

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research



Abou Bakr Belkaid University of Tlemcen

Faculty of Letters and Languages

Department of English

**Using Technology to Enhance Language
Learning in Productive Skills Through
Mobile Apps: Case of EFL Students at The
University of Tlemcen**

*Dissertation submitted to the Department of English as a partial fulfilment of the
requirements for the degree of Master in Didactics of Foreign Languages*

PRESENTED BY:

Ms. Farah Helal

Ms. Kawter Sarra Sebbane

SUPERVISED BY:

Pr. Faiza HEDDAM

BOARD OF EXAMINERS:

Pr. Rahmouna ZIDANE	President	University of Tlemcen
Dr. Fatima Zohra BELKHIR	Examiner	University of Tlemcen
Pr. Faiza HADDAM	Supervisor	University of Tlemcen

Academic Year: 2023-2024

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research



Abou Bakr Belkaid University of Tlemcen

Faculty of Letters and Languages

Department of English

**Using Technology to Enhance Language
Learning in Productive Skills Through
Mobile Apps: Case of EFL Students at The
University of Tlemcen**

*Dissertation submitted to the Department of English as a partial fulfilment of the
requirements for the degree of Master in Didactics of Foreign Languages*

PRESENTED BY:

Ms. Farah Helal

Ms. Kawter Sarra Sebbane

SUPERVISED BY:

Pr. Faiza HEDDAM

BOARD OF EXAMINERS:

Pr. Rahmouna ZIDANE	President	University of Tlemcen
Dr. Fatima Zohra BELKHIR	Examiner	University of Tlemcen
Pr. Faiza HADDAM	Supervisor	University of Tlemcen

Academic Year: 2023-2024

DECLARATION OF ORIGINALITY

We hereby declare that the content of this research work has not been previously submitted for any degree or diploma.

We also certify that this thesis work is the product of our own studies, research and investigation and contains no plagiarism except where otherwise noted.

ACKNOWLEDGEMENTS

We would like to express our most sincere appreciations to those who made the present thesis possible.

First and foremost, we are immensely indebted to our supervisor Pr.Faiza HADDAM for her continuous encouragement, guidance and counselling.

Special praise goes to the board of examiners Pr. Rahmouna ZIDAN and Dr. Fatima Zohra BELKHER for devoting their time and effort to evaluating and criticising the present research work especially considering this challenging year.

Our deep appreciation goes also to all teachers and students who helped us in one way or another to realize this work.

DEDICATION

First of all, with Allah's help, we have achieved this humble work.

With heartfelt thanks I dedicate this modest work to my precious family, particularly my dearest parents, for their encouragement, prayers, and sacrifices.

To my treasured sister and brothers, for their continuous support.

A special feeling of gratitude to my cousin Fadia Benahmed, who contributed in many ways to the success of this work, Thank you for being there when I needed it most, and for your unwavering support, guidance, and encouragement.

To all my lovely friends., especially Amina and my bestie Selma.

To my dearest partner Kawtar, thank you for your assistance. You made our collaboration seamless.

To all those I know and I love...

Farah

Most thanks to Allah for blessing and helping us in realizing and achieving this research.

I would like to express my deep gratitude and my sincere thanks to those who support and encourage to accomplish my educational path, my parents.

Eventually, I wish to thank my husband, for his advice, and support which made this work move on to success. I am also grateful to my sisters Asma, Ismehene as well as Amira also to my best friend Leila and my brother Sidahmed.

To my sincerely gratitude to my friend and partner Farah, who helps me to finish our research work. I am very thankful for her achievements.

Kawtar Sarra

ABSTRACT

The process of globalization has revolutionized various academic fields including the English language that became a dominant language for international communication in business, education, and technology. Similarly, the use of technology, such as interactive platforms and mobile apps, has also evolved to facilitate the process of learning the English language. Thus, this work was conducted on the basis of using Busuu app for EFL learners to enhance language productive skills. In the present study, the researchers opt for an experimental case study, which randomly selected 20 students from L1 of the English language department of Tlemcen university as a sample population. Furthermore, a triangulation method was used, that is tests, interviews and dairy as research instruments to collect data to be analyzed qualitatively and quantitatively. However, the final findings disclose that the students only ameliorate One of their productive skills, that is the speaking skill. Nevertheless, the students were satisfied with the use of the app as they found it easy and simple in its utilization, regardless of whether most of the learners face challenges in terms of time management in using this application. By the end of this research, some recommendations and suggestions were presented for the sake of implementing language apps in order to make the learning environment more enjoyable and engage learners to develop learners' productive skills.

TABLE OF CONTENTS

DECLARATION OF ORIGINALITY	i
ACKNOWLEDGEMENTS	ii
DEDICATION.....	iii
ABSTRACT	iv
LIST OF TABLES	vii
LIST OF FIGURES	viii
LIST OF ACRONYMS AND ABBREVIATIONS	xi
General Introduction	2

Chapter One literature review

1.1. Introduction.....	7
1.2. Technology Literacy	7
1.3. Technology in Education	8
1.3.1. The Relationship Between Technology Literacy and Technology in Education.....	9
1.3.2. The role Of Technology in Language Learning	10
1.3.3. The impact of Technology in language Learning.....	11
1.4. Educational Technology Tools.....	12
1.4.1. Platforms and Websites	12
1.4.2. MOOCs	13
1.4.3. Mobile Applications.....	13
1.5. Mobile Applications In Education.....	14
1.6. The Use Of Apps In Language Learning	15
1.7. How Apps Enhance Language Learning of the Productive Skills	15
1.7.1. How Apps Enhance the Speaking Skills	16
1.7.2. How Apps Enhance the Writing Skill	17
1.8. Challenges Of Using Apps In Learning The Productive Skills.....	18
1.9. Benefits of Using Apps In Learning Productive Skills	18
1.10. Conclusion.....	19

Chapter Two

Case Study, Research Findings and General Recommendations

2.1. Introduction.....	22
2.2. Research Design	22

2.3. Research Objectives	23
2.4. Sample Profiles	23
2.4.1. Student Profile	24
2.4.2. Teacher Profile	24
2.5. Data Collection Tools	24
2.5.1. Test	24
2.5.2. Semi-Structured Interview	25
2.5.3. Diary	26
2.6. Data Analysis	27
2.6.1. Test Analysis Results	28
2.6.2. Semi-Structured Interview Analysis	31
2.6.3. Diary Analysis Results:	36
2.7. Interpretation and Discussion of the Main Results:	39
2.8. Recommendations and Suggestions:	41
2.9. Limitations of the Study:	42
2.10. Conclusion:	42
General conclusion	44
BIBLIOGRAPHY	47
APPENDICES	51
Appendix A	52
Appendix B	59
Appendix C	61
Appendix D	65

LIST OF TABLES

Table 2.1: Different scores obtained from pre and post tests in writing and speaking.....	29
Table 2.2. The mean score of pre and post test in writing and speaking.....	30
Table 3.3. Options of Language Learning Productive Skills.....	35

LIST OF FIGURES

Pie Chart 2.1. Students 's interest about the app.....	31
Pie Chart 2.2. Difficulty or ease in distance learning.....	32
Bar graph 2.1.Pre and post tests results.....	33
Bar Graph 2.2. Students' opinion about the app.....	34
Bar Graph 2.3.The classification Students' improvements in productive skills.....	35

LIST OF ACRONYMS AND ABBREVIATIONS

APP: Application

CEFR: The Common European Framework of Reference

EFL: English as a Foreign Language

ICT: Information and communications technology

LMS: Learning Management Systems

MALL: Mobile Assisted Language Learning

MOOCs: Massive Open Online Courses

GENERAL INTRODUCTION

General Introduction

Unlocking the English language opens doors across every aspect of life. Learning English is more than just language acquisition; it's a passport to a world of opportunities. English, spoken by over 1.5 billion people globally, offers a key to communication, knowledge, and personal growth.

The capacity for multilingual communication creates bridges to new understanding, possibilities, and cultures. There is a growing need for efficient language learning strategies in our globalized society. With its immersive and interactive qualities, technology has become a potent tool to support conventional methods of language learning. Hence technology has significantly improved language education, especially for the current generations who prefer digital communication over face-to-face interactions. Mobile phones have revolutionized education by providing quick access to information, enabling students to innovate and succeed in various aspects, including language learning and preparing for international exams.

Mobile-Assisted Language Learning (MALL) can enhance language skills by providing valuable resources for practice both in and outside the classroom. In the same vein, the growth of language learning apps is a significant advancement in mobile technology. The present research work discusses studies on the impact of mobile technologies on language learning, by introducing an application, and suggests a sample activity for classroom practice that consists of 20 students selected randomly among a group of 80 students of L1 . This research was an attempt at experimenting the use of mobile apps to improve students' language level with emphasis on the productive skills; speaking and writing. To ascertain the degree to which the hypotheses are accurate, the investigators opt for a comparative case study dealing with EFL students at Tlemcen University.

The researchers strive to answer the following research questions:

1. To what extent was the app effective in improving ESF learners' productive skills?
2. How was EFL learners' overall experience while using the app?
3. What are the challenges faced by EFL learners when using the app?

The Aforementioned research questions led to formulate the following three hypotheses:

1. The app was highly effective in improving EFL learners' productive skills.
2. EFL learners were gratified with the app as they found it to be easy and useful.
3. The challenges faced by EFL learners when using the app were mainly about time management.

To ascertain the degree to which the hypotheses are accurate, the investigators opt for a comparative case study dealing with EFL students at Tlemcen University.

The use of a triangulation method was adopted to collect the quantitative and qualitative levels of data analysis, the instruments include tests, an interview and a diary observation.

GENERAL INTRODUCTION

The present work has been structured into two chapters. Chapter one is concerned with a theoretical overview of technology literacy and technology in education, and giving explanation of the role and the impact of technology in language learning. It seeks to describe the most used technological tools. It aims to introduce mobile applications in education and the ways in which applications facilitate the acquisition of productive skills. This chapter also provides the challenges and the benefits of using the mobile apps in learning the productive skills.

The second chapter involves the research design and methodology. It presents the research tools, the sample that was chosen, and the procedures that were employed to collect and analyze the data. It further provides a description of the participants' profiles for both language teachers and students.

At the end, this chapter offers suggestions to improve learners' understanding of educational technology, based on results, and introduces strategies to encourage its use. These suggestions are gathered based on the findings that were discovered while conducting this comparative research study.

