

The outcome of using the Line app for English-speaking practice of Thai EFL students

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ABSTRACT

Fluency in speaking English is essential for communication, but it also brings success, from getting a job promotion to earning a higher academic degree. In this connection comes the consideration of language tool development for improving the spoken English of students. Of course, social messaging applications are one of the keys to increasing speaking proficiency in the 21st century, as they are instrumental and easily applied in teaching and learning. In Thailand, LINE App holds the number 1 position in the social networking app market. Its popularity is constantly growing, making most Thai people familiar with this application daily. In education, LINE App is usually selected as the first choice in many courses for not only giving students notifications about the courses but also being a space for students to consult with teachers and friends. LINE App also contains many essential features for communication, such as free voice and video calls, LINE Camera, LINE KEEP, etc., all of which can be used for language learning. The present study aimed (1) to examine the effects of using LINE App for English speaking practice on the students' English speaking proficiency and (2) to study the critical role of contributory factors triggered by the use of LINE App, such as motivation, levels of anxiety, self-confidence, and convenience in improving the students' speaking proficiency. The participants were 95 Thai undergraduate students in a public university in Bangkok. The data were collected from the pre-test and post-test, and interview responses. The comparison between the pre-test and the post-test reveals a marked improvement in the students' English speaking proficiency after four weeks of speaking practice via LINE App ($t = -23.79, p \leq 0.05$). Considering the interview results, the students were highly motivated, confident, and less anxious while speaking English after receiving the English-speaking treatment via the LINE App.

Keywords: LINE App, English Speaking Proficiency, Contributory Factors, Social Messaging Applications

Introduction

Under the AEC (ASEAN Economic Community), being highly proficient in spoken English is one of the critical factors in getting the most benefits for regional entrepreneurs. With a higher level of English speaking proficiency, entrepreneurs can make a good bargain and bring a lot of advantages to the region. In Thailand, a higher level of English speaking proficiency is required in various work sectors, so staff members who speak English with customers, employers, and colleagues are usually well paid (Boonpattanaporn, 2014.) Unfortunately, a considerable number of Thai people have low English language proficiency. As indicated by the world's most prominent ranking of countries by English skills, Thai people's English was ranked 74 out of 100 developing countries in 2019 (EF Education First, 2019.)

In education, limited English speaking proficiency is a significant obstacle for many Thai EFL students. Many Thai students cannot speak English fluently because it is neither their official nor second language. Thus, they do not have many opportunities to speak English in any English-speaking environment (Ratanapinyowong, Poonon, and Honsa, 2007.) Furthermore, many students have several reasons for not speaking English, such as being afraid of making errors, fear of teachers, being embarrassed when their classmates laugh at them while speaking incorrectly, low levels of confidence, insufficient vocabulary knowledge, unable to speak fluently, unreachable goals like speaking like a native speaker, having a negative attitude toward one's language ability, and gestures and negative attitudes from teachers (Dincer and Yesilyurt, 2017.)

As stated above, since English-speaking fluency is essential for various purposes, many teaching methods have been developed and implemented in classrooms. Among the many techniques available, mobile technology best fits students today because it allows them to study without time and space constraints. Specifically, smartphones can be a part of learning success nowadays. Students are usually exposed to communicative interaction through various smartphone functions (Stockwell and Hubbard, 2013.) On smartphones, they can make a voice call or video call to their friends and teachers. They can even text, chat, and discuss with more knowledgeable people, like influencers who teach English online.

Furthermore, according to previous studies, some smartphone functions have been proven effective in teaching the English language. Gromik (2012) found that Japanese students could use the video recording function of their smartphones to make short English monologues. Sandberg, Maris, and de Geus (2011) found that young Dutch students learned English vocabulary better on GPS capabilities.

Concerning smartphone advances, one of the programs that seem more essential for learning over others is social messaging applications such as KakaoTalk, LINE App, WhatsApp, ChatON, Tango, and WeChat. These applications can potentially assist students in learning foreign languages and facilitating communication with teachers and friends through text, voice, imagery, or video (Pollard, 2015; Racoma, 2012; Yap, 2012; Yeung, 2013.) Additionally, previous studies found that using social messaging applications effectively supports English language learning.

Bensalem (2018) studied the development of English academic vocabulary knowledge of the students in the Arabian Gulf Region. The students were divided into the WhatsApp group and the traditional learning group. The results showed that the WhatsApp group outperformed the traditional learning group. Most participants found WhatsApp effective in enhancing their English academic vocabulary knowledge as it could motivate them to learn more vocabulary than in the regular classroom. They claimed that learning vocabulary through the application was flexible in time so that the assignments could be done to their satisfaction. Ta'amneh (2017) explored the English language learning achievement of the first-year students enrolling in Badr Community College at Taibah University, Saudi Arabia. The study focused on speaking and reading skills on weather and geography topics. The participants were divided into two groups: the experimental and the control groups. The results showed that the experimental group with a combination of WhatsApp and the traditional way significantly outperformed the control group taught only in the conventional way. The mean of the former in the post-test was (13.47), while that of the latter was (10.10.) Adding to this, according to the survey results from 300 students at King Saud University, after using WhatsApp for learning practice, most of the participants found WhatsApp effective in supporting their English language learning. They claimed that the application significantly boosted their language learning, confidence, positive attitude, and motivation as it was an authentic communication space. Most participants also highlighted integrating WhatsApp with educational technology to create a meaningful student experience (Alqahtani, Bhaskar, Elumalai, and Abumelha, 2018.)

Besides WhatsApp, another popular instant messenger is KakaoTalk. Recently, Kakao Talk has been used as a tool to support learning vocabulary, pronunciation, and Korean culture (Baek, Yoo, Lee, Jung, and Baek, 2017). The purpose of this study was to explore the development of the students in pronunciation, the use of vocabulary, and the study of Korean culture focusing on a language exchange in KaKaoTalk. There were 14 participants: the first half from a Korean language course and the other half from an English intensive course. They were asked to participate in a one-hour session class: the first half hour in Korean and the second half in English. All the participants found the language exchange activity through KaKaoTalk helpful for learning Korean and English vocabulary, pronunciation, and culture. The students from both courses had an excellent opportunity to exchange language knowledge and learn new Korean and English phrases. However, the students preferred face-to-face learning over instant messaging, like KakaoTalk. For this application, the students liked only the start of the session. The researchers also suggested that for those interested in integrating instant messenger applications into any language course, features of instant messengers such as voice recording and video should be included because such a combination is conducive to better pronunciation. Teachers should also send videos teaching learners the correct pronunciation of vowels and consonants via instant messengers (Baek, Yoo, Lee, Jung, and Baek, 2017.)

In Thailand, the most popular messaging application is LINE App. Thai students use this application on their smartphones, tablets, laptops, and other digital assistants to do their assignments and communicate with friends daily. In terms of second language acquisition theories, features of LINE App that support language learning correspond with the eight essential factors for constructivist pedagogies as follows (Vygotsky, 1978):

1. Social negotiation and mediation are involved in learning. Students can quickly negotiate with the teacher to find solutions to their learning problems on the LINE App.
2. Students can request to study the lessons of their interest on the LINE App.
3. The teacher acts as a guide or a facilitator and can provide students with access to various resources on the LINE App.
4. Learning should take place in an authentic environment. As the LINE App is widely used by Thais daily, this application is like training for students to know how to apply knowledge for use in the real world.
5. The teacher should provide and encourage students to learn a variety of perspectives and content. LINE App allows students to consult or talk with classmates and teachers, allowing them to understand various perspectives.
6. Content and skills should be relevant to the students' prior knowledge. LINE App can be a scaffolding to encourage students to review prior knowledge and learn new things.
7. As the teacher can easily stay connected with students on the LINE App, students can be assessed constantly. The teacher can use those formative assessment results to improve their teaching methods.
8. Students should be encouraged to be self-regulatory, self-mediated, and self-aware. The distinctive feature of the LINE App is its convenience, learning without time and space constraints. This characteristic promotes self-access learning as students can focus and monitor their studies.

Apart from the above-stated, the LINE App helps students answer questions faster than giving answers on paper because of the high-speed internet today; this increases students' motivation (Wee, 2013.) Moreover, instead of typing words, teachers can use virtual stickers, emojis, and emoticons to cheer students while students can do the same thing to other students (Bogart and Wichadee, 2015.) These can make the learning atmosphere free from stress and reduce the students' anxiety (Stapa and Shaari, 2012.) Their communication can flow smoothly and relieve the boredom of learning (Wee, 2013.)

