

Computer and Mobile Assisted Language Learning: Use of Podcasts and Digital Storytelling in Development of Speaking Skills in Upper Primary

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ABSTRACT

Speaking skills are among the essential components of literacy achievement. However, learning English speaking skills is very complex and complicated as it involves many more multiple abilities than just pronouncing words. Many primary learners still struggle to successfully master speaking skills. Yet, speaking is perceived as the most important skill to communicate effectively in this global world. Therefore, learners of English as a second language need a great deal of language support. One of this supports is the integration of technological application in the teaching and learning of English language. This study investigated the use of podcasts and digital storytelling through toontastic 3D in development of speaking skills in upper primary. The study applied the sociocultural theory as developed by Vygotsky (1978) and advanced by Lantolf (2007). The study adopted a mixed research design involving quasi experimental research design. The study location was Kyso sub-county; Kitui County. The target population was primary learners. Purposive sampling method was used to determine the sample size of the study which was 80 learners. Data were collected through pre and post assessment. Quantitative data of the study were analyzed through descriptive statistics. The findings of the study revealed that podcasts and digital storytelling through toontastic 3D have significant effect on speaking skills. The findings revealed that pupils' achievement in speaking skills significantly improved after the use of podcasts and toontastic 3D recording. The significant improvement is attributed to the fact that CALL and MALL devices expose pupils to the authentic materials which attract pupils' attention. The study therefore recommends that CALL and MALL should be integrated in the English language curriculum, which can create a lively classroom atmosphere and facilitate learning. It is hoped that this study adds knowledge to theory and practice of teaching SLA and in Applied Linguistics.

Key words: Speaking Skills, Podcasts, Digital storytelling, Toontastic 3D

INTRODUCTION

The emergence of new technologies especially computers and ever-growing expansion of electronic devices have provided English Language Learning with persuasive and genuine language input. Brand, Favazza, and Dalton (2012) observe that technology can help facilitate the attainment of learning goals for individuals with wide differences in their abilities to see,

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hear, move, read, write, understand English, sustain attention, organize, engage and remember. Technological devices and programs can offer multiple means to present, engage, express, and assess student understanding and acquisition of language and literacy skills. For instance, computers can play an integral part in providing English Language Learning with valuable language experiences as they learn a new language. Additionally, new technologies continue to impact on literacy acquisition in that individuals gain new skills, knowledge, and ways of interacting with other social groups. Fathali and Okada (2018) observe that face to screen language learning has a key role in developing language competencies. Thus, computers can be used to help provide additional language learning opportunities for English Language Learning that take place beyond normal classroom instruction. Combining these opportunities with activities that can be done at home with family members provides English Language Learning with a rich language learning experience. Further, the integration of technology in the educational context has brought promising opportunities for instructors and learners to increase the efficiency of the pedagogical process (Yenkimaleki & van Heuven, 2019). This also implies that these innovations also affect the teacher's role in class. Teachers for instance must continue to adapt instruction to meet the needs of diverse learners in their second language class and technology is a viable option to do so. Thus, mixing traditional and new literacies promotes literacy learning in the classroom.

This paper sought to examine the contribution of podcasting and Toontastic 3D as new forms of Computer Assisted Language Learning (CALL) and Mobile Assisted Language Learning (MALL) to teach English speaking skills in upper primary. Bashir (2011) avers that speaking is an oral mode productive skill but it is very complex and complicated as it involves many more multiple abilities than just pronouncing words. Evidently, knowing English corresponds with being able to articulate the language. However, many primary learners still struggle to successfully master speaking skills. Yet, speaking is perceived as the most important skill to communicate effectively in this global world. One of the goals of English language teaching and learning in upper primary in Kenya is to encourage learners to speak and communicate the language effectively. Many learners in upper primary struggle to successfully master speaking skills.

