#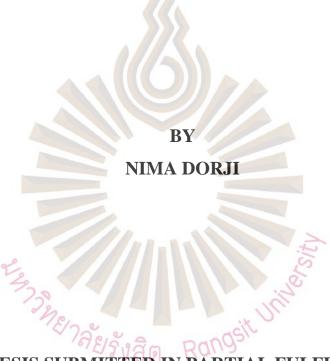 THE USE OF MOBILE ASSISTED LANGUAGE LEARNING (MALL) THROUGH CAKE APPLICATION TO IMPROVE SPEAKING SKILL OF GRADE 6 BHUTANESE ESL STUDENTS

BY

NIMA DORJI

A THESIS SUBMITTED IN PARTIAL FULFILLMENT
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Abstract

The study was aimed to examine the use of Mobile Assisted Language Learning (MALL) through Cake application in improving speaking skill of grade 6 ESL Bhutanese students and to find out students' learning satisfaction about the use of MALL through Cake. A Quasi-experimental research design was incorporated by selecting one section of 30 participants from two sections through a simple random sampling. The quantitative data gathered using pretest, posttest and questionnaire were analyzed and interpreted applying inferential statistics t-test with p≤.05 level of significance, mean, and standard deviation. Likewise, qualitative data through focus group interview were condensed, coded and analyzed by theme-based.

The results based on the pretest and posttest showed that the students' posttest mean score of 13.50 was higher than the pretest mean score of 7.77 with a mean score difference of 5.73. Further, the significance (p) value was .01 which indicated that MALL through Cake was effective in teaching English Speaking. Besides, the findings of the questionnaire and focus group interview concluded that participants expressed a high level of satisfaction, therefore, the use of MALL through Cake application can be used as an alternate tool to teach English speaking as it brings immense fun, motivation, collaboration to students' learning experiences and also provides freedom of time and space in learning English speaking.

(Total 171 pages)

Keywords: Mobile Assisted Language Learning (MALL), Cake Application, Speaking Skill, Students' Learning Satisfaction

Student's Signature …................................. Thesis Advisor's Signature ....

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ABBREVIATIONS

Abbreviations	Meaning
MALL	Mobile Assisted Language Learning
REC	Royal Education Council
DCPD	Department of Curriculum and Professional Development
ESL	English as a Second Language
EFL	English as a Foreign Language
NAPE	New Approach to Primary Education
BCSEA	Bhutan Council for School Examinations and Assessment
ICT	Information and Communication Technology
MoE	Ministry of Education
MoESD	Ministry of Education and Skills Development
RGoB	Royal Government of Bhutan

CHAPTER 1

INTRODUCTION

This chapter discusses the rationale and the background of the study, followed by research objectives, research questions, and research hypotheses. The scope and the limitations of the study, conceptual framework, research terminologies and the expected outcomes of the study are also discussed consecutively.

1.1 Background and Rationale of The Study

Language is a primary source of communication thronugh which ideas and thoughts are shared with each other. There are thousands of languages in the world. Every nation has their own national language in addition to a variety of local languages. Some languages are spoken by millions of people and others by only a few. Among thousands of languages around the world, English language is extensively spoken all over the world today. Today, English is the de facto language in various parts of the globe. 380 million people around the world use English as the first language or mother tongue while 380 million people use it as ESL and EFL (John, 2019). Abu-Ayfah (2020) says that English is one of the indispensable languages of today's world. The significance of English cannot be unexploited and discarded since it is the most common language spoken everywhere in the world (Manigandan, Santa, Kumar, & Devi, 2017). It has been a global language of communication, business, science, information technology, entertainment and so on (Almadhady, Salam, & Baharum, 2021). Therefore, it is pertinent to integrate an appropriate method to teach and learn English.

According to Crystal (2003) teaching and learning English as a Second Language (ESL) is growing its popularity in native countries but more in non-native

countries such as Bhutan, Singapore, Finland, Norway, and many others. These countries are now teaching subjects in English, and every correspondence like assignments, tests and documentations are done in English (p.37). Milne (2019) states that today, communication through the use of English is growing a lot among the non-native speakers. Additionally, she also says that English language serves as an instrument of communication and culture between countries. Teaching and learning English as ESL is fundamental in today's era as various international seminars and submits are held in English, colleges and universities provide courses in English and tourists use English as a common language all across the world.

On that account, many efforts have been put in place by teachers and educators worldwide to teach English in both EFL and ESL classrooms, nevertheless, according to Almadhady et al. (2021) speaking is perceived as an important skill in ESL learning environment to communicate effectively in this global world because English language is widely being used internationally and there is a need for learners to attain this skill to be successful (Rao, 2019). According to Ahmadi and Leong (2017), the ability to speak determines the success in language learning. Therefore, Speaking is given higher priority in ESL learning environment and it has the capacity to improve learners' overall language learning Almadhady et al. (2021) and moreover, communicative skill is needed in learners to become contributing citizens and globally competent individuals (REC, 2022).

Bhutan has been greatly influenced by English since the establishment of modern education system in 1961 by the third king of Bhutan, Jigme Dorji Wangchuck, recognizing the need to open doors to outside world to push forward into global community (Tobgye, 2022, p.2). The use of English and its significance in Bhutan is flourishing knowing the fact that Bhutan has a possible opportunity to connect to the rest of world in exchange of culture, values and ideas through the channel of English medium (Dorji, 2017). The urgency for people of Bhutan to be qualified in English has traversed the use of English as the language of instruction (REC, 2022). Additionally, English plays an indispensable role in Bhutan because Dorji (2005) and LaPrairie (2014) posit English as a major subject and a foundational subject to study other subjects. Therefore, English is a prerequisite of Bhutanese

curricula and also predominant language of the curricula as maximum subjects irrespective of grades and schools are taught in English (Biddha & Thinley, 2010, p.13).

In Bhutanese schools, English as a medium of instruction has been in place for more than 50 years. However, significance to speaking is given less, as today, children are not able to have a proper daily conversation (LaPrairie, 2014). In addition, even though English is made official and children are taught in English across curriculum yet children have poor communicative proficiency (Dorji, 2005; LaPrairie, 2013; World Bank as cited in Rabgay, 2018; Royal Education Council [REC], 2012). More so, Tashi Lhamo, the chief programme officer (Teacher Professional Support Division, Ministry of Education, Bhutan) mentioned that English speaking proficiency level is relatively low despite the fact that English as a medium of instruction has been in place for so many years (Rinzin, 2017).

There are numerous factors obstructing the development of speaking ability of students in Bhutanese schools. However, the researcher found three major problems in the research school in compliance with some previous studies. Firstly, despite its importance in curriculum, teaching speaking has been undervalued because of lack of standardized speaking test. Tshomo and Sherab (2017) also say that there is no standardized English-speaking test system in the country, and the all-inclusive literature text provide less opportunities for students to practice and improve speaking skill. As a result, students are abandoned with no other option than to read and learn from the textbooks (Idrissovaa, Smagulova, & Tussupbekova, 2015). Therefore, limiting students to use textbooks all the time has deprived new opportunities to practice speaking (Singye, 2018).

Secondly, English language teachers have heavy reliance on traditional style of teaching language to students where teachers continue to teach speaking just as repetition of drills and memorization of dialogues. Accordingly, Sherub and Dorji (2013) the primary school teachers in Bhutan are almost using the same methods repetitively throughout the year, resulting in not being able to cater to the needs and interests of diverse learners in the classroom. Many English classrooms in Bhutan still practice one-

way teaching and, learning full of knowledge disposition and comments (Singay, 2018). It is more of like 'sage on the stage' rather than 'guide by the side'. Along with, Om and Chalermnirundorn (2018) say that the notion of teacher being the knowledge provider is so common and ongoing as of today. Furthermore, the researcher also observed that primary teachers, especially English teachers were found to be using more of teacher-centered approach with the same old methods time and again.

Thirdly, lack of autonomous speaking environment. When students do not get enough opportunities to practice speaking on their own with resources and situations, Yundayani and Kardijan (2018) say, they become adamant because they do not know what to say and always develop a fear of making mistakes while speaking. The enclosure to autonomous speaking environment discourages students in enhancing speaking skill, therefore, speaking can be improved only if the environment in which communication happens, including the individuals, their collective experiences and physical backdrop are determined (Raj & Baisel, 2022). When students are not exposed to physical and virtual resources, interaction with other individuals, information and systems never happen. Thus, 'learning experiences take place when interaction is mediated through technology' (Andujar, 2016, p. 64).

The advent of new technologies has been one of the most important shifts in teaching and learning processes, particularly English (Raj & Baisal, 2022). In accordance with Kukulska-Hulme (2013), teachers must support numerous interests in teaching media and methods to improve students' skill in speaking. He goes on to state that today, the advancement in technology has given a good impact in all aspects including English language learning. Not only a computer but also a mobile phone can be used teaching English language, particularly speaking skill.

In addition, REC (2021) states that the use of technology has become deeply necessary tool of teaching and learning in 21st era classrooms. Further, one of the paradigm shifts in the curriculum is the requirement of technology in the classrooms to improve teaching and also to better students' learning experiences and outcomes. The concept of digital classroom in Bhutanese Education, particularly in teaching English,

has grown over the years where teaching and learning are progressively mediated by digital technologies such as internet, media, and mobile devices (REC, 2021). Likewise, REC (2022) mentioned that learners need to acquire digital competence that include the ability to access, search and use internet-based services to learn communication skill. Furthermore, according to the report by the Bhutanese newspaper on His Majesty's speech on technology to graduates, "Bhutanese are talented people, given the right opportunity, training, and foundation, they can take advantage of technology in order to improve productivity and well-being." His Majesty said. Over and above, His Majesty also said, "Technology is a fundamental instrument to realize this aspiration." Therefore, realizing the giant opportunity that technology brings, and guided by His Majesty's vision, and Ministry of Education's motif to leverage technology in the classrooms, the researcher was motivated to carry out this study in Bhutan.

Factually, the use of mobile devices in Bhutan is significantly increasing over the due course of time. According to the report by Digital 2023, Bhutan, 780.8 thousand cellular mobile connections were active in early 2023 in Bhutan with the figure equivalent to 99.5% of the total population. Out of which, 33.7% are young children aged between 5-17 years old. The use of mobile devices by younger generation is gaining popularity and stretching all over Bhutan. Likewise, Ababneh (2017) asserts that every person has a phone including most, if not all, young students and using mobile devices is a tremendous part of their daily exposure and experience outside of teaching and learning situations (Chen, 2017; Ivic & Jakopee, 2017). As stated in Hariry (2015), the young ones have already mastered the usage of mobile phones which is a positive thing to be used a teaching media. It does not require teachers to train how to use phones because it has become their second nature. Further, he asserts that mobile phones can be utilized as an educational tool to teach language as these devices don't make users feel bored thus, resulting in better approach to develop language skills.

To help students overcome speaking problems along with the advantage of mobile technology that is being widely used by youngsters and also the huge potentiality of it in

teaching and learning English language, particularly speaking, the researcher foresaw the development of grade 6 ESL Bhutanese students' speaking skill using Mobile-Assisted Language Learning (hereafter MALL) through Cake application. This was in accordance with some previous research which revealed that use of MALL is an innovative pedagogy that has made significant development in language learning. Accordingly, Singay, Pelden, and Dorji (2022) stated that MALL has become a primary approach in teaching and learning English as a Foreign Language (EFL) and English as a second Language (ESL) contexts. While there have been many definitions suggested for the term MALL, this study used the definition suggested by Kukulska-Hulme (2020) who defined MALL as a language learning approach in which mobile devices (smartphones) are used specifically when the learning setting provides numerous advantages. It means, MALL is integrated in technology either through smartphones or computers (Miangah, 2012). The main characteristics of MALL are permanency, accessibility, immediacy, interactivity and situating of instructional activities (Ogata & Yano, 2005).

Similarly, MALL is a branch of technology-enhanced learning that can be used in different forms including face-to face, or on-line modes. It focuses more on learner-contentedness and autonomy (Helwa, 2017). In an article, Kulkulsha-Hulme and Viberg (2018) state that MALL can promote flexibility in use, collaboration, personalization, easy access to resources, active participation, timely feedback and self-evaluation. Considering the trends of what today's young people like, enjoy and prefer regarding technologies, MALL provides a real language learning experience where learners are able to enjoy learning at any time and at anyplace. It can be used in both traditional classrooms and outside classes, thus increasing access to learning activities and improving engagement in tasks in and outside the classroom. Further, MALL (mobile devices) allows students to collaborate and interact quickly and easily which later enable them to perform collaborative learning (Hwang, Huang, Shadiev, Wu, & Chen, 2014, p. 505). Furthermore, Begum (2012), Chen and Chung (2007), and Walters (2012) mentioned that MALL is effective and flexible, portable, has no restrictions of time and space, and allow learners to learn whenever and wherever possible.

Therefore, MALL is a language learning media that integrates technology in the form of applications that support language learning (Athoillah, 2022). It was believed that smartphone applications "have an ample potential to enhance language learning" by considering their accessibility and affordability. Furthermore, mobile apps are dynamic and satisfying as they assist students in the process of learning English and also motivate them to learn better every day (Mingdog, 2017).

There are numerous applications on smartphones that support language learning in ESL classrooms. For example, Speaking English Practice, Duolingo, Babbel, Listen and Speak English, Hello Talk, Cake and many more. These applications provide learning in grammar, pronunciation, listening, writing, speaking, videos, quizzes and many more. All above mentioned apps are popular English speaking practice apps online. Besides English, these apps provide learners to learn other languages like Chinese, Japanese, Korean, Italian, German and much more. And also, these apps come with different features such speak and record, videos, fun games, feedback, etc (Syafrizal, Cahyaningrum, & Syamsun, 2022).

Despite of the fact that all above applications are popularly effective in teaching and learning speaking skill, for this study, the researcher decided to use Cake-Learn English Free for two reasons. The first reason was based on some evaluation criteria, like number of downloads by users, the number and quality of feedback, and the rating stars as the application is rated as 4.9 (Almadhady, Salam, & Baharum, 2021). And the second reason was its advanced features. All other apps have special features that attract learners practice, but one interesting and distinct features of Cake is Speak. Lestari (2021) states that Speak feature offers speaking practices that stimulate conversation with the native speaker through AI (Speech recognition). Furthermore, Aldijani (2021) mentioned that Cake is better than other apps because in Cake, introduction to learning methods are more relevant and effective for today's language learners whereas in others, the learning methods are outdated. Likewise, in Cake, learners are presented with more varied questions that are align to context whereas in other apps, the questions are straightforward with no variation in the way of learning. Moreover, in Cake, there are more special themes and channels that

learners can join instantly with a click of a button, whereas, others do not have this feature. Therefore, Cake provides many features for learning English, including language tools to practice speaking with dialogues and videos, talk with native speakers in each trait, and take quizzes and compare sentences with replies and Cake is better in some characteristics such as flexibility, feedback, supporting and multimedia (Almadhady et al., 2021).

Cake is a learn English mobile application that can be accessed by anyone, anywhere and anytime and can be downloaded from the IOS and Android mobile phones for free. It was developed by Playlist Corporation, South Korea. The Cake application has received a rating of 4.9 and has been downloaded by over 100 million users from various countries (Chaniago & Mariana, 2022).

The researchers Yanthi and Nuraeni (2020) found that Cake application has some key features that include: Channel; It has a lot of videos curated from YouTube that allows speakers to select topics of speaking, and practice conversation and expressions. Record Speaking; Record speaking after watching the videos on the channel. AI speech recognition help check the pronunciation and give feedback. Speak; It allows speakers to practice speaking with the native speaker. Speak feature covers listening session of native speaker conversation and speaking session with the native speaker, followed by feedback after recording. Daily goals; It creates some length of speaking with Cake and Free; Enjoy learning speaking skill with 100% free of cost.

More so, Yanthi and Nuraeni (2020) assert that Cake is an application that assists people to become better speakers. It develops the speaker's confidence and skills to speak fluently and effectively on stage, in front of the audience, or in daily life. Furthermore, cake application provides simple and understandable curated videos from YouTube, clear transcription and really good quality audio. AI speech recognition helps students practice speaking easily and they can access freely wherever and whenever (Albahlal, 2019).

As per Daniel (2021), there are five steps students must learn to use MALL through Cake application in speaking course. First, learners should enter the application with Google account or Facebook and select level from beginner to advanced. Second, in the main menu, students should click 'Explore' to find out contents and categories that students need and want to learn broadly, comfortably, and effectively. Third, in this case, students should watch videos they want. The duration of videos varies depending on the type they select. They can watch videos over and over with expressions to prepare for the next step that is speaking. Further, in fourth, the students should touch 'Microphone' button and start speaking with the native speaker based on the topic students choose. While students practice speaking, they are graded with A, B, C. Students in this stage can practice over and over again. Last and fifth, once students' complete practice then they can click the 'Record' button to record and also, they can select characters to whom they are speaking with.

As per Ananda (2019), Cake provides numerous short and fun videos curated from many channels that can be used to practice speaking with keywords. She also said, teachers can use this as media in teaching speaking based on students' speaking level to that of Cake's levels of basic to the advanced as presented below:

1) Pre-activity: (1) Teacher shows the sample material to students and brainstorm.

2) While-activity: (1) Teacher explains the material. (2) Students learn and remember. (3) Students work in group or pair and practice conversation using the sample material. (4) Students learn speaking through Cake app. (5) Students choose an episode and further choose a topic. (6) Students start listening to the conversation and then speak the conversation until they get it right. (7) Teacher monitors and helps students in need. (8) Students receive grade and send it to the teacher.

3) Post-activity: (1) Question and answer session, evaluation, feedback, etc.

Consequently, the idea of MALL in this research was simply the use of mobile phones with the support of mobile application specified as Cake to teach speaking skill to grade 6 Bhutanese ESL students. The novelty of this study was laid in its practical aspects rather than theoretical ones.

Several researchers like (Fitria, Dwimaulidiyanti, & Sapitri, 2021; Hadi & Emzir, 2016; Sari & Nurcahyo, 2018; Tonekaboni, 2019) studied on the use of MALL through Cake in improving speaking skill and understanding satisfaction mostly in high schools and colleges. However, no studies have been conducted in Bhutan at any level of grades, which is the reason why the researcher had a keen interest in conducting the present study. Thus, this study was an attempt to fill the void in the literature as the first to examine and also to seek the answer if MALL, the integration of Cake application as a learning media could improve grade 6 ESL Bhutanese students' speaking skill, explore and derive students' learning satisfaction level and more so stimulate English teachers to design alternative, better and advance methods to teach speaking skill.

1.2 Research Objectives

1.2.1 To examine the significant improvement of speaking skill before and after the use of MALL through Cake application.

1.2.2 To find out students' learning satisfaction on the use of MALL through Cake application in improvement speaking skill.

1.3 Research Questions

1.3.1 Was there any significant improvement in terms of grade 6 ESL Bhutanese students' speaking skill after using MALL through Cake application?

1.3.2 To what extent were grade 6 ESL Bhutanese students satisfied with the use of MALL through Cake application?

1.4 Research Hypotheses

1.4.1 The use of MALL through Cake application significantly improved grade 6 ESL Bhutanese students' speaking skill.

1.4.2 There was a high level of learning satisfaction on the use of MALL through Cake application by grade 6 ESL Bhutanese students.

1.5 Scope of The Study

This study was conducted in one of the middle secondary schools in Bhutan with grade 6 ESL Bhutanese students. The research school has two sections of grade 6 with 30 students in each class respectively, thus, the researcher preferred one section of 30 students by simple random sampling. In total, there was 30 students to whom the researcher used mixed method approach by testing their speaking skill using MALL through Cake application as an intervention and also found out the learning satisfaction of students on the use of MALL through Cake application in improvement of speaking skill.

1.5.1 Location of the study

The researcher conducted this study in one of the performing middle secondary schools in Chukha district which is located in semi-urban area. It is just a 5 minutes' drive from the busiest highway of Bhutan. The school has grades from Pre-primary to 10. As of 2023 statistics, the school has around 43 teachers and 676 students. About 97% of the students come from educated family background. On the onset of the pandemic, the school has initiated to launch mobile phone use in the classrooms.

Figure 1.1 Location of the Study

Source: Permanent Mission of Bhutan to the United Nations, 2019

1.5.2 Population

This study comprised a population of one section of grade 6 with 30 students. The heterogeneous population of 30 students, including 17 males and 13 females whose age range was between 12-14 years were used for this study. The sample population was homogeneous in terms of teacher, learning material, age, ability, and gender.

1.5.3 Sample

The researcher incorporated a simple random sampling to choose one section of 30 participants comprised of 17 males and 13 females respectively out of two sections. In Bhutanese schools, all grades consist of at least two or more sections, especially in semi-urban and urban settlements, and each section is made up of almost equal number of males and females.

1.5.4 Content of the study

The researcher planned and designed four instructional plans based on the content inscribed in the Instructional Guide (IG) of grade 6 English Curriculum framework, 2022. The researcher along with the English teachers of the research school discussed on content selection specially to leverage the researcher's experimentation of MALL (Refer Appendix E for Mobile Use Guidelines) through Cake on students' speaking skill improvement. After consultation with the English teachers, the researcher selected 'Listening and Speaking' strand and 'Speaking Effectively' competency from the grade 6 English IG, 2022. Based on the strand and competency, the researcher used four classes or topics from the Cake application. All topics were chosen considering students' convenience, engagement, accessibility, collaboration, and efficacy.

Table 1.1 Content of the Study

Lp. No.	Topics/Sessions	Teacher-student Activities
1.	Session 1: Emotions and feelings (feature-classes, category-situations, level-beginner)	Pre-activity: Learn vocabularies (phone dictionary) While-activity: Explore, watch & speak
2.	Session 2: Learning English with Pop songs (feature-classes, level-beginner)	Post-activity: Record speaking, grading, Quiz & feedback Note: session 1-pair activity, session 2 group activity
3.	Session 3: How to make small talk (features-classes, level-beginner)	Pre-activity: Learn vocabulary, listen, & watch videos While-activity: Practice conversation (Speak)
4.	Session 4: Creating conversation for practice (Extended Activity)	Post-activity: Quiz, grading, presentation, role play, self-assessment on fluency Note: session 4 is extended learning
5.	Session 5: How to speak like a native (feature-classes, level-beginner)	Pre-activity: Select topic, watch & listen, learn vocabularies While-activity: listen, watch expressions
6.	Session 6: Debate on the 'use of phones in learning English	with subtitles, practice speaking, & sharing Post-activity: Evaluation, grading and recording Note: session 6 is an extended learning (Debate on the topic 'Mobile phones are useful in learning English Speaking'.

Table 1.1 Content of the Study (Cont.)

Lp. No.	Topics/Sessions	Teacher-student Activities
7.	Session 7: Survival English (feature-speak, level-beginner)	Pre-activity: Select one episode from 14, listen, learn vocabularies
8.	Session 8: Online Oral Presentation on the 'benefits of Cake application in improving speaking skill	While-activity: Practice speaking Post-activity: record, send in the group chat, grade, & feedback. Note: Session 8 is an extended learning (Online presentation on the benefits of Cake in improving speaking skill).

