

# Diploma Students' Perceptions Regarding the Effectiveness of Using an English-Speaking Practice Application on Their Primary Skills

Shatha Ahmed Alkhalaf<sup>1</sup>, & Ruqayyah N Moafa<sup>2</sup>

<sup>1</sup>Department of English and Literature, College of Languages and Humanities, Qassim University, Buraydah, Saudi Arabia

<sup>2</sup>Department of Foreign Languages, College of Arts and Humanities, Jazan University, Jazan, Saudi Arabia

Correspondence: Ruqayyah N Moafa, Department of Foreign Languages, College of Arts and Humanities, Jazan University, Jazan, Saudi Arabia.

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## Abstract

This paper endeavored to examine the validation of the English-Speaking Practice Application in developing the speaking skills of English as a Foreign Language (EFL) learners. According to the author, the Desuggestopedia teaching method—which strives to establish a comfortable and relaxing learning environment that improves language acquisition—is the basis for this program. Forty-four diploma candidates from Saudi Arabia's Qassim University participated in the study. Over 12 weeks, they spent 30 minutes a week using the app. Using a survey questionnaire, they were asked to rate the app's usefulness, efficacy, and motivational effects. The internal consistency of the questionnaire was high (Cronbach's alpha = 0.89). According to the study's findings, EFL diploma students had a favorable opinion of the English-Speaking Practice App in terms of its usefulness, efficacy, and motivational influence. This study advances the field of language instruction and emphasizes the possibilities of technology-enhanced language learning. The findings of this study can help practitioners and educators create and apply useful tools and techniques to enhance the speaking abilities of EFL students.

**Keywords:** English as a Foreign Language (EFL), Speaking, Technology, Desuggestopedia

## 1. Introduction

Language proficiency is essential for individuals learning English as a second language (EFL). Proficiency in English can lead to career and personal development opportunities, as well as improved intercultural communication. Unfortunately, a lack of practice opportunities and a fear of making mistakes prevent many EFL learners from improving their speaking abilities. Numerous apps designed to help learners practice speaking English in a secure and encouraging setting have been created in response to this problem.

The English-Speaking Practice tool is one such tool that provides learners with a variety of conversation topics to practice speaking on while recording their voices. According to the researcher, the Desuggestopedia teaching method—which tries to create a comfortable and relaxing learning environment that improves language acquisition—is the basis for this software. EFL students may be able to enhance their core skills—speaking in particular—by utilizing this software.

The study's issue is that, in addition to fear and a lack of motivation, EFL learners frequently need help to improve their speaking abilities because there are few opportunities for practice and feedback (Skehan, 1998). Furthermore, when speaking skills increase, typical classroom training cannot offer enough opportunities for engaging and communicative language practice (Nation and Newton, 2009). As a result, this study discovered that EFL learners' primary and speaking abilities are positively impacted by utilizing the English-Speaking Practice App. It implies that technology-enhanced language learning is a successful method of teaching languages, which has important ramifications for both language teachers and students.

Does using the English-Speaking Practice App positively affect EFL learners' primary skills, specifically their speaking skills? That is the research question for this study, which aims to investigate how diploma students perceive the English-Speaking Practice App's efficacy in enhancing their speaking abilities.

The study's importance advances the field of teaching and learning the English language. This study specifically looks into how well EFL learners' primary and speaking skills are improved by using an English Speaking Practice App. In doing so, the study sheds light on the efficacy of the Desuggestopedia teaching methodology and technology-enhanced language learning. It adds to the continuing conversation about the efficacy of technologically augmented language learning and educates language instructors and students on the most efficient ways to advance speaking and primary skills in EFL contexts.

## 2. Literature Review

The social constructivist theory of language acquisition, which emphasizes the importance of interaction and teamwork in language learning, serves as the theoretical foundation for this study. This perspective holds that learning a language is a dynamic and active process that involves social interaction and meaning negotiation (Vygotsky, 1978). As a result, giving students the chance to socialize and

practice speaking in a welcoming setting is crucial to helping them improve their speaking abilities.

When learning English as a foreign language (EFL), students sometimes struggle to improve their speaking abilities because there are insufficient opportunities for practice and feedback. However, new technological developments, such as the use of mobile applications, have opened up new avenues for language learning. This section will review prior research on the efficacy of using technology in language learning and pertinent literature on speaking skills and ESL/EFL learning.