Besides the advantages aforesaid, the findings of previous research have pointed to the usefulness of the LINE App on language learning. The questionnaire results collected from a sample of 128 Thai students at Bangkok University, Bogart (2014) revealed the students' positive attitude toward the possibility of using the LINE App in doing classroom assignments. He suggests that the teacher monitor how the students use the LINE App because many of its features are new to them. Additionally, Bogart and Wichadee (2015) investigated the use of the LINE App for academic purposes of 144 Thai undergraduate students who enrolled in English for Communication Arts Professionals course. The course selected promoted using LINE App for discussions and answering detailed questions about an unethical advertisement. From the questionnaire results, the students used the LINE App (95.8%) more than other social networking applications. They believed it was an effective communication tool (76.4%), especially using it as an online platform to learn English (72.2%). A recent study conducted on 34 third-year students in an undergraduate hospitality program at a Thai university has revealed that the LINE App blended with classroom instruction was effective for learning English grammar and vocabulary. The questionnaire data showed that the students were satisfied with the blended method because they felt more confident

using the LINE App than other platforms (White, 2019a). In the same year, White (2019b) investigated the satisfaction and perceptions of learning via the LINE App of 30 textile engineering students in Thailand. The researcher uploaded English lessons about conversations and grammar structure through a LINE group. The lessons uploaded were in the form of document texts, video clips, and other presentation files. The results of the questionnaires and interviews showed that the students had a high level of perception of learning ($\bar{x}=4.47$; $SD=.49$). They also had a high level of satisfaction with using the LINE App as their learning resources ($\bar{x}=4.51$; $SD=.43$), easy use of the application ($\bar{x}=4.55$; $SD=.60$) and the quality of the application for language learning ($\bar{x}=4.48$; $SD=.50$).

In Taiwan, a research study was conducted to explore the effects of the English spelling learning experience on the LINE App of 29 college students. The researchers created a LINE group used as a space for the participants to practice English spelling skills blended with lectures in the traditional classroom. This study took a total of six weeks for data collection. The students were assigned to practice exercises via the LINE App. Each exercise consisted of four vocabulary words the teacher recorded and sent to the students in an audiovisual file. The students needed to distinguish vowels, consonants, phonemes, and syllables because the researchers believed that before they could spell words correctly, they first used listening skills to identify the word components. The results of the pre-assessment and post-assessment showed a statistically significant improvement in the students' ability to classify vowels, phonemes, and syllables coupled with English spelling skills. The questionnaire results also showed that the students' satisfaction was moderate to good. The participants claimed that after-class exercises through the LINE App improved their ability to spell English to a great extent. They also claimed that the admiration and compliments given by the teacher via the LINE App could help build confidence and motivate them to improve their English skills.

Hsieh, Wu, and Marek (2016) examined the effects of flipped instruction treatment, using technology outside the classroom for learning, on improving the students' idiomatic knowledge. The researchers employed LINE App as a flipped instruction treatment in this study. The participants were 48 students at a four-year comprehensive academic university in Central Taiwan. Data were gathered from the pre-test and post-test on idioms, two questionnaires, observations, and semi-structured focus-group interviews. The study's findings showed that the flipped classroom using the LINE App for outdoor classroom learning could motivate the students to learn more English idioms. They acquired idiomatic knowledge and were more efficient at using the idioms learned from the application for communicative interactions, storytelling, discussions, speaking through dialogs, and group presentations.

Above, LINE App has gained the greatest popularity among Thai students and played a significant role in both modern-day communication and education. That is why this study used it as an alternative learning platform to improve Thai EFL students' spoken English.

Research Objectives

The objectives of the study were (1) to examine the effects of using LINE App for English speaking practice on the students' English speaking proficiency and (2) to study the critical role of contributory factors triggered by the use of LINE App, such as motivation, levels of anxiety, self-confidence, and convenience in improving the students' speaking proficiency

Research Questions

1. To what extent did the LINE App increase Thai EFL students' English-speaking proficiency?
2. To what extent did using the LINE App for language practice strengthen the influence of contributory factors on improving the students' English speaking proficiency?

Methods

Participants

The population was 232 EFL students with English-speaking pre-test scores less than 50% (25 out of 50 marks; See Appendix Scoring Rubric.) The researchers used the sample size calculation formula of Yamane (1967) to determine the size of the current sample group shown below.

n = the sample size

N = the population size

e = the error of the sampling method, which is 0.05

$$n = \frac{N}{1 + Ne^2}$$
$$n = \frac{232}{1 + 232(0.05)^2}$$

$$n = 146.84 \approx 147$$

According to the result, the proper sample size is 147; however, there were only 95 volunteering participants in this study. When this study was carried out, they were between 17 and 20-year-old first-year students from the faculties of science, engineering, public health, and nursing of Mahidol University in Nakhon Pathom Province, Thailand. They had studied English as a foreign language from primary school to their first year at university. However, their English speaking proficiency was relatively low, as indicated by numerous errors such as incorrect grammar, incorrect pronunciation, redundancy, ambiguous words, etc. For most of them, mastering English speaking skills was back-breaking because of their insufficient English knowledge and lack of opportunity to speak English as a routine.

For this reason, their spoken English needed improving. One alternative solution was LINE App, which contained numerous contributors to language learning such as LINE Dict, TH-EN translator official account, and many more. For all the participants, it was convenient to take part in this study because they had their own smartphones with at least one LINE account and used the LINE App almost every day to chat with their friends and teachers about personal and learning issues.

Procedure

Data collection took one month in the first university semester of the 2019 academic year. The process began with administering the pre-test to the students, then collecting their speaking progress through the LINE App, administering the post-test, and conducting the interview.

Pre-test

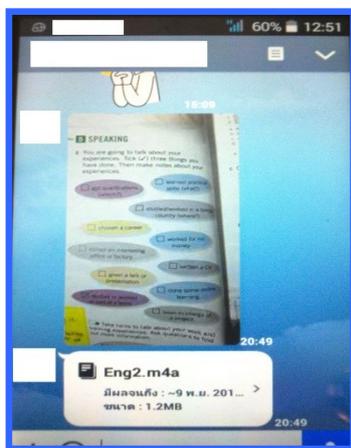
The students took the pre-test in the classroom. The test was designed to determine their English speaking proficiency before using the LINE App for language treatment. The speaking topic was “Types of Learners.” Each student was given three minutes for preparation. While preparing, they were allowed to take notes and write down some ideas; they had five minutes for their talk.

Speaking Practice on the LINE App

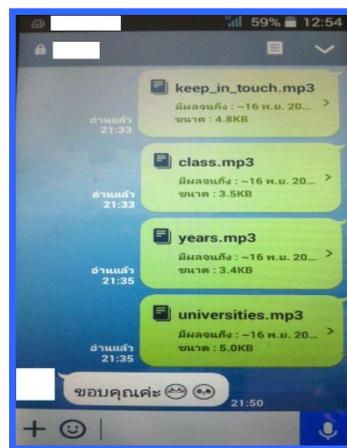
For four weeks, the students were given the speaking topics starting with the topic “Greeting” in the first week, followed by the topics: “Friends” in the second week, “Ordering Food through Different Languages” in the third week, and “The Best Place to Attract People” in the fourth week. The students could speak individually about these topics at their convenience on smartphones. When any student was ready to speak, s/he had to greet the teacher by sending a line sticker. When the teacher replied, the student could speak within five minutes. They could use the microphone icon on the LINE App or any recorder program on their phone to record their voice. Then the teacher corrected their speaking errors. If the students had some questions, they could ask the teacher immediately. Furthermore, the students could talk more if they wanted to. Figure 1 below shows the students’ interaction with their teacher on the LINE App.



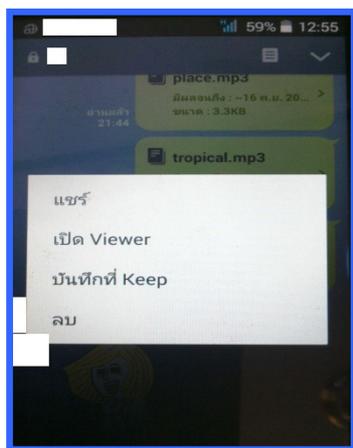
A. The teacher corrected a student’s talk and the student typed “Thank You, Teacher.” and sent James, a LINE character, to show appreciation.



