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(بحث مستل من رسالة دكتوراه)

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**A program based on Some E-learning Platforms  
for Developing EFL Oral Communication Skills  
of Secondary Stage Students**

**Submitted in the Fulfillment of the Requirements for  
the PHD Degree in Education (Curriculum and  
Instruction, TEFL)**

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**المستخلص:** هدفت الدراسة الحالية إلى التحقق من تأثير برنامج قائم على بعض منصات التعلم الإلكتروني في تنمية مهارات التواصل الشفهي (الإستماع والتحدث) لدى طلاب المرحلة الثانوية. اتبعت الدراسة المنهج شبه التجريبي وقد تمثلت عينة الدراسة من ستين طالباً تم اختيارهم بشكل عشوائي من طلاب الصف الأول الثانوي بمعهد المنصورة الأزهرى بمحافظة الدقهلية. تم تقسيم العينة إلى مجموعتين: المجموعة التجريبية وتشمل (٣٠) طالباً والمجموعة الضابطة وتشمل أيضاً (٣٠) طالباً. قام الباحث بإعداد قائمة بالمهارات اللازمة لكل من الإستماع والتحدث والملائمة لطلاب الصف الأول الثانوي. تم عرض المهارات على مجموعته من المحكمين للتأكد من ملائمتها لنفس المرحلة الدراسية. قام الباحث بتطبيق اختبار قبل/بعدي لكل من مهارتي الإستماع والتحدث على المجموعتين لقياس أداء الطلاب قبل وبعد تطبيق البرنامج. تم تدريس المجموعة التجريبية باستخدام البرنامج المعتمد على بعض منصات التعلم الإلكتروني لمدة اثني عشر أسبوعاً بينما تم تدريس المجموعة الضابطة باستخدام الطريقة التقليدية. وقد أسفرت النتائج عن وجود فروق ذات دلالة إحصائية بين متوسطات درجات المجموعة التجريبية والمجموعة الضابطة في اختباري الإستماع والتحدث البعدي لصالح المجموعة التجريبية. مما يوضح فعالية البرنامج القائم على بعض منصات التعلم الإلكتروني في تنمية مهاراتي الإستماع والتحدث لدى طلاب المرحلة الثانوية. وتوصي الدراسة في تبني استخدام المنصات التعليمية الإلكترونية في تنمية مهارات اللغة الإنجليزية لمراحل دراسية مختلفة وأيضاً لمهارات أخرى من مهارات اللغة الإنجليزية.

**الكلمات المفتاحية:** التعلم الإلكتروني، منصات التعلم الإلكتروني، مهارات التواصل الشفهي، طلاب المرحلة الثانوية.

**Abstract :** The aim of the current study is to investigate the effectiveness of a program based on some e-learning platforms in developing oral communication skills (listening and speaking) among secondary school students. The study followed the quasi-experimental approach. The study sample consisted of sixty students randomly selected from first-year secondary students at the Mansoura Azhari Institute in Dakahlia Governorate. The sample was divided into two groups: the experimental group, which includes (30) students, and the control group, which also includes (30) students. The researcher prepared a list of the skills needed for each of the listening and speaking skills that are appropriate for first-year secondary students. The skills were presented to a group of jury members to ensure their suitability for the same stage. The researcher applied a pre/post-test for each of the listening and speaking skills for the two groups to measure the students' performance before and after applying the program. The experimental group was taught using the program based on some e-learning platforms for twelve weeks, while the control group was taught using the traditional method. The results revealed that there were statistically significant differences between the mean scores of the experimental group and the control group in the post-test listening and speaking in favor of the experimental group. This shows the effectiveness of the program based on some e-learning platforms in developing the listening and speaking skills of secondary students. The study recommends adopting the use of e-learning platforms in developing English language skills for different academic levels and other English language skills.

**Keywords:** e- learning, platform, oral communication skills, secondary stage.

## 1.1 Introduction

Listening is considered one of the most important skills as it is the most used skill in communication. It is the most frequently used language skill in the classroom. Both instructors and students are aware of this to succeed in learning English. In addition, instructors and researchers alike have asserted that students who are good at listening during class are better students than those who are less or weak in it in the classroom (Beall, M. L., Gill-Rosier, J., Tate, J., & Matten, A. 2008). Besides, Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Everyday people communicate and share ideas with others. Speaking is one of the important skills that should be mastered as a tool of communication. Communication will run well if there is interaction between speaker and listener so the idea will be delivered well. One of the ways on how people deliver their idea is through speaking. Thornburry (2005:1) defined that "speaking is so much a part of daily life that we take it for granted". Everyone needs to speak individually and needs someone to listen to what they are saying then giving respond (Brown, G & Yule, G. 1983: 25).

Computers and language teaching have walked hand in hand for a long time and contributed as teaching tools in the language and second language classroom but computers and technology are still a source of fears and insecurity for many teachers everywhere in the world despite the latest advances applicable to language teaching such as specialized websites, blogs, wikis, language teaching methodology, journals, and so on.

