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## **The effects of Using Some Chosen English Learning Apps on Speaking Performance of Khulais first Secondary School Students, First Grade**

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### **Abstract**

Many language-learning apps are now accessible to help students thanks to today's state-of-the-art AI technology. Many language learning app advances have centered on English, the dominant language today. Moreover, successful communication is one of the ultimate aims for English language learners, and speaking ability is essential for that. Thus, the main objective of this study is to explain the effect of using some English learning Apps (Speaking English, English Speaking, Talk) on the speaking performance of Khulais first Secondary School Students, the first grade. A semi-structured interview served as the study's main method of data collection. Six female students using the English Learning Apps were selected for the interviewing part. The study found that English learning apps could be a powerful tool for first-grade students looking to improve their speaking performance. By providing an engaging and convenient platform for language learning, these apps can help students to build their skills and feel more confident using English in a variety of situations. Additionally, the participants stated that fluency; pronunciation, vocabulary and grammar are obtained as new information when using English Learning Apps.



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**Keywords:** *English Learning, learning applications, first grade, speaking performance.*



## 1. Introduction

The institutional framework of educational innovation requires educational programs to change. Innovative education is in line with the current global trend in education since it has a global perspective and the capacity to grow. Using cutting-edge digital technologies and educational trends, educational institutions throughout several European nations have innovated and changed their curricula to adopt the most up-to-date methods. Improvements in student learning performance must be made while avoiding additional potential burdens and pressures (Van Diggelen and Van Diggelen, 2015).

In terms of educational innovation for junior high and elementary schools, integrating digital technology into instruction has already generated a "digital trend"; shifting away from the traditional method of teaching using a blackboard and later using a projector to assist with instruction, the current trend of teaching in "smart classrooms" makes use of computers, smartphones, and other mobile devices to improve the effectiveness and quality of education (Chang et al., 2020). Students in the digital age can be exposed to a variety of learning approaches by switching from a traditional textbook to digital media technologies (Catrambone and Seay, 2002). The use of cutting-edge technologies can inspire pupils' curiosity and focus. In other words, utilizing cutting-edge teaching strategies like using games to increase student engagement and learning performance and integrating digital technology into elementary



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and junior high school education can make learning more engaging (Hwang et al., 2016).

Saudi EFL students typically display poor levels of speaking proficiency (Soomro et al., 2011). This poor proficiency level was discovered to be caused by a number of variables. These causes include the wrong teaching of speaking in EFL classrooms (e.g., the employment of teacher-centered approaches), learners' fear of speaking incorrectly, insufficient resources for language teaching, and a lack of time for English practice both within and outside the classroom (Soomro and Farooq, 2018; Aljumah, 2011). Teachers can use technology to get around the challenges of changing many of the behaviors associated with teaching speaking in EFL classes, especially in situations when they have limited administrative capacity, like reducing the number of pupils in classrooms (Albogami and Algethami, 2022).

### **1.1 Study Problem**

Successful communication is one of the ultimate aims for English language learners, and speaking ability is essential for that. Speaking is actually the most crucial of the four fundamental language abilities for many English language learners. Additionally, a language learners proficiency in the language is typically assessed. Even while speaking is obviously important, many English language teachers find it extremely difficult to teach it, especially in EFL settings (James, 2013; Burns, 2019). Two of the biggest difficulties educators have when instructing speaking in EFL classrooms are students' fear and the size of the



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classroom (e.g., Burns, 2019; Hasanah & Utami, 2019; Wilson, Fang, Rollins and Valadez, 2016).

The use of technology in language learning and teaching has been the subject of a vast and expanding corpus of research over the past few decades (Chun et al., 2016). More recently, with the introduction of smartphones, numerous research has looked at how mobile phones might improve language learning and teaching (Kukulaska-Hulme and Shield, 2008; Demouy and Kukulaska-Hulme, 2010). This research has demonstrated that mobile technologies can provide creative answers to a variety of language education problems and difficulties (Kukulaska-Hulme, 2019).

Because it might be difficult for teachers to teach speaking in EFL classrooms because students are reluctant to speak up or because there isn't enough time, using mobile phones, especially in an asynchronous manner, can be a solution (Chun et al., 2016). Thus, the main objective of this study is to explain the effect of using some English learning Apps on the speaking performance of Khulais first Secondary School Students, the first grade.

