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Universidad del Zulia
Facultad Experimental de Ciencias
Departamento de Ciencias Humanas
Maracaibo - Venezuela

The Effectiveness of Electronic Software in Developing English Language Skills (Listening and Speaking) for the Primary Stage Students in Jordan

Fadi Abdul Raheem Odeh Bani Ahmad

Faculty of Educational Science, Assistant Professor
Middle East University, Amman, 11831 Jordan

fodah@meu.edu.jo

Afraa Mohammed Sallam Saif

Abstract

The study aimed to investigate the effectiveness of an electronic software in developing English language skills (**listening and speaking**) for the primary stage students in Jordan. To achieve the objectives of the study, a quasi-experimental approach was used, and the sample was chosen purposefully. The sample consisted of (50) students from the sixth grade of ASamiah International School in the Capital Amman for the second semester of the academic year 2018/2019. The study sample were distributed randomly into two groups: the experimental group which consisted of (25) students who were studied the English language subject using an electronic software, and the control group which consisted of (25) students who were studied the same English language subject in the ordinary way. One instrument was prepared, which was the achievement test (pre & post test) after verified their validity and stability. The results showed that there were statistically significant differences at the level ($\alpha=0.05$) between the two groups for the benefit of the experimental group in the post-test, which was studied by using the electronic software. The study revealed the effectiveness of electronic software in the development of English language skills (**listening and speaking**). According to the results, the researcher recommended to use the electronic softwares in schools because of its effectiveness in developing English language skills.

Keywords: Effectiveness, Electronic Software, Development, English Language Skills, the Primary Stage in Jordan.

1. INTRODUCTION

The enormous scientific and knowledge revolution taking place in our world today and the amazing developments in technological fields and digital information have forced the educational system to keep pace with these rapid and successive scientific developments so many educational institutions have tended to enrich the educational environment by spreading electronic knowledge among students and teachers through environments offering educational programs, and the use of technological means and media that allow the interaction between the teacher and the learner through which to provide educational content through various electronic media (Aqel, Khamis and Abu Shukair, 2012).

Contemporary authors including Makewa, Ngussa, & Kuboja (2019) have viewed technology as an important component of maximizing learning outcomes, as we live in an era of rapid innovation and effective learning, which claims a high integration of modern technology into the educational environment.

Al-Shboul (2016) confirmed that technology allowed the existence of smart learning that is based on an integrated methodology for employing advanced technology in bringing about a positive change in the usual learning methodologies, creating a stimulating

learning environment for building creativity and innovation skills, developing intellectual culture and effective communication among the elements of the educational process, in a way that enables them to integrate effectively.

One of the most prominent modern technologies in e-learning is educational software that works to represent a group of intangible educational materials designed by using a computer in order to teach a certain skill or reality according to educational principles (Abdel Wahab, 2017). Safar (2011) indicated that it is the tactic that supports and enriches the educational process by presenting information in an interactive manner and in various ways: read, audio and video. They are those programs that combine sound, image, drawing and text, with an interaction between the viewer and those programs. AlHela (2014) also defined it as: a set of educational materials that are prepared and programmed via the computer for scientific purposes, where the process of preparing them depends on the "Skinner" theory, which depends on the principle of response and reinforcement between the learner and the teacher or computer. Al-Jabali (2016) indicated that it is programs designed with computer and internet technologies and it consists of several stages in which the learner moves from one stage to another with a logical hierarchy of ideas, while calling for the intervention of the learner during the transition between its stages, then it is called interactive learning.

1.1. Benefits of electronic software

Several researchers, including (Al-Ghamdi, 2011) and (Abdul-Wahhab, 2017) have confirmed that electronic software has many benefits such as motivation, communication and interaction between students and increasing their motivation towards learning, as it works to strengthen the educational position and develop cognitive and skill aspects in various disciplines.

Al-Shammari (2013) added that the importance of electronic software in education is to enhance communication between students among them and between students and teachers, in addition it leads to easy access to educational information and resources, also it appropriates to modern learning methods that encourage self-learning, and the ease of creating educational content and educational activities.

Shalaby, Al Masry, Asaad and Al Desouki, (2018) have shown that a person can remember 20% of what he hears and remembers 40% of what he hears and sees, but if he hears, sees and works, this percentage rises to about 70% while this percentage increases in the case of human interaction with What he learns through these methods.

Several researchers, such as: (Al-Ghamdi, 2011), (Al-Rimawi, 2014) and (Al-Muhammadi, 2015) emphasized that electronic software has contributed mainly to supporting educational situations, through its representation of educational goals and the implementation of multiple tasks and activities to facilitate the educational process.

