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Specialty **Linguistics**

Investigating The Effectiveness of E-Joy Application in Raising the Students' Speaking Skills

**The Case of Third Year License Students of English at
Kasdi Merbah university of Ouargla**

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Dedication

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In the Name of Allah, the Most Gracious, the Most Merciful:

All praise is due to Allah, whose guidance, mercy, and strength have accompanied me throughout this academic journey.

To my beloved parents, Abdelmalik and Louiza:

Your unconditional love, sacrifices, and constant support have been the solid foundation of every achievement I have made. Thank you for believing in me even when I doubted myself.

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Abstract

The present study aims to investigate the effectiveness of the E-Joy application in enhancing students' speaking skill. To address the research questions and test the hypothesis, the researchers employed two research instruments: a questionnaire administered to ten oral expression teachers and a quasi-experimental design involving pre-test, instructional intervention, and post-test. This experiment targeted third-year English language students in the Department of Letters and English at Kasdi Merbah University, Ouargla. During the instructional phase between the pre-test and post-test, students received training in the speaking skill using the E-Joy application. The results revealed a statistically significant and positive impact of the intervention on the students' speaking performance. Based on these findings, it can be concluded that the speaking skill of the experimental group improved considerably compared to those of the control group.

Keywords: Speaking Skill, E-Joy application, English as a foreign language, Teaching English as a Foreign Language



List of Abbreviations

EFL: English as a Foreign Language

L1: First Language

L2: Second Language

SPSS: Statistical Package for the Social Sciences



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Introduction

Introduction

In today's interconnected world, English has established itself as the most widely used global language, serving as an official or secondary language in many countries. It plays a central role in key fields such as technology, education, professional sectors, and international travel. In Algeria, the prominence of English has grown considerably in recent years, particularly in academic settings. This shift aligns with global trends and responds to the evolving needs of higher education institutions and workplaces, where English proficiency is increasingly viewed as vital for academic and career success.

For learners, mastering English is now essential. This requires developing four core language skills: listening, speaking, reading, and writing. These skills are deeply interconnected, and proficiency in all four is critical for effective communication. Among them, speaking holds particular importance, as it allows learners to actively use the language, express ideas, and adapt to real-life communication scenarios. To support this goal, technology has become a key tool in modern language education. Applications like E-joy exemplify this approach by offering interactive platforms that help learners practice speaking, improve pronunciation, and engage in simulated conversations. Such tools not only build confidence and fluency but also bridge the gap between theoretical knowledge and practical language use, preparing learners for the demands of global communication.

This study aims to emphasize the value of integrating technology, specifically the E-joy application, into language education. By focusing on its role in enhancing speaking skills, the research highlights the need to move beyond traditional teaching methods and adopt innovative strategies that better meet the needs of today's learners.

1. Statement of the problem

In EFL learning process the main objective is to communicate effectively in real life situations. Indeed, speaking is one of the most crucial skills in learning a foreign language. In the educational Algerian context students usually encounter many difficulties when it comes to communication in English, among are: pronunciation, fluency, and lack of vocabulary. In addition, teaching speaking skill effectively presents significant challenges for educators. These challenges arise from several factors, including limited incorporation of interactive activities, the lack of conducive learning environment that motivates students' participation as well as engagement. Additionally, the focus on grammatical structures overshadows the development of practical communication abilities. As a solution to these problems we propose E-joy application as a source providing contextualized videos and courses, where learners could rely on to enrich their vocabulary repertoire and develop their speaking skills.

In my case, as a student of English language, when I was in my first year, speaking has always been the most challenging skill for me, especially during oral expression classes. I experienced problems related to vocabulary, pronunciation, and fluency. I often felt nervous and hesitant to speak in front of my teachers and classmates, fearing I might make mistakes or being laughed at. In fact, it was not just me having those variety of troubles, some of my classmates had them too. Probably, these problem made us dislike the oral expression classes, in addition, the traditional class activities like; reading aloud or memorizing dialogues did not help, instead they added to our poor speaking skills.

2. Aim of the study

The research's broad aim is to investigate the effectiveness of the E-joy application in raising the learners' speaking skill. While the other three narrow aims are highlighted as following:

- To evaluate the impact of the E-joy application on students' speaking skill development.
- To determine the extent to which the E-joy application enhances students' vocabulary, pronunciation, and fluency when it comes to spoken English.
- To compare the speaking skills of students' use E-joy application with those who do not use it, and may use traditional ways instead.

3. Research questions

For the purpose of develop this study two significant questions should be answered

- Does the E-joy application raise the students' speaking skill?
- Does the utilization of the E-joy application improve students' speaking skill outcomes compared to the students who do not use the application?

4. Research hypothesis

- The E-joy application raises students' speaking skill
- Students who use the E-joy application have significantly improved their speaking skill outcomes compared to the students who do not use the application.

5. Research means

The research attempts to achieve a mixed research method through incorporating both quantities and qualitative research methodologies. The quantitative component utilizes a t-test (Pre-Test and post-test) specifically designed for third year English language students of Kasdi Merbah Ouargla university. Concurrently, a

questionnaire will be administered to oral expression teachers as a part of qualitative data collection.

6. Structure of dissertation

The research study is divided into two main parts: the theoretical part and the practical part. The theoretical part consists of two sections. The first section explores the speaking skill from different angles including important points such as; its definition, importance, and difficulties faced by EFL learners. The second section investigates the E-Joy application. The practical part comprises one chapter that examines and develop a practical study about the effectiveness of the E-joy application in improving students' speaking skills.



CHAPTER-I. The Valid Relationship between The Speaking Skill and E-joy Application

Introduction

Since language is the widely used mean of communication nowadays, EFL learners strongly hone their speaking skill. Despite of the crucial role of speaking, yet many learners encounter difficulties in improving this skill. The chapter furnishes an exposition to speaking skill, investigates multiple expected difficulties that learners may face during learning speaking, and provides principles that should be considered while designing speaking activities.

Section A: Speaking Skill

1.1. Definition of speaking skill

Scholars provide multiple definitions for the speaking skill, based on their own studies and perspectives. In appropriating to define speaking, according to Boonkit (2010) speaking is one of the four English language crucial skills, particularly when the speakers are not from a natives English-speaking country. This skill was further described as a productive skill that covers various elements including grammar, pronunciation, fluency and interactive strategies, as it was confirmed by Florez (1999), when he claimed that speaking is an active oral skill that includes more than just utilizing appropriate grammatical rules and vocabulary yet speaking contains also pronunciation, smooth fluency, and the use of conversation techniques to gather an effective conversation. Thus, speaking is a complex process, in which its main purpose is to build a significant communication.

In fact, speaking is a tool that learners depend on to convey their messages through transmitting ideas, expressing emotions, and reflecting thoughts. Widdowson (1978), defines speaking as an active oral skill that involves expressing meaning to convey intonations, feelings and information, it is not just about linguistic competence but also covers the ability to use language appropriately within different contexts.

Mainly the situation settings shape the way how the conversation reflects the intentions, feelings, and ideas.

To learn a foreign or a second language Learners have to go through systematic stages, speaking is one of these stages which deemed a crucial process, where learners receive and produce speeches to create coherent dialogues, however spoken language production is often seen as one of the most challenging and toughest areas in language learning, (Brown &yule, 1983). Accordingly, numerous learners encounter difficulties when trying to express their ideas and reflect their thoughts orally in the target language.

From the perspective of El- Koumy (2002), speaking skill can be defined in two shapes. In term of skill-building speaking involves multiple micro-skills; to illustrate vocabulary, grammar, and pronunciation. These micro skills, preferable to be developed equally by the learner to achieve a balanced learning. From a micro perspective, speaking is represented as an oral way of developing, conveying, and shaping the significance of language. On the other hand, (Burns & Joyce ,1997), emphasize that speaking is an interactive activity, that requires the ability to transmit meaning using verbal and non-verbal communication involving both the speaker and the Listener. Therefore, to communicate the speaker and listener need to develop both micro and macro skills relying on verbal and non-verbal communication components to achieve an effective conversation shaped by a specific context.

To summarize, speaking is a productive skill which encompasses two or more participants namely speaker and listener aim to produce, receive, and interpret information. This process implies various elements that through meaning could be conveyed effectively within real life context. Accordingly, speaking is the most widely used way of communication, (Brown,2001).