The study focused on the use of Podcasts and Toontastic 3D as innovative pedagogical practice that has the potential to be utilized in the acquisition of the speaking skills. Podcasts offer language teachers and students a wide range of extra possibilities both inside and outside of the classroom. Sze (2006) defines a podcast as modern technology used to construct learners listening and speaking skills. Podcasts are audio or video format that are available on the internet. Podcasts can easily be downloaded on the internet through the application using a computer or smartphone (Silmawati et al., 2018). Podcast is one of interactive Medias applied to support learning process in the classroom in developing listening and speaking skills. The study used podcasts because they are innovative media that can be used by the teacher to facilitate student learning speaking inside or the outside classroom. Various studies show that podcasting pedagogy greatly help develop learners' language skills, especially speaking and listening skills (Kardashova, 2015, Stanley, 2006). Hays and Brookes (2011) observe that podcasts can be used for multiple purposes, such as "vocabulary revision, listening exercises, interviews with native speakers, key point summaries of a lecture or group of lectures, sharing announcements, describing homework assignment assessment, giving feedback, guidelines, reducing the effects of isolation and promoting inclusivity, developing students' study skills through collaborative learning, providing guidance on student practical work, etc.

The study also utilized the use of digital story telling via Toontastic 3D. Toontastic 3D is both a CALL and MALL application that test the impact of technology in enhancing speaking skills. Toontastic 3D is a 3-dimensional narrative animation software with captivating narration and the ability to record its own voice to inspire and instruct kids or users. Toontastic 3D is

suitable for youngsters aged 6 to 12 years and works both online and offline. This app therefore is appropriate in the classroom during face-to-face interaction and also for distance learning. Robin (2016) observes that digital storytelling is one of the approaches and it transforms the conventional style of delivering a story into a modern style that combines photographs, animations, videos, background music or sounds, text, and often a narrative voice with the use of technology. Various studies that show that digital storytelling has the potential to improve speaking skills because of the various interactive features such as animations, voice over and background (Eissa, 2019; Kallinikou & Nicolaidou, 2019; Yang, Chen, & Hung, 2020). However, research specific to podcasting and Toonastic 3D still remains a young and relatively undeveloped area consisting of reports on pilot studies and investigations of student perceptions. Thus the current study seeks to broaden existing research on the use of podcasting and Toonastic 3D in English as a Second Language (ESL) teaching and learning.

LITERATURE REVIEW

The literature review on CALL and MALL shows that pedagogies based on technology have positively facilitated learning outcomes, particularly lexical, speaking and listening skills (cf. Lin & Lin, 2019, He, 2019, Zhou, 2020). This is attributed to situated activities (Chen et al., 2020), collaborative features (Zou et al., 2020), and social contacts (Kukulaska-Hulme & Shield, 2008).

Wahab and Ghafoor (2013) study shows that using video applications such as Vodcast for in-class and out-of-class activities can facilitate understanding of speaking and listening. The results show that Vodcast provide a variety of authentic (more real-life like) expressions. That is by connecting images, words, (through highlighted subtitles) and sounds, video apps can also help students recognize regional accents as well as grammar and syntax more so than traditional DVDs. Hwang et al. (2016) study shows that mobile technologies such as tablets and MP players encourage and develop oral language production among the young language learners. The study “emphasizes the role of dialogue and social interaction among young language learner. The findings of the study show that the affordances of mobile technologies contribute to the creation of innovative learning environments and authentic language learning experiences that support and promote the production of oral language among young language learners.

Han and Keskin (2016) experimental study shows that the efficacy of game-based learning and its effects on students’ listening and speaking skills. The control group was exposed to learning activities using traditional learning techniques while experimental group of students learned via mobile systems. The findings of this study reveal that the experimental-group students significantly outperformed the control-group students on the verbal post-test.” The study observed that there were two characteristics of the gaming activities that correlated with a significant improvement in students’ speaking skills when mobile systems were involved. The researchers observed that students positively received learning by the mobile systems. Additionally, learning with a mobile system encouraged students to first practice speaking English as a foreign language (EFL) more frequently as well as to reflect on their speech; secondly to create meaningful sentences and speak with greater accuracy and confidence; and lastly to practice speaking EFL in an authentic context.

