

Iranian EFL Learners' Attitudes Toward Autonomous English Learning Through the HelloTalk Mobile Application

Ali Sadeghi¹, Azizeh Chalak^{*2}

¹M.A. in TEFL, Department of English, Isfahan Branch, Islamic Azad University, Isfahan, Iran

²Associate Professor in TEFL, Department of English, Isfahan Branch, Islamic Azad University, Isfahan, Iran

DOI: [10.30495/LCT.2023.1990574.1093](https://doi.org/10.30495/LCT.2023.1990574.1093)

Received: 04/06/2023

Revised: 18/08/2023

Accepted: 24/08/2023

Abstract

This study investigated Iranian intermediate EFL learners' attitudes toward using the HelloTalk app to improve their independent learning ability. Moreover, it examined the experts' and learners' attitudes toward utilizing the application. The study enjoyed a quasi-experimental design. In doing so, 54 intermediate EFL learners were selected from Fargooyan Language Institute in Isfahan, Iran. In this connection, six experts in the field were also asked to review the app, complete a questionnaire, and provide written feedback to add multiple perspectives to the design. They received the TAM questionnaire for better results on the use of the app. Furthermore, the interview adopted from the TAM questionnaire was used to explore the external and internal factors involved in this type of mobile learning. The results revealed that utilizing the HelloTalk app significantly and positively affected Iranian intermediate EFL learners' autonomy. Besides, experts and learners had a positive attitude toward using the application. The findings of this study could be fruitful for learners with enough competence but who do not know how to be autonomous through mobile applications. It could also provide insight into how technology tools and computer programs could facilitate teaching and learning English.

Keywords: Autonomy; HelloTalk Application; Learner Autonomy; Mobile-Assisted Language Learning; Self-Directed Learning

1. Introduction

In recent years, incorporating technology into pedagogical purposes has gained researchers attraction. By using new technologies, a significant

* Corresponding Author's E-mail address: azichalak@gmail.com



change has been observed in the field of education, which facilitates learning and helps learners achieve a more fulfilled atmosphere (Zehani, 2021). It is a fact that technology cannot be separated from educational environments, and both teachers and learners must be engaged with technology. Previous studies have shown that the ongoing mobile device operation can support language learning. For instance, the educational benefits of the utilization of mobile applications are voice/audio recording and playing, economical, easily carried or moved, learner friendliness, interactivity, and availability (Kukulska-Hulme & Shield, 2008; Stockwell, 2010; Wishart, 2008). Based on Sharples's (2006) point of view, Mobile-assisted Language Learning (MALL) is a new method of learning which can provide spontaneity or continuity of access and useful utilization of personal, portable devices. Moreover, based on the results of some studies, MALL (Mobile-Assisted Language Learning) can increase motivation in language learning (Kim et al., 2013) and promote collaboration and interaction (Goh et al., 2012).

Accordingly, recent studies have shown that learners have positive attitudes toward using educational applications as a successful way to learn and train themselves to be autonomous both in and out of the classroom. As an example, Dashtestani (2013) examined that Iranian English teachers' attitudes toward using mobile phones in teaching and learning English were positive. Although, the researchers did not deny the role and importance of using traditional methods. Still, they insisted that modern teachers must be ready for modern challenges and changes in the educational process. Moreover, mobile applications (including HelloTalk) can facilitate the student's learning process and make it more entertaining and accessible anytime, anywhere. A further result indicates the positive attitudes toward mobile learning and adequate time provided through using smartphones to practice English speaking skills (Ataeifar et al., 2019).

In this connection, the present study benefited from using the mobile application, particularly the HelloTalk app. The reasons behind choosing the HelloTalk app could be explained in this way. While teaching English to Iranian EFL learners in different English classes, the researchers of the study observed that the learners are too dependent on the teacher for every single problem. Learners must focus on developing and helping or satisfying their internal criteria, but in reality, especially in Iran, they depend on the course's instructor, even in higher education.

Due to the importance of teachers' and students' perceptions of using smartphones and new technologies in English learning, the present study

aims to investigate both perceptions using questionnaires and interviews. It should be noted that few researchers such as Nushi and Makiabadi, (2018) have addressed Iranian EFL learners' attitudes toward using the HelloTalk mobile application. In addition, no research has been found surveying Iranian EFL learners' autonomy through HelloTalk mobile application. Therefore, the present study investigated the Iranian EFL Learners' attitudes toward autonomous learning by utilization of the HelloTalk Mobile application from teachers' and learners' points of view, both inside and outside the class.

2. Literature Review

Research studies have shown an increasing interest in using technology in today's world. Therefore, a considerable amount of literature has been published on the utilization of technology, especially in academic settings. Reviewing related studies is a fundamental part of the literature and will give readers a better sense of what has been done in the area. Some researchers mentioned that using mobile phones leads to ease of communication between learners, teachers, and peers, which is a golden opportunity for language learning (Nah et al., 2008; Rosell-Aguilar, 2007). Oz (2015) mentioned that the intermixture of English learning and technology depends on factors such as technology, teacher and students' perception, and teacher and students' awareness of technology in integration into English learning. Chartrand (2016) states that smartphones can improve vocabulary mastery and pronunciation, especially dictionary apps. Based on the respondents' positive perceptions. Wagner et al.'s (2016) study has shown that MALL as a learning strategy can support teaching-learning. In addition, the results of Yudhiantara and Saehu's (2017) study reveal that using smartphones in classroom activities led to positive student perception. It is worth mentioning that, Dehkordi's (2018) study has shown that both genders male and female learners have positive attitudes and perceptions toward using technology-based learning

2.1. General Outlook of Autonomy

The autonomy notion has existed in several fields of study, such as psychology, philosophy, politics, and education. Autonomy refers to the Greek term *autonomic/autonomous*, defined as someone or something that lives by its own rule. In the learning process, autonomy is defined as learners taking control of their learning (Benson, 2001). In light of this, Holec (1981) provides a learner autonomy definition; in this way, learners are independent when taking charge of their learning process and

accepting responsibility for all the decisions related to all aspects of their learning.

The other factor that needs to be considered is this; teachers have an essential role in learners' independence, whether in or outside the classroom. No wonder instructors can affect the learners' usage of technology devices or mobile applications outside the classroom. In this connection, Hagger and Chatzisarantis (2012) mentioned that teachers could encourage and increase student engagement in autonomous learning outside the classroom. In addition, students willingly like to use the technological resources teachers utilize in the classroom (Fagerlund, 2012; Lai & Gu, 2011). It is worth mentioning that teachers' suggestions and pieces of advice on using technologies can affect students' involvement beyond the classroom (Inozu et al., 2010).

2.2. Different Concepts Related to Learner's Attitudes and Autonomy

To clarify the learner's attitudes toward educational apps, it is essential to get to know the different concepts related to learners' attitudes. It should be emphasized that learners' attitudes and behaviors would change in autonomous learning because of factors such as their level of English language proficiency, age, and setting.

