Thesis Defense

Effects of Mobile Language Learning FLOW Speak Application on Enhancing Students' Speaking Fluency Case of First-Year Students of English at Mohamed Lamine Debaghine Setif 2 University

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Outline of the Presentation

Major sections of this thesis defense presentation

- Overview of the Dissertation
- Significance of the Study
- FLOW Speak Application
- Research Questions
- Research Hypotheses
- Research Methodology
- Results of Pre-and Post-tests "Fluency"
- Satisfaction Scale Results
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- Suggestions for further Research
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Overview of the Dissertation

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Analysis and Interpretation of the Three

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Significance of the Study

The capacity to communicate clearly, without substantial interruptions or pauses, is known as speaking fluency. It emphasizes speech flexibility rather than accuracy. First-year students of English showed a difficulty in speaking fluency. This is due to the Algerian program which focuses mostly on grammar rules and acquiring some vocabulary from primary to high schools, in addition to that, the limited time of oral expression at the University so that, most of first-year students of English have limited time to express orally their thoughts, ideas, opinions, and beliefs with a successful

As they are English students, they need to develop their speaking skills. The current study will provide a mobile language learning application "FLOW Speak" to overcome those students' obstacles while speaking specifically in fluency.
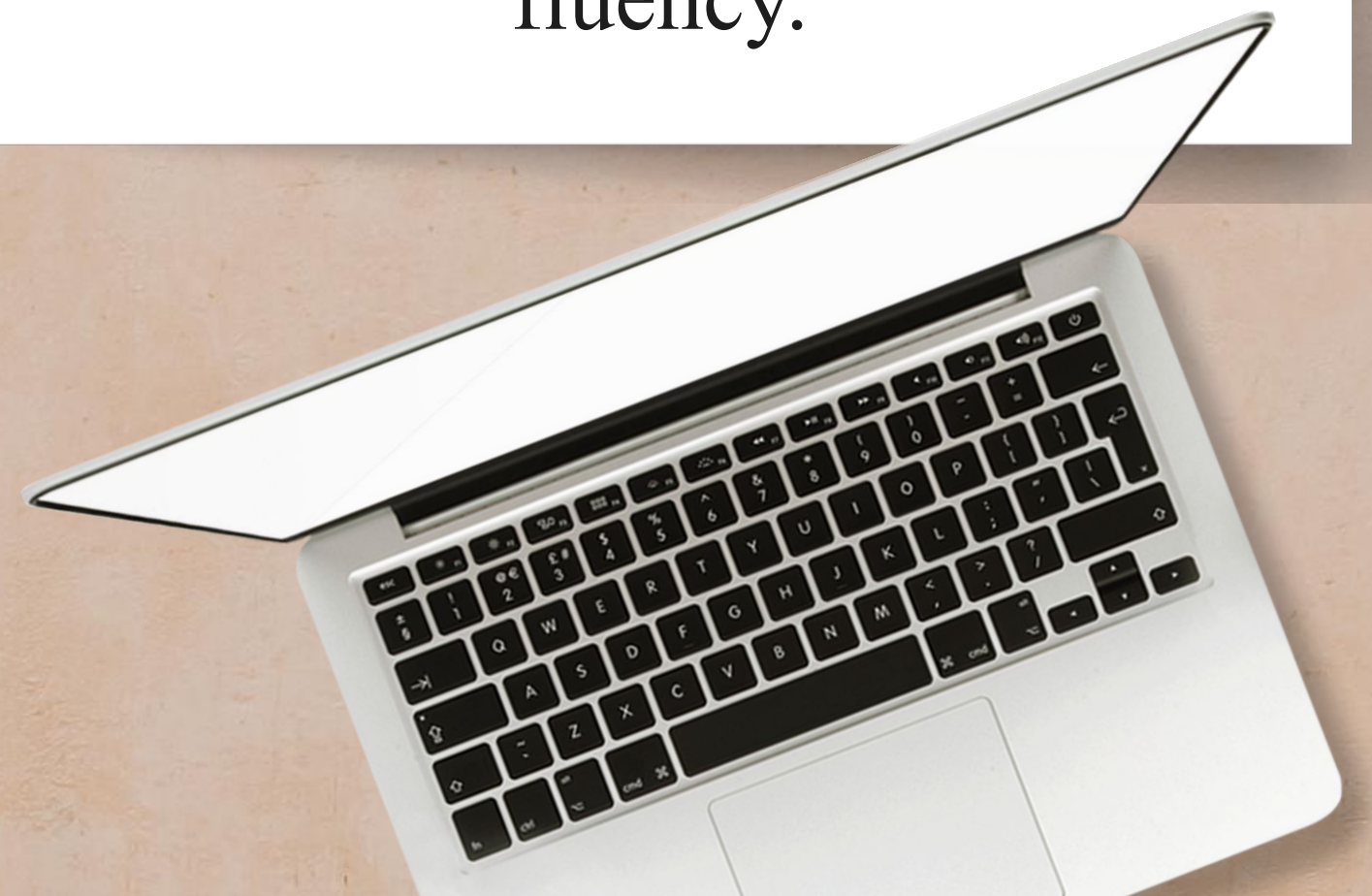
FLOW Speak Application