Instructors who do not use E-learning in class teaching are in urgent need of E-learning tools that help them to teach effectively. Instructors should be aware of the kinds of devices appropriate for classroom teaching. According to Bahhouth and Bahhouth(2011), the study was conducted to find out the significance of online learning and the impact of teaching. E-learning was defined as an element of the combining theories of adult education and permanent learning. It contains of "organizing and analytical abilities, critical thinking, problem-solving skills, oral and written communication, interaction with classmates and instructors and taking initiatives"( Bahhouth & Bahhouth, 2011, p. 1). Therefore, the researcher attempted to use easyclass platform for developing EFL oral communication skills of secondary stage students.

## **1.2 E-learning platforms**

### **1.2.1 Definition of e-learning platforms**

There are different expressions used to describe educational computer applications, such as e-learning Systems, Learning Management Systems (LMS), Course Management System (CMS) or even Virtual Learning Environment (VLE). In these systems, students can access courses' contents in different formats (text, image, sound), as well as interact with teachers and/or colleagues, via message boards, forums, chats, video-conference or other types of communication tools Sanchez, R.A., A.D. Hueros, (2010). These platforms provide a set of configurable features, in order to allow the creation of online courses, pages of subjects, work groups and learning communities Paulsen, M. F. (2003).

Kats (2010) defined e-learning platforms as systems that support six different activities. These activities are creation, organization, delivery, communication, collaboration and evaluation.

The researcher defines it as a kind of learning management system (LMS) that facilitates the process of teaching oral communication skills to EFL students of the secondary stage.

## 1.2 Description of the Easyclass platform

Easyclass is a free online course management platform, as its name suggests, with models such as Assignment, Discussion, Grade book, Class wall and Library teachers can easily create, manage online classroom, post teaching assignments, organize discussions, evaluate students' performance, and students can complete the assignments, discuss with partner students and teachers, share resources and opinions after register in the class on Easyclass with a special course number offered by teacher. Students and teachers can easily enjoy the convenience brought by Easyclass without time-consuming learning to use Easyclass itself. So that teachers can concentrate on teaching tasks design, arrange teaching activities sequentially to attract students to participate in, and guide students to complete the learning process Baihong, T., & Yu, D. (2014.)

As cited on the official site of the easyclass platform: Easyclass is a non-profit organization offering FREE Learning Management System (LMS) that allows educators to create digital classes whereby they can store the course materials online; manage class discussions; give assignments, quizzes, and exams; monitor due dates; grade results and provide students with feedback all in one

place. Our tools provide unique opportunities for the instructors to engage students in various activities and offer a new dimension for interaction and efficient learning.

#### **1.4 Previous studies related to using Easyclass Platform**

A lot of studies indicated the importance and the effectiveness of using easyclass platforms in many fields of teaching as following:

- 1) Abdullah Kholifh Alodai (2016). The study showed how students benefit from e-learning at Al-Baha University in the Kingdom of Saudi Arabia and two groups of students were tested. The Easyclass platform was implemented as a means of electronic learning platforms to ensure the effectiveness of the use of platforms in Arab universities. These results indicate that e-learning achieved through the easyclass platform deserves further development. In order to make it easier in the application process and requires the subject of research to further studies when using e-learning, especially in Saudi Arabia.
- 2) Ahlem Chelghoum (2017). The study focused on knowing the benefit of using the easyclass platform in enhancing students' self-organization skills. And how the easyclass platform can be used to support the teaching staff by developing their educational abilities and teaching skills in developing the educational process. The study found that the teaching staff can enhance the educational level of students through the use of educational services and techniques available on the Internet. These services are educational platforms

that allow students to learn from anywhere and anytime.

### **1.5 Previous studies related to improving listening skills.**

Abdel-Aal (2002) conducted a study aimed at helping student teachers of English in Egypt learn how to go about listening, and how to get over the problems they had in listening to English as a foreign language. This was to be achieved by designing an instructional program for listening based on strategy instruction and then evaluating the effects of this program on the development of listening comprehension among the student teachers of English.

AL-Hariree (2004) aimed at developing some listening comprehension skills for first-year secondary school students through the use of some metacognitive strategies. The results of the study were positive and showed that (1) there was a statistically significant difference between the mean scores of the experimental group and the control group in favor of the experimental group, and (2) there was a statistically significant difference between the mean scores of the experimental group who had been exposed to the metacognitive strategy instruction in the pre and post-test in overall listening comprehension skills and in each listening sub-skill with the group doing significantly better in the posttest.

### **1.6 Previous studies related to improving speaking skills:**

Bahrani (2011) aimed at investigating the effectiveness of exposure to audio/visual mass media in developing



speaking fluency. To achieve this purpose, a sample speaking test was administered to one hundred language learners in Iran which is an EFL context and one hundred language learners in Malaysia which is an ESL context. Then, forty participants from each context were selected. The results showed that the EFL group performed better which proved that exposure to technology promotes speaking fluency.

Diyab, E. (2013) the objective of the present study was to investigate the effectiveness of using a multimedia-based program for developing EFL speaking fluency skills among second year, English section student teachers. The sample of the present study consisted of thirty students at Sadat Faculty of Education, Minufiya University, Egypt. Results of the study revealed that the study sample's EFL speaking fluency skills were developed after using the program.