Lin and Lin (2019) show that game-based learning activities can significantly improve students’ speaking skills if driven by a mobile system. The results suggest that learning activities with a mobile system foster students to (1) practice speaking English as a foreign language (EFL) more frequently as well as to reflect on their speech; (2) create meaningful sentences and speak with greater accuracy and confidence; and (3) practice speaking EFL in an authentic context.

Theoretical Framework

The study applied the sociocultural theory in teaching speaking skills. The theory emphasizes that learning of a language obliges interactions. The study applied Sociocultural Theory (Vygotsky, 1978; Lantoff, 2000, 2008) and a more specifically the tenet of mediation and scaffolding. Vygotsky claimed that the society and cultural settings have a significant impact on the language acquisition process and in the language acquisition process, the environment is the most essential factor. Lantoff (2008) states that the view of sociocultural theory in teaching speaking skills is that society plays a vital role in learning a language. That is, learning of a language obliges interactions, and through problem-solving activities, individual capacities are attained. This study applies the idea of mediation, the zone of proximal development (ZPD), 'scaffolding', and collaborative engagement that are all key aspects of sociocultural theory. The use of CALL and MALL are seen as important cognitive tools that may permit English learners to move into and through their ZPD. Moreover, scaffolding is also applicable in CALL and MALL research targeting English language learners involvement in joint activities with others. Moreover, CALL and MALL task based activities such as listening to individual native speakers, pairs and group presentations; by regularly speaking and receiving feedback from the teachers may enhance speaking skills.

RESEARCH METHODOLOGY

Research Design

The study utilized quasi experimental research design that involves the manipulation of independent variable to observe the effect on dependent variable. The study assessed the relationship between the independent and dependent variables. In the study the independent variable was the use of podcasts and toontastic 3D in development of speaking skills which was the dependent variables. Thus, the quasi-experimental study aimed to investigate the use of podcast and Toontastic 3D, a digital storytelling used to improve pupils' listening and speaking skills.

Research Setting and Participants

The study was specifically carried out in Kyuso Sub County in Kitui County. Kyuso sub-county was found appropriate for the supply of the necessary data since efforts have been made to provide technology in schools. The target population was Grade 5 and 6 primary learners and teachers of English of these schools. Grade 5 and 6 learners were targeted because they are more experienced than grade 4. Two schools were purposively sampled where the researcher could carry out the quasi experimental research using the specific Apps that were to be measured in the study. Each class contained 40 pupils, and the range of their language proficiency ranged from "Average Language Proficiency" to "Low Language Proficiency." Their proficiency level was evaluated by their English language performance basing their Jan-April 2023 end term results. The participants that were chosen had limited levels of fluency, accuracy, and pronunciation in their Jan-April 2023 end term exam. The sample size was therefore 80 upper primary learners.

Data Collection Instruments

To collect data on variables pre and post assessment data from learners that participated in the research study were collected to identify the amount of growth made in support of acquisition of language skills. Learners were individually assessed in regard to acquisition of language skills. The researchers choose two activities from the appropriate application in which each learner were tested on specific language skills. This was done with an intention to determine any growth the learners gained and any correlation in the results.

Quantitative data of the study was analyzed through descriptive statistics and inferential statistics. The descriptive statistics was used to summarize data in terms of percentages and frequencies while inferential statistics was used to establish relationship between dependent and independent variable

Research Procedure

Podcasting

This section focuses on the use of podcasts activities to support the development of speaking skills junior primary English learners. The use of podcast in enhancing the development of speaking skills was tested 6 times in 6 weeks. The class had a total of 40 learners each who were put in groups 3 and participated in CALL and MALL instruction aided class.

Stage one: Pre speaking

The first podcast activity that the learners were engaged in was pre speaking. The topic of discussion was proper use of leisure time. The goal of the lesson was to demonstrate to the learners the activities that reflect proper use of leisure time. The teacher displayed a picture on proper use of leisure time for the learners on each tablet as shown in Image 1.



