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The Effects Of Ipads And Tablet Computers On The Improvement Of Young Learners' Oral And Listening Skills

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ABSTRACT
The effects of tablet use on children's language and listening development are the focus of this study. As technology continues to permeate classrooms, it is crucial to understand how it affects students' ability to communicate fundamentally. This research primarily focuses on the verbal expression, group discussion participation, and understanding abilities of young kids. The study used a mixed-methods approach, combining quantitative testing with qualitative observations, to ascertain the efficacy of tablet-based learning tools. Using analysis of variance tests, researchers can measure how much progress there has been in verbal expressiveness and listening comprehension. Qualitative insights are produced from classroom observations and discussions with educators to put the numerical results in context. Preliminary research suggests that tablet computers may enhance language skills by presenting engaging, interactive content that encourages participation. Through the use of practice opportunities and dynamic feedback, educational apps designed for language development may help one improve their articulation and comprehension. However, the efficacy of these resources is conditional on factors such as the quality of the applications, the frequency of their use, and their compatibility with more traditional methods of instruction. The research discussed here illuminates the benefits and drawbacks of tablet technology in early childhood education settings, drawing attention to the requirement of careful lesson planning and material selection. Research suggests that tablets may enhance children's listening and speaking abilities; nevertheless, it is recommended that they not be used in lieu of more traditional teaching techniques if the goal is for them to develop into their maximum communicative potential.

Keywords: I-pads, Tablet, Academic Achievement, Attitudes, Oral and Listening Skills.

1. INTRODUCTION

The introduction of tablets like the iPad and other digital devices into the classroom has altered several facets of education since their inception. In the classroom, these gadgets provide pupils with never-before-seen chances to hone a wide range of abilities (Al-Jarf, 2021). How these technologies affect the development of listening and speaking abilities is one topic of great interest. The purpose of this study is to learn how the multimedia and interactive apps found on tablets like the iPad and other similar devices affect the development of these vital communication abilities (Elyas & Al-Bogami, 2019). In order for a kid to succeed academically and linguistically, they must have strong oral and listening abilities. Direct verbal contact and auditory processing are commonplace in traditional forms of training, but they have the potential drawback of limiting participation and personalisation. But tablet computers' interactive characteristics make them ideal for more engaging and dynamic forms of education. Language learning, storytelling, & public speaking apps may personalise their users' experiences by providing quick feedback and a range of practice situations to suit their unique learning methods and requirements (López-Escribano et al., 2021).

Videos, audio recordings, & interactive conversations are all examples of multimedia components that may captivate pupils and keep their attention, which in turn may help them develop better listening and speaking skills. Incorporating these technologies into the classroom allows teachers to better meet the needs of their students while also providing new opportunities for students to practice and improve their listening and speaking abilities (Oakley et al., 2020). This research seeks to evaluate the impact of tablets and iPads on these important skills by looking at how well they help young students develop their communication abilities and finding the best ways to use them in the classroom (Shifflet et al., 2020).

2. BACKGROUND OF THE STUDY

How young pupils learn, and grow has been profoundly affected by the exponential growth of technology's use in the classroom in the last few decades. Although this shift started with the introduction of PCs in the 1980s, it was the

introduction of portable devices like iPads and tablet PCs in the early 2000s that really transformed the way schools were run. The 2010 launch of the iPad by Apple Inc. was a watershed point in the history of educational technology (Al-Bogami & Elyas, 2020). Teachers and students alike found the iPad's touch screen, mobility, and intuitive design to be an invaluable resource. Shortly thereafter, tablet computers appeared on the market, which provided students with comparable advantages while also increasing their access to a wider variety of apps and educational opportunities. Through the use of multimedia material such as movies, podcasts, and interactive exercises (Ingram, 2020), these devices made possible new kinds of interactive learning in addition to providing access to a plethora of educational applications. Schools and teachers started using iPads & tablets in their lessons, which sparked research into how new technology affected education. Research suggested that these gadgets might provide individualised learning experiences and boost student engagement to an extent that more conventional approaches failed to achieve. These gadgets' participatory nature was very helpful for speaking and listening skills. Students were given the chance to practice in a variety of contexts and get quick feedback via the use of apps that include voice recognition, language games, or interactive storytelling (Hashim et al., 2023).
This technological development, when seen in its historical context, reveals a trend towards increasingly interactive and tailored learning environments. Critical communication skills, including the ability to express oneself orally and understand what others are saying, have recently attracted a lot of attention from academics who are studying the effects of tablet computers on these areas of student development. This dynamic environment highlights the need of continuous study into the efficacy and optimal methods of using these resources to cultivate essential language abilities in young students (Alshammari et al., 2021).