Following the study problem, the sub objectives of this study are:

1. To identify the preferred features or aspects of English learning apps that are appealing to first grade students when using these apps.



2. To determine the preference of students in using English learning apps or traditional classroom activities when practicing English language skills.
3. To identify the challenges and difficulties that students face when using English learning apps.
4. To assess students' speaking performance after using English Learning Apps in terms of fluency, pronunciation, vocabulary and grammar.

## **1.2 Questions of the Study**

The problem of the current study can be summarized in the following questions:

1. What are the features or aspects of English learning apps that appeal to first-grade students when using them?
2. Do first grade students prefer using English learning apps or traditional classroom activities when practicing English language?
3. What are the challenges and difficulties that students face when using English learning apps?
4. Is using English Learning Apps affect speaking performance in terms of fluency, pronunciation, vocabulary and grammar?

## **1.3 Limitation of the Study**

Although the study's goal was accomplished, there are a number of major limitations. First off, there is obviously a time limit because the study only lasts for few weeks. Second, the reliability of the results is



constrained by the size of the survey and interview sample. The validity and reliability of this research can be enhanced with more participants. Third, the sample uses three applications for learning to speak English: "Speaking English, English Speaking, and Talk".

## **2. Literature Review**

### **2.1 Using augmented reality (AR) and artificial intelligence (AI) in English learning**

Without a "genuine" learning environment, EFL (English as a Foreign Language) students in non-English-speaking nations typically perform poorly when learning the language. Chang et al., (2020) suggest using augmented reality (AR) to promote situational classroom learning and conducting teaching experiments for situational English learning in order to increase the effectiveness of EFL students' English learning. The goal of this study is to determine whether augmented reality can improve EFL students' learning outcomes in a situational scenario. The attention, relevance, confidence, and satisfaction (ARCS) model is used to validate the learning outcomes of the experimental student group. Statistical analysis shows that the experimental teaching approach is significantly more effective than the control group's (i.e., the traditional teaching method). Students in the experimental group demonstrate clearly improved learning outcomes, and EFL students have given positive feedback on the use of AR. The experimental findings show that: (1) students can focus more on practicing speaking English as a second language; (2) real-life AR scenarios increased student confidence in



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learning English; and (3) incorporating AR teaching materials in situational context classes can provide nearly real-life scenarios and enhance students' learning satisfaction.

The purpose of Junaidi, (2020) study is to evaluate how well artificial intelligence (AI) applications perform in an EFL classroom setting. The Lyra Virtual Assistant (LVA) AIapp was used in this experimental project with the idea that it could assist the students to become more effective communicators. LVA was chosen because of its many distinctive features, ease of use, low cost, and top rating among virtual help services in 2018. The sample in this study was chosen from a secondary school that was suggested by the Ministry of Education due to the school's policy allowing pupils to bring cell phones into the classroom and its consistently weak performance in English speaking based on exam results. 65 students from two distinct seventh-grade courses were divided into experimental and control groups for this study. The research approach, a quasi-experimental, focused on the four aspects of speaking ability—pronunciation, grammar, vocabulary, and fluency—with pre-and post-tests. The findings revealed a significant difference between the experimental group using LVA (69.59) and the control class using their usual methods in the post-test (63.61). LVA is therefore a useful AI tool for EFL students to hone their speaking abilities.

## **2.2 Using mobile app in English learning**

Wu and Miller, (2020) detail an action case study on the use of peer feedback from mobile devices to enhance second language (L2) speakers'





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English proficiency. The study used a newly created mobile app in class with the provision of peer feedback, drawing on the learning-oriented assessment (LOA) framework (Carless, 2007). At a university in Hong Kong, the study involved 25 Business School students taking an English for Special Purposes course. A mixed-methods strategy was used, and its components of it included a teacher journal, a focus group discussion following class, and a questionnaire survey. Two broad themes were identified with respect to the participants' learning experience, including the utilization of peer feedback and the affordances and limitations of technology, in addition to the participants' overall opinions. The findings showed that while students generally agreed that mobile-assisted peer feedback (such as real-time and anonymous feedback) had favorable effects, they also acknowledged some of its drawbacks, including the small screens of their phones and the sparse number of provided rubrics. Finally, based on the identified themes, we explore the consequences from several angles.