Safar (2011) outlined a number of justifications for educational software as it indicated its role in making the educational process

enjoyable and interesting, in addition to allowing the teacher to use these interactive programs in teaching a subject using the computer-linked screen and display it to a large number of students. Some programs are characterized In different languages, it allows the user for choosing the language that suits him in addition to using the simulation method that helps the learner to carry out scientific experiments that are difficult to conduct because of their severity or cost, while (Al-Nawashi, 2010) indicated that the software has an effective role in the work of suspense among students with the educational material presented, as these programs provide opportunities for self-learning and help in the process of singularity in learning.

1.2. Factors that must be identified before designing the software

Shalaby, Al-Masry, Asaad, and Al-Desouki (2018) indicated that defining the direction of work in the program, knowing the characteristics and requirements of the learning process, the characteristics of the learner, the educational environment and the costs of implementing this program are the factors that must be identified before designing the software. Al-Hailah (2017) also emphasized that the clarity of instructions for using the software, content compatibility and its logical sequence in the software, in addition to the flexibility of the software which creates an interaction

with the learner are the factors that must be identified before designing the software

1.3. Software evaluation

The software is evaluated through the sequence and correlation of content presentation and its suitability for the target group, and on the other hand, the software matches what is stated in the scenario, is the software interesting and exciting and attracts attention? does the software employ animation and video effectively that serves the goals?and does the software display the content in a logical sequence to achieve Objectives (Hassan, 2012), in addition the criteria for evaluating the technical quality in terms of its external appearance, the compatibility of the software with the operation, is the electronic software free of errors? ease of use and good design of the screens.

In order to benefit from the modern technological era it was necessary to learn the language in general and the English language in particular. Al-Janaydah (2017) shows that the English language occupies the first position in the transfer of science, technology, information and the Internet in public education and higher education institutions, and this was not limited to foreign countries only, but exceeded the use of the English language in various fields and significantly in the Arab countries, until it became the required language to communicate and learn in all areas of learning. Bani Khaled, 2013, indicated out that Jordan is one of the most important

countries that has focused on teaching English as a basic requirement in basic education stages.

Given the difficulty in teaching English, which is evident in the ability of students to verbally express, comprehend, pronounce and use vocabulary, (Abu khadra, 2016) and (Haimour, 2012) indicated that the responsible authorities in public education institutions recommended that it is necessary to use information and communication technology in teaching The English language without splitting it into branches, so the direction of teaching the language is accomplished by skills, so listening and speaking are reception skills, while writing and reading are considered expressive skills. (Al-Harthi, 2015).

Brito (2015) notes that listening is one of the most important language skills that is the acquisition and learning of skills and affects the growth of other language skills, such as speaking and reading. listening skill contributes to building an individual's culture and the growth of his experiences, as well as a way to learn from others ' experiences so it should receive a clear interest in education and stay away from indoctrination, While Al-Shanti (2010) emphasizes that the skill of speaking is the skill of communicating and contacting with others, as it works to exchange information and disclose what student feels or thinks about. The speaking skill is also very important because its purpose is to understand, while other skills are considered a means to an end.

In light of the above, it was necessary to rely on modern technological strategies that work to develop English language skills, enrich information and expand the circle of ideas, so one of the most prominent modern teaching strategies is to rely on electronic software via the Internet to be available to learners without time or spatial restrictions. Numerous studies have demonstrated the effectiveness of electronic software in the educational process and stimulate the learner's motivation towards communication and study. Among these studies is the study of Al-Ghamdi (2011), as the educational software should be designed according to educational and technical standards to suit the target group and to achieve educational goals consistent with its scientific content, which enhances the development of the cognitive aspects and skills of the learner (Abdel Wahab, 2017).

English is the mother tongue of more than (400) million native speakers (Native Speaker) and most who speak this language as a second language with numbers ranging from a billion to a billion and a half for people around the world. Consequently, studying the English language does not mean improving the abstract English language, as is the case with the academic view, but rather enhancing one's ability to apply, write and understand it so that it can be used as a language that expresses it (McEnery, Wodak, Kerswill, Culpeper & Katamba, 2018).

Muhammad (2016) defines the skill of listening as a positive mental activity intended to require focus and attention to understand the audible and intended message, which is a mental process that requires an effort made by the listener in following the speaker and

understanding the meaning of what he says, storing his ideas, retrieving them if necessary, and conducting a process of linking multiple ideas . Therefore, Brito (2015) emphasizes that the listening skill reflects an individual's ability to understand what is said in front of him and remember it, as well as assimilation and interaction with others. Listening skill is also a linguistic activity, which is listening to someone who speaks or reads or so, the listening process is more listening than hearing (Al-Shanti, 2010).