The concepts closely related to autonomous learning which can possibly change learners' attitudes are out-of-class learning, self-study, self-access, self-instruction, distance learning, and self-direction. Self-direction learning is a settled way of thinking or feeling about the learning assignment where the learner is in charge of the decision-making process in his learning (Hadi, 2012). Self-access learning is related to choosing independently among different resources available to learners. Based on Dickinson's (1987) point of view, self-access learning refers to using resources that make learning easy. Self-regulated learning can be defined as the skill of realizing and managing one's educational setting, and it consists of self-instruction, self-monitoring, self-reinforcement, and goal setting (Harris & Graham, 1999; Schraw et al., 2006; Shunk, 1996). Based on Zimmerman's (2000) vantage point, self-generated actions, feelings, and thoughts that are designed and adapted for gaining personal goals can be defined as self-regulated.

Self-instructional learning is a way to remove all obstacles in traditional classrooms (Zehani, 2021). It is worth noting that self-instructed learning can be achieved through two conditions; in the first place, learners should be responsible for their learning, such as the learning goals, selecting different methods, and assessment. Secondly, a

learning structure is needed in which the learner can practice his dominance over the learning process. Finally, distance learning is a kind of formal education that can be institution-based where the learners, instructors, and educational materials are connected through interactive telecommunication systems, due to the geographical separation of each other (Simonson et al., 2019).

2.3. Language Learning Studies on Mobile Applications

The fact of the matter is that reviewing studies on the HelloTalk application and other mobile applications can provide a better understanding of the situation. The use of mobile applications, in general, and the HelloTalk app, in particular, is a way of independently learning a foreign language and an effective means of forming classroom learning (Bardus et al., 2021). Moreover, it is mentioned that mobile applications can facilitate the student's learning process and make it more entertaining and accessible anytime, anywhere. Based on Grimshaw et al. (2017) findings, instructors were concerned about the limitations of MALL, and at the same time, they were willingly open to engaging their students in MALL. The result indicates positive attitudes toward mobile learning and adequate time spent using smartphones to practice English speaking skills (Ataeifar et al., 2019).

According to Pachler et al. (2012), due to learners' attachment to their mobile phones, these devices are supposed to be a source of inspiration and motivation. More to the point educational system uses technology to facilitate the process of teaching and learning and make these processes more developed. Recent studies have shown that learners have positive attitudes toward using educational applications as a successful way to learn and train themselves to be autonomous both in and out of the classroom. Zehani (2021) examined mobile educational applications' utilization to enhance learners' autonomy in English language learning. The results of this study have shown that teachers' and students' attitudes were positive. Although the finding of this study should be interpreted with considerable care, the study first focused on first-year EFL students at the Department of English division of the Mohamed Khider University of Biskra; therefore, age and language level have influenced the results.

Second, the questionnaire had no questions about usability, ease of use, and intention to use the applications that may have affected the result. Third, the students had not been interviewed to discover the external and internal factors involved in this type of mobile learning. Therefore,

generalizing the findings to various prompts and recasts can be problematic.

In this connection, Stockwell (2008) discovered that the cost of mobile phones is essential, and it can lead to disappointment by users in academic settings. Based on Azli et al. (2018), MALL can be done inside and outside the classroom; in other words, it is formal and informal learning that can support traditional learning, boost the teaching process, and enhance learning. They also believed teachers could use MALL as an assistant in English teaching. It is worth mentioning that, Dehkordi's (2018) study has shown that both genders male and female learners have positive attitudes and perceptions toward using technology-based learning. Some researchers mentioned that using mobile phones leads to easy communication between learners, teachers, and peers, which could provide a golden opportunity for language learning (Nah et al., 2008; Rosell-Aguilar, 2007).

With regard to the advantages and disadvantages of the HelloTalk application, another research provides information from students' perspectives in the following statements. There are some advantages of implementing HelloTalk in teaching vocabulary, described as easy to use, having various features, easy to remember vocabulary, time efficiency, and having an exciting learning experience (Nugroho et al., 2021). Based on Nugroho et al. (2018) findings, the use of the HelloTalk app had some restrictions from internet connection to the paid application. Although learners got used to the application when they became familiar through the instructors' elaboration and designed activities. Finally, other research results have displayed that MALL increased language learning motivation (Kim et al., 2013) and promoted collaboration and interaction (Goh et al., 2012). In addition, Smartphones also supply a design plan for autonomous learning (Reinders, 2010), and they are unavoidably a way of independent language learning (Clarke & Svanaes, 2015; Niño, 2015; Persson & Nouri, 2018).

The study attempted to investigate Iranian EFL learners' attitudes toward independent learning through the usage of the HelloTalk app. To accomplish the purpose of this study, the following research questions were raised:

1) What are the learners' attitudes towards using the HelloTalk application for development in terms of usability, ease of use, attitude towards learning, and intention to use?

2) *What are the experts' attitudes towards using the HelloTalk application for development in terms of usability, ease of use, attitude towards learning, and intention to use?*

3. Methodology

In this section, the research design and setting will be provided with detailed information at the beginning. Then, the research participants and instruments would be carefully described as a significant and necessary part of the study. Finally, the data collection and analysis procedure will be discussed to provide helpful information for the result section.

3.1. Design and Context of the Study

A mixed-method approach was adopted in this research study. Additionally, the study's design could be illustrated in this way; it is a quasi-experimental study using the TAM questionnaire. The quantitative and qualitative parts consisted of gathering data through the TAM questionnaire given to Iranian Intermediate EFL learners to obtain the participants of this research study. The study also benefited from interviewing learners and experts, illustrated more in the following sections. The current study aimed to investigate the characteristics of Iranian EFL learners enrolled in the Fargooyan Institute in the spring term of 2022. In addition, the homogeneity of each group was examined by participating in a Placement English Test (PET) at the Fargooyan Institute. Intermediate English learners were chosen for the study because of the course system used in the institution and their familiarity with the notion of being autonomous learners, which is related to their age and level of English proficiency. As Bardus et al. (2021) mentioned, age and English language proficiency level can somewhat influence the results.

EFL learners received six hours of instruction per week within the course period, including primary skills and sub-skills. The course books used in the institution were Active Skills for Reading Level 2 and Headway Academic Skills Level 3. In this connection, extra materials such as grammar, vocabulary, and reading exercises were provided to learners for every unit by the institution. All the course classes had to use standard materials and topics. Learners' achievement was measured basically through an online questionnaire on Google Docs to collect data on autonomy and also learners' attitudes. The learners were given two questionnaires; one in the first session and one at the end of the course. One questionnaire for measuring learners' autonomy was examined in detail in another article (See Authors' note) and the TAM questionnaire

was also given to EG learners and experts for a better understanding of the HelloTalk mobile application.

3.2. Participants

Strictly speaking, the participants were Undergraduate/Postgraduate learners enrolled in the Fargooyan institution in the spring term of 2022 in Isfahan, Iran. The average age of the whole number of participants was 24 years old. A panel of six education experts with a 9.5 average year of teaching English and research experience were asked to review the app, complete a questionnaire, and provide written feedback to add multiple perspectives to the design (Chen et al., 2019). The experts had doctoral degrees in a relevant education or language learning field.

