Using WhatsApp to Give Feedback on Speaking Skills[∗]

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Abstract: This study was conducted using a mixed method research to examine the effects of mobile-assisted feedback in teaching Turkish as a foreign language. In the study, WhatsApp application was used to provide oral and written feedback on students′ grammar, pronunciation, and vocabulary errors. A total of 16 task-oriented speaking activities were given to 12 students over a period of six weeks and the students were asked to share these recordings individually via WhatsApp. At the end of the process, students′ satisfaction with mobile-assisted feedback was measured using a five-point Likert scale to collect quantitative data. In addition, semi-structured interviews were conducted to collect qualitative data, and students′ positive and negative experiences with this method were analyzed in detail. The research findings show that mobile-assisted feedback significantly contributes to the development of students′ speaking skills and that this approach increases satisfaction in the language learning process. The study suggests that social communication applications, especially with their capacity to provide individual and instant feedback, can be used as an effective tool in foreign language teaching.

Keywords: *Mobile-assisted feedback, WhatsApp, speaking skills, foreign language teaching.*

INTRODUCTION

Smartphones have become an integral part of daily life and offer valuable tools for language learning. While traditional methods like textbooks, teachers, and language schools are effective, they can be costly and slow, often lacking real-world language experiences. Smartphones, on the other hand, provide easy access to language learning apps that are typically free or low-cost, making the process more convenient and affordable (Hossain, 2018; Huwari et al., 2023; Ismaili & Ibrahimi, 2017). Andújar-Vaca and Cruz-Martínez (2017, p. 44) point out that with the emergence of many apps that provide real-time chat in recent years, their competitors such as "WhatsApp", "Line", "Kik Messenger", "Telegram", and "WeChat" have spread rapidly around the world. All of these apps provide free text, voice, and video messaging via the Internet. L2 teachers, who now have access to a new area for second language learning, should take into account this rapid growth. Foreign language learning practices can help students learn and practice at every level. These apps often offer different activities to learn language skills such as speaking, listening, reading, writing, and grammar. In addition, many practices allow students to track their progress and see in which areas they need more study. With the development of smartphone technology, MALL (Mobile-Assisted Language Learning) is seeing increasing interest in foreign language learning as it is largely independent of time and space constraints (Xu & Peng, 2017). MALL includes studies on grammar (Li & Hegelheimer, 2013),

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vocabulary (Kohnke, 2020), writing skills (Allagui, 2014; Fattah, 2015), listening and speaking skills (Akkara et al., 2020), and reading skills (Plana et al., 2013). However, research has been conducted on MALL in various languages, primarily in English, but little study has focused on the role of MALL in addressing major challenges, such as teaching Turkish as a foreign language and the lack of oral feedback in foreign language teaching in general. Mobile-assisted language learning (MALL) enables students to always be in constant communication with the language, regardless of time and place. There are many social media apps on the phone, and one of them is WhatsApp. WhatsApp is a popular communication tool in the world as well as in Türkiye. People use WhatsApp in many ways in their daily lives, both in their family, with friends, and at work. Thanks to WhatsApp's ability to group, file sharing, voice messages, videos, emojis, and other features, it can be used for both communication and educational purposes, as well as in all fields. Various studies have been conducted on how an app that has taken so much place in people's lives can be used in language teaching (Andújar-Vaca & Cruz-Martínez, 2017; Bensalem, 2018; Mackay et al., 2021; Tragant et al., 2022), and this study has also explored how this app can be exploited in teaching Turkish as a foreign language and how students perceive the oral and written feedback they receive with this app. WhatsApp is one of the key apps for communication and interaction between students and teachers. Language teachers should provide meaningful contexts and authentic communication situations to students, considering interaction and communication in L2 learning, as this is the primary goal of language education. In this context, advances in mobile technology can provide an ideal platform for meaningful and real language learning (Oksuz-Zerey, 2021, p. 104). All students can share a variety of news, topics, files, videos, and emojis that can be communicated with an established group here, both individually and as a group. This is also very important for language students and enables them to develop their communication skills. Research into the use of language teaching has remained more in traditional class environments. The aim of this research is to explore students' perceptions of receiving feedback on their mistakes through WhatsApp, a social communication application on smartphones. However, the usefulness of WhatsApp in providing feedback remains largely unexplored. Therefore, this study explores the perceptions of A2-level Turkish learners about WhatsApp feedback, hoping to determine its impact on mobile-assisted foreign language teaching and learning.

