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**The Impact of Free4talk Platform on Enhancing EFL Learner's Speaking Skill**  
**The Case Study of Intermediate-level Adult Learners at CEIL**  
**(Intensive Language Training Center) of Ghardaia University**

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## **Dedication**

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Above all, thanks to ALLAH who guided me on the right path. I dedicate this work which is the fruit of all my years of study: To the source of tenderness "my mother" "kept praying for me. To the source of success "my father", who supported me in all the stages of my life. To my lovely sisters: Sara and wassila. To my dear brothers: Khaled, Nouredine, Abdelouahab, Aziz, Khalil and their wives: Zineb, Narimane and Dalal. To my dear nephews: Mohamed, Youcef and Mazen. To my lovely nieces: Maram, Ritadg, Achwak, Ghoufran and Mayan. To My best friends Badra, Asma and Abderrahmane who encouraged me to complete this work. A special thank goes to my colleague Linda for being considerate and supportive.

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## **Abstract**

Speaking skills play a crucial role in language acquisition and communication, particularly for English as Foreign Language (EFL) students. The ability to express oneself fluently and effectively in a second language is a key objective for language learners. In the context of language teaching, incorporating innovative platforms and technologies can significantly enhance the development of speaking skills among students. This study focuses on investigating the impact of the Free4Talk platform on enhancing the speaking skills of EFL students at the Centre of Intensive Language Training (CEIL) in Ghardaia. The experiment involved 14 participants and was conducted over a period of one month in an online setting. Free4Talk is a virtual platform designed to facilitate language practice and communication through interactive speaking activities, providing learners with opportunities to engage in real-time conversations and improve their oral proficiency. The findings of the study indicate that the participants experienced notable improvements in their speaking skills after engaging with the Free4Talk platform. Through regular practice and interaction on the platform, the students demonstrated enhanced fluency, vocabulary usage, and overall confidence in speaking English. The results suggest that integrating technology such as Free4Talk into language learning programs can be an effective strategy for promoting speaking skill development among EFL learners. This research highlights the positive impact of utilizing the Free4Talk platform as a tool for enhancing speaking skills in the EFL classroom. By leveraging innovative technologies to create engaging and interactive learning environments, educators can effectively support students in improving their oral communication abilities and achieving greater proficiency in the target language.

**Keywords:** Free4talk platform, speaking skill, EFL, Technology in language learning, online language practice,

## **List of Abbreviations and Acronyms**

**CEIL:** Intensive Language Training Centre

**EFL:** English as a Foreign Language

**H1:** Alternative Hypothesis

**H2:** Hypothesis two

**IELTS :** International English Language Testing system

**Q:** Question

**L1:** First language

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# **General Introduction**

## **General Introduction**

Nowadays, effective communication in English is essential for academic, professional, and personal success. Among the four language skills, speaking is often considered the most challenging for English as Foreign Language (EFL) Learners to master. Traditional language teaching methods focusing on vocabulary and grammar instruction may not adequately address the need for learners to develop fluency and confidence in speaking spontaneously in real-life situations.

Recognizing the importance of enhancing EFL Learners' speaking skills, educators and researchers have explored innovative approaches to language teaching. One such approach that has gained attention is the use of technology in language learning. In this context, Free4Talk, a popular online platform for language practice and communication, offers a unique opportunity for students to engage in authentic conversations with native speakers and peers from around the world.

This dissertation aims to investigate the impact of Free4Talk on enhancing the speaking skills of EFL learners. By integrating technology into language learning, this study seeks to explore how online platforms like Free4Talk can provide learners with opportunities to practice speaking in a supportive and interactive environment. The research will examine the effectiveness of Free4Talk in improving students' fluency, accuracy, and confidence in speaking English.

Through a comprehensive review of literature on language teaching, technology integration, and speaking skill development, this study will establish a theoretical framework for understanding the potential benefits of using Free4Talk in EFL classrooms. By conducting empirical research, this dissertation aims to provide valuable insights into the practical implications of incorporating online platforms like Free4Talk in language teaching.

### **Statement of problem**

despite the fact that speaking English is becoming increasingly crucial in today's globalized world many students studying English as a foreign language (EFL) find it difficult to improve their speaking skills. Traditional language teaching methods frequently place a high priority on teaching vocabulary and grammar, giving learners little opportunity to practice and develop their oral communication skills. This gap in speaking skill development raises concerns about the effectiveness of current language teaching approaches in adequately

preparing EFL students for real-world communication situations.

Furthermore, the lack of authentic speaking practice and engagement chances in typical classroom settings could limit students' ability to develop fluency, accuracy, and confidence when speaking English. As a result, there is a need to investigate innovative strategies and tools that might improve EFL students' speaking skills while also providing them with significant opportunities to participate in spontaneous discussions and interactions in the target language. In this context, the use of technology, specifically online platforms such as Free4Talk, presents a viable option for resolving the difficulties of traditional language teaching methods while also generating a more dynamic and engagement learning environment for EFL Learners.

As a result, the primary goal of this research is to look at the impact of Free4Talk on improving EFL students' speaking abilities. By investigating the effectiveness of this online platform in providing learners with opportunities for authentic speaking practice and interaction, this study aims to address existing challenges in speaking skill development and contribute to the advancement of innovative approaches to language teaching in EFL contexts.

## **Rationale**

In today's world, learning a second language, especially English as a Foreign Language (EFL) is a big goal for many people and communities. Being able to speak well is an important part of learning a language because it helps in personal, academic, and job- related areas. As the world becomes more connected, there is a growing need for people who can speak EFL confidently. Schools and language programs have realized that they need new and creative ways to help EFL learners get better at speaking. The rise of technology and the internet has made it easier to learn languages and improve skills.

Free4Talk is one of these online platforms that lets language learners have real-time conversations and practice speaking with others. People like it because it lets them talk to others and learn together. This thesis is all about finding out how much Free4Talk can help EFL learners speak better. While there's been a lot of research on using technology to learn languages, not much attention has been given to Free4Talk specifically. We want to understand how it can help, and what its limits are. This will be useful for teachers, people who make language programs, and for learners themselves who want to improve their speaking skill.

## **Research Questions**

This study investigates the influence of technology, particularly the Free4Talk platform, on the speaking skills of English as Foreign Language (EFL) learners. The research seeks to answer the following questions:

Q1: How does technology, specifically the Free4Talk platform, affect speaking skills in EFL learners?

Q2: Is the Free4Talk platform effective in enhancing language learners' speaking skills, including fluency, accuracy, and confidence?

## **Research Hypotheses**

H1: The integration of the Free4Talk platform in language instruction significantly improves the speaking skills of EFL learners compared to traditional classroom methods.

H2: EFL learners who engage with the Free4Talk platform show a greater enhancement in fluency, accuracy, and confidence in speaking English compared to those who rely solely on conventional language teaching approaches.

## **Aims of the Study**

The study examines the impact of Free4Talk on enhancing speaking skills for English as Foreign Language (EFL) learners. It aims to assess the platform's effectiveness in improving oral communication abilities through interactive features like real-time conversation practice, peer feedback, and access to language resources. The study provides insights into the benefits of integrating technology into language learning pedagogy and informs educators and learners about effective strategies for developing spoken English proficiency in digital learning environments.

## **Research Methodology**

In order to achieve the objectives of the present study. The experiment will span over one month. This research will entail the collection of pre-test and post-test data, as well as interviews and online questionnaires, followed by data analysis and reporting. Quantitative data will be gathered using a pre-and post-test design to assess the impact of Free4Talk on EFL learners' speaking skills. The pre-test will precede participants' engagement with Free4Talk, while the post-test will occur after a one-month period. Additionally, usage data, including the number of Free4Talk sessions attended and their duration. Qualitative insights

into students' experiences will be obtained through closed and open-ended questions, focusing on their perception of free4talk, its usability, and its influence on their language learning. The data collected will be analyzed using statistical techniques and thematic analysis.

## **Structure of Dissertation**

The dissertation is structured into two main chapters, each serving a distinct purpose in the research study. The first chapter focuses on the theoretical aspects of the investigation, delving into the foundational concepts and background information relevant to the study. It includes a comprehensive literature review that defines speaking skills, explores their importance, discusses different types of speaking, highlights common challenges faced by EFL learners in speaking, and examines the role of technology in enhancing speaking proficiency. The chapter specifically emphasizes the use of online platforms, with a detailed focus on the Free4Talk platform as a tool for developing EFL learners' speaking skills.

On the other hand, the second chapter constitutes the practical segment of the dissertation, where the research methodology is implemented, and the outcomes of utilizing the Free4Talk platform are analyzed. This section details the data collection process, including pre-tests, post-tests, and questionnaires, to assess the impact of Free4Talk on the speaking skills of B1 students at the Intensive Language Training Center.

## **Limitation of the Study**

- The study included a small number of participants of 15 adult intermediate-level EFL learners from Ghardaia University's CEIL B1 group. The sample size may not be sufficient for drawing generalizable findings.
- Participant motivation and familiarity with technology, such as Free4Talk, can differ, which can impact engagement levels and data quality. Some individuals may lack motivation to fully participate in the intervention, resulting in incomplete or biased data
- The one-month study period may be insufficient to effectively capture the intervention's long-term effects on EFL learners' speaking skills. Language learning and skill development may take longer amounts of time to produce obvious results.