Ramadan (2018) shows that listening is the first way to learn sounds and distinguish between similarities and this is the way to learn to read. By learning to read, the learner is able to practice writing, respectively. Listening skill is a connected way to develop other language skills, as the ability of the individual to listen automatically leads to verbal fluency, which demonstrates the convergence between listening and other language skills (Jabr and Dajani, 2015).

Souman (2010) indicated that listening is the foundation upon which learning to speak, read and write is built, as students form their experiences through the oral language that they hear. Abu Amsha (2018) stated that listening is one of the best methods of acquiring language, as well as being an important reception skill in human communication.

Rachida (2017) defines speaking skill as the extent to which individuals have the ability to define the purpose of the speaking, and use intact phrases such as salutation, express their opinion, etc., in

addition to the ability to dialogue, debate, and change the way of talk. Al-Aqil (2017) indicated that speaking skill represents communicating and contacting skill with others, as it works to exchange information and disclose what is going on individual feels or thinks through verbal interaction. Alsubaie, (2017) stressed the need to enhance the skill of speaking, especially in learning a second language because of its role in confirming the language by communicating with others.

Al-Assaf (2016) mentioned that the skill of speaking is important as it is a way of education, to transfer influence from one person to another, and to transfer ideas from the speaker to the recipient, also a way to convince others of the speaker's point of view.

1.4. The problem of the study

The problem of the study stems from the researcher's survey on indicators indicating the low level of students' skills in the English language, such as the statement of the Director of Examinations Department at the Ministry of Education (2018) that the English language, listening and reading skills, as well as vocabulary and grammar were assessed by the Global ETS Foundation in cooperation with the British Council For the sixth and seventh grades in the three regions of the Kingdom, the results were below the required level.

Several previous studies also confirmed the low level of English language skills among students, including (Al-Tamimi, 2014) study and (Al-Miqdadi, 2017) study which indicated a decline in the level of

education and achievement in the primary stage of students in the basic skills of the English language, and those studies also recommended that developing basic skills related to the English language and other languages in the curricula and textbooks for the primary stage by developing the content of the educational material, teaching methods and a comprehensive evaluation of students in all learning skills. The researcher also conducted interviews with English language teachers in some schools in the capital, Amman, in order to reveal the reasons for the low level of student's mastery of the English language skills. She found that the teaching methods is still linked to the usual methods that reduce the interaction of students, and thus to obtain unsatisfactory results for the educational process at the primary stage in the English language in many public and private school. Several international and local educational conferences also emphasized the effectiveness of the software in learning and its effective impact in the educational process, as it recommended the computerization of curricula and inclusion it in a way that serves scientific and technological acceleration and the employment of electronic educational software in the educational process in particular.

Among these conferences are International Conference on Education and E-Learning (ICEEL) held in Dubai, United Arab Emirates in 2019, The Education Conference "Towards an education that makes a difference" held in Qatar under in 2019 the conference on education in the Arab world (towards a distinct educational system) held in Jordan in 2018 and the first international conference held by

Yarmouk University in 2017 under the title Education: Challenges and Prospects Futuristic, the Fourth International Conference on Educational Technology which was held at the Middle East College in Muscat in 2017. From this standpoint, the researcher seeks to work on developing English language skills using electronic software to improve the weaknesses in students's performance of the English language skills, to become the starting point in their learning.

1.5. The aim and questions of the study

The current study aimed to investigate the effectiveness of electronic software in developing English language skills (listening and speaking) for primary stage students in Jordan, and the questions were as follows:

1. What is the effectiveness of the electronic software in developing the listening skill from English language for primary stage students in Jordan?
2. What is the effectiveness of the electronic software in developing the speaking skill of the English language subject for primary stage students in Jordan?

1.6. Study hypotheses

This study seeks, in light of the goal that it has set, to test a set of hypotheses by relying on a set of previous studies that are concerned with electronic software and its application and its impact on language skills. The formulation of the hypotheses was as follows:

– 1Ho There is no statistically significant difference at the level of the function ($\alpha \leq 0.05$) between the experimental group student grades and the score of the control group students in the achievement test of listening skill in the English language subject when using the electronic software.

– 2Ho: There is no statistically significant difference at the level of the function ($\alpha \leq 0.05$) between the experimental group students' scores and the control group students' scores in the achievement test of the speaking skill in the English language when using the electronic software.

1.7. The importance of the study

1.7.1. The importance of the study was in two theoretical and practical sections, as follows

The theoretical importance of the research lies in the following:

This study may contribute to identifying the effectiveness of electronic software in developing English language skills as an educational technology that did not receive sufficient attention.