FLOW Speak is an online platform, and it is developed into a mobile phone application in Sept 2022. It is an application that help in achieving conversational fluency and build speaking confidence. Besides, it is committed to making learning to speak English more natural, fun, and easy.

It can provide learners with immediate feedback on their pronunciation, speed, vocabulary in addition to grammar mistakes.

Left screen
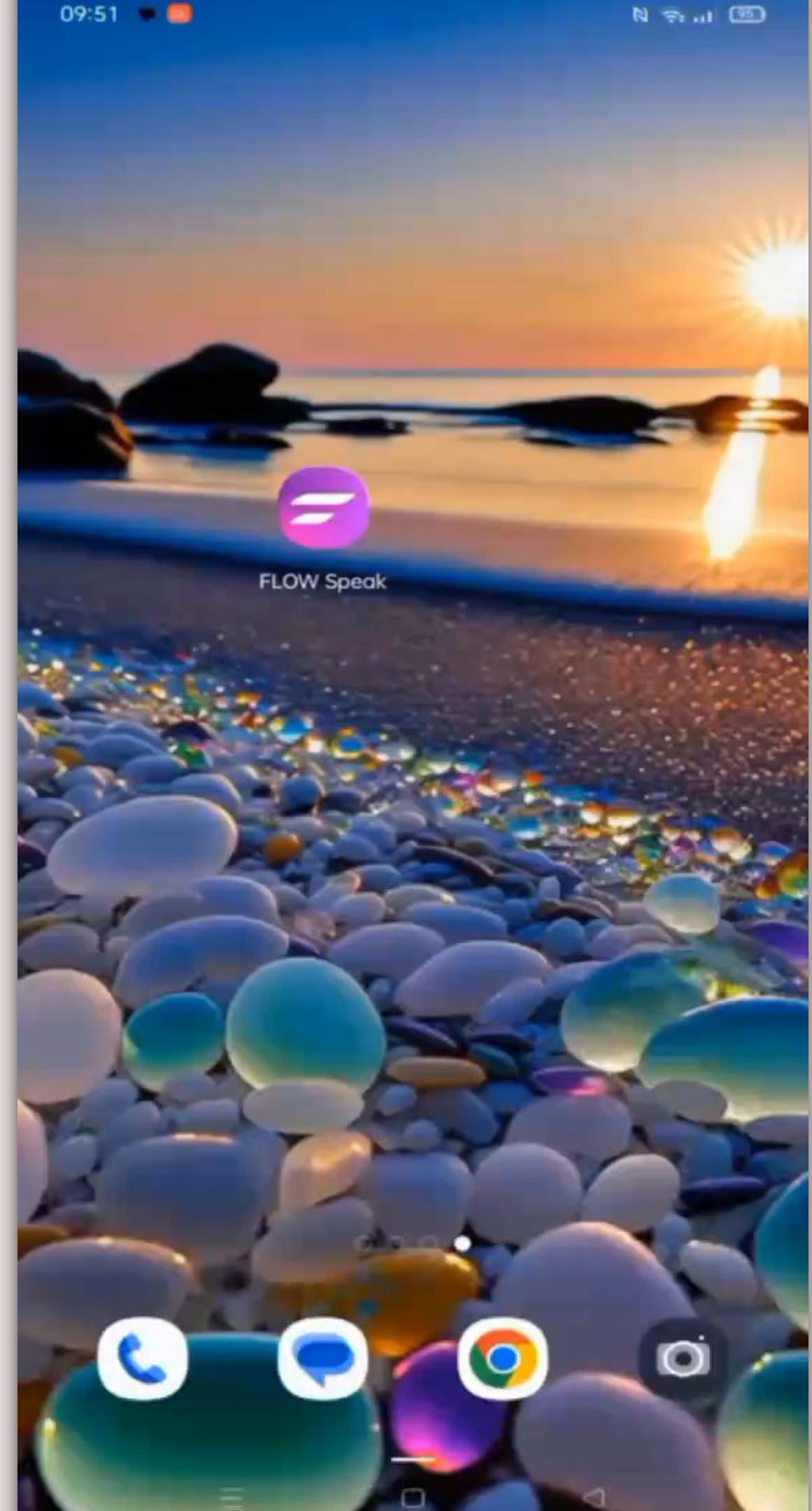
y should we hire you? ▶

I have five years experience and I'm dedicated to my work.

Excellent ○

Overall	88% ○
Pronunciation	91% ○
Speed	87% ○
Vocabulary	77% ○

Pronunciation   Grammar

I have five years experience and I'm dedicated to my work.

Right screen

✕ 🔖

Aftertaste

Practice   Related

Aftertaste

The word aftertaste means a flavor that has stayed in the mouth after a food has been swallowed. It is generally used to refer to bad tastes, but is sometimes used to talk about good ones. ▶

What Causes Aftertaste?

What is AFTERTASTE?

Let's practice. Say: aftertaste. ▶

Tap to record your response   🎤

Research Questions

The study aims at answering the following questions:

The First Question

What are the effects of the mobile language learning FLOW Speak application on enhancing speaking fluency of first-year students of English at Mohamed Lamine Debaghine _Setif 2_University?

The Second Question

What are the perceptions of first-year students of English at Mohamed Lamine Debaghine_Setif 2_ University about the use of FLOW Speak to enhance their speaking fluency?

