

## *Using Mobile-Assisted Language Learning to Enhance EFL Oral Language Skills of Faculty of Education English Majors*

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### **Abstract**

**T**his study aimed at measuring the effect of mobile-assisted language learning in enhancing English majors' EFL oral language skills. A quasi-experimental pre-post control group design was used to achieve the study objectives. Sixty students were randomly selected from first year English majors at the faculty of Education. They were divided into two intact groups: experimental and control. The experimental group students were trained using a mobile application to enhance their oral language skills. The control group students were taught the same content through the regular method. The study instruments included a needs assessment questionnaire to determine the oral language sub-skills the participants mostly need and a pre-post EFL oral language skills test. Analysis of data obtained by the participants (using t-test) showed that the experimental group significantly exceeded the control group in the post-performance of the test. Findings, recommendations, and suggestions are given for further research are presented.

**Keywords:** *Mobile-Assisted Language Learning (MALL), Oral language Skills, Mobile Application*

### **Introduction**

In the modern era of education, technology has become an integral part of the learning process. Among the various technological advancements, mobile applications have been considered as an influential tool for learning language, providing innovative methods to enhance students' engagement and proficiency. English is one of the most vital tools for communication and interaction.

Integrating digital technologies into English language teaching and learning has become a significant focus. This change has significantly transformed the roles of both teachers and students, enabling educators to employ modern and innovative methods of teaching. This study sheds light on the effect of using mobile applications to improve the EFL oral language skills of EFL learners, particularly among English majors.

Language is fundamentally auditory and oral. Listening and speaking are oral language skills crucial in the communicative process, forming the foundation of interaction between individuals. Oral language skills encompass speaking, listening, comprehending, and engaging in meaningful interactions. These skills form the foundation for literacy development, academic success, and social integration. They include various aspects such as vocabulary development, sentence structure, pronunciation, fluency, and the ability to express ideas clearly and coherently. Developing these skills is particularly challenging for EFL learners due to limited exposure to authentic spoken language and fewer opportunities for practicing outside the classroom. Effective oral communication requires linguistic knowledge and the ability to use language spontaneously and appropriately in various contexts.

Mobile learning is an educational interaction style enabled by mobile devices. It allows students to engage without being restricted to one location. Learners widely utilize mobile learning for academic activities and progress tracking to develop skills and competence. Mobile-assisted language learning (MALL) uses mobile technology, such as tablets and smartphones, to help in learning language

activities. The widespread availability of mobile devices enables students to access their education anytime and anywhere, making MALL an attractive supplement to traditional classroom instruction (Lashari et al., 2023).

Looi and Toh (2014) observed that mobile devices have transitioned significantly from classroom distractions to essential educational tools. These devices offer numerous advantages, including improved learning outcomes, increased student engagement, and more accessible student connections. However, teachers must ensure these devices are used correctly in educational contexts. Smartphones exemplify mobile technology with their portability, connectivity, and powerful computing capabilities, making them perfect for fostering flexible and widespread learning opportunities.

Research has demonstrated that MALL can enhance various aspects of language learning, including vocabulary acquisition, listening skills, and reading comprehension. However, its potential impact on oral language skills, particularly in EFL contexts, has been a growing area of interest. Mobile applications designed for language learning often incorporate features such as speech recognition, pronunciation guides, and interactive speaking exercises, which can provide learners with immediate feedback and ample practice opportunities (Lin & Lin, 2019).

Contemporary research in (MALL) increasingly focuses on various dimensions of language acquisition. Mobile devices can be practical tools for language learning. Mobile learning is a form of educational engagement facilitated by mobile devices, enabling

learners to participate without being tied to a specific location (Lai et al., 2022).

Oral language skills, including fluency, pronunciation, and overall oral proficiency, are essential to language competence. However, they often pose significant challenges for EFL learners due to the need for consistent practice, feedback, and exposure to authentic language use. Traditional methods may not always provide sufficient practice and feedback to help learners develop oral language skills. Therefore, supplementary tools, such as mobile applications, have the chance to fill in this gap by providing targeted practice and real-time feedback.

Kukulka-Hulme, (2020) stated that mobile learning offers numerous advantages for developing oral language skills. One of its primary benefits is providing access to learning resources anytime and anywhere. This easiness and smoothness gives learners the chance to easily speak and listen to others outside the traditional classroom environment, thereby increasing exposure and opportunities for practice.

The literature review highlights the potential of mobile applications to improve EFL oral language skills, particularly in contexts where traditional instruction may fall short. Mobile-assisted language learning can address some key challenges EFL learners face in developing their oral proficiency by providing flexible, interactive, and immediate practice opportunities. This study aimed to build on the existing body of research by examining the specific impact of mobile applications on English majors' oral language skills, contributing further insights into MALL's effectiveness and practical applications in language education.

## Literature review and previous studies

### The theory behind Mobile-assisted language learning

Stockwell (2022) mentioned that mobile-assisted language learning (MALL) combines elements of constructivist and situated learning theories, focusing on the interactive, personalized, and contextualized nature of mobile devices. Essential theoretical foundations include:

- 1. Constructivist Learning:** MALL supports active, learner-centered education where students build knowledge through interactive and engaging activities, facilitating more profound understanding and retention. MALL leverages the portability and connectivity of mobile devices to provide learners with access to language resources and interactive tools anytime and anywhere. It supports personalized learning, immediate feedback, and authentic communication scenarios, enhancing learner motivation and engagement. MALL promotes increased exposure and practice opportunities by integrating language practice into daily routines, which is crucial for language acquisition.
- 2. Vygotsky's Social Development Theory** is closely tied to constructivism, highlighting the significance of social interaction in learning. MALL's primary feature is facilitating communication and collaboration among learners, fostering teamwork. Ally (2013) emphasized that collaboration is essential in language acquisition, enhancing adaptability, coordination, decision-making, and interpersonal skills.

- 3. Situated Learning:** Mobile devices allow learning to occur in real-world contexts, making language acquisition more relevant and meaningful as learners can practice in authentic settings.
- 4. Collaborative Learning:** MALL facilitates communication and collaboration among learners through social networking and messaging apps, promoting peer interaction and language use.
- 5. Multimodal Learning:** Mobile devices support various media formats (text, audio, video), enriching the learning experience and catering to different learning styles.

By integrating these theoretical elements, MALL enhances language learning through interactive, contextualized, and personalized experiences that are accessible and engaging for learners.

### **EFL Oral Language Skills**

Oral language skills—listening and speaking—are essential in various educational settings. They are a pedagogical tool used when asking questions, giving answers, and discussing where students share their perspectives. Teachers also use oral expressions to prompt students to articulate their emotions or reflect on their learning strategies. Moreover, oral language is a distinct teaching and learning domain crucial for academic achievement and personal development.