3.3. Instruments

The following instruments were used to collect the required data: The present study used a TAM online questionnaire to measure learners' attitudes toward using the application, and the HelloTalk app was used as a study treatment. HelloTalk is advanced or elaborated by HelloTalk Foreign Exchange Learning Talk Chat App. Although the application is free to download, for full access and extra features learners must purchase a subscription. The application can be categorized under the category of language exchange programs, where learners have the opportunity to connect and help each other in the process of learning a new language. It is similar to Facebook or Instagram as a form of social media application but in an educational context. The app was used in this research study as a tool to enhance learners' autonomy. The chat section is provided in the app for engaging, texting, and making audio/video calls. Sending messages and asking questions to the community of native speakers of the selected language were provided also in the different sections of the application. Posting audio, correcting structures, and translating text are the other tools of the chat that are noticeable.

HelloTalk, Moments, Connect, Live, and Me are five options located on the screen's bottom. Active conversations are possible on the HelloTalk option. In Moments, you have access to community posts from native speakers of the language, you have selected. Searching for native speakers of the target language is provided in Connect and in Live, learners have the opportunity to find online courses or live classes with instructors. I should be mentioned that in the chat section, you have access to your contacts and their profile pictures. The layout of the app is comfortable because it looks like Facebook's Messenger.

The study used the TAM (Technology Acceptance Model) questionnaire as a research instrument. The TAM questionnaire is a five-point Likert scale of 11-item questionnaire (Davis et al., 1989) and was adapted to fit the needs of this study (see Appendix A). The TAM questionnaire consists of four factors: usability of the HelloTalk application (UOHA), ease of use of the HelloTalk application (EOUH), attitudes towards using the HelloTalk application (ATUHA), and intention to use the HelloTalk application (IUHA). After examining and consulting with experienced professors of the Department of English of the Islamic Azad University, Isfahan (Khorasgan Branch), some questions were selected for the research interview. Experts and learners were also asked to answer the TAM questionnaire to achieve the study's goals. It must be noted that before any data analysis, reliability statistics should be examined. In doing so, Cronbach's alphas were calculated, and it was 0.877. Therefore, the questionnaire was reliable.

The research benefited from observation as an act of recognizing, measuring, and noting the learners' behaviors and attitudes. The observation was a suitable data collection method for this study because it helped the researchers to have more methods for triangulation, collecting, and analyzing the data. This allowed the researchers to observe the subjects while working with the HelloTalk application and to observe EG learners' attitudes toward using the application. The researchers had this opportunity to observe learners' motivations and attitudes towards utilizing the application when they were talking to each other.

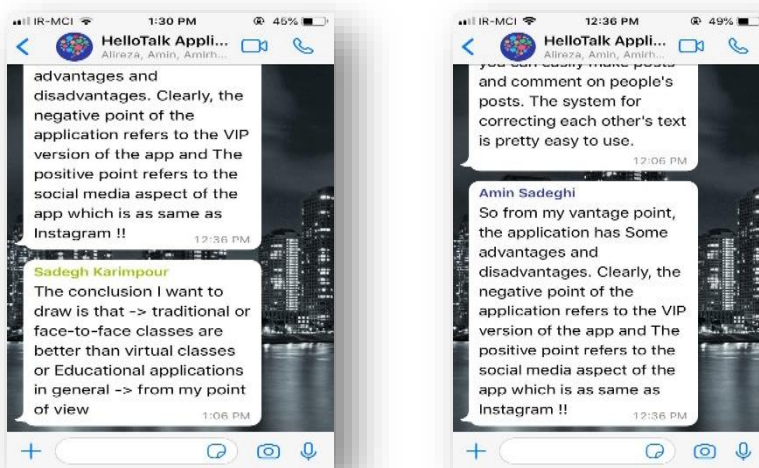


Figure 1. Interviewing Learners Through the Usage of WhatsApp

Finally, this research used the interview to obtain detailed information about the phenomenon under examination (Dorney, 2003). It should be noted that the study interview was adopted from the TAM questionnaire. The EFL learner and experts answered semi-structured interview questions based on perceived improvements in performance, ease of use, collaboration, learning material, and future use of the application on WhatsApp (due to the pandemic of Covid-19), as illustrated in Figure 1.

It should be noted that the experts and learners were asked to have comments on the HelloTalk app and identify the needed or unnecessary features of the app. Some comments were gathered through Google Docs, most of which were collected using WhatsApp. In addition, learners and experts were interviewed on WhatsApp via voice messages or video calls. Experts' and learners' comments were categorized in some themes using their frequencies to examine the qualitative and quantitative views, which were explained in the following section. Additionally, to obtain more information, the interview questions were continued with some other questions.

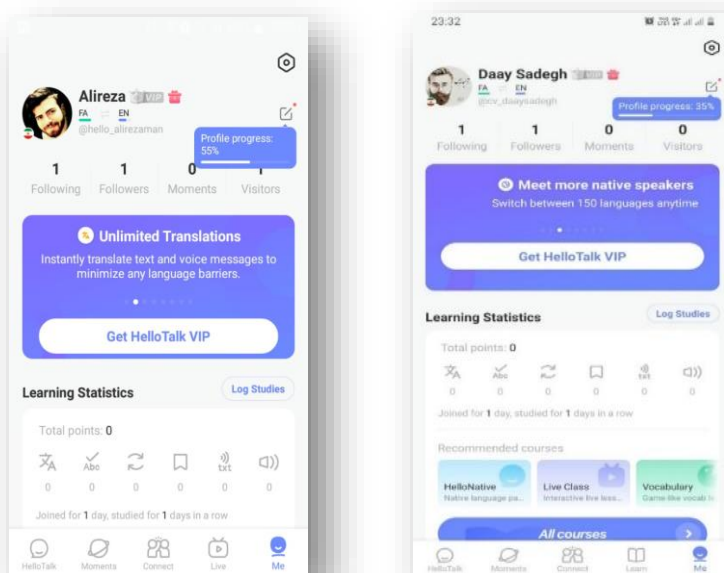


Figure 2. Installation of the HelloTalk Application by Participants of the Study

The last question was about the enjoyment of the experience that almost all the subjects enjoyed. One also should not overlook that, to bring a visual aspect to the study, some participants were asked for permission to use their screenshots and personal information, as seen in Figure 1 and also, in Figure 2. In connection with what was mentioned, learners and experts were supposed to install the application and send screenshots of their Me (HelloTalk options) on WhatsApp, as illustrated in Figure 2.

3.4. Data Collection and Analysis Procedure

The procedure of data collecting for this research would be explained in this way: the HelloTalk application was introduced step by step on WhatsApp, as you can see in Figure 3. In addition, the app was also shared with experts. In the next step, different application options were introduced to learners: HelloTalk, Moments, Connect, Live, and Me. Some extra activities were designed for learners by the institution. Learners were able to discuss their answers with the group in a chat room and had the opportunity to have 20 minutes per week of discussion with the instructor in the application chat room.



