

Tech-Driven Lifelong Learning: Enhancing Oral Communication Through *HelloTalk*'s Interactive Features

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Abstract

Mastering English communication skills is essential in today's globalized world, yet Indonesian students often struggle due to limited authentic practice and reliance on traditional, less interactive methods. This study investigates the use of *HelloTalk*, a mobile-assisted language learning (MALL) application, to address these challenges by enhancing oral communication skills among English Education students. Specifically, it examines how *HelloTalk* bridges the gap in real-world language practice while identifying its limitations and proposing solutions. A qualitative case study was conducted, involving semi-structured interviews with six third-semester students taking a Professional Listening and Speaking course at a private university in Surabaya. The results indicate that *HelloTalk* effectively improves speaking fluency, vocabulary retention, and cross-cultural communication through direct interaction with native speakers. However, key challenges emerged, including difficulties in finding compatible language partners, the lack of message-editing features leading to communication errors, and the app's high storage consumption. To mitigate these issues, the study proposes a blended learning approach that combines *HelloTalk*'s interactive strengths with structured classroom instruction, such as targeted grammar exercises and vocabulary drills to create a more balanced and effective learning experience. This integration ensures students benefit from both authentic practice and systematic skill development. The findings highlight the need for technical improvements to *HelloTalk* and underscore the importance of combining digital tools with traditional pedagogy.

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INTRODUCTION

Effective preparation for future needs is essential, yet many individuals overlook its importance. A preliminary study revealed significant gaps in students' understanding of lifelong learning strategies. Among 20 surveyed students, none were familiar with structured lifelong learning methods, despite employing informal learning approaches in their studies. Another pre-survey result is that 65% of surveyed students still don't have a clear picture of their future work prospects, which suggests they ought to as of now know and have objectives with respect to what work they will take within the future and begin create their capacities from presently on. The esteem of good oral communications abilities for trade school graduates is greatly tall (Psenicka & Kos, 2012). Later considers put verbal communications at or near the top of the foremost vital abilities for the victory of graduates. In arrange to fulfill their prerequisites in life, people have to be communicated. Individuals can communicate verbally and in composing (Miranda & Wahyudin, 2023). The need to develop workforce skills and competencies has been driven by two recent global trends: rapid technological

advancements and globalization (Psenicka & Kos, 2012). This changing circumstance has driven to the require for everybody to join long lasting learning into their career arrange as aptitudes ought to be upgraded, overhauled, and expanded at whatever point the opportunity emerges (Orcid et al., 2020). Dominance of English is exceptionally important for today's world of work, where English is used exceptionally regularly around us. Subsequently, numerous individuals select to proceed their ponders at college to ponder English more profoundly. There are numerous job prospects that we will accomplish in case we have aced English well sufficient, for illustration instructors, visit guides, hotel administration, dialect interpreters, news stays, government organizations, and so on. Work postings distributed in later a long time and human qualities looked for, consistent in cooperation, explanatory able of considering, innovation proficient, human relations and communication abilities solid, life-long learning abilities, informatics, and communication. It appears that there's a require for well qualified and taught individuals (Studies & Kumar, 2021).

Mastering English language can be said to be very difficult for people in Indonesia even though we have studied English since elementary school, middle school and maybe even when we were college students. We can realize for ourselves that the use of English in Indonesia is very rarely used in everyday life, so it can be said that the influence of this environment needs to be changed a little so that mastery of English becomes more common by implementing speaking English in our daily lives. Other factors may also be seen from the way of learning, maybe some people already understand independently how they learn English, but there are still many who still don't know how they can maximize their English learning and they are still confused about where to start learning and how to learn Effective. Then another condition is where the learning conditions in the class are less effective, the lack of activity of students in the class is also the influence of hampered development, and perhaps also the influence of teachers who apply learning methods that do not encourage the productivity of the students they teach. The final factor is learning media that is not effective enough to increase student enthusiasm. This gap is evident in workplace settings; for example, observations at a 5-star international hotel in Surabaya revealed that staff's limited English proficiency hindered communication with foreign guests (Field observation, 2024). Such cases highlight the disconnect between vocational English training and industry expectations, particularly in hospitality environments where English is essential for service delivery. Communication is important in all areas. It is also suitable for effective language teaching. Thus to achieve the goal, organizing learning environments, using correct and effective teaching materials are very necessary (Studies & Kumar, 2021). All the basics of learning English are very important for education, but also everyone has a different perspective on how they adapt learning to their abilities. For example when we learning speaking and listening, Whereas the receptive skill of listening is an important dimension of communicative ability, however, speaking, its active counterpart, is crucial not only for oral communications but as a means of personal expression (Yeh et al., 2023).