Regarding the value of MALL in English learning, the goal of Ahmed et al., (2022) study was to look at how Duolingo and WhatsApp affected Iranian EFL learners' speaking correctness and fluency. Three groups of Iranian intermediate EFL students were chosen as the study's participants in order to achieve this goal. The speaking pretest was then administered to all groups, followed by the intervention. Ten talks from Family and Friends Book 5 were taught to one group using the Duolingo app, while the other group learned the same dialogues using the WhatsApp app. The



talks were taught to the third group, which is known as the control group (CG), in a conventional classroom setting. A speaking posttest was given to all groups after the conversations were taught in order to compare their results following the intervention. The one-way ANOVA test was used to assess the data that had been gathered. The outcomes showed that on the speaking posttest, two experimental groups (EGs) performed better than the control group (CG). The results also revealed that the two EGs had comparable speaking post-test results.

### **2.3 Mobile game-based learning (MGBL)**

The repetition strategy is still the most popular method for learning new words, and numerous earlier research has demonstrated that vocabulary size is an important factor in the learning of English as a foreign language (EFL). The repetition method, however, has long been criticized for the possibility that it renders students passive or even uninterested in their vocabulary acquisition. Mobile game-based learning (MGBL) has been viewed as a viable strategy for helping students successfully acquire and retain knowledge given the rapid development of information and communication technology (ICT). Therefore, Chen et al., (2019) study evaluated the impact of using PHONE Words, a novel mobile English vocabulary learning APP, as a learning tool on learners' perceptions and learning performance. PHONE Words is built with game-related functions (MEVLA-GF) and without game-related functions (MEVLA-NGF). Twenty sophomore students from the College of Liberal Arts at National Chengchi University were enlisted as research participants for



the four-week experimental treatment. They were divided into two groups: the experimental group, which used MEVLA-GF to learn vocabulary, and the control group, which used MEVLA-NGF. According to analytical findings, the experimental group's learning performance in language acquisition and vocabulary retention was significantly better than that of the control group. Results of a Pearson correlation analysis revealed a favorable link between learners' reliance on MEVLA-gamified GF's functions and their performance in vocabulary learning.

#### **2.4 The use of applications and technology in learning English language for first grade students**

Learning a new language can be a challenging task, especially for first-grade students. However, technology has significantly enhanced the process of learning English, making it more engaging, fun, and accessible. One of the most significant advantages of using technology in learning English for first-grade students is its interactive nature. Many language learning applications, such as Duolingo and ABCmouse, offer engaging, interactive games and activities that cater to the needs and interests of young learners. These activities help build vocabulary, reading comprehension, and listening skills (Ahmadi, 2018).

According to a study conducted by Chen and Lin (2018), using educational apps as Duolingo can significantly improve students' English language skills, including reading, writing, listening, and speaking. The study found that using Duolingo helped students develop their vocabulary, grammar, and communication skills.



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Another advantage is that technology offers a personalized learning experience for first-grade students. Many language learning applications offer personalized lessons that cater to the individual's level and learning style. This way, first-grade students can focus on the areas they need to improve on, which saves time and makes learning more efficient. According to a study by Son and Lee (2018), using personalized learning apps like Lingokids can improve children's English language proficiency. The study found that Lingokids helped improve students' vocabulary, grammar, and reading comprehension skills.

Technology has also made it easier for first-grade students to practice their English language skills with a variety of multimedia materials. For instance, educational videos, songs, and audiobooks can be accessed through language learning applications like Super Simple Songs and Starfall, which help to improve their listening and comprehension skills. According to a study conducted by Sari and Budiman (2021), using educational videos and songs can improve children's English language skills, including listening and comprehension. The study found that using educational multimedia materials helped improve students' motivation and interest in learning English.

In conclusion, the use of applications and technology can significantly enhance the process of learning English for first-grade students, making it more interactive, personalized, and fun. With the wide range of applications and tools available, first-grade students can choose what



works best for them and make the most of their language-learning journey (Thanh et al., 2021).

