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Mobile Learning: Using Telegram Video Messages in Improving Arabic Speaking Skills

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ABSTRACT

This study aims to see if Telegram can help students improve their speaking skills and if there are statistically significant differences in speaking performance based on gender. In a quasi-experimental study, the researcher conducted pre-test and post-test evaluations of the speaking performance of 23 male and female students. Following the pre-tests, three weeks of speaking activities were carried out via the Telegram application. The mean and standard deviation of students' speaking test scores were calculated, and the results of the pre-tests and post-test results were analysed using an independent sample t-test and paired t-test. The findings revealed statistically significant differences in speaking performance between pre-test and post-test but no statistically significant differences in speaking performance between male and female students. As a result, it was suggested that the Telegram application helps students improve their speaking skills and Arabic language development.

Contribution/Originality: This study discovered a new method for learning Arabic as a foreign language, focusing on the development of speaking skills through Telegram, utilising the various application features that will aid in language development. This study provided modern educational tools, such as Telegram, to solve problems associated with teaching Arabic as a second language, as it provides suggestions for Telegram-based educational activities.

1. Introduction

The Arabic language has four language skills, and students must master all four. These abilities are critical in students' language development, beginning with listening, speaking, reading, and writing. Speaking is one of the essential aspects of learning Arabic (Mansi, 2016).

Speaking ability is vital in teaching and studying Arabic as a foreign language since it assists students in acquiring language competency by expressing their various needs and interests, such as practising speaking through discussions with others in Arabic. Students participate in educational talks with teachers and peers in the classroom to establish an effective process that allows them to improve their verbal skills (Haron, 2012).

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Mobile learning has expanded and become widely used in this technological age, and teachers employ it in teaching and learning, particularly Arabic as a foreign language. Mobile learning is the process of e-learning that occurs via mobile devices like smartphones (Balacheff et al., 2009). It is one of the latest teaching tools used in the classroom because it offers a variety of chances to enhance the educational experience and stimulate student participation in educational activities, especially in the Arabic language learning process (Han & Keskin, 2016). In addition, mobile learning enables students to learn Arabic without restrictions, as they can use it anywhere and at any time outside of the classroom (Rahimi & Soleymani, 2015), allowing teachers to provide advice and teaching to students collectively or individually (Chiu & Churchill, 2016).

In mobile language learning, numerous applications, including Telegram, are utilised to learn other languages. This tool enables users to instantaneously distribute online content, photos, videos, audio files, and text messages to individuals or groups. The App Store allows smartphones (Android, iOS) and desktops (Windows, Mac OS, Linux) to download this application. Telegram said in February 2016 that it had 100 million active users and sent 15 billion messages daily (Abbasi & Behjat, 2018). In addition, Telegram is used for specific objectives to provide relevant facilities, including teaching and learning, such as fostering relationships between teachers and students and facilitating the easy sharing of educational resources via the application (Abu Hassim & Mohandas, 2017).

Telegram has several unique features that make it ideal for teaching and learning. It is compatible with a wide range of operating systems and electronic devices, including smartphones, PCs, iPads, and Web 2.0. Teachers and students can share educational materials and study bulletins over Telegram in various file formats such as Jpg, Mp4, Mp3, Pdf, Word, and Excel, with high quality and without size restrictions, which are saved in cloud storage for future reference (Yinka & Queendarline, 2018).

The researcher's attention in this study will be drawn to a function of Telegram called video messages. With this function, users may easily send short, high-quality video messages. Users are able to have productive conversations with others by observing their facial expressions, gestures, and body language (Video messages and telescope, 2018).

Therefore, the objectives of this study are (1) to examine the efficacy of Telegram in developing speaking skills among students and (2) to ascertain whether there are statistically significant differences in speaking performance based on gender.

2. Literature Review

2.1. Mobile learning in the foreign language classroom

A significant amount of study has been done to establish the definition of mobile learning. According to Mash'el (2016), Mobile learning is the facilitation of learning via mobile devices equipped with wireless communication technologies to allow information exchange between students on the one hand and between students and lecturers on the other. UNESCO defines mobile learning as using mobile technology alone or in conjunction with information and communication technologies to study at any time and from any location so that learners can access educational material both inside and outside the classroom ('Etiq, 2013). According to Ng and Nicholas (2013), mobile

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learning is the capacity of wireless mobile devices to enable learning anytime and everywhere without the need for continual wired network connections.