This study may contribute to showing the importance of relying on electronic software to keep abreast of developments in the educational and learning systems and their impact on learning in general and learning English in particular.

The study may contribute to increasing the awareness of teachers of the importance of employing electronic software in the field of learning and identifying problems related to developing English language skills and trying to work to solve them.

1.7.2. The applied importance of the research lies in the following

- Highlighting the importance of electronic software and the need to take care of it and providing programs for its development in education schools in Jordan.
- Providing decision makers with the importance of paying attention to the language skills of students in Jordan's schools.
- Informing parents about the results of the study and the problems and obstacles facing their children and limiting the development of their language skills.
- Decision makers in the Ministry of Education may benefit from the results of the study by working on developing curricula and computerizing them electronically.

1.8. The limits of the study

The limits of the current study were limited to the following:

Time limits: the second semester of the academic year (2018-2019).

Spatial limits: Asamiah International School in the capital, Amman.

Human limits: Sixth grade students at Asamiah International School.

1.9. Limitation of Study

The results of this study are determined by its society, the degree of response of the sixth grade students, and the nature of its tool, as the results of the study can be generalized to societies similar to their society in light of the honesty of the tool and its coefficient of stability and the objectivity of students' response to the achievement test and the study was limited to knowing the importance of the independent factor (electronic software) on dependent variable (English Language Skills: listening and speaking).

In addition to the objective limits which is the choice of the teaching unit from the English Language Book (Support Coach Target 6), the fifth unit (Literacy non-fiction) which has been approved for teaching using electronic software.

Previous studies related to the use of electronic software in developing English language skills Al-Harbi (2016) conducted a study

aimed at investigating the effectiveness of interactive visualized software in the acquisition of reading and speaking skills in the English language course for EFL students in primary stage students at Al-Bara bin Azab Elementary School in Madinah, Saudi Arabia. The researcher used the semi-experimental approach. The study consisted of (60) students, where the sample was randomly distributed into two control and experimental groups. The results showed that there is a statistically significant difference at the level ($\alpha \leq 0.05$) in the average post-test scores for reading skill in favor of the experimental group, and a statistically significant difference at the level ($\alpha \leq 0.05$) in the average post-test scores for conversation skill in favor of the experimental group due to the use of a program Interactive computer. The results indicated that the percentage of effectiveness of the interactive computer program to acquire conversation skill was (42.1%) more than its effectiveness (37.3%) in gaining reading skill.

Al-Arwi (2017) conducted a study aimed at discovering the effectiveness of educational software in developing reading skill in the English language. To achieve the goal of the study, the researcher used the quasi-experimental approach, The sample of the study consisted of (52) students from the third secondary class students in the city of Riyadh in Saudi Arabia, and they were randomly divided into two groups : An experimental group consisting of (26) female students that were taught using (Reading Software 7Speed) and a control group consisting of (26) female students that were taught in the usual way. The researcher used an achievement test and a note card to measure

the performance and cognitive aspect of reading skill as two study tools. The results showed that there was a statistically significant difference in favor of the experimental group that was studied by the software as the difference in the results was attributed as the researcher explained the lack of awareness of the English language teachers of the importance of interactive educational software and its effective role in developing the basic skills of the English language, foremost of which is the reading skill.

Abu Griban and Al-Khawaldeh (2017) conducted a study aimed at knowing the effect of an educational program based on educational tasks in teaching English on the achievement of tenth grade students in the English language subject at Shona Secondary School for Girls in Jordan. The study was applied to two groups: a control group consisting of (27) students who were taught in the usual way, A pilot group consisted of (27) students who were taught using an educational program, and the results of the study highlighted that the experimental group showed improvement in the results of their achievement in the English language.

Al-Mashharawi (2017) conducted a study aimed at identifying the effectiveness of a program based on multimedia in the development of skills in listening for sixth grade students in the of basic education in Gaza Governorate in Palestine. To achieve the goal of the study, the researcher used the quasi-experimental approach. The researcher designed the study tools: Test and note card. The researcher chose a study sample randomly, and the study resulted from

a statistically significant difference at the level of the function ($\alpha = 0.01$) between the average scores of the experimental group students and the control group students in the post-test of listening skills attributed to the teaching method

Al-Adwan and Al-Mousa (2018) conducted a study aimed at identifying the impact of a computer program based on analysis, design, implementation and evaluation in listening skills and understanding for the ninth grade in the English language in Jordan. The researchers used a computerized program based on the ADDIE design model and the two researchers used the quasi-experimental approach. The study sample included (70) ninth grade students. The selected students were divided into two control groups (35) and experimental (35) students. The results indicated that there was a statistically significant difference at ($\alpha \leq 0.05$) between the mean scores of the control group compared to the experimental group in both tests (attainment test for listening and achievement for reading comprehension) due to the independent variable that implemented a computerized program in favor of the experimental group.

