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Investigating the Role of the "Cake Application" in Enhancing English Foreign Language Learners' Speaking Skill
The case of first year students of English at Biskra University

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Investigating the Role of the "Cake Application" in Enhancing English Foreign Language Learners' Speaking Skill.

The Case Study of First Year LMD at Biskra University.

Je déclare en mon honneur d'avoir respecté les critères scientifiques et méthodologiques, ainsi que les critères l'intégrité académique requises dans l'élaboration de la recherche. Entre autres, j'affirme que mon mémoire est un travail personnel et non plagié.

Fait à **Biskra** le : 26/06/2021…

Signature de l'étudiant(e)

Dedication

In the name of Allah, the most gracious the most merciful, all praise to Him without him this word would never been done.

This work is dedicated to:

My loving beloved father "Said", whose prayers and support helped me to pursuit my dreams.

My caring mother "Aljia", whose words of encouragement and push for tenacity keep ringing in my ears.

My cherished sisters "Djamila" "Chaima" "Amina", who have never left my side and always inspire and push me to be a better person in this word.

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Abstract

EFL learners always have the desire to master English and communicate it effectively. Due to the importance given to the speaking skill, learners are in a continuous search about new techniques and tools to develop this skill. Technology provides various sources and techniques in the hands of students to help them fulfill this objective. This study is an investigation of one of those technological techniques which is the "Cake Application" in enhancing first year students at the Foreign Languages Department, English Division, Mohamed Khither University of Biskra. "Cake" is a mobile educational application that aims to enhance students' speaking skill. The main hypothesis proposes that if students apply effectively the "Cake application" their speaking skill will be improved. The study undertakes is descriptive following the qualitative approach where students' and teachers' attitudes and opinions were described and analyzed. To accomplish this objective, a semi structured questionnaire was administrated to 39 EFL students, as well as a semi structured interview was administered to 4 teachers. The results of this study demonstrated to the importance of the integration of the "Cake Application" in developing the speaking skill. The postulated hypothesis was confirmed; therefore, English foreign learners are recommended to use this application in developing their speaking in the future.

Key concepts: The Cake Application, Speaking skill, EFL learners.

List of Acronyms and Abbreviations

EFL: English as Foreign Language.

CALL: Computer-Assisted Language Learning.

MALL: Mobile Assisted-Language Learning.

E-learning: Electronic Learning.

M-learning: Mobile Learning.

L1: First Language.

L2: Second Language.

GPS: Global Position System.

WAP: Wireless Application Protocol.

SMS: Short Message Service.

iPad: Internet Personal Application Device.

iPod: Internet Portable Open Database.

PDA: Personal Digital Assistant.

MP3: Moving Picture (Group 3).

MP4: Moving Picture Expert (Group4).

App (S): Application (s).

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General Introduction

English is recognized as a worldwide language. It is the official language for many countries where the people communicate using it are called natives, and also it is considered as a second language for many other countries. Over the last decades, English has become an essential foreign language in the world. English is the language of all international communications: science, technology, commerce, literature. It became the "lingua franca" for the power it possesses. Speaking or communicating in the English language becomes a purpose of all people worldwide because of its status. Humans learn to communicate in their mother tongue naturally, yet linguists have differing theories about how they learn to speak in their mother tongue. However, most linguists agree that it is a complicated process that cannot be accomplished without effort to learn a second or foreign language. For non-native English speakers or English foreign language learners (EFL learners), learning to converse in English successfully is essential, and using it as a native like or at least reach and advanced level in this language becomes the primary concern for them. To fulfill this goal scientific studies and theories have been conducted. Technology have made its portion in this matter and many applications were developed. The "Cake application" in specific will be studied in this investigation; its characteristics, study modes, and how it helps in developing speaking; as well as, the attitudes of EFL teachers and learners toward it will be explored.

1. Statement of the Problem

Speaking English fluently represents a major concern for the foreign learners. The lack of interaction with natives made practicing English a hard task, as a result; problems in speaking skill occurred. The insufficient practice of English may cause many problems in the foreign

learners at many levels specially at the speaking skill; it will cause a lack of vocabulary and English expression knowledge. To fix this problem many applications were programmed; and the "Cake application" is one of them.

2. Significance of Study

This research will provide information about the "Cake application" and the way it influences EFL learners' speaking skill. Furthermore, the way it will be beneficial for students to improve their communication in English specially their speaking skill. This investigation will show that including technological applications such as "Cake" specifically will be helpful in EFL learners' curriculum.

3. Amis of Study

The general purpose of this study is to provide an overview about the "Cake application" and its benefits in developing EFL learners' speaking skill. It also will show both EFL learners and teachers if learning through application is possible or not by the use of "Cake application" as a model. The specific aims of this study can be interpreted as follow:

•   to integrate the "Cake application" with EFL learners' classes to improve their speaking skill.

•   To see the EFL learners' tendency of the application learning.

•   To provide beneficial means to facilitate English practice.

•   To see possibilities of the success of "Cake application" in learning English and improving speaking skill.

4. Research Questions

This study attempt to answer the following questions:

1- What is the "Cake application"?

2- Is it beneficial for EFL learners?

3- Is it helpful in enhancing their speaking skill?

4- Is learning through applications as well as inserting them in the EFL learning classes possible?

5. Hypothesis

We hypothesis if the "Cake application" is integrated in EFL classrooms learners' speaking skill might be improved.

6. Limitation

This research will be limited to English 1 st year LMD students at Mohamed kheither University Foreign Languages Department, English Division. In precise, it is limited to a sample of 40 students. Moreover, speaking skill has strong relation with oral expression and language mastery. So, the study will be limited to oral expression plus language mastery teachers. The second semester of 2021 academic year is going to be the duration where this study will be conducted.

7. Research Methodology

7.1. Research Methods

In order to gather information from students and teachers as well as confirm our hypothesis, we shall use the descriptive method to describe EFL learner's views to "Cake

application" as well as its use among them also to what degree it improves their speaking skill.

7.2. Sample of the Study

Our sample contains both EFL students and teachers. We have chosen first year LMD student as a sample we have selected 40 students randomly to answer questionnaires about our study, also 5 oral expression teachers to be interviewed. Our academic years is 2021.

7.3. Data Gathering Tools

The questionnaires and interview will be selected as instruments of this research. In this esteem, we will use questionnaires for the students and the interviews for teachers.

8. Research Design

This research will contain three chapters; chapter one where we are going to talk about our first variable and provide information about it which is EFL learners' speaking skill, and chapter two where the second variable takes place that is the "Cake application". Lastly the third chapter the field work where our results will set place.

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Chapter One: Speaking Skill

Introduction

Language is the way of transferring ideas and culture from one generation to the next and from one nation to another. Communicating the English language fluently become a must in all countries of the modern world, and Algeria is no exception. Speaking skill has a crucial role in communicating any language properly due to its importance just as the other three language skills. Hence speaking is a vital skill in the spheres of life. Every day in various ways, people communicate and interact with others through speaking. This chapter will be a presentation of what speaking skill is, and what scholars said about it. As well as, speaking importance, elements, difficulties, and speaking skill learning strategies. The speaking skill instruction through technology, and its relation the computer-assisted language learning in addition to, mobile-assisted language learning also will be tackled in this chapter. An overview about communication, its barriers, process, and component will be presented as well.

1. Definition of the Speaking Skill

According to Chaney (1998 as cited in Namaziandost &Nasri, 2019.p3), speaking is by far the most common way to interact with each other in a social setting. Therefore, constructing meaning and sharing it in different contexts and situations is the speaking skill key.

Namaziandost and Nasri (2019, P. 3) claimed that writing and speaking are productive language skills, whereas reading and listening are receptive. That is to say, speaking is a productive skill that involves compiling systematic verbal utterances to convey meaning.

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According to Torky (2006, p.30) mastering the following competencies: linguistic competence, discourse competence, pragmatic competence, and fluency leads to effective speaking skill achievement.

➢ **Linguistic competence:** Is composed of understandable pronunciation, correct grammatical structures, relevant language, and appropriate vocabularies.

➢ **The discourse competence:** Focuses more on coherence and cohesion and effective interaction during the conversation for its success.

➢ **Pragmatic competence:** Appropriate context and register to express a variety of language functions responsibly and adequately.

➢ **Fluency:** This entails being able to communicate fluently and at an acceptable rate.

1.1. Importance of Speaking Skill

Bygate (2003) asserted that speaking is a skill that needs more attention. English learners need to speak it with confidence because of the importance it gains.

➢ Learners need this skill to perform well in many life aspects and accomplish them.

➢ Humans judge each other through the way they speak and interact with one another.

➢ The way people speak defines whether they will make friends or not and their type.

➢ Speaking skill is a medium to build communities and achieve social solidarity.

➢ Speaking skill defines the social ranking; the way people talk indicates their social status.

➢ Speaking skill is crucial because it is a vehicle by which people learn and educate themselves, practice business and other professions. Also, it indicates the type of their jobs due to the technical jargon that exists in each position.

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➢ Speaking is the medium by which people contact and communicate with one another also express themselves and ideas.

➢ Theodore Huebner (as cited in Nugroho,2010, p.6) states," language is essentially speech, and speech is basically communication by sounds."

➢ Harmer (as cited in Nugroho,2010, p.7) remarks," whatever activity the student is involved, if it is genuinely communicative and if it is really promoting language use, the student should have a desire to communicate." For the purpose of expressing their needs in different languages.

➢ With speaking skill, not only ideas and information are transmitted, but also feelings and emotions are expressed, affecting human relationships.

1.2. Elements of Speaking

Sounds of articulation are the vehicle by which speaking skill is produced to deliver ideas, opinions, or feelings. Any speaker must consider several factors, including the following:

a- Pronunciation

Hewings (as cited in Nugroho,2010, p.8) claimed that "pronunciation is a feature of speech." Pronunciation is formed by various combined components of speech, such as sounds, syllables, words, and intonations.

According to Oxford learners' dictionaries (n.d,), pronunciation is, "the way in which a language or a particular word or sound is pronounced."

According to Jones (2002, p.3), pronunciation differs from one person to another due to several factors affecting it: location, geographical place, environment, personal differences, and society. There are many varieties of a standard form of pronunciation that exist in any language.

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It is a privilege to have the ability to speak with that standard form of speech. Jones (2002) states, "A standard pronunciation would be also useful to the foreign learner of English." Also, the styles of speech differ between the individuals.

Jones (2002, p.3) declared that the science that purchases with pronunciation is called phonetics.

Sethi, Sadanand and Jindal (2005, p.4) Claimed that English does not have one single form. It was developed into called "accents" since it is worldwide spoken. Those accents are the educated south-eastern British, educational Scottish, general American, educational Canadian, educational Australian, and educated south African. Those are the standard, and they are all acceptable and correct forms of pronunciation. They are used by the people who speak English as their mother tongue for that they are native accents of English. However, there are non-native accents utilized by the people whose English is not their mother tongue, such as Indian, Egyptian, Chinese, and many others.

b-   Grammar

According to Collins and Hollo (2017, p.3), language is divided into three significant districts; grammar (which includes two subfields itself: morphology and syntax), phonology, and lexicon:

➢   **Grammar:** Morphology: deals with word forms.

Syntax: deals with the arrangement of words to form a sentence.

➢   **Phonology:** deals with the sounds system (involving sounds, stress, and intonation)

➢   **Lexicon:** deals with vocabulary (words and idioms.)

Brown (as cited in Nugroho, 2010, p.9), "Grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence."

To sum up syntax and morphology (including inflections), phonology and semantics make up the entire system and structure of a language or different languages in general.

c- Vocabulary

According to Jackson and Amvela (2004, p.1) vocabulary is a notion that refers to the total word stock of the language. Simply it is the words existed in any single language; it is used to identify things. The study of vocabulary is lexicology; lexis is considered as a synonym of vocabulary. It is essential for communication success.

The oxford learners" dictionaries define vocabulary as a noun that refers to the whole of words a person knows and uses.

d- Fluency:

Hill (2020) declared that to say that someone is fluent in any language means that s/he can quickly grasp a conversation confidently and use the words correctly due to the context they are used in. people are fluent in their native language naturally without the need to think in the right combinations or uses of the words, also without mistakes or worries.

Skehan (as cited in Thornbury, 2000) claimed, "fluency concerns the learners' capacity to produce language in real-time without undue pausing or hesitation."

Thornbury (2000) claimed that fluency is about the number of words people can arrange together without breakdowns. He declared, "The more words you can put together without pausing, the more fluent you are."

e-   Accuracy:

Thornbury (2000) stated that accuracy is evaluated by the extent to which the learners' output matches with the native speakers' one. However, due to the prevalence of English and the expansion of several "Englishes," It became impossible to agree on an acceptable standard.

Wolf-Quintero, Inagaki, and Kim 1998(as cited in Schoeder, 2013) claimed, "accuracy is the ability to be free from errors while using language to communicate in either writing or speech."

f-   Comprehension:

Nugroho (2010, p.10) stated that comprehension is about the ability to understand something reasonably using the knowledge and facts about the situation.

According to "Comprehension definition and meaning | Collins English Dictionary" (2021), comprehension is defined as an uncountable noun that refers to the ability to understand something. It is the complete knowledge about something and its meaning. Students practice comprehension to discover whether they understood a piece of spoken or written expertise or not.

1.3.   Speaking Skill Difficulties

According to Zhang 2009 (as cited in Nakhal, 2016, pp.100-101), speaking skill is the most challenging skill to master for most English learners; the majority of them are still unqualified in oral communication.

According to Ur (1996 as cited in Nakhal., 2016, pp.100-101), many factors are the reason of those difficulties that encounter EFL learners:

➢   **Inhibition:** the fear of making mistakes, being judged, or prevent criticism.

➢   **Nothing to say:** the absence of the motive or stimulus to talk.

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➢ **Lack of participation:** due to large classes, the inclination of some students to be dominant in the class, and the absence of participation desire to others.

➢ **Mother tongue use:** learners who share the same mother tongue are more likely to use it since it is more accessible, and they feel less secure when they speak in English.

International Educational Journal (2005 as cited in Peterson, 2018) claimed that a widespread problem that faces EFL learners is that the teachers focus on the grammatical structure. Thus, the students practiced more grammar rules, while oral communication skill such as speaking and listening were underestimated. The chance to practice and speak were rare.

Peterson (2018) stated that speaking is the most difficult skill; verbal communication is impossible without practice since it is essential for speaking skills improvement.

Peterson (2018) claimed that despite the position that speaking skill acquires since there is no disagreement among students that is it a priority and the biggest problem at the same time, it receives the least attention in English courses because of the lack of training resources for teaching practical speaking skill.

Baker and Westrup (2003) declared that examination is the central focus of most schools and language institutions. Most of these examinations are written because of the facility to correct them. Less interest was given to speaking skill due to the importance given to writing skill from the students' part for exam preparation.

Moreover, Baker and Westrup (2003) stated that lack of confidence and embarrassment are among the difficulties that face EFL learners to improve their speaking skill. Lack of confidence happens when students are out of their comfort zone; plus, it causes stress and anxiety, which affects the speaking skill advancement.

1.4. Definition of Language Learning Strategies

O'Malley and Chamot (1990 as cited in AGani., Fajrina & Hnifa,2015) reported that EFL learners with more proficiency use different strategies to reach effective strategies language learning. However, those with less language proficiency are using fewer strategies or inappropriate ones. Consequently, language learning strategies are essential for the success of learning any language skill. According to O'Malley and Chamot (1990, p.1 as cited in Foreign Language Learning, Strategy Instruction: a Teachers' Guide,2015),"learning strategies are special thoughts or behaviors that individuals use to comprehend, learn or retain information."

Rubin (1975, p.43, as cited in Foreign Language Learning, Strategy Instruction: aTeachers'Guide,2015) Notified," strategies are the techniques or devices a learner may use to acquire knowledge."

Another definition to language learning strategies by Oxford (1990, p.16, as cited in Foreign Language Learning, Strategy Instruction: aTeachers'Guide,2015) is "learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, and more transferable to a new situation." In other words, they are actions that assist the learner in the acquisition, storage, retrieval and use of information. "From what is said above, learning strategies are controlled, goal-directed and applicable techniques and methods that are essential for the facilitation and effectiveness of language learning process, also for mastering the four language skills; speaking is the most significant skill to be mastered according to the majority of EFL learners. Language learning strategies are the strategies used to learn and improve the four language skills; speaking, reading, writing, listening skills.

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1.4.1. The Strategies of Language learning

According to (Foreign Language Learning, Strategy Instruction: A Teachers' Guide, 2015), researchers have offered several classifications for learning strategies. However, Oxford's1990 taxonomy is the most dominant one. According to (Oxford taxonomy,1990), language learning strategies are classified into six groups. Language learning strategies are beneficial and helpful to learn any language skill such are speaking.

a-   **Memory strategies:** which is a mental process that refers to the store and retrieval of information using divergent steps and techniques such as,

➢   creating mental links by placing new words in context.