## **2.5 Difficulties faced when using English Learning Apps**

English learning apps have become increasingly popular in recent years due to the convenience and accessibility they offer to learners. However, despite the benefits, there are several difficulties that learners may face when using these apps. One of the most significant challenges is the lack of human interaction. Unlike traditional classrooms or private tutoring, language-learning apps lack the personal touch that a teacher or tutor can provide, which can make it difficult for learners to receive feedback, ask questions, or practice speaking skills. The quality of content on some English learning apps can also be a significant issue. While some apps offer high-quality content, others may have poorly designed lessons, inaccurate information, or outdated content. This can be particularly frustrating for learners who may spend hours on an app only to find that the material is not useful or relevant to their learning goals (Metruk, 2022).

Finally, technical difficulties can be a significant challenge when using English learning apps. Apps can be prone to bugs, crashes, or slow loading times, which can interfere with the learner's ability to access the material. Additionally, the availability of apps may be limited in certain regions, and some learners may not have access to the necessary technology to use them effectively. Overall, while English learning apps can be an excellent resource for language learners, it is essential to be



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aware of these potential challenges and work to overcome them to achieve language proficiency (Cheng & Kim, 2019).

### **3- Research Methodology**

The current study aim is to evaluate students' speaking performance after using English Learning Apps (Speaking English, English Speaking, Talk) in terms of fluency, pronunciation, vocabulary and grammar. Therefore, the interview was used as a tool to conduct this study, with reference to a group of literature and previous studies. The interview is a commonly used and effective means of collecting information from study participants, particularly in qualitative research. It allows for in-depth exploration of the study community and its experiences, perspectives, and behaviors related to the research question. Through interviews, researchers can gather rich and detailed data that can shed light on complex phenomena and provide insights into participants' beliefs, attitudes, and motivations. Moreover, interviews can be adapted to the specific nature of the study and the characteristics of the study population, making it a flexible and versatile research tool. Overall, interviews are an excellent way to collect information that is relevant and meaningful to the research question, and they can generate valuable insights that can inform policy and practice. As a qualitative research, this study included 6 interviews with relevant students'.

### **4- Data Analysis & Results**

#### **4.1 Introduction**



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A semi-structured interview served as the study's main method of data collection. Semi-structured interviews enable the researcher to collect comprehensive data in an interactive and conversational setting. The collected qualitative data is then analyzed using the content analysis method. The researcher meticulously prepared the interview questions first to ensure that they would cover all crucial aspects related to the main issue. Afterward, the researcher specified the tool that would be used to collect and record data, either by recording audio to be listened to later or by taking interim notes and observations from students during the interview. Interviews have been made with six students from the first grade in Khulais first Secondary School, who used English applications (Speaking English, English speaking, Talk). The following sections will aim to analyze the collected data, which has been gained from the interviews.

## **4.2 Background information**

The participants in this study were all first graders and came from the same secondary school in Saudi Arabia (Khulais First Secondary School). Six female students using the English Learning Apps were selected for the interviewing part to support more information for the research questions.

## **4.3 Using English Learning Apps to practice English**



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Regarding the first question of the interview, which aimed to explain what first-grade students might like when using English learning Apps to practice their English. Most of the participants like (P1, P3, P4, P6) agreed that English learning apps could be a fun and engaging way to practice their English language skills. Many apps are designed with bright colours, fun animations, and friendly characters that can make learning feel less like work and more like play. The interactive features of these apps, such as games and quizzes, can also help students stay motivated and interested in their learning. Participant1 said: *"I love using English learning apps because they are so much fun! The apps have lots of bright colours and cool sounds that make learning feel like playing a game. I like to play the matching games and quizzes because I can see how much I know about English. And when I get the answers right, the app gives me a special reward like a gold star or a cool picture. It makes me feel really good and like I'm doing a great job"*.

