



Volume 7, Issue 7, July 2020, p. 109-116

Istanbul / Türkiye

Article Information

Article Type: Research Article

This article was checked by iThenticate.

Article History:

Received

15/06/2020

**Received in revised
form**

01/07/2020

Available online

15/07/2020

THE EFFECT OF THE VOSCREEN APPLICATION ON ORAL PERFORMANCE AMONG SAUDI EFL LEARNERS

Aisha Osman Mahmoud Kooa ALHAWAD ¹

Samah Abdulkarim Hamad ALMUNIF ²

Abstract

This study aimed at investigating the effect of the voscreen application on oral performance among Saudi EFL learners. The vo-screen application attracted the researchers because it is a new and unique application that helps students to improve their skills, especially in oral performance. In the research problem, the researchers threw light upon that many students faced problems in improving their language, and they do not know how to develop their oral performance, which is an essential skill that students have to master. So, the researchers thought of the vo-screen app, believing that it helps attaining a native – speaker like speech. A questionnaire is designed to survey the opinions of a sample of 40 students selected randomly from the different levels of the department of English at Shaqra University, College of Science and Humanities. The methodology used in the study is the descriptive-analytical - method. The data of the study were analyzed by the statistical package for the social sciences (SPSS). The results of the study revealed that the voscreen application has a positive effect on the students' oral performance on one hand, and on the other it also enriches the students' vocabulary. The study recommended that the students should apply Vo-screen application and use it at least once a day to improve their oral performance skills. The students should also start to use this app under the supervision of their lecturers by allotting at least ten minutes at the end of their lectures so as to master the language. Lecturers should apply voscreen application in their lectures as an assessment tool for better learning.

¹ Dr. , Shaqra University, Saudi Arabia, amhmood@su.edu.sa

² Researcher, Shaqra University, Saudi Arabia

Keywords: Voscreen, Oral Performance, Saudi Students, English Majors.

Introduction:

In the past, the learning process of another language was complicated and so hard and required traveling to learn it. However, now in the present era of advanced and sophisticated technology, learning other languages has come to be handy and easy. Everyone can learn while staying at home by watching TV and downloading some helpful language learning applications such as; YouTube, Google Translate, Hello native for talking with native speakers, and Vo-screen which is one of the newest applications that has many benefits for EFL students. Language is generally identified as a system of systems that has some two major superordinate, namely productive in the form of speaking and writing as subordinate skills, and receptive in the form of listening and reading as the two underlined receptive subordinate skills. This classification is common for all the living human languages. However, the nonnative speakers of other language will not have a direct access to the target language skills unless they start learning these languages systematically according to a certain plan and syllabi. Learning other target languages requires to know how to speak and how to communicate with others even if they have much vocabulary, but they cannot communicate. In this research, the researchers will focus on speaking or generally Oral performance, which is the ability to speak and communicate with others confidently, fluently, and spontaneously as well. The researchers will discuss the problems that are encountered by the students in order to help them solve these problems through the use of Vo-screen App. It is a new application that enhances speaking, reading, and translation by giving them the statement to read and choose the correct translation. It gets the third-best educational application worldwide. Also, it is useful in listening by giving them videos and let them listen more than once, so learners can enrich their vocabulary, and henceforth they will develop their speaking fluency.

Research problem:

Many students do not know how to improve their language skills for mastering the whole language system, especially in speaking or in general on oral performance. Also, some of them have common mistakes in their pronunciation, grammar, along with; they not have direct access to make language learning plans to improve their oral performance or their skills, and this is normal because planning for learning is a pedagogical process that needs experts in the field of language education. However, the lack of a suitable language learning plans or programs will result in poor fluency and lack of self confidence in their speech. So the researchers believe that the use of vo-screen app is one of the learning techniques that will result in an improvement of EFL learners in oral performance because it enhances students' learning of English oral performance and to develop somewhat a native – like speech and develop a good mastery of language pronunciation, morphology, grammar, and syntax. Moreover, it helps them to earn a new vocabulary as much as possible, including the practices of mastering the target language.