### *2.1 ESL/EFL Learning and Speaking Skills*

Enhancing one's speaking skills is a crucial element in language acquisition. According to Nunan (1991), speaking abilities refer to the ability to effectively communicate, generate language in the moment, and express ideas to a group of people. Nevertheless, EFL learners may have challenges in verbal communication because to their limited opportunities for language immersion beyond the classroom setting. Their restricted experience may lead to feelings of unease, hindering their ability to speak fluently (Horwitz et al., 1986).

Task-based language instruction (TBLT) is a methodology that facilitates the growth of oral communication skills. TBLT allows students to enhance their language proficiency by engaging in real-life situations (Willis & Willis, 2007). Skehan (1998) argued that Task-Based Language Teaching (TBLT) has the potential to improve learners' language skills in terms of accuracy, complexity, and fluency. Nevertheless, due to the requirement of careful preparation and continuous monitoring of progress, implementing TBLT might pose challenges for teachers.

### *2.2 Desuggestopedia Teaching Method*

Desuggestopedia is utilized to tackle learning challenges by prioritizing the removal of limitations on the learning process. Desuggestopedia is an instructional approach that prioritizes the recognition and appreciation of students' emotions, with a focus on their affective and humanistic development. The Desuggestopedia teaching technique prioritizes the establishment of a serene and comfortable learning atmosphere, which facilitates the process of language acquisition. Studies have also been conducted on the Desuggestopedia teaching methodology in the context of language acquisition. Alemi and Tayebi (2017) conducted a study to examine the impact of Desuggestopedia on the speaking skills of English as a Foreign Language (EFL) learners. The study included music and relaxation techniques to foster a conducive learning atmosphere and promote uninhibited student participation, free from concerns about errors. The results indicated that the use of the Desuggestopedia method led to enhanced self-assurance and oral proficiency in English among the learners.

According to Lozanov (1978), the originator of the Desuggestopedia approach, language acquisition is more likely to happen in environments where pupils feel comfortable and relaxed. The Desuggestopedia method employs techniques such as role-playing, music, and relaxation exercises to generate a favorable learning atmosphere.

Studies have demonstrated that the Desuggestopedia method has the ability to improve language acquisition. According to a study conducted by Barakat and Abou El-Seoud (2014), it was found that Desuggestopedia has the potential to boost students' self-assurance in speaking and decrease feelings of anxiety. In their study, Fathi and Derakhshan (2016) discovered that the use of the Desuggestopedia approach resulted in enhanced writing abilities and increased motivation among learners.

### *2.3 Technology in Language Learning*

The latest technological developments have opened up new avenues for language acquisition. Mobile applications, in particular, have gained popularity because they are convenient and easily accessible for language learning. Mobile learning is now utilized as a means to engage and inspire students. According to Choo, et. Al. (2019), mobile learning is a pedagogical strategy that relies on and makes use of mobile technologies. Stockwell (2010) asserted that learners can benefit from opportunities for practice, feedback, and language input through mobile applications. Additionally, mobile applications can be tailored to each learner's requirements, making for a more individualized educational experience.

Prior research has demonstrated that incorporating technology into language learning can improve students' language proficiency. For instance, Chen and Liang (2013) discovered that learners' vocabulary acquisition and listening comprehension can be enhanced through the use of mobile applications. Similar findings were made by Lee and Kim (2017), who discovered that using smartphone applications can help students become more proficient speakers by giving them the opportunity for practice and feedback. Furthermore, Liaw (2006) discovered that EFL learners' language proficiency increased when they used Computer-Assisted Language Learning (CALL) software. Similarly, Kim and Kwon (2012) discovered that Korean EFL learners' speaking abilities were enhanced by using mobile applications.

In a similar vein, Yang (2019) studied how Chinese university students used a smartphone app to practice speaking English. Students were required to record themselves speaking and submit their recordings to their teacher for feedback. The app offered a variety of conversation topics. According to the results, the app had a positive effect on learners' speaking abilities and motivation to learn English.

### *2.4 Mobile Assisted Language Learning*

Mobile assisted language learning (MALL) is a great instrument for second language education. Learners profit more than expected from computer-assisted learning (Huang, 2017). MALL lets kids use portable, convenient electronics to learn, which leads students to study at any time and place since they can set their own schedules in a creative, interesting, and delightful way (Persson & Nouri, 2018).

Language study apps are available on the App Store and Google Play Store. Most apps are free but provide greater service for a fee.