3. PURPOSE OF THE STUDY

This study aims to determine if and how the use of tablets, such as iPads, affects the development of listening and speaking skills in elementary school students. The study examines the effects of digital technologies and interactive educational apps on these foundational communication abilities—speech expression and listening comprehension—to determine the efficacy of tablets in this regard. The data might help educators and lawmakers figure out how to utilise technology to help kids learn languages better.

4. LITERATURE REVIEW

Research on the effects of tablet computers and iPads on the growth of students' listening and speaking abilities has shed light on the pros and cons of using these devices in the classroom. Interactive and multimedia-rich programmes for tablets and iPads may greatly improve listening and speech skills, according to research (Vungthong, 2022). For example, it has been shown that educational applications on tablets may greatly enhance language learning and communication abilities in young learners by keeping their interest and motivation high. Students may practice in a variety of settings and get instant feedback using features like voice recognition, interactive storytelling, & vocabulary games included in these applications (Seifert & Zimon, 2019).
In addition, by using multimedia components like audio recordings & visual assistance, tablet-based activities promote active listening and vocal expression. More effective language acquisition may occur with the aid of this multimedia method, which can accommodate a variety of learning styles and demands. There is evidence that students are more actively involved in class discussions and engage with the material when they utilise tablets (Dashti & Habeeb, 2020). The implementation of these technologies, however, is not without their difficulties. How skillfully iPads and tablets are integrated into a well-structured curriculum and the quality of the instructional material determine how successful these devices may be. To get the most out of technology in the classroom, they stress that teachers require proper training and that goals should be clearly defined before using it. To summaries, it is important to carefully assess the quality of material and instructional procedures when implementing the use of iPads & tablet computers to improve oral and listening skills. The research shows that these devices provide significant potential for this, thanks to their interactive and multimedia characteristics (Bridge, 2019).

5. RESEARCH QUESTION

i. How to examine the uses of tablets and I-PADs in developing oral and listening skills?

6. METHODOLOGY

The primary objective of this study was to determine if the motivation and academic performance of third graders were affected by the use of iPads. What follows is a detailed discussion of the methods used to conduct the investigation. By doing exploratory case studies, researchers were able to gather data that was pertinent to our research questions. This approach used a quasi-experimental setting to collect both quantitative and qualitative data. The present strategy is to "collect information that is qualitative as well as quantitative consecutively in two phases, without one form of data collection following & influencing the other." This method is often used in academic studies since it helps pupils get a deeper understanding of the subject matter. For the same reason, this layout is very popular. By adopting a similar approach, researchers were able to better understand the collaborative administration's and the participating teacher's perspectives on the impact of the iPad intervention.

