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The Role of Mobile Applications in Improving Oral Expression Among EFL Students And Teachers

The Case Study of First-Year LMD Students at Salhi Ahmed University Center Naama

Dissertation submitted to the English Department in Partial Fulfilment of the Requirements for the Degree of Master in Linguistics

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DEDICATION

To our family, for their endless love and support; to
our darlings, for their encouragement and
understanding; and to our teachers, for their guidance
and wisdom. This work is a testament to your belief in
us.

Statement of Originality

We, Aymen Boukhalefa and Abderrahmen Abdiche, hereby declare that our master thesis entitled, “The Role of Mobile Applications in Improving Oral Expression Among EFL Students and Teachers” is entirely our own work and that we have written it in our own words, it contains no material that has been submitted previously, for the award of any other academic degree or diploma except where otherwise indicated. We also confirm that the present work contains no plagiarism and any information taken from published or unpublished sources has been acknowledged.

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Abstract

It is acknowledged that good speaking and listening skills form the key to the perfect oral expression. In this respect, the present research investigates the necessity of incorporating mobile applications in learning oral expression inside and outside EFL classrooms. The primary objective of this research is to explore the effectiveness of using mobile applications such as social media platforms and academic applications as reliable tools for learning oral communication skills. To achieve this, The study employs a mixed-methods approach, combining quantitative data from students through a questionnaire with qualitative insights from teachers' interviews at Salhi Ahmed Naama University Centre. The results indicate that mobile applications are effective tools in learning&teaching

Keywords: Listening, Speaking, mobile applications, oral expression, communication

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Abbreviations and Acronyms

EFL: English as a Foreign language

STEM: Science, Technology, Engineering, and Mathematics

MALL: Mobile-assisted language learning

TPS: Think-Pair-Share

General Introduction

1. Introduction:

In the digital era, there have been significant concerns about the use of technology in education, particularly mobile applications. When it comes to teaching oral expression in an EFL setting, mobile applications have considerably impacted the teaching and learning process. "The Role of Mobile Applications in Improving Oral Expression Among EFL Students and Teachers" is thus, the subject of this investigation.

1.1 Research Questions:

this current study intended to examine the use of mobile applications in oral instruction among Salhi Ahmed Naama University Centre students and teachers with the following main research question and its sub-questions :

I. To what level do Salhi Ahmed Naama University Centre EFL Learners use mobile applications for their oral expression learning?

I.1 Which application type do students/teachers prefer between social media and academic applications?

I.2 What are teacher's attitudes toward utilizing mobile applications for teaching oral expression

1.2 Research Hypotheses:

Depending on the previous questions, the following hypotheses are formulated:

I. EFL students may use mobile applications highly in their oral expression learning.

I.1 Students and teachers possibly depend on social media applications and academic applications.

I.2 Teachers could have positive attitudes about using mobile applications to teach oral expression

1.3 Research Methodology

Sample:

The sample population for this investigation includes both teachers and first-year LMD English students from the University Center of Naama. The collected data will take into account the perspectives, experiences, and beliefs of the involved students and teachers.

Procedure:

Questionnaires are presented to first-year students to collect quantitative data. Such questionnaires are intended to investigate various aspects of the research issue. Interviews with instructors are also utilized to provide valuable insights that quantitative tools alone

cannot provide. Indeed, Interviews provide researchers with a deeper grasp of the data, providing a new context and insight that tune research outcomes.

1.4 Structure of the Study:

The introduction contains the main concepts of the study. Then, the theoretical books, journals, and other sources that are relevant to the study are compiled in the first chapter under the title of "literature review". Subsequently, the practical part of the second chapter "Research Methodology" deals with the collection, evaluation, and analysis of the data obtained from teachers and students. The chapter concludes with recommendations for using phone's applications to improve oral expression. The key elements of the study are finally revealed in the conclusion. It also makes individuals reevaluate the efficacy of using phone's applications as tools for oral expression instruction/learning.

1.5 Purpose and Significance of the Study

This study is noteworthy because it can transform educational approaches by using smartphone applications in oral expression. Furthermore, bringing this subject to light helps with the proper use of phone applications to get the best learning experience. Significantly, this study can guide educators by suggesting new techniques and processes for effectively incorporating smartphone applications into oral expression.

CHAPTER ONE: Review of Literature

1. Introduction :

Technology Integration in EFL has significantly transformed the landscape of language education and offered new opportunities and challenges. Moreover, Technology has become an essential tool in language learning activities, enabling learners to improve their language skills and fostering collaboration and interaction, especially at the oral level

2. Technology Definition :

The concept of technology has been approached from various perspectives. Benson & Magee (2014) considered technology as a means to fulfill a purpose, emphasized the practical application of knowledge, particularly in specific areas, and the utilization of technical processes, methods, or knowledge to accomplish tasks. Furthermore, Sotomayor (2021) stated that

“the definition of technology extended beyond the mere use of machines and instruments, encompassing structured relations with other humans, machines, and the environment” (p. 55-74)

Additionally, Basdogan & Birdwell & Hariss (2022) explored the interpretations of technology in teaching and learning contexts. So, they highlighted the existence of technological frames in faculty members' definitions of technology. Overall, defining technology is characterized by its dynamic and multifaceted nature, embracing the utilization of knowledge to fulfill specific purposes across various domains, including education.

2.1 Technology in Education :

The incorporation of technology in education has greatly influenced different areas of education, such as language learning. Researchers have explored numerous aspects of technology's impact on education emphasizing effective teaching and learning strategies, enhancing student engagement, improving learning outcomes, and facilitating personalized learning experiences. Further, included some key areas of research in this field such efficacy of educational technology, the design of a technology-enhanced learning environment, digital literacy and skills in addition to teacher training and professional development. supporting learning and teaching objectives across various subjects and grade levels. In this context, Reiser & Ely (1997) discussed and emphasized technology as a tool for facilitating learning and instructional processes. Thereafter technology has evolved from simply a study tool to an approach fully integrated into education, Moreover, the effects of

this integration process have been carefully evaluated, underlining the structured and systematic application of technology in enhancing the quality of education.

Additionally, in the context of linguistics Ebzeeva (2021) mentioned that

“the utilization of information technologies and artificial intelligence in theoretical and applied linguistics has been identified as a relevant and promising track of interdisciplinary research. This is further supported by the development of applications that measure the linguistic intelligence of students” (p. 299-316)

Furthermore, Mallinson & Hudley (2014) claimed that linguists need to collaborate with STEM educators to address linguistic and cultural diversity and academic inequality in STEM education. This collaboration highlights the interdisciplinary nature of technology-enhanced language learning.

According to Kurniaman et al., (2022)

“The development of technology in the world of education had the potential to change technology-based education, This developmental approach to integrate technology in language education considered both product and process, indicated the potential for more effective learning facilitated by intelligent devices and equipment” (p. 59)

In conclusion, the synthesis of these references underscored the potential for improvement in educational settings especially in EFL, and its transformative role in reshaping pedagogical methodologies. The diverse insights provided by these references collectively emphasize the significance of technology in enhancing education.

2.2 Technology and Language Learning :

Technology and language learning are two closely related fields that have influenced each other in various ways. Technology provides language learners with access to authentic, engaging, and timely material. It also offers opportunities for interaction, feedback, and self-regulation, which are essential for effective language learning. On the other hand, language learning can motivate learners to use technology creatively and critically. It also helps them develop their digital literacy and intercultural competence. In this regard Ahmadi, M. R. (2018) claimed that the use of technology, such as mobile-assisted language learning (MALL) and educational apps, has been shown to enhance vocabulary learning, reading comprehension, and writing skills.

The use of technology in language learning has extensively researched and has shown significant potential for improving educational practices. Shadiev & Yang (2020) indicated the utilization and pervasive influence of technology across various domains of language education. In terms of accessibility to resources and authentic materials and contexts more ever than before, in addition to the personalization of learning, communication and collaboration As well as interactive learning tools. This underscored the widespread adoption of technology in language learning, reflecting its impact on diverse aspects of educational practices by promoting student engagement and motivation, enhancing access and equity, enabling personalized learning, making collaborative learning easier and more efficient, supporting teacher professional development, improving assessment and feedback, enhancing administrative efficiency, and fostering global collaboration and cultural exchange.

