

# STUDENTS' PERCEPTION ON THE IMPLEMENTATION OF *ORAI APPLICATION* IN CLL METHOD IN TEACHING SPEAKING

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**Abstract:** This study aims to examine EFL learners' perception toward the application of *Orai App* in CLL method in teaching speaking. The study employed likert-scale questionnaires to enable researchers to collect massive data. The total of 24 first year students of a private university in East Java - Indonesia, comprising of 5 male and 19 female students participated in this study. Data were analyzed using descriptive statistic by finding out the total score per item. The results of this study illustrated that *Orai application* helps students alleviate the fear of speaking. It can also help students in increasing their speaking ability on the aspects of pronunciation, intonation as well as the speaking speed. Based on the data analysis, CLL method assisted by *Orai application* is strongly recommended to be used to assist the students to be better speaker.

**Key words:** *CLL Method, Orai application*

## INTRODUCTION

People are now standing on the edge of a technological revolution that is called industry revolution 4.0 in which having proficiency to speak in English especially for university students is quite important in order to be able to build a connection with others around the world through the communication. The ability to present an idea clearly, lucidly, and confidently is enormously valuable at every stage of students' lives. Whatever the subjects they study; it will

bring them success in academic work, job interviews, and their future working life – it's the most transferable of all their skills, and a critical part of their professional development (Emden & Becker, 2004).

In Indonesia, English is considered as foreign language that is taught in a formal education setting. The key factor in the area of learning English is being able to use it and to communicate through it (Savaşçı, 2014). Widely, people do speaking to communicate. It creates the interaction with others, share ideas, thought, desire, knowledge and opinion. For students, speaking well in public will enable them to explain their ideas and persuade others to their opinions.

One of English subjects learned by the students in the university is public speaking. In line with this idea, Ahkayak & Indramawan (2013) argued that public speaking is one of the competences that should be acquired by the university students in which it has many aspects of speaking, such as pronunciation, structure, vocabulary, text structure, content, and fluency. Hence, mastering English is not an easy task even for either English student or teacher (Alharbi, 2015). It needs a big effort from both students and also the teacher of English. Moreover, speaking in front of public can cause fear of public speaking, which is referred to as communication apprehension (CA) (Grapsy, 2010). For many learners there is a genuine fear of performing to speaking that is known as speaking anxiety which can hinder performance and achievement (Zhiping & Pramasivan, 2013). Students tend to keep silent and passive in the learning process. They doubt that any action could produce results. For that reason, students tend not to speak during the speaking class.

For this case, the teacher should be able to find a better solution that can eliminate students' obstacles dealing with their anxiety. English teachers play important role in success of teaching and learning activity. They have to be able to trigger their students to speak up often during the class. Applying an appropriate teaching method in their teaching practices is extremely needed in order to make teaching and learning process in learning language so that the

speaking activities would more enjoyable and meaningful. One of the innovative teaching methods that is able to reduce the students' anxiety during the teaching and learning process is Community Language Learning (Ariza, 2002) and hereafter is called as CLL.

Teaching method should be integrated together with an appropriate media as an assistant on the application in the classroom. In the preliminary stage, teachers used tape recorder as a technological device to assist students learn language. As the conventional teaching method, using this device seems to be outdated. The modern technologies can be used as a supplement to the classroom teaching method to have a lively atmosphere in the classroom. It is the need of the hour to integrate modern technologies to upgrade the level of English teaching. The modern technologies relax the mind of the students to get into the subject with full involvement rather than a difficult task to do (Bahadorfar & Omidvar, 2014). In this study *Orai application* as one kind of teaching media is orchestrated into CLL method to teach speaking. In addition, *Orai application* can help assuage students' fears and prepare them to speak confidently in front of others (Hardman, 2018).

