The Study of English Listening and Speaking Skills Development by Using
Computer Assisted Language Learning of Primary Students in Lampang Province

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Abstract
The purposes of this research were: 1) to study English Listening and Speaking Skills of using Computer Assisted Language Learning (CALL) for Primary students' 2) to study the Primary students' satisfaction towards the Computer Assisted Language Learning (CALL) program.
The target group was 60 grade 4-primary students of Anubanmaemoh School Lampang Province during the first semester of the academic year 2015.The experiments instruments were: 1) Survey of respondents 2) Interview form 3) Student Assignment: English Listening and Speaking Skills of using Computer Assisted Language Learning for Primary students' 4) Test and 5) Primary students' satisfaction form.
The findings of the research were as follows: 1) improving of English Listening and Speaking Skills of primary students' had risen higher than before taking of the Computer Assisted Language Learning (CALL), by the average score of post interview is higher than the previous 4.25 (24.62%) 2) the scores of the primary students' satisfaction towards the Computer Assisted Language Learning (CALL) program are in a satisfied level, and the CALL program has been beneficial to the students.

Keywords: Computer-Assisted Language Learning (CALL), Primary Students, English listening and speaking skills development, The satisfaction of the students towards Computer-Assisted Language Learning

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Introduction

At present, the global society is the era of information and communication in the online world, which known as the era of information technology (IT). People all of the world can get to information by a variety of ways and quickly. Information system is an important factor to develop the economic, social and cultural, moreover; the information system can increase the work efficiency, reduce costs, and save time. Nowadays English language is necessary for communication and getting information, which English is an international language. Besides teachers bring the education technology to apply in English classroom management which to encourage students with knowledge, to use English language efficiency especially listening and speaking skills, to encourage students to use language to communicate properly with the situation and social conditions. Many students began to study English language since primary school but they cannot communicate with native speakers. So, they lack of confidence and disappointment and they cannot take the knowledge of English language to develop themselves. Listening and speaking skills are the basic of communication because you must understand what speakers say before responding. The development of English skills consists of many factors such as teachers, who teach English language, should be the native speakers or English teachers and having instructional media can encourage and support students to learn English language. Schools with an adequate budget and in urban communities often do not experience difficulty in learning a foreign language. However, schools in remote and isolated communities have a limited budget always confront with a learning language problem. Nowadays, some schools are teaching the so-called distance learning via satellite "Kru Tu".

The advantage of distance learning is that teachers teach directly to the group and have experience in teaching. There are a variety of teaching techniques and interesting. But there are two weaknesses; first, a one-way communication while studying through the distance learning via satellite (Kru Tu) some students have doubts or questions they cannot ask and interact with the teacher. And another problem is if the teacher who looks after the classroom is not an English teacher, it may have no clear answer for those students. One of another disadvantages is students cannot get back to the class because of some remote schools would rather have a problem with the Internet. When the problems occur, some schools have introduced media CAI is a tool to help develop learners instead so as to reduce poverty and to provide learners with access to language development in a certain way. The CAI is a retrospective study or reviewed at any time depending on the needs of teachers and learners, and now the use of computers in teaching and learning English is important and is more prevalent. This is consistent with Bubpamata Chanaphorn (2009) who researched the development of computer assisted instruction in Prepositions for Mattayomsuksa 2 Students that found the achievement before and after using computer assisted learning English were different statistical significant level of 0.5. This is consistent with the research of Sittirhat Panruetai (2009). Development of computer assisted instruction lessons in foreign language learning strand entitled "Present Simple Tense and Past Simple Tense" for 7th grade education which the result found the achievement before was higher than after using computer assisted learning English. For this reason above when using computer assisted language learning English to develop English skills of students. Therefore, the researchers had selected the students in Anubanmaemoh School to be samples to do this research

according to several factors as follows: 1) Anubanmaemoh School had no foreign teachers who were native speakers since it was an educational opportunity extension school 2) Anubanmaemoh School was still lack of the experts who develop the lessons for enhancing English listening and speaking skills and 3) Anubanmaemoh School was still lack of development of lessons for enhancing English listening and speaking skills.

From the above mentioned, the researchers mutually agreed that English skills development should begin from developing listening and speaking skills simultaneously. Also, the students should be developed their English skills at an early age fundamentally to develop other skills in the future. Therefore, the researches were interested to develop English listening and speaking skills by using Computer-Assisted Language Learning for primary students in Lampang Province.

Research Purposes

1. To study English listening and speaking skills development by using Computer-Assisted Language Learning for primary students in Lampang Province.
2. To examine the satisfaction of the students towards Computer-Assisted Language Learning for primary students in Lampang Province

Scope of Research

This research aimed to study English listening and speaking skills development by using Computer Assisted Language Learning for primary students in Lampang Province.