Image 1: An image showing leisure activities

The speaking activities that participants were to engage in were: to describe what the children in the picture were doing. The pre-speaking activities were meant to prepare learners to participate in speaking activities. The state of being fully prepared is significant to learners' willingness to speak or communicate in any given situation. Any kind of hesitation will notably impede any signs of improvements in speaking skills. The pre-speaking activities are therefore

important since they carry out a positive impression in the process of teaching and learning to support learners' involvement in the speaking process. The use pictures or presentations were in order to inspire the learners.

Stage two

The second activity was for the learners to listen carefully to a song that the learners were to watch. The title of the song was leisure activities and the lyrics are given of the song are given below:

Walking the dog

Gardening is what I like to do

Go grocery, shopping,

Cooking with you

Playing sports all day

And visiting a zoo

My weekend activities with you

Playing a musical instrument

Learning a new language

That's what I like to do

Swimming I can do with you.

Walking the dog, gardening, cooking, go shopping, swimming

My weekend activities, activities with you

After listening and watching the song. The participants were asked to discuss in their groups how the children in the song use their leisure time. The learners were also asked to identify from the song words that have sound 'ng'. Then they were also asked to practice saying the words that they had listed. The learners were asked to record their discussions when they spoke so that they could listen to themselves to discover pronunciation difficulties.

Stage three: podcast competition

The next activity was podcast competition. The researcher downloaded the podcast on each device (6 tablets). The second step was for learners to produce a five minute podcast on the topic 'My free time'. The participants had a chance to repeat and correct their presentations before class discussions. This strategy encouraged learners to engage in speaking. Sze (2006) observes that repetition and practice in language learning is key for pronunciation and fluency. The researcher also observed active use of language during the recording sessions which is essential to fostering language awareness. Thus, the use of computers and mobile devices as a teaching-learning medium in language classrooms enables collaborative classroom activities and enriches authentic classroom activities via mobile applications and internet sites.

Each group's audio recordings were uploaded on the tablet for class discussions. To increase motivation, encourage creativity and give them a better understanding of their own abilities, the learners were required to listen to all the podcasts from other groups. The learners with the help of the researcher determined the best presentation. Therefore the use of audio recordings enabled learners to focus on their weaknesses and gave them time to iron out their weaknesses in the next presentations which ultimately resulted in superior results.

Digital storytelling

During the English class time the learners were asked to create digital stories through toontastic 3D. Learners were asked to create stories on three main topics: *My family, A wedding I attended and Children rights*. The stories were to last 3 to 5 minutes in length and each week they could do a self-reflection of their recordings and redo the recordings. The 4 steps of the digital storytelling process below adapted from Morra's (2013):

1) Step One: Research, Explore and Learn

Pupils were given a topic for creating the story. Then, they explored and learned about the topic as well as certain language focuses through lessons given by the teacher.

2) Step Two: Writing the Script

In this stage, pupils wrote the script for their story based on the topic given. They wrote in groups. Feedbacks were given by the teacher so that pupils could work on editing and revising their script constantly to produce the best script. Pupils were also required to memorize the script rather than read the script while recording the story.

3) Step Three: Creating the digital story

Pupils then used Toontastic 3D, to create their animated digital stories. They could choose settings and characters provided in the application, then narrate, animate and record their story in video form based on the script.

4) Step Four: Share and Feedback

Pupils submitted their digital stories in video form to their teacher. The teacher shared pupils' final products during classes and gave feedback to ensure better productions for the next round.

The learners were then asked to listen to at least two of their peers' recordings on toontastic 3D. The researcher then saved the stories on each tablet for analysis. In week 8 the learners were given a post test.

RESULTS AND DISCUSSION

The analysis is based on the premise that lack of proficiency in English is usually reported among learners from primary schools as they transit to secondary schools. This might be attributed to the kind of instruction methods used to teach the language. The analysis applies the sociocultural theory which plays a vital role in learning and more so in teaching of language skills. Both the teacher and peers are provide scaffolding,' or assistance that permits students to acquire the ZPD. It is presumed that the application of CALL and MALL devices necessitates social involvement and collaboration among learners.