Figure 3. Introducing the HelloTalk Application on WhatsApp

During weeks three to four, learners were supposed to complete the study units in the app for two or three hours per week and answer the

inside and outside the class activities using the HelloTalk app. Moreover, learners had the opportunity to discuss online with the instructor. In the following weeks, the participants were encouraged to share and discuss the material in the chat room, where the instructor had access to encourage participation and give structured feedback.

In week six, the instructor tried to focus on the entertainment and gamification aspects of the application to consider the fun and appealing aspects and introduce these particular parts of the application. Furthermore, the writing and grammar tools of the application were explained to learners. Finally, in weeks seven and eight, the participants completed a questionnaire, and 24 learners and six experts participated in a focus-group interview. The research procedure is summarized in Figure 4.

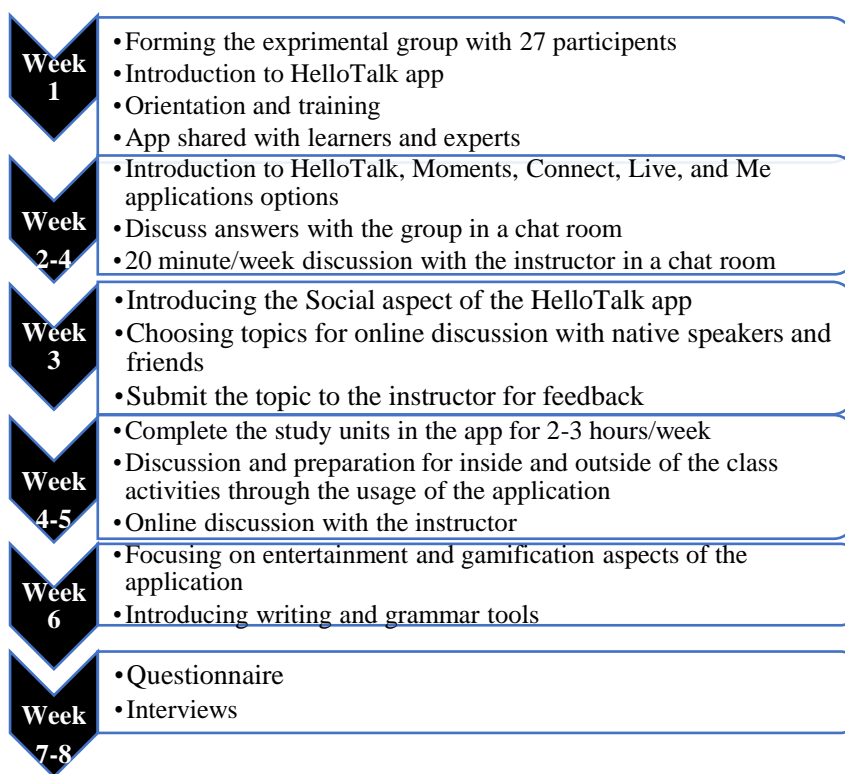


Figure 4. Research Procedure

After gathering sufficient data about the under-investigation phenomena, data analysis is necessary therefore, the study used IBM SPSS Statistics (Version 26) software to summarize and categorize the

information to address the research question and compare the means of collected data for analyzing the TAM questionnaires. One delicate point must be mentioned here, the interview data and the expert review feedback comments were analyzed for recurring themes by the inductive coding method (Chen et al., 2019; Thomas, 2006).

4. Results

This section analyzed the learner autonomy questionnaire to achieve the study goal.

4.1. TAM Questionnaire

Table 3 shows the results of the quantitative and qualitative analysis, including descriptive statistics from the TAM questionnaire of learners.

Table 1. Learners TAM Questionnaire Results

Questions	N	Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly disagree 1	Mean	STD	Agree	Disagree
UOHA 1	27	15.4%	69.2%	15.4%	0%	0%	4.00	0.55	84.6%	0%
UOHA 2	27	15.4%	53.8%	30.8%	0%	0%	3.85	0.66	69.2%	0%
UOHA 3	27	15.4%	61.5%	15.4%	7.7%	0%	3.85	0.76	76.9%	7.7%
Total UOHA							3.90	0.47		
EOUH 1	27	15.4%	61.5%	0%	23.1%	0%	3.70	0.99	76.9%	23.1%
EOUH 2	27	15.4%	61.5%	23.1%	0%	0%	3.92	0.61	76.9%	0%
EOUH 3	27	7.7%	61.5%	23.1%	7.7%	0%	3.70	0.72	69.2%	7.7%
Total EOUH							3.77	0.66		
IUHA 1	27	15.4%	46.2%	23.1%	15.4%	0%	3.62	0.92	61.6%	15.4%
IUHA 2	27	23.1%	53.8%	7.7%	15.4%	0%	3.85	0.94	76.9%	15.4%
Total IUHA							3.74	0.69		
ATUHA 1	27	7.7%	38.5%	53.8%	0%	0%	3.55	0.64	46.2%	0%
ATUHA 2	27	15.4%	53.8%	23.1%	0%	7.7%	3.70	0.99	69.2%	7.7%
ATUHA 3	27	23.1%	53.8%	15.4%	7.7%	0%	3.92	0.82	76.9%	7.7%
Total ATUHA							3.72	0.50		

The results of the TAM questionnaire with the totals indicating the combined items for each variable are illustrated in Table 1. In this regard, the Likert scores from strongly disagree to strongly agree have been combined to give an overview of the questionnaire. As Table 3. shows, more learners agree with UOHA than disagree. However, for EOUH and IUHA, the disagreements increased to 23.1% for EOUH question number 1 and 15.4% for both IUHA questions (IUHA 1 and IUHA 2) as illustrated.

Table 2. Learners TAM Questionnaire Disagreements

Questions	Disagreements Percentages
3. I think that the mobile app is suitable for learning.	7.7 %
4. I think that the HelloTalk system is easy to use.	23.1%
6. I think that the HelloTalk system is easy to understand.	7.7%
7. I will continue to use the HelloTalk system in the future.	15.4%
8. I am willing to use the HelloTalk system to acquire, store, share, apply and create knowledge.	15.4%
10. I think that using the HelloTalk system for autonomous English learning and language exchange is a good choice.	7.7%
11. I think that the HelloTalk system can enhance my intention to learn.	7.7%

As shown in Table 2., question number four (4. I think that the HelloTalk system is easy to use) has the most disagreement percentages (23.1%). After question number four, questions number seven (7. I will continue to use the HelloTalk system in the future.), and eight (8. I am willing to use the HelloTalk system to acquire, store, share, apply and create knowledge.) have the most percentages (15.4%), which refers to the disagreement of the learners. In Table 3 the experts' questionnaire results are demonstrated.