### **The Importance of Listening and Speaking Skills**

Students experience an essential skill development phase during college that is crucial for their future

academic and professional pursuits. Listening and speaking are vital for effective communication, critical thinking, and fostering meaningful interpersonal relationships. Listening skills are crucial for academic success. Students with solid listening abilities can better comprehend and remember information presented in lectures, discussions, and reading materials. Effective listening also helps students follow instructions, ask clarifying questions, and engage in meaningful conversations (Ghoneim & Elghotmy, 2021).

Listening is an oral language skill that involves understanding spoken language and is crucial in learning any language. It is an interactive and complex process where learners interpret what they hear and already know. This skill entails decoding and constructing meaning from both verbal and nonverbal messages. Listening is a fundamental skill present in most of our daily activities. Lindsay and Knight (2006:45) illustrated this by stating that we listen to a wide range of things, such as conversations in person or on the phone, information announcements at places like airports or train stations, weather forecasts on the radio, radio plays, music, other people's conversations, lectures, professional advice at places like the doctor's or bank, instructions on using equipment like photocopiers, directions, and recorded dialogues in class.

Dauber and Spencer (2023) emphasized the significance of speaking skills in college education, noting their essential role in enabling students to express themselves confidently and convey their ideas effectively. Proficient speaking skills are linked to academic achievement, increased self-confidence, and enhanced career prospects. Mastery of speaking boosts academic

performance by encouraging active participation in class discussions, debates, and presentations and promotes critical thinking and effective argumentation. Additionally, strong speaking skills enhance students' self-confidence and ability to express themselves, enabling them to engage in social interactions, share their opinions, and advocate for themselves, thus fostering a positive self-image and overall well-being.

Recent research underscores the importance of explicitly teaching oral language skills alongside other school subjects. Oral communication proficiency predicts enhanced critical thinking abilities. Conversely, deficiencies in oral language skills can impede learning progress and hinder social engagement (Hunt et al., 2014). Addressing these skills helps reduce educational and social disparities, making oral communication indispensable across academic disciplines (Kaldahl et al., 2019). In summary, fostering oral language competence in students is essential for personal satisfaction and academic success, effective social integration, and professional achievement.

Colognesi et al. (2022) mentioned that contrary to the systematic teaching of second languages, research indicates that oral language instruction is often overlooked in first language (L1) classes. This discrepancy stems from two primary challenges. Firstly, many educators did not receive formal training in oral language instruction during their schooling. Moreover, teacher preparation programs for L1 instruction often do not include comprehensive guidance on the didactics of oral language teaching. Consequently, explicit activities focusing on developing oral language skills are frequently absent in classroom practices.



Secondly, educators commonly perceive teaching L1 oral language as more complex than other subjects. Many teachers lack explicit knowledge of the specific aspects of oral language that should be taught and assessed. This uncertainty makes it challenging to effectively design and implement lessons to improve oral language skills and evaluate student proficiency (Dobinson & Dockrell, 2021). For instance, while oral presentations are a common requirement for L1 students throughout their schooling, they often lack structured instructional programs (Stordeur et al., 2022).

Oral proficiency encompasses speaking fluently, accurately, and appropriately in different contexts. Traditional classroom environments often lack the flexibility and resources to provide adequate speaking practice. Mobile-assisted language learning offers an innovative solution by enabling learners to practice speaking skills at their own pace and receive instant feedback.

### **Importance of Oral Language Skills in EFL**

Oral language skills are vital for effective communication in FL. These skills include fluency, pronunciation, and constructing coherent and contextually appropriate sentences. Developing these skills requires regular practice and feedback, which can be defied in regular classrooms. Effective communication in EFL contexts depends on oral language skills. These skills encompass the ability to speak fluently, comprehend spoken English, and engage in meaningful interactions in various social and academic settings. The research underscores the crucial role of oral proficiency in language learning, highlighting its correlation with overall linguistic competence and academic success (García et al., 2021).

Recent studies emphasize the multifaceted nature of EFL oral skills development, exploring factors such as learner motivation, classroom interactions, and instructional strategies (Bárcena & López-Ferrer, 2023). Furthermore, technological advancements have reshaped pedagogical approaches, offering innovative tools for enhancing oral proficiency through interactive platforms and virtual communication (Benson, 2022).

### **Mobile-Assisted Language Learning (MALL)**

The rise of mobile technology has opened new avenues for language learning, making it more accessible and interactive. Smartphones, laptops, and tablets simplify daily life and significantly influence cultural and linguistic advancements. With wireless and mobile technology advancement, MALL is now available on a broader range of devices, including personal digital assistants (PDAs), iPods, tablets, smartphones, mobile phones, and MP3 players (Abbasi et al., 2019)

Amalia, (2023) stated that MALL, which utilizes mobile devices to facilitate language learning, has gained considerable attention in educational research. Mobile applications for language learning often include features such as speech recognition, interactive exercises, and real-time feedback, which can help learners improve their language skills more effectively than traditional methods alone.

The use of advanced mobile devices in second language acquisition (SLA) classrooms has garnered significant attention and impact. The portability, authenticity, social integration, and context awareness inherent in MALL make it an effective tool for language

learning. Researchers argue that individuals learning a second language (L2) benefit significantly from the portability of handheld devices such as smartphones, pocket electronic dictionaries, iPod Touch, and tablets. These devices offer immersive, quick, accessible, and contextually relevant educational experiences that are often more effective than those provided by stationary computers (Lashari & Umrani, 2023).

As mentioned by Kukulska-Hulme (2009), the following are examples of mobile learning:

- **Mobile Learning Technology:** is especially advantageous for activities outside the traditional classroom setting. This form of learning allows students to engage directly with real-world experiences and utilize their free time effectively. Even students on the move can improve their learning skills using mobile devices.
- **SMS-Based Learning:** This method enables students to receive teacher text messages. It supports learning outside the classroom and helps teachers experiment with mobile teaching techniques.
- **Game-based learning** is integrated into mobile learning by incorporating educational content into games. These games link real-world knowledge with the game's virtual world.
- **M-learning games** are also helpful in teaching second-language skills, including vocabulary, pronunciation, grammar, listening, reading comprehension, and spelling.