# **CHAPTER ONE**

## **Literature Review**

## **Introduction**

One of the most vital skills that students need to master in learning English as a Foreign Language (EFL) is speaking skill. By mastering speaking skills, students can express their thoughts during the communication process to realize their communication objectives. However, in reality, many students have studied English for years but still find it difficult to speak English, and that's all because of the difficulties that the learners are facing in finding the suitable environment for practicing with non/native speakers. But now with technological development, many applications, websites and platforms such as free4talk platform help to develop the speaking skill. This chapter aims to investigate the impact of using free4talk on enhancing EFL learners' speaking skill. It covers definition of speaking and its different types, explores the importance of speaking skills in effective communication and outlines essential characteristics like fluency and accuracy. Furthermore, the chapter addresses the obstacles encountered by EFL learners in developing their speaking abilities. It also examines the role of technology in improving speaking skills, particularly through online platforms.

### **1.1 Definition of Speaking**

Speaking is one of the four language skills which are interpreted as an expression of idea, opinion, or message with oral language (Cahyono & Indah, 2012, p. 8). Richards and Renandya, 2002, pp. 204-210) stated that speaking is one of the elements of communication. Based on the statements above, speaking is the way to communicate that uses a list of words to transfer the purposes of speaking.

Speaking is one of language skill which is very important to be mastered by students in order to be a good communicator. According to speaking is the verbal use of language to communicate with others. Speaking is about making choices. Students must choose how to interact in expressing themselves and forming social relationship through speech. In other statement, Richards (2008, p. 2) adds that speaking in traditional methodologies usually meant repeating after the teacher, memorizing a dialog, or responding to drills, all of which reflect the sentence-based view of proficiency prevailing in the audio-lingual and other drill-based or repetition based methodologies of the 1970s. In short, speaking can be as the way to carry out feeling through words, even conversations with others. It means that human use words and phrases in interactive process of constructing meaning of speaking. According to Bygate (1987) defined speaking as the production of auditory signals to produce different verbal responses to listeners. It is regarded as combining sounds systematically to form



meaningful sentences. Eckard & Kearny (1981) defined speaking as a two-way process including a true communication of opinions, information, or emotions. This view regards the spoken texts as the collaboration between two or more people in the shared time and the shared context, Speaking is an act of transmit an abstract thought.

Speaking is the process of verbally transmitting thoughts, ideas, or information. To communicate with others, words and phrases are articulated through the lips and vocal chords. To explain oneself and connect with listeners, successful speaking involves accurate pronunciation, suitable tone, and engaging delivery.

## **1.2 Importance of the Speaking Skill**

Before learning to read and write, humans had the ability to speak. Humans interact verbally with language more often than they do with written forms of communication. Since speaking is one of the skills required to carry out a discussion, it is the most significant one. Speaking English requires knowledge of several important concepts, including pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have enough English speaking ability in order to communicate easily. For learners to interact with others in a natural and productive way, they need to speak English fluently. According to Rivers' (1981) investigation into language use outside of the classroom, speaking is utilized twice as often as reading and writing put together. According to Pourhosein Gilakjani (2016), who stated that people speak all the time and everywhere, Speaking is the spoken form of conveying concepts and thoughts. If we want to encourage students to communicate in English, we should use the language in real-life settings and ask them to do the same. According to Richards and Rodgers (2001), speaking was not given as much value in traditional methods as reading and writing were in the classroom. In the Grammar-Translation method, for instance, speaking and listening were not as important as reading and writing as required of the four language skills—speaking, listening, reading, and writing—Ur (2000), argues that speaking is the most crucial of the four language skills ensuring effective communication.

The importance of speaking is demonstrated by the integration of other language skills. Speaking helps learners improve their vocabulary, grammar, and writing skills. Students can use language to express emotions, share stories, make requests, discuss topics, and demonstrate various functions. Effective communication is essential outside of the classroom setting. Language speakers have more opportunities to work in various organizations and corporations. Practicing the language through meaningful tasks is vital for internalizing it. According to Asher (2003), when teachers model language, students often imitate what they

hear; learners like to imitate what teachers say shortly after they model it. Krashen (1988) investigated the relationship between listening and speaking skills. He stated that when students speak, their speaking provides evidence that they have acquired the language.

### **1.3 Types of Speaking**

Several specialists have already classified types of speaking; Nunan (1989), (as cited in Torkey, 2006) distinguishes between two types of speaking: monologue and dialogue. The former stresses giving an interrupted oral exposition, while the later promotes interaction with other speakers; A monologue occurs when a speaker uses spoken language for an extended period of time, such as in speeches, lectures, or readings. A dialogue, on the other hand, occurs when there are two or more speakers involved in the speaking process. Brown & Yule (2003) suggest two types of speaking which are transactional and interactional. Transactional speaking is used for transferring information between individuals, while interactional speaking is used to manage and establish social relationships. Therefore, Speaking can be classified as monologue or dialogue based on the number of speakers, and transactional or interactional depending on its use, as shown in the preceding paragraphs.

Public speaking is another type of speaking that consists in delivering a speech before an audience. We distinguish different types of public speaking; Narrative speaking includes fascinating storytelling in which students describe events using chronological coherence and engaging language. Descriptive speaking focuses on realistic representations of people, places, or experiences, utilizing a wide range of words and sensory description. Furthermore, explanatory speaking emphasizes clarity while presenting concepts or processes, as well as the logical breakdown of complicated information. Furthermore, argumentative speaking entails expressing viewpoints effectively, supporting them with facts, and participating in arguments. Transactional speaking comprises activities such as conveying instructions and negotiating successfully. Expressive speaking entails communicating emotions honestly using tone and body language. Finally, public speaking improves confidence while presenting speeches or presentations to audiences. Public Speaking skills are valued in many areas of life; including workplace, educational settings, and personal connections, being able to successfully express your ideas, convince others, or inspire an audience may significantly boost your success and influence. However, without comprehending the many types of speaking, one cannot influence people through their speaking abilities speaking involves Informative speaking which is a clear and concise method of delivering factual information to an audience. It involves extensive research, using credible sources, and engaging the audience

through rhetorical questions and interactive elements. Persuasive speaking uses logical reasoning and emotional appeals to influence beliefs. Entertaining speaking uses humor, storytelling, and amuse the audience. Inspirational speaking aims to inspire, encourage, and empower the audience through personal experiences and motivational approaches. These styles require careful planning, research, and adaptability.

### **1.4 Characteristics of The Speaking Skill**

There are many characteristics of the speaking skill. Brown (2001, p.268) offered four characteristics of speaking skills: fluency, accuracy, pronunciation, and vocabulary.

\* **Fluency** is described as the capacity to communicate effectively, fluently, and correctly. Fluency typically refers to the ability to communicate spoken words fluently and without interruption. To assess students' fluency during the teaching process, teachers encourage students to speak freely without interruption. The goal is to assist all students talk clearly and comfortably. The teacher does not correct quickly, as too much correction disrupts the flow of speech (Pollard, 2008, p. 16)

- **Accuracy** is defined as the capacity to construct correct sentences utilizing proper syntax and vocabulary in natural conversation (Brown, 2001, p. 268). It indicates that correctness is attained by enabling the speaker to focus on grammar and phonology. The component of correctness in the speaking class is established by giving students opportunity to interact in real-world situations. The teacher should provide communicative tasks and activities to the pupils, such as conversation, role play, games, and debates. When possible, these types of activities can involve students in natural interaction processes.

\* **Pronunciation:** having good language pronunciation may help with normal communication, especially intelligibility (Derwing & Munro, 2005). Pronunciation is a characteristic that allows students to communicate with more clarity. It indicates that a learner can speak effectively with strong pronunciation and intonation despite having a limited vocabulary and grammar. Pronunciation is the usual or customary speaking of words. Based on that remark, it may be determined that pronunciation is the way students make the speech.

### **1.5 Difficulties of Speaking Among EFL Learners**

For years, the speaking skill was not given much importance in the teaching process, focusing on memorization of dialogues or drills. Zhang (2009) argues that speaking is the most challenging skill for English learners, with factors like inhibition, fear of mistakes, criticism, and shyness contributing to difficulties. Littlewood (1984) emphasizes that the development

of communicative skills requires motivation and opportunities for learners to express their identity and relate with others. Therefore, Zhang (2009) suggests that mastering speaking is crucial for EFL learners.

Another problem is the lack of participation in large classes, only one participant can talk at a time and some learners tend to dominate, while other speakers avoid participating in order to avoid embarrassment. In addition, mother-tongue (L1) use; Learners who share the L1 in common tend to use mother tongue when they expose to some difficulties in expressing or submitting a certain idea. Furthermore, Teaching Methods can also be considered as an obstacle in developing the speaking skill because some of them neglect speaking and focus more on the other skills. Vocabulary items are taught in isolation, and listening materials are not widely utilized by school teachers. According to Littlewood (1984), some teachers employ their first language for classroom management. However, this may lead to speaking difficulties. This is because adopting L1 implies giving up significant opportunities for using the foreign language with motivation. Furthermore, it reduces the importance of using foreign languages as a means of communication.

## **1.6 The Use of Technology to Enhance the Speaking Skill**

In the field of English as a Foreign Language (EFL) education, technology has emerged as an innovative force, completely transforming the landscape of language learning. Warschauer (2002) emphasizes the enormous influence of technology-rich environments, in which students not only learn language but also receive access to a variety of material critical to their cognitive development. Evans (2009) emphasizes the importance of technology in enhancing EFL learning, citing the huge number of authentic materials available on the Internet that may improve learners' language abilities and knowledge base.