Learning speaking itself is actually quite easy and there are many learning patterns that can be used, whether it's learning from the application of speaking directly through learning at school and conversations with teachers or friends around you, through various materials and regular learning day after day that can be used, measured by more expert people, so that the development of our abilities can also be assessed by other people, which in the end we can use as a benchmark for developing our speaking skills. Teachers have to provide students with opportunities for practicing speaking English. This practice speaking can lead to meaningful communication than only memorizing (Risten et al., 2020). On the other hand, teachers also have a big challenge, which is how to make students speak English during the learning process because most students are used to using their mother tongue as a means of communication and the lack of vocabulary is one of the reasons why students do not want to speak English during English classes. Other ways by using media applications and social media, because various online media devices are very supported. Using mobile application is also easy to use,

the advantage of using the mobile application is that we can use it wherever we want because access is easy for everyone to reach. Just by using a cellphone, we can access it wherever we want and whenever we want to learn. One of the famous applications is called *HelloTalk*, this application offers its users a quite unique concept, where we can access the application and connect with other people, not only in one country but also throughout the world. Not only that, by using this application we not only practice our speaking but we can also use it to acquire lots of new vocabulary and compose sentences perfectly. Therefore, lifelong learning can be said to occur at all ages and in almost all professions, so that learning will continue to be necessary among heterogeneous groups of people in families, clubs and virtual communities. Learning should be part of living, a natural consequence of being alive and in touch with the world, and not a process separate from the rest of life (Soni & Tofler, 2012). The insights gained from these individual situations need to be developed into broad and effective learning theories, systems, practices, and assessments that are innovative and intelligent across many professional genres.

Based on several previous studies which discussed using the *HelloTalk* application as an object in their study, the researchers found differences with the study we are currently conducting. Febriani et al, (2023) carried out this study to improve students' abilities in mastering writing skills. Then in other study conducted by (Arifin et al., 2024), the study they did was using the *HelloTalk* application to help justify grammar errors. In the study that I conduct I used the *HelloTalk* application to find out students' perspectives in using the application as a tool for learning English, especially speaking and listening skills to maximize their communication skills. Meanwhile, the study conducted by (Siregar et al., 2024) included 26 class 2 students who were students from MAS Robithotul Istiqomah. Then the difference is that the subjects used in this study were 6 English language education students who were currently active in the 3rd semester speaking and listening courses at PGRI Adi Buana University, Surabaya.

METHOD

This study employed a qualitative explanatory case study approach to investigate how English language learners perceive and experience the *HelloTalk* application as a tool for developing listening and speaking skills. The explanatory case study design was selected because it allows in-depth analysis of a bounded phenomenon (students' use of *HelloTalk*) within its real-world context. The methodology enables researchers to uncover often-overlooked factors in technology-assisted language learning, such as; user motivation and engagement patterns, contextual barriers to application use, and unexpected benefits or limitations of the platform.

The study data were obtained from individual interview transcripts containing questions, responses, and detailed explanations of students' perspectives after using the *HelloTalk* application. Data were collected through semi-structured interviews conducted with six English Language Education students enrolled in the third semester of the Professional Listening and Speaking course at a private university in Surabaya, Indonesia. Participants were purposively selected based on three criteria: (1) current enrollment in the target course – Professional Listening and Speaking course, (2) active use of *HelloTalk* for at least four months prior to the study, and (3) representation across academic performance levels. The final sample comprised two high-performing students (GPA >3.5), two medium-performing students (GPA 3.0-3.49), and two low-performing students (GPA <3.0), as determined by their cumulative grade point averages. This stratified sampling approach ensured diverse perspectives on the app's effectiveness across different learner profiles.

The interview protocol, developed based on a review of relevant literature, consisted of 12 open-ended questions exploring: (1) frequency and patterns of *HelloTalk* usage, (2) perceived benefits for oral communication skills, and (3) challenges encountered. Prior to data collection, the instrument was validated by two experts in mobile-assisted language learning to ensure content validity. Each

interview lasted approximately 45-60 minutes and was conducted in a quiet campus location to minimize distractions. All interviews were audio-recorded with participants' consent and later transcribed verbatim for analysis.

