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"Developing Speaking skills of English as a Foreign Language by Using Smart Devices practices for preparatory pupils"

Developing Speaking skills of English as a Foreign Language by Using Smart Devices practices for preparatory pupils

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ABSTRACT

The present study aimed at developing the required EFL speaking skills for the 1st grade preparatory pupils through the use of the smart practice devices. The participants of the study were chosen randomly and divided into an experimental group (n=30) and a control group (n=30) from one of the government schools in Giza namely Tersa Governmantal Language school. The pre-post test was designed and submitted to panel of the jury to members to validate them before administering to the two groups. The researcher taught the experimental group using Smart devices practices to develop speaking skills. while the control group was taught using the regular method. The results proved that there was statistically significant difference between the mean scores of the two groups; in favor for the experimental group. Thus, the research recommended that using Smart Devices Practices that motivate preparatory school pupils to develop their Speaking skills.

Key words: Speaking Skills, Smart Devices Practices, Prep. School.

Introduction:

Most people agree that English is the most common language in the world, and it is taught and learnt in many non-native nations. It has an important impact on a range of fields,

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including business, engineering, education, technology, and medical. Speaking is an essential language skill for teaching and learning a foreign language since the main objective is to communicate well. It is necessary that all schools in Egypt use English to help students to speak the language**.**

English language is considered the most widespread language all over the world. It is the international language used as the medium of information flow on science, technology and culture (Rokhmawati, 2011). The importance of teaching and learning the English language is growing daily. English is regarded as an international language these days. It is a really difficult effort to teach and learn a foreign language.

According to Haroun (2012: 38), "Knowing English is a vital skill that helps your children achieve their full potential in later life in today's world." One of the four major components of the English language is speaking. Speaking English fluently is a priority for many learners, according to Richards (2008). As a result, students frequently base their assessment of both their language learning achievement and the quality of their English course on how much they believe their spoken language competency has improved.

Speaking is a critical component of learning and teaching foreign languages, Rokhmawati (2011). Without developing speaking ability, students will just remain silent. Speaking in a foreign language allows students to communicate their ideas orally. He also suggested that students need to practice speaking in everyday situations in order to become

proficient speakers. As a result, the instructor ought to provide students with additional opportunities for speaking practice, such as exercises or examples that immerse them in authentic communication situations. According to Gillis (2013), speaking offers the speaker a number of significant benefits:

(1) The capacity to direct, convince, and educate.
(2) The capacity to differentiate oneself from the crowd.
(3) The capacity to gain indirectly.
(4) Advancing one's profession.

Context of the problem:

In order to ensure the existence of the problem. The lack of EFL speaking skills, the researcher found the following:

A) Classroom observation:

The researcher noticed a lack of proficiency in speaking skills among pupils of basic education (1stgrade prep school pupils). They cannot form clear sentences and express their thoughts, with feelings of anxiety and confidence during speaking.

B) Interview:

In addition of being sure of the weaknesses of the pupils of 1st grade preparatory school in speaking skills, the researcher conducted an unwell structured interview with 10 English

preparatory school teachers questions of the interview. The results were as follows:

- The pupils struggled with basic speaking skills.

- They had trouble using clear and meaningful sentences and phrases.

- They could not adjust their tone of voice to suit different situations.

- Many pupils felt anxious and lacked confidence while they were speaking.

- Many teachers did not pay attention to developing speaking skills. They used regular instruction as asking pupils to talk and pronounce words? As for evaluation, they did not test their speaking as there was no oral test in school.

C) Pilot Study:

The researcher performed a pilot study in which 30 first-grade preparatory school students were given a speaking skills exam in to prove the data obtained from the interviews.

The purpose of the test was to determine the students' aspects of speaking difficulty. According to the results, 65% of students received scores below average, and there was a noticeable deficiency in the following skills:

- Creating coherent discourse with appropriate pauses.

- Using full phrases when speaking.

-Using a range of verb tenses correctly.

- Pronouncing words correctly.

- Expressing ideas with suitable body language.

D) Review of the previous Related studies:

Reviews provided more support for the study's problem. Several studies showed a serious weakness in English speaking skills. Al-Hosni (2014), Nadeem & Ali (2010). Additionally, Mohammed (2015), Nasser (2016), Sarwat (2021), and Alharbi (2015).

