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**Exploring the Efficacy of Online Platforms and
Application for Enhancing Speaking Skills in English
Language Learning Among English Students at
Ghardaia University**

Dissertation submitted to University of Ghardaia for obtaining the master's degree in
Didactics

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Dedication

With all the words of love, I dedicate this work to:

The soul of my dear father, whom I have always been the apple of his eye. May God bless him with his vast mercy and dwell him in his spacious gardens .

My dear mother, who always provides me with her support and blessed prayers .

My husband, who supported me throughout my university studies journey,

My dear daughters and sons, to my dear brothers and sisters,

All my loved ones, and to those who wish me success and excellence.

I thank you all

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Abstract:

This study aims to explore the effectiveness of online platforms and applications in enhancing speaking skills in English language learning. The primary research question of this study revolves around the contribution of online platforms and applications to the improvement of speaking skills in English language learning among English students at University of Ghardaia. The objectives of this study are : firstly, to help learners improve their abilities in speaking English by offering them opportunities to explore and evaluate various technological tools; Secondly, to identify the strengths and weaknesses of these tools and determine whether they can effectively support learners in enhancing their speaking skills. By conducting a comprehensive literature review and adopting quantitative, descriptive research method using two questionnaires: one of which was directed to students at the university of Ghardaia, and learners affiliated with online learning English language platforms, while the second questionnaire was administrated to English language teachers working on “Follow ME Academy” and “Fluent Hello” platforms, this research purpose to shed light on the potential of online platforms and applications as resources for English language learners to improve their speaking abilities. The findings of this study will add to the existing body of knowledge in the domain of language learning and offer practical insights for teachers and learners aiming to investing technology for developed speaking skills

Key-words: *Effectiveness - online platforms and applications - speaking skills - English language learning - English students at University of Ghardaia.*

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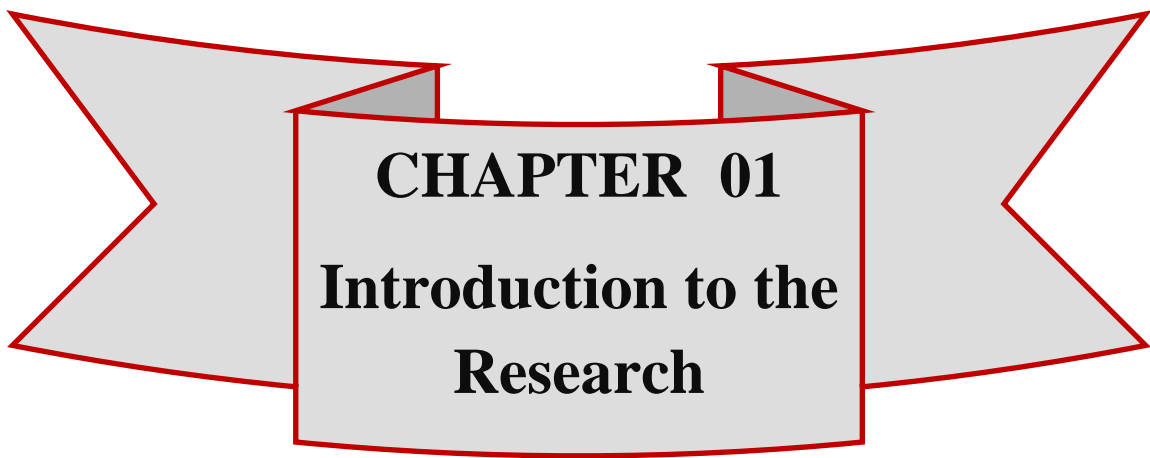
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General introduction

In the field of language learning, everyone is rushing to acquire a new language due to the requirements of the current era, and its globalization and technological development, especially when it comes to the English language, which has now become the important code for achieving ambitions and goals. This is because those seeking to learn they either aim to achieve academic success, or aim for better job opportunities, or the goal is related to travels and the acquisition of cultural knowledge. In any case, they must master speaking skills, which is considered the most important element for achieving successful communication.

Therefore, most English language learners, including English students at the University of Ghardaia, find some difficulties in mastering these skills because English is a foreign language, so they are in diligent search for ways to develop their linguistic abilities. Among these ways, we find that they tend almost automatically towards learning applications and online platforms, in an effort to improve their level of speaking the English language.

Hence, the aim of our research was to explore and determine the effectiveness of these applications and online platforms in enhancing the speaking skills of English students at the University of Ghardaia.



CHAPTER 01
Introduction to the
Research

Introductory Chapter

Research background

The last decades have witnessed an impressive development in the field of technology, which has cast a shadow over all fields and aspects. Among these aspects is the field of language teaching and learning, where the use of technology has brought about a major revolution in the field of language learning, due to the means and the qualitative opportunities these technological tools provide in improving the learning experience.

The use of technology has helped in creating interactive and interesting environments that motivate students to learn languages in an enjoyable and purposeful way. For example, smart phone applications and online educational programs can be used in order to enhance various linguistic skills in attractive and innovative ways within groups or individually. In addition, technology provides modern assessment tools and means that enable teachers and learners to identify strengths and weaknesses, and develop the learning process in an impressive way. Technology also provides the opportunity to acquire new knowledge and cultural communication by exploiting multiple sources of information and communicating with others who use the target language.

The skill of speaking English is considered the key element of linguistic communication, and the importance of this skill has increased with the development the world is witnessing, in an era characterized by globalization and the ease of communication in the four corners of the world. The role of technology in enhancing learners' English speaking skills is evident as an important and valuable means and tool for developing this vital ability. Technology in enhancing speaking skills depends on the use of smart phone applications and live video programs, where learners can use these tools to practice dialogues in the English language with native speakers, or other learners from different regions of the world, which enables them to develop their level and confidence while speaking.

Research problem

Since the English language is a foreign language, learners and students in particular seek to enhance their linguistic performance, especially speaking skills, searching for means that facilitate this process. In fact, we were prompted to choose this particular topic as a research topic by two factors, the first of which is what I noticed as a student that all students seek to master this skill is what created an atmosphere of competition among students due to the lack of a linguistic environment that enables the learner to practice it. This is because the only place where the student can practice the language is within his class and department, which prompts him to search for an additional alternative that enables him to improve and develop this skill by resorting to electronic learning platforms and voice chat applications that can help him develop his linguistic performance. As for the second reason, which is the basis, it is from a personal standpoint, as throughout my period of studying the English language, I faced difficulty in improving my oral performance, which was not up to the level of my students and teachers colleagues. The appropriate solution was to use one of the applications or one of the

online learning platforms, but the research led to a large number of applications and platforms, and choosing became a challenge in itself, and the problem was: «which of these applications and platforms is most effective in improving speaking skills ?» which prompted us to formulate the following questions

Research Questions

The research questions that conduct our study are the following :

- 1) What is the Efficacy of platforms and applications in enhancing the speaking skills of students at the University of Ghardaia?
- 2) How do platforms and applications contribute to improving the speaking skills of English language students at Ghardaia University?
- 3) What are the challenges that students face while using the platforms?

Research Hypotheses

To answer the research questions, we formulated the following hypotheses:

- 1) Platforms and applications have a positive Efficacy on enhancing the speaking skills of students at the University of Ghardaia.
- 2) These technological means contribute effectively to improving the speaking skills of students at the University of Ghardaia by providing the necessary resources, as well as a supportive environment to improve speaking skills.
- 3) There are some challenges that some students face while using these applications and platforms to improve their linguistic performance.

Choice of mehod and Reasrch sample

In order to verify the validity of these hypotheses, we adopted the questionnaire as a data collection tool. In this study, in order to obtain a lot of qualitative and comprehensive information, we prepared two questionnaires, one of which was directed to professors working in two Algerian platforms for teaching the English language, and another questionnaire was directed to students of the English Language Department at the University of Ghardaia, to find out the most important topics and points related to this topic. To do this, we had to adopt the quantitative and descriptive method in this study.

Regarding the sample, they are students of the English Department of Ghardaia University. And learners affiliated with the two Algerian learning platforms : «Hello Fluent» and «Follow Me Academy (Stop Grammar).

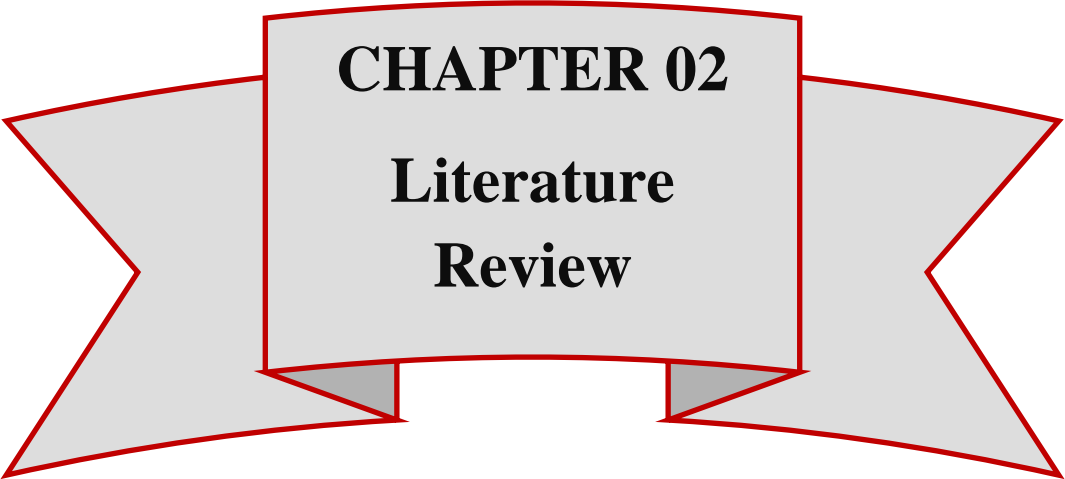
Research Objectives

Through conducting this study, we aim to verify the effectiveness of these applications and platforms in the field of learning the English language and their role in improving speaking

skills. In other words, to explore to what extent the online platforms and applications can be effective resources in enhancing speaking skills in learning English language.

Methodology of research

Our work includes the following chapters : The first chapter is an introductory chapter that includes the research background, research questions, research hypotheses, research tool, approved research method, sample, and the goal of conducting this study. And the research plan. The second chapter is devoted to the literature review, which includes two parts. The first part is related to the theoretical framework and basic concepts on which this research is based, while the second part is related to previous studies that are related to the topic of our study. Chapter Three: In this chapter, we find an overview of the importance of the research, motivations for conducting this research, identifying the problem, in addition to the importance of the research, we also find the research questions, research hypotheses, research objectives, and then the second part, which is related to the research methodology and design, which is specific to the applied stage of our research, as it presents the research methodology and variables. The methods adopted in this study, as well as the target sample, as well as the tool used to collect data. The fourth chapter is devoted to reviewing the results obtained, along with the analysis and conclusions of these results and their discussion, and finally the conclusion of this research, in which it summarizes the most important results obtained, answers to the hypotheses that were formulated at the beginning of the research, answers to the research questions, and finally includes the recommendations and suggestions proposed by the researcher for future studies.



CHAPTER 02
Literature
Review

Literature review

1- Introduction

The use of online platforms and applications in language learning has significantly increased in recent years. This literature review aims to examine the current body of knowledge regarding the effectiveness of these tools in improving speaking skills in English language learning. Through the analysis of previous studies and research findings, this review seeks to identify the strengths, weaknesses, and overall Efficacy of online platforms and applications on learners' proficiency in speaking.

2- English language learning

English language learning has undergone significant development over time in response to various factors such as technological advancements, globalization, and the increasing prominence of English as a global language (Van, 2020).

The pursuit of learning English as a foreign language has garnered widespread interest in recent years, driven by the evolving landscape of our world across all sectors. This necessitates the adaptation to these changes and meeting the ensuing demands, with a primary focus on the mastery of speaking skills. Many consider speaking proficiency as a crucial criterion for linguistic competence, as it is indicative of the speaker's ability to effectively convey thoughts and ideas through oral expression.

3- Speaking skills

Speaking involves the ability to communicate thoughts, feelings, and opinions through language. Brown (2004) describes speaking as an interactive process of creating meaning that includes producing, receiving, and processing information. When speaking, students are expected to structure their ideas, construct sentences, and articulate them verbally with correct pronunciation to convey the intended meaning within the context of their communication. Nunan (2023) defines speaking as a productive aural/oral skill that entails generating organized verbal expressions to convey meaning.

3-1 Speaking and other skills

Proficiency in speaking is crucial in language acquisition as it facilitates effective communication, self-expression, and the practical application of language in real-world scenarios (Gani & Fjrina, 2015; Abdullayeva, 2023). According to Abdullayeva, strong speaking skills contribute to improving pronunciation, grammar, vocabulary, and fluency, all of which are vital for academic progress and everyday conversations. Syarifuddin and Muhlisin (2022) affirm that classroom activities such as discussions and presentations play a significant role in enhancing speaking proficiency and are recommended by numerous language acquisition studies.

3.1.1. Reading

Mart (2012) highlighted the positive Efficacy of intensive reading on enhancing oral communication skills, aiding learners in refining their speaking style and accuracy. Furthermore, the relationship between listening and speaking is emphasized by Huang & Zeng (2023), who acknowledge the significant influence of listening on the development of speaking abilities. Listening comprehension contributes to understanding phonetics, grammar, and social cues, which are essential for effective interactions.

3.1.2. Vocabulary

The acquisition of vocabulary, influenced by listening and reading activities, plays a crucial role in conveying meanings and enhancing communication in a new language. A robust vocabulary is a key factor in achieving fluency in speaking. Zhan (2012) asserts that students with a strong vocabulary exhibit greater confidence when applying their speaking skills in real-life situations based on what they have learned in class. In this respect, Oya et al (2009) state that:

« Better vocabulary knowledge and having more words at one's disposal are likely to facilitate the ability to tell a story better, to demonstrate a more extensive range of language resources and to come across more intelligibly. Better vocabulary knowledge could also contribute to boosting the speaker's confidence, which would come across when speaking and influence the overall impression created ». (P.19)

3.1.3. Writing

Although speaking and writing share the fact that they are two means of expression, and two productive skills, each of them is distinguished from the other in some aspect, such as the use of language, speaking is acquired as it is a natural process, while writing skills is learned. In this point, O’Grady et al (1996) attest that:

“Speaking and writing are different in term of both origin and practice spoken language is acquired without specific formal instruction, whereas writing must be taught and learned through deliberate effort... there many people who are unable to write. While spoken language comes naturally to the human beings, writing does not”.(p.591)

Delving deeper into differences between speaking and writing, Brown (2001) identifies some of them in term of permanence, processing time, formality, and complexity. About this later aspect, complexity Halliday (1985 as cited in Nunan, 1989) mentioned that *“speech is also structured and complex, but its complexity lies the way clauses are put together, while written language is complex at the sentence level”* (p.25)

Some of the main differences between speaking and writing skills are summarized, according to Harris (1993, p.4) in:

1) Speakers can use gestures, pointing words in referring to people, objects, while the writers are unable to do that with their target public as they have to use explicit references to people or object.

2) Speakers have the capability to check the understanding of their auditors by asking or by interpreting their reactions. In contract, writers have no ways to know or check if the readers have received and apprehend the message.

3) In real-time interactions speakers are motivated by listener markers such as gestures, “yah, mm”. In writing, writers should find means to encourage themselves to continue writing.

As a matter of fact, despite these differences, speaking and writing are two interconnected ways to express ideas, thoughts, opinions. Writing is considered as a foundation for enhancing speaking skills, The practice of writing makes students more familiar with vocabulary, sentence structure, grammar rules. Thereby improving their speaking abilities.

Conversely, a strong speaking skill can positively Efficacy writing abilities. Speaking can aid students to be more comfortable with expressing ideas orally, which can be transformed into writing.

Hence, it becomes clear how interconnected and complementary the relationship between speaking and writing is. As result, the significant Efficacy of each skill on the other translate the mutual benefits and influences between them.

4. Component of speaking skills

The spoken communication is crucially important as it is one of the powerful tools by which individuals can connect, convey information effectively in different personal, professional and social contexts. Proficiency of this tool necessitates paying more importance to some components that can affect oral communication abilities.

According to Harris (1974), speaking skills include five components which are comprehension, grammar, pronunciation, vocabulary, and fluency. Each one of them, influences the quality of speaking.

4-1. Comprehension

Comprehension of a topic and speaking abilities are reciprocally connected, where the level of comprehension influences the progression of speaking abilities in individuals (Ramirez, 2010), (Rustamov, 2022), (Rashtchi, 2012). For instance, research on English language learning demonstrated that student's oral comprehension level did not meet the envisaged criterion for their academic level, showing a need for studied pedagogical strategies to equalize linguistic skills development (Esperanza et al. 2022).

One of the questions that immediately comes to mind is: how does comprehension influence the clarity of spoken communication? In response to that question, Gómez, Cruz et al. (2012) emphasize that good listening skills contribute not only to the efficiency of learners, but also, to the enhancement of their speaking competency by making them more attuned to the listener's needs. This is supported by Ziane (2014) who highlights that listening comprehension is significantly essential for enhancing effective oral competency in English as a Foreign Language (EFL) learners, aiding them surmount deficiencies like limited vocabulary and pronunciation issues.

Additionally, Osuchukwu, Ogayi et al. (2019) demonstrate that speech components such as intonation and turn-taking are crucial for efficient and perfect communication, showing that comprehension of these elements is essential for clarity in spoken communication.

Likewise, study on reading comprehension suggested that a good comprehension of texts boosts communication abilities. Ultimately, progressing learning outcomes (Gonzalez...). Additionally, the enhancement of listening comprehension via activities outside the classroom was directed to positively influence the gross linguistic skills advancement in elementary school students. Furthermore, a strong base in oral, reading, or listening comprehension, is essential for better acquisition and improvement of speaking skills in individuals.

4.2. Grammar

Many students consider grammar as the main obstacle to learning, and find it difficult to overcome this deficiency. While, Grammar represents a significant component in speaking skills. It plays a crucial role in improving spoken communication abilities for individuals in general, and in particular for learners of English as a foreign and/ or second language.

According to Bayagit & Shapiro et al (2020) vocabulary and grammar skills, each one of them involve to the comprehension abilities of an additional language (EAL) learners, which in turn influence their spoken communication abilities. This emphasizes the significance of grammar in the enhancement of speaking skills.

Moreover using task-based learning drove to enhance speaking abilities by addressing challenges such as grammar. Safitri et al(2019) demonstrated that Task-Based Learning effectively advanced students speaking skill, with notable improvement in grammar, comprehension, pronunciation, vocabulary and fluency.

Adopting modern teaching methods, such as the communicative approaches, and language game play a significant role in stimulating learners and diminishing anxiety, which contribute to hinder the enhancement of speaking skills. Kaur et al. (2020) emphasizes that giving more priority for function rather than the structure of language, and integrating activities such as games, can improve individuals' willingness and ability to speak.

Safitri et al. (2019) attest that the enhancement of speaking skills has been significantly influenced by grammar, particularly , by improving sentence structure, vocabulary use, and all of communicative proficiency. This is supported by Ahmad (2016) who posit that grammar

aids in constructing correct and complex sentences, important for clear and meaningful communication. Bayagit et al. (2020) highlighted that a strong comprehension of grammar permits to better use of vocabulary, which is crucial for fluency and clarity in speaking.

According to Brooks & Clenton (2021) reading, which contributes to improve grammar, is directly attached to advanced speaking skills as it offers learner a broader linguistic repertoire. They add that effective speaking necessitates not only the accuracy and grasp of grammar, but also, the capability to use language with regard to strategies in real-time communication.

4.3. Vocabulary

Vocabulary knowledge has a significant Efficacy on speaking skills, which improve fluency, accuracy, and the capacity to express ideas Rosmanova et al. (2019), continuous extensive and comprehensive reading of various contexts, which allow to the learner's acquisition of vocabulary not only facilitates comprehension, but contribute to more efficient and confident speaking as well Brooks & Clenton (2021).

Vocabulary plays a significant role in improving speaking skills , as recognized by different studies that emphasize its Efficacy on both foreign and second language learners.

According to Kaur & Aziz (2020), a strong vocabulary permit s constructing more complex sentences , and develop the speaker's abilities to exchange thoughts in particular contexts, where the use of English is expected for higher studies and professional results Bhatti (2021), Syarifuddin, Muhlisin (2022).

Moreover, modern teaching methods, for instance those studied by Syarifuddin et al.(2022) and Graaf et al.(2021) show that particular pedagogical strategies, such as suggestopedia-based language learning and debate can improve speaking abilities by the involvement of students in vocabulary-rich activities.

However, lack of vocabulary can provoke deficiencies in speaking, such as the difficulty to express ideas or themselves clearly, which often appears in reduced confidence Franscy & Ramli (2022), Panjaitan et al. (2022).

Overall, through that was mentioned above, a strong vocabulary is fundamental for progressing speaking skills proficiency, which requires focused educational methods to improve vocabulary acquisition for developed speaking ability in language contexts.

4.4. Pronunciation

The relationship between pronunciation and speaking skills is distinctly interdependent, encompassing different linguistic and educational elements. Study points that vocabulary acquisition through reading aids in improving spoken communication, as a robust vocabulary allows to enhance speaking skills Hamrayevna & Rachidovna (2019). Also, listening skills are significantly important for developing speaking abilities; a good listening practice permits learners overcome obstacles in speaking, such as pronunciation aspect Ziane (2014). This is sustained by findings that listening to target language meaningful improve EFL learners' oral expression (ibid).