LITERATURE REVIEW

The use of feedback in foreign language teaching is very important because it is necessary for students to receive feedback to improve their language skills. Feedback helps students understand that they are on the right track or where they are making mistakes. In foreign language teaching, teachers support and enhance students' learning processes by providing feedback. Feedback is an important tool to ensure that students achieve their learning goals. Lyster and Ranta (1997) developed a model that classified the types of feedback used in foreign language teaching. There are six types of reflection within this model: explicit correction, recasts, elicitation, metalinguistic clues, clarification requests, and repetition. Teachers traditionally provide feedback verbally in the classroom. However, in today's age of technology, it is possible to give feedback to students using digital tools. Unfortunately, the use of digital technologies in foreign language teaching is still limited (Kessler, 2018; Pikhart & Al-Obaydi, 2023). While some digital tools, such as teacher assessment tools, are commonly used to give feedback online on students' written tasks and tests, the use of technology to give students feedback on their speaking and listening skills is relatively small (Kukulska-Hulme & Shield, 2007; Salih, 2019; Terzioğlu & Kurt, 2022).

The use of technology can make it easier for students to get feedback and can also save time for teachers. For instance, apps that record student conversations can provide feedback on speaking skills. These apps can help students develop speaking skills such as using correct pronunciation, tone, and emphasis. Mobile technology is evolving from day to day, and this is evidenced by the research carried out. For instance, in previous research, the small screen sizes of phones and disadvantages such as visual hearing quality (Chinnery, 2006; Wu & Miller, 2020) are no longer mentioned. Although there are many practical studies on the importance of feedback in foreign language teaching, research into the use of mobile apps is limited despite their ease of use and time-saving. Mobile learning provides an environment where students can negotiate meaning everywhere, reflecting and evaluating

their performance through original interaction and feedback (Andújar-Vaca & Cruz-Martínez, 2017, p. 50). Mobile learning is truly unique in its ability to provide personalized learning opportunities anywhere, anytime. It can also be used to enrich, enliven, or diversify traditional lessons or courses (Attewell, 2005). With new technologies such as social communication applications, instructors and students can communicate in flexible ways such as text, voice, image, and video. This enables mobile-assisted feedback through social communications apps (Xu et al., 2017, p. 2). Students always want feedback from their teachers, but because of the time constraints in their classroom environments, it is almost impossible for teachers to give immediate and detailed feedback to students individually. In this case, mobile-assisted feedback can offset the restrictions on giving feedback in the classroom (Xu & Peng, 2017, p. 2). Students respond positively to corrections when they make mistakes (Brown, 2009; Davis, 2003). Mobile learning is to offer "flexible use, continuity of use, timely feedback, personalization, socialization, active participation, peer coaching, self-assessment, outdoor inspiration, and cultural originality" (Kukulska-Hulme & Viberg, 2018, p. 210). With technological advancements in the creation of portable and handheld smart devices, mobile-assisted learning has gained global popularity. The introduction of mobile applications on devices like iPads, smartphones, and tablets has led to shifts in curricula, teaching methods, and assessment practices (Karakas & Kartal, 2020, p. 57). WhatsApp, one of the mobile apps, allows users to send messages, pictures, audio files, and videos to each other free of charge over the Internet. It offers the option to create a user group that can communicate with each other. WhatsApp is one of the most commonly used apps in the world for communication purposes and has gone far ahead of people's communication via SMS. The use of SMS in language teaching has also been investigated before (Alemi et al., 2012; Derakhshan & Kaivanpabah, 2011; Lu, 2008), but WhatsApp is much more advanced than SMS because there are more options in WhatsApp than the SMS service, and instant communication is more limited in SMS. WhatsApp is a free, proprietary, cross-platform, and end-to-end encrypted messaging application for smartphones. It offers features such as multimedia sharing, group chats, and unlimited messaging. WhatsApp has been utilized in educational contexts, including language learning, and various studies have highlighted its positive effects on language acquisition (Kartal, 2019, p. 353).