➢   Applying images and sounds.

➢   Reviewing.

➢   **Employing actions:** using physical responses and mechanical techniques.

b-   **Cognitive strategies**: they are strategies that help the learner control and process the target language and produce individual utterances that will help in speaking advancement. The cognitive strategies can be held through:

➢   Practicing by repetition, recombining, and recognizing formulas and patterns.

➢   Receiving and sending messages.

➢   Analyzing and rezoning; analyzing the expression and deriving their meaning using translation and transferring techniques.

➢   Creating structure for input and output through taking notes, summarizing; also highlighting.

c-   **Compensation strategies:** according to oxford taxonomy (1990as cited in   Foreign Language Learning, Strategy Instruction: A Teachers' Guide, 2015) the EFL learner uses those

techniques to deal with the target language's gaps or deficiencies by guessing and adjusting to the context. Several procedures are helpful in this strategy:

➢ Guessing by using linguistic or other clues.

➢ Overcoming limitation by switching to the mother tongue.

➢ Asking for help or using gestures, mimes and synonyms.

d- Metacognitive strategies: the learners can use the metacognitive procedures that enable them to organize their mental process and improve their learning. Those strategies assist the learner to cope with new information and their organizations via:

➢ Centering learning by linking new information to what is already known material and paying attention.

➢ Arranging and planning your learning.

➢ Organizing the learning process through identifying purposes and goal, organize them, and looking for how language is learnt.

➢ Evaluating the learning using self-monitoring and self-evaluation.

e- Affective strategies: oxford taxonomy 1990(as cited in   Foreign Language Learning, Strategy Instruction: A Teachers' Guide, 2015) refer to the strategies that relate to the psychological part of the learner; it helps them control their emotions, get motivation, and ameliorate their attitude towards language learning. The teacher and classroom environment has a decisive role in supporting student self-esteem and lower anxiety.

f- Social strategies: they are social techniques that encourage communication, which is the heart of language learning. Learners have to practice language and interact with others outside and inside the classroom to achieve effective communicative competence. Social strategies can be summarized in several points:

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➢ Asking questions.

➢ Cooperating with others.

➢ Empathizing with others and developing cultural understanding.

1.5. Speaking Skill Instruction Through Technology

According to Zulfiraq (2013), information and communication technologies made teaching and learning easier and faster in the globalization era. Technology have produced numerous educational tools; also, various theories have appeared about the way to benefit from educational technology in language teaching and learning, specifically in the speaking skill. Different technological tools such as computers and mobile devices are used to accomplish this goal.

1.5.1. Speaking Skill and Computer-Assisted Language Learning (CALL)

According to Thouesny and Bradly (2011, p.2), computer-assisted language learning (CALL) is largely expanding. For the practical results achievement determined in supporting teachers' productivity and students' accomplishment with language learning; the used technology should be questioned in terms of appropriateness of software to the target of language learning.

According to Thouesny and Bradly (2011) technology may offer two types of learning "learning from,", which refers to passive learning, and "learning with technology," where the learner is actively involved. Ringstaff and Kelley (2002 as cited in Thouesny & Bradly, 2011, p.2) claimed, "computers are resources to help students develop higher-order thinking, creativity, research skills, and so on." Furthermore, computers provide various platforms for

learning speaking skill with the collaboration of the internet since it promotes social interaction and ensures different sources to learn that skill.

Davies, 2007(as cited in Thouesny & Bradly, 2011, p. 3) claimed that current researches of CALL proved that it provides a more interactive environments where the learners are active participants with web involvement which is more beneficial for EFL learners to practice more their speaking skill, hence developing it.

1.5.2. Speaking Skill and Mobile Assisted Learning (MALL)

According to Miangah and Nezarat (2012) mobile learning technology is better suited to activities that take place outside of the classroom. These activities allow learning to be more closely linked to real-world experiments. Furthermore, learning outside of the classroom via mobile phones has the benefit of better utilizing the learner's free time; even students throughout the day can improve their learning capabilities. Learning via MALL has many advantages for EFL learners since mobile phone provides many services and applications that facilitate the task of language learning; applications to improve English speaking skill are widely spread and available. Also, they are easy to be obtained from the learners' part.

2. Definition of Communication

According to Merriam webster, communication is defined as "a process by which information is exchanged between individuals through a common system of symbols, signs, or behaviors." Communication is a mean that enables people to connect to each other. Also, it is essential for societies' building and the world's continuation.

Viviers and Schalkwyk. Van (1992, p.4) Suggested that communication is a mean of surviving and development of human. Facial expressions, gestures, and vocal signals are ways

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of communication. Language is the most dominant mean to communicate and transfer thoughts, needs, emotions, and experiments. Three types of communications are proposed by Viviers and Schalkwyk.Van (1992, p.4)

Worth (2004, p.96) mentioned that communication skills are significant in a variety of life situations such as job interviews, needs fulfillment, learning new things, and dealing with other life experiences.

a-   **Interpersonal:** Interpersonal communication is defined as the spoken or nonverbal exchange of information, ideas, and feelings between two or more individuals. It frequently involves face-to-face communication using voice, facial emotions, body language, and gestures. The effectiveness of transmitting messages to others is used to assess one's interpersonal communication skills.

b-   **Intrapersonal:** It is the type of communication that happens between the human and himself. Self-talk, acts of imagination and imagery, and even recall and recollection are all examples of intrapersonal communication.

c-   **Extra personal:** Is the communication that has relation between human and animals, plants, and objects. In this type of communication, human interacts with other species.

2.1.   Barriers of Communication

Brain Tracy (as cited in Sethi & Adhikari, 2010, p.2) claimed that "your ability to communicate is the most important skill you can develop to get the fast track in your career." Therefore, effective communication is the key to improve the human career because it is crucial in their life; therefore, the success of communication means to exceed barriers and obstacles that prevent communication.

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Communication barriers mentioned by Sethi and Adhikari (2010, p.45-47) are:

a-   **Language or semantic barriers**: the success or the failure of the message depends on the message's clarity, the faulty translation, and specialized language such as the use of jargon; also, the receiver's assumptions toward the message differs from the sender's intention.

b-   **Psychological barriers:** the psychology of the speaker and the listener plays a vital role in listening, receiving, encoding, interpreting, and decoding messages. psychological communication barriers can be summarized as the following:

➤   **Inhibition:** is one psychological barrier which is the fear of being judged.

➤   Differences in perception; due to individual differences.

➤   Closed minds: The receiver receives just the critical information for them.

➤   Lack of attention plays a crucial part in communication.

➤   **Premature reactions:** the receiver reaction based on false information led to miscommunication.

➤   The emotional state influences the communication process.

➤   Emotional intelligence plays a markable role in the communication process.

c-   Organizational structure barriers and status relationship: The communication may break down at any level, where loss transmission takes place due to physical distance or the status of the sender and the receiver.

d-   Personal barriers refer to internal factors, humans' attitudes, and personalities such as inhibition, unclarity, and fatigue.

2.2. Effective Communication

Several characteristics should exist in the communication for its effectiveness. Sethi and Adhikari (2010, p.48) attained that people communicate effectively when the idea is precise, reliable, the use of appropriate language emphasis on the crucial point while communicating, credibility in communication, and listening is adequate. Also, verbal and non-verbal cues are essential in any communication contact. Hence, communication is effective when the intended message is fulfilled successively, delivered, received, and understood.

2.3. Communication Process

According to Oxford English Dictionary (p.289), communication is the action of sending and receiving information.

Narula (2006, p.16) states that the communication process happens between two persons, the sender, which refers to the speaker or writer, and the receiver that refers to a listener or the reader. The interaction happens where the sender's message intended effects on the receiver who reacts with feedback.
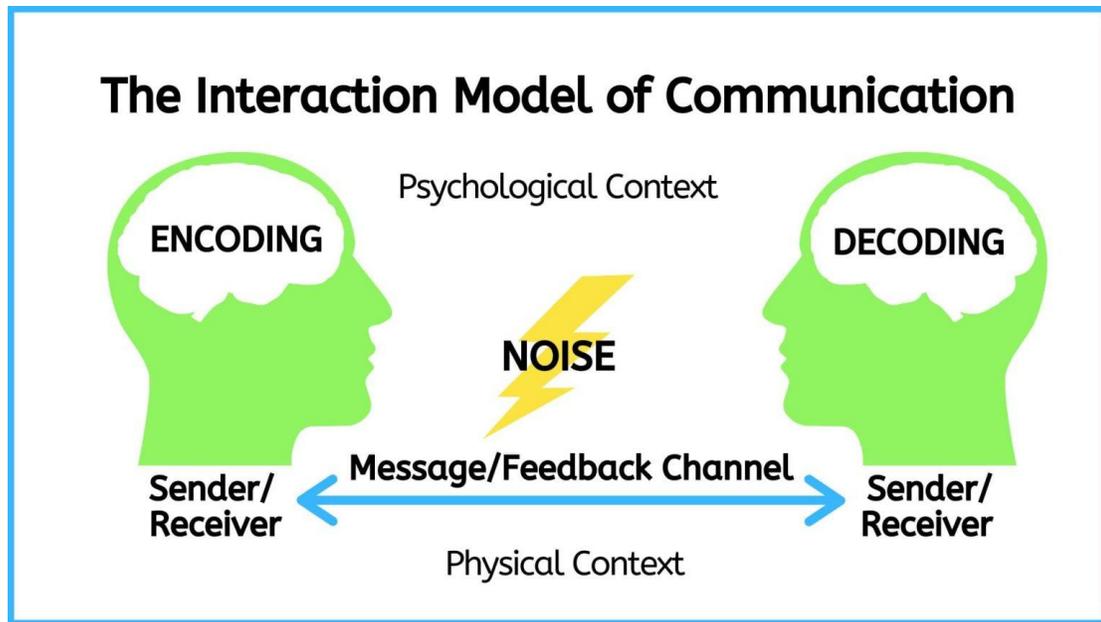
Figure 01: The Interaction Model of Communication Schramm (1997 as cited in Lapum, 2020)

The above figure is the interaction model of communication produced by Schramm (1997 as cited in Lapum, 2020). It is stated from the same source that communication is described as a process in which individuals exchange positions as sender and receiver and produce meaning by sending messages and receiving feedback within the physical and psychological environment. Instead of depicting communication as a one-way process, this model includes feedback, which made communication a more interactive and two-way process. Communication is taken place by many elements and phases that are explained as follow:

Sender: The person who starts the conversation and transmit the message; it can be a speaker or a writer.

➢ **Receiver:** The person who receives the message; a listener or a reader.

➢ **The message:** The information conveyed in written form or by speech.

➢   **The channel:** It is the medium by which the message is transmitted to its intended receiver. It can be written or oral spoken.

➢   **Encoding and decoding the message:** refer to operations of extracting the message's meaning and goals done in mind.

➢   **Feedback:** The response of the receiver to the message after interpreting it.

➢   **The physical context:** The environment in which the massage takes place. It includes: the place where the sender and receiver are; the space between them, the temperature, external factors that may hinder the communication process, such as noise.

➢   **Psychological context:** it is another important aspect of the communication process that refers to the mental and emotional factors, such as anxiety and stress.

2.4.   Communication component

According to Kumar (2011, p.178-179), communication components consist of:

➢   The speaker's intention.

➢   Generation of the sequences and utterances.

➢   Synthesis: The physical realization of words (spoken or written form)

➢   Decoding and analyzing words is divided into three categories; syntactic interpretation (the grammatical understanding), semantic interpretation, and pragmatic interpretation.

3. Autonomous Learning

Autonomy is defined in Oxford Dictionary (2001, p.90) as "The possession or right of self-government. It the freedom of action." Autonomy refers to self-control and the ability to take decisions. Also, when the individuals rely on their selves; it is the self-dependence.

Chapter one: speaking skill

Piaget 1948 (as cited in Wood, 2008, p.48) proposed that autonomy should be the goal of education. Hence, the core or the target of education should focus on developing learners' autonomy; autonomy is mentioned when talking about education. It is elaborated by Benjamine Gibles1979, p.119(as cited in Boud, 1988, p.18), "An autonomous individual must have both external authority and mastery of himself and his power." Therefore, autonomy is individual and self-education; learners who use this way of education are autonomous.

Hill 1991, p.44(as cited in Masouleh & Jooneghani, 2012, p.836) claimed that" little progress can be made in debates about autonomy until these different ideas are sorted out." This means that various researchers developed ideas and thoughts about autonomy, which is a principal in the learning process that learners should increase. Autonomy is important in the language learning process for EFL learners.

3.1. Autonomous Learners and Technology

According to Pellegrino and Hilton (2012) and Ting (2015) (as cited in Lan, 2018) learning has taken new approaches in the twenty-first century due to technological advancement. As a result, students have begun to learn in a variety of ways using technology. Technology opens the door for EFL learners to be autonomous through the variety of sources it provides, such as computers, the internet, and mobile applications that help them be active and participate during learning. The use of technology sources enhances educational productivity by accelerating the rate of learning.

4. Classroom Interaction

The notion of interaction refers to the social part of human beings. Brown (2001, as cited in Dagarin, 2005, p.128) stated that "… interaction is, in fact, the heart of communication: it is

what communication is all about." He denotes that communication and interaction are interrelated to each other since interaction is the core of communication. Classroom interaction refers to the communication that happens inside the classroom between the teacher and his student or among the student among themselves. Different types of interaction can be categorized follow:

➢ Teacher-students.

➢ Students-teacher.

➢ Students-students.

Conclusion

Speaking is essential skill for the world's connection and unity. It is crucial for the mastery of any foreign language, also it owns the attention of the majority of EFL learners. having a well assumption to what is speaking skill, its characteristic and its learning strategies helps learners to better acquire this skill and develop it. Also, this will give them an efficient understanding to choose the appropriate learning strategy that suits them according to their style. Speaking is vital for the effectiveness of communication which is the target of all EFL learners. For the success of communication process many producers mentioned above should be respected. Technology have provided suitable platforms for EFL learners that may satisfy their target needs hence help them to develop their speaking skill through producing a variety of sources that can fulfill EFL learners need.

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Chapter Tow: the "Cake application"
Introduction

It is a difficult and challenging target for EFL learners to achieve speaking skill proficiency and fluency in English foreign language. Teachers need to invest time, resources and efforts in order to increase their learners' level of speaking. Technology integration in the teaching learning process has emerged as a requirement for life long teaching and learning. This study will shed the light on the mobile assisted-language learning (MALL) through the role of the trendy and well-known application called "Cake" at the English foreign language learning specifically enhancing learners' speaking skill; our study will be an investigation about their attitudes and views toward this application and its effectiveness in their learning process. This chapter is an attempt to provide an overview about mobile assisted-language learning's applications, also we will present "Cake" application, its development and its features, in addition the creation of a "Cake" account and its study modes. Finally, this chapter will end with display the role of this application in enhancing the learner' speaking skill.

1. Technology in EFL Classes

"Techne" as it is mentioned according to Skribina (2015as cited in Carroll, 2017, pp.1-5) refers to" art" or "skill". "The logos is the implicates the principal of creation that was convey in the meaning of techne". The word technology refers to the application of skills and art.

Oblinger, (2006 as cited in Vera, 2012) claimed that all students suffer from lack of time due to widespread part-time jobs. Technology-rich provided solutions for this issue by offering numerous teaching and learning spaces and platform. For example, providing easy access to

international expertise, opening opportunities for remote exploration, provide spaces for interaction and communication, also provide mobile application for learning tasks.

Today, technology is prevalently used in education and learning languages. It provides various strategies and techniques in learning process. The integration of technology helps in the achievement of the proficiency in learning foreign languages; also, EFL learners have greater chance of developing their capacities when using technology. Furthermore, technology learning environment provides key factors in motivating and engaging learners.

Bahadurgarh and Omidvar (2014, p. 11) claimed that "technology gives learners a chance to engage in self-directed actions, opportunities for self- paced interaction, privacy and a safe environment in which errors get corrected and specific feedback is given." Technology provides learners with an atmosphere of learning where they can be participant and active. Also, it gives the learners an immediate feedback that allows them to know their level. Technology facilitated the mastery of speaking skill which is a necessary component of communication.

Li (2017, p.3) asserted that technology in language learning has been developed since 1950s, dues to the evolution of computer technology. The progress of technology in language education in a consequence of the progress in language theories and pedagogical considerations.

2. Electronic Learning (E-Learning)

According to Cambridge Dictionary (2021) E-learning is defined as "learning done by studying at home using computers and courses provided on the internet." It is a type of learning system that combines formalized teaching with the use of electronic resources while education can take place in or out the classroom. In addition, e-learning is primally dependent on the use of computers, mobiles or personal digital assistant (PDA's) and the internet.