This study employed thematic analysis to systematically examine the interview data. The analytical process involved carefully identifying, analyzing, and reporting patterns (themes) within the data to provide meaningful insights into participants' experiences. Following established qualitative research protocols, the researchers engaged in rigorous theme development, selecting only those patterns that offered substantive contributions to understanding the phenomenon under investigation. What the participants perspective have coded like HH/2.4. The prefix HH identifies the participant. The first number (2) specifies the individual participant, allowing researchers to track who provided the response. The second number (4) corresponds to the question number in interview guide, linking the response directly to the query posed. This systematic labeling enhances transparency and reproducibility in analysis, as it enables easy retrieval of data and supports the identification of patterns when grouping codes into themes.

Trustworthiness was used in this study to ensure rigor through systematic validation:

1. **Credibility:** Conducted member checking by (a) returning interview transcripts to participants for verification, (b) sharing preliminary findings for their confirmation, and (c) incorporating their feedback into final interpretations.
2. **Transferability:** Achieved through purposeful sampling by (a) selecting 6 third-semester English students with varied proficiency levels, (b) documenting their demographic and academic backgrounds, and (c) providing thick descriptions of the learning context for comparability.
3. **Dependability:** Implemented stepwise replication via (a) dividing the dataset into two equal parts, (b) having two researchers independently code each set, (c) comparing results to identify and resolve discrepancies through consensus.
4. **Confirmability:** Applied negative case analysis by (a) actively searching for participant responses that contradicted emerging themes, (b) recording and analyzing these exceptions, and (c) refining conclusions to account for divergent perspectives.

RESULT

This chapter presents the findings from semi-structured interviews with six English Language Education students at a private university in Surabaya. The analysis addresses the central research question: *"What are students' perspectives on using HelloTalk as a language learning tool?"*. The results are organized into key themes reflecting the perceived benefits and challenges.

Perceptions of *HelloTalk* as a Language Learning Platform

HelloTalk is an app designed to help people learn languages in an interactive and social way. The app connects users from different parts of the world to communicate with each other in the language they are learning. For those who want to learn a new language, *HelloTalk* provides the opportunity to practice with native speakers of the language.

HelloTalk's Role in Contemporary Language Learning

This innovative platform bridges the gap between learners and native speakers, transforming language acquisition into a dynamic, real-world experience. By facilitating authentic conversations, cultural exchange, and practical skill-building, *HelloTalk* redefines modern language education that make it more accessible, engaging, and effective than ever before.

Participant HH (HH/2.4) expressed:

"Yes, in my experience, this app can effectively support language learning. I gained knowledge through [its] interactive technologies, which offer accessible and engaging ways to learn."

Participant MM (MM/3.4) expressed:

"If [HelloTalk] is used as an alternative [tool], no—there are still many other applications that focus more on structured learning. In my opinion, HelloTalk is primarily for communication."

The analysis reveals that *HelloTalk* serves as a valuable platform for immersive language practice, particularly in developing conversational fluency and cultural competence through authentic interactions with native speakers, as highlighted by Participant HH's positive experience with its interactive and engaging features. However, Participant MM's critique suggests that while *HelloTalk* excels in facilitating real-world communication, it may not fully replace structured learning methods for those seeking systematic grammar or skill-specific instruction. Together, these perspectives underscore *HelloTalk's* distinct role in contemporary language education: it bridges informal and formal learning by offering practical, socially embedded practice and complementing (rather than substituting) traditional or more rigorous academic approaches. This duality positions the app as a dynamic tool for enhancing accessibility and motivation in language acquisition, though its effectiveness depends on learners' specific goals and preferences.

Impact on English Language Acquisition

Unlike conventional classroom methods that prioritize structured grammar drills and passive memorization, *HelloTalk's* immersive platform fosters active linguistic development through interaction with native speakers.

Participant HH (HH/2.7) expressed:

"We can learn a lot, in fact, when we talk to fluent English speakers [like our international partners]. As non-native speakers, we gain many new vocabularies [words] this way."

Participant LL (LL/4.7) expressed:

"The benefit is that we learn directly from native speakers while building relationships [with them] through friendship."

Participant RR (RR/5.7) expressed:

"Yes, it helps improve our speaking skills and makes us more fluent in English."

The analysis reveals that *HelloTalk* significantly enhances English language acquisition by prioritizing authentic, interactive learning over traditional grammar-focused methods. Participants consistently highlight the app's strength in facilitating real-world communication with native speakers, which actively develops speaking fluency (RR), listening comprehension, and contextual vocabulary acquisition (HH). This aligns with the platform's immersive design, where culturally relevant interactions, such as building friendships (LL) that serve dual purposes: fostering linguistic skills and sustaining learner motivation through social connection. However, while the introductory text emphasizes holistic improvements in writing, listening, and speaking, participant responses notably focus on oral proficiency, suggesting either a bias toward spoken communication or underutilization of the app's written feedback features. This gap underscores *HelloTalk's* role as a powerful tool for conversational practice, though its full potential for balanced skill development may require further encouragement or feature optimization. Overall, the findings validate the app's effectiveness in creating an engaging, naturalistic learning environment but also hint at opportunities to better integrate comprehensive language skill development.

