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The Effectiveness of Educational Environment Based on Smart Learning in Developing English Language Speaking Skill among IUG Female Student^(*)

Dr. Magdy S. Aqel
msaqel@gmail.com

Dr. Ahmad I. El-Sourani
a.sourani1991@gmail.com

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The Effectiveness of Educational Environment Based on Smart Learning in Developing English Language Speaking Skill among IUG Female Student

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Abstract

This study aimed to investigate the effectiveness of educational environment based on smart learning in developing English Language speaking skill among IUG female students. To achieve this aim, the researcher adopted the quasi-experimental approach. The study was applied on a representative sample of (30) female students of journalism and media second-level at the Islamic University of Gaza, and that is in the second semester of the academic year (2020-2021). In order to collect data, the researcher used one main tool, a pre- and post-speaking test, and then he verified the validity and reliability of the test. Results of the study revealed that There were significant statistically difference at level (0.05) between the average scores of female students in journalism and media at the Islamic University in the pre and post applications to test skill of speaking in English language and in favor of the post application. Based on upon the previous findings, the study recommended the necessity of implementing smart learning in teaching and learning English speaking skill to bring about better outcomes in female students' achievement. Also, the researcher suggested that further research should be conducted concerning the effectiveness of educational environment based on smart learning in teaching different English language skills.

Keywords: Educational Environment, Smart Learning, Speaking Skill.
Manuscript

فاعلية بيئة تعليمية قائمة على التعلم الذكي في تنمية مهارة التحدث للغة الانجليزية لدى طالبات الجامعة الإسلامية بغزة

د/ مجدي سعيد عقل

د/ أحمد إسعيفان الصوراني

الملخص

هدفت هذه الدراسة إلى التعرف على فاعلية بيئة تعليمية قائمة على التعلم الذكي في تنمية مهارة التحدث للغة الانجليزية لدى طالبات الجامعة الإسلامية بغزة، من أجل تحقيق هدف الدراسة، استخدم الباحث المنهج شبه التجريبي. طبقت الدراسة على عينة ممثلة مكونة من (30) طالبة من طالبات الصحافة والإعلام المستوي الثاني في الجامعة الإسلامية بغزة، وذلك في الفصل الدراسي الثاني من العام الدراسي (2020 - 2021). ومن أجل جمع البيانات استخدم الباحث أداة رئيسية واحده وهي اختبار التحدث قبلي وبعدي، ومن ثم قام بالتحقق من صدق الاختبار وثباته. لقد خلصت نتائج الدراسة إلى وجود فرق ذي دلالة إحصائية عند مستوى دلالة (0.05) بين متوسطي درجات طالبات الصحافة والإعلام بالجامعة الإسلامية في التطبيقين القبلي والبعدي لاختبار مهارة التحدث باللغة الإنجليزية ولصالح التطبيق البعدي. وفي ضوء النتائج السابقة، أوصت الدراسة بضرورة تطبيق التعلم الذكي في تدريس وتعلم مهارة التحدث للغة الإنجليزية لتحقيق نتائج أفضل في تحصيل الطالبات، كما واقترح الباحث ضرورة إجراء المزيد من الدراسات للتعرف على فاعلية البيئة التعليمية القائمة على التعلم الذكي في تدريس مهارات اللغة الإنجليزية المختلفة.

كلمات مفتاحية: بيئة تعليمية، التعلم الذكي، مهارة التحدث.

Introduction:

Language is an essential source of communication. It is the strategy through which individuals exchange ideas and reflections with one another. These days, English is considered as the most usually utilized language among unknown dialect speakers everywhere in the world.

Therefore, English as a language has become a fundamental necessity for all levels and in various fields. This prompted teaching English from grade one to grade twelve in Palestinian schools. Keshta (2001, p.4) explains that "English language during that time has gotten progressively significant, in the West as well as in the Middle East and the remainder of the world. He keeps up that English has become the basic language between individuals from various foundations. In the Middle East, governments give projects to English language in pretty much every school and college".

In spite of the fact that individuals are progressively keen on learning new dialects by and large, the way toward instructing and learning itself appears to have consistently neglected to accomplish its best (Karal, 2000). This issue is widely tended to in research, where hypotheses have been explained, and considers have been led, all attempting to concoct new proficient methods of showing unknown dialects. All things considered, learning a language is troublesome, and now and then in any event, frustrating (Lewis and Hill,1995).

In Palestine, English is taught as a foreign language and as an important subject. Mastering the language is compulsorily to the students. The students are expected to have the language and master them.

Smart learning is a set of modern electronic technologies used in different educational situations by the teacher and the learner to advance the educational learning process with the aim of achieving better learning that builds on a modern interactive environment to prepare a generation to keep pace with cognitive acceleration. It is learning based on the teacher's use of modern technologies, advanced communication and every moment in teaching students their daily lessons (Zhou; Zhou & Li, 2020).

The smart learning process relies in part on tablets, computers, digital tablets, display tools, social media, and other information and communication technologies (ICTs) to:

Provide direct access to educational content using smart interactive whiteboards in the classroom to view digital curricula.

Providing an interactive experience for students with communication media and modern technologies, preparing ways for them to enjoy new learning activities, and increasing learning opportunities, due to the ability it provides for them to learn and discover in the school environment.

Hence the term smart learning emerged as it takes advantage of the features provided by smart devices to facilitate the educational process towards the best, and this first aspect constitutes the origin of the term. The second reason lies in considering smart as a key word in this term also, as the educated individual who constitutes the educational outlet for using technology is an intelligent individual, meaning that he is an individual who has the required specifications to adapt to his era such as flexibility and ability to adapt to new situations in the field of knowledge or in the field Work and other... challenges of the twenty-first century, and therefore he is a smart learner, resulting from smart education.

According to Zhu and Riezebos (2016) smart learning is an integrated concept about the use of technologies and technological applications and all that can be provided by scientific advances of tools to stimulate the learning process, and the more we adapt the computer to new systems, the more we improve smart education and smart school. Information and communication technology is not an end in itself but rather a goal that can lead to a quantum leap in how to learn and the outcome of the teaching and learning process.

Finally, smart learning is no longer an option, but rather a necessity.

Speaking is one of the productive skills of English and it goes side by side with all language skills. Speech is considered one of the most important aims in language teaching. To learn a FL, it is not necessary to read it. Learning to speak English is the shortest road to learning to read it and to write it.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997).

So, speaking is one of the four language skills (Dash& Dash, 2007: 36; Nasr, 1994: 45). It is a productive and active skill (Baruah, 2006: 160). Speaking helps students produce those units of meaning in phrases and clauses, not just word by word (Gruber-Miller, 2006: 12). Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown; 1994; Burns & Joyce, 1997).

When speakers produce words and sounds, they publicize information, feelings and opinions. Some believe that speaking is the best skill to measure students' language learning.