Moubayed, Injadat, Nassif, Lytfiyya and Shami (2018) declared that e-learning has become more prevalent as a result of the evolution of technology and the increase of information entree around the world, as it permits learners to learn new skills without the need to the physical presence of teachers. E-learning is the use of electronic technologies to deliver access to educational curricula outside of a traditional classroom. The access to e-learning courses, modules or programs is characterized by:

> **Online:** Where the learners can access to the context through the internet with the use of their devices; computers, laptops, mobile phone or any device connected to the internet.

> **Offline:** The learners can access to the recorded or installed materials without the requirement to the internet.

> **Time:** When student can access to the learning materials, it can be synchronous where the content is given in real time, or asynchronous; where the student can access to the content at any time.

3. Mobile Learning (M-Learning)

Microsoft News Center (1997 as cited in Vera,2012) stated that Microsoft and Toshiba launched the "Anytime Anywhere Learning program" in 1996. The main purpose of this program is to improve access to laptop computers in schools across the United States and demonstrate the substantial educational benefits. McNeal, Van+Hooft, 2006 Milard, Spikol, 2007, Pea and Maldonado, (2006as cited in Vera, 2012) claimed that "the Anytime Anywhere Learning" slogan has been an inspiration in the twenty-first century. Hence, mobiles technologies have been wildly developed and applied in distance education.

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According to Vera (2012) mobile learning gives a considerable attention for language learning. Depending on the availability of free and inexpensive mobile applications presented on online store, and operated by Apple, Black Berry, Nokia, and Google in addition to another companies that gives attention for language learning especially English language; due to, languages are considered as means to improve employment and trade, and English is considered a lingua franca that connects all the world together.

Lehner and Nosekbel (2002, p. 15 as cited in Amiri & Branch,2012) stated that mobile learning is defined as "any service of facility that supplies learner with general electronic information and educational content that aids in acquisition of knowledge regardless of location and time." Communication technology is vastly developing and expanding in the world; it becoming popular with time since mobile phones with advances technology extend into all human life fields. Mobile learning is considered as the next generation for learning since it characterized by spontaneous, informal, personalized and ubiquitous learning. It is suitable for people suffering from limited time for learning which is the case with the majority of them nowadays due to long hours of work.

Many factors existed in mobile phones suck as, their size, weight as well as their capacities and the numerous learning applications people tend to that kind of learning rather than the traditional one.

Rosisole', Calic, and Neijmaum, (2010 as cited in Vera, 2012) stated that "in which the learner uses a variety of locations to enact and rehearse a personal voice"; mobile technologies can facilitate a social practices approach since it is associated with the personal identity through the process of learning foreign language. Cultural dimension and how individuals think and interact in each community as well as, time and place are considered.

4. Mobile Assisted Language Learning (MALL)

4.1. Definition

Kim and Kown (2012) asserted that the term mobile assisted-language learning (MALL) was first coined by Chinnery 2006. It refers to the use of mobile devices to support language learning. Kukulska-Hulme (2013, p. 3071 as cited in Stockwell & Hubbard, 2013) defined MALL as, "Mobile technologies in language learning, especially in situations where device portability offers specific advantages."

Chinnery (2006) claimed that mobile learning can be face to face, distance, or online; also, they can be self-placed or calendar-based. Mobiles are instructional tools not instructors themselves. They are tolls that contain instructional content, however for the effective use of any instructional mobile tool in language learning; it needs attentive appealing of second language pedagogy. Cell phones, personal digital assistants and portable digital audio players are all types of mobile devices. Their use in language learning can provides the learners with an immediate feedback and assistance in their learning process. (Chinnery, 2006) stated that mobile technology has offered countless practical uses in language learning. Since the majority of people own mobile devices. Dias,2002, Spring, Thornton and Houser (2005 as cited in Chinnery, 2006) stated that in Japan, for example cell phones are universal among college- aged individuals. Kcavik (2005 as cited in Chinnery, 2006) stated that 82% of students in higher education in the United States owned cell phones, and less than 12% awned PADs because mobiles technologies are less expensive.

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El-Hussein and Gonje, (2010 as cited in Kim & Kown, 2012, p. 33) defines the notion mobility in three significant areas: mobility of technology, mobility of learning, mobility of learner.

> **Mobility of technology:** includes smartphones, digital cameras, hand-held computers, global positioning system (GPS), or other mobile devices that are equipped with wireless application protocol (WAP).

> **Mobility of learning:** Sharples, Taylor and Vavloula, (2005 as cited in Kim & Kown, 2012) it generates new modes of educational delivery: learner-centered, personalized, situated, collaborative, ubiquitous, and lifelong learning.

> **Mobility of learners:** Ting (2005 as cited in Kim & Kown, 2012) stated that mobile learning allows learners to be more flexible, accessible, and to personalize learning activities and environment, also to select study modes that suits them. As a result, learners can take advantages of their learning also, this facilitates productivity and effectiveness.

According to Kim & Kown (2012) MALL permit learners to access language learning resources easily and communicate with people at any time and from any location. Also, it will facilitate the task of participating in both collaborative and individualized language learning activities for EFL learners; it will develop speaking, listening; reading, and writing skills.

4.2. Mobile Assisted Speaking Skill Learning Theories

According to Wiemeyer and Zeaiter (2005 as cited in Peng, Hager& Lowie, 2020) mobile technologies helps learners to practice and enhance the receptive skills (listening and reading)

also their productive ones (speaking and writing), an illustration to that Ahn and Lee (2016) designed mobile assisted- activities that allowed learners to access authentic learning resources continuously and spontaneously and practice their speaking skill.

Duman et all (2015 as cited in Peng, Hager& Lowie, 2020) stated that mobile technologies allow L2 learners to practice and develop their speaking skill through voice/ speech recognition technology.

Kukula-Hulme and Shield (2008 as cited in in Peng, Hager& Lowie, 2020) noted that mobile technologies achieved a great sense of learning community within language learners because in this virtual community excited in mobile devices both native speakers and language learners communicate with each other whether via speech, oral exchanges, or via written forms.

Chappell and Sauro (2017as cited in in Peng, Hager& Lowie, 2020) claimed that when the classroom instruction gives more attention on teaching vocabulary and grammar rather than focusing on the four skills, mobile technologies provide learners with opportunities to practice their listening, speaking, reading, and writing skills.

Brown (2001 as cited in Chinnery, 2006) stated that one of the first projects using mobile phones in language learning was developed by the Stanford learning Lab. Tornton and Houser (2002, 2003, 2005) also done another project and innovation to develop teaching English using mobiles at a Japanese university. Kim and Kown (2012) claimed that Thornton and Houser 2005 used mobile phones for English lessons and asserted that mobile learners perceived more and preferred learning with mobile phones compared with paper, and computer-based lessons. Kiernan and Aizawa 2014 investigated the use of mobile phones for task-based language

learning and concluded that incorporating tasks can promote second language acquisition and make learners focus on meaning.

4.3. The Relation Between MALL and Motivation

Nakata (2006) claimed that cognition, feeling, emotion and environment are related with the nature of motivation. Motivation is related to what is inside the human being; it is an innate nature because humans need motivation to fulfill any task. The most notable that motivation appears in the psychology filed to illustrate that by learning process will be accomplished by the need to be motivated.

Motivation in EFL classrooms considered as a determinant of the learning success, as a result there has being a significant amount of research that investigates the nature and the role of motivation in The L2 learning process. Ushioda (2013) asserted an explanation of the relationship between EFL learning and motivation. She stated that motivation always seen as a significant factor influences the success of second or foreign language learning process; that means motivating learners to speak themselves is a major goal in EFL classrooms. In addition, numerous investigations shown that mobile assisted language learning can increase the amount of learners' motivation because it provides the appropriate atmosphere to learn. It allows the learners to be engaged that will build self-esteem and increase their confidence, also it corrects their errors and mistakes this falls under self-learning style.

Kim and Kown (2012) claimed that mobile technology provides several language learning resources and tools that encourage EFL learners to be more motivated, autonomous, situated, and interactive. The integration of mobile assisted-language learning in the learning process will improve learners speaking through the continuity of learning in which the learner is directed

and allowed to participate, interact, speak, and communicate daily benefiting from their mobile devices using dictionaries, chat spaces, short message service (SMS) also mobile application which are designed for the purpose of language learning. Miangah and Nazarat (2012) stated that with mobile device the learners can control their learning process based on their cognitive state. Learning via mobile devices increases the learner's motivation through:

- ➢ It offers enjoyable learning style.
- ➢ Variety of learning apps that suits every learner's style.
- ➢ The different learning platforms and environments
- ➢ The reduced screen size, limited audio-visual quality, visual key boarding and one figure data entry of mobile devices attracts more EFL learners.
- ➢ Mobility allows students to learn anywhere at any time due to its portability and connectivity.

5. "Cake Application"

5.1.   Definition of Mobile Application Notion

According to Teachopiedia (2020) application is a software or a program designed to run electronic devices such as, smartphones; tablet or computer. They are limited software with limited and defined functions. App store or Google play store is an online store that contains thousands of applications that can be downloaded into any mobile devices; iPhone, iPad, and iPod touch.

According to Wikipedia contributors (2021) mobile application is also referred to as a mobile app or simply app; it is a computer program that is intended for productivity assistance in many domains; such as, email, calendar, databases.

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American heritage publishing company (2006, p.13) defined the notion application:

> A computer program that serves as a tool to help users accomplish some specific task or range of related tasks. Popular application includes word processors and text editors, spreadsheets and accounting, packages, data base management programs, communications software, and programs for entertainment and education.

Tamhani (2015 as cited in Fitria, Dwimauliyanti & Sapitri, 2021) claimed that the use of mobile application became a necessity for human life; mobile technology changes the way of life also of learning way. Mobile technological apps for learning English are created and developed for the reason to make the learning process easier.

5.2. "Cake Application" Definition

Nowadays, interaction through networks appeared. The impact of technology demands to learn language that all the world can understand. Likewise English as a second a foreign language has great spread. This orientation toward learning English because it became the language of all sciences and technology. As a consequence, technology and language perspectives have developed new ways and techniques to learn English such as mobile apps that facilitate this goal.

According to Cake Corp "Cake application" is launched in 21 March 2018 and its last updates in 30 Mai 2021, it is listed under "Education category" it is a learning English application and its highly ranked in several countries since it is evaluated with 4.8/5 also it is one of the most popular applications in Google Play store with more than 50 million installs.

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According to Fitria, Dwimauliyanti and Sapitri (2021, p.120) "Cake English learning Application" is created by Playlist Corporation. It is updated in December 17, 2019 with the version of 2.4.1. Currently, this application if free, and it can be downloaded on Android 4.4+. This application allows learners to learn English from videos, short English dialogues and conversations which are daily updated thus learners can learn rapidly and continuously.

Yanthi (2021) stated that the "Cake application" "is the newest, popular android mobile application developed by south Korea. It is an application to help people to be better speakers. It gives people the confidence and skills to speak powerfully on stage, in front of public." Sinha (2019 as cited in Yanthi, 2021; p.127) asserted that "Cake application" allows people to listen to their recordings. This application is helpful in English language learning with fun way. Batool (2019as cited in Yanthi, 2021, p 127) stated that "Cake" is the greatest application to learn English language using short videos that represent an example of a word or an expression that will be used in the daily life.

According to Lestari (2021) "Cake Application" is one of English language learning applications that focuses on speaking skill. "Cake" provides the learner with several activities that boost his learning process; such as, pronunciation, sentence building, repeating after the videos and many other activities that can be applied in pre-speaking, the while speaking, and in the post speaking stage of primary English-speaking class. Also, it allows the leaner to select study goals to determine his study progress. "Cake" is like a mini-English teaching classroom.

5.3. Description and Features of "Cake Application"

5.3.1. "Cake Application" Description
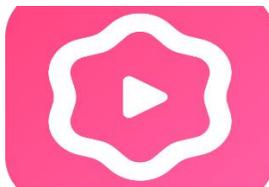
Figure 02: The "Cake Application" on the app store (app store n. d)

Cake is an application which is designed for the purpose of learning English language with fun, easy and freeway. Bonifaz (2020) stated that Cake- Learning English application's screen contains five main options (home, research, speak, library, and profile). "Cake" is a real video library that contains clips from YouTube, movies, series, and animations. Each video covers one minute duration. Its websit is: https://mycake.me/

5.3.2. "Cake Application" Features

According to (Fitria, Dwimauliyanti & Sapitri, 2021) basic feature of "Cake application" mentioned as follow:

> ➢ Learning real English expression curated from YouTube.
>
> ➢ It offers native speaker's conversations for learners to practice.
>
> ➢ "Cake application" is designed to check pronunciation with speech recognition tools.
>
> ➢ "Cake" is completely free and contain no commercial advertisement that irritates the learning process.
>
> ➢ "Cake" provides the learners with an immediate feedback to their pronunciation and speaking.

➢ It characterized by its grading system.

5.4.   Creating the "Cake Application" Account

Fitria, Dwimauliyanti and Sapitri (2021) stated that after   downloading this application from google play store, the user can easily enter with guest mode in which he or she do not need to sign in. Otherwise, to access this application first, the user should sign in using Face book, email or a Google account. These are the main steps to create a "Cake" profile:

➢ Download the app from play store.

➢ Select the language (according to the learners' mother tongue).

➢ Click the "Start" bottom the enter the first day of the new English learning habit.

➢ Go to "Profile" to create a "Cake" profile via face book, google account or email.

➢ Select email then enter a passe word for your profile. The option" save you passe word" will appear on the screen if the learners want to save it.

➢ Select face book or google account to sign in directly.

5.5.   The Way of Using "Cake Application"

According to Fitria, Dwimauliyanti and Sapitri (2021) in order to start speaking course on "Cake application" the learner turn on the microphone, then choose the level of learning, lastly select the episode or le topic the learner want to learn. After each episode the learner earns ten coins. When sign in the learner will get 30 coins to open the episodes of speaking courses. These coins are used to buy individual speaking episodes.

Listening is a major skill used in the speaking course; when learner need to listen to real life conversation that contains an utterance repeated three times. The learner should pronounce that

utterance and his pronunciation will be graded; also, other activities are provided in this application.

5.6. "Cake Application's" Study Modes

"Cake application" contain several study modes and activities that help the learners to practice and develop their speaking skill. The learner chooses the study modes that suits him better. Each study mode indicates a deficiency in English speaking skill and it provides the learners with activities to ameliorate it. These study modes are:

> **Drill mode:** It provides short clips that contains conversations and dialogues from YouTube. These conversations include a repeated utterance three times. The repetition of the utterance is for the purpose of memorize and ameliorate the pronunciation of the learner. According to Hussain (2018) drill activities are used to improve pronunciation, there are two types of drills; recognition drills in which the learner recognizes the sound (utterance), and reproduction drill where the learner is asked to reproduce the utterance.

> **Speaking challenge mode(pronunciation):** this study modes comes just after the first one; when the learner listens to the expression or the utterance in the conversation clip there is an icon where he tries to pronounce it and compare it to the original. After he pronounce the utterance, his pronunciation will be graded to (A, B, C, or D) according to his level. According to Yanthi (2021) after watching the conversation on the channel, the learner speaks the repeated utterance then checks his speaking and pronunciation ability to that utterance with the speech recognition tools then get an immediate feedback.

➢ **Listening challenge:** "Cake" provides a listening study mode where it provides the learner with a sentence with a missing word. The learner should listen to that sentence then indicates the missing word and type it.

➢ **Speak and listen study mode:** it provides conversations where the learner speaks, listen and replies to a bot designed in "Cake application". In speak mode the learners speak and make dialogues with the bot where the bot talks to him and he should reply orally. When the learner replies he will be graded automatically and immediately. However, in listen mode the learners listen to dialogues to improve his listening abilities, and he can ask for repetition when needed by clicking on repeat icon. According to (Hussain,2018) dialogues are techniques used for practicing language functions such as, greeting, agreeing, disagreeing, apologizing and suggesting.

➢ **Sentence building study mode:** in this study mode, a sentence of the video is looped, and its words are displayed in random order at the bottom of the screen. The learner should listen to the correct sentence form from the video and put its words back in the right order to recompose the sentence he listened to.

➢ **Review (random daily quiz):** the learner can take a quiz and review the episodes and utterances he has studied and learned by take review quizzes that he has saved before.

➢ **Look up definitions:** Mena Bonifaz (2020) stated that "Cake application" permit its users to check the words definitions, meaning, or synonyms using online dictionary implemented by the app.

6. The Role of "Cake Application" in Enhancing EFL Learners Speaking Skill

According to Bonifaz (2020) "Cake application" motivates students to practice their English pronunciation and vocabulary through the use of communicative expressions represented in daily videos of daily life spoken by native speakers which will expose EFL learners for native English speech and helps them acquire the language. It offers learners with slang, idioms, phrases, utterances, and daily expressions curated from YouTube. This will help the EFL learners understand the utterances from the context and understand the native of English culture, also way of speaking more.