Additionally, the reciprocal relation between speaking and listening abilities is evident, as these abilities are essential for daily conversations and problem-solving Aziz et al. (2020). The enhancement of speaking skills is related to the capacity to perceive and produce speech sounds perfectly, which is essential for reading comprehension and inclusive language proficiency Tsao et al (2017).

The development of speaking skills is Efficacyed by educational methods, such as suggestopedia-based language learning conduct to improve speaking skills in educational contexts, emphasizing the role that can play the innovative teaching methodologies Muhlisin et al. (2022).

In conclusion, the advancement of speaking skills is reciprocally connected with vocabulary enrichment, listening comprehension, modern teaching methods, and the correct perception of speech sounds. These factors collectively conduct to the mastery of pronunciation and speaking skills proficiency.

4. 4.Fluency

Recent study has spotlighted different effective methods and strategies to develop speaking fluency in language learning. Suggestopedia-Based Language Learning (SBLL) has been showed to improve students speaking skills distinctly when referred to traditional ecliptic learning principles Muhsin et al. (2022). Likewise, role play activities have been recognized as modern approaches that significantly develop speaking competency by promoting students to practice real-life conversation scenarios Jaafar et al. (2020).

Another method is the communicative approach that concentrates on real communication to enhance speaking competency, and reduce students anxiety, and motivate them to speak Aziz et al. (2020).

Also, integrating games into language learning can promote learners to use language in in real communication Aziz (2020). Task-Based Learning has in turn showed to better speaking skills as proven by distinguished advancement in students' speaking skills from pre-test to post-test text evaluations (Safitri. Rafli et al.2019). Moreover, practicing activities like monologues, games, problem-solving in teaching has been showed to develop speaking abilities and bring a wealthy advantage to foreign language classes Pavlikova (2019). Finally, the assessment of learning management systems (LMS) was positive because of their role in enhancing speaking fluency and listening skills Aziz et al (2022).

Hence, it is suggested that the variety of interactive situations, real-life communication, and adoption of effective innovative methods are key to developing speaking fluency in language learners.

5- The importance of speaking skills in English language learning

Speaking is considered as a fundamental component of language proficiency as it permits learners to lively engage with the language in real- time conversations that way, improving their capacity to communicate fluently.

Speaking skills are important for practical use and purposes like traveling, working abroad where the target language is spoken. The ability to converse readily, clearly and effectively in the local language can importantly ameliorate the overall experience and make easier the integration into the society.

Moreover, enhancing speaking abilities can contribute in building confidence and surpass language barriers. By applying practices of speaking, learners can increase their self-assurance diminish anxiety about making mistakes, and finally become free from stress expressing themselves in the target language.

Furthermore, progressing advanced speaking skills allows learner to participate in a diverse context of social interactions, academic discussions, and professional settings, where competent communication is key. Whether it is to engage in discussions, to provide

presentations, or more simple to have casual conversations, effective speaking skills are basic and fundamental for successful communication and significant connection with others.

5.1. The importance of speaking skills for students

The ability to communicate effectively in English has become a crucial skill for university students in today's globalized world Graddol (2006). With the increasing demand for English language proficiency, universities face challenges in supporting their students by providing resources and opportunities to enhance their English language skills, particularly in speaking. Kumarayavadivelu (2006).

Nunan (1999) emphasizes the importance of speaking skills for academic success, as they enable students to participate in class discussions, contribute to group work, and engage actively in communication with peers and instructors. Similarly, Baker (2011) asserts that speaking skills in English are essential for achieving academic goals, career advancement, and social mobility. In the modern workplace, as highlighted by Kachru (1992), effective communication with colleagues, clients, and customers from diverse linguistic and cultural backgrounds is a key requirement. Additionally, strong speaking abilities play a significant role in determining an individual's competitiveness in the global job market (Graddol (2006).

Despite the importance of oral communication skills, many college students face challenges in developing their English-speaking abilities Baker (2011). This difficulty is often linked to limited opportunities for practical application, lack of self-confidence, and fear of public speaking in front of peers Krashen (2007). Additionally traditional language classrooms may not provide sufficient chances for students to engage in authentic speaking exercises, leading to a gap between classroom instruction and real-world conversational situations. Willing (1998).

The inadequacy of communication skills among university students can have serious consequences, such as poor academic performance, limited career prospects, and social isolation Nunan (1999). Therefore, it is essential to identify effective methods to enhance speaking proficiency in English language acquisition among university students. One viable solution is the use of online platforms and applications that offer diverse opportunities for students to improve their speaking skills in a flexible and independent manner. Chappel (2000).

Online language learning platforms, including language exchange websites and mobile applications, provide students with access to a global network of language learners, allowing

them to engage in authentic speaking exercises and receive feedback from native speakers Warschauer (2000). Moreover, virtual reality platforms and gaming environments have been shown to increase language learners' motivation and engagement, leading to improved speaking abilities. Shute (2008).

Delving deeper into the significance of speaking skills in English language learning, it becomes evident that speaking is a fundamental aspect of communication. By focusing on enhancing their speaking competencies, learners not only improve their linguistic skills but also enhance their interpersonal abilities. Engaging in conversations and interactions enables learners to better grasp and apply language in various contexts, ultimately enhancing their proficiency in self-expression.

Furthermore, practicing speaking activities enhances listening skills, as learners must understand and respond in real-life situations. This reciprocal communication fosters better interaction and comprehension among speakers.

Moreover, proficiency in speaking opens up opportunities for personal and professional development. Proficient English speakers are better equipped to participate in academic endeavors, professional interviews, meetings, and social interactions, thereby broadening their horizons and enhancing their overall quality of life.

As a matter of fact, developing strong speaking skills in English goes beyond linguistic proficiency; it also involves refining essential communication abilities that enhance learners' confidence, enable them to connect with others, and effectively navigate the globalized world.

6. Main learning theories for language learning

Various theories and approaches are created and adopted for teaching language speaking skills. The diversity of these approaches and methods of language teaching are come from the variety of their principles, characteristics, and their particular goals, aiming to achieve a better quality of teaching and learning which leads to more effective level of mastering language.

The emergence of the different theories, approaches, and methods was the result of the belief that improvement of language learning will come through reforms and changes and amelioration in teaching methodology.

6.1. Major learning theories

6.1.1. Behaviorism

Behaviorism theory is developed by B.F Skinner and Van Pavlov (psychologists) based on the idea that the interaction between individuals, and the environment by which learner is rounded are the basic elements and factors of learning. Reinforcement and punishment play a crucial role in determining behavior.

According to this theory the development of language is by “*positive habit and reinforcement*”. Thornbury (2005). The application of the rules and bases of learning, practice, and controlled production has conducted in order to improve speaking skills. The primary aim was to found automatic habit; by listening to a teacher or seeing a video content, learner was in contact with language to encourage them training on rehearsing, memorizing the content and its performance.

Concerning the development of speaking skills, behaviorism theory emphasizes how efficacy the environmental stimuli and reinforcement are in forming language acquisition. Ainiy (2018).

Studies in behaviorism methods in teaching speaking skills have demonstrated remarkable improvements in students’ skills with N-Gain score showing medium effectiveness in progressing speaking abilities. Anindiarini (2018).

Furthermore, the behaviorist-structural theory emphasizes the role of teachers and environments in language learning achievement, providing different models for language acquisition. McCauley (2006).

Overall, behaviorism theory pays great attention for directing effective strategies for enhancing speaking abilities via environmental effects and reinforcement.

6.1.2. Cognitivism

Cognitive theory influences our understanding of the development of speaking competency. It underscores mental activities such as thinking, comprehension, memory, and language use. Sreena (2020)

Cognitive theory of learning, focalizing on internal mental processes, concentrated on the way that learners process information, and how they organize knowledge. Cognitivists recognize the specificity of language learner’s mind. They think that speaking as a difficult and complex skill develops in different and successive phases. Tombury (2005). This progression of the learning process, begins with development of awareness of the first step, then

progresses to use practice to integrate what is acquired recently, and then, the final stage which I autonomy.

This theory postulates that speaking skills are affected by a complex interaction of cognitive processes that encompass complicated control of the tongue, lips, and air flow, emphasizing the intricacy of even simple word production. Romanowska (2020).

Supriadi (2022) states that cognitive learning models concentrate on improving the quality of learning process by enhancing information and developing students' capacity. Dickson (2020), posits that the cognitive approaches help in comprehension and learning input and concepts, aiding to the improvement of speaking abilities adopting intensive practice and tasks that enhance receptive skills.

By incorporating cognitive theories into language learning, for instance developmental speaking, individuals will be able to effectively acquire and develop their speaking competency founded on psychological aspects and cognitive processes .Ultimately, that can help us apprehend how individuals progress their skills to communicate effectively.

6.1.3. Constructivism

This theory, as described by researchers, suggests the idea that people naturally advance through various steps of progression. Hayes (2019). Constructivism theory is particularly closely connected with educational contexts, such as language learning where it can improve teaching praxis and students outcomes. Jayanthi & Muniady (2012).

Constructive theory shows its significant role played in informing the enhancement of the effectiveness in speaking abilities. Jayanthi et al. (2012)

Concerning speaking skills advancement, this theory encourages activities which motivate thinking, imagination, and comprehension of environment. Aizporait (2015). The involvement in constructive activities enables individuals developing their perceptivities, thinking potentialities, and speech development and ultimately conducting to improved speaking skills. Furthermore, constructive theory, in the context of teaching and learning like social communication, motivation, and building of meaning, has a great Efficacy on advancing speaking skills. Cynthia & McCulley (2006)

Hartmann (2003) stated that the use of adequate techniques and strategies in learning to speak allows to individuals developing their speaking abilities through describing, expressing ideas and thoughts, and telling stories. Similarly, constructive theory emphasizes the significant

role of practical experiences and direct communication with materials fostering a profound comprehension of concepts, encompassing those linked to language and communication. Siholtang et al. (2021)

In conclusion, the adoption of constructive theory in teaching speaking skills enable educators and learners to develop speaking performance by regarding internal and external aspects, pertinent techniques, and the developmental stages of individuals.

6.1.4. Connectivism

Connectivism theory presented by Siemens and Dounes suggests learning via connection within a networked community. Handabura (2020). It is evolved to align learning in the digital age, is founded on main principles: Autonomy, connectedness, diversity and openness (ibid). Connectivism theory underscores the importance of learners being autonomous, linked to different sources of information, and being extroverted to new knowledge.

Concerning the improvement of speaking skills, connectivism theory proposes that learners should participate in networked learning environment as opportunities to interact with diverse resources and people to improve their communication skills. Herlo (2017).

The incorporation of technology and digital material into the curriculum permits to students progress and improve their speaking skills, via networked learning experiences, leading to an efficacious communication in the digital era. Setho et al. 2023)

7. The rise of online learning process

Over the past decade, the rise of online learning has witnessed an impressive growth and the appropriation of new pedagogical approaches. The definition and the utilization of online learning have progressed alongside technological development, Efficacying educational systems worldwide. Singh et al. (2019). This growth is obvious sin the raised incorporation of online learning in higher education and its large adoption in various areas. Scangnoli (2009)

Furthermore, the rapid advance of online learning has been conducted by the need for educational systems to align the changing requirements of students, who look for more flexible and accessible learning settings. Reed (2020), that need has become intense all through a period of crises, for example the COVID19 pandemic that promoted the using of online learning. (ibid)

The transition towards adopting learning management systems and online instruments necessitated the change of pedagogies approaches to improve student investment, teaching, and peer cooperation. Wilhoite-Mathews et al. (2015). These tools constitute a part of larger trend promoting personalized and adaptable learning experiences that serve to the modern students' needs. Allen et al. (2016)

The advancement of online language learning in relation to technology and pedagogy has been notable, particularly hastened by the COVID 19 pandemic. Seki (2022), Goggin (2022), Nurizzaman (2022), Medic (2021) and Cline (2022). Turning into online platforms has accentuated the significance of technological access and pedagogical abilities in educators. Technologies such as Wikis have overturned educational process, providing user-friendly in interface for cooperative learning and knowledge exchanging. Online language teacher education in advancing countries highlights the necessity of that computer-assisted language learning applications are required to improve teaching practices. The pandemic has motivated the using of online pedagogy in the world, offering equal learning opportunities while also showing challenges of chosen access and digital unfairness. This progress highlights the significant role of technology in regulating and restricting language education and the pedagogical aspect.

7.1. Online language learning process and traditional classroom

The comparison between online language learning process and traditional classroom-based methods reveals the differences that exist in several ways. Online learning provides more flexibility concerning time, place, accessibility and rapidity of learning. Clay (2022). Additionally, it offers interactive e-content with multimedia, improving the learning experiences. Nurdauletova (2022). Studies demonstrate that online instructions can conduct to faster progress of fundamental conversational ability compared to traditional classroom, as it permits a larger productive conversational use of the target language. Thakur (2023). Furthermore, online learning has been determined to positive Efficacy student success, and keeping knowledge, compared to classical teaching methods. (ibid)

7.2. Online platforms and applications

The progress of online platforms and applications for language learning in the recent decade can be due to several key points: Firstly, the growing mobility of people has displayed learners to new linguistic environment, driving the need for better and efficacy language learning methods. Studil (2023). Secondly, the development in digital technologies, involving the internet and mobile applications, have facilitated language learning, providing positive environment for users. Olga (2022) and Rifai (2023). Moreover, the developing learning styles of students, matched with the incorporation of artificial intelligence technologies, have conducted to the progression of personalized and interactive online language learning platforms which cater to different learning requirements and preferences. Zykov (2016) and Rugge (2022)

The progression of foreign language competences, particularly confusing on university students, has become necessary for social inclusion and professional success. Samolaylenko (2019). For Kai (2019), online educational materials and computer-assisted language learning systems have importantly progressed to meet the needs of learners in a word of advancing technology. The organizational investments in digital for online learning platforms have conducted to the constitution of different platforms with advanced techniques, highlighting the necessity of apprehension of technology and organizational progress. Bensh (2012). Modern approaches, for instance combining tutor boost with tailored lessons and evaluation, have driven to better retentiveness, and pass rates, developing employability through language learning. Esbar (2017).

These factors led to the popularity and efficacy of online platforms for language learning in recent years.

7.2.1. The most popular online applications and platforms

When it comes to online platforms and applications for English language learning, there exists a wide choice of options available to learners. Theses digital instruments have revolutionized the way individuals can develop their English skills, providing interactive lessons, language use with native speakers, vocabulary building tasks and much more.

Dealing with these online tools can offer a convenient and efficient way to improve the language competency.

7.2.1.1. The most popular applications

There are several famous applications for English language learning that many people consider helpful. These applications provide different exercises, lessons, and tasks to assist users in developing their English language skills in a fun and interactive way. Some of the well-known ones encompass:

1. **Z American English**: A young and popular application which is presented by:

“A dedicated app for beginners of English with an unprecedented professional approach in the Arab world....Z American English is an application that works as a personal instructor for L1 speakers of Arabic who wish to learn English as it takes them on a fun learning trip that starts from the absolute beginner's level until they gain proficiency in English and acquire other abilities. It offers a comprehensive approach to language acquisition, with lessons created by an experienced teacher, Ibrahim Adel. The app is highly accessible, free, and compatible with both iOS and Android devices. One of its notable strengths is its clear learning path, suitable for learners of all levels. The addition of video content and interactive quizzes makes learning enjoyable and effective. Additionally, the premium "Activities Icon" subscription offers extra features. The inclusion of chat rooms fosters learner interaction, enhancing the educational experience. Overall, Z American English is a valuable resource for learners of English, providing a structured and engaging path to language mastery”. Al-Maamari (2023)

2. **Duolingo**: Duolingo is a popular language learning application that provides lessons in different languages including English. It adopts gamified approach with interactive exercises to assist users learn various linguistic skills, focusing on vocabulary, pronunciation, grammar, and sentence structure.

3. **Rosetta Stone**: Rosetta stone is a language learning program that has been available for many years. It offers immersive lessons using images, audio, and text to enable learners develop their language skills.

4. **Babbel**: An application that offers lessons tailored to the learners' level and interests, focusing on practical language skills and conversations, and real-life scenarios in different languages.

5. **Busuu**: It is a language learning application that provides interactive lessons, grammar tasks, and vocabulary applications. It also offers opportunities for learners to communicate with native speakers via its community feature.

These applications serve to different learning styles and preferences. It is also worth noting the availability of other applications that focus on enhancing specific linguistic skills, depending on the user's level and interest such as:

1-**Vocabulary**

1-1. **Memrise**: It is known for its concentration on vocabulary building via mnemonic tools and spaced repetition. It provides a wide range of courses involving English language lessons at different levels.

1-2. **Anki**: A flashcard application that aids learners memorize vocabulary and phrases by spaced repetition. It is classified as one of the best applications for acquiring a strong vocabulary.

2- **Speechling**: An application that interests in improving pronunciation via speech recognition technology and interaction with native speakers.

3- **Grammarly**: This application designated to encourage users to develop their writing skills by offering grammar and spelling suggestions.

4- **Podcasting (Listening)**:

Listening is a good way to develop language skills as well. It exists many podcasting applications that provide content particularly dedicated for language learners. These podcasts can include a wide range of topics, involving storytelling, language lessons, interviews, cultural insights, and more. Listening regularly to podcasts in the target language permit to enhance listening comprehension, vocabulary and inclusive language skills. Some of these popular applications.

4-1. **British council**: An audio program dedicated by British council, this podcast covers a broad range of topics such as language learning, arts, education, culture, society, current affairs and more by offering listeners valuable information and enriching their knowledge.

4-2. **Spotify**: Provides a range of podcasts in various languages involving language learning podcasts and cultural conversations.

4-3. **Stitcher**: A podcast application which helps learners to discover and listen to content in different languages.

4-4. **TuneIn Radio**: offers access to different series of podcasts and radio stations from anywhere in the world. Which can be helpful for language use.

4-5. Audiobooks for English language learning: Can be a great resource for language learning as they offer a distinguished and engaging way to enhance learner's language skills. Audiobooks usually involve narrations by native speakers, interactive practices, vocabulary building exercises to aid learners practice listening, comprehension, pronunciation in his target language, which can be effective to develop his language competency.

7.2.1.2. The most popular Platforms

Among the well-known platforms that provide a variety of courses, resources to assist users enhance their English language skills; We can cite some of them:

- 1) **Coursera**: Coursera provides online courses from universities and institutions in all sides of the world. Encompassing English language courses at different levels, users will able to access video lecture, tasks, and interactive exercises to improve their language skills.
- 2) **Udemy**: Is a platform that offers a broad selection of online courses, including English language courses, consisting of grammar, vocabulary, pronunciation, and more.
- 3) **BBC Learning English**: BBC Learning English is a free online platform which provides a diverse resources like videos, audios, articles, clips, and interactive practices to assist users enhance their language skills.
- 4) **British council**: The British Council suggests range of English language learning resources, covering online courses, interactive activities and games, and tips for developing language competency. There are also opportunities for practicing language and exchanging cultures.
- 5) **Fluent U**: Fluent U is a language learning platform that adopts real-world videos like music, movie, and new clips to aid users develop their listening and comprehension competencies in English.

In addition of these platforms, there are other platforms designed specifically to focus on a specific skill. Some of those are concerned with speaking skills proficiency, such as:

- 1) **Tandem**: A language interaction application which permit the connection between users and native speakers everywhere in the world by practicing language via text, voice, and video chat.
- 2) **Hello Talk**: Another language exchange application that enables learners to speak with native speakers by using voice messages, text, and voice calls.
- 3) **Cambly** : This platform allows to users to connect with native English speakers for live video chat practice sessions.

4) **iTalk**: It is a language learning platform that suggests one-on-one online language lessons with native speakers for oral communication activities and personalized feedback.

7.2.1.3. Algerian language learning platforms

1) **Fluent Hello**: Fluent Hello is an Algerian platform that enables the learner to develop his linguistic abilities, starting from the beginner level up to the advanced level and even mastering the English language and being fluent. This platform offers seamless and user-friendly experience for English language learners. It provides different tools and resources to assist learners develop their language skills such as interactive lessons, vocabulary building activities, pronunciation practice and more. Fluent Hello platform relies on individual teaching (VIP), where the learner at each level has his own teacher who supervises the provision of lessons that are compatible with his level, his scientific and linguistic needs in order to achieve his desired goals, through classes that are programmed and prepared on the basis of this data. Learner can determine days, weekly time, and the duration of the course. In addition to several advantages that uniquely distinguish this platform from others.

2) **Follow Me Academy**: Follow me Academy or (Stop Grammar) is another Algerian English language learning platform that presents a broad range of tools and resources to aid learners enhance their language abilities, covering interactive lessons, vocabulary building exercises, focusing intensively on speaking skill practice, and feedback, overcoming grammar deficiencies which is considered by learners as the most difficult and complexed aspect that makes the language acquisition and proficiency difficult. The goal of the Stop Grammar platform typically revolves around offering accessible, appropriate, and effective ways and tools, and resources for learners to acquire English language as a new language, or improve their existing English language skills. This platform seeks to make English language learning more delighting, personalized and tailored to learners needs. By using technology and adopting innovative methods, Follow Me Academy (Stop Grammar) platform aims to make English language learning more pleasant, effective and rewarding for users of all levels.