Research Hypotheses

Null Hypothesis

First-year students of English at Mohamed Lamine Debaghine _Setif 2_ University who receive instruction through the mobile language learning FLOW Speak application do not enhance more speaking fluency than students who receive the same instruction through the mainstream methodology.

Alternative Hypothesis

First-year students of English at Mohamed Lamine Debaghine_Setif 2_ University who receive instruction through the mobile language learning FLOW Speak application enhance more speaking fluency than students who receive the same instruction through the mainstream methodology.

Research Methodology

Research Population

First-year students of English at Mohamed Lamine Debaghine_Setif 2_ University

Research Design

- Two Groups pre-post-test
- Mixed-method Approach
- Quasi-experimental Design

The whole number is 445 students

Sampling/Sample

Two Intact Groups A7=EG A3=CG

Both EG & CG=36

Experiment Design, Phases and employed Tools

Phase 1: Exploration Phase

Four Classroom Observations, ID, FGD, Placement Test, Speaking Anxiety and Motivation Scale, Learning Styles Index, Questionnaire and Speaking Diagnostic Test.

Phase 2: Experimental Phase

Pre-and Post-tests (Speechace Platform)

Phase 3: Post-Experimental Phase

User Satisfaction Scale

Results

	Groups	N	Mean	Std. Deviation
Experimental Group	Pre-test	18	6.28	0.774
	Post-test	18	6.94	0.618

