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**Teachers' and Students' Attitudes Towards
Zoom Application Use in Enhancing EFL
Learners' Speaking Proficiency
The Case of Master 02 Linguistics at M'sila
University**

**Dissertation Submitted to the Department of English in Partial fulfillment of the
Requirements for the Master's Degree**

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DEDICATION

This work is dedicated:

To my great parents for encouraging me to do my best to write this work;

To my lovely sisters and brothers for supporting me;

To my close friends for providing me with strength and patience;

To all my dear teachers for enlightening my mind;

To my classmates for their prayers;

Thanks a million!

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I dedicate this work to the precious people in my life:

*To my loving **parents**, who have been the driving force behind my academic
success;*

*To my sweet and loving **brothers** who honestly believed in me;*

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Abstract

The Zoom application is considered as an online platform that can be used to teach the speaking skill. This research was conducted to investigate the attitudes of EFL teachers and students towards the use of this online platform in enhancing EFL learners' speaking proficiency. This descriptive study adopts both a qualitative and quantitative approach, and it employs a survey as a research method in order to answer the research questions. It also uses online questionnaires as the main data collection tools, which have been dedicated to the students of Master Two Linguistics and to teachers from the English Department at M'sila University. The results of this study reveal that teachers and students hold positive attitudes towards the use of Zoom in enhancing EFL learners speaking proficiency. The findings of this investigation will contribute to the understanding of the importance and the effectiveness of Zoom application in the EFL context. The obtained results from the current enquiry will inform both teachers and researchers about the benefits and challenges associated with implementing Zoom for teaching and enhancing students' speaking proficiency. Ultimately, this research provides practical implications for teachers and learners to enhance the language teaching and learning experience, considering the significant role of Zoom in language education. Finally, this study recommends creating training courses for the integration of the Zoom application within the English department at M'sila University.

Key Words: Zoom Application, EFL, Speaking Proficiency, Perceptions

List of Abbreviations

DL: Distance Learning

EFL: English as a Foreign Language

FL: Foreign Language

ICTs: Information and Communication Technologies

OL: Online Learning

SPSS: Statistical Package for Social Sciences

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Chapter one

The use of zoom application to develop speaking proficiency

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General Introduction

1. Background

The rapid proliferation of inventions worldwide necessitates the field of language learning to adapt suitable tools to enhance the quality of education. The growing emphasis on improving EFL learners' speaking proficiency, a learner's ability to effectively communicate in a specific language, has intensified the demand for identifying the most effective technological tools for successful language learning. Numerous researchers have extensively discussed the utilization of Information and Communication Technologies (ICTs) and technology-based learning (TBL) to enhance communicative skills, particularly speaking skills. The advent of Internet-based communication technologies has significantly expanded the scope of communication Kessler (2018), making communication more accessible through the use of technology and internet connectivity.

Moreover, as acknowledged by Rüschoff and Ritter (2001), it is increasingly evident that offline and online software tools present promising opportunities for language classrooms. This indicates that the development of new technological tools, whether offline or online, has made language learning and teaching more feasible and facilitated. These technological tools offer language instructors numerous advantages and opportunities for language instruction, enabling the development of various language skills. However, their implementation in improving communication skills, especially speaking proficiency, remains limited. Most EFL learners aspire to use the language to interact with other speakers, with their ultimate goal being communication (Rodríguez, 2017). This highlights the central role of communication in language learning, as learners seek to acquire the language for effective communication within their communities and beyond. Nonetheless, learners face various

challenges, with one of the primary obstacles being the selection of appropriate tools to enhance their communicative and speaking skills.