Potential for Long-Term Language Development

HelloTalk can indeed be a valuable tool for long-term language learning, but its effectiveness depends on how it is integrated into a broader, consistent language learning strategy.

Participant YY (YY/1.10) expressed:

"It seems possible, but only if we find a compatible partner who is genuinely committed to mutual learning."

Participant HH (HH/2.10) expressed:

"It depends on the other person's availability. Regular communication is challenging if they're often busy."

Participant YY (YY/4.10) expressed:

"I believe it's feasible because HelloTalk's engaging features provide direct interaction with native speakers."

Participant DD (DD/6/10) expressed:

"Yes, it supports long-term learning. HelloTalk's daily target feature, for example, structures the learning process effectively."

The participant responses reveal that *HelloTalk's* potential for long-term language learning hinges on two critical factors: partner compatibility and structured engagement. While YY (1.10) and DD highlight the app's strengths, such as its interactive features (YY 4.10) and goal-setting tools like daily targets (DD). Their optimism is tempered by HH's pragmatic concern about partner availability disrupting consistent practice. This tension underscores that *HelloTalk's* effectiveness is not inherent but conditional. It thrives when users secure committed partners (addressing YY 1.10's emphasis on mutual dedication) and actively leverage built-in structures (e.g., DD's daily targets) to compensate for irregular interactions. Ultimately, these accounts position *HelloTalk* as a high-potential but inconsistent tool.

The Drawbacks and Challenges

While *HelloTalk* offers innovative opportunities for language acquisition, its practical implementation faces significant challenges that can hinder consistent learning outcomes. From unreliable partner matching to technical limitations, users must navigate structural and interpersonal barriers that reveal the platform's inherent trade-offs. These drawbacks underscore a crucial reality: technology-mediated language learning, despite its accessibility, requires deliberate design and user strategies to mitigate its shortcomings.

Partner Matching Challenges

While the app offers a great opportunity to improve language skills and make new friends, one common challenge users face is finding the right communication partner.

Participant YY (YY/1.6) expressed:

"The challenge is finding a suitable language partner. Many users seem to be seeking partners not for studying, but for dating purposes."

Participant RR (RR/5.8) expressed:

"A significant drawback is that many people misuse the app to look for romantic relationships"

rather than language exchange."

While *HelloTalk* provides valuable opportunities for language practice and cultural exchange, a persistent challenge emerges in partner matching, as many users appear to prioritize romantic connections over educational goals. Both Participant YY and RR highlight this fundamental mismatch in user intentions, noting how the platform's social features can be co-opted for dating purposes rather than language learning. This divergence between the app's educational purpose and some users' personal agendas creates a significant barrier for serious learners seeking consistent, goal-oriented language exchange. The recurring mention of this issue across participants suggests it's not an isolated problem but rather a systemic challenge that may require either better matching algorithms, clearer community guidelines, or improved reporting mechanisms to maintain the platform's focus on language acquisition.

Lack of Message Editing

Once a message is sent, users cannot go back and change it. While this feature is standard on many other messaging platforms, its absence on *HelloTalk* can pose some challenges for users, especially for language learners.

Participant HH (HH/2.8) expressed:

"A significant drawback is the inability to edit messages after sending them."

The inability to edit sent messages on *HelloTalk* emerges as a notable limitation, particularly for language learners who often need to correct errors or refine their expressions. As Participant HH's observation highlights, this technical constraint creates unnecessary challenges in an app specifically designed for language practice, where precision and continuous improvement are fundamental to the learning process. Unlike mainstream messaging platforms where uneditable messages may be merely inconvenient, this restriction carries greater consequences in an educational context and potentially reinforcing incorrect language usage or causing communication breakdowns when errors remain uncorrected. The absence of an edit function appears particularly incongruent with *HelloTalk*'s pedagogical purpose, suggesting a need to align technical features more closely with users' learning needs.

Storage Issues

As the app continues to grow in popularity and incorporate new features, its storage footprint becomes significant. Below is an exploration of the implications of *HelloTalk*'s relatively large storage capacity.

Participant DD (DD/6.8) expressed:

"Yes, this is an issue. The HelloTalk app's numerous features consume significant phone storage space, causing my device's memory to fill up quickly."