1.2. The importance of speaking skill in language learning

Speaking is a productive skill and one of the most crucial elements for EFL learners. It enables students to communicate with others, express their thoughts and feelings, and understand others' ideas. (Richards & Renandya ,2002) emphasize that speaking is critical for EFL learners as it allows them to express ideas, negotiate meaning, and build social relationships. They argue that speaking practice helps learners internalize language structures and improve communicative competence (Richards & Renandya, 2002). EFL students are often motivated to learn and speak English to achieve practical goals such as traveling, studying abroad, or working in international contexts. Proficiency in speaking English builds confidence, enhances fluency, and helps learners overcome language barriers, facilitating participation in academic, social, and cultural exchanges. Additionally, it connects learners to a global community and opens opportunities for personal and professional growth. Nunan (1999) underscores that speaking fosters fluency and confidence while linking learners to global opportunities (p. 227).

Ur (1996) asserts, "Of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing" (p. 120). Collectively, these findings underscore that speaking is a vital language skill. Those who effortlessly command a language are often recognized as native speakers, a proficiency that cultivates self-assurance and facilitates achievements in educational and professional contexts.

1.3. The components of speaking skill

Each one of the four language skills has specific components which allow it to be developed with the view to mastering this skill, in the case of the speaking skill Harris (1974), claimed that there are five components of the speaking skill concerned

with comprehension, grammar, vocabulary, pronunciation, and fluency. These components represent a complementary relationship aim to build a successful spoken language, also to distinguish speaking skill from the other skills.

1.3.1. Comprehension

Richards and Schmidt (2010: 108) asserted that: “comprehension is the identification of the intending meaning of written or spoken communication”. In other words, comprehension is the key element to shape the utterances meaning based on basic knowledge and the included information, the taking into consideration the context and the listeners’ and speakers’ aims or intentions (Richards & Schmidt, 2010). In summary comprehension refers to the speakers’ ability to understand what they are communicating to the listener, ensuring that the information or message is clearly conveyed, in order to invite me avoid misunderstandings. Additionally, it aims to feel the void between the listener and speaker, by helping the listener easily grasp the information shared by the speaker, (Brown,2007).

1.3.2. Grammar

The set of rules or principles designed to produce well-formed or grammatical utterances in the language, are called grammar, these rules represent a systematic and structured way that explains and predicts the linguistic knowledge of participants, Purpura (2004). Another definition proposed by Greenbaum and Nelson (2002), describe grammar as a set of rules that enable speakers to combine words in a language for the aim to build larger and meaningful units. To deduce, the grammar rules crucial function is facilitating the process of creating accurate sentences for speakers relying on their linguistic knowledge.

1.3.3. Vocabulary

Vocabulary is necessary for developing proficiency in any language skills. It enables learners to express their ideas and perspectives, ensuring comprehensible

communication in varied settings even with imperfect grammar. This is what David Wilkins (1972: 111) emphasized when he said: “Without grammar, little can be conveyed; without vocabulary, nothing can be conveyed.” Additionally, an extensive vocabulary enables learners to speak more fluently and spontaneously, reducing reliance on repetitive language

1.3.4. Pronunciation

Pronunciation involves the use of sound, stress, rhythm and intonation to articulate spoken language. Clear pronunciation enables effective communication by minimizing misunderstandings and conveying intent and emotion accurately. Prosodic features such as rhythm and intonation frequently play a more critical role than individual sounds in facilitating understanding. A speaker may articulate sounds correctly yet still confuse listeners through misplaced stress or inappropriate tonal patterns. Thus, students should emphasize pronunciation, as it forms the foundation of effective spoken communication, guaranteeing the accurate transmission and interpretation of ideas. (Crystal, 2008).

1.3.5. Fluency

Richard and Schmidt (2002) defined fluency in the context of language teaching as the ability to produce speech in a second language smoothly, quickly, and accurately, without excessive pauses and hesitations. They asserted that fluency is the ability to communicate continuously with minimal hesitation, with a focus on effective expression rather than on grammatical rules. Thus, learners of foreign languages should prioritize fluency that characterized by uninterrupted speech and effective communication rather than grammatical precision, consciously minimizing hesitations to foster natural conversational flow.

1.4. Difficulties in developing the speaking skill among EFL learners

(Norton, 2000: 11) stated that: “When learners speak, they are not only exchanging information with others, but they are also constantly organizing and reorganizing a sense of who they are and how they relate to the social world.”. Therefore, speaking is a crucial process in teaching and learning the language despite of the importance of speaking, usually EFL students face multiple difficulties while speaking a foreign or second language.

1.4.1. Lack of confidence

Self-confidence is a foundational element to achieve an effective speaking, as it influences speakers’ ability to communicate clearly engage audience and overcome anxiety. Lucas (2020) argues that, self-confidence builds speakers’ ability to deliver clear and persuasive messages, whereas lack of self-confidence can cause anxiety, hesitation and, ineffective communication. This indicates that lack of confidence creates problems in the conversation, also cause unexpected troubles as anxiety and hesitation.

1.4.2. Anxiety

Horwitz, Horwitz, and Cope (1986), introduced the concept of Foreign Language Classroom Anxiety Scale (FLCAS), they argued that anxiety may be one of the premier sources that significantly hinder language learners’ speaking skills, since it creates fear of negative evaluation, self-doubt, and communication apprehension. And for that reason learners avoid speaking tasks and reduce participation inside classroom. Youn (1991) argues that anxiety leads to mental blocks in which learners face struggles in expressing their thoughts even when they have the necessary linguistic knowledge. Scholars generally, agree that anxiety affects the speaking skill development negatively.

1.4.3. Insufficient vocabulary

Wilkins (1972: 111) famously stated: “without grammar, very little can be conveyed without vocabulary nothing can be conveyed”. While grammar is essential

for structuring language, vocabulary is the key element to deliver meaning. The lack of vocabulary hinders speaking skill by affecting comprehension also performance.

1.4.4. Mother tongue interference

One of the most common difficulties that face language learners is the mother tongue interference, when trying to speak a foreign or second language .Scholars like Lado (1957) and Oller (1988), have discussed the concept of“ language transfer” a phenomenon in which habits from one’s mother language negatively influence the second language learning, this interference often causes mistakes or errors at the level of pronunciation, grammar ,and syntax, potentially hinder the fluency and accuracy development of speaking skill, resulting struggles in L2 learning.

1.4.5. Inhibition

In the context of language learning, inhibition refers to psychological barriers, such as anxiety, shyness, or social fears, that hinder a learner’s ability to act, speak, or participate freely. Vygotsky’s (1978) theory of the zone of proximal development (ZPD) emphasizes the critical role of social engagement and collaborative participation in learning. However, communication barriers like inhibition in speaking may limit learners’ ability to engage in dialogues essential for developing cognitive and linguistic skills (Vygotsky, 1978).

1.4.6. Nothing to say

The phrase “there is nothing to say” describes a learner’s inability to express thoughts, hindering communication even when they possess adequate vocabulary or grammatical knowledge. This phenomenon is frequently linked to psychological barriers, which suppress learners’ willingness to engage in verbal interaction. Horwitz et al. (1986) describe this as a “cognitive vacuum” where anxiety disrupts learners’ ability to retrieve vocabulary or structure sentences.

1.4.7. lack of practice opportunities

Swain (1985) argued that actively producing language through speaking or writing is crucial for learners to experiment with linguistic hypotheses, identify gaps in their knowledge, and improve linguistic accuracy. She asserted that without such practice, learners may passively absorb input but fail to communicate ideas coherently. This underscores the critical importance of oral practice in language learning and the development of learners' speaking skills.

1.5. Principles of designing speaking skill activities

In order to design activities that aim to enhance the students' overall speaking skills and overcome the difficulties mentioned above, certain principles should be considered.

1.5.1. Authenticity

Nunan (1999) supports the significance of incorporating authentic materials and tasks that reflect real-life communication. The activities should simulate and mirror situations learners may face in real life context, outside classroom authentic tasks build the learners ability to embody what they learned when they are actually place it in a real life situation. Thus, authenticity plays a vital role in developing learners' speaking skills through encouraging them to use language in a natural way, also aids learners to overcome mother language interference.

1.5.2. Task-based learning

In his book Task Based Learning, Ellis (2003) stresses the fundamental role of tasks that require learners to use language creatively and spontaneously. Additionally, Willis (1996), advocates for task based speaking activities, where learners complete the activity using the target language to promote natural language use and problem solving skills. This indicates that the task based is one of the reliable principles in speaking skill activities, due to the way how tasks cover multiple speaking major

elements. In the other hand, those tasks are a key aspect to fix the problem of nothing to say, also offer opportunities for practice.

1.5.3. Feedback and correction

(Ellis, 2009) supports that corrective feedback either explicit or implicit, pushes language learners to discover and notice the gaps between their interlanguage and the target language. In simple words, feedback and correction is a bridge to promote speaking skills, since they help learners to explore their errors find solutions, and correct them.