As an educator in this era, an English teacher should be able to integrate a teaching method with appropriate media to bring together in the classroom in order to gain the goal of teaching and learning effectively in an enjoyable way. As a consequence, a teacher of EFL in this digital era should be able to blend between the teaching method and the media technology and bring it together into the classroom to be applied in the teaching and learning. There are plenty of applications as the product of technology that can be used in the language teaching and learning such as *grammarly Checker*, *Speech notes*, *Text to speech*, *Duolingo*, and *Orai application*.

There are numerous of researchers conducted research on the issues of the use of media technology in language teaching and learning, such as Bahadorfar & Omidvar (2014) who proposed some technologies can be applied in language teaching; Communication lab Speech recognition software, Internet, TELL (Technology Enhanced

Language Learning), Pod casting, Quick Link Pen and Quicktionary. They said further that Technology gives learners a chance to engage in self-directed actions, opportunities for self-paced interactions, privacy, and a safe environment in which errors get corrected and specific feedback is given. Feedback by a machine offers additional value by its ability to track mistakes and link the student immediately to exercises that focus on specific errors. Some studies show the importance of qualitative feedback in software. Machmud & Abdullah (2017), for example, discovered that the use of mobile phone can minimize students' anxiety in speaking English and in turn will improve their speaking skill. A study by Lan, Sung, & Chang (2007) revealed that mobile devices can help students in learning reading. Head, Xu, & Wang (2014) also found that *ToneWarsthat* is available in mobile device can improve language acquisition. Another study by Bachore (2015) showed that Mobile Assisted Language Learning (MALL) contributed significantly to the quality of education. Liu (2016) explored the use of *WeChat* Mobile Learning in Business English Teaching and Taki (2011) applied mobile phone to teach vocabulary. A research conducted by Eqbali & Nushi (2003) found that *Duolingo* reassures learners that they can achieve their learning goals and relieves their fear of doing something so demanding as learning a language.

Those researchers used media technology in language teaching. Yet, over those researches, the use of *Orai application* in teaching and learning speaking has not ever been revealed by the researchers. Moreover, over the teaching speaking methods, the researcher found that the CLL was a teaching method that had a courtesy on the students' feeling, desire, love, opinion, and self of belonging.

This article reports the results of the research dealing with the application of orchestrating *Orai application* into CLL method by answering the follows research questions:

1. How was the orchestra of *Orai application* into CLL method applied in speaking practice?

2. What are the students' perceptions toward the use of *Orai application* in teaching and learning speaking?

## **LITERATURE REVIEW**

### **General View of CLL Method**

At the previous part of this study, it has been written that anxiety is a situation in which can block a foreign language learners' ability to acquire the language successfully. One way of creating an efficient language learning environment and supporting the personal growth of learners is using a humanistic language teaching approach. CLL is one of the features which help to increase foreign language learners' confidence and motivation, lower negative affective factors, and encourage students to interact with their peers (Nurhasanah, 2015). CLL advises teachers to consider their students as a person who has feeling, instinctive, desire, love, that need to get attention from teacher during the process of teaching and learning.

In community language learning, the student determines what is to be learned, and makes the role of the teacher as the facilitator in learning activity. CLL method aims to remove anxiety from learning by changing the relationship between the teacher and students. CLL method can stimulate the students to express their mind in the class. It happens because CLL concerns with their sight sense and can be seen by them. Students are helped to raise their intrinsic motivation by which they are expected to learn English for their enjoyment and knowledge themselves (Nagaraj, 2009).

### **CLL Method in Speaking Class**

Larsen-Freeman (1986, as cited by Ulfa, 2014) recommended that the procedures of teaching using CLL method are teachers record students' conversation; students choose what they want to say; and their target language production is recorded for later listening/dissemination. In transcription, teacher produces a transcription of the tape-recorded conversation with translations in the mother language. In reflection on experience, teacher takes time

during or after various activities to allow students to express how they feel about the language and the learning experience, and the teacher indicates. In reflective listening, students listen to their own voices on the recorder in a relaxed and reflective environment and transcribe their conversation. In self-correction, the teacher gives the students opportunity to self-correct on the transcript. In small group tasks, students work in small groups to create new sentences using the transcript, afterwards sharing them with the rest of the class. From what has been suggested by Laser-Freeman, it can be concluded that the core of learning using CLL method are recording, listening, correcting, and repeating.