Such technologies include various mobile computing devices and interactive presentation tools are considered as an opportunity for students to foster and build upon students' intuitive exploration. Having them inside classrooms makes the lessons more interactive (INTEL, 2010).

A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act. These speech acts like seeking information, asking for help,

ordering people to do things, complimenting, complaining, apologizing, inviting, refusing, warning, and so on.

The Statement of the Problem:

An interview was made with the Doctors of Journalism and media at the Islamic University and they pointed out that Journalism and media students in universities in general and the Islamic University in particular suffer from poor speaking skill in English. There is no doubt that smart learning may help greatly in developing this skill, and this is what studies have indicated.

The effectiveness of a strategy in smart learning based on learning project and Google services in the acquisition of teacher Students at Al-Aqsa University Some Skills of the twenty-first Century, One of the recommendations of this study is to activate the smart learning approaches to facilitate and improve learning, adopting smart e-learning strategies to ensure knowledge management within the learning system, Holding workshops aimed at educating students and Expanding the use of modem technologies as a medium for learning interaction, and sharing in a way that contributes to the development of important aspects of students' personality. (Mahdi, 2018)

The Reality and Difficulties of Employing Intelligent Learning in UNRWA Schools in the Gaza Strip according to the perspective of there, the scientist prescribes the need to hold courses, classes and workshops to instruct educators about the significance of utilizing savvy learning, and furnishing current advancements with different extras in all schools in Palestine, given how significant they are in spurring understudies and their dynamic and positive collaboration with the instructive substance and down to earth exercises. (Al-Zaanain, 2020)

This is what was agreed upon by some days and conferences within the Islamic University, such as the school day entitled (Smart Learning) on 23/11/2019.

Also, there are many conferences outside the university, such as:

The first international conference on smart learning and its role in community service at Al-Quds Open University on 20/3/2017

And also the second international conference for learning and teaching in the digital world of smart learning at AL-Najah University on 29-30 /3/ 2017.

Study main question:

The problem of the study is represented in the following main question:

What is the Effectiveness of Educational Environment Based on Smart Learning in Developing English Language Speaking Skill among IUG Female Students?

Sub-Questions:

1- What are the English language Speaking skills to be developed among Female students at the Islamic University of Gaza?

- 2- What is the educational environment based on smart learning in developing the English language speaking skill of Female students at the Islamic University of Gaza?
- 3- Are there statistically significant differences at the level of ($\alpha \leq 0.05$) between the average scores of female journalism and media students in the speaking skill test pre and post applying the educational environment based on smart learning?

Research Hypotheses:

- 1- There are no statistically significant differences at the level ($\alpha \leq 0.05$) between the average scores of female journalism and media students in the speaking skill test pre and post the application of the educational environment based on smart learning.

Limitations of the Study:

- 1- Spatial Limits: The Islamic University of Gaza.
- 2- Objective Limits:
The smart learning applied to journalism and media students and their impact on student achievement will be known.
- 3- Time Limits:
The study was applied in the second semester for the year (2020-2021).
- 4- Human Limits: The sample of the study was (30) Journalism and media students.

Importance of the study:

The importance of this research can be attributed to the following:

- 1- The study benefits the research students who are graduate students.
- 2- Specialists of smart learning programs.
- 3- Lack of research concerned with smart learning and its use as a style or technique for education.
- 4- Enhance students confidence in using this programs and encouraging them by drawing on specific steps built in a scientific style and an advanced educational framework.

Study Variables:

The study included the following variables:

- 1- Independent variable: educational environment based on smart learning.
- 2- Dependent variable: Sophomore, English language speaking skill.

Objectives of the study:

- 1- Identify the English language speaking skill to be developed among Female students at the Islamic University of Gaza.
- 2- Identify the features of the educational environment based on smart learning in developing English language skills for female students at the Islamic University of Gaza.

3- Revealing of statistically significant differences at ($\alpha < 0.05$) between the average scores of female journalism and media students in the speaking skill test pre and post applying the smart learning.

DEFINITIONS OF TERMS:

Effectiveness:

Is the degree or level to which the objectives of a lesson are achieved and the extent to which targeted difficulties are solved. Effectiveness means producing a result that is wanted "doing the right thing" and the change in the Journalism and media students' achievement level in English language that may result from implementing the suggested smart learning.

Educational Environment:

The educational climate includes multiple educational situations that establish the skills and concepts of the student, whether in its early educational stages in school, or its more mature and expanded educational stages at the university.

Smart Learning:

It is an image of the updated smart e-learning images, to take advantage of the smart and portable technologies handled by students, and to employ Google's integrated package in their management of knowledge, communication and sharing among them digitally.

Speaking: is an encoding and productive skill that should be preceded by listening practice. Thus, unless students hear accurately and understand correctly, they will not be able to respond adequately or intelligibly.

IUG Journalism & Media Students: Those students who are specialized in the fields of journalism and public relations as well as electronic media, studying four years and obtaining a Bachelor's degree in journalism and media.

Literature Review

Smart learning is a wide term for instruction in the present computerized age. It reflects how trend setting innovations are empowering students to process information and abilities all the more viably, effectively and advantageously. The learner turns into a proactive pioneer instead of a static supporter of the instructive interaction.

The first part: Studies Related to Smart Learning:

1- Al-Zaanain (2020).

The investigation expected to recognize the truth and troubles of utilizing instructors of UNRWA schools in the Gaza Strip for wise learning. To accomplish this, the specialist has arranged a poll comprising of (40) sections partitioned into three tomahawks. The investigation populace incorporated the (8313) Teachers of UNRWA schools in the Gaza Strip. An arbitrary example of (239) people was chosen. The consequences of the investigation tracked down that the level of utilizing Intelligent Learning at UNRWA schools was

powerless; the level of utilizing it was extraordinary, and the level of challenges was incredible, as well. The outcomes likewise showed a critical distinction between instructors ascribed to specialization for logical orders, and no distinctions were credited to long periods of involvement. Considering these outcomes, the scientist prescribes the need to hold courses, classes and workshops to instruct instructors about the significance of utilizing Intelligent Learning.

2- Bdiwi (2019).

The main purpose of this article to investigate the impact of teacher's position on students' performance in higher education. A new pedagogical approach based on collaborative learning used due to the design of SLEs. This workspace uses respectively ICTs and radio frequency identification based indoor positioning system in order to examine students' perceptions and the involvement of groups into this smart classroom. The merge of interactive multimedia system, ubiquitous computing and several handheld devices should lead to a successful active learning process. Firstly, provide a detailed description of the proposed collaborative environment using mainly new technologies and indoor location system serving as a platform for evaluating attention. The research provides an obvious consensus on the teacher's role in assessing classroom attention. We discuss our preliminary results on how teacher's position influences essentially students' participation. Our first experiments show that the integration of novel technologies in the area of higher education is extremely promoting the traditional way of teaching. The smart classroom model has been recommended to support this evolution. As a result, the found results indicate that the teacher's position increases the learner's motivation, engagement and effective learning.