According to ("Learn English with Cake") EFL learners can develop their speaking skill simulating English native speakers' conversations with fun and free learning experience which will help the learners keep their motivation level high.

According to Ananda (2019) "Cake" promotes learners' pronunciation with the pronunciation checker that allows learners to practice this aspect daily, and correct pronunciation is significant for the speaking success and the effective delivery of conversations.

Bozorgian and Kanani (2017) claimed that one of the studies attempting to investigate the task repetition is by Bygate,1996. His study investigates the effects of task repetition on language production (speaking and writing). In his study he demanded from the participants to watch a cartoon video and retell it. The results of this study showed an advocating change in accuracy in terms of vocabulary, idiomaticity, and grammatical structure. Also, the study showed that the learners' attention is considered in the oral production. The study indicates that repetition improved learners' oral performance which means speaking skill. Bygate (2019 as

cited in Bozorgian & Kanani, 2017) claimed that task repetition improves learners' fluency. "Cake application" offered the same learning structure by its videos where the learner in provided with a video contains an English conversation stressing on one utterance or expression that is repeated three times in the same video and the learner need to repeat after the video that same expression. This leads to better oral performing and speaking skill advancing since the learner will get used to that utterance.

Conclusion

Technology is a crucial and important way of learning. EFL teachers should encourage their learners to use technological tools in their academic progress; this will foster scaffold their level in speaking. Cake application as a newest technique of English provides learners suitable space and ways to learn English as a foreign language; through is study modes and activities which are easy and facile to use since it decreases time and efforts to learn how to speak English language as natives. There are various challenges that EFL learner face to develop their speaking skill; however, the determination to attain a set of purpose helps to prevail them. Thus, learners speaking skill should be acquired step by step and "Cake" offers such learning techniques. EFL teachers should be aware of the new technological language teaching techniques and the updated apps such as "Cake application" that influences the learners speaking skill.

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Chapter Three: The Field Work

Introduction

This study is conducted as an attempt to investigate the role of "the Cake application" in enhancing EFL learners speaking skill. The study took place at Mohamed kheither Biskra university at foreign languages department, English division. The main goal of this study is to investigate the teachers and students' attitudes toward this app; oral expression and language mastery teachers were meant in this study as these modules are related more with speaking skill and communication in English generally, in addition English first year students are the sample of this study because they need to develop this skill. Thus, teacher's interview and student's questionnaire are the data gathering tools used in this study. Accordingly, the description of the study will be given, as well as the analysis and then the interpretation of the results of both teacher's interview and student's questionnaire according to their answers. Finally, this chapter will present the pedagogical implementations, limitations of this study, also some suggestions for further studies.

1. Student's Questionnaire

1.1. The Sample

The sample of the student's questionnaire was proposed to be delivered to forty (40) students however, only thirty-nine (39) who answered it. English first year students, and the selection of this sample based on two main reasons: the first reason was that the first-year students are more interested with developing their speaking skill because they need to build an effective ground and strength their English speaking skill to help them fulfil their studies and for the better achievements in their studies as they are in its beginning, and this is what "the Cake application"

offers for them. Secondly first year students are searching for suitable tolls to help them develop their speaking skill dues to the importance it possesses, and they liked "the Cake application" as a new tool that will help them in their studies since the majority of the sample know this application and are trying to use it.

1.2. Aims of Questionnaire

The questions of this questionnaire were attitudinal questions their main aim is to explore the students' attitudes, opinions, and believes of EFL students about the effectiveness of the "Cake application" in developing speaking skill; another purpose of the questions in this questionnaire is to describe student's view toward this application. (Fife-Schaw,1995) stated that," for many topics, questionnaires provide data which are of a good enough quality both to answer important research questions and to make real-world policy suggestions."

1.3. Questionnaire Description

The questionnaire is semi structured; it contains open- ended, closed- ended, and multiple-choice questions for the purpose of gathering the answers, opinions and comments of the participants. Students' questionnaire is composed of seventeen (17) questions ordered systematically, and divided into five (5) sections according to the research variables, and each section aiming at gathering data about a specific area of the research.

The first sectioned general information, aimed at gathering data about the sample

It consists of two questions under the purpose of knowing the participants' view toward studying English as well as the generation our study deals with. The second section entitled: students' view about speaking skill; the main focus of the section is the collet data about students' opinion about the importance of the speaking skill and this section contains three

questions. Next, the third section falls under the title of "mobile -assisted language learning"; consists of five questions, and the goal behind this section is to know the EFL students' knowledge and attitude toward mobile-assisted language learning and if they use this technique in their language learning process or not as well as, the type of mobile devices they use, also the type of activities they practice in those devices. In addition to, section four "speaking skill improving via mobile phone" this section is made of four questions aiming at exploring the student's attitude about using mobile phones in their learning process. lastly section five "students' attitude towards the role of "Cake application" in enhancing speaking skill; this section contains three questions that aims to collect data about students' attitude toward "Cake application" and using it as a tool to develop their speaking skill as well as their opinions and view to its study modes. This section ended with an open-ended question to receive the students' opinion and comment toward the use of this application in enhancing speaking skill.

1.4.   Validating and Piloting the Questionnaire

Validating the questionnaire means to assess the questionnaire's questions and form as well as measuring the questionnaire's reliability and consistency. After this step piloting the questionnaire takes place. At this procedure the researcher needs to distribute his questionnaire to the sample; he has to distribute it to a few number of students that have the same characteristics of his sample to get feedback and insights whether his questionnaire is workable or it needs modifications. For that purpose, the questionnaire was provided to the supervisor the check whether its questions fits the objective of the study or not; as well as, it was piloted by distributing it to five students who answered all the questions without any difficulties.

1.5. Administrating the Questionnaire

The questionnaire was administrated to the sample of 39 students at the department of foreign, section of English language at Biskra university. The sample was selected randomly from the first-year students. Due to the circumstances the questionnaire was designed through on through Google forms service and it was submitted to the participants at the beginning of Mai; it was posted in the Facebook group of applied linguistics first year students as well as it was sent in privately to first year students via Facebook for the acceleration of gathering the needed data; as a result, the data were gathered in a duration of a month approximately.

1.6. The Analysis of the Students' Questionnaire

Section One: General Information

Item 01: What is your age?
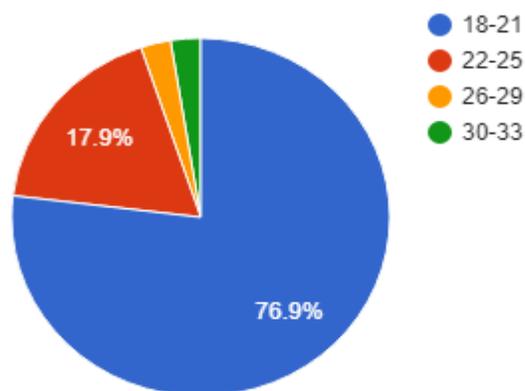
Figure 03: Students' Age

Chapter Three: Field Work

Participant age	Number	Percentage
18-21	30	76.92%
22-25	07	17.9%
26-29	01	2.56%
30-33	01	2.56%
total	39	100%

Table 01: Students' Age

The aim of this question is to know is to know the generation age that is studying the English because new generation is oriented to the use of technology more, also their answers are predicted to be different according to their different experiences, needs, and backgrounds. From the data gathered in our questionnaire the majority of the students aged from eighteen to twenty-one (18-21) with a thirty (30) student among thirty-nine (39) under a percentage of 76.9%. the next rang of age is from twenty- two to twenty -five (22-25) with seven (7) students and 17.9%. students from twenty -six to twenty-nine (26-29), and from thirty to thirty-three (30-33) are both with one (01) student and 2.56%.

Item 02: How did you choose English?
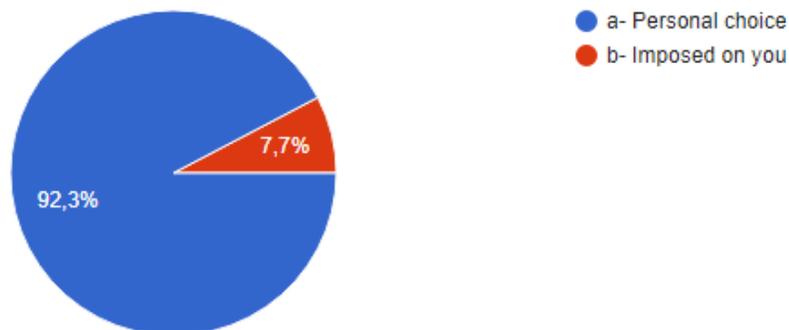
Figure 04: Students' Choice of English

option	Number	Percentage
personal	36	92.3%
Imposed	3	7.7%
Total	39	100%

Table 02: Students' Choice of English

This question is aimed to explore the students' choice of English. From the table above it is noticed that the majority of the students 92.3% have selected English according to their personal choice, and 7.7% English was imposed to them.

Section Tow: Students' View about the Speaking Skill

Item 03: How do you consider the speaking skill?
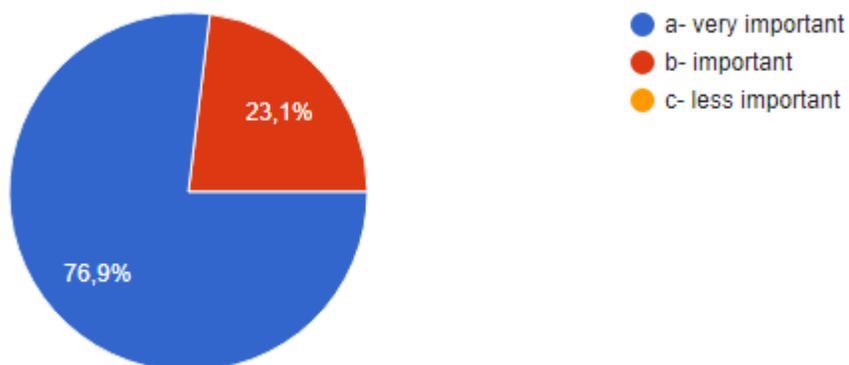
Figure 05: Speaking Skill Importance

Importance degree	Number	Percentage
Very important	30	76.9%
Important	09	23.1%
Less important	0	0
Total	39	100%

Table 03: Speaking Skill Importance

The question aims at discovering how students consider speaking skill in terms of importance. from the table above it is noticeable that thirty (30) student (76.9%) consider speaking skill a very important skill. Nine (09) students with a percentage of 23.1% consider it as an important skill while none of them consider it less important.

Item 04: How do you consider your speaking skill level?

The level	The number	Percentage

Very good	06	15.4%
Good	16	41%
Acceptable	16	41%
Poor	1	2.6%
Total	39	100%

Table 04: Students' Speaking Skill Level
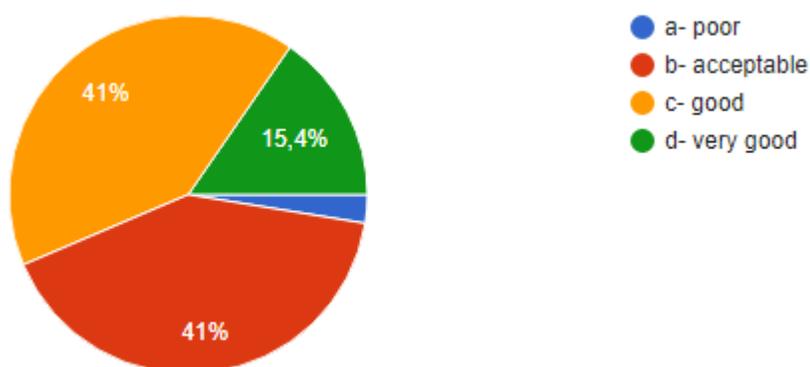
Figure 06: Students' Speaking Skill Level

This question aims at knowing the students' level of speaking skill. From the table and the figure above both "good" and "acceptable" levels have the same results; sixteen (16) with a 41% percentage. Six (06) students with a percentage of 15.4% consider their speaking skill level as very good level. Lastly one student considers his level as poor with a 2.6 %.

Item 05: To improve speaking skill, do you? (You may choose more than one answer)
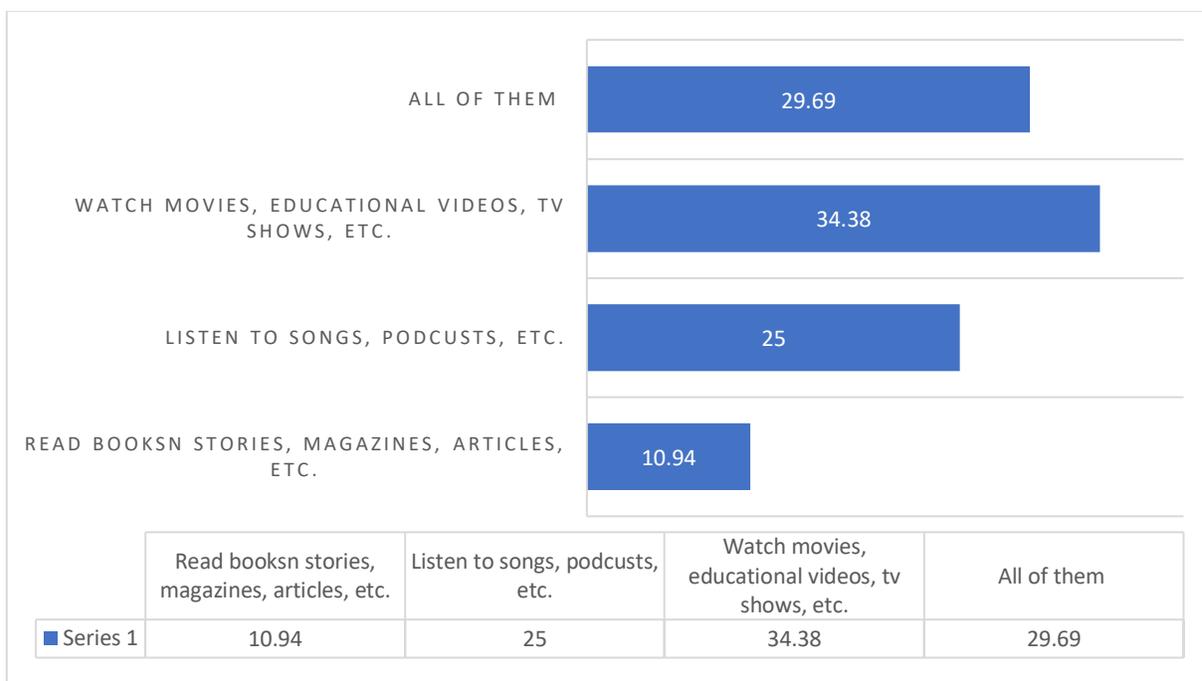
Figure 07: Activities of Improving Speaking Skill

This question aims at knowing the type of activities students use and practice in order to develop their speaking skill. The graph above shows that the majority of them (34.38%) prefers to watch movies, educational videos, tv shows, etc. 25% of them listen to songs and podcasts. 10.94% read books, stories, magazines, and articles. 29.96% from the students claimed that they practice all the type of activities mentioned above.

Section Three: Mobile -Assisted Language Learning

Item 06: What kind of mobile device do you have? (You may choose more than one option)

	Tablet	MP3 or MP4 player	Personal digital assisteants (PDAs)	Traditional phone	Smartphone	Lap top computer
■ Series 1	9.23	0	0	0	58.46	30.77
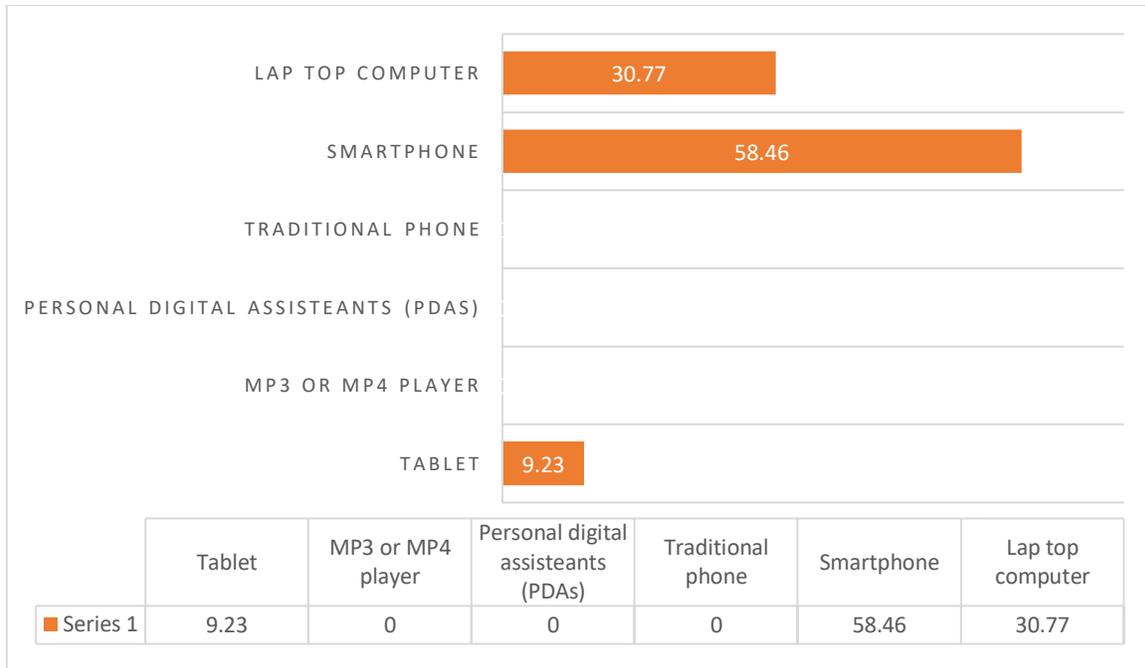
Figure 08: Students' Mobile Devises' Type

The question aims at exploring the type of mobile device students use and own. The graph above shows that smartphones are the most popular and used among them with 58.46%. the second type of device are laptop computers 30.77%, and the tablets devices 9.23%. the statistics shows that none of the students own traditional phones or personal digital assistants (PDAs).