The use of technology into EFL classrooms provides a diverse set of resources and possibilities for language acquisition, encouraging engagement, interaction, and tailored learning experiences (Chen et al., 2018). Li and Wang (2020) confirm the usefulness of online speaking platforms such as Zoom, Skype, and Google Meet are good in promoting real communication and providing learners with quick feedback. This real-time engagement not only improves speaking skills, but also boosts learners' confidence and fluency in oral communication.

Furthermore, advances in voice recognition technology have transformed pronunciation practice in EFL settings (Chang, 2016). Tools such as Google Speech Recognition and Apple

Siri provide learners with quick feedback on pronunciation accuracy and intonation, allowing for focused error correction and the refining of spoken language abilities. Sundqvist and Sylvén (2016) emphasize the importance of mobile applications like Duolingo and HelloTalk in expanding speaking practice chances beyond the classroom by utilizing interactive activities and voice chatting with native speakers.

The use of new technologies such as Virtual Reality (VR) and Augmented Reality (AR) shows potential for EFL speaking training (Chen et al., 2018). VR settings engage learners in realistic language contexts, allowing for authentic discussions and cultural connections. Similarly, AR apps superimpose digital material on real-world situations, creating contextually rich speaking possibilities. Using these immersive technologies, educators may design dynamic learning experiences that promote language acquisition and intercultural competency. Digital storytelling platforms provide a creative way to improve speaking abilities in EFL contexts (Nikolov and Cvikova, 2019).

Sundqvist and Sylvén (2016) emphasize the importance of mobile applications like Duolingo and HelloTalk in expanding speaking practice chances beyond the classroom by utilizing interactive activities and voice chatting with native speakers. Teachers should consider providing technology for their learners, such as using projectors for lectures or watching movies, to develop speaking skills and help visual learners absorb data. This integration helps students to learn and utilize language effectively. Using computers in oral expression is crucial for delivering material to learners effectively. Also digital cameras have a significant psychological impact on students. For example, teachers can incorporate this material into their lectures and encourage students to complete assignments orally and record them. This approach motivates students to do well in recordings and allows them to identify their mistakes then correct them after seeing the video.

### **2.3.5 Enhancing the Speaking skill Via Online Platforms**

Online platforms are digital tools that allow users to speak with one another in real time using text, voice, or video communication over the internet. These platforms make it easier for people who live far apart to communicate with one another. In the context of language learning, internet platforms can help students practice their language abilities with native speakers in a realistic and authentic setting (Jenks, 2014, p 13). There are different types of platforms such as social Media; Facebook, Twitter, and Instagram, Online Language platforms, including Duolingo and Babbel, learning Platforms, like Rosetta Stone and Tandem, Language and Exchange platforms such as Hello Talk Platform, Free4talk platform,

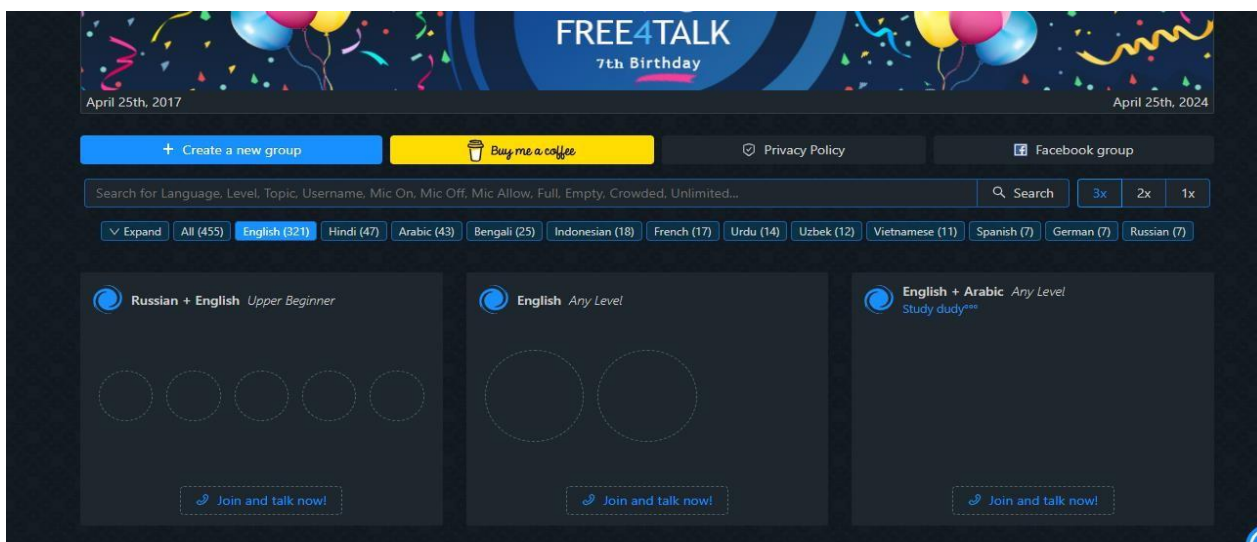
and Video Conferencing Platforms including Zoom, Skype and Google Meet .

Blake (2000) found that engaging in real-time interactions with native speakers via online platforms can greatly improve speaking skills. Similarly, planned speaking exercises offered by online platforms help learners develop speaking skills gradually and efficiently. Lantolf and Thorne (2006) emphasize the importance of feedback and correction on speaking performance in helping learners identify areas for growth and refine their speaking skills. Furthermore linguistic exchange partnerships supported by online platforms provide benefits such as greater speaking practice and exposure to actual language use. Speaking challenges and interactive games on online platforms, as demonstrated by Reinhardt and Thorne (2012), encourage learners to practice speaking while also improving their overall language ability. Access to authentic materials in language learning, as emphasised by Warschauer and Kern (2000), exposes students to natural speech patterns and cultural differences. Finally, self-recording and self-evaluation activities provided by online platforms enable learners to assess their speaking development and take control of their learning process. These studies highlight how various features of online platforms contribute to the improvement of speaking skills in language learners.

### **1.6.2 Using Free4talk Platform for Developing EFL Learners Speaking Skill**

Free4talk was created on May 06<sup>th</sup>, 2020. It is a free language exchange platform that allows learners to communicate with people from various linguistic backgrounds and learn new common target languages. Users can log in to the platform using their email addresses. The design is straightforward and easy to navigate. Access to the platform is possible using any web browser. The home page has links for creating new groups, privacy policies, and joining Facebook groups. There are also buttons to see current groups in rows of 3, 2, or one at a time. Also, there is a button to adjust the background light. Scrolling down the page reveals exchange groups. There is also a notification of "rules and penalties" with a prison section below each grouping. Punished users are listed in the prison section, including their name, cause, and time of ban. one of the main rules that free4talk follows is , banned individuals are unable to access the platform until their punishment finishes . Also, if we scroll down the page, there comes The website includes YouTube video connections for language learners and 18 social media links, ranging from Facebook to Instapaper, for easy sharing across platforms. The privacy policy section outlines how the website will gather and utilize personal information. The acquired data includes users' email addresses or phone numbers for website login and group information for language exchange. Additionally, people have the right and

ability to change their public names. In order to create a group, select a platform (Hangouts or Free4Talk) and set the number of users (from 2 to limitless). Then the topic's language and proficiency level have been identified. Users can start new groups or join existing ones. The group screen offers voice and video chat, a YouTube link, a whiteboard tool, and text messaging features. Organize user names and photographs are displayed below the screen. The website's owner additionally promotes the platform through a Facebook page named "Free4Talk". On the review date of May 6, 2020, the open-to-all group has 9377 members. Regularly conversing on Free4talk can have a significant impact on English learners' speaking abilities .The Continuous practice on the platform promotes better language skills as learners engage in real-time discourse, honing their capacity to think and answer swiftly in English. Furthermore, regular interaction with native speakers allows learners to emulate natural speech patterns, resulting in improved pronunciation and intonation through feedback and direction from conversation partners (Levis, 2005). Meaningful interaction and exposure to new vocabulary in context are effective ways to acquire vocabulary (Nation, 2001). By participating in conversations on Free4talk, learners can encounter new words and phrases in authentic contexts, leading to vocabulary expansion. Furthermore, Free4talk acts as a bridge to cultural awareness, allowing EFL learners to interact with speakers from other cultural backgrounds.



**Figure 1 :Home page of free4talk platform**

## **Conclusion**

Throughout this chapter, the importance and challenges of speaking skills in learning English as a Foreign Language (EFL) have been outlined. Defined as more than verbal expression, speaking encompasses vital communication tools that are essential for interaction and proficiency. Different types of speaking, from formal presentations to everyday conversations, highlight its diverse applications. Characteristics such as fluency and accuracy underscore the multifaceted nature of proficient oral communication. Despite its importance, EFL learners often face challenges in speaking, including anxiety and limited vocabulary. However, technology, especially platforms like Free4Talk, offer promising solutions; these platforms provide opportunities for authentic practice, feedback, and cultural exchange, enhancing speaking proficiency.



