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The Role of the “*Lingbe Application*” in Enhancing
Learners’ Speaking Skill
The case of First year EFL students at
Biskra University

**Dissertation Submitted in Partial Fulfillment of the Requirements for the Master
Degree in Sciences of Language**

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Declaration

I, DRIDI Akram, hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that all of the cited and quoted sources in this work are put forward in the references list. This work was certified and completed at Mohammed KHEIDER University of Biskra. Algeria.

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Dedication

I dedicate this work to:

My beloved parents, and my family members

My Little friend “Tinou”

And my sweethearts “Sola” and “MaLam”.

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Abstract

Speaking skill is one of the most important aspects of English language learning that students should improve. Since, we live the age of technology and the internet. Technology tends to put a variety of sources and techniques in the hands of students to help them achieve this goal. This study investigates one of this technological tool which is the role of “Lingbe application” and its impact on first year EFL students at Biskra University. The main hypothesis proposed that, the use of Lingbe application enhances their speaking skill. To reach the aims of the study the study adopted a mixed method which comprised two data collection tools: a students’ questionnaire and a semi-structured interview with teachers. The findings revealed the significance of integrating the “Lingbe application” in enhancing speaking skill. In addition, the proposed hypothesis was confirmed; therefore, English language teachers and students are recommended to use this application in the educational field.

Keywords: Speaking Skill, EFL, Lingbe Application, ELT.

List of Abbreviations and Acronyms

EFL: English as a Foreign Language.

ICT: Information and Communication Technology.

APP (s): Application (s)

MALL: Mobile Assisted-Language Learning.

E-learning: Electronic Learning.

M-learning: Mobile Learning.

CEO: Chief Executive Officer

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المخلص

Résumé

General Introduction

Background of the study

Speaking is one of the four macro skills that must be developed in order to communicate effectively in EFL learning contexts. Hence, Speaking skill are considered a significant subject that is covered in a variety of fields, including ELT and EFL. Along with its role, speaking or communicating in English has become a goal for all people over the world (Boonkit, 2010). Nevertheless, EFL learners cannot speak fluently, they still have challenges in speaking. One of the issues facing first-year students at Biskra University is the traditional methods such as role play, and oral presentation, or psychological factors which is ineffective to progress the level of speaking skill and speak fluently inside the classroom.

In recent years, the use of Information and Communication Technology (ICT) in education become familiar which many educational systems use ICT in their classrooms to develop learning process. As a result, the current study sheds light on EFL students' speaking skill and how to overcome a lack of speaking fluency as native speaker. A highly recommended application that is come under the umbrella of the technology and is it could be the right solution for students in creating fun and effective environment called “Lingbe Application” which is a modern application that allows to instantly practice with native speakers and enhancing speaking skill. Also, it can help them develop their linguistic competence and facilitating learning process. The purpose of this study is to highlight the benefit of “Lingbe applications” as a new strategy for development the speaking skill. As well as, the attitudes of EFL teachers and learners toward it will be explored by investigating their effects on EFL learners' proficiency.

Statement of the problem

Speaking English fluently is a major issue for foreign language learners. There is a lack of interaction with native speakers, and poor of techniques which made English EFL learners struggle to improve their speaking skill through using traditional classrooms activities various and face challenges to practice the language on oral expression course. These problems lead both teachers and students to look for new strategies and tools to improve their speaking performance. Therefore, teachers should use different teaching materials can help to enhance speaking skill performance. Several of these newly is mobiles Apps and “Lingbe application” is one of them which is a mobile application, that enables its users to connect with native speakers and learn languages and it can be one of the useful techniques that may improve the way of teaching and practice the language effectively. Thus, the objective of this research is to show impact of “Lingbe application” in developing speaking skill of students and speak as native speaker.

Aims of the study

This study attempt to provide an overview about the “Lingbe application” and its benefits in enhancing EFL learners’ speaking skill performance. The specific aims of this study can be interpreted as follow:

1. To explore the teachers and students’ attitudes towards the ‘Lingbe application’ in developing the students’ speaking skill.

Research Questions

This study attempt to answer the following questions:

RQ 1. Is learning through applications such as “Lingbe application” effective in the EFL students of Biskra learning classes?

RQ2. What are the teachers' attitudes towards the use of Lingbe application in teaching?

RQ3. What are the students' attitudes towards the use of Lingbe application in teaching?

Research Hypothesis

If EFL students use the "Lingbe application" into EFL classrooms, their speaking skill will improve.

Significance of the Study

The current study is, hence, an attempt to overcome the shortcomings in teaching the speaking skill using "Lingbe application". Also, the present study expected to be beneficial for EFL learners First year especially which facilitate the process and make you speak fluently as native speaker. Also, we expected it to be useful for the teachers of oral expression at Biskra University in teaching speaking which open the doors for teachers to focus more on mobile application such as "Lingbe" in EFL classes. As a result, it will be beneficial for students to improve their communication in English specially their speaking skill using this Application. Furth more, it can provide teachers of university Mohamed khider university; oral expression; to use this technological tools as a new tasks on teaching process EFL teachers with a better understanding of the use of mobile applications as a tool

Operational definition of terms

Speaking skill: "Speaking is the vehicle of social solidarity, of social making of professional achievement and of business". It is through their way of speaking that people are most frequently judged. Speaking is also a medium through which much language is learn, including English Bygate (1987) .In the current study, the speaking skill is taught in Oral expression sessions in first year EFL classes at Biskra University.

Lingbe Application: is a mobile application. Software device programs are designed to perform specific tasks and are used by users for language exchange, allowing collaborators to practice with native speakers who share their interests in real time via voice calls founded by Alberto Cruz Alonso (2015) Lingbe (2022). In the current study, the “lingbe application” use is within Oral expression sessions in first year EFL classes at Biskra University.

Review of The Related Literature

Large numbers of research studies have revealed that using technology to teach is better than the traditional chalk-and-talk method.

Brown & Warschauer (2006) investigated effective approaches to technology integration in teacher-preparation curriculum, incorporating credential coursework and field placements. The researchers selected both qualitative and quantitative approaches .The participants were 110 students and a survey was used for teachers and observations in classroom, group interviews, individual interviews and online discussion group to collect data .The findings revealed a positive shift in students attitudes towards technology use and the of technology in teacher preparation experience.

Leite (2015) conducted a study in the School of Kemi Reception Center to analyze teachers’ and students’ abilities through the use of information and Communication Technology and e-services for educational purposes .The participants were two teachers, four students for the interviews, one administrator and two staff members for the conversations; in total six interviews and three conversations were conducted for the research which involved. A mixed method was selected to collect data in the questionnaires to discover and recommend techniques and methods to mitigate the gaps. The findings as follow; teachers perceptions show a positive attitudes effectively and

efficiently to perform the required pedagogical activities. However, student's reflection are not very effective at using ICT because of the lack of deficiency.

Suraweera, Wickramasena, Jayalath, & Ariyadasa, (2017) aim to explore the teachers' attitudes and ICT integration in the classroom of Sri Lanka schools. The participants of this study was a 12 schools in Sri Lanka with 15 teachers' interviewed in the subject of teaching science .The researchers adopted a qualitative study approach. The study attempts to comprehensively examine three factors, namely, personal skills, personal factors and organizational factors. The data analyzed under three areas results showed a positive attitude towards computers and played a significant role in deciding whether teachers accept computers as a tool in teaching .which means the teacher attitude happens to be a critical driver of ICT integration within the classroom. While ICT skills of teachers and organizational factors play a supporting role .Furth more, the positive teachers' attitudes could in turn influence the acquisition of ICT skills such as spreadsheet, electronic presentation and improving the organizational factors for better integration of ICT. Lately, the decision makers are designing programs towards improving teachers' attitudes to make teaching ICT enabled in the classroom.

Ullah and Farzana (2018) conducted a study to indicate the use of technology in teaching English at the S.S.C. (Secondary School Certificate) level in Bangladesh. The participants were four schools of Dhaka city chosen to collect data through questionnaire and open-ended short interview session. From these schools eight teachers (five males and three females), were selected on the basis of experience and 60 students were selected for data collection .A questionnaire was disturbed to students At least 15 of them are candidates from each school were randomly selected for the questionnaire survey. The Findings from teachers 'of high schools revealed a positive effect which is using technology is an essential role with in teaching English at the S.S.C. level. Whereas, the

majority of students revealed a positive attitudes toward the use of technology in their class. , and they stated that it was helpful and promoted their communication skill.

Lestari & Chasanatun (2018) conducted a study at English language teaching department at Ishik University to investigate the process of English learning improvement by using the padlet, animoto, and sway applications. The participants' were 99 students. A qualitative research approach was selected by the researchers' .The methods in collecting data used are questionnaires distributed to students, survey, namely interviews, and observation using 16 meetings including mid-test and final test. The findings were that the use of those applications is helpful, Padlet is an easy tool for English teaching learning; interested and motivated According to Fuchs.

Kusmaryani, Musthafa and Purnawarman (2019) investigated the impact of mobile applications as learning aids that can assist students in improving their speaking ability. They adopted a mixed method .The data was collected from 38 students in an English department speaking class at Borneo University Tarakan, Indonesia, over the course of a semester with 12 meetings (Socratic circle speaking).The researchers used a pretest-posttest, observation, and interviews to collect quantitative and qualitative data over the use of mobile applications as educational tools. The Findings showed a positive attitudes towards the use of mobile applications in the area of speaking skill pronunciation and accent, vocabulary, grammar and interaction

Abugohar, Yunus, & Rashid (2019) investigate the teachers' perceptions and the current actual practices of utilizing Apps for smartphones as a teaching technique .They adopt a mixed method approach. Quantitative data used and analyzed into Survey Monkey a platform for collecting and analyzing surveys questionnaire. On the other hand the qualitative data were collected from focus group discussion .The five respondents were

selected randomly. The findings revealed highly motivating attitudes towards using smartphone applications by teachers in teaching speaking skill. Moreover, students' results showed positive responses after the use of smartphone applications in classrooms. They described these applications as beneficial, effective in relieving anxiety, and helping shy students in expressing themselves in an anxiety-free environment.

Indrastana and Rinda (2021) conducted a study to investigate the effect of the implementation of MALL through YouTube vlogging activities for my students in non-English departments. The study was merely qualitative focusing on describing and reflecting on the implementation of MALL through YouTube vlogging activities. The sample includes 91 undergraduate students, divided into three classes, in the second semester of their study at Renewable Energy Engineering Study Program in six different meetings including lecturing classes and practicum classes. The data collection tools used are video recordings, teaching records in LMS, and a written reflective diary. The data analysis was done by combining process description and process reflection. The result of the implementation of MALL was divided into five stages, i.e. Preparation, modeling, Preparation was the initial stage of the vlogging activities, which the finding show a positive attitude that use of the YouTube vlog implementation as a teaching strategy is helpful in teaching-learning speaking.

Methodology

To answer the research questions and to test the hypothesis we will adopt the mixed method to describe EFL learner's attitudes to "Lingbe application" as well as its use among them

Data Collection Tools

A questionnaire will be designed and administered to first-year EFL students and the second data collection tool will be an interview with five teachers' of oral expressions.

Eventually, the results will be presented and analyzed in order to answer the research questions.

Population and Sample

The population of the study will be composed of first-year teachers of oral expressions whose numbers is (57), we select five teachers to be interviewed. And first year students whose numbers is (299), we chose a number randomly which is (57) students to answer questionnaires.

Structure of the Dissertation

This dissertation is composed of an independent variable, which is "Lingbe Application," and a dependent variable, which is speaking skill. Many topics and studies dealt with how to enhance speaking skill using different methods and materials. However, this study focuses on the effectiveness of practicing English with native speakers using mobile applications "Lingbe". Therefore, the theoretical part will cover the literature review about the two variables the First, chapter is going to be about the speaking skill .The second chapter encompasses the first variable which is ICT, technology and mobile application including Lingbe. The last chapter is related to the practical section, it contains the methodology used in the study, the main findings of the research and their analysis and interpretation.

Chapter One: Speaking Skill

Introduction

Language is a means of communication through which people can think and share their ideas, feelings and culture. The main objective of learning any language is to develop productive skills: writing and speaking. Since speaking is considered as an important skill by education and significant part for teaching EFL learners. Developing students speaking skill is crucial to their progress in learning the language; Thus, English as a foreign language student must to develop speaking skill in order to communicate. This chapter sheds the light on the speaking skill .It provides information about what scholars state about speaking. Then, we will deal with speaking skill types. In addition, the importance of this skill in developing English language. Also, it will deal with the relationship between speaking skill and listening skill, and challenges that students face during mastering this skill. Finally, we will deal with the roles of the teacher

1. Definition of Speaking Skill

Speaking is one of the central elements of communication. Brown (1994) stated that English speaking is an interactive process of meaning construction that includes producing, receiving, and processing information, which means it is a complicated process and both interlocutors have to make their contribution speed. Moreover, and according to Bueno, Madrid, and McLaren (2006, p 321) “speaking is one of the most difficult skills language learners have to face” which make the learners learn the language for so many years to achieve their speaking performance. Therefore, Finocchiaro & Sako (1983) defined speaking as the mastery of grammatical form, vocabulary, and cultural expectations, as well as pronunciation, stress, and intonation in authentic communication functions.

Among the various definitions of speaking abilities, Chaney & Burk (1998, p.13) defined speaking as "the process of constructing and sharing meaning in a variety of contexts through the use of verbal and nonverbal symbols." By this we mean that speaking is the practice of constructing and communicating meaning through a variety of verbal and nonverbal representations.

2. Elements of Speaking

EFL learners must be aware of the elements that are required to improve their speaking skill. Harmer (2001) mentions these elements in which they refer to language features that EFL learners should know about it. Harmer distinguishes between two aspects of knowledge: language features and mental social processing which are necessary for successful speaking

2.1 Language features

According to Harmer, the following are the language features or elements that are necessary for spoken production: connected speech, expressive devices, lexis, grammar and negotiation.

2.1.1 Connected Speech

EFL students must understand the relationship between each element of speech to produce a connected speech fluently, including assimilation, elision, contractions, and stress patterning.

2.1.2 Expressive devices

This device refers to volume, stress, pitch, and speed using nonverbal means. Foreign language learners should modify the pitch and stress of a specific part of an utterance. These devices enable them in expressing and transmitting their intended

meaning, and students must use such devices if they want to be an effective communicators.

2.1.3 Lexis and Grammar

In lexis and grammar context, EFL learners are able to produce some language functions; such as agreeing or disagreeing, expressing surprise, approval, shock and the like. , which are very important in performing and using the target language.

2.1.4 Negotiation and Meaning

Negotiation language allows EFL learners to benefit from its use because they ask for clarification while listening to others talk at the same time. When EFL learners ask for clarification from other speakers, teachers must provide the necessary expressions. If EFL learners want to be understood, they must be well-performed in their utterances, especially when they see that the other's interlocutors did not receive attention.

2.2 Mental social processing

According to harmer (2001) mental social processing includes three features: language processing, interacting with others and information processing.

2.2.1 Language processing

It is the student's ability to process language in his mind by organizing it in a coherent order, which allows his interlocutors to understand him and get the intended meaning.

2.2.2 Interacting with others

Conversation often happens between two or more interlocutors, so the speaker must comprehend. This requires a high level of listening in order to interact with interlocutors by taking turns or having the others do the same.

2.2.3 Information processing

Learners should be able to process information given to them in their minds when interacting in a foreign language context. They will be less effective communicators as the process tends to slow. The speaker should be able to respond quickly to what others are saying.

3. Communicative Competence

To be an effective speaker, it is necessary for learners to achieve communicative competence.

Hymes (1971) stated that EFL learners must have both linguistic knowledge and cultural to interact with others. Besides, Canale & Swain (1980) who pointed that communicative competence encompasses grammatical competence, discourse competence, sociolinguistic competence, and strategic competence.

3.1 Grammatical Competence

It is the ability to comprehend and express meaning through the production and recognition of well-formed phrases and sentences. According to Scarcella and Oxford (1992), grammatical competence is a broader aspect that includes knowledge of grammar, vocabulary, and sounds, and pronunciation of words. So, learners must have enough knowledge of words and sentences to have the capacity to communicate fluently.

3.2 Discourse Competence

EFL learners must develop discourse competence to speak effectively simply because achieve a good discourse is necessary. The speaker must applied cohesion and coherence in his discourse to hold the communication together. Besides, Scarcella & Oxford (1992) stated that to be effective speakers EFL learners must develop a range

amounts of structures and discourse markers to express ideas, show relationships of time and indicate cause, contrast and emphasis.

3.3 Strategic Competence

Strategic competence means the ability to use language appropriately. According to Richards & Renandya (2002) it can refer to the ability to know when and how to start, maintain, and end a conversation, and how to clear up communication errors and comprehension problems. In addition, strategic competence is “the way learners manipulate language in order to meet communicative goals” Brown, (1994, p. 228). Besides, Berns (1990) indicated that it can be the ability to recover for a faulty of knowledge of linguistic, sociolinguistic, and conversation rules.

3.4 Sociolinguistic Competence

Knowledge of language is not enough for EFL learners to speak effectively. They should be familiar with the native speakers' culture. Sociolinguistic competence is it is the knowledge of social rules and norms during interaction.

4. The Importance of Speaking Skill

All learners who want to learn English to improve their career, improve their business, build confidence, get better job opportunities, give public speeches, attend interviews, participate in debates and group discussions, give presentations, and so on must be fluent speakers. As Harmer (1991) suggested that one skill cannot be performed without another it is impossible to speak if you do listen as well, and people seldom write without reading .According to Brown and Yule (1983 p.8) “Speaking is the skill that the students will be judged upon most in real life situations” It enables the speaker to convey messages that are passionate, thoughtful, and convincing.

Furthermore, Bueno, Madrid, and McLaren (2006 p.321) asserted that “speaking is one of the most difficult skills language learners have to face” which means it requires more time and practice compared to other skills. EFL learners should recognize the importance of speaking skill and attempt to acquire it, as they are crucial in today's environment. Besides, Ur (1991, p. 120) posited that speaking seems as the crucial skill among the four skills because they believe that if people master this skill, it will be considered that they have improved all of the language skills.

5. Speaking Strategies

Learners of a foreign language seek to find out with effective and suitable strategies to help them become more affective speakers. According to Harmer (2001) when speakers do not know a word or cannot remember it, they may utilise one or more of the following strategies for solving difficulty:

5.1 Improvising

Speakers will sometimes use any word or phrase they can produce of in the hope that is correct. It is regarded as a more advanced and beneficial strategy that learners adopt to overcome speaking obstacles in oral production.

5.2 Discarding

When speakers are unable to find suitable words to express their thoughts, they discard those thoughts. Learners see this strategy as another way to avoid the impact of making mistakes when their ideas or thoughts are erased due to shyness after gathering them.

5.3 Foreigning

When speakers do not know a word in a foreign language, they may choose another word in a language they are familiar with and "foreign" it in the hope that it will be suitable in the foreign language. When they cannot find the appropriate term or word in the foreign language, many students use their mother tongue to express their ideas and opinions and share them with the class.

5.4. Paraphrasing

Speakers will paraphrase their talking when they do not know the exact word. This process may benefit speakers, As a result, the learners attempt to participate in speaking about their shared idea but do not reach the point where they want to say it. For that, Teachers should encourage students to use paraphrasing as useful strategy rather than foreign words and discarding thought.

6. Types of Speaking

Brown (2004) highlights six different types of skills as follows: imitative, intensive, responsive, interpersonal, interactive, and extensive.

6.1 Imitative speaking

This type considers the ability to practise intonation and to concentrate on specific aspects of language form which is nothing more than repeating a word, phrase, or sentence. The most important thing to remember is to concentrate on the pronunciation. Drilling is used by the teacher in the teaching learning process. The rationale for this is that drilling allows learners to listen and orally repeat particular words.

6.2 Intensive speaking

According to Brown (2001, p.273)" intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language".It usually pairs students working on a task (group work), such as reading aloud, which includes reading a text, reading a conversation with a partner in turn, reading text from a table, and so on.

6.3 Responsive speaking

According to Brown, (2001, p.273) in this type of speaking "A good deal of students initiated questions or comments. Interaction and text comprehension are part of responsive performance, but it's confined to extremely short conversations, conventional greetings and small talk, simple requests, and remarks. This is a type of quick response to a teacher's or a student's inquiry or comment, in which the teacher or student gives specific guidance. Those responses are typically adequate and informative.

7. Functions of speaking

Speaking is a process for exchanging ideas and expressing thoughts amongst community members, as well as a way of communication. Brown and Yule (1983) distinguished between the interactional functions of speech, which focus on the establishment and maintenance of social relationships, and the transactional functions, which focus on information exchange and that is what gives spoken language its various functions. Richards (2008) classified functions of speaking into: talk as an interaction, talk as transaction and talk as performance.

7.1 Talk as interaction

Talk as interaction describes what we typically refer to as "conversation" and represents interaction with a primarily social function Richards (2008). These means it is

intended to serve social function. People exchange greeting, engage in small conversation, relate recent experiences, so that when they meet they want everyone to be nice and create a comfortable zone of interaction with others .In this situation, the speaker is more focused with how they want to express themselves rather than the message.