Both Abkal and Al-Attili (2018) conducted a study aimed at revealing the impact of a computerized training program based on the Osborne model. The researchers applied the quasi-experimental approach to a sample of (200) students from the tenth grade students in Ma'an in Jordan. The sample was divided into two experimental groups consisting of (100) male and female students and a control group consisting of (100) male and female students. The control group

was taught in the usual way. The study found out that there are apparent differences between the degrees of the two groups in the skills of self-learning, fluency and good expression. The study recommended the need to train school students to solve problems creatively in separate and specialized programs.

To comment on previous studies The researcher presented a set of previous studies, and noticed the diversity of the objectives of those studies, some of which were aimed at investigating the effect of using electronic software in developing a skill of English language skills such as: Kawazba study (2015), Saif Al-Din study , Balousha study (2015) Azamat study (2017), Al-Erwi study (2017), Al-Mashharawi study (2017), Abakel and Al-Attili study (2018), and AlEdwan and Al-Musa study (2018). As for the study of Al-Harbi (2016), it aimed to use electronic software to develop two skills of the English language, while the aim of one of the studies was to discover the effect of the software on achievement in the English language, such as: Abu Griban and Al-Khawaldah study (2017).

The current study agreed with all previous studies in terms of methodology of the study, where the researcher used the quasi-experimental approach with the exception of Balousha's study (2015) that used the experimental approach. All studies were similar to the study tools using the software and the pre and post exam as my study tools, but Azamat study (2017) differed as it also adds the questionnaire to the previous tools and the study of Erwi (2017) that adds a note card. While the current study was distinguished as it

includes most of the study tools. The current study was similar to all previous studies in their sample which contain school students and corresponded specifically in class with Al-Harbi study (2016), and the private education sector with Mahmoud study (2015), and in country of study Jordan, it was similar to the study of Mahmoud (2015), and Abu Griban and Al-Khawaldeh study (2017), Alazamat Study (2017), Aledwan and the Moses study(2018), and Abakel and Attili Study (2018). The current study resembled the target with some previous studies, and despite the existence of this similarity, there are some differences that distinguish the current study from previous studies, which were not addressed by previous studies, which is the comprehensive topic that combines electronic software and the development of my listening and speaking skills in the English language at Students.

The researcher benefited from the previous studies with the different goal of each study, as it found a consensus in results with the previous studies significantly, as it demonstrated the feasibility of employing the electronic software and its impact in many subjects. The benefit of previous studies generally lies in the results of these studies and their recommendations in formulating the hypothesis and current study procedures where the researcher was able to design effective electronic software in the education process, and the studies reviewed by the researcher contributed to preparing and developing study tools to achieve their goals.

2. METHOD AND PROCEDURES

Based on the nature of the study represented by measuring the effectiveness of the independent variable (teaching method) on the dependent variable (developing English language skills:listening and speaking), the researcher adopted the quasi-experimental approach, which is based on prove the hypothesis or reject the hypothesis through experimentation (Hoimmel, 2014).

2.1. Study community

The study population consisted of all students of the sixth basic class in private schools in the Hashemite Kingdom of Jordan for the academic year 2019/2020 in the capital Amman, which numbered (1896) students according to the statistics of the Ministry of Education for the year 2019/2020.

2.2. The study sample

The sample of the study consisted of (50) male and female students from the sixth grade of the primary stage in ASamiah International School of the Directorate of Special Education in the Capital Governorate. The sample was chosen intentionally for the presence of three classes for the sixth grade, for the school's proximity to the researcher's residence, and because the school administration and the English language teacher cooperate with the researcher in

facilitating study procedures, in addition to providing the appropriate school environment for the application of the study tool, as the sample were randomly distributed to two classes: control group which consisted of (25) male and female students, the other was experimental group, and it consisted of (25) male and female students. And Table (1) shows the distribution of the study sample according to group, school, and gender variable.

Table 1: Distribution of the study sample by group, school, and gender variable

Group	Gender	Number	Total
Experimental	Male	15	25
	Female	10	
Control	Male	14	25
	Female	11	

To verify the equivalence of the two groups (experimental and control) before applying the study, the researcher used the (T) test for two independent samples known as the Independent Sample T-Test.