From these definitions, we may conclude that mobile learning consists of the following three components:

i. The utilisation of wireless portable devices in teaching and learning.
ii. Content of the subject and student needs for suitability.
iii. Unrelated to a particular time and location.

The use of mobile learning as a teaching tool in foreign language classrooms has grown increasingly common, and many studies have been conducted to investigate the potential of mobile learning to enhance students' ability to learn foreign languages. Kuimova et al. (2018) researched the Positive Effects of Mobile Learning on Foreign Language Learning. The purpose of this study was to determine if mobile learning is beneficial in the acquisition of foreign languages. The results indicate that students have a favourable view of mobile learning since it facilitates their participation in academic-related discussions with their classmates and teacher. Students also prefer mobile learning since they may engage and cooperate while completing homework, allowing them to interchange their opinions and views. It should be highlighted that mobile learning affords students the opportunity to practice a foreign language, enhancing both their learning and their capacity for communication.

In other research, Krasulia and Saks (2020) explored students' perceptions of mobile learning in a foreign language and described their experiences with it. Findings indicate that mobile learning is well-received by students and that most are interested in mobile learning. The use of mobile devices has advanced the acquisition of foreign languages, making language learning more genuine and engaging for students and motivating them to achieve fluency in foreign languages. Mobile learning has had a more significant impact on the growth of receptive skills (reading and listening) than on productive skills (writing and speaking). This study also revealed that students encountered technical challenges and digital literacy limits during mobile foreign language learning. However, Students have shown a positive attitude toward mobile learning, according to Dahio et al. (2022). The latter discovered that this is likely because mobile learning makes learning a foreign language more accessible, encourages cooperative learning, and enables students to exchange their thoughts verbally.

Yurdagül and Öz (2018) addressed gender in their investigation of students' attitudes toward using smartphones in foreign language learning. According to the results, there is no significant difference between the attitudes of male and female students towards mobile learning. On mobile learning in foreign language acquisition, it appears that male and female students share the same perspective.

2.2. Mobile learning in speaking skills

There have been several studies on the use of mobile learning to improve language abilities, notably speaking skills. Setiyanti et al. (2022) investigated how mobile-assisted learning language may improve undergraduate students' speaking skills. The action research technique has been modified and consists of two cycles, questionnaires, interviews, and pre-test and post-tests. The results show limited progress in students' speaking skills at first cycle, but it can reach the maximum aim when cycle two is completed. Students improved their speaking performance in terms of pronunciation,

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vocabulary, grammar, smoothness, and style using the MALL. Students are encouraged to practise speaking with their classmates, and they are given chances to discuss and provide feedback and become more active and autonomous throughout the process.

In another study, Zaitun et al. (2021) employed Tiktok as a medium to help EFL students improve their speaking abilities. This study aims to see whether storytelling improves students' speaking abilities by utilising the TikTok application. It has been shown that using TikTok may boost students' confidence and improve their speaking abilities while also introducing them to a new way of studying English. Students believe that TikTok allows them to freely communicate their thoughts and views and get feedback from teachers via comments without fear of unfavourable judgement, especially in pronunciation. However, some students had difficulties since they were unfamiliar with the TikTok application and needed to spend some time learning it before participating in the activities. Before using the application in class, the instructor should ensure that the students are familiar with it.

Chaya and Inpin (2020) conducted research on the Effects of integrating Movie-based mobile learning (MBML) instruction for enhancing students' speaking skills and intercultural communicative competence, intending to investigate the effects of MBML instruction in improving Thai EFL students' speaking skills as well as their attitudes toward MBML in enhancing speaking skills in the EFL classroom. The results suggested that students' English language abilities, especially speaking skills, improved and that MBML is an effective instrument for language acquisition. Students can speak English with strong competency, and their confidence level has grown as they share their thoughts and debate their opinions with peers on their mobile phones. Rather than standard instructional approaches, most students opted to practise speaking via the substance of English movies. Kusmaryani et al. (2019) agreed that mobile applications could be practical learning tools for improving students' speaking skills because they were very interested in exploring and practising mobile learning applications such as an online dictionary, language translator, speaking English, English grammar, and speech-to-text. Mobile learning increases information transmission, contributes to discovery, and improves efficiency in foreign language acquisition, mainly speaking abilities.