2.3 Technology and EFL :

in EFL context technology influenced learning and teaching process. According to Roblyer, M. D, (2006) Technology has profoundly impacted EFL learning and teaching by providing access to a vast array of resources like online dictionaries, grammar guides, and interactive multimedia content, empowering learners to tailor their learning experience. Additionally, multimedia integration enhances engagement and comprehension, while online communication tools facilitate real-time interaction among learners and teachers. Moreover, adaptive learning systems personalize learning experiences based on individual needs and performance, optimizing learning outcomes. Besides, Kohnke & Moorhouse (2020) stated that

“this insight into the autonomous use of technology underscored the importance of catering to learners' preferences and needs in technological integration for language learning. The rapid spread or increase in the availability and use of various technologies and their affordances has emphasized, indicating the diverse opportunities presented by technology. This recognition of these capabilities is crucial for maximizing technologie’s potential in this area of language learning.” (p. 261-265)

Furthermore, the pivotal role of technology is explained by Chen (2015) based on his experience in elementary school he claimed that “the impact of technology-integrated instruction on elementary students' language learning motivation and performance has been

a subject of research, emphasizing the evaluation of learners' motivation in the context of technology-enhanced language learning.

3. The Definitions of Oral Expression :

Listening and speaking skills are important components of language learning and communication. According to the American Speech-Language-Hearing Association (ASHA, n.d.), oral expression involves the ability to articulate words clearly and communicate effectively.

3.1 Listening Skills :

Listening skills encompass the ability to understand spoken language accurately and effectively. As Field. J.H., (2010) noted that this includes:

- Understanding main ideas and specific details in spoken discourse.
- Recognizing tone, mood, and attitude conveyed through speech.
- Following verbal instructions or directions.
- Inferring meaning from context and non-verbal cues.
- Engaging in active listening, which involves giving full attention to the speaker, asking clarifying questions, and providing feedback.

3.2 Speaking Skills :

Nunan, D. (2003) stated that speaking skills involve the ability to express oneself fluently and coherently in spoken language this includes:

- Formulating and articulating thoughts, ideas, and opinions verbally.
- Using appropriate vocabulary, grammar, and pronunciation.
- Initiating and maintaining conversations in various contexts.
- Participating in discussions, debates, presentations, and role-plays.
- Adjusting speech register and style based on the audience and situation.

3.3 Types of Oral Expression :

In EFL, oral expression plays a crucial role in language learning and proficiency. Rubin, R. B., & Rubin, A. M. (2019) classified it into different types depending on the communication's purpose, context, and audience.

Conversations: Conversations are informal exchanges of spoken language between two or more people. They typically involve dialogue, interaction, and the exchange of ideas, opinions, or information. Conversations can occur in various settings, such as social gatherings, meetings, or casual encounters.

Public Speaking: Public speaking involves delivering formal presentations or speeches to an audience. This type of oral expression is often used to inform, persuade, inspire, or entertain listeners. Public speaking may occur in diverse contexts, including academic settings, professional conferences, business meetings, or public events.

Debates: Debates are structured discussions in which participants argue for or against a specific topic or proposition. Debates follow rules of argumentation and rebuttal, with each side presenting arguments and counterarguments to support their position. Debates can take place in educational settings, political forums, or public forums.

Interviews: Interviews are verbal interactions between an interviewer and interviewee. They are often conducted to gather information, assess qualifications, explore perspectives, or share insights on a particular topic. Interviews can occur in various contexts, including job interviews, research studies, journalistic interviews, or informational interviews.

Presentations: Presentations involve delivering formal talks or lectures to an audience. Presentations typically convey information, ideas, or concepts on a specific topic and are often accompanied by visual aids such as slides, charts, or multimedia materials. Presentations are commonly used in academic, professional, or educational settings.

Storytelling: Storytelling is the oral narration or recounting of stories, anecdotes, or personal experiences. It is a fundamental form of human communication used for entertainment, cultural transmission, and education. Storytelling can take various forms, including folktales, myths, legends, personal narratives, or digital storytelling.

Various forms of communication that are essential for language learning are encompassed by oral expression. By incorporating diverse activities, instructors can create dynamic learning environments that foster oral expression.

3.4 Methods of Teaching Oral Expression :

In teaching English as a foreign language (EFL), different methodologies are used to teach oral communication skills.

3.4.1 Task-based language teaching:

the use of real-world tasks as the central focus of language instruction. Ellis (2003) mentioned that tasks are activities that require learners to use language to achieve a specific communicative goal, such as solving a problem, making a decision, or completing a project. Different tasks or activities are included through this method.

TBLT Methods:

Focus on Meaning: Tasks are designed to be meaningful and authentic, allowing learners to engage in communication that mirrors real-life situations.

Language Use: Learners use language to complete tasks, with a focus on communication and comprehension rather than on linguistic forms.

Task Cycle: TBLT often follows a task cycle, which includes pre-task, task, and post-task stages. These stages provide opportunities for preparation, task completion, and language reflection.

Negotiation of Meaning: Learners negotiate meaning during task performance, seeking clarification and understanding from their peers or the teacher.

Language Complexity: Tasks are designed to elicit language that is slightly beyond the learners' current proficiency level, promoting language development through challenge and engagement.

3.4.2 Communicative Language Teaching (CLT):

CLT emphasizes the use of authentic communication in the classroom. As Richards & Rodgers (2014) claimed, It encourages learners to engage in meaningful interactions, role-plays, discussions, and problem-solving tasks to develop their speaking skills. Activities focus on real-life situations and the exchange of information, opinions, and ideas. In Addition, the CLT method is based on this

Communication: The primary goal is to develop learners' ability to communicate effectively in the target language.

Authenticity: Materials and activities should reflect real-life language use as much as possible, making learning relevant and engaging.

Learner-centeredness: Learners are encouraged to take an active role in their learning process, with the teacher acting as a facilitator rather than the primary source of knowledge.

Task-based learning: Language learning tasks are designed to focus on achieving specific communicative goals, promoting meaningful interaction among learners.

Fluency over accuracy: While accuracy is important, CLT prioritizes the development of fluency and communication skills, even if learners make errors along the way.

Contextualization: Language is taught in meaningful contexts that reflect its use in real-life situations, helping learners understand how language functions in different social and cultural settings.

3.4.3 Dialogues and Role-plays:

Dialogues and role-plays are effective ways for learners to enhance their speaking skills in real-life scenarios. Nunan (1991) and Swain (1985) Advise to use of dialogues and role-plays in oral expression teaching to engage students in interactive language use, promoting active participation. This method has provided contextualized language practice and allowed learners to apply vocabulary and grammar in realistic situations.

3.4.4 Language Games and Activities:

Language games and activities are excellent tools for teaching oral expression as they make learning fun and interactive while providing opportunities for students to practice speaking in various contexts. Here are some examples that can be useful for oral expression teaching

Word Association Game: Word association games stimulate vocabulary recall and linguistic creativity. Bruckheimer and Margolis (2010) Suggest a game where one person says a word, and the next person has to say a word that is associated with it. This game encourages quick thinking and spontaneous speaking.

Describing Pictures: Research by Vandergrift (2004) indicates that visual prompts, such as pictures, facilitate oral communication and comprehension in language learning. Students can describe a picture or a scene to their partners without showing them the image. This activity improves students' ability to use descriptive language and communicate effectively

4. Phone Applications to Teach Oral Expression:

Various applications were under consideration and utilized within the EFL pedagogical landscape to enhance oral proficiency. A phone application, or mobile app, is a software program developed to operate on mobile devices, providing functionalities such as entertainment, communication, and task management

4.1 Video Discussion Platforms:

Flipgrid: Flipgrid is an innovative platform that enables educators to create engaging and interactive online discussions through video. Users can pose questions, topics, or prompts, and students respond with short video clips. This app promotes student voice, collaboration, and creativity in both traditional and remote learning environments.