## **Advantages of Mobile Applications**

According to Yang (2005), one benefit of mobile learning is that it dramatically promotes collaborative learning. Different learners can share their knowledge, skills, and attitudes through interaction. Collaborative learning enables learners to support, motivate, and evaluate one another, resulting in significant learning gains, a feature that is often lacking in other forms of learning. An excellent collaborative approach can be achieved simply by making use of a mobile device as a learning environment, though this relies more on the users than the devices themselves. Al Rawashdeh et al. (2021) discussed the advantages of mobile learning including:

### **1. Accessibility and Flexibility**

Mobile applications enable learners to practice speaking skills anytime and anywhere, offering flexibility often missing in traditional classroom environments. This accessibility is essential for EFL learners who may not frequently have the chance to interact with native speakers or practice speaking in a supportive setting.

### **2. Interactive and Engaging**

The interactive features of mobile apps make language learning more engaging. Tools such as speech recognition, real-time feedback, and interactive dialogues keep learners motivated and dedicated to their language learning journey. This level of engagement is vital for maintaining learners' interest and participation, which can be challenging in conventional educational settings.

### **3. Personalized Learning**

Mobile applications provide personalized learning experiences by tailoring practice activities to individual learners' needs and proficiency levels. This customized

approach ensures learners receive targeted practice and feedback, addressing their unique challenges in developing oral language skills.

### **Challenges and Considerations**

While the benefits of mobile applications in language learning are clear, there are also challenges and considerations that educators and developers must address:

#### **1. Technical Issues:**

For example, wireless issues, and device compatibility can hinder the learning experience. Ensuring that applications are user-friendly and reliable is crucial for maintaining learner engagement.

#### **2. Quality of Content:**

The effectiveness of a mobile application largely depends on the quality of its content. Educational content must be well-designed, pedagogically sound, and aligned with learners' language learning goals. Collaborating with language educators and instructional design experts can help ensure that mobile applications meet these standards.

#### **3. Integration with Traditional Instruction:**

Mobile applications should complement rather than replace traditional language instruction to be most effective. Educators need to find ways to integrate mobile-assisted learning into their curricula, ensuring that it enhances and supports classroom activities.

### **Challenges in Developing Oral Language Skills**

Despite its benefits, integrating mobile learning into language education has some difficulties. Problems as digital literacy, access to internet connections, and varying levels of device quality can affect the effectiveness of

mobile learning. Furthermore, educators must be adequately trained to effectively incorporate mobile technologies into their teaching strategies (Burston, 2014).

Mahbub and Hadina (2021) mentioned that EFL learners often face several challenges in developing oral language skills. These include:

- Limited exposure to native speakers.
- Lack of practice opportunities.
- Insufficient feedback on pronunciation and fluency.

### **Mobile Applications as a Solution**

Mobile applications designed for language learning can address these challenges by:

- Providing interactive speaking exercises.
- Offering real-time feedback on pronunciation and fluency.
- Enabling learners to practice speaking skills anytime and anywhere.

### **Mobile-assisted language learning and EFL Oral Language Skills**

Integrating mobile technology into EFL oral language learning helps learners engage in educational activities more efficiently. Mobile devices' portability and lightweight nature allow learners to access educational materials anytime and anywhere, promoting flexibility and convenience in their language learning process (Gao & Shen, 2021). Learners can easily watch instructional videos or listen to English podcasts on their mobile devices, enabling them to tailor their learning experiences to their schedules and preferences.

Terzioğlu and Kurt (2022) argued that mobile devices enhance multimedia resources, improving learners' engagement and understanding of the instructional content. Videos and podcasts, often featuring native or proficient speakers, provide learners with authentic language input, exposing them to various accents, intonations, and communicative contexts. Exposure to various contexts through mobile-assisted language learning helps learners develop listening skills, enabling them to process spoken language actively and understand the nuances of natural conversation.

Loewen et al. (2019) also mentioned that mobile devices allow learners to engage in self-paced learning, revisit instructional materials as needed, and customize their learning process to match their pace and needs. This capability to pause, rewind, or repeat sections of videos or podcasts ensures a comprehensive grasp of the content. Personalized learning experiences allow learners to concentrate on areas that require further attention, fostering autonomy and metacognitive reflection.

Using mobile technology in oral language teaching provides learners with the needed tools to enhance their speaking and listening skills. Mobile devices' accessibility, multimedia capabilities, and flexibility enhance the effectiveness of in and out-of-class learning activities, allowing learners to interact with instructional materials conveniently.

Many studies have demonstrated the effectiveness of MALL in various aspects of language learning. For example, Viberg and Grönlund (2012) highlighted the potential of mobile technology to provide personalized and

context-aware learning experiences. Similarly, Burston (2014) reviewed MALL research comprehensively, concluding that mobile learning tools significantly enhance vocabulary acquisition, listening skills, and reading comprehension. However, there is a growing interest in exploring MALL's impact on oral language skills.

### **Impact on Oral Language Skills**

The literature reviewed provides substantial evidence supporting the effectiveness of mobile applications in enhancing various aspects of oral language skills:

#### **1. Pronunciation:**

Studies indicated significant improvements in pronunciation accuracy among learners using mobile applications. Wongsuriya (2020) stated that the ability to receive immediate feedback on pronunciation errors allows learners to correct mistakes and develop more accurate speech patterns.

#### **2. Fluency:**

Mobile applications provide ample opportunities for learners to practice speaking, contributing to increased fluency. Regular practice helps learners develop the ability to speak more smoothly and confidently, reducing hesitation and improving the flow of speech.

#### **3. Overall Oral Proficiency:**

The combination of pronunciation practice, fluency exercises, and interactive speaking activities helps learners develop overall oral proficiency. This holistic improvement is essential for effective communication in real-life situations.



Several recent studies have focused on the use of mobile applications to improve EFL learners' oral language skills:

### **Studies on MALL for EFL Oral Language Skills**

Al-Qahtani (2023) examined the use of mobile applications to enhance the oral language skills of EFL learners in the United Arab Emirates. The research involved 90 students who used the app for a semester. Results indicated that the treatment group had significant improvements in pronunciation and fluency. The study highlighted the importance of user-friendly interfaces and interactive features in mobile language learning applications.

Hassan and Ali (2023) investigated using mobile applications to enhance Oral language skills among EFL learners in Egypt. The research found that the experimental group using the app outperformed the control group regarding fluency, pronunciation, and overall oral proficiency. The study also highlighted the importance of incorporating multimedia elements to engage learners effectively.

Alshammari (2022) focused on using a mobile application to improve the oral language skills of EFL learners in Kuwait. The research involved a mixed-methods approach, combining quantitative and qualitative data. Results indicated that students who used the app demonstrated notable improvements in fluency and pronunciation. The study also reported positive student perceptions regarding the app's usability and effectiveness.