Eshankulovna (2021) listed three crucial learning mobilities. Technology mobility, Learning mobility and Learner mobility. According to Eshankulovna (2021), mobile learning helps second language learners as it encourages self-learning by letting learners practice on phones and tablets. Apps allow students to practice English speaking outside of class or review class material without being judged. Mobile devices now serve fun and learning, which is important to note. Thus, the learner must spend time investigating the applications and develop a true desire to learn. Thus, it is essential to choose an app that engages students, making learning a continual inquiry that actively engages and stimulates English discourse (Eshankulovna, 2021).

### 2.5 English-Speaking Practice Apps

With so many options for learners, English-speaking practice apps have grown in popularity in recent years. These apps usually offer learners instant feedback on their speaking abilities along with interactive and communicative language practice opportunities. Furthermore, these applications frequently include functions like speech recognition software, which can give students precise feedback on their intonation and pronunciation (Lai & Zhao, 2019).

Numerous research works have examined the efficacy of practice apps for speaking English. For instance, Cheng and Wang (2019) discovered that Chinese EFL learners' speaking abilities were enhanced when they used an English-speaking practice app. In a similar vein, Kao and Huang (2018) discovered that Taiwanese EFL learners' speaking confidence and proficiency increased when they used an English-speaking practice app. In addition, Lee and Kim (2021) assessed how well a smartphone app helped Korean high school students practice speaking English. With the app's help, students could record and listen to their voices while completing various speaking exercises, including explaining pictures and responding to questions. The app considerably increased learners' confidence and speaking ability in English, according to the results.

Research indicates that improving speaking abilities is crucial for learning English as a foreign language, but students frequently struggle with this skill (Günes and Sarigöz, 2021). On the other hand, new opportunities for interactive and communicative language practice and instant feedback on learners' speaking abilities have been made possible by recent technological advancements, particularly mobile applications and English-speaking practice apps. These technologies have the potential to be useful tools for language learning, as evidenced by earlier studies that have demonstrated how well they can help students improve their speaking abilities (Jaelani and Adung, 2022).

## 3. Method

### 3.1 Participant (Subject) Characteristics

The study subjects were Saudi Arabian diploma candidates at Qassim University. Convenience sampling was used to choose the participants, making the sample size 44 female students. The participants had to meet two requirements to be eligible for inclusion: they had to be EFL learners enrolled in a university diploma program at the time and have access to a smartphone or tablet.

The majority of participants (97.7%) fell within the age range of 18-21 years, with only two individuals being below 18 years old. Seventy-five percent of the participants indicated that they have utilized applications to enhance their English proficiency. Most of the participants (53.1%) used applications for a duration ranging from 1 to 3 months. The majority of participants (59.1%) indicated that they have previously enrolled in English classes. Approximately half of the participants (50%) indicated that they were enrolled for English classes lasting between one and three months.

### 3.2 Instruments

This study utilized a survey questionnaire to ascertain the extent to which participants perceived the English-Speaking Practice App as beneficial in enhancing their proficiency in spoken English. The questionnaire consisted of 36 items that were assessed using a Likert scale, ranging from strongly disagree to strongly agree (see Appendix A). The objects were divided into four groups, with each section containing nine items. They planned to measure the following factors:

1. Evaluation of the app's efficacy in enhancing oral communication abilities
2. Evaluation of the app's usability and user-friendliness
3. Evaluation of the app's influence on the level of motivation to acquire English language skills.
4. Students post-class/study in the future.

The survey questionnaire underwent a thorough evaluation by a group of language teaching and learning professionals to guarantee that its content is valid. The questionnaire's reliability was assessed using Cronbach's alpha, yielding a value of 0.89, which indicates a high level of internal consistency. The survey was disseminated digitally through Google Forms, accessible at the following URL:

<https://docs.google.com/forms/d/1WU4sg2T3I4hrcrjhJDxFf7Xc0nV3RV5yXBRcLi8FePs/edit>

### 3.3 Procedure

The study spanned a duration of 12 weeks, during which the participants were directed to use the English-Speaking Practice App for a minimum of 30 minutes per week. The teacher provided guidance to the participants on app usage and closely assessed their progress during the study. In addition, the participants were obligated to document their speech and submit their recordings to the instructor for evaluation and feedback.

Prior to data collection, ethical approval was obtained from the English Department in Arts and Sciences College at Almithnab, as the participants were students enrolled in that college (see to Appendix C). Upon reaching the conclusion of the study period, the participants were requested to fully respond to the survey questionnaire. The survey was conducted online through the utilization of Google Forms, with the participants being allocated a time frame of 20 minutes to finalize their responses. The lecturer clarified the objective of the study and guaranteed the participants that their responses would be preserved confidential..