Some research on language teaching via WhatsApp has shown that it contributes positively to students' learning of foreign languages. A study by Bensalem (2018) examined the effectiveness of the use of WhatsApp for vocabulary learning by English foreign language learners. According to the results of the research, the use of WhatsApp instead of traditional methods significantly increased students' vocabulary learning. In addition, the use of WhatsApp as a learning tool has been a positive experience for most participants, as it also increases students' motivation to learn. Binti Mistar and Embi (2016) noted that WhatsApp provides many benefits to students but also pointed out that it encourages students to actively participate in conversations or discussions to improve their learning performance. Therefore, they noted that using WhatsApp as an effective learning tool could increase student engagement and improve the learning process. The study of Budianto and Arifani (2021, p. 276) shows the potential of WhatsApp to be used as a teaching and learning tool. The application is simple, easy to use, and ready to use, making it easier for teachers to share various materials such as video and audio files, PowerPoint presentations, tasks, tests, and to support students in learning. The study also emphasizes that for more effective use of WhatsApp, teachers need to provide balanced and accurate supporting materials and the importance of responding quickly to students with feedback. The research conducted by Han and Keskin (2016) examined the impact of using WhatsApp activities in English-speaking classes on student speaking anxiety. The results showed that WhatsApp activities increased students' language learning and reduced speaking anxiety. Another important point is that due to the time constraints in the classroom environments, it is almost impossible for teachers to give immediate and detailed feedback to students individually. In this case, mobile-assisted feedback can offset the restrictions on providing feedback in the classroom (Xu & Peng, 2017, p. 174).

This research seeks to address gaps in the methods used for teaching foreign languages, with a particular focus on teaching Turkish as a foreign language. It explores the perceptions of students learning Turkish regarding the effectiveness of feedback provided through WhatsApp. The study also offers insights into the potential benefits and limitations of using mobile technology to support language teaching and learning. This study seeks to address the following questions:

- What are the students' positive and negative perceptions of WhatsApp as a learning tool for Turkish?
- What do the students think about receiving feedback via WhatsApp?
- How do students perceive the use of WhatsApp for Turkish speaking skills?

METHODOLOGY

Research Design

The research design of the study is a mixed-methods approach, combining both quantitative and qualitative elements. Quantitative data were collected through a five-point Likert scale survey, while qualitative data were gathered through interviews. This combination allowed for a comprehensive analysis of students' feedback experiences, integrating both numerical insights and in-depth qualitative perspectives. The mixed-methods design was chosen to provide a more holistic and nuanced understanding of the research questions. Mixed methods research is a research approach that involves gathering, analyzing, and combining both quantitative and qualitative data within one study or across multiple studies to gain a deeper understanding of research issues (Creswell, 2003).

Research Context and Participants

The findings focused on students' perceptions of using WhatsApp as a tool for teaching Turkish as a foreign language in the classroom, and whether it helped improve their language learning. Data is collected from various directions. The positive and negative opinions about getting feedback from WhatsApp consist of how they perceive and how WhatsApp improves language skills. In this direction, qualitative data has been collected through the interview form and the five-point Likert scale was used to gather students' opinions on their experiences with WhatsApp voice messaging, and to explore whether this application contributes to language learning.