1.5.5 Timeframe

The study was carried out during the academic year 2023. The researcher planned and conducted an experiment teaching using MALL through Cake application to improve speaking skill and derive learning satisfaction as well. The literature review was carried out between Jan-Mar, 2023. In April, the first defense was proposed, followed by instruments validation and ethics clearance in May. Thereafter, the researcher went to Bhutan, applied the intervention and gathered data in May-Jun, 2023. Accordingly, the data collected were analyzed thoroughly in July, 2023. From there on, final defense was conducted in August, thesis formatting in Sept, and finally, manuscript writing in Oct-Dec, 2023.

1.6 Conceptual Framework of The Study

This study comprised of two variables; namely independent variable and dependent variable. The use of MALL through Cake as an intervention was an independent variable and students' satisfaction on the use of MALL was a dependent variable. The following diagram illustrates the framework of the study;
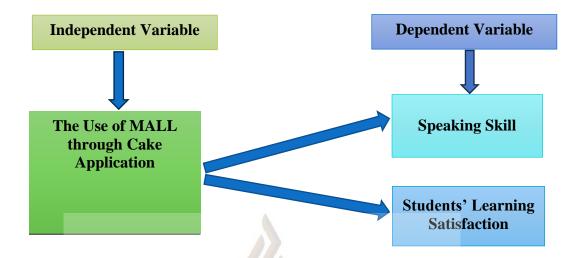
Figure 1.2 Variables of the Study

1.7 Limitations of The Study

1.7.1 This study was carried out with only a few numbers of participants (n=30) in one middle school in Bhutan, thus, the findings were restricted and would not make a sweeping assumption to all grade 6 Bhutanese ESL students across the schools in Bhutan.

1.7.2 The time period of experimentation and data interpretation of this research was short and restricted to only a month which the researcher believed that this was relatively a short period for training students in speaking skill. For that reason, at least 3 months' time period or more is required.

1.7.3 The skill in focus by the study was only speaking, as a result, the findings of the study would not be applicable to other generic language skills like reading, writing and listening. Additionally, the use of MALL through Cake might not accurately measure the students' ability in overall English Skills.

1.8 Research Terminologies

MALL through Cake Application is a learning media the researcher used for this study. MALL stands for Mobile-assisted language learning. Many researchers defined MALL as an approach to teach language with the help of wireless technology such as mobile devices, iPads, tablets and so on. Specifically, in this research, MALL approach was implemented with the help of mobile phones. Before the use of MALL, classroom mobile phone policy was put in effect to avoid misuse by the participants. Moreover, Cake application was installed in a mobile phone to learn English speaking. Cake is an online Learn English mobile application. Therefore, MALL through Cake in this study refers to the use of MALL, the integration of Cake-Learn English for Free with its features such as 'Channel', 'Record Speaking with AI (Artificial Intelligence)', 'Speak', and 'Goal Setting' installed in a mobile phone of the participants to practice and improve their speaking skill and reinforce learning satisfaction level as well. The use of MALL through Cake application was carried in Pre-activity, While-activity, and post-activity framework. Further, the activities in each mode of the framework were conducted both inside and outside the classroom (anywhere, anytime) in pairs and groups (collaboration) with same contents (equitable use), preferences (flexible use) and learning styles (interaction and engagement).

Speaking Skill defines ESL Bhutanese grade 6 students' ability to speak fluently with correct pronunciation, adequate vocabulary, and proper grammar before and after the use of MALL through Cake as an intervention. The speaking skill of the participants was be determined by speaking achievement test (pretest and posttest) and an assessment rubric subsequently.

Students' Learning Satisfaction regards to the research participants' idea, impression, and attitude towards the use of MALL through Cake application in improving speaking skill. In this study, the researcher aimed to investigate ESL Bhutanese grade 6 students' learning satisfaction in five general domains namely; Convenient and Flexibility, Improve Engagement, Increase Accessibility, Improve Collaboration, and Efficacy on the use of MALL through Cake on Students' Speaking.

Thus, students' learning satisfaction was measured through survey questionnaire and focus group interview.

ESL stands for English as a Second Language. It refers to ESL grade 6 Bhutanese students to whom the researcher taught English as second language using MALL through Cake application to improve their speaking skill and enhance learning satisfaction.

Grade 6 Students make mention of those Bhutanese grade 6 students (n=30) to whom the study was conducted.

1.9 Significance of The Study

1.9.1 This study would improve students' speaking skill through the use of Cake application. Further, it would provide opportunities for students to experience an increased level of learning satisfaction.

1.9.2 This study would serve as an additional reference for teachers/educators to design better teaching material and to improve a technique used in teaching speaking skill.

1.9.3 This research would be of assistance for other researchers to carry out better and concrete studies on the use of MALL through Cake application to improve speaking skill as there has been limited research on the use of MALL through Cake application in Bhutan.

1.9.4 This study would expect to inform the relevant stakeholders for further educational reforms in creating technological driven (mobile devices) learner-centered classrooms. In addition, according to Almarshadi et al, (2019), BYOD (bring your own device) standstill is accepted by the learners, it means learners will use their devices to learn. Likewise, this study would surely shed some lights on the concerned stakeholders to accept mobile phones and other devices in teaching-learning process because ownership of mobile phones by students in Bhutan is growing over the post pandemic era. Thus, mobile devices could be educational facilities to learning that do not require capital investment by the government or any other educational agencies.

CHAPTER 2

LITERATURE REVIEW

This chapter presents a brief explanation of the central conceptions and relevant literature for the study with the theoretical background of English, Mobile-Assisted Language learning (MALL), and Cake application, followed by some related theories, studies and conclusion that support the study.

2.1 A Historical Overview of English in Bhutan

Bhutan is a multilingual society where there are nineteenth different dialects spoken across the country (Gyatsho, 2003, p.265). A significant number of people in Bhutan can speak effectively in more than one or two languages including English as a learned language from the school. With the impact of rapid globalization, many Bhutanese irrespective of age, gender and status fancy to widely use and speak English in various fields. Besides Dzongkha (the national language), English plays a principal role in government, corporations, private, education, business and in mass media. Bhutan has never been conquered, occupied, or governed by an outside force unlike the other Asian countries of India, Philippines, Myanmar, Malaysia, and Singapore yet it is an interesting fact to know how English has reached the tiny Himalayan Kingdom of Bhutan (Tshering, 2020).

Over the past four decades, Bhutan's histrionic changes in social, political, and economic life of Bhutanese have had a great influence on the development of various fields of life as well as defining the role of English in Bhutan. English in Bhutan is pretty similar to the Indian English as Bhutan has been connected with India for all its planning and developmental activities from the beginning of 1960s. After the arrival of British East India Company in India in 1960s, English started to penetrate the

Bhutanese soil which was already assumed as second language by using it in various domains such as administration, employment, commerce, and education. Factually, it is the language of extensive communication in Bhutan (Tshering, 2020).

According to Lok Sabha Secretariat (2014) in 1968, India and Bhutan established a diplomatic relation with the appointment of a resident representative of India in Thimphu, Bhutan. The signing of the Treaty of Friendship and Cooperation between two countries in 1968 had neither used Hindi nor Dzongkha to write the treaty document instead English was preferred. Dzongkha as the national language was found incapable of serving external functions in the international forums and organizations. Therefore, English became the main language to establish diplomatic relations with other countries and to participate in international forums. Baugh and Cable (2002) makes the point that 'English is less loved but more used; French is more loved but less used' (p.4) and similarly, Dzongkha is loved more but used less and English is loved less but used more in Bhutan.

The first school in Bhutan was built in 1914 at Haa during the reign of the first king Ugyen Wangchuk. The following year, the second school at the first king's palace in Bumthang was established especially for the Crown Prince Jigme Wangchuk and other students who belong to the people of the royal court. These schools taught in English and Tibetan. There were 21 students enrolled at Bumthang and 28 students at Haa by 1919-20 (Penjore, 2013).

William Joshep Mackey, commonly known as the father Mackey was one of the important figures in the field of Bhutanese Education. Father Mackey was first invited as an educator to Bhutan by the third king of Bhutan Jigme Dorji Wangchuk in 1963 (Zhao, 2011). English was taught as a major subject and used as medium to teach at various grades in schools across the country ever since the establishment of western-style English medium education system in Bhutan (Zam, 2008). Bhutanese students, if given a chance, will prefer English over Dzongkha, as proficiency in English is a deciding element for opportunities and careers (Gyatsho, 2003, p.272).

According to the statement by Bhutan Council for School Examinations and Assessment (2014), the question papers and evaluation of answer sheets of grades (VI and VIII) were conducted in India from 1972-1981. In addition, BCSEA also states that the question papers and evaluation of answer sheets for grades (X and XII) were held in India from 1974-1996. The council for the Indian School Certificate Examinations (CISCE) and the Indian council conducted high school examinations in Bhutan. With the Indian system of education, curriculum, textbooks, frameworks and the Indian teachers has undeniably made English the most prominent language in Bhutan. English is used as the medium of instruction and all major subjects except Dzongkha (the national language) were taught in English. Furthermore, all school related documents such as planning of academic activities, maintaining performance reports, evaluation, assessment, and examination results are prepared in English in all schools across the country (Tshering, 2020).

The role and the status of English as a second language in Bhutanese Education is popular and dominant. According to National Education Statistics report (2021), there are 605 schools with 168324 students and 26 universities including tertiary education with 12832 students/trainees. This enrollment status vividly indicates the popularity of English is relatively higher than the national language Dzongkha.

2.2 Bhutanese English Curriculum

Bhutan has been following the borrowed curriculum from India up until 1980s except for Dzongkha (the national language). Thereafter, at around mid-1980s, then the education department had begun to 'Bhutanize' the curriculum by modelling Bhutan's personalized curriculum based on the needs and aspirations of the nation (Second Quarterly Policy Guidelines, 1989 as cited in Dukpa, 1998, p.71). Subsequently, after this change, the Bhutanese English was thoroughly framed and taught in Bhutanese context along with an introduction of the New Approach to Primary Education (NAPE) which was an evolutionary change in English teaching and learning approaches. Besides, its evolution in teaching approaches, NAPE emphasized more on activity-based learning models where students were put in the center of

learning. Additionally, it also transformed the idea of learning from remoteness of content learning to familiarity of content learning (Dolkar, 1995 as cited in Dukpa, 1998, p. 71).

The English curriculum in Bhutan consist of four domains; Reading & Literature, Writing, Listening & Speaking, and Language & Grammar. The contents are classified and aligned based on the themes and a set of objectives. All objectives set for each domain are prescribed in 'The Silken Knot: Standards for English for Schools in Bhutan'. The content includes text genres such as stories, essays, poems, and grammar practices which are designed extensively depending on gender sensitiveness and age-appropriateness. It also explores the best pieces of literature that cover different geographical boundaries and time span in order that students can accept, access and explore with distinct traditions and cultures (REC, 2016).

Ever since the beginning of modern education in Bhutan, the curriculum went through a lot of revamps in due response to quality education. With constant curriculum reformation processes, the English curriculum had been outlined to create student-centered learning environment where students are provided with diverse texts and activities to cultivate a substantial language skills and competencies. Therefore, with the institutionalization of the new curriculum, the role of a teacher has been drastically changed from a 'sage on the stage' to a 'guide on the side' (REC, 2016). Further, the REC (2021) specify that the English curriculum aims to prepare teachers to teach and provide students with exposure to varied knowledge, appropriate skills and adequate competencies to meet the global standard. Hence, learners on the other hand, will have to get a taste of varied primary source of learning on their own by taking up the ownership of self-learning rather than stern reliance on teachers as their primary source of information or learning.

With the belief that curriculum is the heart of education, the Department of Curriculum and Professional Department (DCPD), by its primary mandate, aims to continuously utilize the country's human resource and its needs by designing curricula with the changing demand of the society. For that reason, the new curriculum is based

on the goals and guiding principles of curriculum as provided in the National School Curriculum Framework (2020), and to meet the changing demands by revising the contents and pedagogical approaches.

The language competencies relating to the core discourses of listening, speaking, reading and writing by the learners are emphasized more during the major shift of the curriculum. Only 65% of the previous curriculum has been treasured across all classes including literature, both fiction and non-fiction, from different parts of the world through which learners will have huge opportunities to learn, practice values, ethics, themes, and further develop higher cognitive skills of analyzing, evaluating, and synthesizing. Another part of the major shift in English curriculum is call for the teachers to integrate technology in the classrooms to enhance teaching process for better learning experiences and outcomes. Technology can be used to learn language, and the language skills too can be used to explore technology (REC, 2022).

2.3 English Speaking Standards for ESL Grade 6 Bhutanese Students

The framework outlines competency-based exit standards at each of the five key stages on each of the four strands of Listening and Speaking, Reading & Literature, Writing and Language and Grammar. So, the National School Curriculum Framework (2022) outlines the speaking standards for grade 6 as follows:

1) Listen and speak in a wide range of context to demonstrate the ability to respond appropriately.

2) Take an active part in discussions to show understanding of ideas and sensitivity to others.

3) Use the knowledge of grammar and vocabulary to convey messages clearly.

4) Talk about books they have liked and read to demonstrate their ability to review and analyze.

Through this strand, learners will acquire skills to listen first and later share both messages and feelings, honor the thoughts of others and accept their contributions

as listeners or speakers. A good speaker is a listener first. Learners should be taught well to listen to grasp new ideas, words and structures. A good listener will also learn from good speakers on the use of words, structures, gestures and message deliveries. As a result, the curriculum should provide opportunities more than necessary in the classroom activities so that learners receive practices on listening and speaking. As learners practice the desired skills of listening and speaking simultaneously, they will cultivate the confidence to speak with ease, clarity and meaning. By this means, the learners will be able to make significant contributions to the goal of common good as individuals in the work place, members of the family, and citizens in the communities (REC, 2022).

2.4 Speaking and Its Importance

In this present global world, communication determines the success of individuals in all fields. Language is an instrument used to communicate. Effective communication is not desirable for people in absence of proper language. Moreover, people cannot achieve anything in life if there is no language to communicate. There is a need for a language to connect and communicate with the people across the globe. As English is the lingua franca of the globe or a commonly spoken language all over the world, it serves the purpose of connecting people from different parts of the world (Rao, 2019).

Speaking is one of the most important skills to acquire in EFL or ESL learning. Among the four language skills, speaking is considered the most important in a foreign or second language learning (Rao, 2019). Moreover, Omari (2015) says that speaking is the prerequisite skill that learners have to acquire as it is the vehicle of communication in any language including English. Further, speaking is regarded as an effective communication tool at home, at work, and in society (Nombre, Rocio, & Junio, 2012). In this 21st century, people around the globe started to learn English language faster because of the its essentiality and necessity in the field of academic, profession, business and technology (Omari, 2015).

Rao (2019) states that speaking skill is the most essential skill for all learners to acquire in order to strengthen career, improve business, build confidence, make public talks, attend interviews, participate in debate and group discussions, give presentations and so on. Everything is linked with speaking skill in this modern era. Further, those learners who acquire the best speaking skill will conquer the whole world be it in the job market, an interview, seminar and so on. Having good speaking skill is the passport to enter the word of all better opportunities.

The need to share ideas and thoughts with the people who live around the world in consideration of desires and deeds to be fulfilled is crucial in this global world. This world is a competitive place where each and every learner has to improve speaking skill to sustain in this global world. Likewise, most of the job selections depend on speaking skill. Speaking skill plays a significant role in many aspects, therefore, ESL learners need to concentrate more on this skill (Rao, 2019). In addition, language teachers are advised to introduce a variety of effective techniques in the classrooms to involve the learners, create interest and attentiveness of the learners more on speaking skill in English class.

The primary education is significantly critical for learners to speak and improve the skill (Mouri, 2016). As per Hu (2016), whether age should be the determining factor of language learners at an early age to speaking is more desirable. The finding also added that teaching materials should be more appropriate and useful as learners are exposed or taught speaking at an early age. In spite of its importance, speaking is taught just as a repetition of drills or memorization of dialogues. Moreover, most of the teachers teach language skills by just explaining the text for the whole 50 minutes class for that reason, a result analysis for grade 10 students' English and Mathematics scores revealed that many students hassled in speaking and writing than reading and listening (BCSEA, 2016, p. 39).

Conclusively, LaPrairire (2014) says that a lot of Bhutanese students after completion of secondary level education aren't capable of participating in a simple conversation and grasp discussions in English. Such a finding clearly indicates that

learners in the Bhutanese English classrooms are deprived of effective techniques, learning materials, opportunities to practice speaking skill and so on. As a result, the Ministry of Education in collaboration with teachers seriously need to implement useful strategies to engage Bhutanese ESL students more on speaking practices and routine. Having understood the importance of speaking in schools, this study was an alternate solution to overcome speaking issues.

2.5 Components of Speaking

Speaking is the production skill that is classified into two domains: accuracy and fluency. Vocabulary, grammar, and pronunciation are the components of accuracy domain (Gower, Phillips, & Walters, 1995). Additionally, as per Andryani as cited in Omari (2015), there are five components of speaking: accuracy, fluency, grammar, pronunciation, and comprehension. An ability to apply these components while speaking defines a person's productive skill-the speaking skill (Omari, 2015). It is vital for the teachers to develop these components in their learners to improve speaking skill of the learners. On that account, in this research, the researcher pinpointed on the four components presently: fluency, vocabulary, grammar, and pronunciation.

2.5.1 Fluency

Fluency is the role of good communication in other words is the purpose of the learners learn to speak. Learners do not need to spend a lot of time to share the information. Likewise, British Council (n.d.) defines fluency as how early and easily learners can speak rather than how many errors they generate through pronunciation, vocabulary and grammar. Furthermore, Omari (2015) states that fluency is the ability to convey message understandably and reasonably without taking into consideration of the listener's interest. It means that the learner is able to use language, listen and comprehend, and convey the message instinctively. And also, Harris and Hodges (1995, p.14) found that fluency is the capability to speak automatically and quickly.

In addition, Omari (2015), fluency varies from novice speaker to distinguished speaker in five different stages as stated below:

      1) Speech is stumbling and incomplete making conversation difficult.

      2) Speech is sluggish and irregular other than brief routine sentences.

      3) Speech is recurrently doubtful, with unevenness caused by rephrasing.

      4) Speech is effortless and spontaneous, but noticeable unevenness in pace.

      5) Speech is professional, smooth and spontaneous like a native speaker.

2.5.2 Vocabulary

Vocabulary is necessary for speaking. One of the keys for success in communication is the power of words. Neuman and Dwyer (2009) defined Vocabulary as "words we must know to perform effective communication; expressive vocabulary while speaking and receptive vocabulary while listening. Vocabulary is a fundamental building of language learning. Learners have to know words, meaning of the words, and spelling of the words (p.385). According to Alqahtani (2015), words play an important part in conveying the message through communication. Rich vocabulary has a direct impact on language proficiency in acquisition of ESL (Schmitt, 2000). Vocabulary is a part of mastery skill in speaking which should be mastered by the speakers besides fluency, grammar, pronunciation and comprehension (Afna, 2018). Mastering vocabulary was one of the most challenging tasks that any learners face while learning a foreign language or second language as explained by (Ketabi & Shahraki, 2011). It is very essential to teach vocabulary to learners in both EFL and ESL classrooms because Alharbi (2015) regarded it as the basic foundation of spoken language learning and application.

2.5.3 Grammar

In second language acquisition accurate understanding is the key of language structure. Every language must have a rule. In English, it is called grammar (Kusumawardani & Mardiyani, 2018). Grammar is the study of words, how learners

used in sentences while speaking. It can be described as a principle of rules in a language (Omari, 2015). In addition, grammar can be defined that a set of rules which let learners to unite words into sentences to give correct meaning (Greenbaum & Nelson, 2002, p.1). Grammar is important to make sure that the learners' ability is correct in oral and written aspect because it is an indispensable tool for language use and application (Jean & Simard, 2011).

2.5.4 Pronunciation

Pronunciation is a way to say something clearly and coherently that is linked with vowels, consonants, stress and intonation. Pronunciation refers to the process of producing sounds as stated by Harmer (2007) that "the speaking is the way to make sounds of the language, where to place the stress, and to sue pitch and intonation to show feeling and meaning." According to Kelly (2000), the main features of pronunciation are phonemes and supra-segmental features. Phonemes are the two different sounds like vowel and consonant. Stress, intonation, and changing sound in relation to speech are the parts of supra-segmental feature. ESL students may have problems producing accurate phonemes and using correct supra-segmental elements. And also, Ma (2017) says that pronunciation varies from people to people and region to region depending on the type of pronunciation they use. Pronunciation is the most important component of speaking.

Based on the explanation above, it can be concluded that teaching speaking is not easy because there are several components that the teacher must pay attention to when teaching speaking and need appropriate and effective teaching methods. It is possible that teaching speaking can take advantage of MALL applications because mobile applications have shown the potential to improve speaking skill in the ESL classrooms. Thus, the researcher used the above-mentioned components of speaking to examine students' speaking skill by integrating MALL through Cake application. It was assessed based on five Likert scale rubrics developed by English Curriculum of Bhutan, 2014.

2.6 Challenges of Speaking

Speaking is the most important skill among the other three language skills, thus, learners encounter difficulty in speaking mostly in language learning classes. There are two determinants that cause speaking difficulties in learners: internal and external. Internal determinants include personal traits like fear and shyness whereas external determinants pertain to the environment, peers and families, and teaching learning tools and techniques (Arung & Jumardin, 2016). Both internal and external determinants are pertinent in influencing speaking skill.

In the environment, speaking is a tool for communication, and people will see learners' proficiency in speaking in English (Ihsan, Muslem, & Aziz, 2018). It is not easy to teach speaking to ESL students because it is a process that should be taught step by step (Ihsan et al., 2018). There are some challenges encountered by ESL learners, such as lack of vocabulary, fear of mistakes and shyness, anxiety, lack of confidence, and lack of motivation.

This issue is the first challenge students faced in learning speaking skills. Dewi and Jimmi (2018) stated that a lack of vocabulary constricts learners to build sentences. Further, this will impact on them when they want to have interaction and would have less confidence. Thus, MALL through Cake approach helps learners to learn vocabulary daily and improve their sentences with rich words as well.

According to Juhana (2018), these psychological factors are the emotional feelings of the learners when they want to speak. Further, he stated that learners would forget what to say due to shyness, fear of making mistake when speaking, and also worried about being laughed at by friends. Furthermore, mentioned that 37% of the learners mostly chose fear of mistake, and 26% of the learners chose shyness. Therefore, teachers can create a personalized approach to improve speaking skill in the classroom. MALL through Cake gives learners some personal space to practice speaking without anyone's presence.

This psychological factor is learners' feeling of realization when their speaking partners do not understand when speaking in English. Similarly, learners' feel a lack of confidence when their English is not good and they keep silent. In addition, 13% of the learners chose a lack of confidence as one of the challenges in speaking (Juhana, 2018). To that end, teachers should encourage learners to boost confidence in speaking, MALL through Cake helps learners become a confident speaker.