Chapter One
LITERATURE
REVIEW

Chapter One literature review

<u>1.1. Introduction.....</u>	<u>7</u>
<u>1.2. Technology Literacy.....</u>	<u>7</u>
<u>1.3. Technology in Education</u>	<u>8</u>
<u>1.3.1. The Relationship Between Technology Literacy and Technology in Education</u>	<u>9</u>
<u>1.3.2. The role Of Technology in Language Learning.....</u>	<u>10</u>
<u>1.3.3. The impact of Technology in language Learning.....</u>	<u>11</u>
<u>1.4. Educational Technology Tools.....</u>	<u>12</u>
<u>1.4.1. Platforms and Websites</u>	<u>12</u>
<u>1.4.2. MOOCs.....</u>	<u>13</u>
<u>1.4.3. Mobile Applications.....</u>	<u>13</u>
<u>1.5. Mobile Applications In Education.....</u>	<u>14</u>
<u>1.6. The Use Of Apps In Language Learning.....</u>	<u>15</u>
<u>1.7. How Apps Enhance Language Learning of the Productive Skills.....</u>	<u>15</u>
<u>1.7.1. How Apps Enhance the Speaking Skills.....</u>	<u>16</u>
<u>1.7.2. How Apps Enhance the Writing Skill.....</u>	<u>17</u>
<u>1.8. Challenges Of Using Apps In Learning The Productive Skills.....</u>	<u>18</u>
<u>1.9. Benefits of Using Apps In Learning Productive Skills.....</u>	<u>18</u>
<u>1.10. Conclusion</u>	<u>19</u>

1.1. Introduction

Nowadays, the integration of educational technology is in constant advancement. Hence EFL learners rely on various technological tools for successful educational outcomes. Thus, the researchers begin this study with introduction of some key words in the literature review, followed by an overview of what is technology in education and technology literacy in addition to the relationship between the two. This chapter also mentions the impact and the role of technology in language learning. Moreover it speaks about how the mobile application enhances language learning in writing and speaking skills. Afterward, the researchers mentioned one tool that technology offers, and the impact of technology on language learning. The introductory chapter also discussed the challenges and benefits of using apps in learning productive skills.

1.2. Technology Literacy

In a world increasingly dominated by digital tools and information, technology literacy has become an essential skill. It is more than just knowing how to use a smartphone or browse the internet. It is about having the skills and knowledge necessary to interact with technology in all of its forms in an efficient, ethical, and critical manner.

Technological literacy is defined as “the ability to effectively use technology to access, evaluate, integrate, create and communicate information to enhance the learning process through problem-solving and critical thinking” (Estes, 2017, p.77).

At its core, technology literacy involves the foundational skills needed to interact with technology effectively. This includes proficiency in using hardware and software, such as navigating operating systems, utilizing common applications, and troubleshooting basic technical issues (Gilster, 1997) However, in the realm of language acquisition, technology literacy entails the utilization of digital tools and resources to augment the process. Educational technology refers to any electronic or mechanical tool,

equipment, or device that aids students in achieving specific learning objectives.(Davies, Sprague, & New, 2008)

Consequently, technology literacy is intrinsically intertwined with the acquisition of a language as it empowers individuals to access a broad spectrum of language learning resources and effectively interact with the target language within diverse digital environments

1.3. Technology in Education

The integration of technology in education is an ongoing journey, constantly evolving with new advancements and discoveries. By harnessing its potential responsibly and addressing the challenges, we can create a future where technology empowers personalized, engaging, and equitable learning experiences for all” (Cloete, 2017p. 1) .

"Education is evolving due to the impact of the Internet. Our task is not to fight these changes, but to use them to make education more meaningful and enriching." - Warlick (2004)

Abid et al. (2022) explain that education at schools and institutions has been greatly changed by the introduction of technology-assisted learning tools including simulations, dynamic visualizations, smartboards, tablets, laptops, mobile devices, and virtual laboratories

The teaching-learning process is made more engaging and the classroom environment is enhanced with the use of digital technologies and educational resources (Hamidi et al., 2011) Additionally, they allow educational institutions to customize their curricula to meet the needs of individual students with greater flexibility.

1.3.1. The Relationship Between Technology Literacy and Technology in Education

The ongoing global covid-19 pandemic has revolutionized the education system and forced fundamental changes in the learning process. The field of digital learning and education has seen a remarkable increase and transformation in recent years educational institutions experienced a paradigm change and embraced online learning rapidly. In this vein, these problems were made worse by the COVID-19 pandemic, which made online learning obligatory at all educational levels (Daniel, 2020).

Digital literacy is crucial to the teaching of technology. It speaks to people's knowledge and capacity to integrate, access, analyze digital information through the right use of digital tools and facilities. It is necessary for involvement in today's technologically advanced society, future professional chances, and academic achievement. In addition to that, active engagement with technology fosters this prerequisite for online learning. Hence, learning results are improved when educators use digital resources, such as advanced research databases and online portals. According to a 2016 Statista report, for example, 81% of US college students claim that digital learning has improved their scores. Universities are essential for the development of students' future employment opportunities. After graduation, students acquire the necessary digital skills as well as supplementary soft skills which will lead to promote self-directed and student-centered learning. Moreover, these support the growth of a creative learning environment that provides greater opportunities for critical thinking. In the same vein, they help students to access digital information and course content effectively and efficiently.

Educational establishments should carefully include digital tools and platforms into their curricula. For instance, ICT (Information and Communication

Technology) refers to a variety of technological tools and resources. In the context of education, ICT is utilized to ameliorate teaching and learning outcomes, as well as boost teacher-student communication.

1.3.2. The role Of Technology in Language Learning

Globalization has prompted the predominance of English as the language of education. “Globalization and technological advancement have strikingly changed our ways of learning and teaching English as a lingua franca in the 21st century” (Block & Cameron, 2002; Burns & Coffin, 2001; Warschauer, 2000). The field of language learning has experienced a dramatic shift in the last several years. Although the textbook and classroom model remain valuable, the integration of technology has greatly improved language learning. The digital revolution has brought about numerous advantages, including increased accessibility, engagement, and effectiveness of language acquisition,

"Technology also provides learners with access to language learning resources anytime, anywhere"Ahmadi (2017). Hence, online courses, mobile applications, and interactive platforms enable individuals to customize their language learning pace, enabling busy professionals and geographically isolated learners to embark on their language journeys. They also promote engagement and interactivity through gamification and multimedia elements, making language learning more interesting. This resonates with learners of all ages and backgrounds, as highlighted by Seven Mentor (2023) who emphasizes the role of engagement in motivation and knowledge retention.

Additionally, technology enabled personalized learning experiences by tailoring content to individual learners, addressing their specific strengths and weaknesses in language acquisition (Heather, et al 2016). Moreover, it improves communication and practice opportunities; learners can engage in real-time conversation and practice with native speakers through online groups, language exchange applications, and video conferences. Learners can encounter the language

in actual circumstances by watching, listening, reading, and viewing news items, music, and films in the target language (Doebbeling, et al.2006).

1.3.3. The impact of Technology in language Learning

Technology has revolutionized the way we learn languages, offering a treasure trove of benefits for students. Eaton (1999) gives special recognition to the use of classroom websites as a means of improving learning and communication.

Additionally, technology encourages practical experiences and motivates students to engage deeply in language study. According to Bass and Rosenzweig (1999), technology aids constructivist learning which also facilitates interactive learning as well as providing wider exposure to the target language. Moreover, technology has captivated both children and adults, enabling instruction across various disciplines. Multimedia applications including audio, visual, and animation, provide quick access to information and lessons, allowing for more engaging group activities compared to traditional classroom learning.

Furthermore, technology helps students understand language learning difficulties, English cultural backgrounds, and improve phonetics, grammar, comprehension, and oral speech. Digital learning boosts confidence, allowing active classroom participation and reducing time spent in conventional libraries.

The technology-based teaching approach enhances student and instructor involvement, enlivens classrooms, and encapsulates the entire concept of teaching English as a second language. by Zhang (2006), who explain “Through Multimedia and network technology, we can offer students not only rich sources of authentic materials, but also an attractive and a friendly interface, vivid pictures and pleasant sounds, which to a large extent overcomes the lack of authentic language environment and arouses students’ interest in learning English” (p.111).”

1.4. Educational Technology Tools

The term "technology" is now often used in all educational settings. In this vein, educational technology indicates the process of integrating technology in education with the aim of diversifying the learning environment for students. Examples of this include interactive screens in classrooms, online training sessions, as well as usage and development of school-centric applications for the assignment and submission of homework. Since technology meets the needs of today's students, integrating it into education is crucial. ICTs are technologies that allow people to access, gather and manipulate information.

These technologies can include software applications, hardware like computers and other devices, and connectivity like video conferencing, local networking infrastructure, and internet access. (Toomey, 2001)

Thus, these tools can assist teachers in developing engaging courses, giving quick feedback, monitoring student development, and customizing education to meet the needs of each unique student. Furthermore, by increasing accessibility, flexibility, and interactivity, these tools can improve learning and create an atmosphere more productive and enjoyable for students.

1.4.1. Platforms and Websites

Educational platforms play a significant role in modern education. In education, a platform can be any software or digital tool that makes teaching, learning, and collaboration easier, in addition to that, they are made to give teachers a virtual place where they can present material, communicate with students, handle assignments, and monitor their progress. Students can use the platforms to access resources, take part in discussions, turn in assignments, and do a variety of learning activities. Different kinds of educational platforms are offered to meet various educational demands. Learning Management Systems (LMS) such as Moodle, Canvas are good examples of these. Schools and universities utilize learning management systems LMS to organize online courses and share them with students.

1.4.2. MOOCs

MOOCs, which stand for Massive Open Online Courses, are essentially free online classes that anyone can sign up for. Al.Rahmi, et al. (2019). They are designed for a large number of participants, sometimes enrolling thousands of students at once. This makes education from top universities and institutions around the world accessible to anyone with an internet connection. MOOCs typically offer lectures, video content, assignments, and discussion forums, allowing you to learn at your own pace and interact with other students. (Brown, 2013); (Trumbić and Daniel, 2013) They are a fantastic resource for anyone looking to gain new skills, explore different subjects, or advance their careers without the cost and commitment of a traditional degree. The Busuu app used for this research is considered a part of MOOCs.

1.4.3. Mobile Applications

An application, or “app” for short, is a type of software that can be loaded and used on a computer, tablet, smartphone, or other electronic device. The majority of apps have a specific and narrow function. One of the most well-known applications currently in use is the one listed below.