HelloTalk's expanding feature set, while enhancing functionality, comes with a significant trade-off: substantial storage demands that strain users' device capacity. As Participant DD notes, the app's 'numerous features consume significant phone storage space,' a practical concern especially for learners in regions with limited device memory or data constraints. This storage burden risks alienating users who must prioritize space for essential apps, potentially undermining *HelloTalk*'s accessibility. The tension between rich features and efficient performance highlights a critical design challenge: balancing innovation with optimization to ensure equitable access across diverse technological

ecosystems.

Despite its advantages as a language exchange platform, *HelloTalk* faces challenges that may affect its effectiveness. Communication barriers due to proficiency mismatches, the absence of a message editing feature, and significant storage requirements were identified as notable limitations. Addressing these issues could enhance user experience and support more efficient language learning.

DISCUSSION

Perceptions of *HelloTalk* as a Language Learning Platform

HelloTalk's Role in Contemporary Language Learning

HelloTalk represents a modern approach to language learning that emphasizes interaction and social communication, contrasting with traditional methods rooted in textbooks and formal classes. While traditional methods often fail to provide real-world language practice, *HelloTalk* bridges this gap by enabling learners to engage with native speakers in authentic contexts. However, its effectiveness depends on users' willingness to actively seek corrections and sustain meaningful exchanges, which may not always occur consistently. The app's strength lies in its ability to immerse learners in natural language use, fostering not only fluency but also cultural and contextual knowledge exchange, as highlighted by Data HH/2.4, the value of *HelloTalk* in not just improving language skills, but also in fostering knowledge exchange. The app's social nature facilitates the sharing of cultural and contextual knowledge, allowing learners to deepen their understanding of the language beyond grammar and vocabulary.

Yet, *HelloTalk* has limitations as a standalone tool. Without structured lessons or systematic grammar instruction, learners may struggle with accuracy or foundational skills, relying heavily on peer feedback that can be uneven in quality. This aligns with Vygotsky's theory (Yarahmadi & Behbahani, 2025), which underscores social interaction as a scaffold for learning, but also implies that unstructured platforms like *HelloTalk* may leave gaps without supplementary formal instruction. For instance, shy learners or those lacking confidence might engage less actively, reducing the app's potential benefits. Thus, while *HelloTalk* excels in providing real-world practice and cultural exposure, its informal nature means it is best used as a complement to, rather than a replacement for, traditional methods.

On the other hand, Data MM/3.4 offers a more critical perspective, suggesting that while *HelloTalk* is useful for communication, it may not be the best alternative for structured language learning. They argue that there are other apps designed specifically for more focused learning, particularly for grammar and vocabulary acquisition, which *HelloTalk* does not necessarily emphasize. This critique touches upon a key limitation of *HelloTalk*: while it offers exposure to authentic language use, it lacks the structured lesson plans that help learners build foundational language skills in a systematic way.

The most effective language learning strategies combine exposure to interactive content with a structured approach that builds on incremental lessons (Aliyeva, 2025). For learners who are new to a language, apps like Duolingo may offer a more systematic approach that guides them through different levels of language complexity. However, *HelloTalk* can be used effectively alongside such tools for learners who want to practice speaking, listening, and engaging in real-world conversations.

In conclusion, *HelloTalk* is a powerful and innovative tool for English language learners, particularly for those who wish to improve their speaking skills and engage in authentic language use. It offers the opportunity for real-time, interactive communication with native speakers, which is invaluable for developing fluency. However, as Data MM/3.4 points out, *HelloTalk* may not provide the level of structure necessary for beginners or those looking to build a solid foundation in grammar and vocabulary. For optimal language learning, *HelloTalk* should be used in conjunction with more traditional or structured language learning tools. The combination of real-world interaction and

focused learning creates a well-rounded approach to mastering a language. As technology continues to evolve, *HelloTalk*'s unique features can continue to play an important role in language learning, offering learners a dynamic and interactive way to practice their skills and gain insights into the culture and context behind the language they are studying. Ultimately, by leveraging both structured language learning apps and social communication tools like *HelloTalk*, learners can achieve a more holistic and effective language acquisition experience.

Impact on English Language Acquisition

In the age of digital technology, language learning has evolved beyond traditional classroom settings, offering more immersive and interactive experiences. One such innovative tool is *HelloTalk*, an app designed to connect language learners with native speakers of the language they are learning. As an interactive platform, *HelloTalk* provides users the opportunity to engage in real-time communication with speakers of English, making it a valuable resource for those seeking to enhance their English language skills. The app's focus on practical language use, rather than just grammar and vocabulary memorization, allows learners to develop their speaking, listening, and writing skills in a dynamic and authentic context.