In language, especially in the speaking domain, motivation plays an important role for students. Jin (2014) stated that motivation is crucial to make successful language learners. Juhana (2018) added that 6% of the learners chose a lack of motivation because they do not get motivated when they see their teacher's way of teaching. In this way, the teacher should show enthusiasm for speaking English when teaching in the classroom. To motivate learners, teachers need to integrate teaching methods that cater to learners' needs and interests and for that, MALL through Cake is the best possible tool to motivate learners to improve their speaking skill.

As many language teachers' observations indicate the above-mentioned challenges that occur in language classrooms regardless of lack of vocabulary, fear of mistake and shyness, lack of confidence, and lack of motivation. All these challenges are related to individual learners' personalities, psychological feeling, and attitudes. Therefore, language teachers should specify the target aspects of speaking skill to be taught, as well as motivate learners to improve speaking skill. On that account this present study was an attempt to provide students with motivating, flexible, engaging, accessible, personalized learning avenue where they can learn speaking on their own ability and pace at anywhere and at any time.

2.7 An Overview of Technology Development and Benefits in Education

ICT in Bhutanese Education was first brought in the late 1990s with some computer studies integrated in high schools. The then Ministry of Health and Education introduced ICT education in early 2000. Later in 2002, computer

application was introduced as an optional subject in class IX in eight different schools, and was extended to other high schools that had computer facilities successively.

ICT is significant for realizing the national vision of transforming Bhutan into an IT enabled knowledge-based society. To carry through this vision, the Royal Government of Bhutan (RGoB) begun an ICT project called the Chiphen Rigphel in 2010. This project was funded by the Government of India (GoI) with an estimated amount of 2.05 billion rupees. Under the umbrella of Chiphen Rigphel project, the Ministry of Education trained 4817 teachers in seven different labs set up for teachers to acquire basic ICT skills and methods of integrating ICT in teaching and learning field together with computer laboratories equipped in 168 schools across the country (Embassy of India, n.d). Gradually, in 2016, the ICT curriculum framework for all levels in all schools was framed with National Education Policy, iSherig-Education ICT Master Plan 2014-2018 and Bhutan Education Blue print 2014-2024. In 2020, the Ministry of Education, Department of Information Technology and Telecom and Royal Education Council worked with lead learners under ICT Flagship programme to introduce Coding Education (Scratch and Python) from classes PP to 12 (MoE, 2012).

The ministry of Education introduced the development of Education Sector ICT Master Plan iSherig (2014-2018) to mobilize ICT as a teaching and learning tool, as well as to align ICT activities, systems and projects across the education sector as recommended in the e-Gov Masterplan 2012 (MoE, 2014). As per the Bhutan Education Blue Print 2014-2020 (2014), the quality of education is determined by the scale and growth of ICT projects and activities. Further, to maintain progress on the ICT project, iSherig-1, the MoE had developed iSherig-2-2019-2023 (ICT Masterplan-2).

Information and communication Technology (ICT) has brought a lot important changes in all aspects of Bhutanese lives more so, in the current years. The pace of its developmental growth is growing faster than ever before. The Bhutanese newspaper (2019) asserts that during the 14th convocation of the Royal University of Bhutan in May, 2019, His Majesty the King shared his concerns about the dramatic changes that

emerged from the technological scope, growth and the consequences of lagging behind. "If we are not able to embrace and leverage technology," HM said, "We will be invariably left behind."

The rapid development of technology makes all human needs inseparable from it, especially in education. These days, technology is extensively used in schools for many purposes like planning, assessment and evaluation, result analysis, documentation and so on. (Nelson, Palonsky, & McCarthy, 2010). Technology usage was reported to be changed to "high-stakes accountability" from the year 2000 onwards. This change has enhanced teaching and learning processes, improved human to human interaction, and strengthen official correspondences (Halverson & Smith, 2010).

According to REC (2021), the use of technology is a fundamental tool of the teaching and learning in 21st century classrooms. Further, the curriculum framework requires that teachers make use of technology to better and advance instruction to the extent of enhancing students' learning experiences and outcomes. Digitalization has become one of the important elements in teaching and learning specifically in English. Digital literacy is defined as the abilities to live, learn, and work in a society where information and communication are progressively mediated through digital technologies such as the internet, social media, and mobile devices.

Technology has a whopping potential to enhance access to quality education, create job opportunities, ensure good governance with efficient service deliveries, develop private sector and enhance accountability, transparency and integrity. Realizing the giant opportunity that technology brings, and guided by His Majesty's vision, the Ministry of Education (MoE) has been working to improve ICT in Bhutanese education system (Lhendup, 2020).

Therefore, the Ministry of Education and Skills Development, Bhutan is also stepping forward in leveraging technology into the classrooms, however, many teachers still face trouble in integrating technology due to a lack of technological

know-how and also glitch in technology. Additionally, many schools are set up in remote locations where is no or poor internet accessibility and connectivity. On that account, many schools and teachers resort to traditional practices of teaching and learning. Nonetheless, off late, after the pandemic, technology such as social media, applications, Google classroom, Chat GPT, and so on are growing (Lhamo & Chalermnirundorn, 2018). As a result of this growing concern, the use of MALL through Cake application was an attempt to integrate technology in teaching and learning speaking to grade 6 Bhutanese ESL students.

2.8 MALL: An Overview of The Field

The term mobile-assisted language learning (MALL) was first coined by Chinnery (2006), who argued that mobile devices could be used as pedagogical tools for language learning. MALL refers to the formal or informal way of learning a second/foreign language by using mobile devices (McCarty, Sato, & Obari, 2017). Over the past few years, Mall has received widespread research in the field of language teaching and learning because of its advantages on ownership, mobility, and technology convergence (Kukulska-Hulme, 2009). MALL is shift of teacher-driven to learner-driven learning. On this note, learners' participation in language activities and language use are notably integrated into MALL (Cakmak, 2019).

First, with remarkable progress made in mobile technology, mobile devices, in many countries in the world, have become necessary tools for language learners. The learners who own smartphones or other mobile devices have easy access to various types of mobile resources and applications. Second, MALL has provided learners enough time and space with regard to learning process; now, they can learn anytime and anywhere based on their aspirations and needs. Third, mobile technology has changed the manner in which language learning is conducted in multimedia setting. Additionally, mobile devices have transformed the way in which the learners communicate with friends, send and received feedback, and engage in collaborative learning (Hwang, Shih, Ma, Shadiev, & Chen, 2016; Xu & Peng, 2017).

The use of MALL strategy recommends that mobile applications immensely help students develop all four language skills. Furthermore, it enables autonomy in learning, personalized learning and lifelong learning by empowering students to accustom the pace and content to their requirements (Puebla, Fievet, Tsopanidi, & Clahsen, 2021). Rajendra and Yunus (2021) study clearly state that MALL contributes in promotion of constructivism theory, creates stress-free environment, reinforces contextual learning, and is way simple to work with. And also, the mobile devices' general features and mobile applications can be used as possible learning materials to improve students' speaking skill in MALL context.

The prevalence of MALL as an innovative pedagogy has made significant development of language skills such as listening, speaking, reading and writing. Accordingly, Zhen and Hashim (2022) state that MALL helps diversify mobile technologies to make English language learning achievable. Learning language using MALL approach is easier and faster. More so, the development of MALL in language learning over the years has created a shift from traditional to mobile assisted learning (Yedla, 2022).

In recent years, the use of MALL in EFL and ESL learning contexts has generated useful research findings and positive effects, including those researches related to reading (Hendriwanto & Kurniati, 2019; Lin, 2014), writing (Andujar, 2016; Chen, Carger, & Smith, 2017), listening and speaking (Ahn & Lee, 2016; de le Fuente, 2014; Xu, Dong, & Jiang, 2017, and vocabulary (Ko, 2019; Zhang, Song, & Burston, 2011). However, there are challenges for EFL/ESL teachers and learners with respect to teaching and learning processes of MALL, because new mobile technology has offered alternative approaches to the language process itself (McCarty, Sato, & Obari, 2017).

In this vein, it is particularly important to find out what changes or improvements can be made in language learning through the context of MALL approach and also there is not enough evidence to validate all of the mobile phone technologies available are being fully utilized in language learning, thus, more

research would need to be carried out to justify the already growing practice of mobile phone technology.

2.8.1 The Principles of MALL

MALL is considered as the hallmark of technology in language learning. According to Elias (2017), the principles of MALL are as follows;

2.8.1.1 Equitable use

Course content should be accessible to all people irrespective of their abilities and locations. It means the content and assignments should be accessible to a variety of devices.

2.8.1.2 Flexible Use

Course design should be flexible to accommodate a wide range of individual abilities, preferences, schedules, levels of connectivity, and choices in methods of use.

2.8.1.3 Tolerance for Error

Designing language learning through mobile application, learning environment should be a tolerance for errors. Further, students can comfortably learn because the applications and learning situations can curtail this error.

2.8.1.4 Instructional Climate

It defines how is the course delivered to the students. For examples, quizzes, games and notifications are helpful in learning language particularly speaking. With these, students can learn with fun and enjoyment.

Besides Elias, Mehdipour and Zerehkafi (2013) define the benefits and capabilities of mobile learning based on the following principles as summarized below:

2.8.1.5 Portability

As compared to PCs, mobile devices are small in size and light in weight. They are more realistic and can be taken anywhere and anytime.

2.8.1.6 Anytime and Anywhere

Mobile technologies allow learners to learn at the time and place of their choice in which internet and applications can provide instantaneous knowledge to learners' fingertips in a snap.

2.8.1.7 Interaction and Engagement

MALL accommodates different learning styles and allows full participation in learning activities. Participation leads to engagement, better understand and most likely to interact with others.

2.8.1.8 Motivation

Learners develop motivation when they are exposed to new learning tools which are safe, spontaneous and widespread.

2.8.1.9 Collaboration

Learners can collaborate in learning process due to the communication features of mobile devices. For instance, students from different places can take part in the same task. In addition, they can use power points, documents, games and many educational materials.

2.8.2 Advantages of MALL

MALL is highly regarded by its interaction and mobility, which provides to students learn anytime and anywhere they like. Accordingly, students cannot learn foreign/second language in a formal classroom; they can also use their mobile phones to search the learning materials in unconfined places (Pengnate, 2018). Unlike CALL, MALL is less expensive and more accessible as it requires a mobile phone with internet access which enables users to be absorbed in plenty of learning resources (Elaish, Shuib, Abdul Ghani, Yadegaridehkordi, & Alaa, 2017). MALL consists of various kinds of mobile devices, for example, smartphones with many features that learners can use in language learning. Additionally, MALL also allows students to receive reinforcement and feedback instantly from the teachers. And teachers can contact students anytime to keep track of their learning progress and provide remedy when necessary. Thus, MALL is, somewhat, given due consideration for overcoming temporal and geographical barriers to language learning (Nezarat & Miangah, 2012).

2.8.3 Disadvantages of MALL

MALL is one of the popular strategies to enhance language learning yet regardless of its unique advantages, its multi-tasking functions may unavoidably cause learners to lose concentration on its use, which may not be the best for learning (Klimova, 2018). In addition, a lot of mobile software were not created by language experts, so there is inadequate software suitable in English learning and for learners at different levels of proficiency at present. Moreover, MALL is limited in terms of learning features that are related to development of students' pragmatic abilities in English listening, reading, writing and speaking (Heil, Wu, Lee, & Schmidt, 2016). Klimova (2019) mentioned that MALL also has other drawbacks such as small screens, poor internet connections, out-of-order devices, and lack of face-to-face communication (p.90). Furthermore, MALL enables learners to cheat, cost of internet charges is relatively high, grow students' attitudes and reduce social interaction, and can cause interference in the learning process (Chartrand, 2016).

2.9 Mobile Applications

Numerous studies on the use of mobile technology in different language learning aspects have supported the idea that mobile technology can enhance language learning, improve learners' attitudes and the intention to use it. With the advent of mobile devices, a new market of application software so called Mobile Apps has appeared and increasingly growing (Anderson, 2013). Apps are easily available online through play store, iTunes App store and Android Market. For example, there are over 675.000 apps on Android Market and 700.000 apps on iTunes Apps (Almadhady et al., 2021).

Among many popular mobile applications, there is a large number of apps for English learning (Al-Zahrani, 2015). These English applications are easily available and can be downloaded free of cost by students depending on their interests and needs. Also, learning English through these applications on mobile devices allows learners to learn anytime and anywhere (Bruston, 2014; Huang, Y. M., Huang, Y. M., Huang, S., & Lin, 2012; Miangah & Nezarat, 2012). Several studies were conducted in English speaking based on MALL applications (Demouy, Eardley, Shrestha, & Kukulska-Hulme, 2011; Hwang et al., 2014; Kim, 2016; Xu & Peng, 2017). These studies proved that students are motivated to complete activities of English speaking through MALL applications.

More so, these applications offer enjoyable learning ambience such as learning by games, chats and calls. On the other hand, MALL applications also offer various learning styles (video, audio, images, and texts) to complete the learning activities. Furthermore, MALL applications support self-learning activities outside the classrooms. This helps students shy away from making mistakes while learning (Almadhady et al., 2021).

2.10 Comparison of Cake and Duo Lingo

2.10.1 Duo lingo App

Dou lingo is a free language learning application that was created by Luis Von Ahn and Severin Hacker and launched in November, 2011. It offers 68 different language courses in 23 languages. This app is very simple and useful for those who wish to study English and several other languages. It can be used on IOS, Android, and Window's phone by anyone, anytime and anywhere. This app has a rating of 4.8 and over 100 million downloads.

2.10.2 Cake - learn English App

Cake is an English learning mobile application that can be accessed by anyone, anywhere and can be downloaded from the IOS and Android mobile phones. It was developed by Playlist Corporation, South Korea and launched in March, 2018. The application has received a rating of 4.9 and has been downloaded by over 100 million users from various countries (Chaniago & Mariana, 2022). Moreover, the Playlist Corporation launched the latest version of Cake 2.4.1 and was released on December 17, 2019 (Yanthi, 2021).

Despite of the fact that these applications are popularly effective in teaching and learning speaking skill, for this study, the researcher decided to use Cake-Learn English Free for two resaons. The first reason was based on some evaluation criteria, like number of downloads by the users, the number and quality of feedback, and the rating stars as the application was rated at 4.9 (Almadhady et al., 2021). And the second reason was its advanced features. All other apps have special features that attract learners practice, but one interesting and distinct features of Cake is Speak. Lestari (2021) states that Speak feature offers speaking practices that stimulate conversation with the native speaker through AI (Speech recognition).

Figure 2.1 Comparison of Cake and Duo lingo
Source: Google Play store, 2021

And the second reason was based on the article by Aldijana (2020), who described some of the advantages of Cake app for learning English compared to Duo lingo in the following points:

1) More contemporary in learning methods

In comparison to Duo lingo, Cake has better learning methods that are more relevant and effective for today's language learners. In this application, learners are presented with fun and short videos in various categories and situations. Learners can also play the videos in slow mode in addition to the original video. This helps learners to easily understand and imitate what people said in the video. This provides advantage to learners to practice speaking, reading and listening whereas Duo lingo in contrast, places more focus on word-for-word memorization with outdated learning methods.

2) More varied and contextual

In Cake application, learners are presented with varied practice questions that are contextual. For example, a certain word or sentence is required to answer the

question in English, therefore, Cake presents sentences with accompanying dialogues or phrases so that learners can the sentences in a contextual manner and that becomes easier to remember by the learners. With its wide variety of contextual learning activities, Cake provides fun and enjoyment in learning English. However, the question patterns and answers in Duo lingo are straight without any variations in learning.

        3) Directly subscribe themes you like for free

        Compared to Duo lingo, Cake provides more special themes that learners can easily use and subscribe to. For those learners who love to learn through films, learners can search in the subscription column, click on the movie channel, and watch movies selected. On top of that, learners can also subscribe to Travel and Tourism channel, blogs, humor and others according to the tastes of the learners. Whereas, this feature is in not present in Duo lingo. To use themes, learners have to unlock levels plus themes are very few and boring as well.

        From the features in the Cake compared to Duo lingo, the researcher was convinced that Cake is more contemporary, relevant, and effective in learning English, in particular speaking compared to Duo lingo. Therefore, this present study aimed to improve the speaking skill of grade 6 Bhutanese ESL students through Cake-Learn English application.

2.11 Cake Application

2.11.1 Definition of Cake

        Cake is a mobile application that can be accessed by anyone, anywhere and anytime and can be downloaded from the IOS and Android mobile phones. It was developed by Playlist Corporation, South Korea. The Cake application has received a rating of 4.9 and has been downloaded by over 100 million users from various countries. This application can help enhance English speaking skill (Chaniago & Mariana, 2022). Further, Yanthi (2021) explained that Playlist Corporation created

Cake application for free, and the latest version of Cake 2.4.1 was released on December 17, 2019.

Cake application allows learners to speak English fluently and even confidently in public. Learners can learn English using the Cake by watching English expressions in YouTube and subscribe to the channels they enjoy. The Cake application offers oral exercises and stimulate conversations through listening to audio. AI voice recognition is available in this application. Learners have the ability and freedom to record their own voices. Learners will be able to check which words are mispronounced as a result of feedback provided by this Cake. Each learner's recording will be granted A if all words are correctly pronounced, and B, C, and D depending on the number of mistakes they make in pronunciation. Another advantage of using this Cake application for learning English is that it provides a number of English expressions, words, and idioms that are greatly helpful in the form of short videos and audio. This application provides opportunities to learn not just speaking in general, but also listening, grammar, and vocabulary (Suryani, Nurinsani, Purnama, Hakim, & Nisa, 2021).

Figure 2.2 The Appearance of Cake Application
Source: Google, 2018

2.11.2 Features of Cake application

The researchers Yanthi and Nuraeni (2020) found that Cake application has some key features that include:

Channel. It has a lot of videos curated from YouTube that allows speakers to select topics of speaking, and practice conversation and expressions.

Record Speaking. Record speaking after watching the videos on the channel. AI speech recognition help check the pronunciation and give feedback.

Speak. It allows speakers to practice speaking with the native speaker. Speak feature covers listening session of native speaker conversation and speaking session with the native speaker, followed by feedback after recording.

Daily goals. It creates some length of speaking with Cake.

Free. Enjoy learning speaking skill with 100% free of cost.

2.11.3 Steps to Use Cake Application

Before the students use Cake application for the speaking activity, they should know how to use Cake application. Therefore, to make Cake application user friendly, Daniel (2021) indicated five steps to use it.

Step 1. When the students are using Cake application, the students should enter the application using a Google account or Facebook to have Cake application's account and find out the application's score and notifications. Additionally, this application has many suggestions that the beginner students' class can use until expert students' class.

Step 2. After students get the main menu from the timeline, students can click "explore" to explore the contents of Cake application's channels or click categories to look at the categories that the students want. The function of exploring is that students can learn more broadly and comfortably according to what they need and want to be more effective, especially in speaking practice.

Step 3. In this case, students watch the videos they want or the advice given by Cake application. The duration given varies in each video. Besides, the students need to listen to the conversation first, because after this step, they must join

the AI speech recognition to know their English fluency. Additionally, the video includes key expressions that they can learn from and they can repeat them and know their mistakes and indicators of speaking skill.

Step 4. This step talks about students being directed to do speech recognition and listening quizzes to check their speaking skill fluency. Additionally, to start speaking practice, students must touch the microphone symbol on the bottom and decide what level students want to learn, then choose the episode or topic that students need to learn; each episode costs ten coins. Therefore, when students sign in to this application, they will get 30 coins to open the speaking course episodes. Besides, the application will give students the score, such as A is for excellent, B is for good, C is for the students should try and learn again.

Step 5. The last step is the audio recording feature. Students can choose which characters they want to learn as comfortably as possible to practice speaking. furthermore, when students dub through audio recording, Cake application provides scores to students directly, such as scores A, B, and C.

According to Ananda (2019), the use of MALL through Cake to improve speaking skill could be possibly used as presented below:

1) Pre-activity: (1) Teacher shows the sample material to students and brainstorm.

2) While-activity: (1) Teacher explains the material. (2) Students learn and remember. (3) Students work in group or pair and practice conversation using the sample material. (4) Students learn speaking through Cake app. (5) Students choose an episode and further choose a topic. (6) Students start listening to the conversation and then speak the conversation until they get it right. (7) Teacher monitors and helps students in need. (8) Students receive grade and send it to the teacher.

3) Post-activity: (1) Question and answer session, practice, evaluation, feedback, etc. The figure below shows the pictorial representation of MALL through Cake implementation process.
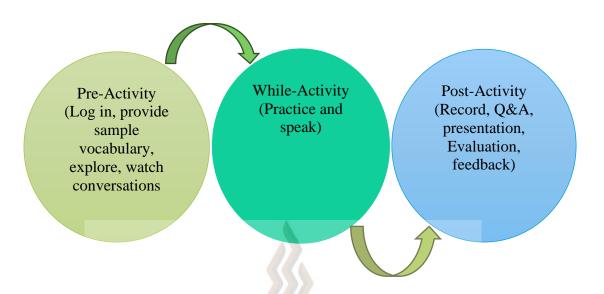
Figure 2.3 MALL through Cake Implementation Process
Source: Ananda, 2019

2.12 The Use of Mall Through Cake Application as A Tool in Learning and Teaching Speaking

Cake application a mobile application for learning English appropriate for teenagers and general users. This application for learning uses short and fun English conversation videos and the content updates are uploaded daily (Fitria et al., 2021). Further, Ananda (2019) in similar terms says that this application for learning English, especially in speaking practice, accommodates authentic conversation videos and fun learning situations applicable for the learning process.

The research carried out by Pulungan and Siregar (2020) on Cake application emphasized that students can verify their pronunciation with AI speech recognition, which involves speaking activities that replicate conversations with native speakers. Besides, students can record their voices and receive instant feedback, which, provides time and space to correct it and sound like native speakers. In addition, students can use Cake application in tasks to enhance speaking skill.

Cake application provides students learning materials like slang, phrases, and daily expressions that are appropriately curated from YouTube videos. The categories of learning materials are based on students' levels, needs, and interest (Daniel, 2020). Additionally, the Cake provides several topics such as school, travel, family, food, business, technology, and so on. Students on the other hand can explore all these topics as beginners, intermediate and expert users. Moreover, this application helps learners become better speakers. For this reason, Yanthi (2020) said that 'it gives people the confidence and skills to speak powerfully on stage, in front of the public, or in everyday life' (p. 167). Therefore, Xiaoyu (2018) argued that it is important to use Cake English Application to enhance students' speaking skill. Furthermore, students can improve vocabulary through use of the Cake application as this application allows students to explore huge chunk of vocabulary. And also, this application contains variety of learning content and thus, students can learn vocabulary through participation in collaborative interaction among language learners.

According to Fitria et al. (2021), there are many advantages to learning speaking through the use of Cake application; the application's main feature is speaking course, so it helps the students to improve their speaking skill. Additionally, this application offers curated videos from various YouTube channels that are authentic to watch and practice speaking. Moreover, this application is useful in teaching speaking skill, assessing students' pronunciation, and checking the levels of pronunciation. Over and above, this application allows students with levels; the levels range from basic to advanced.