Statement of problem

This study confirms that the 1st year preparatory students are weak in speaking skills in English language. Therefore, the aim of this study is to develop speaking skills in English language by using Smart Devices practices.

Study Questions:

The goal of the current study was to solve the following basic question:

What is the effect of the smart devices practices on developing speaking skills for 1st year preparatory students?

There are sub-questions that derived from the basic question:

1. What are the EFL speaking skills required for 1st year preparatory students?
2. What is the suggested framework for using smart devices practices to develop EFL Speaking Skills for first-year preparatory students?
3. What is the effect size of using smart devices practices on developing each EFL speaking skills for 1st year preparatory students?

Procedures of the Study

The present study went through the following procedures:

1. Reviewing studies and literature related to: Smart devices practices, podcasting, and Speaking skills.

2. Preparing a checklist of the required EFL speaking skills for the 1st preparatory school pupils.

3. Preparing a speaking test and the 1st preparatory school pupils and presenting it to the jury members.

4. Preparing an observation sheet for the 1st preparatory school pupils and presenting it to the jury members.

5. Designing framework of some activities by using smart devices.

6. Selecting a research sample from 6th grade primary school pupils and dividing them into two groups: experimental and control.

7. Pre-administration of the speaking test and pre-application of observation sheet to the participants to collect pre- data before the experiment.

8. Implementing the framework to enhance speaking skills of 1st grade preparatory pupils while control group were taught through regular instruction.

9. Post- administration of speaking test and post application of the observation sheet to the participants to collect post-date after the experiment.

10. Analyzing the data statistically.

11. Verifying the study hypotheses and answering the questions on displaying the results.

12. Discussing of the results.

13. Presenting recommendations and suggestions for further research.

Review of the literature

Part one: Speaking skills

Definitions of speaking skill

Irawati (2014: 26) defined it as the process of generating phrases and sentences verbally in order to converse with other people.

As a means of efficient communication in first- and second-language learning environments, speaking is one of the four macro skills that must be cultivated. Pronunciation, vocabulary, and collocations are highlighted as crucial elements to be stress in order to develop fluency for EFL speakers. Speaking skills in English involve many considerations. According to Boonkit (2010), one of the effective ways to help students become more fluent speakers is to give them speaking assignments frequently and in a range of scenarios.

According to Bashir, Azeem, and Dogar (2011), speaking fluency is often taken as a sign of language proficiency by language learners. Fluency is much more than just being able to read, write, or understand spoken language. It is the capacity to communicate with others. They believed that speaking is the most crucial ability they can learn, and they gauge their development based on how well they can communicate verbally. Language learners must understand that speaking requires knowledge from three different domains:

1- The mechanics of language use, including vocabulary, grammar, and pronunciation, include

selecting the appropriate words and pronouncing them correctly.

2- Functions (transaction and interaction): Understanding when precise understanding is not necessary (interaction/building relationships) and when message clarity is critical (transaction/information exchange).

3- Social and cultural conventions and guidelines (such as taking turns, speaking at a certain pace, and considering who is speaking to whom, when, what, and for what purposes).

Speaking and understanding other languages, particularly English, is regarded as crucial during the hiring process. Teachers therefore aim to improve their pupils' speaking, writing, and reading comprehension during class activities. As to the findings of Abdulrahman, Basalama, and Widodo (2018), mastery of listening is a prerequisite for the mastery of other abilities by pupils. Students need to be taught listening in an environment that exposes them to as many real-world scenarios as possible in order for them to acquire the skill.

Furthermore, a lot of foreign language instructors are more focused on empowering their students to take ownership of their learning outside of the classroom than they are on providing education in the classroom. By putting students in charge of their education, this method helps them acquire lifelong learning abilities, such as high-level thinking skills including information analysis, knowledge synthesis, and outcome evaluation (Krasnokutska & Kovalchuk, 2017).

Most students strive to become more proficient communicators and learn how to speak English effectively by emulating the real-world experiences of foreign language instructors at educational institutions (Gryshchenko & Sydorenko, 2014). It should be highlighted that as information technology is advancing quickly, educators must stay up to date on the most recent developments in order to apply them in foreign language classrooms. Given that Internet technologies are making it possible for students to complete their individual work and save time in the classroom, it is imperative that teachers be able to utilize these resources and encourage their cognitive activity in this direction (Nurkhamitov & Gerkina, 2017).