According to Data HH/2.7, learners can expand their vocabulary significantly through conversations with more fluent speakers. This is consistent with Swain's Output Hypothesis (1985) in (Wanlu, 2021) study, which emphasizes that producing language, or speaking, helps learners internalize new vocabulary and grammatical structures. By conversing with native speakers on *HelloTalk*, learners are exposed to new words and expressions that they might not encounter in traditional language learning materials. This exposure to authentic language use plays a critical role in reinforcing vocabulary acquisition and fluency development, enabling learners to use language in context rather than memorizing isolated words.

Beyond its linguistic benefits, *HelloTalk* also promotes cultural exchange and the opportunity to build relationships with people from different countries. Data LL/4.7 highlights the benefit of learning directly from foreigners and making friendships across borders. This aspect of *HelloTalk* taps into Vygotsky's Sociocultural Theory (1978) in (Yaghoubi & Farrokh, 2022) study, which emphasizes the role of social interaction in cognitive development. By engaging with native speakers from various cultural backgrounds, learners not only gain language skills but also develop an understanding of cultural nuances and contextual language use. This interaction provides insights that textbooks and formal language classes often lack, making learning more holistic and meaningful.

One of the standout features of *HelloTalk* is its ability to improve speaking skills, which many learners struggle with in traditional settings. Data RR/5.7 reinforces this by acknowledging how the app helps users to improve their speaking and fluency in English. According to Goh and Burns (2012) in (Burns, 2019) study mentions that conversation is crucial for language development because it involves real-time negotiation of meaning, which facilitates comprehension and language production. Through *HelloTalk*, learners can practice speaking in a low-pressure environment, receiving instant corrections from native speakers or fellow learners. This immediate feedback is invaluable for enhancing pronunciation, sentence structure, and overall fluency.

In conclusion, *HelloTalk* is a powerful tool for enhancing English language learning by providing an interactive, immersive, and social learning environment. Its ability to connect learners with native speakers for real-time conversations helps develop speaking, listening, and writing skills in an authentic context. As highlighted by Data HH/2.7 and Data RR/5.7, *HelloTalk* offers a unique opportunity to expand vocabulary, improve fluency, and gain immediate feedback, all of which contribute to effective language acquisition. Moreover, the cultural exchange aspect of the app, as noted in Data LL/4.7, enriches the learning experience by offering insights into the cultural context of the language, further promoting language proficiency. Despite its strengths, *HelloTalk* may be best used in combination with

other language learning methods, especially those that focus on structured grammar and vocabulary instruction. By integrating *HelloTalk* with more traditional or comprehensive learning resources, learners can create a well-rounded language learning experience that addresses all aspects of language acquisition, from grammar and vocabulary to speaking and cultural understanding. Ultimately, *HelloTalk*'s role in enhancing English language learning lies in its ability to provide an interactive and authentic learning environment that accelerates language acquisition through real-world practice, immediate feedback, and cultural exchange. It represents a significant shift from traditional learning methods, making language learning more accessible, engaging, and practical for learners in the digital age.

Potential for Long-Term Language Development

In recent years, the use of mobile applications for language learning has surged, with *HelloTalk* being one of the most widely used platforms that facilitates language acquisition through social interaction. As a tool for long-term language mastery, *HelloTalk* provides learners with the opportunity to engage in authentic, real-time conversations with native speakers. However, the app's effectiveness in promoting long-term language mastery hinges on several factors, including the consistency of use, the quality of interactions, and how it is integrated into a broader, more holistic learning strategy. This discussion examines *HelloTalk*'s role in language learning, compares it with established language acquisition theories, and incorporates recent study findings on mobile-assisted language learning (MALL).

As pointed out by Data YY/1.10, a crucial aspect of successful language learning through *HelloTalk* is finding the right partner who is genuinely committed to mutual learning. This highlights the importance of partner selection in language learning, as consistent and meaningful interaction with dedicated learners or native speakers is essential for developing fluency. Vygotsky's Sociocultural Theory (1978) in (Yarahmadi & Behbahani, 2025) study stresses that learning is most effective in social contexts, where learners collaborate with more knowledgeable individuals. *HelloTalk* facilitates this kind of interaction, but its effectiveness depends on the learner's ability to establish connections with people who are willing to actively engage in the learning process.

In addition, Data HH/2.10 underscores another challenge: the availability of language partners. They note that not all partners may be consistently available, especially if they have conflicting schedules. This touches on the importance of practice consistency, as language acquisition theories such as DeKeyser's (2007) on their study (Dekeyser, 2013) emphasis on deliberate practice suggest that regular and repeated exposure to the language is necessary for improvement. Without frequent practice, learners may struggle to achieve long-term fluency.