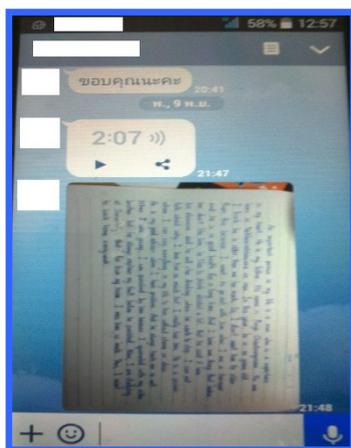
B. A student posted a picture showing her topic and sent her recorded talk on an m4a file.



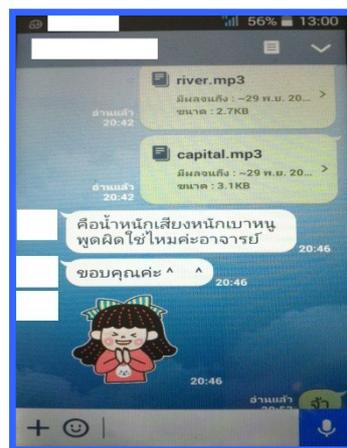
C. The teacher sent the correct pronunciation of the words a student said. The students said, “Thank you” and showed her feelings through two emoticons.



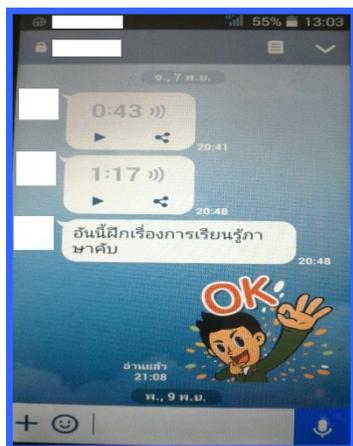
D. The audio file on LINE can be shared with other users. It can be opened with Viewer, recorded in Keep, or deleted.



E. A student practiced reading an English text out loud by recording her talk with the record bottom of the LINE app.



F. A student asked the teacher about her English speaking problems, said “Thank you,” and sent a sticker showing her thank manner.



G. A student practiced his English speaking more than once to ensure that he could speak English well.



H. Before her talk, a student asked the teacher about some English grammatical points. The teacher explained the points and gave some examples.



IA student got confused about some grammatical points. The teacher explained the points to her and gave some examples. The student said “Thank you” with an emoticon showing a respectful manner

Figure 1: Students’ Interaction with the Teacher on LINE App

Post-test

The post-test evaluated the student’s English speaking proficiency after four weeks of speaking practice on the LINE App. The topic was “My Family.” The steps were similar to the pre-test.

Interview

One week after administering the post-test, an interview was conducted with ten volunteer students. They were required to give opinions about using the LINE App to help develop their English speaking proficiency. During the interview, each interviewee was asked one by one to ensure they would not copy the answers from the other interviewees. Each interview took around five minutes.

Data Analysis

1. The pre-test and post-test scores were analyzed with Paired Samples T Test, and the students' speaking errors were counted. This procedure was carried out to compare their English speaking proficiency before and after using the LINE App to find out any statistical significance that could prove the effectiveness of practicing speaking English on the LINE App.
2. The interview responses were transcribed and analyzed with the content analysis method to find the role of contributory factors reinforced by using the LINE App in improving their English speaking proficiency.

Test Reliability and Validity

According to the regulation of the students' institution, any test administered to students considered highly subjective, such as writing and speaking, needs a minimum of two raters to assess their performance. Likewise, the present study's tests were not exempt from such a regulation. Two raters gave the student's scores on both the pre-test and post-test. The first rater was the instructor of English Level 1, the fundamental English class of the institution, and the other was the coordinator in charge of teaching that class. The students' scores were calculated using Pearson Correlation to determine the inter-rater reliability of the scores given by the raters. The results show that the Pearson correlation coefficient, r , of the pre-test was 0.786, and the p -value was 0.002, while the correlation of the post-test was 0.806, and the p -value was 0.001. It indicates that the scores given by the two raters were significantly correlated. In this study, two raters used the item-objective congruence (IOC) to evaluate the pre-test and post-test validity. Both had more than 20 years of experience teaching English speaking. The result of the IOC of both tests was 1, indicating that the tests had an acceptable level of validity. Both raters also assessed the IOC for scoring rubrics, which was 0.82, suggesting that it also had an adequate level of validity.

Regarding the research's framework, Figure 2 below displays how LINE App's features are linked to the desired learning outcomes of the students' English speaking proficiency. LINE App's Chat Room contains Cameras, Audio, Video Calls, emojis, and emoticons. and stickers, which help to bridge the gap between teachers and students, allowing students to ask questions and discuss their speaking problems more (Bogart and Wichadee, 2015.) Shy students can avoid seeing the teacher in person by texting instead (Dincer and Yesilyurt, 2017.) They can use emojis and stickers to communicate with teachers as well. Because of the funny looks of these virtual stickers, psychological problems that may arise from students can be reduced. Besides, the unique qualities of the LINE App cannot only build learning motivation and self-confidence but also eliminate anxiety, such as fear of making errors and teachers and negative attitudes toward one's speaking ability (Tuan and Mai, 2015). It is because there are fascinating and challenging features newly developed available on the LINE App and the internet's capability to promote spontaneous responses, thus reinforcing enthusiasm for learning. A case in point is when in doubt, students can discuss problems with their teachers and friends in real-time and immediately without no need to wait for the next scheduled class day.

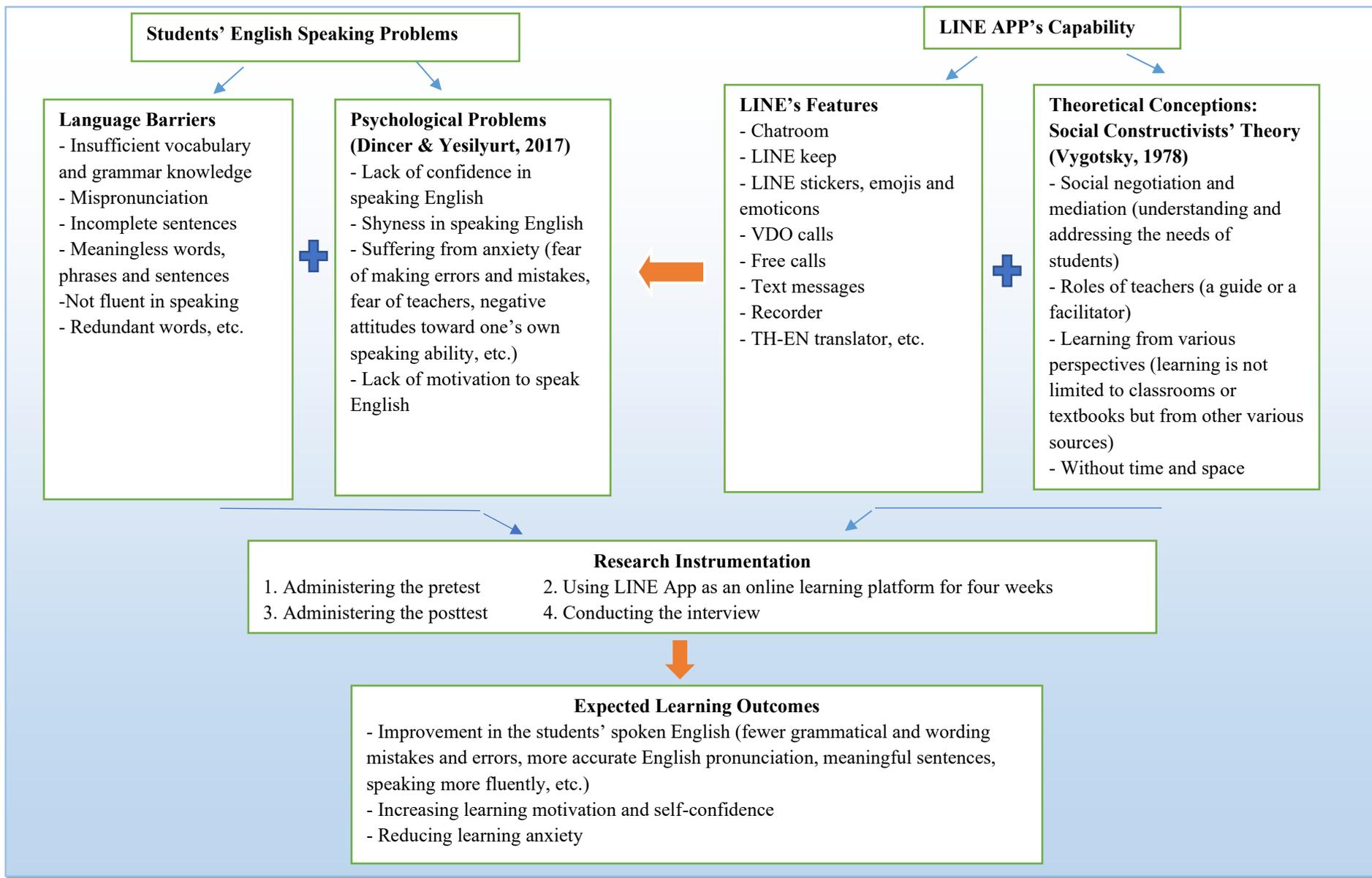


Figure 2: The Structural Research Flow

Furthermore, LINE App’s features are likely to link to social constructivism theory (Vygotsky, 1978.) This theory states that learning is not limited to classroom learning; students can learn from things around them. These surroundings play the role of more knowledgeable others, people, or information resources that can increase the students’ knowledge. In other words, LINE App is a means that leads students to obtain new knowledge from people or various sources through discussions, conversations, and consultations. These allow them to jump from the actual stage of development, the student's current abilities, to the potential stage of development, the maximum development according to their potential.