The study was conducted with 12 students of the Turkish A2 level at the Turkish and Foreign Languages Research and Application Center of the Yıldız Technical University in Istanbul. When they first register, they are applied by that institution to the Turkish proficiency exam and are placed in classes according to their levels. These students also passed another qualification test at the end of the A1 level, and according to the results of this test, the students are eligible to pass the A2 level. They were from the following countries: Palestine (2), Kazakhstan (1), Indonesia (1), India (1), Sudan (3), Tunisia (1), Egypt (1), Libya (1), and Lebanon (1). Overall, 6 male (50%) and 6 female students participated in the present study. They are between the ages of 18-30. In the pre-research interview, all of the students stated that they use WhatsApp on their phones every day.

Procedure

A WhatsApp group was created with students, but the conversation tasks were done through records that the students dropped to their teachers individually, not through a group. Students were given 16 speaking tasks on topics they had in class, and asked to talk about them for at least a minute. Themes are given twice or three times a week. These topics were applied after the opinions of three field experts were taken on the relevance of the courses and the suitability of the students to their levels before they were given to students. The conversation tasks focused on daily-life topics relevant to students' experiences, such as introducing oneself, discussing hobbies, and sharing opinions on current events. Each student participated in a series of voice and video messaging activities on WhatsApp, designed to simulate real-life Turkish conversations.

Feedback:

Feedback was provided in two forms:

Written feedback, which was sent through WhatsApp messages after each conversation task. This included corrections for grammar, vocabulary, and sentence structure, as well as suggestions for improvement. Audio feedback, where the instructor used WhatsApp voice messages to model correct pronunciation, and provide explanations on specific language points. The evaluation criteria for the feedback included accuracy in grammar and sentence structure, appropriate use of vocabulary, pronunciation, and fluency. These criteria were developed based on established frameworks in language teaching, drawing from relevant literature on language proficiency and speaking skills. The researcher then listened carefully to these records, transcribed them, and gave students both written and voice feedback. This process lasted six weeks. After six weeks, participants were asked to complete a digital survey with 13 items. Before the survey was sent to participants, it was reviewed by four Turkish teachers and subsequently modified according to the feedback received. In these questions, participants shared their opinions about receiving feedback via WhatsApp. Then a four-question interview was held with the students and the students' answers were recorded in a digital environment.

Data Collection and Analysis

The open-ended questions were analyzed using the open-coding method (Glaser & Strauss, 1967), which involved searching for recurring patterns without any preconceived hypotheses (Bush, 2021). Three tools have been adopted to examine feedback features and students 'perceptions of such feedback via mobile-assisted WhatsApp:

1. Transcriptions of students' recordings.
2. Questionnaire. Participants in the study completed a survey of 13 items. Each item is rated on a Likert-type scale of 5, ranging from 1 (I strongly disagree) to 5 (I strongly agree). The goal of the scale is to expose students' perceptions to improve feedback and speaking skills through WhatsApp.
3. Interviews. A semi-structured interview form consisting of four questions was conducted to get more detailed information from students.

A week after the study was completed, a five-point Likert scale survey was administered to assess students' perceptions of feedback via WhatsApp. The survey was conducted face-to-face, so students had the opportunity to ask questions about points they did not understand and possible misunderstandings were minimized. Students were asked to answer questions in English and to share in detail their positive and negative experiences regarding the use of WhatsApp voice messages for conversation practice. The questions focused on the contribution of the application to improving Turkish language skills, the advantages and disadvantages of using voice messages, and the effectiveness of teacher feedback.

To ensure the reliability and validity of the survey, steps were taken to design and pilot the questionnaire before full deployment. Reliability was assessed through internal consistency measures, while validity was established by aligning the questions with the study's objectives and conducting expert reviews. The analysis employed descriptive statistics, focusing on central tendency measures, with percentage sums used to identify the frequencies in the responses. These percentages were automatically calculated by the survey software for mandatory selection questions.