2.3. Telegram in speaking skills

Wardhono and Spanos (2018) used experimental design research on first-year students to assess their speaking and listening skills using the Telegram app. The study's findings revealed that Telegram assisted students in enhancing their speaking and listening abilities. It has also improved students' enthusiasm for studying and practising English. Syamimie et al. (2019) investigated students' responses to utilising Telegram in speaking practice during self-learning time. It was shown that students had an outstanding attitude regarding using Telegram to improve their speaking abilities in an informal class environment. However, many students consider that instructor help is required since they encountered a few obstacles and were clueless while practising through Telegram outside of class.

Telegram may be seen as a helpful instrument for improving speaking abilities and vocabulary development. It also helps students enhance their speaking complexity, pronunciation, and grammatical correctness when speaking (Abu-Ayfah, 2020). Furthermore, according to Boiko and Volkova (2021), employing Telegram in foreign language learning helps establish a positive learning atmosphere in extensive mixed-

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class settings, improving language acquisition and boosting speaking and writing accuracy performance. Telegram is regarded as a new learning tool that adapts foreign language learning to a new environment and subtlety that meets the demands and expectations of students in this current.

3. Methodology

3.1. Research Design

In this study, the researcher adopts a quasi-experimental design, which is commonly used in educational research to evaluate the efficacy of interventions on the sample (Cook et al., 1979). This research includes two tests: a one-group pre-test and post-test design. The researcher administers the pre-test pertaining to the performance of the speaking skill to assess the sample's speaking skill performance. Then, the researcher conducts an intervention through the Telegram application, followed by a post-test assessing speaking skill performance. After completing the post-test, the researcher examines the data from the sample and runs them through the SPSS software to determine the efficacy of Telegram in improving the sample's speaking skills.

3.2. Participants

The researcher chose a non-random selection for the study sample. The sample comprises 23 students who study Arabic for non-native speakers at the advanced level and are enrolled in the Quranic Language level 6 (LQ0610) course at the Centre for Languages and Pre-University, International Islamic University in Malaysia.

3.3. Instruments

3.3.1. Telegram

The researcher selected Telegram as a treatment tool to evaluate speaking ability because it is one of university students' most popular social networking apps. Its characteristics and features correspond to the verbal activities the researcher performs during the experimental study. The video message is one of the distinctive capabilities other applications lack and is exclusive to Telegram. This feature offers video messaging capabilities but specialises in transmitting brief video messages with a maximum duration of one minute (Telegram, 2017). This service enables users to convey information and visual messages using facial expressions and non-verbal communication so that the recipient may readily grasp the message's substance. From this perspective, the researcher conducts the process through Telegram, where a few groups, including the researcher and students, have been formed to undertake different verbal activities.

3.3.2. Pre-test and Post-test Speaking Skills

At the beginning of the experiment, the researcher prepares a pre-test of speaking skill performance in which the students must introduce themselves via a video message containing general information about themselves, their educational background, and their distinctive personality traits, and they must share this video with a private Telegram group.

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For the post-test, the researcher instructed the students to record a video using the same technique as in the pre-test. Still, this time they had to talk about one of their close friends, describing his personality and distinguishing characteristics, and then share this video with a private Telegram group.

The researcher used a rubric devised by Khalid (2017) to determine the students' speaking performance, and it is one of the Arabic rubrics meant for teaching Arabic to non-native speakers.

Table 1 shows the rubric used for speaking evaluation in this experiment. This rating used the Rubrics approach, consisting of five criteria: pronunciation, accent, vocabulary, fluency, accuracy, and details. The researcher picked this assessment because it provides a more thorough and understandable description of all the recommended factors that would assist him in judging the speaking skill performance of the students. The researcher submitted this evaluation to the experts for their approval of its validity and reliability and got their permission to utilise this scale. In addition, the evaluation procedure for the pre-test and post-tests of speaking skill performance is undertaken by two evaluators: The first evaluator is the researcher himself, and the second evaluator a master's student in teaching Arabic as a second language. The researcher made this decision to eliminate bias when awarding speaking scores to students and to increase the reliability of the sample score.

Table 1: Rubric for Speaking Evaluation

Criteria	Description
Pronunciation	The pronunciation is excellent, and the accent is excellent
Vocabulary	Excellent selection and production in vocabulary and structures.
Fluency	The student speaks smoothly, confidently and without hesitation and does not seem to bother looking for vocabulary. The audio performance is excellent.
Accuracy	Precise accuracy and use of various grammar structures.
Details	Excellent level of detail. Altogether more than needed.

