



King Faisal University
Department of English
English Graduation Project

Final Draft

**THE BENEFITS OF USING ONLINE TUTORING TO IMPROVE
SPEAKING SKILL IN KING FAISAL UNIVERSITY IN SEMESTER 7**

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Abstract:

In this research will prove the importance of online tutoring to develop speaking skills in the seventh semester at King Faisal University. Through the study of distance education at King Faisal University, it is observed that most of the students face speaking skills difficulties. Online tutoring gives you the opportunity to gain speaking fluency and understanding of important aspects of the English language. Online tutoring will develop speaking without hesitation or confusion. It is ideal for people who want to improve their fluency. Students should exploit modern technology to develop their language skills through proper use. The research will be performed on a group of students specialized in English from KFU in the seventh semester and teachers who tutor online. The primary tool used in this research is a questionnaire.

Introduction:

The English language consists of four primary skills: listening, reading, writing, and speaking. Speaking is no less important than any of the other skills, especially since it requires extended time and extensive effort to master. Moreover, all skills must be developed adequately; otherwise, learners will face profoundness while reading a book, writing an article, or communicating with others in English.

Many of KFU student face difficulties while speaking English due to discontinuous and incorrect practice of the language, which led to the aggravation and growth of this issue on a personal level. Additionally, distance education students, who have no classes to attend, can be more vulnerable to these difficulties; therefore, they need to develop their speaking skill using one of the applications or websites designated for English learning such as online tutoring websites.

Online tutoring is a unique and new approach to distance learning where teacher and student can exchange information as face to face classroom in discrete

time and location. It's an astonishing achievement as an educational system and excellent example of applying the modern technology to get knowledge. It's especially helpful for those who cannot find proper conditions to communicate with English speakers.

Literature review:

The literature review covered three main aspects: the difficulties that face students, the importance of speaking and the significance of using online tutoring to develop speaking.

First, most of the students who study distance learning do not practice speaking at the University or its website. Distance learning can create difficulties for students by negatively affecting their communication skills because it lacks interactive participation. According to (Ohene, J. B., & Essuman, S. O. 2014) many of the distance students are married, have kids and have a lot Obligations. Therefore, they should be balanced the time between their works, their studies and with their families so do not cause for them exhaustion and failure in some of the tasks and actions. This indicates that some students face challenges more than other students who attend classrooms. Furthermore, there are difficulties facing students in distance learning because they have jobs, families and they have fixed work shifts. That means that these students do not have enough time to study English.

Second, the system that is used at the University for Distance Education involves downloading lectures, solving discussions and homework. This system makes students just focus on reading and listening. Students don't practice speaking therefore, pronunciation becomes weak and the majority of undergraduate students are unable to speak English confidently. Some researchers such as (Khamkhien, 2010) says that speaking skill is doubtless the most significant skill of any parlance and its cleverness is the best achievement for the speaker. That shows that, activation of the speaking in distance learning is very important and enhances speaking fluently.

Finally, non-native speakers can find it very challenging to speak the new language through their learning process. Failing to overstep this challenge will have lasting effect on their language practice through their life. Therefore, numerous initiatives have been made in order to promote effective language learning through online tutoring. Tutoring online has become a very useful tool to improve speaking skill. According to (PUSHPANATHAN, 2016) wrote in his book "Online tutoring has become a world phenomenon that has occurred in the last couple of years. Online tutoring is also an advantage for students pursuing distance education. Whereby students can study at their own conveniences within the confines of their home or office." This shows that a lot of people now use online tutoring to improve their speaking skills and online tutoring can increase access to tutoring for students who are not located near a University or who cannot bear to attend the class daily. In addition, the most remarkable features online tutoring is you can practice English with the native speakers from around the world. The students can improve their speaking by using some of the tools online. According to the study (Yen, Y., Hou, H., & Chang, K. E. 2013) the outcome appears that the learners ameliorate their parlance skills through the learning tools and role-playing effectiveness. Websites and applications enforcements are a prospect solution to improve learners' English capabilities. This result shows that the learning tools such as Skype play a significant role in building confidence. Also, Skype promotes the English speaking and it has a suitable environment.

Significance of research:

This research shows us the importance and the effectiveness of online tutoring to develop students' skills especially in speaking skill. Also, the lack of communication between students in KFUPM has increased the level of difficulties in speaking. Online tutoring shows that no difficulties faced in KFUPM can be seen when using online tutoring or online websites such as Camply or Skype. Also, using online tutoring enhances self-confidence.

Research Questions:

In this research, we will talk about four aspects:

1. What are the difficulties that have faced students in distance education?
2. Is online tutoring a solution for the student who has difficulties in speaking?
3. What is the impact of online tutoring on developing students who use distance education?
4. Do learning tools promote English speaking confidence?

Research methodology:

The research will be performed on about 50 students specialized in English from KFU in the seventh semester and about ten teachers who tutor online. This project tests students who use online tutoring. There will be a test in speaking and questionnaire before starting online tutoring to know the levels of students. They have to attend the class at their homes. The student should attend Four days in a week for a month. Also, teachers will present the lecture from their homes. After a month, there will be a test in speaking and questionnaire for students to know the result of the research and the effectiveness of online tutoring. The main tool that is used in this research is a questionnaire. The questions for the students will be on their development and how they benefit from tutoring online. Furthermore, the questions for tutors will be about the satisfaction levels of the students and their seriousness and perseverance to get the highest possible benefit.