The second part: Studies Related to the Speaking Skills:

1- Andika (2019).

This research was conducted to investigate the effect of Fishbowl technique and students interest towards the eighth Grade students' speaking. To achieve the purpose of the study the researcher /used the experimental design. The sample of the study were 30 students who were experimental group and 30 students were seemed as a control group. The sample was chosen randomly. The tool was a pre -posttest. According to the analysis of the results, Fishbowl technique affected to the performance of students so the students speaking ability significantly increased.

2- Elnadeef & Abdala (2019).

This research investigated the impact of English club in encouraging speaking skill in Saudi Arabia setting. It aimed to recognize points of interest of initiating English club in advancing speaking skill and raising university English teachers' familiarity with the significance of utilizing it. The researchers utilized the descriptive analytic method. The tool of the study was s

a questionnaire. consisted of 45 students who study management and PC sciences. The investigation presumed that English club helped the participants to decrease the anxiety towards learning language and also it broke the boring is about routine through classroom activities.

Smart Learning

Introduction:

The worldwide instructive scene is changing; some have named it as the "environmental change" in training. The speed of progression in innovations and administrations, especially in the training area, has never seen a quicker development than that of the new decade; with some of which forcing an extreme change in the manner we consider the course of traditional instruction. This fast approaching change has since drawn a lot of interest from the scholastic and the business, in the new year's, trying to overcome any barrier in the conventional instruction climate. To stay aware of the evolving scene, a few nations all throughout the planet, created just as creating, have similarly presented different public "savvy learning" projects or drives in the training area to invigorate and upset the current scene towards more astute schooling. Such change in outlook in training is inevitable. The understudies of today draw in with the gaining climate uniquely in contrast to the understudies of yesterday. The customary scene is regularly seen as "formal", "latent", "direct", and "push" learning climate planned to a great extent for the information purchasers; and the advanced scene is frequently seen as "casual", "dynamic", "community", "social", and "pull" learning climate planned for the information shoppers as well as for the information makers (Fücks, 2015).

Defining smart learning abbreviation

The diary Smart Learning Environments was dispatched in 2014 with the point "to help different partners of savvy learning conditions better see each other's job in the general cycle of training and how they may uphold one another". In the initial article, Spector (2014) centers around "conceptualizing the arising field of savvy learning conditions" highlighting "three establishment regions that give significant and merged contribution to the plan, advancement and arrangement of shrewd learning conditions: epistemology, brain research and innovation". A brilliant learning climate, then, at that point "is one that is viable, effective and connecting with" (p. 2). To make a system for a SLE, Spector extricates attributes from the three primary viewpoints and characterizes them as per whether they are important, profoundly alluring, or likely Hwang (2014) recognized setting mindfulness; adaptiveness; and capacity to adjust UI, subject substance, and report learning status as the vital rules of a SLE.

Most are setting mindful, and either adjust to or are intended to work in explicit settings. They might be completely advanced, or mix the computerized with the physical, and the level of computerized insight may shift from straightforward standard based frameworks to profound learning draws near.

Learning Environments

In a learning climate there are numerous improvements made by the instructor. An understudy gathers the data that she/he browses among these boosts. Moreover, every understudy may have various faculties she/he likes to utilize. At the point when one understudy attempts to learn by paying attention to the educator, another may be keen on the practices of the instructor or the content and photos of the book open before him/her. Each understudy has an alternate technique of coding data to their drawn out memory. Some attempt to learn by offering significance to them on the double, though some attempt to learn by rehashing. A few understudies can recollect what they realized effectively and rapidly. Then again, some experience issues recollecting and sorting out what they know. A few understudies like learning in gatherings, and some may think that it's upsetting (Erden and Altun, 2006).

A learning climate has numerous implications as indicated by the manner in which it is utilized. Other than it's anything but a marker of learning task (Tynjala, 1999), psychosocial conditions in class (Henderson, Fisher, and Fraser, 2000), and virtual conditions outlined with PC and web propels (Fulkerth, 2002), it is moreover used in a very wide extent of ways. Studies on learning conditions center around conduct the board, homeroom rules and order, inspiration of understudies, showing techniques, the set-up of study hall devices (tables, work areas, and so forth), and surprisingly the shade of the homeroom (Chesebro and McCroskey, 2002; Slavin, 2000; Snowman and Biehler, 2003). Learning environment is the ecological components that make it attainable for the understudy to find answers for their issues and to move toward the materials to help them with achieving their goals. To make deep rooted learning conceivable, the encounters in the learning climate are essential. These encounters are framed of the communication between the student and the learning climate. The job of the collaboration with tangible energizers (devices and materials) is vital in a learning climate intended for students.

Duolingo Program

Definition

Duolingo is an American language-learning site and versatile application, just as a computerized language-capability evaluation test. The organization utilizes the fermium model; the application and the site are available without charge, in spite of the fact that Duolingo additionally offers a top notch administration for an expense.

Starting at 13 October 2020, the language-learning site and application offered 98 distinctive language courses in 38 dialects. The application has more than 300 million enlisted clients across the world. Chen (2010).

Duolingo: Practice your talking, perusing, tuning in and composing abilities while playing a game! You'll improve your jargon and sentence structure

abilities by addressing questions and finishing exercises. Start with fundamental action words, expressions, sentences and learn new words day by day. Additionally attempt to become familiar with some other language utilizing Duolingo.

Features

Duolingo copies the design of computer games in a few different ways to connect with its clients. It includes a prize framework where clients secure "lingots", an in-game money that they can spend on highlights, for example, character customizations or extra levels (both accessible on the versatile application as it were).

Importance of Duolingo

Duolingo is, by a long shot, the most mainstream approach to gain proficiency with a language on the web, with more than 200 million clients all throughout the planet. Dispatched in 2011, the program offers inside and out online courses in more than 30 dialects and positions as quite possibly the most downloaded applications on the two iOS and Android. In nations like Brazil and Ukraine, 5% of all cell phone proprietors use Duolingo.

How many languages does it offer?

The language-learning site and application offers 95 distinctive language courses in 23 dialects. Other than the basic dialects like English, French, German, Italian and Spanish clients can likewise learn Portuguese, Dutch, Irish, Danish, Swedish, Turkish, Esperanto, Norwegian, Ukrainian, Russian, Polish, Welsh, Hebrew, Vietnamese and Hungarian (Danet, Herring, & Herring (2007).

*The app has over 300 million registered users across the world.

How does Duolingo work?

- 1- Students choose their level: "beginner" (starts with basics) and "Not a beginner" (Placement test which evaluates your language level).
- 2- They create a profile to save the progress they made.
- 3- They set their weekly goals: choose between casual, regular, serious, insane à 5/10/15/20 minutes per day.
- 4- Passing the "Checkpoint": they can activate more lessons by finishing all the modules of one lesson or taking a test if you are already familiar with the topics.