One of the modern tools that can be used to develop speaking skills is the Zoom application, which may serve as a suitable platform for language learning. Educational institutions worldwide have employed Zoom to enhance students' motivation and interest in learning English. Romoszowski & Mason (2004) note that numerous universities are training students to integrate technologies like Zoom into educational instruction due to the widespread adoption of these technologies to facilitate communication, leading to the increasing popularity of Distance Learning (DL) (as cited in Ramadani & Khaferi, 2020). Several studies have explored EFL students' attitudes regarding the use of the Zoom application to improve their speaking proficiency. For instance, Khotimah (2022) investigated students' attitudes of using Zoom Meetings for learning speaking during the Covid-19 pandemic. The study's results yielded both positive and negative feedback, with students finding the use of Zoom application enjoyable and flexible, yet highlighting the need for future improvements. Similarly, Kinasih (2021) conducted a research to examine undergraduate students' attitudes of learning public speaking online using the Zoom application. The findings were positive, as students reported enjoying speaking practice via Zoom and feeling engaged in the virtual classroom. However, these studies primarily focused on students' attitudes and were limited to the context of the Covid-19 pandemic. Consequently, the topic remains controversial, and there is no consensus regarding teachers' attitudes toward utilizing the Zoom application to enhance EFL learners' speaking proficiency.

This study aims to investigate both EFL teachers' and students' attitudes towards the utilization of the Zoom application for promoting the teaching and learning of speaking skills. By expanding the scope beyond the pandemic period, this research seeks to provide a comprehensive understanding of teachers' attitudes and disseminate the results in a broader timeframe.

2. Statement of the problem

Speaking proficiency is, nowadays, seen as a highly required skill and the primary goal for most EFL learners. Proficient speakers can interact with people who use the target language, and being one of them is crucial in all aspects of life. Even though Algerian EFL students studied the English language since their first year of middle school, they still encounter numerous challenges when they attempt to communicate. These challenges can be due to reluctance, fear of making mistakes, and a lack of practice. Teachers also suffer from many problems while teaching their students how to speak appropriately, although they have employed many techniques and methodologies. Boukhechba (2023) emphasizes the significance of prioritizing research on the growing role of technology in education and reevaluating current teaching approaches, indicating the understanding of the impact of technology on learning and developing more effective instructional strategies. Other teaching methods have to be selected to solve this problem. Teachers may even employ other cutting-edge technology tools to help their students develop their speaking and communication skills; for instance, they may use the Zoom application as a new online tool for language instruction.

Hence, this study investigates teachers' and students' attitudes towards the use of Zoom application to enhance EFL learners' speaking proficiency. It may also draw teachers' attention to the effectiveness and usefulness of using this application for an effective teaching

of the speaking skill in their future journey of FL education and especially the English language as it becomes a global dominant language in all aspects of life.

3. Research Questions

This research questions the effect of using Zoom Application to improve EFL learners' speaking proficiency; it aims to answer the following questions:

- 1- What are teachers' attitudes towards the use of Zoom Application to enhance their students' speaking proficiency?
- 2- What are EFL students' attitudes towards the use of Zoom Application to enhance their speaking proficiency?

4. Research Hypotheses

- EFL teachers have negative attitudes towards Zoom Application use in enhancing speaking proficiency.
- EFL learners have positive attitudes towards Zoom Application use in enhancing speaking proficiency.

5. Objectives of the study

This study aims to investigate both EFL teachers' and students' attitudes towards the use of Zoom application and intends to draw their attention to its importance and role in teaching and developing speaking proficiency.

6. Significance of the study

The study was conducted to investigate teachers' and students' attitudes towards using the Zoom application to improve EFL learners' speaking proficiency and it highlights its contribution to a better online teaching-learning process. Specifically, this research will bring

huge benefits because it will enhance students' learning process and thus improve their overall academic performance as this may increase students' motivation to learn and make learning more interesting and enjoyable.

Additionally, this research will further help to shed light on the importance of using new technological tools in teaching and learning speaking skill at university and most specifically it raises teachers' awareness towards the importance of using Zoom Application to teaching speaking skill by EFL teachers to enhance the speaking performance of their stud

Moreover, it addresses the difficulties and challenges that teachers and students encounter when using this application and it provides some suggestions and solutions for improving its use in educational contexts specifically for EFL students to develop their speaking proficiency online.