# **CHAPTER TWO**

## **Practical Part**

## **Introduction**

The second chapter of this study investigates the influence of Free4Talk on improving speaking skills in English as a Foreign Language (EFL) learners. Free4Talk, a digital platform that enables real-time communication and language practice, provides a unique chance for learners to engage in realistic speaking experiences outside of the typical classroom environment. This chapter focuses on how Free4Talk can help EFL learners build fluency, accuracy, and confidence in spoken English. Free4Talk's interactive features allow learners to engage in meaningful discussions, receive feedback, and practice speaking in a friendly online setting. This chapter uses a mixed-methods research methodology to examine the effectiveness of Free4Talk in improving speaking abilities and compare its effectiveness to established language teaching approaches. This study aims to give useful insights into the potential advantages of using digital platforms for speaking practice in language teaching by investigating the experiences and results of EFL learners who use Free4Talk. The investigation of Free4Talk as a tool for improving speaking abilities is a step towards new language teaching techniques that use technology to provide exciting and interactive educational opportunities for EFL students. It provides the foundations for a deeper examination of how digital platforms can improve speaking competency and shape the future of language teaching methods.

### **2.1 Research Design**

This study examines the impact of technology, particularly the Free4Talk platform, on the speaking abilities of English as a Foreign Language (EFL) learners.

To test the hypotheses and collect data to address the research questions, design will be implemented. EFL learners will be divided into two groups: one group will engage with the Free4Talk platform for speaking practice, while the other group will follow traditional classroom methods for language instruction.

**Data Collection:** Quantitative data will be gathered through pre-test and post-test assessments to measure the speaking skills of EFL learners in both groups. Additionally, qualitative data will be collected through interviews and observation to gain insights into the learners' experiences with the Free4Talk platform and traditional teaching methods.

**Analysis:** Statistical analysis, such as t-tests, will be conducted to compare the speaking proficiency of EFL learners in the two groups. Qualitative data will be analyzed thematically to identify patterns and themes related to the impact of the Free4Talk platform on speaking

skills. By employing a mixed-methods research design, this study aims to provide a comprehensive understanding of how the Free4Talk platform influences speaking skills in EFL learners and its effectiveness compared to traditional language teaching methods.

## 2.2 Research Sample

The study, conducted at Ghardaia University's Intensive Language Teaching Centre (CEIL), included 14 adult intermediate EFL learners chosen by convenience sampling based on their availability throughout the test. These participants were picked from the B1 level group to ensure they had a basic comprehension of English and could express themselves orally, which met the study's criteria.

The participants had a balanced gender distribution, with 8 males and 6 females. Their ages ranged from 18 to 55 years old, reflecting a wide range of experiences and viewpoints among the participants. Importantly, these individuals come from a variety of educational and professional backgrounds, which contributes to the variability of the participant group meeting the needs and challenges of adult learners in a language learning setting.

Age	Number	Percentage	Gender	Number	Percentage
18- 25	7	50%			
			Female	6	42,85%
25-32	4	28,5%			
39 and beyond	1	7,14%			
			Male	8	57,14%
Total	14	100	Total	14	100

**Table 01. Classification of participants based on their age and gender**

## 2.3 Data Collection Process

The data collection process involves four sequential phases: a pre-test,, an intervention, a

post-test, and questionnaire administration.

This study's data collection method began with a pre-test, during which participants were interviewed individually to check their speaking skills. Following the pre-test, the intervention phase consisted of five online sessions held on Free4Talk platform, a platform for language practice and conversation. During these sessions, participants actively engaged in a variety of communication exercises targeted at improving their speaking skills. Following the intervention sessions, they conducted a post-test phase in which individuals' speaking skills were evaluated. This phase is critical for evaluating any changes, impacts, or improvements caused by the intervention in comparison to the baseline data acquired during the pre-test phase. Finally, a questionnaire was administered to participants to obtain feedback on their experiences with the online sessions and report changes in their speaking abilities. This systematic method of data gathering enabled a thorough assessment of the communicative language teaching strategy's influence on the speaking abilities of adult intermediate-level EFL learners.

### **2.3.1 Pre-test**

In this study, the pre-test phase consisted of five-minute individual interviews with each participant. During the interviews, participants were given basic questions about themselves and other topics in order to measure their speaking skills. The topics covered in the interviews included hobbies, travel, internet and platforms, English language. Participants were questioned about their favorite interests, whether they saw their spare time as productive, and how they spent leisure time, and they were also asked about their travel interests, preferred locations, and areas they would want to visit. In the internet and platforms category, participants were questioned about their English practice habits, the significance of the internet in their lives, and the platforms they utilized the most. The ICAO Holistic Descriptors and Language Proficiency Rating Scale was used to evaluate each participant's performance throughout the interview, taking into account grammar and vocabulary usage, discourse management, pronunciation, and interactive communication. This detailed evaluation revealed information about the participants' speaking abilities prior to the intervention and served as a baseline for assessing change after the intervention on the Free4Talk platform. At the conclusion of the pre-test interviews, participants were provided with an overview of the Free4Talk platform and guidance on how to utilize it for language practice and communication.

### 2.3.1.1 Pre-test Data Analysis

Participants	pronunciation	structure	vocabulary	fluency	comprehension	interaction	level
Participants 1	2 / 10	2.5 / 10	3 / 10	2 / 10	3.5/ 10	4.5/10	elementary
Participant 2	3.5/ 10	4/ 10	5/10	3 /10	6 /10	7/10	Operational Level
Participant 3	4.5/10	3/10	4/10	3 /10	5/10	5/10	Pre operational
Participant 4	2.5/10	3/10	4/10	3/10	3.5 /10	4 / 10	Elementary
Participant 5	2/10	1.5/10	2/10	3/10	2.5/10	3 /10	Pre Elementary
Participant 6	5/10	3/10	4 /10	5.5/10	4/10	5.5/10	pre- operational

Participant 7	8/10	7.5/10	9/10	8.5/10	9/10	8.5 /10	extended
Participant8	5/10	4/10	4.5/10	3/10	5/10	4/10	Pre operational
Participant 9	6/10	6/10	5.5/10	4.5/10	7/10	7/10	operation
Participant 10	2/10	3/10	4/10	1/10	3/10	3/10	Elementary
Participant 11	8/10	9/10	8/10	7/10	10/10	9.5/10	extended
Participant 12	4/10	5.5/10	6/10	4/10	6/10	6.5/10	Operational Level
Participant 13	7/10	6/10	8/10	7/10	10/10	9/10	extended
Participant 14	7/10	7/10	8/10	7.5/10	8/10	9/10	extended

**Table 02 Pre-test Marks of the participants based on the ICAO Holistic Descriptors & Language Proficiency Rating Scale**

The analysis of the new dataset provided on participants' language proficiency reveals further nuances in their abilities. Participant 1 continues to demonstrate elementary proficiency, with scores indicating basic competence across all dimensions. Participant 2 maintains an operational level, showing improvement in vocabulary and interaction compared to Participant 1. Participant 3 remains at a pre-operational level, exhibiting moderate skills across the board. Participant 4 also remains at an elementary level, showing slight improvements in vocabulary and comprehension. Participant 5 remains at a pre-elementary level, struggling particularly with pronunciation and fluency. Participant 6, like Participant 3, demonstrates pre-operational proficiency, with a notable strength in comprehension. Participant 7 maintains an extended level of proficiency, consistently excelling in all areas assessed.

Participants 8 and 9 both exhibit pre-operational proficiency, with Participant 8 showing slightly higher scores in structure and vocabulary. Participant 9 operates at an operational level, demonstrating solid proficiency across all dimensions. Participant 10 remains at an elementary level, displaying weaknesses in fluency and comprehension.

Participants 11, 13, and 14 continue to develop, maintaining extended levels of proficiency with high scores across all dimensions. Participant 12 demonstrates operational proficiency, with notable strengths in structure and interaction.

Overall, this analysis underscores the diverse range of language abilities among the participants, from elementary to extended levels of proficiency, with variations in strengths and weaknesses across different dimensions.

### **2.3.2experiment**

During the first intervention meeting, a total of eight participants gathered, including individuals from India, Jordan, and the Philippines. The session began with each participant introducing themselves to the group, sharing information about their background, interests, and reasons for joining the language practice sessions. This introductory phase aimed to create a welcoming and inclusive environment for all members to engage in collaborative learning.

As the meeting progressed, one of the participants initiated a discussion about their studies, prompting each member to talk about their educational backgrounds, professional experiences, and responsibilities. While sharing their stories, common errors related to the use of tenses were noted among the participants. This observation highlighted a recurring

challenge that many language learners face when navigating the complexities of English grammar and verb conjugation.

Furthermore, a notable language usage discrepancy was identified when one participant mistakenly said, "Can you listen to me?" instead of the more appropriate phrase, "Can you hear me?" This error in phrasing demonstrated a common linguistic slip-up that can occur during spontaneous conversations. However, the collaborative nature of the group dynamic allowed other participants to kindly correct the mistake, offering guidance and support to ensure accurate language usage.

Moreover, the supportive atmosphere fostered within the group encouraged members to assist each other in expressing their ideas effectively. By providing feedback, offering corrections, and sharing language tips, participants actively contributed to creating a constructive learning environment where everyone could enhance their speaking skills and overcome language barriers together. This collaborative effort exemplified the spirit of mutual learning and growth that characterized the intervention meetings, setting a positive tone for future sessions aimed at improving language proficiency and communication abilities.