The researcher prepared a course for speaking activities that will be held through Telegram for the intervention procedure, and the following course outlines of these recommended activities shown in Table 2 below:

Table 2: Course for Speaking Activities

Activities	Instructions
Activity 1: Introduce yourself (Pre-test)	Students are required to introduce themself by recording a video via video messages. That consists of general information about themself, their educational background, and their distinctive personal characteristics.
Activity 2: Build 5 sentences from photos	Students are required to construct five sentences related to photos from the Telegram group about the flood disaster and record a video via video messages.
Activity 3: Moral of the story from a video	Students are required to watch the video and share the moral lessons they got from it by using video messages. Video illustration: The video's title is "The

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	Carrot Thief". This video tells of an incident between two rabbits and their mother. The duration of this video is three minutes. This video has been prepared in proper language and accurate pronunciation with appropriate intonation to make it easy for students to understand its content.
Activity 4: My close friend	The students are required to introduce one of their close friends and talk about his personality and distinctive attributes via video message.

To ensure the reliability and validity of this course, the researcher submitted it to two Arabic Language specialists with more than ten years of experience teaching Arabic as a second language.

3.4. Procedure

The researcher split the sample into small groups of five students per group to facilitate observation and assure interaction and involvement from all students in the verbal activities conducted on Telegram. The researcher performed a pre-test for the performance of the speaking ability by asking participants to send a video of themselves introducing themselves over Telegram. Then, for three weeks, the researcher performed the educational process through Telegram, utilising speaking activities. In the final week, the researcher administered the post-test for the performance of the speaking skill by having the students record their speech to the prompt "My Close Friend" on video. The researcher provided comments and perspectives on each video that the students might use to better their performance in the following exercise.

4. Findings

4.1. Normal Distribution Test

After administering pre-test and post-tests to students on their speaking performance and receiving their test scores, the researcher transformed the data into mean values. The researcher performs a test of normal distribution (Shapiro Wilk), and the findings are shown in the Table 3 below:

Table 3: Score of Speaking Tests

No. of Student	Score of Speaking Test	
	Pre-test	Post-test
Student 1	18.5	23.5
Student 2	17.5	22
Student 3	17.5	22
Student 4	15.5	19
Student 5	16	21
Student 6	17	21.5
Student 7	16	21.5
Student 8	16.5	22
Student 9	17	21
Student 10	17.5	23.5
Student 11	19	24.5

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Student 12	18.5	23.5
Student 13	17	21.5
Student 14	18	22.5
Student 15	20.5	23
Student 16	16.5	23
Student 17	13.5	21
Student 18	19	22
Student 19	19	22
Student 20	13.5	20
Student 21	17.5	23
Student 22	19	23
Student 23	19.5	25

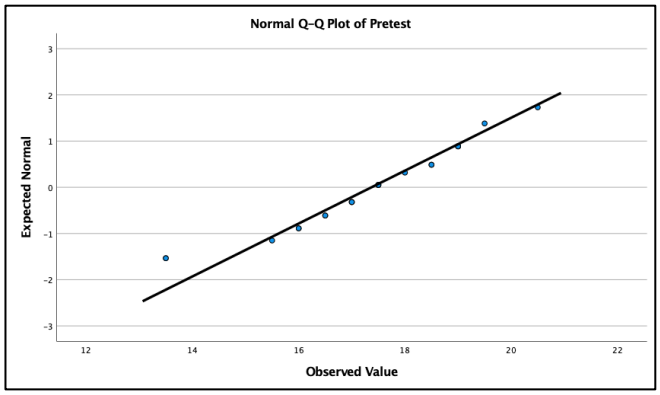
As shown in Table 3 on students' score of speaking tests, this exam is worth a total of 25 marks. The pre-test and post-test mean values for speaking skill performance are shown. The maximum score on the pre-test was 20.50, while the lowest result was 13.50. The highest score on the post-test was 25, and the lowest score was 19.

Table 4 shows that the pre-test for speaking skill performance obtained the value of the normal distribution test 0.268, which is greater than $\alpha = 0.05$. As for the post-test, it obtained the value of the normal distribution test 0.800, which is also greater than $\alpha = 0.05$. It is possible to conclude that the distribution of these tests was normal since the pre-test and post-test values were higher than 0.05, suggesting that the pre-test and the post-test had a normal distribution. The values of normal distribution for pre-test and post-test were indicated in the Figure 1 and Figure 2 based on Shapiro Wilk test.