Item 07: For what purpose do you use the mobile? (You can choose more than one option)

	Entertainment	Watching videos	Learning English	Social networking	Researching	Listening to music	For calls and contact	Cheking news
Series 1	19.16	14.37	17.37	18.56	15.57	13.77	0.6	0.6

Bar chart values: Cheking news 0.6; For calls and contact 0.6; Listening to music 13.77; Researching 15.57; Social networking 18.56; Learning English 17.37; Watching videos 14.37; Entertainment 19.16
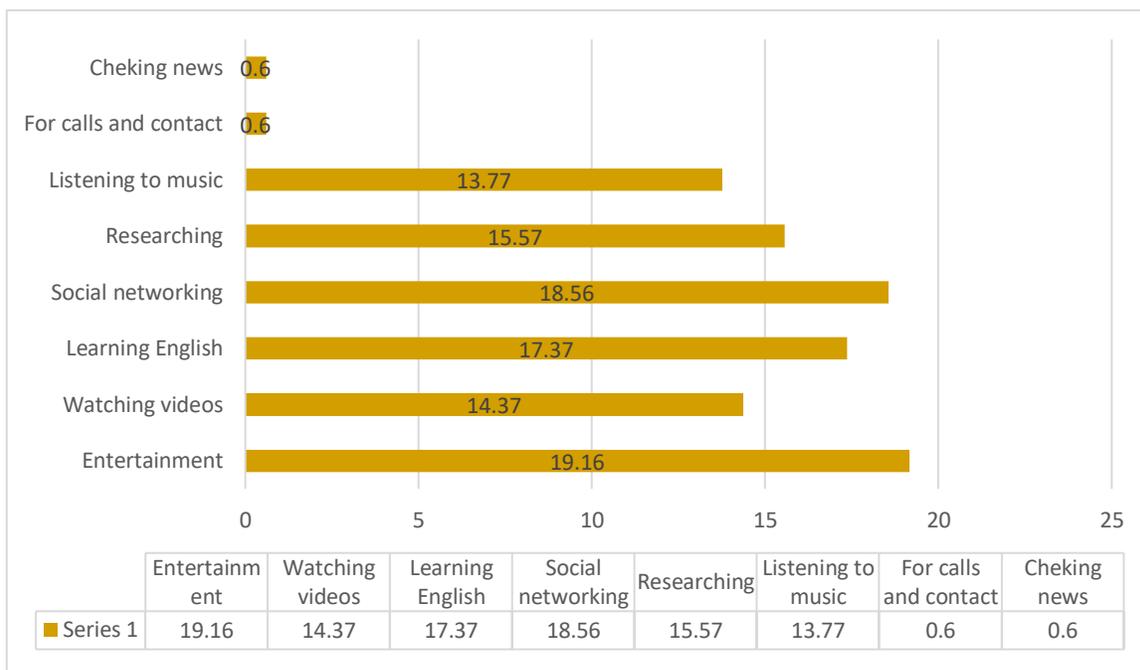
Figure 09: Students' Preferable Mobile Activities

This question aims at knowing the preferable activities and more used by the students in their mobile phone. Entertainment is the first interest of the majority of the students since 19.16% from them have selected it. Social networking comes just after it with 18.56%, then 17.37% from the students uses their phones to learn English language. Researching falls in the fourth grade with 15.57, and listening to music is the fifth with 13.77%. checking news and using mobile phones for calls and contact are the last activities that owns the students' interest since 0.6% have selected it.

Item 08: Do you agree or disagree with the following statements?
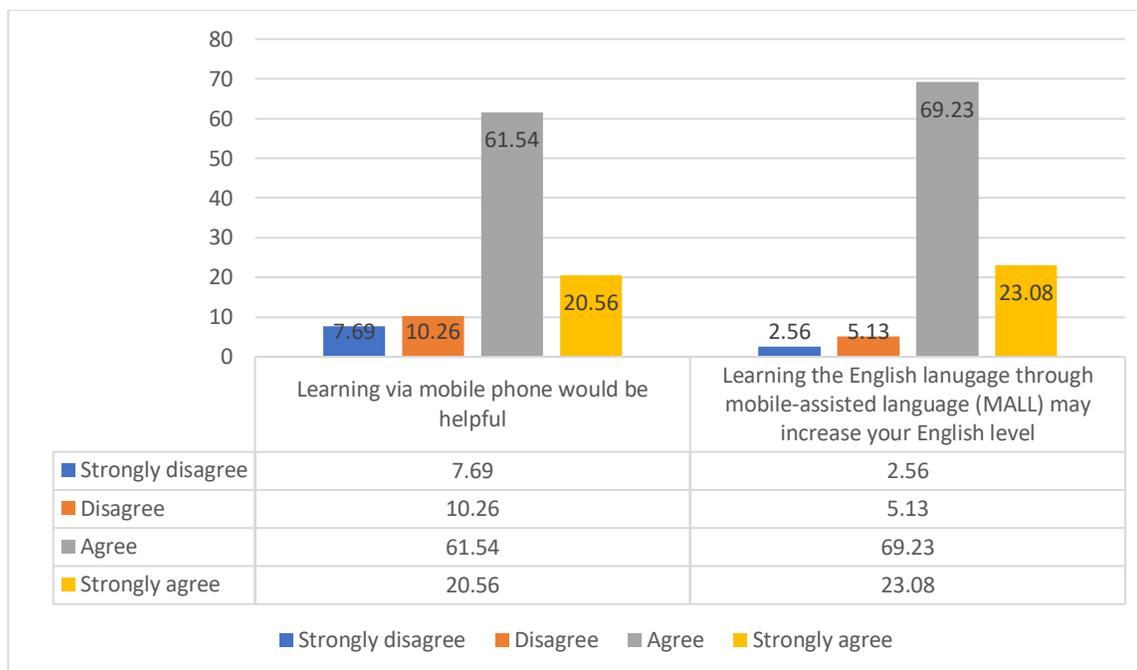
Figure 10: Students' Opinions about Mobile Assisted Language Learning.

agreement statement	Strongly disagree	Disagree	Agree	Strongly agree	Total
Learning via mobile phone would be helpful.	03	04	24	08	39
Learning the English language through (MALL) may increase your English level.	01	02	27	09	39

Table 05: Students' Opinions about Mobile Assisted Language Learning.

The question aim is to gather data about students' opinions about learning via mobile phone

especially mobile-assisted language learning. The table and the graph above show that the majority of the student agree that using mobiles in the learning process would be helpful since 24 among 39 students with 61.54% agreement. 08 students with 20.56% from them strongly agree on that. However, 3 students (7.59%) strongly disagree and 4 from them (10.26%) disagree on that. In addition to that, the majority of students agree on that MALL may increase English level 27 students from them with a 69.23 % percentage, and 09 (23.08%) strongly agree that mobile-assisted language learning really helps in terms of developing the English level. Few students who strongly disagree on that with a number of 01 student (2.56%) and 02 (5.13%) who disagree.

Item 09: How often do you learn the English through mobile application?
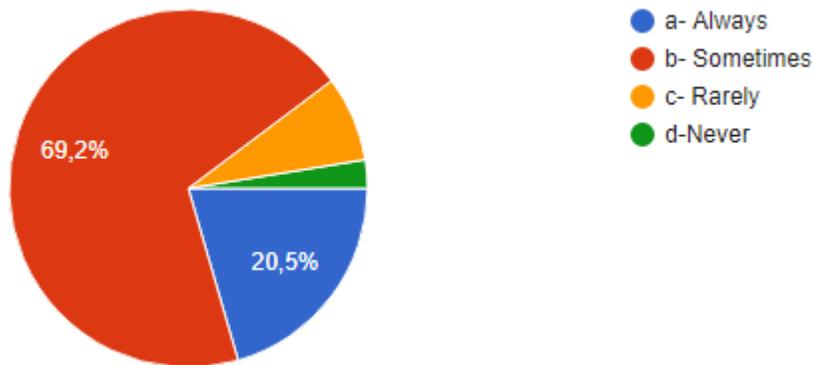
figure 11: Students' English Learning Time Duration via Mobiles

Frequency	Number	Percentage
Sometimes	27	69.2%
Always	08	20.5%
Rarely	03	7.7%

Never	01	2.6%
Total	39	100%

Table 06: Students' English Learning Via Mobiles Time Duration

The aim from this question is discovering the duration of time and how often students use their mobiles to learn English. From the table above it is noticeable that the biggest category of students sometimes uses their mobiles in learning English 27 among 39 student (69.2%). Next 08 of them uses them always (20.5%), and 3 students (7.7%) are using mobiles in English learning rarely. However just one 01 student (2.6%) never used this technique.

Item 10: What advantages do you think that the mobile assisted- language learning (MALL) may offer? (You may pick more than one option)

	Collaborative learning	Blended learning	Validity and availability of learning resources	Motivation	Interactive learning	Entertaining
■ Series 1	11.36	9.09	11.36	29.55	12.5	26.14
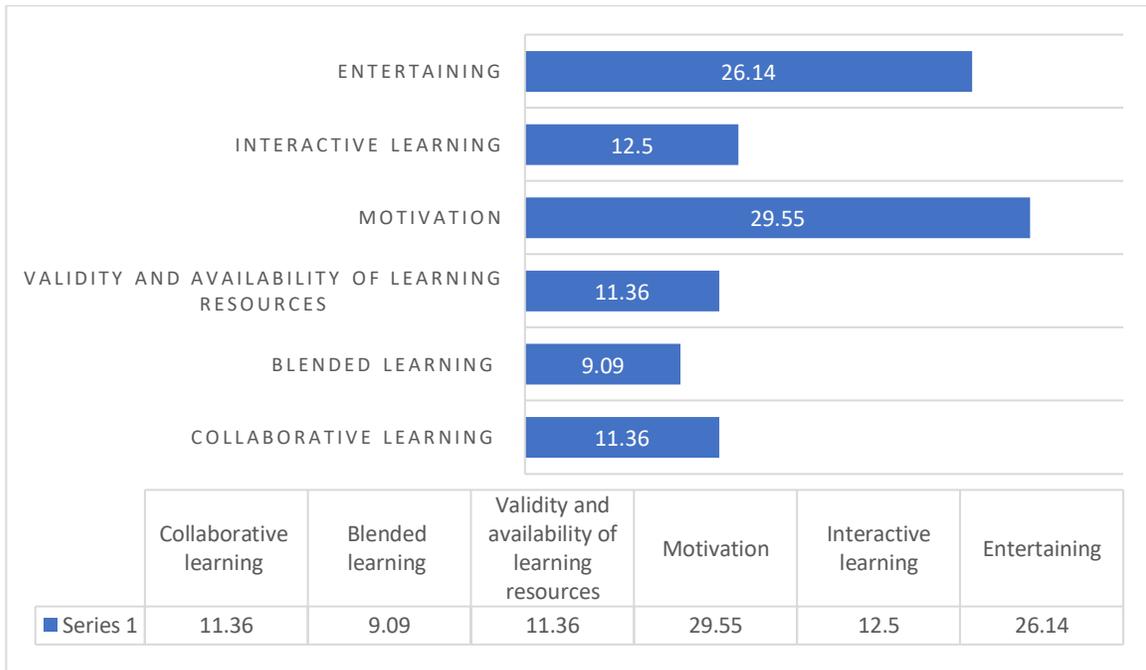
Figure 12: Mobile- Assisted language Learning (MALL) Advantages

Chapter Three: Field Work

This question's objective is to explore mobile-assisted language learning advantages that attracts EFL students. The majority 29.55% stated that MALL provides a motivational way of learning, and just after it 26.14% claimed that it is entertaining. 12.5% stated that they like mobile assisted language learning since it offers interactive learning. Validity and availability of learning resources as well as, collaborative learning were chosen equally by the students with 11.36% percentage. Blended learning was the last advantage chosen by the students that the MALL offers with 9.09% percentage.

Section Four: Speaking Improving Via Mobile Phone

Item 11: do you agree or not with the following statement?

	Speaking is an essential skill for the communication success
Strongly disagree	7.69
Disagree	0
Agree	51.28
Strongly agree	41.03
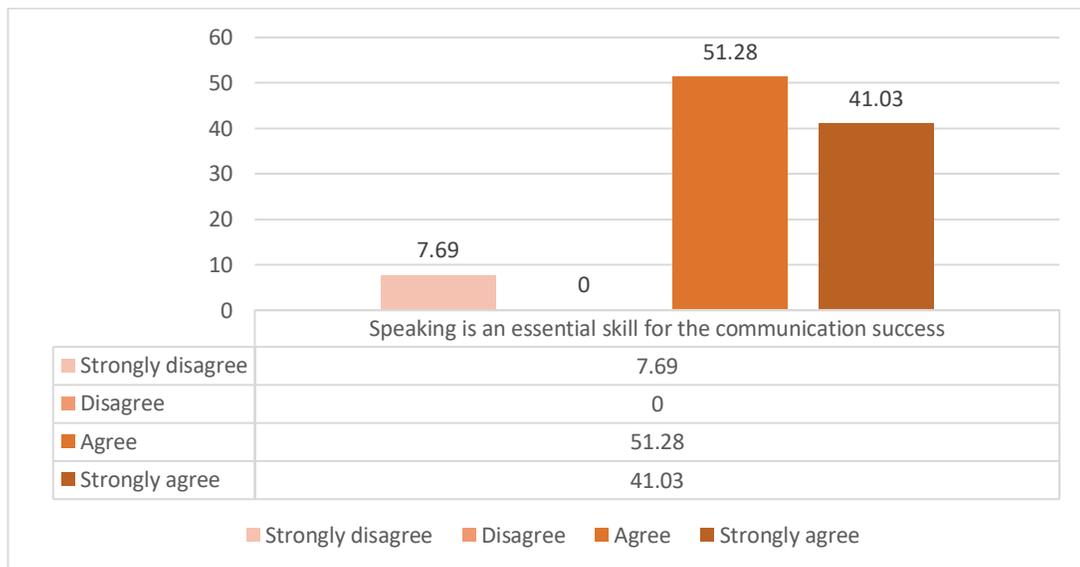
Figure 13: Speaking Skill Position in Communication

Agreement	Strongly disagree	Disagree	Agree	Strongly agree	Total

Speaking is an essential skill for the succusses of communication.	03	0	20	16	39
Percentage	7.69%	0%	51.28%	41.03%	100%

Table 07: Speaking Skill Position in Communication

The objective of this question is to know the importance of speaking skill in communication process from students' point of view. The figure and the tables above show that the majority of the students 20 among 39 (51.28%) agree that it is essential for the communication succusses; as well as, 16 student (41.03%) strongly agree on that. 3 student (7.69%) strongly disagree with this statement. However, the statistics shows that none of the student disagree on that.

Item 12: Are you interested to develop your speaking skill through mobile application?
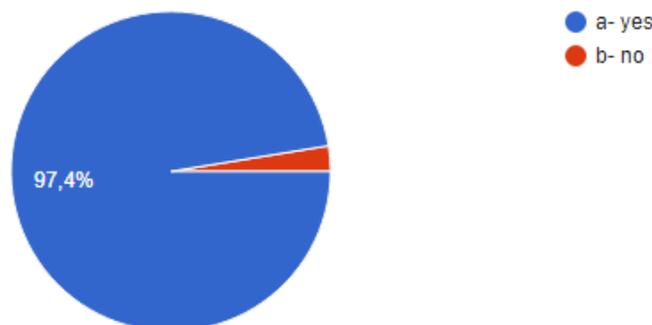
Figure 14: Students' Interest in Developing Speaking Through Mobile Application

The answer	Yes	No	Total

Participants' number	38	01	39
Percentage	97.4%	2.6%	100%

Table 08: Students' Interest in Developing Speaking Through Mobile Application

The aim of this question is to explore if the students tend to develop their speaking and language learning through mobile applications or not. The found results show that the majority of student 38 among 39 (97.4%) are interested in developing speaking through mobiles; unless one student 01 (2.6%) who is not.