Previous studies have explored various aspects of Flipgrid's effectiveness in educational settings, focusing on its impact on student engagement, academic achievement, and teacher pedagogy. To begin with, Shin and Yunus (2021) conducted a study where they investigated the attitudes of pupils toward utilizing Flipgrid to improve their English speaking skills. This research delved into the perceptions of learners regarding the efficacy of Flipgrid as an app

for EFL learning. The findings of this study offer valuable insights into the reception and effectiveness of Flipgrid within the realm of English language learning. Moreover, Their study explores the integration of TPS-Flipgrid as a means to enhance oral proficiency among EFL learners in speaking classes. By incorporating TPS, educators strive to adapt language instruction to the evolving needs and dynamics of contemporary learning environments

4.2 Multimedia Presentation Tools:

VoiceThread: VoiceThread is an interactive multimedia platform that allows users to create, share, and comment on presentations, images, documents, and videos using voice, text, audio, or video comments. It's widely used in educational settings to facilitate collaborative discussions, feedback, and presentations. According to Fadeeva (2017) the utilization of VoiceThread as an online instrument can improve listening and speaking abilities beyond the confines of the language classroom. Furthermore, digital platforms create language learning opportunities and promote autonomous learning.

4.3 Interactive Image and Audio Apps:

ChatterPix: ChatterPix is an app that allows users to create animated videos from still images, with the added feature of adding a mouth to the image and recording audio to make it appear as though the image is speaking. Only a few research specifically on ChatterPix in the context of English as a Foreign Language (EFL) are carried among which the following

- Jedi-Sari-Biglar and Liman-Kaban (2023) considered such apps as a means to support learning vocabulary and motivation. Thereby by fostering linguistic proficiency and positive learner attitudes, it enriched the discourse surrounding effective language pedagogy in digital environments.

- Rajendran and Yunus (2021) examine the efficacy of Chatterpix Kids as a mobile application aimed at enhancing speaking fluency among primary English as a Second Language (ESL) pupils. This study discussed the significance of innovative mobile applications in facilitating language development and fluency.

4.4 Video Conferencing Applications:

Zoom: Zoom is a cloud-based video conferencing app that enables users to host and participate in virtual meetings, webinars, and online classes. It provides features such as video and audio communication, screen sharing, chat, recording, and collaboration tools, allowing individuals and groups to connect and collaborate remotely in real-time. Although there are few studies specifically targeting oral expression instruction through Zoom, an increasing

number of research works are exploring the application of video conferencing technology such as Zoom in language education Bawanti and Arifani (2021) investigated students' perceptions regarding the use of Zoom application on mobile phones to enhance speaking skills during online learning at Ban Loeiwangsai School, Loei Province, Thailand. Their study explored the attitudes and experiences of students in utilizing Zoom to develop oral communication proficiency within the context of remote instruction. By examining the perspectives of learners, the authors shed light on the efficacy and acceptability of mobile-based Zoom usage as a means of promoting speaking skills in an online learning environment. This research revealed a good impression from the participating students and contributed to a deeper understanding of the role of technology in supporting language learning. Lastly, highlight the importance of considering student perceptions in the design and implementation of digital language education initiatives

4.5 Digital Portfolio Tools:

Seesaw: a digital portfolio platform designed to facilitate student-centered learning and communication between teachers, students, and parents. It allows students to create and share digital content, including photos, videos, drawings, and written reflections, with their teachers and peers. Also, Teachers can use Seesaw to assign tasks, provide feedback, and assess student progress. Seesaw serves as a versatile app for documenting and showcasing student learning, promoting collaboration, and enhancing communication in educational settings. Similarly, Opportunities can be provided to enhance oral expression in English as a Foreign Language (EFL) classrooms. Seesaw included various features that served those needs

Voice Recordings: Students can use Seesaw's voice recording feature to respond to speaking prompts or activities assigned by teachers. This improves practice in pronunciation, fluency, and expression within a supportive environment.

Video Responses: Seesaw students record video responses to teacher prompts or questions, encouraging structured speaking practice and showcasing oral communication skills.

Peer Feedback: Through Seesaw's commenting features, students can provide and receive feedback on each other's voice recordings or video responses, promoting collaborative learning and skill improvement.

Fluency Practice: Teachers can design fluency practice activities on Seesaw, such as describing images or retelling stories, to help students develop spontaneity and confidence in speaking English.

Reflections: Seesaw's journaling feature supports student reflection on oral communication progress. Teachers can encourage regular self-assessment and goal-setting to track students' development over time. Thus, This research results revealed the students' difficulties in learning English speaking skills and some enhancement in their speaking skills. Concluded that SeeSaw is a useful tool for teaching and learning English speaking skills.

5. Using phone applications for language learning in Algeria:

mobile technologies all over the world are developed to handle educational applications, including in most major fields. Especially here in Algeria where the digitization process reached its climax, Besides the big augmentation of phone usage, most students' and teachers' educational activities and purposes have shifted to the mobile phone virtual world, due to its dynamic and easy accessibility. Numerous studies have been done concerning this topic that have reviewed and discussed its insights. Souhila (2021) examines the perceptions and attitudes of Algerian English as a Foreign Language (EFL) students regarding Zoom sessions in distance learning. This study experienced EFL learners in utilizing Zoom as a platform for remote education. By investigating students' perspectives and attitudes towards Zoom sessions, the author explained the effectiveness and challenges associated with online learning in the Algerian EFL context.

6. Using social media applications to practice oral skills:

The multitude of social media platforms and their content richness granted a lot of opportunities to utilize them as a tool to enhance and practice speaking and listening skills as an effective and engaging method for EFL learners. According to Chartrand (2012), social media generates meaningful outlets and stimulates learners' interest which would result in effective language learning. We can categorize the most applications as follows :

Video Content: Platforms like YouTube, TikTok, and Instagram offer a vast array of video content in various languages. Watching videos allows learners to observe native speakers' pronunciation, intonation, and facial expressions, aiding in oral skill development. Additionally, channels dedicated to language learning provide tutorials and speaking exercises.

Live Streaming: Platforms such as Twitch and Facebook Live host live streams where users can interact with content creators in real-time. Joining language-focused live streams enables learners to participate in discussions, ask questions, and practice speaking with both the streamer and other viewers. As a result Mitu (2020) in his research work aimed to see the

importance of social media in promoting EFL learners' speaking skills, and showed that has a great influence on developing oral proficiency.

Voice-Based Platforms: Apps like Clubhouse and Discord facilitate voice-based communication and discussion on various topics. Joining language-specific rooms or servers allows learners to engage in spoken conversations, debates, and language games with other users.

Podcasts and Audiobooks: podcast platforms like Spotify and Apple enhanced listening comprehension and helped learners mimic native speakers' pronunciation and rhythm.

7. Conclusion:

To conclude this chapter, the use of mobile applications as a tool has granted students a bunch of content variation and freely customized strategies for developing their speaking and listening skills or oral proficiency; this review shows that students become highly exposed to the English language through richly and enjoyably way of learning with those mobile applications resulting for an appreciation of the process.

Not only for students but for teachers also who relay their teaching methods and materials with mobile applications to raise their student's oral proficiency, thanks to the careful selection of those applications to achieve the most beneficial result. In Addition to the consideration of the student's interest and levels.

CHAPTER TWO: Research

Methodology

2.1 Introduction :

The present chapter under consideration is entirely practical, unlike the previous one was grounded in theory and built upon previous research about the topic. This chapter aims to provide a hands-on approach to the subject matter, enabling the reader to apply the theoretical knowledge gained in the previous chapter to practical scenarios. Since the goal of the research is to highlight the role of using mobile applications to Improve oral expression “Listening and Speaking skills” among students and gather their opinions towards its usage and effectiveness; A sample population and research tools were selected to test research hypotheses for reliability and validity. Therefore, This chapter outlines the research methodology and data collection methods and concludes with recommendations.

The purpose of this research is to conduct an exploratory case study to investigate the effectiveness of mobile applications in improving the oral language skills of students. The study aims to assess how mobile applications can be used as useful tools for students to learn and enhance their oral language skills. It will explore the strategies and preferences of students who use these applications to achieve satisfactory levels of oral language proficiency.

2.2 Objectives of the Study:

The purpose of this study is to showcase the possibility of mobile applications in improving oral language skills among EFL students. The study further aims to raise awareness among students of the effective utilization of such applications in improving their speaking and listening abilities. The study intends to examine the relationship between mobile applications and the development of oral language skills and to provide insights into how mobile applications can be used to enhance oral language skills in EFL settings.