CLL method promotes the student-centered learning process and decreased the teacher-centered learning. Through the stages of the learning process, the teacher's role is as a facilitator and a counselor. There are five stages in learning process that students pass through as they learn a foreign language. The first stage is the learner fully dependent upon the teacher for everything. Stage two rises when the beginner starts to use the second language, but still need the teacher' support frequently. Stage three occurs when the advanced student who become an independent language learner, and my resist teacher' correction. Stage four is characterized by the role reversal, as the student is very fluent and the teacher attempts to understand. Stage five is called the independent stage. The student has completely understood the register as well as grammatically correct language use. In this stage they may become counselors to less advanced students while profiting from content with their original knower (Ariza, 2002).

There are some activities that could be done in using CLL method in speaking class; recording, listening, correcting, and repeating. The students may record their speech and listen to their recorded speech. The students' activity is then corrected for the error in language occurred on their speech. Finally, the students repeat and record their correct speech.

## **Orai Application**

### ***The nature of Orai 2.0***

*Orai* is one of the most popular Android mobile Application (Bodana, 2017). It is an application to help people to be better speakers. It is developed by Danish Dhamani. *Orai* gives people the confidence and skills to speak powerfully on stage, in front of public, or in everyday life (Chang, 2017). It serves as people speech coach (Takahashi, 2017). *Orai* is powered by artificial intelligence, which gives immediate, personalized feedback on users' public speaking prowess (Douglas, 2017).

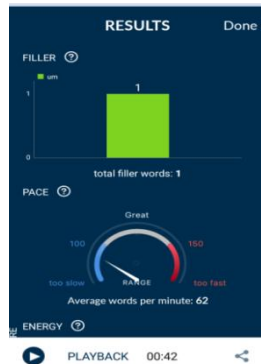
*Orai* is targeting young professionals, high school students, and college students. This app is simply equivalent of speaking into a mirror. Yet it offers an interesting solution to a common problem. *Orai* picks up on filler words like "um". For instance, the record app tracks the number of "ums" that is uttered and points them out to speaker as unnecessary filler words that are signs of hesitation, tells speaker if she/he is speaking too fast... or too slow and provides his/her a transcript of what speaker just said - which highlights speaker's varying energy or lack thereof. It also tells the speaker how clearly speaker is enunciating words and counts the number of words that speaker says in a minute, monitoring the pace of her/his speech. *Orai* measures the "energy" of speaker speech, like whether she/he speaks in a monotone that will put people to sleep or whether she/he emphasizes certain words (Takahashi, 2017).

### ***Key Features***

Bodana (2017) stated that *Orai application* works with machine in which it gives instant speech feedback using Artificial Intelligent (AI). It has some cool features include:

- 1) a recording practice and instant receiving insights which cover:
  - the number of filler words (um, you know, basically, you know, and learn how to reduce them, )
  - the *How fast you speak*, and get advice on how to speed it up or slow it down

- Your energy level, and gain feedback on how to improve it. It includes vocal clarity, micro-lessons on public speaking, detailed, performance tracking, audio recording and playback, accurate transcript of what you say, save your previous recordings, ability to share your recording and transcript with friends/colleagues, freestyle mode to practice anytime, anywhere, script mode to practice a prepared speech; simply copy/paste it into the app and tap record.



*Figure 1 The Key Feature of Orai application*

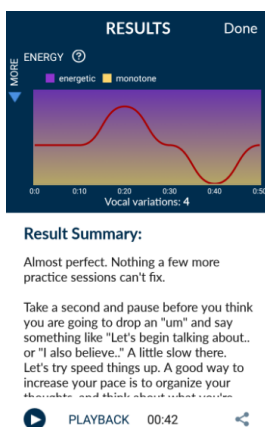
- 2) an ultimate speech improvement process from day 1 to day 30 to stay motivated with lesson designed to guide through.