Research Objectives:

This study aims at achieving three objectives:

1. To illustrate the importance of voscreen on improving the students' oral performance to communicate fluently and confidently.
2. To indicate the role of voscreen in enriching students' vocabulary.
3. To certify the efficiency of voscreen in the promotion of student's language learning.

Research Questions

1. To what extent does the use of voscreen promote the students' oral performance?
2. Does the use of voscreen enrich the students' vocabulary?

Research Hypotheses

This study hypothesizes the following:

1. The students who have less performance in speaking do better after using Vo-screen application.
2. The Vo-screen application enriches the students' vocabulary.

Research Significance

The importance of this study, stems from its attempt to renew the field of knowledge, related to language learning and teaching and the use of technology and media applications for enhancing better language performance, and then to be of great importance to students and teachers. It is also an attempt to illustrate the role of voscreen application to solve the problems that face the students in oral performance. Many students who encounter some difficulties in English language cannot easily overcome these difficulties. That is to say they seek to find ways for improving themselves to reach to a stage of a native – like performance through the help of instructors and teachers. Teachers, on the other side, should do their best to help those students attain their objectives of reaching that level of performance. According to Pezaro (2016) teachers should work and plan to help students learn the target language within the environment and context in which they are located. Sometimes learners may withdraw from learning or change their major as a result of these learning difficulties, the thing that may let them lose years of studying; so they need to know how to solve these learning difficulties, and as well to be helped by their instructors, and by the institution in which they study. In Saudi Arabia, it is difficult to find a person who is a native speaker to communicate with for improving oral performance, but with technology like a voscreen app and the other mobile applications and computer – based programs, if used properly, that may lend a hand in solving these learning difficulties and making them become easier.

The Importance of Voscreen in Learning and Teaching

Vo-screen is a new and unique application that helps the students in their skills of the language that students would like to learn; the vo-screen app is not only for learning English language but any language that they like. It gives videos to let the student listen to them then to choose the correct statement with the correct translation, and that helps them in oral performance besides listening, writing, reading skills, and it increases their vocabulary. According to Taylan, "VoScreen is a web and mobile application utilized in foreign language education." Voscreen app has been chosen because it has a significant role in developing an oral performance. As we know that speaking is the skill that we have to master through getting a conversation with others. However, the students cannot get a conversation without any help in pronunciation, earning words and new vocabulary, create a sentence, or even in grammar. Voscreen helps the students to be exposed to a native speaker model of performance which makes them ready to pick up an authentic conversation through which they

acquire confidence dealing with other speakers. The students need to realize that English language is so easy, and they can achieve their goals to speak like a native speaker.

In spite of the fact that the voscreen application is a recent development in the use of mobile applications in the field of ELT, we find that most of the research projects focus on other mobile applications utilization in ELT. Li and Zou (2015) investigated the effect of mobile technologies on college students' English learning activities. The results revealed that most of the students have positive attitudes towards mobile learning and many of the participants practiced various learning activities on their mobile devices. Ezza et al (2013) pointed out that "web-based learning accommodates all types of learners. In other words, web-based learning provides rich learning opportunities for visual, auditory, read-write, and kinesthetic learners in ways that are either lacking or only partially present in traditional learning".

Al Mukhallafi (2014) argues that "Computer-assisted language learning aims to develop in the students the different language skills—reading, writing, speaking and listening. It also seeks to develop knowledge of culture as represented in literature. Besides learning the English language, students can learn the cultures of others, which is knowledge necessary for mastery of the language. Students cannot master English without learning the cultures of the native speakers of English. Language cannot be studied in isolation from culture. However, in globalized world, applications provide the opportunity for the students to access English through music, movies, YouTube, TV shows and advertisements. Also, CALL empowers individual learning by allowing the students to focus on the areas of a subject that they find most interesting or relevant. Franken & Witten (2009, p. 249) state that "Students are also required to work on their vocabulary, test their ability to recognize errors in grammar, and access word frequency data".