The researcher used the pre- and post- tests as one of the instrument to collect data. The pretest was done in week 1 while the post test was done in week 8. The findings of the oral evaluation rubric test (as adapted from Harris's Oral Rating Scale, 1969) reveals that the use of CALL and MALL devices such as podcasts and toontastic 3D support the development of speaking skills. A comparison of the test results of oral pretest and posttest indicate an improvement in oral performance. The results indicate the effectiveness of using both podcast and digital story telling through Toontastic 3D to support the development of speaking skills. The researcher measured pupils' speaking skills through the pre and post-test while focusing on five main aspects of speaking: pronunciation, fluency, grammar, vocabulary and comprehension (see Appendix VII). The findings of 40 respondents are presented in Table 1:

Table 1: Students' level of speaking ability (pre- and post-tests)

Test score	Level ability	Level ability	
		Pre Test	Post Test
80–100	Exceeding Expectation	0	11
60–79	Meeting Expectation	11	37
50–59	Approaching Expectation	28	23
0–49	Below Expectation	41	9

Table 1 shows the results of both the pre- and post-tests. The findings from Table 1 reveals that pupils were able to get better grades in the post-test after using Podcast and Toontastic 3D. This was due to active participation of learners in class. The researcher observed that the discussions and recordings on digital storytelling were a positive and inspiring process that can support learners and their learning environment significantly. The findings are in line with Costa and Han (2017) study that found that digital storytelling helps the teacher create an environment that makes the learning process easier for students to comprehend.

The current study also found that the use podcasts and digital storytelling can inspire pupils to speak the language confidently. Pupils used podcasts and digital stories to share their ideas creatively, audibly, and kinaesthetically. The researcher was also able to control the learning process, improve confidence in learning, and inspire them to learn more. The researcher also observed that the respondents were motivated to speak the language via podcast and Toontastic 3D as they have enjoyable features, and they can easily access the app on the tablets available and smartphones of their parents. The learners also found the use of MALL and CALL applications such as podcasts and Toontastic via computers and smartphones interesting. During the research sessions the heads of schools granted permission to the respondents who could access smartphones or tablets to avail them for research. The learners who could access the gadgets kept own recording digital stories. The study observes that the learners found the use of technology to learn English as a new exciting environment. A further analysis on paired t test was carried out and the findings are shown below:

Table 2: Comparison of paired sample t-test results

Paired Samples Statistic				
	Mean	N	Std. Deviation	Std. Error Mean
Post-test	62.9286	80	7.68804	1.29952
Pre-test	41.2143	80	8.00504	1.35310

The above results show the paired t-test that was done using SPSS software. The findings of the study reveals that there was a significant difference in the scores for participants' pre-test (M = 41.2143, SD = 1.35310) and participants' post-test (M = 62.9286, SD = 1.29952) conditions. Table 3 and 4 further support the findings above:

Table 3: Paired Samples Correlations

	N	Correlation	Sig
Pair 1: Post-test & Pre-test	80	0.898	0

Table 4: Paired Samples Test

	Mean	Std. Deviation	Std. Error Mean	95% Confidence interval of the difference Lower	Upper	T	df	Sig. (2-tailed)
Post-test-Pre-test	21.7143	3.56264	0.6022	18.09047	20.5381	32.073	34	0

The results in Table 4 reveal that $t(34) = 32.073$, $p = 0.000$. Since the test is statistically significant ($p < 0.05$), there is sufficient evidence to conclude that MALL and CALL applications such as podcast and digital storytelling did significantly improve the upper primary pupils' speaking skills. The researcher observed that respondents were excited about the new environment of using and learning language. The digital stories allowed respondents

to combine digital images, text, recorded audio storytelling, video, and music. Moreover, the stories were two to three minutes long. The features of both podcasts and toontastic 3D were user friendly, such as the touch screen feature, offline agent, and smooth operations, allowed respondents to adopt and display favorable attitudes towards speaking activities. Thus, CALL and MALL application such as podcast and toontastic 3D are sort of culturally sensitive training that helps English language learners improve their speaking abilities in a natural, engaging setting (cf. Jamissen, Hardy & Nordkvelle, 2017).