During the second meeting of the experiment, the group expanded to 11 individuals. The session began with an introduction phase in which participants got to know each other better. As the discussion continued, the monitor asked the participants a question about their motives for learning English and their goals for language practice. The group members' responses varied, with some expressing their interest in experiencing new cultures and countries, some claiming travel as their major goal, others indicating a love of the language itself, and a few expressing a desire to pass the IELTS exam. The meeting's dynamic changed when a Tunisian guy and a Russian girl came, bringing different viewpoints and experiences to the conversation. The topic shifted to an examination of the differences between each of the nations' education systems, resulting in an informative exchange of ideas and insights about Tunisia's, Algeria's and Russia's educational environments. The debate not only helped participants comprehend global educational processes, but it also encouraged cross-cultural learning and mutual appreciation for other points of view. The engaging discussions and interactions throughout the meeting extended the session, lasting for a duration of two hours.

The third meeting of the experiment began with a conversation about movies. Each participant was given an opportunity to share their preferred movie genre and emphasize their favorite choice among movies. To add an interactive element to the discourse, a fun game-like



activity was implemented in which someone described a movie while the rest of the group tried to identify the title. This fascinating exercise not only encouraged active involvement but also produced a fun and delightful environment inside the group, encouraging friendship and a shared love of movies. Following the passionate debate about movies, the subject turned to music, with people expressing their favorite music genres, bands, and musical tastes. This section allowed attendees to express their musical preferences and discover shared ones. Other participants in the discussion expressed interest in podcasts, highlighting their growing popularity for learning, entertainment, and information dissemination. They recommended informative podcasts, sparking diverse conversations and providing insights into different genres and content.

In the fourth session of the experiment, participants experienced notable improvements in their pronunciation and language clarity, largely attributed to interactions with both native and non-native speakers on the Free4Talk platform. The influence of native speakers provided valuable exposure to authentic language usage and pronunciation models, contributing to the participants' linguistic development. Engaging with non-native speakers also played a significant role in creating a supportive environment that encouraged participants to practice speaking without fear of judgment. Overcoming initial shyness and hesitation to speak was a key achievement observed throughout the session, indicating a positive shift in participants' confidence levels and willingness to actively participate in conversations. The combined influence of exposure to diverse language models and a supportive learning environment proved instrumental in enhancing participants' speaking skills and overall language proficiency. During the sessions, a participant suggested an engaging activity where each participant was asked to give their opinion on the existence of aliens. This topic sparked a lively debate among the participants, allowing them to express their thoughts, beliefs, and arguments on the subject. The activity not only encouraged participants to share their opinions but also provided an opportunity for them to engage in a structured debate, presenting and defending their viewpoints. Such discussions not only enhanced their speaking skills but also fostered critical thinking, argumentation, and the ability to express opinions effectively in English. The debate on the existence of aliens served as a stimulating and interactive way for participants to practice their speaking skills in a real-world context, further contributing to their language development and confidence in expressing their ideas. It lasted for a substantial duration of one hour and twenty minutes. This extended period allowed participants to engage in a detailed and in-depth discussion, presenting their arguments, counterarguments, and perspectives on the topic.

The final session proceeded smoothly with participants from Egypt, Turkey, and Brazil, representing diverse cultural backgrounds. Each participant shared insights about their hometown culture and discussed the time differences between their respective countries. This cultural exchange highlighted the richness of their backgrounds and how one shared platform brought them together. The conversation transitioned to the purpose of joining the platform with participants expressing varied motivations. Some mentioned the need for English in their work, while others aimed to prepare for the IELTS exam. Some joined out of personal interest and free time. The excitement and engagement during the discussion led to the session extending for an additional two hours. This extended interaction allowed participants to delve deeper into their motivations, share experiences, and further practice their English speaking skills in a diverse and dynamic setting. The extended session provided a unique opportunity for participants to not only showcase their cultural heritage but also to learn from one another's experiences and perspectives. The mix of cultural backgrounds enriched the conversation, fostering a deeper understanding and appreciation of diversity. As they delved into discussions about their hometowns, participants not only shared traditions and customs but also explored how these cultural aspects shaped their identities and worldviews.

### **2.3.3 Post test**

The post-test included individual interviews with participants on a variety of free subjects to measure their improvement in speaking skills such as grammar, pronunciation, vocabulary. Each interview lasted around 10 minutes and gave each interviewee the chance to share their views and ideas on various topics. Throughout the interviews, participants were assessed on their grammatical usage, indicating knowledge of sentence structure and verb tense. Pronunciation was also rated, with a focus on clarity and correctness in spoken English. In addition, participants' interaction abilities were assessed, including their ability to engage in meaningful conversations, ask questions, and maintain dialogue with the interviewer. The post-test interviews on Free4Talk provided a full assessment of participants' speaking abilities, providing valuable insights into their linguistic development and progress in key areas of language proficiency.

Furthermore, throughout the interviews, individuals showed increased confidence and interaction skills. Many people effectively overcame shyness and reluctance, engaging in more forceful talks and expressing thoughts with greater clarity. Furthermore, the impact of native speakers on participants' language abilities was noticeable during the post-test interviews. Engaging with native English speakers on the Free4Talk platform allowed

participants to improve their pronunciation, intonation, and language usage by exposing them to real language models. Interacting with native speakers provided useful insights into colloquial idioms, cultural subtleties, and idiomatic language use, which improved participants' language competency and general speaking ability.

In conclusion, the post-test assessments on Free4Talk highlighted the significant progress achieved by participants in their speaking skills, including advancements in grammar precision, confidence in interacting with foreigners, and the positive impact of engaging with native speakers on their language development.

### **2.3.4 Questionnaire**

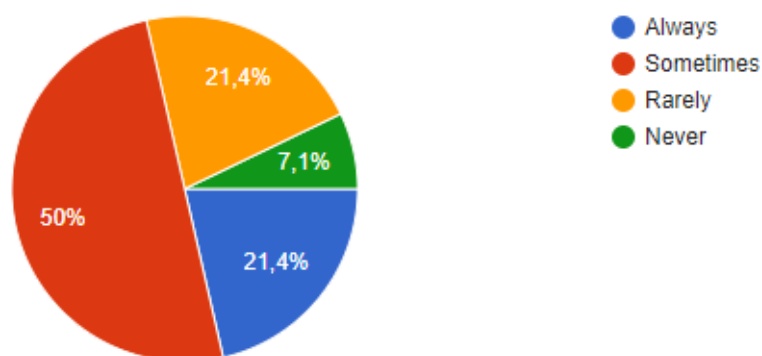
The questionnaire administered to students regarding the use of Free4talk for enhancing speaking skills has been carefully designed to collect detailed feedback on various aspects of the platform. It looks not just at the frequency of English practice outside of class, but also at how Free4talk affected their speaking abilities and boosted their confidence in group settings. The questionnaire aims to evaluate Free4talk's efficacy in supporting interactive language practice by asking students about their participation with other participants during practice sessions as well as their satisfaction with the online practice sessions. Furthermore, by investigating the usefulness of various features of Free4talk, outlining probable drawbacks and requesting suggestions for improvement, the questionnaire gives a comprehensive assessment of the students' experiences with the platform. Overall, this questionnaire serves as a valuable tool for analyzing the efficacy of Free4talk in facilitating language learning and gives insights toward maximizing its utility in improving English speaking abilities for B1 students. This analysis examines a questionnaire administered to 14 B1-level students at CEIL Ghardaia. The questionnaire, distributed online for convenience, included both open-ended and closed-ended questions.

### 2.3.4.1 Questionnaire Analysis

#### Question 1 :How often do you practice speaking English outside the class ?

1) How often do you practice speaking English outside of class?

14 réponses



**Figure n1°: The frequency of practicing speaking skill outside the class .**

**Always (21.4%):** This group consists of students who regularly practice speaking English outside of class. Their attention to frequent practice indicates a strong desire to improve their language abilities. They are most likely active learners who appreciate the value of regular practice for language progress. Individuals in this category may actively seek out chances for interaction with native speakers, participate in language exchange programs, or engage in self-directed practice activities.

**Sometimes (50%):** This category includes the majority of respondents, who practice speaking English outside of class on occasion but not frequently. This category may include students who practice when they have the chance or are motivated, but they may not prioritize English practice as consistently as those who practice all the time. Understanding the elements that impact their practice frequency, such as the availability of practice partners, motivation levels, and conflicting priorities, may give insights into how to help them increase their practice frequency.

**Rarely (21.4%):** students who practice English infrequently may experience obstacles to regular practice. Unlike those who never practice, this group may occasionally practice English, but only sporadically.

Understanding the factors that contribute to their infrequent practice and identifying opportunities to increase their practice frequency, such as incorporating more speaking activities into classroom instruction or providing extra support outside of class, could help

them along their language learning journey.

**Never (7.1%):** This smaller percentage of respondents says they never practice speaking English outside of class. This may suggest a lack of motivation, confidence, or opportunities for practice. It's essential to explore the reasons behind their lack of practice and identify potential barriers they face, such as limited exposure to English-speaking environments or feelings of discomfort when speaking English. Addressing these challenges and offering additional assistance or resources may help motivate these students to practice English outside of class.

The fact that a large proportion of participants reported practicing English outside of class infrequently or never implies that they may have little opportunity or motivation to engage in English-speaking activities outside of the classroom. This might be due to reasons such as limited involvement in English-speaking environments, a lack of practice partners, or insufficient time set out for individual practice. To solve this, it is important to provide extra opportunities for students to practice English outside of class, such as language exchange programs, discussion groups, and online language learning platforms. Encourage students to incorporate English into their everyday life through activities such as watching English movies or TV shows, reading English books, or interacting in online conversations and practice opportunities.