Another participant stated that English learning apps could help first-grade students build confidence in their English language abilities. By practicing their English skills in a low-pressure and supportive environment, students can develop their language skills and feel more comfortable using English in real-life situations. This can be particularly important for students who are learning English as a second language, as it can help them build connections with English-speaking classmates, teachers, and other people they might meet in their lives Participant2 stated that: *"I like using English learning apps because I can practice on*





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*my own. Sometimes in class, I feel shy and do not want to talk too much in English, but with the apps, I can practice and get better without anyone watching me, and if I make a mistake, I can try again and again until I get it right".*

Participant5 on the other hand said; *"I like using English learning apps because they are easy to use. The apps have big buttons and simple instructions, so I can understand how to use them without any help. In addition, if I am stuck, the app usually gives me a hint or a clue to help me out. It is nice to feel like I can learn English on my own and not have to depend on someone else all the time, and when I figure out how to use the app, it feels like I am really smart!"*

Table1. Participants' answers regarding Using English Learning Apps to practice English

Participant No.	Using English Learning Apps to practice English
P1	<b>I love using English learning apps because they are so much fun! The apps have lots of bright colors and cool sounds that make learning feel like playing a game. I like to play the matching games and quizzes because I can see how much I know about English, and when I get the answers right, the app gives me a special reward like a gold star or a cool picture. It makes me feel really good and like I'm doing a great job</b>



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<b>P2</b>	<b>I like using English learning apps because I can practice on my own. Sometimes in class, I feel shy and do not want to talk too much in English, but with the apps, I can practice and get better without anyone watching me, and if I make a mistake, I can try again and again until I get it right.</b>
<b>P3</b>	<b>Apps for learning English are so much fun, so I adore using them. The apps' vibrant colors and fun sounds provide the impression that users are playing games while studying. I enjoy playing the matching games and quizzes since they allow me to gauge my level of English knowledge.</b>
<b>P4</b>	<b>English learning apps are awesome because they make practicing English so much fun! They have many different activities, such as matching games and quizzes that are super entertaining. I love seeing how much I already know about English and how much I can improve.</b>
<b>P5</b>	<b>I like using English learning apps because they are easy to use. The apps have big buttons and simple instructions, so I can understand how to use them without any help. In addition, if I am stuck, the app usually gives me a hint or a clue to help me out. It is nice to feel like I can learn English on my own and not have to depend on someone else all the time, and when I figure out how to use the app, it feels like I am really smart.</b>
<b>P6</b>	<b>The English learning apps are my favorite because they feel like I am playing games instead of studying. I love the bright colors and</b>



	<p><b>fun sounds that make practicing English so much more exciting. When I play the matching games, it is like I am on an adventure, trying to beat my own high score, and when I do beat my high score, the app rewards me with a gold star or a cool picture.</b></p>
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#### **4.4 Do you prefer using English learning apps or traditional classroom activities to practice your English, and why?**

Regarding the second inquiry, which aimed to determine whether participants preferred using English-learning apps or more conventional classroom exercises to improve their English language skills, it is difficult to generalize the preferences of all first-grade students, as every child is unique and has their own learning style and interests. However, based on observations through the interview, it is safe to say that some first-grade students may prefer using English learning apps, while others may enjoy traditional classroom activities more.

For instant participant3 said that: "*I like using English learning apps because I can practice anytime, anywhere. I can use them on my tablet or phone when I am waiting for my mom or dad to pick me up from school. But I also like doing activities in class because I can talk to my friends and learn new things together.*" While participant4 said: "*I enjoy learning English in a traditional classroom because I can interact with my classmates and my teacher. I like working on activities together and sharing our ideas. I also like it when we learn new vocabulary words and practice using them in sentences. It is easier for me to understand the*



*words and remember them when I see them written down and say them aloud."*

Additionally, participant<sup>6</sup> agreed with participant<sup>4</sup> Due to her preference for traditional classroom settings for learning English, because she believes that she could improve and pick up new skills when reading books, compose stories, and practice spelling words on paper in the classroom. P<sup>6</sup> said;" *I prefer traditional classrooms for learning English because I like having a set routine and knowing what to expect every day. When we do things like read books, write stories, and practice spelling words on paper, I feel like I am making progress and learning new things."*

Table 2. English learning apps vs. traditional classroom activities

Participant No.	English learning apps vs. traditional classroom activities
P1	<b>I prefer using English Learning apps because I think English learning apps are helpful for practicing my language skills. They make it easy for me to learn new words and phrases, and the games and quizzes help me remember what I have learned. I love that I can use them on my tablet or phone and practice whenever I want.</b>
P2	<b>I prefer using English learning apps over traditional classroom activities because I can go at my own pace. Sometimes in class, I feel like I am falling behind or not understanding something, but with the apps, I can take my time and repeat the lessons until I understand them.</b>