He (2018) stated that the Cake application was proven to be able to improve students' oral competence pertaining to speaking and pronunciation skills. Cake application is highly recommended to be integrated as mobile-assisted language learning to optimize students' interest in learning to speak and enhance their speaking skill. Further, Cake application presents fun facilities, stimulates the curiosity of the students, and finally discharge boredom when using the Cake application. Thus, this study used MALL through Cake application as a learning tool to improve students' speaking skill and enhance satisfaction on its use.

2.13 Related Learning Theories on The Use of Mall Through Cake Application

A learning theory is defined as a conceptual framework through which information absorbed, processed and retained during learning is understood (Luis & D'Cunha, 2014). To ensure reliable and appropriate pedagogical practice, considering how a theory builds learning activities is pertinent. This is important when using emerging technologies, like mobile technology, to confirm that learning is more significant than the tool. Since mobile learning is new, there has been a question about whether to have its own theory or it is simply established on a range of existing theories (Parsons & MacCallum, 2016). Harasim (2012) notes the context of 20th century learning theories and questions whether new technological contexts need new learning theories. However, she also says that the intrinsic link between theory and teaching is important, thus theory, old or new. Thus and so, mapping appropriate learning theories to a given activity helps educators to integrate rightful mobile technology and teaching practices consciously (Parsons & MacCallum, 2016).

There are three theoretical frameworks that are the foundation of using mobile technology along with language learning and learners, namely Bloom's (1968) Mastery Learning Theory, McMillan's and Chavis' (1986) Sense of Community Theory, Koole's FRAME model (2009) and also Behaviorism Theory and Constructivism Theory. Each theory will provide a part of understanding for mobile technology and language learners.

2.13.1 Mastery Learning Theory

Bloom's (1968) Mastery Learning Theory "holds mastery constant and allows time to vary while traditional instruction holds time constant and allows mastery to vary" (Bei Zhang, 2010, p. 91). Bloom believed that over 90% of students can master content provided with the proper content and suitable learning tools depending on their different learning styles, even with a learning difficulty or disability present (Bei Zhang, 2010). In applied Mastery Learning Theory, students are given a variety of

instructional procedures by integrating varied forms of interaction, learning, and instruction. Teachers are expected to cater to students' different learning styles, rather than students catering to teachers' teaching styles.

This was a paradigm shift in educational thinking and practice in the 1960s because teachers had been all implementing the same type of teaching style, assignment, and assessment for students in the same given time (Bei Zhang, 2010). Those students who did not master the material had been thought to be either effort or incompetent in their learning abilities. At that time, the fault or responsibility had rarely been placed on the teacher.

Thus, the use of MALL through Cake is a technology driven learner-centered approach where learners are given opportunities to explore and learn so many things on their own pace and ability. In this way, learners can personalize learning, improve engagement and collaboration, access to learning at any time and at anywhere thereby mastering in learning. In addition, this approach is also a paradigm shift from teacher-centered method to learner-centered method.

2.13.2 Sense of Community Theory

Sense of Community Theory was originally conceptualized by McMillan and Chavis (1986) and was developed to empirically-based research by Chavis (1986). McMillan and Chavis (1986) defined community as "a feeling that members have of belonging, a feeling that members matter to one another and to the group, and shared faith that members' needs will be met through their commitment to be together" (p.9). They also determined the vitality of community to a person's very being. "Each one of us needs connections to others so that we have a setting and an audience to express unique aspects of our personality" (McMillan, 1996, p.1). According to McMillan and Chavis (1986), Sense of Community is a basic need to every person and does not exclude the classroom or a learning environment. There is also a spirit of belonging together, an authority that can be trusted, an awareness that trade and benefits come from being together, and sharing experiences becomes an art (McMillan, 1996).

Conclusively, the use of MALL through Cake enables students to reach anybody, anytime, anywhere in a matter of just a few seconds. And also, it opens up immense opportunities for students to engage, communicate, collaborate, and exchange knowledge with others. This is how MALL through Cake provide students spaces to build a stronger sense of community as suggested the importance of creating stronger community by Chavis' Sense of Community.

2.13.3 Mobile Learning (Koole's FRAME Model)

Koole's FRAME Model (2009) which is best suited to the purpose of language learning, converges three distinct perspectives: namely, device (mobile technologies), learner (human learning capacities) and social (social interaction) aspects. As Koole (2009) mentioned, mobile learning can be implemented effectively in both formal and informal learning from the intersections of these aspects as shown in Figure below.
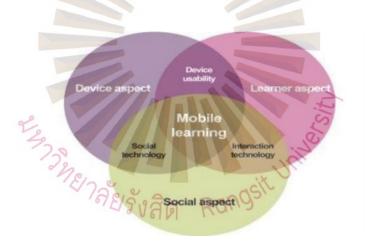
Figure 2.4 Koole's (2009) FRAME
Source: Koole, 2009

The characteristics of mobile learning run in parallel with second language acquisition pedagogies, therefore the framework creates situated learning for "social and cultural practices" where people bring to the uses of tools (in this study, mobile phone) they share (Russel, 2002). The use of MALL through Cake promotes discovery learning, memory, motivation (learner aspect), conversation and interaction (social

aspect), portability, accessibility, satisfaction (device usability aspect), and network and connectivity (technology aspect).

Additionally, when designing a mobile learning task, understanding how a learning theory relates to the learning design is vital. An appropriate approach will tell that learning is the primary goal and that the technology is not (Parsons & MacCallum, 2016). The following discussion was focused on the two theories, specifically behaviorism and constructivism.

The idea of behaviorism is to omit coercion. Trying to control and change one's behavior that benefits everyone and creates a healthy environment (Skinner, as cited in Sobel, 1990). In fact, learning occurs with the acquisition of new behavior. Learning outcome is measurable only if a learner's behavior is changed (Nancy & Dewald, 1999). Similarly, the use of MALL through Cake application in this study promotes behaviorism. While doing tasks using MALL through Cake application, students get opportunities to do quizzes, discussion, question and answer, more importantly, receive and give feedback within and outside the classroom. As a result of these observable behaviors, students' learning outcomes become possible. Next, the use of MALL through Cake application promotes constructivism. The fundamental goal of education is to groom men and women who can create, invent, discover, and also who can critically verify everything they are given (Piaget, as cited in Parsons & MacCallum, 2016). In this study, the use of MALL through Cake allows students to take photos, record videos, notes, and sound. Therefore, working with MALL through Cake application physically and conceptually, students can create new knowledge through visual and sound.

2.14 Study of The Relevant Research

The researcher presents some of the previous research in this area. Several researchers have studied how students can improve speaking skill using MALL through Cake application such as;

According to the pre-experimental research conducted by Fitriani et al. (2022) on the first graders to improve students' speaking ability. The researcher found out that students' speaking abilities were improved, along with, students' confidence was enhanced and pronunciation was bettered compared to the pretest. The findings revealed that the mean score of the pretest was 7.0, while the mean score of the posttest was 10.8, resulting in a mean score of 3.8. Therefore, the use of Cake application was found out to be effective learning method for teaching students to speak.

Hapipah, Munawwaroh, and Dewi (2021) carried out research on students' perceptions of using Cake application for speaking skills at the first grade of SMA Negeri 1 Jambi. From all interview results, the researchers found most of X Mipa 3 students liked the use of Cake application and further they concluded that the Cake application can help to increase students' interest and improve their speaking skills. After analyzing the data, the researchers concluded that students' perceptions on the use of Cake for learning speaking were more positive and enthusiastic.

The impact of using mobile learning on speaking skill has been researched through an experimental study by Tonekaboni (2019). 46 Elementary EFL/ESL students were involved in this study. The research participants were divided into experiment group and control group. The participants in the experiment group were instructed to record their voices on their phones during class activities and then assessed and commented on their mistakes in the next session as an out of class task. On the other hand, the control group, received no further treatment at all. The results of the speaking post test showed that the participants in the experiment group who were benefited from mobile performed better compared to the participants in the control group who were not exposed to the mobile phone.

Yanthi (2021) in her study, the use of Cake application in teaching speaking to senior high school students through qualitative research design with observations, questionnaires and interviews as instruments found out that Cake application in learning speaking skills can create a fun learning environment, increase students' motivation, improve speaking skills, and boost students' self-confidence.

Hamdani and Puspitorini (2022) conducted research to find out students' perception on the use of Cake application to improve speaking skill. 12 students participated in the research. The researcher gave participants time to explore the features of Cake application and then students practiced speaking a lot through the Cake application. Based on the findings, the researcher concluded that Cake application was effective in improving students' speaking skill.

Further, Lestari (2021) carried out qualitative research (observations, interviews, and questionnaires) to examine EFL speaking skill through the use of Cake English application. The results revealed that Cake application creates fun learning and improves students' speaking skills. Further, the researcher suggested that online application such as Cake could be used a learning tool as it brings a positive impact on students' learning habits and competence.

Another study by Almadhady et al. (2021) was carried out to understand the learners' perceptions of the use of MALL applications for the purpose of improving speaking. A total of 51 participants participated in this research at Anbar University's Faculty of Education for Humanities in Ramadi, Iraq. Data were collected using semi-structured interview questions. The findings revealed the respondents had a favorable opinion, desirable satisfaction, and positive attitudes toward using MALL applications to improve speaking skill.

Lastly, Singay et al. (2021) conducted a mixed mode research with 33 students in Bhutan on the impact of MALL on Bhutanese EFL learners' perceptions and learning opportunities. The research used survey questionnaire and reflection. The results concluded that learners perceived MALL as an effective approach to learn English. And also, the findings claimed that learners could build motivation and confidence, and was perceived as a source of fun and opportunities.

2.15 Conclusion

Generally, speaking is an essential thing in English as students can communicate and convey their best ideas and opinions. Having a good speaking skill, students can explore themselves along the teaching-learning process. To motivate and improve students' speaking skill, according to several research findings, right and effective learning strategies are very pertinent in the teaching-learning process in the classroom. On that account, a teacher should be able to help students understand learning in the classroom better, and it all depends on how a teacher directs, motivates, and encourages students to learn. To supplement, the above-mentioned studies have relevantly concluded that MALL through Cake application is the one that has the greatest impact on the students' English, specifically speaking in the classroom. Therefore, one of the modern and effective applications to learn English speaking is Cake application, which directs students by providing appropriate, fun and contemporary learning content.

CHAPTER 3

RESEARCH METHODOLOGY

Was there any significant improvement in terms of ESL Bhutanese students' speaking skill after using MALL through Cake application? And to what extent were ESL Bhutanese students satisfied with the use of MALL through Cake application? This chapter responds to these research questions by integrating the following research methodology:

3.1 Research Design

In this study, the researcher employed mixed method design. According to Creswell and Clark (2007), mixed method research design that involves the use of both qualitative and quantitative approaches to show the overall strength of the study. For the fuller understanding of the mixed method design, Hayes, Bonner, and Dougles (2013) states the qualitative research based on study of numerical date, and at the same time, the quantitative research is based on the narrative or experiment. The significance of the mix method research is 'mixing' or 'combination' of both qualitative and quantitative elements in one study (Creswell & Clark, 2011; Wisdom, Cavaleri, Onwuegbuzie, & Green, 2012). The use of mixed method design allows a researcher to gather reliable and accurate findings Mckim (2017), and improves the credibility of the findings (George, 2022).

The purpose of this study was to evaluate the use of MALL through Cake application in improving the speaking skill of grade 6 ESL Bhutanese students and also to find out the learning satisfaction of the students. Hence, the researcher, after considering the applicability of mixed method design, a combination of both quantitative and qualitative methods has been used in this study. For the collection of

quantitative data, the researcher administered pretest before and the posttest after the intervention. Additionally, the survey questionnaires were used to determine the students' learning satisfaction towards the use of MALL through Cake application. To supplement, the qualitative data based on focus group interview was used at the end of the study to further determine students' learning satisfaction towards the use of MALL through Cake application. The following Figure 3.1 illustrates the research design for this study.
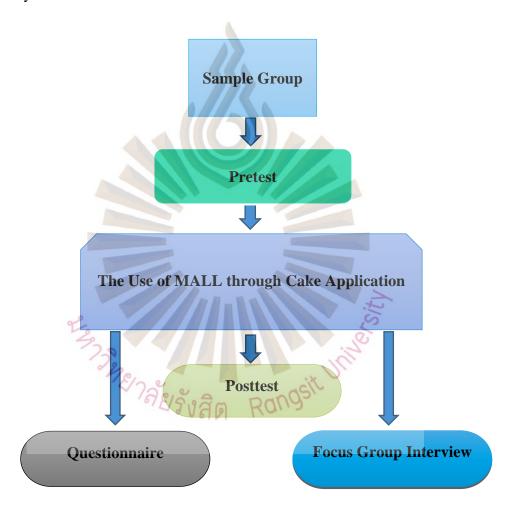
Figure 3.1 Illustration of the Research Design

3.2 Location of The Study

The researcher conducted this study in one of the performing middle secondary schools in Chukha district which is located in semi-urban area. It is just a 5 minutes' drive from the busiest highway of Bhutan. The school has grades from primary PP to 10. As of 2023 statistics, the school has around 40 teachers and 599 students. Moreover, about 97% of the students come from educated family background. On the onset of the pandemic, the school had initiated to launch mobile phone use in the classrooms.

3.3 Population and Sampling of The Study

Population is a gathering of individuals with predetermined qualities and characteristics. Also, population is all respondents whose general characteristics have been identified for an accurate source. There are two types of population; namely limited and unlimited population according to (Kurniawan, 2018).

However, this study used limited population because the research school has two sections of grade 6 of 30 students in each section respectively. Out of 60 students in total, the researcher chose a population of 30 students as target group or research participants by means of simple random sampling. According to Kurniawan (2018), sample is a part of number and characteristics of an existing population (Sugiyono, 2012), so while selecting a sample must use a certain means. Among 30 participants, 17(57%) were boys and 13(43%) were girls. The following Figure 3.2 shows the specific gender of the participants.
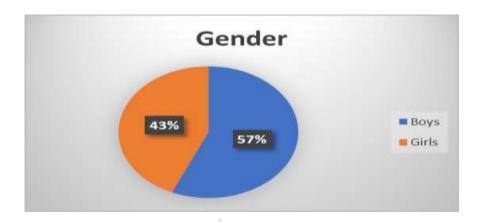
Figure 3.2 Participants' Gender

Table 3.1 Age Range of the Participants

Age range	Frequency	Percentage
11 years	5	16.7
12 years	11	36.7
13 years	10	33.3
14 years	4	13.3
	30	100

Table 3.1 shows the age range statistics of the research participants who were between 11-14 years. 70% participants were in the age range of 12-13 years, 16.7% in 11 years, and 13.3% in 14 years respectively.

3.4 Research Instruments

In conducting this research, there must be an instrument to achieve the desired data results. According to Kurniawan (2018), an instrument is a tool that is used in research to gather systematic data to achieve the research objective. In other words, an instrument is a tool to assist the process of data collection to accomplish the desired information. Therefore, to answer the two pertinent questions of this study, the researcher employed pretest, posttest, questionnaire, and focus group interview as the fundamental instruments. Additionally, an analytic rubric was used to assess the

speaking skill of the students before and after the intervention. Out of 30 participants, all (n=30) were voluntarily involved in the focus group interview. The following Table 3.2 displays the research instruments that were used to fulfill the research objectives.

Table 3.2 Implementation of Instrument for Each Objective

SL. No.	Research Objectives	Research Instruments
1.	To examine the significant improvement of speaking skill before and after the use of MALL through Cake application.	Speaking Achievement test; pretest and post-test
2.	To find out students' learning satisfaction on the use of MALL through Cake application in improving speaking skill.	Questionnaire and Focus Group Interview

3.4.1 Instructional Instrument

3.4.1.1 Lesson Plans

The researcher prepared four lesson plans of 90 minutes each by using MALL through Cake application. For all lessons, the researcher selected the competency 'Speak Effectively' in Listening and Speaking strand from the Instructional Guide (IG), 2022 for grade 6 students. Altogether, the researcher taught eight sessions for a period of one month in the sample group. Each lesson plan was designed in three parts, namely Pre-activity, While-activity, and post-activity. For each part, a set of activities were used depending on the target topic. For pre-activity, participants were given a sample material to vocabulary and practice conversation. Then, in while-activity, participants were exposed to videos and conversations related to the sample material. And also, participants practiced conversations with the native speakers in the cake application. After that, in the post-activity, participants recorded their conversations, received feedback and grades. Furthermore, they were asked to present their conversations on face-to-face mode or the recorded version in pairs, groups and the whole class. There were four broad topics with sub-topics. The topics

were selected from the Cake application with an intention to address the above-mentioned competency from IG, 2022 for grade 6 English. The topics and sub-topics in consonance with the lessons are correspondingly shown in the Table 3.3 below.

Table 3.3 Dissection of Lesson Plans

Lesson plan	Main Topic	Sub-topic	Instruction week
	Session 1 (45 m)	Session 2 (45 m)	
Lesson 1	Emotions and feelings	Learning English with Pop songs	Week 1
Lesson 2	How to make small talk	Creating conversation for practice	Week 2
Lesson 3	Speak like a native	Debate	Week 3
Lesson 4	Survival English	Online Oral presentation	Week 4

3.4.2 Quantitative Instrument

3.4.2.1 Speaking Achievement Test (Pretest and Posttest)

The speaking achievement test (pretest and posttest) was administered to the participants to compare the students' speaking skill before and after the use of MALL through Cake application. All participants (n=30) were asked a set of questions to speak through face-to-face setting established on four different topics: Learn English with Pop Songs, speak like a Native, Expressing Feelings and Emotions, and How to Make a Small Talk. For both pretest and posttest, the same set of questions were used. The topics were selected based on the content of MALL through Cake application which was in consonance with the objectives of the competency 'Speak Effectively' outlined in grade 6 English Instructional Guide (IG), 2022, Bhutan. The research participants (n=30) were given a choice to select a topic of their interest and background. Based on the selected topics, students were asked a set of questions. Their responses to the questions were assessed by two teachers, including the researcher for both the pretest and posttest to avoid bias. An analytic rubric developed by English Curriculum of Bhutan, 2014 (Refer Appendix D) on four criteria; fluency, vocabulary,

grammar, and pronunciation were used to assess the speaking achievement test of the participants.

3.4.2.2 Questionnaire

The researcher used a survey questionnaire with 25 statements (Refer Appendix G) to find out the learning satisfaction of grade 6 Bhutanese ESL students. A Likert scale of five-point was applied for each statement (ranging from 5-1) with the indicators; (5) Strongly Agree, (4) Agree, (3) Neutral, (2) Disagree, (1) Strongly Disagree. Further, the statements were categorized under 5 major themes: Convenient and Flexibility, Improve Engagement, Increase Accessibility, Improve Collaboration, and Efficacy of MALL through Cake application on Students' Speaking Skill. The researcher used questionnaire in this study because, according to Rowly (2014), questionnaire can guide researchers to generate reliable findings when research respondents are large in number in a short period of time. Thus, to avoid misinterpretation of the statements by the respondents, the researcher thoroughly briefed before respondents fill in the questionnaire.

3.4.3 Qualitative Instrument

3.4.3.1 Focus Group Interview

According to Mishra (2016), focus group discussion/interview is a technique to gather and discuss on a specific topic of interest by a homogeneous group of people. As compared to other techniques of data collection e.g., questionnaire, observation, etc., interview may serve as a rich source of exploring people's inner feelings and attitudes. According to Wisker (2001), the use of interview is highly capable of gathering information on emotions, feelings, experiences, and issues. Thus, the researcher used focus group interview as a qualitative data to further confirm and supplement the data gathered from survey questionnaire. For the focus group interview, the researcher prepared eleven questions to reveal the students' level of satisfaction towards the use of MALL through Cake. ALL these eleven questions were

asked under five categories, namely Convenient and Flexibility, Improve Engagement, Increase Accessibility, Improve Collaboration, and Efficacy of MALL through Cake on Students' Speaking Skill (Refer Appendix I). Before the interview, participants were briefed on the guidelines of interview. All responses were recorded in English language.

3.5 Validity and Reliability of Research Instruments

According to Middleton (2022), validity and reliability are used to check the effectiveness of a research. These two elements can ensure the quality of measurement and data collected for the study if designed well. Validity means how accurately a test measures as supposed to be measured and the consistency of the test scores is what reliability measures (Doupnik, 2017). Accordingly, Mohamad, Sulaiman, and Salleh (2015), state that the research instruments are appropriate and valid when the items are rated between the score range of -1 to +1. The scores indicate as follows:

+: item measures an objective

0: shows that the items are good but unsure

-1: not congruent and does not measure the objective

The formula to calculate; IOC=$\sum \frac{r}{n}$ Where r= Sum of the scores of individual experts, n=number of experts was used in this study.

Therefore, to examine the validity of the instruments for this study, the researcher confirmed the validation of the lesson plans, test items, questionnaire, and focus group interview from three experts; a professor from Thailand, and two distinguished teachers who hold Master's Degree form Bhutan (Refer Appendix M). The validity of the instruments by the three experts was ensured through a detailed close examination of the clarity, applicability, language accuracy and content coverage of the instruments according to the research title. The instruments were assessed as valid by all three experts with a score of +1 on Item Objective Congruence (IOC).

Moreover, to check the reliability of the speaking achievement test and questionnaire, the researcher piloted the speaking achievement test and questionnaire on a different group of 26 students of grade 7 of the same school. The researcher computed the pilot data using SPSS and used Cronbach's Alpha Coefficient (α) to validate the consistency of the instruments. The result affirmed that the test items and questionnaire were reliable with a score of .97 and .94 respectively. The Table 3.4 presents the Cronbach Alpha Coefficient (α) for the speaking achievement test.

Table 3.4 Cronbach's Alpha Coefficient

Name of the instrument	Cronbach's Alpha	Number of items
Speaking achievement test (Rubric)	.97	4
Survey Questionnaire	.94	25

3.6 Data Collection Procedures

The researcher asked for approvals and permissions from various agencies, associates, and participants for the ethical consideration of the study.

3.6.1 Ethical Consideration

3.6.1.1 Approval

The researcher was granted a prior approval by the Research and Development Institute of Rangsit University, Thailand which was then forwarded to the Ministry of Education and Skills Development (MoESD), Bhutan, and upon receiving the approval, the researcher further sought permission from the principal, vice principals, and subject teachers and initiated the data collection procedures thereupon. And also, the researcher solicited the principal, teachers, participants, and parents of the participants for a consent agreement to conduct this study.

3.6.1.2 Anonymity of the participants

The researcher used numbers to identify the participants. The scores and responses gathered before, during, and after the conduct of the research were maintained confidential and anonymous by encrypting the test scores, responses (audio and video), pictures and consent letters.

3.7 Data Analysis

The researcher used two areas to analyze the data in compliance with the two research objectives. The quantitative data obtained from the pretest and posttest were used to examine the significant improvement of the students' speaking skill and also the questionnaire data were used to analyze the students' leaning satisfaction towards the use of MALL through Cake application. Moreover, the qualitative data obtained from the focus group interview were used to further authenticate students' learning satisfaction towards the use of MALL through Cake application.