Following the question 12: if you have answered the previous questions with "yes" please specify: (You can tick more than one option.)

	Interested in developing your pronunciation	Increase the amount of your expressions and vocabularies	Be more familiar with the idioms and the cultural context	Boost your perception ability and reply faster during conversations	Understand everything and every sentence
Series 1	26.37	24.18	25.27	23.08	1.1
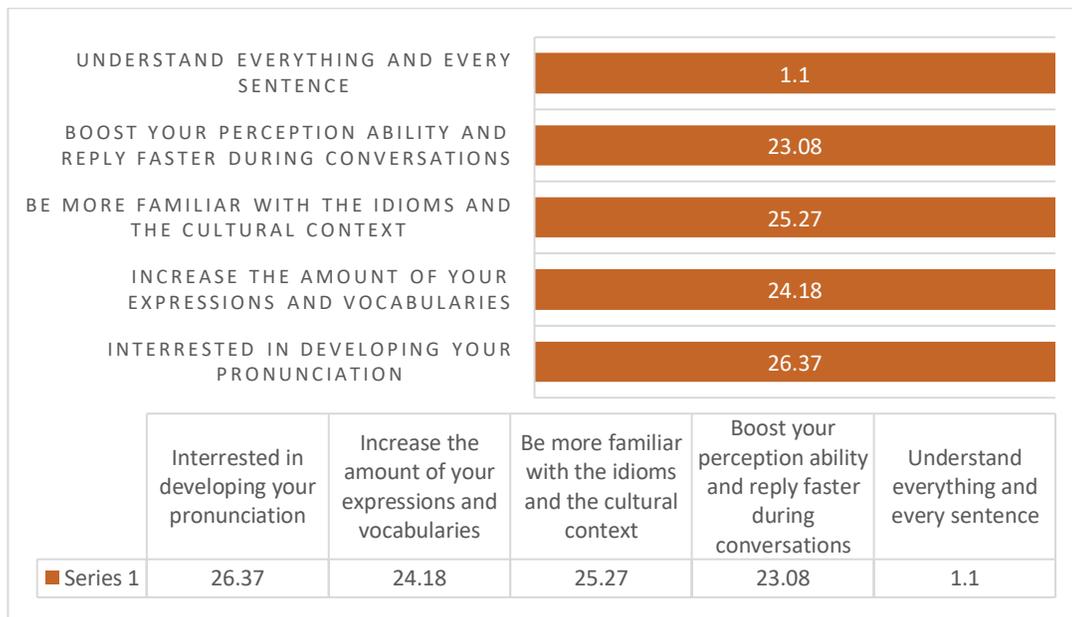
Figure. 15: Students' Preferable Speaking Aspects to Learn from Mobile Applications

Chapter Three: Field Work

The main objective of this question is knowing what kind of speaking skill aspect students want to strengthen and develop more via mobile applications. From the figure above developing pronunciation comes in the first place since (26.37%) from the students desired at improving it. Next, 25.27% from the students want to strengthen idioms and cultural context familiarity, then 24.18% from them wants to increase their vocabularies and expressions amount.23.08% from the student are interested more in boosting their perception and learning how to reply faster during conversations. Lastly, 1.1% from the students aim at understanding everything and every sentence when talking to others in English.

Item 13: Which method do you use to improve your speaking skill via mobile? (You can choose more than one option.)

	Playing language games	Educational speaking applications	Texting and chatting	watching learning videos on youtube	lyrics of songs
■ Column1	22.58	35.48	38.71	1.61	1.61
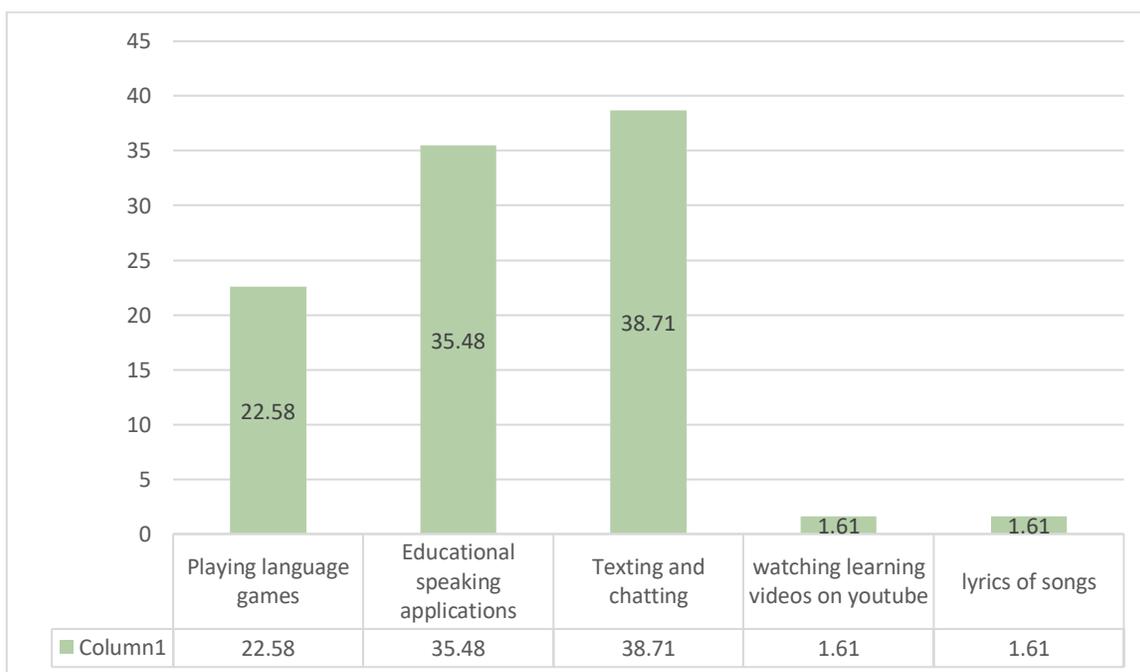
Figure 16: Mobile's Techniques of Developing Speaking Skill

Chapter Three: Field Work

The main objective of this question is to explore the methods, techniques and ways student practice in their mobiles to develop their English speaking. The graph above shows that the majority of them (38.71%) prefer to enhance speaking through texting and chatting. Educational speaking applications comes in the second place with 35.48% percentage. 2.58% from the students prefer playing language games. Otherwise, watching learning videos on YouTube, and lyrics songs techniques ranks the last with (1.61%) for both.

Section Five: Students' Attitude Towards the Role of "Cake Application" in Enhancing Speaking Skill

Item 14: Are you familiar with the "Cake application"?
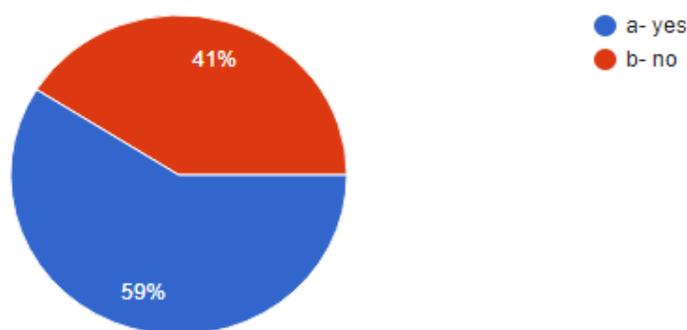
Figure 17: The Number of Students Who Recognize "Cake application" and Who Do Not

Yes/ No	Number	Percentage

Yes	23	59%
No	16	41%
Total	39	100%

Table 09: The Number of Students Who Recognize "Cake application" and

Who Do Not

The question aims to explore the number of students who know the "Cake application". The figure and the table above show that the majority of them do know "Cake application" since 23 (59%) among 39 students know this application. However, 16 (41%) do not know this application before.

Item 15: Which study mode do you think is most useful in the "Cake application"? (You may tick more than one option)
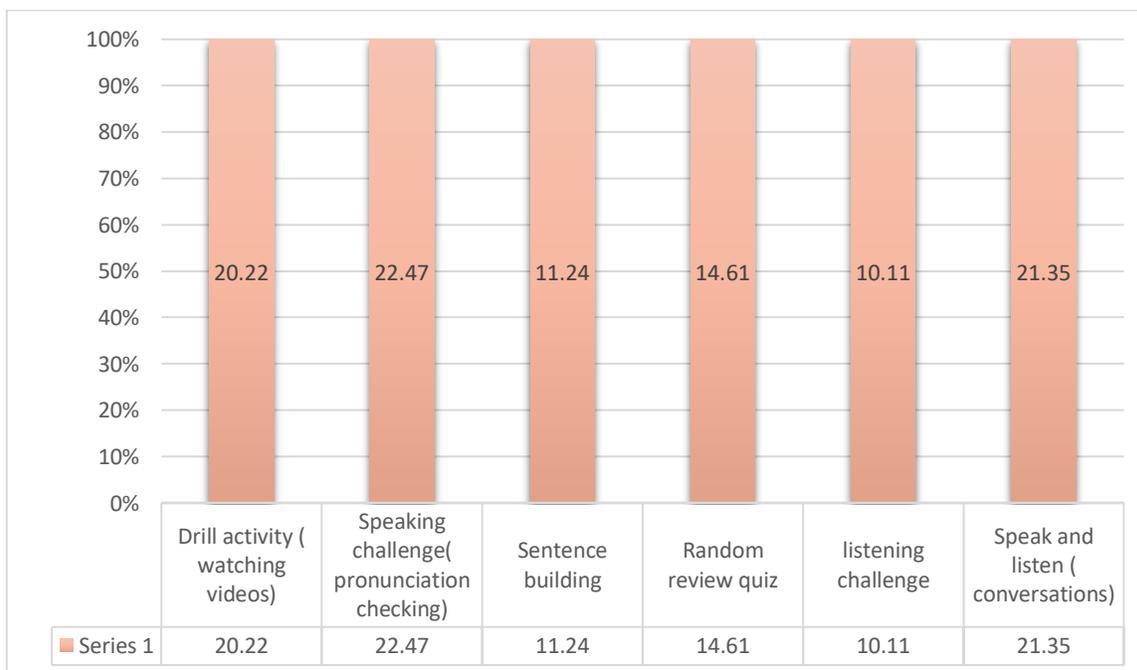
Figure 18: Students' Preferences of "Cake application's" Study Modes

Chapter Three: Field Work

The objective of this question is to gather information about which study mode of "Cake" motivates and attracts students more to use this application. The figure above shows that speaking challenge (pronunciation checking) is the first priority of EFL students since 22.47% from them are attracted to "Cake" due to this study mode. The second study mode in the rank is speak and listen (conversations) since 21.35% from them have selected it. Drill activity (watching videos) is the third study mode with 20.22% percentage. Random quiz with 14.61%, sentence building with 11.24%, and listening challenge 10.11% classified at bottom of the rank.

Item 16: Do you agree or disagree with the following statement?
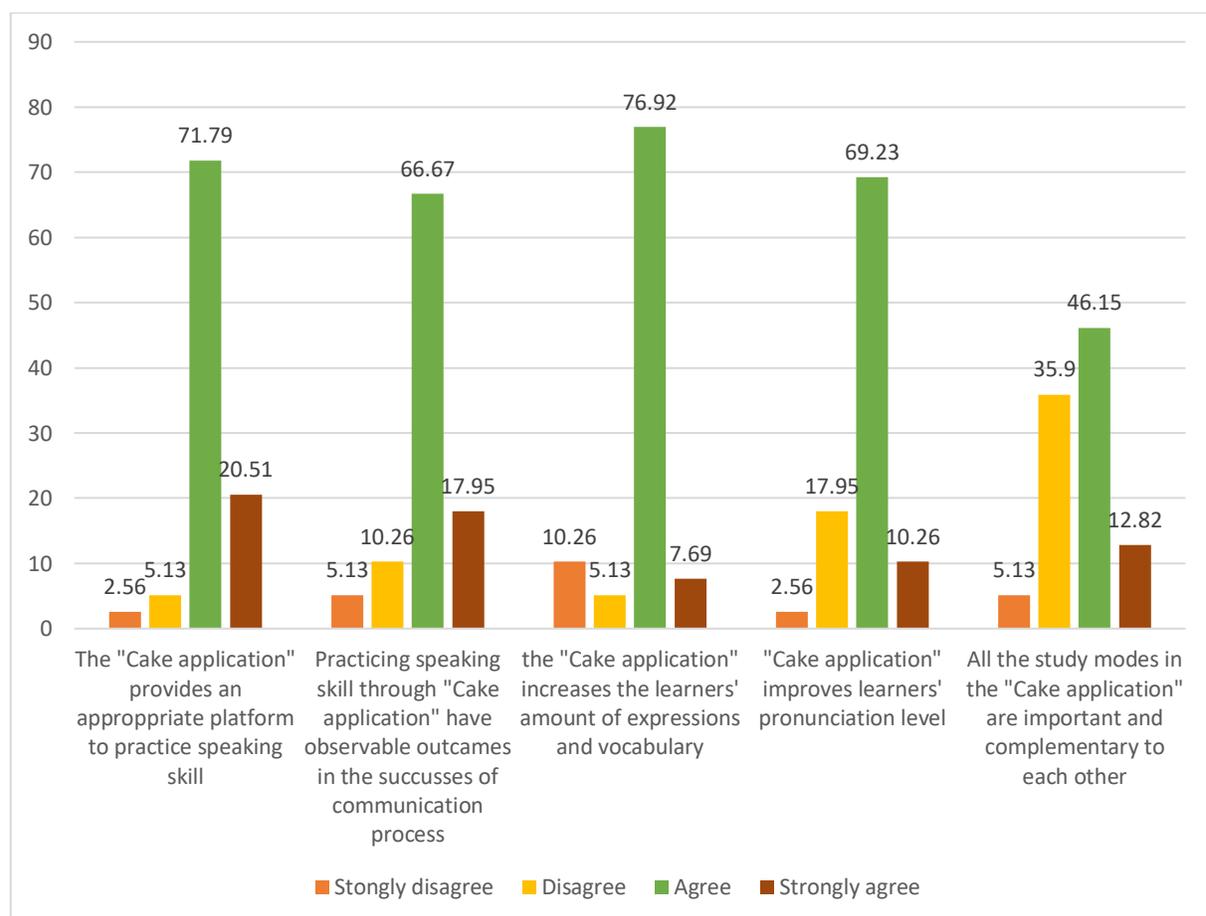
Figure 19: Students' Opinions Toward "Cake application"

agreement / The statements	Strongly disagree	Disagree	Agree	Strongly agree	Total
The "Cake application provides an appropriate platform to practice speaking skill.	01	02	28	08	39
Practicing speaking skill through "Cake" have observable outcomes in the succusses of communication process.	02	04	26	07	39
The "Cake application" increases the learners' number of expressions and vocabularies.	04	02	30	03	39
"Cake application" improves learners' pronunciation.	01	07	27	04	39
All the study modes of "Cake" are important and complementary to each other.	02	14	18	05	39

Table 10: Students' Opinions Toward "Cake application"

The objective of this question it to gather information about the students' opinions and attitudes toward "Cake application". The results displayed if the table and the figure above show that 28 student (71.79%) agree that "Cake" provides an appropriate platform for learners to

practice their speaking, 8 students (20.51%) strongly agree on that. Just 2 students (5.13%) disagree with that statement, and one 1 student (2.56%) strongly disagree with that. The next statement concerning that practicing speaking through "Cake" have observable outcome in communication process is agreed by 26 students (66.67%) which comes on the top of the rank, just after it 7 (17.95%) students strongly agree on that. However, 04 student (10.26%) disagree, and 02 of them (5.13%) strongly disagree with this opinion. Following, statement saying that "Cake" increases the number of expressions and vocabularies of students is agreed by the overwhelming majority since 30 student (76.92%) student agree as well as, 03 (7.69%) students strongly agree on it. 02 ((5.13%) students disagree, and 04 (10.26%) strongly disagree. 27 (69.23%) students agree and 04 (10.26%) strongly agree that "Cake" improves pronunciation level. However, 07 (17.95%) disagree and just one 01 (2.56%) strongly disagree with that. Lastly, 18 (46.15%) students among 39 agree that all the study modes of "Cake" are important and complementary to each other, also 05 (12.82%) from them are strongly agreeing. in the other side, 14 (35.9%) students disagree and 02 (5.13%) strongly disagree on that.