Regarding the difference between the experimental group in the pre-post-tests that the calculated t-value (2.95) and the degree of freedom (17). It is observed that the calculated significance level (p value) (Sig) (0. 009) is lower than (α = 0.05), accordingly, there are significant differences between the pre-test and post-test measurements for the experimental group with an average of (0.66) and in favour of the experimental group in (Post test) with an average of (6.94). Hence, the null hypothesis "Students who receive instruction through the mobile language learning FLOW Speak application do not enhance more speaking fluency than students who receive instruction through a mainstream methodology" is rejected according to those results. Whereas, the alternative hypothesis "FLOW Speak" enhance speaking fluency" is statistically tested.
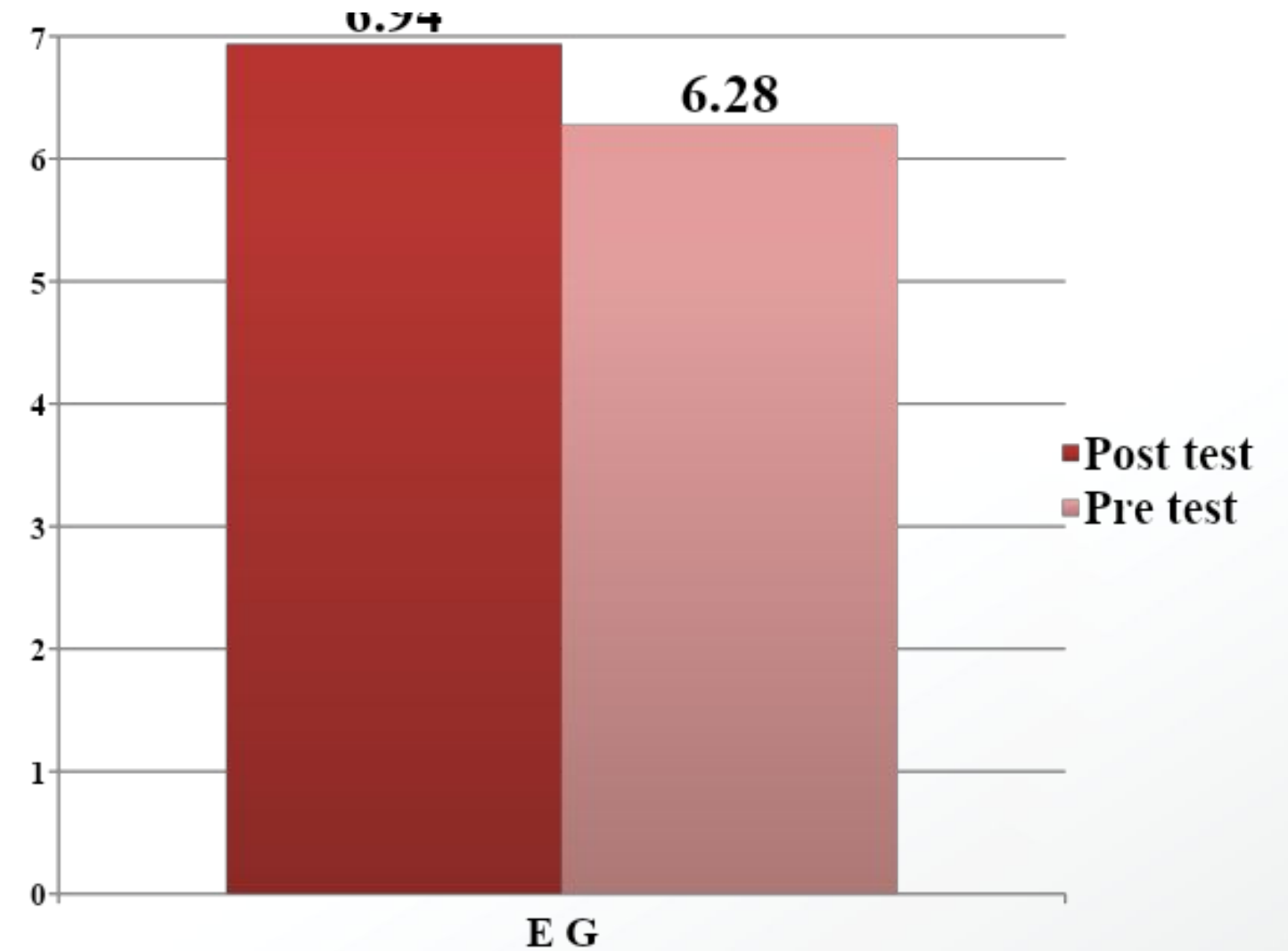
User Satisfaction Scale

The goal of User satisfaction Scale was to gather feedback and insights from the participants regarding the "FLOW Speak" mobile language learning application and whether it had improved their speaking fluency. The findings revealed that using "FLOW Speak " satisfied the participants' intense curiosity.

	Mean	%	Response Level
Using FLOW Speak Application was an easy approach of learning inside the classroom.	4.33	86.67	Agree
FLOW Speak Application was helpful in enhancing my speaking fluency.	4.67	93.33	Strongly Agree
I am satisfied with the use of FLOW Speak Application	4.61	92.22	Strongly Agree
Using FLOW Speak Application inside the classroom was a useful experience for me to add new amount of vocabulary to my knowledge	4.67	93.33	Strongly Agree
I enjoyed developing my speaking fluency using FLOW Speak Application	4.67	93.33	Strongly Agree
Total	4.59	91.78	Strongly Agree

Recommendations

Using mobile language learning tools like "FLOW Speak" in language education can improve students' speaking fluency as. Educators should consider using these tools to enhance regular classroom lessons. Also, students can access interactive language learning experiences on their own time with mobile technology, allowing them to

FLOW Speak application offers engaging conversations and uses speech recognition technology to provide immediate feedback on pronunciation, making it easier for students to identify and correct errors . These features aim to make language learning more enjoyable and effective, while personalized input on grammar, vocabulary, and pronunciation helps students develop overall language proficiency.