7. Research Methodology

In this study, the descriptive method is adopted and qualitative and quantitative data collection tools are used. It is appropriate to reach the study objectives since the aim of this study is to describe both learners' and teachers' subjective attitudes towards the use of Zoom in teaching speaking skill and to investigate its important role in improving speaking proficiency. The present investigation takes Master 02 Linguistics students from M'sila University, who are the total of 88 students, as targeted population. To conduct this study a sample of 12 EFL teachers and 50 Master Two Linguistics students of English were randomly selected from the Department of English, University of M'sila. The teachers' and students' attitudes towards using Zoom application for developing the speaking proficiency were identified by means of online questionnaires as data collection tools.

8. Dissertation Structure

The current research work is divided into two chapters. The first chapter covers the previous literature review related to this study and includes two sections. The first section attempts to define key-concepts of speaking proficiency and its sub-skills. It also tackles the different obstacles that encounter EFL learners when they seek to promote their speaking capacity. The second section discusses the use of Zoom Application for educational purposes and how it can develop the speaking proficiency.

The second chapter addresses the methodology guideline followed by the researchers to carry out this study, and consists of four sections. The first section introduces the research structure, and gives more details about the research approach, method, population and selection of the sample, data collection tool, and setting. The next section focuses on the data analysis and interpretation. The third section is devoted to the discussion of the findings; while the last one deals with the implications and the limitations of this research work and provides recommendations for further research.

9. Operational definitions of Research Variables

Speaking Proficiency

The general definition of Speaking Proficiency in English is the learners' ability to speak and use English for interaction with others.

Zoom Application

It is a video conferencing software that allows people to communicate and collaborate remotely through video and audio call, chat, screen sharing, and other features.

English as a Foreign Language (EFL)

It refers to the teaching and learning of English in countries where it is not the primary language.

Information and Communication Technology (ICT)

It refers to a broad range of technologies and services related to information processing, storage, retrieval, and communication.

Chapter One:
Speaking proficiency
and the use of Zoom
Application

Section One: Research into speaking proficiency

Introduction

This section attempts to define key-concepts of speech production, speaking proficiency, and its importance with reference to its components. It also tackles the different barriers that encounter EFL learners when they seek to promote their speaking proficiency. Moreover, it sheds the light on the key factors affecting EFL Learners' Speaking Proficiency Development as well as speaking proficiency assessment.

The development of speaking proficiency has a significant impact on the overall language proficiency of EFL learners. Effective speaking proficiency empowers EFL learners to engage in authentic communication, negotiate meaning, and construct their own knowledge through language use (Larsen-Freeman & Anderson, 2013). Thus, learners need to improve their speaking skills to communicate effectively.

1. Speech Production

According to Kent et al., (2019), speech production is defined as “the physiological process by which individuals generate spoken language, involving the coordination of respiratory, phonatory, and articulatory mechanisms to produce speech sounds” (p. 56). This comprehensive definition underscores the multifaceted nature of speech production by indicating the complex interplay among various physiological systems, with the respiratory system providing airflow, the phonatory system governing vocal fold vibration, and the articulatory system shaping and modifying sounds. By integrating these mechanisms, individuals can produce coherent and meaningful spoken language. This definition, rooted in an understanding of the intricate interdependence between respiration, phonation, and

articulation, offers a profound comprehension of the underlying processes involved in speech production. Levelt (1989) proposed a categorization of speech production into three main phases:

1.1. Conceptualization

In this initial stage, the speaker formulates the intended message by generating the appropriate ideas, thoughts, and concepts. It involves the activation of semantic and syntactic knowledge to organize and structure the content of the message.

1.2. Formulation

Once the message is conceptualized, the speaker proceeds to the formulation stage, where the linguistic representation of the message is prepared. This stage involves transforming the intended message into a series of words, phrases, and sentences. It includes selecting the appropriate vocabulary, constructing grammatically correct sentences, and organizing the message in a coherent and meaningful manner.

1.3. Articulation

The final stage of speech production is articulation, which involves the physical realization of the formulated message through the movement of the speech organs. This stage includes the precise coordination of the respiratory, phonatory, and articulatory systems to produce the specific speech sounds and patterns that constitute the spoken language. These stages provide a comprehensive framework for understanding the sequential nature of speech production, encompassing the cognitive processes involved in conceptualizing the message, the linguistic formulation of that message, and the physical articulation of speech sounds.