Table 2: Shows the results of the analysis: -

Group	Number	Mean	standard deviation	(T) value	Significance level
Experimental	25	18.88	5.68	1.147	0.257

Control	25	20.72	5.66		
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It is noted from the table that the value of T (1.147) is at the significance level (0.257) and this value is not statistically significant at the significance level ($\alpha \leq 0.05$) and this indicates the equivalence of the two groups before applying the study.

Preparing and developing an electronic software to develop English language skills (listening and speaking):

To achieve the goal of the current study in identifying the effectiveness of electronic software in developing the English language skills (listening and speaking) for primary stage students in Jordan, the researcher discussed the steps of preparing an electronic software for the English language subject, according to the steps and stages followed in the approved form in the study, which is a model (Mamdouh Al-Fiqi, 2010) for educational design To design and produce electronic software uploaded to a website. The apparent sincerity of the tool was confirmed, as the researcher presented the questionnaire in its initial form to a group of arbitrators consisting of (8) faculty members in Jordanian public and private universities in the fields of education and information technology and The validity of the content of the software was verified by preparing an evaluation questionnaire to judge the content of the electronic software and the electronic educational website, and it was presented to some of the arbitrators who are (15) specialists in education technology and information technology.

As for The stability of the software and website resolution it was found that it has a high stability coefficient. Where the consistency coefficient of the electronic software arbitration tool was calculated according to the split -half method, the correlation coefficient between the two groups' scores was (0.985), and after correcting it with the Spearman-Brown equation, it reached (0.992).

2.3. Study tool

Table 3: English language skills related to cognitive levels of Bloom

Skill	Questions and Grades	Cognitive field levels					Total number of questions	Percentage
		Knowledge and remembering	Comprehension	analysis	composition	Evaluation		
Listening	Questions	5	4				9	26.5 %
Speaking	Questions				5		5	14,7 %
Reading	Questions	5	2	3			10	29.4 %
Writing	Questions					10	10	29.4

ing	tions							%
Total		10	6	3	5	10	34	100%
Percentage		29%	18%	9%	15%	29%		

To achieve the objective of the study, an achievement test in English language skills for the sixth primary grade was used as a study tool. The validity of the test was determined in two ways: **Face Validity**: After preparing the test in its initial form, and setting the necessary instructions, it was presented to a group of (12) arbitrators who are specialists in the field of curricula, teaching methods, and English language assessment, in addition to educational supervisors from the Ministry of Education, And the **Construct Validity**: where The achievement test was applied on an exploratory group of the sixth grade students from the original study community from outside the study sample, their number was (25) students. And as for stability of the achievement test, it was calculated using the (Test- Retest) which was applied on the exploratory sample where the test was re-applied two weeks after the first implementation. By applying the correlation calculation equation for degrees for (Pearson), it was found that it equals (0.92) between the pre and post test. This indicates that the test has a high stability, and the study tool is suitable for application. Also, stability was calculated using the method of internal consistency (Cronbach alpha) where the values of the stability of the passages of the achievement test arbitration tool ranged between (0.87-0.90), while

the value of the total stability value of the achievement test arbitration tool (0.90), and these stability are suitable for the purposes of the current study .As for the stability of the correction: the test was corrected by a corrector other than the researcher a specification table has been built for the achievement test in light of English language skills related to cognitive levels of Bloom, as shown in Table No. (3).

Table 4: coefficients of difficulty and Variance of English language skills test questions

Reading			Listening			Speaking			Writing		
Q	Di	Coe	Q	Di	Coe	Q	Di	Coe	Q	Di	Coe
ue	ffi	ffici	ue	ffi	ffici	ue	ffi	ffici	ue	ffi	ffici
sti	cul	ent	sti	cul	ent	sti	cul	ent	sti	cul	ent
on	ty	disc	on	ty	disc	on	ty	disc	on	ty	disc
N	co	rimi	nu	co	rimi	N	co	rimi	nu	co	rimi
u	eff	nati	m	eff	nati	u	eff	nati	m	eff	nati
m	ici	on	be	ici	on	m	ici	on	be	ici	on
be	ent		r	ent		be	ent		r	ent	
r						r					
1	0.7 6	0.5	11	0.6 8	0.63	21	0.8	0.5	31	0.7 2	0.38
2	0.7 2	0.63	12	0.7 2	0.63	22	0.7 6	0.63	32	0.6 8	0.63
3	0.6	0.5	13	0.7	0.6	23	0.6	0.7	33	0.7	0.6