El-Mahdy and Abdelaziz (2022) conducted their study in Egypt. They explored the impact of a mobile app on the

speaking skills of university students. The experimental group using the app demonstrated substantial gains in oral proficiency compared to the control group. The study emphasized the role of interactive speaking exercises and immediate feedback in enhancing learners' speaking abilities.

Nassif (2022) focused on using mobile applications to improve oral language skills among EFL learners in Jordan. The research involved 80 students divided into experimental and control groups. The findings indicated that students using the mobile app significantly improved fluency, pronunciation, and overall speaking competence. The study also reported high student engagement and satisfaction with the app.

Alduwaire and Alsharif (2022) investigated the effectiveness of a mobile application in improving the speaking skills of EFL learners in Jordan. The findings indicated that the app significantly improved learners' pronunciation, fluency, and speaking competence.

Ahmad (2021) explored the impact of a mobile application on EFL learners in Saudi Arabia. The research involved 100 university students who used the app for a semester. The findings indicated significant improvements in pronunciation and fluency. The study emphasized the role of interactive features and real-time feedback in enhancing speaking skills.

Al-Kadi (2021) examined the effectiveness of a mobile application in improving the Oral language skills of EFL learners in Saudi Arabia. The study involved 60 English majors who used the app over a semester. Results showed significant improvements in pronunciation and fluency.

The study concluded that mobile applications could be a valuable supplementary tool in language education.

Rahimi and Fathi (2021) investigated the effects of mobile-assisted language learning on EFL learners' speaking proficiency. The experimental group, which used a language learning app, showed greater improvement in Oral language skills compared to the control group, highlighting the effectiveness of mobile applications in providing additional practice and motivation.

Ghoneim and Elturki (2021) conducted a case study examining a mobile application's impact on EFL learners' speaking fluency. The results showed that learners who used the app significantly improved their speaking fluency compared to those who did not.

Ali (2020) investigated the impact of an artificial intelligence application on enhancing oral language skills, specifically listening comprehension and speaking skills, among sixth-year primary school students. The study employed a quasi-experimental design with two groups: an experimental group of twenty students and a control group of another twenty students. The research utilized various materials and instruments, including an oral language skills checklist, listening comprehension and speaking skills tests, a teacher's guide, and a student activity book centered on the AI application. The findings indicated that AI application had significant positive effect on improving listening comprehension and speaking skills.

Han (2020) explored the influence of voice-based AI chatbots on speaking competence and related affective factors—interest, belief, motivation, and perceived anxiety—of Korean EFL middle school students. The study

involved 44 freshman students divided into control and experimental groups. Over ten weeks, the students participated in ten chat sessions with the voice-based AI chatbot 'Echodot.' The NEAT speaking test was administered as pre-and post-tests to measure the effects on speaking competence. Additionally, structured questionnaires were used before and after the treatment to assess changes in affective factors. The results showed that the AI chatbot significantly improved speaking ability in EFL students. Consequently, the study recommended that EFL teachers incorporate AI chatbots into their teaching practices.

Kukulka and Lee (2020) explored the use of mobile applications for collaborative language and cultural learning. The findings indicated that mobile apps can significantly enhance speaking skills through collaborative tasks and real-time feedback.

Tan et al. (2020) quantitatively examined the willingness to communicate (WTC) in English among secondary school students in Indonesia, Malaysia, and Thailand, focusing on ESL in Malaysia and EFL in Indonesia and Thailand. It identified situations where students were more or less willing to communicate in English. Results showed higher WTC inside the classroom than outside, with ESL students displaying greater WTC than EFL students. The study emphasized the significant role of English teachers in enhancing WTC and bridging the gap between classroom activities and real-world communication scenarios.

Sung et al. (2015) examined the effectiveness of mobile devices in language learning. The findings suggested that

mobile-assisted language learning can significantly enhance language acquisition, including speaking skills, due to the interactive and flexible nature of mobile apps.

Hwang et al. (2014) investigated using an adaptive learning system on mobile devices to improve EFL learners' oral reading fluency. The results indicated significant improvements in students' pronunciation and fluency.

Azar and Nasiri (2014) focused on listening comprehension, which provided insights into learners' positive attitudes toward mobile-assisted language learning. These insights can be extrapolated to speaking skills.

The literature reviewed highlights the growing body of research on the effectiveness of mobile applications in enhancing EFL oral language skills. Recent studies indicated that MALL can significantly improve pronunciation, fluency, and oral proficiency. Mobile applications' interactive and flexible nature makes them a valuable supplement to traditional language instruction, providing learners additional practice opportunities and real-time feedback. This study aims to build on these findings by further exploring the specific impact of mobile applications on the Oral language skills of English majors, contributing to the ongoing discourse on the effectiveness and practical applications of MALL in language education.

### **Commentary**

Recent studies on the use of mobile applications for EFL oral language skills in Arabic-speaking countries and globally highlighted several key points, such as mobile applications having consistently enhanced pronunciation,

fluency, and overall oral proficiency among EFL learners. Across the studies by Al-Oahtani (2023), Hassan and Ali (2023), Ahmad (2021), Al-Kadi (2021), Rahimi and Fathi (2021), and Ghoneim and Elturki (2021), a common finding is a significant improvement in learners' pronunciation and fluency due to the use of the mobile application. Students generally perceive mobile applications as compelling and engaging tools for language learning. Features such as real-time feedback, interactive speaking exercises, and multimedia elements played a crucial role in the effectiveness of mobile applications for language learning. Many studies, including those by Ahmad (2021), Al-Kadi (2021), and Kukulska and Lee (2020), highlight the importance of interactive features and real-time feedback in mobile applications for enhancing language skills. Mobile applications are most effective when used as supplementary tools alongside traditional language instruction, providing additional practice opportunities and feedback that may not be available in the classroom. Studies by Han (2020) and Ali (2020) note the role of mobile applications in increasing student engagement and motivation through interactive and multimedia elements.

As for the differences, all studies focus on EFL learners and explore the effectiveness of mobile applications in different countries (UAE, Egypt, Saudi Arabia, Korea). Ali (2020) looks at listening comprehension and speaking skills while Kukulska and Lee (2020) focus on collaborative language and cultural learning. Tan et al. (2020) studied willingness to communicate (WTC) rather than direct speaking proficiency.

These studies collectively underscore the potential of mobile applications to enhance EFL learners' oral language skills, particularly in pronunciation, fluency, and overall oral proficiency. They also highlight the importance of interactive features, real-time feedback, and multimedia elements in engaging learners. Differences in geographical focus, participant demographics, specific technological tools, and additional factors such as affective measures provide a rich, diverse understanding of the mobile applications' effectiveness across various contexts.