The Nature of the Speaking Skill.

Many linguists and scholars have described the nature of speaking skill. It comes with a few features. Some of these attributes are as follows:

Speaking is not like other skills. It is different in many ways from writing and other talents.

According to Badr (2009: 17), speaking is a special kind of skill that is not like writing. These discrepancies can be attributed to three things:

(1) writing should use formal vocabulary, whereas speaking should use informal vocabulary.

(2) writing should use complex sentences, whereas speaking should use simple structures.

(3) speaking should lack sentence boundaries, whereas writing does.

One of the key abilities to have is speaking. It calls for the simultaneous production of several abilities. These skills include:

- **Fluency**

One of the most obvious indicators of second language competency is oral fluency. There are several interpretations of the term "fluency," but the most widely used one is associated with "high proficiency," or having a strong command of the vocabulary and syntax of a language (Rossiter et al., 2010). Some characteristics that speakers employ to talk smoothly like include filling in their pauses, pausing just at transition points, and pausing for extended periods of time without hesitation. Moreover, employing lengthy syllable and word runs in between pauses and letting the speech flow naturally.

- **Accuracy**

According to Harmer (2010), accuracy refers to how correctly a student uses grammar, vocabulary, and pronunciation. Furthermore, West (2013) affirmed that it is inappropriate to correct students' accuracy in front of their peers because those students view the correction as a challenging exam on their capacity to speak correctly in class. According to Richards (2006), there are accuracy-focused exercises like this one: Reflect on language use in the classroom.

- Pay attention to how appropriate language examples are formed.

- Exercise using language without context.

- Practice short language examples.

- Do not demand significant dialogue.

- Regulate the language used.

Speaking skill and language content

Speaking, according to Khorashadyzadeh (2014: 12), included that students have both linguistic competence the ability to produce language in specific contexts, such as grammar, pronunciation, or vocabulary and sociolinguistic competence, or the understanding of when, why, and how to produce language. Speaking requires that language learners understand when, why, and how to produce language (sociolinguistic competence), in addition to knowing how to produce specific language points like grammar, pronunciation, or vocabulary (linguistic competence).

Speaking abilities are very important, hence research has been done on them using a variety of techniques and approaches (Ali, 2010; Diyabb, 2013). As a result, in order to assist students improve their speaking abilities, new teaching strategies that rely on technology must replace the conventional methods of instruction.

Part two: Using Smart Devices Practices in EFL classrooms

The nature of Smart devices

The development of 21st century skills and the provision of useful tools by educational technology to EFL teachers are the main reasons for the increased interest in the last ten years in the integration of technology in education. Al-Alawia (2015) said "an advanced operating system equipment such as

computer systems, providing a range of services (communication, ferry and news, and sharing software files and texts containing images and sounds) and including space for installing software and electronic applications."

The most important challenge that contemporary societies face is the advancement of modern information and communications technology, which has changed the core principles of life in these societies. These technologies have brought forth numerous other challenges as well. New educational systems developed as a result.

In addition to being tools for consumers, smart devices and their applications can be used to create instructional content and communicate concepts in different ways. The requirements and desires of today's students must be respected by traditional educational systems. They also have to deal with a variety of ever-changing issues. The educational system of today is one that is constantly evolving. One of the teaching methods that views the student as an active participant in both acquiring knowledge and engaging in productive dialogue with peers and teachers, rather than just a recipient of it (Abdo, and Ramadan, 2018).

According to Al-Dahshan and Younis (2010), the capacity of smart device applications to impost real networked, social, participatory, and interactive learning at a distance, as well as to deliver read, audio, and visual information in real time remotely, is one of their most crucial features.it saves time and it is founded on the idea that knowledge should be free to travel across time and space, learners view it as an electronic learning format. It also strives to change the idea of learning

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based on any time and location to the idea of learning at all times and places. It is distinguished by clear visuals as well as sounds.

Moreover, Khalaf Allah and Sayed (2017, pp. 13–32) note that smart device applications are characterized by flexibility for learning and communication at any time and from anywhere, as well as virtual interaction and participation. They also note that these applications are easy to use and free from prior training because they rely on small, lightweight devices, and etc.