7.2 Talk as transaction

Talk as transaction “refers to situations where the focus is on what is said or done” Richard (2008, p.24). The focus is on the message and making it clearly understood and accurate. In these types of transactions, the speaker's main goal in delivering this talk is to transmit a message and ensure that it is received and comprehended clearly. For example, students may be involved in hands-on activities; students. Students and teachers in this style of spoken language frequently concentrate on meaning or on talking their way to understanding Jones (1996).

7.3. Talk as performance

The third type refers to public talk, which means the speaker transmits his information to a group of people or audience, such as oral presentations, public announcements, or speeches. Talk as performance tends to be in the form of monologue rather than dialogue. Examples of talk as performance are: giving a class report about a school trip or conducting a class debate and giving a speech.

8. Speaking Difficulties

Students face a variety of speaking difficulties and here are a few of them

8.1 Inhibition

Inhibition is a mental condition that prevents people from behaving naturally. Ur (1996) stated that inhibition is condition which someone or students are losing face, worry about making mistakes and afraid of the attention that their speech attraction. Moreover,

Kagan et.all (1988) pointed out inhibition is a temperamental tendency to reflect wariness, fearfulness, or restraint in response to unfamiliar people, objects, and situations. In language learning, students with inhibition will either protect their ego or generate something Brown (2000).In addition, the inability to talk, combined with the fear of making mistakes, is the fundamental reason why students are terrified of appearing foolish in front of others Kurtus (2001).

8.2 Lack of Motivation

Motivation and learning performance are strongly related. Cook (1996) highlighted that high motivation is one factor that contributes to learning achievement and conversely another definition by Grabe and Stoller (2003) who stated that motivation is a critical component of learning, and that it is linked to interest, self-efficacy, participation, and self-concept. Motivating students is generating a willingness for them to study and participate actively in the class.

Therefore, Nunan (1999) stated that motivations is associated with the combination of hope for achieving the aim of language acquisition and affirmative attitudes about language learning. On the other hand, the teacher's role is crucial in assisting students in staying active with their studies. Moreover, Cook (1996) emphasized that, in terms of individual variations among students, teachers should attempt to identify these variations by providing opportunity for each student to gain in their own unique manner which means teachers must be aware that their behaviors have a major significance on students' motivation to learn.

8.3 Shyness

Shyness is an emotional reaction that many students experience when they are expected to speak in English class. Therefore, Gebhard (2000) pointed out that providing

attention to students' shyness is also crucial in order to assist them in giving their best performance in the classroom when it comes to speaking. In agreement with Baldwin (2011) statement that speaking in front of a group of people is one of the most common phobias among students, according to the belief that shyness causes their minds to go blank or that they will forget what to say. It is confirmed by Nurdin (2014), in which the majority of students fail to deliver their best speaking performance. As they stated, their incapacity to demonstrate their speaking ability is largely driven by their feelings of shyness. In other words, shyness might be said to play a significant effect in students' speaking performance.

8.4 Self Confidence

Students' loss of confidence is often associated with the fact that the interlocutors do not comprehend them. In this case, they would rather remain quiet while others communicate, demonstrating that the students lack self - confidence to communicate. Tsui cited in Nunan (1999) pointed out that student who lack confidence about themselves and their English necessarily suffer from communication apprehension. This demonstrates that teachers' main focus should be on developing students' confidence. This means that teachers should know how to develop students' confidence from both theoretical and practical experience. According to He and Chen (2010) the main reason for students' lack of confidence is their failure to communicate in English. As they pointed out, many students believe their English is poor and that they seem unable to communicate effectively in the language.

Moreover, Brown (2007) pointed out that the cause is the lack of reinforcement from the teacher contributes to the students' lack of confidence. In this context, numerous

teachers believe that convincing students that they can speak English is not necessary in this setting.

8.5 Classroom Interaction

Teachers serve as both a guide to manage students' learning opportunities and a support system to promote students' attention and help them to internalize new values, develop important skills, and build social responsibility when teacher-student interactions are positive Reeve (2006). As a result, the teacher acts as a guide. Students should be sensitive when examining the needs of their classmates. Students encounter difficulties in the language learning process, they are hesitant to communicate or ask for support from the teacher. The interaction between learners and the teachers includes questioning and answering, language learning assistance, and problem-solving. Interaction between learners and teachers that is not developed well becomes the cause of inhibition in their speaking activity.

8.6 Fear of Language Evaluation

Language testing can reflect inhibition. The more students were evaluated, and the more unfamiliar the test tasks and formats were, the more inhibited the learner will be. Students also became inhibited when they spent hours studying the content that make them stressed in class only to discover that their test assessed different material or used question styles that they were uncomfortable with. Furthermore, teacher and peer feedback are considered sometimes terrible things that cause students to become inhibited when it comes to language learning.

9. Activities of Speaking Skill

Harmer (2001, p. 271) said that many activities for teaching speaking class room that is used for communication. Among the widely used classroom speaking activities are the following:

9.1 Role play

Role play is significant in the teaching of speaking because it helps students to practice communicating in a variety of social situations and roles. According to Porter-Ladousse (1987,p.3) (as cited in Kuśnierek ,p.81), “role play activities range from highly controlled guided conversations at one end of the scale, to improvised drama activities at the other; from simple rehearsed dialogue performance, to highly complex simulated scenarios.”

Moreover, Gołębiowska (1987) (cited in Kuśnierek p.82) posited that in role-play, students are given a task to complete and are told who they are, what their opinions are, and what they know that the other students do not. She emphasizes the fact that students are told who they are, that they are playing the role of someone else.

9.2 Prepared talk

Harmer (2001) pointed out that prepared talks are a dominant type of activity. In this activity, students prepare a presentation on a topic of their choice. Because they are prepared, such talks are not meant for informal, unplanned dialogue. They should, however, if at all practicable, speak according to what they write rather than a script. He added that "prepared talks represent a defined and useful speaking genre." (p.274) which is well-defined and beneficial speaking genre that, when well-organized, can be highly engaging for both the presenter and the listener.

9.3 Storytelling

Harmer (2001) pointed that Storytelling is also another activity that is beneficial for students. Students could either summarize a tale or story that they have heard previously, or they can produce their own stories to tell to their classmates. Storytelling encourages creative thinking skills. It also promotes students in expressing ideas in the format of a story's beginning, body, and ends, as well as the characters and setting necessary. Students can also tell jokes or puzzles.

9.4 Discussion

According to Cambridge dictionary discussion is defined as "the activity in which people talk about something and tell each other their ideas or opinions". Discussion is one the simplest activities in teaching speaking classroom (Brown2001) which means that Students are requested to express their thoughts on a topic that has been chosen beforehand. They must be comfortable with the terms they may use. The teacher should take attention to the discussion's development.

10. The Roles of Teacher in Teaching Speaking

According to Koran (2015) the roles teachers play in the ELT field are mostly of an assessor, organizer, prompter, participant, and feedback provider.

10.1 Assessor

A good teacher assesses their students' speaking skill through observations and quizzes aimed to evaluate oral proficiency of the students. Teachers play the roles of assessors when it comes to improving students' speaking skill Harden & Crosby (2000).

10.2 Organizer

Organizer is one of the most significant roles of teachers when it comes to improve speaking skill. The teacher must be aware what type of activity to select first and then what to do after that. For example: what kind of method and materials are needed by the students, how to organize an activity and how long it should take, as well as alternate activities in case the current activity failed.

10.3 Prompter

According to Harmer (2001) prompter is an important role that teachers can play if they want to get their learners to speak fluently. It is when students are not sure about how to do a task. Learners will struggle when they try to express themselves. In this case, the teacher usually gives hints, suggests phrases or vocabulary. However, the teacher should be careful when s/he gives prompts to students during oral tasks because prompting's primary goal is to provide just the perfect amount of motivation and encouragement.

10.4 Participant

This happen when teachers participate in discussions not as teachers but as one of the peers. The teacher assigns students to perform a speaking activity in order to provide feedback or correct errors. Teachers can use this role to understand the difficulties students have during speaking activities. As a participant, also the teacher may ensure that students participate and are engaged in the task.

10.5 Feedback provider

Harmer pointed out that “feedback provider” is another important role for teachers. This is when teachers give feedback after the oral activity. Teachers should be careful while providing feedback, because much correction may hinder students' motivation to

speak. On another hand, encouraging responses may drive students to perform the oral tasks with self-confidence which will in turn improve their speaking performance.

Conclusion

In conclusion, we deduce from this chapter that the speaking skill is assumed to be the most difficult and complicated skill compared to the other skills, it is essential skill which requires special factors and instruction to be learned. In this chapter, the light was shed on the speaking skill and its importance in foreign language learning and teaching. Therefore, an overview tackled speaking definition, aspects, speaking strategies and types. Then we highlighted the most difficulties we face during enhancing speaking skill .Also, we mentioned a different activities we practice when we dealing with the process. As a final point, speaking is regarded as a significant skill that learners should improve.

Chapter Two:
The “Lingbe Application”

Introduction

The recent improvements which the world witnessed in light of technological innovations have attracted educators' interest in how they may use these technologies to improve teaching and learning process. It is a challenging objective for EFL learners to enhance their speaking skill proficiency. As a consequence, a new innovative teaching method have emerged, including “mobiles”. This chapter is an attempt to provide an overview about mobile assisted-language learning. Moreover, it will provide information about a specific mobile application which is the “Lingbe” application, its features and how it works are presented.

1. Definition of ICT

The acronym (ICT) stands for Information and Communication Technology. Gokhe (2000) defined ICT as follow is any product that stores, recovers, decodes, transmits, or receive data electronically in a digital form for examples, personal computers, digital television, emails, the Internet and telephones . According to Rodriguez and Wilson (2000) ICT is a set of activities that help achieve the processing, transmitting, and processing of data through electronic methods. Moreover, Ogunsola (2005) regarded ICT as an electronic based system of information transmission, reception, processing and retrieval, which has drastically changed the way we think, the way we live and the environment in which we live, It can be used to access global knowledge and communication with other people .Besides, Ogunsola and Aboyade (2005) add that ICT is a cluster of associated technologies defined by their functional usage in information access and communication of which one embodiment is the internet. This means that ICT is considered as tools used by people to work with information to facilitate communication.

Furthermore, Bindu (2016) claimed that the term Information and Communication Technology (ICT) is a broad and comprehensive expression. He argued that ICT is not used only by computers and internet, but also ranges from radio to satellite for communication. . This means that ICT provides substantial opportunities for educational system because it can help in acquiring and assimilating knowledge .Besides, Marcelle (2000) stated that ICTs are a complex and diversified set of items, applications, and processes used for producing, distributing, processing, and transferring data, ICTs cover telecoms, TV and radio broadcasting, hardware and software, computer services, and electronic media.

2. Importance of ICT

ICT dominates all aspects of life, designed to allow people to interact around the world, gain information, and facilitate the learning process. It has revolutionized education owing to the accessibility of modern technological ICT and online tools, as well as the popularity and accessibility of the internet. It has replaced methods of teaching; face-to-face interaction in classrooms is replaced by online communication and the traditional white or blackboard is getting replaced by interactive whiteboard, and books or printed resources are getting replaced by online resources Suryani(2010). To sum up, ICT can also facilitate dynamic and collaborative learning and led educators to become more interested in the use of ICT.

Yusuf (2005) claimed that ICT influenced on the quantity and quality of education, learning, and research in traditional and distance learning institutions. In other words, ICT can facilitate the learning process by providing high quality content, and make the process more flexible and interactive, and it gives opportunities for independent learning, as well. Moreover, Kirschner and Woperies (2003) proposed that ICT can improve the educational

learning by making the process more efficiency and productivity, resulting in a variety of new tools to enhancing and facilitating teachers' activities.

Additionally, Meenakshi (2013) highlighted the importance of ICT in education which is becoming more widespread and growing rapidly around the world.

He claims that:

- Technology in another side can be the most effective way to increase the student's knowledge. Being aware of the significant role of ICT (internet) in our life, especially in the educational activities, education authorities should be wise enough in implementing the strategies to empower ICT in supporting the teaching and learning process in the classroom. ICT is not just the bloom of the educational activities, but also it will be the secondary option to improve the effective and meaningful educational process. (p4)

Sharma, Gandhar et al (2011) claimed that educational institutions became more productive and meaningful thanks to the ICT. It works as a tool that facilitates the transaction between producers and users by keeping students updated and enhancing teachers' proficiency by fostering live contact between the teacher and the student via e-mail, chalk sessions, E-learning, and web-based learning which facilitate students self-paced learning. Besides, ICT Integration will help to develop education process by making it more affordable and accessible. In addition to the use of word Excel, Access, PowerPoint, animation, graphics those can be utilized to enhance the learning of content. As a result, ICT has a significant role in teaching and enhancing the learning process in our educational institutions. Therefore, Belo and Ye (2015) asserted that ICT tends to expand access to education. This can enables learning occurs at any time and in any place. For example, online course resources can be accessed all the day, seven days a week. Tele

conferencing classrooms enable both the learner and the teacher to interact with convenience and efficiency.

3. Forms of ICT

According to Lim& Tay (2003) ICT tools are classified into four types which are: informative, situating, constructive, and communicative tools. Besides, they identified the difference between them according to their use as follow:

3.1. Informative tools

Informative tools are implementations that provide a large amounts of information and knowledge in a variety of formats such as text, graphics, sound, or video. Informative tools can be assumed of as a passive repository of data. For examples; multimedia encyclopedia or websites available on the internet such as (org.edu) etc. These can facilitate the process and help students to do homework.

3.2 Situating tools

They are systems that put and motivate students in an environment which indicates a context and the occurrence of a situation such as CD-ROM, text, audio, graphic images (still images), animation and video clips which can provide a hypermedia application that allows teachers to improve the learning environment.

3.3 Constructive tools

Constructive tools is a general purpose tool that can be used to manipulate information. IT constructs their own knowledge or visualize students' ability to comprehend. Microsoft Word or Power point are two of the main tools which have a strong impact on the educational environment and it is widely used in the majority of the

companies .On general, it is very benefits in the context of increase creativity among students.

3.4 Communicative tools

Communicative tools are systems that make the communication between teachers and students simple and easy to use or between students outside the classroom. Those are some examples of communicative tools e-mails, electronic bulletin boards, chat, teleconference and electronic whiteboard.

4. Technology in EFL Classes

The integration of technology into language teaching which was started in the early 1960s and 1970s, assisted teachers to teach second language learners how to speak in the best way possible. Living in the globalization era,, foreign language learning approaches must adapt to an entirely new set of requirements. Therefore, Lasnier, Morfeld, & Borneto, (2000) stated that new language learning tools and resources should be products that are characterized by being flexible and lightly facilitate the transfer of what has been learned in one context to more general activities and situations.

Mobile technologies can provide up more options. They can also be used to enhance teachings courses. Attewell (2004) stated that the use of mobile technologies for educational purposes could be beneficial in the following areas:

- Learners can use mobile learning to develop their literacy and numeracy skills as well as evaluate their skillset.
- mobile learning can be used to encourage Both autonomous and collaborative learning
- Mobile learning helps to raise self-esteem and self-confidence.
- Mobile learning removes some of the formality from the learning process and engages also the most hesitant students.

- Mobile learning allows students to focus for longer periods of time.

5. Advantages of using ICT in Education

According to Fu (2013), the use of ICT has been found to:

- **Assist students in accessing digital information efficiently and effectively.**

ICT makes knowledge acquisition more accessible, and concepts in learning areas easier to understand.

- **Support student-centered and self-directed learning.**

Students are now more frequently engaged in the meaningful use of computers..

- **Produce a creative learning environment.**

ICT allows more creative solutions to various types of learning. E-books can easily access all types of texts, from basic to advanced, using PCs, laptops, PDA's and other devices. These e-books may also have reading applications that include a reading-aloud interface.

- **Promote collaborative learning in a distance-learning environment**

Students will have the opportunity to analyze problems, explore ideas, and build concepts. They may obtain several evaluations of ICT-based learning systems. Students not only learn together, but they also share their various learning experiences in order to express themselves and reflect on their learning.

- **Support teaching by facilitating access to course content**

Instructors will find it easier to design an ICT class if institutes provide them with encouragement, equipment, and the necessary technological support. The primary responsibilities of these teachers will be to modify their course design, create and explain new assignments, and arrange for the computer lab with the assistance of their technology learning specialists or assistants.

- **Offer more opportunities to develop critical (higher-order) thinking skills**

ICT environment can help students develop stronger critical thinking skills. It is strongly informed that schools integrate technology across all learning areas and levels.

- **Improve teaching and learning quality**

There are three important characteristics are needed to develop good quality teaching and learning with ICT: autonomy, capability, and creativity. These give the students the ability to control their own learning through the use of ICT. Besides, they will gain confidence in their learning processes, and enhanced their knowledge.

- **Support teaching by facilitating access to course content**

Teachers can act as catalysts for the integration of technology through ICT. If the encouragement is available from institutes developing an ICT class will be easier for them.

6. E-Learning

In light of technological innovations, E-learning appears to allow users from around the world to learn and access new information. E-Learning used for the first time officially in 1999 by Elliot Masie (Tamm, 2019) which is an online course that make the process efficient way of delivering courses online outside the classroom. Moreover, Urdan and Weggen (2000, p. 8) define E-learning as:” wide set of applications and processes, including computer-based learning, Web-based learning, virtual classrooms, and digital collaboration”. In addition to Moubayed, Injadat, Nassif, Lytfiyya and Shami (2018) whom pointed out that E-learning is the use of electronic devices and technology for learning new information and skills. Moreover, they claimed that E-learning is the application of electronic technologies to get access to educational curriculum outside classroom without the need of teachers. The following are some characteristics that can be used to describe an e-learning course, module or programme

- **Online:** Students/learners access the content through the Internet. This means that learners can learn through their Computers, laptops, phones, or any devices that have access to the Internet.
- **Offline:** Students/learners access the content offline through CDs, DVDs, etc. This limited students' access to information to computers and laptops. However, it frees them from the distractions of accessing it via the Internet, where they may stop visiting other irrelevant websites.
- **Time:** This characteristic describes the timing of when students can access the content, it has two parts:
 - ✓ **Synchronous:** The content is delivered in real time, and students "attend" classes at the same time via conference calls. The content is delivered in real time, and students "attend" classes at the same time via teleconferencing. Some students may attend classes late at night or in the early hours of the morning.
 - ✓ **Asynchronous:** Students can access the content at any time which lead them to connect with teachers. This overcomes the limitation of needing to learn during inconvenient times of the day in their suitable time
- **Content Format:** This characteristic describes the format of the content, it has two parts:
 - ✓ **Static:** This type ensures consistency and easily maintained. However, this may exclude some students/learners because it does not meet their wants and needs.
 - ✓ **Dynamic:** The format changes and adapts based on student behavior or knowledge acquisition level. However, this is a challenge in terms of how to offer new information while also maintaining it in the long run.

7. Mobile-Assisted Language Learning

The widespread use of mobile devices has transformed the way we learn. This New technologies, such as social networking, reflected in mobile apps, accelerate up the learning process and provide new opportunities. Laptops, iPods, tablets, and smart phones are instances of mobile digital devices that have made learning English easier, Ammanni & Aparanjani (2016).

Moreover, Kim and Kown (2012) argue that the term mobile-assisted language learning (MALL) was first coined by Chinnery (2006). However, MALL differs from CALL "in its use of personal, portable devices that enable new ways of learning, or creativeness of access and interaction across different contexts of use Kukulska-Hulme and Shield (2008).

8. Advantages and Disadvantages of MALL

Most mobile devices are useful in education as administration because of its flexibility. However, it provides several challenges during learning process. Mehdipour and Zerehkafi (2013) posited out those advantages and disadvantages as follows:

8.1 Advantages

Mobile devices can be beneficial in a number of ways. First, they are considered less expensive than PCs and laptops. Besides, they allow you to access options for delivering and creating multimedia content. Moreover, mobile devices improve the levels of literacy, numeracy and participation in education amongst learners. Last, using the communication features of a mobile phone as part of a larger learning activity like sending media or texts into a central portfolio, or exporting audio files from a learning platform to your phone.

8.2 Disadvantages

Mobile learning poses a number of technical, social, and educational challenges which are as follow:

Connectivity and battery life may become the main challenge for mobile users. In addition to limited memory, screen size which means , it is difficult to view text and graphics like on a desktop computer screen and the majority of the learners looking for the best quality and performance for their mobiles .Therefore, access barriers that stop the learner from reaching a particular platform and the high cost. Besides, the fear of electronic piracy makes users uncomfortable while using their mobiles. At last, negative social attitudes such as harassment and inappropriate images are there.

9. Mobile learning

Through innovative technologies a new learning approach emerged known as Mobile learning which allows learners to learn anytime and anyplace. This can be achieved by the use of mobile devices, such as personal digital assistants (PDAs), cell phones, smartphones, and tablet computers Georgiev et al (2004). Moreover, M- learning (m-learning) refers to the use of mobile technologies for educational purposes Kukulska - Hulme et al (2011).

According the Quinn (2000), Mobile learning is M-learning which is performed through mobile devices. Therefore, O'Malley et al. (2003) as cited in (Rodríguez-, Arús, & Calle) defined it as any type of learning that happens when the learner is not in a fixed, predetermined location, or learning that happens when the learner uses the learning opportunities provided by mobile technologies. Which facilitates learning process to take place anyplace and at any time, and help to increase self-confident among users. As a result, M-Learning helps us create our knowledge, satisfy our curiosity, collaborate with

others and enrich our experiences. It gives the learner the opportunity to control and to take benefits of the free time for examples; while travelling, having a lunch break, or waiting to somebody to meet.