While the study focused on "FLOW Speak," there is potential to explore similar programs or compare the effectiveness of different mobile language learning tools.

Suggestions for Further Research

Investigating the effects of "FLOW Speak" on the speaking fluency of other populations and groups with various features (varying levels, specialties, environments, and age ranges).

Investigating the effects of "FLOW Speak" application on improving pronunciation.

Investigating the effects of the "FLOW Speak" application on learning vocabulary.

Investigating the effects of using the "FLOW Speak" on a population's speaking fluency over a longer period of time.

To enhance both internal and external validity, the study should be redone using a real experimental design with a randomized selection of E-groups and C-groups.

Research Implications

First off, the language-learning application "FLOW Speak" serves to a variety of levels since anyone may use it, regardless of his/her level; it can be used by beginners as well as advanced users because it offers several courses for various levels. Its boredom-free environment where everybody may practice speaking in a flexible way at his/her own learning pace without worrying about being judged when they make mistakes. It is effective to deploy such mobile language learning applications in situations where English language exposure is still limited.

Second, the "FLOW Speak" application is not only limited to improving speaking fluency because it contains different lessons that enable teachers to use it as a tool to develop other language skills and components like grammar, pronunciation, and vocabulary. This is made possible through the platform web version of the application, which also enables teachers to implement "FLOW Speak" application within the classroom and add it to the curriculum.

Finally, as shown by the results of the current study, the "FLOW Speak" application can expand students' speaking fluency through interaction with their teacher in the classroom or independently using a mobile device and any lesson or course they choose to learn. The Weekly Mix Challenges offer the students with new pieces of knowledge and vocabularies that work with real-life situations.
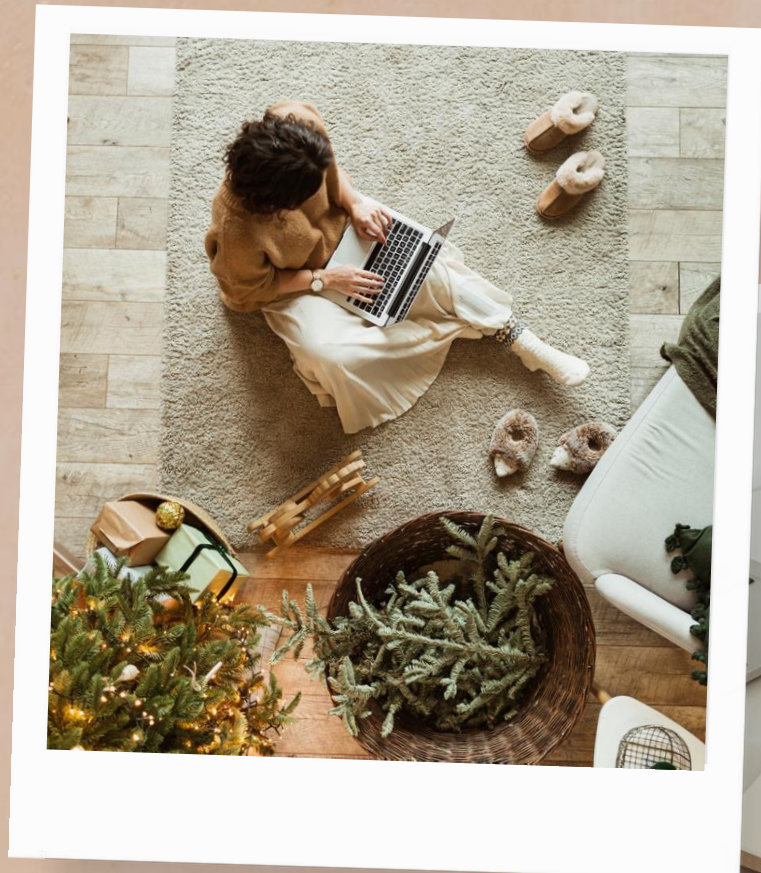
Research Limitations

Time Constraints

Limited period to exert the experiment compared to the skill under study.

Treatment Administration

Not directly supervised, and it requires individual use.

Generalization

EG contains only girls.