### 3.4 Data Analysis

The data obtained from the survey questionnaire were analyzed using descriptive statistics, such as frequencies and percentages, to summarize the participants' responses. Inferential statistics, such as t-tests and correlation analysis, were also used to examine the relationships between the variables. The data analysis was conducted using Exel software. The data that support the findings of this study are openly available in Google Sheets at

[https://docs.google.com/spreadsheets/d/1hsxoE37V\\_jZrsq5j5WoHh2adxCb8hx9jfoNY7ysMt1k/edit?resourcekey#gid=2144450666](https://docs.google.com/spreadsheets/d/1hsxoE37V_jZrsq5j5WoHh2adxCb8hx9jfoNY7ysMt1k/edit?resourcekey#gid=2144450666).

## 4. Results

### 4.1 Preliminary Interpretation

An excel file was generated after the survey data was received. Subsequently, the data were transferred to the SPSS statistical software for item analysis. This involved calculating descriptive statistics such as mean and standard deviation for each item (see to Appendix B). Additionally, it was ensured that all items exhibited adequate variability. The item analysis indicated that all items exhibited adequate variance.

The data were further scrutinized to ascertain their suitability for factor analysis. An analysis of the correlation matrix revealed that each variable had a correlation matrix of three. Thus, none of the variables exhibited a correlation coefficient above 0.90, indicating that although there were associations across the variables, they did not overlap significantly enough to indicate multicollinearity. This shows that certain items did not provide unique information to the dataset.

### 4.2 Item Analysis and Cronbach's Alpha

One method for assessing the internal consistency or interrelatedness of numerous questions within a group is to calculate Cronbach's alpha. SPSS was utilized to perform Cronbach's alpha analysis in order to assess the internal consistency of the items within the four factors. (A) Improving Students' Language Skills, (B) Students' Interest in the app/technology, (C) Students' feelings/personality/psychology, (D) Students after the class/study in the future. Cronbach's alpha yielded a value of  $\alpha = 0.89$ , which indicates a high level of internal consistency.

### 4.3 Descriptive Statistics

After administering a survey to 44 diploma students, the results showed that 84% of the students reported improving in their primary skills/speaking skills after using the English-Speaking Practice App.

For example, most students' responses Agree with the statement, "I believe using the Speaking Practice app helped me improve my English pronunciation" (see Figure 1).



Figure 1. Students' responses to the statement, "I believe using the Speaking Practice app helped me improve my English pronunciation." Figure 1 shows that 43.2% of students strongly agree that using the Speaking Practice app helped them improve their English pronunciation. Also, 52.3% of students reported that they agreed with the same statement, while only 4.5% of students were neutral. Another example is the statement, "I believe using the Speaking Practice app helped me improve my English speaking skills" (see Figure 2).

I believe using the Speaking Practice app helped me improve my English speaking skills.  
44 responses

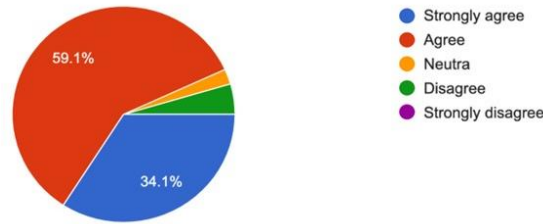


Figure 2. Students' responses to the statement, "I believe using the Speaking Practice app helped me improve my English-speaking skills."

Figure 2 shows that 59.1% of students responded that using the Speaking Practice app helped them improve their English-speaking skills. Moreover, 34.1% of participants strongly agreed with the same statement. On the other hand, only two students disagreed, while just one student was neutral.

Regarding the students' perceptions of the app's usability and ease of use, statistics showed that 85% of the students found the app user-friendly. For instance, most participants strongly agree, "I believe that the Speaking Practice app is easy to use." (see Figure 3).

I believe that the Speaking Practice app is easy to use.  
44 responses

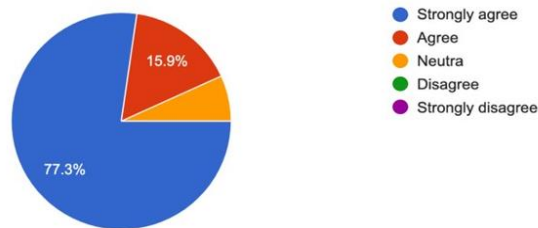


Figure 3. Participants' responses to the statement "I believe that the Speaking Practice app is easy to use."