Item 17: feel free if you have any addition

The aim of this question is to provide the students with a space to add any comments or additions toward this application. From their answers, "Cake application" is an effective application that is suitable for English learning specially for English foreign language learners' since technology have a vital part in our lives. Also, this application detects learners'' speaking deficiencies and offers multiple activities designed for eliminate those deficiencies. Some of their comments are:

➢ "Applications such as "Cake application" has owned learners' attention for current situation. Since it is beneficial and free, learners' use it via mobile to gain as much skills

and outcomes as they can gain especially speaking for beginners. Regarding your L1 "Cake application can offer you the ideal trainers to achieve best results."

➢ "I noticed that this application is strongly showing in every internet cite; for this reason, I tried to download and skim it in my mobile to acknowledge its function, yet it is very useful and beneficial for the beginners and also for the rest of my colleague years."

➢ "I saw this application on YouTube advertisement since it is very famous; so, I download it, and I did not regret it. What I liked more about it is that is daily updated and it focuses on speaking skill. I can learn English expressions that will help me to communication well; as well as, I can develop my pronunciation."

➢ "This app helps in developing language acquisition and producing language via clips it provides."

➢ "English students have to direct to learning English through mobile applications and technology due to the huge available sources such as "Cake application"."

➢ "According to my personal experience about the "Cake app" it really helps since I am an English language student."

Other students who do not know the application stated that" I still do not know what cake application is" and "thank you it is new for me to know this application". However, the majority of them gave their attitudinal comments about the application since they know it.

2. Teachers Interview

2.1. The Sample

The sample of the interview consist four (4) EFL teachers however, it was proposed to be distributed to five (5) teachers teaching different levels at foreign languages department, English

division at Biskra Mohamed kheither university. The teachers teach oral expression and language mastery modules as these two modules are related more to speaking skill. The selection of those teachers is based on: oral expression teachers are concerned with teaching student how to speak in English language; as well as, expose them more and get them in the context of English language and help them to have more confidence to converse in English. In addition, language mastery teachers are concerned with teaching their student how to be more fluent in English, also teach them accurate English expression, phrases, idioms and word to master the English language. Therefore, speaking skill needs more tools and techniques to facilitate the process of teaching and learning it. Thus, they may use "Cake application" to teach first year student new English expressions, utterances and idioms; hence, develop their English speaking's fluency and accuracy.

2.2. Aims of the Interview

The purpose of this interview is to collect data about the oral expression and language mastery teachers' opinions and attitudes toward the use of "Cake application" as a tool to teach student speaking skill.

2.3. Description of the Interview

The interview of this study was semi structured that contains open ended and multiple-choice questions. It consists of fourteen (14) questions; the questions aiming at knowing the teachers' attitudes and opinions about the use of "Cake application" in enhancing the students' speaking skill, as well as their believes about the mobile- assisted language learning. The first tow questions are about the teachers' attitudes about the importance of speaking skill, also about their student speaking skill level. Furthermore, the third, fourth and the fifth questions are about the teachers' attitudes about education technology precisely the MALL, and also about if they

encourage their students to seek this approach in their learning process. The nine remaining questions are about the teachers' attitudes toward "Cake application", its effectiveness in developing student' speaking skill and their comment about the use of this application in teaching speaking skill.

2.4. Validating and Piloting the Interview

For the better fulfilment of the research results validating the instruments used in gathering the data is a necessity; therefore, the teachers' interview waws provided to the supervisor visor in order to check if its questions serve the object of the research, and if they are related to the topic of not. After that, it was piloted by interviewing one teacher at the central library of Biskra Mohamed ktheither university who answered all the questions without facing any difficulties.

2.5. Administrating the Interview

The interview was administrated to four EFL teachers at Biskra Mohamed kheither university, foreign languages department, English division. The teachers teach oral expression and language mastery as the two modules are related to speaking skill.

2.6. The Analysis of the Interview

Item 01: How do you consider the importance of speaking skill in foreign language learning?

The question aims at knowing the teachers' evaluation to the speaking skill importance; its potion, and its status in any language.

Teacher 01: "It is one of the most essential skills that the learners should master to prove his language proficiency."

Teacher 02: "As important as the 3other skills are important."

Teacher 03: "It is essential."

Teacher 04: "Very important because it is the most used productive communicative skill."

From the teachers' answers; all of them agree about that speaking skill is essential. All teachers highly value this skill and are giving much interest and care to it.

Item 02: How do you evaluate the level of your students' speaking skill?

This question aims at knowing the level of English foreign lagune students' speaking skill's level from their teachers' perspective which is a professional view that will be respected.

Teacher 01: "Through involving them in a variety of tasks where they produce and use their prior knowledge."

Teacher 02: "Average."

Teacher 03: "Intermediate."

Teacher 04: "Average for the majority."

All the teachers agree that their students' speaking level is average; moreover, is it evaluated through many professional activities and task.

Item 03: Do you encourage teaching through educational technology? Why?

This question aims at exploring the teachers' attitude and opinions toward using technology in the teaching process.

Teacher 01: "Of course, it has become a must."

Teacher 02: "Yes, I do since we are in an era where technology is dominating almost all fields of life."

Teacher 03: "Yes, I do it is efficient, time saving and motivating."

Teacher 04: "Yes, I do. it goes with the students' interest and likes for technological devices, it saves time and energy, it is adaptable, effective, motivating, interesting, and it provides a wide range of materials and tasks."

All the teachers support and encourages educational technology as a tool of teaching. They stated that it became a must in our current time, and also due to the advantages it offers such as, motivation, rich of tasks, time and energy saving.

Item 04: Do you think that mobile- assisted language learning is a helpful tool to improve your teaching style?

This question aims at discovering the teachers' view to the MALL and if they consider it as a helpful technique of improving their teaching style.

Teacher 01: "It is very helpful it relates vocabulary, and it is w motivational tool."

Teacher 02: "Yes, it is."

Teacher 03: "Yes definitely."

Teacher 04: "Yes."

From the teachers' responses, all of them agree that the MALL is a helpful technique that enables them enhancing their teaching style since it is motivational.

Item 05: Do you encourage your students to learn via mobile applications? Would you please justify.

The main goal of this question is to explore if the teachers encourage their students to use mobile application in their learning process.

Teacher 01: "Yes, I do. I ask them to benefit and use all what is available as apps or e-dictionaries daily."

Teacher 02: "Yes, I do. student use mobiles in their daily life more than anything else, thus why not get benefit from such tool since it is most of time in their hands."

Teacher 03: "Yes, I do. Giving the current circumstances it became a must."

Teacher 04: "Yes, I do. They are easy to access, download and use, they are fun, attractive and motivating."

From the responses given all the teachers support and encourage their students to use and benefit from their mobiles in their learning process as they are in their hands most of the time, and also since they own several advantages such as, their fun, attractive and motivating.

Item 06: Do you know "Cake application"?

The aim of this question is to know the number of teachers who are familiar with "Cake application.

Teacher 01: I know many applications

Teacher 02: "No."

Teacher 03: "I am I bit familiar with it yes."

Teacher 04: "Yes."

According to the teachers' responses, the majority of them know this application except one teacher which means that "Cake application" is spread among Biskra university English teachers.

Item 07: What advantages attracted you in the "Cake application"?

The goal from this question is to discover what advantages "Cake" offers that attracted the teachers' attention more to know the advantages of this application from a professional view.

Teacher 01: It combines the methodical process of writing with academic evaluation so it has many roles which contribute to the improvement of learners' level.

Teacher 02: I do not know it.

Teacher 03: It is efficient to a certain degree taking into account its simplicity and inactiveness.

Teacher 04: - Easy to use (anytime and place).

- Offers a wide range of speaking practices.

- Improves oral fluency and accuracy.

- Offers the opportunity to chat with native speakers.

- It is fun to use.

- Offers feedback.

- It is free.

Except one teacher who does not know the application, according to the three teachers 'Cake' offer numerous amounts of advantages; such as, the anytime anywhere learning,

motivating the learners, the immediate feedback improving the oral production, fluency and accuracy through the speaking activities and tasks it offers as well as, the fact of it is free and enjoyable.

Item 08: Do you think that "Cake application provides as appropriate platform for students to practice speaking skill? Explain your answer please.

The aim of this question is the know if "Cake" is an effective platform for students to practice their speaking skill according to the teachers' opinions.

Teacher 01: "Yes, it does."

Teacher 02: "I have no idea."

Teacher 03: "It is appropriate for learning day to day English and it helps more with oral communication than academic language."

Teacher04: "Yes as it has varied and interesting materials that are designed to improve learners' speaking. Indeed, it offers plenty and varied videos from which learners can be exposed to real English in context. Hence, pronunciation and vocabulary will improve. Moreover, students can record their own voice and receive immediate feedback or can have conversations with natives. Thus, they have their speaking skill fostered in a funny and motivating way."

With the exception of the on teacher who does not know the application, the other 3 teachers consider it an appropriate platform for students to practice their speaking since it offers variety of activities that allow students to practice their speaking as well as, motivating them, providing feedback and exposing them to the English language context.

Chapter Three: Field Work

Item 09: Do you think that the "Cake application" may increase the students' motivation to practice more their speaking skill? Why?

The aim of this question is to know the teachers' opinions about if "Cake" does increase the students' motivation or not.

Teacher 01: "Yes, of course. It encourages them to be positive learners as they repeat and produce utterances depending on the structures offered by the app. Its gradual to all levels."

Teacher 02: "Could be."

Teacher 03: "Yes, because it is interactive in nature."

Teacher 04: "Absolutely yes, this application is easy to access and use; it is funny. The videos are interesting and the activities are effective. Students learn enthusiastically and they easily perceive their progress in speaking English which enhances their motivation and self-confidence."

According to the teachers' answers, "Cake" is highly a motivational tool since it allows the student interact, repeat the utterances, being active in their learning process, then provides them with feedback. This will automatically increase their motivation. One (01) teacher stated that it could be a motivational tool since he does not know the application.

Item 10: Do you think that the "Cake application" is helpful in developing the learners' speaking skill?

Teacher 01: "Yes, it is specially with its flexible use."

Teacher 02: "Maybe if used in the right way."

Teacher 03: "Yes."

Teacher 04: "Yes."

All the teachers agree that "Cake" is helpful in increasing the students speaking skill as it is flexible tool and if it is used in the right way.

Item 11: How would you evaluate the role of "Cake application" in improving speaking skill?

The question aims at discovering the teachers' evaluation for this application concerning speaking skill improvement.

Teacher 01: it is very interesting since it involves learners in practicing speaking through a set of methodical activities and tasks and it allows them also to have self-evaluation.

Teacher 02: "No idea."

Teacher 03: "Day to day speech and communicative competence can be improved if the app is applied well in addition to others."

Teacher04: "Effective and helpful."

The teaches who does not know the application stated that he has no idea. While the rest of them stated that it is effective and helpful, and the communicative competence will be improved with the daily use of this application.

Item 12: Do you think that the study modes excite int the "Cake application" serve the purpose of improving the learners' speaking skill?

The aim of this questions is to see the teachers' views and their attitude toward the study modes of this application and get a professional opinion if they serve the objective of teaching English language.

Teacher 01: "Of course, they are not prepared randomly; they are prepared by specialists who target learners' speaking deficiencies to rectify them through their own practice. Not only giving passive content."

Teacher 02: "No idea."

Teacher 03: "Yes."

Teacher 04: "Yes."

All the teachers agree that the study modes are suitable for learning English and they are not prepared randomly; in the opposite, they are prepared to detect the learners' deficiencies to correct and strength them. Except for the one teacher who does not know the application.

Item 03: Would you please choose which study mode is more beneficial?

The aim from this question is to know what study mode is the best according to the teachers.
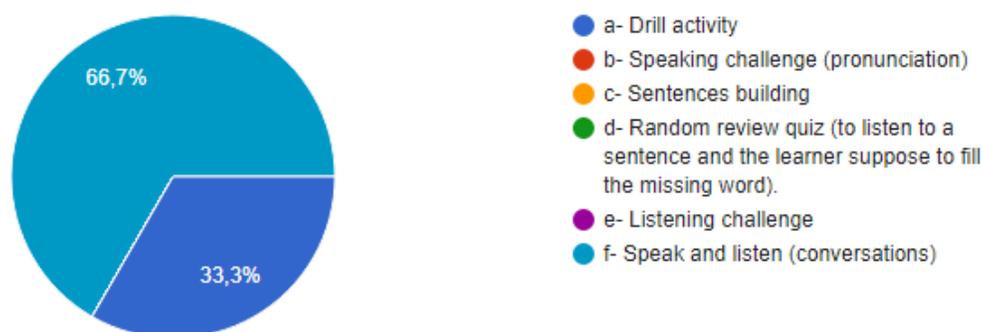
Figure: teachers' selection for the best study mode at "Cake application"

From the teachers selection; the drill as well as the speak and listen mode (conversations) are the best study modes excites in the application.

Item 14: Would you please summarize the importance of the "Cake application in enhancing the learners speaking skill:

The role of this question is to collect more teachers' opinions about the role of this application in enhancing speaking skill as well as, providing them with a space if they have any additional thing to say about the application.

Teacher 01: "It is one of the facilitating means of learning which combines many skills and lets the learner play an active role through his autonomous learning and self-evaluation following the application methodology. Also, it improves the learners' fluency, and it refines the language accuracy."

Teacher 02: "No idea."

Teacher 03: "Pushing learners toward the use of applications and natural/native talk through more exposure is crucial for any language class."

Teacher 04: "This app is a motivating and funny way to learn English. It exposes learners to real language and offers good practice of English as well as effective and immediate feedback. Student's pronunciation and performance are improved. It is designed for all levels."

One teacher does not have an idea, otherwise the other teachers agree that the application id useful concerning developing the students speaking skill through exposing them to native talk, motivating them to learn this language and keeping their enjoyment in the learning

process, and also it let them be active in their learning what will surely enhance the English-speaking fluency and accuracy.

Interpretation of Results

The study presented in this research was an investigation for the role of "Cake application" in enhancing EFL learners' speaking skill at Biskra Mohamed Khither University, Foreign Languages department, English division. The results show that both of students and teachers have interesting opinions and attitudes on "Cake application"; the majority of their opinions were positive. This study is an illustration of the revolution created by technology; especially mobile applications concerning languages teaching and learning field.

The results obtained from the first section of the students' questionnaire demonstrated that students who study first year English as foreign language are from different generations; aged from eighteen to thirty (18-30). However, the majority of them are among 18-21 category; as this study ensures that 76.9% from the students falls under this age category. The age factor plays an observable role in the learning style and interests that attract each student. The other question of this section shows that almost all the student 92.3% have chosen English as a branch of study with their own desire; this leads to the students' learning motivation will be increased.

In the second section, it is found that the majority of the students 76.9% of them consider speaking a very important skill, 23.1% stated that speaking skill is an important skill. However, none of them claimed speaking is not important at all. This means that all of the EFL learners highly evaluate speaking skill, and much importance is given to it since it is the core of oral communication. The results of the following question display that most of the

students consider that their speaking skill is "good" or "acceptable" with 41% percentage for each level, and just 15.4% evaluate it with a "very good" level. 2.6% see that they have a "poor" speaking skill. For that purpose, searching about resources to develop this skill is a need. The last question of the section attained that 34.38% from the students watch movies, educational videos, and tv shows to improve their speaking, 25% listen to songs and podcasts, and 10.94% read books, stories, magazines, and articles. The given results assert that most of the students prefer activities that contain audio visual aids such as movies and educational videos to help them in developing their speaking.

Concerning the third section, its results show almost all of the students own more than one mobile device. 58.40% from them own smartphones which is the highest number of students. 30.77% possess laptop computers, and 9.23% from the own tablet devices. Those results indicates that mobiles devices are excessively spread and available among English students. The following question's results present that 19.16% from the students use their mobile phones for entertainment purposes, and 18.56% for social networking. However, 17.37% from them are using their mobiles for learning English. 15.57% are using them for researching, and 14.37M for watching videos. Those results show that learning English via mobile phones takes the attention of a significant number of students since it ranked the third among those activities. The results obtained from the next question state that the majority of the students 69.23% from them agree that learning the English via mobile-assisted language learning would be helpful, and it will increase their English level. In addition to that 69.2% from the students are "sometimes" learning English via mobile applications, and 20.5% are "always" doing that. This demonstrate that the majority of the students tend to use mobile applications as a technique to learn English language; they see it as a merit to them. The answers to the

tenth question proved that motivation is the first advantage that attracted the students toward learning via mobile application especially (MALL) since it keeps the highly motivated to learn. "The entertainment" that learning via mobile application offers is the second desirable advantage since it took the attention of 26.14% of the students. Interactive learning is also valued to EFL learners since 12.5% have chosen it, and 11.38% selected the collaborative learning advantage. This attest on that motivation is a significant aspect concerning language learning since the majority of the student give much importance to it.