1.5.4. interaction

Interaction is essential for language learning, particularly for speaking, as it allows learners to negotiate meaning, produce language, and receive feedback—key processes for competence development (Gass & Mackey, 2015). This what sociocultural theory of Vygotsky (1978) emphasizes learning occurs through interactive processes within the zone of proximal development (ZPD), where learners, with the support of others, successfully complete tasks they would struggle to perform independently.

1.5.5. Motivation and engagement

Motivation and engagement are the bedrock of successful language learning. While motivation provides the why (the drive to learn), engagement represents the how (active participation). Eccles & Wigfield's (2002) Expectancy-Value Theory states that motivation combines expectancy (confidence in success) and value (task importance), peaking when both are high. Fredricks et al. (2004) describe engagement as comprising three components: behavioural (active participation in tasks), emotional (positive attitudes or enjoyment), and cognitive (strategic approaches to learning).

1.5.6. The use of technology

Technology enhances the learning process by offering personalized interactive tools (e.g., apps and videos) that adapt to learners' needs and reflect real-world contexts, fostering engagement and autonomy. Researchers like Vanderplank (2016) emphasize that videos deliver rich, contextualized input, aiding learners in understanding idiomatic expressions, gestures, and situational language. The E-joy application exemplifies this approach by providing video content tailored to these linguistic and cultural elements, thereby supporting learners in developing their speaking skills.

Conclusion

The significance of speaking skill has long been a subject of discussion across time, attracting the attention of numerous scholars and linguists. Various studies have explored speaking from multiple perspectives. This chapter offers insight into these perspectives by addressing definitions, importance, challenges, and other key aspects of speaking skill.

Section B: E-joy Application

Introduction

In an attempt to provide an effective tool which helps learners to raise their speaking skills, through integrating education and technology, a variety of educational applications have reached lately. One of these, is the E-Joy application that provides an enjoyable learning journey and attracts learners to enhance language skills easily. This chapter includes an overview about the application, its specific features, and its advantages as well as disadvantages. At the end, the chapter examines the significant role of the E-Joy in raising learners' speaking skill.

2.1. E-joy application definition

The E-Joy application was co-founded by Diep Bui as a CEO and Toan Tran as a CTO, in 2017. It was developed by E-Joy learning JSC, that is an educational technology company headquartered in Hanoi, Vietnam. This company specializes in creating AI-powered tools to make English learning more engaging and effective.

<https://ejoy-english.com/en/story/about-us>

E-joy is an educational application that helps learners to learn English language skills through videos and lessons. This application includes multiple functionalities, such as, vocabulary games, reading exercises, and listening practice, aim to engage learners in an integrative learning process. One of the distinctive aspects of E-joy that, it is built on gamification, that encourages learners to develop their language skills in a more engaging and enjoyable educational journey. By combining educational content with gamified elements the application improves learners' language skills, in a creative and dynamic way. <https://ejoy-english.com/en/help/training-games>

E- Joy is a flexible language learning application, that provides various advantages to its users. It offers a tailored learning experience, where students can customize their studies based on proficiency, goals, and personal interests, by selecting from a wide variety of lessons and activities. The application includes a set of interactive learning techniques such as games, quizzes, and flashcards to enhance both engagement and effectiveness (Bui, 2017).

Supporting multiple languages Including English Spanish, French, German, and Chinese, E-Joy provides a unique learning experience on both mobile devices and desktops. The application encourages users to learn through offering an enjoyable, creative, and flexible learning environment, that presents a cost effective solution for individuals looking to learn a new language or rise their existing language skills.

<https://ejoy-english.com/en/story/about-us>

2.2. E-Joy use

The E-Joy application provides free access to users from all countries and with different languages. After the users downloaded the application, they should create an account. And, if they want to connect E-Joy application to YouTube, the material section offers this option, in which users can select the video they want from YouTube then liking it to the application. This process allows users to learn English from different videos in YouTube also they can learn using the videos available on the E-Joy application that are adopted based on their interests, needs, and proficiency level.

https://youtu.be/LJ5_jXDaRUg?si=XovIunbAcAs8RqM7

The application also includes videos according to professional topics such as marketing, technology, and business. Within the videos, users can activate the bilingual subtitles which involves the original subtitle of the video, translation subtitle, and the pronunciation. Touching words allows learners to see its translation or definition, synonyms and antonyms.

https://youtu.be/LJ5_jXDaRUg?si=XovIunbAcAs8RqM7

Additionally, the application offers multiple interactive games, that attract learners' interest and enhance their language skills, such as matching games, rearrange game, speaking game, flashcard game, and AI voca talk. Also the application is full of different courses, that suits multiple topics and levels.

<https://ejoy-english.com/en/help/practice-four-english-skills-with-mix-game-on-ejoy-web>

2.3. Features of E-Joy application

At this point it is necessary to mention that E-Joy has specific features that distinguish its services from the other educational tools. In this regard, the E-Joy website describes the application as a learning platform that offers a versatile and engaging process for English learners. Its diverse content and interactive features make it available tool of language learning. <https://ejoy-english.com/en>

2.3.1. Learning with YouTube videos

The application provides connectivity feature with YouTube, that allows users to select whatever video they want to integrate in the learning process. Several scholars like (Kelsen, 2009) and (Almurash, 2016), founds that YouTube videos help learners to improve comprehension, pronunciation, and intonation Through authentic content such as interviews and lectures,

2.3.2. Dual subtitles

(Krashen, 1982) stressed that learners acquire language most effectively through comprehensive input. Dual subtitles offer rich and meaningful exposure to the native (L1) and the target language (L2), enhancing the natural internalization of sentence structures and vocabulary, which eventually used in speech. Within the videos, E-Joy includes both original subtitle, also the translation version, to improve listening, comprehension, and speaking skills.

2.3.3. Interactive vocabulary building

(Schmitt, 2008) emphasizes that for vocabulary to shift from passive understanding to active usage, it is needed to be encountered in varied contexts through interaction. During watching the videos in E-Joy, users can look up and save words directly from the subtitles, in which definitions, pronunciations, and example sentences are provided for the selected vocabulary.

2.3.4. Gamified learning

“Interactive games such as word-matching and quizzes provide contextualized practice, which helps promote deeper lexical processing” (Schmitt, 2008: 343). The application reinforces vocabulary grammar and pronunciation through interactive games and exercises, within the practice section, such as matching game, word Constructor game, and speaking game, also provides the daily challenge that involves a multiple mixed enjoyable games.

2.3.5. Speaking practice with AI

E-Joy provides a cutting-edge tool to help students improve their speaking and pronunciation skills. With this feature, users can have realistic and interactive discussions with an AI-powered system that mimics natural interactions found in everyday settings. This participatory method exposes students to real-world language usage, which is seen to be an essential component of language learning. This immersive experience enhances confidence in speaking while simultaneously strengthening vocabulary, grammar, and listening abilities. In general, the speaking practice with AI in E-Joy acts as an effective resource for cultivating communicative competence in a tailored and interactive way.

<https://www.youtube.com/watch?v=dmpzYWhKVTM>

2.4. Advantages and disadvantages of E-Joy

Like every educational application, E-Joy has several features that offer a number of advantages for learners. Those advantages make the application useful tool for users and enable them to have a specific learning experience. However, E-Joy may include also a variety of disadvantages, which considered as challenges face learners during using the application. <https://sadesign.ai/review-of-the-best-free-english-communication-learning-apps-for-beginners>

2.4.1. Advantages of E-Joy

Technology enhances EFL instruction by fostering engagement through interactive tools, such as gamified platforms and applications like Duolingo, which cultivate learner-centered environments (Godwin-Jones, 2011). Multimedia resources, including videos, cater to diverse learning styles by leveraging dual coding theory, thereby improving linguistic comprehension (Paivio, 1986). Adaptive software further personalizes instruction by aligning content with individual proficiency levels, which strengthens vocabulary and grammar retention (Blake, 2013). E-Joy app exemplify

these principles by integrating interactive speaking exercises, multimedia content, and adaptive feedback mechanisms to enhance learners' speaking skill.

a. Multifaceted learning materials

(Tomlinson, 2011 p.7) stated that: “good materials will provide opportunities for learner to use a variety of learning styles and multiple intelligences and will offer visual, auditory and kinesthetic stimuli to stimulate effective and efficient learning”. E-Joy extends multiple educational tools, including over 50,000 videos covering different topics from TED Talks, TV shows, music videos, films and, courses. This variety allows learner to select materials based on their interests and proficiency level.