3.7.1 Quantitative Data Analysis

The data obtained from the speaking achievement test (pretest and posttest) were analyzed through paired sample t-test (Refer Appendix K). A comparative statistical analysis was drawn by computing the mean, standard deviation, and significant value of the pretest and posttest to confirm students' improvement in the speaking ability with the following:

1) If the value of sig. (2-tailed) = 0.490, then (H_0) is accepted and (H_a) is rejected.

2) If the value of sig. (2-tailed) $<$ 0.05, then (H_0) is rejected and (H_a) is accepted.

3) If the value of sig. (2-tailed) $>$ 0.05, then (H_0) is accepted and (H_a) is rejected.

For questionnaire, the researcher used SPSS to analyze their responses. Each response was analyzed using statistical description established on frequency, mean and standard deviation. The results were then interpreted as to the mean score range presented in the following table:

Table 3.5 The Range of Mean Score Interpretation

Mean Score Range	Students' Satisfaction Level
4.21 - 5.00	Highest
3.41 - 4.20	High
2.61 - 3.40	Moderate
1.81 - 2.60	Low
1.00 - 1.80	Lowest

3.7.2 Quantitative Data Analysis

The researcher incorporated 11 questions categorized under 5 themes: Set 1: Convenient and Flexibility, set 2: Improve Engagement, set 3: Increase Accessibility, set 4: Improve collaboration, and set 5: Efficacy of MALL through Cake application on students' speaking skill. To analyze data, the researcher designed themes and patterns through coding system. Further, the responses to the interview were audio--recorded and transcribed afterward to gather reliable data from the interview.

CHAPTER 4

RESULTS

This study was intended to examine a significant improvement of grade 6 ESL Bhutanese students' speaking skill along with their learning satisfaction level towards the use of MALL through Cake application. The findings of the study were forgathered from the research instruments that include the speaking achievement test which was a composition of pretest and post-test, survey questionnaire, and focus group interview. In addition, the findings of these above-mentioned research instruments to examine students' improvement in speaking skill together with increased learning satisfaction level were derived from a comparative analysis and content analysis technique. This chapter presents the findings from the data respectively as follows:

    4.1 Findings of the Test Scores

    4.2 Findings of the Survey Questionnaire

    4.3 Findings of Focus Group Interview

4.1 Findings of The Test Scores

This part of the study answers the first research question on significant improvement of grade 6 ESL Bhutanese students' speaking skill after using MALL through Cake application. The findings were derived from the speaking achievement test which was administered twofold; one at the beginning of the study as pretest and the other at the end of the study as posttest. A comparative statistical analysis was administered using paired sample t-test to examine the difference between pretest and posttest based on mean, standard deviation and inferential statistics with a $p < 0.5$ level of significance.

4.1.1 Finding of the Paired Sample T Test

Table 4.1 Paired Sample T Test Analysis

Group	Pretest		Posttest		Mean Difference	t	Sig. p-value
Sample Group	Mean	SD	Mean	SD	13.50 - 7.77 =5.73	-15.710	.01
	7.77	2.388	13.50	1.834			
Significant level(p): <0.05 significant							

Table 4.1 represents the descriptive statistical analysis of the participants' speaking achievement test. The mean of the pretest of the participants was 7.77 and the standard deviation was 2.388. Similarly, the mean was 13.50 and the standard deviation was 1.834 in the posttest. The mean difference of 5.73 showed that there was a significant increase in the mean of the posttest. Further, the significant value was .01 which was lower than the significance value of 0.05 (P<0.05). This significant value of .01 clearly pointed out that there was a significant statistical increase in the posttest scores in comparison to the pretest scores. The figure 4.1.2 and 4.1.3 show the comparison of the pretest and posttest.

4.1.2 Pretest Scores of the Participants
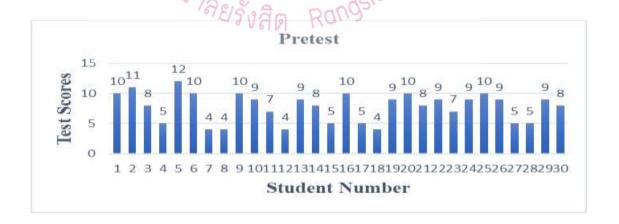
Figure 4.1 Pretest Scores of the Participants

The aforementioned figure illustrates the pretest scores of the participants. Accordingly, the highest score of the pretest was 12 and 4 was the lowest score. The average score was 7.8 which was less by 0.2 of the actual qualifying score of 8 out of the total score of 20.

4.1.3 Posttest Scores of the Participants
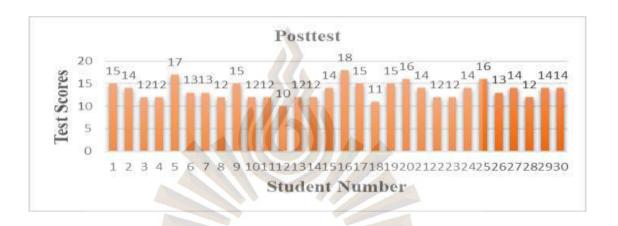
Figure 4.2 Posttest Scores of the Participants

The post test scores of the participants showed a significant improvement in terms of scores. The highest score of the posttest was 18 and the lowest score was 10. In comparison to the pretest average score, the posttest average score was 13.5 which was a significant improvement score of 5.7.

4.1.4 Comparison of Pretest and Posttest Scores of the Participants

The comparative scores between the pretest and posttest were an apparent indication that the performances of the participants significantly improved in the posttest. The highest score range in the pretest was 12 and the lowest was 4. Std. 16 scored 18 and Std. 7, 8 and 12 scored 4. In contrary, the highest posttest score range was 18 and 10 as the lowest respectively. The table below shows the individual participant's score value in the pretest, posttest and also the score difference between the pretest and posttest of an individual participant.

Table 4.2 The Scores of the Pretest and Posttest

Student Number	Pretest Score	Posttest Score	Score Difference
1	10	15	5
2	11	14	3
3	8	12	4
4	5	12	7
5	12	17	5
6	10	13	3
7	4	13	9
8	4	12	8
9	10	15	5
10	9	12	3
11	7	12	5
12	4	10	6
13	9	12	3
14	8	12	4
15	5	14	9
16	10	18	8
17	5	15	10
18	4	11	7
19	9	15	6
20	10	16	6
21	8	14	6
22	9	12	3
23	7	12	5
24	9	14	5
25	10	16	6
26	9	13	4
27	5	14	9
28	5	12	7

Table 4.2 The Scores of the Pretest and Posttest (Cont.)

Student Number	Pretest Score	Posttest Score	Score Difference
29	9	14	5
30	8	14	6
Mean	7.77	13.50	5.73

Figure 4.3 below shows the mean scores for the pretest and posttest which are 7.77 and 13.50 respectively. The mean score of the posttest of the participants was higher than the mean score of the pretest. The posttest scores represented by the orange bar confirmed a significant increase of 5.7 in comparison to the pretest scores which is represented by the blue bar. Therefore, it can be concluded that every participant improved significantly in the posttest.
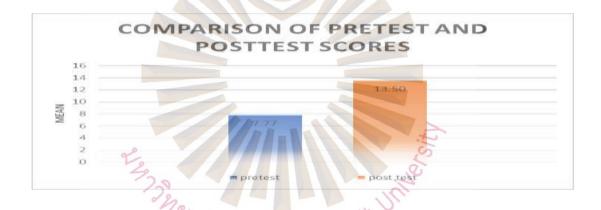
Figure 4.3 Comparison of Pretest and Posttest Scores

The Figure 4.4 below shows the score of each student both in pretest and posttest. Additionally, it also presents an individual student's score difference in the pretest and posttest. The posttest scores of an individual student drawn in maroon line evidently proved that every participant had significantly improved in their scores compared to the pretest scores drawn in blue line.
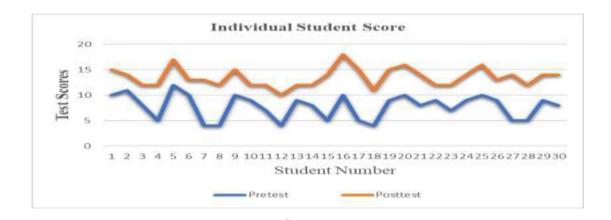
Figure 4.4 Individual Student Score in Pretest and Posttest

Table 4.3 Number of Students in Each Score Difference

Score	3	4	5	6	7	8	9	10	Total
No. of students	5	3	7	6	3	2	3	1	30
% of students	16.7	10	23.3	20	10	6.7	10	3.3	100

The above table 4.3 represents an individual student's number of scores increased in the posttest in comparison to pretest. Among 30 participants, all of their scores in the posttest increased by certain figures. The highest increased score was 10 and the lowest was 3. There were five students who scored 3 points more in the posttest. Similarly, three students scored an addition of 4 points each in the posttest. Seven students scored extra 5 points each and another six students scored 6 points more than that of pretest. Further, two students scored additional 8 points, three students' score increased by 9 points and only one student scored 10 points higher than the pretest respectively.

The following figure 4.5 shows the number of students in each score range in percentage. The majority of students' scores of 23.3% was increased by 5 points followed by 20% of students whose scores were added on by 6 points. 16.7% students' scores were improved by 3 points. Similarly, 10% of students scored 4 points, 7 points

and 9 points correspondingly. Another 6.7% students' scores were raised by 8 points and finally only 3.3% of students improved scores by 10 points.
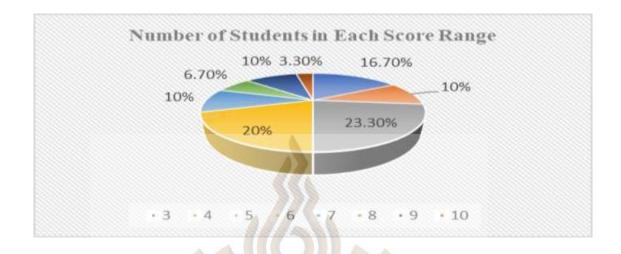
Figure 4.5 Number of Students in Each Score Range

4.2 Findings of The Survey Questionnaire

A five-point Likert scale survey questionnaire from scale 1 = 'Strongly Disagree' to scale 5= 'Strongly Agree' was incorporated to collect the qualitative data to examine the students' learning satisfaction level on the use of MALL through Cake application in improving speaking skill. A set of 25 statements were designed based on the five major domains namely, Convenient and Flexibility, Improve Engagement, Increase Accessibility, Improve Collaboration, and Efficacy of MALL through Cake application on Students' learning speaking skill. There were five statements under each domain and the same was administered to all 30 participants (n=30).

The findings were analyzed and interpreted by means of statistical description based on mean and standard deviation. A five-point Likert scale (5-1) was interpreted by using the mean score range from 4.21-5.00 as 'Highest', 3.41-4.20 as 'High', 2.61-3.40 as 'Moderate', 1.81-2.60 as 'Low', to 1.00-1.80 as the 'Lowest'.Table 4.4 below presents the mean scores and standard deviations for students' satisfaction level on Part I- Convenient and Flexibility. From the data, it was evident that use of mobile phone

and cake application was convenient and flexible. Along with, the students agreed that learning speaking using MALL through Cake application was convenient and flexible because of its freedom to adjust learning activities without time and space (item 3) and easy to carry, use and control (item 5), with the highest mean score of 4.93 and 4.77 respectively. Further, the items (1-use anytime anywhere) and (4-choices and library) were also rated the highest with the same mean score of 4.60. Although the item 2 (well organized, simple and easy to use) among other four items was comparatively rated low with the mean score of 4.50, yet this item also denoted the highest mean score on a Likert scale. The average mean score on students' learning satisfaction for Part I of the questionnaire 'Convenient and Flexibility' was at the highest range level (M=4.68). Therefore, the researcher concluded that the use of MALL through Cake application was convenient and flexible because participants could use it simply anytime anywhere by selecting learning levels, time of learning, postpone learning activity, and control material display on their own and also contents, materials, videos, audio, and visual aids were chosen well for the purpose of improving speaking skill.

Table 4.4 Mean and Standard Deviation (SD): Part I- Convenient and Flexibility

SL.No.	Part I-Convenient and Flexibility	Mean	SD	Interpretation
1.	I can use MALL through Cake and practice speaking anytime and anywhere.	4.60	.498	Highest
2.	Cake application is well organized, simple, and easy to use in improving my speaking skill.	4.50	.572	Highest
3.	I can adjust learning materials and practice speaking as many times as I want through Cake.	4.93	.254	Highest
4.	I can choose the level of conversations and use the library to save what I want in Cake.	4.60	.563	Highest

Table 4.4 Mean and Standard Deviation (SD): Part I- Convenient and Flexibility (Cont.)

SL.No.	Part I-Convenient and Flexibility	Mean	SD	Interpretation
5.	The important factors of MALL through Cake are portability, usability and flexibility in practicing speaking.	4.77	.568	Highest
Average		4.68	.491	Highest

The following Table 4.5 displays the mean scores and standard deviations for students' learning satisfaction on Part II- Improve Engagement. Most of the students convinced that Cake provided a variety of fun and enjoyable activities (videos, classes, and lectures) that kept them engaged (item 6), with the highest mean score of 4.83. And also students agreed that Cake application offered them opportunities to practice speaking without restrictions of time and space (item 9), with the second highest mean score of 4.50. Then, the item 7 (Cake makes me feel like I am in an open class) and item 8 (clear and effective sound and video qualities) were rated the lowest with the mean score of 4.00 and 4.20 respectively because participants might not have thoroughly understood and experience Cake deeply as time period was very short. However, considering the average mean score of 4.36, which was rated the highest on a Likert scale concluded that the use of MALL through Cake improved students' engagement through various fun and enjoyable videos, classes, daily updates, fun and appropriate vocabulary and grammar activities, ideal learning environment free of ads, good opportunities to practice without restrictions of time and space, good quality audio and video, and moreover, interactive sessions throughout the classes.

Table 4.5 Mean and Standard Deviation (SD): Part II- Improve Engagement

SL.No.	Part I-Convenient and Flexibility	Mean	SD	Interpretation
6.	Cake provides variety of fun and enjoyable activities for speaking practice.	4.83	.379	Highest

Table 4.5 Mean and Standard Deviation (SD): Part II- Improve Engagement (Cont.)

SL.No.	Part I-Convenient and Flexibility	Mean	SD	Interpretation
6.	Cake provides variety of fun and enjoyable activities for speaking practice.	4.83	.379	Highest
7.	Learning speaking through Cake makes me feel like I am in an open class.	4.00	.587	High
8.	Sound and video qualities in Cake are clear and effective.	4.20	.664	High
9.	Cake offers me opportunity to practice speaking without any restrictions of time and space.	4.50	.572	Highest
10.	Cake provides me to practice speaking without stress and pressure.	4.27	.740	Highest
	Average	4.36	.588	Highest

The Table 4.6 below illustrates the mean scores and standard deviations for students' learning satisfaction on part III- Increase Accessibility. Almost all the students affirmed that Cake provided instant correction, grades and feedback (item 13) which helped them reflect on improving speaking skill, with the highest mean score of 4.93. Similarly, the item 11 (notifications, pop-ups, online search, dialogue correction) with the mean score of 4.83 indicated that participants were able to receive notifications and pop-ups as reminders, search contents online in Cake and auto-correct dialogues or conversations. Further, the item 15 (many materials that integrate speaking skill) with the mean score of 4.67 also added on students' access to many materials with a variety of life situations to practice speaking skill. Furthermore, the items (12 -contains many channels, lists, videos, people from around the world and rich topics), with the mean score 4.53 and (14- learn speaking with various life situations), with the mean score 4.23 undoubtedly declared that participants were exposed to various life situational contents, different people, and rich topics when practicing speaking skill through Cake.

Conclusively, the average mean score of 4.64 as the 'Highest' on a Likert scale revealed that with the ownership of personal phones and Cake application installed, students' access to learning improved as Cake provided participants enough contents, materials and people that were integrated with the purpose of improving speaking skill.

Table 4.6 Mean and Standard Deviation (SD): Part III- Increase Accessibility

SL.No.	Part III-Increase Accessibility	Mean	SD	Interpretation
11.	Cake provides notifications, pop-ups, online search and correct dialogues.	4.83	.379	Highest
12.	Cake contains many channels, lists, videos, people from around the world, and rich topics to practice speaking.	4.53	.629	Highest
13.	Cake provides instant correction, grades, and feedback to reflect on my speaking improvement.	4.93	.254	Highest
14.	I can learn speaking through various life situations in Cake.	4.23	.679	Highest
15.	Cake provides many materials in different situation that integrate with speaking skill.	4.67	.479	Highest
	Average	4.64	.484	Highest

The Table 4.7 below shows the mean scores, standard deviations and average mean score for students' learning satisfaction on part IV- Improve Collaboration. Most of the students affirmed that the use of mobile phones and cake application improved collaboration between student and teacher and also among students themselves. In addition, the item 20 (improve collaboration and teamwork), with the highest mean score of 4.73 asserted that Cake app provided them room for collaborative learning environment where participants could learn speaking with pairs and groups. The items 16 and 17, with the same mean score of 4.53 also revealed that communication with

teachers, great speakers and friends improved a lot by means of teamwork and access to easy connectivity. Moreover, the items 18 and 19, with the mean score of 4.67 and 4.50 respectively mentioned that students were able to learn fluency, grammar, vocabulary, and pronunciation jointly or learned from one another using MALL through Cake application. And finally, the data evidently proved that students' speaking skill using MALL through Cake application improved collaborative learning.

Table 4.7 Mean and Standard Deviation (SD): Part IV- Improve Collaboration

SL.No.	Part IV-Improve Collaboration	Mean	SD	Interpretation
16.	Cake allows me to practice speaking with my friends and team.	4.53	.629	Highest
17.	MALL through Cake assists me to collaborate with great speakers, teachers and friends to improve my speaking skill.	4.53	.571	Highest
18.	I can improve my speaking skill: fluency, grammar, vocabulary, and pronunciation with the help of Cake, teacher and friends.	4.67	.479	Highest
19.	Cake helps me to record my speaking and share it to friends, teacher and others.	4.50	.572	Highest
20.	The use of MALL through Cake application improves collaboration and teamwork in learning English speaking.	4.73	.450	Highest
Average		4.59	.540	Highest

The subsequent Table 4.8 presents the mean scores and standard deviations for students' learning satisfaction on part V- Efficacy of MALL through Cake application on students' speaking skill. The item 25 (Cake allows self-learning without a teacher's support. This way, I feel confident and motivated to learn speaking), with the mean

score of 4.57 rated as the 'Highest' specified that Cake app has an immense capability to provide self-learning environment. Considering the items 23 and 24, with the mean scores of 4.17 and 3.43 as low though categorized as 'High' on a Likert scale was clear to the point that participants were not able to relate to the situations, conversations, and expressions because of minimal exposure to the Cake app and also Cake was not always the best speaking application that could solve students' speaking issues. There are many popular and best speaking applications but mostly paid version. Another interesting thing to point out is the item 21 (Cake application is simple, fast and smooth to use in speaking drills), with the mean score of 4.07, where most of the students consented that Cake was simple, fast and smooth to use when practicing speaking. Lastly, the item 22 (Time-efficient and Cost-effective) , with the lowest mean score of 2.37 pointed out that students couldn't use phones efficiently and cost-effectively in the interest of mobile use restriction in the class and of course high data charges. Thus, considering all aspects, it was concluded with the average mean score of 3.72 as 'High' that MALL through Cake application offered practical self-learning activities that were easy, fast and smooth to use in improving speaking skill.

Table 4.8   Mean and Standard Deviation (SD): Part V-Efficacy of MALL through Cake app on students' speaking skill

SL.No.	Part V-Efficacy of MALL through Cake on Students' Speaking Skill	Mean	SD	Interpretation
21.	Cake application is simple, fast and smooth to use in speaking drills.	4.07	.785	High
22.	Time-efficient and cost-effective are the benefits of using MALL through Cake.	2.37	.765	Low
23.	Cake offers a lot of situations, expressions and conversations that develop my speaking.	4.17	.531	High

Table 4.8   Mean and Standard Deviation (SD): Part V-Efficacy of MALL through
Cake app on students' speaking skill (Cont.)

SL.No.	Part V-Efficacy of MALL through Cake on Students' Speaking Skill	Mean	SD	Interpretation
24.	Cake application is one of the best speaking practice applications for English speaking.	3.43	.817	High
25.	Cake allows self-learning without a teacher's support. This way, I feel confident and motivated to learn speaking.	4.57	.568	Highest
Average		3.72	.693	High
Overall Mean and SD for all 25 items		4.40	.559	Highest

In conclusion, by all of the five sets, the set I 'Convenient and Flexibility' was rated the highest with the mean score of 4.68 and SD of .491, while the set V 'Efficacy of MALL through Cake Application on Students' Learning Speaking Skill' was rated the lowest with the mean score of 3.72 and SD of .693. However, in consideration of the overall average mean score of 4.40 with SD .559, the researcher was convinced and established with the fact that Cake application aimed to improve speaking skill through conversations between native speakers and the participants, allowed them to learn without a teacher's support (self-learning), and provided well organized, simple and rich speaking topics, and created fun and enjoyable learning ambience without time and space limit through collaboration. As a result, these avenues motivated the participants to speak confidently without a need to worry of about embarrassment, stress and anxiety. Thus, participants' learning satisfaction level towards the use of MALL through Cake application was positively perceived.

4.3 Findings of The Focus Group Interview

This part of the research paper opens to a view on students' learning satisfaction level appraised through a focus group interview. The data were acquired and analyzed based on thematic analysis technique. The focus group interview helped the researcher to gain deeper and meaningful insights to what extend participants were satisfied with the use of MALL through Cake application in improving their speaking skill in a short period of time. And also, the focus group interview allowed the researcher to get in touch with more participants at a time and gather different opinions along with their reactions from different groups. Similarly, a discussion environment is established that would promote differing viewpoints and concentrate on individual's opinion (Baki, Yildiz, Aydin, & Kogce, 2010).

Accordingly, after the intervention of MALL through Cake application, all 30 research participants were associated with the interview. The participants were lot out in 5 groups of 6 participants each based on ability. All 30 participants in the groups of 5 were provided with eleven questions to be responded. The responses were gathered and transcribed without any correction or conversion of the participant's opinions. Then, the data were condensed, coded and analyzed by classifying into 5 broad themes, namely; Part I Convenient and Flexibility, Part II Improve Engagement, Part III Increase Accessibility, Part IV Improve Collaboration, and Part V Efficacy of MALL through Cake Application on Students' Speaking Skill.

4.3.1 Convenient and Flexibility

A collective analysis of participants' interview on the use of MALL thorough Cake application displayed high level of satisfaction on the theme convenient and flexibility. Most of the participants revealed that MALL through Cake was convenient to use from anywhere and flexible to carry anytime. In addition, participants also mentioned that mobile phones allow them easy access to various language learning applications and also provided them speaking opportunities which made their English learning more interactive and engaging. The participants were also of the opinion that

mobile phones allowed them to visit different sites to learn and bring forth various strategies to learn. Further, some participants pointed out that AI feature that can be used through MALL through Cake would improve their listening skill and communicating skill. Moreover, participants also expressed that Cake application was useful in improving pronunciation, building words and adjusting learning activities.