How Effective is Duolingo?

Exploration shows that Duolingo can be a profoundly compelling language learning application, and cutting edge innovation ought to permit it to keep on improving. For example, a much-referred to 2012 examination found that:

34 hours on Duolingo is the equivalent of a semester-long college course For each hour of study, students' standardized tests scores improved 8 points 80% of students "agreed" or "strongly agreed" that they were "satisfied with Duolingo" Additional studies have argued that Duolingo:

- Increases student engagement via gamification.
- Can help students learn two languages at the same time.
- Should be used in the language learning classroom.

The Best Way to Use Duolingo

The truth of the matter is language learning applications are certifiably not a mercury answer for familiarity. In case you're not kidding about learning another dialect, you need a multi-pronged methodology: read papers and sites in your objective language, watch unfamiliar TV arrangement and YouTube recordings, pay attention to webcasts and well known music, and utilize other online courses and language learning applications. Generally significant, communicate in your objective language however much as could be expected. (Duolingo's portable application incorporates one discourse instrument, yet exploit their occasion page in the event that you can) Duolingo assists you with arriving at a specific degree of skill — as indicated by their scoring framework, Duolingo can take you to 50-60% familiarity — yet even that (apparently) hopeful case recognizes a breaking point. **Vesselinov, & Grego (2012).**

So how do you get the most out of Duolingo?

- 1- Do not try to cheat the system: Let the app's algorithms do their job, and don't allow the instant gratification of badges and achievement bonuses be a distraction. For the most part, Duolingo has enough variables to prevent rote memorization, and the app is designed to recognize areas you need to improve. But if you're not actively engaging in the course content, if you're missing questions and not attempting to learn why, you're not using Duolingo the right way.
- 2- Take your time: You can practice language skills at a natural pace — timed practice sessions are a good tool — but don't rush. Language learning takes time.
- 3- Set goals and keep a schedule: Duolingo makes it easy to track your daily learning routine. Choose from five daily learning goals (a points system to measure engagement), and a widget on the home screen shows your progress.

Mondly Program

Definition

Mondly is an EdTech company that develops a freemium language learning platform which includes a website and apps with free and paid courses for 33 languages. The company also offers lessons in virtual and augmented reality. Hutabarat, (2019).

Mondly app is a language learning app that claims to help you "play your way to a new language" and get you speak "faster than anyone else" it is been designed by combining principle of neuroscience with cutting edge technologies.

Language courses

As of 2017, Mondly made available courses for 33 languages using localized content in 33 native languages. The available levels of language proficiency are beginner, intermediate and advanced.

Products

Mondly Languages is a language learning app that integrates chatbot and speech recognition technologies to help users learn any of the 33 languages it offers.

Mondly Kids is a language learning app for toddlers and kids.

MondlyVR is a language learning app in virtual reality for Daydream, Cardboard VR and Samsung Gear VR compatible devices.

MondlyAR features an avatar “teacher” who brings virtual objects – planets, animals, musical instruments, etc. – into the room as teaching tools, engages the user in conversations and gives instant feedback on pronunciation using the chatbot technology.

Importance of Mondly

When the majority of people say “I’m going to learn a new language this year” they never really think of the importance of learning a foreign language and how it can help them for years to come. Learning a second language is not going to be a quick task, in fact, it takes many years to perfect your speech patterns so native speakers will understand you and not give you a confused sideways head nod.

Mondly Features

Daily lessons

The way Mondly gets you to keep up your language practice is by providing you with daily lessons. Each day, you’ll get a notification reminding you that your lesson is available.

Chatbot

The language learning chatbot is designed to emulate a conversation, giving you a chance to put the language you’re learning into practice.

Augmented reality

This function is a big selling point for Mondly. Using augmented reality technology, you can generate a CGI teacher in your office, living room or wherever!

Speaking Skills

- Definitions of Speaking

- Speaking is described as it is the mastery of grammatical form, vocabulary, and cultural expectations, pronunciations, stress, and intonation in authentic communication functions. (Finocchiaro & Sako, 1983).
- Among several definitions of speaking skills, Speaking is an interactive process of constructing meaning that involves producing and receiving and

processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

- **The Importance of Speaking Skills**

English is considered as a foreign language for most of countries where their people study it beside their mother language. It plays an important role in their everyday situations and deals with all aspects of life as it is the language of science, technology, education, politics and economics (Hamdona, 2007; McKay, 2002; Sharifian, 2017).

Speaking is one of the four acronym-skills that can be acquired in both first and second language learning settings as a medium of successful communication. Based on the pedagogy of English as a Foreign Language (EFL), how to enhance speaking skills and build confidence between professors of undergraduate students seems to be a crucial problem. This question contributed to qualitative research design in a standard course utilizing a task-based methodology, as an action study. The results showed that the main factors of development when communicating with the public were confidence, a variety of themes, and speaking competence. (Boonkit, K., 2010).

Students who learn English as a foreign language (EFL) typically have small chances of learning English outside the classroom (Zhang, 2009) and minimal access to English speakers or members of the international community. It may be that one-factor teachers should provide students with more scenarios and experiences to improve and develop their speaking skills.

Finally, the researcher point out, the importance of learning how to speak well is clear in our country because they are the skills in which we can clarify our thoughts and ideas.

- **Teaching Speaking**

"Teaching speaking" is to teach ESL students to:

- 1- Produce the English speech sounds and sounds patterns.
- 2- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- 3- Organize their thoughts in a meaningful and logical sequence.
- 4- Use language as a means of expressing values and judgments.
- 5- Use the language quickly and confidently with few unnatural pauses, which is called fluency(Nunan,2003).

- **The Functions of Speaking**

Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule (1991), "The functions of speaking are classified into three; they are talk as interaction, talk

as transaction, and talk as performance. Below are the clarifications of these functions:

1- Talk as Interaction:

The ability to talk in a characteristic manner is needed to make great correspondence. That is the reason a few understudies in some cases keep away from this sort of circumstance since they regularly lose words and feel trouble in introducing a decent picture of themselves. Consequently, language educators ought to give students openings for significant informative conduct about important points by utilizing student cooperation as the way to showing language for correspondence. Since "correspondence gets basically from connection" (Rivers, 2000: 543).

2- Talk as Transaction:

This type of speaking refers to situations where the focus is on what is said or done. Burns (1998) distinguishes talk as transaction into two different types. One is a situation where the focus is on giving and receiving information and where the participations focus primarily on what is said or achieved. The second type is transactions which focus on obtaining goods or services, such as checking into a hotel. In this type of spoken language, students and teachers usually focus on meaning. So it is very important for students to obtain those two kinds of talks to master speaking ability, as Donald (2005) suggests, students need to be competent at both 'message-oriented' or transactional language and interactional language, language for maintaining social relationships.