10. Mobile Application

Being proficient in English is necessary to achieve success in your professional career but most people struggle to learn the English language effectively. The emergence of new Information and Communication Technologies changed the World by offering Mobile apps. These made learning languages become fun, accessible, and intuitive. According to Teachopedia (2020) defines Mobile Application as follow: is a type of software application designed to run on mobile devices, such as a smartphone or tablet computer. Apps are often small, individual software units with basic features. Moreover, Phongtraychack and Dolgaya (2018) asserted that mobile application is a software application designed to run on mobile devices such as smartphones and tablet computers ,it is the result of previous technological innovations. Nayebi, Desharnais, and Abran (2012) stated that mobile devices and applications provide significant advantages to their users, in terms of flexibility, location awareness, and accessibility .Because it is more efficient to use, Easier to learn.

According to Islam & Mazumder (2010) there are various types of mobile applications depend on the user's goal:

First, Communications such as, Email, Social Networking applications like Facebook, Instagram and what's App. Another types is games such as Puzzle, Action, Strategy, Cards .Etc. Besides, Productivity applications such; Calendars, Calculators, and Memo where you write a brief message or report in case you forget. This use of app software was originally popularized by Apple Inc. and its App Store the App Store (by

Apple) and Google Play (by Google) [Google 2011]. These means we can use different types of applications for certain goals.

11. Mobile Learning in Higher Education

Mobile technology innovations are rapidly expanding the flexibility of learning outside of higher learning. Traxler (2007) claimed that higher education students may be more prepared to adopt m-learning than K-12 students because more college students have mobile devices. These means students will start use their mobiles devices for learning purposes.

Cheon et al (2012) reported that various studies have been carried in the college environment. For instances, Students in college can use a mobile device to receive formative evaluation and feedback from their instructors. Besides, Mobile devices can be used to support face-to-face courses through the use of Quick Response (QR) codes that connect the material to supplemental courses in the internet. Also, Mobile device can be uses to conduct administrative tasks, such as checking attendance and learning progress. Despite the significant impact of using mobile learning in higher education Cheon et al. (2012) claimed that implementing M-learning in higher education is becoming difficult related to social, cultural, technical, and psychological factors.

To fix this challenges that face learners; Cheon et al (2012) conducted a study of students' perception towards mobile learning in higher education .The findings indicates that universities should develop m-learning implementation plans, including design guidelines, development phases, and articulating norms, while also taking into consideration students' current level of readiness.

12. Definition of “Lingbe Application”

Lingbe is an educational mobile application which connected you to speakers and other users that are practicing the same language you want. It was launched in June, 2015 and its last updates are in 24 March, 2022. The app was created in June 2015 by three Spanish students from the Business Institute IE who are Alberto Cruz Alonso, Juan Pablo Andrade, and Victor Castro It was evaluated with 4.4/5 on (Google play) (See figure 01). Moreover, it is the best app on Google Play with more than 1 million installs and it is increasing .The Pro version seems to give you access to unlimited calls, take away ads, and let you know who you are talking to as soon as the voice call starts.

According to Lingbe Company they define it as is the ultimate language exchange app, which allows collaborators to instantly practice with native speakers such as: English, Spanish, Portuguese, and French speakers who share your interests. In addition it is the best way to learn and improve a language. Moreover, Artificial Intelligence Thority (2019) state that Lingbe won the Madrid Mobile Summit startup contest in 2017 and was chosen by Google as part of their Early Access Collection, where only 29 startups were selected worldwide .

According to the website network ‘issuewire’, they defined ‘Lingbe’ as “Lingbe, the Spanish mobile app that allows users to start real-time conversations with native speakers at the touch of a button to learn and practice any language anytime, anywhere, is excited to announce its latest feature “Lingbe Rooms”. You can find it in the App Store and Google Play for free, and available for download in any country in the world. For its launch, Lingbe will focus on the two main languages with users worldwide: English and Spanish”. This means that Lingbe works as a social platform in which users can practice

the language of their interest simply by pressing a button that will connect them instantly with a native speaker of that language.

Besides, to All Language Resources; which is an independent review site; which define it as follow: “Lingbe is like chat roulette for language learning, instantly initiating voice calls between users who want to practice or help others learn different languages (all language resources). After your call with another user, you can choose to become friends on the app and continue to message or call each other (although calling them still requires Lingos). As this app was created for Spanish and English speakers, learners of other languages may have more difficulty finding someone to practice with. However, the community is growing, so it may not be difficult for long...”



Figure 01: The “Lingbe Application” icon on the app store (app store n. d)

12.1 Description and Features of “Lingbe Application”

Lingbe is the ultimate language exchange app which is designed for educational purposes which is the practice of the language and the best way to learn and improve a language is to practice on a daily basis with native speakers and other users who are practicing the same language (<https://justuseapp.com/>). The figure 01 above is the official profile picture of the app. Besides, the app contain profile, chatting messages, press button, Lingbe rooms and lingshop where you gain golden Lingos to use it and this is illustrated in (See **Figure 02**) below:

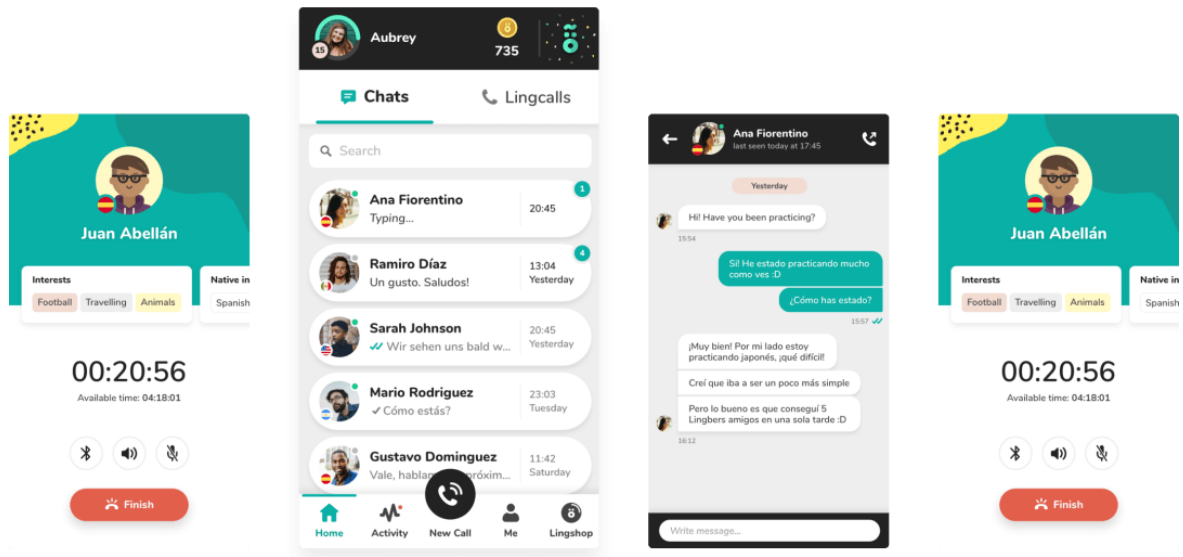


Figure 02: The “Lingbe Application Description” on the Lingbe official website (n. d)

12.2 Creating the “Lingbe Application” Account

To use this application, first you have to download it from the Google play store (Android) or App Store (Apple). After the download is completed, the user will face two options to sign up whether with Facebook or E-mail and select next step every time. Then, the user will choose his country or region (where are you from?). Next step is to choose your birth date (when were you born?), after that you will set your gender (which gender do you identify with?) and the last step, the user will be asked to choose his native language (what is your native language?) in our case, it is Arabic since we are EFL learners. After that you will choose the practice language (which language do you want to practice?) for example, the English Language. Then, select Ready! Let’s go! You will face welcome post “Hi user! Welcome to Lingbe!” and click let’s start! Thus, you have finished the installation and they can start using the Lingbe application. (Lingbe. Company).

12.3 The Way of Using “Lingbe Application”

The main interface just has two buttons: one to start a call (Practice and Learn) and you will find a partner who will help you learn and practice the language. You simply need to choose your original language and the language you wish to learn and one to indicate whether you are accessible to receive calls (Help and Earn). In addition, after each call the application will ask the native speaker to evaluate the user’s degree of vocabulary, fluency and pronunciation, so you can always see how fast you are learning and progressing in form of (Star Rating). You spend 10 lingos (the app currency) for every minute of conversation with native speaker and 2lingos/min in practice session. You can also earn lingos by helping others learn your own language. You only earn 6 lingos a minute when helping others but there are other ways to earn them like watching ads, unlocking badges, answering questions, sending referral code or by increasing your level or you can purchase Lingos through the app store, buying them (**See figure 03**).

The Pro version seems to give you access to unlimited calls, take away ads, and let you know who you are talking to as soon as the voice call starts. If the two people want to stay in touch, they can become friends and access new features like seeing their profiles, chat and call directly at any time. (<https://justuseapp.com>)

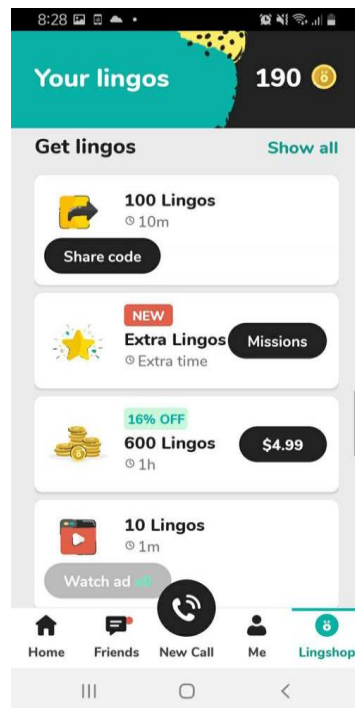


Figure 03: The way you earn Lingos

12.4 “Lingbe Application” Study Modes

Lingbe Application include several study modes and activities that enable students to practice and enhance their speaking skill depending on the need of the learners. The application offers two mains study modes (Practice and Learn or Help and Earn) and each one provides a different options according to users learning style .In addition to another separated option which are Lingbe tasks (Lingbe company). These options are:

➤ **Practice and Learn**

These option contain three modes which are: start a call 1 on 1, Practice in group and take a class.

✓ **Start a call 1 on 1**

This option itself has two modes which give you the choice to speak either with a native call (native speaker) or practice session (non-native speaker)

- **Native Call (Native Speaker)**

This option gives you the opportunity to practice with native speaker which his mother tongue (first language) is English. It is usually for advanced level, also it cost you 10 Lingos for minute (**See Figure 04**)



Figure 04: The “Lingbe Application” native speaker option (n. d)

- **Practice session (Non-Native Speaker)**

Your partner here is like you his mother tongue (first language) is not English .it may become Spanish, Italian, Indian, French or Japanese. But, both you and your partner are sharing the same goal which is improve a particular language (**See figure 05**)



Figure 05: The “Lingbe Application” practice session option (n. d)

✓ **Practice in group (Lingbe Rooms)**

This option gives you the ability to create a group audio chats in live rooms and discuss about a particular topic with a group of other users. Also, you can enter any of the rooms and listen to the conversation there, if you want to speak and take an active part in one of the conversations just raise your hands.

✓ **Take a class (italki)**

This option will provide to you a qualified teacher to be your instructor to teach you. It provides you also with book lessons with one of our italki teachers.

➤ **Help and Earn**

This option is characterized by giving you the ability to help the community and you earn more Lingos for your services. It has two modes: Offer a native call and Host a native room.

✓ **Offer a native call**

Here you can actively offer a native call to other users and help them in your native language. As a result, you will get Lingos for every minutes of your help.

✓ **Host a native room**

This mode enable you to create a native room in your native language in which the more users join your room, the more Lingos you will earn for your service.

➤ **2.8.3 Lingbe tasks**

This option is separated, which gives you the ability to ask questions about any of your languages such as; vocabulary, grammar, pronunciation, translation, friends, or others. And answer questions from other users, answering questions is completely free. After two days of posting your questions the most popular answer becomes the featured answer and its author receives a reward. Also, you can edit your own questions and answers as long as the featured answer has not been determined, simply by pressing the pencil icon.

Conclusion

Technology is an essential and important way of learning. EFL teachers have to inspire their learners to use technological tools of their educational progress You can learn or improve your language skills in a variety of ways using Smartphone applications offer “Lingbe Application” that is considered a novel learning strategy that aims at developing English speaking skill performance and pronunciation through its study modes inside the classroom and outside . With continuous use, this application has the ability to increase your speaking level to become native speaker like.

Chapter Three:
Analysis and Discussion of the Results

Introduction

The present study investigates the role of the “Lingbe application” in enhancing EFL learners speaking skill. The focus is to explore the attitudes of both students, and teachers of oral expression towards this application and its effect on the speaking skill. This chapter presents the analysis and the interpretation of data collected from the questionnaire that has been administered to students and an interview with oral expression teachers at Mohamed Khider Biskra University as well as the analysis and the interpretation of the results.

1. Research Design

We opted for a mixed method to answer the research questions. The main objectives to investigate the role of “Lingbe application” in enhancing EFL learner’s speaking skill. Therefore, the present investigation utilized a questionnaire. Creswell (2014) stated that "This "mixing" or blending of data, it can be argued, provides a stronger understanding of the problem or question than either by itself." The main objectives is to gather data and describe EFL learner’s attitudes towards the use of “Lingbe application”.

2. Population

The population targeted by this study comprised first year students at the University of Mohammed Khider Biskra whose numbers is 299, and first-year teachers of oral expressions whose numbers is 57, we select five teachers to be interviewed. The reasoning behind selecting this particular population and the selection of this sample are based on two main reasons: the first reason is that the first-year students are more interested in developing their speaking skill because they need to achieve a complete communicative competence at the beginning of their educational field to help them and “Lingbe application” will accelerate their need. Second, first year students are familiar

with the use of mobile application, and it would be easy for them to use the Lingbe application as a new tool to help them to master their speaking skill starting from first year.

3. Sample

A random sampling approach is used to gather data for thirty nine (39) students. Besides, five (05) Teachers who are selected to participate in this study are teaching oral expression module at Mohammed Khider University based on their experience in the field of the study.

4. Data Collection

Data collection tools used to obtain measurable objectives and test the research hypotheses to answer the research questions included a questionnaire administered to students to describe EFL learner's attitudes towards the use of "Lingbe application". Furthermore, we test EFL teachers' to explore their attitudes toward the use of the current App in the teaching process using an interview.

4.1 Students' Questionnaire

4.1.1 Description of the Students' Questionnaire

The questionnaire is designed for First year EFL students at the University of Mohamed Khider – Biskra. We opted for a sample that contained (39) students amongst the population which comprised a total of (299) students.

The questionnaire was semi-structured (See Appendix A), and it was divided into five main sections that composed (23) questions, where each section includes a set of questions; open-ended, closed-ended questions and closed-ended questions; that have been answered by participants objectively. And each section aiming at gathering data about a specific area of the research.

Section one: Background information

The first section aims at collecting basic information related to participants of the sample. It consists of three questions, the first one was about gender, the second one was about the reason behind choosing English as a major, and the last one was asked about their level in English.

Section Two: Speaking Skill

The second section included five main questions about speaking skill. The aim of this section is to collect data about students' opinion. Therefore, the first question was about the importance of the speaking skill. The second question, was about their level in English. The third one was about their attitudes towards oral expression module with justification. In addition, the fourth question was asked about the preferred learning strategy. Finally, the participants were asked about the difficulties they face in learning speaking skill.

Section Three: Mobile Assisted Language Learning

The third section focuses on students' perceptions about Mobile Assisted Language Learning (MALL) in relation to English language learning. It consists six main questions, the first question was about the kind of mobile device they own. Then the second question, when the participants were to classify some activities which often use it to practice English to explore their opinions. The third question was about learning English through mobiles. Then, the fourth question was about the advantages that may mobiles offer for EFL learners. The fifth question was about their attitudes toward the use of mobile phones. Finally, the sixth question is a likert scale.

Section Four: Speaking Improving Via Mobile Phone

The fourth section included four main questions that aim at exploring the students' attitudes about using mobile phones in their learning process. First, we asked the participants about the significant of speaking skill in form of likert scale. Second, the participants were about their opinion in developing their speaking skill using mobile phones. The third question was about where to use the phone in learning speaking skill; in classroom or outside the classroom. Finally, the participants were about the method they use in learning speaking skill.

Section Five: Students' Attitude towards the use of the 'Lingbe Application' in Developing speaking skill

The present section consisted of five main questions comprised close-ended (Yes or No) and open-ended questions that aim at exploring students' attitude towards the use of the 'Lingbe Application' in developing speaking skill. The first question was about the possibility of using the application before. Second, the participants were about "Lingbe application" effectiveness on developing speaking skill. Third, the question was about the study modes. The fourth question is a likert scale that contains four statements to explore students' attitude. Finally, the section ended with an open ended question in order to gather the necessary data and comments about the use of this application in developing their speaking skill.

4.1.2 Administration of the Questionnaire

The questionnaire was distributed to the sample of students at the department of foreign, section of English language at Biskra University. Due the circumstances, it was published online to the target population via a Facebook group using Google forms, on the late April where the students were still available; the data collection was moving slowly, it was gathered in duration of a month approximately

4.1.3 Validity of Instruments

The main purpose of this step is to validate the tools used in the current study. The students' questionnaire and teachers' interview were sent to two teachers at the department of English to check whether the questions would fit the aims of this research or need any further modifications. Few remarks were recommended by the teachers and consequently, some irrelevant questions were excluded as well as other questions were modified.

4.1.4 Analysis of Students' Questionnaire

The final version of the questionnaire contained of 23 questions, it was delivered online to the targeted sample of 39 students using via Facebook group using Google forms.

Results of Students' Questionnaire

Section One: Personal Information

Item 1. Would you please identify your gender?

| Option | Number | Percentage |
|--------------|-----------|-------------|
| a) Female | 34 | 87% |
| b) Male | 5 | 13% |
| Total | 39 | 100% |

Table 1: Participants' Age.

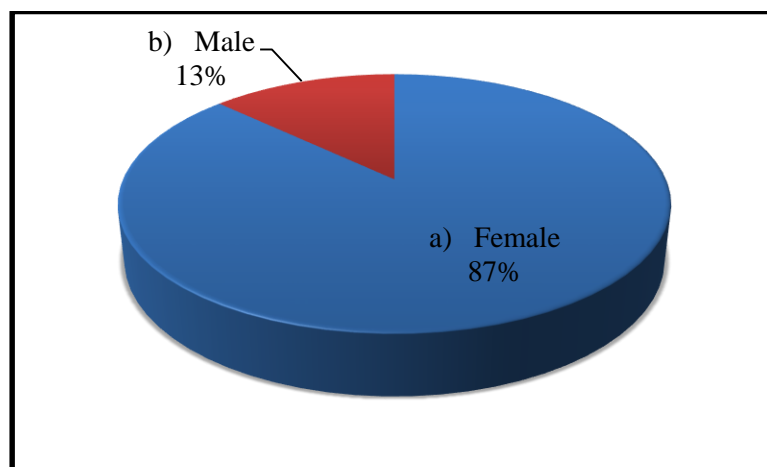


Figure 6: Participants' Age.

The aim of this question is the aim of this question is just to show what do we have as boys and girls and who's more oriented in the use of the technology. As shown in this table, we notice that the number of females is (87%) which is 34 students and the number of males is (13%) which is just 05 students. As a result, the majority of respondent's is Females which is higher than Males under the total number which is 39 students.