2. Speaking Proficiency

2.1. Definition of Speaking Proficiency

Maria and Elsa (2019) define speaking proficiency as follows:

Speaking skill suggests the acquisition of fluency and comprehension, as well as mastery of the features at the phonological, morphological, and syntactic levels of the language. The ability to approximate the speech of an educated native speaker is gained through constant accurate repetition and diligent practice. (p. 4)

Moreover, According to Al Hosni (2014), speaking is described as the active utilization of language to convey meanings in a way that can be understood by others. In other words, it emphasizes the act of using language to express ideas and thoughts, allowing listeners or interlocutors to comprehend and interpret the intended message. This definition emphasizes the communicative aspect of speaking, emphasizing the importance of effective expression and understanding between speakers and listeners.

2.2. Importance of Speaking Proficiency

English language proficiency is crucial for EFL learners, especially in academic settings. Speaking proficiency plays a central role in facilitating effective communication, enabling learners to express their thoughts clearly and engage in meaningful interactions (Lai & Lin, 2021). It also enhances academic performance, as proficient speakers are better able to comprehend complex texts, actively participate in discussions, and present their ideas effectively (Yue, 2019). Moreover, developing speaking skills promotes learner engagement, with confident speakers being more motivated to actively participate in class activities and

collaborate with peers (Feng, 2019; Jiao & Wang, 2020). Additionally, speaking proficiency fosters cultural understanding, allowing learners to navigate cross-cultural communication challenges and engage with diverse perspectives (Zhang, 2021; Wu & Huang, 2018). Therefore, prioritizing the development of speaking proficiency in EFL instruction is essential for supporting learners' academic success and empowering them to become confident and competent speakers.

2.3. Components of Speaking Proficiency

Speaking effectiveness in second language (L2) learning requires a combination of linguistic knowledge and culturally appropriate interaction skills. Hymes (1971) suggests that communicative competence consists of grammatical, psycholinguistic, sociolinguistic, and language components. Canale and Swain (1980) further expand on this, proposing that communicative competence includes grammatical competence, discourse competence, sociolinguistic competence, and strategic competence.

2.3.1. Grammatical Competence

It involves knowledge of grammar, vocabulary, pronunciation, and intonation. It enables learners to accurately use and understand English language structures, contributing to fluency (Scarcella & Oxford, 1992).

2.3.2. Discourse Competence

It emphasizes the application of cohesion and coherence rules in both formal and informal discourse. It requires perceiving and processing stretches of discourse, as well as

using discourse markers and structures to express ideas, indicate relationships, and maintain meaningful communication (Richards & Renandya, 2002; Scarcella & Oxford, 1992).

2.3.3. Sociolinguistic Competence

It goes beyond linguistic knowledge and involves understanding the cultural aspects of language use. Learners need to be familiar with the social and cultural norms of native speakers to communicate effectively. This competence helps learners distinguish appropriate comments, ask questions, and respond nonverbally in line with the purpose of the conversation (Richards & Renandya, 2002; Brown, 1994).

2.3.4. Strategic Competence

It refers to the ability to use language appropriately to achieve communicative goals. It includes knowing when and how to initiate, maintain, and terminate conversations, as well as resolving breakdowns in communication and comprehension problems (Richards & Renandya, 2002). Strategic competence also involves compensating for any deficiencies in linguistic, sociolinguistic, and discourse knowledge (Brown, 1994; Berns, 1990). Overall, speaking effectiveness in L2 learning requires proficiency in grammatical, discourse, sociolinguistic, and strategic competences, enabling learners to use the language accurately, coherently, culturally appropriately, and strategically (Richards & Renandya, 2002).

2.4. Barriers to Speaking Proficiency

This section examines barriers to speaking proficiency for EFL learners, including linguistic, psychological, and sociocultural factors. By understanding and addressing these

barriers, educators and learners can work towards enhancing speaking skills and fostering effective communication in the EFL context.