## 1.7 Context of the Problem

Listening and speaking are considered the most important skills needed to communicate well. But it is clear that most of schools and institutes do not give care to both of these two skills in contrast with other skills. On the other hand there is a great neglected towards teaching listening and teachers always pay attention towards other language skills like grammar, writing and reading. Most of teachers neglected both listening and speaking when they prepare for the lesson and therefore students have a weak level in both skills. So, the problem of the current study could be identified in the weak performance of first-year secondary stage students' listening and speaking skills.

### **1.7.1 The problem of the current study stems from several sources:**

#### **1- The actual reality of the researcher's experience.**

The researcher has been working as an English language teacher in Al-Azhar for more than 12 years. During this period, the researcher noticed the low level of students in both listening and speaking skills. In addition, there is a clear disregard for teaching both skills by teachers.

#### **2- The results and recommendations of some researches and previous studies:**

As Hamouda (2013: 114) states that ineffectiveness in listening is easy to hide through nodding and shaking of the head which may give the impression of understanding. Moreover, teachers in the classroom seem to test, not to teach listening. Meanwhile, students seem to learn listening, not listening comprehension. As a result, it remains the most neglected and the least understood aspect of language teaching even if it is put into the objectives of the school curriculum (AbdelAl, 2002; Hamouda, 2012; Hamouda, 2013: 115).

Al-Habbash (2012) this study was conducted to examine the effectiveness of classroom and online discussion on speaking skill of 12th students. To achieve the aim of the study, the researcher applied an observation card as a valid and reliable tool. There were statistically significant differences in the level of speaking ability between students who learnt by online and classroom discussion and those who learnt by traditional method (control group) in favor of online and classroom discussion groups.

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discussion on speaking skill of 12th students. To achieve the aim of the study, the researcher applied an observation card as a valid and reliable tool. There were statistically significant differences in the level of speaking ability between students who learnt by online and classroom discussion and those who learnt by traditional method (control group) in favor of online and classroom discussion groups.

Zourob (2014) this study aimed at investigating the effectiveness of using Webinar on improving speaking skills for the Rafah UNRWA seventh graders and their anxiety in speaking. For achieving this aim, the researcher adopted the experimental approach. The results of the study revealed that the webinar has affected positively students' English language speaking skills. It has also reduced students' speaking anxiety. In a survey of EFL teachers, Carter & Nunan (2005) found the highest challenges in the EFL classroom to be lack of motivation, getting students to speak, and the use of the first language. Such speaking problems have been investigated in several previous studies like those of Al-Qadi (1985), Abu-Ghararah (1998), and Badr (2008). These studies indicated that the majority of our EFL students are often demotivated in English classes because of major speaking difficulties. They point out that this problem is more remarkable in classrooms where demotivating techniques are utilized and an over emphasis is attached to correcting every error the students make.

### **3 -Results of the pilot study.**

In order to provide an evidence for the problem of the study, the researcher conducted a pilot study to

determine the actual level in both listening and speaking skills.

1) The researcher prepared a listening and speaking tests (see Appendix D & E, p. ). The test covers listening and speaking sub-skills the researcher has already chosen from the curriculum of first year secondary stage. The test was administrated to sixty participants (N=60) among students of first year secondary stage. The aim of the test was to identify the actual level of students in listening and speaking skills. Results showed students' low-performance level in some listening and speaking skills. Results of the pilot study are shown in table (1) and table (2)

**Table (1):**  
*Results of the pilot study (listening test)*

skills	Listening to the main idea	Listening for specific information	Guess the meaning of new words	Listening for prediction	Recognizing the gist of conversation in the target language.
Percentage of mistakes	19%	16%	25%	19%	21%

The Results indicated that students of First year secondary stage have a low level in most of listening skills needed for this stage.

According to speaking skills the researcher, also, attempted to investigate if the students have some problems in speaking and in the way of teaching it .So the following of the speaking test of the pilot study:

**Table (2):**

Results of the pilot study (speaking test)

Skills	Pronunciation	Fluency	Describing people and things orally	Clarity of Expression	Coherence
Percentage of mistakes	23%	17%	22%	18%	20%

The results indicated that the students' performance in speaking skills was low and they were inefficient in this skill. Therefore the proposed study aims to investigate the effectiveness of a program based on some e-learning platform in developing listening and speaking skills of first year secondary stage students.

### 1.8 Questions of the Study

To address the study problem, the current study tried to answer the following main question :

To what extent is a program based on e-learning platforms effective in developing secondary stage students' oral communication skills?

In trying to answer this main question, the following sub-questions are going to be answered too:

- 1- What are listening and speaking skills needed for the first-year secondary Stage Students?
- 2- What is the current level of the first year secondary students in listening and speaking?
- 3- What are the components and features of the program based on Easy class platform to develop listening and speaking skills of first-year secondary stage students?
- 4- What is the impact of using a program based on Easy class platform on developing listening and speaking skills of first year secondary stage?