Table 4: Normal Distribution for Pre-test and Post-test

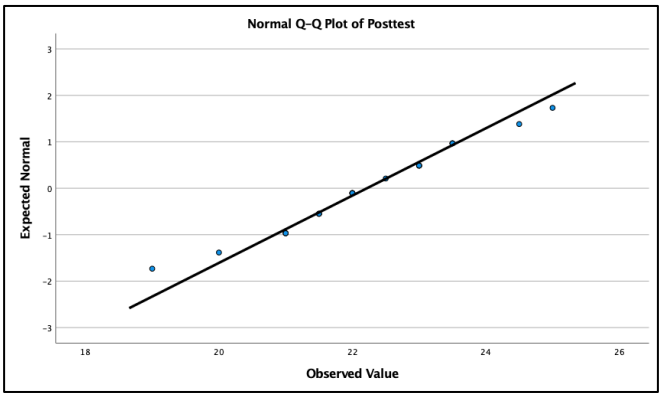
	Shapiro-Wilk		
	Statistic	**df**	**Sig.**
Pre-test	.948	23	.268
Post-test	.975	23	.800

Figure 1: Normal Distribution- Shapiro Wilk for Pre-test of Speaking Test



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Figure 2: Normal Distribution- Shapiro Wilk for Post-test of Speaking Test



4.2. Paired Samples T-test for Pre-test and Post-test of Speaking Performance

The researcher administered a pre-test and post-test of the students' speaking performance to obtain their speaking score and then computed the mean value to be utilised in the paired sample t-test. The researcher may determine if there are no statistically significant variations in the mean value of the speaking score between the pre-test and post-test. The outcomes were as follows:

According to Table 5, the mean value of the pre-test speaking performance was 17.37, and the standard deviation was 1.75, with a sample size of 23 students. The mean value varied from 13.50 to 19.00.

Table 5: Mean for Speaking Performance

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	23	13.50	19.00	17.37	1.75
Post-test	23	20.50	25.00	22.22	1.38

The mean value of the post-test speaking performance was 22.22, and the standard deviation was 1.38 for the sample size of 23 students. The range of the mean value was between 20.50 and 25.

As shown in Tables 5 and Table 6, the mean value of the pre-test for speaking performance was 17.37, and the standard deviation was 1.75, whereas the mean value of the post-test was 22.22 and the standard deviation was 1.38.

Table 6: Paired Sample T-test

			95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Lower	Upper	t	df	Sig.
Pre-test - Protest	-4.85	1.21	-5.37	-4.32	-19.21	22	<.001

The findings reveal that the value of the difference between the pre-test and post-test means is -4.85 and the standard deviation is 1.21, with a ratio of (95%) for the difference between the two means from -5.37 to -4.32, and the value of t is -19.21 and

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the value of p > 0.001 which is less than the value of p = 0.05. The researcher indicates there are statistically significant differences between the pre-test and post-test in the speaking performance of students who participated in the Telegram speaking activities.

It is possible to draw the following conclusion: the mean score on the pre-test for speaking performance was 17.37. Regarding the post-test, the mean score was 22.22. The two numbers suggest that there are statistically significant variations in speaking performance between the pre-test and the post-test, with differences in the mean value of -4.85.

4.3. Independent Sample T-test for Pre-test and Post-test of Speaking Performance

To achieve the second objective of this study, which is to determine if there is a statistically significant difference between male and female speaking performance after Telegram intervention, the researcher conducts an independent sample t-test using the mean value of the speaking performance score as shown in Table 7 and Table 8:

Table 7: The mean Value of Speaking Score Based on Gender

	Gender	N	Mean	Std. Deviation
Post-test	Male	8	22.06	1.50
	Female	15	22.30	1.36

According to Table 7 and Table 8, A t-test on independent samples was used to compare male and female students' speaking performance scores. The mean value of male students' speaking performance was 22.06, while the standard deviation was 1.50. The mean value of female students' speaking performance was 22.30, and the standard deviation was 1.36. The findings show that the difference between the mean speaking performance scores of male and female students is -0.24, t = -0.39, and p = 0.704, which is more than p=0.05. Although female students had somewhat higher scores than male students, these data indicate there is no significant difference between male and female students' speaking performance scores after the Telegram intervention.