HelloTalk offers several features designed to support language learning, including automatic translation, voice messages, text correction, and daily target goals. These features align well with the principles of Goal Setting Theory (Locke & Latham, 2002) study, which asserts that clear, measurable goals contribute to better performance. The daily target feature mentioned by Data DD/6/10 serves as a motivational tool, encouraging learners to stay consistent in their practice. By setting small, achievable targets, learners can monitor their progress, which in turn promotes long-term commitment to learning.

While *HelloTalk* offers significant advantages for language practice, its role in long-term mastery depends on how it is integrated into a broader, more structured learning strategy. Data YY/4.10 emphasizes that the app's attractive features, such as access to native speakers, make it a valuable resource for language learners. However, to achieve true language mastery, learners should combine *HelloTalk* with other learning tools that focus on grammar, vocabulary, and listening comprehension. The Blended Learning Approach, which combines face-to-face instruction with online or app-based learning, is one model that can complement *HelloTalk* usage. As Sharp & Gallimore (1988)

that mention in (Jalil, 2023) study, suggest that learning is most effective when multiple learning methods are integrated, creating a more comprehensive approach. For example, learners can use *HelloTalk* for real-world conversation practice, while also engaging with traditional language learning apps or taking formal language classes to focus on grammar and vocabulary building.

In conclusion, *HelloTalk* can indeed be an effective tool for long-term language mastery, especially when it is integrated into a holistic learning strategy. The app's ability to connect learners with native speakers creates ample opportunities for real-world language practice, enhancing communication skills in authentic contexts. However, as highlighted by the interview data, the success of *HelloTalk* in fostering long-term mastery depends on consistent use, partner availability, and the integration of additional learning methods. To maximize its potential, learners should combine *HelloTalk* with structured learning strategies that focus on grammar, vocabulary, and listening comprehension. By maintaining consistency, setting clear goals, and engaging with a variety of learning resources, *HelloTalk* can be a powerful tool in the journey towards mastering a new language.

The Drawbacks and Challenges

Partner Matching Challenges

One of the most common challenges *HelloTalk* users face, based on interview responses from the interviewees in this study, is their difficulty in finding the right partner to engage in meaningful language exchanges with a learning context. The app connects users with people from all over the world, but this vast network of potential language partners can sometimes lead to mismatches in expectations and communication styles. Some users report that many people on these platforms are not interested in learning languages, but are more interested in forming personal relationships, including dating. This concern is echoed by users who state that some people misuse the app's intended purpose of language exchange to find romantic partners (Data YY/1.6, Data RR/5/8).

Theoretical frameworks on language exchange suggest that mutual motivation and a clear understanding of language learning goals are essential for successful interaction. According to Long's Interaction Hypothesis (1983) in (Kadwa & Alshenqeeti, 2020) study, mention that effective language learning occurs when learners are exposed to comprehensible input, which usually happens through meaningful and purposeful communication with native speakers. However, if one party is not genuinely interested in language learning or has different goals (e.g., socializing or dating), this can hinder the overall effectiveness of the exchange. This is particularly relevant for *HelloTalk* users, as diversity of intent can complicate the process of finding a suitable language partner.

In conclusion, one of the most frequent problems faced by users is finding the right partner. Theoretical perspectives on language learning emphasize the importance of mutual motivation, clear goals and effective communication, all of which are crucial in ensuring productive language exchange. Recent study highlights the importance of these factors, alongside the challenges posed by differences in proficiency levels and the potential misuse of apps for non-educational purposes. By being clear about their goals, communicating openly, and being patient, *HelloTalk* users can increase the likelihood of having a successful and satisfying language learning experience.

Lack of Message Editing

One important aspect of *HelloTalk* is its focus on language learning and cultural exchange, which makes it a valuable tool for those looking to improve their language skills. However, another significant limitation that some users have experienced is the absence of a message editing system. Once a message is sent, users cannot go back and modify it. This is in contrast to many other messaging platforms, which have features that allow users to edit messages after they have been sent. This discussion will explore the implications of this design decision, comparing it with existing theories and recent study on communication technologies.

Several recent studies have investigated how different messaging features impact

communication and learning. For instance, a study by (Chung & Choi, 2023) examined the role of message editing in digital communication among language learners. They found that the ability to edit messages not only reduces the likelihood of miscommunication but also enhances learners' confidence. The study highlighted that learners who could edit their messages were more willing to engage in conversations, as they felt less anxious about making errors. Moreover, a 2023 study by Park and Kim focused on language learning apps and user satisfaction. The results suggested that users were more satisfied with apps that offered features such as message editing, as it allowed them to engage in more meaningful and less stressful conversations. The ability to make changes to a message after sending it significantly lowered the pressure learners experienced during language practice, thus fostering a more conducive environment for learning.