Busuu has gained remarkable popularity in language learning. With the help of the language learning Busuu app, learners can improve productive and receptive skills, as it provides interactive learning and offers the chance to interact with native speakers for practice and feedback, in addition to sessions designed by language specialists. This app also emphasizes practical communication where exercises and courses are meant to assist the learner in acquiring the abilities they will need.

Additionally, the Common European Framework of Reference (CEFR), an internationally recognized framework for language instruction, is used in the development of every language course on Busuu. The latter ranges from level A1 to C1. As a result, students who successfully complete a level and apply for the test at the end may be awarded a certificate.

1.5. Mobile Applications In Education

Today, the world is characterized by the presence of advanced technologies and smart mobile devices which enable educators to enhance students' learning through various methods. (Burd, et al. 2008).

Young generations are already familiar with mobile technologies, so it is crucial to encourage them to use smartphones for accessing and practicing learning materials. Therefore, one essential component of mobile devices are mobile apps, which have a number of uses in higher education, including content access, information gathering and utilization, communication, teamwork, and reflection (Bowen & Pistilli, 2012; Beddall Hill, Jabbar & Al Shehri, 2011).

Furthermore, mobile applications offer the convenience of accessing learning resources at any time and place. For instance, more and more students state that they prefer online courses over traditional classroom settings. They claim that they find comfort in studying online and while simultaneously having other activities or jobs to do.

Moreover, these Apps provide learners with convenience, collaboration, and diverse learning contexts, promoting spontaneous access and flexibility (Kukulsk-Hulme and Shield, 2008; Mosavi Miangah and Nezarat, 2012). Apps help students improve their academic performance and increase positive attitudes towards learning. More and more studies show that using mobile apps can engage students in self-regulated cycles of learning.

1.6. The Use Of Apps In Language Learning

Research shows that students have positive attitudes and interest in using technology and applications for learning a foreign language (Baleghizadeh & Oladrostam, 2010).

Hence, digital applications have the potential to boost students' motivation when learning a second language. Daniyar Chuishbeko (2022). Mobile apps are effective tools for language learning, since it encourages self-learning. Some apps offer enjoyable and interactive games such as trivia games, puzzle games and word games. Additionally, the availability of mobile apps facilitates the frequent repetition of language materials, enhancing retention and learning (Rankin, 2014).

According to Traxler (2004), "it is possible to make language learning more authentic, efficient, relevant, and effective by recognizing and responding to universal mobile technologies" (p. 2), after taking into account the potential of mobile technologies for language acquisition. Mobile technologies enhance language learning due to their focus on context and learning situations.

1.7. How Apps Enhance Language Learning of the Productive Skills

Productive skills are those that allow one to express themselves and communicate with others. In the context of language learning, these skills are speaking and writing.

Mobile English learning resources, such as vocabulary learning applications and mobile dictionaries, can significantly enhance productive language skills (Mohsen et al, 2021)

These language learning apps have revolutionized the way we approach speaking and writing in a new language, and significantly impact and enhance the development of productive skills, making language acquisition more accessible and engaging. Furthermore, Apps provide learners with various language resources like

grammar tutorials, vocabulary exercises, pronunciation guides, and interactive language games at any time and place. (Kukulska-Hulme, 2009).

It is important to acknowledge that video recording apps offer significant benefits in enhancing English language skills through meaningful interaction. Students can become more self-critical, aware of their body language, and analyze their speaking abilities in the EFL classroom. This technology contributes to the enhancement of productive language learning procedures and promotes meaningful interaction in the classroom (Katchen, 1991). Studies suggest that researchers should use applications as a scaffolding tool to efficiently implement them, boost motivation, and enhance learners' productive skills Daniyar Chuishbeko (2022).

1.7.1. How Apps Enhance the Speaking Skills

Language students must develop speaking skills as it is a crucial communication technique for their English studies. Mobile assisted language learning is a valuable method for young learners to practice spoken English more frequently and confidently, making it a significant aspect of language learning.

The use of digital video apps as a medium to encourage oral language development in English has the potential to boost English language learners' oral fluency Chuyeshkov (2022). Speech recognition technology is utilized by numerous apps to assess pronunciation, provide instant feedback to correct mistakes and enhance accent. This is invaluable for getting used to natural speech patterns and intonation. Many apps incorporate interactive elements like speech recognition technology. This allows the speakers to practice speaking without the fear of judgment and receive instant feedback on their pronunciation. Hearing their own speaking and being corrected helps them identify and refine their mistakes, leading to more confident and accurate speaking.

Apps often offer built-in listening comprehension exercises, allowing users to practice pronunciation alongside native speakers. This helps develop a strong foundation for spoken language, crucial for effective communication, making it a

convenient tool for language learning. Hence, language learning apps connect users with a wider community, offering features for finding conversation partners and engaging in real-time conversations with native speakers (Kusmaryani et al 2019). These apps provide valuable practice and allow users to experience the nuances of spoken language in a natural setting. Through frequent practice, interactive feedback, engaging activities, and real-life conversation opportunities, apps empower users to speak a new language confidently.

1.7.2. How Apps Enhance the Writing Skill

Writing is deemed the most challenging skill for second and foreign language learners, necessitating an effective teaching model to enhance their proficiency. Winardi, Y. K. (2020). However, to improve writing skills, students should adopt various approaches and strategies to overcome obvious difficulties; M-Learning allows students to enhance their writing skills more efficiently using their smartphones (Yusuf & Hamidun, 2015).

Mobile applications are revolutionizing language acquisition by providing accessibility, engagement, and targeted practice, enhancing the writing experience for learners, surpassing traditional methods.

One of the most significant benefits of apps is their ability to enhance exposure and practice by utilizing gamification techniques, transforming drills into engaging challenges, and providing instant feedback on grammar and sentence structure for consistent practice.

Apps can also enhance vocabulary. «Numerous students stated that using these applications improved their vocabulary acquisition. Steel (2012) through flashcards and spaced repetition techniques, enabling learners to memorize new words and their context, leading to more nuanced and expressive writing.

Language learning apps offer interactive writing exercises, fostering a sense of community and real-time feedback. However, they may focus on isolated aspects of language, leading to a lack of fluency and creativity. Gamified apps may prioritize speed over thoughtful composition, and may lack nuanced feedback. To achieve optimal results, language learning apps should be used in conjunction with traditional classroom learning or private tutoring. This approach provides structured practice and personalized feedback, allowing learners to develop a personal voice in writing.

1.8. Challenges Of Using Apps in Learning the Productive Skills

While mobile apps offer convenience and accessibility for language learning, they can pose challenges for developing productive skills like speaking and writing. The small screen size makes complex grammar explanations and nuanced feedback difficult. Interactive conversation practice, crucial for speaking fluency, is often limited or absent in apps. While some apps offer speech recognition, it may not accurately capture pronunciation nuances or provide detailed corrections. The focus on gamification and bite-sized lessons can hinder development of sustained expression and in-depth understanding.

Furthermore, relying solely on apps can lead to a lack of exposure to diverse learning materials and real-world conversation. For well-rounded productive skill development, mobile apps should be used in conjunction with other methods like textbooks, conversation partners, and immersive experiences. Mobile applications are often seen as study aids rather than full-fledged education, requiring cognitive language learning and rarely providing opportunities for socially engaged learning (Ur, 1996).

1.9. Benefits of Using Apps in Learning Productive Skills

Mobile applications offer significant advantages in developing a learner's productive language skills, such as speaking and writing. These benefits stem from the inherent accessibility and flexibility of apps. Learners can engage in bite-sized practice sessions throughout the day, maximizing their exposure to the language. Many apps incorporate speech recognition technology, providing immediate feedback on pronunciation and intonation, crucial aspects of spoken fluency. Additionally, apps can offer interactive exercises that encourage learners to construct sentences and paragraphs, fostering written expression. The gamification elements often present in language apps can further enhance motivation and engagement, leading to more consistent practice and improved language production skills.

1.10. Conclusion

The main goal of this theoretical chapter had been to present a broad overview of educational technology use and how it affects EFL learning. It provided definitions for technology literacy as well as technology in education. It had an explanation of the relationship, the role and the impact of technology in language learning. It described some educational tools and then discusses the mobile application in education and the ways in which apps enhanced the learning of the productive skills; that is followed by the challenges in learning the productive skills. At the end, this chapter explained the benefits of using mobile apps in learning productive skills.

Chapter Two
Case Study,
Research Findings
and General
Recommendations

Chapter Two

Case Study, Research Findings and General Recommendations

<u>2.1. Introduction.....</u>	<u>22</u>
<u>2.2. Research Design.....</u>	<u>22</u>
<u>2.3. Research Objectives.....</u>	<u>23</u>
<u>2.4. Sample Profiles.....</u>	<u>23</u>
<u>2.4.1. Student Profile.....</u>	<u>24</u>
<u>2.4.2. Teacher Profile.....</u>	<u>24</u>
<u>2.5. Data Collection Tools.....</u>	<u>24</u>
<u>2.5.1. Test.....</u>	<u>24</u>
<u>2.5.2. Semi-Structured Interview.....</u>	<u>25</u>
<u>2.5.3. Diary.....</u>	<u>26</u>
<u>2.6. Data Analysis.....</u>	<u>27</u>
<u>2.6.1. Test Analysis Results.....</u>	<u>28</u>
<u>2.6.2. Semi-Structured Interview Analysis.....</u>	<u>31</u>
<u>2.6.3. Diary Analysis Results:.....</u>	<u>36</u>
<u>2.7. Interpretation and Discussion of the Main Results:.....</u>	<u>39</u>
<u>2.8. Recommendations and Suggestions:.....</u>	<u>41</u>
<u>2.9. Limitations of the Study:.....</u>	<u>42</u>
<u>2.10. Conclusion:.....</u>	<u>42</u>

2.1. Introduction

The second chapter is devoted to an explanation of the research methodology and design, focusing on data collection and analysis. It is used as a description of a case study concerning the use of technology to enhance language learning. Initially, it presents the purposes of this research work. After that, it describes the research instruments used in this research. Additionally, this part sheds light on the sample population and settings that were chosen and authorized in order to gather enough information to carry out the study. This section is then followed by data analysis methods used in this case study. Eventually, this chapter concludes with a discussion of the key findings and presents some recommendations and suggestions regarding the studied topic.