b. Interactive features

(Chapelle, 2001) and (Warschauer, 1996), raised Computer Assisted Language Learning (CALL), and included the interactive digital tools as, chatbots and discussion forums can significantly enhance learners' engagement. E-Joy application includes interactive games and activities reinforce vocabulary, grammar, and cover speaking skill. Features such as saving words while watching video, practicing pronunciation with AI, and playing educational games, engage learners in a specific learning experience, based on practice.

c. Multiplatform accessibility

E-Joy is useful across various platforms, such as mobile apps for Android and iOS, a web app, and a Chrome extension. This adaptability allows learners to engage in English practice on various devices and in multiple environments. Regardless of whether users are traveling with their smartphones, studying at home with a laptop, or surfing the web using the Chrome extension, E-Joy provides reliable access to

educational resources. This accessibility across platforms facilitates ongoing and uninterrupted learning, enabling users to incorporate English practice effortlessly into their everyday activities, like viewing videos, reading content, or doing exercises at their own convenience and location. <https://ejoy-english.com/en/help/link-to-download-ejoy-products?utm>

d. Personalized learning paths

Dörnyei (2005, 2009) argues that personalized goal settings and self-regulated learning procedures boost learners' motivation and persistence in language studies. In E-Joy learners can adopt study planes predicated on their interested topics, difficulty level and needs, also the application tracks progress and offers spaced repetition for vocabulary review that aid long-term retention.

2.4.2. Disadvantages of E-joy

Scholars critique technological limitations in EFL instruction, noting that free app versions restrict access to advanced features, prioritizing monetization over pedagogical depth (Hubbard, 2013). Reliance on internet connectivity excludes learners in low-resource settings and disrupts instructional continuity (Egbert et al., 2021). Furthermore, platforms often lack content tailored to advanced proficiency levels, emphasizing basic or intermediate skills instead (Levy, 2009). Self-paced learning via technology also necessitates significant self-discipline, posing challenges for learners' dependent on structured guidance (Chapelle, 2010). These limitations are evident in applications such as E-joy, which, despite incorporating interactive features, exemplifies the aforementioned systemic constraints.

a. Limited free features

multiple advanced features in the E-Joy are not free, instead they require a paid version. These premium features might encompass endless word translations, availability of thorough grammar explanations, tailored vocabulary lists, downloads of

video subtitles, offline access, and pro games. The complimentary version usually offers restricted access or a limited number of daily uses, motivating users to upgrade to gain access to the complete set of tools aimed at improving language learning effectiveness. <https://sadesign.ai/review-of-the-best-free-english-communication-learning-apps-for-beginners>

<https://ejoy-english.com/en/pro-plus?utm>

b. Content depth for advanced Learners

E-Joy contains a wide range of useful tools, yet some users agreed that those materials may not be sufficiently in depth for advanced English learners, particularly those seeking specialized vocabulary or complex grammar lessons, therefore the lessons and activity included seemed to be directed to beginners and intermediate learners more than Advanced ones. <https://sadesign.ai/review-of-the-best-free-english-communication-learning-apps-for-beginners>

c. Internet dependency

One of the drawbacks of the E-Joy application its reliance on a stable internet connection. Many of its core features, such as interactive tools and watching videos requires an active internet connection, which may be a challenge that face learners and seek them to those interests in the application. <https://sadesign.ai/review-of-the-best-free-english-communication-learning-apps-for-beginners>

d. Self- discipline requirements

The E-Joy requirement for a high degree of individual drive and consistency from users is one possible disadvantage. Users must be able to successfully manage their time maintain and commitment to consistent practice, because the software facilitates flexible and self-paced learning. Learners may find it difficult to sustain development and meet their language objectives in absence of will organized schedule or effective time management techniques. <https://sadesign.ai/review-of-the-best-free-english-communication-learning-apps-for-beginners>

2.5. The objective of E-Joy

The general objective of E-Joy is to provide an interesting and effective learning tool, that learners through can raise their English language four skills (speaking, writing listening, and reading) and gather an easy learning. Specifically, one of the most potential goals of E-Joy, is to enhance engagement and motivation among learners, scholars like Ryan & Desi (2000) in (Self-Determine Theory) argue that digital applications should foster intrinsic motivation by incorporating interactivity and the rewarding experiences. by offering variety of educational games and activities E-joy engage learners on an interactive improves earning environment motivation.

On the other hand, the ability of tailoring courses and exercises based on learners' interests, needs, and proficiency level that included in E-Joy application providers an adaptive and personalized learning process. This feature aims to encourage learners to be engaged in the learning method as it was argued by (Bloom,1984), when he advocates for mastery learning, in which applications can significantly facilitates learning via adaptive algorithm.

2.6. The impact of E-Joy application in raising EFL learners speaking skill

The educational videos and courses provided by E-joy application represent authentic tools. In their work (Text and Task Authenticity in EFL Classroom), (Guariento & Morley, 2001) emphasize the important role of authentic materials in improving learners' ability to respond naturally and spontaneously during a conversation also authenticity is a key element to adapt learners to genuine communication situations. By offering authentic materials E-Joy helps learners to become more comfortable in real life situations, through reacting naturally and effectively, with a high level of fluency.

Additionally, (Atli & Bergil, 2012) stated that through practicing pronunciation learners can effectively build an awareness of English language sounds structure, E-Joy provides a number of features that enable users to practice their pronunciation also provides a correction for their mistakes.

Furthermore, the application is based on gamified learning, thus it includes a wide range of learning games, also interactive activities, (Ryan & Deci, 2000) argue that gamification makes speaking practice more enjoyable, as a result it enhances intrinsic and extrinsic motivation. In other words, E-Joy increases learners' motivation by providing a gamified learning experience, which leads to overcome anxiety and improve self-confidence especially during Communications.

Besides, one of the distinctive features of E-Joy, that is presented a dual subtitle. This feature enables learners to gather a rich vocabulary by involving immediate translation that helps learners associate new words with their native equivalent within a meaningful context, as it was confirmed by (Koolstra & Beentjes, 1999), When they claimed that children exposed to dual subtitles usually show a better vocabulary retention, as well as translation provided clear semantic connections.

Conclusion

The chapter explores the incorporation of speaking skill with a modern development tool, the E-Joy app. It examines how E-Joy, a digital platform for language learning, offers learners interactive and engaging materials to enhance and develop their speaking skills. Various aspects of the application are explored thoroughly, such as its incorporation of real-life videos, subtitles, speech recognition technology, and vocabulary enhancement tools. These components together help establish an engaging learning atmosphere that fosters the growth of pronunciation, fluency, and conversational self-confidence. The chapter underscores E-Joy's impactful role in improving learners' speaking skills by providing tailored learning experiences, prompt feedback, and numerous chances for practicing spoken language in both casual and formal environments.

CHAPTER-II. Practical part



Section one: the teachers' questionnaire and the quasi-experimental study

Introduction

The primary objective of this research is to explore the effectiveness of enhancing students' speaking skills through the use of the E-joy application. The study focuses on examining the training, experiences, and teaching approaches employed by educators to achieve this goal. To gather insights, a questionnaire was administered to ten (10) randomly selected oral expression module teachers from the Department of Letters and English at Kasdi Merbah Ouargla University.

3.1. Teachers' Questionnaire

3.1.1. Teachers' Questionnaire description :

The teacher's questionnaire consists of 18 questions, which are divided into four sections. Section A , **Teachers' profile (Q1_Q5)**, provides insights into teachers experience in teaching English at university generally, also their experience in teaching oral expression module specifically (**Q1_Q2**), their specialty (**Q3**), and experience in training in technology usage , also how and when (**Q4_Q5**). Section B , **Speaking skill (Q1_Q4)**, evaluate the importance of the speaking skill for teachers (Q1), the most common challenges teachers notice in their students during developing their speaking skills (**Q2**), methods and activities commonly teachers use to improve Their students' speaking skills (**Q3**), and the other skills teachers depend on to improve students' speaking skills (**Q4**). Section C , **Using educational application in teaching specially The E-joy application (Q1_Q5)**, related to know whether the teachers use educational application in teaching English at university, and which applications they have used in teaching speaking (**Q1_Q2**), also to know if they have a prior knowledge about E-joy application, if they used it (**Q3_Q4**), and since when (**Q5**). Section D , **Teachers' attitudes towards the use of technology (Q1_Q4)**, offers a valuable perspectives about the benefits of the E-joy application from the teachers' point of view, the

challenges they may face while using it (Q1_Q2), also examine the effectiveness of E-joy application as a tool of education in the future which improve the student's speaking skills (Q3_Q4).

3.1.2. Analysis and Interpretation of the Results of the Teachers Questionnaire: Section A: teacher's profile

Q1. How many years have you been teaching English at university?