3- Talk as Performance:

This refers to public speaking. It is the talk which transmits information before an audience such as morning talk, public announcements, and speeches. Talk as performance tends to be in the form of monologue rather than dialogue such as giving a class report about a school trip, conducting a class debate, and giving a lecture. So, talk as performance needs to be prepared in the form of a written text (Richards, 2007: 6). Consequently, it is very important when teachers teach English they take care in applying these functions.

- Components of Speaking Skills:

The components of speaking are influencing the aspects which show the ability to speak English. Here are the components of speaking skills: (Rizqiningsih & Hadi, 2019)

□ Vocabulary:

According to Widiastuti, (2008), vocabulary is an essential building unit of learning any language. Vocabulary means the suitable part of language which is utilized in communication. When a person has adequate vocabularies, he can speak effectively, also he can convey his ideas written and orally.

□ Grammar:

Purpura, (2013) defined grammar as an organized way to predict a perfect knowledge of speaker's language. The students have to arrange correct sentences in dialogue both among oral and written form to achieve that, the students have to follow and apply some rules and principles which can be used to produce all grammatical words of language. Greenbaum & Nelson, (1996) pointed out that grammar is the group of rules that give people the capacity to interface words in their language into bigger units. The capacity is to organize the right significance of sentences dependent on the unique situation; additionally, it is utilized to stay away from misconception in each speaker (Rizqiningsih & Hadi, 2019).

□ **Pronunciation:**

This aspect relates to the elements and fundamentals that decide the way sounds are expressed and even in the rhythms in English as it is a tool for students to create better and more accurate vocabulary as they talk (Kline, 1989).

□ **Fluency:**

Fluency is one of the elements of speaking skills, implying the stream of communicating by resolving all the language barriers to conveying a message. Therefore, fluency signs indicate the speakers' communication without thinking about the language components to send a message. The speaker should, therefore, speak reasonably quickly with a small number of lags to be fluent in the language (Lackman, 2010).

□ **Comprehension:**

The ability to understand is called comprehension. When people want to talk about a topic, they should know and understand all of thing about the topic. a subject is required to initiate speech as well as to respond to it for effective oral communication (Widiastuti, 2008).

- **Speaking Sub Skills:**

Speaking sub skills can be illustrated as following according to Lackman, (2010): Fluency, Accuracy including vocabularies, Using Functions (pragmatic sub - skills),

Turn-taking Skills, Relevant Length, Responding and Initiating (strategic sub-skills), Repair and Repetition, Range of Words and Grammar and Discourse sub-skills.

- **The Characteristics of a good speaker:**

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

service. Other skills and knowledge that instruction might address include as follows:

- 1- Producing the sounds, intonations, rhythmic structures, and stress patterns of the language.
- 2- Assessing characteristics of the target audience, including shared knowledge or shared points of reference, status and power relations of participants, interest levels, or differences in perspectives.
- 3- Using grammar structures accurately.
- 4- Applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener comprehension.
- 5- Using gestures or body language; and paying attention to the success of the interaction and adjusting components of speech.

The researcher summarizes that a good EFL speaker should possess several skills. These skills implied in the main components of speaking English: fluency and accuracy. Some of these skills are producing sounds, stress and intonation accurately, using grammar correctly, utilizing vocabulary accurately and using body language through oral interaction.

- Principles of Teaching Speaking:

To achieve the goals of teaching speaking, teachers ought to follow certain standards for teaching speaking, which might help them in designing the classroom activities and management. Nunan (2003: 54-56) and Kayi (2006: 2) suggest some principles that help in teaching speaking:

- 1- Teachers should be aware of the difference between second and foreign language.
- 2- Teachers should give students chance to practice with fluency and accuracy.
- 3- Teachers should provide opportunity for students to talk by using group-work and pair work and limit the teachers' talk.
- 4- Teachers should plan speaking task to involve negotiation of meaning.

- Activities to promote speaking skills

There are numerous activities that advance speaking in the classroom. According to Kayi (2006, pp. 64-68) there are twelve activities to promote speaking as follows, and that the researcher used some of these activities when designing the educational environment.

Role play, Simulations, Information Gap, Brainstorming, Discussion, Storytelling, Interviews, Story completion, Reporting, Picture Narrating, Picture Describing and Find the Difference.

The Methodology

Introduction

This section describes the procedures of the study followed. It also gives a thorough description of the methodology of the study, the population, the sample, the instrumentation, the pilot study, an explanation of the smart learning applied in the study, and the statistical treatments of findings.

Research Design:

The researcher adopted the quasi-experimental design because of its relevance to the nature of the research, which aimed at finding the effectiveness of (this term is not suitable for this research) based on smart learning in developing English Language speaking skill among IUG female students. To achieve the aim of this study, one group was chosen, as an experimental group. The smart learning was used in teaching speaking skill to the experimental group students.

Study sample:

The researcher used a purposive sample from the sophomore at the Islamic University in Gaza City. The sample of the study consisted of (30) female students from Department of Journalism and Media.

Designing the based on smart learning according to the (ADDIE) model:

- The educational design of the electronic environment necessary for the development English language speaking skill.
- The researcher adopted the steps of the general educational design model (ADDIE) when designing the electronic learning environment, as it is simple and suitable for designing any type of learning, and the (ADDIE) model consists of five stages.

Stages of the (ADDIE) model

- 1- Analysis.
- 2- Design.
- 3- Development.
- 4- Implementation.
- 5- Evaluation.

The First Stage: Analysis

The analysis stage represents the cornerstone of all the other stages, and during this stage the female students' characteristics were analyzed, the general goal analysis, the requirements for the learning environment and the educational content analyzed.

1- Analysis of the characteristics female students: Where the researcher analyzed the characteristics of female students in journalism and media at the Islamic University, in addition to the homogeneity of the level of students, since most of the acceptance rates of students in this specialty are 60-75% in general secondary certificate.

2- General goal analysis: In this step, the researcher determined the general goal of learning using the electronic educational environment based on smart learning, It is presenting one unit, unit six The News Interview from a book Media Writing Skills In English, For female students of journalism and media, second level, to reveal impact on the development of English language speaking skill.

3- Analysis of the requirements of the learning environment:

The requirements for the learning environment that the researcher provided with the help of the Head of the Department of Journalism and Media were identified within the laboratories of the College of Arts, Department of Journalism and Media in the Taiba building in which the study was applied, including: Equipping the computer lab, the Internet, providing enough study seats for female students, an LCD device, headphones, and this laboratory contains (30) computers, Where the researcher downloaded various English language programs such as Duolingo and Mondly on laboratory equipment.

4- Analysis of educational content: In this step, the researcher used the content analysis tool to determine the English language speaking skill included in the unit six The News Interview from a book Media Writing Skills In English.