This present research aimed to build on these findings by further exploring the specific impact of mobile applications on the oral language skills of English majors, contributing to the ongoing discourse on the effectiveness and practical applications of MALL in language education.

### **Context of the problem**

As a staff member teaching English language courses to students at the Faculty of Education, the researcher noticed poor EFL oral language skills among them. Besides, related studies have confirmed the problem. The previous studies revealed that students faced problems in EFL oral language - listening and speaking - skills. Thus, the current study problem could be stated as follows: First-year English majors at the Faculty of Education had low levels of oral skills. A sample of 20 students was selected for the pilot study. This revealed that students had low performance levels in oral language skills. Furthermore, reviewing the related literature emphasized the obligation of using MALL as an independent variable for improving students' EFL oral language skills.

The context of the problem highlights the importance of exploring innovative approaches to language education through integrating mobile applications. It also highlights the potential of technology-enhanced learning tools to address longstanding challenges in EFL Oral language skills development.

### **Statement**

Drawing from the pilot study results and the literature review, the researcher identified the study problem. The problem is summarized as first-year English majors' deficiency in oral language skills, specifically listening and speaking, negatively impacting their language performance. To address this issue, it is necessary to enhance these skills using modern models, such as mobile-assisted language learning, which have effectively improved listening and speaking skills. Therefore, this study aimed to examine the impact of mobile-assisted language learning to enhance EFL oral language skills of the Faculty of Education English majors.

### **Purpose**

The current study aimed to use mobile-assisted language learning to:

1. enhance EFL oral language (listening) skills of the Faculty of Education English majors.
2. enhance EFL oral language (speaking skills) of the Faculty of Education English majors.

### **Research Questions**

The following major question is to be answered through the recent study: What is the effectiveness of using Mobile-Assist Language Learning through a mobile application to



enhance the EFL oral language skills of Faculty of Education English majors?

This question can be divided into the following sub-questions:

1. What are the oral language skills mostly needed by Faculty of Education English majors?
2. Are there any statistically significant differences in the mean scores of the experimental and the control groups in the post-application of the EFL oral language skills test?
3. What is the effectiveness of using a mobile application to enhance EFL oral language skills of the Faculty of Education English majors?

### **Significance**

The current study could be significant in the following aspects:

1. The study offers teachers a mobile-assisted language learning program to help improve their students' EFL oral language skills.
2. It can help students gain confidence in listening and speaking English, enabling them to use mobile applications to communicate freely and interactively in everyday situations.
3. Understanding how mobile applications impact student motivation and engagement in language learning can inform strategies to foster a positive learning environment and sustain learners' interest in improving their Oral language skills.
4. The study's insights can guide developers in designing and refining mobile applications tailored to the specific

needs of EFL learners. This includes features for pronunciation practice, speaking drills, real-time feedback, and adaptive learning pathways.

5. It will help explore student perceptions and experiences regarding mobile applications for language learning.
6. For educators, the study explored how MALL could be effectively integrated into EFL education to improve students' pronunciation, fluency, and oral proficiency. By identifying effective strategies and tools, educators can enhance teaching methodologies and learning outcomes in language education.
7. Educators can adopt evidence-based pedagogical strategies informed by the study's findings to optimize the use of mobile applications in teaching Oral language skills. This may include incorporating interactive exercises, peer collaboration, and self-assessment tools to enhance student engagement and learning outcomes.
8. It attempted to bridge the gap in the literature by focusing on recent advancements in mobile-assisted language learning (MALL) and their impact on oral proficiency development among English majors.
9. Findings can inform professional development programs for language teachers, supplying them with the skills and knowledge to integrate mobile applications effectively into their teaching practices.

The study's significance lies in its possibility of advancing knowledge, informing educational practices, and enhancing language learning outcomes through the strategic integration of mobile applications in EFL education. By examining the effectiveness of these technologies in improving Oral language skills among English majors, the study contributes to the ongoing

dialogue on modern approaches to language education. It prepares learners for effective communication in a globalized world.

### **Delimitations**

1. Participants: Only sixty students from first-year English majors at Minia University, Faculty of Education, participated in the study.
2. Only the following EFL oral language skills will be included: pronunciation, fluency, and overall oral proficiency.
3. Language Proficiency: Participants were selected according to their proficiency level in English. The students should enhance their listening and speaking skills for better communication throughout their academic study through the following years before and after graduation.
4. Type of Mobile Applications: The study will focus on a specific type or category of mobile applications designed explicitly for language learning, particularly those emphasizing speaking skills, pronunciation, and fluency improvement.
5. Duration of Study: The study was conducted during the first term of the 2023/2024 academic year in the Listening and Speaking course.
6. Geographical Context: The study was conducted within Minia University - Faculty of Education.

### **Definitions**

#### **Mobile-Assisted Language Learning (MALL)**

Sudina and Plonsky (2024) defined Mobile-Assisted Language Learning (MALL) as using mobile technologies, such as smartphones and tablets, to support language

learning activities. MALL encompasses a variety of applications and approaches designed to enhance language acquisition through mobile devices

Operationally, MALL is an educational practice where participants use their smartphones, tablets, and other portable digital technologies to facilitate, enhance, and support learning. This practice demands some activities from the students, such as accessing educational content, participating in interactive and collaborative tasks, receiving real-time feedback, and engaging in formal and informal learning environments.

### **EFL oral language skills**

Boonkit (2024) defined EFL oral language skills as effectively communicating in English. This encompasses pronunciation, fluency, accuracy, vocabulary usage, and understanding and responding accurately in various conversational contexts. Operationally, oral language skills are the participants' ability to produce and understand spoken language, including vocabulary, grammar, sentence structure, and participating in coherent verbal interactions.

### **Pronunciation**

Merriam-Webster defines "pronunciation" as the act or manner of pronouncing words or sounds. It refers to how a word or language is spoken or how someone utters a word.

Operationally, pronunciation is the participant's ability to produce sounds and intonation patterns of a language accurately and intelligibly. A crucial aspect of oral proficiency impacts communicative clarity and understanding.

### **Fluency**

Fuchs et al. (2020) defined fluency as speaking smoothly and confidently without hesitations or

interruptions. It involves the speed, rhythm, and natural flow of speech in a given language.

Operationally, fluency is defined as the participant's capacity to produce language smoothly and efficiently, emphasizing speaking or reading speed, accuracy, and naturalness.

### **Mobile Application:**

Kukulska-Hulme & Shield (2017) defined a mobile application as a program designed for use on mobile devices such as phones and tablets. Language learning apps often include features such as vocabulary drills, grammar exercises, and interactive dialogues to enhance language skills.