2.3 Research Design:

Leedy & Ormrod (2015) defined Research design as **"a plan or blueprint for conducting a study, including the overall strategy for obtaining answers to research questions or testing hypotheses."**

The main purpose of research design is to explain the plan that a researcher uses to answer their research questions. This plan includes details about how the research will be done, such as who will be studied, what information will be collected, and how it will be analyzed. By having a clear research design, the researcher can make sure that they follow a

structured and organized approach to achieve their research goals. Research design is a crucial part of any research project, as it helps to produce reliable and valid results.

2.4 Case Study:

A case study is a form of research that aims to explain and provide a comprehensive understanding of specific cause-and-effect relationships. It involves a thorough investigation of a particular intense phenomenon, item, or event, to answer the questions of how and why it occurred. The primary focus is on revealing the specific and unique mechanisms that led to the phenomenon under analysis. According to **Yin (2018)**,

"A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident." (p. 13)

2.5 Sample :

Sampling is a crucial research step as it involves selecting a subset of the population from which the researcher collects data and makes his study. **Creswell & Creswell (2017)** **"A sample is a subset of the population that is selected for the study."** (p. 185)

Sample size in research refers to the number of individuals selected from the population to participate in the study and provide data. It is important to choose an appropriate sample size to obtain accurate and reliable results.

Trochim & Donnelly (2008) categorized sample into two main types:

Random/probability sampling design "Probability sampling is a sampling technique in which the probability of selecting each member of the population is known."

Non-random/non-probability sampling design "Non-probability sampling is a sampling technique in which the probability of selecting each member of the population is not known." (p. 255- 256)

The selection between them hinges on the research objectives.

2.6 Target Population and Sample:

Our target Population in this study is EFL Licence students at Salhi Ahmed University Center of Naama.

For the sampling, 1st-year LMD students were selected under random/probability sampling. According to Trochim, William M. K. (2008)

"Issues of validity, reliability, and generalizability are all mitigated by the use of random probability sampling, where each member of the population has an equal chance of being selected. This method is the gold standard in research, providing a solid foundation for

statistical inference and ensuring that findings can be confidently applied to the broader population.” (p .43)

2.6.1 Teachers’ Profile:

In this study 14 EFL teachers at Salhi Ahmed University Center of Naama participated as a target sample through interviews.

2.6.2 Learners’ Profile:

In this research work, 75 students of 1st year LMD students of English at Salhi Ahmed University Center of Naama were chosen randomly to distribute the questionnaire to collect data and insights into our topic. 49 students participated and formed the fundament of our analysis, taking their opinions and responses into consideration to draw our conclusions.

2.7 Data Collection Tools :

Questionnaire, Observation, Interview, etc.. are research instruments that are involved in every research work, The necessity of instruments for collecting data is akin to the compass for the explorer: they provide direction, clarity, and a means to navigate the vast terrain of information.

In the context of this study, a **Questionnaire for learners** and **Interviews for teachers** were the tools used for gathering data.

2.8 Questionnaire :

(Fraenkel, Wallen, & Hyun, 2014) believe that **A questionnaire as a research instrument that consisted of a series of questions or prompts aimed at gathering information from respondents.** In other words, It is a structured tool used in surveys, interviews, or assessments to collect data for analysis and research purposes.

Creswell, J. W., & Creswell, J. D. (2017) also stated that questionnaire is a research tool comprising a series of questions or prompts designed to gather information from respondents in a structured format. It serves as a systematic method for collecting data, often used in surveys, interviews, or evaluations. Questionnaires can be administered in various forms, such as paper-based, online, or face-to-face interactions, and are tailored to the specific objectives of the research or study.

2.8.1 Learners Questionnaire :

The Learner’s Questionnaire aims to gather essential data regarding the use of mobile applications in improving listening and speaking skills for 1st-year LMD students at SALHI Ahmed Naama University This questionnaire is designed to assess students' perspectives and experiences related to the use of mobile applications in enhancing listening and

speaking skills. The questionnaire has two parts, one includes demographic information and the second comprises open-ended and closed-ended questions related to opinions on the efficacy of mobile applications, preferred apps, the perceived influence of these apps on speaking and listening skills, personal favorite applications, and social media platforms preferences. The student's responses played a crucial role in the research, and their participation and cooperation are highly valued. The questionnaire is an essential tool to gather important data for the success of the study.

2.8.2 Teachers Interviews :

The presented interviews for collecting qualitative data concerning this research are formed by 18 questions aimed to collect information regarding teachers' experiences and opinions, examples and preferred applications and methods regarding mobile applications in addition to challenges and limitations they faced and future expectations. We also grant them the opportunity to share additional comments and suggestions, to value their responses and data for the study.

2.9 Data analysis :

2.9.1. Learners' questionnaire analysis

The first part of the questionnaire presents the demographical part in which the questions are about the gender and age of the participating students:

	Males	Females
Age	18-37	
Absolute Frequency	10	39
Relative Frequency	20.40%	79.59%

Table 2.1: Students' Demographic Information

In the second part, we include questions to gain students' opinions and answers regarding the use of mobile applications for oral expression development:

First Question: Do you prefer using mobile applications or traditional methods for practicing oral expression?

Option 1: Mobile applications

Option 2: Traditional Methods

Option 3: Both equally

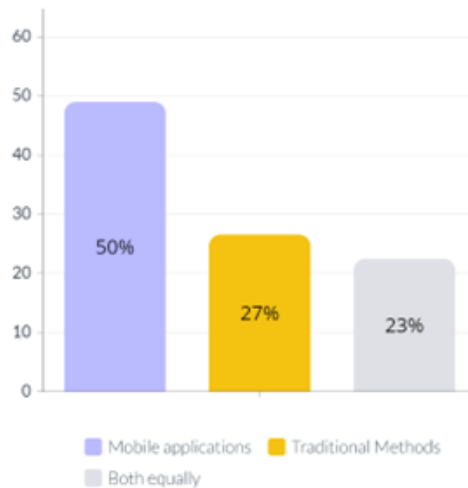


Figure 2.1: the preferred methods for practicing oral expression

The results reveal that some students (23%) prefer using both Mobile applications and Traditional methods for practicing oral expression, Whereas others (27%) prefer to use Traditional methods only, While the majority of students (50%) choose to use Mobile applications for their oral expression practice.

Second Question: How often do you use mobile applications for oral language skills purposes?

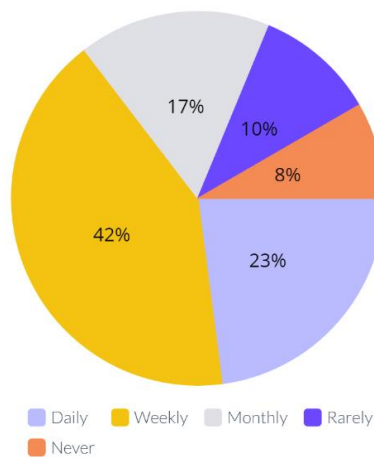


Figure 2.2: Students' mobile applications usage time

Depending on the results, most students use mobile applications for oral language skills purposes weekly (42%), followed by daily usage (23%), then monthly (17%), where some students show rare usage (10%), and finally (8%) never utilize mobile applications for oral language skills purposes.

Third Question: What do you prefer in improving oral expression?

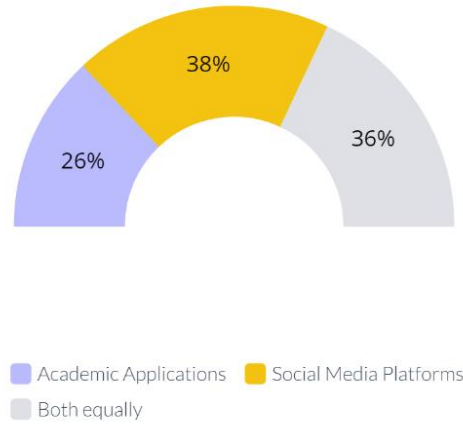


Figure 2.3: Students' applications preferences

The greater part (38%) of students prefer using Social Media Platforms, whereas (36%) of them like to use both social media platforms and academic applications equally, at last (26%) choose to use Academic applications for their oral expression improvement.