The Second Stage: Design

This stage is concerned with creating a scenario and a plan to develop the electronic learning environment, and this stage consisted of the following steps:

- 1- Determine the aims of the one unit, unit six The News Interview for which the electronic learning environment is to be designed.
- 2- Determine the English language speaking skill to be developed among female journalism and media students, through observation card prepared by the researcher.
- 3- Determine the smart learning strategies to be used within the electronic learning environment.
- 4- Determine on the types of activities that can be implemented during the electronic learning environment, as well as determining the smart learning strategies that will be used, namely: (discussion and dialogue - problem solving - cooperative learning - peer learning – brainstorming).
- 5- Designing the appropriate assessment to measure English language speaking skill through the electronic learning environment.
- 6- Preparing the necessary tools and capabilities to implement activities such as: presentations, videos, and various smart learning programs such as: Duolingo and Mondly to making sure of suitability for use to ensure that used well.

The Third Stage: Development

It is the stage of actual production where the researcher:

- 1- Determines the educational environment in which to be worked out.
- 2- Designing the electronic learning environment and activities based on smart learning and preparing them for implementation, according to the teacher's guide that the researcher designed, as the teacher's guide includes the required educational objectives, how to explain the lessons that contain information and activities that have been implemented using programs

Duolingo, Mondly and Students' roles and executive steps in light of smart learning.

The researcher also used the design of the educational environment based on smart learning in many programs such as Duolingo and Mondly.

So that the environment is clear and simple as possible to facilitate the female students, and taking into account the progression in the activities to suit the capabilities of the female students and the programs used, The female students were randomly divided into groups on computers inside the laboratory and learning through the electronic learning environment, the size of the group depends on the educational activities used.

The Fourth Stage: Implementation

One quasi- experimental group:

In the beginning, the researcher applied the tool of pre study(Speaking skills test) on female students of journalism and media at the second level of the Islamic University in the second semester of the academic year 2020/2021 and the application period extended for (11) weeks by (20) lectures inside the laboratories of the Department of Journalism and Media and also through the Zoom program, through which the female students were prepared and trained on how to deal with different programs in learning the English language, such as Duolingo, Mondly and Edpuzzle, and other programs that depend on smart learning in developing English language speaking skill, and the mechanism through which learning programs will be implemented, and then starting to apply the electronic educational environment by employing and explaining each program separately. The beginning of the Duolingo program definition, importance, uses and application to it and then Mondly program its definition, importance, uses and application to it.

Finally, students know how to send assignments, activities and homework's via Moodle platform.

The researcher has assisted in the application phase the availability of LCD device, headphones and computers suitable for the number of female students, and according to the nature of the programs used to learn English language speaking skill, the researcher used several activities, practical presentations, and the application was done according to the following stages:

- 1- Introduction step:** Whereby the researcher discussed with the female students of the journalism and media the subject of the programs, and then the female students read the goal, tools and steps of the programs.
- 2- Presentation step (explanation):** The female students applied the program steps, step by step in concurrently with the researcher's explanation and implementation of the program, and then the researcher followed up with the female students to ensure that the program began as required.
- 3- The end step (conclusion):** as the evaluation of the extent of the female students 'understanding of the programs that were implemented during the discussion in the lectures and the answers to the questions by the lecturer, as

well as the evaluation of the extent of the lecturer's success in conducting the practical presentation in front of the female students.

Finally, post study tool were applied (Speaking skills test).

The study tool had a great and effective impact on the learning of female students of journalism and media at the Islamic University.

The Fifth Stage: Evaluation

At this stage, the researcher prepared the following study tool:

- 1- English Speaking skills test to be developed among female students of journalism and media in the unit six The News Interview from a book Media Writing Skills in English.

Study instruments:

To achieve the aim of the study, the researcher employed one tool:

- 1- A pre-posttest (Speaking skills test)

1) Speaking skills test

To prepared the speaking skills test the following steps were ...:

- **Determining the aim of the test:** The test aim to measure the cognitive side of the female students journalism and media at the Islamic University in English language speaking skills.
- **Determining speaking skills:** The researcher determined speaking skills, by reviewing previous studies and educational literature that dealt with speaking skills in the English language, and the researcher settled on four skills: (Vocabulary and Grammar) Fluency& Pronunciation Comprehension.
- **Formulating the test vocabulary:** The test consisted of (30) items in its initial form, and the test questions varied between the types of objective questions and the codified essay, and the researcher took care that the wording of the questions was clear and related to the sub-skill, and did not include more than one correct answer.
- **Exploratory experimentation to test speaking skills:** After preparing the test in its initial form, the test was applied to an exploratory sample of (30) female students from outside the study sample. The exploratory experiment was conducted with the aim of calculating the validity and reliability of the test, and determining the time required to solve the test.

Test validity: The validity of the test was verified by:

- 1- **Referee validity:** The test was presented to a group of (15) distinguished referees specialized in the curricula and methods of teaching English language, in order to ensure the correct formulation of the test paragraphs scientifically and linguistically, and the suitability of the paragraphs to the level of female journalism and media students, and (4) paragraphs were deleted from The test, and the amendments requested by the referees from

an amendment to some paragraphs were made. Thus, the test consisted of (26) items.

2- Internal consistency validity: The researcher calculated the Pearson's Correlation Coefficients between the test domains and the total score of the speaking skills test, and calculating the correlation coefficient between the test items and the total degree of the skill belonging to them, and tables (1) and (2) show the correlation coefficients.

1- Correlation coefficients between the test domains and the total score of the test:

Table (1): Correlation coefficients for each domain of speaking skills test with the total score of the test.

speaking skills	Correlation Coefficient
Comprehension	0.630**
Fluency & Pronunciation	0.958**
Vocabulary	0.904**
Grammar	0.946**

**The value of the correlation coefficient at the level of significance (0.01) and the degree of freedom (28) equals (0.463)

It is evident from Table No. (1) that there is a statistically significant correlation at the level of (0.01) between the domains of the test and the total score of the test, which confirms that the test has a high degree of internal consistency, and this reassures the researcher before applying the test.

2- Correlation coefficients between test items and the total skill score:

Table (2): Correlation coefficients between the items of speaking skills test and the total degree of the skill to which they belong

Questions	Correlation Coefficient	Questions	Correlation Coefficient
1	0.656**	14	0.720**
2	0.515**	15	0.656**
3	0.718**	16	0.433*
4	0.465**	17	0.275
5	0.343	18	0.851**
6	0.543**	19	0.710**
7	0.666**	20	0.662**
8	0.532**	21	0.786**
9	0.683**	22	0.620**
10	0.581**	23	0.654**
11	0.621**	24	0.632**
12	0.560**	25	0.520**
13	0.505**	26	0.680**

* The value of the correlation coefficient at the level of significance (0.05) and a degree of freedom (28) equal to (0.361).