Item 2. How did you choose English?

| Option | Number | Percentage |
|---------------------|-----------|-------------|
| a) Personal choice | 29 | 74% |
| b) Parents' choice | 3 | 8% |
| c) Job demands | 4 | 10% |
| d) Someone's advice | 3 | 8% |
| Total | 39 | 100% |

Table 2: Students' Choice of English

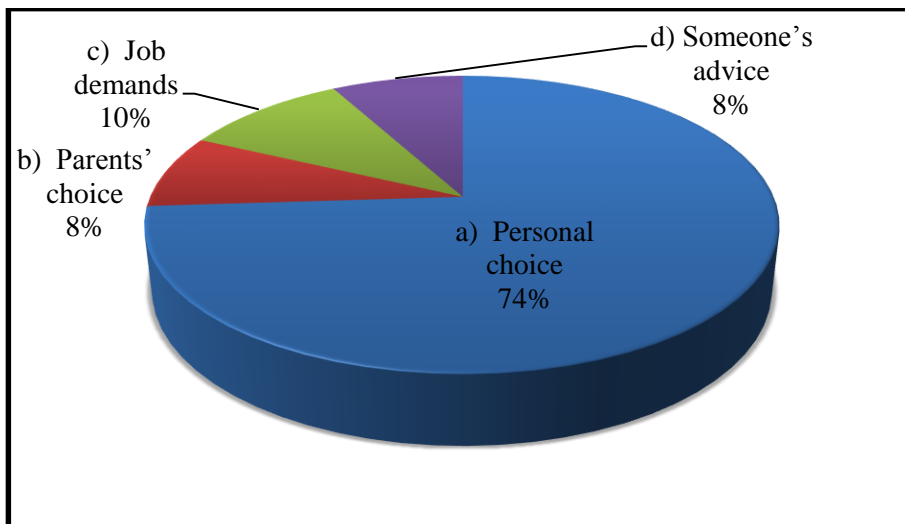


Figure 7: Students' Choice of English

This question is aimed at exploring the students' choice of English. From the table above it is noticed that the majority of the students 74% have selected English according to their personal choice, and 8% English parents' choice, where 10% have selected English based on their Job demands, and 8% someone's advice

Item 3. How can you evaluate your level in English?

| Option | Number | Percentage |
|-----------------|-----------|-------------|
| a) Poor | 1 | 3% |
| b) Basic | 6 | 15% |
| c) Intermediate | 22 | 56% |
| d) Advanced | 10 | 26% |
| Total | 39 | 100% |

Table 3: Students' Evaluation of their English level

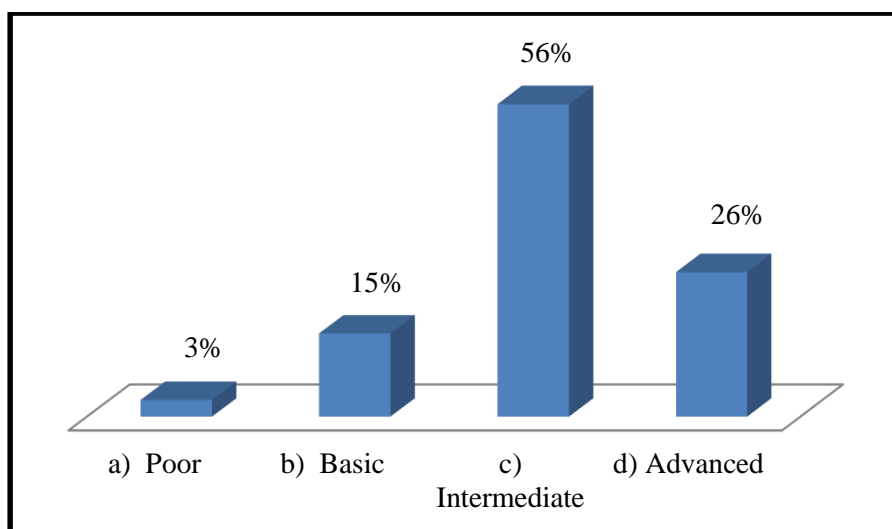


Figure 8: Students' Evaluation of their English level

The above figure demonstrates the students' answers about the evaluation of their English level divided into four categories: poor, basic, intermediate and advanced. The results revealed that most students (56%) considered their level in English is intermediate, where (26%) of students claimed that, their level in English is advanced, and (15%) claimed that, their level is Basic. Whereas, the lowest percentage (3%) is considered their level is poor.

Section Two: Speaking Skill

Item 4. How do you consider the speaking skill?

| Option | Number | Percentage |
|-------------------|-----------|-------------|
| a) Very important | 36 | 92% |
| b) Important | 3 | 8% |
| c) Not important | 0 | 0% |
| Total | 39 | 100% |

Table 4 : Speaking Skill Importance

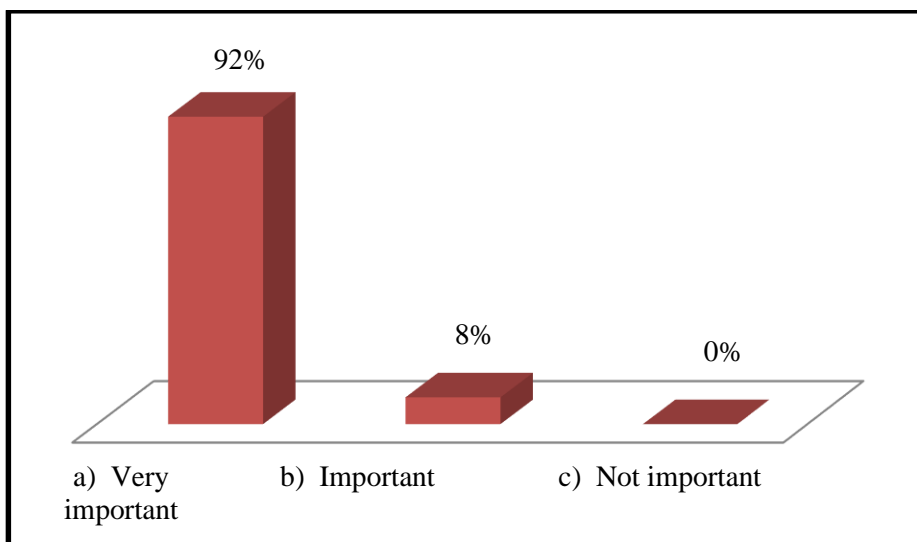


Figure 9: Speaking Skill Importance

From the results as they are demonstrated in the above figure and table, It can be deduced that most of the participants which are (36) students consider that speaking skill is very important with a (92%) percentages some of them justified their answers as follow:

- The more you speak the more you develop in language, a successful communication requires mastering speaking skill .Whereas, only few of them (8%) considered speaking skill as important.

Students’ justifications

a) For ‘Very important’

- Is the second skill after listening to native and non-native speakers
- It is a skill to communicate

- We must put Improving the speaking skill into consideration for a flexible communication
- To be good in language means you can understand and produce comprehensible input.
- It's way of making your points clear so you have to improve your speaking skill and also academically speaking we know that all language's skills are very important

b) For 'Important'

- The speaking skill is important because it's the basic think to help you understand more
- It allows us to communicate effectively.

Item 5. How is your speaking skill?

| Option | Number | Percentage |
|---------------|---------------|-------------------|
| a) Poor | 2 | 5% |
| b) Acceptable | 15 | 44% |
| c) Good | 17 | 38% |
| d) Very good | 5 | 13% |
| Total | 39 | 100% |

Table 5 : Speaking skill Level

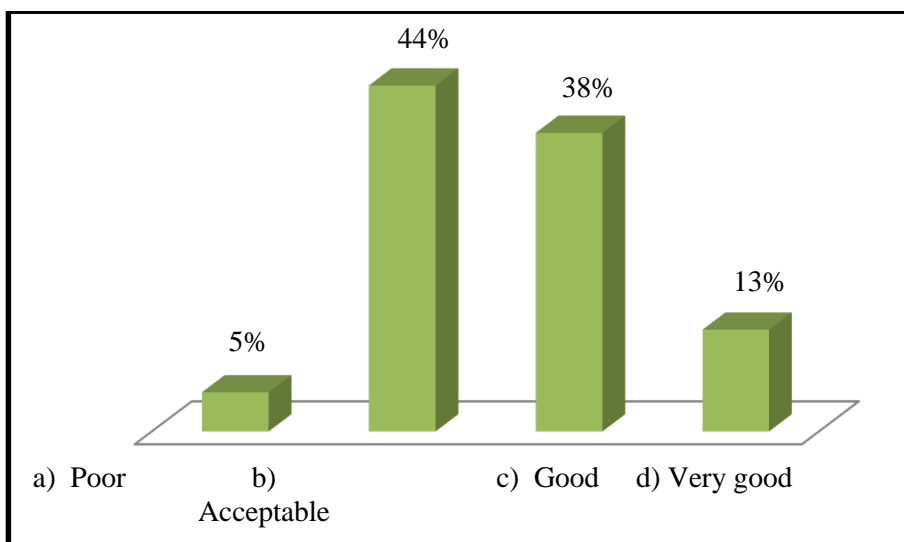


Figure 10: Speaking skill Level

This question aims to discover students' level of speaking skill. According to (figure 10) we can deduce that most of the participants (44%) considered their level speaking skill "Acceptable", and (38%) of the participants considered their speaking skill level's "Good" Whereas, (13%) of the participants stated that their level in speaking skill is "Very good" and the rest of the students, who represent only (5%) considered their level is "poor".

Item 6. How do you find the course of Oral expression?

| Option | Number | Percentage |
|--------------------|-----------|-------------|
| a) Interesting | 33 | 85% |
| b) Not interesting | 6 | 15% |
| Total | 39 | 100% |

Table 6: Interested in the Course of Oral expression

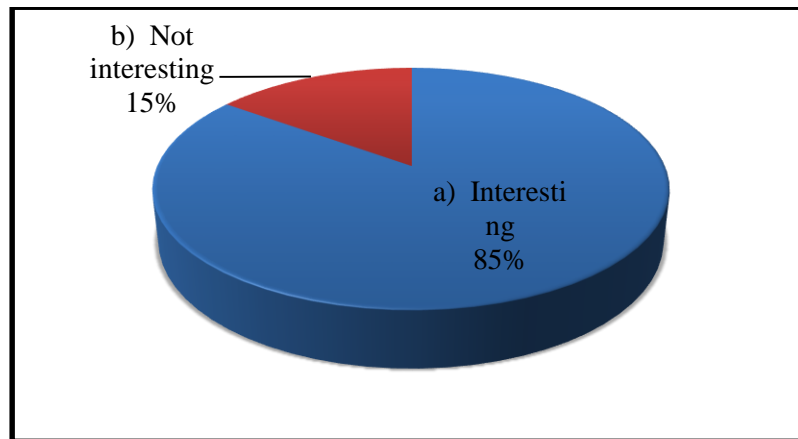


Figure 11: Interested in the Course of Oral expression

According to the results in the above figure, it can be seen that the majority of the students (85%) reported that they consider the course of oral expression as “interesting”. These are some students’ justifications in which only (15%) consider the opposite which is “not interesting” with a number of (06) students.

Students’ justifications

a) For ‘Interesting’

- We are not shy now and we have the power to present on stage
- Express yourself
- It is supposed to be the time of practice for EFL students.
- It make you learn a now thinks even in speaking
- perhaps because it gives me the ability to evaluate my English package.
- Because I think that oral expression is one of the main skills to learn foreign languages .

b) For ‘Not Interesting’

- The teacher tries to impose her ideas even if they're wrong, plus from the beginning of the year I didn't learn a word nor a good idea.

- boring, repetitive, weak verbal communication skills especially teachers' levels

Item 7. To improve your speaking skill, do you? (You may choose more than one answer)

| Option | Number | Percentage |
|---|-----------|-------------|
| a) Read books, stories, magazines, articles, etc. | 0 | 0% |
| b) Listen to songs, podcasts, etc. | 3 | 8% |
| c) Watch movies, educational videos, TV shows, etc. | 1 | 3% |
| d) Using Mobile devices | 2 | 6% |
| e) More than one answer | 21 | 53% |
| f) All of them | 12 | 31% |
| Total | 39 | 100% |

Table 7: Students' Methods to Increase their speaking skill

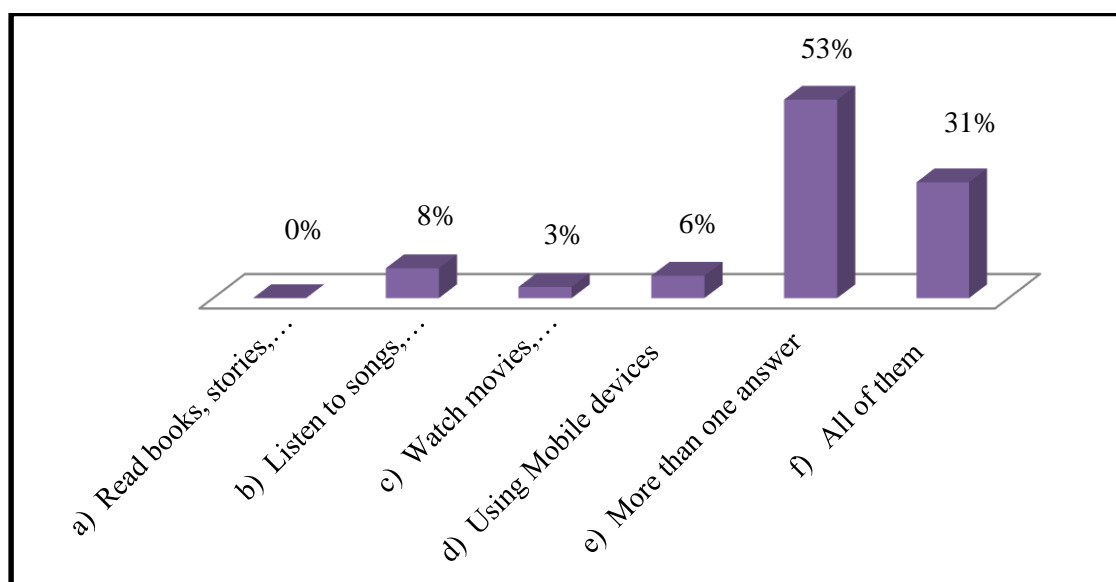


Figure 12: Students' Methods to Increase their speaking skill

This question aimed to gather students' opinions about the methods that increase their speaking skill. According to the percentages illustrated in the figure above, 53% of participants chose more than one answer. 31% of participants chose all of them. On the other hand, 8% of participants chose "Listen to songs, podcasts, etc". Another 6% of participants chose "Using Mobile devices". Whereas, 3% of participants chose "watch movies, educational videos, TV shows, etc". Last, only (0%) of participants chose "Read books, stories, magazines, articles, etc".

Others

- The podcast is very useful
- talk to your self in front of a mirror
- talk to native speakers
- Mobiles contain a variety of sources to practice English games applications movies
You tube.

Item 8. Do you face any difficulties when you speak in English?

| Option | Number | Percentage |
|--------------|-----------|-------------|
| a) Yes | 25 | 64% |
| b) No | 14 | 36% |
| Total | 39 | 100% |

Table 8: Difficulties when speak in English

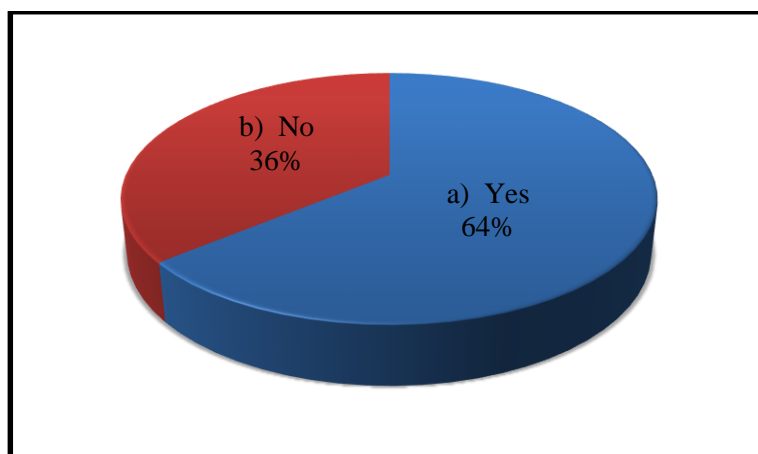


Figure 13: Difficulties when speak in English

According to the results in the above figure, it can be observed that the majority of the students (64%) answered with “Yes” that they face difficulties when they speak in English. Whereas, (36%) of the students said “No” which they don’t face difficulties when they speak in English.

If ‘Yes ‘

- I forget some words

- Sometimes I think I speak perfectly but sometimes when I notice other students who sound more fluent than me I get underestimated and lose my words
- Finding the perfect word to describe an idea related
- Problem of accent

Section Three: Mobile Assisted Language Learning

Item 9. What kind of mobile device do you have? (You may choose more than one answer)

| Option | Number | Percentage |
|---------------------------------------|-----------|-------------|
| a) Tablet | 0 | 0% |
| b) MP3 or MP4 player | 0 | 0% |
| c) Smartphone | 15 | 38% |
| d) Laptop computer | 2 | 6% |
| e) Personal Digital Assistants (PDAs) | 0 | 0% |
| f) Traditional phone | 0 | 0% |
| g) More than one device | 22 | 56% |
| Total | 39 | 100% |

Table 9: Kinds of Mobile Devices Students Use

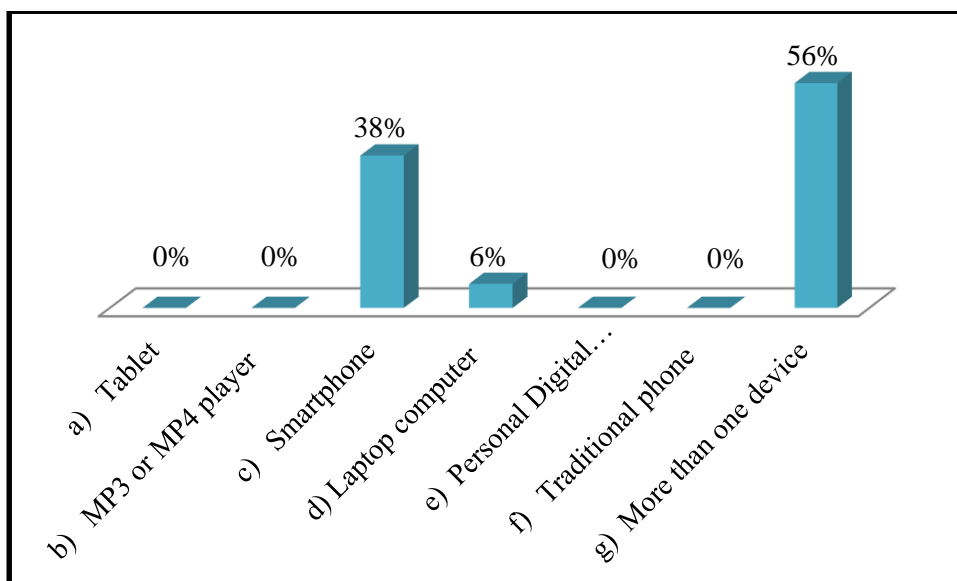


Figure 14: Kinds of Mobile Devices Students Use

As far as this question is concerned, its primary aim was to demonstrate kinds of mobile devices those Students use. According to Figure 3.9, the majority of the students (56%) use more than one device for examples; MP3 or MP4 player, Tablet, Smartphone and Laptop computer. Whereas, (38%) of the participants use “Smartphone”. On the other hand, (6%) of the participants who are two students prefer using “Laptop computer”.

Item 10. For what purposes do you use your mobile phone the most?

| Option | Number | Percentage |
|-----------------------|-----------|-------------|
| a) Entertainment | 6 | 15% |
| b) Play video games | 0 | 0% |
| c) Learning English | 10 | 26% |
| d) Social networking | 15 | 38% |
| e) Researching | 7 | 18% |
| f) Listening to music | 1 | 3% |
| Total | 39 | 100% |

Table 10 : Students’ Preferable Mobile Activities

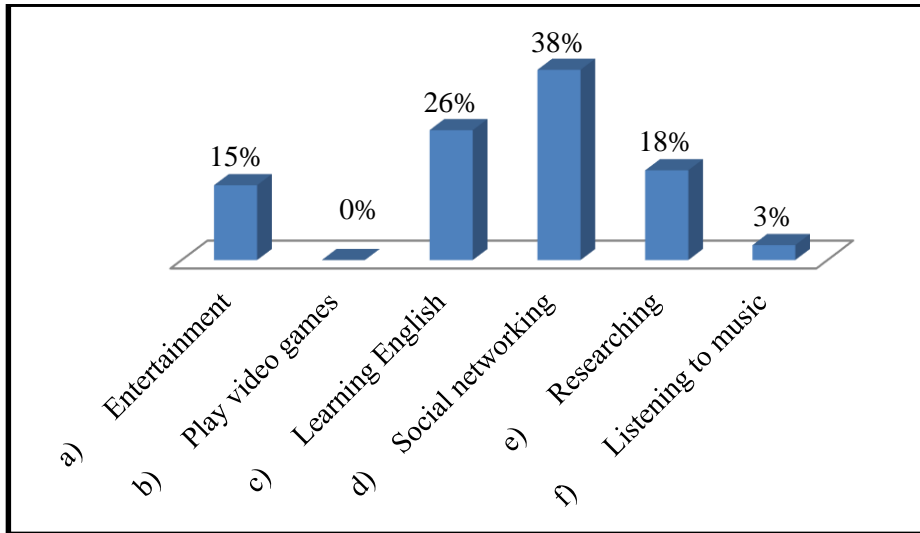


Figure 15: Students' Preferable Mobile Activities

This question aims to know the preferable activities and more used by the students in their mobile phone. As shown on the table and graph above (Table 3.10, Figure 3.10), the most selected activity is “Social networking” with a (38%) percentages. Whereas, (26%) of the participants have selected “Learning English”, and (18%) of the participants have selected “Researching”. On the other hand, (15%) of the students have selected “Entertainment”. Lastly, just (3%) of the participants have selected “Listening to music” as Preferable Mobile Activities.