The quantitative analysis of each aspect of speaking shows that the use of podcasts and digital story telling via toontastic 3D reveal that such CALL and MALL applications are powerful educational tools that combine technology with stories, integrating text, pictures, and audio in creative stories. Thus, they may be used to help learners improve their English-speaking skills by allowing them to narrate tales in their own words. The results show that both recordings in podcasts and digital stories have a positive effect on the oral performance of learners. The findings of the study demonstrates that the use of podcasts and digital stories encourages the development of speech abilities and increases motivation towards language learning in general and speaking skills.

For instance, the findings below show that the pupils' speaking skills improved in their pronunciation and fluency following the intervention as shown in Table 5. The parameters and levels of ratings are given in the table below:

Table 5: Levels of ratings of Pronunciation and Fluency

No	Criteria	Ratings	Comments
1	Pronunciation	5	The pronunciation is clear and quite understandable for elementary students.
		4	There are some pronunciation problems, but still quite understandable.
		3	Pronunciation problem necessitate listening and occasionally lead a misunderstanding.
		2	Very hard to understand because of pronunciation problem. Must frequently be asked to repeat.
		1	Pronunciation problem so severe as to make speech virtually unintelligible.
2	Fluency	5	Able to use the language fluently, rare skip, and the speed of speech are at the normal rate.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant often forced into silent by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible

The above is the criteria that was used to rate the learners pronunciation and fluency and the results are given in Figure 1:

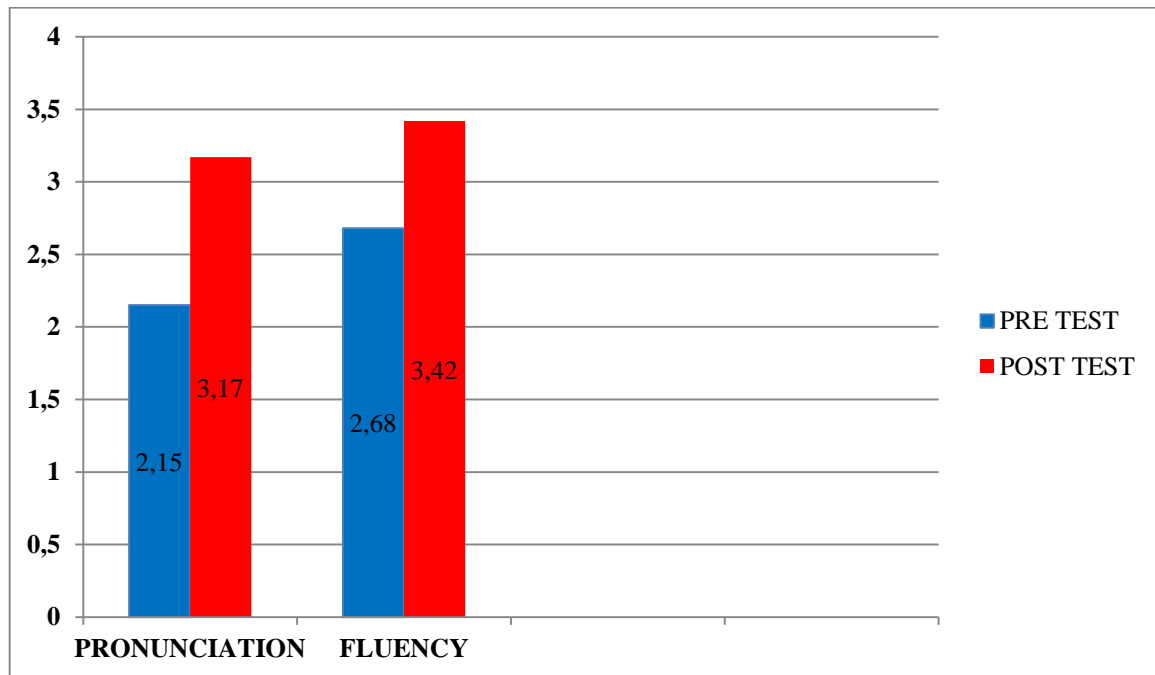


Figure 1: Comparison of pre- and post-test results on pronunciation and fluency

The results in Figure 1 shows there was a significant difference between the results of the pupils’ pre and post-test mean scores in pronunciation and fluency. There was also an increase in the mean score. The researcher observed that the use of podcasts and toontastic 3D provided learners with adequate opportunities for speaking in order to enhance the acquisition of oral communicative competence. Both podcasting and digital story telling provided learners with the opportunities in the improvement of speaking skills or the correction of pronunciation. The researcher also assigned learners tasks that involved listening to individual native speakers, pairs and group presentations. This had an impact on respondents practicing to be fluent speakers.

The findings on grammar, vocabulary and comprehension were measured using the criteria in Table 6 shows the levels of ratings of vocabulary, grammar and comprehension:

Table 6: Levels of ratings of Grammar, Vocabulary and comprehension

No	Criteria	Ratings	Comments
1	Grammar	5	Errors in grammar are quite rare.
		4	There are few grammatical errors but still intelligible.
		3	Makes frequent errors grammar and word order occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences or restrict them to basic patterns.
		1	Errors in grammar and word order so severe as to make speech virtually unintelligible
2	Vocabulary	5	Almost all vocabularies used are in a proper use.

		4	Frequently use inappropriate terms or must replace ideas but still intelligible.
		3	Frequently uses the wrong word, conversation somewhat limited because of inadequate vocabulary.
		2	Misuse up words and very limited vocabulary make comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
3	Comprehension	5	Understand most of what is said at average speed.
		4	Understand what is said at average speed, but occasional repetition may be necessary.
		3	Understand what is said is at slower than average speed repetition
		2	Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetition.
		1	Cannot be said to understand even simple conversational English

The researcher rated the respondent’s grammar, vocabulary and comprehension basing on the guidelines adapted from (Harris, 1969) speaking scoring rubric. The findings reveal that there was a significant difference between the results of the pupils’ pre and post-test mean scores the three speaking aspects as shown in Figure 2:

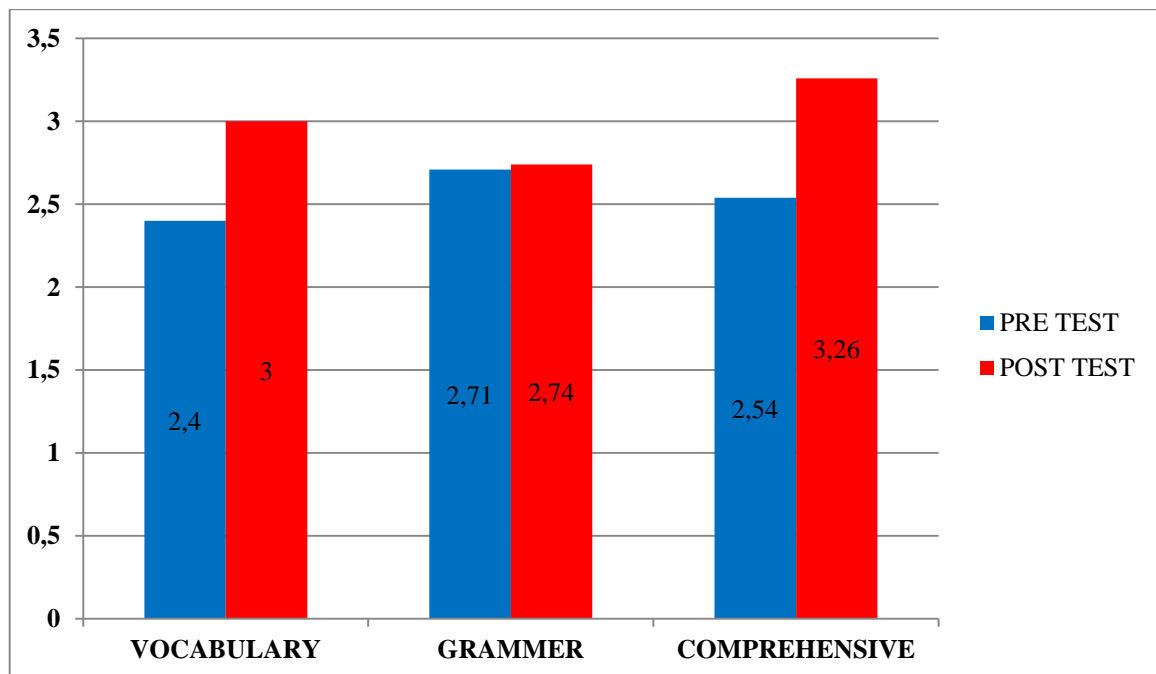


Figure 2: Comparison of pre- and post-test results on vocabulary, grammar and comprehensive)

Figure 2 shows the level of pupils’ speaking skills aspects of grammar, vocabulary and comprehension based on the adapted Harris’s Oral Rating Scale (1969). The findings show there was a significant difference between the results of the pupils’ pre and post-test mean

scores in three speaking aspects. There was also an increase in the mean score for all the three speaking aspects. The results demonstrate that apart from podcasts and digital stories via Toontastic 3D assisting in speaking English effectively they also improve their vocabulary abilities. The researcher also observed that the use of the application also contributed to the pedagogical process by encouraging active involvement among learners.

Moreover, the findings reveal that using CALL and MALL may result in an improvement of comprehension skills. The researcher observed that CALL and MALL applications may be used to introduce new material, encourage conversation and make abstract or conceptual topics more intelligible. The voice recording on podcasts and digital stories reveal that learners were able to improve in terms of organization of thought. The learners by week 7 were able to voice their opinions about the topics given, develop narratives and communicate information in a relevant manner. A follow up was given to learners who could access the applications at home via smart phones. This enabled learners to produce their own recordings. Some learners completed the assignments by retelling the stories and through self-reflection. The findings indicate that both podcasts and Toontastic 3D enhance the learners' metacognitive skills and self-reflection by empowering them to share and articulate their thoughts.

Therefore, the findings reveal that CALL and MALL applications can improve oral production skills among young learners. The findings from the recordings reveal that both computer and mobile phone applications show great promise for fostering language production skills due to the high-level cognitive processes involved in producing podcasts and digital stories. The learners produce authentic language both inside and outside classroom. The learners have the opportunities to express thoughts and ideas, share viewpoints and perspectives and produce authentic language.

CONCLUSION

This study assessed the development of speaking skills through podcasting and toonastic 3D in upper primary, Kitui County. The study focused on measuring the technologies devices in the teaching of English skills. The findings revealed that podcasting and toonastic 3D devices had a significant effect on acquisition of speaking skills. The findings revealed that pupils' performance in Speaking skills significantly improved after use of Podcast and toontastic 3D recording. The significant improvement is attributed to the fact that CALL and MALL devices expose pupils to the authentic materials which attract pupils' attention. Second, both podcasting and toonastic 3D devices provide meaningful tasks which help pupils to have better comprehension. Third, the two devices supports pupils in enriching their vocabulary and knowledge which contribute to their skill improvement. Fourth, Podcast and toonastic 3D facilitates the integration of technology into teaching and learning activities which increase pupils' motivation. The study therefore concludes that the use of technology in English language classrooms provides meaningful and interesting process in language learning and learners can be more motivated with this technological development in English language classrooms. The study therefore recommends that CALL and MALL should be integrated English language curriculum, which can create a lively classroom atmosphere and facilitate learning.

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