7.2.2. Theories and Approaches Adopted by Online Platforms

In the subject of English language learning, the ability of speaking fluently and confidently is one of the crucially important competencies for students to develop. With the evolution of online platforms and applications, educators have been able to investigate new theories and approaches for developing speaking abilities in a virtual environment. Among those various models and approaches adopted by online platforms to enhance speaking proficiency in English language learning, we can cite the following :

7.2.2.1. The communicative approach

Communicative approach is one of the theories that have been widely adopted by online platforms for developing speaking abilities. According to Johnson and Johnson (2018), the communicative approach highlights the significance of communication and interaction in language learning. Online platforms like Duolingo and Rosetta Stone have incorporated this approach into their programs by offering opportunities for students to involve in real-life conversations with native speakers, engage in group discussions, and participate speaking activities. By immersing learners in authentic language situations, these platforms seek to enhance their speaking skills through relevant interactions.

7.2.2.2. The task-based approach

Another popular approach adopted in online language learning is the task-based approach. As pointed out by Skehan (2016), the task-based approach stresses on the completion of specific tasks as a way of encouraging language acquisition. Online platforms such as Babbel and Busuu have integrated task-based activities into their programs to assist students practice oral communication in a structured and systematic manner. Performing tasks like role-plays, presentations, and discussions, students are able to improve their speaking skills in a practical and engaging manner.

7.2.2.3. The multimedia approach

In addition to the communicative and task-based approaches, online platforms have also chosen the multimedia approach to improve speaking abilities in English language learning. According to Chapelle and Jamieson (2020), the multimedia approach encompasses the use of various forms of media, like videos, audio recordings, and interactive simulations, making language learning more easier. Platforms such as FluentU and Hello Talk strengthen multimedia tools offering to students various opportunities to exercise speaking in diverse situations and scenarios. By using and dealing with multimedia materials, students will be able to enhance their fluency, and improve their pronunciation, and overall speaking competency.

In summary, online platforms and applications play a significant role in developing speaking skills in English language learning by adopting various theories and approaches. The communicative approach highlights communication and conversations, the task-based approach emphasizes on accomplishing specific tasks, and the multimedia approach exploits

different forms of media. By incorporating these approaches into their programs, online platforms look toward providing students with a comprehensive and rewarding learning journey. As educators and researchers pursue to search new strategies for progressing speaking abilities, online platforms will stay a significant resource for students aiming to improve their proficiency in English.

8- Enhancing Speaking Skills Through Online Tools for Academic Success

In today's digital age, learners particularly students and researchers are permanently trying to find ways to develop their speaking skills to success in their academic endeavors. Online resources have become the serving means in providing a platform for individuals to progress their speaking abilities.

8.1. The speech recognition software

One of the important online tools that serves in developing speaking abilities is speech recognition software. This software permits to learners improve their pronunciation and intonation by comparing their spoken words with its database of accurate pronunciations. The use of speech recognition software, students will be able to receive instantaneous feedback on their speaking abilities and work towards enhancing them. For example, tools such as Dragon NaturallySpeaking and Google Speech Recognition offer to learners accurate transcription of their spoken words, aiding them identify areas for progressing.

8.2. Video conferencing platforms

Another online tool which is commonly utilized to improve speaking competencies is video conferencing platforms. Platforms such as Zoom, Skype, and Google Meet allow users to involve in real-time conversations with other people, which enable them to pursue their speaking competencies in a convenient and interactive setting. By exploiting video conferencing, users can engage in group conversations, presentations, and discussions, all of which are primordial in improving their speaking skills. Also, video conferencing platforms offer to users the opportunity to exchange ideas and knowledge with their peers and instructors, further helping in their advancement.

8.3. Online pronunciation guides and language learning websites

Online pronunciation guides and language learning websites are worthy resources for learners aiming to develop their speaking abilities. Websites such as Forvo, Howjsay, and Pronounce are furnished with audio recordings of words in different languages, allow learners to listen to native speakers articulate words accurately. By exploiting these tools, learners can enhance their pronunciation and accent, at long last, improving their overall speaking skills. Also, language learning websites provide interactive exercises and quizzes that aid learners use their speaking abilities in a fun and delighting manner.

In conclusion, online resources play a crucial role in helping students improve their speaking competencies for academic success. Speech recognition software, video conferencing platforms, and online pronunciation guides are just some examples of the tools provided to learners aiming enhance their speaking skills. By using these tools effectively, students and researchers will be able to boost their communication abilities, thereby multiplying their chances of success in academic research and dissertation writing. Adopting the potential of online tools is primordial in today's digital world, as they offer learners the necessary assistance to advance in their academic endeavors.

8.4. Enhancing Speaking Skills through Interactive Applications and Platforms

In recent decade, the use of online platforms and applications for language learning has witnessed a growing interest and popularity. These tools not only facilitate for users the access to resources but also the possibility for having feedback and assessment. The use of online platforms, feedback, and assessment have a significant Efficacy on improving oral communication abilities.

8.4.1. Feedback and assessment

One of the key features of using online platforms for language learning is that learner can benefit from instant feedback from instructors or peers, which can provide valuable information on areas for improvement and aid students track their strengths and weaknesses. According to Smith and Jones (2018), feedback is crucial in guiding students towards better practice and enhancing communication skills. By involving in interactions and receiving feedback on his different linguistic productions such as pronunciation, grammar, and vocabulary usage, learner can progressively improve his communication skills.

Another significant aspect is assessment which plays a crucial role in enhancing speaking skills through online platforms. Assessment activities, like speaking practices or oral presentations permit to learners to practice their oral communication abilities in a structured setting. Via assessment, students can receive constructive feedback on their practice and track their progress and make adjustments to their speaking practice over time. As mentioned by Brown and White (2019), assessment works as a means of measuring language competency and designating areas for improvement. By integrating assessment tasks into language learning activities, students can progress their speaking abilities in a systematic manner.

Furthermore, the incorporation of feedback and assessment into online platforms can have a synergistic effect on improving speaking skills. The adoption of regular feedback and opportunities for assessment allow to online platforms to generate a conducive learning environment for developing oral communication abilities. As noticed by Johnson and Lee (2020), the combination of feedback and assessment can incite learners to actively involve in oral communication practice and seek for continuous advancement. By using interactive activities, simulations, and virtual discussions, students can improve their speaking abilities in a dynamic and interactive way.

Finally, feedback, assessment, and online platforms have a significant Efficacy on enhancing speaking skills. The investment of the advantages of online platforms for language learning enables learners to receive worthy, helpful and constructive feedback, involve in assessment tasks, and develop their oral communication abilities. Moving forward, it is important for educators and learners to admit the significance of feedback and assessment in improving the exploitation of online platforms for language learning. By adopting a culture of feedback and assessment, it will be possible to generate a supportive learning environment that motivates the enhancement of speaking proficiency in a digital age.

8.5. Improving Speaking Skills through Mobile Applications, Gamification, Adaptive Learning Technologies, and Multimedia

In recent years, the development of technology has influenced the educational aspect, especially in language learning. Mobile applications, gamification, and adaptive learning technologies have a great importance in enhancing the learning journey for learners.

8.5.1. Mobile Applications

Accessibility and convenience are one of the main advantages that provide mobile applications for language learning. Kukulska-Hulme & Shield (2008) demonstrate that mobile applications provide students with the flexibility to study without being restricted to a specific time or place, which enables them to fit language learning into their overcrowded schedules. Also, the interactive nature of mobile applications involves learners in a more immersive learning experience, which enable better retaining of language concepts. King (2012).

8.5.2. Gamification

Gamification is another new approach that has been widely implemented in language learning. Gamification comprises integrating game-like elements such as recompenses, leaderboards, and defies into the learning process to stimulate and involve students. Hwang & Wu (2012) state that in addition to making language learning more fun, gamification also encourages and instills a spirit of competition among students, promoting them to strive for advancement. Moreover, gamification boosts student commitment and motivation, conducting to advanced levels of classroom involvement and language proficiency. Bell (2013).

8.5.3. Adaptive Learning Technologies

Adaptive learning technologies, on the other hand, design the learning experience aiming to meet the particular needs and interests of individual learners. By studying students' behavior data and chooses, adaptive learning technologies can offer personalized lessons and interaction tailored to each student's learning style (Van Lehn, 2011). This adapted approach allows students to develop at their own pace and emphasis on areas of weakness, finally leading to advanced language learning outcomes. Hattie & Timperley (2007).

8.5.4 Multimedia

Interactive technologies and multimedia are another crucial component in improving oral communication abilities. Brown (2020) highlights that integrating multimedia content, like videos, audio clips, and interactive games is important as it provides users with various oral communication opportunities. By involving with authentic materials, learners will be able to drill speaking in a real-world setting, develop their fluency and speaking skills. virtual reality

mimicry and video conferencing platforms are other interactive tools that also contribute to improve the speaking competency by generating positive learning environments.

In summary, the incorporation of the above-mentioned tools in language learning has meaningfully developed the learning experience for students. These technologies deliver learners with more flexibility, commitment, and personalized support, conducting to advanced language skills and academic development. However, it is indispensable to deal with the challenges related to these technologies, like the guaranty of the equal accessibility and dealing with potential problems. By investing the capacities of these technologies while handling their restrictions, educators can provide language learners with a perfectly effective and enjoyable learning environment.

9. Cultural Considerations in Language Learning

In our interconnected world, to be able to speak more than one language is the most important skill. In addition to be a process of learning vocabulary and mastering grammar rules; Language learning also encompasses comprehension of the cultural nuances which are rooted in a language. Language learning is extremely influenced by cultural consideration, as they form and represent how individuals use language and deduce meaning. Among the effect of the cultural sides of language learning on learners, we can mention:

It is evident that, in addition to be a tool for communication; language is completely interlinked with culture. Language is usually considered as the mirror of the society, reflecting the principles, thoughts, and worldviews of the individuals speaking them. It will be necessary for students when learning a new language, to acquaint themselves with knowledge about the cultural aspect related to that language. For instance, it almost exists in each community specific linguistic etiquette rules that show the ways people should communicate each other founded on their social position. Ignoring these cultural rules can provokes misunderstandings.

Moreover, the influence of cultural considerations is often reflected in the methods of teaching and learning the language. As for the traditional language teaching methods, it depends on grammatical exercises and vocabulary memorization , and the cultural aspect is not given much importance, while the methods adopted in recent decades in language teaching, such as communicative language teaching , and task-based learning embrace the inclusion of cultural

content in academic programs, which contributes to broader understanding of what the target language includes in terms of culture, and the extent to which they relate to each other.

Overall, cultural considerations and language learning are inseparable aspects. The apprehension of the cultural factor of a language allows to improve communication abilities and enhance intercultural skills.

10. The influence of Artificial Intelligence on Language Learning

The presence of artificial intelligence has become very common in recent years at all domains, especially in the field of language learning, which has brought about major changes in record time in methods of teaching and language acquisition. Which made those interested in this field seek to discover ways to benefit from it to learn languages effectively.

10.1. Advancement in Language Learning through AI

The progression of intelligent tutoring systems is considered as the crucial way by which artificial intelligence has changed language learning, because of their capacity to offer personalized feedback and guidance to students. (Smith, 2018) states that these systems which benefit from natural language processing to study and deduce the learners' spoken, providing them with immediate feedback on their pronunciation and grammar. This personalized approach to language teaching has been contributed greatly to promote learner involvement and retention (Jones, 2017).

10.2. Exploitation of AI for Language Acquisition

Moreover, Artificial Intelligence has also influenced language learners in their manner of dealing with authentic language materials. Using translation tools like Google Translate, enables students to access and understand a broad selection of texts in foreign languages, thus extending their linguistic horizons. Also, AI-powered applications like Duolingo have adopted gamification in language learning process, which make it more fun and attractive. Brown (2019)

In summary, Artificial Intelligence has a significant Efficacy on language learning. Its omnipresence has cast a shadow on language learning and acquisition, which has affected teaching methods. The intelligent tutoring systems has helped to develop new methods and

approaches, such as individual teaching systems and translation tools, which encourages the exploitation and benefit of a variety of technologies to better the language learning experience.

Relevant studies

The effectiveness of the internet and digital tools

Many researches have investigated the field of the effectiveness and the Efficacy of the internet and digit tools on the English language learning in general , and on speaking skills proficiency in particular.

First, Rodrigues (2015) conducted a study on “*The Efficacy of Online Learning in the Development of Speaking Skills*”. This research aimed to explore the role of the EPIC online program. The use of this program resulted in developed speaking grades, vocabulary , and listening skill in English second language (ESL) students, showing a crucial improvement in language skills and self-confidence in the development of speaking proficiency. This research found that online learning permits to individualized and autonomous learning, which offers for ESL learners possibility to drill oral communication anytime and anywhere.

In addition, Usha Bharthi (2023) investigated the use of digital tools for teaching English as an effective and innovative way. The study demonstrated that digital tools when incorporating into the curriculum and exploited effectively, can improve English language learning by offering creative, collaborative and attractive experiences that motivate active engagement, control, progress ,and meet to the different needs of students. The study indicated that these tools have the capability to attract students via gamification, multimedia content, individualized learning experience, and interaction activities.

In China, Wang et al. (2023), explored the Efficacy of the internet on English language learning among university students: mediating role of academic self-efficacy. The primary aim of this research was to explore the effect of the internet on English language learning among Chines students, highlighting the role of the academic self-efficacy. Adopting the Technology Acceptance Model (TAM), the study determines that the internet importantly Efficacys the English language learning, and academic self- efficacy. A strong relationship existed between academic self-efficacy and English language skills.

The effectiveness of online platforms and applications

The qualitative leap that the world has witnessed in the field of using technology has created a revolution that the world has never seen before, especially with the emergence and the development of applications and platforms, especially those concerned with developing linguistic competencies, particularly English-speaking skills.

In Indonesia, Kardana et al. (2023), investigate the Efficacy of online learning on the improvement of English-speaking abilities among students at Mahasaraswati Denpasar university meanwhile the COVID-19 pandemic. Adopting a quantitative descriptive research method, the researchers compared pre-test and post-test results to measure the enhancement in students speaking skills. The findings showed that online learning enhanced students' speaking abilities in a significant manner, with moderate test scores increasing from 56.55 to 80.14. Notable progress was also remarked in students pronunciation and grammar. The research arrived to the conclusion that online learning is an efficacious tool for enhancing students' speaking skills.

In China, Baker et al. (2018), in their study entitled "*Effectiveness of an online language learning platform in China*", attempt to examine the use of mobile learning technologies and online collaboration in English language teaching (ELT) in Chinese colleges, because of the poor level of English competency among Chinese university and students. The purpose of the study is to gauge the efficiency of mobile applications and online group work in improving students' English abilities and academic performance. The study adopted a quasi-experimental design, it demonstrated that students who exploited mobile applications such as Busuu, Lingoda, Lingual, and BBC learning English got better result than those who did not. In conclusion, the study accentuates the necessity of integrating mobile applications into educational program and exploiting it to advance students' knowledge level, compress their interest in language learning, and promote online collaboration.

In another research, Zouza (2020), explored the effect of internet and mobile tools on English educational, especially in the period of the Covid-19 pandemic's compelled to online learning. The study assessed the willingness of academic personnel for online teaching, students position towards certain internet applications adopted for learning. The research attested that Google applications were crucial in online English language teaching and learning, with Google Meet being the best method to communicate with teachers. While, speaking and listening abilities were not achieved in the online contexts, with only 30% to 40% of learners feeling

these results were met. In the other hand, writing ability and professional lexis learning results were achieved. As conclusion, the study claims that Blended learning is the best approach for teaching English, and proposes more future studies into other online learning applications and strategies for teaching online speaking and listening competencies in English.

The Effect of Social Media on English Language Learning

Social media is considered for a great part of population as a main tool to improve their oral communication in English language learning for diverse ways that is provided from these tools, which can contribute to improving speaking abilities.

Manogaran and Sulaiman (2022), have conducted a systematic review about “*The effectiveness of social media in improving speaking skills of English as a second language (ESL) learner*”. The research examined the Efficacy of social media on English language learning among students of the language and translation in Najran University, KSA during the Covid -19 pandemic. The key findings are that the majority of the students (86.75%) use social media as a way for language learning and consider it useful. The research shows that learners at least use three different tools of social media platforms for academic objectives, with over half (60.84%) utilize social Networking sites, particularly for studying. The study emphasizes in conclusion that social media can contribute to develop English language learning, especially during pandemic circumstances, and suggests that teachers integrate social media into their teaching approaches.

The Effect of Specific Platforms and Applications on Students’ Speaking skills

There are many famous online applications and platforms that are commonly used by students and teachers for facilitating the improvement of students speaking abilities.

First, the study conducted by Rachilinda, et al. (2021) to explore “*the effectiveness of using Microsoft Teams in student’ speaking performance during pandemic Covid-19 OUTBREAK*”. The research asserted that Microsoft Teams was efficacious in enhancing students’ speaking abilities, involving pronunciation, grammar, vocabulary, fluency, and comprehension. The adoption of online learning platforms such as Microsoft Teams can contribute to boost the feedback between educators and students in speaking.

In Malaysia, Palpanadan et al. (2021), conducted research to investigate the “*Practicing Online Approach via Skype Activities to Develop Speaking Skills among Malaysian undergraduates*”. This study found that exploring skype activities assisted participants enhance their speaking proficiency in English, enhancing their confidence and fluency in discussions.

Another study entitled “*The English Majored Students’ Perceptions of Using Flipgrid in Online Speaking Classrooms*” conducted by Pham (2023) found that adopting information and communication technologies (ICT) can be essential in developing students’ speaking competencies in English language learning. It highlights the importance of simplifying students speaking practices and promoting social engagement incite students to speak and exchange their ideas and thoughts in class.

Maming & Maravilla (2022), in their research entitled “*Assessment of the readiness of teachers for developing students’ skills in speaking English through the use of the Zoom platform*” attempt to measure the effectiveness of this platform and the strategies adopted to aid students enhance their skills. The study asserts that the Zoom application can improve English learners’ speaking skills by dedicating a platform for the use of language. However, instructors may encounter challenges in using online teaching methods because of the limited training practices.

Conclusion

To synthesize this section, almost of all the studies exposed in the present literature emphasizes the effectiveness of using technological tools, particularly online platforms and applications, and the significant role that play online learning in improvement of speaking skills among English language learners. However, although the diverse advantages and the qualitative services that provide the online platforms and applications for learners, there are numerous challenges that learners faced during their online language learning journey, which may constitute a great barrier in their language learning process. These challenges involve: the instructors presence, insufficient interaction activities, limited class discussions, time control, and lack or slow feedback, as well as the other deficiencies related to the linguistic and sociocultural aspects.



CHAPTER 03

Research Methodology

3-Research Methodology

Introduction

This research aims at exploring the efficacy of online platforms and applications for enhancing speaking skills in English language learning among university students . The research is conducted at the English language department at Ghardaia university. This chapter describes the practical phase and the procedures followed during the study, and research design and approaches, the sampling, the construction of the instrument, and data analysis procedures.

3-1.Research Rational

We were driven to undertake this research by two primary reasons, both of which affect the majority of students, particularly newcomers to the university, namely those in their first three years. The first reason is the difficulty these students encounter when attempting to express their thoughts verbally or present their research orally in class. The second reason is the spirit of competition among the students and their pursuit of excellence and distinction throughout their academic journey. This ambition propels students to master the language, with fluency in speaking becoming their foremost goal. Consequently, there is a growing need for tools or methods that can assist students in improving their overall language proficiency and, more specifically, in enhancing their speaking skills. One of the most effective means to achieve this, often resorted to by students, is the use of remote platforms and applications due to various encouraging factors. Additionally, these tools offer the convenience of flexibility in terms of time, place, and options.

3-2.Identification of the problem

However, the most important problem facing the student during this endeavor is his confusion in his inability to evaluate the effectiveness of these online tools in improving his linguistic performance, despite their large number, and what is rumored about some applications, through advertisements, or through individual evaluations passed on by students. Whether they are positive or negative. Sometimes, the scarcity of information about the most effective applications or platforms makes choosing the appropriate platform or application that meets the student's needs and helps him move forward in the learning journey a difficult matter, so he finds himself at a crossroads, looking for someone to guide him or show him the advantages of these platforms and applications, and their effectiveness in improving and enhancing linguistic skills in the English language, especially the skill of speaking clearly, correctly, and fluently, even as native speakers of the target language. Our study focuses specifically on this aspect, on which we seek to shed light as it concerns most students.