Figure 3 shows that 77.3% of participants strongly agree that the Speaking Practice app is easy to use. Additionally, 15.9% of the participants agreed with the same statement, while only 6.8% of participants were neutral.

Another instance is the statement, "I am satisfied with the variety of speaking activities provided in the Speaking Practice app" (see Figure 4).

I am satisfied with the variety of speaking activities provided in the Speaking Practice app.  
44 responses

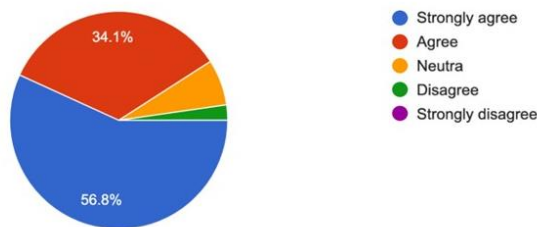


Figure 4. Participants' answers to the sentence, "I am satisfied with the variety of speaking activities provided in the Speaking Practice app."

Figure 4 indicates that 56.8% of participants strongly agree that they are satisfied with the variety of speaking activities provided in the Speaking Practice app. Furthermore, 34.1% of students agreed with that sentence, while only one student disagreed, and two others were neutral.

For the third factor, perceptions of the app's impact on motivation to learn English, almost 91% of the participants reported that the app

positively impacts their motivation to learn English after using the English-Speaking Practice App. For example, most students strongly agreed with the statement, “I feel more relaxed and more comfortable when I speak English using the Speaking Practice app compared to speaking in class.” (see Figure 5).

I feel more relaxed and more comfortable when I speak English using the Speaking Practice app compared to speaking in class.  
44 responses

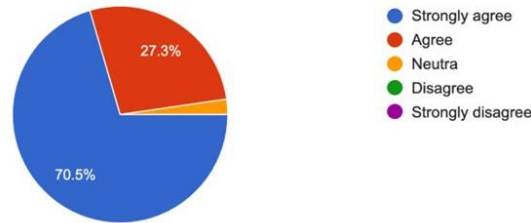


Figure 5. Students’ feedback on the statement “I feel more relaxed and more comfortable when I speak English using the Speaking Practice app compared to speaking in class.”

As shown in Figure 5, there were 70.5% of participants strongly agreed that they feel more relaxed and more comfortable speaking English using the Speaking Practice app compared to speaking in class. Also, 27.3% of students agreed with the same statement, while only one student was neutral. Similarly, most participants revealed that they strongly agreed with the sentence, “I believe that using the Speaking Practice app decreases tension, anxiety, and pressure when speaking English.” (see Figure 6).

I believe that using the Speaking Practice app decreases tension, anxiety, and pressure when speaking English.  
44 responses

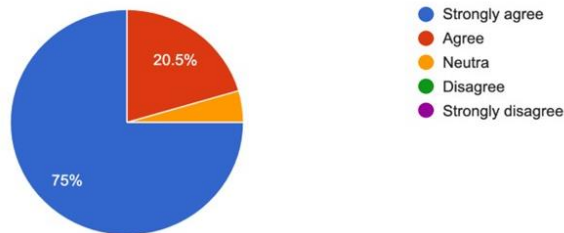


Figure 6. Participants’ responses to the item “I believe that using the Speaking Practice app decreases tension, anxiety, and pressure when speaking English.”

In Figure 6, there were 75% of the participants strongly agreed that using the Speaking Practice app decreases tension, anxiety, and pressure when speaking English. Nine participants agreed on the same item while only 2 students were neutral.

The fourth factor, students after the class/study in the future, demonstrated that 92.5% of the students showed positive attitudes toward using the app after the class/study in the future. As shown in the item “I would recommend the Speaking Practice app for other English learners,” most participants strongly agreed with the statement (see Figure 7).

I would recommend the Speaking Practice app for other English learners.  
44 responses

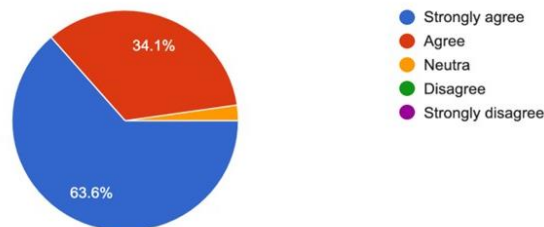


Figure 7. Students' points of view on “I would recommend the Speaking Practice app for other English learners.”