## 1.9 Hypotheses of the Study

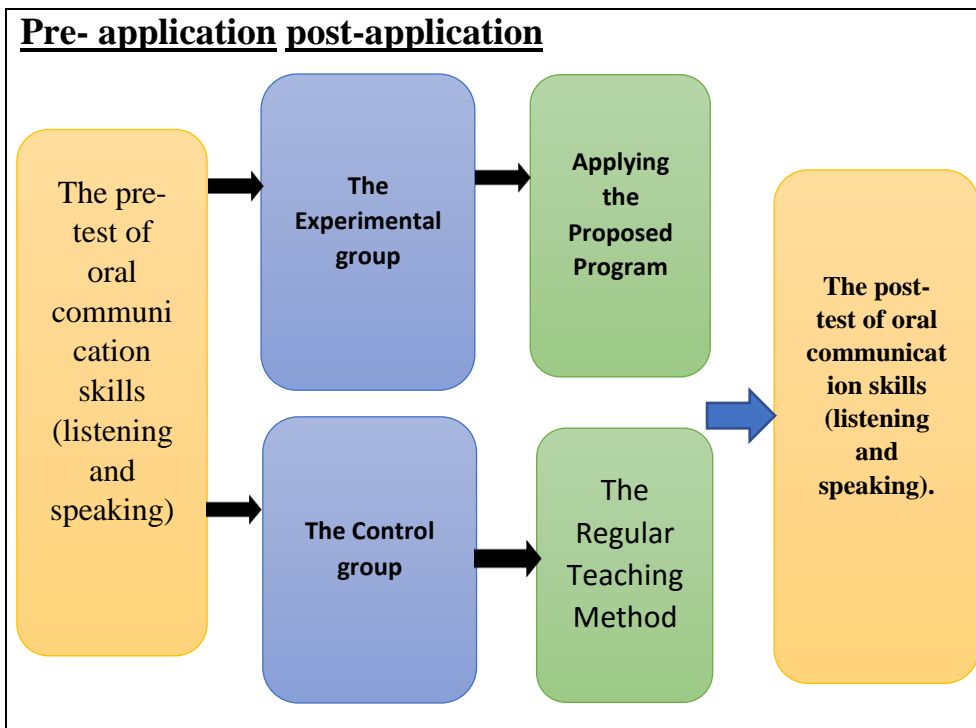
The current study attempts to verify the following hypotheses:

- 1- "There is a statistically significant difference at the significance level ( $\alpha \leq 0.05$ ) between the mean scores of the experimental group students in the pre and post applications to test listening skills in favor of the post application."
- 2- "There is a statistically significant difference at the significance level ( $\alpha \leq 0.05$ ) between the mean scores of the experimental group students in the pre and post applications for testing speaking skills in favor of the post application."
- 3- "There is a statistically significant difference at the significance level ( $\alpha \leq 0.05$ ) between the mean scores of the students of the experimental and control groups in the post application of the listening skills test in favor of the experimental group."
- 4- "There is a statistically significant difference at the significance level ( $\alpha \leq 0.05$ ) between the mean scores of the students of the experimental and control groups in the post application of the speaking skills test in favor of the experimental group."
- 5- "The proposed program achieves positive effectiveness in developing the listening skills of first-year secondary students, according to (McGugian) equation".
- 6- "The proposed program achieves positive effectiveness in developing the speaking skills of first-year secondary students, according to the (McGugian) equation".

### 1.10 Design of the Study

The present study is a quasi-experimental one, employing pre-post one group design. Two groups of pupils at the 2<sup>nd</sup> year Secondary stage were chosen; one served as the experimental group and the other as the control group of the study. The experimental group received instruction through a proposed program using e-learning platform (easyclass platform) for developing their oral communication skills. The control group, on the other hand, received instruction through the regular method. A pre-post test was administered to the two groups before and after the treatment (The proposed program).

**Figure (1):**  
Design of the study



### **1.11 Participants of the Study**

The participants of the present study were first year secondary stage sixty students (n=60). They were divided into two groups of thirty each serving as control group and experimental one. They were selected during the 2<sup>nd</sup> term of the school year of 2021/2022. The experimental group was exposed to the e-learning program which was designed and administered by the researcher during the ten week period. Meanwhile, the control group was taught according to the traditional teaching method.

To make sure that the two groups were equivalent the researcher applied the "Independent samples T-test" to compare between the mean scores of the experimental and control groups in the pre-test before applying. The results are shown in the following two tables:

#### **1) Equality and homogeneity of the experimental and control groups in the level of listening skills:**

In order to verify the equality of the experimental and control groups in the level of listening skills before using the proposed program, the researcher used the "Independent samples T-test", and to verify the homogeneity of the two groups, the researcher used the "homogeneity test", and the results came as shown in the table (4):



**Table (4):**

*The equivalence and homogeneity of the experimental and control groups in the level of listening skills before using the proposed program.*