### **Method**

#### **Research Design**

This study utilized a quasi-experimental pre-post control group design to evaluate the impact of using mobile-assisted language learning to enhance EFL oral language skills of Faculty of Education English majors.

The session materials were drawn from the current term's "Listening and Speaking" course topics. Participants were assessed using an EFL oral language test.

#### **Participants**

The study involved 60 first-year English majors randomly selected from the Faculty of Education during the first term of the academic year 2023-2024. These students were divided into two intact groups, each with 30 students. The experimental group received training through a mobile-assisted language learning program to enhance

their EFL oral language skills, while the control group was taught using the regular teaching method.

### **Variables of the Study**

#### **Independent Variable:**

Mobile-Assisted Language Learning through a mobile application.

#### **Dependent Variable:**

Enhancement of EFL oral language skills.

### **Instruments of the Study**

#### **Needs Assessment Questionnaire of EFL Oral Language Skills (See Appendix 1)**

##### **The aims of the instrument**

1. To determine the relevance of each sub-skill to the primary skill.
2. To identify the most needed oral language sub-skills.

##### **Construction**

- Stating the objectives.
- Listing sub-skills through literature review and consulting jury members.
- The final questionnaire included 17 skills refined through jury member consultation.

##### **Validity**

Seven TEFL jury members confirmed the questionnaire's face validity. The final version included 17 items covering all study variables.

### **2. The EFL Oral Language Test (See Appendix 2)**

#### **The aim of the test**

This pre-posttest assessed first-year English majors' EFL oral language skills. It was used as a pretest to establish group equivalence and as a post-test to measure the mobile application's impact on oral language skills in

three dimensions: pronunciation, fluency, and overall oral proficiency.

### **Construction**

The test comprised 50 multiple-choice items representing the program's key objectives and covering the oral language sub-skills. This test was designed to assess the oral language skills of English majors in three dimensions:

1. Pronunciation (20 items from 1-20)
2. fluency (15 items from 21-35)
3. overall oral proficiency (15 items from 36-50)

Each dimension is divided into items that evaluate oral communication aspects. The test was administered orally, with responses recorded and assessed using a standardized rubric.

### **Timing**

The time of each student was recorded and divided by the total number of students. Answering the test items took 120 minutes.

Scoring: The total score of the test was 50 marks. The speaking parts of the test were scored using a speaking rubric.

### **Instructions**

The instructions, written in English, were brief, clear, and without ambiguity. They included the test's purpose and the time allowed.

### **Validity**

Internal consistency was calculated using the Pearson correlation formula, with coefficients ranging from 0.71 to 0.88.

## **Reliability**

The Alpha Cronbach formula yielded a reliability coefficient of 0.83, indicating acceptable reliability.

## **Experimental Procedure**

Pre-testing was conducted to assess students' oral language skills before implementing the mobile application and to measure improvement.

## **Mobile Application Design**

The mobile application was designed following the ADDIE model Analysis, Design, Development, Implementation, and Evaluation, chosen for its flexibility. The design process included:

### **Analysis:**

- Defining the application's primary goal: to develop first-year English majors' oral language skills.
- Identifying students' characteristics and educational needs.
- Ensuring students' mobile phones were ready for use.

### **Design:**

- Formulating educational objectives based on literature and expert input, resulting in a list of 50 skills (20 pronunciation, 15 fluency, and 15 overall proficiency skills).
- Creating a user-friendly interface with links to videos, texts, and audio files.

### **Development:**

Translating design steps into a mobile application that allows individualized learning.



### **Implementation:**

Presenting the application to TEFL experts for feedback and suitability assessment.

### **Evaluation:**

Incorporating expert suggestions and conducting a pilot study to ensure appropriateness and functionality.

### **Experimentation**

Sixty first-year English majors participated in the study during the first term of the 2023/2024 academic year. They were divided into two groups: the experimental and the control. An orientation session clarified the experiment's purpose and ensured students' competency in using the application.

### **Steps in Constructing the MALL program:**

1. Reviewing EFL oral language skills-related literature.
2. Preparing a list of oral language skills.
3. Evaluating the list with a panel of five TEFL experts.
4. Stating and evaluating the main program objectives.
5. Having the entire program evaluated by the jury members for item clarity, content verification, and activity appropriateness.

### **Material**

The MALL program aimed to achieve the study's objectives through an orientation session and ten other sessions, each with specific behavioral objectives, oral language activities, and evaluation questions to assess oral skills.

### **Content of the program**

The program consists of the following sessions:

#### **Session (1) Orientation**

**Session (2)** Introduction to pronunciation and phonetics

**Session (3)** Focusing on Pronunciation

**Session (4)** Developing Fluency

**Session (5)** Reducing pauses and hesitations

**Session (6)** Using fillers effectively and maintaining coherence

**Session (7)** Enhancing overall oral proficiency

**Session (8)** Appropriate language use in different contexts

**Session (9)** Utilizing technology for practice

**Session (10)** Practical Application

**Session (11)** Final Assessment and Reflection

### **Steps in Implementing the MALL Program:**

- ✓ Session Initiation: Each session commenced face-to-face interaction to engage participants' interest.
- ✓ Session Content Overview: The researcher provided an overview of the session's content.
- ✓ Smartphone Check: The researcher ensured that every participant had a smartphone.
- ✓ Objectives and Content Delivery: Participants were informed about the objectives and content of the program.
- ✓ Session Duration: Each session lasted around two hours.

### **Activities:**

#### **The program featured these types of activities:**

1. Listen and choose the answer.
2. Capture pictures from the video and complete the task.
3. Click the button and choose the correct answer.
4. Listen and match the sentence with the picture.
5. Match the sound with the correct word.
6. Answer informational questions.
7. Change directions.
8. Role play.

## **Procedures for using the mobile application to teach oral language skills:**

### **1. Selecting the Appropriate Application:**

- ✓ Designing the application specifically for practicing oral language skills in English.
- ✓ Ensuring the app includes audio files, speaking exercises, and listening activities.

### **2. Stating Clear Learning Objectives:**

- ✓ Defining learning objectives for the activity or lesson, targeting specific oral language skills to be improved.

### **3. Introducing the App:**

- ✓ Providing students with an introduction about the app, explaining its structures and how it would be used to enhance their oral language skills.

### **4. Guided Practice:**

- ✓ Demonstrating how to use the app through a guided practice orientation session.
- ✓ Showing students how to complete speaking exercises and navigate the app.

### **5. Modelling:**

- ✓ Modelling correct pronunciation, intonation, and speaking performances for students to imitate.
- ✓ Encouraging students to listen to native speakers and repeat their speech patterns.