Figure 7 shows that 63.6% of participants strongly agreed that they would recommend the Speaking Practice app to other English learners. Also, 15 students agreed with the same item, while only one student was neutral. Another example is the item "I think I will need

to use the Speaking Practice app in the future," where half the participants strongly agreed (see Figure 8).

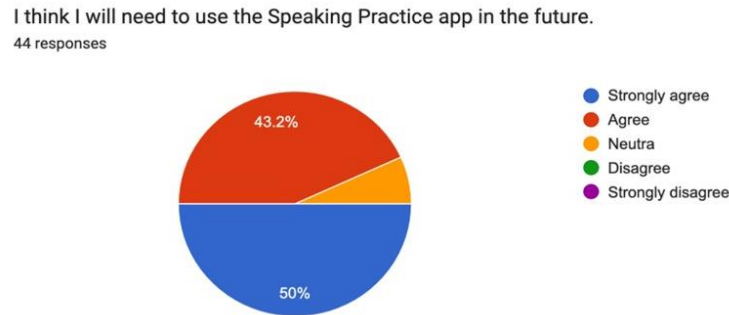


Figure 8. Participants’ responses to the item “I think I will need to use the Speaking Practice app in the future.”

The reader can see that 22 out of 44 students strongly agreed that they need to use the Speaking Practice app in the future. Similarly, 43.2% of the participants agreed on the same item, while only three students were neutral. These findings corroborate the hypothesis that using the English-Speaking Practice App improves EFL learners' primary and speaking skills.

#### 4.2 Findings

The study's findings corroborate previous research (Lai & Zhao, 2019; Kao & Huang, 2018; Huang, 2017; Kim & Kwon 2012) because the English-Speaking Practice App users significantly improved their speaking abilities when compared to the control group. These results imply that technology-based interventions, like English Speaking Practice Apps, can help EFL learners become more proficient speakers.

Additionally, the users expressed great satisfaction with the app, saying it was entertaining, easy to use, and beneficial for honing their speaking abilities. The encouraging comments provided by students imply that English Speaking Practice Apps may raise students' interest and motivation for language study

### 5. Conclusion

This study aimed to determine how diploma students felt about the impact of an English-Speaking Practice App on their speaking abilities. We wanted to know if using the app improved the speaking and primary skills of EFL learners. 93% of students said the app helped them become more confident speakers, indicating that most students thought well of it. Furthermore, we discovered a strong positive association between speaking skill improvement and app usage frequency.

According to our research, EFL learners may find the English-Speaking Practice App useful in enhancing their speaking abilities, particularly if they utilize it regularly. These results align with other studies that have demonstrated the value of technology in language learning. Our research also supports the Desuggestopedia teaching approach, which emphasizes the value of establishing a calm and comfortable learning environment to aid in language acquisition.

However, our study does have limitations. Initially, our sample consisted primarily of diploma students, comprising a minority of the overall population. Furthermore, we did not evaluate the students' spoken communication skills; rather, we collected data exclusively from their subjective points of view. These constraints can be surmounted in future investigations by employing objective assessments of speaking proficiency and increasing the sample size.

This study proves that the English-Speaking Practice App can help EFL learners with their speaking abilities. Additionally, it promotes using the Desuggestopedia teaching methodology and draws attention to the possible advantages of integrating technology into language learning. These findings suggest that technology-based language learning tools can improve the language learning experience and speed up skill acquisition, which has implications for both ESL/EFL teachers and learners.

#### 5.1 Discussion

The purpose of this study was to find out how well an English-speaking practice app improved the speaking abilities of EFL students. According to the literature review, speaking ability development is crucial to learning a language, but EFL students frequently struggle in this area. On the other hand, new opportunities for interactive and communicative language practice as well as instant feedback on learners' speaking abilities have been made possible by recent technological advancements, particularly mobile applications and English-speaking practice apps. These technologies have the potential to be useful tools for language learning, as evidenced by earlier studies that have demonstrated how well they can help students improve their speaking abilities.

The results of this study point to the possibility that English Speaking Practice Apps can be a useful tool for enhancing the speaking abilities of EFL students. With these technologies' help, students may practice their language skills in a more interactive and communicative setting and receive fast feedback on their performance. By introducing these technologies into language learning curricula, teachers can better assist their students in enhancing their speaking abilities and general language proficiency.