4	0.7 6	0.5	14	0.8	0.5	24	0.8	0.25	34	0.6 8	0.88
5	0.8	0.38	15	0.7 6	0.5	25	0.7 2	0.5			
6	0.7 6	0.75	16	0.6 4	0.38	26	0.6 4	0.38			
7	0.7 2	0.25	17	0.6	0.63	27	0.6	0.25			
8	0.7 6	0.5	18	0.6	0.63	28	0.6 8	0.38			
9	0.8	0.38	19	0.7 6	0.38	29	0.7 6	0.5			
10	0.8	0.63	20	0.6 4	0.75	30	0.6 4	0.75			

Table (4) shows that the values of the difficulty coefficients for the English language skills test items applied to the exploratory sample ranged between(0.60) and (0.80), also The differentiation coefficients for the test questions ranged between(0.25) and (0.88),and These difficulty and discrimination coefficients are statistically acceptable so we use this test in the current study.

2.4. Variables of the Research

1. The Independent Variable

It includes teaching method variable which has two levels:

Electronic educational software.

Ordinary learning method (without using electronic software).

2. The dependent Variable which includes:

Development of English language skills (listening and speaking).

2.5. Study design

The study followed the factor design that can be illustrated in the following table:

Post-test	Teaching method	Pre-test	Study groups
O2	X	O1	Experimental
O2	-	O1	Control

2.6. Study results

First: Results related to answering the first study question and its text:

– What is the effectiveness of electronic software in developing the listening skill for English language subject for primary stage students in Jordan?

– The hypothesis related to this question states that "there is no statistically significant difference at the level of significance ($\alpha \leq 0.05$) between the mean scores of the control and experimental groups in listening skill from the English language subject for primary stage students in Jordan due to the use of electronic software in teaching."

– With the aim of testing the hypothesis, the mean and standard deviations for the scores of the study sample in the experimental group and the control group of listening skill were calculated for the English language subject. And the result has been shown that there are Ostensibly differences in pre and post tests between the mean scores of the study sample for the control and experimental groups in the listening skill, where the results of pre-test indicates that there is an Ostensibly difference in the mean between the two groups by (0.80) in favor of the control group.

– The results of post test also indicate that there is an Ostensibly difference in the arithmetic mean between the two groups in the listening skill by (1.28) in favor of the experimental group.

– To find out whether the difference in the mean for the scores of students of the control and experimental groups in the listening skill in the post- test had statistically significant at the level of ($\alpha \leq 0.05$), and with the aim to isolate the difference between the two groups in the pre- test, an ANCOVA was used. The results show that there is a statistically significant difference at the level of ($\alpha \leq 0.05$) between the mean scores of students in the listening skill of the

experimental group and the control group, where the calculated value of (F) was (62.907) and this value is statistically significant, which means Reject the null hypothesis associated with the first question. To know the direction of the differences, the Modified post- test mean were calculated for the members of the control and experimental group in the listening skill in the English language ,and The results indicate that the modified post -test mean is in favor of the experimental group, meaning that there is an effect of using the electronic software in teaching on the listening skill, and to find out the size of the impact of using the electronic software in teaching on the listening skill, an ETA squares (η^2) was calculated which Its value was (0.572), and according to Cohen's criterion, this value falls between ($1 \geq f \geq 0.40$), meaning that the affect was large.

Second: The results related to answering the second study question and its text:

– What is the effectiveness of the proposed electronic software in developing the speaking skill of the English language subject for primary stage students in Jordan?

– The hypothesis related to this question states that "there is no statistically significant difference at the level of significance ($\alpha \leq 0.05$) between the mean scores of control and experimental groups in the speaking skill of the English language subject for students of primary stage in Jordan due to the use of electronic software in teaching."

– With the aim of testing the hypothesis, the mean and standard deviations for the scores of the study sample in the experimental group and the control group of speaking skill were calculated for the English language subject.

– The results show that there are Ostensibly differences in pre and post tests between the mean scores of the study sample for the control and experimental groups in the speaking skill, where the results of pre-test indicates that there is an Ostensibly difference in the mean between the two groups by(0.32) in favor of the control group.

– The results of post test also indicate that there is an Ostensibly difference in the mean between the two groups in the speaking skill by (1.60) in favor of the experimental group.