The results obtained from section four show that almost all of the students 97.4% are interesting in developing their speaking skill through mobile applications; taking that into account leads to that EFL students have a positive attitude towards English learning mobile applications. The following question proves that English students are looking for developing various speaking aspects through mobile applications. Pronunciation is on the top of students interests that they want to improve though mobile apps since 26.37% from them have selected it. 25.27% want to strengthen their idioms and cultural context familiarity. 24.18% from the student want to increase their vocabularies and expression amount; in addition to 23.08% who are desired in boosting their perception and learn how to reply faster during conversation. The coming question show that 38.71% from students use texting and chatting; as well as, 35.48% using educational speaking applications of mobiles, plus 22.58% playing language games, and 1.6 are learning through watching YouTube videos as a technique to develop their speaking skill. Those results prove that technique and strategies from mobile devices to learn English are enormously spread among EFL students.

Section five from the students' questionnaire aims at exploring students' attitudes towards "the Cake application" concerning developing speaking skill. The results obtained from the

first question of this section attained that 59% from the students are familiar with "Cake application", and just 41% from them do not recognize it. This means that "Cake" is considerably known among EFL learners. The coming question that aims to explore what study mode of "Cake" is the most useful. Pronunciation checking is the most useful study mode according to 22.47% student followed by speak and listen (conversation) study mode with 21.35%. the drill activity is the third with 20.22% and random review quiz is the fourth with the rank of 14.61% followed by sentence building and listening challenge. The displayed results prove that all re study modes exist in "Cake" are useful and helpful for the EFL students according to 57% from the students those study modes are all important and complementary to each other. 80% from the students claimed that "Cake application" improves students' pronunciation, and 84% from the students agree that "Cake" increases the learners' number of expressions and vocabularies; as well as, 92% stated that "Cake" provides an appropriate platform to practice speaking skill. Those results show that the majority of EFL students have a positive attitude and indisputable opinions about "Cake application". Based on the last question of this section, from the students' comments, "Cake" is a new tool of learning English and developing speaking skill. The majority of them have positive attitudes toward this application. According to them "Cake is useful and beneficial especially with students' speaking skill. It helps them more with communication, as well as, developing pronunciation, and developing language acquisition through its videos that offers exposure to the English language of the natives.

In addition to the results obtained from the students' questionnaire, teachers' interview also has shown interested results concerning the role of "Cake application" in enhancing students speaking skill. From the first question of the interview, it is noticeable that all

teachers are highly valuing speaking skill and they are giving it much importance. They stated that it is essential. All the sample of the teachers' interview agree on that the majority of their students share an intermediate speaking level. Which means that the ness to resources to develop this skill is significant. For that reason, all the teachers encourage teaching through educational technology, and they have positive attitudes toward it. They stated that it became a must in our current time. Moreover, all of the sample's teachers agree that mobile-assisted language learning is a helpful tool to improve their teaching style. Due to that they encourage and support their students to learn via mobile applications.

The results of the following question are a proof of that all the sample's teachers know the "Cake application" except for one teacher. Which means that this application is common among them. The teachers' claimed that they are attracted to "Cake" because of the various advantages it offers; such as, learning anytime, anywhere, provides feedback, variety of activities to practice pronunciation and speaking skill, in addition to all of that it offers a fun and entertaining learning style. Due to the sample's teachers the most important features that "Cake" offers and that improves speaking skill are that it preserves students' motivation to learn; as it provides an immediate feedback that will support and keep the students motivated to learn and improve more. In addition, memorizing various new expressions and utterances that will be useful during talking. The pronunciation checking through voice/ speech recognition aids will ameliorate it due to continuous practice. Plus, "Cake allows the learners to be active a participant in their learning process. exposure to native English talk is another feature that "Cake presents which takes the teachers' attention owing to its importance in language acquisition.

The results of both students' questionnaire and teachers' interview demonstrate that both EFL teachers and students have positive views and attitude toward the "Cake application according to that the hypothesis provided in this study saying that students speaking skill will be improved if they exposed to the use of "Cake application" is accepted.

Conclusion

This chapter displayed the field work of this study; where the tow used data gathering tools used in this research was interpreted. Namely the student' questionnaire that is distributed to 39 participants and the teachers' interview with 4 participants from Biskra Mohamed Kheither University, Foreign Languages Department, English Division, these instruments provided the opportunity to investigate and explore the attitudes and view of participants to the role of "Cake application in enhancing EFL learners' speaking skill. From teachers' and students' perspective speaking skill essential for the communication process in all languages, and it owns significant importance. Therefore, the need of tools and technique to develop it is a must. Due to that the teachers and students support the integration of "Cake mobile application" as a new tool to develop their speaking skill, and it is useful inside and outside the classroom. Both of them have positive attitudes toward this idea according to this study results.

General Recommendations

Mobile devices have opened the doors to English foreign language teachers and learners with the variety of applications and sources it provides. Both teachers and learners need to benefit from these applications. Several recommendations have been drawn from this study

findings for the use of "Cake application" in enhancing speaking skill to both teachers and learners.

For Teachers

➢ Encourage EFL teachers to use technological instruments such as mobile devices in their language teaching.

➢ The use of "Cake application" in language teaching specially in oral expression and language mastery modules.

➢ Support their students to look for beneficial learning sources and use them such as "Cake application.

➢ Take advantages from all the study modes that "Cake" offers.

➢ Ask their students to practice their pronunciation through pronunciation mode exists in "Cake".

➢ Advice their students to learn new utterances daily using the drill mode from "Cake".

➢ Encourage their students to be autonomous and active participant in their learning process for the better results.

For Students

➢ Students are obliged to take attention to speaking skill importance.

➢ Students need to benefit from their mobile devices to learn English outside the classroom context in order to get better results.

➢ Students should practice their speaking skill through "Cake" and benefit from it as much as they can.

➢ Students should benefit from all the study modes exist in "Cake".

- ➢ Students should use and benefit from the conversation mode as much as they can, to know how to interact in English.

- ➢ Student should practice their pronunciation through the pronunciation checker of "Cake".

- ➢ Students should learn new utterances from "Cake" daily to increase their expressions number that will help them to speak better.

Limitation of The Study and Suggestions for Further Studies

The study faced some limitations that hinder the research progress. First, the study was planned to be through experimental quasi approach, but instead it was descriptive due to the circumstances that corona virus caused. Second the study was aiming to 40 students and 08 teachers as a sample; instead, it ended with 39 students and 04 teachers as participant in the study. In addition, the process of gathering information from students was long taking a duration of a month approximately because it was online even though the students' questionnaire was posted in the first year group multiple times; as well as, it was sent privately to student who study first year at English Division at Biskra university.

The role of "Cake application" is examined in relation with speaking skill improvement; therefore, further studies are suggested to examine its role and effects with other variables and other skill. In addition to tend to the experimental approach in the coming research of this application. Studies to guide students with the use of "Cake" are necessary; thus, studies entitled "Cake application" guidance or a guidance to "Cake" are important whether in relation with speaking or other variables.

General Conclusion

Speaking has crucial role in mastering foreign language, due to the importance given to it EFL learners attempts to develop this skill are endless. This study is a trial to explore new technique that help them in this matter. investigating the role of "Cake application" in enhancing EFL learners' speaking skill is the title of this research that took place at Biskra Mohamed Khiether university, Foreign Languages Department, English Division specifically. This application maybe useful and beneficial for EFL leaners to improve their speaking skill as well as, master the English communication and ameliorate their interaction.

The two first chapters of this research are significant for study accomplishments, as the first chapter shed the light of speaking skill; its importance, component, and its role in communication successes. And the second one presented mobile-assisted language learning (MALL), and the "Cake application" as well. The second chapter provided an accurate and deep discussion about the application features, study modes, in addition to other researches about this application and its role in enhancing speaking skill.

The third chapter was the field work of this study where students' questionnaire and teachers' interview were the gathering instrument used in this study aiming at finding credible and valid results about the teachers' and students' attitudes toward this application and its usefulness in developing speaking. The obtained results from the tow instruments show that both of the teachers and the students share positive attitudes and view concerning this application. The majority of them state that it provides an appropriate space and activities for the students to ameliorate their speaking skill and enrich it.

Chapter Three: Field Work

The findings in the third chapter allowed the continuous of this study, and provided rich and effective answers for the research questions posed previously. The students and teachers share positive opinions about "Cake" according to them it is helpful in developing and ameliorating speaking, and it facilitates this task due to the advantages and features it owns. Accordingly, it is significant to integrate this application as a new technique to develop speaking in EFL classes; hence the hypothesis of whether cake application is integrated in EFL classrooms learners' speaking skill will be improved or not is confirmed.

To conclude, EFL learners should strengthen and reinforce their speaking skill for the better performance in the target language, to fulfill that need various tools and deferent strategies should be applied, and they should use every resource they can find such as their mobile devices.

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Students' Questionnaire

You are kindly asked to fill in this questionnaire that aims to explore the role of the "Cake application" in enhancing EFL learners speaking skill for first year students. The information you will provide is needed for the accomplishment of a Master dissertation in Sciences of Language. The questionnaire is definitely anonymous and confidential. Please tick (√) the appropriate answer or give full statement where necessary.

Definition of Key Concepts:

1) Mobile Assisted Language Learning (MALL): refers to language learning through the use of smartphones and mobile technologies.

2)- cake application: a mobile educational application that offers speaking practices that simulate conversations with native speakers.

3)- Blended learning: the combination of online education via electronic and online media as well as face to face traditional teaching method.

Section One: General Information:

Q1- What is your age?

……………………………………………………………………………………………

Q2- How did you choose English?

  a- Personal choice ☐   b- Imposed on you ☐

Section Two: Students View About the Speaking Skill

Q3-How do you consider the speaking skill?

  a- Very important ☐   b- Important ☐   c- less important at all ☐

Q4-How is your speaking skill?

  a- poor ☐   b- acceptable ☐   c- good ☐

  d- very good ☐

Q5-To improve your speaking skill, do you? (you may choose more than one answer)

a- Read books, stories, magazines, articles, etc. ☐

b- Listen to songs, podcasts, etc. ☐

c- Watch movies, educational videos, TV shows, etc. ☐

d- All of them ☐

Section Three: Mobile Assisted Language Learning

Q6-What kind of mobile device do you have? (You may choose more than one answer)

  a- Tablet ☐   b- MP3 or MP4 player ☐

  c- Personal Digital Assistants (PDAs) ☐   d- Traditional phone ☐

e- Smartphone ☐ f- Laptop computer ☐

Q7-For what purpose do you use the mobile?

a- Entertainment ☐ b- Watching videos ☐

c- Learning English ☐ d- Social networking ☐

e- Researching ☐ f- Listening to music ☐

Q8- Do you agree or disagree with the following statements

The statement	Strongly disagree	Disagree	Agree	Strongly agree
Learning via mobile phone would be helpful.				
Learning the English language through Mobile Assisted Language Learning (MALL) may improve your level.				

Q9 - How often do you learn the English language through mobile applications?

a- Always ☐ b- Sometimes ☐
c- Rarely ☐ d-Never ☐

Q10- What advantages do you think that mobile assisted language learning (MALL) may offer? (You may tick more than one option)

a- Collaborative learning ☐   b-Blended learning ☐

c- Validity and availability of learning resources ☐   d-Motivation ☐

e- Interactive learning ☐   f- entertaining learning ☐

Others:

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Section Four: Speaking Improving Via Mobile Phone

Q11- Speaking is an essential skill for the success of communication?

Strongly disagree	disagree	Agree	Strongly agree

Q12-Are you interested to develop your speaking skill through mobile application?

   a- Yes ☐   b- No ☐

If yes please specify: (you can tick more than one option)

   a- Interested in developing your pronunciation. ☐

   b- Increase the amount of your expressions and vocabularies. ☐

   c- Be more familiar with the idioms and the cultural context. ☐

   d- Boost your perception ability and reply faster during conversation. ☐

Q13-Which method do you use to improve your speaking skill via mobile?

   a- Playing language games ☐

b- Educational speaking applications ☐

c- Texting and chatting ☐

Section Five: Student's Attitude Towards the Role of the "Cake Application" in Enhancing Speaking Skill:

Q14-Are you familiar with the cake application?

    a- Yes   b- No ☐   ☐

Q15-Which study mode do you think is most useful in the cake application? (you may tick more than one option)

    a- Drill activity (watching videos) ☐

        ☐

    b- Speaking challenge (pronunciation checking) ☐

    c- Sentence building ☐

    d- Random review quiz ☐

    e- Listening challenge ☐

    f- Speak and listen (through conversations) ☐

Q16-Do you agree or disagree with the following statements:

The statement	Strongly disagree	Disagree	Agree	Strongly agree
The "Cake application" provides an appropriate platform to practice speaking skill.				

Practicing speaking skill trough, the "Cake application" have observable outcomes in the succusses of communication process.				
The "Cake application" increases the learners' amount of vocabulary and expressions.				
The "Cake application" improves learners' pronunciation level.				
All the study modes in the "Cake application" are important and complementary to each other.				

Q17- Feel free if you have any addition

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Dear teachers

    I would be so grateful if you devote some of your time to answer this interview that serves as a data gathering tool for the investigation of "The role of the "Cake application" in enhancing EFL learners speaking skill". Our case of study is the first year license students. Your answers would be greatly helpful for the fulfillment and validity of this research.

Q1- How do you consider the importance of speaking skill in foreign language learning

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Q2- How do you evaluate the level of your students speaking skill?

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Q3- Do you encourage teaching through educational technology? Why?

………………………………………………………………………………….

Q4- Do you think that mobile assisted learning is a helpful tool to improve your teaching style?

…………………………………………………………………………………

Q5- Do you encourage student to learn via mobile applications? Would you please justify your answer?

…………………………………………………………………………………

Q6- Do you know the "Cake application"?

…………………………………………………………………………………

Q7- What advantages attracted you in the "Cake application?"

…………………………………………………………………………………

Q8- Do you think that the "Cake Application" provides an appropriate platform for students to practice speaking skill?　Explain your answer please

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Q9- Do you think that the "Cake Application" may increase the students' motivation to practice more their speaking skill? Why?

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Q10- Do you think that the "Cake Application" is helpful in developing the learners' speaking skill?

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Q11- How would you evaluate the role of "Cake Application" in improving speaking skill?

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Q12- Do you think that the study modes excite in the "Cake application" serve the purpose of improving the learners' speaking skill?

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Q13- would you please choose which study mode is more beneficial?

    a- Drill activity
    b- Speaking challenge (pronunciation)
    c- Sentences building
    d- Random review quiz (to listen to a sentence and the learner suppose to fill the missing word).
    e- Listening challenge
    f- Speak and listen (conversations)

Q14- would you please summarize the importance of the "Cake application" in enhancing the learners speaking skill.

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الملخص

تعتبر اللغة الانجليزية أهم لغة عالمية في وقتنا الحالي لذلك يلجأ طلابها الأجانب للبحث عن مصادر و تقنيات جديدة و مختلفة لتطوير مهارة التحدث بها. يعتبر تطبيق "كايك" المتواجد على متجر قوقل من أحدث التطبيقات التي تساعد على اثراء وتحسين مهارة التحدث من خلال توفير فيديوهات للمتحدثين الأصليين للغة الانجليزية كذلك يقوم تطبيق "كايك" بتوفير عدة طرق و أنشطة متعلقة بمهارة التحدث مناسبة لمختلف الفئات الطلابية و مستوياتهم. تعتبر هذه الدراسة محاولة لاستكشاف و وصف آراء و انطباعات كل من أساتذة و طلاب اللغة الانجليزية الأجانب حول مدى فاعلية هذا التطبيق. اقترحت الفرضية الأساسية لهذه الدراسة أنه اذا تعلم و مارس الطلاب مهارة التحدث باللغة الانجليزية عبر تطبيق " كايك" فان ذلك سيؤدي الى تطوير و تحسين هاته المهارة. للتحقق من هذه الفرضية تم اجراء استبيان مع تسعة و ثلاثون طالب و طالبة كما تم اجراء مقابلة مع أربع أساتذة من قسم اللغة الاجليزية في كلية الآداب و اللغات على مستوى حامعة محمد خيضر بسكرة. أظهرت النتائج المتحصل عليها على أهمية دمج تطبيق "كايك" لتطوير مهارة التحدث، و بالتالي تم تأكيد الفرضية المقترحة سابقا، طبقا لدلك ينصح طلبة اللغة الانجليزية باستعمال هذا التطبيق مستقبلا.

الكلمات الرئيسية : تطبيق "كايك" ، مهارة التحدث ، طلاب اللغة الانجليزية كلغة أجنبية.