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<b>P3</b>	<b>I like using English learning apps more because I can practice anytime, anywhere. I can use them on my tablet or phone when I am waiting for my mom or dad to pick me up from school, but I also like doing activities in class because I can talk to my friends and learn new things together.</b>
<b>P4</b>	<b>I enjoy learning English in a traditional classroom because I can interact with my classmates and my teacher. I like working on activities together and sharing our ideas. I also like it when we learn new vocabulary words and practice using them in sentences. It is easier for me to understand the words and remember them when I see them written down and say them aloud.</b>
<b>P5</b>	<b>I prefer English learning apps because I really enjoy using English learning apps because they have so many different features. I can practice listening, reading, writing, and speaking all in one app. I also like that the apps track my progress and show me where I need to improve. It makes me feel like I am making real progress in my English skills.</b>
<b>P6</b>	<b>I prefer traditional classrooms for learning English because I like having a set routine and knowing what to expect every day. When we do things like read books, write stories, and practice spelling words on paper, I feel like I am making progress and learning new things.</b>

#### **4.5 New information acquired via an English Learning App**



Regarding the third question of the interview, which aimed to reveal new information, acquired via English learning apps, the six students stated that fluency; pronunciation, vocabulary and grammar are obtained as new information when using English Learning Apps. For example participant 1 Said;" *I learned so many new vocabulary words that I did not know before. The app had many different categories, like animals, food, and clothes, and each category had pictures and sounds to help me understand the words. I learned words like 'zebra,' 'pumpkin,' and 'scarf,' and I practiced saying them so I could remember them better.*"

Participant 2 improved her spelling skills with the aid of the English language learning apps, mainly through the way the app asked her to spell a word after showing it to her. She states;" *The English learning app helped me learn how to spell words better. I liked how the app would show me the word and then ask me to spell it. If I got it wrong, the app would give me feedback and help me understand the right way to spell the word. I also liked how the app would say the word aloud, so I could practice my listening and speaking skills as well.*"

On the other hand, participant 4 improved her grammar skills through using English learning Apps, she says;" *The English learning app helped me improve my grammar skills. I liked how the app would ask me to identify the correct verb tense or adjective form, and then give me feedback on my answer. I learned the difference between past and present tense.*"

Table 3. New information acquired via an English Learning App



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<b>Participant No.</b>	<b>New information acquired via an English Learning App</b>
<b>P1</b>	<b>I learned so many new vocabulary words that I did not know before. The app had many different categories, like animals, food, and clothes, and each category had pictures and sounds to help me understand the words. I learned words like 'zebra,' 'pumpkin,' and 'scarf,' and I practiced saying them so I could remember them better.</b>
<b>P2</b>	<b>The English learning app helped me learn how to spell words better. I liked how the app would show me the word and then ask me to spell it. If I got it wrong, the app would give me feedback and help me understand the right way to spell the word. I also liked how the app would say the word aloud, so I could practice my listening and speaking skills as well.</b>
<b>P3</b>	<b>When I used the English learning app, I learned about different countries and cultures. I liked how the app would show me pictures of different places and tell me interesting facts about them. I also liked learning about different customs and traditions from around the world.</b>
<b>P4</b>	<b>The English learning app helped me improve my grammar skills. I liked how the app would ask me to identify the correct verb tense or adjective form, and then give me feedback on my answer. I learned the difference between past and present tense.</b>
<b>P5</b>	<b>I learned a lot of new phrases and expressions when I used the English learning app. I liked how the app would give me examples</b>



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	<p><b>of how to use the phrases in context, and then ask me to practice using them myself. I learned how to say things like 'please' and 'thank you,' and how to ask for help or directions.</b></p>
<b>P6</b>	<p><b>The English learning app helped me learn how to read better. I liked how the app would show me words and then ask me to read them out loud. I also liked the stories and books that the app had, with pictures and sounds that made it easier for me to understand what was happening.</b></p>

#### **4.6 Improving English skills using English Learning Apps**

Regarding the fourth question of the interview, all participants admitted that using English learning Apps helped them improve their English skills. As stated by participant 1: "*English learning apps are so helpful because they make it easy to practice speaking, listening, and writing in English. I can listen to recordings of native speakers and practice speaking along with them, and I can practice writing sentences and paragraphs to improve my grammar and vocabulary*".