Table 3. Experts TAM Questionnaire Results

Questions	N	Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly disagree 1	Mean	STD	Agree	Disagree
UOHA 1	6	33.3%	66.7%	0%	0%	0%	4.33	2.08	100%	0%
UOHA 2	6	33.3%	50%	16.7%	0%	0%	4.16	2.04	83.3%	0%
UOHA 3	6	33.3%	50%	16.7%	0%	0%	4.16	2.04	83.3%	0%
Total UOHA							4.22	0.50		
EOUH 1	6	0%	66.7%	33.3%	0%	0%	3.66	1.91	66.7%	0%
EOUH 2	6	0%	66.7%	33.3%	0%	0%	3.66	1.91	66.7%	0%
EOUH 3	6	0%	66.7%	16.7%	16.7%	0%	3.5	1.87	66.7%	16.7%
Total EOUH							3.61	0.61		
IUHA 1	6	33.3%	16.7%	50%	0%	0%	3.83	1.95	50%	0%
IUHA 2	6	33.3%	66.7%	0%	0%	0%	4.33	2.08	100%	0%
Total IUHA							4.08	0.73		
ATUHA 1	6	33.3%	50%	16.7%	0%	0%	4.16	2.04	83.3%	0%
ATUHA 2	6	33.3%	33.3%	33.3%	0%	0%	4	2	66.6%	0%
ATUHA 3	6	0%	66.7%	33.3%	0%	0%	3.66	1.91	66.7%	0%
Total ATUHA							3.94	0.57		

As seen in Table 3, most of the experts agreed or strongly agreed with the items, except for item 7, which refers to EOUH question number 3.

Table 6 shows the experts' disagreement questions to obtain a better understanding.

Table 4. Experts TAM Questionnaire Disagreements

Question	Disagreements Percentages
6. I think that the HelloTalk system is easy to understand.	16.7%

As illustrated in Table 4, the only question that experts were worried about was question number six (6. I think the HelloTalk system is easy to understand. It should be noted that two items (UOHA 1 and IUHA 2) have gained 100% agreement in total, with an average of 4.33, in Table 3, which is quite remarkable.

4.2. Results of the Observation

The observations were carried out while the study subjects were busy filling out the questionnaire and working with the HelloTalk app. During the repeated class observations, it was found that the subjects were satisfied to have the opportunity to communicate with native speakers on the application. However, some learners mentioned that finding an English partner on the application is complex. Most of the subjects of the study participated in the project; however, some of them were reluctant to do outside class activities, particularly those activities which were designed based on the HelloTalk app. It is worth mentioning that some Iranian EFL learners were used to traditional English learning and teaching; therefore, they prefer to learn English traditionally (5 out of 27). The results from observation showed that the learners were eager to use the HelloTalk application and to communicate with native speakers in order to develop their autonomous learning; however, this method is somehow new to Iranian EFL learners, and due to the sanctions, providing and purchasing a VIP version of the application is not easy.

4.3. Results of Interviews

Semi-structured interviews, which were explained in the previous section, were conducted and categorized into some themes by using their frequencies. Additionally, to obtain more information, the interview questions were continued with some other questions, and the last question was about the enjoyment of the experience that almost all the subjects enjoyed.

The students were interviewed about their attitudes toward the HelloTalk app, and Table 5. shows that from 68 comments, eight themes

were identified. The most frequent themes refer to the HelloTalk VIP version and Free version differences, advantages, and disadvantages with 12 comments. The next most frequent theme is the practicality and usefulness of the HelloTalk app, with nine comments. The lowest frequency was the user-friendly elements of the HelloTalk app, with six comments.

Table 5. Results of Learners Interviews

Themes	Comments	Frequencies
1. Application Options: Social media aspects of the HelloTalk application	8	11.7
2. Supportive and effective aspects of the HelloTalk app	10	14.7
3. HelloTalk VIP version and Free version differences, advantages, and disadvantages	12	17.6
4. Traditional English learning methods and learning through mobile applications differences	6	8.8
5. Easy to use and easy to learn factors of the HelloTalk app	8	11.7
6. Communicative language learning: through native speakers, peers, and friends	8	11.7
7. User-friendly elements of the HelloTalk app	6	8.8
8. Practicality and usefulness of the HelloTalk app	10	14.7
Total	68	100%

Appendix B shows examples of the learners' themes. In addition to what was mentioned above, the experts were asked to comment on the app and identify the advantages and disadvantages of the HelloTalk app. Overall, nine themes from 30 comments were identified. Table 6. shows the types and frequency of the themes with the most frequent one, which was communication with native speakers through the chatroom, video calls, and other options with five comments. The least frequent one was participating in teaching and learning different languages and HelloTalk VIP version and Free version differences, advantages, and disadvantages with two comments for each. Appendix C shows examples of the expert themes.

It should be noted that in selecting experts, the extent of experience and familiarity with the education technologies of each expert was considered. Almost half of the experts had more than 20 years of English teaching experience; on the other hand, the other experts had experience with educational applications and the gamification aspects of this kind of application.

Table 6. Results of Experts Interviews

Themes	Comments	Frequencies
1. Easy to use and easy to learn factors of the HelloTalk app	4	13.3
2. Providing a lot of opportunities for learning and practicing different languages	4	13.3
3. Gamification and fun aspects of the HelloTalk app	3	10
4. Communication with native speakers through the usage of the chatroom, video calls, and other options	5	16.6
5. Participating in teaching and learning different languages	2	6.6
6. HelloTalk VIP version and Free version differences, advantages, and disadvantages	2	6.6
7. User-friendly elements of the HelloTalk app	3	10
8. Improving different language skills, such as speaking	2	10
9. Application Options: Social media aspects of the HelloTalk application	4	13.3
Total	30	100%

5. Discussion

After all, it is time to answer the research questions and discuss whether the present study's findings align with those of the others investigating the relationship of the study's variables. As mentioned before, a semi-experimental investigation was done to examine the research questions which related to the experts' and learners' attitudes towards using the app. According to the results provided in the tables., most EG learners and experts agreed with almost all the factors, from the usability to the attitudes towards using the HelloTalk application. However, the results revealed that some learners prefer traditional English classes because they are getting used to them, and new methods are too risky for them. It is worth mentioning that the average age range of these learners was 22 years old. Therefore, the study findings align with Bardus et al. (2021) regarding age and English language proficiency level, which can somewhat influence the results.

The role of the teacher in using new methods and the acceptability of utilizing mobile educational applications in general and the HelloTalk application, in particular, is undeniable. Accordingly, Grimshaw et al. (2017) indicate that most language teachers are worried about the restriction of MALL, although they were open to engaging their students in MALL. The research results in this regard are in line with Azli et al. (2018), which mentioned that MALL could be done inside and outside the

classroom; in other words, it is formal and informal learning that can support traditional learning, boost the teaching process, and enhance the learning process. Another factor that needs to be mentioned is that using educational applications inside and outside the class is a new method of teaching English in Iran, and due to sanctions and the economic situation that Iran has faced with it, providing the premium or VIP version of these applications has some process which is not easy. As correctly mentioned by Stockwell (2008), the cost of mobile phones is essential, and it can be led to disappointment by users in academic settings.