The International Telecommunication Union predicts that the use of laptop computers will decline and that smartphones will become the most popular device for Internet access (Buckley, 2015). When smartphones evolved into smart media, their applications became more varied. Digital technology, also referred to as technical advancements, is dependent on the Internet.

The Importance of Smart Devices Practices

According to (Glesser Andrea, 2010; Tyler, Smith), using smart devices helps students develop the following educational skills: Smart devices offer enough opportunity for the student to work at his/her own pace, which brings the idea of customizing instruction also permits the quantity and frequency of educational content to be repeated, as well as the pace at which it is delivered. The content that students study and the amount of time they have to spend in front of it. Instant feedback tailored to the learner's

response to the instructional scenario is delivered by smart devices.

-Suspense: Suspense has a significant role in the learner's performance if it is connected to a strong incentive and the success of educational process.

-The ability of smart gadgets to record replies from learners and track their reactions, which aids in determining their proficiency and locating areas of weakness that need to be diagnosed and treated.

-Overcoming individual variances, since many apps consider the aptitude and reaction time of learners.

-Students and teachers can save time and effort by using smart devices for learning.

According to the Ministry of Education (2015), smart gadgets are mini-computers with their own random access memory (ROM) and temporary and permanent memory due to their many functionalities. Smart devices have competitive advantages that make their presence in the hands of many inevitable, if not unavoidable. RAM was also provided with fixed and expandable storage space according to the user's need. The most important feature of smart devices practices to distinguish the presence of its own operating systems, which allowed the construction of applications that meet the needs of users in the age of speed. The most crucial components are an Internet connection, lots of storage, a sharp camera, several apps, task and work organizer software, computer synchronization, and application technical assistance and operating system.

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Smart devices have begun to attract adults and children, and they are inherent to them in their homes and travels, and they can not be eliminated from their lives, due to the multiple motives for their uses, such as communication services, sending messages, exchanging information, radio and video players, music, Bluetooth, and interaction with social networking applications such as Facebook, Twitter, and Skybe, and Google, in addition to its multiple advantages that made many people rush to acquire it, such as its small size, light weight and the speed of its operations (2013 Sarwar, Soomro)

It has assisted that the advantages of mobile device technologies in recent years that is, the expansion of broadband local networks' capabilities, the advancement of wireless networking technologies, the widespread use of mobile phones, and the growth of their industry has opened up new possibilities for their application in education (Kinshuk, 2013).

Using Smart Device Applications in the Learning Process enhances the processes of interaction between students and teachers by facilitating specific questions and the exchange of ideas and information between students and other students before, during, and after the school day, by using learner-centered learning processes, facilitating collaborative learning among students through simultaneous and simultaneous communication, offering one-on-one learning support, inspiration, and motivation, and delivering succinct content that is regularly accessible to the student at any moment (Ajrami, 2019).

Saleh (2015) discussed the use of smart device applications in training and classroom settings, such as classroom

management apps, communication and educational presentation management apps, and educational content development apps. Additionally, she mentioned apps that let teachers and students use LMS learning systems via smart devices to access courses directly, or educational content that facilitates learning because of its flexible use concurrently and simultaneously.

Smart devices use in the classroom has been connected to several positive educational outcomes, according to studies (Ibrahim, 2016, Al- Subai'i & Al-Ghamdi, 2014; al-Arishi & Al- Attas, 2012). Use chat messaging systems to communicate and receive advertisements and administrative decisions, as well as to obtain information more quickly and easily than through phone calls or email, such as lecture or exam schedules.

-Students can conduct their learning process anywhere, at any time, by using smart devices to broadcast lectures and conversations straight to their location.

-In contrast to bags or computers, the majority of smart devices that hold notes and e-books are lighter, smaller, and easier to carry.

-Unlike PCs, which need a lot of room, there is a chance to install many smart devices in the classroom.

-Because most smart devices use touch rather than a keyboard and mouse, they are significantly easier to operate and can be used to write handwritten notes.

-Spell checking on smart devices is helpful, but handwriting develops handwriting abilities.

-Attract students who have left school early so they can use smart devices to enjoy studying.

-By using the smart devices that they usually use in their daily lives, learners employ this technology to make sure that the greatest number of students participate in learning.