Due to the reasons mentioned, in this study, LINE App was applied as an alternative learning platform to determine that after the student participants had consulted with the teacher, submitted dialogues, and practiced speaking English through LINE App to what level their English speaking proficiency would be and how this App could help reduce their psychological problems.

Considering the research questions, the present study consists of two primary constructs: speaking proficiency and contributory factors. Speaking proficiency is the advancement in speaking skills the participants are expected to master at the end of the study. Contributory factors are composed of the convenience construct and affective factor constructs, emotional factors that affect language learning, such as motivation, self-confidence, and low anxiety levels. Both speaking proficiency and affective factor constructs are influenced by the convenience construct brought to students by the LINE App. The constructs and measures of the study are illustrated in Figure 3.

	Construct	Measures
RQ1: To what extent did LINE App contribute to increasing Thai EFL students' English speaking proficiency?	Speaking proficiency	Statistical significance of higher mean scores
		Speaking fluently without any long pauses (more than 1 minute)
		A smaller number of speaking errors such as grammar, vocabulary, and pronunciation
		Coherence in speaking (ideas are well-linked with credible explanations)
RQ 2: To what extent did using the LINE App for language practice strengthen the influence of contributory factors on improving the students' English speaking proficiency?	Motivation	Using new knowledge acquired from various sources such as LINE TODAY to build meaningful content for their talks
		Using new English vocabulary words like from TH-EN Translator
		Asking for advice from teachers and friends to improve their spoken English
	Low levels of anxiety	Using many funny, fun, lively, and enjoyable stickers, emojis, and emoticons for interaction with the teacher

		Smooth flow in speaking
	Confidence	Making eye contact and facial expressions with the teacher while speaking English
		Talking with the teacher more.
	Convenience	Immediate feedback, including comments and corrections from the teacher
		Facilitating consultation with the teacher and friends using voice and video calls
		Sharing lessons and various learning resources among teachers and friends rapidly

Figure 3: Constructs and Measures of the Study

Results of the Study

The pre-test and post-test scores indicate that the students’ spoken English noticeably improved after the four weeks of speaking practice on the LINE App.

Table 1: English Speaking Proficiency of the Students Comparing the Pre-Test and Post-Test Scores

Speaking Proficiency	Full Marks	Tests	Min.	Max.	Mean	SD.	t	Sig. (2-tailed)
1. Fluency	10	Pre-Test	1	9	4.15	2.14	-12.20	.000
		Post-Test	2	10	6.15	1.73		
2. Pronunciation	10	Pre-Test	1	9	4.56	2.15	-12.20	.000
		Post-Test	3	10	6.79	1.81		
3. Grammar and Word Choice	10	Pre-Test	1	9	4.03	1.78	-16.74	.000
		Post-Test	3	10	6.24	1.54		
4. Content	15	Pre-Test	3	12	7.32	2.04	-10.78	.000
		Post-Test	5	15	9.66	2.64		
5. Facial Expressions	5	Pre-Test	1	5	3.03	1.12	-10.14	.000
		Post-Test	2	5	4.31	0.88		
Total	50	Pre-Test	14	39	23.08	5.82	-23.79	.000
		Post-Test	24	45	33.15	4.29		

Table 1 shows that the students acquired greater English speaking proficiency as displayed by a mean score of 33.15 out of the total 50 in the post-test, significantly higher than a mean score of 23.08 in the pre-test ($t = -23.79, p \leq 0.05$.) They gained higher mean scores in the subcategories of speaking skills such as fluency, pronunciation, grammar and word choice, explicit content, and facial expressions. The explicit content they narrated was far more exciting and meaningful, with

credible explanations and fine examples. They had better English pronunciation and spoke more fluently with fewer grammatical and wording mistakes. It indicates that the students developed greater proficiency after the treatment.

Pre-Test

The following excerpt is from the pre-test by a volunteer student.

⇒Pre-Test Topic: Types of Learners⇐

“What kind of learners are you and why? I am a visual learner because if thing [the intended word “think”] of an image [pronouncing /ImIt/ instead of /ImIdʒ/] in my head [Incomplete clause: missing the subject “I”], make a diagram, highlight important part and write summary [Incomplete clause: missing the subject “I”]. That’s [Use of Verbs] make me understand and remember things better.”

The above example shows that this student could not speak English much initially. Her talk was short, and although she had some ideas to support being a visual learner, most of her sentences were incomplete. She mispronounced some words and made a lot of grammatical errors.

Post-Test

The following excerpt is from the post-test by the same volunteer student.

⇒Post-Test Topic: My Family⇐

“My family always spends time together. We always have breakfast [Number and Article] and dinner together. Sometimes we go out for dinner at [Number and Article] restaurants and go shopping. Every year on my birthday we have a meal and dessert at the shopping mall. There is no cake, but I’m so happy. Moreover, we have done many activities together, such as working out, jogging and playing badminton, watching movies, and going to many tourist attractions in Thailand. In April, as soon as Songkarn Festival began, many visitors visited my maternal grandparents in Prae province. I play water fight. It’s so much fun. Next, we make merit, offer the monk food, and visit our relatives in Singburi. I used to go abroad with my family also. Many years ago, we went to Hong Kong. It has many tourist attractions. We went to the Chinese Temple and amusement parks such as Ocean Park and Hong Kong Disneyland. I love it so much. We went to Ngong Ping too. It’s a crystal cabin. We ate a lot of food and went shopping at the outlet. Finally, we went back to Bangkok. It was always a great time there. I’m so happy when we spend time together.”

In the post-test, she came up with more ideas for her talk, which was much longer than the pre-test. She made fewer grammatical and wording errors with more accurate pronunciation.

Concerning the students’ speaking practice on the LINE App from the first to the final week, it was found that the students had a noticeable improvement in their English speaking skills, as displayed by the following excerpts.

Speaking Practice on the LINE App

⇒ Week 1. Greeting⇐

“Next, I will talk about a good topic of conversation with someone you don’t know well. For me [Redundant], I think a good topic of conversation is a basic question like “Hi, my name is...,” “How are you doing?” “What is your favorite color?” “What is your favorite movie?” And then talk about the movie they like, like “What kind of movie? [Incomplete sentence],” “Why do you like the movie?” “Who do you like in the movie?” I think it’s a good [Use of Adjectives] for [Prepositions] talk about someone you don’t know well.”

⇒ Week 2. Friends ⇐

“What does it mean, ‘friends’? How is it important for people? [Incomplete sentence missing: ‘it’] Before I talk about the meaning of friendship [Incomplete sentence: missing the main clause]. Friends mean those who dare to promise to be friendly or are still with us sharing their life even when we don’t have to promise benefits [Incomplete meaning]. I have four close friends [Articles and Numbers] in my life, but I will talk about one person in debt [Mispronounced: “depth”]. Her name is Nam, but I call her Bow. I must know [Mispronounced “known”] her in grade 10. The first time we have not talked [Verb tense: past simple] anymore. I [Linking Verb] close with her in the last semester in grade 10. However, we have [Word choice] still good friends. We help [Verb tense: past simple] each other with our homework and spend [Verb tense: past simple] the weekend together. We go through [Verb tense: past simple] a lot of hardship together. She was beside me all day of my trouble. Now she is studying architecture. We have not talked [Verb tense: present perfect] for a month [Articles and Numbers]. And I don’t know why we don’t talk anymore. I want to know. I wish we talk [Verb tense: past simple] like past, and I miss her so much.”

