterns helped to develop pupils, oral fluency sub-skills..
5. Using strategies based on MALL encouraged collaborative
learning pupils, and allowed pupils to learn according their individual learning style.

6. By using MALL the pupils can learn in different places and times.

**Recommendations of the study**

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

1. Strategies based on (MALL) should be used in EFL teaching to enhance oral fluency 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 pupils to be self-learners by using strategies based on MALL applications.

4. Strategies based on MALL should be used to develop other language skills.

5. Mobiles are very useful tools to facilitate learning and help pupils to be more autonomous.
References


Hulme, A. & Shield, L. (2008). An overview of mobile assisted language learning: From content delivery to supported collaboration and interaction. ReCALL, 20, 271-289.


in a mobile environment.


Samuels, J. (2003)."Wireless and handheld devices for language learning."Proceedings of the 19th Annual Conference on Distance Teaching and Learning, Madison, WI.