** The value of the correlation coefficient at the level of significance (0.01) and the degree of freedom (28) equals (0.463).

It is evident from Table No. (2) that most of the correlation coefficients are statistically significant at the level of significance (0.05) and the level of significance (0.01), except for items (5 and 17).

The researcher kept after it was modified for its importance in building the test, which confirms the credibility of the test and that it has a high degree of internal consistency, as its paragraphs express a test of speaking skills. Thus, the researcher makes sure of the validity of the test before applying it.

- Test Reliability:

The researcher calculated the reliability of the test through the spilt-half, Where the researcher calculated the correlation coefficient between the two halves of the speaking skills test (individual paragraphs) and the second half (even paragraphs), then calculated the correlation coefficient between the two halves using the Pearson equation, Then the researcher calculated the reliability coefficient using the (Spearman-Brown) equation in case of the two halves of the paragraphs are equal, and the (Gettman) equation in case of the two halves of the test are not equal. Table (3) shows the results of reliability using spilt- half.

Table (3): Reliability and domains of Test Using Spilt-Half

speaking skills	No. of Questions	Reliability Coefficient
Comprehension	5	0.760
Fluency & Pronunciation	5	0.820
Vocabulary	12	0.810
Grammar	4	0.788
speaking skills test	26	0.824

It is evident from the table (3) that the reliability coefficients range between (0.760 - 0.820) for the test domains, and it reached (0.824) for the test as a whole, and all the reliability coefficients are greater than (0.70), all are educationally acceptable coefficients and the researcher is reassured before applying for the test.

- Analysis of the test items:

The researcher calculated the coefficients of difficulty and discrimination to test speaking skills, and table (4) shows the coefficients of difficulty and discrimination for testing speaking skills.

Table (4): Coefficients of difficulty and discrimination to test speaking skills

Questions	Difficulty Coefficient	Discrimination coefficient	Questions	Correlation Coefficient	Discrimination coefficient
1	0.43	0.40	14	0.53	0.80
2	0.63	0.30	15	0.57	0.70
3	0.50	0.70	16	0.47	0.50
4	0.27	0.20	17	0.53	0.20
5	0.53	0.30	18	0.27	0.50
6	0.27	0.50	19	0.50	0.80
7	0.50	0.80	20	0.60	0.70
8	0.60	0.70	21	0.37	0.70
9	0.37	0.70	22	0.40	0.60
10	0.40	0.60	23	0.33	0.60
11	0.33	0.60	24	0.40	0.70
12	0.40	0.70	25	0.43	0.60
13	0.43	0.60	26	0.53	0.80

It is evident from the table (4) that the difficulty coefficients for the test items range between (0.27 - 0.63), while the discrimination coefficients for the test items ranged between (0.20 - 0.80), and it is acceptable range for difficulty coefficients and for distinguishing the test items, and the researcher has kept all the test items, in order to scale the level of difficulty and distinguish them.

- Determine the test time:

The students' performance time for the speaking skills test was calculated by means of the arithmetic average of the response time of the first five students, and the last five students, and the average response time was (50) minutes, and by adding (10) minutes to read the instructions, the total time became (60) minutes.

- The final form of the speaking skills test:

After the researcher made sure of the validity and reliability of the test, and calculated the difficulty and discrimination coefficients for the speaking skills test, the test became in its final form consisting of (26) items, and the table (3.5) shows the final form of the speaking skills test.

Table (5): the final form of the speaking skills test

Skills	Comprehension	Fluency & Pronunciation	Vocabulary	Grammar	Total
No. of Questions	5	5	12	4	26
Ratio	19.23%	19.23%	46.15%	15.39%	100%
Marks	10	10	12	8	40

It is evident from the table (5) that the final form of the English speaking skills test consists of (26) items, divided into four basic skills, and the total score that the student obtains in the test ranged between (0 - 40) marks for each female student.

Results & Data analysis

This study aimed at investigating the effectiveness of based on smart learning in developing English Language speaking skill among IUG female students. This section tackles the statistical analysis of the study findings as well as its statistical significance. The researcher used different statistical tests included in the Statistical Package for the Social Sciences (SPSS) to analyze the data collected while answering the study questions and testing the hypotheses.

Answers to Research Questions

Following are the analyses of the research findings in connection with the study questions and hypotheses.

1-Answer to the first question

The **first** research question was formulated as follows: **What are the English language Speaking skill to be developed among female students at the Islamic University of Gaza?** To answer this question, a review of the educational literature and a set of previous studies, published research papers and formation focus group on the skill of speaking were reviewed, the researcher analyzed the content of the Sophomore unit six (The News Interview) Media Writing Skills In English for the second semester of the academic year 2020/2021 in the light of the smart learning using the Speaking skills observation card. The analysis revealed that the speaking skills to be developed among female students of journalism and media are the following:

- 1- Repeat after taping short sentences used in dialogues.
- 2- Use an appropriate language register.
- 3- Make predictions about a piece of discourse.
- 4- Respond to conditional or hypothetical questions.
- 5- Respond to direct questions, commands, offers, instructions, and the like.
- 6- Describe a sequence of events based on visual input.
- 7- Summarize the main points of a text.
- 8- Narrate a story based on personal experience.
- 9- Give instructions and directions.
- 10- Describe a process for doing a certain task.
- 11- Express personal feelings, emotions, and the like.
- 12- Use proper vocabulary.
- 13- Produce the basic English segmental phonemes e.g. consonants and vowels.
- 14- Talk about routine matters.
- 15- Arrange the words in correct order.
- 16- Use the correct forms of words.

2- Answer to the second question

The **second** research question was formulated as follows: **What is the based on smart learning in developing the English language speaking skills of Female students at the Islamic University of Gaza?**

To answer this question, the researcher reviewed a set of literature and previous studies, An electronic learning environment based on smart learning

was designed according to the general educational design model (ADDIE), Where this model was built according to the steps:

(Analysis, Design, Development, Implementation and Evaluation) Explained in Chapter Three, In addition to a presentation of its components, materials, tools offered, the method of interaction and also the teacher's guide.