⇒ Week 3. Ordering Food in Different Languages ⇐

“How many language [Noun: plural form] can you order a meal? All have a simple conversation [Incomplete sentence: missing the subject]. I can use tree [Mispronounced: “three”] language [Noun: plural form] is [Verb: incorrect use of “be”] Thai, English and Korean to order a meal or have a simple conversation. Thai language is my mother tongue. I use [Incomplete sentence: missing the object] in daily life to communicate with other people around me while English language is my second language from [Preposition] I learn at the school, but I’m not good at skills to use [Word choice] very much and Korean language I use a little bit. For example, when I was 16 years old, I went to travel at [Preposition] South Korea and I want [Preposition: missing “to”] eat some desserts. I order two blueberries and cream, but a waitress hasn’t understood [Verb tense: past simple]. I saw menu [Article and Number] in Korean language. So I list menu [Article and Number] and told her. Her understand [Noun form] because I can list and speak Korean language.”

⇒ Week 4. The Best Place to Attract People ⇐

“I’m going to recommend the best place to experience natural beauty of my country. If you like atmosphere of forest [Article and Number] and view, you can go to Kanchanaburi where [Relative pronoun] [missing “verb”] near Bangkok and many other natural resources. That’s why people from the capital city always travel in this province. Most of the area is the forest and two rivers flown through that suits for relaxation. The most famous place that I think everybody knows is Erawan Waterfall. There are many of Thai and foreign travelers visit [Verb form] it every day. Erawan Waterfall is a large waterfall. There are seven floors and each floor is difficult to walk through because sometimes we have to climb on the wet floor or stone but it’s worth working because you can see the blue water like a swimming pool flown from a high cliff. It flows through green plants and white limestone to the basin that’s full of fish. If you are the one who loves to walk in the forest, see waterfalls and nature or swim in the blue water, you shouldn’t miss this place. You can go to Erawan Waterfall every time of year except between December to April because the dry season makes the water level lower than other months.”

In addition to a higher score in the post-test, the students also made fewer speaking errors as shown in Table 2 and Table 3.

Table 2: English Speaking Errors Detected in the Pre-Test Speaking Topic “Types of Learners”

Types of Errors	Number of Errors	Percentage	Examples of Errors Found in the Study
1. Repeated Subject	32	2.49	<i>Error:</i> “My learning type I am a visual learner.” <i>Correction:</i> “I am a visual learner”
2. Incorrect Subject and Verb Agreement	78	6.07	<i>Error:</i> “I needs to study harder.” <i>Correction:</i> “I need to study harder.”
3. Incorrect Use of Final Sounds	94	7.31	<i>Error:</i> “image” [pronouncing /'ImIt/] <i>Correction:</i> “image” [pronouncing /'ImIdz/]
4. Incorrect Use of Tenses 4.1 Past Simple	113	8.79	<i>Error:</i> “Ten years ago, I am a little girl and I like drawing.” <i>Correction:</i> “Ten years ago, I was a little girl and I liked drawing.”
4.2 Present Progressive	28	2.18	<i>Error:</i> “I trying to pay attention” <i>Correction:</i> “I am trying to pay attention.”
5. Fragments	167	13	<i>Error:</i> “Doing many activities fun for me.” <i>Correction:</i> “Doing many activities is fun for me.”
6. Pause (more than 1 minute)	121	9.41	<i>Error:</i> “I likeAh.....(more than 1 minute pause) drawing.” <i>Correction:</i> “I like drawing.”
7. Incorrect Word Choice	89	6.92	<i>Error:</i> “In my idea, you can learn best if you are diligent.” <i>Correction:</i> “In my opinion, you can learn best if you are diligent.”
8. Double Negative	11	0.86	<i>Error:</i> “Intrapersonal students don’t have no friend.” <i>Correction:</i> “Intrapersonal students don’t have friend.”
9. Incorrect Word Stress	79	6.14	<i>Error:</i> “Every learner needs good communication [pronouncing /kɹ'mjʊnI keI'ʃən/].” <i>Correction:</i> “Every learner needs good communication [pronouncing /kɹmjʊnI 'keIʃən /].”
10. Incorrect Pronunciation	67	5.21	<i>Error:</i> “kinesthetic” [pronouncing /kɹnəs 'θetɪk/] <i>Correction:</i> “kinesthetic” [pronouncing /kɹnɪs 'θetɪk/]
11. Incorrect Conjunctions	47	3.65	<i>Error:</i> “I study hard and I can’t get good grades.” <i>Correction:</i> “I study hard but I can’t get good grades.”
12. Redundant Verbs	52	4.04	<i>Error:</i> “That’s make me can understand and remember things better.” <i>Correction:</i> “That makes me understand and remember things better.”
13. Articles (a, an, the)	197	15.3	<i>Error:</i> “I would like to study an abroad.” <i>Correction:</i> “I would like to study abroad.”
14. Pronouns	111	8.63	<i>Error:</i> “My friends and me usually study together.” <i>Correction:</i> “My friends and I usually study together.”
Total	1286	100	

Table 3: English Speaking Errors Detected in the Post-Test Speaking Topic “My Family”

Types of Errors	Number of Errors	Percentage	Examples of Errors Found in the Study
1. Incorrect Subject and Verb Agreement	33	6.68	<i>Error:</i> “We lives in a small house.” <i>Correction:</i> “We live in a small house.”
2. Incorrect Use of Final Sounds	24	4.86	<i>Error:</i> “average” [pronouncing /'ævəɪt/] <i>Correction:</i> “average” [pronouncing /'ævəɪdʒ/]
3. Incorrect Use of Tenses 3.1 Past Simple	65	13.16	<i>Error:</i> “Yesterday I visit my parents in Rayong.” <i>Correction:</i> “Yesterday I visited my parents in Rayong.”
4. Fragments	48	9.72	<i>Error:</i> “Happy living with my family.” <i>Correction:</i> “I am happy living with my family.”

Types of Errors	Number of Errors	Percentage	Examples of Errors Found in the Study
5. Incorrect Word Choice	78	15.80	<i>Error:</i> “I usually help my mom make chores.” <i>Correction:</i> “I usually help my mom do chores”
6. Double Negative	9	1.82	<i>Error:</i> “My father doesn’t have nothing to do at home.” <i>Correction:</i> “My father has nothing to do at home.”
7. Incorrect Word Stress	47	9.51	<i>Error:</i> “At home I usually walk around my neighborhood [pronouncing /nel 'bəhUd/.” <i>Correction:</i> “At home I usually walk around my neighborhood [pronouncing /nelbəhUd /.”
8. Incorrect Pronunciation	35	7.09	<i>Error:</i> “At home we live together in perfect harmony [pronouncing /həɪməni/.]” <i>Correction:</i> “At home we live together in perfect harmony.” [pronouncing /həɪməni/.]”
9. Incorrect Conjunctions	12	2.43	<i>Error:</i> “My mother is short, and I am tall.” <i>Correction:</i> “My mother is short, but I am tall.”
10. Incorrect Use of Auxiliary Verbs	8	1.62	<i>Error:</i> “My mother don’t usually go shopping at the market.” <i>Correction:</i> “My mother doesn’t usually go shopping at the market.”
11. Articles (a, an, the)	88	17.8	<i>Error:</i> “I experience a loneliness when I stay far from them.” <i>Correction:</i> “I experience loneliness when I stay far from them.”.
12. Pronouns	47	9.51	<i>Error:</i> “Some people leave his parents behind.” <i>Correction:</i> “Some people leave their parents behind.”
Total	494	100	

Seeing the tables above, the number of errors the students made in the pre-test was relatively higher than those detected in the post-test. In Table 2, the students made 1286 errors in total. The types of mistakes noticed most were incorrect uses of articles (15%), followed by fragments (13%), and past simple (9%.) In addition, the students were not fluent in speaking English, as they paused for more than one minute 121 times. Surprisingly, they made only 494 errors in the post-test, as illustrated in Table 3. The errors drastically decreased; some of them, like repeated subjects, present progressive, redundant verbs, and pauses (more than 1 minute), were not found in the post-test.

Apart from the statistical evidence mentioned, the interview results reveal that the students liked practicing their spoken English on LINE App more than learning in the classroom. All the interviewees claimed that LINE App’s features contributed to language learning achievement. Camera Icon, for example, allowed them to take pictures of the lessons on the screen during the study time in the classroom and share them with friends. The teacher did not have to review the lessons with them many times because when they did not catch up with some points, they could review the lessons by themselves in LINE Keep. Besides, the teacher could post some pictures with some explanations on LINE App to help students follow news and current issues.