-Students and scholars can build a tiny library of lectures and e-books with the aid of smart devices.

-offers solutions for virtual classroom administration as well as educational platforms covering all subject areas.

According to Al-Omari (2014), a variety of smart and mobile devices, such as laptops, digital aids, mobile phones, microcomputers, and electronic voting devices, can be used during the educational process and have a positive impact on how students and teachers interact.

The results of many studies conducted in developed nations that employed smart devices in education support the researcher's a belief that it is possible to use these devices as instructional tools that students use to enter data and apply knowledge. This is especially true in light of the devices' widespread use and distribution. Even though each plays a different role, mobile phones and smart devices can both be utilized for a variety of educational duties. The majority of smart gadgets are helpful for teaching and learning, as well as for facilitating teachers' tasks.

Applications of audio and flexible broadcast technology using smart devices

Podcast

The terms "podcast" and "broadcast," which refer to two different technologies, are combined to form the term. "Pod" is the brand name for a range of portable audio players made by Apple. We interpret this phrase to refer to a collection of Internet-disseminated audiovisual clips. They are available online in a number of formats. Podcasts are becoming more and more popular since they are easy to use, typically cost nothing, provide a true worldwide audience, and users don't have to deal with any technological issues.

Because podcast creation is so simple, it is now a tool utilized in the teaching process. After gaining access to the podcasts' platform and occasionally completing a brief subscription form asking for personal information to be used for updates and follow-ups, the user/subscriber has the option to download or listen to various podcast episodes. Podcasts can be thought of as a type of radio on demand because they are typically available for download at any time (Samuel- Azran, Laor & Tal, 2019, Naidionova & Ponomarenko, 2018, Abdulrahman, Basalama, & Widodo, 2018).

A podcast is a collection of audio or visual multimedia files that are published online, similar to any other file. However, the technology that broadcasts these files over a fixed channel allows for flexible audio broadcasting, allowing users to subscribe to that channel and download the most recent files automatically as soon as they connect to the Internet. This

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technology is also referred to as one of the applications of web 2.0. Web-based synchronization) (King, 2011).

The importance of podcasting and its advantages in the educational process

The podcast has a wide range of applications. Even though the podcast is produced in the human voice, text is still allowed and depending on who owns the podcast. In addition to listening activities to complete missing words and sentences, questions concerning audio recording, etc., if the owner is a teacher, this allows us to give lessons to students in both written and oral versions, which is quite beneficial for them, particularly when it comes to lectures on foreign languages (Wall, 2019).

In addition to providing additional resources for in-class instruction, podcasts can improve classroom lectures and foster student creativity, innovation, and teamwork, among other learning outcomes. Podcast use can also promote classroom interaction and collaborative learning by cultivating the skills necessary for working towards a common objective. Consequently, podcasting has the potential to be a very effective tool for language acquisition. Rosita and Budiasningrum, 2022).

Using podcasts in the classroom has the potential to improve learning, increase motivation, and increase academic accomplishment and attainment. (Shafiee and Salehi, 2019) The use of technology increased students' motivation, as seen

by their increased likelihood of completing assignments, studying, and being productive.

Furthermore, authentic teaching and learning are made feasible by this approach. Technology facilitates a learner-centred environment that benefits all students and promotes self-regulated learning, regardless of time or place. In 2020, Hashim and Loganathan Podcasting encourages students to engage with and produce real-world language outside of the classroom while also promoting a multimodal approach to teaching and learning. Phillips (2017).

It shouldn't be artificial to use a computer. It must be included into the curriculum in some way. Expanding horizons, improving discipline learning, igniting students' interest in learning, and fostering creativity, spatial and logical thinking, imagination, observation, and some scientific skills are all made possible by the use of computer technologies in education.

As to Berry (2016), podcasts are usually recorded in the home or personal space of the podcaster and are delivered by individuals who are part of the listener's community of interest or with whom the listener may already have a relationship through social media. However, the effectiveness of podcasts hinges on how well teachers use this electronic tool and how well they choose the resources to help students accomplish the learning objectives (Abdulrahman, Basalama, & Widodo, 2018).

Pros of podcast

-Stimulating.

-Digital natives are drawn.

-Not limited by space or time, omnipresent.

-Increasing the independence of learners.

-Both virtual and real.