Ethical consideration:

There are certain moral considerations in this research. This means that the privacy of the participants must be respected. Also, the names of individuals will be dealt with as a private matter, and no one will be forced to participate. There will be an equitable selection of participants. A letter of consent from King Faisal University, Deanship of ELearning and Distance Education will be obtained to conduct research on a group of students. Author's rights are reserved by writing the name of the author and reworking the sentence. In the case of a complete citation, the text is written with the author's name. The result should be accurate without manipulation to prove the correct result.

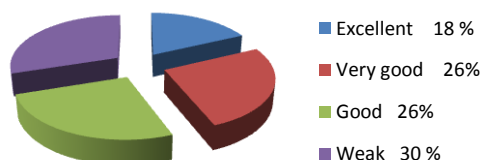
Limitation of the research:

In this research, the time factor is more important than other requirements, such as the place and the number of participants, because the duration of the students' commitment to online tutoring will be for one month. Students have to make an appointment online without changing the date and time. Students' obligation to attending will show positive results for the research.

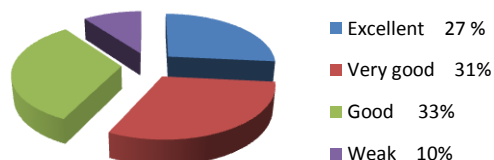
Expected result:

The result will be about 70 percent of satisfactory for students and teachers. The difficulties that face students in distance learning will decrease about 20 percent. Besides, levels of 65 percent of students will improve from online tutoring. Students who attend online tutoring are expected to get privilege in speaking skills without hesitation more than the students who do not attend.

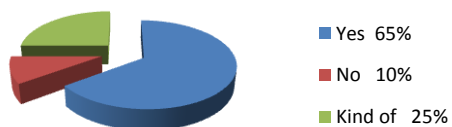
What is your level of proficiency to speak before using online tutoring?



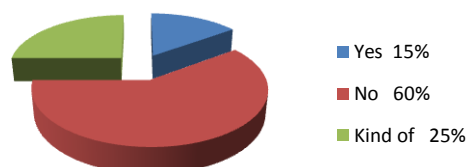
What is your level of proficiency to speak after using online tutoring?



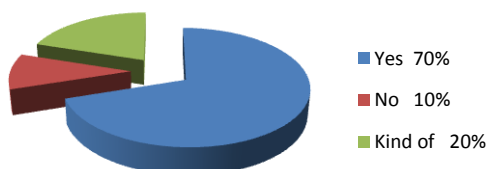
Do you feel that you improved in speaking through using online tutoring?



Do you think, using online tutoring is difficult?



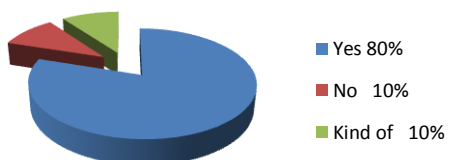
Would you recommend using the online tutoring?



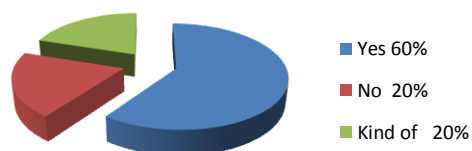
Are you satisfied with the level of students after use online tutoring?



Do you think online tutoring improved the level of student?



Do you say we used the correct use of technology these days?



References:

Khamkhien, A. (2010). Teaching English Speaking and English Speaking Tests in the Thai Context: A Reflection from Thai Perspective. *English Language Teaching Journal*, 3(1), 184-200.

URL: <http://files.eric.ed.gov/fulltext/EJ1081501.pdf>

Ohene, J. B., & Essuman, S. O. (2014). Challenges Faced by Distance Education Students of the University of Education, Winneba: Implications for Strategic Planning. *Journal of Education and Training JET*, 1(2), 156.

URL doi:10.5296/jet.v1i2.5669

PUSHPANATHAN, T. (2016) .(ONLINE TUTORING (A BOOK FOR ONLINE TUTORS)).
RALEIGH: Lulu publication.

E-book link:

https://books.google.com.sa/books?id=hp04DQAAQBAJ&dq=online+tutoring&hl=ar&source=gbs_navlinks_s

Yen, Y., Hou, H., & Chang, K. E. (2013). Applying role-playing strategy to enhance learners' writing and speaking skills in EFL courses using Facebook and Skype as learning tools: A case study in Taiwan. *Computer Assisted Language Learning*, 28(5), 383-406.

URL doi:10.1080/09588221.2013.839568

Appendix:

Questions for students:

1. What is your level of proficiency to speak before using online tutoring?

- ☐ Excellent
- ☐ Very good
- ☐ Good
- ☐ Weak

2. What is your level of proficiency to speak after using online tutoring?

- ☐ Excellent
- ☐ Very good
- ☐ Good
- ☐ Weak

3. Do you feel that you have improved in speaking through using online tutoring?

- ☐ Yes
- ☐ No
- ☐ Kind of

4. Do you think using online tutoring is difficult?

- ☐ Yes
- ☐ No
- ☐ Kind of

5. Would you recommend using the online tutoring for someone else?

- ☐ Yes
- ☐ No
- ☐ Kind of

Questions for teachers:

1. Are you satisfied with the level of students after use online tutoring?

☐ Yes

☐ No

☐ Kind of

2. Do you think online tutoring has improved the level of students?

☐ Yes

☐ No

☐ Kind of

3. Do you agree that we applied the correct use of technology these days?

☐ Yes

☐ No

☐ Kind of