“Besides, Camera Icon available on the App helps us take pictures faster. We can save pictures taken in the classroom such as lecture explanations, classroom assignments, and everyday lessons with the LINE App and share those pictures with friends. Since LINE App saves information efficiently and we can look it back anytime in LINE Keep, we don’t have to ask the teacher repeatedly. We are in the information technology

era and many students and teachers use smartphones. We can carry our smartphones wherever we go. Unlike textbooks we use particularly for learning, smartphones have many practical functions supporting learning.”

“LINE App allows people to stay up-to-date with new information. For example, when students don’t understand some lessons, the teacher can post pictures with some explanations on the LINE App. You can access and follow various sources of news and current issues. Additionally, students feel free to ask some questions through the LINE App if they did not dare to ask the teacher in the classroom.”

“It is almost impossible that every student in a big class will completely understand the lesson. That is, some may not be able to catch up with the words. But LINE App gives students a great opportunity to learn more details.”

All the interviewees said that LINE App brought convenience when asking the teacher because they were afraid to ask the teacher face-to-face in the classroom. LINE App allowed them to consult with their teacher avoiding seeing each other in person. They could speak more because they felt free from the anxiety of seeing the teacher officially.

“LINE App has fulfilled a gap between teachers and students since we can use it to communicate with each other. We can send the information and its details rapidly. We can make a LINE group and allow other students to share ideas. Also, LINE App can be used for personal communication. We feel more confident and have less anxiety to ask the teacher unofficially on LINE.”

“LINE is advantageous for language learning. When I don’t understand the lessons and feel afraid to ask the teacher directly in the classroom, I ask her through LINE personally. It seems to be more convenient.”

Additionally, the teacher could post new lessons. It could help students study the lessons in advance.

“When the teacher has new lessons, she can post them so we can study the lessons beforehand. LINE App brings us more convenience to communicate with each other.”

The students also had more ideas to support their talks because they could receive news from their teacher and classmates on the LINE App.

“Students can receive news and up-to-date information from their teachers and classmates on the LINE App. When they have problems, they can consult with their teachers or peers.”

They also mentioned the convenience of contacting friends and teachers on LINE App, which was faster than face-to-face communication. When they posted their learning problems or questions on LINE App, they could get the answers promptly. They did not have to wait for the next scheduled class day. Moreover, their answers were various and helped them create many new ideas for their talks.

“LINE App is practical and fast. Students can use LINE App to chat with other friends about their learning lessons. They can share the lessons with a large group of friends. Enclosing lessons in LINE App makes learning easier and more comfortable.”

“LINE App allows us to communicate with each other more conveniently and rapidly. Moreover, if we post some learning issues in a LINE group, we can get a variety of answers. I think various answers make me have more ideas to speak English”

“LINE App brings convenience to modern people. We can use LINE App to communicate with other people faster. For learning, the teacher can explain the lessons to students immediately. Students can ask questions

and get answers through this application. If the teacher wants to emphasize some issues, she can post them on LINE App.”

“Because most people have LINE accounts, learning English through LINE is more comfortable and easier.”

“Students can contact friends or teachers anytime instead of waiting for their learning session.”

Some of them claimed that they could stay connected and use a VDO call, a voice call, and text messages available on LINE App to ask the teacher or friends when they did not catch up with some lessons.

“I usually use a VDO call or a voice call through LINE App when I don’t understand the lesson.”

“We can text messages on LINE App. When we ask our teacher about English lessons through LINE App, she can text messages as an answer. Texting messages is more accurate than speaking.”

Some of them said that when they lost the word, they consulted TH-EN translator, an official account available on LINE App. The translator was of much help. They spoke more fluently without frequent pauses because it could translate their Thai words or phrases into English at once.

“It was like words were on the tip of my tongue. Many times I lost words or phrases. I paused, paused, and paused. I felt bad when I kept the teacher waiting for my answers. Fortunately, after TH-EN Translator was introduced to me, speaking English was easier. It helps me translate words and phrases rapidly. I think now I can speak English faster and better.”

More importantly, most said that practicing their spoken English on LINE App could reduce their learning anxiety because they could use LINE stickers, emojis, or emoticons to show their feelings or respond to their teacher. They preferred using these stickers to text messages because they were more fun, funny, lively, and enjoyable.

“I prefer using LINE stickers, emojis, and emoticons to texting messages to my teacher or friends because the stickers look fun, funny, lively, and enjoyable. I feel free from anxiety.”

As for English-speaking assistance, all the interviewees believed that LINE App was one of the most effective social networking apps for English-speaking practice. It provided numerous features to reinforce language learning, such as free calls, VDO calls, LINE Keep, LINE recorder, etc. The VDO calls significantly enhanced their confidence and improved their body language while speaking English since it was like face-to-face communication. In other words, the teacher could see their face and vice versa. When they video-called more frequently, they were familiar with the teacher and overcame shyness. The students used the mentioned features to discuss their speaking topics with their teachers and friends. They could send their recorded talks to the teacher as well.

“I felt more confident speaking English as I saw my teacher many times during VDO calls. We are familiar with each other. I am no longer shy to speak with her. Because I could overcome shyness, I made better eye contact and gestures.”

“When I don’t understand or have no ideas about the speaking topic, I usually consult my teacher and friends through voice calls and VDO calls because they are free and convenient. I sometimes record my voice with LINE Keep and LINE recorder and send it to my friends. Some of my friends have better English speaking skills so they can check, correct, and comment on my talk. I don’t have to record my voice on CDs but I can send it through LINE. I love LINE App. It makes me happy with learning and speaking English.”

Almost all of them claimed they could pronounce English words and phrases better because when they mispronounced, the teacher always promptly sent back the correct words and phrases in MP 4 files on the LINE App.

“I received the correct pronounced words and phrases in mp4 files. They were easy to open on my smartphone. When the teacher sent the files back to me, I knew how to pronounce so now I can speak English better.”

“I feel happier speaking English through LINE App because I can send my talk in mp4 files. I am not worried about teacher interruption, so I can speak English better.”

Some of them believed that LINE App was a good means for learning English and world knowledge because they could receive news from links posted in LINE Chat Room. When they clicked the link, they could access many websites, read, and learn lots of current issues that could be used as supporting ideas for their talk. Besides being a means, LINE App itself was a source of news as there was LINE TODAY, a source of news.

“I think I learn lots of current news from the LINE App. I get news and word knowledge from links posted in LINE Chat Room and LINE TODAY, a source of news available on the LINE APP. I can speak English better because I have more ideas to speak. I have learned them from LINE TODAY because there are various types of news. I can use them as supporting ideas for my talk.”

Last but not least, all the interviewees claimed that they preferred receiving feedback on the LINE App to receiving it in the classroom. They thought that the feedback from the teacher on LINE App was more thoroughly stated since the teacher could listen to their recorded voice many times on the application.

“I think the feedback I received on LINE App is more thoroughly stated than that I received in the classroom. The teacher gave me finely detailed feedback which I could use to improve my speaking on LINE App. I think this is because when I recorded my voice and sent it to the teacher on this application, she could listen to it many times, so she could give me lots of useful comments. However, the teacher could listen to me only once when I spoke English in the classroom.”

The results of this study have confirmed the effectiveness of the LINE App used as a platform for speaking classes. With the availability of its features like free voice calls, VDO calls, LINE Keep, LINE Recorder, LINE Camera, stickers, emojis and emoticons, and many possible upcoming services that will appear on the LINE App shortly, students could practice their spoken English in their peak performance. Besides, they enjoyed having English speaking practice through the LINE App more than learning in the classroom.

Table 4: Summary of the Advantages of LINE Features for English-Speaking Practice

LINE's features	Advantages of each feature to improving the students' spoken English
Camera icon	Students took pictures of the lessons and shared them with friends faster.
Keep	Students kept track of news, current issues, and lesson explanations and looked them back when necessary.
LINE stickers, emojis, and emoticons	Stickers, emojis, and emoticons made students fun, enjoyable, and less anxious while learning.
VDO calls	Students built up confidence and improved body language while speaking English via VDO calls.
Free calls	Students who were afraid of talking with their teacher face to face could use free calls to consult with the teacher and practice their spoken English.
Text messages	Students texted messages to their teacher when they did not understand some lessons.
LINE recorder	Students could send their recorded talks to the teacher.
Chat Room	The teacher could post links, and when students clicked on them, they could access many websites, read and learn many current issues that could be used as supporting ideas for their talks.
TH-EN translator	When students could not think of words to speak out, they could use words from the translator.