### 5.2 Implications

These findings have important ramifications because they imply that EFL learners who want to improve their speaking may find English Speaking Practice Apps to be useful resources. These apps can aid learners in overcoming the obstacles they encounter in honing their speaking abilities by giving them chances for interactive and communicative language practice as well as fast feedback on their performance.

Furthermore, the encouraging comments from users imply that English Speaking Practice Apps can be a helpful addition to conventional classroom training, giving students more chances for language practice and feedback. Teachers can help their students become proficient speakers by introducing these technologies into language learning curricula.

### 5.3 Limitations

Notwithstanding the possible advantages of employing technology—such as apps that practice speaking English—in language acquisition, there are certain drawbacks to consider. First, various factors, including learners' motivation, learning preferences, and technological accessibility, may influence how effective these technologies are. Second, learners might require extra help or feedback from a teacher or tutor due to variations in the quality of feedback offered by these technologies. Lastly, differences in the app designs, the populations examined, and the speaking skill assessment tools may restrict the generalizability of earlier research.

### 5.4 Suggestions for Further Studies

Future research might investigate the following areas to address these limitations:

1. How well English-speaking practice apps work for students with different levels of drive, access to technology, and English proficiency.
2. How various feedback formats, such as metalinguistic feedback, corrective feedback, and feedback on fluency and coherence, affect students' speaking abilities.
3. The role of a teacher or tutor is to offer extra advice or feedback when using apps that practice speaking English.
4. How well English-speaking practice apps work in contrast to other language learning methods like in-person tutoring or conventional classroom instruction.
5. The long-term effects of English-speaking practice apps on language learners' speaking abilities, knowledge retention, and general fluency.

Future research in these areas can help develop more potent language-learning technologies and offer a better understanding of the possible advantages and drawbacks of using English-speaking practice apps in EFL learning.

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### Authors' contributions

Dr. Shatha Alkhalaf and Dr. Ruqayyah Moafa were responsible for study design and revising. Dr. Shatha was responsible for data collection. Both authors contributed equally to the study.

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### Ethics approval

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### Provenance and peer review

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### Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.



**Data sharing statement**

No additional data are available.

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## Appendix A

### Coding

The researchers coded answer choices for each item in Table 1 to organize the data.

Table 1. Answers' Coding

Answer	Answer Code
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

The first factor of the survey measures the perceptions of the app's effectiveness in improving speaking skills. It contains nine items, as shown in Table 2.

Table 2. Improving Students' Language Skills (Perceptions of the app's effectiveness in improving speaking skills)

Item No.	Statement
A1	I believe using the Speaking Practice app helped me improve my English pronunciation.
A2	I believe using the Speaking Practice app helped me improve my fluency.
A3	I believe using the Speaking Practice app helped me improve my English comprehension.
A4	I believe using the Speaking Practice app helped me improve my English listening skills.
A5	I believe using the Speaking Practice app helped me improve my English speaking skills.
A6	I believe using the Speaking Practice app helped me improve my English reading skills.
A7	I believe using the Speaking Practice app helped me develop my English vocabulary knowledge.
A8	I believe using the Speaking Practice app helped improve my knowledge of English grammar.
A9	I believe using the Speaking Practice app helped me improve my overall English language proficiency

The second factor has nine items intended to examine users' perceptions of the app's usability and ease of use. The items of the second factor are shown in Table 3.

Table 3. Students' Interest in the app/technology (Perceptions of the app's usability and ease of use)

Item No.	Statement
B1	I believe that the Speaking Practice app is easy to use.
B2	I believe that the Speaking Practice app is enjoyable to use.
B3	I am satisfied with the variety of speaking activities provided in the Speaking Practice app.
B4	I didn't experience any technical difficulties while using the Speaking Practice app.
B5	I believe that using the Speaking Practice app is better than other English language learning resources.
B6	I believe that using the Speaking Practice app complements my formal English language classes.
B7	I find it interesting to use the Speaking Practice app to learn English.
B8	I found myself willing to use the Speaking Practice app to improve my English.
B9	I believe that the Speaking Practice app deserves a 5 out of 5 overall rating.

The third factor features nine items that are intended to examine perceptions of the app's impact on motivation to learn English. The items of the third factor are shown in Table 4.