"I think yes, because mobile phones are very easy to carry and use. I can use mobile phones and learn speaking anytime and anywhere. And it is also very convenient." (Student 1, Group A, personal communication, May 14, 2023).

"Mobile phones provide easy access to various language learning resources, such as Cake App, online language courses, and video tutorials that are accessible anytime and anywhere making speaking more interactive and engaging." (Student 7, Group B, personal communication, May 16, 2023).

"Yes, I like to use mobile phones in learning English speaking because mobile phones allow me to visit different sites where I can learn English and there are different ways to learn English speaking in mobile phones, like videos and online courses and access anywhere and anytime." (Student 18, Group C, personal communication, May 18, 2023).

"Cake application is very useful in improving speaking skill because it allows us to explore videos and different conversation. It also allows us to improve our pronunciation and words." (Student 2, Group A, personal communication, May 14, 2023).

"The auto-correction feature of MALL through Cake helps me understand words, correct spelling mistakes, allows me to understand the conversation better and at the same time, keeps the conversation going." (Student 7 Group B, personal communication, May 16, 2023).

"When I watch a video on some expressions, I can make the speech slow or speedy, or even I can make it repeat the same sentence." (Student 30, Group E, personal communication, May 22, 2023).

"I find Cake application very simple and useful to use as I get a chance to speak with AI (Artificial Intelligence) and I can take many classes based on what I want to learn." (Student 28, Group E, personal communication, May 22, 2023).

4.3.2 Improve Engagement

Almost all the participants considered and declared the use of mobile phones (MALL) through Cake application kept them engaged throughout the speaking classes. Most of them mentioned that mobile phones are an engaging tool with various resources at hand in learning speaking as they provide students to learn themselves at home instead of going to school. Further, some participants added on the views that MALL through Cake allowed them to learn in an engaging way than the traditional textbook exercises. Furthermore, some participants equally shared that learning speaking through Cake application could happen from any place to anytime and most importantly in an absence of a teacher or classroom. Additionally, some participants revealed that Cake application's feature like 'Speak' kept them thoroughly engaged and on the task and also made them feel like they are in an open class.

"MALL through Cake is an engaging tool in learning speaking because I can use it anytime anywhere. And also, I can learn speaking all by myself at home." (Student 3, Group A, personal communication, May 14, 2023).

"Mobile phones are an engaging tool in learning speaking because phones have a lot of applications like Cake that kept me absorbed throughout my speaking practice. And Cake application allowed me to imitate the speaker, receive grade, based on how I expressed and corrected my mistakes immediately. That's how Cake application kept me 100% on the task." (Student 30, Group E, personal communication, May 22, 2023).

"Mobile phones are an engaging tool as I was able to practice my speaking through various activities in the Cake application which were interactive and engaging than traditional textbook exercises." (Student 17, Group B, personal communication, May 16, 2023).

"I was totally engaged when I started practicing pronunciation with the help of AI." (Student 4, Group A, personal communication, May 14, 2023).

"I was excited to learn speaking with Cake because it made me feel like I am in an open class." (Student 18, Group B, personal communication, May 16, 2023).

"I love this Cake application and I am planning to continue using it in learning speaking." (Student 7 Group B, personal communication, May 16, 2023).

4.3.3 Increase Accessibility

All the participants agreed that the use of MALL through Cake application had positive reach on various speaking resources like short and fun videos, conversation practice, and AI speech recognition. Moreover, many participants were satisfied with the phones' widespread access to various speaking resources and also Cake application's wide range of easily accessible videos directly curated from YouTube, lectures, speak practice, grading and rewards, and AI (speech recognition) specifically without limitation of time and restriction of space. Also, maximum participants were of the view that mobile phones and Cake application in particular had wider access to diverse activities compared to textbooks they carry and learn from.

"I prefer mobile phones over textbooks to learn English speaking because I can use Cake application wherever and whenever (toilet, kitchen, bedroom, and outside) I want. Mobile phones are easy to use and they can be easily fit in our pocket." (Student 18, Group C, personal communication, May 18, 2023).

"I prefer mobile phones because they help me to pronounce words whereas textbooks don't." (Student 9, Group A, personal communication, May 14, 2023).

"MALL through Cake has many channels, lists, videos and people around the world and I found many interested topics to develop my speaking skill. It was fun." (Student 4, Group A, personal communication, May 14, 2023).

"Cake application gives me immediate correction on my pronunciation while textbooks don't." (Student 21, Group D, personal communication, May 20, 2023).

4.3.4 Improve Collaboration

The participants expressed the use of MALL through Cake application created a collaborative learning environment. They cited sharing of their speaking ability recorded through Cake application to their friends personally or Telegram group. Moreover, participants were able to do quizzes in teams and also practice speaking in pairs or groups as well. And also, they exchanged their speaking records and made comments and feedback on each other's speaking ability. Hence, participants were able to improve their speaking skill by means of collaborative learning.

"While practicing speaking I could collaborate with friends by checking their performance level, and achievement of grades or stars." (Student 10, Group B, personal communication, May 16, 2023).

"We collaborated with our friends while practicing speaking using mobile phones and Cake application by exchanging phones, listening to our recordings and giving each other feedback." (Student 27, Group E, personal communication, May 22, 2023).

"My speaking improved a lot after I partnered with my friend. His comments made me realize that learning with someone is far better than learning alone." (Student 8, Group B, personal communication, May 16, 2023).

4.3.5 Efficacy of MALL through Cake Application on Students' Speaking skill

With regard to efficacy of MALL through Cake application on students' speaking skill, almost all the participants affirmed that mobile phones and Cake application are affective, easy to use, portable to carry from anywhere however, some participants mentioned about phones that could be distracting as students might use other general apps like TikTok, Instagram, Facebook, and online games. More so, participants also emphasized MALL through Cake application helped improve their pronunciation, vocabulary and grammar which assisted them to speak better and fluently. In general, the desired intent of MALL through Cake application on students' speaking was high as participants expressed their views on portability, easy to use, free of cost (Cake application), fun and enjoyment, self-learning, less stress due to less tension and being less afraid of making mistakes in front of others, and over and above, learn speaking quicker from anywhere anytime.

"MALL through Cake is easy to use, portable and use anywhere anytime." (Student 6, Group A, personal communication, May 14, 2023).

"My grammar and pronunciation have become better as well as I have learned more vocabularies. And also, I learned some expressions and phrases that could be used in my speaking." (Student 13, Group C, personal communication, May 18, 2023).

"Cake application was an effective tool in learning speaking as it provided pronunciation drill, online courses, video tutorials, etc." (Student 12, Group B, personal communication, May 16, 2023).

"We could take classes and speak with Artificial Intelligence (AI) regularly to improve our speaking skill overtime." (Student 30, Group E, personal communication, May 22, 2023).

"Mobile phones could distract us from learning as students might use other media such as TikTok, IG, Facebook and online games." (Student 20, Group C, personal communication, May 18, 2023).

"I like to recommend mobile phones and Cake application to improve speaking skill to my other friends because it is very easy, fun, less stressful and free to practice speaking." (Student 6, Group A, personal communication, May 14, 2023).

It was very apparent from the above analysis that participants profoundly enjoyed learning speaking with the use of MALL through Cake application as this strategy provided them with endless opportunities to explore, engage and learn speaking with fun activities. And also, it was quite evident from their responses that they were highly motivated and understood the benefits of MALL through Cake such as learning in anytime from anywhere, free from the limit of learning time, free cost learning, fun and enjoyment in learning. As a result, participants were able to practice, enhance and enable their speaking skill.

CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

The last chapter presents the conclusion, and discussion of the findings in accordance with the research objectives and recommendations for further study as follows:

5.1 Conclusion

5.2 Discussion

5.3 Recommendations

5.1 Conclusion

The researcher justified the research objectives by answering the two research questions; 1) Was there any significant improvement in terms of grade 6 ESL Bhutanese students' speaking skill after using MALL through Cake application? and 2) To what extent were grade 6 ESL Bhutanese students satisfied with the use of MALL through Cake application?

The research was administered as quasi-experimental study by integrating both qualitative and quantitative instruments in one of the middle secondary schools in southern part of Bhutan. The research involved 30 participants of grade 6 Bhutanese students who carried out speaking achievement test (Pretest and Posttest), survey questionnaire, and focus group interview. Data were analyzed for both qualitative and quantitative through a comparative statistical analysis (paired sample t test) and content analysis (theme-based). Hence, the following conclusions were derived from the study.

5.1.1 The Result of Pretest and Posttest

The first research objective was to examine a significant improvement in terms of speaking skill after the use of MALL through Cake application. To fulfil this objective, the researcher conducted a speaking achievement test (Pretest and posttest). In addition, the researcher also analyzed the speaking achievement both in Pretest and Posttest by means of a comparative study based on paired sample t test. Thus, the findings are considered as follows;

The statistics analysis of the paired sample t test for speaking achievement acutely affirmed a higher mean score in the posttest (13.50) in comparison to the pretest mean score (7.77), with a mean difference of (5.73). And also, the significant value (P) of .01 which was lower than the significant value P< 0.05 clearly indicated that there was statistically a significant difference between the pretest and posttest. Thus, the use of MALL through Cake application had significantly improved the speaking skill of the participants.

The highest score out of 20 in the pretest was 12 and the lowest was 4 respectively. Comparatively, the highest score in the posttest was 18 and the lowest was 10. As a result of these differences in the highest and the lowest scores in both the tests , the highest score in the pretest was increased by 6 points in the posttest and the lowest score in the pretest was also increased by 6 points in the posttest. Therefore, it was clear that the use of MALL through Cake application improved the students' speaking skill.

All the participants (n=30) scored more than 10 out of 20 in the posttest considering that only 8 participants scored more than 10 in the pretest. Thus, it was concluded that all the participants (n=30) made a significant improvement in their speaking skill.

All in all, the significant difference in the mean score of the pretest and posttest confirmed that MALL through Cake application made a significant improvement in

terms of the speaking skill of the grade 6 Bhutanese students accordingly accepting the first hypothesis (H1) that stated; The use of MALL through Cake application would significantly improve grade 6 ESL Bhutanese students' speaking skill.

5.1.2 Students' Satisfaction Analysis

The second research objective was to explore students' learning satisfaction towards the use of MALL through Cake application. The students' satisfaction level was measured by the data gathered from focus group interview. The focus group interview was performed including all the participants (n=30). The participants were grouped into 5 teams with 6 members each. There were 11 questions responded by the participants in groups. All the responses generated were recorded, transcribed, and analyzed with the help of thematic analysis. On that account, the findings showed positive and high level of satisfaction towards the use of MALL through Cake application as presented below.

All the participants declared that mobile phones and Cake application were useful, easy to use, portable to carry, and convenient to use anywhere anytime. In addition, they also mentioned the flexibility of using phones and application like Cake from their toilet, bedroom, and outside of the classroom offers more advantages. This was supported by the responses generated from the focus group interview. Additionally, participants mentioned that MALL through Cake allowed them freedom to adjust learning activities, which were well organized, simple and easy to use without time and space restrictions. Further, they also asserted that videos, audio, visual aids, materials, contents were well chosen for the purpose of improving speaking skill as supported by the survey questionnaire.

Almost all the participants considered mobile phones and Cake application as an engaging learning tool throughout the speaking classes. Further, they also shared that mobile phones and Cake application (specifically) allowed them to engross themselves completely in tasks that boosted their confidence to speak more and better. Furthermore, they added on by saying that mobile phones and Cake helped them

engage in improving speaking way far better than the old textbooks in the classroom. Above all, the responses truly confirmed that participants felt more engaged with phones and Cake while learning speaking than the old textbooks. According to the questionnaire, participants' engagement improved through various fun and enjoyable videos, classes, daily updates, fun and appropriate vocabulary and grammar activities, ideal learning environment free of ads, good opportunities to practice speaking without restrictions of time and space, good quality audio and video and moreover, interactive sessions throughout the classes.

The majority of the participants agreed that the use of MALL through Cake application had made wide access to various speaking resources like video tutorials, lectures, conversational videos, talk with native through AI feature, grading, auto-correction, and feedback. Along with, they also asserted that mobile phones and Cake had given them greater access to various resources to learn speaking compared to the textbooks. Moreover, participants mentioned that they could receive notifications and pop-ups, search online and exposed to many materials with a variety of life situations to improve speaking skill.

The participants expressed the use of MALL through Cake was able to improve teamwork. They cited sharing of their speaking task which was recorded in the Cake app to their friends personally or in Telegram and exchanged comments and feedback in turns. And also, the participants shared that they did their speaking quizzes in groups or pairs. As per the questionnaire, participants stated that MALL through Cake created collaborative learning environment where they could learn speaking in pairs or groups. In addition, they also declared that communication with friends, teacher and great speakers through teamwork improved their speaking skill. As a result, the participants were able to collaborate while learning speaking using MALL through Cake.

Almost all the participants affirmed that mobile phones and Cake application are affective, easy to use, portable, free (Cake) and operate from anywhere but some participants mentioned about phones that could be distracting as students might use

other general apps like TikTok, Instagram, Facebook, and online games. Again, they also made a point that the use of phones and Cake was not cost-effective as data plans in Bhutan is high. Despite some odds, the participants also emphasized that MALL through Cake application improved their pronunciation, vocabulary and grammar which assisted them to speak better and fluently. Furthermore, MALL through Cake offered participants self-learning activities that were simple, fast and smooth to use in improving speaking skill.

In conclusion, this paper assumed that there was a high level of learning satisfaction on students' speaking skill post intervention, thereby accepting the second hypothesis (H2) that stated; There would be a high level of learning satisfaction on the use of MALL through Cake application by grade 6 ESL Bhutanese students.

5.2 Discussion

The two research questions were answered by the two major findings of the paper. The findings include; i) the use of MALL through Cake application improved grade 6 ESL Bhutanese students' speaking skill significantly, and ii) students expressed high level of satisfaction towards the use of MALL through Cake application. Corresponding to the two research questions, the following discussion is put forward to present the findings in more detail.

5.2.1 Students' Speaking Achievement Test

Firstly, the present study was aimed at examining the usefulness of MALL through Cake application on grade 6 ESL Bhutanese students' speaking skill improvement. The first research question which was concerned with the difference of speaking achievement test (pretest and posttest) who benefited from phones and Cake after the treatment showed that the participants outperformed in the posttest. This finding is in line with the previous studies (e.g., Fitria, 2022; Millrood, 2015; Tonekaboni, 2019; Vigneshwari, 2022). However, these findings contradict to those of

Stockwell (2007, 2008) who stated about learner's reluctance to use phones in language learning.

The finding of the students' speaking achievement test (pretest and posttest) assuredly confirmed the use MALL through Cake application significantly improved the speaking skill with the mean of 7.77 in the pretest to 13.50 in the postest. This study was supported by Fitria (2022) who stated that the students' speaking ability was improved with the mean score of 7.0 in the pretest and 10.8 in the posttest, resulting in a mean score difference of 3.8. Similarly, Tonekaboni (2019) concluded with his experimental study on 46 elementary students that the post results of the experiment group who were benefited from mobile phones performed better compared to the participants in the control group who were not exposed to the phones. This was further supported by Vigneshwari (2022) mentioned that the use of MALL could be one of the useful tools to learn speaking after finding out a significant improving in speaking in the posttest result. Furthermore, most participants revealed that the use of MALL through Cake application was fun, easy to use, portable to carry, use anytime anywhere while learning speaking. This was supported by Huang et al. (2012) who affirmed that mobile phone and applications are flexible, low cost, small size and user-friendly. Also, over 70% participants shared that they prefer mobile phones over textbooks to learn speaking. Likewise, Hassan, S. and Hassan, Z. (2019) similarly mentioned that 72% of participants preferred mobile phones in speaking English.

Among 30 participants, 15 participants' posttest scores were below the mean score (13.50) of the posttest however, these participants' scores in the posttest were much higher than the pretest scores. As a result, the researcher concluded that the participants couldn't perform higher than the mean score of 13.50 because of these reasons; high data charges, limited battery life, noisy environment (classroom) and finally limited time to practice English speaking. Likewise, Hariry (2015) posited that the biggest challenges of learning through mobile phones are small screen size, limited memory of the phone, small keyboards, high costs, difficulty to use phones in noisy environment and communication failure due to poor network. Thus, considering all above reasons with balanced use of mobile phones may attract learners' interest and

transform learning in particular speaking as it supports them to build self-confidence to speak better and fluently.

Conclusively, the findings of the study were motivating and assuring with 30 participants out of 30 scoring over 10 in the posttest from the total score of 20. Thereby, the mean score of the posttest (13.50) was higher by 5.73 compared to the mean score of the pretest (7.77). In addition, the most distinctive finding was the huge score difference between the pretest and posttest. Std. 17 scored 5 in the pretest and 15 in the posttest, resulting in a huge score difference of 10. Therefore, the significant improvement in students' speaking achievement scores clearly pointed out that the use of MALL through Cake application improved students' speaking skill generally.

5.2.2 Students' Satisfaction

5.2.2.1 Findings of the Survey Questionnaire

Secondly, this study was targeted to find out grade 6 ESL Bhutanese students' satisfaction level on the use of MALL through Cake application to improve their speaking skill. A survey questionnaire with a set of 25 items were responded by the participants (n=30) on a Likert scale of 1-5. The lowest scale 1 denoted 'Strongly Disagree' and the highest 5 'Strongly Agree). The data (descriptive statistical analysis) were analyzed as follows:

Part I 'Convenient and Flexibility' on the Likert scale was rated the highest with the mean of 4.68 among five sets. This was an indication that participants were found mobile phones and Cake very convenient and flexible to use in improving speaking skill. This was supported by Hamdani and Puspitorini (2022) who stated in their paper that 8.3% of the participants strongly agreed and 75% agreed that Cake application through the use of mobile for practicing speaking as many times as they want was affirmed on convenient use and flexibility in learning speaking.

It was evident from the data on part II (Improve Engagement) with the mean of 4.36 that students were engaged with interesting features such as speak, AI speech recognition, short and fun videos, and free of cost after the use of MALL through Cake in improving their speaking skill. This was supported by Lestrari (2021) who conducted research on Cake application in speaking mentioned that the videos with short and fun conversations, 100% free use, speak with native, AI speech recognition and speech recording features kept the participants engaged without boredom and enhanced enthusiasm for learning.

The participants rated part III (Increase Accessibility) as 'highest' with the mean score of 4.64. This shows that an access to various learning materials for speaking were easy and quick with the use of MALL through Cake application. Similarly, Litchfield, Dyson, Lawerence, and Zmijewska (2007) also stated that learners can access easily to educational resources using mobile devices. And further, McNeal and Hooft (2006) too mentioned that students could be motivated as they can simply access to resources at any time and at anywhere.

Similarly, part IV (Improve Collaboration) with the mean score of 4.56 as 'Highest' also confirmed that the participants improved collaboration while speaking through the use of MALL and Cake. Additionally, they also added that through collaboration, feedback and comments were possible and acceptable which later encouraged them to speak more and better. To support this, Kukulska-Hulme and Shield (2008) pointed out that MALL devices are attractive because of the features and encourage interactive, collaborative and participating learning activities that help learners personalize learning.

Lastly, a majority of the participants responded that the use of MALL through Cake on part V (Efficacy of MALL through Cake on students' speaking) with the mean score of 4.40 improved confidence in speaking and motivated to speak more. Also, they mentioned that Cake (Learn English) helped them solve speaking problem, and considered Cake could be one of the best learn speak applications. The later was evident from the item 24 with the mean score of 3.43 as 'High' on a Likert scale.

These findings supported Yanthi (2021) who in her research mentioned that Cake application creates fun learning, increase students' motivation and speaking skill and also boost self-confidence. On the contrary, the item 22 which stated the cost-effective and time-efficient of MALL through Cake, the maximum participants rated the item with the mean of 2.37 as highlighted "Low' on a Likert scale indicated that data charges are high in Bhutan, therefore, future researchers need to find an alternative to high cost of data plans.

5.2.2.2 Findings of the Focus Group Interview

As per the findings of focus group interview, all the participants declared that MALL through Cake was convenient in adjusting learning activities. For example, student 10 (Group B) argued that "When I watch videos, I can slow down the speech or fast forward, or even I can make it repeat." Additionally, participants confirmed that MALL through Cake was useful, easy to use, portable to carry, and convenient to use anywhere anytime. To support, "Mobile phones are very easy to carry and use. I can use mobile phones and learn speaking anytime and anywhere. And it is also very convenient." said student 1 (Group A). In a like manner, Hamdani and Puspitorini (2022) stated in their paper that 8.3% of the participants strongly agreed and 75% agreed that Cake application through the use of mobile for practicing speaking as many times as they want clearly affirmed on convenient use and flexibility in learning speaking.

In addition, almost all the participants considered MALL through Cake as an engaging learning tool throughout the English-speaking classes. Further, they also shared that mobile phones and Cake application (specifically) allowed them to engross themselves completely in tasks that boosted their confidence to speak more and better. Student 4 (Group A) mentioned, "I was totally engaged when I started practicing pronunciation with the help of AI." And also, further responses truly confirmed that participants felt more engaged with phones and Cake while learning speaking than the old textbooks. Similar study by Lestrari (2021) who conducted research on Cake application in speaking mentioned that the videos with short and fun

conversations, 100% free use, speak with native, AI speech recognition and speech recording features kept the participants engaged without boredom and enhanced enthusiasm for learning.

Again, the majority of the participants agreed that the use of MALL through Cake application provided a wide access to various speaking resources like video tutorials, lectures, conversational videos, talk with native through AI feature, grades, auto-correction, and feedback. Along with, they also asserted that mobile phones and Cake have given them greater access to various resources to learn speaking compared to the textbooks. "I prefer a mobile phone (Cake App) because it helps me to pronounce words whereas textbooks don't." Student 9 (Group A). Similarly, Litchfield et al. (2007) also stated that learners can access easily to educational resources using mobile devices. And further, McNeal and Hooft (2006) too mentioned that students could be motivated as they can simply access to resources at any time and at anywhere.

Besides, the participants expressed the use of MALL through Cake was able to improve teamwork. They cited sharing of their speaking task which was recorded in the Cake app to their friends personally or in Telegram and exchanged comments and feedback in turns. For instance, "We collaborated with our friends while practicing speaking using mobile phones and Cake application by exchanging phones, listening to our recordings and giving each other feedback." Std 27 (Group E). As a result, the participants were able to collaborate while learning speaking using MALL through Cake. To support this finding, Kukulska-Hulme and Shield (2008) pointed out that MALL devices are attractive because of the features and encourage interactive, collaborative and participating learning activities that help learners personalize learning.

Over and above, almost all the participants affirmed that mobile phones and Cake application are effective, easy to use, portable, free (Cake) and can operate from anywhere. Std 6 (Group A) voiced, "MALL through Cake is easy to use, portable and use anywhere anytime." However, Std 20 (Group C) argued, "Mobile phones could

distract us from learning as students might use other media such as TikTok, Instagram, Facebook and online games." Similarly, according to Hariry (2015), some researchers revealed that students should not be given mobile phones because mobile phones would distract and interrupt teaching and learning process. Again, they also made a point that the use of phones and Cake is not cost-effective as data plans in Bhutan is quite high. In the same token, use of mobile phone could incur high cost (Hariry, 2015). Despite some odds, the participants also emphasized that MALL through Cake application improved their pronunciation, vocabulary and grammar which assisted them to speak better and fluently. Yanthi (2021) who in her research mentioned that Cake application creates fun learning, increase students' motivation and improve speaking skill and also boost self-confidence.