3-3.Significance of research

Through personal experience, since I belong to a student class, consisting of a group of English language professors, and a high percentage of outstanding students, with a good level in terms of mastery of the language, linguistic performance, and fluency in speech, I often I compared my performance to the performance of my colleagues, which showed the huge

difference between the two performances, which led to a negative and positive reflection on us at the same time, in terms of the psychological aspect. The negative reflection was evident in the level of self-confidence while speaking in front of a large audience of students and professors. It is the same positive reflection and motivation that urged us to persevere in learning, strive for progress, and develop the linguistic capabilities necessary to catch up with advanced students. During our search for ways to improve and develop English speaking skills, we faced the problem of how to ensure the effectiveness of a platform or application in meeting the learner's needs, and from here came the idea of conducting this research, as an attempt to answer this question. During the research on this topic, we found that there were very few studies conducted on the effectiveness of platforms and applications in enhancing speaking competencies in countries of the Arab world and in Algeria in particular. Although the topic of the role and effectiveness of platforms and applications in learning and teaching languages, in particular improving and enhancing speaking skills has been discussed, discussed and addressed in many studies, in different countries, but our study is the first to discuss this topic in our region and focus on the students of the University of Ghardaia. Through this research, we seek to shed light on this aspect, and for our research to be useful to those interested in this field, and to be the beginning of future research that may delve more deeply into this topic.

3-4. Research Question

Through our study, we try to answer to the following questions :

- 1)-To what extent can online platforms and applications be effective resources for enhancing speaking skills in English language learning ?
- 2)- What is the Efficacy of online platforms and applications on enhancing student' speaking proficiency among English students at Ghardaia university ?
- 3)- What are the students and learners' views and to what extent are they inclined to use these tools in order to improve their linguistic performance ?
- 4)-What are the challenges of using online platforms and applications to improve students' speaking skills?

3-5. Hypothesis

In order to answer these research questions, we put forward the following hypotheses:

- 1)- A well planed exploitation of online platforms and applications may be effective in enhancing student' speaking skills proficiency .
- 2)- Online platforms and applications may have significantly a positive Efficacy on enhancing student' speaking proficiency .
- 3)- Students and learners would be interested , engaged and satisficed towards the use of the use of technologies tools .

3-6.Objectives

By conducting the present study , our purpose is to explore the efficacy of using online platforms and applications for enhancing student’ speaking skills in English language learning.Also, to shed light and examine the Efficacy of these tools on students speaking performance.

3-7.Research Methodology design

3-7.1.Research variables

In fact, every research comprises two types of variables: independent variable(s) and dependent variable(s)

3-7.1.1.The independent variable

According to Crewell (2012), an independent variable is “ *an attribute or characteristic that influences or affects an outcome or dependent variable*” (p.116)

In our study, the independent variable is the online platforms and applications using as a mean that influences the development of the students’ speaking skills.

3-7.1.2.The dependent variable

Crewell (2012) considers a dependent variable as an “ *an attribute or characteristic that is dependent or influenced by the independent variable*” (p.115).

In the present research, the dependent variable is students’ speaking skills that are Efficacyed by the use of the online platforms and applications.

3-7.2.Reasearch Approches

When examining a problem, researchers define the procedures that respond the research question and verify the hypotheses. Research approaches are part of these procedures. In fact, there are two principal research approaches: The qualitative approach, and the quantitative approach.

3-7.2.1.Qualitative Approach

It is adopted in exploratory study .According to Dornyei(2007) “ *qualitative research involves data collection procedures that result primarily in open-ended , non –numerical data which is then analyzed primarily by non-statistical methods. A typically example, interview research with transcribed recording analyzed by qualitative content analysis*”(p.24).

3-7.2.2 Quantitative Approach

Dornyei(2007) states that “ quantitative research involves data collection procedures that result primarily in numerical data which is then analyzed primarily by statistical methods”

(p.24). The purpose behind adopting the quantitative research is to found a relationship between variables (dependent and independent).

3-7.2.3.Mixed-Method approach

Given(2008) asserts that :” the use of both qualitative and quantitative approaches will provide a more complete understanding of the research problem than either approach alone”(p.527).

Because of the requirements of our study, we adopt the quantitative method to guarantee getting complementary data.

3-3.Choice of the method

The current research’ aim is to examine the efficacy of online platforms and applications on enhancing student’ speaking skills in English Language Learning. Depending the research hypothesis, we deploy the descriptive method.

3-4.Population and sampling

Population

Depending our study requirements, students of the department of English at Ghardaia University are our target population; In addition to the university students, the population is extended to encompass learners using online platforms and applications , teachers of English working either in online platforms or other schools, and managers of two Algerian online platforms as well.

The difference and diversity in the subjects of our target population due to the difference in the characteristics that distinguish each category from the other.

The students of university are chosen as the target population for some reasons: First, they experience an academic study, by which they deal with diverse speaking situations. Second, the English Department include different levels of students, including first-year students belonging to different divisions and streams, which reveals differences in terms of level and linguistic proficiency among them. Third, the majority of students, at all levels, find themselves in need of developing their linguistic abilities, especially speaking skill, because of the curricula require them to perform some tasks such as oral presentations, as well as the competitive spirit among students and the pursuit of excellence.

The second sub-category is that constituted by learners enrolled at the online platforms, or adopted applications as a tool for improving their English. These learners may differ in terms of age, educational level, learning purposes, freedom in learning pace and time, and the duration of learning. In addition, they may not be subject to the same specific format, program , learning teaching methods or the educational environment as that of official institutions.

Sample Teachers

Because teachers are concerned, and in the aim to obtain inclusive insights as possible about the oral expression teaching methods, and the exploitation of technologies tools strategies, English language teachers are the second category of our research sample.

3.5.Instrument

The use of quantitative descriptive research method requires adoption of the questionnaire as an instrument, by which we can collect the needed data in a short time.

An electronic survey is conducted to guarantee a large and an easier involvement of both university students and the online platforms learners. As the electronic questionnaire is the only means through which learners enrolled in the online platforms can participate to answer questions, that is why the questionnaire cannot be distributed on paper. Another questionnaire is administered to English language teachers in general, and to those working at “Fluent Hello” and “Stop Grammar” as Algerian online platforms, in the aim of finding out their opinions and their experience concerning the use and the integration of the technological tools in English language learning and enhancing speaking abilities in particular.



CHAPTER 04

**Analysis and
Discussion of the
Findings**

Analysis and discussion of the findings

In the precedent chapter, the methodological framework was explained by providing details about the research process, and data collection tool to answer the research question and verify the hypothesis. We opted for quantitative , descriptive research method bu using the questionnaire as an instrument of measurement.

In this chapter dedicated to the practical phase of the study, we will expose and analyze the findings collected from the teachers and students’ questionnaires. Then we delve into discussion and interpretation of these findings.

Analysis of the questionnaire’ teachers

Item 01 : Teachers’ Gender

Concerning the teachers’ gender, the results show the high percentage of female participants in this questionnaire, with their participation reaching 84%, while the percentage of male participants reached 15%, representing the majority of the sample of this study, Which proves females’ inclination towards the teaching profession as the best field in which they can prove their competence and their great passion for this field.

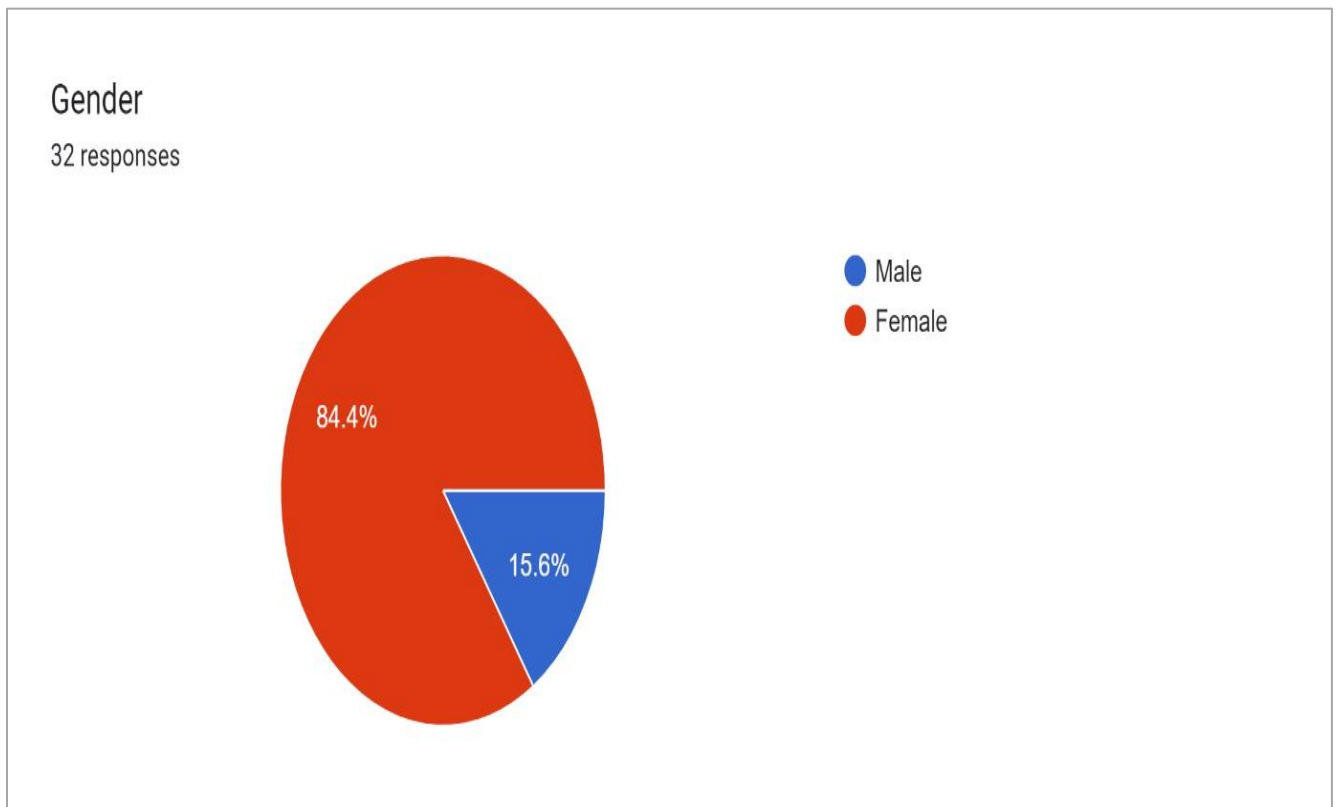


Figure01: Teachers’ gender

Item 02: Teachers’ Age

The below circle indicates that the teacher’ age is limited between the age of twenty and thirty-five years. With the highest percentage recorded among teachers who are between 26and35 years old at 62.5%, while the percentage of teachers who are between 20and25years old reaches 34.4% , in addition to a small percentage of teachers who are 46years old , estimated at about 03% . Which indicates the overwhelming dominance of the youth element in this field. This may reflects the interest and inclinations of young teachers and the extent of their willingness to use the technologies means, and new methods and approaches for teaching the English language via on line.

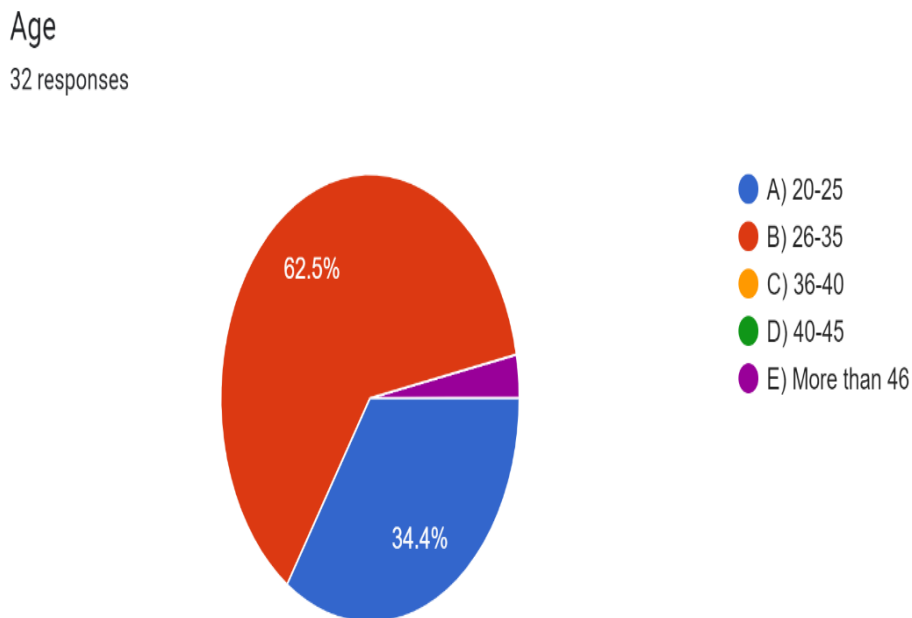


Figure02 : Teachers’ Age

Item 03: Teachers’ Educational Level

Concerning the teachers’ educational level, the answers demonstrate that twenty four teachers (78.1%) hold a Master degree that constitute the majority of teachers sample, and three teachers hold a Bachelor's degree (9.4%) , and one teacher holds professional certification, another teacher holds B+D and the last one holds both Master’s and TEFL qualification.

This results indicate that Masterant and they are testing modern teaching approaches and strategies to better students’ level and competencies, or since they were students , they are conscious about problems that face their students and capable to understand their students’ needs.

Educational level

32 responses

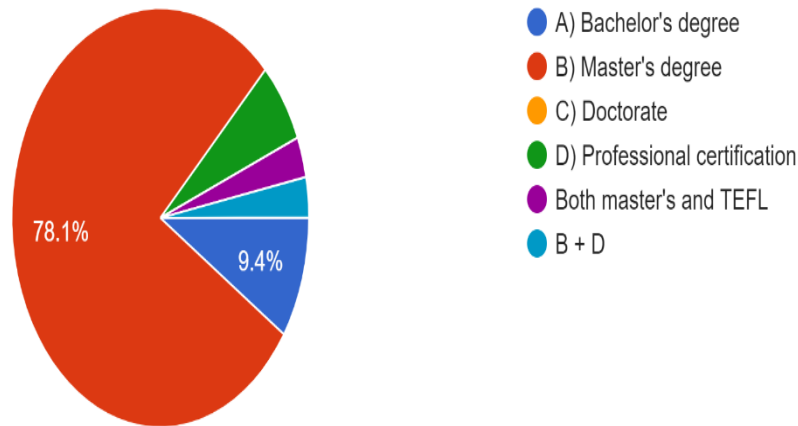


Figure 03 : Teachers’ Educational level

Item 04 : Students’ Levels :

The aim of this question is to know which level of students’ learning the teachers are supposed to teach for developing the student’ English using online platforms.

The answers show that three levels learning are attributed to teachers : the beginner learners with percentage of (50%), the second is the intermediate learners with (46.9%), and about (3.1%) concerning the advanced students.

These results indicate that almost all teachers are concerned with teaching learner at the two basic levels of English language learning: beginner, and intermediate. And a small number concerning the advanced level.

1) Which of these levels are you teaching ?

32 responses

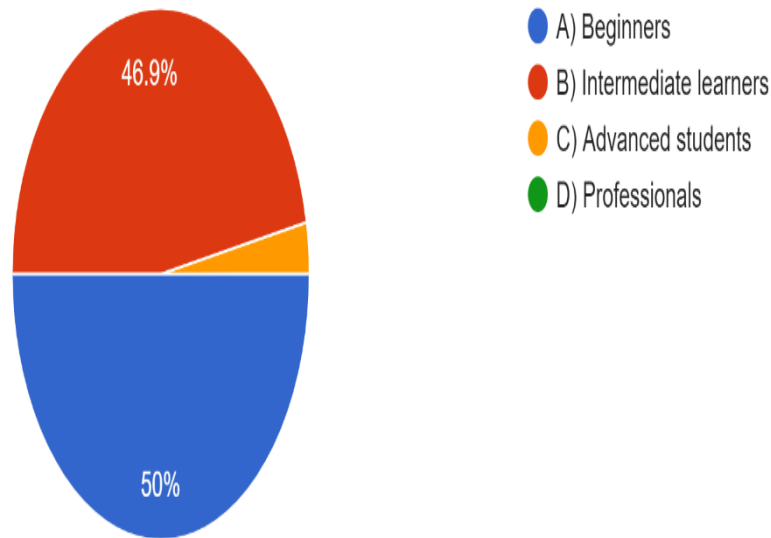


Figure 04: Students' level

Item 05 : Students and online learning

In fact, the aim of our question was to find out to what extent English language learners are interested in learning the language by joining platforms and studying online. The teachers' answers showed that the highest percentage was in beginner category (65.6%), followed by the intermediate category with percentage of (34.4%).

It is clear that beginner and intermediate level interest in cross- platform learning s due to several factors .It may be related to the desire to acquire new skills or develop knowledge in a particular field .The reason may also be the desire to improve job opportunities or self-development. In addition, online platforms may offer scheduling flexibility and easy access to more resources, making them attractive to beginners and intermediates who want to take advantage of educational opportunities more conveniently.

2) Which of these students' levels are more interested in learning and enrollment in your platform?

32 responses

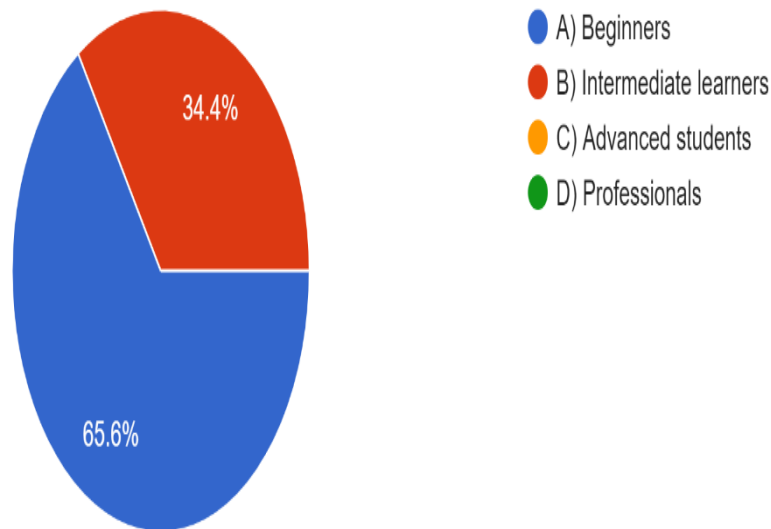


Figure 05: Students and online learning

Item 06 : Learners' educational level

Through this question, we aimed to have an idea about the educational level of the learner who seek to develop their English language using online platforms. According to teachers' answers, the educational levels of learners vary from holders of a doctorate degree to student in secondary school. But the majority of learners on the platform are holders of graduate degree. Fifteen teachers state that their learners are holders of Master degree, which represents the percentage of (46.9%) of learners. Seven teachers answer that their learners are holders of Bachelor's degree which presents the percentage of (25%). Two teachers indicate that their learners are holders of Doctorate level. As for the rest of the percentage (28.1%), it encompasses pre- university learners : high school and middle school students.

What we can conclude from these answers is that the need to learn the English language has become an essential need, even if the learners' goals differ. Secondary and middle school students may want to learn this language through online platforms in an effort to develop their linguistic abilities, in order to achieve academic success. While university students and degree holders may want to improve their linguistic performance and competencies to increase job or travel opportunities, or enable them to communicate well if their profession or goals require that.

3) What is of these educational levels of most of your learners?

32 responses

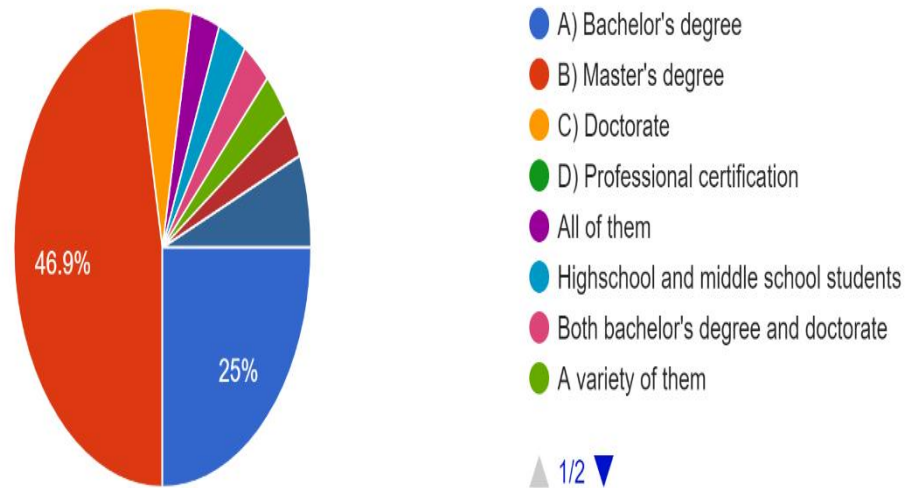


Figure 06 : Learners' educational level

Item 07: Learners Age

The statistics show that the largest age group of learners is the group aged between 26-35 years, which amounts to 46.9% of the total number of learners, and the second group, whose age ranges between 36-45 and is estimated at 43.8%. The rest of the learners are those under 18 years of age.

Since the overwhelming majority of learners are between the age of 26-45, this gives us the impression that these learners may be pursuing postgraduate studies or are workers, which makes the online learning process a more appropriate means for their professional or social status in order to learn the English language in terms of freedom to choose time and place.

4) What is the age of most of your learners?