Table 4. Students' feelings/personality/psychology (Perceptions of the app's impact on motivation to learn English)

Item No.	Statement
C1	I believe that using the Speaking Practice app improves my confidence in speaking English with others.
C2	I believe that using the Speaking Practice app improves my confidence in speaking English in academic or professional settings.
C3	I feel more relaxed and more comfortable when I speak English using the Speaking Practice app compared to speaking in class.
C4	I believe that using the Speaking Practice app decreases tension, anxiety, and pressure when speaking English.
C5	I felt good when I could upgrade my English level by using the Speaking Practice app.
C6	I always wanted to continue using the Speaking Practice app even if I was mistaken in some quizzes.
C7	I believe that using the Speaking Practice app motivates me to practice speaking English.
C8	I believe that using the Speaking Practice app increased my motivation to learn English.
C9	I believe that the Speaking Practice app aligns with my personal language learning goals.

The fourth factor features nine items as well. These items are intended to examine students' attitudes after the class/study in the future. The items of section B are shown in Table 2.

Table 5. Students after the class/study in the future

Item No.	Statement
D1	I am likely to continue using the Speaking Practice app after the class is over.
D2	I think I will need to use the Speaking Practice app in the future.
D3	I think English learners need a variety of similar speaking apps in the future.
D4	I think English learners should continue using speaking apps, especially if they live in a country where English is a foreign language like Saudi Arabia.
D5	I would recommend the Speaking Practice app for other English learners.
D6	I would recommend the Speaking Practice app to a friend
D7	I would recommend the Speaking Practice app to a classmate or colleague.
D8	I would recommend the Speaking Practice app to an English language teacher.
D9	Thanks to the Speaking Practice app. I could do more practice in English Speaking.

**Appendix B**

Descriptive Statistics

	N	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Error	Std. Deviation	Variance Statistic
A1	44	3	5	4.39	.087	.579	.336
A2	44	3	5	4.30	.095	.632	.399
A3	44	1	5	4.05	.156	1.033	1.068
A4	44	2	5	4.25	.108	.719	.517
A5	44	2	5	4.30	.095	.632	.399
A6	44	1	5	4.18	.131	.870	.757
A7	44	1	5	3.95	.145	.963	.928
A8	44	1	5	3.77	.181	1.198	1.436
A9	44	2	5	4.09	.116	.772	.596
B1	44	3	5	4.70	.090	.594	.353
B2	44	1	5	4.27	.147	.973	.947
B3	44	2	5	4.45	.110	.730	.533
B4	44	1	5	4.36	.153	1.014	1.027
B5	44	2	5	4.07	.147	.974	.949
B6	44	2	5	4.16	.117	.776	.602
B7	44	2	5	4.39	.131	.868	.754
B8	44	1	5	4.34	.126	.834	.695
B9	44	1	5	4.36	.126	.838	.702
C1	44	3	5	4.52	.095	.628	.395
C2	44	3	5	4.23	.107	.711	.505
C3	44	3	5	4.68	.078	.518	.268
C4	44	3	5	4.70	.083	.553	.306
C5	44	3	5	4.55	.089	.589	.347
C6	44	2	5	4.43	.114	.759	.577
C7	44	2	5	4.45	.110	.730	.533
C8	44	1	5	4.23	.112	.743	.552
C9	44	2	5	4.25	.131	.866	.750
D1	44	1	5	4.02	.144	.952	.906
D2	44	3	5	4.43	.094	.625	.391
D3	44	1	5	4.55	.115	.761	.579
D4	44	1	5	4.50	.128	.849	.721
D5	44	3	5	4.61	.081	.538	.289
D6	44	3	5	4.61	.081	.538	.289
D7	44	3	5	4.68	.078	.518	.268
D8	44	2	5	4.55	.115	.761	.579
D9	44	3	5	4.45	.105	.697	.486

## Appendix C

### The Ethical Approval



المملكة العربية السعودية  
وزارة التعليم  
جامعة القصيم  
كلية العلوم والآداب بالمدنب

### To Whom It May Concern

This is to certify that the research instruments pertaining to the study "Diploma Students' Perceptions Regarding the Effectiveness of Using an English-Speaking Practice Application on Their Primary Skills" conducted by Dr. Shatha Alkhalaf, faculty member in the Department, in 2023 have been screened and approved by the Scientific and Ethical Committee in the Department, following which the respondents' approval of publication of the outcomes of this research work was granted verbally, in the interest of the global research community, and this has actually been in practice in our Department.

**Prof. Fahad Saleh Alfallaj, Head,**



**Scientific and Ethical Committee**