Listening skills	Study groups	Mean	SD	Levene's Test		T-test		
				F	P-value	T	DF	P-value
Listening for specific information.	Experimental group	1.13	0.86	0.00	0.967	0.30	58	0.766
	Control group	1.07	0.87					
Listening to understand the main idea.	Experimental group	0.63	0.49	0.27	0.606	0.26	58	0.795
	Control group	0.60	0.50					
Guessing the meaning of new words.	Experimental group	0.77	0.43	0.38	0.539	0.31	58	0.759
	Control group	0.80	0.41					
Predicting the coming actions during listening.	Experimental group	0.47	0.51	0.86	0.359	0.51	58	0.610
	Control group	0.40	0.50					
Listening for details.	Experimental group	0.87	0.63	0.76	0.387	0.19	58	0.847
	Control group	0.83	0.70					
Understanding the pronunciation of some words.	Experimental group	1.20	0.81	0.08	0.776	0.16	58	0.875
	Control group	1.17	0.83					
Identifying points of view.	Experimental group	0.53	0.51	0.24	0.629	0.26	58	0.799
	Control group	0.57	0.50					
<b>Total scores</b>	<b>Experimental group</b>	<b>5.60</b>	<b>1.90</b>	<b>0.12</b>	<b>0.732</b>	<b>0.34</b>	<b>58</b>	<b>0.736</b>
	<b>Control group</b>	<b>5.43</b>	<b>1.91</b>					

It is evident from the table (4) that the experimental and control groups are homogeneous in the level of listening skills, as all "F" values are not statistically significant, and the equivalence of the two groups is shown, as all "T" values are not statistically significant, which indicates the equivalence of the level of the students of the two groups. in listening skills before using the proposed program.

## 2) Equality and homogeneity of the experimental and control groups in the level of speaking skills:

In order to verify the equivalence of the experimental and control groups in the level of speaking skills before using the proposed program, the researcher used the "Independent samples T-test", and to verify the homogeneity of the two groups, the researcher used the "" test for homogeneity, and the results came as shown in the table (5):

Table (5):The equivalence and homogeneity of the experimental and control groups in the level of speaking skills before using the proposed program.

Speaking skills	Study groups	Mean	SD	Levene's Test		T-test		
				F	P-value	T	DF	P-value
Using an accurate grammar structure.	Experimental group	1.03	0.89	0.12	0.732	0.14	58	0.886
	Control group	1.07	0.91					
Presenting a short summary about a specific topic.	Experimental group	0.43	0.50	0.24	0.629	0.26	58	0.799
	Control group	0.47	0.51					
Using a correct pronunciation.	Experimental group	0.90	0.88	4.02	0.050	0.28	58	0.784
	Control group	0.83	0.99					
Asking appropriate questions.	Experimental group	0.57	0.50	0.24	0.629	0.26	58	0.799
	Control group	0.53	0.51					
Using correct and suitable vocabularies	Experimental group	0.73	0.45	1.23	0.273	0.56	58	0.581
	Control group	0.67	0.48					
Speaking fluently.	Experimental group	0.70	0.47	1.33	0.254	0.58	58	0.567
	Control group	0.77	0.43					
Introducing new ideas.	Experimental group	0.63	0.49	0.27	0.606	0.26	58	0.795
	Control group	0.60	0.50					
Using appropriate language functions. (i.e. Greeting, apologizing, thanking, etc.)	Experimental group	0.60	0.50	0.26	0.615	0.26	58	0.798
	Control group	0.57	0.50					
Total scores	Experimental group	5.60	1.85	0.38	0.540	0.20	58	0.846
	Control group	5.50	2.11					

It is evident from the table (5) that the experimental and control groups are homogeneous in the level of speaking skills, as all “F” values are not statistically significant, and the equivalence of the two groups is shown, as all “T” values are not statistically significant, which indicates the equivalence of the level of the students of the two groups in speaking skills before using the proposed program.

### **1.12 Instruments and materials**

The current study w included the following tools:

1. The listening sub-skills checklist.
2. The speaking sub-skills checklist.
3. The pre-post listening achievement test.
4. The pre-post speaking achievement test.
5. The oral speaking rubric.
6. The program based on e-learning platform.

### **1.13 The program**

#### **1- Aims of the program**

The suggested program aimed at developing the Oral communication skills (Listening and Speaking) of first year secondary stage students through e-learning platforms.

#### **2- Content of the proposed program**

The content of this program has consisted of twelve sessions, six for each skill, with different topics and suitable for the sub-skills needed to improve. Each session had its own objectives, procedures and materials.

**Table (3):**

Schedule of the session of the program

Week	Session	Title	Skill
1	Session one	Introductory meeting	( Collecting data-checking the students' desiring to join the program)
2	Session two	Pre test	To both experimental and controller group
3	Session three	An orientation session	Explaining the content of the program and the platform
4	Session four	Dinner Ideas	Listening
	Session five	Greetings	Speaking
5	Session six	Healthy lifestyle	Listening
	Session seven	How education can solve generational poverty.	Speaking
6	Session eight	A day at school	Listening
	Session nine	Expressing opinions and beliefs	Speaking
7	Session ten	Bus trip	Listening
	Session eleven	Debating: Do modern social media make people less socially active?	Speaking
8	Session twelve	Family Activities	Listening
	Session thirteen	Describing a journey	Speaking
9	Session Fourteen	Street market	Listening
	Session Fifteen	Telling a story	Speaking
10	Session Sixteen	Posttest	

## 1.14 Results

### 1- Test of the first hypothesis

The first hypothesis states that "there is a statistically significant difference at the significance level ( $\alpha \leq 0.05$ ) between the mean scores of the experimental group students in the pre and post applications to test listening skills in favor of the post application." a "Paired samples T-test" was used for independent groups as illustrated in the following table.