32 responses

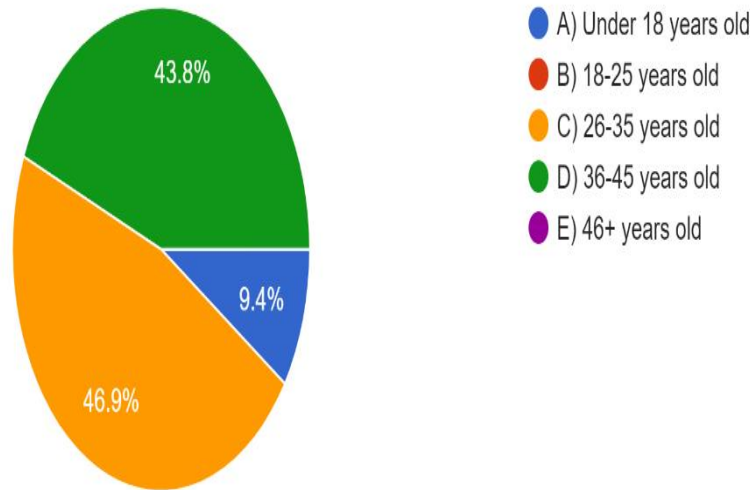


Figure 07 : Learners Age

Item 08 : Integration of technologies tools into teaching process

The teachers claim that they are integrating applications or websites for language learning online into their lessons plan. Twelve of them (37.5%) integrate applications or websites by conducting in-class activities, eleven teachers (34.4%) use them by incorporating them into regular lessons, four teachers (12.5%) incorporate them by assigning extra homework. five teachers(15.6%) integrate them by all precedent ways: by conducting in-class activities, incorporating them into regular lessons, and by assigning extra homework.

All teachers confirmed the integration of these tool in their sessions plans to help students improve their linguistics performance.

The diverse manners in integrating applications or websites in language learning online signifies that teachers in the aim to offer an effective teaching, they adopt new approaches and strategies which gauge appropriate to develop their language skills and meet their needs and interests.

5) How do you integrate apps or websites for language learning online into your lesson plans?

32 responses

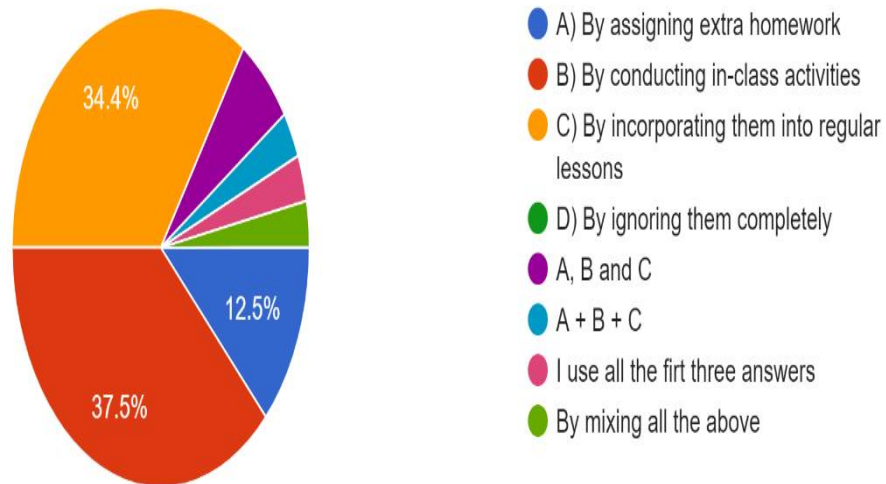


Figure 08: Integration of technologies tools into teaching process

Item 09 : The best Features and Technologies for helping students learn languages on online platforms

This question aimed to know which of the mentioned features or technologies positively Efficacyed the student advancement in language learning on online platform.

From the answers obtained , more than half of the teachers(17)estimated at (53.1%) believe that adopting interactive exercises is the best way to help the student learn languages on online platforms.While thirteen teachers (40.6%) found that live video sessions are more helpful for students . Two teachers consider that combining two strategies as a best for helping students learn languages online platforms where one of them suggests combining interactive exercises and live video sessions, the other teacher found combining interactive exercises and language exchange forums are more helpful.

These answers show the great interest towards looking for technologies and new strategies that may be effective for helping students in their learning journey.And the teachers’ keenness to activate technological devices that would contribute to developing and facilitating the learning process, keeping them in line with the technological age.

6) Which features or technologies in particular do you think work best for helping your students learn languages on online platforms?

32 responses

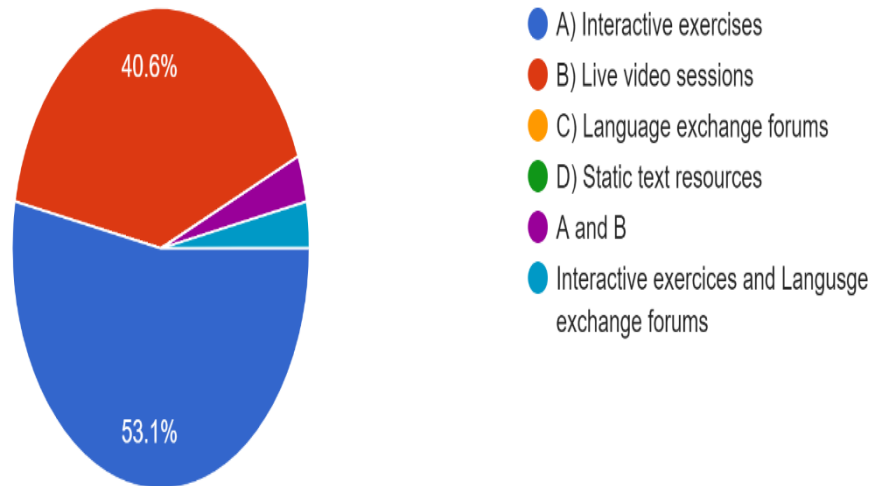


Figure 09 :The best Features and Technologies for helping students learn languages on online platforms

Item 10: Evaluation of learners performance and advancement

Through this question, we aimed to have an idea about the manner by which the teachers evaluate their learners performance and their advancement when they use internet resources for language learning.

Because of the existence of the diverse ways using in the evaluation process, the teachers’ answers show that the half of the number of the teachers (50%) evaluate their students performance through verbal assessments. Eight teachers (25%) rely on online quizzes to evaluate them. As for the rest of teachers (25%) differ in the way of evaluation: Two teachers (6.4%) adopt the traditional exams in evaluation. Two other teachers (6.4%) prefer evaluate their student advancement through using both ways traditional exams and verbal assessments. One teacher (3.2%) evaluates their students through traditional exams, online quizzes, and verbal assessments. Another teacher (3.2%) relies on oral tests and quizzes. While two teachers(6.4%) did not define their way of evaluation that they follow to measure the advancement and the performance of their students.

The answers reveal that the evaluation that is more using by teachers is the verbal assessments evaluation. The choose of this strategy of evaluation is due to the importance of verbal communication skills in language learning. By involving students in verbal assessment

, teachers can evaluate their spoken fluency, their use proper grammar and vocabulary, and express themselves effectively. Also relying on verbal assessment can aid teachers to evaluate students' comprehension, their capacity to speak spontaneously in a discussion. Teachers can also assess the pronunciation, intonation, and the inclusive speaking competencies which are important element for speaking skills.

As for the evaluation through online quizzes, it can help teachers track the performance of their learners aver time. However online quizzes can not evaluate speaking and listening abilities which are crucial components of language competency, In this case, the teacher should add another tool of evaluation.

Certainly the combination of two ways of evaluation, as some teachers respond, can be useful because it guarantees the comprehension of the evaluation concerning students 'language learning. The use of the multiple evaluation strategies can be very useful technique that aids teacher to discover students' strengths and weaknesses. Also, it helps them assess their strategies teaching to align learners' needs and follow their progress over time.

The choose and use of the appropriate tool of evaluation permit to get a clear view about the student performance and identify the appropriateness and the effectiveness of techniques and strategies adopted by teachers.

7) How do you evaluate your learners ' performance and advancement when they use internet resources for language learning?

32 responses

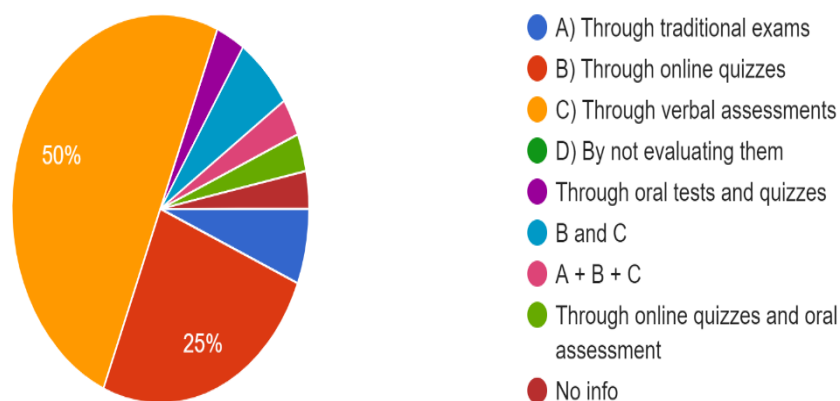


Figure 10 : Type of Evaluation

Item 11: The Efficacy of applications and internet platforms on students involvement in language learning activities

As illustrated in the figure 11 , twenty teachers (62.5%) confirmed that applications and internet platforms affect positively students involvement and engagement in language learning activities, which indicates that these tools motivate students to involve in language learning activities. Eight teachers (28.1%) found that the use of these technologies tools can have varied Efficacy on the students involvement. Three other teachers did not give their opinion about this aspect.

According to the teachers’ opinions, the use of technology like applications and internet platforms has a noticeable and positive Efficacy on how students engage in language learning activities. In fact , the answers were not surprising since the majority of teachers in different levels and contexts shared the same opinion, given the positive Efficacy of these technologies in motivating students to participate in activities and developing learning strategies , by making learning process more interactive, accessible , and personalized , which contribute to enhancing students involvement.

However, the other teachers found that these technologies has varied Efficacy on students engagement, may be because of the excessive use of these tools ,which can lead to distractions, and reduced focus. Hence, it become clear that the effect of these tools depends on how these applications and internet platforms are integrated into the language learning process and the encouragement of learners to engage in language learning activities.

8) How, in your opinion, have applications and internet platforms affected students' involvement and engagement in language-learning activities?

32 responses

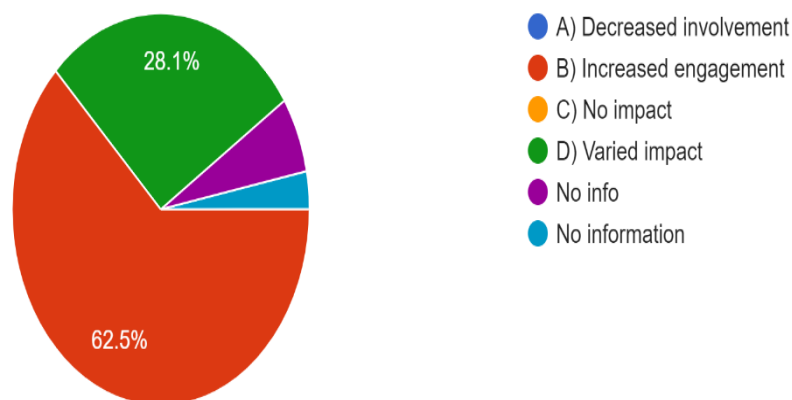


Figure 11: The Efficacy of applications and internet platforms on students involvement in language learning activities

Item 12: Difficulties of incorporating online language learning resources into lesson plans

Through this question, we aimed to have an idea about the issues, obstacles, or challenges that teachers run into when incorporating online language learning resources in their lesson plans. According to the below statistics, sixteen teachers(53.1%) confirmed that the technical issues are the main difficulty they suffer while they integrating the online language learning resources into their lesson plans.

In the other hand, nine teachers(28.1%) denote that they there were no difficulties encountered in this aspect. Which is a positive thing; That indicates that these teachers have effectively incorporated the online resources into their teaching practices. Also , that give us impression that teachers have taken the time to acquaint themselves with the technologies tools , and have chosen adequate support for their learners to benefit from these tools.

However , six teachers(18.8%) considered the time constraints as the main challenge they face when they are incorporating online language learning resources into their lesson plans. These answers show the difficulty that teachers encounter in balancing the time they need for preparing online materials, implementing virtual sessions, and providing feedback to students.

Through these results we can divide our teacher sample into three categories, the first , presents teachers who face the technical issues which are the main challenge that the majority of teachers suffer. The second category is that represents teachers who use these online resources without any problem, which indicate that are younger and they are familiar with technological devices. The third category is that who find challenge of time management.

These challenges are commonly present, and teachers should find ways to ensure quality language instruction online.

9) What difficulties, if any, did you run into while incorporating online language learning resources into your lesson plans, and how did you resolve them?

32 responses

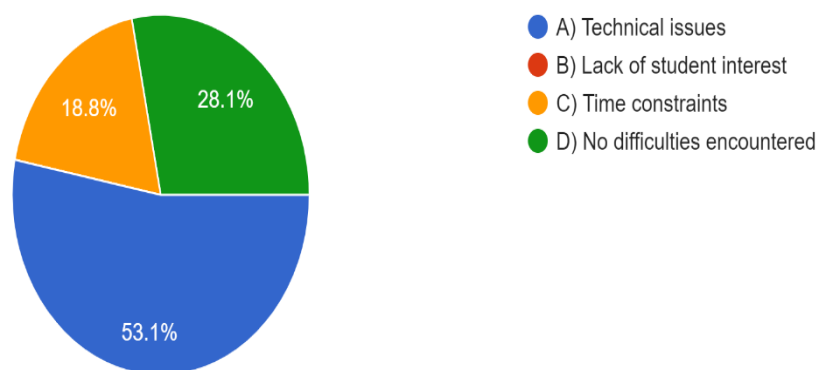


Figure 12: Difficulties of incorporating online language learning resources

Item 13: Adaptation of new technologies and pedagogical approaches to meet students' needs

According to the figure 13. Nineteen teachers (59.4%) adopted individualized lesson plans to accommodate students' preferences and needs. In the other hand, four teachers(15.6%) customized Group projects as pedagogical approach to meet their students' needs. Three teachers (9.4%) chosen use standardized curriculum . While three other teachers(9.4%) give no information about their strategy. However, one teacher(3.1%) confirmed the adoption of both personalized lesson plans and Group projects. Another teacher (3.1%) asserts the use of Customized lessons.

The results show that a big number of teachers adopt individualized lesson plans in a virtual learning environment to accommodate the diverse learning preferences and needs of students, which allows to the teachers to better engage students, align their specific learning style, and offer personalized materials. Adopting Individualized lesson plans permit the improvement of the students outcomes. Choosing this approach shows the extent of teachers adaptation to new technologies and modern pedagogical approaches in order to align the needs of individual students.

The adoption of Group projects by some teachers aims to meet the needs of their individual students among the group, basing on the strengths and interests of each learner ,and the contribution of everyone in that project. Teachers customized Group projects when utilizing virtual learning environment to encourage collaboration and individual progress within a team.

The combination of two approaches: personalized lesson plans with Group projects must be a powerful strategy to consolidate student learning. The teacher chosen this strategy, because it permits learners to study anywhere, and enhance their social skills in a enjoyable environment.

The teacher who choose to customize and modify his teaching methodology by adopting a standardized curriculum in order to better meet the individual preferences and needs of his learners. This approach helps him to offer tailored and enjoyable learning experience for learners.

The different choices and strategies adopted by teachers for customize and modify their teaching methodology, when utilizing virtual learning environment , aiming to accommodate students' varying learning preferences and needs demonstrate at what extent teachers seek to be flexible and innovative in their teaching practices to guarantee that all learners have opportunity to achieve their objectives in a virtual learning environment.

10) In order to accommodate students' varying learning preferences and needs, how do you customize and modify your teaching methodology when utilizing virtual learning environments?

32 responses

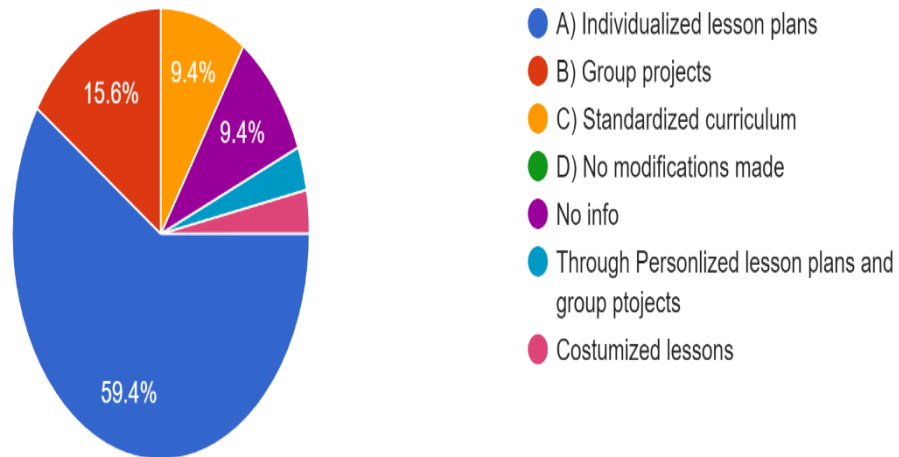


Figure 13: Adaptation of new technologies and pedagogical approaches

Item 14: Collaboration and coordination

As illustrated in the figure 14, the half of our teacher sample (50%) sixteen teachers confirmed that they work with collaborative lesson planning to improve the efficiency of language learning resources available online in their classroom. Four teachers (15.6%) work with other educators by sharing best practices. Four other teachers (15.6%) state that they work with others by attending workshops. Three teachers (10%) declared that they working independently. Three teachers (8.8%) work with diverse ways, collaborative lesson planning, sharing best practices, and attending workshops to improve the efficiency of language learning resources available online in their classroom .

These results presents a great model of professional development, coordination , and collaboration among teachers. Working with others to improve the resources available for language learning can conduct to more efficient teaching strategies ,and better outcomes for learners. It demonstrates a seriousness to continuous development and a readiness to learn from each other’s experiences and expertise.

11) How do you work with other educators or administrators to improve the efficiency of language-learning resources available online in your classroom?

32 responses

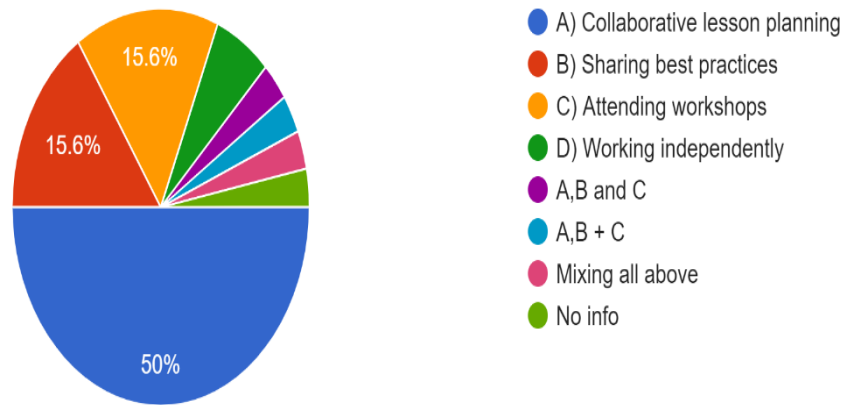


Figure 14: Collaboration and coordination

Item 15: Students feedback

As shown in figure 15, the overwhelming majority of respondents(71.9%)twenty three teachers confirmed that they reacted towards the comments and requirements of their students by implementing the suggested changes. However, four teachers (12.5%) declare that although they discussed feedback with their learners about their experiences using online language learning resources, but not acted upon. Two teachers (6.2%) did not answer this question. One teacher (3.1%) confirmed that the feedback he had with his students was positive and without any recommendations to change certain things. Another teacher(3.1%) found the feedback with his students as an amazing experience.

According to these results, the teachers show a meaningful positive reaction towards the students feedback and comments. Educators who implement suggested changes depending to learners feedback prove a commitment to continuous progress and a student- centered approach to teaching. By paying importance to their student feedback, and making changes and adjustments to meet their students’ preferences and needs, these teachers demonstrate that they value, estimate and take in consideration the opinion of their learners. Such attitude can conduct to a better learning environment. Teachers who act positively on feedback can establish a significant relationship with their learner and generate a distinctive classroom experience.

In the other hand, those teachers who declare that they made discussions with their learners, but they not acted upon it. In such cases, The teachers might be gauging some priorities and consider which time will be convenient to make changes dependent to learner input.

These results reflect the importance that payed the teachers for students feedback, because it offers them important information about the learning process and how learners are experiencing it, their opinions about different aspects , what is appreciated, and what is in the need to be improved. By student feedback teachers can evaluate their teaching methods and meet the needs and preferences of their learners.

12) What comments have students made about their experiences using online language learning resources, and how have you incorporated these comments into your instruction?