The table above displays the usefulness of LINE's features gathered in this study that contributed to success in the students' spoken English.

Discussion

The current study results show that the students acquired greater English speaking proficiency after practicing speaking English through the LINE App. The measure of success in speaking is a higher mean score in the post-test which is statistically significant ($\bar{x} = 33.15, t = -23.79, p \leq 0.05$). It suggests that the students could apply new knowledge such as vocabulary from TH-EN Translator, English grammar and pronunciation competence gained from consulting with teachers and other friends, and general knowledge acquired from various sources during the practice to enhance their English speaking proficiency. In addition to the statistical difference, the indicators that indicate the improvement in their spoken English include less hesitation to speak. During the post-test, no students paused for more than 1 minute. The students could use vocabulary and grammar more accurately, making fewer language errors. The students also used the knowledge from various sources during the speaking practice to make their talks more exciting and consistent. Because the examples that supported the credibility of their talks were well used, their talks had internal coherence. However, these desired outcomes could not have been achieved without contributory factors triggered by the LINE App, as discussed below.

Motivation

Motivation is students' determination to reach their goals through various learning behaviors. This study found that the students were highly motivated to practice their English speaking through the LINE App. The indicators of their motivation include curiosity to learn more English words, such

as learning new words from the TH-EN Translator, asking for advice from teachers and friends to improve their spoken English, and using new knowledge from LINE today as supporting details to enhance the credibility of their talk resulted in higher scores in speaking. This set of data was derived from the interview responses. *“I usually consult my teacher and friends through voice calls and VDO calls....”* *“Fortunately, after TH-EN Translator was introduced to me, speaking English was easier....”* *“Some of my friends have better English speaking skills, so they can check, correct and comment on my talk...”* *“I love the LINE App. It makes me happy with learning and speaking English....”* *“I can speak English better because I have more ideas to speak. I have learned them from LINE TODAY....”* These results indicate that the LINE App could strengthen their instrumental motivation, a type of motivation that leads students to their intended goal for this study to speak English better. In developing language potential, many researchers and scholars have recognized the importance of motivation in the language learning outcomes of students. Seven (2020) states that motivation encourages learners to express their actions and behaviors that promote learning and lead them to success as intended. Seven (2020) suggests that building motivation in the classroom is necessary for every language class, and teachers should include activities that generate motivation in their teaching plans. Listyani and Tananuraksakul (2019) point out that motivation is another factor determining a student’s language learning success. Both integrative motivation and instrumental motivation play an important role in making learners successful in language learning (Listyani and Tananuraksakul, 2019.) Integrative motivation is a student’s desire to be part of the native speakers’ culture. It leads learners to the process of acculturation in the target language community, which is essential for acquiring a second language because the social and psychological distance between students and the target language community will be smaller (Brown, 1992). In terms of instrumental motivation is another type of stimulus that results in a student achieving a set goal, such as getting better jobs, getting better grades, obtaining a degree, etc. (Listyani and Tananuraksakul, 2019.)

Self-Confidence

Self-confidence is one construct that determines a student’s motivation level in learning a language (Xu, 2011.) In other words, when students have self-confidence, they will dare to express their opinions and experience new and more challenging things, which drives motivation. In the present study, the interview results show that the students felt more confident speaking English after practicing their speaking skills through the LINE App. They dared to make eye contact with the teacher while speaking. They also dared to talk with and ask the teacher for advice. *“We feel more confident and have less anxiety to ask the teacher unofficially on LINE App....”* *“I felt more confident speaking English as I saw my teacher many times during VDO calls....”* *“We are familiar with each other. I am no longer shy to speak with her. Because I could overcome shyness, I made better eye contact and gestures....”* These responses indicate that the LINE App can help increase the students’ self-confidence. Many researchers and scholars consider self-confidence to be correlated with academic success. The advanced student’s confidence leads to their courage to communicate in a more target language (Clément, 1986; Clément and Kruidenier, 1985; Noels,

Pon, and Clément, 1996; Yang, Noels, and Saumure, 2005). In addition, self-confident students tend to be persistent in the challenging tasks they face (Tunçel, 2015.) On the other hand, students with low self-confidence often exhibit fearful, antisocial, and insecure behavior blocking them from learning and creating negative attitudes toward language learning (Bong, 2008; Pajares and Miller, 1994).

Low Levels of Anxiety

Brown (2007) and Al-Khasawneh (2016) state that anxiety is one of the significant affective factors in learning a foreign language. Liu and Huang (2011) point out that language anxiety is one of the most powerful indicators of a student's success in language learning. In the present study, it has been found that practicing speaking English through LINE App could help reduce speaking anxiety. This is due to features such as cute, funny, and lively stickers, emoticons, and emojis. These can reduce students' anxiety in interacting with teachers and other students. *"Because the stickers look fun, funny, lively, and enjoyable. I feel free from anxiety...."* Of course, when students felt less anxious by the impulse of these appealing features, they would have the courage to interact with teachers using these emojis, emoticons, and stickers instead of text messages. With more interaction and communication, the students were more familiar with the language, resulting in the courage to speak English with the teachers. They could thus talk in English smoothly, as seen in the results that there were no long pauses. Recent research has found that high language anxiety is a significant contributor to language learning failure (Mesri, 2012; Al-Shboul, Ahmad, Nording, and Rahman, 2013; Toghraee and Shahrokhi, 2014; Lian and Budin, 2014; Gopang, Bugio, and Pathan, 2015.) Horwitz et al. (1986) claim that foreign language anxiety plays a huge role in doing the exams. Many students with anxiety during exams usually forget grammatical structures and vocabulary words in English. This is due to their high level of anxiety, though, in regular classes, they understand and learn the language well. (Al-Khasawneh, 2016.)

Convenience

Convenience is crucial for millennial students to choose social media tools, including collaborative technologies, to support their learning (Jang, 2015.) In the present study, LINE App was proven convenient for students to practice speaking English outside the classroom without restrictions on location and time. They also received feedback and comments from teachers immediately. They could review and study lessons in advance from the files the teacher posted in LINE Chat Room. *"I ask her through LINE App personally. It seems to be more convenient...."* *"When the teacher has new lessons, she can post them so we can study them beforehand. LINE App brings us more convenience to communicate with each other...."* These responses reveal that LINE App provided convenience for students to practice speaking English. Ragupathi (2013) claims that students should not be disturbed by other students while focusing on the task, and convenience should be given to students. Jang (2015) mentions the three salient types of convenience: convenient to everybody in the team, convenient to access and use, and convenient to collaborate privately within the team, all of which can be provided by the LINE App. LINE App encourages students to create

LINE groups to discuss with their teams. With the speed of the internet today, students can access the application easily and quickly. In addition, students can make a private LINE group to discuss their learning problems with friends. It shows that the LINE App provides the convenience of learning for students, facilitating practicing English skills.

Apart from the discussions above that have confirmed the effectiveness of the LINE App for English-speaking proficiency, the application's usefulness in language learning is also emphasized in previous studies. According to the findings of the research studies conducted by Bogart (2014) and Bogart and Wichadee (2015), it was found that Thai students used the LINE App more than other social messaging applications. They believed that the LINE App was another effective communication tool for teaching language courses. White (2019a) and White (2019b) found that LINE App blended with the traditional classroom model helpful in increasing the knowledge of English vocabulary and grammar. The volunteer participants in his study were also satisfied with using the LINE App for teaching and learning. Hsieh, Wu, and Marek (2016) found that the flipped classroom instruction using LINE technology could enhance the participants' idiomatic knowledge and encourage learners to apply those idioms to many speaking activities such as interaction among themselves in English, storytelling, discussions, and group presentations. McCarty, Sato, and Obari (2016) found that the students' productive and receptive skills greatly improved after using the LINE App as a medium for interaction in English. They also found a high level of satisfaction with using the LINE App for learning English among the participants

Besides LINE App, other similar social applications have been found effective for teaching and learning foreign languages. Bensalem (2018) compared the performance of two groups of students between the WhatsApp group and the traditional classroom group. The results revealed that the WhatsApp group outperformed the conventional group. They had a greater knowledge of academic English vocabulary and motivation to learn more English vocabulary. Ta'amneh (2017) found that a group of students that studied from both WhatsApp and the regular classroom developed better reading and speaking skills than those who learned in the regular classroom alone. Alqahtani et al. (2018) found that the participants were satisfied with using WhatsApp to support their English language learning. Besides WhatsApp, in South Korea, KaKao is another popular instant messenger. Baek et al. (2017) found the language exchange activity through KaKaoTalk helpful for learning Korean and English vocabulary, pronunciation and culture. According to the present study's findings and those obtained from previous studies, it can be said that LINE and other similar social applications can be one of the best choices for learning foreign languages.