Item 11. How often do you learn the English language through mobile applications?

| Option | Number | Percentage |
|--------------|-----------|-------------|
| a) Always | 13 | 33% |
| b) Sometimes | 21 | 54% |
| c) Rarely | 5 | 13% |
| d) Never | 0 | 0% |
| Total | 39 | 100% |

Table 11: Students' English Learning Time Duration via Mobiles

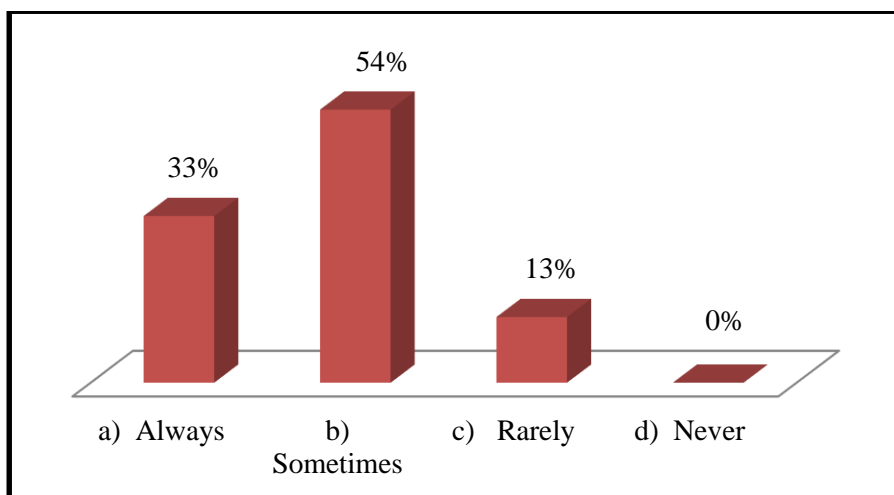


Figure 16: Students' English Learning Time Duration via Mobiles

The main aim from this question is to discover the duration of time and how often students use their mobiles to learn English. As illustrated in the figure above, 54 % of the participants using their mobile sometimes in learning English. Whereas, (33%) of the participants are using their mobiles in learning English “Always”. On the other hands, (13%) of the participants are using their mobiles “rarely”.

Item 12. What advantages do you think that mobile assisted language learning (MALL) may offer? (You may tick more than one option)

| Option | Number | Percentage |
|--|-----------|-------------|
| a) Collaborative learning | 2 | 6% |
| b) Blended learning | 1 | 3% |
| c) Validity and availability of learning resources | 0 | 0% |
| d) Motivation | 1 | 3% |
| e) Interactive learning | 2 | 6% |
| f) Entertaining learning | 1 | 3% |
| g) More than one choice | 32 | 78% |
| Total | 39 | 100% |

Table 12: Mobile- Assisted language Learning (MALL) Advantages

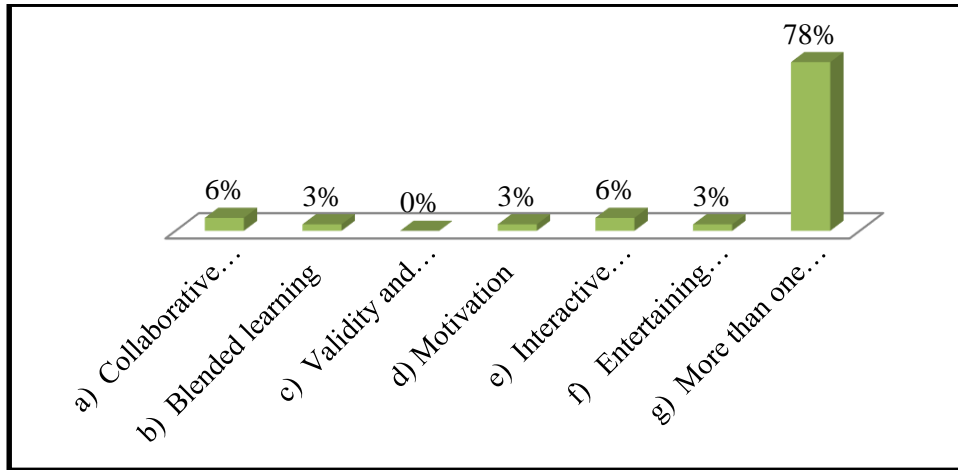


Figure 17: Mobile- Assisted language Learning (MALL) Advantages

The purpose of this question is to discover Mobile- Assisted language Learning (MALL) Advantages based on students. According to the table above, out of thirty-nine Participants (39), thirty -two participants (32) with a rate of (78%) have selected more than one choice, for example; Collaborative learning Blended learning. Whereas, (6%) of the Participants have selected Collaborative learning, also another (6%) have selected Interactive learning. In addition, to (3%) of the participants have selected Blended learning and another (3%) of the participants have selected Entertaining learning.

Item 13. Do think that learning via mobile phone would be helpful?

| Option | Number | Percentage |
|--------------|-----------|-------------|
| a) Yes | 38 | 97% |
| b) No | 1 | 3% |
| Total | 39 | 100% |

Table 13: Frequency of Student that benefit from Learning via Mobile Phone

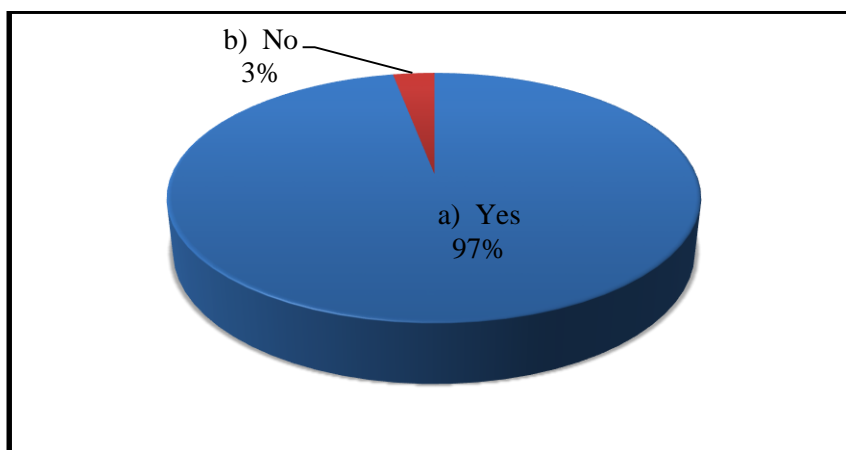


Figure 18: Frequency of Student that benefit from Learning via Mobile Phone

This item tries to gather the necessary data about whether students find Learning via Mobile Phone is helpful or no. As it is demonstrated in the table, (97%) answered by “Yes” while only few students (3%) answered by “No”.

Students’ justifications

a) For ‘Yes’

- Because mobiles are always with us
- It is fast and modern
- Because a mobile phone is easy to use
- We can learning everywhere

b) For ‘No’

- The absence of eye contact and body language may be a problem

Item 14. To what extent do you agree or disagree with the following statements:

| Statements | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|----------------|-------|----------|-------------------|
| 1.Using mobiles phones to developing your speaking skill is beneficial | 61% | 36% | 3% | 0% |
| 2. Learning the English language through Mobile | 41% | 56% | 3% | 0% |

Table 14: The Degree of the Efficiency of learning English Language via MALL

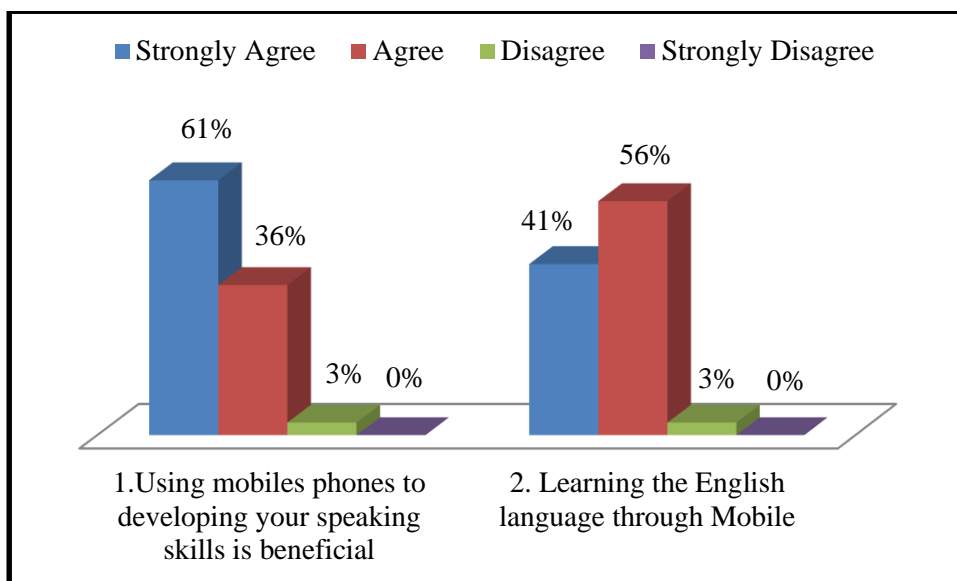


Figure 19: The Degree of the Efficiency of learning English Language via MALL

The above figure illustrates the degree of agreements or disagreement of the respondents about the efficiency of learning English language via MALL. For the first statement, most students (61%) strongly agreed that using mobiles phones is beneficial for developing the speaking. whereas (36%) of the students agreed and (3%) disagree and none of them strongly disagreed about this statement. For the second one, almost all the respondents (56%) agreed that learning the English through mobile and (41%) strongly agreed. While (3%) of the participants were disagree and none of them disagreed at all with this statements.

Section Four: Speaking Improving Via Mobile Phone

Item 15. Speaking is a significant skill for the success of communication?

| Option | Number | Percentage |
|----------------------|-----------|-------------|
| a) Strongly disagree | 20 | 51% |
| b) Disagree | 0 | 0% |
| c) Neutral | 1 | 3% |
| d) Agree | 8 | 20% |
| e) Strongly agree | 10 | 26% |
| Total | 39 | 100% |

Table 15: Speaking Skill significant in communication

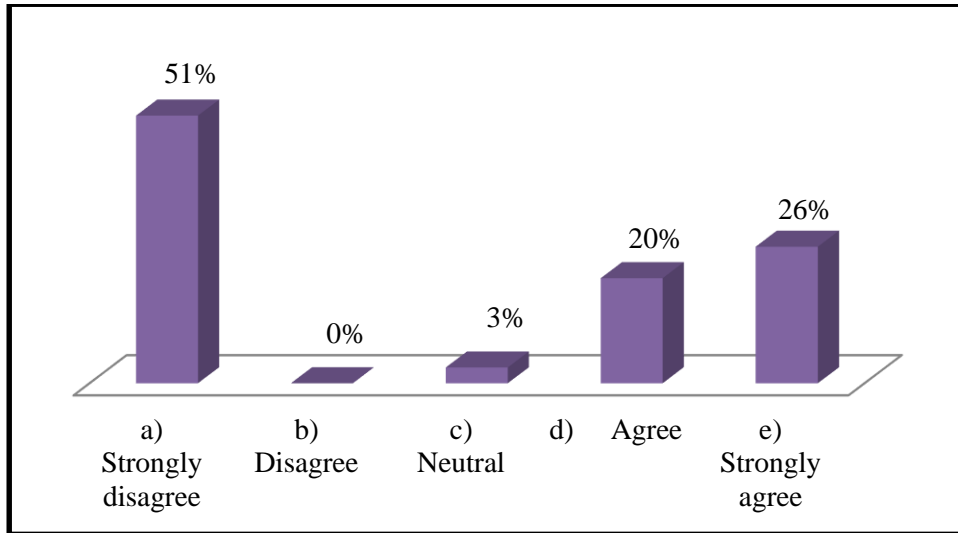


Figure 20: Speaking Skill significance in communication

The above figure illustrates the degree of agreements or disagreement of the respondents about the Speaking skill significance in communication. First, most students (51%) strongly agreed that the speaking skill is significant in communication. whereas (26%) of the students strongly agreed and (20%) Agreed, while just (3%) are neutral and none of them disagreed about this statement.

Item 16. Are you interested in developing your speaking skill through mobile application?

| Option | Number | Percentage |
|--------------|-----------|-------------|
| a) Yes | 35 | 90% |
| b) No | 4 | 10% |
| Total | 39 | 100% |
| | | |

Table 16: Students' interest in developing your speaking skill through mobile application

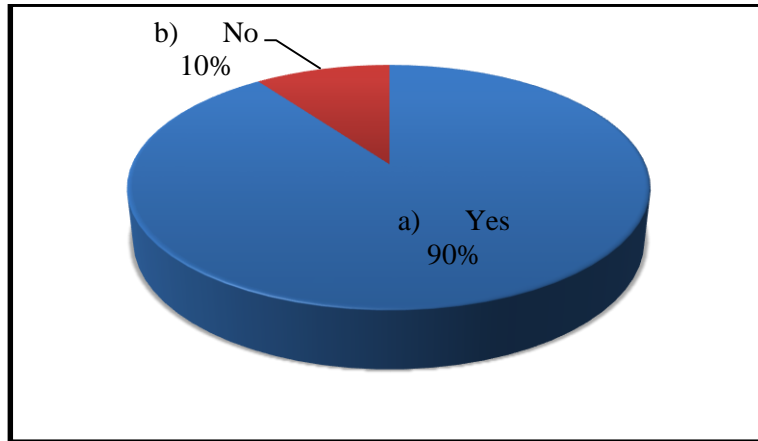


Figure 21: Students’ interest in developing your speaking skill through mobile application

This item tries to gather the necessary data about whether students are interested in developing their speaking skill through mobile application or no. As it is demonstrated in the table, (90%) answered by “Yes” while only few students (10%) answered by “No”.

Students’ justifications

a) For ‘Yes’

- Why not since I have a smartphone i should be right?
- Currently,it's hard to find a professional full time job to help you to speak and communicate, however, such this application help you to achieve you goal on easy way with using device only
- I like to use youtub to listen to english vedios

b) For ‘No’

- I prefer watching youtube videos or talking with natives
- I think it would lead to more dependency on smart phones which would be beter on the long term

Item 3.17. Where do you use your mobile to develop your speaking English?

| Option | Number | Percentage |
|--------------------------|-----------|-------------|
| a) Inside the classroom | 3 | 8% |
| b) Outside the classroom | 36 | 92% |
| Total | 39 | 100% |

Table 17: Location where Students Use their Mobiles in developing their speaking English

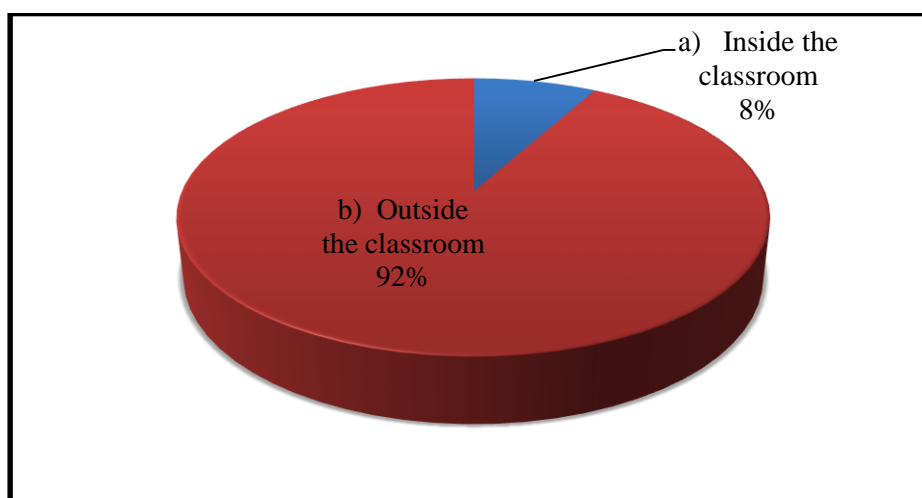


Figure 22: Location where Students Use their Mobiles in developing their speaking English

The aim from this question is to get insights whether students are autonomous learners or not. The results as shown in the figure demonstrate that the majority of the students (92%) claimed that they develop their speaking English through their mobiles outside the classroom. Whereas, the rest of the students (8%) who said they prefer to use their mobiles inside the classroom in improving their speaking English.

Item 18. Which method do you use to improve your speaking skill via mobile?

| Option | Number | Percentage |
|--------------------------------------|-----------|-------------|
| a) Playing language games | 0 | 0% |
| b) Educational speaking applications | 11 | 28% |
| c) Social network (texting) | 8 | 21% |
| d) Watching You-tube channels | 20 | 51% |
| Total | 39 | 100% |

Table 18: Students' methods that improve speaking skill via Mobile

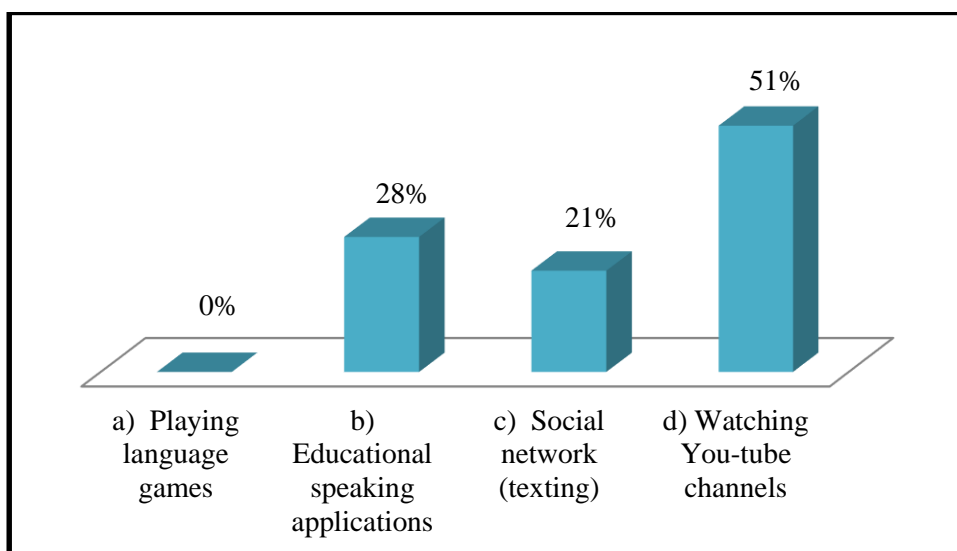


Figure 23: Students' methods that improve speaking skill via Mobile

This question aims to know the type of methods students use in improving speaking skill via Mobile. The highest percentages (51%) of the participants claimed that they prefer to improve their speaking skill using “Watching You-tube channels” as a primary method. Whereas, (28%) reported that they use Educational speaking applications and (21%) claimed that they use Social network (texting) in improving their speaking skill via Mobile.

Section Five: Students’ Attitude towards the Use of the ‘Lingbe Application’ In Developing Speaking Skill

Item 19. Did you improve your speaking performance through the “Lingbe application” before?

| Option | Number | Percentage |
|--------------|-----------|-------------|
| a) Yes | 10 | 26% |
| b) No | 29 | 74% |
| Total | 39 | 100% |

Table 19: Students Previous Use of the “Lingbe application”

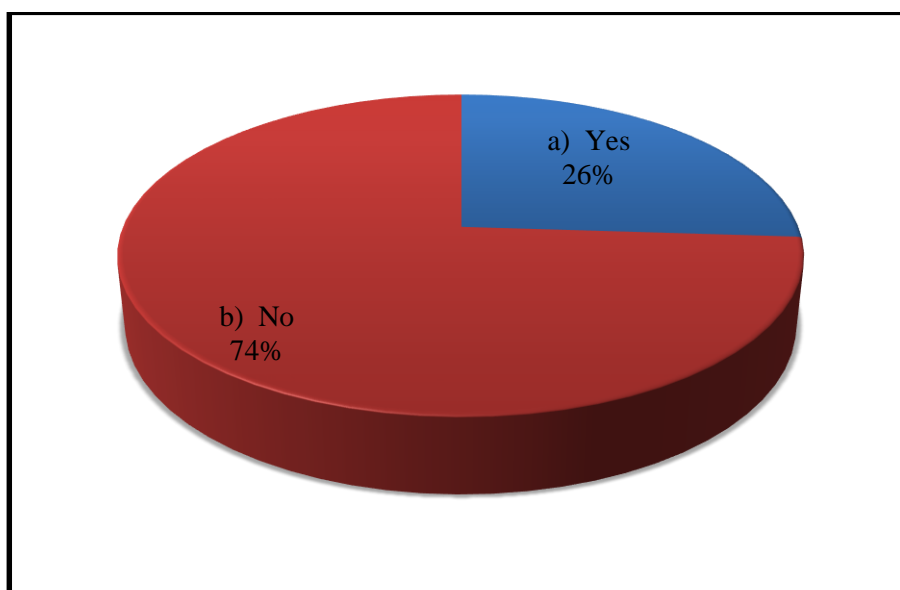


Figure 24: Students Previous Use of the “Lingbe application”

As it can be noticed from the Figure above and table, the majority the participants (74%) reported that they did not improve their speaking performance through “Lingbe application” before. However, (26%) of the participants know this application and they use it before to improve their English speaking. .