The study showed that male and female learners have positive attitudes and perceptions toward the HelloTalk app. In this connection, Dehkordi's (2018) study revealed the same results regarding using technology-based learning. Concerning the usability of the application, it could be reasonably argued that a few learners had some problems using the application, which refers to unfamiliarity with the application, being a novel method for learning English, and some other factors illustrated in the following sentences. Some obstacles concerning the HelloTalk application were Internet connection, paid application, time limitation, application error, and limited mobile data (Nugroho et al., 2018). It would be better to say that at the beginning stage, learners had some problems with using the application. However, they got used to the application when they became familiar with the teacher's explanations and illustrations and did inside and outside class activities.

Considering the results of the experts' TAM questionnaire and interviews, it can be concluded that experts had positive attitudes toward using the HelloTalk application, which is in line with Dashtestani's (2013) results which clearly mentioned that Iranian English teachers' attitudes toward using mobile phones in teaching and learning English were positive. Moreover, the present study's findings were in balance with the results of some studies, which indicated that MALL could increase motivation in language learning (Kim et al., 2013) and promote collaboration and interaction (Goh et al., 2012). One delicate point is that the experts were worried about the ease of use of the application, which is reasonable as Grimshaw et al. (2017) indicate that most language teachers were concerned about the restriction of MALL, although they were open to engaging their students in MALL. If a learning app has features that do not meet the learners' requirements, they may find using or rejecting it challenging.

From learners' interviews, the following findings were obtained. Most of the learners mentioned that the HelloTalk application could help them

learn English and is also helpful for developing their autonomous learning. In addition, it was noted that the application is easy to use and could provide the opportunity to communicate with native speakers. The social aspect of the app was one of the strengths of the HelloTalk application. On the other hand, some learners prefer to learn English traditionally by attending classes. A few learners claimed that the app was not user-friendly, which refers to being intuitive, easy to use, and simple so that the learners could rely on the application. Additionally, it was cited that few native speakers wanted to communicate and be English partners, which is logical (Examples of learners' interviews were provided in Appendix B).

From experts' points of view, the HelloTalk app offers many learning and practicing opportunities, and learners can easily make posts and comment on people's posts. Mobile devices have two essential functions, portability, and mobility, which are easy to carry and use anywhere and anytime. In addition, learners could enter rooms where each one has a specific subject, and then they could talk or just listen. Another expert claimed that although the interface may look intimidating for newcomers, this feeling of intimidation will fade after using the application. Some experts argued that you should upgrade your account to VIP for extra options like chatting with nearby people using this app or learning from different platforms (Examples of experts' interviews were provided in Appendix C).

The most fantastic point of this application is providing a means of communicating with native English speakers. User-friendliness was one of the positive points of the application, which leads the app to be beneficial and exciting to be used by all language learners at different levels. From another vantage point, the app seems helpful for improving various skills, especially speaking, since learners can communicate with each other. According to collected data from interviews and the TAM questionnaire, the study's finding is in line with Nugroho et al. (2018), which illustrated some advantages of implementing HelloTalk in teaching in the following sentences. Some of the app's benefits are an easy way of learning vocabulary, easy-to-use features, easy-to-remember vocabulary, time efficiency, and an exciting learning experience.

6. Conclusion

The utilization of educational applications, particularly the HelloTalk app, both inside and outside the classroom, could be appropriate for Iranian EFL learners in the technology era, and education could change

from traditional to an online virtual mode. Although educational apps such as HelloTalk have been widely used personally, there has been limited use in educational environments and for employment in university classes. Communication and educational apps such as HelloTalk enable learners and teachers to economize time and allow them to manage their shortcomings in everyday situations. By having virtual courses, students can benefit from its advantages. In light of this, traditional approaches can no longer take the whole part of the class. Furthermore, these high technologies and new applications are available to everyone to facilitate the teaching and learning process by assisting teachers in preparing materials and aiding learners in obtaining information whenever possible. The results showed how helpful, practical, and advantageous the mobile app was for both the teacher and the learners' progress in learning English, boosting their autonomous learning.

One of the implications of this study deals with online English courses in Iran. As suggested by this study, some courses could be presented online and in the form of virtual ones to prevent some problems of commuting for the learners and manage the time and place for these courses to be held; the results of this study and the related literature proved that presenting courses in the virtual forms has potential to be used in educational area. Traditional teaching and learning in the present time are probably not sufficient alone. Hence, technology integration in teaching and learning English is vital among teachers, learners, course designers, and administrators. Thus, the study may raise awareness among learners and teachers about the importance and integration of technology tools into the teaching and learning process, whereby learners have to develop different English skills and competencies through such technological devices. Integrating technological tools in English language classrooms has a considerable amount of interest in enhancing autonomy among learners. The research may provide opportunities for teachers to take advantage of technology approaches by suggesting implementing various educational apps such as HelloTalk to improve their teaching processes. It could advise teachers to emphasize learners' autonomy by shifting their roles from active authority to active guiders to allow learners to practice their autonomous learning attitude and to encourage learners to be independent by practicing various activities and tasks both inside and outside the class via such a mobile application. The present study can inform learners of the positive advantages of mobile devices in learning and relying on technology resources as supportive and additional resources to develop their skills. Finally, it could be beneficial for

administrators to organize training sessions about the vital role of technology and how to use it for both teachers and learners, inside and outside the classroom. Last but not least, some of the present study's results refer to the learners' trust and respect towards their teacher, which points to infantilization. Additionally, the institution and teacher asked learners to use the app, although there was no obligation to utilize it. Therefore, some factors may have affected the study's results, which were inevitable.

A small number of participants is one of the limitations of the study, which requires further research for any generalizations. Larger-scale studies would be the solution for addressing this limitation. In the process of learning a foreign language such as English through the usage of educational apps, learners, instructors, and curriculum designers must be engaged and encouraged to maximize mobile learning benefits and minimize its downsides. The credibility and reliability of the verbal or written answers to the instruments (questionnaire and interview) used in this study were limited to the honesty of the experts and the learners. Learners who are enrolled in institutions are usually involved at work; therefore, explaining and following during the stages of the research study can be a big deal in some cases in the absence of learners. Not all learners are not equipped with technology tools and multimedia even in the technology era, so persuading them to be equipped is another problem. The excellent quality of the Internet in Iran and the developed property to conduct the classes in the virtual condition was another problem informing this research study. Finally, due to Iran's political and economic conditions, having the premium version of the HelloTalk application had some difficulties. The non-free VIP membership was one of the critical limitations affecting the study.

Authors' note:

One delicate point necessary to be noted is that the effects of using the HelloTalk application have been examined in another article which is closely related to this article in a parallel manner. The article is in the submission and publishing process and is entitled Utilization of HelloTalk Mobile Application in Ameliorating Iranian EFL Learners' Autonomy. The results revealed that utilizing the HelloTalk app significantly and positively affected Iranian intermediate EFL learners' autonomy.