32 responses

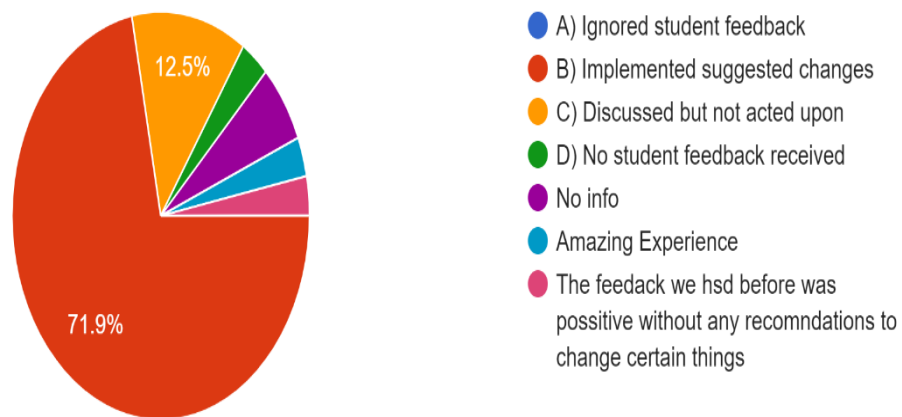


Figure 15 : The students feedback

Item 16 : Strategies for keeping up with the developments and features in online language learning technology

Through this question, we aimed to have an idea about the strategies and ways by which the teacher can keep up with the advancements and features in online language learning technology to improve their teaching methods .

The answers show that thirteen teachers(40.6%) participate in webinars to keep up with advancements in online language learning technology for improving their teaching methods.

Twelve teachers (37.5%)read research articles as strategy to improve their teaching methods.

Two teachers (6.26%) show that they are not interested in new technologies. One teacher (3.13%) stated that he makes his own research online and read research papers to refresh his teaching method. Another teacher (3.13%) declared that to develop his teaching approaches. He conducted research by himself using AI and Youtube. One other teacher (3.13%) adopted both strategies attending conferences and reading research articles. The last teacher (3.13%)used Google to keep up with developments and features in online language learning technology.

These answers reveal the difference in the strategies of teachers in the field of improving teaching methods and keeping pace with technological developments, which reflects the diversity of methods and approaches that each teacher can follow in their pursuit of achieving the general goal. Different factors such as educational background, personal experience , research interests, and personal priorities play a role in their orientation.

Some teachers find that participating in conferences provide them with a platform to exchange ideas and experiences with their colleagues and learn about the latest developments in the subject of online learning. In the other hand, other teachers prefer participating in webinars, may be because they consider it as the best way to enhance their teaching skills, because these events present an opportunity to learn and interact the latest educational approaches and technologies. The participation in webinars allows teachers improve their teaching methods and obtain new knowledge about the way of the exploitation of technology to improve the quality of online language learning.

There are also those who prefer reading research and articles to benefit from recent progressions and apply them in their teaching practices.

Through these results, and despite this difference of the How among teachers, it seems that our teachers sample are making a great efforts to develop their teaching method , and use technology effectively in online learning. Their use of various methods and strategies demonstrates their understanding of the importance of technology in learning process and their desire to enhance the quality of the students’ learning experience.

13) In order to improve your teaching methods, how do you keep up with the latest developments and features in online language learning technology?

32 responses

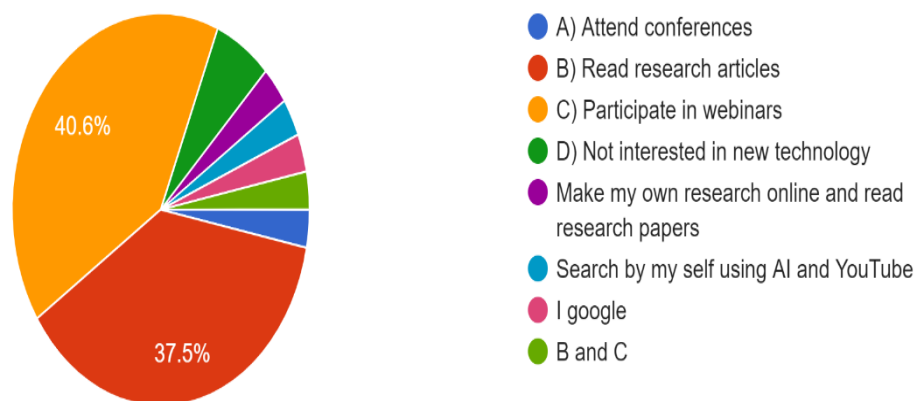


Figure 16: Strategies for keeping up with the developments and features in online language learning

Item 17: Comparison between traditional teaching techniques and online language learning platforms and applications

When the teachers are asked to compare between traditional teaching techniques and online language learning platforms and applications, the answers were divided into three categories; the first is that include eighteen teachers (56.3%)believe that the effectiveness of either traditional teaching techniques or online language learning platforms and applications and students outcomes are depends on the context and student preferences. While , eight teachers (25%) precise that online platforms and applications are more effective than traditional teaching method. In other hand, six teachers(18.8%) found that both traditional teaching techniques and online language learning platforms and applications are equally effective.

From the teachers’ answers, it is clear to us that their evaluations of both methods do not differ, and they almost agree on the preference of modern methods. The effectiveness of online learning , as well as the importance of taking into account contexts, interests, and students preferences as a factor influencing students outcomes.

14) In terms of efficacy and student outcomes, how do you think traditional teaching techniques and online language learning platforms and applications compare?

32 responses

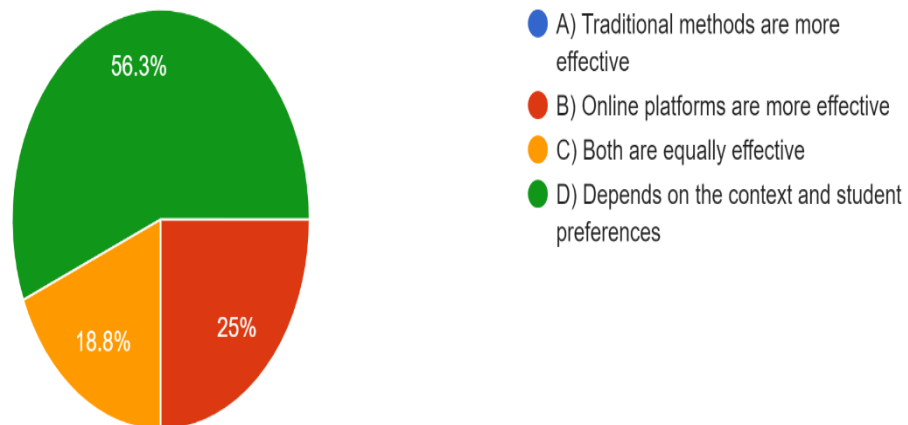


Figure 17: Comparison between traditional teaching techniques and online language learning platforms and applications

Analysis of the questionnaire’ learners:

It should be noted that our research sample of learners includes two categories: the first of which consists of English language students at the University of Ghardaia, and the second category is English language learners through online platforms for teaching the English language. We chose these two categories because we are concerned with exploring the effectiveness of online platforms and applications in enhancing speaking skills in .In learning the English language to learners of this language in general, and to students of Ghardaia university in particular.

Item 01: Learner’s Gender

Through the figure 01, which illustrates the percentage gender of the English learners who participated in the survey, we observe that the percentage of female gender reached (67.5%) of the total number of participants, While the percentage of male gender reached (32.5%) only.

If the percentage of female respondents is twice the percentage of male respondents in the survey results for English language learners, this means that there is a big difference between the number of females and males who participated in this survey. This difference could indicate a difference in interest in English between the gender or may have other reasons related to factors such as the time available to participate in the survey, or personal motivations and interests.

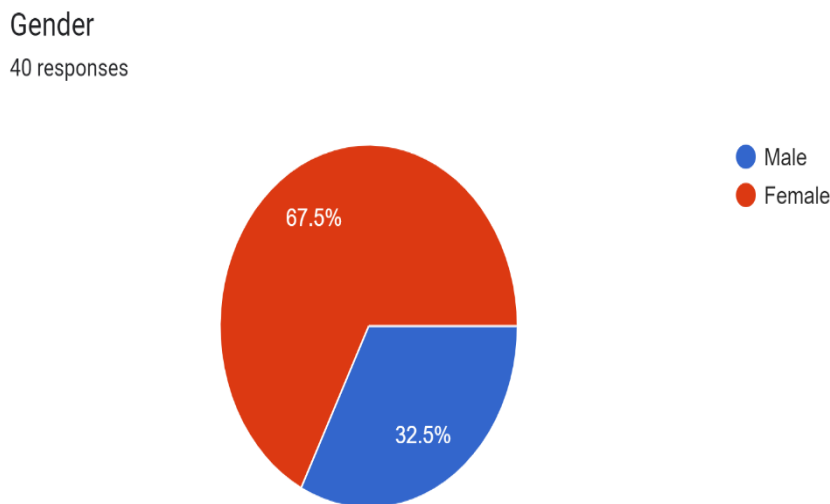


Figure 01 : Learners’ Gender

Item 02 : Learners’ age

This relative circle indicates the age distribution of the English learners who participated in the survey. It shows that sixteen students (40%) are between the age of 18 and 25. Eight learners (20%) are between the age of 26 and 35. Twelve learners (30%) are between 36 and 46. And four participants (10%) are 46 and older.

This gives an idea of the diversity of age groups among study participants. It also reflects the interest that people pay for learning English as a foreign language, and the future position of this language in our country.

What is striking is the percentage of learners who are 46 years of age or older, reaching 10%, which is an important percentage. This is what leads us to assume a number of reasons and motives behind this group of learners seeking to learn this language. In fact, learning English can have many motivations regardless of age. Among the common reasons for learning English at an older age may be the desire to improve job opportunities and communicate with people from different cultures. The goal of learning English can also be to travel and gain new experiences, or even just to achieve a new challenge and develop new skills.

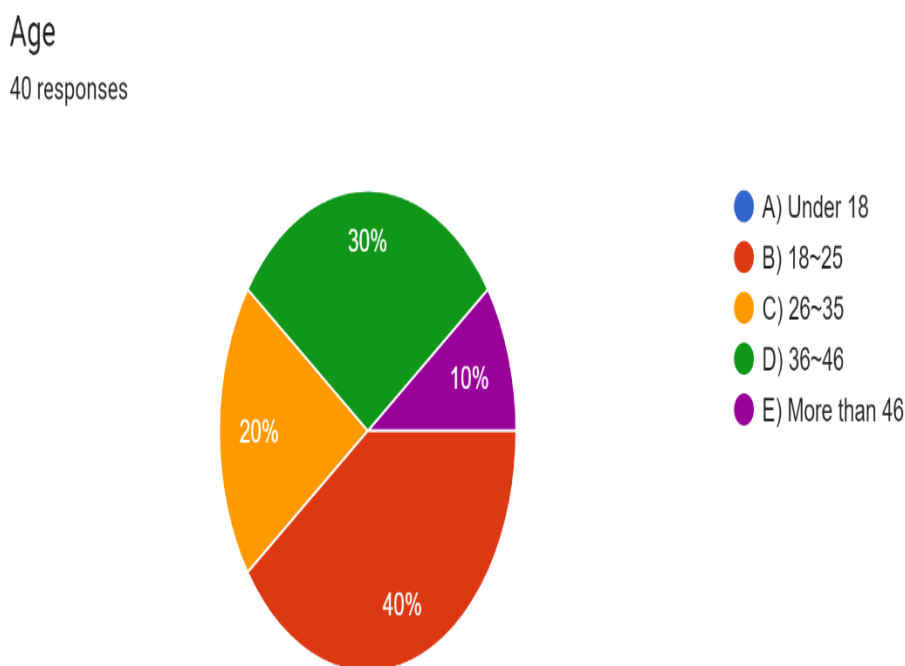


Figure 02 :Learners’ Age

Item 03 :Learners’ Educational level

As illustrated in the figure 03, we observe that seventeen (42.5%) hold a Master degree .And nineteen other learners (44.5%) hold Bachelor degree.Two learners (01%) holds Doctorate PHD. Another learner (01%) is a teacher.One other participant (01%) is a student at high school.

The results indicates a diversity of backgrounds and levels of education among respondents which is evident as the constituents of our research sample are university students and learners through online platforms. This reflects a diverse interest in learning English by different groups in society.

Educational Level

40 responses

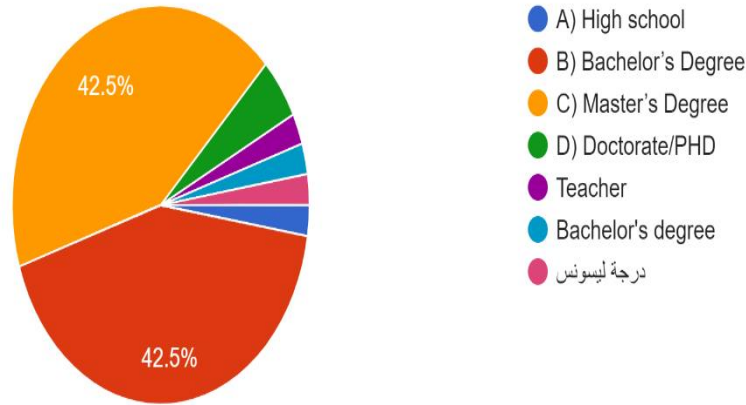


Figure 03: Learners' Educational level

Item 04 : Learners' residence

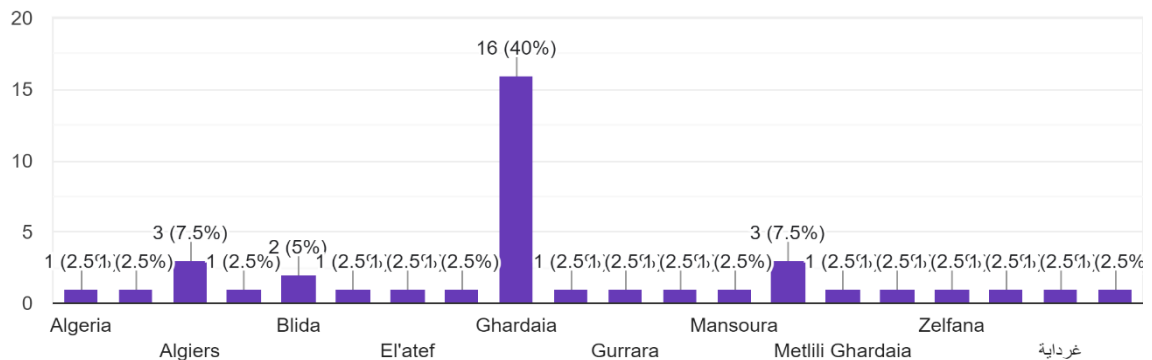
As shown in the table below, the majority of students (80%)thirty two students are from the state of Ghardaia including different townships . Three learners (7.5%) are from Algiers, Two learners (05%) reside in the townships of Algiers state. Two other participants (05%) reside Blida state.

The respondents who reside at Ghardaia state are students at University of Ghardaia, while the respondents who reside Blida and Algiers states, represent online platforms learners.

Figure 04: Learners' residence

Place your residence

40 responses



Item 05: Living situation and learning experience

Through this question, we aimed to know what Efficacy made the learner’s living situation on his learning experience. The answers indicate that twenty two learners (55%) stated that their living situation allows for a balance between academic responsibilities and personal life. Nine learners (22.5%) expressed that their living situation offers for them opportunities for social interactions and collaboration. Seven other learners (17.5%) confirmed that it provides them with a quiet and focused study environment. In contrast, one learner (2.5%) claims that the his living situation has a negative influence as it struggles his learning experience. Another learner (2.5%) declared that the influence of his living situation on his learning experience was negative because it limited him , especially in terms of communication and teamwork.

The results show that the majority of learners (95%) confirmed the positive influence of their living situation on their learning experience, and only two learners (05%) who had opposite answers. Which means that the living situation of a foreign language student has a great importance on his learning experience, because when a learner has a stable and comfortable living environment, he can better focus on his studies and language learning. While , when he faces financial difficulties or pressures from daily life, this may negatively affect his concentration and ability to comprehend academic material.

Through these results, We can understand the importance of providing a suitable living environment for students studying foreign language, to guarantee that they are in the best possible conditions to make the most of their learning experience and achieve their success in language learning.

1. How does your living situation influence your learning experience?

40 responses

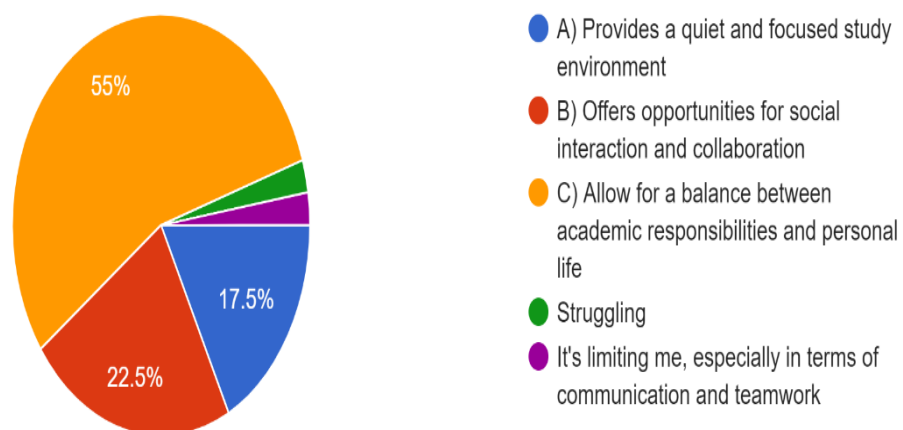


Figure 05 : Living situation and learning experience

Item 06 :The frequency of using online platforms or applications for speaking English practice

The learners’ answers show that thirteen learners (32.5%) use online platforms or applications several times a week. Thirteen other learners (32.5%) declared that they use these tools rarely. In contrast, six learners (15%) mentioned that they use online platforms or applications to practice speaking English. Six other learners (15%) stated that they use them once a week. In other hand, two learners (05%) claimed that they never use online platforms or applications to practice speaking English.

Through these results, it become clear to us the extent to which the online platforms and applications are used by learners in order to practice speaking English, which confirms their effectiveness.

2. How frequently do you use online platforms or applications to practice speaking English?

40 responses

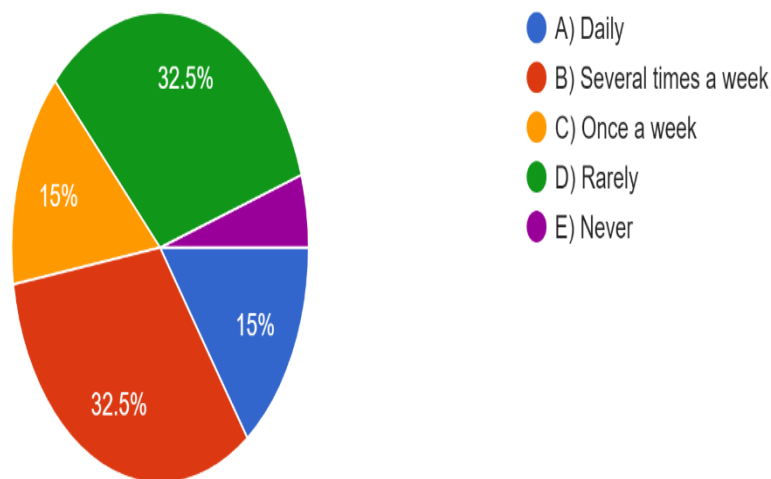


Figure06: The frequency of using online platforms or applications for speaking English practice

Item 07: Online tools or applications used by learners to improve their English speaking skills

Through this question, we sought to know which applications or online platforms are most helpful for learners when they want improve their speaking skills in English language .The answers indicate that all learners exploit these tools in improving their speaking abilities. Nineteen respondents (47.5%) found Duolingo as the most helpful application for improving

speaking skills. In the other hand, Five respondents (12.5%) use Hello Talk platform. Three respondent (7.5%)gauged that Hello Fluent platform is the best one. The rest of answers with percentage of (32.5%) are distributed on the rest of 13 learners, that every one (2.5%) precised his favorite application or platform.

As illustrated in the figure 07, despite the diversity of the online platforms and applications used by learners to improve their English speaking skills, it is clear that Duolingo is considered as the most helpful application for enhancing learners’ speaking abilities.

3. Which specific online tools or apps do you find most helpful for improving your speaking skills in English?

40 responses

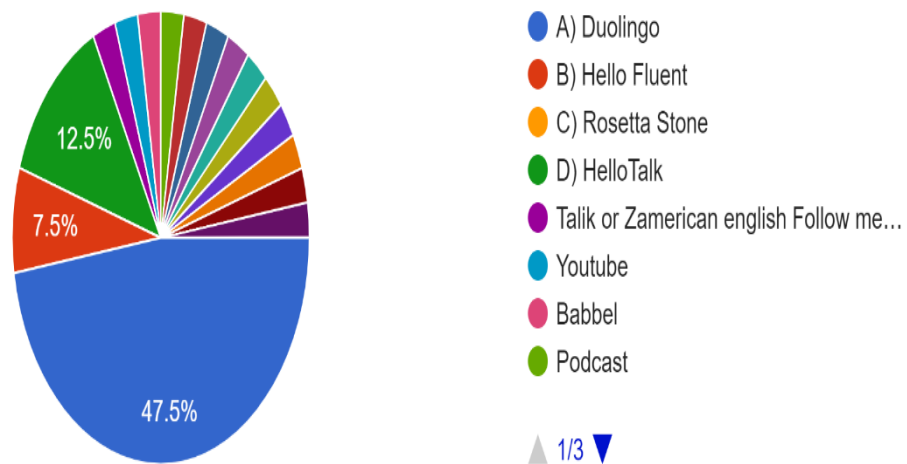


Figure 07 : Online tools or applications used by learners to improve their English speaking skills

Item 08: the ways by which learners explored applications/platforms that fuel their English language learning journey

The answers obtained indicate that there are various way by which learners have discovered the application or platform they are using for English language learning. Twenty two students (55%) declared that they learn about these tools through social media advertising. Eight students (20%) state that discovered their preferred application or platform through online research they done. Five other learners (12.5%) learn about these tools through an educational institution or teacher. In other hand, four students (10%) used that application because it recommended from friends or family. While one student (2.5%) claimed that he don’t use any application or platform for his English language learning journey.