Item 20. Do you think that the “Lingbe application” may help you develop your speaking skill?

| Option | Number | Percentage |
|--------------|-----------|-------------|
| a) Yes | 33 | 85% |
| b) No | 6 | 15% |
| Total | 39 | 100% |

Table 20: Students' Attitudes towards the “Lingbe application”

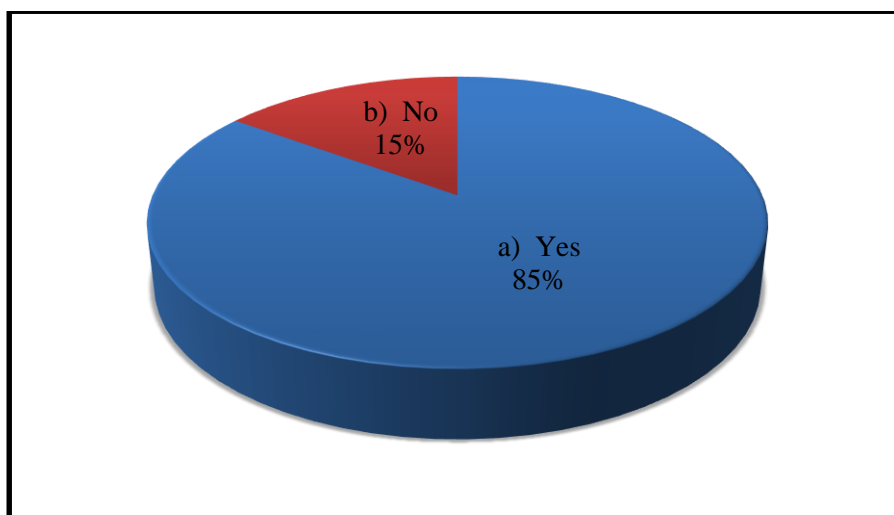


Figure 25: Students' Attitudes towards the “Lingbe application”

The following question aimed at exploring the students’ attitudes towards developing speaking skill through the “Lingbe application”. The results as demonstrated in the above figure show that (85%) the participants said “Yes” it may help. On the other hand, (15%) of the participants considered that Lingbe application cannot develop their speaking skill.

Students’ explanations

a) For ‘Yes’

- I don't have Idea about it.so m, I can't judje
- We can communicate with others from different people which is much beneficial
- It consumes less times and encourage sharing

b) For ‘No’

- I did not use it before
- I have not used this app before. (it's a bit a leading type of question)
- I don't think people would be trained enough to assist each other with language learning

Item 21. What are the study modes that motivate you to improve your speaking skill via “the Lingbe application”? (You may tick more than one option)

| Option | Number | Percentage |
|--|-----------|-------------|
| a) Native Call (Native Speaker) | 4 | 9% |
| b) Practice session (Non-Native Speaker) | 3 | 8% |
| c) Practice in group (Lingbe rooms) | 2 | 6% |
| d) Take a class (italki) | 1 | 3% |
| e) Offer a native call | 0 | 0% |
| f) Host a native room | 1 | 3% |
| g) More than one study mode | 28 | 71% |
| Total | 39 | 100% |

Table 21: Students’ Preferences of “Lingbe application’s” Study Modes

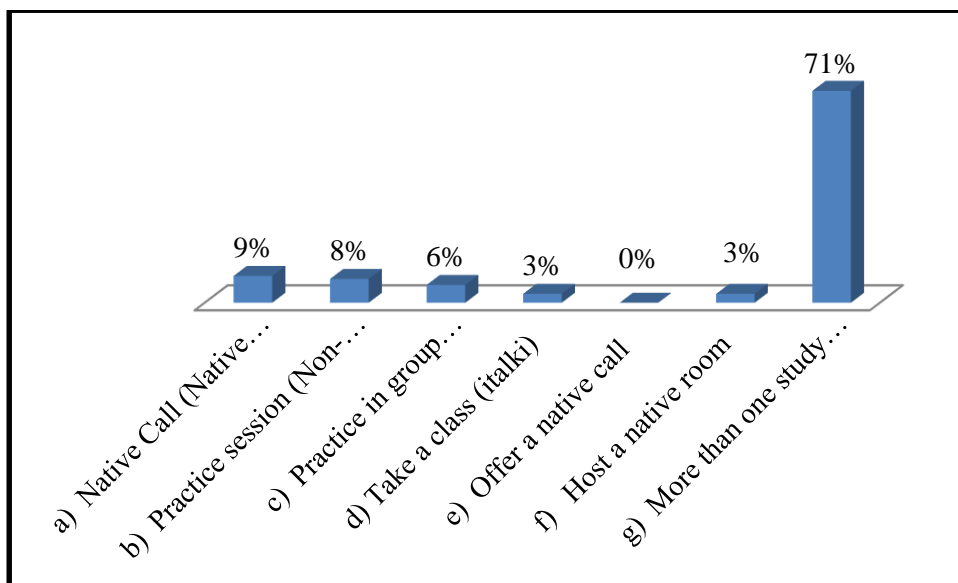


Figure 26: Students’ Preferences of “Lingbe application’s” Study Modes

The objective of this question is to gather information about which study mode of “Lingbe” motivates and attracts students more to use this application. The figure above shows that the majority of the students (71%) chose more than one study modes as their preferred mode. Whereas, (9%) prefer to use native call (Native Speaker) and (8%) have selected practice session (Non-Native Speaker). While, (6%) have selected practice in

group (Lingbe rooms) and (3%) have selected take a class (italki). Lastly, (3%) who were selected host a native room, and none one select offer a native call.

Item 22. Do you agree or disagree with the following statements: “Lingbe application”

| Statements | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|----------------|-------|----------|-------------------|
| A helpful technique to develop students’ speaking skill. | 33% | 67% | 0% | 0% |
| One of the most important applications that may increase students ‘motivation. | 28% | 62% | 10% | 0% |
| A useful application that will improves learners’ Vocabulary and pronunciation level | 41% | 59% | 0% | 0% |
| Modes of study are important and effective for developing speaking skill | 38% | 59% | 3% | 0% |

Table 22: Students’ Opinions Toward “Lingbe application”

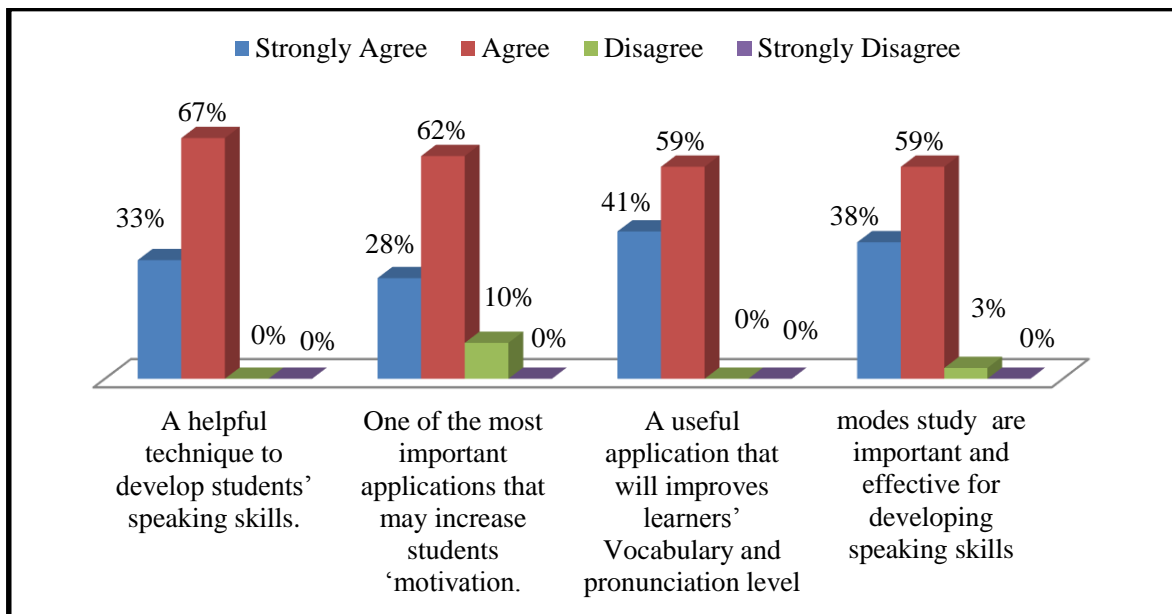


Figure 27: Students’ Opinions Toward “Lingbe application”

As shown on the table and graph above, the results demonstrated in the first statement that (67%) of the students agree that Lingbe application is a helpful technique to develop students’ speaking skill while just (33%) said that they strongly agree with that. In the second statement, the results showed that (62%) of the participants agree that Lingbe

application is one of the most important applications that may increase students' motivation while (28%) strongly disagree and (10%) disagree with that. The third statement showed that (59%) of the participants agree that "Lingbe application" is a useful application that will improve learners' vocabulary and pronunciation level while (41%) strongly disagree about that. The last statement demonstrated that (59%) of the participants agree that Lingbe application study modes are important and effective for developing speaking skill, while (38%) strongly agree and just (3%) disagree with that.

Item 23. If you have any comments or suggestions, please feel free to add them:

- The last part concerning the application, questions should not be there because maybe a lot of people didn't use or even heard of the app/ neutral should be added to multiple choice grid/ question 10 should be a check box.
- good Luck.
- I suggest you changing some answering-options to checkboxes because they suit those questions more. Unfortunately, I do not use that app so I cannot really say that it may really help or not, but generally speaking, I think it can be really useful for EFL students.
- What remains is my wishes for you to succeed and to ace it. Beat of luck!
- I didn't use this app before, so that I can't give my opinion about it.
- The answers about the app are selected just to be able to send the questionnaire since it is mandatory to add answer
- Now it is easy to learn many languages while at home with only your smart phone you just need to be ready and committed to learn that language for example.

4.2 Teachers' Interview

4.2.1. Description of the Teachers' Interview

The questions are used in this are closed-ended questions, in addition, two open-ended questions. The aim of using this questions is to explore EFL teachers' attitudes towards the role of "Lingbe application". The interview is divided into four general sections.

Section One: General Information

The first section aims to collect general information about oral expression teachers of English language. This section contains one single question which is the duration of teaching oral expression on university.

Section Two: Speaking skill

This section contain three main question about teachers' opinions on speaking skill. The first question was asked about the importance of speaking skill. The second one was asked about the teachers' evaluation towards their students. The third question was open ended question where the teachers asked about attitudes in teaching through educational technology.

Section Three: Opinions about Mobile Assisted Language Learning (MALL)

The third section aim to describe teachers' opinions towards the use mobile assisted language learning (MALL). It contains three main questions; the first question was asked about teachers attitudes towards the use of mobiles in developing students speaking skill. The second question was open ended question, about the encouragement of using mobiles through learning process. Finally, the teachers were asked about mobile assisted efficiency in learning English language.

Section Four: Teachers’ Attitude towards the Role of the “Lingbe Application” in Developing Students’ speaking skill

The last section aim to explore teachers’ attitude towards the Role of the “Lingbe Application” in Developing Students’ speaking skill. The present section contains nine main question. It starts with the possibility of knowing ‘Lingbe application’ . Then, and then teachers’ opinions about its advantages and its effectiveness. In addition, the teachers were asked about the role of this application and which study mode is more beneficial. Furthermore, the teachers were asked about the use of this application outside the classroom. Finally, the section ended with open ended question to reveal teachers’ opinions and comment about the use of this application in teaching speaking skill.

4.2.2 Administration of the Interview

Due the sanitary circumstances of Corona crisis, an online interview was used as a data collection. Therefore, it was sent to the teachers via E-mail on Mai 04th, 2021 and the data were collected during one week

4.2.3 Analysis of Teachers ‘Interview

Section One: General Information

Item 1. How long have you been teaching the Oral Expression module at university?

| Option | Respondents | Percentage |
|-------------------------|--------------------|-------------------|
| a. Recently | 1 | 20% |
| b. Very long | 3 | 60% |
| c. Not very long | 1 | 20% |
| Total | 5 | 100% |

Table 23: Teachers’Carrer of Teaching Oral Expression at University

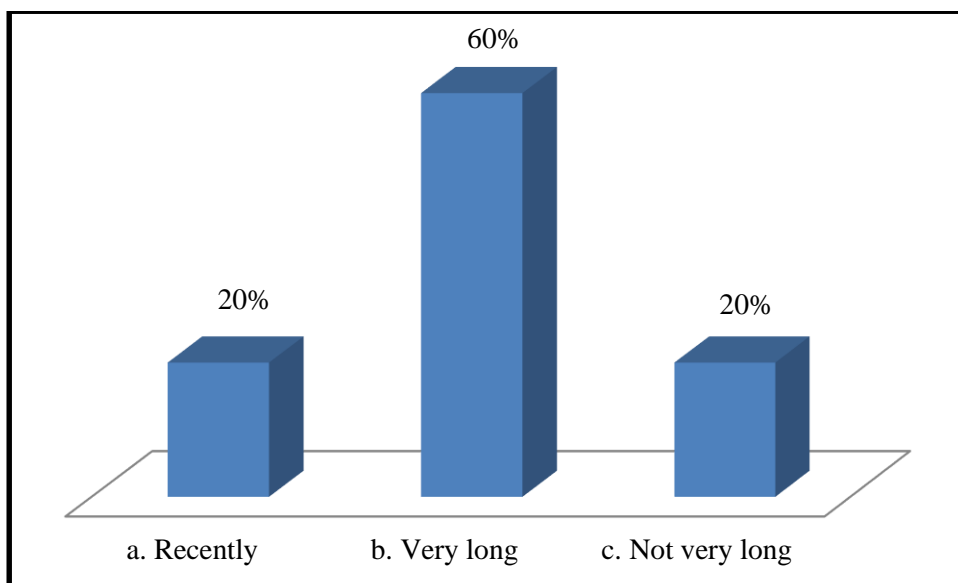


Figure 28: Teachers' Carrer of Teaching Oral Expression at University

According to the figure above, we can see that (1) teacher out of five stated that he have been start teaching recently. In addition, (3) teachers claimed that they have teaching for long time. Whereas, only (1) teacher who was not teaching for a long time.

Section Two: Speaking skill

Item 2. How do you consider the importance of speaking skill in foreign language learning?

The question aims to investigate the teachers' evaluation to the speaking skill importance.

Teacher 01 "Very important. It's the primary mean of communication in any language"

Teacher 02 "Highly important"

Teacher 03 "Very essential"

Teacher 04 "It is definitely an essential skill"

Teacher 05 "Very important and one of the 5 basic skills"

Item 3. How do you evaluate the level of your students' speaking skill?

| Option | Respondents | Percentage |
|-----------------|-------------|-------------|
| a. Beginners | 1 | 20% |
| b. Intermediate | 4 | 80% |
| c. Advanced | 0 | 0% |
| d. Native like | 0 | 0% |
| Total | 5 | 100% |

Table 24: Teachers' Evaluation of their Students' level in Speaking Skill

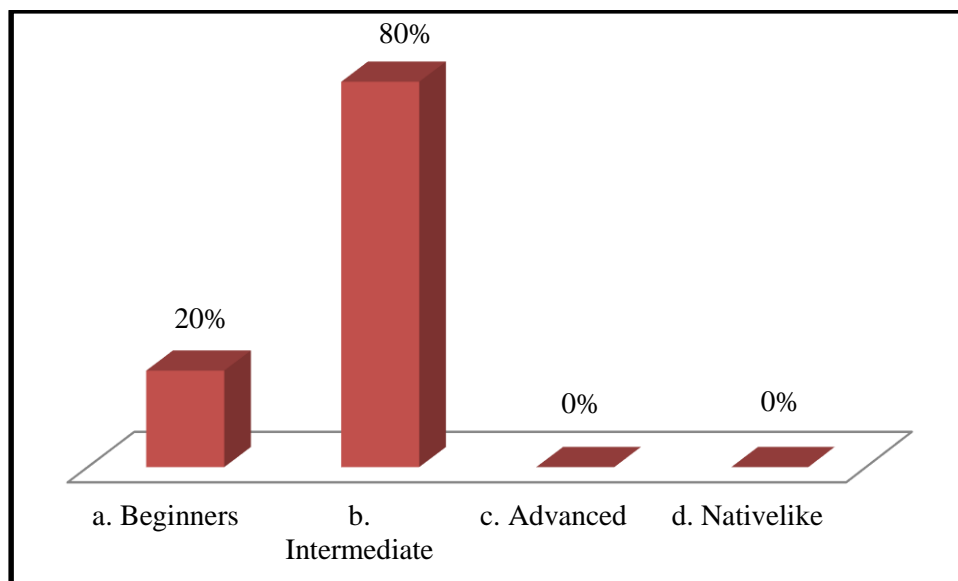


Figure 29: Teachers' Evaluation of their Students' level in Speaking Skill

This question aims to investigate the level of English foreign language students' speaking skill's level from their teachers' perspective. According to the figure above, we can see that (01) teacher claimed that their student's level are beginners. Whereas, four teachers stated that their student's level are intermediate. In the other hand, no teacher claimed that their student's level is advanced or native like.

Section Three: Opinions about Mobile Assisted Language Learning (MALL)

Item 4. Do you encourage teaching through educational technology? Why?

Teacher 01 "Yes. Because technology offers authentic input in the target language, self-paced practice opportunities, and immediate personalized feedback to language learners"

Teacher 02”Yes, because today's generation is digital native”

Teacher 03”Yes it is more motivating / efficient and time saving”

Teacher 04”yes, to motivate my students and to help provide an authentic environment as much as possible and to increase my students' interest...etc.”

Teacher 05”Yes. It motivates them to learn much better as they are exposed to the language directly”

Item 5. Do you think that Mobile-assisted learning is a helpful tool to improve your students speaking skill?

| Option | Respondents | Percentage |
|--------------|-------------|-------------|
| a. Yes | 5 | 100% |
| b. No | 0 | 0% |
| Total | 5 | 100% |

Table 25: Teachers’ Responses about whether Mobile-assisted Learning is a Helpful Tool to Improve Students’ Speaking Skill or Not

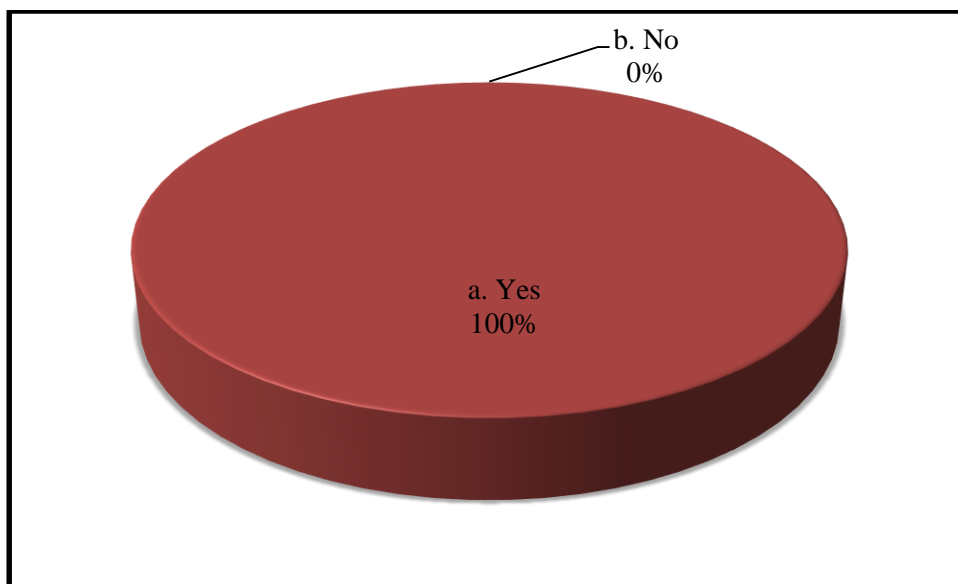


Figure 30: Teachers’ Responses about whether Mobile-assisted Learning is a Helpful Tool to Improve Students’ Speaking Skill or Not

According to the figure above, we notice that all teachers said “Yes” mobile-assisted learning is a helpful tool to improve your students speaking skill, and this some justification:

Teachers' justifications

- Mobile phones are now more affordable than ever. This facilitates access to input in the target language for EFL learners, particularly those who live in contexts where English is not used a lot
- It is a mobile tool of learning everywhere
- Provide easily and cheaply real life situations and new vocabulary items for learners

Item 6: Do you encourage students to learn via mobile applications? Would you please justify your answer?

Teacher 01 "Yes, I would encourage my students to use their phones. As I mentioned earlier, MALL facilitates access to input in the target language"

Teacher 02 "Yes, as stated above"

Teacher 03 " Yes. It is useful everywhere and motivating"

Teacher 04 " Yes, I do. I encourage them to learn using mobile apps and other things. I see that learning can be done in different ways and not necessarily in the classroom only".