**Question 2 : How did using free4talk affect your speaking skill ? Answer 1** "Helped me develop myself a little in speaking."

This comment shows that Free4talk had a modest influence on speaking skills. Although this is a minor development, it emphasizes the platform's function in improving an individual's speaking ability. The term "develop" signifies a continual process of growth, emphasizing the continuing aspect of language acquisition. By acknowledging even small accomplishments, the response exhibits a proactive and thoughtful approach to self-improvement. This mindset is important in language learning because it fosters dedication to long-term skill improvement.

**Answer 2:** "Didn't find enough time to use it every day but it was really useful for me despite time limits" This comment demonstrates a realization of the platform's value, even with infrequent use. The statement "really useful for me" implies that the user sees concrete advantages from their interactions with Free4talk, demonstrating that the platform effectively supports their language learning objectives. Furthermore, acknowledging time limits represents a common difficulty encountered by language learners, emphasizing the

significance of adaptable and accessible learning tools. Despite the low frequency of usage, the respondent's favorable feedback highlights Free4talk's potential for meaningful language practice and skill improvement.

**Answer 3:** "Has a direct impact as it encourages speaking and not being afraid of mistakes. Has a direct influence since it encourages speaking out and not being scared to make errors”.

This comment expresses a crucial advantage of Free4talk: its ability to boost confidence and reduce anxiety when speaking English. The word "direct impact" highlights the platform's immediate impact, implying that its consequences are noticeable and visible. Free4talk overcomes a frequent language learning obstacle by fostering a friendly setting in which learners feel encouraged to speak without fear of making errors. The statement emphasizes the relevance of psychological variables in language acquisition, specifically how confidence-building activities may improve speaking proficiency. Furthermore, by highlighting the value of speaking, the respondent highlights the platform's active role in encouraging language practice from passive learning approaches.

**Answer 4:** "It was beneficial”

The respondent's response positively assesses Free4talk's impact on their speaking skills, stating its utility in achieving language learning goals. The concise nature of the response suggests confidence in the platform's effectiveness and its practical utility in supporting speaking proficiency.

**Answer 5:** “Helped me a lot with my pronunciation.”

The respondent acknowledges Free4talk's role in improving pronunciation skills, highlighting its direct benefit on overall speaking proficiency. Clear and accurate pronunciation is crucial for effective communication, and Free4talk's features and functionalities have significantly improved the respondent's pronunciation skills. This highlights the platform's versatility and adaptability in catering to individual learning needs, demonstrating its effectiveness in enhancing language learning.

**Answer 6:** "Helped me retrieve back many words & made my ideas organized”

This response highlights Free4talk's role in facilitating vocabulary recall and enhancing the organization of ideas during speaking. It has a positive impact on lexical knowledge, enhancing the individual's communicative competence. Free4talk promotes coherence and clarity in spoken discourse, aiding in the structuring and articulation of ideas. This support for speaking proficiency is a testament to Free4talk's comprehensive support for vocabulary

acquisition and discourse organization. The platform's role in enhancing communication skills is acknowledged in the response.

**Answer 7:** “Has improved my confidence”

The respondent highlights the importance of Free4talk in boosting their confidence in speaking English. Confidence is crucial for language acquisition, as it allows learners to actively practice and experiment. Free4talk's role in confidence-building helps overcome barriers to speaking proficiency, such as fear of mistakes or apprehension about performance. The positive psychological impact extends beyond language skills, fostering a positive attitude towards language learning and enhancing motivation and engagement.

**Answer 8:** “I can speak about a lot topics easily now”

Free4talk has greatly increased the respondent's ability to discuss a variety of topics with ease, exhibiting a major improvement in speaking diversity and fluency. This demonstrates excellent speaking skills and improved communicative competency. Free4talk's success in promoting complete language practice and skill development is demonstrated by giving chances for diverse and genuine communication, allowing learners to confidently traverse a wide range of conversational topics.

### **The remaining answers**

These replies reflect satisfaction with Free4talk's influence on speaking abilities, providing a sense of support and approbation. "That's great" expresses general satisfaction, whilst "better" and "pretty well" represent reported increases in speaking skill as a result of the platform's help. Despite the absence of particular information, these replies demonstrate users' confidence in Free4talk's ability to facilitate language practice and skill development. The response is brief but good, indicating that Free4talk is helpful in creating a friendly learning environment and contributing to users' language learning journeys.

These replies together demonstrate Free4talk's good influence on users' speaking abilities and language learning experiences. They emphasize Free4talk's ability to facilitate progressive growth in speaking skill, even with inconsistent usage owing to busy schedules. its ability to promote confidence, reduce fear of errors, and improve pronunciation and language recall.

2)How did using Free4talk affect your speaking skills ?

14 réponses

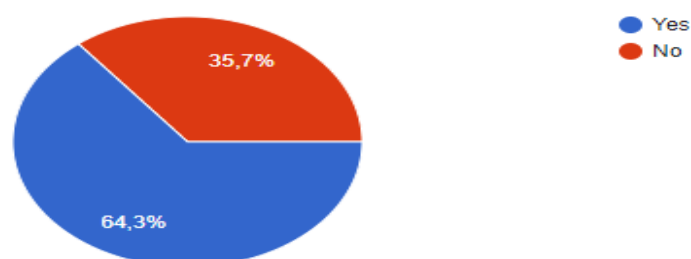
It helped me develop myself a little in speaking. I didn't find enough time to use it every day but it was really useful for me
It has a direct impact as it encourages speaking and not being afraid of mistakes
It was beneficial
It helped me a lot with my pronunciation
It helped me retrieve back many words & made my ideas organized
Has improved my confidence
Pretty well
I can speak about a lot topics easily now

**Figure n2° :The effect of free4talk on speaking skill.**

**Question 3 : Do you feel confident speaking English in front of group people ?**

3 )Do you feel confident speaking English in front of a group of people?

14 réponses



**Figure n3°: The confidence of speaking in public**



The replies to the third question show that the majority of participants, 64.3%, are comfortable speaking English in front of a group of people, while 35.7% are not. This suggests a high degree of confidence among the majority of responders, implying a favorable attitude toward public speaking in English. However, quite a few of language learners lack confidence, indicating a possible cause of anxiety or obstacles. Understanding the causes that contribute to this lack of confidence, such as fear of making errors or a lack of speaking experience, is critical in meeting these people's needs and offering focused support to help them develop their speaking abilities.

#### Question 4: Have you ever used Free4talk to practice speaking English?

4 )Have you ever used Free4talk practice speaking English before? |  
14 réponses

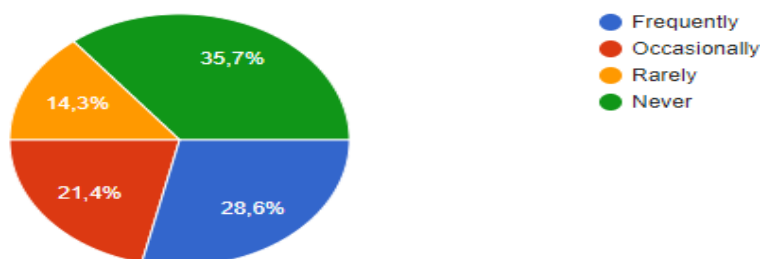


Figure n°4: The use of free4talk

The study of responses to the question about previous use of Free4talk for practicing spoken English gives a look at the familiarity and frequency of usage among B1 students:

**Never** 35.7% of respondents said they have never used Free4talk to practice English. This shows that a significant number of B1 students are new to the platform which may explain the lack of limited access to technology or internet connectivity, or a desire for other ways to practice speaking skills.

**Rarely (14.3%):** A lower but considerable minority of respondents (14.3%) stated that they rarely utilize Free4talk for speaking practice. This shows that, while they are familiar with the platform, they do not use it frequently or consistently to improve their speaking abilities. Reasons for rare usage may include a preference for other means of language practice, a lack of time or chances to connect with the platform, or an opinion of limitations or challenges in effectively using Free4talk for speaking practice.

**Occasionally (21.4%):** About one-fifth of respondents used Free4talk for speaking practice. These people may have tried the platform on a few occasions, but they do not utilize it as their

major tool for practicing speaking English. Reasons for irregular use might include limited availability of speaking partners, occasional participation in language learning programs, or experimenting with Free4talk as one of several techniques for increasing speaking abilities

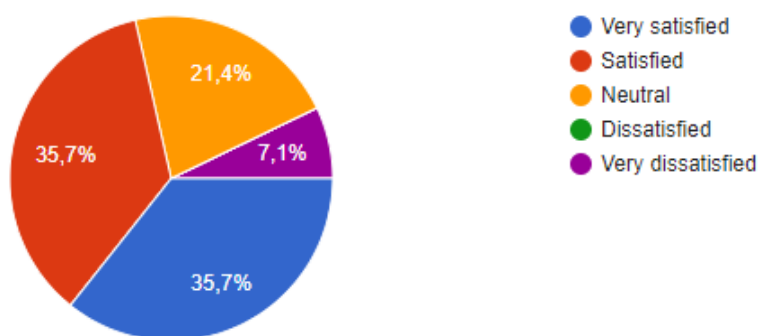
**Frequently (28.6%):** 28.6% of participants reported often using Free4talk for speaking practice. This indicates a high degree of involvement and dependence on the platform as a key means of improving speaking abilities. Those who use Free4talk on frequently may find the site extremely useful for practicing speaking English, possibly due to access to network of language exchange partners, interesting speaking activities, or positive past experiences with the platform.