– To find out whether the difference in the mean for the scores of students of the control and experimental groups in the speaking skill in the post- test had statistically significant at the level of ($\alpha \leq 0.05$), and with the aim to isolate the difference between the two groups in the pre- test, an ANCOVA was used. The results show that there is a statistically significant difference at the level of ($\alpha \leq 0.05$) between the mean scores of students in the speaking skill of the experimental group and the control group, where the calculated value of (F) was(76.637) and this value is statistically significant, which means Reject the null hypothesis associated with the second question. To know the direction of the differences, the Modified post- test mean were calculated for the members of the control and experimental group in the speaking skill in the English language , The results

indicate that the modified post -test mean is in favor of the experimental group, meaning that there is an effect of using the electronic software in teaching on the speaking skill, and to find out the size of the impact of using the electronic software in teaching on the speaking skill, an ETA squares (η^2) was calculated which Its value was(0.620), and according to Cohen's criterion, this value falls between ($1 \geq f \geq 0.40$), meaning that the affect was large.

3. DISCUSS THE FINDINGS AND RECOMMENDATIONS

First: Discussing the results related to answering the first question, which states: - What is the effectiveness of electronic software in developing the listening skill for English language subject for primary stage students in Jordan? From this question, the null hypothesis emerged, and the results of testing that hypothesis showed the rejection of the null hypothesis, as the use of electronic software has been effective in developing listening skill in the English language subject for primary students in the sixth grade in Jordan. This result can be explained That the use of electronic software, including its various activities, focused on developing the listening skill of students by employing multiple sources of voice, movement, pictures and writing, taking into account the pattern of auditory learning among students, the use of electronic software, including From various activities focused on developing the listening skill of students by employing multiple sources of voice, movement, pictures and writing

taking into account the pattern of auditory learning among students, Which motivated them to continue learning and thus the electronic program contributed to the development and improvement of the skill of active listening and attention , The researcher may also attribute this result to that The use of electronic software, through the stored audio and video clips, established the memorization and understanding of words among students and made students live in an atmosphere of vitality away from the routine they used to in the classroom, as this software helped students to enhance the skill of listening among them, this result was consistent with the results of Al-Mashharawi (2017) study and Alaodwan & Almousa (2018) study which indicated the effectiveness of computer programs and multimedia in developing the listening skill listening of students

3.1. Discuss the findings and recommendations

First: Discussing the results related to answering the first question, which states: - What is the effectiveness of electronic software in developing the listening skill for English language subject for primary stage students in Jordan? From this question, the null hypothesis emerged, and the results of testing that hypothesis showed the rejection of the null hypothesis, as the use of electronic software has been effective in developing listening skill in the English language subject for primary students in the sixth grade in Jordan. This result can be explained that the use of electronic software, including its

various activities, focused on developing the listening skill of students by employing multiple sources of voice, movement, pictures and writing, taking into account the pattern of auditory learning among students, the use of electronic software, including From various activities focused on developing the listening skill of students by employing multiple sources of voice, movement, pictures and writing taking into account the pattern of auditory learning among students, Which motivated them to continue learning and thus the electronic program contributed to the development and improvement of the skill of active listening and attention , The researcher may also attribute this result to that The use of electronic software, through the stored audio and video clips, established the memorization and understanding of words among students and made students live in an atmosphere of vitality away from the routine they used to in the classroom, as this software helped students to enhance the skill of listening among them, this result was consistent with the results of Al-Mashharawi (2017) study and Alaodwan & Almousa(2018) study which indicated the effectiveness of computer programs and multimedia in developing the listening skill listening of students.

Second: Discussing the results related to answering the second question,

which states: What is the effectiveness of the proposed electronic software in developing the speaking skill of the English language subject for primary stage students in Jordan?

From this question, the null hypothesis emerged, and the results of testing that hypothesis showed the rejection of the null hypothesis, as the use of electronic software was effective in developing the speaking skill in the English language for primary stage students in the sixth grade in Jordan. This result can be explained by what the electronic software included in methods, activities and interactive situations that encouraged students and motivated them to interactive dialogue with computerized learning material, as this program contributed to the development of speaking skill in the English language subject by giving students the opportunity to train on this skill willingly and without supervision, which enabled them to acquire this skill. The researcher may also attribute this result to the fact that the software contributed to developing the skill of speaking in the English language by giving students the opportunity to train in proper pronunciation and acquire language skills without the help of the teacher and try many times to speak and arouse enthusiasm and desire in them. This positive result for the electronic software in developing the speaking skill for English language was agreed with the result of the Al-Shammari study (2013), which demonstrated the importance of electronic software in education by enhancing communication between students among them, and between students and teachers, and easy access to information Educational resources, This result was consistent with Azamat study (2017), which indicated the importance of video-supported communication in teaching the speaking skill of English language and increasing the motivation of students towards it, and the

result of Al-Harbi study (2016), which indicated the effectiveness of the visual interactive program in acquiring speaking skill for English language material. Abakel and Al-Attili (2018) study showed the effectiveness of employing computerized programs in developing fluency skills and good expression.

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