-helping to improve pronunciation and listening abilities.

Promoting other language abilities.

-An infinite supply of resources.

-Real language used by a natural speaker.

-Including the instructor as well as the pupil.

Cons of podcast

-Digital gap.

-Teachers who are immigrants using digital.

-If rich language content isn't provided, it won't be very useful.

-May can be annoying

-Technical expertise is necessary for creating podcasts.

-A subscription is required for certain websites.

-Leading to an excessive reliance on technology.

The disadvantage of Using Smart Device Applications in the Learning Process

There are numerous technical issues and difficulties described by (Al-Sabah, 2015). Al-Shuaibi (2015) and Ibrahim et al. (2016) are as follows:

-Smart devices have limited memory and computing power.

-There are variations in the dimensions and area of phone screens, as well as the poor image quality in a lot of phones as one of the smart device apps, particularly for older models.

-There are variations and multiplicity of smart device operating systems.

-They have Limited storage capacity, particularly in certain smartphones and personal digital devices, applications for smart devices.

-Certain smart devices have short battery lives and need to be constantly charged.

-Potential loss of data in the event that there is an issue with battery charging. With so many people using wireless networks.

-There is a lack of transmission efficiency and trouble printing if the device is not linked to a network.

-They create relevant courses, and educate educators and students on how to handle them by using these equipments.

-Keeping up with the remarkable advancements in the market for these devices, which cause them to become obsolete very rapidly.

-Societies' cultures shift in response to this new kind of education.

-Security issues that users may encounter when utilizing gadgets to breach wireless networks transportable.

Al-Omari (2015), Ali (2016), and Al-Ajrami (2019) showed the most notable of which being the high price of some smart gadgets. It necessitates a plan without population restrictions and with distinct topography and geographic borders. It may be necessary to produce certain communications and educational materials in numerous formats. Outside of the confines of the educational process, learners create communications that are easily misplaced or stolen, have less power, durability, and resilience than office devices, necessitate infrastructure, wireless networks, and contemporary devices, and occasionally result in security breaches of both wired and wireless networks.

The researcher believed that the characteristics of smart device applications and the benefits that Although she thinks that there are several, varied, and many advantages for learners who use this kind of learning, there are still certain obstacles that occasionally remain in the way of applying what is learned.

These days, people practically never leave their portable smartphones. They are an essential part of their daily lives. As the communications revolution has progressed, the present condition of activities suggests that it is now suitable for any individual to have a personal mobile device.

These high-tech, user-friendly devices may store data and download different software that is compatible with them in addition to being able to connect and communicate with the Internet or communications network. These characteristics have been used in training and instruction.

Virtual reality, integrated learning, mobile learning, e-learning and management systems, and other terms and philosophies have all emerged in the educational process as a result of public and higher education institutions' recent attempts to grasp the chance and rely on technological advancements, digital communications, and their applications (Mohammed, 2012).

The number of mobile subscribers is predicted to soon approach the total number of people on the planet due to the widespread use of smart devices, and the number of online subscribers—mostly through mobile phones is predicted to rise to 4.3 billion (International Telecommunication Union, 2017).

According to research conducted by Marta & Antoni (2016) and Branka, Milan, Jelena, & Edit (2016), mobile technology and smart devices have become extremely popular worldwide and among users of all categories, including students at all educational levels. On average, university students use smart devices for 8.34 hours a day, as they have become an essential part of their daily lives for the majority of these students.

Saleh (2015) noted that students are no longer required to spend hours in front of a computer due to the widespread use of mobile phones for internet access, the speed of networks, the emergence of 4G and 3G services in mobile networks, and the

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support of tablets. Additionally, the emergence of applications that enable both teachers and students to use LMS learning management systems via smart devices like a tablet or smartphone can be used to follow a virtual class or interact with the teacher with ease. It can be used to send files, complete assignments, communicate asynchronously and simultaneously with peers and the teacher, use a variety of LMS (learning management system) tools on his mobile device, as well as using different apps and instructional tools on mobile devices.

Aim of the Study

The present study aims to determine the effect of smart devices practices on developing EFL speaking skills for the 1st year   preparatory school students.