Teacher 05 « They are free »

Item 7. To what extent do you think learning English language via MALL is efficient?

| Option | Respondents | Percentage |
|-------------------------|-------------|-------------|
| a. Very efficient | 1 | 20% |
| b. Efficient | 4 | 80% |
| c. Somehow efficient | 0 | 0% |
| d. Not Efficient at all | 0 | 0% |
| Total | 5 | 100% |

Table 26: Teachers' Responses about the Efficiency of Learning Language Via MALL

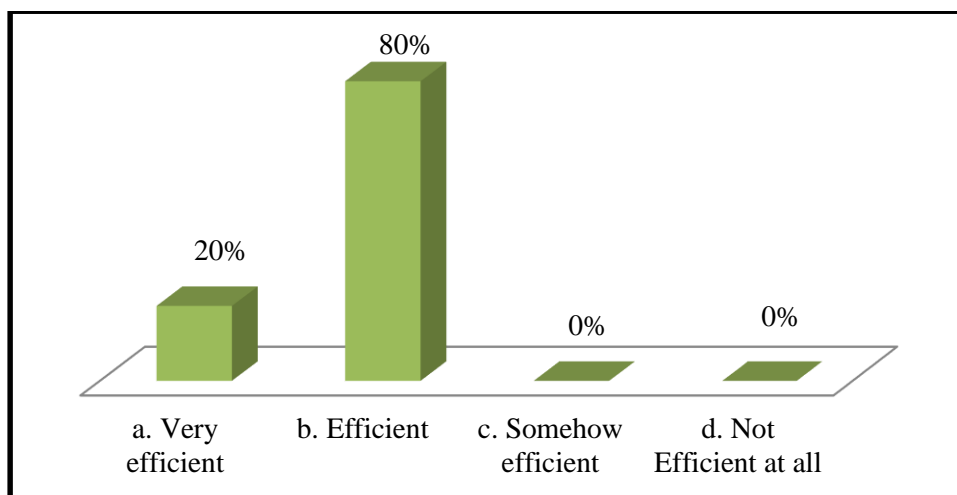


Figure 31: Teachers’ Responses about the Efficiency of Learning Language via MALL

According to the figure above, we can see that only one teacher claimed that Learning Language via MALL is “very efficiency”. Whereas, four teachers said it is “Efficient” and no one said it is “somehow efficient” or “not efficient at all”

Section Four: Teachers’ Attitude towards the Role of the “Lingbe Application” in Developing Students’ speaking skill

Item 8. Do you know the “Lingbe application”?

| Option | Respondents | Percentage |
|--------------|-------------|-------------|
| a. Yes | 0 | 0% |
| b. No | 5 | 100% |
| Total | 5 | 100% |

Table 27: Teachers’ Knowledge about “Lingbe Application”

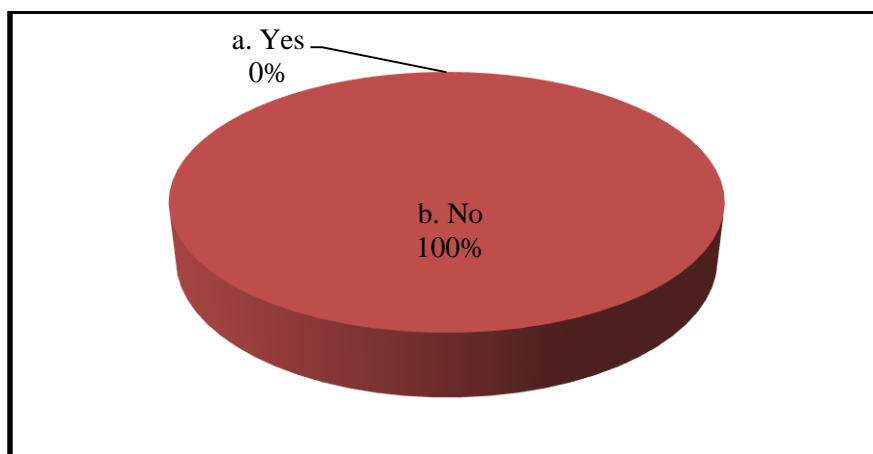


Figure 32: Teachers' Knowledge about "Lingbe Application"

The findings in the above figure show that all of the teachers said "No" we don't know "Lingbe Application".

Item 9. What advantages attracted you to the "Lingbe application"?

Teacher 01" The ability to practice the target language through genuine interaction with other language learners around the world"

Teacher 02" giving opportunity to whoever wants to learn English"

Teacher03" Free, Friends Practice, authentic, motivating and amusing"

Teacher 04" I think it's simple and not complicated, and the student can use it anytime and anyplace he wants to develop his language skills with native speakers. Also he can Improve his social relationships as well (making new friends). For no cost "

Teacher 05" Many such as making students learn language from native speakers and facilitate communication between language learners from all around the world"

Item 10. Do you think that the "Lingbe Application" is helpful in developing the learners Speaking skill?

| Option | Respondents | Percentage |
|--------------|-------------|-------------|
| a. Yes | 5 | 100% |
| b. No | 0 | 0% |
| Total | 5 | 100% |

Table 28: Teachers’ Responses about the effectiveness of “Lingbe Application” in Developing Learners’ Speaking Skill

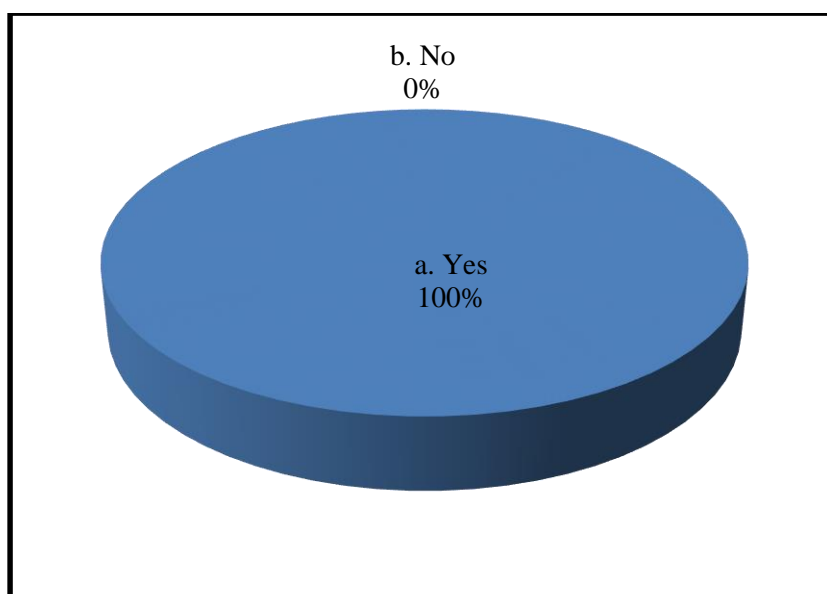


Figure 33: Teachers’ Responses about the effectiveness of “Lingbe Application” in Developing Learners’ Speaking Skill

According to the figure above, we can see that all teachers said “Yes” Lingbe Application” is helpful in developing the learners speaking skill. Those are some justifications:

Teachers’ justifications

- Practicing the target language with the app will improve learners' communicative and intercultural competence
- Quick, easy and cheap to watch and listen to different language situations and learn from native speakers. It enhances their autonomy.

Item 11. Do you think that the “Lingbe Application” may increase the students’ motivation to practice more their speaking skill? Why?

This question aims at discovering the teachers’ view about “Lingbe application” in increasing students motivation to practice more their speaking skill.

Teacher 01”Yes, because they will be motivated to interact with people from other countries and cultures”

Teacher 02”I believe it would because of the digital nature of today's generation”

Teacher 03” Yes. It grows their relations pushing them to practice more

Teacher 04”yes, because they are practicing and communicating at the same time.

And, they are put in real situations and speaking with friends”.

Teacher 05 ”Yes, They will enjoy practicing the language collectively regardless of their language and cultural backgrounds”.

Item 12. How would you evaluate the role of “Lingbe Application” in improving the speaking skill?

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” Based on the advert, I would say it's a very promising app. However, I would be interested in an experiment to evaluate its effectiveness objectively and make a final judgment”.

Teacher 02”Might be useful ».

Teacher 03 »GREAT »

Teacher 04 “good »

Teacher 05 “I didn't use it in the class room”

Item 13. would you please choose which study mode is more beneficial?

| Option | Beneficial | Non- Beneficial |
|--|-------------------|------------------------|
| a. Native Call (Native Speaker): This option gives you the opportunity to practice with a native speaker which his mother tongue (first language) is English. It is usually for advanced level, also it cost you 10 Lingos for minute. | 100% | 0% |
| b. Practice session (Non-Native Speaker): Your partner here is like you his mother tongue (first language) is not English .it may become Spanish, Italian, Indian, French or Japanese. But, both you and your partner share the same goal which is improving a particular language. | 100% | 0% |
| c. Practice in group (Lingbe rooms): This option gives you the ability to create a group audio chats in live rooms and discuss about a particular topic with a group of other users. | 100% | 0% |
| d. Take a class (italki): This option will provides you a qualified teacher to be your instructor to teach you. Also, it provides book lessons with one of our italki teachers. | 100% | 0% |
| e. Offer a native call: Here you can actively offer a native call to other users and help them in your native language. As a result, you will get Lingos for every minute of your help. | 80% | 20% |
| f. Host a native room: This mode enables you to create a native room in your native language, which the more users join your room, the more Lingos you will earn for your service. | 60% | 40% |

Table 29: The Most Beneficial Study Mode from Teachers' Point of View

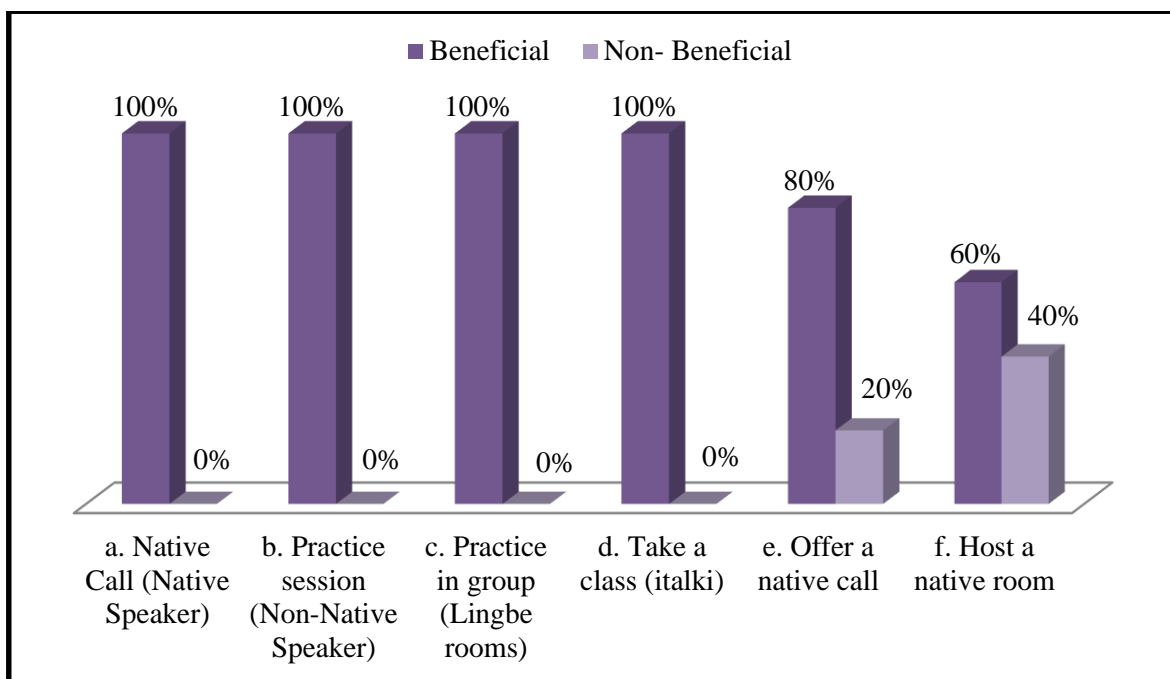


Figure 34: The Most Beneficial Study Mode from Teachers' Point of View

The results as they are displayed in the above table show that all of the (05) teachers with (100%) percentage said that “Native Call”, “Practice session”, “practice in group” and “Take a class” are a beneficial modes. Whereas, (80%) of the teachers said that “offer a native call” is beneficial and 20% said that it is non-beneficial mode. Lastly, (60%) of the teachers said that “host a native room” is beneficial mode and (40 %) of the teachers said it is non-beneficial mode.

Item 14. Do you think that native call mode (practice with a native speaker) in “Lingbe application” serves the purpose of improving the learners’ speaking skill? (See study modes table)

| Option | Respondents | Percentage |
|--------------|-------------|-------------|
| a. Yes | 5 | 100% |
| b. No | 0 | 0% |
| Total | 5 | 100% |

Table 30: Teachers’ Responses about Whatever the Native Call Mode in “Lingbe Application” Serves the Purpose of Improving Learners’ Speaking Skill or not

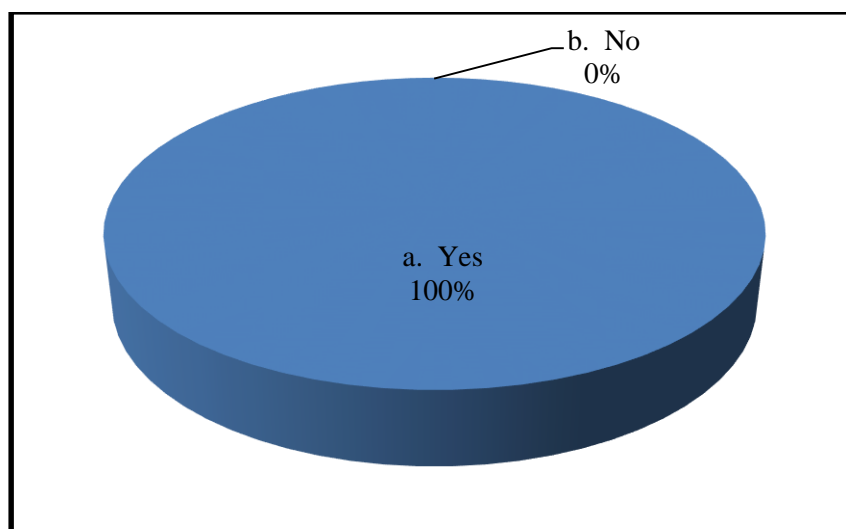


Figure 35: Teachers’ Responses about Whatever the Native Call Mode in “Lingbe Application” Serves the Purpose of Improving Learners’ Speaking Skill or not

The results as they are displayed in the above table show that all the teachers said “yes” the Native Call Mode in “Lingbe Application” Serves the Purpose of Improving Learners’ Speaking Skill. Those are some justifications

Teachers’ justifications

Teacher 01”I think this is a very beneficial feature. This would be particularly helpful for learners' listening skill”

Teacher 02” speak language in a natural-like context”

Teacher 03”Learn authentic language from the source”

Teacher 04” Practice with natives is very helpful”.

Teacher 05” They can practice language from native speakers and enhance their fluency”

Item 15. Do you prefer to use this application as remedial work outside of the classroom?

| Option | Respondents | Percentage |
|--------------|-------------|-------------|
| a. Yes | 4 | 80% |
| b. No | 1 | 20% |
| Total | 5 | 100% |

Table 31: Teachers' Preferable Application as Remedial Work in the Classroom

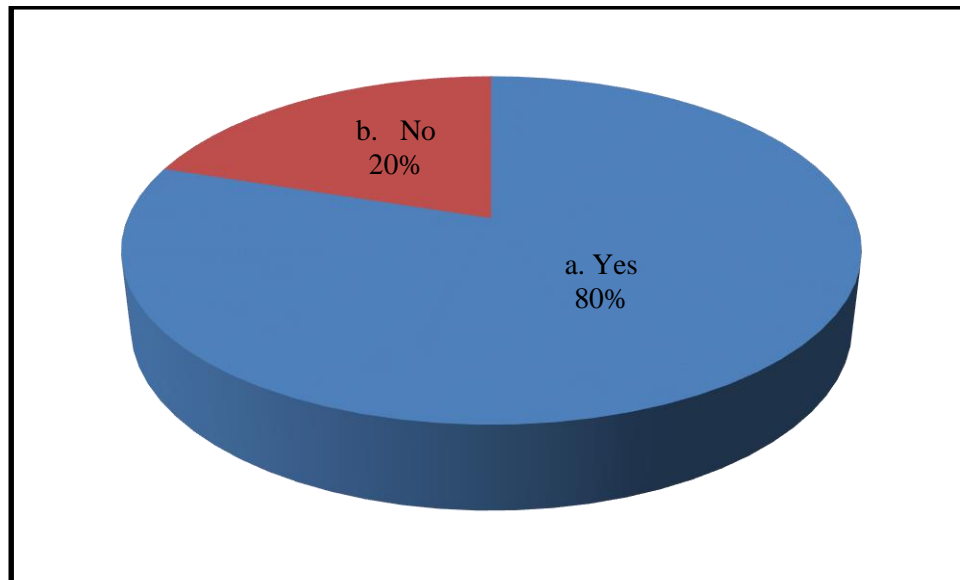


Figure 36: Teachers' Preferable Application as Remedial Work in the Classroom

According to the figure above, we can see that the majority of the teachers which is (04) said “Yes” we prefer to use this application as remedial work outside of the classroom. Whereas, only one (01) teacher said “no” he does not prefer.

If yes, how much duration you may recommend using this app each day?

Teacher 01”Usually, CALL research recommends a minimum of 6 weeks of practice with an application to see any improvements. I personally would recommend 8 weeks of consistent practice”

Teacher 02 “I cannot guess because I do not have any experience using this application”

Teacher 03”one hour, two hours or even (03) hours if the student is free. So better than passing time playing I find this very beneficial”.

Teacher 04”An hour per day”

If you have any comments, feel free to add them

- Interesting study. Best of luck!
- Interesting application that I get exposed to thanks to this interview.

5. Synthesis and Discussion of the Findings

This section of the study summarizes the main findings of the students' questionnaire and teachers' Interview. The finding showed that both students 'and teachers' have a positive attitudes towards the role of Lingbe application in enhancing their speaking skill. Also teachers have an interesting attitudes towards the role of this application in teaching the English language and motivating students.

5.1 Students' Questionnaire

The obtained results from the first section demonstrated that almost all the students (87%) who study first year English as foreign language are females and the rest are males with (13%). However, the majority of them are (74%) have choose English as a personal choice with their own desire. The last question demonstrates Students' Evaluation of their English level, where (56%) of them claim their level is Intermediate. this leads to the students' learning motivation will be improved.

In the second section, it is found that the majority of the students (92%) consider the speaking skill as very important and (8%) said it is important. However, none of them claimed speaking is not important at all. The second question demonstrates speaking skill level, where the majority of them (44%) consider their level in English is acceptable, and only (5%) is poor. For that purpose, we have looking about new resources to develop the speaking skill .

The third question demonstrates the interested the Course of Oral expression, where (85%) said "yes" it is important and the rest said "no". The fourth question demonstrates

that (53%) of them choice more than one answer as their preferable methods which are Listen to songs, podcasts, Using Mobile devices .. etc. And (8%) of them have choice “Listen to songs, podcasts”. This means student are familiar with the use of technology. The fifth question demonstrates that the majority of the students (64%) said they face difficulties when they speak in English, and (36%) of them said “No”. Those results prove that technique and strategies from mobile devices to learn English are enormously spread among EFL students.

Concerning the third section, its results demonstrates that all the students (56%) use more than one devices and (38%) use their have smartphones and (6%) of them have laptop computer. The second question show that (38%) of the students use their mobile phones for social networking and (26%) for learning English and (15%) from the students use their mobile phones for entertainment purposes, and (3%) use their mobiles for Listening to music. Those results show that learning English via mobile phones takes the attention of the students. The results obtained from the next question state that the majority of the students (54%) learn the English language through mobile applications sometimes and (33%) of them use it always, and the rest (13%) use it rarely. This demonstrate that the majority of the students tend to use mobile applications as a technique to learn English language.

The next question proved that students chose more than one choice as the first advantage that attracted the students toward learning via mobile application especially (MALL), the second advantage with (6%) for collaborative learning and another (6%) for interactive learning that mobile assisted language learning (MALL) may offer. Also, (3%) for each one from “Blended learning”, “Motivation” and “Entertaining learning “as an advantage that attracted the students toward learning via mobile application. This means that motivation is a significant aspect concerning language learning since the majority of

the student give much importance to it. This question aim to know the benefit of mobile devices which show that (97%) of the students said “yes” Learning via mobile phone is helpful and the rest said “No” with (3%). This mean mobiles phone is a helpful tool for learning English language. The next question demonstrates the degree of the Efficiency of learning English Language via MALL where in the first statement (61%) of the students strongly agree that mobiles phones to developing your speaking skill is beneficial, and (36%) agree, while (3%) disagree. Whereas, (41%) strongly agree that learning the English language through Mobile, and (56%) agree, where the rest (3%) disagree. This means the majority of the students prefer to use their mobiles phone for learning English.

Concerning section four, the majority of the students with (51%) are “Strongly disagree” that speaking skill is significant in communication and (3%) are “neutral” and (20%) “Agree”, where (26%) strongly agree. The coming question show that (90%) of the students are interested in developing your speaking skill through mobile application, while the rest of the students with (10%) percentage are “Not”. The next question demonstrates that (8%) of the students claimed that they use their Mobiles in developing their speaking English “inside the classroom” and the rest with (92%) percentage use their mobiles “outside the classroom”. In addition to another question, which aim to discover students’ methods that improve speaking skill via mobile; the result show that the majority of the students (51%) have choice “Watching You-tube channels” as a method that improve their speaking skill,(28%) have selected “Educational speaking applications “and (21%) selected “Social network (texting)” . This means students’ positive attitudes towards using videos as an instruction tool.

Concerning the fifth section, the finding show that the majority of the students (74%) does not use the “Lingbe application” before, while only (26%) of them have use it before. The next question demonstrates students’ attitudes towards the “Lingbe

application” where (85%) of them show a positive attitude. The coming question show a positive attitude towards Lingbe application study modes with (9%) have selected native call, (8%) Practice session and (6%) Practice in group ... etc. Lastly, the majority of the students show a positive attitudes which all of them strongly agree with the benefit of using Lingbe application and its study modes.