*Figure 2 Reminder for Practice Everyday in Orai Application*



- 3) a nuance and pattern in real-time speech delivery using deep-learning technologies to provide us with instant speech insight and voice analytics.

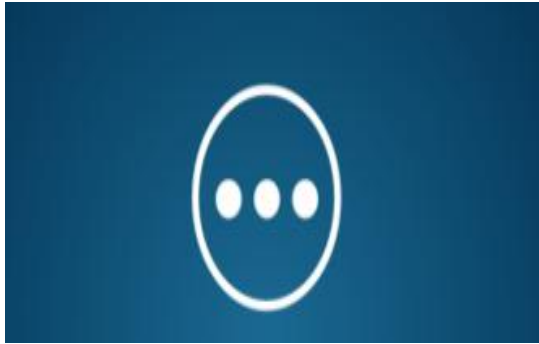


*Figure 3 Vocal Analytic in Orai Application*

### ***Orai Application in Students' Speaking Practice***

*Orai application* is very simple to use (Hardman, 2018). It has an accurate result analysis. It analyzes users' speech for three critical factors (Macthar, 2017). First, it looks for the overuse of "filler words" – the "ums," "uhs," and "likes." There's pacing – how fast you're talking. Then there's energy, which has to do with vocal variation, the changes in pitch or volume that make speeches sound interesting. Then, the app presents users with feedback and tips to improve.

To use the app, learners must download it for smartphones. It is compatible for almost all of the iOS and Android mobile devices (Bodana, 2017). Further, he suggested the procedures to download the app; 1) visit the Google play store by using Android Smartphone-Improve Public Speaking App for Android; 2) In case Google play store didn't works well in the phone then try the alternative Apk Downloading website like ApkMirror, Apk4Fun, 9apps; install the latest version for Android.



*Figure 4 Orai application Image*

The app offers several prompts to get started (Macthar, 2017). There are some stages that are done in applying *Orai application* in the speaking activity. Firstly, choose “Free Style” which suggested the students talk about their speech. Secondly, hit the record button and speak on the microphone for the suggested 60 seconds. When it was done a feedback page popped up immediately. It consists of the numbers of the filler occur, the energy of the speech, the rapid of speech, the result summary, speech clarity, and transcript. To listen to the speech, push the playback sign. In the transcript screen, it can be seen three analysis results; filler, pace, and energy.

## **METHOD**

The purpose of this study is to report how a mobile technology applied in speaking class to trigger the students to learn inside and outside the class and to help them to be better speakers. With this specific aim, the researcher wants to describe how CLL method and *Orai application* are applied together in the speaking class as well as to show the students’ perception on using *Orai application* in assisting them learning speaking. Therefore, this study applied qualitative descriptive method.

### ***Participants***

The study was conducted at the second semester of English Education Department of a private university in West Java in the

academic year of 2017/2018. The participants consisted of 24 adults aged between 18 and 25. 19 of them were female and 5 of them were male. The participants' native language is Bahasa Indonesia and they are advanced-level English students.

### ***Material***

An informal likert-scale questionnaire was created in light of the in-class observation by the researcher who is also the instructor of the speaking course. A 16-item informal likert scale was created by the researcher. The data was elicited through five options which ranged from 1 "Strongly disagree" to 5 "Strongly agree" (Dörnyei, 2003). The participants were instructed to choose one of the choices reflecting their thoughts. The researcher then evaluated the results using MS Excel.

### ***Data collection procedures***

To answer the first question, the researcher observed the application of CLL and *Orai application* in the speaking class. Following the observation, the writer gave questionnaire to the participants. The participants were given a 16-item likert-scale questionnaire. The items were introduced to the participants until they demonstrate an adequate understanding of the procedure and they were all tested individually. This questionnaire was given to answer the second question.