FINDINGS

Qualitative Data

The qualitative data from the interviews provided valuable insights into students' perceptions of receiving feedback via WhatsApp. Students appreciated several positive aspects, including the correction of errors, the ability to be more careful and learn new words, and the rapid communication. One student noted that WhatsApp feedback was "quick and convenient, especially when I need clarification on something right away," while another valued the opportunity to "review the feedback anytime," which helped with learning and correcting mistakes. However, some students also highlighted certain limitations. One student felt that sending an audio recording might be more effective than using WhatsApp for detailed feedback, while another experienced issues with late joining due to internet connectivity problems. Additionally, there was a desire for more personal interaction, with one student expressing that they missed the "face-to-face interaction where I can ask follow-up questions immediately." To address these concerns, students suggested incorporating more speaking practice into the feedback process, exploring different topics, and providing more customized feedback. They also recommended combining WhatsApp feedback with occasional face-to-face sessions to handle more complex issues. Overall, while WhatsApp was recognized as a useful tool for rapid and accessible feedback, students felt it was most effective when used alongside other methods to address its limitations.

Question 1: "What are the positive thoughts about receiving feedback through WhatsApp?"

Table 1. Positive thoughts of students

Perceptions	Percentage (%)	Number of students
Correction of errors	41.67%	5
Being careful and learning new words.	16.67%	2
Rapid communication	16.67%	2
Improving speaking skills and vocabulary	16.67%	2
Recording of assignments	8.33%	1

Students noted that they corrected their mistakes and learned new words thanks to feedback they received through WhatsApp, while highlighting other advantages such as fast communication and recording tasks. They thought WhatsApp was an effective tool for improving speaking skills and vocabulary. In general, students have noted that the method of receiving feedback through WhatsApp is useful and especially helps them in terms of vocabulary, speaking skills, and fixing errors. Students provided insights into their learning experience through direct quotes. One student commented, "It was very good because it significantly improved my ability to correct misthinking and mispronunciation of words." Another student highlighted the benefits of rapid feedback, stating, "The process was very quick and useful for me because I didn't know my mistakes at first, but after you corrected them, I became aware of my errors and stopped repeating them." A third student focused on the accessibility of feedback, saying, "Firstly, it was very good because I could repeat the message from my lecturer anytime I wanted. It was convenient because I could view it on my phone whenever I needed."

Question 2: "What are the negative thoughts about receiving feedback through WhatsApp?"

Table 2. Negative thoughts of students

Perceptions	Percentage (%)	Number of students
Students without negative thoughts	%83.3	10
Student who thinks it is better to just send an audio recording	%8.3	1
The student who thinks she/he has a late joining problem when there is no internet connection	%8.3	1

The qualitative data from the interviews revealed that 10 out of 12 students (83%) believed that receiving feedback through WhatsApp had no negative aspects. This high frequency indicates a strong overall satisfaction with the feedback method. However, some students did express specific concerns. For instance, one student preferred sending audio recordings over using WhatsApp for detailed feedback, while another experienced issues with late joining due to internet connectivity problems. Additionally, students suggested enhancing the feedback process by incorporating more speaking practice, exploring different topics, and providing more customized feedback. They also expressed a desire for more face-to-face interactions. While WhatsApp is generally viewed positively, these insights suggest that addressing the highlighted concerns and integrating additional methods could further improve its effectiveness.

Question 3: "What are the suggestions regarding feedback via WhatsApp?"