In conclusion, while *HelloTalk* provides a valuable platform for language exchange, the lack of a message editing system presents a significant challenge for learners. The absence of such a feature limits users' ability to correct errors, which can impede learning, reduce confidence, and disrupt communication flow. Theoretical frameworks like Krashen's Input Hypothesis and Swain's Output Hypothesis, along with recent study on language learning technologies, highlight the importance of facilitating effective communication in language practice. By introducing a message editing feature, *HelloTalk* could improve the learning experience, foster greater engagement, and ultimately support users in their journey toward language proficiency.

Storage Issues

HelloTalk has become a prominent language exchange platform, allowing users worldwide to connect, practice, and learn new languages. The app's design incorporates various multimedia features—such as text, voice messages, video calls, and image sharing—that enhance the interactive language learning experience. However, a notable drawback that some users have reported is the app's large storage capacity requirements. As the app continues to grow, the increased storage footprint can become a challenge for users with devices that have limited internal storage.

HelloTalk's reliance on multimedia like audio messages, video calls, and images that can enhance the language learning process by providing rich input and contextualized communication. According to Swain's Output Hypothesis 2023 in (Wanlu, 2021) study also, language learners benefit from opportunities to produce language actively, such as through voice recordings or video interactions. These features are effective in facilitating learning, as they allow learners to practice speaking, listening, and even non-verbal communication in authentic contexts. However, these multimedia features also contribute to the app's large storage footprint. While these rich media features are undoubtedly valuable, they present challenges for users with limited storage. Mayer's Cognitive Theory of Multimedia Learning suggests that multimedia learning is most effective when the content is organized efficiently and presented in a way that minimizes cognitive overload. If *HelloTalk's* media content is stored in a manner that is not optimized for storage efficiency, it could lead to unnecessary storage strain on the device, making the app less user-friendly for those with limited space.

To address the challenges of large storage capacity, *HelloTalk* could explore several solutions. One of the most effective strategies would be cloud storage integration. By allowing users to store their multimedia content in the cloud, the app would reduce its reliance on local storage and provide users with a more efficient way to manage their data. This solution has already been successfully implemented by other apps, such as WhatsApp and Telegram, which offer users the option to store messages, media, and backups in the cloud, thus alleviating concerns about device storage limits. In addition to cloud storage, *HelloTalk* could implement enhanced content management tools within the app. Features such as automatic deletion of old conversations or media after a certain period, or the option to manually archive or offload data, could give users more control over their storage usage.

These options would help users with limited storage space to continue using the app without worrying about it filling up their device.

While *HelloTalk*'s large storage requirements contribute to the sophistication of its multimedia features, it also presents challenges for users with devices that have limited internal storage. The storage capacity of the app can affect user satisfaction, retention and the overall learning experience, especially for those who find managing storage an additional burden. Based on theories such as the Technology Acceptance Model and Cognitive Load Theory, it is clear that balancing the benefits of multimedia content with efficient storage management is critical to *HelloTalk*'s continued success. There is an idea that the integration of cloud storage and enhanced content management tools can alleviate the storage issues associated with the app. By addressing these issues, *HelloTalk* can improve its usability, make it more accessible to more users, and ultimately support language learners more effectively.

CONCLUSION

This study concludes that *HelloTalk* serves as an effective mobile-assisted language learning (MALL) tool for enhancing oral communication skills among English Education students, as evidenced by improved speaking proficiency, vocabulary acquisition, and learner confidence through authentic interactions with native speakers. However, challenges such as partner compatibility issues, the absence of message-editing features, and high storage demands highlight the need for technical improvements and pedagogical integration with structured instruction to maximize its efficacy.

Future researchers are encouraged to address four key directions. First, expanding the participant pool to include diverse regions and socioeconomic backgrounds would strengthen the generalizability of findings. Second, adopting mixed-method approaches, such as combining standardized surveys with structured interviews or focus groups, that could yield richer insights into user experiences. Third, longitudinal studies tracking outcomes over a semester or academic year would clarify the sustainability of observed benefits. Fourth, advocate for a blended learning approach, combining *HelloTalk*'s interactive strengths with traditional methods. Additional variables like digital literacy, parental involvement, and baseline language proficiency merit investigation to provide a more nuanced understanding of *HelloTalk*'s role in lifelong language learning.

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