**Table (4):**

The significance of the differences between the mean scores of the experimental group students in the two applications, pre and post, for the listening skills test.

Listening skills	Test	Mean	SD	T-test		
				T	DF	P-value
Listening for specific information.	Pre-test	1.13	0.86	10.43	29	0.001
	Post-test	3.43	0.68			
Listening to understand the main idea.	Pre-test	0.63	0.49	10.86	29	0.001
	Post-test	1.77	0.43			
Guessing the meaning of new words.	Pre-test	0.77	0.43	12.95	29	0.001
	Post-test	2.57	0.50			
Predicting the coming actions during listening.	Pre-test	0.47	0.51	10.79	29	0.001
	Post-test	1.70	0.47			
Listening for details.	Pre-test	0.87	0.63	10.81	29	0.001
	Post-test	2.53	0.63			
Understanding the pronunciation of some words.	Pre-test	1.20	0.81	14.25	29	0.001
	Post-test	3.43	0.73			
Identifying points of view.	Pre-test	0.53	0.51	11.89	29	0.001
	Post-test	1.80	0.41			
<b>Total scores</b>	<b>Pre-test</b>	<b>5.60</b>	<b>1.90</b>	<b>26.88</b>	<b>29</b>	<b>0.001</b>
	<b>Post-test</b>	<b>17.23</b>	<b>1.77</b>			

Table (4) shows the results of the "T-test" to indicate the differences between the mean scores of the experimental group students in the pre and post applications for testing listening skills. "T" values for listening skills ranged between (10.43-14.25), all of which are statistically significant at the significance level (0.001), and the average total scores of the experimental group students in the pre-application of the listening skills test were (5.60) and the average total score in the post-application was (17.33), the "T" value reached (26.88) and significance level (0.001), which indicates that there are statistically significant differences between the two applications in favor of the post application.

## 2 - Test of the second hypothesis

The second hypothesis states that "there is a statistically significant difference at the significance level ( $\alpha \leq 0.05$ ) between the mean scores of the experimental group students in the pre and post applications for testing speaking skills in favor of the post application."

To verify the validity of this hypothesis, the researcher used the "Paired samples T-test", and the results were as shown in Table (2):

**Table (5):**

The significance of the differences between the mean scores of the experimental group students in the pre and post applications of speaking skills test.

Speaking skills	Test	Mean	SD	T-test		
				T	DF	P-value
Using an accurate grammar structure.	Pre-test	1.03	0.89	11.08	29	0.001
	Post-test	3.57	0.73			
Presenting a short summary about a specific topic.	Pre-test	0.43	0.50	11.89	29	0.001
	Post-test	1.67	0.48			
Using a correct pronunciation.	Pre-test	0.90	0.88	9.52	29	0.001
	Post-test	2.83	0.38			
Asking appropriate questions.	Pre-test	0.57	0.50	9.87	29	0.001
	Post-test	1.73	0.45			
Using correct and suitable vocabularies	Pre-test	0.73	0.45	16.16	29	0.001
	Post-test	2.53	0.51			
Speaking fluently.	Pre-test	0.70	0.47	17.38	29	0.001
	Post-test	2.80	0.55			
Introducing new ideas.	Pre-test	0.63	0.49	11.89	29	0.001
	Post-test	1.87	0.35			
Using appropriate language functions. (i.e. Greeting, apologizing, thanking, etc.)	Pre-test	0.60	0.50	3.61	29	0.001
	Post-test	0.97	0.18			
<b>Total scores</b>	<b>Pre-test</b>	<b>5.60</b>	<b>1.85</b>	<b>30.51</b>	<b>29</b>	<b>0.001</b>
	<b>Post-test</b>	<b>17.97</b>	<b>1.35</b>			

Table (5) shows the results of the "T-test" to indicate the differences between the mean scores of the experimental group students in the pre and post applications for testing

speaking skills. The "T" values for speaking skills ranged between (3.61 - 17.38), all of which are statistically significant at the level of significance (0.001), and the average total score of the experimental group students in the pre-application of speaking skills test was (5.60) and the average total score in the post-application was (17.97), the value of "T" reached (30.51) and the level of significance (0.001), which indicates that there are statistically significant differences between the two applications in favor of the post application.

### **3 -Test of the third hypothesis**

The third hypothesis states that "there is a statistically significant difference at the significance level ( $\alpha \leq 0.05$ ) between the mean scores of the students of the experimental and control groups in the post application of the listening skills test in favor of the experimental group." To verify the validity of this hypothesis, the researcher used the "Independent samples T-test", and the results were as shown in Table (3):

**Table (6):**

The significance of the differences between the mean scores of the students of the experimental and control groups in the post application of the listening skills test.