Funding: This research received no external funding from any agency.

Conflicts of Interest: The authors declare no conflict of interest.

References

- Ataeifar, F., Sadighi, F., Bagheri, S. M. & Behjat, F. (2019). In S. Wang (Ed.) Iranian female students' perceptions of the impact of mobile-assisted instruction on their English-speaking skill, *Cogent Education*, 6(1), DOI: 10.1080/2331186X.2019.1662594
- Azli, W. U. A. W., Shah, P. M., & Mohamad, M. (2018). Perception on the usage of mobile assisted language learning (MALL) in English as a second language (ESL) learning among vocational college students. *Creative Education*, 9(1), 84–98. <https://doi.org/10.4236/ce.2018.91008>.
- Bardus, I., Herasymenko, Y., Nalyvaiko, O., Rozumna, T., Vaseiko, Y., & Pozdniakova, V. (2021). Organization of foreign languages blended learning in COVID-19 conditions by means of mobile applications. *Revista Romaneasca pentru Educatie Multidimensionala*, 13(2), 268-287. <https://doi.org/10.18662/rrem/13.2/421>
- Benson, P. (2001). *Autonomy in language teaching and learning*. Cambridge University Press.
- Chartrand, R. (2016). Advantages and disadvantages of using mobile devices in a university language classroom. *Bulletin of the Institute of Foreign Language Education Kurume University*, 2(3), 1–13. <http://id.nii.ac.jp/0365/00000162>
- Chen, Y. W., Liu, G. Z., Lin, V., & Wang, H. Y. (2019). Needs analysis for an ESP case study developed for the context-aware ubiquitous learning environment. *Digital Scholarship in the Humanities*, 34(1), 124–145. <https://doi.org/10.1093/llc/fqy019>
- Clarke, B., & Svanaes, S. (2015). Updated review of the global use of mobile technology in education. *London*. Retrieved from [http://www.kidsandyouth.com/pdf/T4S_FK% 26Y Literature Review, 11, 15](http://www.kidsandyouth.com/pdf/T4S_FK%26Y_Literature_Review_11_15).
- Dashtestani, R. (2013). Implementing mobile-assisted language learning (MALL) in an EFL context: Iranian EFL teachers' perspectives on challenges and affordances. *JALT CALL Journal*, 9(2), 149–168. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1108023&site=ehost-live>.

- Davis, F. D., Bagozzi, R. P., & Warshaw, P. R. (1989). User acceptance of computer technology: A comparison of two theoretical models. *Management Science*, 35(8), 982–1002. doi:10.1287/mnsc.35.8.982
- Dehkordi, M. E. (2018). Iranian male and female EFL learners' perceptions toward the use of mobile assisted language learning. *Journal of Applied Linguistics and Language Research*, 5(3), 56–66.
- Dickinson, L. (1987). *Self-instruction in language learning*. Cambridge: University Press.
- Dorney, Z. (2003). Questionnaires in second language research. University of Nottingham: London.
- Fagerlund, T. (2012). *Learning and using English and Swedish beyond the classroom: Activity systems of six upper secondary school students* [Unpublished master's thesis]. University of Jyväskylä, Finland.
- Grimshaw, J., Cardoso, W., & Collins, L. (2017). Teacher perspectives on the integration of mobile-assisted language learning. In K. Borthwick, L. Bradley & S. Thousand (Eds), *CALL in a Climate of Change: Adapting to Turbulent Global Conditions*. (p.p135–139). *EUROCALL*.<https://doi.org/10.14705/rpnet.2017.eurocall2017.702>
- Goh, C. H., Heng, P. W. S., & Chan, L. W. (2012). Alginates as a useful natural polymer for microencapsulation and therapeutic applications. *Carbohydrate polymers*, 88(1), 1-12.
- Hadi, K. (2012). *Promoting learner autonomy in an EFL Context: Learners' readiness and teachers' roles*. [Unpublished master's thesis]. AbouBekrBelkaid, University Tlemcen.<http://dspace.univ-tlemcen.dz/bitstream/112/2476/1/Kheira-HADI.pdf>
- Hagger, M. S., & Chatzisarantis, N. L. (2012). Transferring motivation from educational to extramural contexts: A review of the trans-contextual model. *European Journal of Psychology of Education*, 27, 195-212.
- Harris, K. & Graham, S. (1999). Programmatic intervention research: Illustrations from the evolution of self-regulated strategy development. *Learning Disability Quarterly*, 2(2), 251-262.
- Holec, H. (1981). *Autonomy and foreign language learning*. Pergamon.
- Kim, D., Rueckert, D., Kim, D.-J., & Seo, D. (2013). Students' perceptions and experiences of mobile learning. *Language Learning & Technology*, 17(3), 52-73.

- Inozu, J., Sahinkarakas, S., & Yumru, H. (2010). The nature of language learning experiences beyond the classroom and its learning outcomes. *US-China Foreign Language*, 8(1), 14-21.
- Kim, D., Rueckert, D., Kim, D.-J., & Seo, D. (2013). Students' perceptions and experiences of mobile learning. *Language Learning & Technology*, 17(3), 52-73.
- Kukulka-Hulme, A., & Shield, L. (2007). An overview of mobile assisted language learning: Can mobile devices support collaborative practice in speaking and listening. *ReCALL*, 20(3), 1-20.
- Lai, C., & Gu, M.Y. (2011). Self-regulated out-of-class language learning with technology. *Computer Assisted Language Learning*, 24(4), 317-335.
- Nah, K., C., White, P., & Sussex, R. (2008). The potential of using a mobile phone to access the Internet for learning EFL listening skills within a Korean context. *ReCALL*, 20(3), 331-347.
- Niño, A. (2015). Language Learners Perceptions and Experiences on the Use of Mobile Applications for Independent Language Learning in Higher Education. *IAFOR Journal of Education*.
- Nugroho, S. B. & Nafasya, D. F. & Nurshanya, N. & Awaliyah, H. S. (2021). The implementation of HelloTalk application in teaching vocabulary to young learners. *Proceedings International Conference on Education of Suryakencana*, Suryakencana University.
- Oz, H. (2015). An investigation of preservice English teachers' perceptions of mobile assisted language learning. *English Language Teaching*, 8(2), 22-34. <https://doi.org/10.5539/elt.v8n2p22>
- Pachler, N., Ranieri, M., Manca, S., & Cook, J. (2012). Social Networking and Mobile Learning. *British Journal of Educational Technology*, 43(5), 707-710.
- Persson, V., & Nouri, J. (2018). A systematic review of second language learning with mobile technologies. *International Journal of Emerging Technologies in Learning*, 13(2).
- Reinders, H. (2010). Towards a classroom pedagogy for learner autonomy: A framework of independent language learning skills. *Australian Journal of Teacher Education*, 3(5), 40-55.
- Rosell-Aguilar, F. (2007). Top of the pods—In search of a podcasting “pedagogy” for language learning. *Computer Assisted Language Learning*, 20(5), 471-492.