### ***Analysis***

There were some steps in analyzing the questionnaire; coding and entering the data into computer, and calculating using MS Excel. The formula used to calculate the likert scale is by finding out the total score per item by using the formulation  $T \times Pn$ , in which, T is the total of respondent's response and  $Pn$  is Likert Score.

The researcher also decided the maximum (Y) score and the minimal score (X). The maximum score signed by Y was gathered

from: *the maximal likert score x number of respondent.* The minimum score was obtained from: *the minimum likert score x number of respondent.*

After that the writer found the Index by using the following formula:

$$I \% = \frac{\text{Total score}}{Y} \times 100.$$

Finally, the researcher tried to find out *the Interval score by counting*

$$\frac{100}{\text{number of likert option}} \quad (\text{Sugiyono, 2010})$$

## FINDINGS

### The Practice of *Orai Application* Orchestrated in CLL Method in Teaching Speaking

Over the observation, the writer found a new formula in using CLL method in teaching speaking. This formula consists of four stages; recording, listening, correcting, and repeating. The writer called this formula as RLCR. The stages of the activities are described as follows:

The first stage of students' activity was *recording*. In this state the students were recording their utterances or speaking. Hence, before they record their voice, the students were allowed to ask the teacher about what they were going to utter in L1, then the teacher translated the utterances in the target language. The students uttered the utterance modeled by the teacher. The students then practiced in uttering the utterance many times. The purpose of this activity is to get the students fluency. It was supported by Muhammad (2017) stating that repetition activity can help students' fluency. After they were sure about their pronunciation and intonation and confident enough to record their utterances, then they did recording. Only the target language was recorded using *Orai application*.

The second stage was *listening*. After the students recorded their speeches, the device would take a few second to analyze students' speech. The device then would show the result and gave

direct feedback to the students. The feedback covered pronunciation, tone, energy, filler as well as the clarity of the students' speech as well as the score of the speech. The result of the analysis of pronunciation can be seen in the transcribe sheet. When there was a blank sheet, it meant that the students produced incorrect pronunciation. The students' result of speaking energy was indicated by the graphic of energy. There were two colors in it; yellow color indicated that students' speaking was monotonous and purple color indicated the students' speck energy. The students' useless filler was also analyzed. At the end, students were able to get their scores of clarity. The students also got suggestion from the device. Due to the suggestions, the students then listened to their recording speech. In this stage the students would highlight their mistakes occurred.

Having reading the result or the analysis, the students might make some *corrections* dealing with the mispronunciation, the tone, the filler, or the energy suggested by the device. In this stage they discussed with their fellow or consulted to the teacher dealing with the error. By having discussion mean they were chanced to make communication within friend and the teacher to build a relationship between students-students and student-teacher. In stage the students practiced reading the correct speech.

The final stage was *repeating*. Once the students corrected their speech, they might do some repetitions in practicing the speech through the recording. As the score increased and they felt comfort with the score they might submit the score to the teacher together with the transcription of the text.

From the observation it also could be described that the students were very excited in practicing speaking using *Orai application* in the classroom. It is supported by Novalia (2017) that the students should study in fun and joy condition. They worked with their friends, communicated their experience without any feeling of fright. By mean of *Orai application* they got direct feedback of their speech then they got suggestion from the app to fix up their performance.

**Students' Perceptions toward the Use of *Orai Application***

The data on students' perception toward the use of *Orai Application* is presented in table 1.