2.2. Research Design

According to Kothari (2004), research design is “a plan, a roadmap and blueprint strategy of inquiry conceived in order to get answers to research questions”. (p14). The researchers chose a case study as their research design to ensure accurate data collection and comprehensive understanding of the studied phenomenon, focusing on both internal and external aspects. Yin (1984), defines case study research as empirical investigation of contemporary phenomena within real-life context, using multiple sources of evidence to blur boundaries between phenomenon and context.

The present research work shows that the investigators carefully selected the case study method to conduct this research. In terms of number of cases, this case study is single instrumental, meaning that the investigators wish to make generalization of the research findings. In the same vein, concerning the unit of analysis, it is holistic, taking the target population as one group. Selecting the appropriate sample is a crucial step that is responsible for the

Chapter Two: **CASE STUDY, RESEARCH FINDINGS AND GENERAL RECOMMENDATIONS**

collection of reliable, valid and accurate data while conducting a research inquiry. As far as this study is concerned, the investigators depended on probability sampling, that is to say, everyone has the chance to participate. The approved sample contains twenty EFL students chosen at random from the department of English. The current study is experimental research based on the case study method, data were obtained from several sources to either confirm or reject the given hypotheses. For this reason, three research tools were put into practice such as a diary, semi-structured interviews and tests. The aim of this is to gather ample data to be analyzed both qualitatively and quantitatively; representative sampling paradigm is suitable for mixed-method approach.

2.3. Research Objectives

This research work aims at providing data that can help improve the use of technology to enhance language learning for EFL learners. This study aims to acquire a new language in an efficient and engaging manner. Furthermore, it facilitates communication between users and a community of native speakers and language learners. This feature lets users participate in language exchange activities, get comments from other users, and practice writing and speaking in a friendly setting. Hence, the main goal is to improve students' English learning at Tlemcen University by utilizing educational technology tools.

2.4. Sample Profiles

The sample population is very essential in the process of data collection. In other words, it is the source of information required to answer research questions and test the research hypotheses (Perry,2005). The target student's population in this study was 1st year License 's students at the English department from Tlemcen University.

2.4.1. Student Profile

The sample population in this study was the 1st year License 's students, they were twenty (20) participants, sixteen (16) females and four (4) males aged between nineteen (19) to twenty-nine (29). The participants were randomly chosen to take a pre-test. The investigators wanted to assess their sample's English proficiency level and their advancement particularly in the speaking and writing skills.

2.4.2. Teacher Profile

In addition to first year students, two EFL teachers were involved in this research from the department of English at the University of Tlemcen. They were selected on purpose. The first teacher is in charge of the oral expression module while the second one, is in charge of the written expression module. The teachers' profile was based on their experience, educational qualification, as well as familiarity with technology for educational purposes.

2.5. Data Collection Tools

The researchers used a methodology that mainly permits collecting both qualitative and quantitative data in order to obtain reliable data. Thus, three different instruments were utilized. According to Abawi (2014), Data collection is a fundamental process that allows us to gather information using methods that are appropriate for our research type.

2.5.1. Test

A test is a series of mental exercises which can serve as an important tool for learning about students, teachers, and instructional resources. According to Bachman (1990), exams may be used as research instruments to examine the nature of human capacities. This implies that tests can be used by the researcher as a kind of analysis of the teaching and testing environment as well as a means of measuring the learners' performances in order to determine whether they are

Chapter Two: CASE STUDY, RESEARCH FINDINGS AND GENERAL RECOMMENDATIONS

successful or not. Usually, they are used as research instruments in surveys and studies. They are employed in case studies occasionally. Tests can provide quantitative or qualitative data (Thomas, 2003). See appendix 1.1.

2.5.2. Semi-Structured Interview

Additionally, to the use of the tests as a research tool in this research work, the investigators relied also on the use of interview which is a research instrument used by a researcher in a form of conversation between him and informants to obtain information. Conducting interviews allows both interviewers and interviewees to share their perspectives on the world and how they see things from different angles. (Cohen et al, 2007).

The use of the interview differs according to its three different types: structured, semi structured and unstructured. Hence, the researcher can choose the suitable one depending on the subject of the research. Accordingly, semi-structured interviews were addressed to EFL students. Researchers chose this interview type because it focuses on main points of the questions and at the same time to confirm information that was obtained from the respondents (EFL students).

Objectives

The semi-structured interview was conducted in this research for the sake of determining the students' attitudes toward the use of Busuu app, and their different opinions throughout this experience.

Design

When conducting this research, the researchers used a semi-structured interview as a second research instrument in order to gain further data of information

The questions of the interview involved the following preoccupations:

Student's opinion about the app (question 1 to 2)

Chapter Two: CASE STUDY, RESEARCH FINDINGS AND GENERAL RECOMMENDATIONS

the interview was directed to 20 EFL learners who were asked about their attitude and opinions toward the use of Busuu application in the first section of the semi-structured interview.

The challenges of the distance learning (question 3 to 4)

This section represents challenges faced by students using the distance learning

Student's point of views about the app design (question 5 to 6)

The respondents were requested to give their opinion about the way the app is structured and designed.

The enhancement of the productive skills (question 6)

It is a section that shows the students' advancement in speaking and writing skills.

Student's involvement with app (question 7)

The students were asked whether they kept up with use of the application or they lost interest

The different options developed in the productive skills (question 4)

In the last part of the interview the respondents were asked to provide the interviewers with the difference skills enhanced in the speaking and writing skills.

2.5.3. Diary

A diary study is a qualitative, longitudinal research method used to document user behaviors, activities, and experiences. In the same vein, diary methods are qualitative research techniques that involve participants providing written, oral, or video accounts of their daily life experiences or observations. Diary data collection aims to understand an individual's perspective and lived reality, that is collected during everyday life.

Chapter Two: **CASE STUDY, RESEARCH FINDINGS AND GENERAL RECOMMENDATIONS**

However, the main advantage of this method is reducing the time between a participant's experience and their recollection of the event, thus reducing the chance of external stimuli or other influencing factors impacting the recollection.

Diary methods can also encourage a reflective process within participants. For example, by taking note of daily practices, participants are able to reflect on, and take note of, their actions in greater detail than they otherwise might. This could challenge participants' assumptions and provide greater insight into their everyday lives.

Objectives

The purpose of this research instruments is to observe the students' challenges when using the application.

Design

As it was stated beforehand, the investigators used the diary methodology as a third research tool in order to study the samples' experience and behaviour when using Busuu app by organizing online or onsite meetings each week.

2.6. Data Analysis

Initially, the investigators take into consideration the use and analysis of both qualitative and quantitative research methods. Quantitative data analysis is a type of measuring the people's thinking in the form of statistical point of view. Aliaga and Gunderson (2002) define quantitative research as "explaining phenomena by collecting numerical data that are analyzed using mathematically-based methods (in particular statistics) regarding students' improvements in their productive skills.

Chapter Two: **CASE STUDY, RESEARCH FINDINGS AND GENERAL RECOMMENDATIONS**

Qualitative data analysis is expressed in the form of words and used to understand learners' opinions, behavior, concepts, and attitudes towards the use of Busuu app. Its main goal is to supply sufficient data about the L1 sample. The qualitative data are obtained from open-ended questions wherein the responses are mainly differently changeable from one participant to another.

This study adopts the Mixed Method Approach. Essentially, the qualitative approach is meant to present a description of the learning atmosphere, record the learners' experiences as well as report their attitudes toward the language learning app provided to them by the researchers. Whereas, the quantitative approach is used in order to describe and summarize the gathered data that contains percentages of the students' marks before and after using the app. A combination of these 2 methods aids in obtaining reliable data.

2.6.1. Test Analysis Results

Objective

The investigators used written tests for the purpose of measuring the sample's productive skills. Students had to take part in tests in order to obtain data which results from scores of their speaking and writing comprehension.

Design

The tests consist of different parts, as follows:

a. Pre-test:

During the first meeting, a pre-test was conducted to assess students' abilities before the use of the application. Pre-test was in the form of an English Placement

Chapter Two: CASE STUDY, RESEARCH FINDINGS AND GENERAL RECOMMENDATIONS

test (EPT), where students were asked to answer multiple choice and some open questions, so as to measure their level and select the sample from the results obtained.

b. Post-test

The post-test was conducted in the final meeting to assess the impact of the use of the application on the students' class achievement on both speaking and writing. The post-test was divided into two sections. The first one was based on speaking and listening skills, requiring students to answer questions and fill in missing words based on two different recordings from the application. After that, the second section was based on the writing skill and designed as a quiz based on the writing comprehension containing different types of questions including filling gaps, multiple choice, and writing short paragraphs.

Table 1.1. Different scores obtained from pre and post tests in writing and speaking

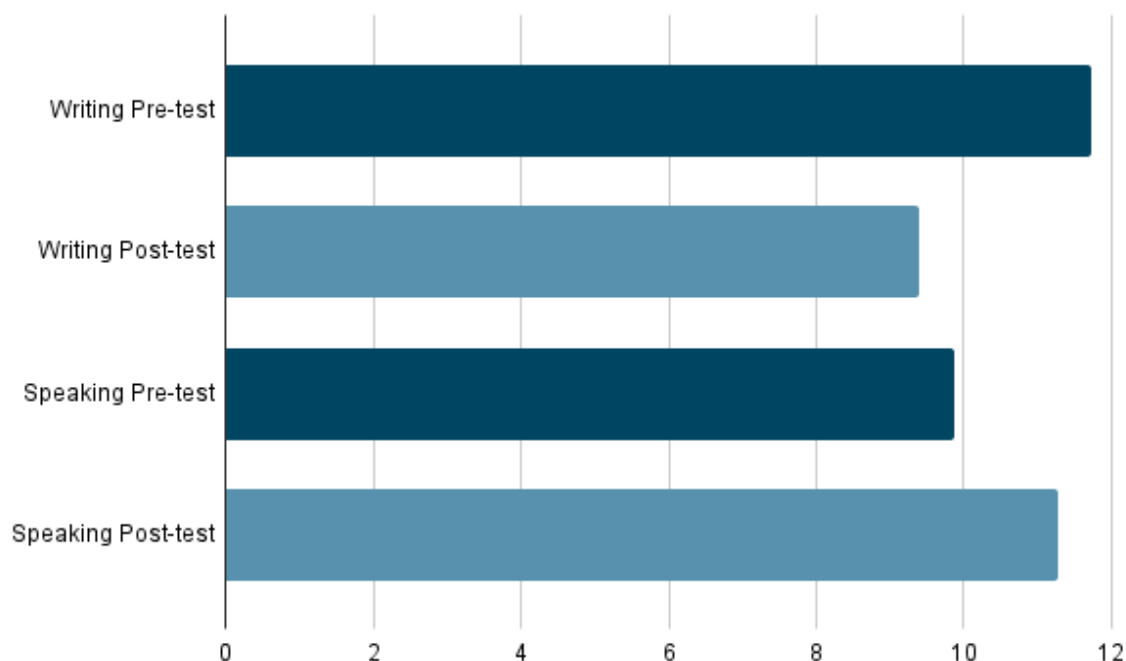
STUDENTS	WRITING PRE TEST	SPEAKING PRE TEST	WRITING POST TEST	SPEAKING POST TEST
A.H	12	12	13.5	11.75
B.C	07	13	07	13.5
B.A.S	12	13.5	10	15.5
B.M.R	13	12.75	10	13.25
B.A.A	09	04.5	08	07.5