Table 1. teachers' experience in teaching English at university

Options	N	%
Less than five years	03	30 %
Five to ten years	03	30 %
Ten to fifteen years	02	20 %
More	02	20 %
Total	10	100 %

As table shows that two teachers have a long experience in teaching English at university representing 20% plus two who exceed that (more than fifteen years) representing 20%. while three of them taught English at university for five to ten years representing 30%, and three other teachers taught it for less than five years representing 30%. The data appears a balanced distribution of experience among the teachers, which means mixed of newer and more experienced teachers that could provide a dynamic teaching environment.

Q2. How many years have you been teaching oral expression module?

Table 2. teachers' experience in teaching oral expression module

Options	N	%
Less than three years	06	60 %
Three to six years	02	20 %

Six to ten years	01	10 %
More	01	10 %
Total	10	100 %

Concerning teacher's experience in teaching oral expression, 10% have been teaching this module for more than ten years, also 10% teachers have taught oral expression between six to ten years. Whereas 20% of the teachers have between three to six years of experience in teaching oral expression, while 60% of teachers have less than three years' experience in teaching this module. The indicates that these teachers have taught oral expression module, which their contribution to the study are analyzed, ensuring that their finding are both reliable and credible.

Q3. Are you specialized in...?

Table 3. teachers' specialties

Options	N	%
linguistics	03	30 %
Translation	02	20 %
Literature	04	40 %
Didactics	02	20 %
Total	10	100 %

The purpose of the third question is to determine how teacher's specialization influence their teaching methods. The results show that (40%) of teachers are specialized in Literature, (30%) of teachers are specialized in didactics, and (20%) of the teachers specialized in both translation and linguistics.

Q4. Did you have any training on technological usage?**Table 4. See if teachers had any training in technology usage**

Options	N	%
Yes	05	50 %
No	05	50 %
Total	10	100 %

The purpose of this question is to determine if teachers have been trained on how to use technology, this provides insights into teacher's potential willingness to use technology in their teaching. As table indicates a 50/50 distribution of technology training among teachers, (50%) of teachers have received technology training, while the other (50%) of teachers have not received any training regarding the use of technology. This equal distribution highlights à significant disparity in technological proficiency among the teachers.

Q5. If yes, explain please.

The objective of the fifth question is to assess the effectiveness of the training teachers received in using technology and to provide an explanation of this training. Respondents who answered « yes » reported receiving training in various fields, including educational applications and the use of artificial intelligence in teaching, all aimed at integrating technology into education. The responses also reflected a change in teachers' attitudes toward the use of technology in education. This emphasizes the necessity for the Ministry and educational institutions to offer formal training programs that empower teachers to effectively use technology to develop learners' speaking skills.

Section B: Speaking skill

Q.1 In your opinion, how important is the speaking skill in English language learning?

Table 5. The degree of the speaking skill from teachers' perspective

Options	N	%
Very important	09	90 %
Important	01	10 %
Less important	00	0 %
Not important	00	0 %
Total	10	100 %

Regarding the importance of speaking skill in English language learning, nine teachers (90%) see it very important, while one teacher (10%) view the speaking skills an important skill in English language learning. This emphasize the significance of the speaking skill in English language learning.

Q2. What are the most common challenges your students face in developing the speaking skills? (you may select more than one answer)

Table 6. The most common challenges students face in developing speaking skills

Options	N	%
Pronunciation difficulties	05	15.6 %

Lack of fluency	09	28.1 %
Difficulty forming grammatically correct sentences	07	21.9 %
Fear of making mistakes	07	21.9 %
Other	04	12.5 %
Total	32	100 %

As the most common challenges students face in developing speaking skills, teachers agreed on pronunciation difficulties 5 times (15.6 %), lack of fluency 9 times (28.1 %), difficulty of forming grammatically correct sentences 7 times (21.9 %), and fear of making mistakes 7 times too (21.9 %). Further teachers added more challenges students could face in developing speaking skills, which are as follows, lack of confidence, French pronunciation interference, and the lack of right vocabulary. This demonstrates the diversity of problems and challenges prevalent among students in developing speaking skills.

Q3. What methods or activities you commonly use to improve your students speaking skills? (you may select more than one option)

Table 7. common methods or activities teachers use to improve their students speaking skills

Options	N	%
Role playing	09	30 %
Group discussion	10	33.3 %

Storytelling	02	6.7 %
Watching and discussing videos	06	20 %
Using language learning applications	03	10 %
Total	30	100 %

Teachers supported role playing as an activity to improve students speaking skills 9 times (30 %), group discussion 10 times (33.3%), storytelling 2 times (6.7 %), watching and discussing videos 6 times (20 %), and using language learning applications 3 times (10 %).

This ensures that teachers use several methods and activities to improve students speaking skills based on various variables.

Q4. How you can improve your students speaking skills?

Table 8. Teachers ways to improve students' speaking skills

Options	N	%
Through practice	03	23.08 %

Through reading	00	0 %
Through writing	00	0 %
Through listening	03	23.0 %
All of them	07	53.84 %
Total	13	100 %

Pertaining to the ways teachers rely on to improve students' speaking skills, table 8 shows, practice was agreed on 3 times (23.08 %), listening 3 times too (23.08), in the other hand, the majority of teachers selected all of them (practice, reading, writing, and listening). these findings suggest the needed complementary relationship of the four ways to improve the speaking skills.

Section C: Using educational applications in teaching specifically the E-joy application

Q1. Have you used educational applications in teaching English at university?

Table 9. find out if the teachers have ever used educational applications to teach English at university

Options	N	%
Yes	03	30 %
No	07	70 %
Total	10	100 %

As presented in table 9, the results indicate that the majority of teachers (70 %) have not used educational applications in teaching English at university. this suggests that most teachers are not familiar with educational applications and their benefits. the small percentage of teachers (30 %) who responded affirmatively support using

educational applications since they used these applications and know how effective they are.

Q2. If yes, which applications have you used to teach speaking skill?

This question seeks to explore the applications used by teachers who answered, yes to using educational applications in teaching English language at university. Their responses highlighted several applications and platforms namely, ChatGPT, E-joy application, Discord, and educational games, showcasing the diverse range of technological resources adopted to teach speaking skill in their classes.

Q3. Have you heard about the E-joy application?

Table 10. Teachers' knowledge about the E-joy application

Options	N	%
Yes	03	30 %
No	07	70 %
Total	10	100 %

As table 10 indicates 7 teachers (70 %) are unaware of the E-joy application, while only 3 teachers (30 %) are familiar with it. This indicates a significance lack of awareness or outreach about the E-joy application among the surveyed teachers. the application might be not widely popular in the educational community.

Q4. Have you used it?

Table 11. teachers' use for the application

Options	N	%
Yes	03	30 %
No	07	70 %

Total	10	100 %
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This question aimed to determine whether the teachers used the E-joy application to teach English at university or no. table 11 shows that this statement was agreed by the minority of teachers, represented (30 %), while 7 of them (70 %) declined this claim by saying no to the statement. these results convey that the use of the E-joy application is not widespread among the teachers.

Q5. If yes, since when?

Table 12. See if the teachers have been using the E-joy application for a long time or a short time

Options	N	%
Long time ago	00	0 %
Short time ago	03	100 %
Total	10	100 %

Concerning the duration for which teachers have been using the E-joy application, the table 12 indicates that none of the teachers (0 out of 3) have been using the E-joy application for a long time, and all teachers (3 out of 3) represented 100% have been using the E-joy application for a short time. This suggest that the application relatively new to the users and has been recently introduced or adopted by the teachers.

Section D: Teachers' attitude towards the use of technology

This section supposed to be answered only by the teachers who have used the E-joy application (3 teachers) however, some teachers were interested in the topic, they made a research then answered this section based on the quick research.

Q1. What do you think are the main benefits of using the E-joy application for teaching the speaking skill?(you may select more than one option)

Table 13. Teacher's opinion on the benefits of using the E-joy application to teach speaking skill

Options	N	%
Enhance students' pronunciation	05	26.32 %
Improve fluency	04	21.05 %
Increase vocabulary	06	31.58 %
Build students' confidence	04	21.05 %
Total	19	100 %

This question aimed to extract the main benefits of using the E-joy application as a tool of teaching speaking skill from the teachers' perspective. Table 13 reveal that enhance students' pronunciation was selected by teachers 5 times (26.32%), improve fluency 4 times (21.05%), increase vocabulary 6 times (31.58%), and build students' confidence 4 times (21.05%). These results demonstrate that the E-joy application is perceived by teachers as a comprehensive tool that addresses multiple elements of the speaking skill, including pronunciation, vocabulary, fluency, and confidence.