### **6. Engagement Activities:**

- ✓ Including listening comprehension quizzes, dialogue practice, or role-playing exercises.

### **7. Feedback:**

- ✓ Giving feedback on students' speaking performances, focusing on pronunciation, fluency, and accuracy.

### **8. Pair and Group Work:**

- ✓ giving pair or group activities in which students could practice speaking with each other using the app.

### **9. Monitoring Progress:**

- ✓ Watching students' progress and tracking their performance within the app.

### **10. Reflection:**

- ✓ Encouraging students' reflections on their learning performances and let them discuss their progress in developing oral language skills.
- ✓ Reviewing essential vocabulary, phrases, and pronunciation

### **Duration**

The training period extended from October 2023 to December 2023 (first term). Throughout this period, the program's objectives were covered in the sessions, with two hours of training per week, including using the mobile application.

### **Role of the Instructor**

During the training, the researcher utilized a mobile application to provide students ample opportunities to practice their EFL oral language skills. The researcher tailored her speech to match the students' language levels by speaking slowly, repeating more frequently, and adjusting her speech as necessary. She avoided using vague language and used body language, gestures, and visual aids to support the spoken language.

### **Role of the Students**

Students were expected to collaborate with their peers and receive feedback from the instructor and peers. Their participation included oral activities such as pronouncing letters and words, asking and answering questions,

summarizing specific topics, describing, using appropriate language functions, initiating communicative situations, turn-taking, guessing vocabulary meanings, and engaging in pair and group discussions.

**Evaluation Techniques**

The evaluation consisted of multiple-choice questions (MCQs) and short answer questions.

**Pre-experimentation**

The researcher administered the EFL oral language pre-tests. The t-value analysis indicated no significant differences between the mean scores of the two groups on the pre-test, demonstrating that both groups were homogenous in their EFL oral language skills. Table (1) presents the means and standard deviations of both groups' scores on the EFL oral language skills pre-test, covering sub-skills and total scores.

The pre-application of the oral language skills test involved calculating the t-value, as shown in Table (1):

*Table (1)  
t-test Value and Significance of the Pre-test of Oral Language Skills.*

Skills	Groups	Independent Samples T-test				
		No.	Mean	SD	t value	Sig. level
Pronunciation	Control group	30	7.80	1.13	0.58	0.05
	Experimental group	30	7.63	1.10		
Fluency	Control group	30	5.60	1.71	1.33	0.05
	Experimental group	30	6.20	1.77		
Overall oral proficiency	Control group	30	5.70	2.07	1.19	0.05
	Experimental group	30	5.00	2.45		

Table (1) shows that the difference between the control and experimental groups in the pre-test was insignificant at the 0.05 level, indicating the groups' equality before the beginning of the study.

### **Post-Testing**

After implementing the program, students were assessed on their EFL oral skills through the post-test. They were also asked to write reflections on their MALL program experiences. The collected data were analyzed statistically, and the results are outlined below.

### **Results**

This study investigated the impact of mobile-assisted language learning on enhancing EFL oral language skills in English majors in the Faculty of Education. t-test was used to analyze the data and pre-test and post-test scores were compared to assess students' performance improvements.

#### **Question One**

To answer question one, "What oral language skills need to be developed among first-year English majors?" the necessary skills were identified based on the theoretical framework and previous research. These skills were then compiled into a needs assessment questionnaire, which was reviewed by a panel of TEFL experts. Their feedback was incorporated, resulting in the final version of the oral language skills list, thereby answering the first question.

#### **Question Two**

To address the second question, "Are there any statistically significant differences in the mean scores of the experimental and control groups in the post-application of the EFL oral language skills test?" a t-test was conducted to analyze the data. The analysis aimed to

determine if there were significant differences in the mean scores between the two groups following the intervention. Analysis of data using t-test was utilized, as shown in Table (2)

*Table (2)  
t-test value and Significance of the post-test of the Oral language skills.*

Skills	Groups	Independent Samples t-test				
		No.	Mean	SD	t value	Sig. level
Pronunciation	Control group	30	10.67	2.56	5.16	0.01
	Experimental group	30	13.60	2.74		
Fluency	Control group	30	8.10	1.63	5.00	0.01
	Experimental group	30	10.23	1.67		
Overall oral proficiency	Control group	30	8.63	1.81	4.50	0.01
	Experimental group	30	10.63	1.63		

By examining Table (2), it is clear that the difference between the two groups (control and experimental) in the post-measurement of the EFL oral language skills test is statistically significant. t values (5.16), (5.00), and (4.50) are significant at 0.01 level in favor of the experimental group. Thus, the second question was answered.

### Question Three

To answer question three: ‘What is the effectiveness of using a mobile application to enhance EFL oral language skills of Faculty of Education English majors?’’, the effect size was calculated by calculating the Eta square value as shown in table (3).

*Table (3)*  
*The Effect Size for the post-application of the Oral language test on the experimental group*

Skills	Eta square value
Pronunciation	0.68
Fluency	0.59
Overall oral proficiency	0.65

By examining Table (3), it becomes clear that the effect size of the post-application of the Oral language skills test on the experimental group is high.

### **Discussion of the results**

The current study aimed to enhance English majors' EFL oral language skills at the Faculty of Education using mobile-assisted language learning. Students' scores on the pretest for EFL oral language skills were unsatisfactory. Before the program was implemented, the researcher, as a staff member, observed that students urgently needed to enhance these skills. Thus, mobile application training provided them ample opportunities to bridge their oral language performance gap.

The researcher administered the EFL oral language pre-test. The t-values (0.58), (1.33), and (1.19) proved no significant differences between the mean scores of the control and the experimental groups on the pre-test. The two groups were homogenous in their EFL oral language skills.

At the beginning of training, the researcher outlined the objectives of the MALL program, which used a mobile application to improve oral language skills, and



emphasized the necessity of transitioning from traditional teaching methods to mobile technology in alignment with Egypt's Vision 2030. The program included various tasks and activities to help enhance students' EFL oral language skills. The study's results showed that the program was statistically and educationally effective in enhancing the oral language skills of the participants.

Using the mobile application significantly improved student teachers' EFL oral language skills, highlighting the importance of various activities in this development. The mobile application created a non-threatening and motivating learning environment, essential for language learning, through interactive features like animations and pictures. Students' participation in the program using the mobile application helped them recognize and understand oral texts' ideas and different details. They engaged in different collaborative activities and felt confident communicating freely with their peers. The study's results indicated significant differences between the control and experimental groups' mean scores on the oral language tests, favoring the post-application scores. This improvement is attributed to the well-designed MALL program and the appropriate mobile application, which included interactive activities that increased student engagement.