3- Answer to the third question:

The **third** research question was formulated as follows: **Are there statistically significant differences at the level of ($\alpha \leq 0.05$) between the average scores of female journalism and media students in the speaking skill test pre and post applying the educational environment based on smart learning?**

And to know the results of the female students in the pre and post applications, The researcher calculated the arithmetic means and standard deviations to test speaking skill and its sub-skills, and Table (6) shows these results:

Table (6): Descriptive statistics of the speaking skill test

Domain & Skills		pre-test		Post-test	
		Mean	Std. Dev.	Mean	Std. Dev.
speaking skill test	Comprehension	4.73	2.16	9.47	0.57
	Vocabulary	4.77	2.22	10.97	1.27
	Grammar	2.83	0.99	6.67	0.92
	Fluency & Pronunciation	3.83	1.90	8.93	1.57
	Speaking skill test Total	16.17	3.32	36.03	2.72

The results in table (6) show the existence of apparent differences between the averages of the female students in the two applications, pre and post, for speaking skill test and its sub-dimensions, and the figure (4.3) shows these differences:

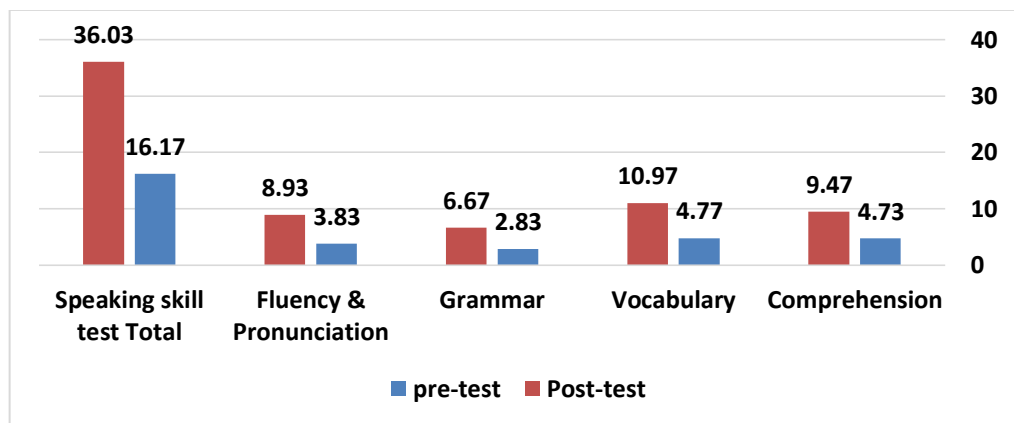


Figure (4.3): Arithmetic means for speaking skill test and its sub-dimensions in the pre and post applications

To verify the significance of the differences between the two applications, pre and post, the researcher tested the following null hypothesis: There are no statistically significant differences at the level of ($\alpha \leq 0.05$) between the average

scores of journalism and media female students in the speaking skill test pre and post applying the educational environment based on smart learning.

The researcher used the T-test for two Paired samples, and he extracted the arithmetic means, standard deviations, the "t"-test value, the level of statistical significance, and the effect size.

Table (7): T-test Paired samples findings of differences between the pre and post in speaking skill test

Domain	Group	N	Mean	Std. Dev.	T	Sig. value	Eta Squared
Comprehension	post	30	9.47	0.57	12.158	0.001**	0.836
	pre		4.73	2.16			
Vocabulary	post	30	10.97	1.27	16.370	0.001**	0.902
	pre		4.77	2.22			
Grammar	post	30	6.67	0.92	13.900	0.001**	0.869
	pre		2.83	0.99			
Fluency & Pronunciation	post	30	8.93	1.57	11.129	0.001**	0.810
	pre		3.83	1.90			
Speaking skill test Total	post	30	36.03	2.72	26.379	0.001**	0.960
	pre		16.17	3.32			

* t- table value at (29) df. at (0.05) sig. level equal (2.0452).

** t- table value at (29) df. at (0.01) sig. level equal (2.7564).

It is evident from table (4.8) that the value of "t" calculated in the speaking skill test as a whole and its four dimensions is greater than its tabular value (2.045) at a degree of freedom (29) and a level of significance (0.05), the probability value is "Sig." (0.001) which is a probability value less than (0.01), This means that there is a statistically significant difference between the mean of the female students in the speaking skill test as a whole and its four dimensions, in the pre and post applications in favor of the higher average, which is the average of the post application in the overall score of the speaking skill test and its four sub-dimensions.

Accordingly, the null hypothesis is rejected, and the alternative hypothesis is accepted, which states: There is a statistically significant difference at the level of ($\alpha \leq 0.05$) between the average scores of female journalism and media students in the speaking skill test pre and post the application of the educational environment based on smart learning, and in favor of the post application in the test as a whole and the skills Sub.

It is evident from the table (7) that the educational environment based on smart learning has achieved a great impact on developing speaking skill among female students, As the effect size using the ETA square (η^2) was large in the test as a whole and its sub-dimensions, where the effect size ranged between (0.812 - 0.968) for the dimensions of the speaking skill test, The effect size was (0.952) for the overall score of the speaking skill test, which means that the independent variable (the educational environment based on smart learning) explained a percentage (95.2%) of the change in the dependent variable (speaking skill).

To verify the effectiveness of using the educational environment based on smart learning in developing the skill of speaking, the researcher calculated the gain rate for Black, and the table (8) shows the results of the effectiveness of the educational environment:

Table (8): the value of the modified gain ratio "Black" for the educational environment based on smart learning on the speaking skill test

Domain	Mean-pre	Mean-post	Marks	Black's gain ratio
Comprehension	4.73	9.47	10	1.37
Vocabulary	4.77	10.97	12	.137
Grammar	2.83	6.67	8	1.22
Fluency & Pronunciation	3.83	8.93	10	1.34
Speaking skill test Total	16.17	36.03	40	1.33

It is evident from the table (8) that the percentage of modified gain for Black for the speaking skill test was (1.33) and for the test dimensions the percentage of gain was (1.37; 1.37; 1.22; 1.34), respectively, and all of them were larger percentages than the percentage specified by Blake (1.2), and therefore the educational environment based on smart learning, it has been very effective in developing the skill of speaking among female students of journalism and media at the Islamic University.

Conclusions:

Based on the current study findings, the following conclusions were derived:

- 1- Smart learning is an integrated concept about the use of technologies and technological applications, and all that scientific progress can turn towards in terms of tools to stimulate the learning process, the more we use the computer with new systems, the more we will improve the smart education and the smart school.
- 2- Smart Learning increased students' motivation for learning and raised the degree of cooperation among them.
- 3- The Duolingo program is the most popular program among the study sample, and it was used in teaching English language speaking skills.
- 4- Smart Learning provided students with a clear teaching and learning environment, which positively affected their achievement and performance in English Language speaking skills. Smart Learning strengthened the relationship between the lecturer and the journalism and media female students and made the lecturer as a close friend, which facilitated the process of teaching and learning of the speaking skill in English.

Recommendations:

In light of the study's results and conclusion, the following recommendations are put forward for the different parties involved in the English language teaching and learning process:

- 1- The necessity of employing electronic learning environments based on smart learning in developing English language speaking skills, due to its importance in developing students' cognitive aspects.
- 2- Adopting international observation cards of listening and speaking skills in teaching English.
- 3- Interest in employing electronic learning environments based on smart learning and technological innovations in teaching university and school students, Because of its positive results in the educational process and its coherence with the development in modern educational technology.
- 4- Holding training courses for journalism and media female students at the Islamic University on employing various smart learning programs.

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