Listening skills	Study groups	Mean	SD	T-test		
				T	DF	P-value
Listening for specific information.	Experimental group	3.43	0.68	7.25	58	0.001
	Control group	2.33	0.48			
Listening to understand the main idea.	Experimental group	1.77	0.43	5.66	58	0.001
	Control group	1.10	0.48			
Guessing the meaning of new words.	Experimental group	2.57	0.50	7.27	58	0.001
	Control group	1.63	0.49			
Predicting the coming actions during listening.	Experimental group	1.70	0.47	4.43	58	0.001
	Control group	1.20	0.41			
Listening for details.	Experimental group	2.53	0.63	4.82	58	0.001
	Control group	1.67	0.76			
Understanding the pronunciation of some words.	Experimental group	3.43	0.73	8.10	58	0.001
	Control group	2.20	0.41			
Identifying points of view.	Experimental group	1.80	0.41	4.82	58	0.001
	Control group	1.27	0.45			
<b>Total scores</b>	<b>Experimental group</b>	<b>17.23</b>	<b>1.77</b>	<b>12.60</b>	<b>58</b>	<b>0.001</b>
	<b>Control group</b>	<b>11.40</b>	<b>1.81</b>			

Table (6) shows the results of the "T-test" to indicate the differences between the mean scores of the students of the experimental and control groups in the post application of the listening skills test, where the mean scores of the experimental group students in the post application of the listening skills test were higher than the mean scores of the control group students in the post application , the "T" values for listening skills ranged between (4.43 - 8.10), all of which are statistically significant at the level of significance (0.001), and the average total scores of the



experimental group students in the post application of the listening skills test were (17.23), and the average total scores of the control group students in the post application was (11.40), the "T" value was (12.60) and the significance level was (0.001), which indicates that there are statistically significant differences between the two groups in favor of the experimental group.

#### **4 -Test of the fourth hypothesis**

The fourth hypothesis states that "there is a statistically significant difference at the significance level ( $\alpha \leq 0.05$ ) between the mean scores of the students of the experimental and control groups in the post application of the speaking skills test in favor of the experimental group." . To verify the validity of this hypothesis, the researcher used the "Independent samples T-test", and the results were as shown in Table (4):

**Table (7):**

The significance of the differences between the mean scores of the students of the experimental and control groups in the post application of the speaking skills test.

Speaking skills	Study groups	Mean	SD	T-test		
				T	DF	P-value
Using an accurate grammar structure.	Experimental group	3.57	0.73	3.78	58	0.001
	Control group	2.57	1.25			
Presenting a short summary about a specific topic.	Experimental group	1.67	0.48	2.97	58	0.001
	Control group	1.20	0.71			
Using a correct pronunciation.	Experimental group	2.83	0.38	4.19	58	0.001
	Control group	1.97	1.07			
Asking appropriate questions.	Experimental group	1.73	0.45	3.85	58	0.001
	Control group	1.20	0.61			
Using correct and suitable vocabularies	Experimental group	2.53	0.51	7.69	58	0.001
	Control group	1.23	0.77			
Speaking fluently.	Experimental group	2.80	0.55	4.06	58	0.001
	Control group	1.60	1.52			
Introducing new ideas.	Experimental group	1.87	0.35	5.35	58	0.001
	Control group	1.30	0.47			
Using appropriate language functions. (i.e. Greeting, apologizing, thanking, etc.)	Experimental group	0.97	0.18	4.40	58	0.001
	Control group	0.53	0.51			
<b>Total scores</b>	<b>Experimental group</b>	<b>17.97</b>	<b>1.35</b>	<b>10.59</b>	<b>58</b>	<b>0.001</b>
	<b>Control group</b>	<b>11.60</b>	<b>3.00</b>			

Table (7) shows the results of the "T-test" to indicate the differences between the mean scores of the students of the experimental and control groups in the post application of the speaking skills test. The T-values for speaking skills ranged between (2.97 - 7.69), all of which are statistically significant at the level of significance (0.001), and the

average total scores of the experimental group students in the post application of the speaking skills test were (17.97) and the average total scores of the control group students in the post application was (11.60), the value of "T" was (10.59) and the level of significance was (0.001), which indicates that there are statistically significant differences between the two groups in favor of the experimental group.

### **5- Test of the fifth hypothesis**

The fifth hypothesis states that: "The proposed program achieves positive effectiveness in developing the listening skills of first-year secondary students, according to (McGugian) equation". In order to verify the validity of this hypothesis, the researcher used the equation of effectiveness ratio of Mack Gojian, which determined the ratio (0.6) to judge the effectiveness; the results came as shown in Table (5):

**Table (8):**

The effectiveness of the proposed program in developing the listening skills of the experimental group students.