The Importance of Oral Performance in Learning and Teaching

According to some scholars such as Steinberg and Sciarini (2006: 118) scientists are either those who believe that animals lack the ability to develop a human like way of speech, and those who believe that language is a special capacity that is only human in nature and structure. However, Brain is a central Divine endowment that distinguishes human beings from the other creatures on earth. Moreover, the brain is the central human part into which language has been wired in as it has been perpetuated by the famous American Linguists Chomsky (1972) in terms of what is well known as "LAD" Language Acquisition Device. People with language can think and convey their feelings, and oral performance is the most essential and accessible process of human communication. Moreover, it is useful for every aspect of life. People communicate with others through oral performance; besides, their speech reflects their level of culture and their evaluation of language standard through which they speak with others. People who have oral performance problems want to develop their skills to become like a native speaker of the language, and they have to speak more than focusing on grammar and mistakes. According to Troute (2016), when teaching second language learners, it is pertinent to encourage students to express their ideas and not to focus on language and correct grammar as well to allow students with enough time to practice. Moreover, students will record in their brains the information which is discussed with their friends or classmate. Hammond and Nessel (2011) state that when students participate in class discussions, they are more likely to retain information. When students speak and discuss using the language, they will surpass their problems, such as stammering while talking

and their oral performance will become more confident, smooth, and fluent, just like a native speaker. They have to practice and do speaking skill exercises provided by applications like “Vo-screen” to improve their speaking skill since it is beneficial as a practice.

The Relationship between Vo-screen Application and Oral Performance

The relationship between Vo-screen App and oral performance is when students use it, will help them to raise their level of performance in English language, and mastering the language. İşcan, (2011) states that the co-screen app helps to improve the pronunciation and listening skills by introducing the videos; besides, it has many benefits such as increasing the motivation in language education and enriching language vocabulary.

Research methodology

This study surveyed the use of the vo-screen application by EFL learners in order to improve their oral performance using the descriptive method. A questionnaire was formulated, validated and distributed among 40 students from the Department of English at Shaqra University College of Science and Humanities. The sample was selected randomly from the total number of English Department students. To validate the questionnaire, the researcher submitted it to English experts. They suggested some modifications. The researchers adopted their amendments and updated the questionnaire statements according to the experts' points of view. Finally, they indicated that the questionnaire appeared to be a valid measure for EFL learners. Also, the researchers computed Cronbach's Alpha to measure the reliability of the questionnaire; the result obtained is (0.87) which, means that the questionnaire was reliable. As shown in the following table:

Cronbach's Alpha	N of Items
.868	15

6. Data Analysis

A questionnaire was designed, processed and validated. It is made up of fifteen questions which are intended to investigate the extent to which the students use the Vo-screen app in their study. The scales are: strongly agree, agree, undecided, disagree, and strongly disagree. The program that used to analyze the data was the Statistical Package for Social Studies (SPSS) version 22 using five Likert. The analysis results were presented in tables and interpreted in order to test the research hypotheses.

Tests of Hypotheses

The First Hypothesis:

H₀: The students who have less performance in speaking, they do worse after using Vo-screen application.

H₁: The students who have less performance in speaking, they do better after using Vo-screen application.

Table 2: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
M1	40	2.00	5.00	3.8375	.728743

Table 3 : One-Sample T- Test

	Test Value = 3		
	T	df	Sig. (2-tailed)
Vo-screen app helps the learners to improve their oral performance.	7.211	39	.000
Many scenes on Vo-screen help the learners to communicate fluently and confidently with others..	5.512	39	.000
The vo-screen app satisfies the learner's oral performance needs as an English language student.	6.224	39	.000
Learner's study requires oral performance in the English language, and the vo-screen app helps them with that.	3.523	39	.001

According to the tables (2 & 3), using the (Five-Likert) scale, the overall average of responses is 3.84, which means that the students who have less performance in speaking, they do better after using Vo-screen application. Moreover, the P-value of the T-test is (0.00). Hence, it is less than the formal level of significance (0.05), because of that H₀ (the null hypothesis) is rejected and H₁ (the alternative hypothesis) is accepted and confirmed, which means that there is a positive correlation between the use of voscreen application and oral performance. So the students who have less performance in speaking, they do better after using the vo-screen application.

The Second Hypothesis:

H₀: The Vo-screen application does not enrich the students' vocabulary.