Overall, the data demonstrates that B1 students had various levels of knowledge with and use of Free4talk for practicing spoken English. While many people have never utilized the platform or just sometimes do so, there is a sizable number of regular users who rely on Free4talk as their major tool for developing their speaking abilities. Understanding the characteristics that influence usage patterns might help identify strategies for increasing acceptance and successful use of Free4talk among B1 students.

**Question 5: How satisfied are you with online English practice session you participated in?**

5)How satisfied are you with online English practice session you participated in ?

14 réponses



**Figure n5°: The satisfaction with online English practice session**

This figure shows that B1 students are generally satisfied with online English practice sessions. A sizable proportion of respondents, 35.7%, indicated that they were "Very Satisfied" with the sessions. These people most likely considered the sessions extremely

beneficial and productive, likely experiencing significant improvements in their speaking abilities or finding the sessions useful for interaction and learning. Engaging plenty of speaking practice chances, and helpful relationships with peers or instructors can all contribute to their satisfaction. Similarly, 35.7% of respondents stated that they'd been "satisfied" with the online practice sessions. These people considered the sessions useful and meaningful, which likely contributed to their overall good experience. Possible explanations for their pleasure include finding the sessions useful for developing speaking skills, growing confidence in using English, and believing that the sessions matched their expectations for content and learning results.

In contrast, a small but significant proportion of respondents (21.4%) stated a "Neutral" view. These participants neither highly welcomed nor rejected the sessions, reflecting a range of emotions or experiences. Further investigation into the reasons they have for neutrality is required for fully understanding their opinions. They may have considered the sessions quite valuable but not amazing, or they may have faced some problems or limits that stopped them from fully engaging with the experience. No respondents expressed dissatisfaction with the sessions, and just a small fraction (7.1%) reported feeling "Very Dissatisfied." The absence of dissatisfaction indicates that the majority of participants had pleasant experiences and encountered no significant problems or downsides. However, it is critical to consider comments from both indifferent and extremely unsatisfied respondents in order to consistently improve the quality and efficacy of the sessions. This could involve refining content, providing additional support, or resolving any technical issues to ensure that the sessions meet the diverse needs of all participants..

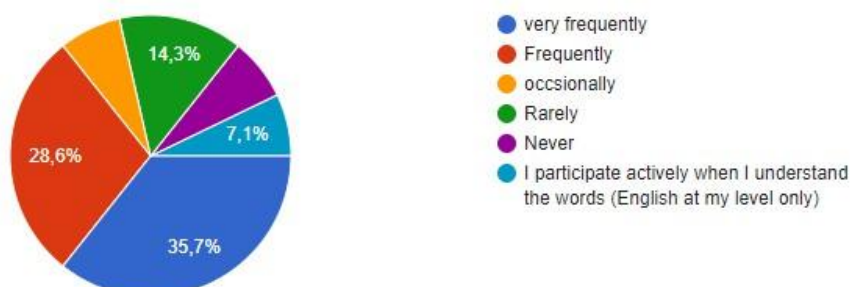
Finally, The analysis shows that the online English practice sessions using Free4Talk are generally well-received among B1 students, with only 7.1% reporting "Very Dissatisfied." However, it's crucial to address feedback from neutral and very dissatisfied respondents to enhance the sessions' quality and effectiveness.

## Question 6: How often do you actively engage with other participants during the practice sessions?

6 )How often did you actively engage with other participants during the practice sessions ?



14 réponses



**Figure n6°: Engaging with others during the sessions**

**Very Frequently (35.7%):** This is the largest group, showing that a significant number of individuals actively engage with other participants on a regular basis during practice sessions. Their active participation indicates a strong desire to interact with others and the atmosphere that have been created between the participants, which can be beneficial for language learning because it allows for much of practice and feedback.

**Frequently (28.6%):** The second largest category consists of individuals who often communicate with one another during practice sessions. Despite being slightly less than the "Very Frequently Engage" group, it still indicates a sizable proportion of responders who are actively engaging in interactions. This suggests a regular effort to interact with people, though possibly not as intense as the previous group.

**14.3 %** of participants who rarely interact with others during the practice sessions. Their low level of participation indicates that they prefer to focus on solitary practice or find challenging to actively participate in group conversations. **7.1%** Engage While Understanding English at their Level A small percentage of participants stated that they will only engage actively if they comprehend the words in English at their level. This implies that they may feel more comfortable participating in discussions if they have a thorough understanding of the language being used. They may be more choosy about when they engage, focusing on sessions in which they feel at ease with the language being used.

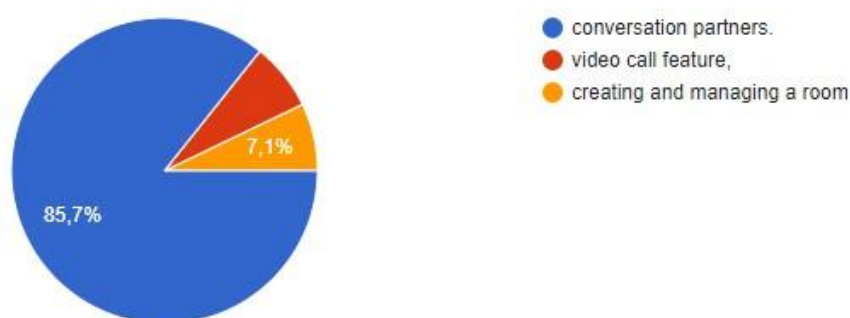
In conclusion, the statistics demonstrate a variety of levels of participation among participants throughout practice sessions. While a significant percentage actively engages extremely

frequently or regularly there are also individuals who rarely engage and those who prefer to participate selectively based on their grasp of the language being used. Understanding these various forms of interaction can aid in tailoring language practice sessions to better fit the requirements and preferences of participants.

**Question 7: What features of Free4talk do you find most helpful for improving your speaking skills?**

7) What features of Free4talk do you find most helpful for improving your speaking skills?

14 réponses



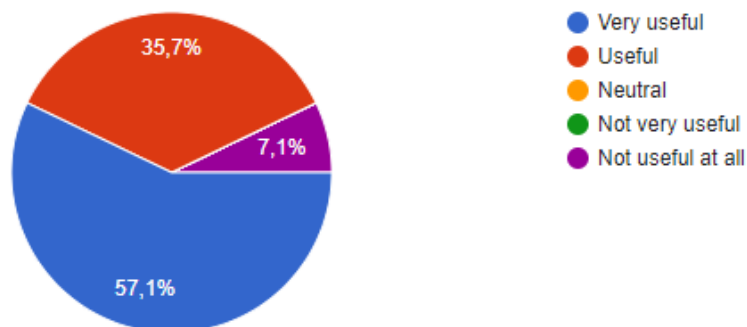
**Figure n7°: The most helpful features of free4talk for improving speaking skill**

The analysis of answers to the question "What features of Free4talk do you find most helpful for improving your speaking skills?" gives useful information about B1 students' preferences for the platform's efficiency. The findings show a clear trend, with 85.7% of respondents indicating the call partners function was the most useful for improving their speaking abilities on Free4talk. In contrast, a lesser number of 7.3% rated creating and managing a room as the most useful element, demonstrating a preference for administrative aspects of practice sessions. Surprisingly none of the participants identified the video call function as the most beneficial.. Understanding these preferences might help platform developers improve user experience and focus on features that are most popular with users. Free4talk might possibly improve its platform to better assist English language practice and skill development by stressing and enhancing the call partners function in response .to significant student choice.

**Question 8: How useful did you find the online practice sessions for improving your English language abilities?**

8)How useful did you find the online practise sessions for improving your English language abilities ?

14 réponses



**Figure n°08: Evaluation of the effectiveness of online practice sessions for enhancing English speaking skill**

The study of replies to the question about the value of online practice sessions for improving English language skills indicates a wide range of viewpoints among participants. A significant number of respondents, 57,1%, found the sessions to be extremely beneficial, showing considerable perceived advantages in improving their language abilities. These individuals most likely saw notable increases in several elements of language acquisition, including speaking, , vocabulary, and understanding. Additionally, 35,7% of respondents acknowledged the utility of the sessions, but to a lower level than the "Very Useful" group, despite their small number, these participants appreciated the sessions' worth and efficacy in helping them strengthen their language skills. small number of respondents, 7.1%, were ambivalent about the sessions' usefulness. This indicates a lack of strong ideas or clear impressions about the efficiency of language improvement sessions.

## Question 9 : what do you think are the drawbacks of using free4talk to improve your speaking skill?

9) What do you think are the drawbacks of using Free4talk to improve your speaking skills?

14 réponses

I think that when you talk to people who do not speak English with a good and clear accent, you cannot communicate with them, and sometimes you talk to people who speak English professionally and use unfamiliar terms. This is difficult for me because I am not at the same level to talk to them.

I didn't find any negative

..

I didn't see a flaw Just slow

I did not discover yet

Addictive nature of the platform, Racism, overall low level of English ability of users

No drawbacks yet for me

Bad accent people (indians)

### Figure n°9: The drawbacks of using free4talk to improve speaking skill

The replies to the drawbacks of using Free4talk to enhance speaking abilities give significant information into the obstacles and restrictions encountered by users:

Some respondents reported having trouble speaking successfully with those who don't speak English with a clear accent or use new words. This may hinder meaningful connection and practice, especially for those who struggle to grasp accents or advanced language usage. Furthermore, engaging with people who speak English professionally or at a higher level might be scary for some users, causing feelings of inferiority or discomfort.