In general, speaking is considered the most pertinent in English language class because students can communicate and express their most desirable ideas and opinions. With fluent speaking skill, students can explore themselves during the process of teaching and learning English. Thus, to help students, English teachers must come up with the suitable method to motivate students and enhance their ability to learn English, in particular speaking skill. The use of MALL through Cake can be a potential alternative to other language learning tools which are not always within reach; the use of MALL through Cake can be used conveniently to teach English speaking and encourage them to speak better in English. Moreover, students can also take advantage of using mobile phones and applications (Cake) to improve their speaking skill at any time and from anywhere.

The results of the study revealed that the grade 6 Bhutanese ESL students' speaking skill significantly improved along with their positive satisfaction on its use after the implementation of MALL through Cake. In consequence, MALL through Cake was effective because of diversified activities and materials which were flexible, engaging and accessible that the researcher presented to the students. Moreover, the use of MALL through Cake application has the capacity to motivate and encourage students to practice speaking on a regular basis and take full advantage of it. In a like manner, it could be perceived as an aid in English language learning and in particular

speaking because so far, there has not been such tools that could be used at any time at anywhere.

Therefore, MALL through Cake creates more diverse possibilities for innovative instructional methods to carry out in the classroom in more effective and efficient ways. MALL through Cake provides students with rich and fun, real-time, convenient, and contextual learning opportunities, no matter whether they are inside or outside the classroom.

Granting all these significant findings, there are still some pertinent aspects that require consideration and rectification on the use of MALL through Cake application in the future research. First, the time period of research was short (1 month). Second, the number of participants was less (n=30), and third, the researcher couldn't generate responses for all 11 questions individually, though all 30 participants were involved. As a result, the researcher might have missed the opinions of every participant on every single question. Nonetheless, a few more comprehensive implications are discussed below.

5.3 Recommendations

The following recommendations are suggested on the findings and conclusion derived from the study for an effective delivery of teaching speaking.

5.3.1 Recommendations for Implementation by teachers and students

1) The use of MALL through Cake application in improving grade 6 ESL Bhutanese students' speaking skill was tested as an effective approach. Hence, the use of this approach should be supported and encouraged to teach speaking skill beyond grade 6.

2) Apart from just teaching speaking through the use of MALL through Cake, language teachers can also adapt to teach listening skill.

3) Language teachers are suggested to implement the use of MALL through Cake in consideration of the research participants' agreement on convenient, flexible, engaging, and motivating practical aspects, however, some students mentioned that phones are distracting too. Despite its pros, there are cons as well. Therefore, to abstain students from misusing, a proper mobile use policy has to be framed for effective teaching and learning.

4) This study was an attempt to help practitioners, especially English teachers of Bhutan who do not have enough opportunity to integrate advanced and sophisticated technologies in their classes.

5) MALL through Cake can be used as an alternative teaching material to teach language skills by the language teachers. This recommendation is proposed based on the finding by Sherub and Dorji (2013) who stated that primary school teachers are using only a handful of repetitive strategies and materials, which do not serve the needs and interests of the diverse learners. In enhancing 21st century learning skills by mobile phones and applications (MALL), educators are encouraged to use MALL in improving language skills specifically speaking thus creating a culture of learning through technological innovations. On that account, educators could use MALL through as one alternate learning approach to begin with.

6) The study suggests that ESL learners can use MALL through Cake Application to improve their speaking skill outside the classroom. It is highly recommended to use MALL through Cake application to encourage students for self-learning and to get enough motivation for language learning.

5.3.2 Recommendations for Future Research

The researcher recommends the following for further research in compliance with some of the limitations of this study.

1) The study was carried out with only a few numbers of participants (n=30) in one middle secondary school in Chukha district, Bhutan. Thus, a similar study may be recommended but with larger sample size and different grades.

2) The time period of this research was limited to only a month. In order to acquire more reliable and significant findings, at least 3 months or longer time period is required.

3) The skill in focus by the study was only speaking, however, future researcher could explore on other language skills like reading, writing and listening.

4) For the purpose of a comparative study, this research may be depicted to carry out the effectiveness of MALL through Cake at elementary level, primary level, lower level, middle level, higher level, and college.

5) In line with the finding of a lack of empirical studies conducted in Bhutan focusing on the topic of the use of MALL through Cake application, thus, the researcher recommends that a similar study with this focus be conducted.

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APPENDICES

APPENDIX A

APPROVAL LETTER

Director General

Department of School Education

Ministry of Education

Thimphu, Bhutan

Date: April 30, 2023

Subject: Request for Permission to Collect Data for Master of Education Theses

Dear Sir,

Master of Education Program in Curriculum and Instruction, Suryadhep Teachers College would like to request your permission for five Master of Education candidates to collect data for theses in Bhutan in the period of May 3, 2023 to June 15, 2023. The details of the candidates are shown as follows:

Sl.no	Name	Research title	Research School
1	Nima Dorji	The use of mobile -assisted language learning (mall) through cake application to improve speaking skill of grade 6 ESL bhutanese students	Wangchu MSS, Chukha
2	Nima Tshering	The integration of Field trip with Multimedia Technology in Social Studies of grade 4 Bhutanese students.	Trashigatshel PS, Chukha
3	Kezang Wangmo	The use of Task-Based learning Approach to enhance the speaking skill of grade 4 Bhutanese Students.	Rinchengang PS, Chukha
4	Jamyang Lhamo	The Effectiveness of Audio Assisted Reading to Enhance Reading Comprehension Skill for Grade 5 Bhutanese Students	Doonglagang PS, Tsirang
5	Kinzang Lhaden	The impacts of using visual images in teaching mathematics to grade 4 bhutanese students	Wangchu MSS, Chukha

Thank you for your kind consideration.

Truly yours,

Nipaporn Sakulwongs

Assistant Professor Nipaporn Sakulwongs, Ed.D.

Director of Master of Education Program in Curriculum and Instruction

Suryadhep Teachers College, Rangsit University

Muang-Ake, Paholyothin Road,

Lakhok, Pathum Thani 12000 Thailand

Mobile Number: +66-868846226

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ཤེས་རིག་དང་རིག་རྩལ་གོང་འཕེལ་ལྷུན་ཁག།
Ministry of Education & Skills Development
Department of School Education
School Liaison and Coordination Division

ཤེས་རིག

DSE/SLCD/SLCU(2.2)/2023/**604**   May 10, 2023

The Principals
Wangchu MSS, Trashi Gatshel PS, Rinchengang PS, Doonglagang PS

Subject: Approval to conduct a study and collect data

Dear Principals,

The following teachers are pursuing a Master of Education Program in Curriculum and Instruction at Suryadhep Teachers College in Rangsit University, Thailand. In partial fulfillment to complete the program successfully, they are required to conduct a research study on various topics related to education.

Sl.No.	Name	Research Title	Research School
1	Nima Dori	The use of mobile-assisted language learning (mall) through cake application to improve speaking skill of grade 6 ESL Bhutanese students	Wangchu MSS, Chhukha
2	Nima Tshering	The integration of Field trip with Multimedia Technology in Social Studies of grade 4 Bhutanese students.	Trashi Gatshel PS, Chhukha
3	Kezang Wangmo	The use of Task-Based Learning Approach to enhance the speaking skill of grade 4 Bhutanese Students	Rinchengang PS, Chhukha
4	Jamyang Lhamo	The Effectiveness of Audio Assisted Reading to Enhance Reading Comprehension Skill for Grade 5 Bhutanese Students	Doonglagang PS, Tsirang
5	Kinzang Laden	The impacts of using visual images in teaching mathematics to grade 4 Bhutanese students	Wangchu MSS, Chhukha

Therefore, you are requested to support and allow them to collect data from the schools, subject to the following conditions:

1. The study will not interfere with the regular academic activities of the school.
2. The confidentiality and privacy of the participants will be strictly maintained, and the data collected will only be used for academic purposes.
3. Any inconvenience caused to the school during the data collection process will be minimized.

Sincerely,

(Karma Galay)
Director General

The principal

Wangchu Middle Secondary School

Chukha, Bhutan

8ᵗʰ May, 2023

Re: Permission to conduct research at Wangchu MSS
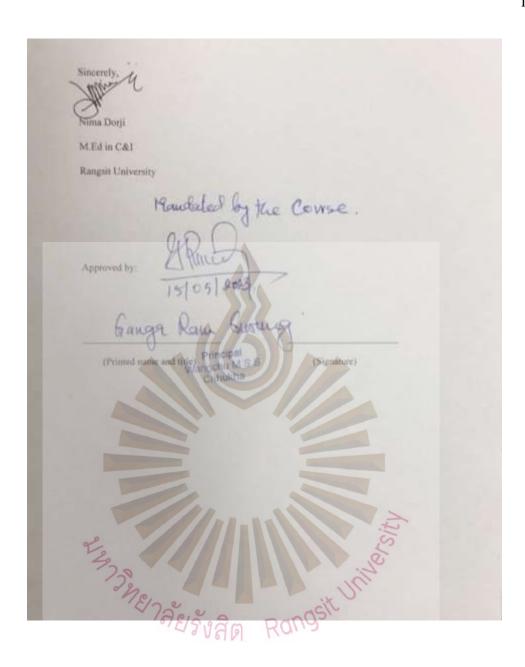
Dear Sir,

I am studying for a Master of Education in Curriculum and Instruction at Rangsit University. As part of partial fulfillment of my Master's program, I am conducting research on 'The Use of Mobile Assisted Language Learning through Cake application to improve speaking skill of grade 6 students'. The purpose of this study is to examine students' improvement in speaking skill before and after the intervention of MALL through Cake application and also find out to what extent are students' satisfied learning speaking using MALL through Cake application.

The research will entail collecting data from 30 students in a form of test (Pretest and Post-test), survey questionnaire, and focus group interview for 8 periods of 45 minutes each. Participants along with their parents or guardian will be asked to give written consent statement before the research begins, however, participation in the research will be entirely voluntary. Their responses including videos also record will be treated confidentially, and their names and name of the school will be anonymous. Upon the completion of this study, all information gathered will be erased or destroyed for the individual privacy.

If you agree, kindly sign below acknowledging your consent and permission for me to conduct this study at your school. Your approval to conduct this study will be greatly appreciated. Thank you in advance for your interest and assistance with this research.

Please let me know if you require any further information. I look forward to your response at the earliest.

Sincerely,

Nima Dorji

M.Ed in C&I

Rangsit University

Mandated by the Course.

Approved by: 15/05/2023

Ganga Ram Gurung

(Printed name and title) Principal
Wangchu M.S.S
Chhukha

(Signature)

APPENDIX B
PARENT/GUARDIAN INFORMED CONSENT

PARENT/GUARDIAN INFORMED CONSENT

Dear parent/guardian,

I am currently pursuing my Master's Degree in Curriculum and Instruction at Rangsit University, Thailand. As part of my master's program, I am conducting this research study on **'The Use of Mobile Assisted Language Learning (MALL) through Cake application to improve speaking skill of grade 6 Bhutanese ESL students.'** The purpose of this study is to examine a significant improvement on speaking skill and as well, find out learning satisfaction level after using MALL through Cake application. Your child's participation in this research study will require 45 minutes of 8 periods which is equal to 360 minutes and take place during regular classroom activities. This study consists of two speaking tests (Pretest and Post-test) that will be administered to individual participants in the classroom before and after the use of MALL through Cake application. Further, focus group interview and survey questionnaire will be administered to individual participants and groups. Your child will be asked to answer to a series of questions related to his/her speaking skill and learning satisfaction after the use of MALL through Cake application. Additionally, your child's responses to the focus group interview will video/audio recorded for use in the analysis of responses.
Your child will be identified in the research by a code name or number. I will retain the right to use and publish non-identifiable data. When the results of this research will be published, no information will be included that would reveal your child's identity. Upon completion of the research, all accessible data to me about your child's responses including video/audio record will be destroyed.
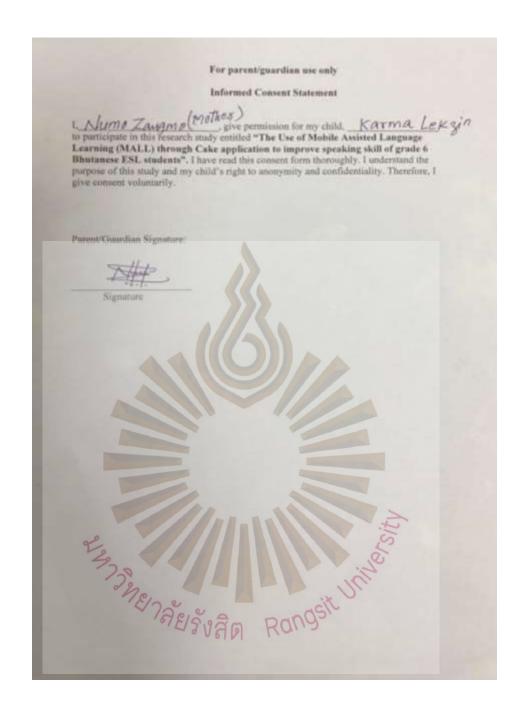
Your child's participation is entirely voluntary. There are no risks to participating in this study.

Should you decide to allow your child participate in this research study, you will be asked to sign this consent form once all your questions have been answered to your satisfaction.

Nima Dorji

M Ed C&I
Rangsit University, Thailand

For parent/guardian use only

Informed Consent Statement

I, _Numo Zangmo (mother)_, give permission for my child, _Karma Leksin_
to participate in this research study entitled "**The Use of Mobile Assisted Language
Learning (MALL) through Cake application to improve speaking skill of grade 6
Bhutanese ESL students**". I have read this consent form thoroughly. I understand the
purpose of this study and my child's right to anonymity and confidentiality. Therefore, I
give consent voluntarily.

Parent/Guardian Signature:

_____
Signature

APPENDIX C

SPEAKING ACHIEVEMENT TEST & RUBRICS

Speaking Achievement Test

Student Code: ____ **Class:** 6   **Subject:** English   **Skill:** Speaking   **Time:** 60 Minutes

Read the following directions carefully:

1) In this test, there are **four sets**: **A, B, C** and **D**.
2) Out of **four sets**, **you can choose** only **one section**.
3) You must **answer all the questions** from the **set** you **choose**.
4) You will be given the **rubrics** to **assess your speaking skill before** the **test.**

Set A: Learn English with Pop Songs

20 points

***Direction*:** The are 7 pop songs shown in the table below. Out of 7 pop songs, you will select only one favorite pop song.

List of pop songs

	1		2	3	4	5	6	7
Name of the song	Butter		Dance Monkey	Shape of you	Love yourself	All Falls Down	Dynamite	Just the Way You Are
Singer/artist	BTS		Tones and I	Ed Sheeran	Justin Bieber	Alan walker	BTS	Bruno Mars

Introductory questions

1) Could you introduce yourself?
2) How are you feeling right now?

Answer the questions:

1) What do you know about this song?
2) Do you like this singer? Why?
3) What is the theme of this song? How do you know?
4) Do you know the lyrics of this song? Would you like to sing a few lines.

Set B: Speak Like a Native

20 points

Direction: You will listen to a native speaker's question and try to respond like a native speaker to the following questions.

Introductory questions

1) Could you introduce yourself?
2) How are you feeling right now?

Greetings

1) How is it going?
2) Oh! I heard you started dating someone.
3) Oh, hey! What's going on with you today?
4) I haven't seen you for ages. How have you been?

Set C: Expressing Feelings and Emotions

20 points

Direction: Look at the pictures given below carefully and describe your feelings or emotions correctly.

Set D: How to Make Small Talk

20 points

Direction: You have to listen to the questions and answer to them clearly.

Conversation

Situation: I meet a new student i.e 'You'

I: Hello, are you new here? I've not seen you before.

You:

I: I'm Lucy, it's nice to meet you.

You:

I: Yes, I can understand you, you speak very clearly. What are you doing here?

You:

I: Great. I'm also studying for an MSc. Have you met anyone else yet?

You:

I: Do you want to come and have some coffee with me? I am going to meet my friends.

They would love to meet you.

You:

I: Don't mention it. Where do you come from?

You:

I: Yes, it is cold but the weather will get warmer in the summer. Let's go and meet my friends.

Rubric for Speaking Achievement Test

Criteria	4	3	2	1
Fluency	Smooth and fluent with hesitations	Mostly smooth and fluent but with some hesitations	Not very fluent, slow and often hesitant	Not fluent at all, very slow and certain
Pronunciation	Speaks clearly and distinctly all the time with correct pronunciation	Speaks clearly and distinctly most of the time with a few pronunciation errors	Cannot speak clearly and distinctly with many pronunciation' errors	Often mumbles or cannot be understood and mispronounces the words
Grammar	Use appropriate language without any grammatical errors	Use appropriate language but has a few grammatical errors	Use appropriate language but has some grammatical errors	Can use appropriate language but has lots of grammatical errors
Vocabulary	Rich, precise and usage of suitable vocabulary	Usage of suitable words in an accurate manner	Usage of suitable words but repetitive	Inadequate and unsuitable us of words.

(Adopted from English Curriculum of Bhutan, 2014)

APPENDIX D

IOC FOR SPEAKING ACHIEVEMENT TEST AND RUBRICS

Item Objective Congruence for Speaking Assessment by Topics

- Rate +1, if the item clearly matches the stated objectives.

- Rate 0, if the item is unclear or unsure whether the measures meet the stated objectives.

- Rate -1, if the item does not clearly match the stated objectives.

Sl. No.	Topics	Expert 1	Expert 2	Expert 3	IOC Average	Congruence
1.	Set A	+1	+1	+1	+1	Congruent
2.	Set B	+1	+1	+1	+1	Congruent
3.	Set C	+1	+1	+1	+1	Congruent
4.	Set D	+1	+1	+1	+1	Congruent

Item Objective Congruence for speaking achievement rubrics

- Rate +1, if the item clearly matches the stated objectives.
- Rate 0, if the item is unclear or unsure whether the measures meet the stated objectives.
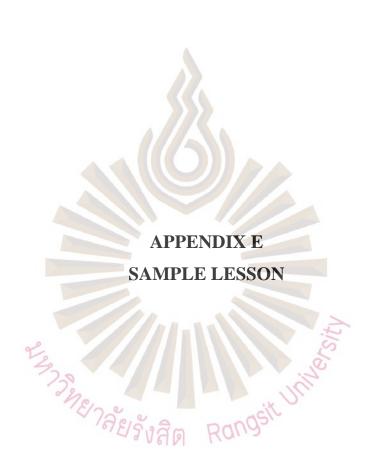- Rate -1, if the item does not clearly match the stated objectives.

Sl. No.	Attributes	Expert 1	Expert 2	Expert 3	Average	Congruence
1.	The rubric has specific criteria.	+1	+1	+1	+1	Congruent
2.	The rubric has differentiated levels of performance that reflect the varying degrees of proficiency.	+1	+1	+1	+1	Congruent
3.	The rubric used clear and concise language that is easy to understand and can make scoring easy.	+1	+1	+1	+1	Congruent
4.	The rubric is fair and unbiased. It does not discriminate against any particular group of students.	+1	+1	+1	+1	Congruent
5.	The rubric developed is relevant to the topic.	+1	+1	+1	+1	Congruent

APPENDIX E

SAMPLE LESSON

Mobile Use Guidelines:

Mobile phones are capable of learning English. You can use phones and English learning applications to enhance your reading, writing, speaking, listening, and grammar. However, mobile phone with the application Cake learn English is very trendy and useful in improving speaking skill. Therefore, you will use phones and Cake applications in this study to improve your speaking skill only. For that reason, here are some of the guidelines to use mobile phones wisely and purposefully:

1) Turn off your phone in silent mode.

2) Use only Cake application, dictionary, and class group chat.

3) Messages, video calls, chats, calls, SMS while in the classroom are prohibited.

4) Visiting unauthentic sties, Facebook, TikTok, WeChat, IG, YouTube, are not allowed.

5) Playing online or offline games is restricted.

6) Taking photos and videos of your friends, teachers, and others without their consent is restricted.

7) During breaks, fiddling phones for any purpose is not allowed.

8) Trying to handle and steal somebody's phone will be dealt seriously.

9) Make best use of your phone in learning speaking.

Lesson Plan 1 (session 1 and 2)

Level: 6   **Number of students**: 30

Date: **Duration of class**: 90 Minutes

Subject: English   **Strand**: Listening & Speaking (Instructional Guide, 2022)

Topic: Speak- Emotions & Feelings (session 1) (level-beginner, category-situations) and Learning English with Pop songs (session 2)

Language skill: Speaking

Method: MALL through Cake application

Class Formation: Single/pair/team

Aims and objectives: The goal of teaching speaking skill is to improve communicative efficiency. By learning this skill, a child will be able to:

1) express their emotions and feelings fluently.
2) use appropriate gestures and intonations when speaking.
3) enhance speaking using Cake application through collaboration.
4) recall, apply, and interpret the information learned in the quiz.