Table 3. Suggestions of students

Perceptions	Percentage (%)	Number of students
More can be done as speaking practice	%66.7	8
Different topics can be learned and customized feedback can be given	%16.7	2
Face-to-face conversation can be done more	%16.7	2

The common point for students is that they think the use of WhatsApp is a good tool for conversation practice. While some students noted that face-to-face conversation would be better, they generally found it positive because of WhatsApp's voice and video messaging capabilities as well as teachers' feedback. Students also suggested to learn different subjects outside of those included in the textbook and to give more customized feedback. As one student noted, "I don't have [anything negative]. I wish that this continued beyond A2, at every level." Another student suggested, "More topics, different subjects could be introduced outside of those in the textbook." Additionally, one student emphasized WhatsApp's comprehensive features, stating, "There's nothing missing because WhatsApp has everything—sending videos, pictures, and more." Overall, students appreciated functionality and flexibility of WhatsApp, and they expressed interest in learning a wider range of topics with more customized feedback.

Question 4: "Do you believe that the feedback you receive via WhatsApp can improve your Turkish speaking skills? Why?"

Table 4. Students' beliefs

Perceptions	Percentage (%)	Number of students
It improves	100%	12

All of the students (100%) believe that the feedback they receive from their teachers through WhatsApp improves their speaking skills. As reasons for this, students showed that WhatsApp is a good tool to practice their speaking skills, it is important for student comfort while speaking, it provides the opportunity to repeat and it is an additional learning method. One student mentioned, "It really improved my Turkish. I learned new things." Another student shared, "Yes, it can improve [my speaking]. As I said, by speaking every day and using new words, my speaking has become better." Similarly, another student stated, "Of course, because I practiced a lot with WhatsApp. I practiced thinking and speaking quickly." A fourth student emphasized, "Yes, yes. Because we do more practice."

Questionnaire Data

In this section, the survey data collected to understand the participants' views on language learning activities carried out via WhatsApp are discussed. The data were analyzed using a five-point Likert scale and the students' experiences were evaluated in areas such as grammar, vocabulary, speaking practice, and listening skills. The results show that most of the participants think that the feedback they received via WhatsApp contributed positively to their Turkish learning. However, it was observed that the views were more different in terms of individual learning and providing an enjoyable experience. These findings provide important information for understanding the impact of technology on language learning.

Table 5. Students' perceptions about receiving feedback via WhatsApp mobile tool

No	Statement	Answer				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The feedback I received via WhatsApp has improved my Turkish learning.	75% (9 students)	25% (3 students)			
2	The feedback I received via WhatsApp has improved my speaking skill in Turkish.	66.7% (8 students)	25% (3 students)	8.3% (1 student)		
3	The feedback I received via WhatsApp has improved my vocabulary in Turkish.	50% (6 students)	50% (6 students)			
4	The feedback I received via WhatsApp has improved my listening skill in Turkish.	66.7% (8 students)	25% (3 students)	8.3% (1 student)		
5	The feedback I received via WhatsApp has improved my Turkish grammar.	75% (9 students)	16,7% (2 students)	8,3% (1 student)		
6	Learning Turkish via WhatsApp is fun.	41,7% (5 students)	25% (3 students)	33,3% (4 students)		
7	WhatsApp is useful for individual learning.	33,3% (4 students)	33,3% (4 students)	25% (3 students)	8.3% (1 student)	
8	Learning Turkish via WhatsApp is	33,3% (4	50% (6	16,7% (2		

		students)	students)	students)	
9	WhatsApp has created an interactive learning environment.	41,7% (5 students)	41,7% (5 students)	8,3% (1 student)	8,3% (1 student)
10	Speaking activities sent by my teacher via WhatsApp are useful.	66.7% (8 students)	33,3% (4 students)		
11	The feedback I received from my teacher via WhatsApp has improved my Turkish.	75% (9 students)	25% (3 students)		
12	Receiving feedback via WhatsApp is helpful.	83,3% (10 students)	16,7% (2 students)		
13	The tasks my teacher sent on WhatsApp has helped me to improve my Turkish.	75% (9 students)	25% (3 students)		

The majority of participants stated that the feedback they received via WhatsApp made a significant contribution to their learning of Turkish. In particular, the participants' views on speaking, listening, grammar and receiving feedback were quite positive, and it was thought that WhatsApp contributed to learning in these areas. Participants evaluated the speaking activities and homework sent by their teachers as useful. This highlights the interactive opportunities provided by WhatsApp for developing language skills, and they also indicated positively that learning via WhatsApp was fun. However, opinions on issues such as the suitability of WhatsApp for individual learning were more scattered and contradictory. Nevertheless, it is clear that the feedback received and the activities carried out via WhatsApp generally made a positive contribution to their learning of Turkish.