Listening skills	Test	Mean	High score	Effectiveness ratio
Listening for specific information.	Pre-test	1.13	4	0.80
	Post-test	3.43		
Listening to understand the main idea.	Pre-test	0.63	2	0.83
	Post-test	1.77		
Guessing the meaning of new words.	Pre-test	0.77	3	0.81
	Post-test	2.57		
Predicting the coming actions during listening.	Pre-test	0.47	2	0.80
	Post-test	1.70		
Listening for details.	Pre-test	0.87	3	0.78
	Post-test	2.53		
Understanding the pronunciation of some words.	Pre-test	1.20	4	0.80
	Post-test	3.43		
Identifying points of view.	Pre-test	0.53	2	0.86
	Post-test	1.80		
<b>Total scores</b>	<b>Pre-test</b>	<b>5.60</b>	<b>20</b>	<b>0.81</b>
	<b>Post-test</b>	<b>17.23</b>		

Table (8) shows the percentage of effectiveness of the proposed program based on some e-learning platforms for developing English listening skills for students of the experimental group, as it ranged between (0.78 - 0.86) for listening skills, and the overall effectiveness percentage reached (0.81), which is greater than (0.6) ) set by McGujian to judge the effectiveness, which indicates the proposed program based on some e-learning platforms that the researcher used was effective, and led to the development of English listening skills for the students of the experimental group.

## 6- Test of the sixth hypothesis

The sixth hypothesis states that: "The proposed program achieves positive effectiveness in developing the speaking

skills of first-year secondary students, according to the (McGugian) equation". In order to verify the validity of this hypothesis, the researcher used the equation of effectiveness ratio of Mack Gojian, which determined the ratio (0.6) to judge the effectiveness; the results came as shown in Table (6):

**Table (9):**

The effectiveness of the proposed program in developing the speaking skills of the experimental group students.

Speaking skills	Test	Mean	High score	Effectiveness ratio
Using an accurate grammar structure.	Pre-test	1.03	4	0.85
	Post-test	3.57		
Presenting a short summary about a specific topic.	Pre-test	0.43	2	0.79
	Post-test	1.67		
Using a correct pronunciation.	Pre-test	0.90	3	0.92
	Post-test	2.83		
Asking appropriate questions.	Pre-test	0.57	2	0.81
	Post-test	1.73		
Using correct and suitable vocabularies	Pre-test	0.73	3	0.79
	Post-test	2.53		
Speaking fluently.	Pre-test	0.70	3	0.91
	Post-test	2.80		
Introducing new ideas.	Pre-test	0.63	2	0.90
	Post-test	1.87		
Using appropriate language functions	Pre-test	0.60	1	0.92
	Post-test	0.97		
<b>Total scores</b>	<b>Pre-test</b>	<b>5.60</b>	<b>20</b>	<b>0.86</b>
	<b>Post-test</b>	<b>17.97</b>		

Table (9) shows the percentage of effectiveness of the proposed program based on some e-learning platforms for developing English speaking skills for students of the experimental group, as it ranged between (0.79 - 0.92) for speaking skills, and the overall effectiveness percentage reached (0.81), which is greater than (0.6) ) set by

McGujian to judge the effectiveness, which indicates the proposed program based on some e-learning platforms that the researcher used was effective, and led to the development of English speaking skills for the students of the experimental group.

### 1.15 Discussion of the findings

The previous results reveal that there is an obvious improvement in the experimental group students' listening and speaking skills on the post application of the pre-post achievement test. This improvement is due to the application of the proposed program based on e-learning platform to the experimental group. This was reflected in the scores the participants in the experimental group had in the post-administration of the writing test. Besides, the program proved to be significantly effective at  $\leq 0.05$  levels. The experimental group exceeded the control group in the post-administration of the listening and speaking test

### 1.16 Conclusions

With reference to the results of the current study, some points were concluded as follows:

- The study offered an evidence for the effectiveness of using e-learning platform (i.e. easyclass) in improving students' oral communication skills (listening and speaking).
- The current research showed the potential for using technology into language teaching.
- Teaching English utilizing new technology trends such as e-learning platforms creates an excited environment that encourages students to speak out in class and communicate with one another in English
- outside of the classroom.

## 1.17 Recommendations

Based on the results and conclusions of the current study, the researcher suggested the following recommendations:

### 1-The first year secondary students should:

- a) Improve their listening and speaking skills through using Easy class platform.
- b) Share their own knowledge and skills with others.
- c) Be an active learner through different active strategies.
- d) Promote their high thinking skills.
- g) Improve their ability to communicate with others easily.

### 2-For teachers

#### The current study recommended teachers to:

- a) Help teachers to identify students' errors in listening and speaking.
- b) Help teachers to use different methods to enhance listening and speaking skills inside the classroom.
- c) Create opportunities to improve students' listening and speaking through Easy class platform.

### 3-For program designers:

- A) Help them to consider Easycass platform in developing other language skills.
- B) Investigate the importance of Easy class platform; therefore, they can design new programs based on this learning platform.
- C) Enrich the curriculum with such activities and teaching applications based on E-learning platforms to develop the students' high thinking skills.

## 1.18 Suggestions for Further Research

These suggestions are recommended for further research:

1. Designing another e-learning program based on different platforms for developing other language skills than listening and speaking (e.g. reading and writing).
2. Studying the effectiveness of e-learning platforms in developing the listening and speaking skills of other EFL students at different stages (e.g. primary & preparatory stages).

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