These answers show the diversity of information sources that contribute to discover various applications and online platforms that fuel the English language learning journey.

Accordingly, The social media advertising seem the effective way helping students to discover the different technological tools aiding in English language learning.

4. How did you learn about the platform /Application you are using for your English language learning journey ?

40 responses

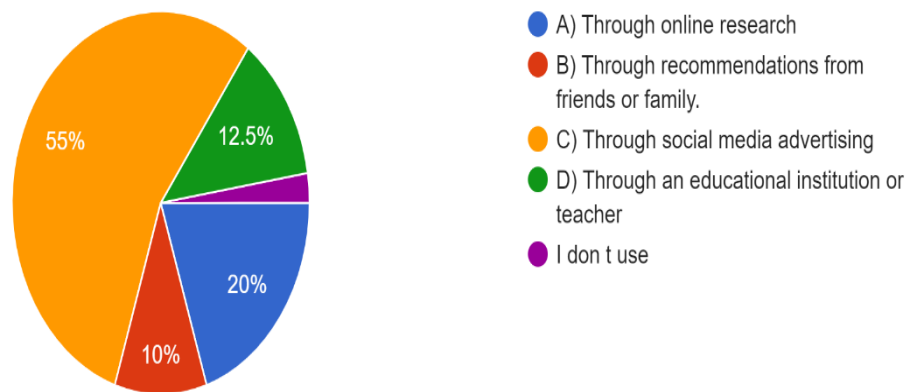


Figure 08: the ways by which learners explored applications/platforms that fuel their English language learning journey

Item 09: Factors influencing the choice of applications or online platforms for language practice

We asked this question to define the main factors that student take in consideration in the choice of online platforms and applications. The answers show that more than the half of the learners sample: Twenty one students students (52.5%) confirmed that the content quality was the main factor for choosing any applications or online platform. Eight students (20%) stated that the factor on which they relied on is the recommendations. Six students (15%) found that interactive features are the crucial factor to take in account when choosing an application or n online platform. In other hand, two learners (6.25%) found the price is an important factor that influence the choose of an online platform or an application for language practice. Two other learners (6.25%) consider the user interface as an important element in the choose of an online platform or an application for language practice.

Through these factors, we can understand the importance of certain consideration such as content and usability in the selection process.

5. What factors influence your choice of online platforms or applications for language practice?

40 responses

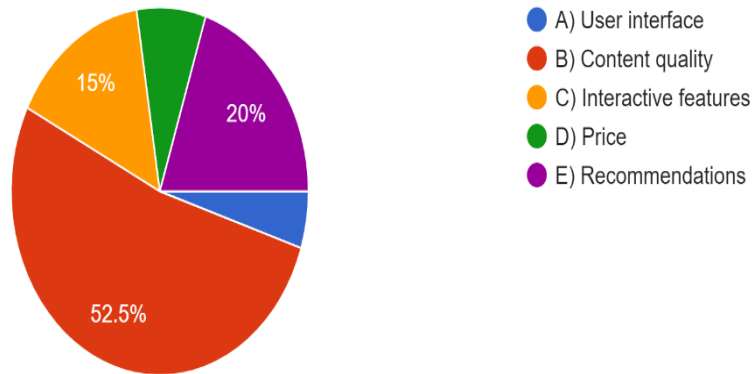


Figure 09 :Factors influencing the chose of applications or online platforms for language practice

Item 10 : The Efficacy of using online platforms on learner(s speaking proficiency

The answers obtained show that fifteen students (37.5%) found that the use of online platform has increased their fluency. Ten learners (25%) confirmed that through the sue of the online platforms, their pronunciation are improved. Ten other learners (25%) expressed that these tools have boosted their confidence. While , four students (10%) state that the online platform used has not made a significant difference. One learner (2.5%) claimed that none of the propositions given express his opinion.

These results show the positive Efficacy of the use of the online platforms on the learners’ speaking proficiency in English, which reflect the appropriateness of the approaches and the methods adopted by these platforms in English language teaching, responding to the learners ‘preferences and needs.

6. Do you feel that using online platforms has positively impacted your speaking proficiency in English? If so, how?

40 responses

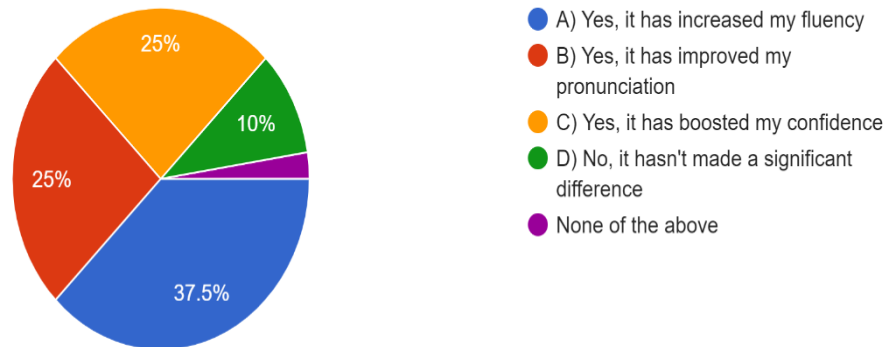


Figure 10 :The Efficacy of using online platforms on learner(s) speaking proficiency

Item 11 : The challenges of using online resources to enhance speaking skills

When using online resources to enhance their speaking competencies, students certainly face several challenges.

The results show that fifteen students (37.5%) declared that the limited speaking opportunities is the main challenger that they encounter. For thirteen students (32.5%) the challenge resides in the difficulty to find the suitable content. In other hand , seven learners (17.5%) suffered the technical issues. While five learner (12.5%) considered the lack of personalized feedback as the key challenge they face.

Through these results, we recognize the complexity and limitation encountered by students when they looking for enhancing their speaking abilities using online resources. Hence it is essential to overcome these obstacles to ensure a effective and engaging learning experience.

7. What challenges have you encountered when using online resources to enhance your speaking abilities in English?

40 responses

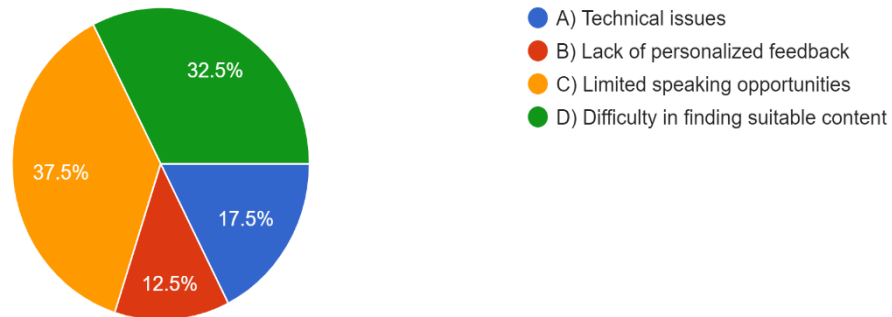


Figure 11: The challenges of using online resources to enhance speaking skills

Item 12 : The Effectiveness of Online Platforms vs Traditional Methods for improving Spoken English

As illustrated in the figure 12, it appears that a majority of students , especially twenty two students (55%) believe that the online platforms are more effective than traditional methods for improving spoken English. Furthermore, twelve students (30%) feel that both the online platforms and traditional methods are equally effective. While, tree students(7.5%) believe that online platforms are less effective than traditional methods for enhancing spoken English. In other hand, three other students (7.5%) are unsure about the effectiveness of these tools for improving spoken English.

Based on these results, it can be inferred that an important portion of learners see the potential advantages and features of online platforms for improving their English speaking skills, while some learners are undecided or unsure about their effectiveness.

These answers show the different opinions among learners concerning the use of the online tools in language learning.

8. How do you perceive the effectiveness of online platforms compared to traditional methods for improving spoken English?

40 responses

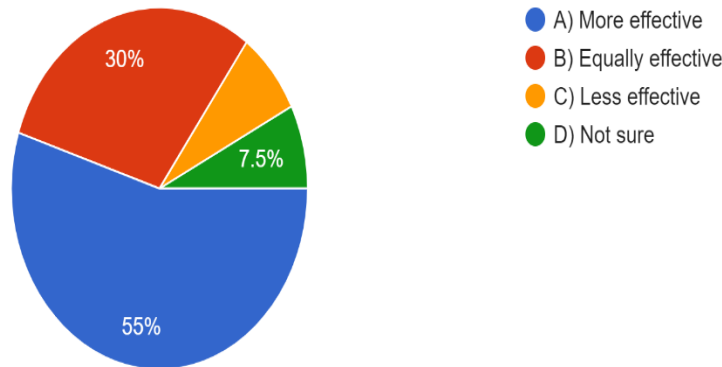


Figure 12 : The Effectiveness of Online Platforms vs Traditional Methods for improving Spoken English

Item 13 : Efficacy of Online Resources on English Speaking Confidence

Through this question, we asked indirectly students to compare their confidence level before and after using online resources to gauge the Efficacy of online resources on the students’ confidence in speaking English.

As shown in figure 13 , it is clear that the majority of respondents (65%) feel more confident when speaking English after using online resources. In other hand, six respondents (15%) reported no change . While five respondents (12.5%) mentioned that the question was not applicable. And three respondents (8%) feel less confident.

From the answers provided by the learner regarding their confidence levels when speaking English after using online resources, dividing the respondents in three groups, we can conclude the following: **1)Majority positive Efficacy:** represents the students who feel more confident after exploiting online resources. This show that the majority of learners found these tools beneficial in enhancing their English speaking skills and boosting their confidence. **2)Neutral Efficacy:** represents the students who stated that no change in their confidence level. This suggests that for a group of students , the online resources did not have a noticeable Efficacy on their confidence when speaking English. **3)Negative Efficacy :** represents the students who fell less confident after using online resources. This minority of learners may have encounter difficulties , or faced obstacles that reflected on their confidence levels although they used these resources. As for the students who reported that the question was not applicable to them, this could mean that these learners either did not utilize online resources for enhancing their English speaking abilities , or had other reasons for not giving an answers.

Which is clear from these results is that while a majority of students experienced a positive Efficacy on their confidence, there are some learners who did not notice a change ,or felt less confident even after using online resources.

9. Have you noticed any differences in your confidence levels when speaking English after using online resources?

40 responses

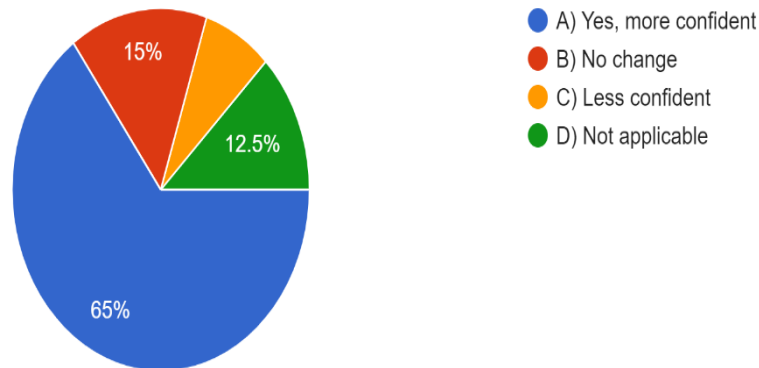


Figure 13: Efficacy of Online Resources on English Speaking Confidence

Item14 : Recommendations for Spoken English Practice Applications

Through this question we aimed to promote learners assess and evaluate the suitability of diverse resources based on their personal experiences and preferences, and encourage them to make decision about the tools they prefer to use for enhancing their English speaking.

The results show a overwhelming majority of students(72.5%) representing twenty nine students who supported the recommendation of a specific online platform or application because of the variety of exercises, indicating that learners prefer having a range of activities and practical tasks for speaking. Furthermore, seven students (17.5%) confirmed their recommendations for an online platform or an application, because of their user-friendly interface, showing that ease to use is a crucial factor for students when they choose an application or online platform. While three students (7.5%) showed that they cannot recommend any specific online or application because of the lack of speaking practice opportunities . One student(2.5%) has other reasons for not recommending specific platforms.

From these results, we can conclude that English language learners favorite platforms that provide a diversity of speaking exercises, and have user-friendly interfaces, While there a group of students who think that these platforms do not offer enough speaking practice activities. It demonstrate that the effectiveness of online platforms for improving speaking skills can differ depends to learner preferences and needs.

10. Would you recommend any specific online platforms or apps to your peers for practicing spoken English? Why or why not?

40 responses

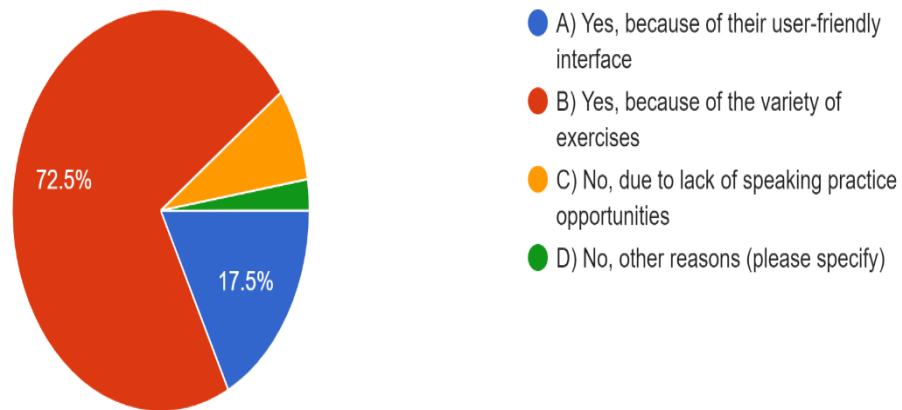


Figure 14: Recommendations for Spoken English Practice Applications

Item 15: Enhancing Online Platforms for English speaking Skills Development

This question was asked in order to gather ideas on the ways by which online platforms can improve their support for English language learners in enhancing their speaking abilities .

The responses show that a overwhelming majority of respondents (70%) representing twenty eight students suggested that providing more live speaking sessions , that could provide real-time practice and communication to enhance speaking skills development. Six learners (15%)proposed enhanced pronunciation feedback, showing the importance of providing a specific guidance on the way to improve their pronunciation. Another (15%) representing six students suggested tailored content based on proficiency level, which could indicate customizing learning tools to align individual ability levels of the students.

These different suggestions reflect the divergence in terms of needs and preferences of English language learners when it concerns enhancing their speaking abilities through online platforms.

11. How do you think online platforms could be improved to better support English language learners in developing their speaking skills?

40 responses

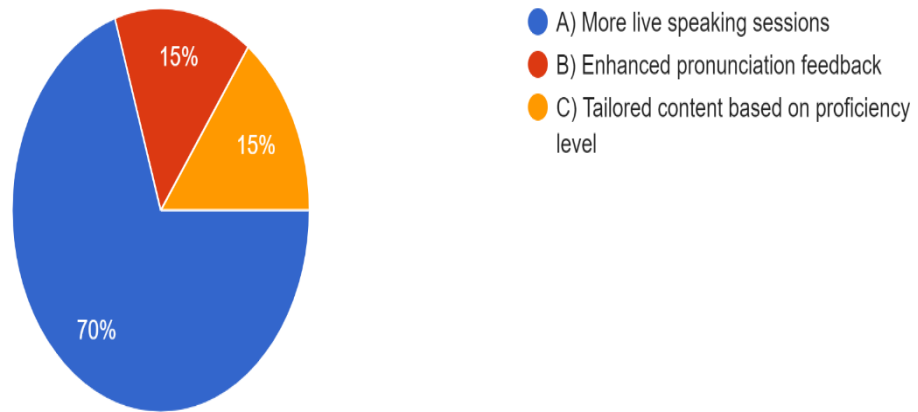


Figure 15: Enhancing Online Platforms for English speaking Skills Development

Item 16: Satisfaction with Online Resources for Spoken English Practice

Through this question, we aimed to have an idea about the effectiveness of online resources , and to what extent learners are satisfied with these resources available for practicing spoken English

The responses show that sixteen learners (40%) are somewhat satisfied with online resources available for spoken English practice. Twelve learners (30%) are very satisfied. Ten other learners(25%) are neutral. And two other learners are somewhat dissatisfied with these resources.

The responses reveal a mix of satisfaction levels among the students using the online resources for practicing spoken English. The fact that (30%) of learners who are: **very satisfied** could highlight the effectiveness and the usability of these resources for learners in enhancing their spoken English skills. On the other hand, the (40%) who are somewhat dissatisfied may indicate that there are areas for development in the online resources, which may be attached to content, utility, or other factors. The (40%)who are somewhat satisfied may be indicate that although the resources are useful, there is further opportunities for improvement to meet their preferences and expectations.

12. Overall, how satisfied are you with the online resources available for practicing spoken English, and what improvements would you like to see in the future?

40 responses

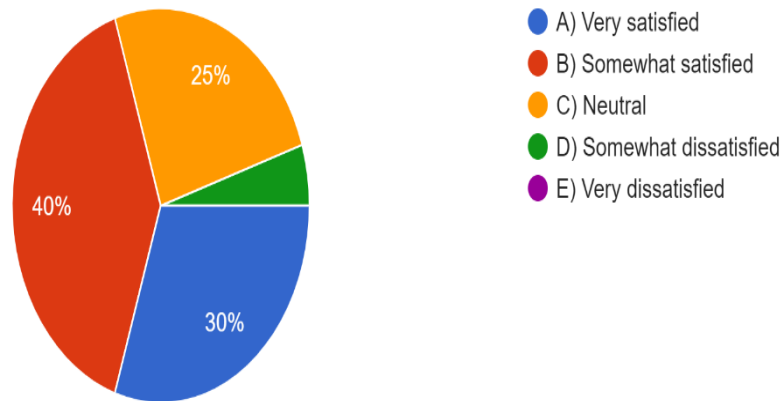


Figure 16: Satisfaction with Online Resources for Spoken English Practice

Item 17: Feelings Towards Curriculum Adaptation for Goal Alignment

By asking this question, we aimed to understand how students perceive the relevance and effectiveness of the curriculum in meeting their personal learning needs and goals.

Diverse responses obtained concerning this aspect. Seventeen learners(42.5%) feel that the curriculum was well adapted. Six students (15%) feel that it was very well adapted. However, five students (5%) feel that the curriculum is poorly adapted., and one student (2.5%) fee tat is very poorly adapted. In other hand, fourteen students (35%) feel neutral.

These different opinions obtained from students conduct us to conclude that the majority of students (57.5%)representing twenty three students feel that the curriculum is either very well adapted or well adapted, which is a positive sign. However, there are some students (7.5%)who feel that the curriculum is either poorly adapted or very poorly adapted. This shows that there could be opportunities for enhancement in how the curriculum is being aligned the students’ needs and goals. In the other hand, the (35%) of students who feel neutral, give us the idea of a poverty of a strong judgement or a requirement for more clarity or communication about the adaptation of the curriculum with their aims.

13. When considering the adaptation of the curriculum by your teacher to align with your goals, how do you feel?

40 responses

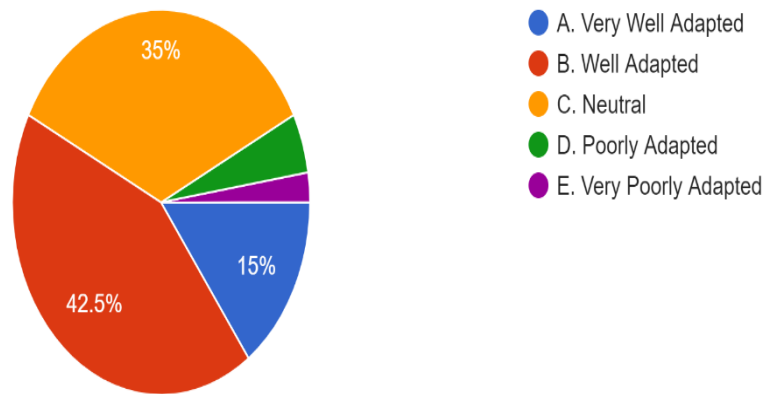


Figure 17: :Feelings Towards Curriculum Adaptation for Goal Alignment

Item 18: Effectiveness of Different Class Types in Learning Experience

As illustrated in the figure 18, twenty students (50%) found that group class is most effective. Five other learners (12.5%) prefer specialized class. In other hand, twelve learners (30%) found that both types equally effective. However, two learners stated that the question is not applicable to them. One learner (2.5%) indicated that neither type is effective.

The learners’ answers shows that learners have different preferences when it concerns the type of class they found most effective for their learning. While (50%) of them prefer group classes and other (12.5) of them prefer specialized classes, a crucial portion (30%) of them find both types equally effective. A small percentage (5%) suggests that the question was not applicable to them, and (2.5%) stated that neither type of class was effective for them.

This indicates a diverse range of opinions and experiences among students concerning their favorite learning environment.