Table 1 Students' perceptions toward the use of *Orai Application*

No Questions	Response					Total	Index	Interval
	SD	D	SLD	A	SA			
1. Orai helps me in reducing fear during speaking.	0	2	12	36	50	100	83.33	69.44
2. Orai help me to speak fluently.	0	2	3	8	100	113	94.17	78.47
3. Orai helps me to practice speaking in the class.	0	6	21	28	35	90	75.00	62.50
4. Orai forces me to practice speaking outside the class.	1	2	12	36	45	96	80.00	66.67
5. Orai fixes me on pronunciation	0	0	0	4	115	119	99.17	82.64
6. Orai guides me to fix my intonation when speaking.	0	0	0	4	115	119	99.17	82.64
7. Orai controls my speed of speaking.	1	0	3	4	105	113	94.17	78.47
8. Orai coaches me to fewer the filler.	0	0	0	8	110	118	98.33	81.94
9. Orai coaches me on my pace of speech.	0	0	6	8	100	114	95.00	79.17
10. Orai app is easy to be used.	2	4	3	8	85	102	85.00	70.83
11. Orai app helps me to be aware of some mistakes in speaking	0	0	6	56	40	102	85.00	70.83
12. Orai app helps me to study personally.	0	2	9	16	80	107	89.17	74.31
13. I can study any time and everywhere using Orai app.	0	2	24	8	65	99	82.50	68.75
14. Orai app gives me direct feedback of my speaking.	0	6	6	32	55	99	82.50	68.75
15. I am happy to use Orai app in speaking class.	2	12	15	24	25	78	65.00	54.17
16. Orai app should be used in other subject course	0	8	39	20	10	77	64.17	53.47

Table 1 describes the questionnaire items, number of respondents, maximum score, mminimum score, and interval score.. There are 16 question items with five options. The numbers of respondents are 24. Therefore the maximum score is 120 and the

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minimum score is 24. The interval score is 20 and summarized as follows: 0%–19.99% means *strongly disagree*, 20%–39.99% means *disagree*, 40%–59.99% means *slightly agree*, 60%–79.99% means *agree*, and 80%–100% means *strongly agree*.

From the table, some inferences could be taken. In relation to students' response toward the role of *Orai application* in helping the students in reducing fear during speaking, it is in the interval 69.44%. It indicates that students agree that *Orai application* helps students alleviate the fear of speaking so that when students are not fearful, then students' participation to be engaged in the activities will be encouraged. The students also agree that the use of *Orai application* can help their speaking fluency (interval 78.47%).

The students respond positively or agree toward the role of *Orai application* in helping them to practice speaking in the class as indicated by interval 62.50% in item 3. This positive response occurs as well in item 4 (interval 66.67%). It revealed that students agree toward the idea that *Orai application* forces them to practice speaking outside the class. Moreover, students strongly agree that *Orai application* helps them to fix on pronunciation as indicated by interval 82.64% in item 5. The same response (strongly agree) is also given by the students in perceiving the role of *Orai application* in guiding them to fix their intonation during speaking (interval 82.64% in item 6).

In relation to question or item 7, interval 78.47% shows that the students agree that *Orai application* can control students' speed of speaking. Interval 81.94% of item 8 shows that they strongly agree that *Orai application* coaches them to fewer the filler. In addition, the students show their agreement in some of the following aspects; *Orai application* coaches them on their pace of speech (interval 79.17% of item 9), *Orai application* is easy to use (interval 70.83% of item 10), *Orai application* helps them to be aware of some mistakes in speaking (interval 70.83% of item 11), *Orai application* helps them to study personally (interval 74.31% of item 12), they can study any time and everywhere using *Orai application* (interval 68.75% of item 13), and

*Orai application* gives them direct feedback of their speaking (68.75% of item 14). However, the result of students' response toward item 15 and 16 indicates that they slightly agree toward these two aspects; their feeling of happiness to use *Orai application* in speaking class (interval 54.17% of item 15) and the continuation of *Orai application* use in other subject course (interval 53.47 % of item 16).