While participant4 agreed by saying: "*English learning apps are a great way to learn new words and phrases. The apps use pictures, audio, and interactive activities to help you remember new vocabulary, and I love that I can review the words and phrases as many times as I need to. It is really helping me expand my English vocabulary and communicate better with others.*"





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Table 4.Improving English skills using English Learning Apps

<b>Participant No.</b>	<b>Improving English skills using English Learning Apps</b>
<b>P1</b>	<b>English learning apps are so helpful because they make it easy to practice speaking, listening, and writing in English. I can listen to recordings of native speakers and practice speaking along with them, and I can practice writing sentences and paragraphs to improve my grammar and vocabulary.</b>
<b>P2</b>	<b>English learning apps are so cool because they have so many features that can help you learn in different ways. Some apps have games, quizzes, and videos that help you practice your English skills, while others have virtual teachers who can help you with pronunciation or grammar. I love that I can switch between different apps to find the one that works best for me.</b>
<b>P3</b>	<b>I used to feel nervous and shy when speaking English, but since I started using English learning apps, I have become more confident. The apps give me a safe space to practice my English without feeling embarrassed, and I can listen to native speakers to improve my pronunciation. I feel like I am finally making progress with my English skills.</b>
<b>P4</b>	<b>English learning apps are a great way to learn new words and phrases. The apps use pictures, audio, and interactive activities to help you remember new vocabulary, and I love that I can review the words and phrases as many times as I need to. It is really</b>



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	<b>helping me expand my English vocabulary and communicate better with others.</b>
<b>P5</b>	<b>I already feel like my English skills are improving. I used to struggle with spelling and pronunciation, but now I am getting better at both. The apps have so many interactive features and activities, which makes it easier to stay engaged and motivated.</b>
<b>P6</b>	<b>English learning apps are so much more engaging than traditional language textbooks. The apps use multimedia resources like videos, audio, and interactive games to keep me interested and motivated. I feel like I am not just learning English, but also having fun at the same time. It makes me excited to keep learning and improving my skills.</b>

#### **4.7 Difficulties faced when using English Learning Apps**

Different difficulties were observed from the participants including easily getting frustrated and lose hope when they do not understand a new word. As well as the internet requirements to use these apps, for example participant 4 said;" *I find it difficult to use the app when I do not have access to the internet. Some apps require an internet connection to work, and if I do not have wife or data, I cannot practice my English. It would be helpful if the app had an offline mode or more features that work without the internet.*"

Moreover, it is observed that not having a stable internet connection is a major problem when using these apps. As stated by participant 6:" *When I*



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*do not have internet access, I find it challenging to use the app. This can be especially frustrating when I am in a location with no access to Wi-Fi or a reliable cellular network. Additionally, some of the apps may have features that are only available online, such as live conversation, so, I miss these opportunities."*

Table 5. Difficulties faced when using English Learning Apps

<b>Participant No.</b>	<b>Improving English skills using English Learning Apps</b>
<b>P1</b>	<b>Sometimes I get frustrated when I do not understand a new word or grammar rule. English learning apps usually have a help section, but I still feel like I need a teacher to explain it to me in person. It can be hard to learn on my own sometimes.</b>
<b>P2</b>	<b>I find it difficult to stay motivated when using English learning apps. Even though they have fun games and activities, sometimes I just do not feel like doing them. It is easy to get distracted and want to do something else instead of learning English.</b>
<b>P3</b>	<b>I find it difficult to practice my English speaking skills on the app. Even though some apps have a speaking feature, it's not the same as talking to a real person. I wish there were more opportunities to</b>



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	<b>practice speaking and get feedback from a real person.</b>
<b>P4</b>	<b>I find it difficult to use the app when I do not have access to the internet. Some apps require an internet connection to work, and if I do not have wifi or data, I cannot practice my English. It would be helpful if the app had an offline mode or more features that work without the internet.</b>
<b>P5</b>	<b>I find it difficult to remember what I learned from the app after a while. Even though the app can be helpful in the moment, it is hard to remember and retain the information over time. It would be helpful if the app had more repetition and review to help me remember what I learned.</b>
<b>P6</b>	<b>When I do not have internet access, I find it challenging to use the app. This can be especially frustrating when I am in a location with no access to Wi-Fi or a reliable cellular network. Additionally, some of the apps may have features that are only available online, such as live conversation, so, I miss these opportunities.</b>