Scope of Contents
This research aimed to develop English listening and speaking skills by using Computer-Assisted Language Learning with the contents based on core curriculums in a group of foreign language.

Scope of Populations and Samples
The populations in this research were the primary students in Lampang Province.
The samples in this research were 60 grade 4-primary students of Anubanmaemoh School Lampang Province.

Scope of Variables
• Independent variables included Computer-Assisted Language Learning Programs.
• Dependent variables included
1) English listening and speaking skills during the use of Computer-Assisted Language Learning
2) The satisfaction of the students towards Computer-Assisted Language Learning

Methods to Create and Develop Research Tools

This research is an experimental research study focused on the development of computer assisted language learning. The procedures were as follows:

1. Creation of an interview form in this research was created to meet the requirements of the target group and those related about the English contents in order to study English listening and speaking skills of primary students in Lampang Province which interviewed before and after using Computer-Assisted Language Learning.

2. Creation of quizzes in the end of the lesson in this research were created to study the achievement of the target group before and after using Computer Assisted Language Learning. The quizzes created had brought to three experts to provide English contents and check consistency of the contents, distinctness, appropriateness of the language used and consistency between the questions and the objectives of IOC (Index of Item Objective Congruence). The researchers selected the quizzes with the value of consistency greater than 0.5, which could be used as a test to measure learning achievement. For the quizzes with the value of consistency less than 0.5, they had to be amended and improved. For the quizzes with the value of consistency equal to or less than 0.00, they could not be used as a test. Therefore, for the criteria of selecting quizzes to be as a quiz to measure learning achievement, the researchers chose the quizzes with the value of consistency in a range of 0.50 – 1.00 to be used to measure learning achievement in a total of 50 items.

3. The researchers surveyed the requirements of the target group about the English contents of Computer Assisted Language Learning Programs to study English listening and speaking skills development. The additional lessons of Computer Assisted Language Learning Programs were divided into 10 lessons. Then, the lessons of Computer Assisted Language Learning Programs were reviewed by experts, improved and re-examined by the experts once again.

4. The test was conducted by assigning the 60 students in the fourth year of primary school, Anubanmaemoh School, Lampang Province who were studying in the first semester of academic year 2015 to study from Computer Assisted Language Learning Programs in order to examine their English listening and speaking skills. The period of studying was 30-45 minutes once a week. They would have to study for 10 weeks simultaneously with doing the quizzes in the end of the lesson.

5. After the students had completed all 10 lessons, they would be interviewed again in order to be examined their English listening and speaking skills development. It was an interview paralleling to an interview before class that was checked by the experts.

6. After the researchers collected the data of quizzes and interviews, they analyzed the data by the statistics were as follows: average, percentage, and standard deviation.

7. Assign the students to do the satisfaction survey on the use of Computer-Assisted Language Learning Programs. The satisfaction survey was divided the format into two parts: Part 1 – A closed-end questions:- It was a creation of messages to express opinions of the students towards Computer Assisted Language Learning Programs in order to examine English listening and speaking skills development. The scales were separated into five-level rating scales.

Research Results and Discussion

The research on the title of 'The Study of English Listening and Speaking Skills Development by Using Computer Assisted Language Learning of Primary Students in Lampang Province' had data analysis details from the research as follows:

Results of Data Analysis
Part 1 - A study of English listening and speaking skills by using Computer Assisted Language Learning of primary students in Lampang Province.

Table 1 Average scores from the quizzes at the end of the lesson to study English listening and speaking skills by using Computer Assisted Language Learning Programs

Average Score	Lesson 1-2	Lesson 3-4	Lesson 5-6	Lesson 7-8	Lesson 9-10
10	5.5	6.6	6.1	7.35	7.05

From the table 1, the study of English skills development could be found that after the students had learnt from Computer-Assisted Language Learning programs, they could do the quizzes with following average scores. The quizzes in the end of Lesson 1-2 had an average score of 5.5 representing a moderate level. The quizzes in the end of Lesson 3-4 had an average score of 6.6 representing a moderate level. The quizzes in the end of Lesson 5-6 had an average score of 6.1 representing a moderate level. The quizzes in the end of Lesson 7-8 had an average score of 7.35 representing a good level. And the quizzes in the end of Lesson 9-10 had an average score of 7.05 representing a good level. The results indicated that the average scores of the quizzes at the end of the lessons of the students in the fourth year of primary school were in a moderate level and tended to develop at a good level.