Chapter Two: CASE STUDY, RESEARCH FINDINGS AND GENERAL RECOMMENDATIONS

B.A	11	12	10	09.75
B.M.N	13	13.5	11	14.5
B.G	10	9.75	06	09.75
A.A	10	13.75	12.5	13.5
A.I	10	13.75	11	10.5
B.C.K	14	11.5	13	11
B.M.H	13	06	06	13
B.Y	11	07.5	06	05.75
B.I	11.5	09.25	10	12
B.R	12	10.75	12	10.25
A.R.I	17	12.25	08	12
B..M	12.5	11	10.5	12.25
B.D	12	08.5	04	09
A.N	11.5	4.25	08	10.5
A.N	13	12	11.5	10

Table 02: The mean score of pre and post test in writing and speaking

PRE TEST WRITING	POST TEST WRITING	PRE TEST SPEAKING	POST TEST SPEAKING
11.72	9.4	9.88	11.26



Bar Chart of pre and post test results

The graph above shows the results of the students' pre-test and post-test in writing and speaking. It is seen that the students' pre-test writing scores was 11.72, and the score of the post test was 9.4, this indicated that the pre test score was higher than the post test score. On the other hand, the students noticeably improved in the speaking test, since the average mark of the pre test represented 11.26 while post test 9.88. Overall, the above graph highlights the evidence that there was amelioration in the speaking results in comparison with writing results. Even though the productive skills are usually studied together, for this research, each of them has been treated separately.

2.6.2. Semi-Structured Interview Analysis

Chapter Two: CASE STUDY, RESEARCH FINDINGS AND GENERAL RECOMMENDATIONS

One of the most crucial research tools for gathering primary data is the interview, considering its techniques that fit the small samples. Accordingly, the interview attempted to extract information about the use of the application. The interview questions brought information from the sample of EFL students, the sample consisted of sixteen females and four males studying at the University of Tlemcen in the department of foreign languages.

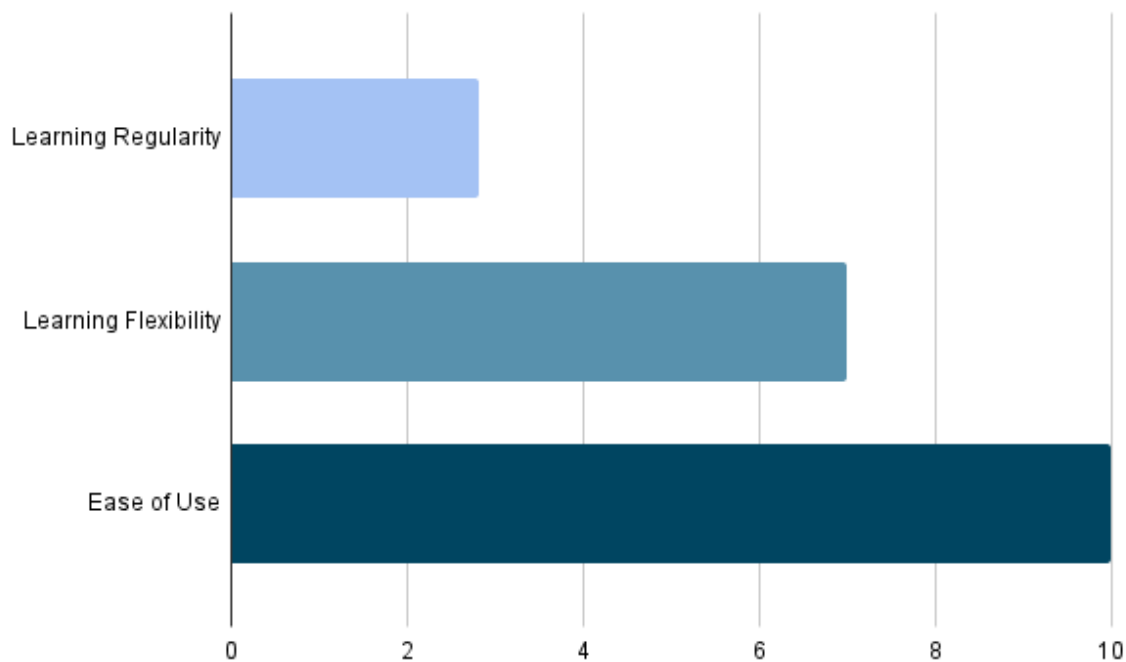
Students' interview Results

A total of 20 EFL students were chosen for the interview. Only 15 students were present to answer the following questions. Whereas 5 students sent their responses in the form of recordings.

Q1. What do you think about this application?

As far as students' attitude towards the use of Busuu app, the majority (10) regard it as an effective app since it offers a convenient and effective way for individuals to learn a new language at their own environment and schedule. Eight of them reported that the content can be personalized to fit individual goals and objectives, and the last two students said it is boring which leads to loss of interest.

Q2. What did you like most about the mobile app?



Bar graph of students' opinion about the app

As seen in the figure 2.2, the majority of the students (13) were impressed by the app's layout and found it to be easy and simple in terms of its use. Whereas, some learners (04) expressed that they appreciated the fact that the app was flexible in a way that it can be used anywhere anytime. Learning regularity was also mentioned by a few students (03) as they explained that the Busuu app became a part of their English language routine.

Q3. Did you enjoy learning from this app?

90% of informants gave a positive response, and they provided the following reasons: the use of Busuu app was a good experience, and what they liked the most about the application is receiving feedback via email to ensure effective learning. In addition to that, it offers a variety of tasks, like listening activities, vocabulary quizzes, and speaking practice. For the others, 10% said that they did not like it because the app contains several chapters and it takes a lot of time to go through.

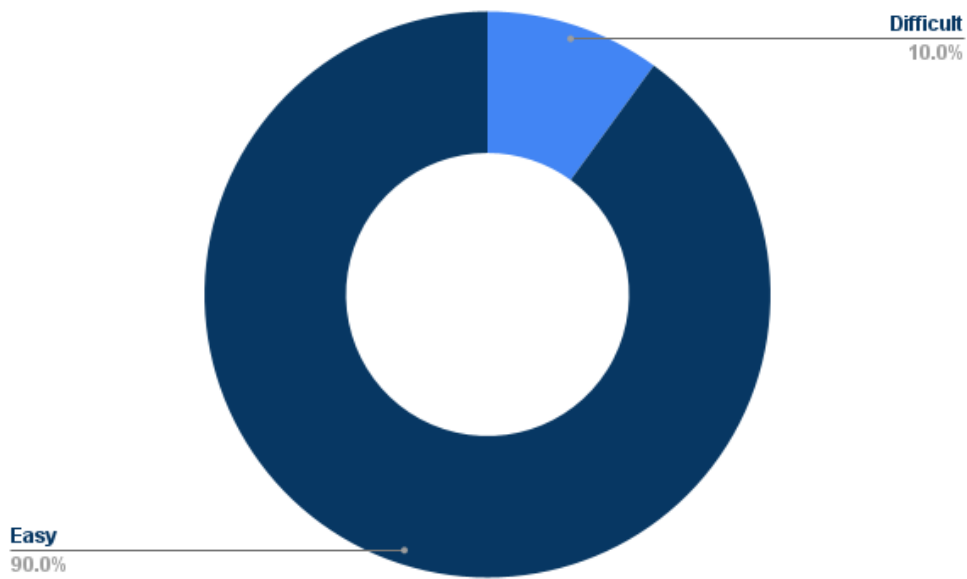
Chapter Two: CASE STUDY, RESEARCH FINDINGS AND GENERAL RECOMMENDATIONS



Pie chart of students' interest about the app

It is noticed from the pie chart that the majority of students 90 were extremely interest, while 10 of them were not .

Q4.How difficult or easy is it to use distance learning technology or apps?



Pie chart of difficulty or ease in distance learning

It is clear from the chart that (09) out of (10) students from the sample found the app to be easy especially when the engagement is regular and active in the learning tasks that it offers.

Chapter Two: CASE STUDY, RESEARCH FINDINGS AND GENERAL RECOMMENDATIONS

Q5. Are you satisfied with the way the app is structured to help you learn

English?

All of the participants (20) reported that the application has a well-structured design and it fits both beginners and advanced learners. It works smoothly and efficiently. They claimed that Busuu uses a modern aesthetic that makes them enjoy learning.

Q6. Did you notice enhancements in your speaking and writing skills?

The majority of the respondents (16) noticed improvements in speaking skill as they considered it as an essential skill in their daily lives, also they said that the app helped them to improve their fluency, pronunciation, accuracy as well as conversation skills. While, the other informants (04) observed an increase in the writing skill, like writing appropriate verbs in the correct tenses, structuring sentences automatically, knowing the basis of grammar rules and expressing their thoughts easily.

Q7: Did you stop using the app through experience? If yes why?

Most of the participants (15) continued with the use of the app regularly seeing that it is fun, beneficial and useful. Some of them (02) stopped using it due to different reasons including the stress of exams, lack of motivation, laziness and loss of interest. It is also important to note that some of the students (03) were too busy retaking their baccalaureate exam, thus, their current university studies and using the app were not in their priorities.

Q8. What did you improve the most in your productive skills?