It was observed that students' EFL oral language skills improved through participation in the MALL program. They became adept at recognizing and understanding the main ideas and specific details in listening texts. Initially, they reflected on the topic they listened to and questioned their existing knowledge about it. By engaging in the program, students performed speaking tasks related to the

listening texts to verify their comprehension. Consequently, their ability to identify the main ideas in listening texts is enhanced. After participating in the program, their EFL oral communication skills improved. They engaged in various mobile tasks with their peers, which helped them be more confident in practicing their oral skills. They first considered the topic of the listening text, concentrated on the title, and utilized their prior knowledge to anticipate what they would hear.

This study's results indicated significant differences between the mean scores of the control and experimental groups in the EFL oral language test, favoring the post-application. This result may be attributed to the well-designed activities of the MALL program and the well-chosen mobile application. The application helped develop listening and speaking skills among English majors, as it contains interactive activities that increased student interaction with the application. This result is consistent with the study of Al Qahtani (2023), the study of Ali (2020), and the study of Alshmmari (2022). All of them indicated that students who used the app demonstrated notable improvements in fluency and pronunciation. The studies also reported positive student perceptions regarding the app's usability and effectiveness in developing students' oral language skills.

The current study's findings align with previous research conducted by Ali (2020) and Han (2020). The findings showed a significant effect of mobile applications on improving listening comprehension and speaking skills. The study recommended that EFL teachers incorporate AI chatbots into their teaching practices to develop students' oral language skills.

The program sessions incorporated reflective activities. This involved giving students opportunities to reflect on their listening and speaking skills, helping them identify their strengths and areas for improvement. Through teaching, modeling, and active listening, students were taught the skills and techniques of active listening, such as maintaining eye contact, asking open-ended questions, and summarizing key points. These skills were modeled during classroom discussions, and students received feedback on their listening behaviors. Creating activities encouraging students to understand and appreciate diverse perspectives also helped obtain such results. This included promoting empathy through role-playing, storytelling, and discussions on cultural differences and encouraging students to actively listen and respond respectfully to their peers.

The present study's findings are consistent with those of Tan et al. (2020), who emphasized that teachers aim to cultivate students' capability of competent communication in real-life scenarios. Effective communication in speaking classes is a primary objective, influenced by students' willingness to initiate communication freely when opportunities arise. Increasing EFL learners' enthusiasm for oral communication has always been a critical concern for educators. Factors impacting learners' in-class communication include classmates, instructional methods, teacher, classroom atmosphere, materials, class size, motivation, fear of making mistakes, topic interest and familiarity, shyness, vocabulary knowledge, pronunciation, practice, and past communication experiences. These results agree with those of studies by Han (2020) and Ali (2020), noting the role of mobile applications in increasing student engagement and motivation through interactive and

multimedia elements. Additionally, students engaged in tasks that encouraged them to reflect on listening texts and form their own opinions. All these factors contributed to the enhancement of students' oral language skills. These results are consistent with many studies, including those by Ahmad (2021), Al-Kadi (2021), and Kukulska and Lee (2020), which highlight the importance of interactive features and real-time feedback in mobile applications for enhancing oral language skills. Mobile applications are most effective when used as supplementary tools alongside traditional language instruction, providing additional practice opportunities and feedback that may not be available in the classroom.

### **Students' Reflections**

Students provided their reflections on the experiment:

- "This course was very beneficial because we were taught how to communicate and learned a lot about mobile applications orally."
- "The MALL program allowed us to receive tasks and preview the next lecture's material."
- "The instructor was cooperative, friendly, and active."
- "The oral language activities helped me practice chats with group peers."
- "I can now chat and communicate with others confidently."

### **Pedagogical implications**

The significant gains observed in EFL learners using mobile applications highlight the potential of technology-

enhanced learning. Educators can create a more engaging, effective, and personalized learning experience by thoughtfully integrating these tools into educational practices. This approach improves oral language skills and prepares students for a technologically advanced world where digital literacy is increasingly important.

Educators should consider integrating mobile applications into their curriculum to enhance EFL oral language skills. The structured use of such apps can complement traditional teaching methods, providing a blended learning environment that maximizes student engagement and learning outcomes .

Teachers can incorporate app-based activities into daily lesson plans, ensuring students regularly practice speaking and pronunciation skills through interactive exercises.

Incorporating in-class activities and group discussions facilitated by mobile apps encourages collaborative learning. Students can work together on app-based tasks, improving their language skills and fostering teamwork and communication skills.

Group discussions provide opportunities for peer feedback, allowing students to learn from each other and gain different perspectives on their language use and proficiency .

Teachers need to be proficient in integrating mobile applications into their teaching practices. Professional development programs should be offered to train educators on effectively using these technologies.

Mobile applications can be used for formative assessments, providing ongoing insights into students'

progress and areas needing improvement. This continuous assessment helps tailor instruction to meet individual student needs.

The data collected from app usage can contribute to summative assessments, giving a comprehensive view of student achievements over a semester or academic year.

### **Challenges**

The researcher faced several challenges during the implementation of the mobile application:

1. Some students were shy and unwilling to share due to a lack of smartphones.
2. Initial reluctance to engage with the program for fear it might affect other subjects' periods.
3. Some students were unable to attend classes regularly.
4. Some students struggled with speaking or communicating in English.

### **To overcome these challenges:**

1. Students shared smartphones in pairs.
2. The researcher emphasized the importance of staying updated with modern technology and using it in real life.
3. An orientation session was held to make students eager and ready to participate.

### **Conclusions**

1. The study's results revealed that students' EFL oral language skills improved after implementing the program. This improvement was likely due to the various tasks and strategies presented by the researcher.

2. Additionally, students reported personal developments such as increased thinking, self-confidence, communication skills, and teamwork. They also valued the instructor's role as a learning guide.
3. Information technology has enhanced the quality of language education by providing rapid global access and integrating graphics, audio, and text. Students indicated that using their mobile phones for learning made the tasks more accessible and engaging.

### **Recommendations**

Based on the results of the current study, the following recommendations are provided.

1. Implementing the mobile application to enhance listening and speaking skills among English majors at the Faculty of Education.
2. Providing training sessions for faculty members on integrating mobile learning tools into teaching and learning.
3. Developing educational environments and models to cater to the specific needs of students and educators.

### **Suggestions for Further Research**

1. Conducting a study to assess the effectiveness of mobile learning in improving reading and writing skills among first-year English majors.
2. Investigating the impact of the MALL on enhancing literacy skills among English majors.
3. Exploring the effectiveness of AI applications in teaching English language courses within education faculties.
4. Utilizing MALL to enhance communication skills among secondary school students.

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