Table 2 Average scores from interviewing the students before and after studying from Computer Assisted Language Learning Programs

Average Score	Interview before class	Interview after class	Average Score Increased	Representing
20	8.45	12.70	4.25	21.25

From the table 2, the study of English listening and speaking skills development could be found that the average score of interview before class was at 8.45 and the average score of interview after class was at 12.70. Nonetheless, the average score of interview after studying from Computer-Assisted Language Learning Programs was higher than the score obtained before class at 4.25 representing 21.25%. It represented that the students had the development after studying from Computer-Assisted Language Learning Programs more than the period before class and tended to develop in a better direction.

Table 3 The number of students who got the quiz scores after studying in different levels

Level	Score	Lesson 1-2 (Person)	Lesson 3-4 (Person)	Lesson 5-6 (Person)	Lesson 7-8 (Person)	Lesson 9-10 (Person)
Excellent	9-10	-	3	3	21	15
Good	7-8	6	27	21	15	24
Average	5-6	54	30	36	24	21
Fair	3-4	-	-	-	-	-
Poor	0-2	-	-	-	-	-

From the table 3, the study of English listening and speaking skills development represented the number of the students who scored from the quizzes in the end of the lessons at various levels. As a result, the researchers had recognized English listening and speaking skills development of the elementary students as follows: 1) The scores of the quizzes in the end of Lesson 1-2: There were the students who scored at a good level in a total of 6 students and a moderate level in a total of 54 students. 2) The scores of the quizzes in the end of Lesson 3-4: There were the students who scored at an excellent level in a total of 3 students, a good level in a total of 27 students, and a moderate level in a total of 30 students. 3) The scores of the quizzes in the end of Lesson 5-6: There were the students who scored at an excellent level in a total of 3 students, a good level in a total of 21 students, and a moderate level in a total of 36 students. 4) The scores of the quizzes in the end of Lesson 7-8: There were the students who scored at an excellent level in a total of 21 students, a good level in a total of 15 students, and a moderate level in a total of 24 students. 5) The scores of the quizzes in the end of Lesson 9-10 : There were the students who scored at an excellent level in a total of 15 students, a good level in a total of 24 students, and a moderate level in a total of 21 students. From the scores from the quizzes in the end of the lessons at various levels, the scores of the students were likely to develop in a better direction. However, English listening and speaking skills development within a limited period might not result in the development of scores from the quizzes in the end of the lessons in every student because of many factors included learning ability and interestedness in learning of each student that were different as well as attitudes of each student towards English subject as well.

Part 2 - The satisfaction results of the students towards Computer Assisted Language Learning Programs to study English listening and speaking skills development of the primary students in Lampang Province.

Table 4 The satisfaction results of the students towards Computer Assisted Language Learning Programs to study English listening and speaking skills development of the primary students in Lampang Province.

Item	Content List	Satisfaction results of the students		Interpretation	No.
		$\overline{X}$	S.D.		
1	The presentation of studying by using CALL Programs was interesting.	4.22	0.76	Satisfied	5
2	Studying by using CALL Programs helped increase illustration and overtone of learning to be more interesting, readable and observable.	4.30	0.65	Satisfied	2
3	Studying by using CALL Programs had appropriate fonts and colors.	4.28	0.78	Satisfied	3
4	Studying by using CALL Programs helped learning additional vocabularies easier to remember.	4.27	0.80	Satisfied	4
5	Studying by using CALL Programs made the learning more enjoyable and interesting.	4.32	0.65	Satisfied	1
6	Studying by using CALL Programs could be repeated the lessons conveniently and easily.	4.10	0.71	Satisfied	7
7	Studying by using CALL Programs helped reduce tension in the class.	3.97	0.78	Satisfied	9
8	Studying by using CALL Programs helped increase enthusiasm in learning.	4.18	0.75	Satisfied	6
9	Studying by using CALL Programs could be learnt by themselves if needed.	3.95	0.79	Satisfied	10
10	Studying by using CALL Programs could be repeated the lessons unlimitedly.	3.98	0.77	Satisfied	8
	Average	4.16		Satisfied	

From the table 4, the satisfaction results of the students towards Computer Assisted Language Learning Programs had a mean score of 4.16 with a satisfied level of overall image.

Conclusions

The research on title of 'The Study of Listening and Speaking Skills Development by Using a Computer Assisted Language Learning of Primary Students in Lampang Province' can be concluded as follows:

1. From the study results of listening and speaking skills development by using computer assisted language learning of primary students in Lampang province, it could be found that the development of English language skills was likely to improve in a better direction since the average scores of the quizzes in the end of the lessons increased progressively. And the study results of the development of the students by the interview indicated that after learning with the computer-assisted language

learning program, they had the average score increased 4.25 points per student representing 21.25%.