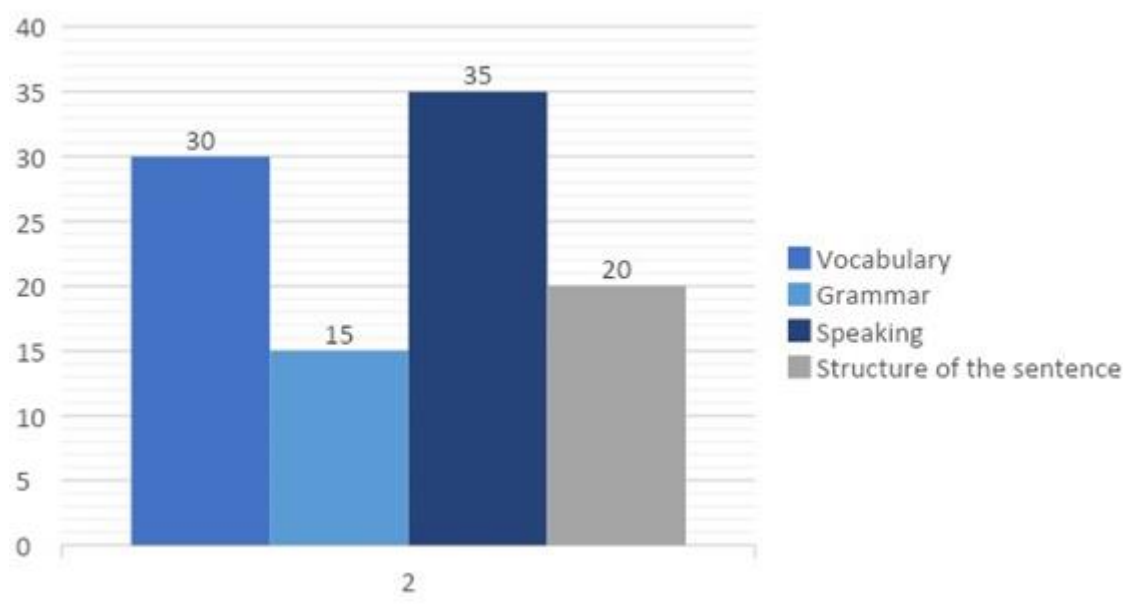
Table 03: Options of Language Learning Productive Skills

The majority of students noticed enhancement in speaking skill as well as increased in vocabulary. While, very few students observed improvements in grammar.

Vocabulary	Sentence Structure	Grammar	Speaking
-------------------	---------------------------	----------------	-----------------

Chapter Two: CASE STUDY, RESEARCH FINDINGS AND GENERAL RECOMMENDATIONS

30	20	15	35
----	----	----	----



Bar graph of students' improvements

The above bar graph 2 shows the classification of students' improvements. It is clear that the majority (07) regard amelioration in their speaking as the first priority, vocabulary (06) comes into the second position structure of the sentence (04) and grammar (03) as the two last ones.

2.6.3. Diary Analysis Results:

THE FIRST SESSION: on 13 February (on-site)

-Researchers met with the sample that consisted of 20 students selected from the test in order to explain the content of the application to be used for this experiment.

-The majority of the students seemed interested and motivated to learn from this application.

-Phone numbers were collected from the sample to create a WhatsApp group.

-In the same day (online) the researchers sent them the steps and the way of entering the application through screen video.

Chapter Two: **CASE STUDY, RESEARCH FINDINGS AND GENERAL RECOMMENDATIONS**

-Students with high motivation started directly using the Busuu app after following the steps, while students with low motivation began after a few days.

-The application determines their levels, and lets its users choose the duration of their daily learning process. It varies from 5 minutes to 30 minutes.

THE SECOND SESSION: on 20 February (on-site)

The researchers organized a meeting at university in order to ensure that all of them are using the app correctly.

After observing their impressions through the content of the application, it seemed that the students were engaged and genuinely interested in using the app to enhance their English skills.

Additionally, It was noticed that some of the learners were asking whether the information given by the app would meet their needs in terms of the first year syllabus.

THE THIRD SESSION: on 27 February (online)

The researchers organized an online meeting via Whatsapp where 10 out of the 20 students attended.

The students were inquired about the app to conduct an update. For instance: “how did you find the app so far?” “What new vocabulary words have you gained from the app?” and “do you find that the app contributed to the reduction of speaking anxiety?”

It is worth mentioning that in the midst of the online session, 2 students left the meeting.

THE FOURTH SESSION: 05 March 2024 (online)

The researchers send some messages via Whatsapp to encourage students to work with the app. Only 11 students interacted with the messages in this session.

Chapter Two: **CASE STUDY, RESEARCH FINDINGS AND GENERAL RECOMMENDATIONS**

THE FIFTH SESSION: 12 March (online)

The researchers organized another online meeting to ask the students if they learn new things from this app. 15 students attended but only 6 students were participating, replying to our conversations with the new vocabularies that they have learned. The others were just listening to the investigators talking about the application.

THE SIXTH SESSION: 19 March (online)

The researchers arranged another online meeting to assert that the sample was still engaged with the application. Hence, the researchers observed that some of them did not attend the meeting, while others quitted the utilization of the app. It is worth adding that most of the students seemed stressed with their exams.

THE SEVENTH SESSION: 26 March (online)

In this session the researchers sent only some messages to see if the students are improving with levels of the application. 10 students said that they were working in level A1, (3) students in A2 and one student C1. It should be noted that most of the students claimed that they did not have enough time to continue on to other levels due to their studies.

THE EIGHTH SESSION: 02 April: (online)

In this session the students were asked to write a short paragraph of any interesting topic related to the Busuu application. Only 6 students sent their work, and others said that they were tired and needed a break in the month of Ramadan.

THE NINTH SESSION: 16 April (online)

In this session the investigators sent some recording voices as reminders. Some students sent what they were requested to do in the previous session, while others said that they needed more time to complete the task.

THE TENTH SESSION: 23 April (on-site)

Chapter Two: CASE STUDY, RESEARCH FINDINGS AND GENERAL RECOMMENDATIONS

In this session the researchers check the students' progress with the application via the phones.

THE ELEVENTH/ LAST SESSION: 08 May 2022 (on-site)

On this day, the observers attended presentations done by the students during their oral module session.

Throughout the presentations, an enhancement in English pronunciation as well as confidence were noticed and their teacher seemed to agree.

It was clear that the students found influence from using the apps.

Furthermore, some of the students said that the inclusion of native speaker videos was particularly beneficial for the visual learners.

2.7. Interpretation and Discussion of the Main Results:

The practical chapter's section focuses on discussing and interpreting research findings from tests, a diary observation and a structured interview. These three tools enable the researchers to collect a considerable amount of data concerning using technology to enhance language learning. This section aims to answer the three research questions and their hypothesis initially presented in the research work.

Regarding the first hypothesis, which states that the application was highly effective in improving EFL learners' productive skills, the results showed that Busuu application improved the students' speaking skills. After taking the pre and post test in writing and speaking and comparing the results, it was deduced that the improvement was merely regarding the speaking skill. Accordingly, generation Z grew up with the advancements of technology, which lead to easier access to the internet, social media and digital devices. In addition, online platforms such as TikTok and Instagram help this generation to boost their speaking skill to express their thoughts, feelings, and opinions spontaneously. Hence these factors indicate that the oral performance of the students has more chances to be developed in contrast with the written expression that needs many strengths like outlining,

Chapter Two: CASE STUDY, RESEARCH FINDINGS AND GENERAL RECOMMENDATIONS

gathering ideas, grammar, vocabulary, punctuation, cohesion and so on. Yet, Busuu application needs to be used regularly and frequently to improve this complex skill, which employs various cognitive operations that articulate ideas and thoughts into a written language. Taking into consideration the entire points discussed above, the first provided hypothesis was half confirmed on the basis that the students enhanced only their speaking skill using the app.

Concerning the second hypothesis, it indicates that EFL learners were gratified with the use of the app as they found it to be easy and useful. The primary objective of the interviews is to investigate the students' attitudes toward the use of Busuu app, and their different opinions throughout this experience. The result analysis asserted that the majority of them reacted positively to the questions, claiming that the app was flexible and straightforward for them to enhance their English language through listening activities, vocabulary and quizzes. On the other hand, the rest of the students found the content of the application useful and suitable for their learning needs. Thus, the aforementioned discussion confirms the second research hypothesis.

The final hypothesis deduces that the challenges faced by EFL learners when using the app were mainly about time management. The diary method revealed that the majority of the students in the first meetings were interested and curious to discover the content of the application. However, the observation disclosed an absence of participation in the last meetings, only half of the students attended, that is to say, some of the students lost engagement. It is worth mentioning that some students seemed stressed with their exams and stopped the utilization of this app. This was due to lack of time, since the application provides diverse learning materials that need sufficient time to be grasped. Another noticeable remark is that some students claimed that they will most likely continue to use the application during the holidays. After having observed these students over a period of nearly four months, the results showed that only half of the students kept up with the use of this app. Hence, the main points confirm the last hypothesis of this study.

Chapter Two: CASE STUDY, RESEARCH FINDINGS AND GENERAL RECOMMENDATIONS

2.8. Recommendations and Suggestions:

For teachers:

- Busuu apps and similar ones should be used by teachers especially for productive skills. In other words, using the Busuu app in the language laboratory can help the learners to enhance their listening and speaking because it is equipped with technological tools and the internet.
- Teachers should implement language apps in order to make the learning environment more enjoyable and engage learners to develop learners' autonomy.
- Teachers should be open minded towards new approaches to teaching including using apps and software to be acquainted with the implementation of new technologies in learning/teaching processes.
- Teachers should cooperate with the administration by providing sufficient time to implement new technologies in the classroom to develop their communicative skills. Admin staff should provide teachers with adequate training for the use of ICT in teaching.
- The content of Busuu app can be proposed in the syllabus to meet students' needs at tertiary level.

For learners:

- Learners who wish to develop their four language skills should apply language apps into their daily routines for self-improvement.
- Learners ought to be more engaged in using technology in language learning for extra practice.
- In order to highly improve their productive skills, Busuu application need to be used frequently and regularly to be more autonomous.

Chapter Two: CASE STUDY, RESEARCH FINDINGS AND GENERAL RECOMMENDATIONS

- Some beneficial apps to be used include: British Council apps, Duolingo, Hellotalk, Two min English and Ipadio.

2.9. Limitations of the Study:

The limitations of this research study are related to the participants, time frame, student motivation and engagement as well as one research instrument.

First, with only 10 participants, from the total number of first year students, it was difficult to assess the productivity of the app. The researchers originally wished to opt for a larger sample; yet students' laziness and lack of motivation and engagement lessened our research sample.

Furthermore, a period of four months of inconsistent use of the Busuu app proved to be insufficient. That is to say, most of the students complained about lack of time as well as being interviewed and tested during exam preparation. Hence, their levels of productive skills did not improve much.