H₁: The Vo-screen application enriches the students' vocabulary.

Table 4: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
M2	40	2.67	5.00	3.9667	.54850

Table 5: One -Sample T-Test

	Test Value = 3		
	T	Df	Sig. (2-tailed)

Many scenes on the vo-screen app help the learners to communicate fluently and confidently with others.	5.512	39	.000
Vo-screen helps learners to earn new vocabulary.	14.994	39	.000
The learners prefer correcting themselves in vocabulary with the help of a vo-screen app.	5.124	39	.000

According to tables (4 & 5), using the (Five-Likert) scale, the overall average of responses is 3.97, which means that the Vo-screen application enriches the students' vocabulary. Moreover, the P-value of the T-test is (0.00). Hence, it is less than the formal level of significance (0.05) because that H0 (the null hypothesis) is rejected, and H1 (the alternative hypothesis) is accepted and confirmed, which means that the vo-screen application enriches the students' vocabulary.

Results

According to the above procedures, the researcher figured out the following results:

1. The voscreen application has a positive effect on the students' oral performance.
2. The use of a voscreen application enriches the students' vocabulary.
3. The scenes on Vo-screen help the learners to communicate fluently and confidently with others.
4. The voscreen application enhances skills. Learners feel more enjoyable and motivated when using the application.
5. The voscreen application helps the learners to know their mistakes, correcting themselves in vocabulary and grammar.

Recommendations

Based on the above results, the researchers suggest the following recommendations:

1. The students should apply Vo-screen application and use it at least once a day to improve their skills in the English language.
2. The students should start to use it besides teachers in order to specify at least ten minutes at the end of their lecture to master the language.
3. Teachers should apply voscreen application in their lessons as an assessment tool for better learning.

Conclusion

As shown above, language is essential in our life especially the English language because it is an international language and to let the students master it they have to know how to communicate with others and how to speak, ask, answer confidently, smoothly, and fluently. To attain all these necessary language skills in class room the voscreen application is needed to be presented as a remedial application for improving language oral performance. If the students want to develop their oral performance, they have to look at learning English as a passion besides using voscreen applications daily at least once a day, and then the learner will notice massive improvements in the way students present. Another

way is to look at things that make presenters feel confident. For example, start with a topic that learners are comfortable with it. This technique will build the learners' confidence and experience in presenting their message. Gradually students will stop translate words in their minds then speak fluently with confidence.

References

- Antalyalı, Ö. (2016). The Impact Of VoScreen On Learning The English Language. Suleiman Demirel Universities, Isparta.
- Chomsky, Noam (1972) Language and Mind. Cambridge University Press
- Hammond, Nessel. (2018). Research, English language Teaching: Vol. 11, No. 8:2018.
- İşcan. (2018).Journal of Educational Technology and Online Learning.
- Pezaro, Charlotte. (2016) The Role of a teacher and the purpose of Education. Education News, Views and Events
- Steinberg, Danny D. and Natalia V. Sciarini (2006) An Introduction to Psycholinguistics. Pearson Longman.
- Taylan, U. (2018). VoScreen Online Foreign Language o[tiok,bOnline Learning, 1(1), 60-69.
- Troute, L.(2018). Research, English language Teaching: Vol. 11, No. 8:2018.
- 9.Wu, S., Franken, W., & Witten, I. (2009). Refining the use of the web (and web search) as a language teaching and learning resource. Computer-assisted Language Learning. 22(3), 249-268.
- 10.Ezza, El-Sadig Y, A. El-Booni, Gamar & Mohammed, Mohammadain Y. (2013) Integration of the Internet in a Sudanese EFL Classroom.
- 11.Al Mukhallafi, B. T. (2014). Computer Assisted Language Learning for Learning English Saudia Arabis. PhD Thesis University of Technology, Sydney.
- 12.Zou,B & Li, J (2015) Exploring mobile apps for English language teaching and learning EUROCALL (564-568).
- Web Sites
- https://www.researchgate.net/publication/326375955_Speaking_Activities_to_Foster_Students'_Oral_Performance_at_a_Public_School