Q2. What are the challenges you think you may face while using the E-joy application?(you may select more than one option)

Table 14. The challenges may teachers face while using the E-joy application

Options	N	%
Students' lack of interest	04	25 %

Limited access to device	04	25 %
Internet connectivity	07	43.75 %
other	01	6.25 %
Total	16	100 %

The aim of this question is to know the teachers' point of view about the challenges they may face while using the E-joy application. teachers selected students' lack of interest 4 times (25 %), limited access to device 4 times too (25 %), and internet connectivity 7 times (43.75 %), also one other challenge was mentioned that is students' inability to have smart phones. This finding indicate a need for the E-joy application to be more inclusive, accessible, and engaging, since multiple challenges were selected by teachers.

Q3. Do you think that the E-joy application will be a useful tool in education in the future?

Table 15. Evaluate the effectiveness of the E-joy application as a tool in education in the future from the teachers' perspective

Options	N	%
Yes	08	100 %
No	00	0 %
Total	8	100 %

As expected 100 % of teachers answered yes which remains that they see the E-joy application as a useful tool in education in the future.

Q.4 Do you think E-joy application is a useful tool in improving the student's speaking skills? if yes, explain

This question aims to gather teachers' opinions on the effectiveness of the E-joy app in enhancing students' speaking skills. All teachers agreed that it is a highly valuable tool, highlighting several reasons. These include its ability to provide lessons tailored to students' needs and proficiency levels, enable learners to practice speaking and review vocabulary offline, create an engaging and fun learning environment, and encourage interaction among students. These features collectively contribute to the improvement of students' speaking skills.

3.2. The Quasi-Experimental study

A quasi-experimental study was conducted to evaluate the effectiveness of the E-joy application in improving the students' English speaking skills. The participants consisted of third-year students from the Department of Letters and English at Kasdi Merbah University, Ouargla, during the 2024–2025 academic year. The students were randomly divided into two groups: an experimental group and a control group, each consisting of 30 students who were randomly selected. Both groups underwent Pre-Test and post-test assessments to analyze differences in outcomes.

3.2.1. The Pre-Test

Every 4 students enter in the classroom; only one student chooses a number. Then the teacher tells them about the topic in relation to that number and gives them 2 minutes to think about that topic. Every student approaches the teacher to discuss the topic

- 1) Do you think technology has made communication better or worse compared to past generations?
- 2) How has social media influenced the way people practice and learn new languages?

- 3) Tell me about a movie or TV show you've watched recently and what you thought of it.
- 4) Where do you see yourself five years from now? Describe your future life.
- 5) What qualities do you think make someone a great leader?
- 6) If you could change one thing about the school system in your country, what would it be?
- 7) Climate change is a major global issue. What do you think individuals and governments should do about it?
- 8) If you could have dinner with any historical figure, who would it be and why?
- 9) What challenges do people face when trying to become fluent in a language, and how can they overcome them?
- 10) If you had grown up in a different country, how do you think your life would have been different?

3.2.2. The Treatment phase

In the Department of Letters and English, at the University of Kasdi Merbah, Ouargla, third year students have oral expression one time a week each session lasts one hour and a half. The teacher employs E-Joy application with the experimental group as it is presented in the following lesson plan. (See appendix for the other lesson plans). On the other hand, the control group has been taught via the traditional method.

Lesson plan

Time: 1h 30min

Module: oral expression

Topic: phobias

Class: 3rd year L.M.D

Learning style: combination	Materials: E-joy application , data show, speakers, and papers.
<p>Objectives: by the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> • Name and identify different phobias. • Use relevant vocabulary related phobia. • Express personal opinions and experiences related to fear and phobia. • Use language precisely and persuasively to develop speaking skills. 	
<p>Warming up: stick on the board papers with different phobia names on them such as; Entomophobia, Acrophobia, Nyctophobia, Pentophobia, and Glossophobia. Ask students to read out loud and identify the words written on these papers, also try to explain each one.</p>	
<p>Procedures:</p> <ul style="list-style-type: none"> • Let students watch a video in the E-joy application which involves a report about different phobias. • Ask students to sum up orally what they watched in the video. • Ask students what phobia they have and why • Ask students to propose solutions for each other's phobias, based on each one's phobia and its reason. • Divide students into groups of four people for each. • Give each group a different phobia to watch a video about iv the E-joy application. • Every single video in the E-joy application is followed by six short games; flash cards, multiple choices, matching, fill in the blank, words constructor, and speaking game. students should play the six games after they watched the video and determine at list three difficult words, in order to pass the video challenge successfully. • Each group should select one person to represent the therapist role, while the rest group members are patients with different phobias. • Patients discuss their phobias with the therapist in order to find a relevant solution, with the focus on using the new words they learned through the video challenge. 	
<p>Practice: in every group student play the therapist and patients roles in a private clinic where the therapist listens to the patients and discuss their different phobias using the new words they learned from the E-joy application video challenge.</p>	
<p>Evaluation: assesse students' discussion and information about phobias, also focusing on the relevant use of phobias related vocabulary, as well correct their grammatical mistakes and pronunciation.</p>	

3.2.3. The Post-Test

Every 4 students enter in the classroom; only one student chooses a number. Then the teacher tells them about the topic in relation to that number and gives them 2 minutes to think about that topic. Every student approaches the teacher to discuss the topic

- 1) Tell me about a fun activity you enjoyed with your family recently.
- 2) Describe your neighborhood. What do you like or dislike about it?
- 3) What are some popular hobbies or pastimes among people in your city/country?
- 4) How do you imagine your hometown or country will develop in the next 30 years?
- 5) How would you describe your relationship with your siblings (or closest relatives)?
- 6) If you could take a trip anywhere in the world, where would you go and what would you do?
- 7) If you could switch lives with any famous person for a day, who would it be and why?
- 8) Do you think social media influencers have a positive or negative impact on young people? Why?
- 9) Who was your favorite teacher when you were younger, and what made them special?
- 10) If money and qualifications weren't an issue, what job would you love to have?

3.2.4. Analysis of the Results of the Students' Pre & Post-Tests**Table 2.1 learners' Pre-test and Post-test Scores**

Pre Test Scores	Post Test Scores

Control group	Experimental group	Control group	Experimental group
17	11	17.5	11
12	16	11	19
09	10	12	14
08	09	09	12
13	16	13.5	19
09	09	11	11
08	15	09	17.5
16	17	16.5	18.5
08	14	08	17
15	09	15.5	08
12	16	12.5	17.5
19	09	19	10.5
15	14	15.5	15
18	09	18	14
08	18	08	19.5
14	08	14.5	08
10	15.5	11	18
12	15	13	18
13	16	13	19.5
18.5	15	18.5	17.5
14	15	15	16
16.5	12	17	16.5

10	17	11.5	18.5
11.5	08	12	13
19	13	19	16
05	13	05	17.5
15	11	17	16.5
17.5	09	17.5	11.5
14	11	14.5	11
13	10	16	14

3.2.5. Statistical Analysis of the Results

As previously mentioned, the quasi-experimental study divided the students into two groups: the control group and the experimental one. The experimental group received treatment involving the use of the E-joy application in their teaching, while the control group was taught in the traditional way. To analyze the results, an independent samples t-test was employed. The study aimed to determine whether the E-joy application had a statistically significant positive effect on improving speaking skills in the experimental group compared to the control group. The researcher in this study adopted the SPSS 22 as a measuring tool for all the calculations needed.

Table 2.2 The Mean Value of the Control and experimental Group of Pre-test

Group	N	Mean	Std.deviation	Std.ErrorMean
Experimental group	30	12.68	3.85	0.70
Control group	30	13.00	3.87	0.71

Interpretation

The table above represents the results of both the experimental and control groups during the Pre-Test. As it is observed the experimental group mean (12.68) is lower than the control group mean (30). Here we can say that there is a convergence in level between the two groups.

Table 2.3 The Mean value of the Control and Experimental Group of Post-test

Group	N	Mean	Std.deviation	Std.ErrorMean
Experimental group	30	15.17	3.46	0.63
Control group	30	13.68	4.42	0.81

Interpretation

The table above represents the results of both the experimental and control groups during the Post test. It shows that after the treatment the experimental group mean increases to (15.17), while the control group saw a slight increase in the mean (13.68). The significance increase of the experimental group mean demonstrates our hypothesis to be valid. In other words, the treatments face influenced positively the experimental group by rising students' speaking skill through the use of E-Joy application.