Lastly, considering that the writing post-test consisted of exercises from all the levels of language proficiency according to the CEFR scale, the test was not accessible to all learners. For this reason, the results did not show significant advancement in the written skill.

2.10. Conclusion:

The present chapter dealt with the analysis and the interpretation of the quantitative and qualitative data that were obtained from the test, interview and diary method. The investigation was applied based on a studied sample of twenty L1 EFL students.

The researchers organized the information which were gathered by the previously mentioned research instruments regarding the use of Busuu application. This information was then analyzed and interpreted for the purpose of answering the hypotheses of the research questions by either confirmation or rejection.

Chapter Two: CASE STUDY, RESEARCH FINDINGS AND GENERAL RECOMMENDATIONS

The final results shed light on the noticeable enhancement of the productive skills and the experience and main challenges that the EFL students dealt with when using Busuu app. Moreover, a set of recommendations and suggestions was presented for EFL learners as well as teachers in order to promote the increasing use of technology in the classroom. Finally, this chapter mentioned some limitations faced by the investigators while conducting this study.

GENERAL CONCLUSION

General conclusion

The Internet's globalization and the spread of the lingua franca that is English as an international language are influencing the educational sector. Accordingly, educational technology has revolutionized teaching and learning in the EFL field which allows students to discover and accept the new technological environment. In this respect, application technologies have been increasingly popular in this scope of technology. As a process, an application can serve as interesting media for students, enabling them to innovate and succeed in language learning. For this reason, more and more learners turn to using innovative language apps which have a part in facilitating their acquisition of the four language skills. This research was an attempt at exploring this language phenomenon with emphasis on the productive skills, i.e. speaking and writing.

Therefore, this research was divided into two chapters. Chapter one concerns the use of educational technology in EFL learning. The study began with a literature review of previous research studies concerning educational technology and literacy. As an entry, the researchers provided definitions of technology literacy and technology in education as well as the relationship between the two. The researchers particularly mentioned one tool which is Busuu app, and its impact on language learning. The first chapter also discussed how apps affect and possibly enhance the language learning of productive skills.

The second chapter dealt with the research methodology used in this study, which initiated with the selection of the sample 20 students of L1 English language department, in addition to the analysis and interpretation of the qualitative and quantitative data gathered from the three main research instruments (tests, semi-structured interviews and a diary). This last chapter concluded with the discussion of the main findings, followed by some recommendations and suggestions presented for EFL learners as well as teachers in special regard to using more technology in language learning. Lastly, a few limitations and shortcomings of this investigation were revealed for full transparency and validity.

The researchers carried out this study with an experimental case study followed by designing three research questions connected with their three main hypotheses. The investigators implemented the pre and post tests to answer the first hypothesis that was half confirmed on the basis that the app was highly effective in improving productive skills, While semi-structured interviews were related with the second hypothesis which was also confirmed, accordant with EFL learners being gratified with the app as they found it to be easy and useful. The last hypothesis concerned the challenges faced by EFL learners when using the app that were mainly about time management, based on this point a diary method was elected to confirm this last hypothesis . In fact, the present research gives insight on the students perspective in this experience, based on the few limitations faced by the researchers which affect the results in terms of the enhancement of the productive skills in a short period of time.

Finally, yet importantly, this research was conducted to shed light on the significance of implementing technology to enhance productive skills. Similarly, these skills are crucial for personal growth, relationships, career advancement, and academic success. This article aims to stimulate future research on educational technologies, language apps and the future of English language teaching and learning.

BIBLIOGRAPHY

BIBLIOGRAPHY

Ahmadi, S., Keshavarzi, A., & Foroutan, M. (2011). The Application of Information and Communication Technologies (ICT) and its Relationship with Improvement in Teaching and Learning. *Procedia-Social and Behavioral Sciences*, 28,475-480.<https://doi.org/10.1016/j.sbspro.2011.11.091>

Aliaga, M. and Gunderson, B. (2002) *Interactive Statistics*. Saddle River, p3-15.

Almahasees, Z., Mohsen, K., & Amin, M. O. (2021, May). Faculty and students' perceptions of online learning during COVID-19. In *Frontiers in Education* (Vol. 6, p. 638470). Frontiers Media SA.

Al-Rahmi, W., Aldraiweesh, A., Yahaya, N., Kamin, Y. B., & Zeki, A. M. (2019). Massive open online courses (MOOCs): Data on higher education. *Data in brief*, 22, 118-125.

Bachman, Lyle F. Eunsamental. *Considerations in Language Testing*. Oxford: Oxford University Press, 1990.

Baleghizadeh, S., al Oladrostam, E. (2010). The effect of mobile assisted language learning (MALL) on grammatical accuracy of EFL students. *Mextesol Journal*, 34(2), 1-10.

Bass, R. al Rosenzweig, R. (1999). Rewiring the history and social studies classroom: needs, frameworks, dangers, and proposals. *Journal of Education*, 181(3), 41-62. Retrieved November 8, 2002, from Academic Search Elite database

Block, D. and D. Cameron. (2002). Introduction. *Globalization and Language Teaching*. In D. Block al D. Cameron (Eds). *Globalization and Language Teaching* (pp. 1-10). London: Routledge.

Bowen, K., al Pistilli, M. D. (2012). Student preferences for mobile app usage. *Educause Research Bulletin* 013, Paphos, Cyprus, pp.1-4.

BIBLIOGRAPHY

Brown, S. (2013). Back to the future with MOOCs?. ICICTE 2013 Proceedings, pp. 237-246.

Burd, B., Barros, J. P., Johnson, C., Kurkovsky, S., Rosenbloom, A., & Tillman, N. (2012). Educating for mobile computing: Addressing the new challenges. In Proceedings of the Final Reports on Innovation and Technology in Computer Science Education 2012 Working

Chuishbekov, D. (2022). Implementing Web Applications in English as a Foreign Language Classrooms to Develop Productive Skills at Suleyman Demirel University. Master of Arts.

Clarkson, P.C. al Toomey R. (2001). Information and Communication Technology and Whole School Reform. (Report on Navigator Schools Project), Melbourne : Australian Catholic University.

Cloete, A. L. (2017). Technology and education: Challenges and opportunities. *HTS: Theological Studies*, 73(3), 1-7.

Cohen, Louis, Manion, Lawrence, and Morrison, Keith RB, Research Methods in Education, London: Routledge, 2007

Daniel, J. (2020) Education and the COVID-19 Pandemic. PROSPECTS, 49, 91-96.

Davies, R., Sprague, C. R., al New, C. (2008). Integrating technology into a science classroom. *The impact of the laboratory and technology on learning and teaching science K*, 16(13), 3.

Doebbeling, B.N., Chou, A.F. and Tierney, W.M. (2006) 'Priorities and strategies for the implementation of Integrated Informatics and communications technology to improve evidence-based practice', *Journal of General Internal Medicine*, 21(S2). doi:10.1007/s11606-006-0275-9.

Eaton, J. S. (1999). The social studies classroom on the eve of the cyber century. *Social Education*, 63, 139-141.

Estes, J. S. (2017). Teacher preparation programs and learner-centered, technology-integrated instruction. In *Handbook of research on learner-centered pedagogy in teacher education and professional development* (pp. 85-103). IGI Global.

Gilster, P., 1997. Digital Literacy. Wiley Computer Publishing, N.Y.

Haleem, A., Javaid, M., Qadri, M. A., al Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, 3, 275-285.

Hamidi, F., Meshkat, M., Rezaee, M., al Jafari, M. (2011). Information technology in education. *Procedia Computer Science*, 3, 369-373.

Hismanoglu, M. (2012). The impact of globalization and information technology on language education policy in Turkey. *Procedia-Social and Behavioral Sciences*, 31, 629-633.

Katchen, J. E. (1991). Video cameras in EFL classrooms: Utilizing the new technology.

Kothari, C. R. (2004). *Research Methodology: Methods and Techniques* (2nd Ed.). New Delhi :New Age International limited,pp.14.

Kukulska-Hulme A. and L. Shield. (2008). “An Overview of Mobile Assisted Language Learning: Can Mobile Devices Support Collaborative Practice in Speaking and listening?”

Kusmaryani, W., Musthafa, B. and Purnawarman, P. (2019) ‘The influence of mobile applications on students’ speaking skill and critical thinking in English language learning’, *Journal of Physics: Conference Series*, 1193, p. 012008. doi:10.1088/1742-6596/1193/1/012008.

Perry, Fred Lehman, Rescatsh in *Applied Linguistics Besoming A Doseming Consumer*, London: Routledge, 2005

Rankin, T. (2014). Variational learning in L2: The transfer of L1 syntax and parsing strategies in the interpretation of wh-questions by L1 German learners of L2 English. *Linguistic Approaches to Bilingualism*, 4(4), 432–461

Roberts-Mahoney, H., Means, A. J., al Garrison, M. J. (2016). Netflixing human capital development: Personalized learning technology and the corporatization of K-12 education. *Journal of Education Policy*, 31(4), 405-420.

Steel, C. (2012, November). Fitting learning into life: Language students' perspectives on benefits of using mobile apps. In *ascilite* (pp. 875-880).

The role of technology in language learning (2023) SevenMentor. Available at: <https://www.sevenmentor.com/the-role-of-technology-in-language-learning> (Accessed: 11 May 2024).(2023)

Thomas, Robert Murray, *Blending Qualitative and Quantitative Research Methods in Theses and Dissertations*, UK: Corwin Press, 2003

Thomas, Robert Murray. *Blending Qualitative and Quantitative Research Methods in Theses and Dissertations*, UK: Corwin Press, 2003

Traxler, J. *Mobile Learning for Languages: Can the Past Speak to the Future?* The International Research Foundation for English Language Education: Monterey, CA, USA, 2004

Trumbić, S. U. and Daniel, J. (2013). Making sense of MOOCs: The evolution of online learning in higher education. 8th European Conference on Technology Enhanced Learning, EC-TEL 2.

Ur, P. (1996) *A course in Language Teaching: Practice and Theory*. Cambridge University Press, Cambridge.

Warlick, D. (2004) *Redefining literacy for the 21st century*. Worthington, OHU: Linworth Pub.

BIBLIOGRAPHY

Winardi, Y. K. (2020). IMPROVING STUDENTS' WRITING SKILL USING A MOBILE LEARNING APPLICATION. *Jurnal Basis*, 7(2), 281-290.