Fourth question: Have you used any educational mobile applications designed to improve your oral expression? If so, list the name(s) of the platform(s) or application(s) you used:

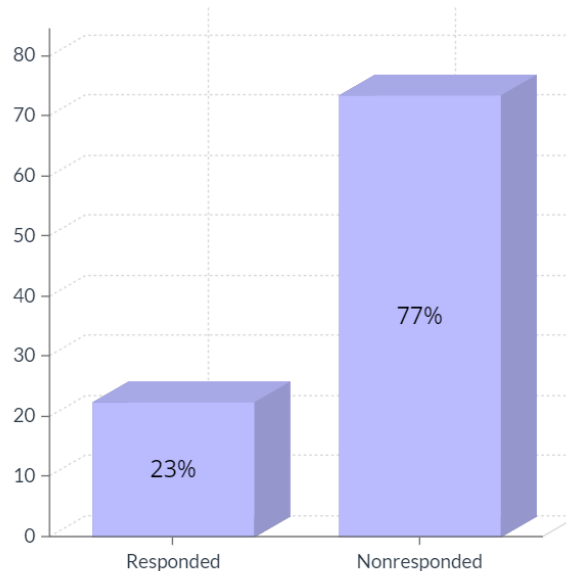


Figure 2.4: Educational mobile applications personal choice and usage

Only a few students answered this question (23%), and most of them listed that they have used “Duolingo” language learning application in addition to an app called “Busu” the rest of the responses varied from social media platforms like “YouTube, and Telegram” including educational content channels. Finally, a large number of students (77%) chose to skip this question.

Fifth question: How would you evaluate your oral expression learning experience employing academic programs or social media?

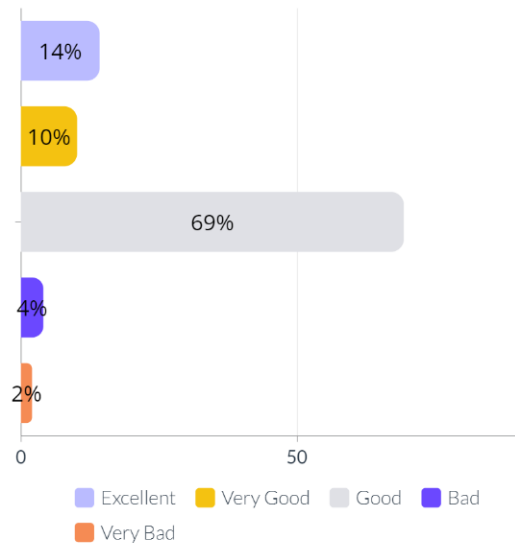


Figure 2.5: Students’ experience evaluation of mobile applications

The majority of students find their oral expression learning experience employing academic programs and social media good (69%), and (14%) excellent, followed by (10%) who rate it as very good, and only a few (4%) evaluate it as bad, and (2%) very bad.

Sixth question: Have you used the following applications or platforms to learn oral expression?

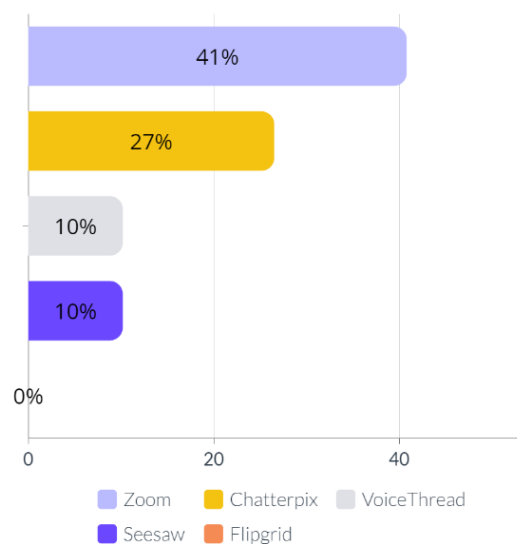


Figure 2.6: Suggested applications' past usage

This bar chart shows that most students (41%) have used the Zoom application to learn oral expression, while (27%) have used Chatterpix, and an equal percentage (10%) for VoiceThread and Seesaw. Then none of them have used Flipgrid before.

Seventh question: Which social media applications do you frequently use to learn oral expression?

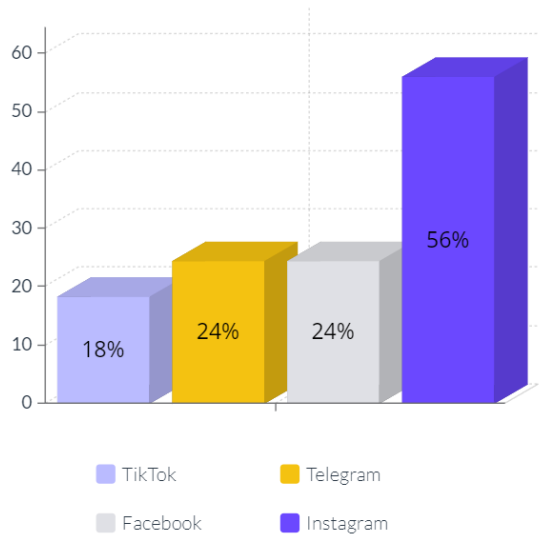


Figure 2.7: Social media applications frequently used

The analysis illustrates that (56%) of students frequently use Instagram social media application to learn oral expression, while Facebook and Telegram have the same usage percentage (24%), and at the last place TikTok (18%).

Eighth Question: Which particular applications do you use for learning oral expression?

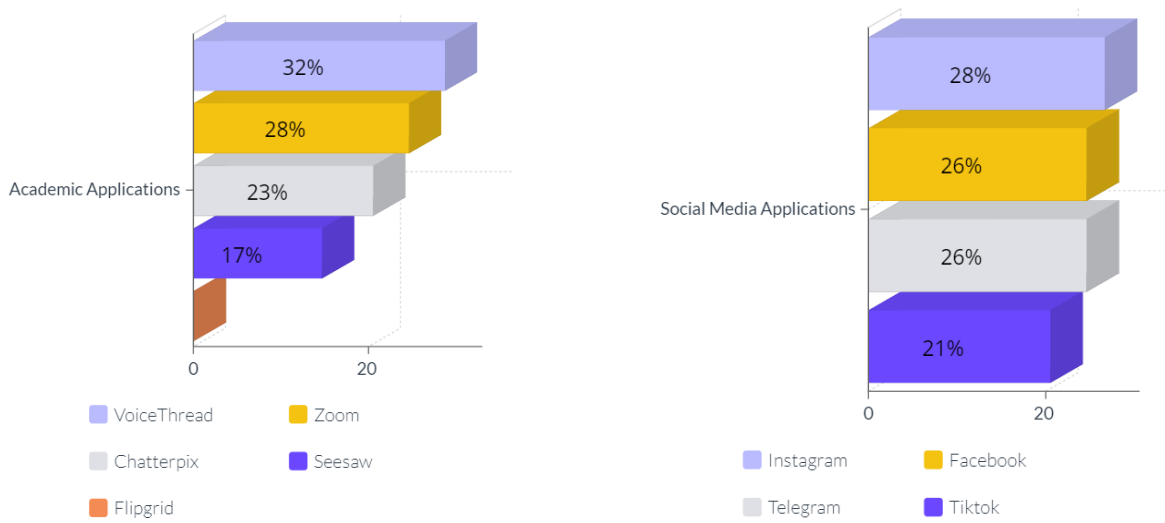


Figure 2.8: Particular applications used between social media and academic for learning oral expression

As shown in those bar charts which are divided into two sections as a comparison between Academic applications and Social Media applications, for the Academic applications section Voicethread is the top-used application by students with (32%), Followed by Zoom with (28%) and Chatterpox (23%) Then Seesaw (17%) and Flipgrid with a never used choice. Concerning the Social Media Applications section, Instagram is the highest used application (28%) Then Facebook and Telegram again have the same numbers (26%), and TikTok lastly with (21%). These results show a balanced usage between the academic and social media applications by students for their oral expression learning purposes.

Ninth question: Which mobile applications genres do you use for improving oral language skills?