#### **4.8 Effect of using English learning Apps on English speaking performance**

Regarding the last question, which aimed to evaluate the effect of using English learning apps on the speaking performance of first-graduate students, it is observed that all participants agreed that Using English learning apps can have a significant impact on one's English speaking



performance. These apps provide a fun and interactive way to learn and practice language skills, from grammar and vocabulary to pronunciation and conversation. By using the app regularly, learners can improve their fluency, accuracy, and confidence when speaking English. As stated by participant 2 for instant: "*English learning apps have been incredibly helpful in boosting my confidence when speaking English. I used to struggle with pronunciation and grammar, which made me feel self-conscious and hesitant to speak up. However, the app has provided me with a fun and interactive way to practice these skills, and I can feel myself getting better with each lesson.*"

Participant 6 also said: "*English learning apps have been an excellent resource for me when it comes to building my confidence in speaking English. The app has a variety of exercises and activities that allow me to practice my listening, speaking, and writing skills. As I have improved in these areas.*"

Table 6. Effect of using English learning Apps on English speaking performance

<b>Participant No.</b>	<b>Effect of using English learning Apps on English speaking performance</b>
<b>P1</b>	<b>Since I started using English learning apps, my confidence in speaking English has grown immensely. I used to be very shy and</b>



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	<p>unsure of my abilities, but the app has helped me to feel more comfortable using new words and phrases in conversation.</p>
P2	<p>English learning apps have been incredibly helpful in boosting my confidence when speaking English. I used to struggle with pronunciation and grammar, which made me feel self-conscious and hesitant to speak up. However, the app has provided me with a fun and interactive way to practice these skills, and I can feel myself getting better with each lesson.</p>
P3	<p>Using English learning apps has had a profound impact on my confidence in speaking English. I used to feel like I was always stumbling over my words and making mistakes, which made me hesitant to speak up in class or with my friends. However, since starting to use the app, I have noticed a significant improvement in my language skills.</p>
P4	<p>English learning apps have helped me feel more confident when speaking English by giving me the tools and resources I need to improve my skills. With the app, I can practice my pronunciation and learn new vocabulary.</p>
P5	<p>Using English learning apps has made a big difference in my confidence when speaking English. Before, I would get nervous and anxious when I had to speak, but now I feel much more prepared and ready to communicate. The app has given me a solid foundation in grammar and vocabulary, which has made it easier for me to express myself in English.</p>
P6	<p>English learning apps have been an excellent resource for me when</p>



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	<p><b>it comes to building my confidence in speaking English. The app has a variety of exercises and activities that allow me to practice my listening, speaking, and writing skills. As I have improved in these areas.</b></p>
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## 5-Conclusion

The effects of using English learning apps on speaking performance for first-grade students can be highly beneficial. These apps provide a fun and interactive way for students to learn and practice English language skills, helping to boost their fluency, accuracy, and confidence when speaking English. Additionally, by incorporating technology into their language learning, students are engaging with a medium that they are comfortable with, making the learning process more enjoyable and effective.

One of the most significant advantages of using English learning apps is that students can practice their speaking skills in a safe and supportive environment. This can help students build their speaking skills and feel more comfortable using English in real-life situations. Moreover, these applications were observed to have a direct positive impact on student's performance in English in terms of fluency, pronunciation, vocabulary and grammar.

The benefits of using English learning apps on the speaking performance of first-grade students are numerous. These apps offer a flexible and



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convenient way to learn English, allowing students to practice their language skills whenever and wherever they like. With interactive exercises, games, and activities, students can engage with the material in a way that is both fun and effective.

Overall, English learning apps can be a powerful tool for first-grade students looking to improve their speaking performance. By providing an engaging and convenient platform for language learning, these apps can help students to build their skills and feel more confident using English in a variety of situations. With the right app and consistent practice, first-grade students can develop strong language skills that will benefit them throughout their academic and professional careers in the future.





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