## DISCUSSION

Being afraid of speaking in front of other is common for the students even for English department students. English teacher should be able to find a better solution to help students to cover their fear of speaking. One of the things than can be done is by applying an appropriate teaching method which does not only make the students active and creative in the teaching and learning process but also which pays attention on the students' psychology. The teacher also should be creative in using a media in applying the teaching method in order to create a joyful teaching and learning process. Community Language Learning (CLL) method is an innovative teaching method that pays attention on the students' feeling, desire, and opinion during the process of teaching and learning. In the application, this method is assisted by a tape recorder. As this device does not stay any longer in this era, it is substituted by an application of mobile technology called *Orai* that can be downloaded from Google play store to Smartphone. Then, this application and CLL method are orchestrated to be applied in speaking class in order to help students to be better in speaking skill.

*Orai application* is a unique and excellent app to be used as a supporting media for speaking course. It provokes the students to lean actively and happily in the classroom. They not to be worry of making mistake during practice speaking for the app gives them feedback directly and gives suggestion what should they do.

*Orai application* is a free mobile app and the app has generated a bit of buzz in business circles already. *Orai application* has been one of the finalist teams in Microsoft's Imagine Cup and the Conscious



Capitalism Student Business Plan Competition, winning \$40,000 in prize money so far (Macthar, 2017). The app also leads to increase levels of confidence in learning a new language (Chang, 2017; Hardman, 2018) and it promises to make anyone become a better speaker via artificial intelligence (Takahashi, 2017).

Based upon the result of students' responses toward questionnaire, it is proved that *Orai application* helps students alleviate the fear of speaking so that when students are not fearful, then students' participation to be engaged in the activities will be encouraged. It is in line with what has been said by Hardman (2018) that *Orai application* can help assuage fear and prepare speaker to speak confidently in front of crowd. This to some extent allows for students' interest in the classroom, particularly in speaking class.

*Orai application* can help students in increasing their speaking and all aspects of speaking. For instance, the app tracks the number of "ums" that the students utter and point them out to the students as unnecessary filler words as hesitation sign. As the students are able to manage the use of filler during the speaking, it shows that they can speak fluently. It is reinforced by (Takahashi, 2017)

In addition, *Orai application* also helps students to fix their pronunciation, intonation as well as their speed of speaking. It is supported by Douglas (2017). The app uses artificial intelligence (AI), developed by Gupta, to track users' speech and give instantaneous, personalized feedback based on three indicators: use of filler words like "um" and "er", speed of speech (130-150 words per minute is the optimum), and energy or variation in tone.

*Orai application* can be used to practice speaking in the class and out of the class. It promotes students to conduct self-study. Moreover *Orai application*, according to the students should be applied in other language subject, such as in phonology and reading class. It is in line with statement that the participants' digital mindsets, comprising assumptions about affordances of digital technologies, shaped the ways in which the participants used digital technologies within and beyond classrooms.

Despite these good features in *Orai application*, there are a few cautionary notes. First, *Orai's* voice recognition software didn't always get it right. In fact, many of the words in students' transcripts were incorrect or replaced with an underscore, symbolizing that the software did not understand. This made the students frustration of their words. This seemed to skew other areas of feedback as well, such as counting the number of filler words used. In addition, the app would give users more incentive to use it if it provided cumulative feedback over time. For instance, if it kept track of the number of filler words a speaker used over the course of several months, their pace, or energy levels, users would be able to track their long-term progress in specific areas.

## **CONCLUSION**

This study was carried out to describe how mobile technology device called *Orai application* was orchestrated in a language teaching method named CLL to be used in teaching speaking that helps the students to become better speaker and to report students' perception on the use of *Orai application* speaking in speaking course. In this study, the formula to implement *Orai application* in CLL method in teaching speaking consists of four stages; recording, listening, correcting, and repeating which is called by the researcher as RLCR. The result of the questionnaire indicates that the students have positive perception toward the use of *Orai application* in CLL method to teach speaking. Therefore, orchestrating CLL method and *Orai application* is strongly recommended for both the teacher and students in order to help them to be better speaker.

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