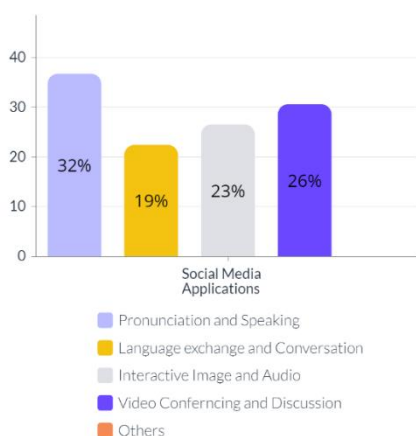


Figure 2.9: Mobile applications genres usage for oral language skills improvement

Pronunciation and Speaking applications represent the highest usage percentage (32%) genre that student uses to improve their oral expression, Subsequent by Video Conferencing and Discussion (26%), Then Interactive Image and Audio (23%), And Language Exchange and Conversation (19%), where students have enough with the stated choice of the question without mentioning other applications genres.

Tenth Question: Do you prefer using mobile applications for academic purposes or for self learning?

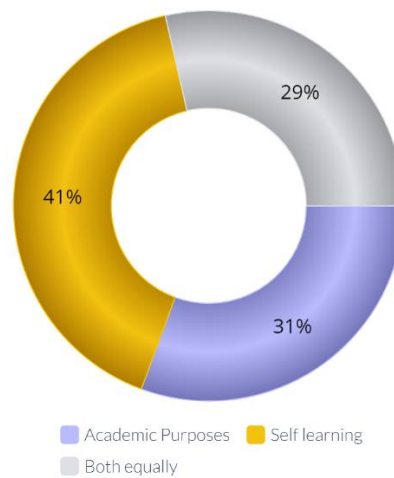


Figure 2.10: Mobile applications using purposes

Based on the information presented, (41%) of students prefer using mobile applications for their self learning, while (31%) do use them for academic purposes, and (29%) prefer to use mobile applications for both academic and self learning purposes.

Eleventh Question: What specific features in a mobile applications helps you the most to develop your oral expression skills?

Where only (6%) of students have given their impression on the features that help them the most to develop their oral expression skills. Stating answers such as listening and trying to say what you have heard as a drill process feature, in addition to facilities that involve in listening and speaking practicing provided by those mobile applications, also the abundance of opportunities and means to have a chat with native speakers. While the other students prefer to not respond to this question.

Twelfth Question: What challenges do you face when using mobile applications for oral expression development?

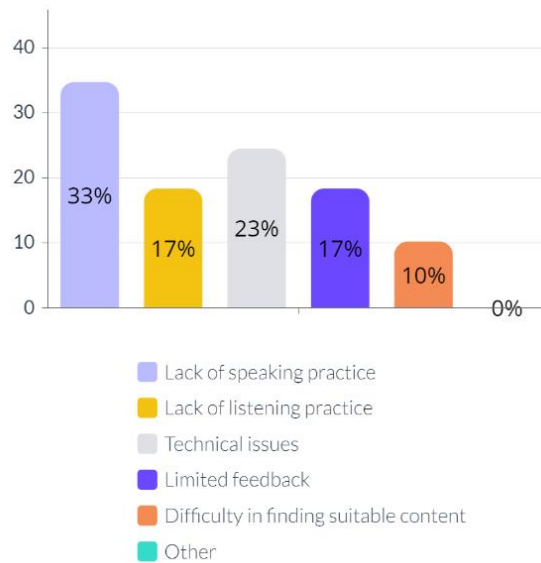


Figure 2.11: Encounterd Challenges of using mobile applications

A majority of students (33%) find a lack of speaking practice when using mobile applications for oral expression development, and (23%) face technical issues, while (17%) of students equally face a lack of listening practice and limited feedback, and (10%) struggling to find suitable content. Then no more stated issues than the questions' options.

Thirteenth Question: How satisfied are you with the progress you have made in oral expression using mobile applications?

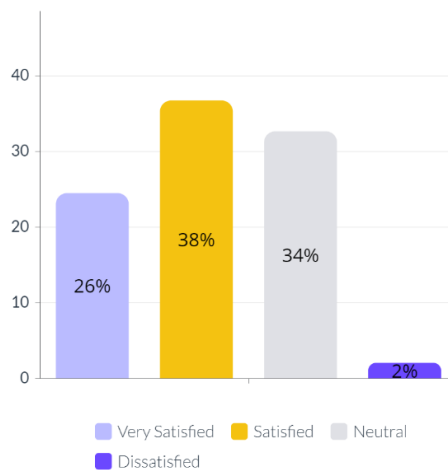


Figure 2.12: Students' progress satisfaction with using mobile applications

The vast majority (38%) of students are satisfied and very satisfied (26%) with the progress they have made in oral expression with the utilization of mobile applications, while (34%) have neutral satisfaction and very few students (2%) are dissatisfied with their progression they have made.

Fourteenth Question: Do you have additional comments or suggestions about using mobile applications to improve your speaking/listening skills?

According to the collected data from (6%) of the students who add their comments and suggestions about mobile applications usage for the improvement of oral expression, they think that the best way to improve speaking/listening abilities is to profit from the chance to use the target language with native speakers, some students also insist on the importance of using mobile applications to enhance speaking and listening skills and it is significance to keep pace with the language practice, especially for the oral expression. Moreover, students have advised learners to listen to podcasts regularly, and highly recommending TV shows using subtitles. considering those activities as a habit assuming that will for sure will magically improve oral skills, Also suggest integrating and following English content in daily social media use, preferring applications like Facebook and Zoom.

2.9.2 Teachers' interviews analysis:

Teacher's Interview was compound with 15 questions aimed to capture their unique teaching approach and experiences, regarding the use of mobile applications for oral expression development.

First Question: Can you tell us about your experience with integrating mobile applications into oral expression?

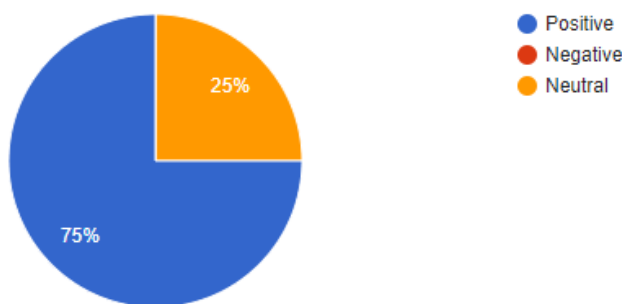


Figure 2.13: Teachers' experience

The results shows that most teachers 75% had a positive experience with integrating mobile applications into oral expression. Where 25% had a neutral impression, and the principle point here is no one experienced a negative remark with this concern.

Second Question: Do mobile applications enhance the learning process in oral instruction?

All the involved teachers in this question met on the agreement that mobile applications enhance the learning process in oral instruction if it used well.

Third Question: Have you seen any specific mobile applications that have been particularly effective in your past teaching experiences?

Teachers regarding this question revealed various mobile applications which they think is effective in their past teaching experiences, such as Cake, Facebook, Tiktok, YouTube. In Addition to recommendations Duolingo, Evernote. Some teachers said that there is many other applications they encounter without specifying it by name.

Fourth Question: In your opinion, what makes a mobile application successful for use in oral instruction?

In this concern, the participants belived that the accessibility and effortlessness of the mobile applications usage. Furthermore, the integrated attractive, interactive, and rich contents motivate both teachers and student to give attention to it. Provide authentic materials to expose students to natural language make it successful to use in oral instruction.

Fifth Question: As a comparison between Social Media and Academic apps, Which one is most effective in oral expression learning/teaching in your opinion?

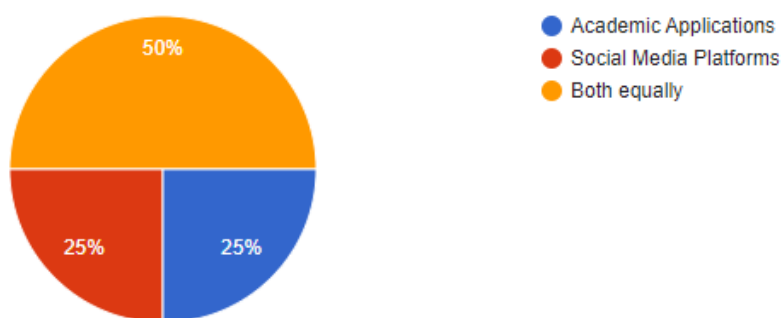


Figure 2.14: Comparison between Social Media and Academic Apps

The results shows a balance preferences between social media and academic applications regarding the effectiveness in oral expression learning/teaching, the participants thought that both of them are a good option.

Sixth Question: Which particular applications do you frequently use to teach oral expression?