1.6. Hypotheses of the Study:

1- There is a statistically significant difference between the experimental group and the control group students' mean score on the post administration of the speaking skills test, in favor of the experimental group.
2- There is a statistically significant difference between the experimental group students' mean score on the pre and post administrations of the speaking skills test, in favor of the post-administration of the test.

Delimitations

The study is restricted to the following limits:

1- A sample of students that was randomly assigned (30) students of the 1st year preparatory students. The

researcher chose the 1st year preparatory stage as she thought that this was the suitable time for them because of mastering in EFL speaking skills would help developing their academic learning in the school, the university and their speaking English fluently in life.

2- The experiment will be doing in the first term of the academic year 2023/2024.

3- The researcher reformulated 16 lessons only from the students' English language textbook via using the smart devices practices from the 6 units.

4- The required EFL speaking skills for the first preparatory pupils identified to be, as follows:

- Using vocabulary correctly.
- Using grammatically correct sentences.
- Using the different tenses properly
- Organizing and joining parts of speech by using proper connectors.
- Using clear intonation and pronunciation.
- Avoiding fillers.
- Producing effective speech.

The significant of the study

This study is intended to:

1. Attracting the attention of EFL teachers to the significance of developing skills.
2. Providing a list of the essential speaking skills for 1st year preparatory school students to EFL language teachers, supervisors, and curriculum designers to take into account when organizing and creating the learning activities.

3. Setting up the idea of employing the smart devices practices to help EFL teachers enhance and improve their speaking abilities.
4. Contributing updating the teaching methods currently used in Egyptian preparatory schools that promote the development of speaking skills.

Method of the Study:

This study followed:

First: The analytical descriptive method to review related literature and related studies.

Second: The quasi-experimental design to conduct the research experiment.

Design of the Study

The study followed the quasi experimental design of two groups and pre- post application of the instruments of the study. The two groups were a sample of 60 (30 as control and 30 as experimental) first year preparatory school pupils.

Variables of the Study:

The independent variable: Smart Devices Practices.

The dependent variable: - Speaking skills of first school Pupils.

Tools of the study:

Speaking test and rubric to score it.

Test	Group	N	Mean score	Standard Deviation	T	Significance level

Result of the study:

The study aimed at investigating the impact of Using Smart Devices Practices on developing Speaking skills in English for preparatory pupils. The findings of the study regarding the research questions. The researcher used different statistical tests using the statistical program (SPSS) to analyze the collected data. Tables were also used to present these data with analysis and interpretation.

Verifying the Hypotheses of the Study

1.Verifying the First Hypothesis

The first hypothesis of the present study stated that

''There is a statistically significant difference between the experimental group and the control group students' mean score on the post administration of the speaking skills test, in favor of the experimental group''.

To examine the first hypothesis, means and standard deviations of both groups' results on the **post-test** were computed. Independent Samples T-test was used to measure the significance of the differences.

Table (1) describes those results of the experimental group and the control group in the speaking test.

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Speaking test	Control	30	11.5	1.8		
	Experimental	30	19.9	5.7	6.87	0.01

As shown in table (1), the t-value was 6.87, the t. computed value is larger than t. table value in the test, which mean that there was significant difference at (α ≤ 0.01) in the total mean scores of the post-test between the experimental and control group in favour of the experimental group. The mean of the post-test in the experimental group reached (19.9), whereas the mean of the control group was (11.5). This result indicates the effect of differentiated instruction is more effective than the traditional method in developing the pupils ' speaking skills.

2 -Verifying the second Hypothesis

The second hypothesis of the present study stated

''There is a statistically significant difference between the experimental group students' mean score on the pre and post administrations of the speaking skills test, in favor of the post-administration of the test''.

Table (2): T. Test paired sample results of the differences between the pre-test and the post test of the experimental group in the speaking test

Experimental	**N**	**Mean Score**	**Standard Deviation**	**t- calculated value**
Pre-test	30	11.2	10.4	
Post- **Test**	30	19.9	5.7	9.6

"t" table value at (29) df. at (0.01) sig. Level equal (2.7)

Table (2) showed that the T. calculated value (9.6) is larger than t. table in the test (2.7), which mean that there was statistically significant difference in the mean score of the pre-test (11.2) and the post-test (19.9) of the experimental group in the speaking test. This means that there was a statistically significant difference between the mean score of the experimental group pupils on the pre-and post- administrations of the speaking test, in favour of the post test.