Note: T= Teacher, Ss= Students, mns= Minutes, Ex= Example

| Stages	Techniques/Activities	Time
Introduction	**Greeting** T and Ss will exchange greetings. **Revising** T will ask questions related mobile phones, guidelines, and use of Cake-Learn English application. **Warm up** T will call a volunteer to practice speaking drills with BRITCENT from the '**Speak**' feature, beginner level, expression category. The volunteer will speak with Alison (AI speaker). Others will listen to the conversation. Later, the speaker will be graded by the Cake system. **Transition** T will say 'Today we will learn speaking about situations (Emotions & feelings) in the Cake application.	**10 mns**
Lesson Development	**Session 1: Emotions and Feelings** **Pre-activity -preparing Ss for the speaking activity** T will show these words on the group chat. Ss will read these words individually. **Note**: If necessary, Ss will have a freedom to use phone dictionary or google to check the pronunciation. **Vocabulary**: Absolutely, cloud, finally, good, got, last, like, month, new, news, ordered, outfit, perfect, ready, shoes, smiling, sneakers, tomorrow, wait, wear After mastering these words by the Ss, T will ask students to open Cake-Learn English app in their mobile phones.	**5 mns**
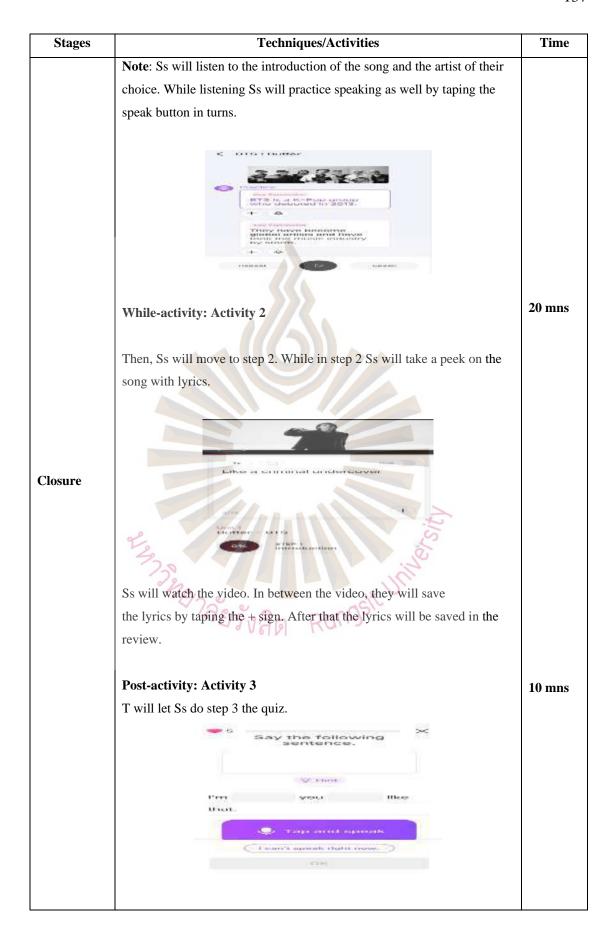
Stages	Techniques/Activities	Time
	While-activity (Controlled Practice)-Helping Ss improve their speaking ability. **Note:** Ss will put on their earphones before they do the activity. **Activity 1: Emotions & Feelings (episodes 1 & 2)** **Instructions:** • Open the Cake-Learn English app. • Go to '**Speak**' and select levels as **beginner** and categories as **situations.** • Under situations category, select emotions and feelings. • There will be four episodes under emotions and feelings (1. I am on cloud nine, 2. I can't wait, 3. I am over the moon, and 4. I am stoked to go to New York. T will ask Ss to open one at time and let them listen to the native speakers. Ss can listen to it repeatedly. After listening to the native speakers, Ss will speak with the native speaker. 	**20 mns** **7 mns**

Stages	Techniques/Activities	Time
	Ss will speak and right after the speaking, AI (cake system will grade h/his speaking level with A, B, and C). **Post-activity (Production Stage)-Helping Ss share their speaking practice with the class.** T will ask Ss to sit in pairs and listen to each other's speaking efficiency by switching each other's mobile phone. After listening Ss in pairs will interview each other in turns: - Do you like my speaking style? - How much do you rate out of ten? - How did you feel while speaking to the native speaker? - Do you have any sort of suggestions to my speaking? - Do like this app? Why? **Note**: Ss in pairs' conversation/interview will be recorded. Ss will post their works in the group chat for assessment and reward.	
Assessment	T will provide **peer assessment** tool to Ss to assess the interview. **Sample attached below.**	
Closure	T will close the session by inviting few volunteers to speak about their learning experiences using mobile phone and cake application in improving speaking skill. **Ss sharing will be recorded.** **Note:** Break for 10 mns	**3 mns**

Peer Assessment

Area of assessment	Yes	No	Teacher feedback and recommendation
The speaker's pronunciation was at par with the native speaker.			
The speaker was fluent.			
The speaker was very clear about how to use Cake app to practice speaking.			

Stages	Techniques/Activities	Time
Practice	**Session 2: Learning English with Pop Songs** **Note**: T will take Ss to another feature '**Classes**'. **Pre-activity: Activity 1** T will divide Ss into 6 groups for the task. In groups, Ss will open access to free class of the month – Learning English with Pop songs. T will give choices to the groups to select one song each. After selecting the songs, Ss in groups will tap on the songs of their choices. **Instructions**: • Tap on the song of your choice. • Then you will see three steps (step 1-Introduction, step 2- Take a peek, and step 3- Quiz. • Open Introduction and listen about the artist and song you choose.	**10 mns**

Stages	Techniques/Activities	Time
	Note: Ss will listen to the introduction of the song and the artist of their choice. While listening Ss will practice speaking as well by taping the speak button in turns. **While-activity: Activity 2** Then, Ss will move to step 2. While in step 2 Ss will take a peek on the song with lyrics. Ss will watch the video. In between the video, they will save the lyrics by taping the + sign. After that the lyrics will be saved in the review.	**20 mns**
Closure		
	Post-activity: Activity 3 T will let Ss do step 3 the quiz. 	**10 mns**

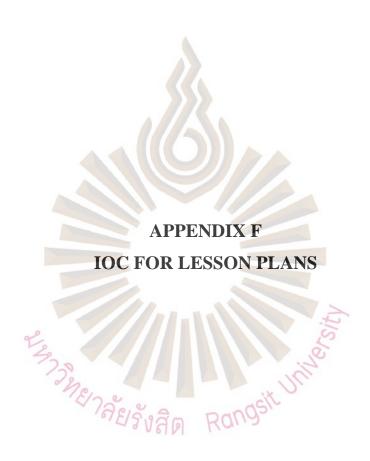| Stages	Techniques/Activities	Time
	For this activity, Ss in groups will do the quiz. Each group in turns will do the quiz. T will assess groups' quiz based on the scores they get from the Cake application. (**Sample quiz scoresheet attached below).** T will award prizes and certificates for the winning team. T will thank all students for their enthusiasm, active participation, interaction, and full-on attention. Further, T will give them a home work with the following instructions: • Select 'Path'. • Open unit 1-everyday English greetings. • Practice and learn expressions. 	5 mns

Sample Quiz scoring sheet

Name of the group	Title of the Quiz	Scores as per the number of quiz questions				
		Exceeding (4)	Meeting (3)	Developing (2)	Beginning (1)	Not yet (0)
Group A	Butter by BTS					

APPENDIX F

IOC FOR LESSON PLANS
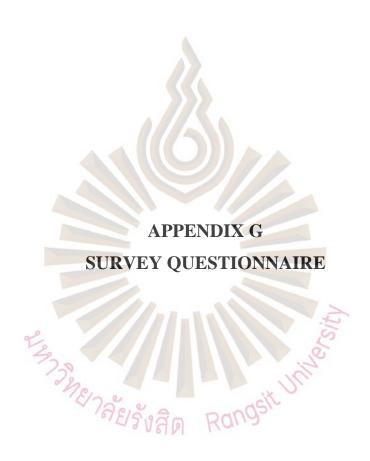
Item Objective Congruence for Lesson Plan

- Rate +1, if the item clearly matches the stated objectives.

- Rate 0, if the item is unclear or unsure whether the measures meet the stated objectives.

- Rate -1, if the item does not clearly match the stated objectives.

Sl.No.	Attributes	Expert 1	Expert 2	Expert 3	Average	Congruence
1.	Lesson Plan1	+1	+1	+1	+1	Congruent
2.	Lesson Plan 2	+1	+1	+1	+1	Congruent
3.	Lesson Plan 3	+1	+1	+1	+1	Congruent
4.	Lesson Plan 4	+1	+1	+1	+1	Congruent

APPENDIX G

SURVEY QUESTIONNAIRE

Survey Questionnaire

The current research study aims at exploring the learners' learning satisfaction towards the use of MALL through Cake application, as a supporting learning tool, in improving the speaking skill of grade 6 Bhutanese ESL students at Wangchu Middle Secondary School in Chukha, Bhutan. Your collaboration is very important; thus, it would be much thankful if you spare some time to fill in the following questionnaire. Your identity will remain anonymous, and your answers will be treated with utmost confidentiality.

Section I: Demographic Data

Age

Which category below includes your age? Please choose only one of the following:

- Between 10-12 years
- Between 13-15
- 16 and above

Gender

What is your gender? Please choose only one of the following:

- Male
- Female
- Other (specify)

Section II: Students' Learning Satisfaction
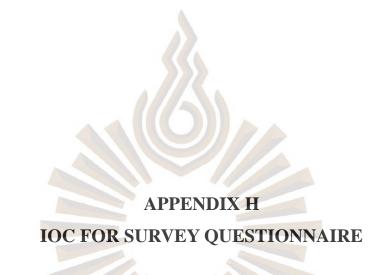
Read the following statements broadly categorized into five domains: Part I (Convenient and Flexibility), Part II (Improve Engagement), Part III (Increase Accessibility), Part IV (Improve Collaboration), and Part V (Efficacy of the use of MALL through Cake application on students' speaking skill) carefully and use (√) to mark your satisfaction level form 1-5 (strongly disagree to strongly agree) against each statement. The description of each scale 1-5 is shown in the table below.

Scale

Strongly Agree **(SA)**-5 Agree **(A)**-4 Neutral **(N)**-3 Disagree **(D)**-2 Strongly Disagree **(SD)**-1

Sl No.	Items	SA 5	A 4	N 3	DA 2	SD 1
PART I: Convenient and Flexibility						
1.	I can use MALL through Cake and practice speaking anytime and anywhere.					
2.	Cake application is well organized, simple, and easy to use in improving my speaking skill.					
3.	I can adjust learning materials and practice speaking as many times as I want through Cake.					
4.	I can choose the level of conversations and use the library to save what I want in Cake.					
5.	The important factors of MALL through Cake are portability, usability and flexibility in practicing speaking.					
PART II: Improve Engagement						
6.	Cake provides variety of fun and enjoyable activities for speaking practice.					
7.	Learning speaking through Cake makes me feel like I am in an open class.					
8.	Sound and video qualities in Cake are clear and effective.					
9.	Cake offers me opportunity to practice speaking without any restrictions of time and space.					
10.	Cake provides me to practice speaking without stress and pressure.					
PART III: Increase Accessibility						
11.	Cake provides notifications, pop-ups, online search and correct dialogues.					
12.	Cake contains many channels, lists, videos, people from around the world, and rich topics to practice speaking.					

Sl No.	Items	SA 5	A 4	N 3	DA 2	SD 1
13.	Cake provides instant correction, grades, and feedback to reflect on my speaking improvement.					
14.	I can learn speaking through various life situations in Cake.					
15.	Cake provides many materials in different situation that integrate with speaking skill.					
PART IV: Improve Collaboration						
16.	Cake allows me to practice speaking with my friends and team.					
17.	MALL through Cake assists me to collaborate with great speakers, teachers and friends to improve my speaking skill.					
18.	I can improve my speaking skill: fluency, grammar, vocabulary, and pronunciation with the help of Cake, teacher and friends.					
19.	Cake helps me to record my speaking and share it to friends, teacher and others.					
20.	The use of MALL through Cake application improves collaboration and teamwork in learning English speaking.					
PART V: Efficacy of MALL through Cake application on students' speaking skill						
21.	Cake application is simple, fast and smooth to use in speaking drills.					
22.	Time-efficient and cost-effective are the benefits of using MALL through Cake.					
23.	Cake offers a lot of situations, expressions and conversations that develop my speaking.					
24.	Cake application is one of the best speaking practice applications for English speaking.					
25.	Cake allows self-learning without a teacher's support. This way, I feel confident and motivated to learn speaking.					

APPENDIX H

IOC FOR SURVEY QUESTIONNAIRE

Item Objective Congruence for Survey Questionnaire Items

- Rate +1, if the item clearly matches the stated objectives.
- Rate 0, if the item is unclear or unsure whether the measures meet the stated objectives.
- Rate -1, if the item does not clearly match the stated objectives.

Sl. No	Item	Expert 1	Expert 2	Expert 3	Average	Congruence
Part I: Convenient and Flexibility						
1	I can use MALL through Cake and practice speaking anytime and anywhere.	+1	+1	+1	+1	Congruent
2	Cake application is well organized, simple, and easy to use in improving my speaking skill.	+1	+1	+1	+1	Congruent
3	I can adjust learning materials and practice speaking as many times as I want through Cake.	+1	+1	+1	+1	Congruent
4	I can choose the level of conversations and use the library to save what I want in Cake.	+1	+1	+1	+1	Congruent
5	The important factors of MALL through Cake are portability, usability and flexibility in practicing speaking.	+1	+1	+1	+1	Congruent

Sl. No	Item	Expert 1	Expert 2	Expert 3	Average	Congruence
Part II: Improve Engagement						
6	Cake provides variety of fun and enjoyable activities for speaking practice.	+1	+1	+1	+1	Congruent
7	Learning speaking through Cake makes me feel like I am in an open class.	+1	+1	+1	+1	Congruent
8	Sound and video qualities in Cake are clear and effective.	+1	+1	+1	+1	Congruent
9	Cake offers me opportunity to practice speaking without any restrictions of time and space.	+1	+1	+1	+1	Congruent
10	Cake provides me to practice speaking without stress and pressure.	+1	+1	+1	+1	Congruent
Part III: Increase Accessibility						
11	Cake provides notifications, pop-ups, online search and correct dialogues.	+1	+1	+1	+1	Congruent
12	Cake contains many channels, lists, videos, people from around the world, and rich topics to practice speaking.	+1	+1	+1	+1	Congruent

Sl. No	Item	Expert 1	Expert 2	Expert 3	Average	Congruence
13	Cake provides instant correction, grades, and feedback to reflect on my speaking improvement.	+1	+1	+1	+1	Congruent
14	I can learn speaking through various life situations in Cake.	+1	+1	+1	+1	Congruent
15	Cake provides many materials in different situation that integrate with speaking skill.	+1	+1	+1	+1	Congruent
Part IV: Improve Collaboration						
16	Cake allows me to practice speaking with my friends and team.	+1	+1	+1	+1	Congruent
17	MALL through Cake assists me to collaborate with great speakers, teachers and friends to improve my speaking skill.	+1	+1	+1	+1	Congruent
18	I can improve my speaking skill: fluency, grammar, vocabulary, and pronunciation with the help of Cake, teacher and friends.	+1	+1	+1	+1	Congruent
19	Cake helps me to record my speaking and share it to friends, teacher and others.	+1	+1	+1	+1	Congruent

Sl. No	Item	Expert 1	Expert 2	Expert 3	Average	Congruence
20	The use of MALL through Cake application improves collaboration and teamwork in learning English speaking.	+1	+1	+1	+1	Congruent
Part V: Efficacy of MALL through Cake application on students' speaking skill						
21	Cake application is simple, fast and smooth to use in speaking drills.	+1	+1	+1	+1	Congruent
22	Time-efficient and cost-effective are the benefits of using MALL through Cake.	+1	+1	+1	+1	Congruent
23	Cake offers a lot of situations, expressions and conversations that develop my speaking.	+1	+1	+1	+1	Congruent
24	Cake application is one of the best speaking practice applications for English speaking.	+1	+1	+1	+1	Congruent
25	Cake allows self-learning without a teacher's support. This way, I feel confident and motivated to learn speaking.	+1	+1	+1	+1	Congruent

APPENDIX I
FOCUS GROUP INTERVIEW

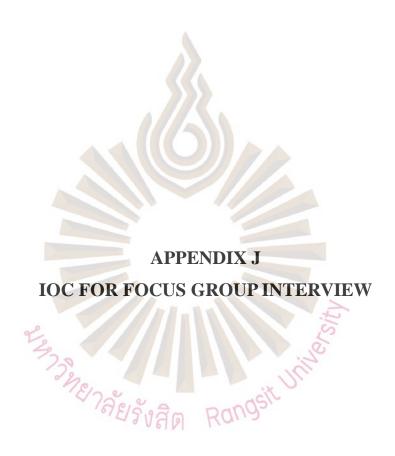| Focus Group Interview |
|---|
| **Purpose:** The following open-ended questions are designed based on the five domains; i) convenient and flexibility, ii) improve engagement, iii) increase accessibility, iv) improve collaboration, and v) efficacy of the use of MALL through Cake application on students' speaking skill to find out to what extent are grade 6 Bhutanese ESL students satisfied with the use of MALL through Cake application to improve speaking skill. |
| **Guidelines:**
➢ Welcome and introduce moderator and assistant.
➢ No right or wrong answers, only differing points of view.
➢ Take turns while speaking.
➢ Don't have to agree with others, but must listen respectfully as others share their views.
➢ No arguments, only discussions.
Be polite, active, and sincere while in the discussions. |
| **Part I: Convenient and Flexibility** |
| • Do you like to use mobile phones in learning English speaking? Why?
• How do you find Cake application in improving your speaking skill? |
| **Part II: Improve Engagement** |
| • Do you feel mobile phones are engaging tool in learning speaking?
• How did you find the Cake application features in improving your speaking skill? |
| **Part III: Increase Accessibility** |
| • What do you prefer? mobile phones or textbooks to learn English speaking. Why?
• Is it easy to learn speaking using Cake application? How? |
| **Part IV: Improve Collaboration** |
| • How did you collaborate with your friends with mobile phones while practicing speaking?
• Do you think Cake application is appropriate to learn speaking skill with friends? How? |

**Part V: Efficacy of the use of MALL through Cake application on students'
speaking skill**

- What are your views of mobile phone use in practicing speaking skill in the classroom? Mention three.

- Do you feel Cake application is an effective tool in learning speaking skill? How?

- Do you like to recommend mobile phone and Cake application to improve speaking skill for your other friends?

APPENDIX J

IOC FOR FOCUS GROUP INTERVIEW

Item Objective Congruence for Focus Group Interview

- Rate +1, if the item clearly matches the stated objectives.
- Rate 0, if the item is unclear or unsure whether the measures meet the stated objectives.
- Rate -1, if the item does not clearly match the stated objectives.

Sl. No	Items	Expert 1	Expert 2	Expert 3	Average	Congruence
Part I: Convenient and Flexibility						
1	Do you like to use mobile phones in learning English speaking? Why?	+1	+1	+1	+1	Congruent
2	How do you find Cake application in improving your speaking skill?	+1	+1	+1	+1	Congruent
Part II: Improve Engagement						
3	Do you feel mobile phones are engaging tool in learning speaking?	+1	+1	+1	+1	Congruent
4	How did you find the Cake application features in improving your speaking skill?	+1	+1	+1	+1	Congruent
Part III: Increase Accessibility						
5	What do you prefer? mobile phones or textbooks to learn English speaking. Why?	+1	+1	+1	+1	Congruent
6	Is it easy to learn speaking using Cake application? How?	+1	+1	+1	+1	Congruent

Sl. No	Items	Expert 1	Expert 2	Expert 3	Average	Congruence
Part IV: Improve Collaboration						
7	How did you collaborate with your friends with mobile phones while practicing speaking?	+1	+1	+1	+1	Congruent
8	Do you think Cake application is appropriate to learn speaking skill with friends? How?	+1	+1	+1	+1	Congruent
Part V: **Efficacy of the use of MALL through Cake application on students' speaking skill**						
9	What are your views of mobile phone use in practicing speaking skill in the classroom? Mention three.	+1	+1	+1	+1	Congruent
10	Do you feel Cake application is an effective tool in learning speaking skill? How?	+1	+1	+1	+1	Congruent
11	Do you like to recommend mobile phone and Cake application to improve speaking skill for your other friends?	+1	+1	+1	+1	Congruent

APPENDIX K

PAIRED SAMPLE T TEST RESULT

Paired sample T Test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	7.77	30	2.388	.436
	Posttest	13.50	30	1.834	.335

Paired Sample Correlations

	N	Correlation	Sig
Pair 1 Pretest & Posttest	30	.579	0.01

Paired Samples Test

	Paired Differences					t	df	Sig (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	-5.733	1.999	.365	-6.480	-4.987	-15.710	29	.00

APPENDIX L

RELIABILITY TEST RESULT

Case Processing Summary

		N	%
Cases	Valid	26	100.0
	Excluded	0	.0
	Total	26	100.0

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
.966	.973	4

Summary Item Statistics

	Mean	Min	Max	Range	Maximum/ Minimum	Variances	No. of items
Item Means	6.808	6.577	7.385	.808	1.123	.149	4
Item Variances	4.265	2.974	5.446	2.472	1.831	1.089	4

APPENDIX M

RESEARCH INSTRUMENT VALIDATORS

Experts Who Validated the Instruments

SL. No	Name	Position Title	Institution
1	Mr. Gary Torenmucha	Professor	Rangsit English Language Institute
2	Ms. Tenzin Pema	Teacher (English) (M.Ed Curriculum & Instruction)	Phuentsholing Primary School, Bhutan
3	Mr. Tshering Lhendup	Teacher (English) (MA English)	Tangmachu Central School, Bhutan

Items Validated:

    1. Lesson Plans

    2. Speaking Achievement Test & Rubrics

    3. Survey Questionnaire

    4. Focus Group Interview

Consent Form for Disclosure of Validator's Name in Research Paper

To

The Graduate School

Rangsit University

Thailand

I, Gary Torremucha, a professor of Rangsit English Language Institute, Rangsit Unviersity, hereby give my consent to the researcher Mr. Nima Dorji (6407663), a student of Master in Curriculum and Instruction, Suryadhep Teachers College, Rangsit University to disclose my name as a research Instrument validator in his thesis paper titled "The Use of Mobile Assisted Language Learning through Cake Application to Improve Speaking Skill of Grade 6 Bhutanese ESL Students". I respect the terms and regulations of the Graduate School; thus, I also give my consent to the Graduate School, Rangsit Unversity to contact me in case of any clarification regarding my consent.

Gary Torremucha

Signature:

Date: 21 September 2023

Consent Form for Disclosure of Validator's Name in Research Paper

To

The Graduate School

Rangsit University

Thailand

I, Tenzin Pema, a teacher at Phuentsholing Primary School, Phuentsholing, Bhutan hereby give my consent to the researcher Mr. Nima Dorji (6407663), a student of Master in Curriculum and Instruction, Suryadhep Teachers College, Rangsit University to disclose my name as a research Instrument validator in his thesis paper titled "The Use of Mobile Assisted Language Learning through Cake Application to Improve Speaking Skill of Grade 6 Bhutanese ESL Students". I respect the terms and regulations of the Graduate School; thus, I also give my consent to the Graduate School, Rangsit Unversity to contact me in case of any clarification regarding my consent.

Tenzin Pema

Signature

Date: 21|09|2023

Consent Form for Disclosure of Validator's Name in Research Paper

To

The Graduate School

Rangsit University

Thailand

I, Tshering Lhendup, an English teacher at Tangmachu Central School, Lhuntse, Bhutan hereby give my consent to the researcher Mr. Nima Dorji (6407663), a student of Master in Curriculum and Instruction, Suryadhep Teachers College, Rangsit University to disclose my name as a research Instrument validator in his thesis paper titled "The Use of Mobile Assisted Language Learning through Cake Application to Improve Speaking Skill of Grade 6 Bhutanese ESL Students". I respect the terms and regulations of the Graduate School; thus, I also give my consent to the Graduate School, Rangsit Unversity to contact me in case of any clarification regarding my consent.

Tshering Lhendup

Signature:

Date: 22.09.2023

APPENDIX N

COMPARISON OF CAKE WITH OTHER APPLICATIONS

Source: Google Play store

APPENDIX O
GLIMPSES OF MALL THROUGH CAKE APPLICATION IN
LEARNING ENGLISH SPEAKING

PC: Researcher

PC: Researcher

BIOGRAPHY

Name	Nima Dorji
Date of birth	November 5, 1986
Place of birth	Tsirang, Bhutan
Education background	Paro College of Education, Bhutan
	Bachelor of Education, 2011
	Rangsit University, Thailand
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	Development, Bhutan
Work position	Teacher I
	Position level: P3 A