- Simonson, M., Zvacek, S. M., & Smaldino, S. (2019). Teaching and learning at a distance: Foundations of distance education 7th edition.
- Sharples, M. (Ed.) (2006). Big issues in mobile learning: Report of a workshop by the Kaleidoscope network of Excellence mobile learning initiative. Nottingham: University of Nottingham.
- Schraw, G., Crippen, K. J., & Hartley, K. (2006). Promoting self-regulation in science education: Metacognition as part of a broader perspective on learning. *Research in Science Education*, 36, 111-139.
- Stockwell, G. (2008). Investigating learner preparedness for and usage patterns of mobile learning. *ReCALL*, 20(3), 253-270.
- Stockwell, G. (2010). Using mobile phones for vocabulary activities: Examining the effect of platform.
- Thomas, D. R. (2006). A general inductive approach for analyzing qualitative evaluation data. *American Journal of Evaluation*, 27(2), 237-246.
- Wagner, M. N. L., Donskaya, M. V., Kupriyanova, M. E., & Ovezova, U. A. (2016). Perspectives of the introduction of the mobile-assisted language learning (Mall) technology. *International Journal of Environmental and Science Education*, 11(15), 8562–8571.
- Wishart, J. (2008). Challenges faced by modern foreign language teacher trainees in using handheld pocket PCs to support their teaching and learning. *ReCall*, 20(3), 348-360.
- Yudhiantara, R. A., & Saehu, A. (2017). Mobile-Assisted Language Learning (MALL) in Indonesian Islamic Higher Education. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 2(1). <https://doi.org/10.21093/ijeltal.v2i1.52>.
- Zehani, H. (2021). *The role of using instructional mobile applications in improving learner's autonomy in English language* [MA master thesis]. Kheider University, Biskra
- Zimmerman, B. J. (2000). Self-efficacy: An essential motive to learn. *Contemporary Educational Psychology*, 25(1), 82-91.

Appendix A: TAM Questionnaire

Qs	TAM questionnaire	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	I think that the HelloTalk system is helpful for learning.					
2	I think that the HelloTalk system can help me understand my learning.					
3	I think that the mobile app is suitable for learning.					
4	I think that the HelloTalk system is easy to use.					
5	I think that the HelloTalk system is convenient to use.					
6	I think that the HelloTalk system is easy to understand.					
7	I will continue to use the HelloTalk system in the future.					
8	I am willing to use the HelloTalk system to acquire, store, share, apply and create knowledge.					
9	I think the HelloTalk system provides a good learning approach.					
10	I think that using the HelloTalk system for autonomous English learning and language exchange is a good choice.					
11	I think that the HelloTalk system can enhance my intention to learn.					

Appendix B: Examples of Learner Interviews

Themes	Examples	Comments	Frequencies
1. Application Options: Social media aspects of the HelloTalk application	If you had created a group chat and invited native speakers, I would judge it better because contacting native speakers is a little hard for me on this app, some of them haven't read my comments yet, and some are as busy as I am a bee. All in all, Hello talk is useful and can provide a unique experience for us. 🌹 That is a helpful application and provides an opportunity for learning English efficiently. I think it's a very useful app to develop our knowledge. It's easy to use and communicate with other native speakers. It can be very helpful in the future.	8	11.7
2. Supportive and effective aspects of the HelloTalk app	It is a good and useful application, but if you want to learn more, you should pay money for the VIP version. Hi dear. If the HelloTalk app were free, it would be better for Iranian people facing sanctions. All in all, it's a good choice for learners. Thanks a lot for everything. If that was free, it could be a good choice for learners.	10	14.7
3. HelloTalk VIP version and Free version differences, advantages, and disadvantages	From a practical point of view, I prefer to learn English through books and throw attendance classes. It is interesting and a new way of learning languages.	6	8.8
4. Traditional English learning methods and learning through mobile applications differences	It's good and easy to learn. It is very useful and practical if you continuously practice and use this application.	8	11.7
5. Easy to use and easy to learn factors of the HelloTalk app	I think it was a helpful app for those learners who have a basic knowledge of English (or any other language they are willing to learn), also a good way to communicate with native speakers and learn many things which are not taught in books or classes □	8	11.7
6. Communicative language learning: through native speakers, peers, and friends			

Themes	Examples	Comments	Frequencies
7. User-friendly elements of the HelloTalk app	It's undeniable that learning a second language for everyone is necessary. Sharing knowledge, culture, learning, etc., on Hello talk can be interesting, but when an app can attract others' attention that not only does provide high-level facilities but also be user-friendly. To me, the app isn't user-friendly. In my opinion, Hellotalk application could be more user-friendly.	6	8.8
8. Practicality and usefulness of the HelloTalk app	The hello talk application has chosen a good approach for teaching English, but in our country, most learners prefer academic classes, teachers, books, and English language networks. There are many English language teaching softwares, and they can help in learning the language effectively, but the culture and conditions of our country impose limitations on us.	10	14.7
Total		68	100%

Appendix C: Examples of expert interviews

Themes	Examples	Comments	Frequencies
1. Easy to use and easy to learn factors of the HelloTalk app	Due to the point that these days everyone has a personal cell phone so installing the Hello talk app and using this is easy. I found this app really beneficial and interesting to be used by all language learners at different levels.	4	13.3
2. Providing a lot of opportunities for learning and practicing different languages	This app is impressive; it offers a lot of learning & practicing opportunities, and it's easy to find people to chat with, and you can easily make and comment on people's posts.	4	13.3
3. Gamification and fun aspects of the HelloTalk app	It's fun, and this app offers a lot for every language learner.	3	10
4. Communication with native speakers through the usage of the chatroom, video calls, and other options	The most fantastic point about this application is providing the means of communicating with native English speakers (or any other language you might be learning) that's usually hard to come by for folks who are not sure where to find and interact with them!	5	16.6
5. Participating in teaching and learning different languages	This application has some exciting parts, such as chatting with natives, participating in the teaching, and learning English or other languages (based on your choice).	2	6.6
6. HelloTalk VIP version and Free version differences, advantages, and disadvantages	A negative point I face is this: for extra options like chatting with nearby people using this app or learning from different platforms, you should upgrade your account to VIP by paying.	2	6.6
7. User-friendly elements of the HelloTalk app	Although the interface may look intimidating for newcomers, I'm sure this feeling of intimidation will fade after using the application for a while. It's user friendly.	3	10
8. Improving different language skills, such as speaking	Based on the information I read in the article, this application assists learners in learning a foreign language. It also seems helpful for improving different skills, especially speaking, since learners can communicate with each other. They also can search for native speakers of the target language they're learning,	2	10

	ask their questions, and develop their knowledge. It seems like social media, but unfortunately, it looks easy to use.		
9. Application Options: Social media aspects of the HelloTalk application	You can enter rooms where each one has a specific subject and then talk or listen. It has a part also for learning vocabulary.	4	13.3
Total		30	100%