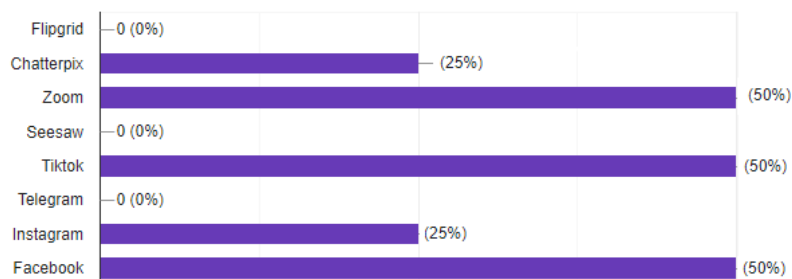


Figure 2.15: Frequent used applications to teach oral expression

The data showed an equal percentage of 50% on frequent using of Zoom, Tik Tok and Facebook. While 25% on Chatterpix and Instagram, and the rest of application kept with out selection.

Seventh Question: Can you share an example of a successful lesson using a mobile application in oral instruction?

Teachers have shared a succesful examples of speaking lessons like sharing YouTube and Tik Tok videos in oral expression about World Cup and oriental perspectives

Eighth Question: What are limitations or barriers have you encountered in using mobile applications for oral instruction?

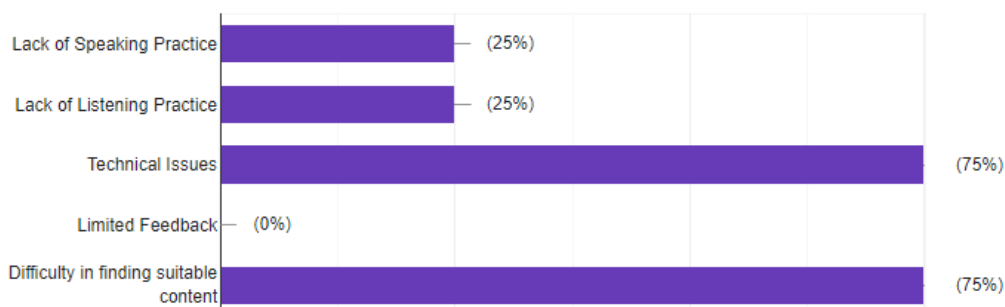


Figure 2.16: Encountered limitations in using mobile applications for oral instruction

Findings revealed a **75%** of both **technical issues and difficulty in finding suitable content** where teachers also faced **25% lack of speaking and listening practice**, the positive thing concerning this question is that no participant faced an issues with feedback using mobile applications for oral instruction.

Ninth Question: How do you incorporate student feedback or suggestions when choosing mobile applications for oral instruction?

Teachers shows a various ways to incorporate students feeback or suggestions when choosing mobile applications for oral instruction. Additionally, they using **Surveys** and

Questionnaires, and creating Feedback Sessions, in Addition to Encourage them to open communication and discussions.

Tenth Question: How do you address any concerns from students about the use of mobile applications in oral instruction?

the findings indicated that some teachers prefer to create user guides, and ask questions, they also support by tutorials videos to assist students in navigating program independently then check it frequently.

Eleventh Question: Can you share your process of selecting and evaluating mobile applications for oral expression

Selecting and evaluating mobile applications for oral expression depends on different linguistic levels. So, different applications are included to enhance student's linguistic abilities including selections of games, other teachers prefer to give chances to students to select the resources are going to be utilized for oral education, after that doing a selection to suit all interests, in addition some teachers integrate TikTok trends for instructional material assuming that this can make the learning process more engaging and relevant to students.

Twelfth Question: How can mobile applications be used to encourage collaboration and group work in oral instruction?

The analysis of this question revealed many methods that mobile applications can be used to inspire collaboration and group work in oral instruction, for instance **Creating groups**, also recommending apps like **Zoom, Google Meet, Microsoft Teams** that allow students to engage in conversations and share ideas and run peer feedback sessions, presentations, and group discussions in real time where the group members should be encouraged to practice dialogues or role-playing situations with each other.

Thirteenth Question: How do you see the use of mobile applications evolving in oral instruction in the future?

Teachers generally suppose that mobile applications will have a bright future and significantly evolve in oral instruction as very helpful tools thanks to the critical role played by technology in enhancing the interactiveness, personalization, and accessibility of learning, students with strong tools, develop every day and boost their oral communication abilities in creative and interesting ways covering much more areas of study.

Fourteenth Question: In your opinion, what are advantages of incorporating mobile applications into oral instruction?

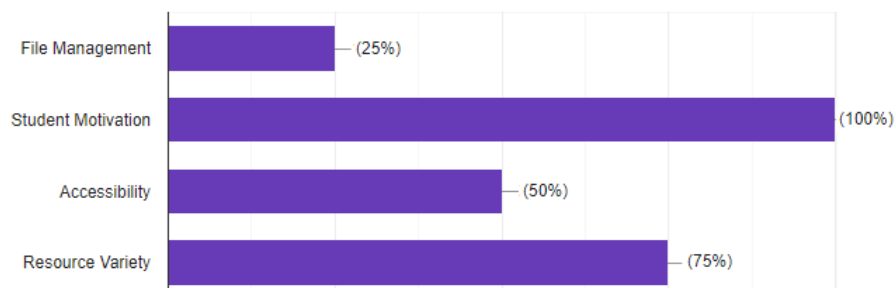


Figure 2.17: Advantages of incorporating mobile applications into oral instruction

As the data shows, the greater part of teachers 100% believe that **Student Motivation** is the main advantages resulted from incorporating mobile applications into oral instruction where 75% of them favorit **Resource variety**, followed by 50% about the advantage of **Accebility**, Lastly 25% for the **File Management** Feature.

Fifeenth Question: Do you have additional comments or suggestions about using mobile applications to improve your speaking/ listening skills?

From Teachers' responses suggest that the usage of mobile applications should be Limited inside the classrooms and only for academic issues whereas others questioned how much time and effort you devote to improve your speaking and listening abilities each day or week by using mobile applications. Finally, the rest did not have more comments and haven't been teaching oral expression to recommend other applications or supplement with more information.

2.10 Data discussion and interpretation

2.10.1 Discussion of the teachers' interviews

Our teachers' interview analysis presents valuable views and insights into their experiences concerning the use of mobile applications to learn oral expression. In essence, most teachers (75%) had a positive experience integrating mobile applications into oral expression learning, whereas (25%) exposed it neutrally. Additionally, all the participant teachers agreed to the mobile applications enhancement of oral instruction and emphasizing the appropriate usage.

Teachers also provide numerous effective mobile applications they have seen during their past teaching experiences, trusting that handy interesting features as the main reason for their success, and preferring both social media and academic applications in oral expression learning and teaching. On top of that Zoom and TikTok by (50%) frequent usage compared to other applications.

Furthermore, They share an example of a successful speaking lesson about the Qatar World Cup and its oriental perspectives using videos from mobile applications such as YouTube and TikTok. On the other hand, participants did not face any issues regarding

Feedback, unlike (75%) for technical issues and suitable content and (25%) for listening and speaking practices. Apart from this, they incorporate their students' feedback through feedback sessions using surveys. Supported by asking questions and tutorial videos to assist and address any concerns.

To select the good fit applications teachers prefer diversification to suit the students' linguistic levels, Besides their freedom to select their own resources.

In collaboration encouragement, Creating groups and using meeting applications like Zoom can motivate students to group work. As well as, all participating teachers believe that motivating students is the great advantage of incorporating mobile applications into oral instruction.

Teachers in the end suggest that the use of mobile applications should be limited for academic concerns and inside classrooms.

By tackling these results, instructors can have a deeper understanding of the teachers' experiences, ideas about teaching strategies, and the use of mobile applications for oral expression learning effectiveness.

2.10.2 Discussion of the students' questionnaire

The analysis of the students' questionnaire provides precious insights into their points of view regarding the use of mobile applications for oral expression learning. In terms of the demographical part. Most students fell within the age range of 18-37. The majority of them were females (79.59%), while (20.40%) were males.

Starting from the result of most students (50%) prefer using mobile applications for practicing oral expression, listing applications such as Duolingo, Busuu, Youtube, and Telegram with (42%) of weekly usage as the most usage time.