Section two: Discussion of the results of the teachers' questionnaire and the quasi-experimental study

4.1. Overall analysis of the Results of Teachers' Questionnaire

From the analysis of the teachers' questionnaire, the obtained results provide us with the following points for discussion. Starting with the section A **Teachers' Profile** reveals a balanced distribution of teaching at university experience among teachers as well as oral expression module, also at level of their specialty that may affects the way how teachers select the topics in oral expression classes. However,

minority of teachers only have of teachers experienced a training on technology usage. In section B the questionnaire was more focused on **speaking skill** the teachers agree that speaking skill is very important representing 90%, on the other hand the teachers approved that their students struggle various challenges in speaking skill, which are, pronunciation difficulties, lack of fluency, difficulty forming grammatically correct sentences fear of making mistakes, lack of confidence, French pronunciation interference, and lack of rights vocabulary. This indicates that the teachers are aware of the difficulties faced by their students. Trying to find solutions for this difficulties teachers apply a mixed methods and activities to improve their students speaking skills which are as following, role playing storytelling, watching and discussing videos, and using language learning application, focusing on group discussion as the most used activity among the teachers representing 33.3%.Also teachers emphasize on combining practice, reading, listening ,and writing to gain an effective speaking skill development as shown in table 8.Concerning **section C** that is concerned with **Using educational applications in teaching specifically the E-joy application**, the majority of teachers representing 70% have not used educational applications neither to teach English at university generally nor to teach speaking skill specifically, yet some teachers representing 30% have used educational application to teach speaking skill at university namely, educational games E-joy application, ChatGPT, and Discard. Moving on to the E-joy application the minority of teachers have heard about it and use it representing 30%. And 100% of teachers who have you used the application knew it short time ago. This results reveal a lack of awareness or an outreach about educational applications generally and the E-joy application specifically among the surveyed teachers. Regarding **section D** that Tackled **Teachers' attitude towards the use of technology**. Although this section directed to

the teachers who have used the E-joy application some of teachers have not used it, yet they were interested in the topic, therefore they made a quick research about application then answered this section. The teachers agreed on multiple benefits that the E-joy application offers concerning the improvement of students' speaking skills which are as following, enhance students' pronunciation, increase vocabulary, build students' confidence in speaking. This demonstrates that the E-joy is perceived as an effective tool that covers the speaking skill elements including pronunciation, vocabulary, fluency, and confidence. On the other hand, the teachers highlighted several difficulties they may face while using the E-joy namely, students' lack of interest, internet connectivity issues, limited access to device, and students' inability to offer smart phones. Lately, 100 % of teachers emphasize on the effectiveness of the E-joy application as a useful tool in education in the future, also a highly valuable device that raises students' speaking skills, considering that it provides tailored lessons based on students' needs and proficiency level, enables students to practice speaking and review vocabulary offline, and creates an engaging and fun learning environment. Additionally, the application encourage interaction among students. These elements function together to raise students' speaking skills.

4.2. Discussion of the results of the quasi-experimental study

The outcomes of this study derived from the analysis of both the teachers' questionnaire and the quasi-experiment, reveal several positive and encouraging findings. Firstly, the teachers' questionnaire analysis shows very positive reactions to the application, although the majority of the target teachers have not used the application before. Yet, they were significantly uncertain about its effectiveness after having made a research about it. On the other hand, the teachers who have used the E-Joy strongly agreed on its productivity in rising the students' speaking skill.

Furthermore, the comparison of the Pre-Test and Post test scores that the statistical values surpassed the critical threshold, leading to the approval of the alternative hypothesis. This indicates that the treatment applied to the students advantageously influenced their English speaking skill. In particular, the integration of E-Joy application into oral expression classes proved it to be an effective method for enhancing the students' speaking skill. In fact, we have encountered a crucial challenge that not all students do have a personal smart phone. Providentially, their classmates were of great help and shared different accounts on their own smartphones which facilitated the procedure for all the students equally.

To sum up, the E-Joy app has shown great promise as a useful instrument for improving students' English-speaking skills. Its educational usefulness is confirmed by the favorable comments left by the teachers and the statistically significant increase in students' post-test scores. Teachers who were not familiar with the application were initially apprehensive, but its usefulness in the classroom was later demonstrated. These findings provide credence to E-Joy's inclusion in oral expression classes as a cutting-edge and interesting method of language learning.

Conclusion

This study offered an in-depth examination of the employed research methodology, encompassing both the tools for data collection and the procedures for data analysis. The quasi-experimental approach, through the comparison of Pre-Test and post-test results, indicated a noteworthy improvement in students' speaking skill following the use of the E-joy application. Furthermore, responses from the teachers' questionnaire emphasized several strengths, suggesting the beneficial role of incorporating the E-joy application into speaking skill development.

General conclusion



General conclusion

Effective communication is a core objective of language learning, and achieving it requires the development of various elements of speaking skill. However, EFL learners often face significant challenges in developing this skill due to traditional teaching methods, particularly in terms of engagement and motivation. To address these issues, the E-Joy application has emerged as a promising technological tool aimed at enhancing learners' speaking skill.

The effectiveness of the E-Joy application in raising students' speaking skill was investigated in this study, along with the difficulties that students frequently encounter and the solutions that the application provides. A theoretical framework was presented in the first chapter, which was split into two sections. Speaking was covered in the first section from a variety of angles, including its definition, significance in language learning, essential elements, and typical challenges encountered by EFL students. It also highlighted the fundamental ideas that guide the creation of successful speaking activities. The E-Joy application was introduced in the second section, which also covered its definition, key features, advantages and disadvantages, learning goals, and possible influence on improving the speaking skill of EFL learners.

The second part of the research focused on the practical aspects, outlining the research methodology, sample population, data collection methods (including a quasi-experiment and a teachers' questionnaire), data analysis procedures, and discussion of the findings. The results of this study support the hypothesis that the E-Joy application positively influences the development of speaking skill among students who use the application comparing to students who do not use it. By integrating engaging, interactive content and personalized learning strategies, the application effectively

addresses several traditional challenges and contributes to higher learner motivation and performance.

These findings offer meaningful insights into the role of educational technology in language learning and suggest that tools like E-Joy can play a vital role in modern language learning, proving that E-Joy significantly raises students' speaking skill.

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Appendices



Appendices A**Teachers' questionnaire**

Dear participants,

This questionnaire aims to collect data about the usage of the E-joy application and its effectiveness in raising the students' speaking skill. Your responses will help us understand the impact of this application on third year license English students. The information you provide will remain confidential and used solely for research purposes. Thank you for taking time to participate in this research study, we appreciate your valuable input and honesty in answering questions.

- Miss. Kachi Roukia
- Miss. Boukhrouf Djihane
- Department of Letters and English
- Faculty of Letters and Languages Kasdi Merbah Ouargla University

Section A: teacher's profile

1. How many years have you been teaching English at university?
 - Less than five years
 - Five to ten years
 - Ten to fifteen years
 - More
2. How many years have you been teaching oral expression module?
 - Less than three
 - Three to six years
 - Six to ten years
 - More
3. Are you specialized in
 - Linguistics
 - Translation
 - Literature
 - Didactics
4. Did you have any training on technology usage?
 - Yes
 - No

Section B: speaking skill

1. In your opinion, how important is speaking skill in English language learning?
 - Very important
 - Important
 - Less important
 - Not important

2. What are the most common challenges your students face in developing speaking skill (you may select more than one answer)
 - Pronunciation difficulties
 - Lack of fluency
 - Difficulty forming grammatically correct sentences
 - Fear of making mistakes
 - Others (please specify)
 -

3. What methods or activities you commonly use to improve students' speaking skill? (You may select more than one answer)
 - Role playing
 - Group discussion
 - Storytelling
 - Watching and discussing videos
 - Using language learning applications

4. How can you improve your students' speaking?
 - Through practice
 - Through reading
 - Through writing
 - Through listening
 - All of them

Section C: using Educational application in teaching speaking specifically the E – joy application

1. Have you used educational applications in teaching speaking before?
 - Yes
 - No

2. If yes, which application have you used in teaching speaking skill?

.....

3. Have you heard before about the E-joy application?

- Yes
- No

5. Have you used it?

- Yes
- No

6. If yes, since when?

- Long time ago
- Not too long ago
- Short time ago

Section D: teacher’s opinion

5. What are the main benefits have you noticed when using the E-joy application for teaching spanking skills? (You may select more than one option).

- Enhance student’s pronunciation
- Improve fluency
- Increase vocabulary
- Build student’s confidence in speaking

6. What are the challenges that have you faced while using the application? (You may choose more than one option)

- Student’s lack of interest
- Limited access to device
- Internet connectivity issues
- Other (please specify)

.....