Answering the questions of the study

The aim of the study was to answer the following basic question "What is the effect of the smart devices practices on developing speaking skills for 1st year preparatory students?

There are sub-questions that derived from the basic question:

Answering the first sub-question:

The first sub-question of the present study was "What are the EFL speaking skills required for 1st year preparatory students?''

To answer this question, a list of speaking skills submitted to (5) jury members in its initial form. After making their suggestions and modifications, they agreed on the final form of the checklist which should be developed for 1st grade preparatory school students.

Answering the second sub- question:

The second sub- question of the study was "What is the suggested framework for using smart devices practices to

develop EFL Speaking Skills for first-year preparatory students?'' was answered. The suggested framework for using the smart devices practices for developing the 1ˢᵗ year preparatory school students' EFL speaking skills.

The third question of the study:

The third sub-question of the study was "What is the effect size of using smart devices practices on developing each speaking skill for first-year preparatory students?''

Table (4): The Effect Size of the main Speaking Skills of the

Speaking Skills	Calculated t-value	D.F	η²	Effect Size
Fluency	10.6	29	0.79	large
Accuracy	26.4	29	0.95	Large
Pronunciation	14.2	29	0.87	Large
Body language	14.6	29	0.88	large
Total	65.8	29	3.5	large

Experimental Group:

Table (4) shows that the effect size of using smart devices effect on the experimental group on developing speaking skills in English for preparatory pupils. This means that effect of using smart devices practices was effective in developing

speaking skills in English for preparatory pupils of the experimental group pupils. This large effect may be due to the using smart devices, which are used to develop students' speaking skills.

The suggested framework

The lesson will go through the following steps:

Step one:

- o The teacher gathers the students in the computer lab.
- o Teaching students how to use Smart Devices Practices.
- o Teaching students how to enter the platform, interact with it, and access activities.

Second step:

- o Explaining the steps and strategies on which activities are based to students.
- o Explain how to interact and solve with activities correctly and share their recorded answers to speak.

Third step:

- o Students will speak online and make a podcast about different topics, then they can share it by using smart devices practices.

Evaluation: Evaluation & Feedback

The evaluation system was composed of types of evaluation (formative and summative):

Formative evaluation: It was set for the purpose of students' progress in the speaking skills and giving necessary feedback on their performance at the end of each session in general. During formative evaluation, students' speaking skills were evaluated by the teacher who asked students to do their oral tasks after every session.

Summative evaluation: It was set after finishing the application of using Smart devices practices through the post – administration of the speaking skills test and observation sheet. The main purpose of this type of evaluation is to investigate the effect of Using Smart Devices practices on developing Speaking skills in English language for the 1st preparatory school pupils (experimental group).

The roles of the teacher:

• Planning for different practices and determining the available smart Devices to all students from the first day of study.

• Explaining how to use different smart devices practices to the pupils so that they feel that they are participating in the educational process.

•Guiding students through online learning experiences. The teacher guides and attracts their

attention toward speaking through making podcasts.

• Making intentional efforts to speak and encouraging individual learners and the group as a whole to share and communicate.

• Sharing the results of the performance and achievements of every student.

• Showing them the steps, how to use and access the tools, how to organize their ideas to successfully speak.

•Teaching and encouraging how well they can depend on themselves, learn at their own pace, and set up their objectives and priorities.

The roles of the students:

• Ensure that they start to use smart devices practices and the internet because this helps them record and share their assignments orally.

• Learn how to manage and organize their time through using their smart devices.

Recommendations

In light of the present study results and conclusions, it is recommended that:

1. Teachers of EFL should encourage their pupils to use Smart Devices Practices in learning speaking skills to develop their speaking proficiency.

2. Teachers should use technology in teaching speaking.

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3. Teachers should establish a proper positive learning environment for language learning using different practices like podcast which help in making the learning process to be successful.

4. Speaking practice should be had more attention in our EFL classes.

5. Schools should provide the internet access in the classrooms.

6. Students should be had enough chances to practice speaking in EFL classes.

Suggestions for further research:

1- A research is needed to investigate the effect of Using Smart Devices Practices on developing learners' other language Skills at different levels of education.

2- A research is needed to use other modern strategies and techniques for developing listening and speaking skills for learners.

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