2. The satisfaction results of the students towards the computer assisted language learning program in English listening and speaking skills of the primary students in Lampang province had the average at 4.16 with a satisfied level in overall image.

Finding Discussion

The research on title of 'The Study of Listening and Speaking Skills Development by Using a Computer Language Learning of Primary Students in Lampang Province' could be discussed as follows:

1. From the study results of listening and speaking skills development by using Computer Assisted Language Learning of Primary students in Lampang province, the researcher has conducted the research following to the approach of experimental research by developing Computer Assisted Language Learning Programs according to the objectives systematically. There were plans to create lessons, monitoring, evaluation, amendment, improvement, and examination by experts in both English contents and creation of Computer Assisted Language Learning Programs in a systematic way. After the process of creating Computer Assisted Language Learning Programs or the lessons of Computer Assisted Language Learning Programs, it was examined by the experts and was modified following to the instructions completely. Then, Computer Assisted Language Learning Programs was brought to test with populations and the primary students in Anubanmaemoh School, Lampang Province. This is consistent with Jaitheingtong Kanokwan. (2013), who researched in the title developing English skills of the Matayomsuksa 5 students through computer assisted, found that after students learned English grammar (adjective) by using computer assisted the development of English skills of students had higher levels than before. This is consistent with Laeied Wilaiwan (2007), who studied the research title 'The development of computer assisted instruction in English Vocabulary for Prathomsuksa 5 Students', found that the achievement in English vocabulary after using computer assisted instruction higher than before. For the research on title of 'The Study of Listening and Speaking Skills Development by Using a Computer Language Learning of Primary Students in Lampang Province' the researcher must be designed to meet the individual differences as much as possible and give an opportunity to learners to control their own lessons in part of contents. The learners will be able to learn any lesson, skip any part, out of lesson or reverse to it any time. Controlling the sequence of lessons by learners can let them choose to study any lesson earlier or later as needed. Therefore, students who interested in computer assisted language learning, the achievement of learners will tend to better, and students can develop other skills in the future.

2. The satisfaction results of the student towards Computer Assisted Language Learning Programs in English listening and speaking skills development of primary students in Lampang Province in a total of 10 items found that the majority of the students had their opinions towards Computer Assisted Language Learning Programs in English listening and speaking skills development in a satisfied level. The students were interested and liked to learn these lessons. From the observation, it found that the students were enthusiastic to learn and were very satisfied with towards Computer

Assisted Language Learning Programs in the primary school, Anubanmaemoh School, Lampang Province. This is consistent with Kangkan Sureephorn (2009) who studied the research title 'Using CAI Lessons in Developing Language Skill on Parts of Speech and Word Functions for Prathom Suksa 5 Students of Doi Luang Kindergarten School under the Chiang Rai Educational Service Area Office 3', found that the students who learned by using Computer Assisted Language Learning Programs were interested, liked the programs and required to have more lessons in this form. The use of colors, illustration, and lines with movement and music will be more realistic and appeal to be curious, practice exercises or do activities by learners, etc. In addition, this is also consistent with Champrasert Kannika (2014) ,who studied the research title The Development of Computer Assisted Instruction (CAI) for Academic Career Based on the Use of Energy Saving by the Learning group of 10th Grade Students of Occupation and Technology Learning Substance Group, said Computer Assisted Instruction (CAI) helped increase motivation for learning to learners due to learning by computer gives a new and strange experience by the uses of colors, drawing lines that look like moving as well as music that adds reality and inspiration to learners to be curious, want to do exercises or do activities and so on. Studying by using Computer Assisted Instruction (CAI) is a teaching that gives an opportunity to students to choose learning on their own and emphasize their interestedness with illustration and audio that are appropriate with ages of students. Also, time to study and lesson to learn can be chosen as needed.

Recommendations

Based on the findings above, the researchers have recommendations as below.

1. The time of studying from Computer Assisted Language Learning Programs should be increased to enhance effectiveness of teaching English listening and speaking skills.

2. Computer Assisted Language Learning Programs should be developed in a responsive function to enable the students to take this lesson to study by themselves additionally after class.

3. There should be a study on the use of Computer Assisted Language Learning Programs in English teaching to improve other skills additionally.

4. There should be a study on comparison between the use of Computer Assisted Language Learning Programs and other teaching approaches.

5. The Computer Assisted Language Learning Programs or this assisted language learning lessons should be installed on a website in order to add more channel of self-education for the students.

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