7. Do you think that the E-joy application will be a useful tool in education in the future?

- Yes
- No

8. Why?

.....

.....

Appendices B

Lesson plan

Time: 1h 30min

Module: oral expression

Topic: debates

Class: 3rd year L.M.D

Learning style: combination	Materials: E-joy application , data show, and speakers
Objectives: <ul style="list-style-type: none"> • to learn what debate means and its objectives. • students will be able to construct and present arguments. • students will be able to use language precisely and persuasively and develop their Language skills. 	
Warming up: ask students to watch a video from the E-joy application that contains a group of people discuss a AI topic. Then ask students to introduce their opinions about the video.	
Procedures: <ul style="list-style-type: none"> • Explain the meaning of a debate and introduce its structure • Ask students about the debate purposes • Explain the importance of debating to defend own opinions in on organized structure • Ask students to think about examples of debating from real life • Divide students into two groups the first is with social media and the second is against social media then create a debate between both groups • Ask students to develop arguments about the selected topic 	
Practice: divide students into two groups each one supposed to provide arguments about the advantages or disadvantages of social media and defend the arguments through a well-structured debate	
Evaluation: asses students arguments and debate methods, also adjust their mistakes	

Appendices C**Lesson plan****Time: 1h 30min****Module: oral expression****Topic: sports****Class: 3rd year L.M.D**

Learning style: combination	Materials: E-joy application, data show, speakers, piece of papers.
<p>Objectives: by the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> • Use sports-related vocabulary confidently in a conversation. • Express opinions, preferences, and experiences about sports. • Use language precisely and persuasively to develop speaking skills. 	
<p>Warming up: ask students to name as many sports as they can in one minute. write them in the board</p> <p>Follow up with a quick round where each student says their favorite sport and why they like it.</p>	
<p>Procedures:</p> <ul style="list-style-type: none"> • Let students watch a video from the e-joy application which contains a report about the world's most popular sports. • Ask students about their opinions on the video's content. • Divide students into groups of four people for each. • Randomly each group will choose one piece of paper which includes one sport such as; football, handball, and basketball. • Every group member uses the E- joy application to watch a short video about the selected sport. • Each video in the E-joy application is followed by six short games; flash cards, multiple choices, matching, fill in the blanks, words constructor, speaking game. Students should play the six games after they watched the video and determine at least three difficult words, in order to pass the video challenge successfully. • Each group should select one person to represent the player role, while the rest group members are the journalists who ask the player three questions about the sport they watched the report about. • The player answers the journalists' questions in a scene that simulate a press conference, with the focus on using the new words they learned through the video challenge. 	

Practice: in every group the students play the roles of a player and journalists in a press conference while the player answers the journalists' questions using the new vocabulary they learned through the E-joy application video challenge.

Evaluation: assesses students' questions, answers, and information about the sports, with the focus on the relevant use of sports related vocabulary, as well as adjust their grammatical and incorrect pronunciation.

Appendices D**Lesson plan****Time: 1h 30min****Module: oral expression****Topic: Effective Vocabulary Acquisition through E-joy application.****Class: 3rd year L.M.D**

Learning style : Multisensory Learning	Materials: E-joy application, data show, speakers, a whiteboard, a marker, and dictionaries.
<p>Objectives: by the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> • Extract new vocabulary from video content. • Practice using new vocabulary in oral communication. • Learn how to memorize new vocabulary. 	
<p>Warming up: Begin with a brief discussion about the challenges of learning new vocabulary. Ask students:” What are some difficulties you face when trying to memorize new words?” “How do you think videos can help with vocabulary acquisition?”</p>	
<p>Procedures:</p> <ul style="list-style-type: none"> • Let students watch a video from the E-joy which involves a discussion about politics. • After the first viewing, ask students to extract any new or unfamiliar words they heard. • Write these words on the whiteboard. • Play the video again, pause it at relevant points and ask students to attempt to formulate clear meaning of the words. • Ask students to use dictionaries to confirm definitions and explore synonyms and antonyms. • Ask students to create new sentences using the words in different contexts. • Divide students into five groups randomly. • Give each group a video from the E-joy with a different theme such as technology, history, politics, art...etc. • Ask each group to extract new words from the video. • Ask each group to use flashcards related to the video to help them find the definition of each word. Then each group have to create a short dialogue using the new vocabulary. 	

Practice: Ask each group to present their dialogues. While the other groups try to provide constructive feedback on their pronunciation and usage.

Evaluation: observe students' participation in group discussions and activities. Assess their ability to extract and identify new vocabulary from the video, also evaluate their oral presentations in terms of accurate and natural use of new vocabulary.

Appendices E

Lesson plan

Time: 1h 30min

Module: oral expression

Topic: hobbies and personal interest

Class: 3rd year L.M.D

<p>Learning style: Multisensory Learning</p>	<p>Materials: E-joy application, data show, speakers, a whiteboard, and a marker.</p>
<p>Objectives: by the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> • Describe their hobbies and interests in detail. • Express their opinion and feeling about their hobbies. • Use appropriate vocabulary related to hobbies. 	
<p>Warming up: Ask students what something they enjoy doing in their free time then listening to some students' answers. Write their answers on the whiteboard, then underline key terms</p>	
<p>Procedures:</p> <ul style="list-style-type: none"> • Let students watch a video from e-joy application which involves an interview with university students about their hobbies and interests. • Ask students to extract the hobbies mentioned in the video, and write them on the whiteboard. • Divide students into five groups randomly. • Give each group a different hobby from the hobbies they extracted from the previous video, to watch a video about it in the E-joy application. • Every single video in the E-joy application is followed by six short games; flash cards, multiple choices, matching, fill in the blank, words constructor, and speaking game. Students should play the six games after they watched the video and determined five difficult words, in order to pass the video challenge successfully. • Ask each group to play the six games to reinforce and memorize the vocabulary, also to pass the video challenge successfully. 	

Practice: Ask each student to give an oral presentation in short paragraph explaining his or her hobbies and personal interest. The presentation should include vocabulary learned from the previous videos.

Evaluation: assess students speaking skills, with the focus on the relevant use of vocabulary related to hobbies, as well as adjust their grammatical and incorrect pronunciation.

ملخص الدراسة

تهدف الدراسة الحالية إلى التحقق من فعالية تطبيق E-Joy في تحسين مهارة التحدث لدى الطلاب. للإجابة عن أسئلة البحث واختبار الفرضيات، استخدم الباحثان أداتين بحثيتين: استبياناً وُزِعَ على عشرة أساتذة متخصصين في التعبير الشفوي، وتصميماً شبه تجريبي شمل اختباراً قبلياً، وتدخلاً تعليمياً، ثم اختباراً بعدياً. استهدفت هذه التجربة طلاب السنة الثالثة في قسم اللغة الإنجليزية وآدابها بجامعة قاصدي مرباح - ورقلة. وخلال المرحلة التعليمية الممتدة بين الاختبار القبلي والاختبار البعدي، تلقى الطلاب تدريباً على مهارة التحدث باستخدام تطبيق E-Joy. كشفت النتائج عن تأثير إيجابي وذو دلالة إحصائية للتدخل على أداء الطلاب في مهارة التحدث. وبناءً على هذه النتائج، يمكن الاستنتاج أن مهارة التحدث لدى أفراد المجموعة التجريبية تحسنت بشكل ملحوظ مقارنةً بأفراد المجموعة الضابطة.

الكلمات المفتاحية: مهارة التحدث، تطبيق E-Joy، اللغة الإنجليزية كلغة أجنبية، تعليم اللغة الإنجليزية كلغة أجنبية.

Résumé

La présente étude vise à examiner l'efficacité de l'application E-Joy dans l'amélioration de la compétence orale des étudiants. Pour répondre aux questions de recherche et tester l'hypothèse, les chercheurs ont utilisé deux instruments : un questionnaire administré à dix enseignants d'expression orale, ainsi qu'un dispositif quasi-expérimental comprenant un pré-test, une intervention pédagogique et un posttest. L'expérience a ciblé les étudiants de troisième année en langue anglaise au département de lettres et de langue anglaise de l'Université Kasdi Merbah – Ouargla. Durant la phase d'enseignement entre le pré-test et le posttest, les étudiants ont reçu une formation à l'oral à l'aide de l'application E-Joy. Les résultats ont révélé un impact positif et statistiquement significatif de l'intervention sur la performance orale des étudiants. Sur la base de ces résultats, on peut conclure que la compétence orale du groupe expérimental s'est considérablement améliorée par rapport à celle du groupe témoin.

Mots-clés : compétence orale, application E-Joy, anglais langue étrangère, Enseignement de l'anglais langue étrangère