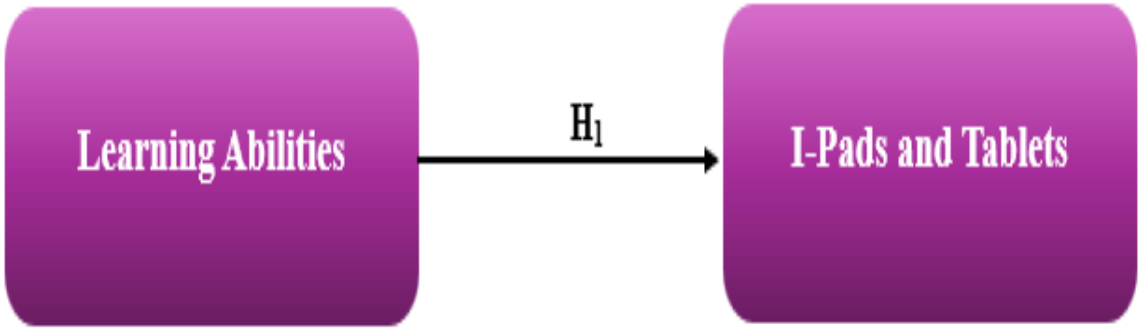
Population and Sampling: The data for this study was collected at NPS Elementary School, which houses students in grades kindergarten through five. Researchers may be able to locate the National Park Service (NPS) offices in a suburban setting about forty miles east of New York City. The following tables show the demographics of the student population at this school: African Americans make up 40% of the student population, followed by Latinos (57%), Asians (2%), and Caucasians (1%). Sixty-nine percent of the pupils are eligible for lunch programmes that do not cost anything. Over a quarter of the student population demonstrates a lack of ability in English. The following is an overview of the results derived from the 2012–2013 New York State Mathematics Assessment, which was administered to 134 third graders. Level one was achieved by 42.5%, level two by 39.6%, level three by 13.4%, and level four by 4.5 %. The "New York State Testing Programme Grade 3 Common Core Mathematics Test" revealed that 17.9% of children completed the state exam in mathematics in 2013. Researchers can view the various performance levels in Table 1, which is located below. Since the research location is now being dragged into a controversy about the legality of tablet computers in the classroom, the findings are relevant to the methods being used by the organisation.

This primary school was the target of the study since it had 119 third graders in the 2013–2014 school year & 114 fourth graders in the 2014–2015 school year. Third graders from the 2013–2014 and 2014–2015 school years were the target audience, however the school as a whole enrolls around 750 kids. There were 86 kindergarteners, 131 first graders, 126 second graders, 119 third graders, 123 fourth graders, and 142 fifth graders enrolled in the 2013–2014 school year. The research school was the source of this data. Interesting fact: 124 children are in kindergarten, 124 are in first grade, 146 are in second grade, 114 are in third grade, 133 are in fourth grade, & 138 are in fifth grade out of 779 students enrolled for the 2014–2015 school year. Twelve third graders from the 2013–2014 school year were used as controls, while nineteen students from the 2014–2015 school year were used as experimental groups. A total of nineteen students took part in the study. For a one-way ANOVA to be performed, the sizes of the treatment and control groups must be equal. The experiment can't go on without at least 19 students in both the control and treatment groups, according to a one-way analysis of variance (ANOVA).

Data and Measurement: The research study relied on questionnaire surveys and semi-structured interviews to gather its primary data. Secondary data were gathered from a variety of sources, with an emphasis on online databases.

Statistical Tools: Descriptive analyses were applied to understand the basic nature of the data. Validity and reliability of the data were tested through ANOVA and ATMI T-tests.

6.1 Conceptual Framework



7. RESULT

➢ **Dependent Variable**

- **I-Pads and Tablets**

Apple Inc.'s tablet computers, known as iPads, run the iOS operating system and have a touch screen interface. It supports a broad variety of apps, from work tools to multimedia entertainment, and combines the power of a personal computer with the mobility of a mobile device. Tablets, in a broader sense, are portable computers that run one or more operating systems, often an Android or Windows version, and have a touchscreen. Tablets are becoming more popular as tools for both private and educational usage due to their flexibility in computing. Users are able to access programmes, surf the internet, and participate in a variety of digital chores on these devices (Aspiranti et al., 2020).