5.2 Teachers’ Interview

Teachers’ interview also has shown interested results concerning the role of “Lingbe application” in enhancing students speaking skill. The obtained findings from the first section showed that almost all the teachers start teaching oral expression module for very long time.

Concerning section two, almost all of them are considered that the speaking skill in foreign language learning is highly important and very essential. Therefore, the majority of teachers stated their student’s level in speaking is intermediate. Also, all the teachers encourage teaching through educational technology, because it is more motivating and it helps provide an authentic environment.

Concerning Section Three, the results were obtained from question five where all the teachers agreed that Mobile-assisted learning is a helpful tool to improve students speaking skill, because it is more affordable and it can facilitates the access to input in the target language for EFL learners. In addition, all the teachers agreed to encourage their students to learn via mobile applications, because it is useful everywhere and motivating. Also, it was found that, most of them find that learning English language via MALL is efficient, because it enable them to improve the way of teaching and interaction.

As it is mentioned in section four, the results of the following question find that all the sample’s teachers do not know the “Lingbe application”. Which means this application

will be a new experience to test and working on. In addition, to different advantages that attracted teachers to the “Lingbe application” which are; • giving opportunity to whoever wants to learn English, give the ability to practice the target language through genuine interaction with other language learners around the world, it making students learn language from native speakers and facilitate communication between language learners from all around the world. Also, all the teachers have a positive attitude that “Lingbe application” is helpful in developing the learners’ speaking skill because, it is quick, easy and cheap to watch and listen to different language situations, and learn from native speakers, also it enhances their autonomy.

The next question find that all the teachers agreed that “Lingbe Application” may increase the students’ motivation to practice more their speaking skill because, they will be motivated to interact with people from other countries and cultures and They will enjoy practicing the language collectively regardless their language and cultural backgrounds. In addition, all the teacher had a positive attitude about evaluating the role of “Lingbe Application” in improving speaking skill. The coming question find that all teachers stated that Lingbe application study modes are very beneficial; such as, native Call (Native Speaker), Practice session (Non-Native Speaker) and Practice in group (Lingbe rooms). Last, all the teachers agree that native call study mode served the purpose of improving the learners’ speaking skill because, it gave you the ability to learn authentic language from the source. Lastly, the majority of the teachers preferred to use this application as remedial work outside of the classroom an hour per-day except one teacher.

In relation to my study's investigation, it was found that the findings are similar to the findings of the empirical one such as: Musthafa and Purnawarman (2019) ,Suraweera, Wickramasena, Jayalath, & Ariyadasa, (2017) and Indrastana and Rinda (2021) Hence,

this supports that the integration of the “Lingbe application” is helpful in developing students’ Speaking Skills.

Conclusion

In conclusion, the main purpose of the present chapter was to analyse, present, and discuss the data gathered through the students' questionnaire and the teachers' interview. The interview was held with five EFL teachers and the questionnaire was distributed to 39 students at the Department of Foreign Languages, Section of English at Mohammed Khider University. These instruments provided the opportunity to investigate the attitudes of participants to the role of “Lingbe application” in enhancing EFL learners’ speaking skill. From teachers and students’ perspective towards the speaking skill essential for the communication process in all languages. In addition, both of them have supported the integration of this application as a new educational tool in teaching and learning in order to develop students’ speaking skill inside and outside the classroom environment. Accordingly, the obtained results of this study have positive attitudes and reaches the aims and answers the research questions.

General Conclusion

General Conclusion

Speaking is one of the skills that have to be mastered by students in learning English. Speaking is an essential tool for communicating. These lead both teachers and students to find other new tools that may help them to accelerate the learning process. The present study aimed to investigate the role of “Lingbe application” in enhancing EFL learners speaking skill at Biskra University. Thus, this application may be a beneficial tool to develop their speaking skill performance and talk as a native speakers.

This study comprised three chapters, the first and second chapters of this work introduced the theoretical background of two variables; however, the third chapter was devoted to presenting, analyzing, and discussing the gathered data. The first chapter shed the light of speaking skill; this chapter dealt with the definition, elements of speaking skill, language features and its importance. Moreover, the second chapter covered the second variable of this study, which was Mobile Assisted Language Learning (MALL) and the “Lingbe application” in specific; this chapter presented description of this application, its features, study modes and the way of using it. Finally, the third chapter was devoted to the fieldwork; it defined the research design, sample, and population, data collection devices. Where, it was students’ questionnaire and teachers’ interview. The study aim to find a credible and valid results about the teachers’ and students’ attitudes toward this application and its usefulness in developing speaking.

As a result, the finding illustrated that both teachers and students considered that speaking skill is an important aspect that EFL learners must to develop. In addition, both teachers and students have positive attitudes towards the use of Lingbe application, which can be a useful tool for enhancing EFL learners speaking skill. Also it can be an effective

tool for teachers to help them accelerate the learning process and motivate their students inside the classroom, and become as a part of oral expression activities.

Limitations of the Study

The process of gathering data from students take a long time because it was online. Also, teacher's interview was planned to be a semi-structured interview face to face to show them how the application work and have a credible result. However, the circumstances led us to use a semi-structured interview because of the lack of time.

Pedagogical Implications and Recommendations

Mobile devices is one of the newest ways of accessing knowledge which give both EFL learners and teachers the ability to improve the learning process through the use of applications. Therefore, the findings of the present investigation have important implications for the use of "Lingbe application" in enhancing EFL learners speaking skill and facilitate teacher's role.

For Teachers

- ✓ Motivate both teachers and students to use mobile devices as teaching and learning tools, in order to achieve better teaching methods.
- ✓ Using the "Native call" option where the student practice with native speaker can accelerate the teaching process to be advanced speaker.
- ✓ Using the Lingbe application in teaching oral expression module will facilitate teachers' role and give the best result for students speaking skill performance.
- ✓ Supporting students to take advantage of the application's benefits and study modes in order to use it effectively.
- ✓ Teachers will use Lingbe application study modes' as activity to evaluate students' levels inside classroom.

For Students

- ✓ Students must utilize their mobile devices both inside and outside of the classroom to facilitate in the learning process.
- ✓ Students have to be aware for speaking skill importance because it is the mirror of the language.
- ✓ Students should use and benefit from the study modes To learn how to interact in English
- ✓ Students should practice their speaking skill through “Lingbe” and benefit from it at least fifteen minutes (one hour a day) a day for better result.
- ✓ Using “Lingbe rooms” option will motivate EFL learners learning process effectively through assessing themselves.

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Appendices

Appendix A

University of Mohamed Khider Biskra

Department of literature and foreign languages

English Division

Students' Questionnaire

Dear students,

You are kindly asked to answer the following questionnaire, which attempts to collect data for the accomplishment of a master dissertation under the title the role of the “Lingbe application” in enhancing EFL learners speaking skill: the case of first year EFL students. The information you will provide is needed for the accomplishment of a Master dissertation in Sciences of Language.

Definition of key concepts

1) Mobile Assisted Language Learning (MALL) refers to the use of smartphones and Mobile technologies for language learning purposes.

2) Lingbe Application: is an educational mobile application designed to improve the English language which enables you to practice daily with native speakers and other users that are practicing the same language.

1. Practice and Learn

These option contain three modes which are: start a call 1 on 1, Practice in group and take a class.

1.1 start a call 1 on 1

This option itself has two modes which give you the choice to speak either with a native call (native speaker) or practice session (non-native speaker)

***Native Call (Native Speaker)** This option gives you the opportunity to practice with native speaker which his mother tongue (first language) is English. It is usually for advanced level, also it cost you 10 Lingos for minute.

*** Practice session (Non-Native Speaker)**

Your partner here is like you his mother tongue (first language) is not English .it may become Spanish, Italian, Indian, French or Japanese. But, both you and your partner share the same goal which is improving a particular language.

1.2 Practice in group (Lingbe rooms)

This option gives you the ability to create a group audio chats in live rooms and discuss

about a particular topic with a group of other users. Also, you can enter any of the rooms and listen to the conversation there, if you want to speak and take an active part in one of the conversations just raise your hands.

1.3 Take a class (italki)

This option will provides to you a qualified teacher to be your instructor to teache you .Also, it provide book lessons with one of our italki teachers.

2. Help and Earn

This option is characterized by giving you the ability to help the community and you earn more Lingos for your services. It has two modes: Offer a native call and Host a native room.

2.1 Offer a native call

Here you can actively offer a native call to other users and help them in your native language. As a result, you will get Lingos for every minutes of your help.

2.2 Host a native room

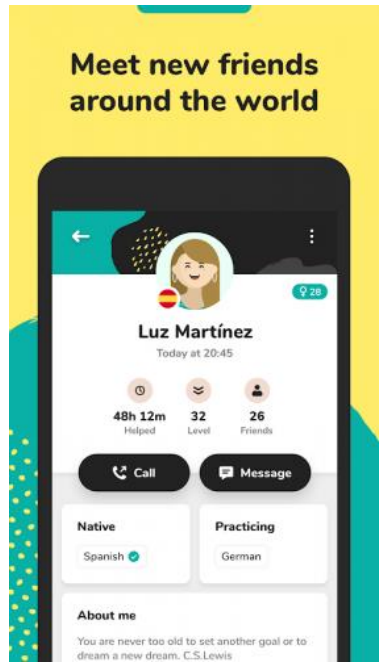
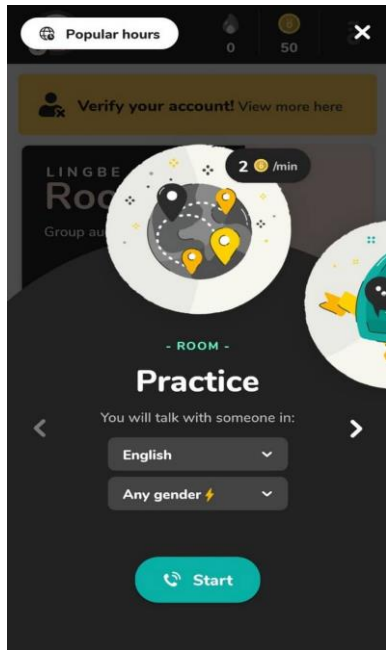
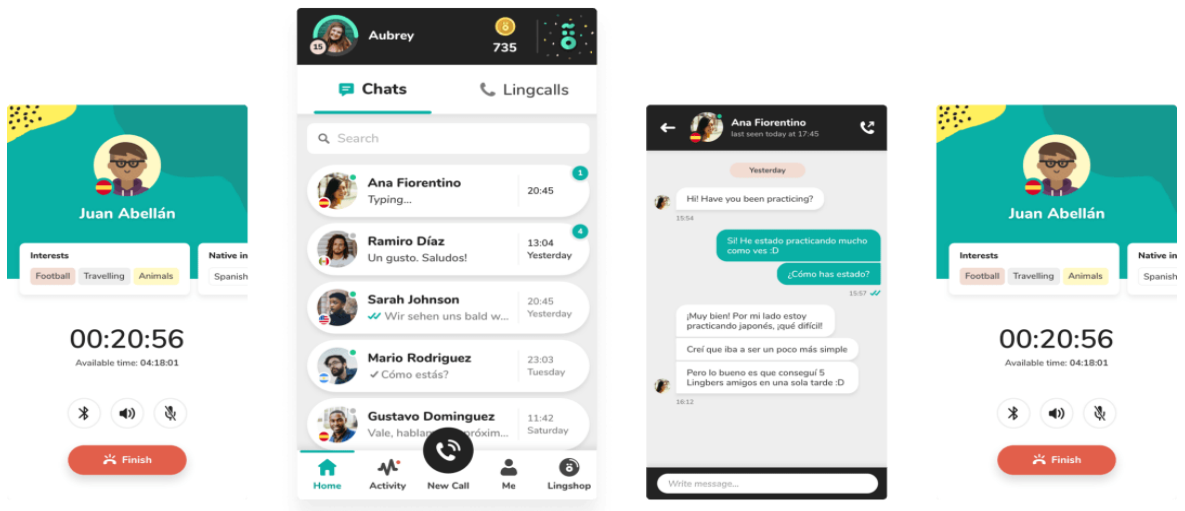
This mode enables you to create a native room in your native language, which the more users join your room, the more Lingos you will earn for your service.

3 Lingbe tasks

This option is separated, which gives you the ability to ask questions about any of your languages such as; vocabulary, grammar, pronunciation,

The data gathered through this questionnaire is used for research purposes only.

Thank you for your time and contribution.



Part one General information

Section one: Personal information

Q1. Would you please identify your gender?

a- Female

b- Male

Q2. How did you choose English?

a- Personal choice

b- Parents choice

c- Job demands

d- Someone's advice

Q3. How can you evaluate your level in English?

A-poor

B- Basic

C- Intermediate

D- Advanced

Section Two: Speaking Skill

Q4-How do you consider the speaking skill?

a- Very important

b- Important

c- Not important

Justify your answer please

.....
.....

Q5-How is your speaking skill?

a- poor

b- acceptable

c- good

d- very good

Q6- How do you find the course of Oral expression?

a- interesting

b- not interesting

Justify your answer

.....
.....
.....

Q7. 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- Using Mobile devices

e- All of them

If others, please specify:

.....
.....
.....

Q8. Do you face any difficulties when you speaking in English?

Yes / No

If yes, what are?

.....
.....
.....

Section Three: Mobile Assisted Language Learning

Q9- What kind of mobile device do you have? (You may choose more than one answer)

- a- Tablet
- b- MP3 or MP4 player
- c- Smartphone
- d- Laptop computer
- e- Personal Digital Assistants (PDAs)
- f- Traditional phone

Q10-Classify the activities you often practice in your mobile phone according to their Importance?

- a- Entertainment
- b- play video games
- c- Learning English
- d- Social networking
- e- Researching
- f- Listening to music

Q11. How often do you learn the English language through mobile applications?

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

Q12- 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

Q13- Do think that learning via mobile phone would be helpful?

- a- Yes
- b- No

Justify your answer please:

“Lingbe application” is;

| | Strongly agree | Agree | Strongly disagree | Disagree |
|--|-----------------------|--------------|--------------------------|-----------------|
| A helpful technique to develop students’ speaking skill. | | | | |
| One of the most important applications that may increase students ‘motivation. | | | | |
| A useful application that will improves learners’ Vocabulary and pronunciation level | | | | |
| Modes of study are important and effective for developing speaking skill | | | | |

Q23- If you have any comments or suggestions, please feel free:

.....

.....

.....

Appendix B

Teachers' Interview

Dear teachers

Dear _____.

My name is DRIDI Akram, I am a master two student at UMKB. I'm currently carrying out a study about "the use of Lingbe application in Enhancing EFL learners speaking skill our case of study is the first year EFL license students. You are kindly requested to tick (✓) the appropriate answer or to give full statement where necessary.

Kindest regards

Definition of key concepts

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

2) **Lingbe Application**: is an educational mobile application designed to improve the English language which enables you to practice daily with native speakers and other users that are practicing the same language.

3) **Study modes:**

1. **Practice and Learn**

These option contain three modes which are: start a call 1 on 1, Practice in group and take a class.

1.1 **start a call 1 on 1**

This option itself has two modes which give you the choice to speak either with a native call (native speaker) or practice session (non-native speaker)

***Native Call (Native Speaker)**

This option gives you the opportunity to practice with native speaker which his mother tongue (first language) is English. It is usually for advanced level, also it cost you 10 Lingos for minute.

* **Practice session (Non-Native Speaker)**

Your partner here is like you his mother tongue (first language) is not English .it may become Spanish, Italian, Indian, French or Japanese. But, both you and your partner share the same goal which is improving a particular language.

1.2 **Practice in group (Lingbe rooms)**

This option gives you the ability to create a group audio chats in live rooms and discuss

about a particular topic with a group of other users. Also, you can enter any of the rooms and listen to the conversation there, if you want to speak and take an active part in one of the conversations just raise your hands.

1.3 Take a class (italki)

This option will provides to you a qualified teacher to be your instructor to teache you .Also, it provide book lessons with one of our italki teachers.

2. Help and Earn

This option is characterized by giving you the ability to help the community and you earn more Lingos for your services. It has two modes: Offer a native call and Host a native room.

2.1 Offer a native call

Here you can actively offer a native call to other users and help them in your native language. As a result, you will get Lingos for every minutes of your help.

2.2 Host a native room

This mode enables you to create a native room in your native language, which the more users join your room, the more Lingos you will earn for your service.

3 Lingbe tasks

This option is separated, which gives you the ability to ask questions about any of your languages such as; vocabulary, grammar, pronunciation,

Section One: General Information

Q1-How long have you been teaching English at university level?

- a- Recently b- Very long c-Not very long

Section Two: Speaking skill

Q2- How do you consider the importance of speaking skill in foreign language learning?

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.....
.....

Q3- How do you evaluate the level of your students speaking skill?

- a- Beginners b-Intermediate c-Advanced d- Native like

Q4- Do you encourage teaching through educational technology? Why?

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...

.....
.....
Section Three: Opinions about Mobile Assisted Language Learning (MALL)

Q5- Do you think that mobile assisted learning is a helpful tool to improve your students speaking skill?

.....
.....
.....

Q6- Do you encourage student to learn via mobile applications? Would you please justify your answer?

.....
.....
.....

Q7- To what extent do you think learning English language via MALL is efficient?

- a- Very efficient b- Efficient
c- Somehow efficient d- not Efficient at all

Section Four: Teachers' Attitude towards the Role of the "Lingbe Application" in Developing Students' speaking skill

Q8- Do you know the "Lingbe application"?

.....
.....

Q9- What advantages attracted you in the "Lingbe application"?

.....
.....
.....

Q10- Do you think that the “**Lingbe Application**” is helpful in developing the learners’ speaking skill?

Yes

No

Justify;

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.....

Q11- Do you think that the “Lingbe Application” may increase the students’ motivation to practice more their speaking skill? Why?

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.....
.....

Q12- How would you evaluate the role of “Lingbe Application” in improving speaking skill?

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.....

Q13- Do you think that “Native Call Mode” (**practice with native speaker**) in “Lingbe application” serve the purpose of improving the learners’ speaking skill? (See study modes table)

.....
.....
.....

Q14- would you please choose which study mode is more beneficial?

a- Native Call (Native Speaker)

b- Practice session (Non-Native Speaker)

c- Practice in group (Lingbe rooms)

d- Take a class (italki)

e- Offer a native call

f- Host a native room

Q15- Do you prefer to use this application as remedial work outside of the classroom?

Yes

No

****If yes, how much the duration you may recommend using this app each day?**

.....
.....
.....

Q16- If you have any comments, feel free to add them

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.....
.....
.....

Thanks for your time and collaboration

الملخص

مهارة التحدث هي واحدة من أهم جوانب تعلم اللغة الإنجليزية التي يجب على الطلاب تحسينها. منذ ذلك الحين، نعيش عصر التكنولوجيا والإنترنت. تميل التكنولوجيا إلى وضع مجموعة متنوعة من المصادر والتقنيات في أيدي الطلاب لمساعدتهم على تحقيق هذا الهدف. تبحث هذه الدراسة في إحدى هذه الأدوات التكنولوجية وهي دور «تطبيق Lingbe» وتأثيره على طلاب السنة الأولى من EFL في جامعة بسكرة. اقترحت الفرضية الرئيسية أن استخدام تطبيق Lingbe يعزز مهارتهم في التحدث. للوصول إلى أهداف الدراسة، اعتمدت الدراسة طريقة مختلطة تتكون من أداتين لجمع البيانات: استبيان الطلاب ومقابلة شبه منظمة مع المعلمين. كشفت النتائج عن أهمية دمج «تطبيق Lingbe» في تعزيز مهارة التحدث. وبالإضافة إلى ذلك، تم تأكيد الفرضية المقترحة ؛ ولذلك يوصى بمدرسي وطلاب اللغة الانكليزية باستخدام هذا التطبيق في الميدان التعليمي.

الكلمات المفتاحية : مهارة التحدث ، "تطبيق"الينبقي" ةطلاب اللغة الانجليزية كلغة أجنبية.

Résumé

L'expression orale est l'un des aspects les plus importants de l'apprentissage de l'anglais que les élèves devraient améliorer. Depuis, nous vivons l'ère de la technologie et de l'Internet. La technologie tend à mettre une variété de sources et de techniques entre les mains des élèves pour les aider à atteindre cet objectif. Cette étude examine l'un de ces outils technologiques, qui est le rôle de « l'application Lingbe » et son impact sur les étudiants de première année de l'EFL à l'Université Biskra. L'hypothèse principale proposée est que l'utilisation de l'application Lingbe améliore leur habileté à parler. Pour atteindre les objectifs de l'étude, l'étude a adopté une méthode mixte qui comprenait deux outils de collecte de données : un questionnaire des étudiants et un entretien semi-structuré avec les enseignants. Les résultats ont révélé l'importance d'intégrer l'« application Lingbe » dans l'amélioration des compétences orales. De plus, l'hypothèse proposée a été confirmée; par conséquent, il est recommandé aux enseignants et aux étudiants de langue anglaise d'utiliser cette application dans le domaine de l'éducation.

Mots-clés: Compétences d'expression orale, EFL, Application Lingbe, ELT