14. Which type of class have you found most effective in your learning experience?

40 responses

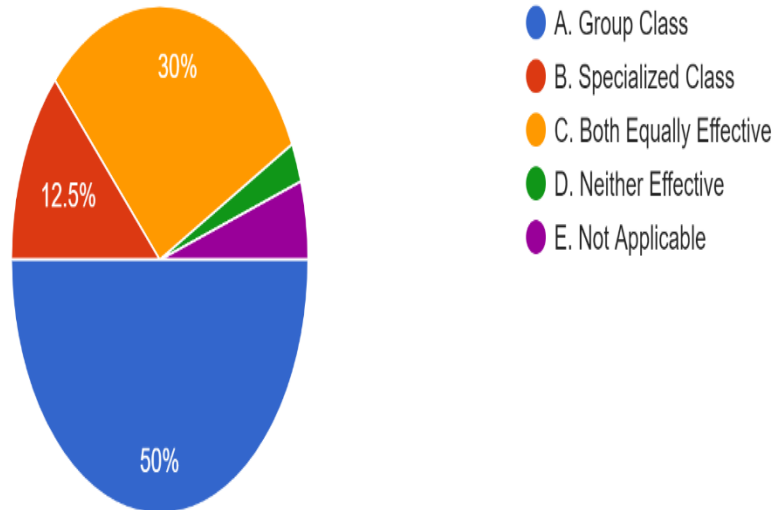


Figure 18 : Effectiveness of Different Class Types in Learning Experience

Item 19 : Satisfaction With Study Progress Vs Expectations

The results obtained reveal that twenty learners (50%) are satisfied with their progress compared to their expectations. Ten learners (25%) fell very satisfied. Seven other learners (17.5%) feel neutral. However, two learners (05%) feel dissatisfied .One other learner (2.5%) feel very dissatisfied with this progress compared to his expectations.

These results can indicate various things about the students, their learning, their ambitious and expectations. The high percentage which represents a majority of students (75%) who are satisfied or very satisfied indicate that a significant group of learners are content with their learning experience and feel that they are achieving their expectations.

In other hand, the neutral answers (17.5%) may reflect the fact that those students are neither satisfied nor dissatisfied with their learning progress, given an impression of the sense of uncertainty about their performance.

The lower percentage of learners who are dissatisfied or very dissatisfied (05%-2.5%) could indicate that a small proportion of learners encounter difficulties, or not reach their initial expectations, that could be due to different reasons.

15. How satisfied are you with the progress you have made in your studies compared to your expectations?

40 responses

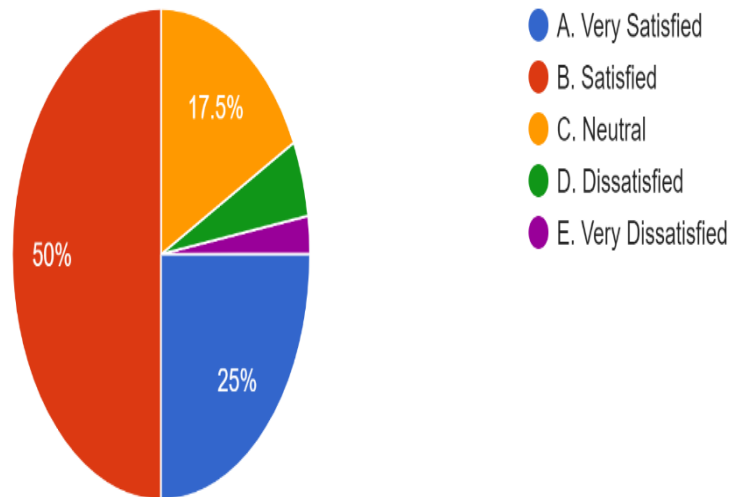


Figure 19 : Satisfaction With Study Progress Vs Expectations

Item 20: Future Learning Plan with Current Applications/Platforms

Through this question, which is about continuing their(learners) learning journey using the same applications/platforms, we tried understand how learners can adapt to new technologies and tools to improve their abilities.

The results show that eleven learners(27.5%)confirmed by «yes, definitely» the continuation of their learning using the same application /platform .Sixteen learners (40%)stated that they will likely continue their learning journey. However, Three learners (7.5%) declared that they unlikely continue their learning. Two other learners (5%) decided that they definitely will not continue learning using the same applications or platforms.

From this results, we observe various students attitudes concerning continuing their learning using the same application /platform, where (27.5%) mention they definitely plan to continue using the same platform. Which demonstrate a positive inclination. (40%) of learners said they are likely to continue, which indicate that the majority of learners are to continue their learning . (20%) are neutral. (7.5%) said they are unlikely to continue, representing a small percentage. (2.5%) declared they definitely do no continue, representing a minority with a negative stance.

These results show that a crucial portion of learners are planning to continue their learning journey using the same platform/ applications, with different degrees of certainty and enthusiasm.

16. Are you planning to continue your learning journey using the same application/platform?

40 responses

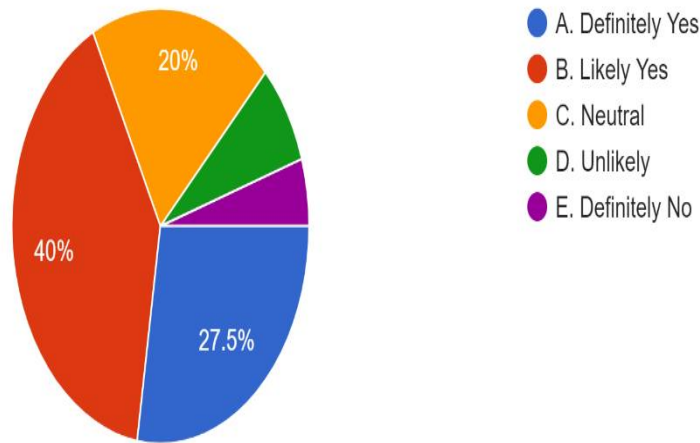


Figure 20 : Future Learning Plan with Current Applications/Platforms

Discussion of the Findings:

The results we obtained through the teachers’ answers clarified many important points in the field of language teaching via online platforms, and various aspects related to this field. The teachers targeted in this survey are employees of two Algerian online platforms (Fluent Hello) and (Stop Grammar) for teaching the English language, and we chose those teachers as a sample for our research, in an effort to become familiar with aspects of this topic. And to address points that can help us obtain comprehensive and useful insights.

The results of this questionnaire gave us an idea of the background of the teachers, as most of them are female, and hold master’s degrees, from the youth category, and their age ranges between 20/36 years. We also learned about the educational level of the learners, as most of them belong to one of two categories: beginners and Intermediate levels, which represent the group most interested in learning the language remotely. These students hold bachelor’s, master’s, doctorate, and professional degrees, in addition to some high school students. This questionnaire also informed us about the experience of integrating technological tools into the teaching process and its Efficacy on learners’ engagement in language learning activities, as well as the challenges and difficulties of integrating these tools into educational lesson plans.

Through this questionnaire, we learned about the Efficacy of adapting the latest technologies and pedagogical approaches to meeting the needs and preferences of students. We also touched on the cooperation and coordination between teachers and the extent of this Efficacy on the quality of the material provided to the learner. As well as feedback between

teachers and students and the importance of exchanging ideas and suggestions in the teaching and learning process, we also tried through this questionnaire to know the difference, according to the opinions of teachers, between traditional teaching techniques and teaching through online platforms.

The most important conclusion of these results is that teachers agree on the effectiveness and positive Efficacy of these technologies on developing students learning level of the language in general and enhancing their speaking skills in particular.

Through the results drawn from learners' and students' answers to the questionnaire, we achieved a comprehensive overview of learning the English language through applications and online platforms. The results showed that applications and online platforms have significant effectiveness in language learning in general, and in enhancing speaking skills in particular. Regarding speaking skills, the results showed that the overwhelming majority of students acknowledged the ability and effectiveness of these technological tools in developing students skills because of the means, methods, strategies, and methods they provide that contribute to enhancing the student's self-confidence, and work to meet his needs and help him achieve his learning goals.

In addition to the positive results that resulted from this questionnaire, which confirmed the effectiveness of platforms and applications, it is worth noting the challenges and difficulties that some students face for various reasons, the most important of which are: difficulties in using these technological tools, incompatibility with their needs and goals, and the learning environment. Sometimes speaking classes are limited...

Finally, the majority of students agreed that applications and online platforms gave a strong boost to their learning experience of the English language and helped them enhance their speaking skills.



CONCLUSION

CONCLUSION

Conclusion:

The research conducted revolves around the effectiveness of online platforms and applications in enhancing student speaking skills. We sought to identify and address the most important points related to these technological tools : the effectiveness of their integration in teaching and learning the English language, and improving university students' speaking competencies.

The idea of this study project was founded on a personal interest fueled by the urgent need to improve and develop linguistic abilities, especially speaking skills, to advance our level as university student . This is what prompted us to explore the effectiveness of online platforms and applications in improving students' speaking skills.

This study calls for answering the research questions posed through the hypotheses that were developed. To verify the validity or invalidity of these hypotheses, we adopted two electronic questionnaires, one directed to professors and the other directed to students. Through them, we asked questions about the pivotal points, which we estimated would be sufficient to give us useful information and satisfactory answers, which would put the dots on the letters and identify the most important points related to our research questions. Through the results derived from these two questionnaires, these hypotheses to be validated are either proven or invalidated.

Based on the results of the two questionnaires, the results obtained confirm the validity of the hypotheses proposed . The findings showed the following:

- 1) Online platforms and applications have a positive and effective Efficacy in developing and enhancing students' speaking skills.
- 2) Online platforms and applications contribute to improving speaking skills by providing materials that help improve students' oral performance, taking into account the various methods and styles of learning that are appropriate for individual differences among students. As well as offering opportunities to practice speaking by providing classes and activities for interaction and communication with other learners or native speakers of the language.
- 3) Students face some challenges in using the online platforms and applications .The most important of which are: **A)** difficulties related to the Internet, and their Efficacy on the quality of classes, educational materials. Consequently, its Efficacy on the learning process is reflected. **B)** The incompatibility of the materials provided by these applications and platforms with the needs and interests of some students. **C)** The limited classes devoted to speaking practice, which aim to enhance students' abilities in this aspect, and their inadequacy.

Hence, the results proved the validity of the aforementioned hypotheses and answered the research questions.

From the above, we can conclude that platforms and applications are modern and effective learning means that help students, through the resources and capabilities they provide, to enhance their linguistic abilities and improve their oral performance by developing their self-

CONCLUSION

confidence and independent learning, which enhances and encourages Their participation and interaction with others in general and within the classroom in particular with complete confidence.

In the light of the present research's findings and discussions that demonstrate the efficacy of the online platforms and applications in enhancing students' speaking skills, we suggest the following implications, recommendations, and suggestions for future researches :

First, the integration of the online platforms and applications in the teaching programs . In fact, although Ghardaia university, especially the department of English language uses some online platforms, such as Classroom and Google Meet, to give some lessons in some modules, whether to provide more opportunities for students who are unable to attend some classes, such as employee students, or to provide supplementary classes to explain what is not enough time in the regular classes. We recommend further investment in licensing high-quality applications, expanding the use of these technological tools in university programs, such as creating a new platform for collaborative projects, which would enhance interactive learning. And creating online learning communities to exchange ideas and engage students outside the traditional classroom, such as creating Special clubs for acquiring and developing speaking skills in the English language, in which students of all levels and specializations can participate, thus providing an easily accessible interactive environment among them.

Second, as for speaking skills in particular, we suggest that the department of English Language conduct a study concerned with following up and studying the development of the oral competencies of students who rely on improving their oral performance on online platforms or applications for a specific period of time or batch. For example, a section for bachelor's degree students is followed from the first year to the year of graduation , this study evaluates the effectiveness of the online platforms and applications in developing the linguistic competencies of these students. Through this, the outcomes of the study can be used to determine and work on finding ways to develop this aspect.

As for future studies, among the researches that we hope will be conducted is a qualitative study of the Efficacy of using technologies resources on motivating students to learn the English language. Another topic worthy of research is conducting a case study of some Algerian universities that have succeeded in integrating technologies tools to improve speaking skills among students (If any). We would have considered conducting such a study had it not been for the obstacles that prevented it.

Finally, we hope that our research will inspire other future studies, and that students and researchers will find in it useful information and answers to their questions in this context.



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APPENDICES

Survey questions for teachers:

This questionnaire aims to explore the efficacy of online platforms and applications for enhancing speaking skills in English language learning, and your contribution is integral to our study. Your involvement will help us in delivering learners convenient and accessible ways to practice and level up their speaking by offering them opportunities to explore and evaluate various technological tools.

We appreciate your participation in this research project.

Gender :

- A) Female
- B) Male

AGE:

- A) 20-25
- B) 26-35
- C) 36-40
- D) 40-45
- E) More than 46

Educational level :

- A) Bachelor's degree
- B) Master's degree
- C) Doctorate
- D) Professional certification
- E) Other (please specify)

1) Which of these levels are you teaching ?

- A) Beginners
- B) Intermediate learners
- C) Advanced students
- D) Professionals

2) Which of these students' levels are more interested in learning and enrollment in your platform?

- A) Beginners
- B) Intermediate learners
- C) Advanced students
- D) Professionals

3) Which of these educational levels do most of your learners have?

- A) Bachelor's degree
- B) Master's degree
- C) Doctorate
- D) Professional certification
- E) Other (please specify)

4) What is the age of most of your learners?

- A) Under 18 years old
- B) 18-25 years old
- C) 26-35 years old
- D) 36-45 years old
- E) 46+ years old

5) How do you integrate apps or websites for language learning online into your lesson plans?

- A) By assigning extra homework
- B) By conducting in-class activities
- C) By incorporating them into regular lessons
- D) By ignoring them completely
- E) Other

6) Which features or technologies in particular do you think work best for helping your students learn languages on online platforms?

- A) Interactive exercises
- B) Live video sessions
- C) Language exchange forums
- D) Static text resources
- E) Other

7) How do you evaluate your learners ' performance and advancement when they use internet resources for language learning?

- A) Through traditional exams
- B) Through online quizzes
- C) Through verbal assessments
- D) By not evaluating them
- E) Other

8) How, in your opinion, have applications and internet platforms affected students' involvement and engagement in language-learning activities?

- A) Decreased involvement
- B) Increased engagement
- C) No Efficacy
- D) Varied Efficacy
- E) Other

9) What difficulties, if any, did you run into while incorporating online language learning resources into your lesson plans, and how did you resolve them?

- A) Technical issues
- B) Lack of student interest
- C) Time constraints
- D) No difficulties encountered
- E) Other

10) In order to accommodate students' varying learning preferences and needs, how do you customize and modify your teaching methodology when utilizing virtual learning environments?

- A) Individualized lesson plans
- B) Group projects
- C) Standardized curriculum
- D) No modifications made
- E) other

11) How do you work with other educators or administrators to improve the efficiency of language-learning resources available online in your classroom?

- A) Collaborative lesson planning
- B) Sharing best practices
- C) Attending workshops
- D) Working independently
- E) Other

12) How have you incorporated the comments that students made about their experiences using online language learning resources into your instruction?

- A) Ignored student feedback
- B) Implemented suggested changes
- C) Discussed but not acted upon
- D) No student feedback received
- E) Other

13) In order to improve your teaching methods, how do you keep up with the latest developments and features in online language learning technology?

- A) Attend conferences
- B) Read research articles
- C) Participate in webinars
- D) Not interested in new technology
- E) Other

14) In terms of efficacy and student outcomes, how do you think traditional teaching techniques and online language learning platforms and applications compare?

- A) Traditional methods are more effective
- B) Online platforms are more effective
- C) Both are equally effective
- D) Depends on the context and student preferences

Thank you for your collaboration

Survey Questions:For students/learners

Thank you for taking part in our survey.

This questionnaire aims to explore the efficacy of online platforms and applications for enhancing speaking skills in English language learning. and your contribution is integral to our study. Your responses will help us in providing learners with convenient and accessible ways to practice and develop their speaking by offering them opportunities to explore and evaluate various technological tools.

We appreciate your participation in this research project!"

A- Gender

- A) Female
- B) Male

B. Age

- A) Under 18
- B) 18~25
- C) 26~35
- D) 36~46
- E) More than 46

C.Educational Level?

- A) High school
- B) Bachelor's Degree
- C) Master's Degree
- D)Doctorate/PHD
- F) Other

E. Place of residence

.....

1. How does your living situation influence your learning experience?

- A) Provides a quiet and focused study environment
- B) Offers opportunities for social interaction and collaboration
- C) Allow for a balance between academic responsibilities and personal life
- E) Other (please specify)

2. How frequently do you use online platforms or applications to practice speaking English?

- A) Daily
- B) Several times a week
- C) Once a week
- D) Rarely
- E) Never

3. Which specific online tools or apps do you find most helpful for improving your speaking skills in English?

- A) Duolingo
- B) Hello Fluent
- C) Rosetta Stone
- D) HelloTalk
- E) Other (please specify)

4. How did you learn about the platform /Application you are using for your English language learning journey ?

- A) Through online research
- B) Through recommendations from friends or family.
- C) Through social media advertising
- D) Through an educational institution or teacher
- E) Other (please specify)

5. What factors influence your choice of online platforms or applications for language practice?

- A) User interface
- B) Content quality
- C) Interactive features
- D) Price
- E) Recommendations

6. Do you feel that using online platforms has positively Efficacyed your speaking proficiency in English? If so, how?

- A) Yes, it has increased my fluency
- B) Yes, it has improved my pronunciation
- C) Yes, it has boosted my confidence
- D) No, it hasn't made a significant difference
- E) Other (please specify)

7. What challenges have you encountered when using online resources to enhance your speaking abilities in English?

- A) Technical issues
- B) Lack of personalized feedback
- C) Limited speaking opportunities
- D) Difficulty in finding suitable content
- E) Other (please specify)

8. How do you perceive the effectiveness of online platforms compared to traditional methods for improving spoken English?

- A) More effective
- B) Equally effective

- C) Less effective
- D) Not sure

9. Have you noticed any differences in your confidence levels when speaking English after using online resources?

- A) Yes, more confident
- B) No change
- C) Less confident
- D) Not applicable

10. Would you recommend any specific online platforms or apps to your peers for practicing spoken English? Why or why not?

- A) Yes, because of their user-friendly interface
- B) Yes, because of the variety of exercises
- C) No, due to lack of speaking practice opportunities
- D) No, other reasons (please specify)

11. How do you think online platforms could be improved to better support English language learners in developing their speaking skills?

- A) More live speaking sessions
- B) Enhanced pronunciation feedback
- C) Tailored content based on proficiency level
- D) Other suggestions (please specify)

12. Overall, how satisfied are you with the online resources available for practicing spoken English, and what improvements would you like to see in the future?

- A) Very satisfied
- B) Somewhat satisfied
- C) Neutral

- D) Somewhat dissatisfied
- E) Very dissatisfied

13. When considering the adaptation of the curriculum by your teacher to align with your goals, how do you feel?

- A. Very Well Adapted
- B. Well Adapted
- C. Neutral
- D. Poorly Adapted
- E. Very Poorly Adapted

14. Which type of class have you found most effective in your learning experience?

- A. Group Class
- B. Specialized Class
- C. Both Equally Effective
- D. Neither Effective
- E. Not Applicable

15. How satisfied are you with the progress you have made in your studies compared to your expectations?

- A. Very Satisfied
- B. Satisfied
- C. Neutral
- D. Dissatisfied
- E. Very Dissatisfied

16. Are you planning to continue your learning journey using the same application/platform?

- A. Definitely Yes
- B. Likely Yes
- C. Neutral
- D. Unlikely
- E. Definitely No

**** Thank you for your collaboration!!****

الملخص

تهدف هذه الدراسة إلى استكشاف فعالية المنصات والتطبيقات عبر الإنترنت في تعزيز مهارات التحدث في تعلم اللغة الإنجليزية. السؤال البحثي الرئيسي لهذه الدراسة هو: "كيف تسهم المنصات والتطبيقات عبر الإنترنت في تحسين مهارات التحدث في تعلم اللغة الإنجليزية لدى طلاب اللغة الإنجليزية بجامعة غرداية؟" تهدف هذه الدراسة إلى مساعدة المتعلمين على تحسين قدراتهم في التحدث باللغة الإنجليزية من خلال إتاحة الفرص لهم لاستكشاف وتقييم الأدوات التكنولوجية المختلفة. من خلال إجراء مراجعة شاملة للأدبيات واعتماد أساليب البحث الكمية والوصفية مثل الاستبيانات، يهدف هذا البحث إلى تسليط الضوء على إمكانات المنصات والتطبيقات عبر الإنترنت كمصادر لمتعلمي اللغة الإنجليزية لتحسين قدراتهم على التحدث. ستضيف نتائج هذه الدراسة إلى مجموعة المعرفة المتوفرة في مجال تعلم اللغة وستقدم رؤى عملية للمعلمين والمتعلمين الذين يهدفون إلى استثمار التكنولوجيا لتطوير مهارات التحدث.

الكلمات الدالة : الفعالية - المنصات والتطبيقات الإلكترونية - مهارات التحدث - تعلم اللغة الإنجليزية - طلاب اللغة الإنجليزية بجامعة غرداية.