➢ **Independent Variable**

- **Learning Abilities**

Tablet computers, such as iPads, improve students' capacity to learn by providing a variety of instructional activities with interactive, multimedia-rich experiences. Engaging and personalised learning may be fostered via the use of these devices' educational applications, games, and tools. Reading, writing, & language understanding are all made easier with features

like multimedia content, voice recognition, and touch displays. Tablets and iPads, via incorporating technology into the classroom, encourage active learning and flexibility, meeting the demands of students with a wide range of learning styles (Ingram, 2020). On the basis of the above discussion, the researcher formulated the following hypothesis, which will analyse the relationship between Learning Abilities and I-Pads and Tablets.

$H0_1$: There is no significant relationship between Learning Abilities and I-Pads and Tablets.
H_1: There is a significant relationship between Learning Abilities and I-Pads and Tablets.

Table 1: ANOVA H_1 table

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	98.512	12	11.581	342.419	.000
Within Groups	3.049	7	3.647		
Total	96.684	19			

In this study, the result is significant. The value of F is 342.419, which reaches significance with a *p*-value of .000 (which is less than the .05 alpha level). This means the *"**H_1: There is a significant relationship between Learning Abilities and I-Pads and Tablets**."* is accepted and the null hypothesis is rejected.

Table 2: ATMI T-Test Results

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Scores	Equal variances assumed	1.854	.182	.058	36	.954	.36842	6.38218	-12.57524	13.31208
	Equal variances not assumed			.058	35.007	.954	.36842	6.38218	-12.58799	13.32484

Researchers compared the two groups' average scores on the Attitudes Towards Math's Inventory using a t-test to see if there were any statistically significant differences. The results of the Attitudes About Math's Inventory showed that the two groups were quite similar. If the p-value is less than 0.05, then the results are considered statistically significant. Table 2 displays the t-test findings.
If the population is the same, the benchmark p-value indicates that there is less chance of a discrepancy in the number of samples. The p-value for this example is.954, suggesting that there is no statistically significant difference in ATMI ratings between the control & experimental groups. The observed difference in the sample is more likely to be attributable to chance than to reflecting the poplation as a whole, according to the 95% confidence interval (t=.058, df=36, p=.955). This is strongly supported by the fact that the sample has a 95% probability of being representative of the population.

8. DISCUSSION

This study set out to assess how third graders at a public elementary school around twenty kilometers east of New York City reacted and performed mathematically after using iPads. It was in the Garden State where a school stood. The two groups were compared using a one-way ANOVA (after the required assumptions were validated), with one group receiving training via iPad devices and the other group not receiving any. The following procedures were followed to achieve this goal: first, students were administered a math pre-test at the start of third grade. Secondly, a programme was introduced

that combines technology. Thirdly, students were given another math exam after the programme. Lastly, they were administered an attitude inventory about math. Researchers compared the two groups' means on the Attitude to Math Inventory using a t-test to see whether there was a statistically significant difference.
The study's supervising administrator and the participating instructor were interviewed in addition to quantitative data. Educators' perspectives on student growth and behaviour in relation to iPad usage in the classroom were the focus of these conversations. The results of this study show that disagreements between qualitative and quantitative data have been increasing over the years. After accounting for statistical significance in the post-test and ATMI data, interviews with study adults revealed that students whose teachers used iPads in class were clearly more engaged than those whose teachers did not. This was so even after the post-test and ATMI did not show a difference that could be deemed statistically significant. The study delves into the results, investigating several perspectives, analysing them in relation to the literature & theoretical framework, assessing their significance, discussing their limitations, and proposing more research.

9. CONCLUSIONS

Finally, educational applications for Android and iPad devices have shown potential in assisting elementary school students in honing their public speaking and listening abilities. Researchers may have fun while practicing their speaking and listening skills with these interactive tools. Their effectiveness, however, is contingent upon the caliber of the course content and the teachers' mastery of these technological tools. To maximise its benefits and minimise its drawbacks, utilise it modestly with more traditional methods of education. It will need continued research and strategic use of tablets to fully realise their pedagogical promise in enhancing students' communication skills.

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