Yin, R.K., (1984). *Case Study Research: Design and Methods*. Beverly Hills, Calif: Sage Publications

Yusuf, H.A. al Hanmidun, N. (2015). A Study on the Use of Mobile Learning to Improve Writing Proficiency among Undergraduates in University. Paper presented at Symposium of International Language and Knowledge, School of Liberal Arts, Walailak University, Thailand.

Zhang, F. (2006). Using multimedia and network technology to reform CET in the teaching of new horizon college English. *Teaching English in China*, 29(3), 111-114.

APPENDICES

Appendix A

The placements test of writing skill

Name:

Choose the best answer:

1/Pete..... a teacher. a. isn't

- b. not
- c. aren't
- d. am not

2/ Bill.....twobrothers. a. have

- b. has
- c. is
- d .are

3/ A:..... Italian food? B: Yes, I do.

- a. Are you like
- b. Likes
- c. Do you like
- d. You're like

4/ A: Was Shakespeare a painter?

B: No, he

- a. weren't
- b. didn't
- c. isn't
- d. wasn't

5/up early yesterday morning? a. Got

- b. Didyou
- c. You get
- d. Didyouget

6/ Michael..... to work yesterday. a. not go

- b. didn't go
- c. didn't
- d. wasn't

7/ Can you..... French? a. speak

- b. to speak
- c. speaks

d. spoke

8/ A: Good night.

B:.....

- a. That's great. Thank you.
- b. No, I don't know.
- c. You too. Sleep well.
- d. Hello. How are you?

9/ A: How do you spell 'friend'?

B:.....

- a. It's Miguel.
- b. F-R-I-E-N-D.
- c. My surname is Jackson.
- d. Yes, he is.

10/ A: How much is the camera?

B:.....

- a. It's on page thirty.
- b. It's from Spain.
- c. It's about six months old.
- d. It's fifty pounds.

11/ A: Excuse me. How do I get to the bus station?

B:.....

- a. In Oxford Street.
- b. Yes, that's right.
- c. It's about ten minutes.
- d. Go out of the school and turn right.

12/ A: What time were you born?

B:.....

- a. My birthday's in August.
- b. On the third of March.
- c. At six o'clock in the morning.
- d. In 1999.

13/ A:.....

B: I have a headache, that's all. a. What's the matter?

- b. Can I have a coffee, please?
- c. Thanks for everything.
- d. Here's a present for you.

14/ A: What's your job?

B: I'm

- a. married
- b. a doctor

- c. from Italy
- d. Paul Johnson

15/ John isn't Alice's They aren't married.

- a. husband
- b. wife
- c. father
- d. mother

16/ What do they speak in..... ? a. Spanish

- b. Portuguese
- c. American
- d. Brazil

17/ Your car keys are in the..... a. lamp

- b. armchair
- c. drawer
- d. sofa

18/ We..... a painting for €500. a. were

- b. said
- c. bought
- d. heard

19/ Do you play? a. ice hockey

- b. the cinema
- c. holidays
- d. sailing

Read the text, then choose the best answer for questions 20-25.

David Smith is a doctor. He works in a hospital. His wife, Angela, is a bank manager. They have two children, Robert and Susan. Robert is eleven and Susan is nine. They're at school.

Last Sunday, the family got up early. David made a big breakfast of eggs and sausages. Then they went to the park.

David and Robert played football, and Angela and Susan played tennis. The weather was beautiful.

They enjoyed it. In the afternoon, they went out to a restaurant for lunch.

20/ David and Angela are

- a. brother and sister
- b. married
- c. doctors
- d. bank managers

21/ Angela is Susan's

- a. sister
- b. father
- c. mother
- d. brother

22/ Robert isn't a. a student

- b. a child
- c. a doctor
- d. Susan's brother

23/ David, Angela, Robert and Susan went to the park

.....

- a. at night
- b. in the evening
- c. in the afternoon
- d. in the morning

24/ David..... breakfast. a. didn't enjoy

- b. bought
- c. cooked
- d. didn't have

25/ They had

- a. a holiday
- b. a lot of housework
- c. a horrible day
- d. a good time

Choose the best answer.

26/ They..... in Hong Kong in 2010.

- a. isn't
- b. aren't
- c. wasn't
- d. weren't

27/..... swim when I was five years old.

- a. I can
- b. I could
- c. I
- d. I was

28/ I..... to my brother right now. a. 'm talking

- b. talk
- c. talking

d. talked

29/to stay home and watch TV. a. I'm going

b. I going

c. Going

d. Am going

30/ Helena has never..... to Australia. a. went

b. go

c. been

d. goes

31/ We..... invite Tomas to the party. a. haven't

b. won't

c. not

d. aren't

32/ A:.....

B: Sure. Good idea.

a. Whatdoes 'bilingual' mean?

b. Can I open a window? It's hot in here.

c. I like your jumper.

d. Excuse me! Can you help me?

33/ A: There's an Internet café in Park Lane, next to the bank.

B:.....

a. Is thatnearhere?

b. Just two minutes, that's all.

c. Do you need some money?

d. Go straight ahead.

34/ A:.....

B: No, it isn't.

a. Can I speak to Emma, please?

b. What's the address?

c. Can I take a message?

d. Is thatEmma?

35/ A:.....

B: Yes, please. It's delicious.

a. Could you pass the salt, please?

b. How would you like your coffee?

c. Would you like some more rice?

d. Is there any more salad left?

36/ A: What about this jacket?

B:.....

- a. Creditcard's fine.
- b. No, it isn't the right blue.
- c. How do you want to pay?
- d. Can I help you?

37/ A:.....

- B: Well, we could go swimming.
- a. How are you feeling today?
 - b. What shall we do this afternoon?
 - c. OK. I'll get my swimming costume.
 - d. It's too cold to go swimming.

38/ A: How do you find living in New York?

B:.....

- a. No, I missed it.
- b. Thank you. I'm glad you like it.
- c. I'm enjoying it a lot.
- d. I'm very well, thanks.

39/ I don't like preparing food, but I like.....in restaurants.

- a. cooking
- b. eating
- c. going
- d. using

40/ The plates are in the a. cups

- b. fridge
- c. cooker
- d. cupboard

41/ Can you..... this from German to English?

- a. speak
- b. make
- c. think
- d. translate

42/ She speaks..... Spanish.

- a. fluent
 - b. hard
 - c. well
 - d. very
- Answer these questions .**

What are your hobbies ?

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

What is your favourite food?

.....
What kind of movies do you like ? And why?
.....

Appendix B

The post test of speaking

Recording number 1

Task 1: Write the summary of recording number 1

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Recording number 2

Task 2: Choose the right answer

1/What symptoms of anxiety does Mirka describe ?

- a) tired eyes
- b) rapid breathing
- c) a fast heartbeat

2/Why can't Mirka concentrate well ?

- a) because of her workload
- b) because she messed up
- c) because of her colleagues

3/What is Mirka currently suffering from ?

- a) anxiety
- b) breathing
- c) falling asleep

Task 3 : Fill in the gaps :

Sally: Alright ,we are talking about Let's move to the next caller. Hello, who's there?

Mirka : Hello, Sally it's Mirka.

Sally: Hi, Mirka. Welcome to Blue Moon on radio

Mirka: so, first I would like to say

I struggled with mental health issues for most of my teenage years. So , thank you.

Sally: You are welcome

Mirka: Right, as I said, I had some issues when I was about fifteen or sixteen. I was and developed depression for a couple of years and my therapist really helped me to get better. But, recently I had I can not focus properly. I have been developing where my heart's beating really fast and I get overwhelmed by the fear of messing something up, you know?

Sally: I understand ,.....

Mirka: I thinkto focus and

Appendix C

The post test of writing

Busuu Quiz

Circle the correct answer for each multiple choice question.

1 book a table for four, please?

- A. I can A. some
B. can I B. two

6. Would you like coffee?

2. Can I have the please?

- A. ball A. are
B. bill B. is

7. There some pizza in the fridge

3. Are you ready to

- A. order A. many
B. book B. much

8. There are shops in the street.

4. Select the uncountable nouns

- A. milk E. person A. many
B. vegetable F. food B. much
C. lemon G. women
D. water

9. How sugar in this cake recipe?

5. Select the countable nouns

10. Can I have honey in my tea, please?

- A. cake E. butter A. a little
- B. sugar F. money B. a few
- C. salt G. dollar
- D. applets

Name: _____

Total:

Busuu Quiz

Circle the correct answer for each multiple choice question.

1. Complete the sentence

6. Fill the gaps with journey, travel or trip

1. I like walking in the park..... hot days

a) at b) on c) in

2. She often..... to music when she does the housework

drink in the buffet car. a) listens

3. We..... at the sport centre every wednesday afternoon

a) are usually meeting b) usually meet c) have met
active voice to passive voice:

4. You have been to Spain.....?

a) have you b) you have c) haven't you

A. My to work takes 45 minutes .

B. Theby bus takes ages .

C. When you.....by train, you can go and have a

b)listening c) to listen

7. Change the following sentences from usually

A. I write a novel

B. I have played the game

C. She delivered the letters

D. You will have started the job

3. Complete with: this, that, these, those

A. do you sell clothes? i'm looking for some

.....(towers/ trousers)

B. I can't see the(price/ cost)

C. That's \$95.....(altogether/ together)

D. That's \$45.....(comes to/ in total)

4. Complete with: this, that, these, those

A. look at.....birds up there in the tree

B. areyour books over there in the table?

C. cake is delicious. When I finish it, could I please have another slice?

D. was a difficult test we had last week

5. Complete the following sentences with the correct form of the verb :

A. If my dad(come) early ,we will go to the cinema.

B. If they(do) their work, they would get some rest.

C. We(buy) a new house if we save more money.

Busuu Quiz

Answer the following questions.

Describe your favorite horror movie in a few sentences:

.....

.....

.....

.....

.....

.....

.....

.....

Describe your current lifestyle in a few sentences, then predict some changes 5 years from now:

.....

.....

.....

.....

.....

.....

.....

.....

Compare between 2 places that you have visited for holiday:

.....

.....

.....

.....

.....

.....

.....

.....

Appendix D

Students 'Interview

1.What do you think about this application?

2.What did you like most about the mobile app?

3.Did enjoy learning from this app?

4.How difficult or easy is it to use the distance learning technology/app?

5.Are you satisfied with the way the app is structured to learn English?

6.Did you noticed enhancement in your speaking and writing skills?

7.Did you stop using the app through experience? if yes why?

8.what did you improve the most in the productive skills?