DISCUSSION AND CONCLUSION

This study incorporated mobile-assisted language learning (MALL) into feedback research in teaching Turkish as a foreign language. Using the WhatsApp application, mobile-assisted feedback was explored through the perceptions of foreign language learners. The study revealed that students had positive attitudes toward the use of WhatsApp and mobile-assisted feedback. The results of the questionnaire and interview indicate that using WhatsApp for feedback is an effective method for improving students' speaking skills, especially in areas such as pronunciation, grammar, vocabulary, and feeling more relax as most students agreed with this claim. The study showed that students learning Turkish as a foreign language were able to actively participate in their learning outside of the classroom, which helped to overcome some of the drawbacks of traditional classroom instruction. By engaging in self-directed learning outside of class, Turkish language learners were able to work at their own pace, receive feedback on their progress, and practice speaking in a less stressful environment. As a result, this approach improved the effectiveness of Turkish language teaching and enhanced the language proficiency of the learners.

Findings seem to be that the verbal and written feedback given for the students via WhatsApp can be quite effective, especially in the speaking skills of the students. Teachers and students were able to stay in touch outside the classroom via WhatsApp. Tragant et al. (2022) state that instant messaging is an interesting pedagogical resource for all classroom communication and equally effective in encouraging students to use English beyond the classroom walls (Tragant et al., 2022, p. 26). The use of technology in education is increasing, which enriches students' learning experiences. However, it should not be forgotten that the use of technology has certain limitations and successful results can only be achieved with good planning and implementation. A study conducted by Oksuz-Zerey (2021) examined the perceived benefits of WhatsApp voice messaging by allowing English learners to speak English outside of the classroom. The results showed that the WhatsApp voice messaging application benefited students in various ways. The students stated that in addition to

improving their English speaking and pronunciation skills, the application allowed them to practice English, review the learned content, overcome their shyness, and correct their linguistic errors. Minalla (2018) suggests that using voice chat on WhatsApp can be an effective technique for improving the oral interaction of English language learners. Additionally, it provides a suitable platform for students to practice the language outside of classroom contexts, which can help them to apply what they have learned in class. Furthermore, participants tend to express their approval and exhibit positive attitudes towards this method of language practice. According to the findings of Hamad's (2017) study, the use of WhatsApp is a very effective method for students to improve their English skills, enrich their vocabulary and learn from the mistakes of their friends. A study conducted in Malaysia revealed that students and lecturers have high attitudes towards the use of WhatsApp. It was determined that the use of WhatsApp increased the cooperation between students, it was a useful tool for the instructors to convey information to their students, and its usefulness among students was high. The study has also received positive feedback from students, who reported feeling happier, more enthusiastic, challenged, and creative while learning English, particularly in terms of their speaking skills (Binti Mistar & Embi, 2016, p. 102).