Apart from the constructs and related research mentioned above, there are other factors for language learning success that can be reinforced by using LINE App (Tuan and Mai, 2015.)

Performance conditions

When students speak English, they usually talk under various conditions, including time pressure, planning, the standard of performance, and the amount of support (Nation and Newton, 2009.)

Under time pressure, students have to put in a great deal of effort to complete any speaking task within a limited time. They need to plan for their talks to get a high score. They need to speak their best to meet the performance standard, such as grading criteria set by the teachers. Students need the proper support from their teachers, classmates, parents, and mobile-assisted language learning applications. With the wide availability of social media platforms, especially the LINE App employed in this study, the students were free from time pressure. When they had questions about their spoken English, they could consult their teachers on the LINE App without time constraints. LINE App helped them prepare well for their talks as they could practice speaking by facilitating features such as recorder, VDO calls, ChatRoom, LINE Dic, and a lot more involved in this application.

Listening ability

The students in this study claimed that their spoken English was better after they learned how to pronounce English words and phrases correctly from the MP4 files sent from the teacher as feedback on their performance on the LINE App. When their listening ability was better, they could acquire new lists of English vocabulary and convey meaning through their spoken English. This response implies that the LINE App is another good choice for students to practice their listening ability. According to the students' beliefs, as stated in this study, it seems to be related to Doff's (1998.) That is, speaking skills should be developed, accompanying listening skills. Before speaking out, every speaker needs to listen and interpret the meaning of what they hear first. They can understand the conversation and speak fluently if their listening skills are good.

Topical knowledge

The interview results reveal that the LINE App is a good source of knowledge as it contains many news stories and current issues, especially LINE TODAY, a good news source. Besides, the students could add more news accounts on this App or click links posted in LINE Chat Room to support their talks. LINE App is a significant source of information, allowing students to access the latest news and enhancing their topical knowledge. Bachman and Palmer (1996) claim that topical knowledge affects speaking skills because speakers can speak well if they have a relevant topical understanding of the tasks given. In other words, students can make their talks more informative and exciting when they have sufficient knowledge about the assigned topics.

Feedback during speaking activities

Although most students want feedback from their teacher, the teacher should not always correct mistakes because over-correction can interrupt the conversation flow (Harmer, 1991.) Most importantly, when teachers give some feedback, they need to consider the stages of the lessons, the activities, and the types of mistakes (Harmer, 1991.) This study has guaranteed that the LINE App is a good platform for teachers to send feedback to their students. As shown in the interview results, the students liked receiving feedback from LINE App more than getting it in the classroom because they were less anxious whenever they could avoid face-to-face interaction. They chose to

send their talks in MP4 files on the LINE App, so they could speak English without being obstructed by the teacher as it usually happened in the classroom.

The results, as shown here, have confirmed that the LINE App can be used efficiently as a learning platform for English-speaking practice, though the application was not initially invented for such a purpose. As presented in this study, the students could communicate with teachers and friends in Chat Rooms where they could take and post pictures, show reactions through LINE stickers, emojis, and emoticons, send their talks in MP4 files or other formats, post links, and record and send video clips. They could read current news from LINE TODAY and use the information and knowledge received from the news to support their talks. They also learned new English vocabulary words from LINE Dictionary and TH-EN Translator. All the features mentioned can reduce their learning constraint and enhance their motivation and self-confidence in speaking English.

Research Implications

Owning essential features for communication such as video calls, voice calls, Camera Icon, Chat Rooms, KEEP, and cute and fashionable stickers, emoticons, and emojis, the LINE App makes speaking English much more accessible, more enjoyable, and more successful. Furthermore, because LINE App is an online platform, the unique feature of this social network has more speed and storage capacity; students can get answers promptly after consulting with their teachers and simultaneously acquire new knowledge from a massive range of information resources. However, despite LINE App's infinite contributions to improving English speaking skills, as indicated by this study, teachers need to consider many factors listed below when using LINE in teaching.

Notification

In LINE's system, newer notifications replace those older ones preventing teachers from seeing notifications from previous students. Teachers can solve this problem by turning off notifications of inactive groups or creating a separate LINE group or a particular account for students to contact and discuss about their learning.

Contact time

In this study, the teacher did not set the time for students to contact her online so many students submitted questions at an inappropriate time. It caused a delay in receiving an answer from the teacher. A recommendation is that teachers set the time for students to discuss their English-speaking problems so that students can get answers promptly and quickly.

Appropriateness of stickers and emojis

In this study, the teacher did not impose any restrictions on using stickers and emojis, resulting in some students sending disrespectful stickers. It is suggested teachers have restrictions on the format of stickers and emojis for polite communication between teachers and students.

Storing data files is only temporary.

In LINE's system, all files are automatically deleted within two weeks, causing comments and suggestions teachers give students to disappear. Teachers should advise students to store various data files in KEEP so that if in doubt, they can go back and view them again.

Suggestions for Future Research

Future researchers can use the LINE App as an alternative teaching medium to explore students' learning achievements in other skills such as listening, writing, reading, and even learning other languages. LINE App can also be integrated with effective language learning strategies such as memory, cognitive, compensation, metacognitive, affective, and social strategies. When combined with other learning strategies, researchers may compare traditional teaching with LINE-based teaching and LINE-based teaching combined with different learning strategies to see how effective they are.

Conclusion

The results of this study reveal that using the LINE App as an online space for English-speaking practice significantly increased the students' English-speaking proficiency. It is because this application could strengthen the influence of contributory factors such as motivation, self-confidence, and convenience, simultaneously significantly reducing the students' anxiety. Shedding light on the findings, language teachers should pay close attention to these critical factors because they play a crucial role in students' achievement. The teacher should create activities that stimulate students' motivation to study, which may be just the level of instrumental motivation, or if it is integrative motivation, it will be considered excellent learning support (Listyani and Tananuraksakul, 2019.) The activity must not prevent students from feeling overly anxious, as a high level of anxiety can reduce their learning potential (Al-Khasawneh, 2016.) The teacher should create a relaxed learning atmosphere to maintain the appropriate level of anxiety in learning. It must be fun and challenging to boost students' confidence in using the target language. A plausible outcome is that students will have the courage to express their opinions and speak more in English. In other words, higher motivation and less anxiety can boost students' confidence in learning. It makes them not afraid of making mistakes while speaking English. However, none of these desired outcomes can happen without the convenience offered by the LINE App.

Almost all the features of this application can be applied as a medium to promote language learning and teaching efficiently. Language teachers can post messages and send video and document files for students to study in the blink of an eye. However, it is recommended that teachers tell students to keep lesson files, including supplementary worksheets, in LINE KEEP because all files in LINE ChatRooms are temporarily stored for up to two weeks. After that period, those files cannot be opened. The teacher should be aware that the lessons posted must not infringe on the owner's copyright. The teacher may instead post a link to the owner's website and allow the students to read more on their own or even create their lesson. In addition, the teacher should check the correctness of the content and lessons before sending them to students to study.

Limitations of the Study

One of the reasons for conducting this research study was to enhance the English-speaking skills of the students in the educational institution the researchers have worked for. Therefore, the study's results obtained from 95 students were merely the outcomes of a sample of the teaching method employed in the institution and thus cannot be generalized with other cases. It is recommended that researchers interested in using social media to teach language can apply this study's research process and teaching methods to trial in their research.

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Appendix
Scoring Rubric for English Speaking Pre-and Post-Tests

Scoring Criteria	Maximum Score	Earned Score
1. Fluency		
1.1 Speak with the acceptable number of pauses	5	
1.2 Don't repeat or use redundant words	5	
2. Pronunciation		
2.1 Pronoun words correctly	5	
2.2 Stress syllables and words in the sentences correctly	5	
3. Grammar and Word Choice		
3.1 Speak with grammatically correct sentence structure	5	
3.2 Use appropriate words and expressions	5	
4. Content		
4.1 Show coherence	5	
4.2 Speak relevantly to the topic with clear and impressive examples	5	
4.3 Speak within an acceptable length of time	5	
5. Facial Expression		
5.1 Look at the audience while speaking	2	
5.2 Be confident and try to engage the audience's attention	3	
Total		