Evaluating their experience as Good with (69%), where Zoom application was the most used application among the suggested applications, besides Instagram as the most frequently used social media platform with (56%) of participants.

Pronunciation and Speaking constituted (32%) as the most mobile applications used genre for oral language skills improvement. Additionally, the majority of students (41%) use mobile applications for their self-learning, praising its features such as listening and speaking practices in those applications with native speakers, which results in the majority (72%) satisfaction of students between satisfied and very satisfied. Even so, students encountered challenges amid their experience where (33%) of them faced a lack of speaking practices more than the rest of the question options. Moreover, (6%) of students

include additional comments and suggestions, for instance, claiming that practicing with native speakers is the best way and insisting on the crucial role of mobile applications in enhancing speaking and listening skills and advising for language practice disciplines such as listening to podcasts and watching TV Shows and integrating your daily mobile usage with English language content.

Analyzing the students' responses can supply educators with insights into students' preferences, attitudes, and perceptions toward the use of mobile applications for oral expression learning. This understanding has the chance to create an engaging, productive, and inclusive learning environment.

2.11 Recommendations :

In compliance with the results of the current study, the following recommendations are proposed :

2.11.1 for EFL teachers :

- Appropriate application selection offers fruitful content including effective exercises with instant feedback and facilitates language exchange with native speakers.
- Exploiting the motivation feature provided by mobile applications grants teachers independence and a collaborative learning process.
- Integrate Applications into lesson strategies by pre-class preparation with app-based activities as homework. Too, in-class using applications to reinforce speaking/listening skills and role-playing scenarios. Followed by post-class encouragement to keep pace with using applications
- Monitor and guide usage by setting a clear objective to achieve and offering demonstrations and tips, in addition to, tracking progress to monitor student advancement and provide feedback.

2.11.2 for EFL Students :

- Stay motivated by setting milestones and reward yourself for achieving speaking goals.
- Use the apps consistently and practice regularly to reinforce and build speaking skills.
- Use app feedback and peer review to improve your speaking abilities.
- Define specific objectives for improving pronunciation, and fluency.

2.12 Limitations of the study:

While mobile applications revealed significant consequences and perspectives for oral expression learning and teaching in our study, it might face some challenges :

- Inquiry issues due to time constraints and management.

- Variation of mobile applications access among students.
- Potential technical difficulties with app functionality.
- Teachers' steady monitoring requirement.
- The feedback quality and overall potential influence of the learning experience.

2.13 Conclusion :

In this Chapter, we have strived to examine, illustrate, and deliberate on the outcomes of the primary data collected using diverse methodologies. Initially, the survey was employed as a means of gathering data from students, followed by conducting interviews with teachers to explore their experiences and viewpoints.

Based on the favorable outcomes achieved concerning the use of mobile applications in learning oral expression, it can be inferred that integrating mobile applications, such as Social Media Platforms and Academic Apps, into the learning of English as a foreign languages is a productive method for enhancing the oral proficiency whether in this time or the future with anticipation.

General Conclusion

Investigations indicate that mobile phones are utilized in many various situations and contexts including education. Remarkably, Mobile applications have transformed the teaching and learning process in of EFL setting. This research, hereby, investigates “The Role of Mobile Applications In Improving Oral Expression Among EFL Students and Teachers” at Salhi Ahmed - University Center, Naama.

Furthermore, the investigators employ both quantitative and qualitative methodologies to examine student questionnaires and teacher interviews. Thus, students' and instructors' replies validate and reinforce the researcher's primary hypotheses. The findings also reveal that pronunciation, intonation, and overall fluency of learners are improved by applications with fresh features and engaging tasks such as Zoom and Instagram. Additionally, mobile applications improve EFL learners' listening skills by providing a range of stimulating instructional options, hence, such applications increase the effectiveness and enjoyment of the learning experience like Telegram and Duolingo. At the instructor 's level, the results reveal that teaching oral expression can be effectively done by utilizing mobile applications both within and outside the classroom. So, teachers can have group discussions, provide direct feedback, perform live speaking tasks, and motivate learners.

In conclusion, using applications of phones to teach oral expression to students is certainly valuable in today's educational environment. However, students and teachers can benefit from using applications only by taking into consideration the traditional methods, the necessity for disciplined usage of mobile learning materials, and the different cultural settings and concerns. Accordingly, the research suggests that future studies to look at how culture affects the use of such applications, what factors to consider when choosing applications, and how to strike a balance between using traditional methods and applications.

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Appendices

Appendix A: Teachers' Interview

Teacher's Interview Questions

Greetings! We're thrilled to have you participate in this teachers' interview. Aiming to capture your unique teaching approach and experiences. Your perspective is vital in our quest for outstanding educators. Thank you for your contribution!.

1. Can you tell us about your experience with integrating mobile applications into oral expression?

Positive Negative Neutral

Others

2. Do mobile applications enhance the learning process in oral instruction?

3. Have you seen any specific mobile applications that have been particularly effective in your past teaching experiences?

4. In your opinion, what makes a mobile application successful for use in oral instruction?

5. As a comparison between Social Media and Academic apps, Which one is most effective in oral expression learning/teaching in your opinion?

Academic Applications Social Media Platforms Both equally

6. Which particular applications do you frequently use to teach oral expression?

Flipgrid VoiceThread Chatterpix Zoom Seesaw

TikTok Telegram Facebook Instagram

7. Can you share an example of a successful lesson using a mobile application in oral instruction?

8. What are limitations or barriers have you encountered in using mobile applications for oral instruction?

Lack of Speaking practice Lack of Listening practice Technical Issues

Limited Feedback Difficulty in finding suitable content

Others

9. How do you incorporate student feedback or suggestions when choosing mobile applications for oral instruction?

10. How do you address any concerns from students about the use of mobile applications in oral instruction?

11. Can you share your process of selecting and evaluating mobile applications for oral expression?

12. How can mobile applications be used to encourage collaboration and group work in oral instruction?

13. How do you see the use of mobile applications evolving in oral instruction in the future?

14. In your opinion, what are advantages of incorporating mobile applications into oral instruction?

File management Student motivation Accessibility Resource Variety

Others

15. Do you have additional comments or suggestions about using mobile applications to improve your speaking/ listening skills?

Appendix B: Students' Questionnaire

Mobile Application Usage for Oral Expression Development Survey

Hello dear students, this conducted questionnaire is to gain valuable insights into your experiences and perspectives. Your input is crucial in helping us understand various aspects of your academic journey.

Part One

Age : Gender :

Part Two

1. Do you prefer using mobile applications or traditional methods for practicing oral expression?

You can give only one answer.

Mobile applications Traditional methods Both equally

2. How often do you use mobile applications for oral language skills purposes?

You can give only one answer.

Daily Weekly Monthly Rarely Never

3. What do you prefer in improving oral expression?

You can select several answers.

Academic Applications Social Media Platforms Both equally

4. Have you used any educational mobile applications designed to improve your oral expression? If

so, list

the name(s) of the platform(s) or application(s) you used:

5. How would you evaluate your oral expression learning experience

employing academic programs or social media?

You can give only one answer.

Excellent Very good Good Bad Very bad

6. Have you used the following applications or platforms to learn oral expression?

Flipgrid VoiceThread Chatterpix Zoom Seesaw

7. Which social media applications do you frequently use to learn oral expression?

Tiktok Telegram Facebook Instagram

8. Which particular applications do you use for learning oral expression?

- Tiktok Telegram Facebook Instagram
 Flipgrid VoiceThread Chatterpix Zoom Seesaw

9. Which mobile applications genres do you use for improving oral language skills?

You can select several answers.

- Pronunciation and Speaking Language Exchange and Conversation Interactive Image and Audio
 Video Conferencing And Discussion

Others

10. Do you prefer using mobile applications for academic purposes or for self learning

You can give only one answer.

- Academic purposes Self learning Both equally

11. What specific features in a mobile application helps you the most to develop your oral expression skills?

13. How satisfied are you with the progress you have made in oral expression using mobile applications?

You can give only one answer.

- Very satisfied Satisfied Neutral Dissatisfied

12. What challenges do you face when using mobile applications for oral expression development?

You can select several answers.

- Lack of speaking practice Lack of listening practice
 Technical issues Limited feedback Difficulty in finding suitable content

Other

14. Do you have additional comments or suggestions about using mobile applications to improve your speaking/listening skills?