Students reported that they learned new words both when they sent voice recordings via WhatsApp and when they received feedback from the teacher. This finding aligns with the research conducted by Jafari and Chalak (2016), which highlighted the impact of WhatsApp on vocabulary learning among Iranian English learners. Their study found that WhatsApp created a more effective learning environment than traditional classroom instruction. This suggests that integrating tools such as social networks and mobile messaging applications into L2 curricula could foster learning communities that students engage with regularly. The implications of these findings are significant for second language teaching. By incorporating mobile-assisted language learning (MALL) tools like WhatsApp, teachers can create a more dynamic and interactive learning environment that supports vocabulary acquisition and overall language competence. Furthermore, this approach could help educators identify both the strengths and weaknesses of their learners, allowing for more tailored instructional strategies. Moreover, by encouraging students to communicate with other second language learners through these platforms, educators can promote the development of communicative competence, which is crucial for real-world language use. Bensalem's (2018) study found that WhatsApp significantly improves vocabulary learning, which aligns with the findings that students learned new words through voice recordings and teacher feedback via WhatsApp. This supports the idea that WhatsApp facilitates active vocabulary construction in a comfortable, informal environment. Weissheimer et al. (2018) emphasized the benefits of asynchronous communication, such as increased autonomy and reflective thinking—observations mirrored in how WhatsApp allowed students to edit responses and reflect on feedback. Similarly, Alshammari et al. (2017) and Minalla (2018) found that WhatsApp supports language practice and progress monitoring, consistent with the finding that students used it to exchange information and improve language skills. These studies collectively reinforce the notion that WhatsApp is a valuable tool in modern language education, as evidenced by its effectiveness in the current research.

Also Xu et al. (2017) examined students' perception of teacher feedback through a social communication application called WeChat. The study revealed that students who preferred receiving mobile-assisted feedback showed positive attitudes and gained more self-confidence in English speaking. The results demonstrated that providing feedback through WeChat facilitated more active engagement of English learners in out-of-class learning activities and could compensate for certain limitations of classroom instruction where sufficient feedback from instructors might be lacking.

Limitations of The Study

In recent years, the use of mobile-assisted language learning (MALL) has gained momentum in EFL and other foreign language teaching contexts. This approach has been shown to increase learners' motivation, engagement, and autonomy, and to offer more personalized and flexible learning experiences. Consequently, MALL has become a popular tool in language teaching and is being

implemented in various educational settings. The current study has contributed to this field by exploring the integration of MALL and oral feedback in Teaching Turkish as a foreign language. However, there are limitations to this study that should be taken into account. The primary limitation is the small sample size, which may limit the generalizability of the findings. Furthermore, the study identified a limitation in that there was no direct interaction between the teacher and the students following the provision of feedback on the WhatsApp platform. This made it challenging to evaluate the extent to which the students benefited from the feedback provided. As a result, there is a need for further research to investigate the effectiveness of mobile-assisted language learning (MALL) and feedback in teaching Turkish as a foreign language and other language-teaching contexts. By including larger participant groups and more varied learning activities, and different language skills in the future studies in this field may be able to overcome these constraints. Future research may also examine the effects of mobile-assisted feedback on second language (L2) learning outcomes by using various smartphone applications. To learn more about how MALL can be utilized to improve student learning, it would also be good to investigate various approaches to teacher-student interaction. Researchers can continue to further our understanding of how MALL can be successfully included in teaching Turkish as a foreign language training by addressing these limitations and improving on the current study. This research was conducted with learners who are studying Turkish as a foreign language at the A2 level. Studies can be carried out to determine the effectiveness of providing feedback through the WhatsApp application at different levels and in different skills.

Recommendations

• Students stated that the audio and written feedback they received through the WhatsApp application improved their speaking skills, vocabulary, pronunciation, self-confidence, and error correction processes. In line with these findings, activities that provide feedback via WhatsApp can be suggested to improve students' speaking skills in Turkish foreign language teaching.

• Future studies can examine the effects of daily speaking practice in Turkish language teaching using WhatsApp or similar digital platforms. Such studies can investigate how practices with real-life examples through messaging applications improve students' speaking skills, fluency, and communication skills.

• Making the feedback more concrete can enable students to understand it better. For example, voice messages or videos can be sent to demonstrate correct pronunciation, or sample sentences can be given that make grammatical errors more obvious.

• Studies can be conducted on how WhatsApp feedback affects students' learning motivation.

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