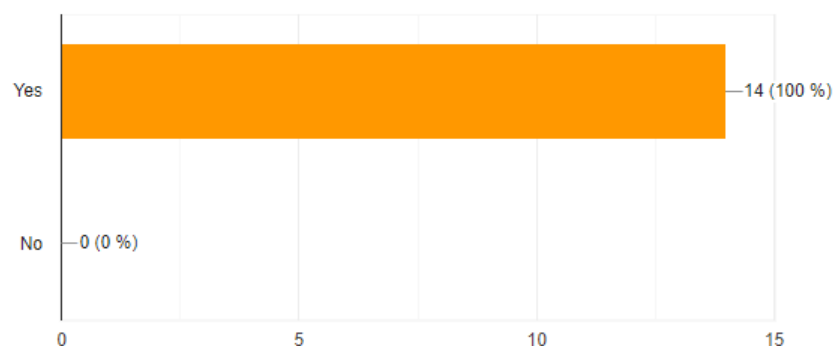
Some respondents cited technical issues, such as slow performance or crowded meetings, as barriers to effective speaking practice. These issues may restrict possibilities for meaningful connection and practice, limiting the platform's overall efficacy in increasing speaking abilities. Furthermore, several users indicated a desire for smaller group numbers to improve the quality of interactions and practice chances. This shows that bigger group gatherings may not always be beneficial to good language practice, especially for students who prefer more concentrated and customized interactions.

In summary, the responses reveal challenges in using Free4talk for language learning, including communication barriers, technological performance, platform dynamics, and user interactions. Addressing these is crucial for refining the platform and fostering a more effective learning environment.

**Question 10: Considering your overall experience, would you recommend using this platform for improving English speaking skills?**

10) Considering your overall experience , would you recommend using this platform for improving English speaking skills?

14 réponses



**Figure n°10: Recommendation of the platform**

All participants absolutely agreed to recommend utilizing the platform to improve their English speaking abilities, indicating a strong vote of confidence in its efficacy. This answer indicates that participants had great experiences and saw the platform as useful for language learning. The fact that all respondents, without exception, would suggest the platform demonstrates its perceived benefits and usability in promoting speaking skill improvement. and demonstrates a high degree of satisfaction and confidence in the platform's capacity to fulfill language learning objectives. This common agreement also indicates a high possibility of beneficial outcomes for future users who follow this advice. Overall, the general “yes” answer from all participants serves as a strong evidence of the platform's efficacy and as a useful resource for English language learners looking to enhance their speaking abilities.



## **Conclusion**

Throughout this chapter, comprehensive overview of the methodological procedures employed to investigate the impact of the Free4Talk platform on EFL learners' speaking skills has been meticulously outlined. The study utilized a structured approach, incorporating pre-test and post-test assessments ,and online questionnaires to gather data and evaluate the effectiveness of the platform in enhancing speaking proficiency. The research methodology was designed to address the research questions and test the hypotheses regarding the influence of technology on language learning outcomes.

The data collection process followed a systematic one-month experiment, where participants engaged in speaking practice using the Free4Talk platform. Pre-test and post-test assessments were conducted to measure the development in speaking skills, questionnaires provided qualitative insights into the learners' experiences with the platform. Statistical analysis and thematic interpretation were employed to analyze the data and draw meaningful conclusion regarding the impact of Free4Talk on EFL learners' speaking abilities.

By the conclusion of this chapter, a thorough discussion of the study findings was presented, offering conclusive insights into the effectiveness of the Free4Talk platform in improving fluency, accuracy, and confidence in spoken English among EFL learners.

**GENERAL**

**CONCLUSION**

## **General Conclusion**

In conclusion, this dissertation focused on investigating the impact of Free Talk on enhancing the speaking skills of B1 students at the Intensive Language Training Center (CEIL) of Ghardaia University. The study aimed to figure out the problems that learners face in developing speaking skills . By utilizing technology, specifically platforms like Free4Talk, to create an interactive and engaging environment for language practice.

The first chapter of the dissertation reviewed speaking skills, including definitions, types, and challenges, and explored the role of technology, especially language development platforms, in improving speaking proficiency. It highlighted Free4Talk's potential for enhancing speaking skills through interactive communication. The study's practical part involved pre-tests, post-tests, and questionnaires to assess Free4Talk's impact on B1 students' speaking skills over one month. Analysis of scores showed significant improvement in speaking proficiency between pre-test and post-test. The positive outcomes indicate the effectiveness of Free4Talk in enhancing speaking skills by providing a platform for interactive language practice. Despite the study's short duration, the results suggest the potential benefits of incorporating technology-driven speaking activities into language learning curricula. Future research could examine the long-term effects of such platforms and include additional assessment methods to better understand learners' progress.

The findings show that technology, specifically the Free4Talk platform, improves the speaking skills of EFL Learners .The platform's dynamic nature allows learners to engage in real-time communication, which is essential for building speaking skills. The platform's structure enables students to practice speaking in a low-stress setting, receive immediate feedback, and engage in authentic conversations with people from various linguistic origins and enables continual practice and reinforcement. The data confirm the hypothesis that EFL learners who engage with the Free4Talk platform show greater enhancements in fluency, accuracy, and confidence.

Overall, the study concludes that the Free4Talk platform is a highly effective tool for improving the speaking skills of EFL learners. The integration of such technology in language instruction can bridge the gap between traditional classroom methods and the dynamic needs of language learners, making it a valuable addition to modern language education strategies.

The study aimed to evaluate the impact of technology, specifically the Free4Talk platform, on the speaking skills of English as a Foreign Language (EFL) learners, as well as its usefulness in improving learners' speaking abilities such as fluency, accuracy, and confidence.

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# **Appendix**

## Appendix

### Questionnaire :

Dear students , we have some questions concerning the use of Free4talk for improving speaking skill . Therefore, you are kindly asked to answer the following questions by choosing one answer or by a short paragraph.

1) How often do you practice speaking English outside of class?

- Always       Sometimes       Rarely       Never

2)How did using Free4talk affect your speaking skills ?

\* .....

3 )Do you feel confident speaking English in front of a group of people?

- Yes       No

4 )Have you ever used Free4talk practice speaking English before?

- Frequently    Occasionally       Rarely       Never       Other

5)How satisfied are you with online English practice session you participated in?

- Very satisfied       Satisfied       Neutral       Dissatisfied    Very dissatisfied

6 )How often did you actively engage with other participants during the practice sessions ?

- very frequently       Frequently    occasionally    Rarely    Neve    other

7) What features of Free4talk do you find most helpful for improving your speaking skills?

\*

- conversation partners.    video call feature,       creating and managing a room .

8)                      How useful did you find the online practice sessions for improving your English language abilities ?

- \*  Very useful       Useful    Neutral    Not very useful    Not useful at all

9)                      What do you think are the drawbacks of using Free4talk to improve your speaking skills?

\* .....

10)                      Considering your overall experience, would you recommend using this platform for improving English speaking skills?       Yes       No

## المخلص

على تعزيز مهارات التحدث لدى طلاب Free4Talk تناولت هذه الاطروحة تأثير منصة بجامعة غرداية. هدفت الدراسة (CEIL) في مركز التدريب اللغوي المكثف B المستوى 1 إلى معالجة التحديات التي يواجهها الطلاب في تطوير مهارات التحدث من خلال استخدام لخلق بيئة تفاعلية وجذابة لممارسة اللغة، Free4Talk التكنولوجيا، وبالتحديد منصات مثل شهد الفصل الأول من الاطروحة مراجعة شاملة لمهارات التحدث، بما في ذلك التعريفات والأنواع والتحديات الشائعة التي يواجهها الطلاب. بالإضافة إلى ذلك، استكشف الفصل دور التكنولوجيا، وبشكل خاص المنصات المصممة لتطوير اللغة، في تحسين مهارات التحدث.

أبرزت إمكانياته كأداة لتعزيز مهارات التحدث من Free4Talk وقد قدم نظرة عامة عن خلال التواصل التفاعلي، شمل الجزء العملي من الدراسة جمع البيانات من خلال على مهارات التحدث Free4Talk الاختبارات الأولية والنهائية والاستبيانات لتقييم تأثير خلال شهر واحد، شارك المشاركون في ممارسة التحدث B. لدى طلاب المستوى 1 أظهر تحليل درجات الطلاب تطورًا كبيرًا في مهارات Free4Talk باستخدام منصة التحدث بين الاختبار الأولي والنهائي.

تؤكد النتائج الإيجابية التي تم ملاحظتها في هذا البحث فعالية استخدام التكنولوجيا، مثل من خلال توفير منصة Free4Talk. في تعزيز مهارات التحدث بين طلاب المستوى B1، لممارسة اللغة التفاعلية، تمكن الطلاب من تحسين قدراتهم في التحدث، والتعبير عن أفكارهم، والمشاركة في تواصل معنوي باللغة المستهدفة على الرغم من أن مدة الدراسة كانت محدودة إلى شهر واحد، تظهر النتائج إمكانية دمج أنشطة التحدث التي تعتمد على التكنولوجيا في مناهج تعلم اللغات. يمكن للأبحاث المستقبلية استكشاف تأثيرات على المدى الطويل على مهارات التحدث والنظر في تضمين طرق تقييم Free4Talk إضافية لفهم أوسع لتقدم الطلاب.