Table 8: Independent Sample T-test for Speaking Score

	df	t	Significance	Mean Difference
Post-test	21	-.39	.704	-.24

5. Discussion

This study's initial purpose was to evaluate Telegram's efficiency in enhancing students' speaking abilities. The researcher has administered speaking tasks through Telegram and recorded students' pre-test and post-test results. The study suggests there is a statistically significant difference in the speaking performance of students between the pre-test and post-tests. Thus, it can be concluded that speaking exercises done through Telegram have a favourable impact on the non-native speaking skills of Arabic students. At the beginning of the experiment, when students are required to introduce themselves through Telegram video messages (pre-test), it is evident from the researcher's observations that they are apprehensive and lack confidence in their speaking abilities. The video has minimal speech, and the students lack gestures and facial expressions.

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After participating in a few intervention exercises, students' speaking abilities improve. They seem more confident and fluent in Arabic. There is a diversity of verbs employed, and the gesture and body language are well-rehearsed.

This study's findings are consistent with those of prior research done by Khodabandeh (2018), who found that students' speaking skills improved after engaging in storytelling exercises. Students believe that Telegram enables them to communicate with their instructor and classmates, and they may share their comments with students in the same group. Syamimie et al. (2019) discovered that most students had displayed high positive attitudes regarding utilising Telegrams to practise their English-speaking abilities in an informal classroom environment. According to another study by Maslamah and Kholis (2022), students respond well to the use of Telegram in teaching speaking abilities. The study indicates that Telegram improves students' motivation to learn Arabic in class and enhances the language learning process.

In the context of mobile learning, Demouy and Kukulska-Hulme (2010) believe that mobile learning systems have the potential to assist students in honing their communication abilities. Elfeky and Masadeh (2016) concur that mobile learning substantially impacts students' speaking abilities. Mobile learning is believed to provide students with greater knowledge and comprehension of course material than conventional teaching methods.

It is worth noting that employing mobile learning helps students improve and practise their pronunciation. Demouy et al. (2011) discovered that most students claimed mobile learning improved their pronunciation and intonation while speaking in a foreign language. Hwang et al. (2015) agreed that mobile learning systems help students learn and practise new vocabulary, pronunciation, and sentence examples. According to Sobh (2018) 's study, there is a notable increase in students' pronunciation and proper usage of grammatical forms when they talk in a foreign language

The second objective of this study is whether there is any statistically significant difference in speaking performance regarding gender after the intervention of Telegram. It was discovered that there are no statistically significant differences in speaking performance between male and female students after the intervention, even though female students obtained slightly higher scores than male students. It is safe to assume that both male and female students are capable of utilising Telegram to develop their speaking skills. Similarly, Yurdagül and Öz (2018) found no differences in attitudes toward mobile learning between male and female students. Uzunboylu et al. (2009) concurred that there is no significant difference in the use of mobile learning in environmental awareness between male and female students. According to Snell and Snell-Siddle (2013), there are no statistically significant differences in gender perceptions of the mobile augmented learning environment. On the other hand, other studies discovered the reverse, as Taleb and Sohrabi (2012) reported there is a significant difference in mobile phone use between male and female students. Skog (2002), Campbell (2006), and Chen and Denoyelles (2018) discovered similar findings that there are no significant differences between gender in terms of mobile learning.

6. Conclusion

This research demonstrates the positive effects of using Telegrams to improve the speaking abilities of non-native Arabic students. It is also shown that there is no

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difference between male and female students' speaking abilities during their Telegram-based learning.

Telegram has become one of the most widely utilised applications in educational settings. It began as a platform for students to communicate with classmates and teachers. Now that its functionalities have expanded, many instructors and teachers are incorporating this application into their curriculum presentations by utilising various features, including video messages.

Students are motivated to speak more in the foreign language by interacting with peers and discussing tasks and assignments with the teacher during Telegram-based activities. Additionally, students prefer receiving assignment feedback via Telegram. The role of the teacher is to determine the optimal method for providing online feedback. In addition, Telegram allows students to practise their pronunciation, which can aid in developing their speaking skills.

Based on the findings of this study, teachers and instructors are advised to plan appropriate courses and activities, primarily speaking skills, using Telegram because it can improve students' language performance. Furthermore, they are encouraged to participate in workshops or training that expose them to integrating mobile learning in the teaching process.

Ethics Approval and Consent to Participate

All procedures performed in this study involving human participants were conducted with the permission and acknowledgement of the CELPAD, IIUM.

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Conflict of Interests

The authors reported no conflicts of interest for this work and declare that there is no potential conflict of interest with respect to the research, authorship, or publication of this article.

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