2.4.1. Linguistic Barriers

a. Limited vocabulary

Leong and Ahmadi (2017) argue that a lack of vocabulary can hinder EFL learners' ability to express themselves effectively. Insufficient knowledge of words and their usage may lead to difficulties in constructing coherent sentences and expressing ideas accurately.

b. Grammar and syntax challenges

Alireza (2020) believes that a low level of linguistic competence, such as grammar, vocabulary, and pronunciation of the target language, along with knowledge of speech, and production acts, could be barriers for EFL learners to engage in a successful spoken communication.

c. Pronunciation and intonation

Munro and Derwing (2015) assume that differences in phonetics and intonation between the learners' native language and English can pose significant challenges. Incorrect pronunciation and intonation may result in miscommunication and difficulty in understanding for native English speakers.

2.4.2. Psychological Barriers

a. Fear of making mistakes

According to MacIntyre, Baker, Clément, and Conrod (2001), Many EFL learners are hesitant to speak due to a fear of making mistakes or being judged. This fear can lead to a lack

of confidence and reluctance to engage in conversations, hindering their speaking development.

2.4.3. Sociocultural Barriers

a. Limited exposure to authentic English

Limited exposure to native English speakers and authentic English environments can limit EFL learners' opportunities to practice and develop their speaking skills. Lack of real-life practice can hinder their ability to understand and communicate effectively (Hinkel,2006).

b. Cultural and sociolinguistic factors

Shemshadsara (2012) claims that cultural and sociolinguistic differences may affect EFL learners' ability to communicate appropriately in English. Understanding idiomatic expressions, colloquial language, and cultural nuances can be challenging, leading to miscommunication or misunderstandings.

2.5. Factors affecting EFL Learners' Speaking Proficiency Development

When it comes to the development of EFL learners' speaking proficiency, several factors come into play. The following key factors can influence the development of EFL learners' speaking proficiency:

2.5.1. Language Input and Exposure

According to Lightbown and Spada (2013), language input and exposure play a crucial role in the development of speaking proficiency. When learners are exposed to a sufficient amount of high-quality language input, such as conversations with native speakers, listening

to authentic audio materials, watching videos, and engaging in meaningful interactions in English-speaking environments, they have the opportunity to absorb and internalize the linguistic features necessary for effective speaking.

2.5.2. Motivation and Attitude

Dörnyei (2005) asserts that motivation and attitude significantly influence learners' progress in developing their speaking skills. Learners who are motivated and have a positive attitude towards learning English are more likely to invest time and effort in practice. They actively seek out opportunities for English communication, such as joining conversation groups or participating in language exchange programs. Their motivation and positive attitude also contribute to their resilience in overcoming speaking challenges and their willingness to take risks in using the language.

2.5.3. Speaking Practice and Feedback

The research conducted by Nunan (1991) highlights that regular and consistent speaking practice is essential for developing proficiency. Learners need ample opportunities to actively use the language through structured activities like role-plays, discussions, and presentations. By engaging in these activities, learners can apply their knowledge and skills in real communicative situations, improving their fluency, accuracy, and confidence. Constructive feedback, whether from teachers or peers, helps learners identify specific areas for improvement and provides guidance for refining their speaking skills.

2.5.4. Language Anxiety

According to Horwitz et al., (1986), language anxiety can hinder speaking proficiency development. When learners feel anxious or self-conscious about making mistakes or being negatively evaluated, it can create psychological barriers that impede their fluency and inhibits their ability to express themselves effectively. By creating a supportive and non-judgmental learning environment, teachers can help alleviate language anxiety and foster a sense of speaking confidence among learners, thus promoting their speaking proficiency development.

2.5.5. Cultural and Sociolinguistic Factors

Kramsch (1993) suggests that proficiency in speaking involves understanding and appropriately using sociolinguistic norms. Learners need exposure to the cultural aspects of English-speaking communities, such as social customs, idiomatic expressions, and appropriate register and intonation patterns. By gaining insights into these sociolinguistic norms, learners can develop effective communication skills and adapt their language use to different social contexts, enabling them to engage in meaningful and culturally appropriate conversations.

2.5.6. Individual Differences

According to the insights provided by Ellis (2008), individual differences play a significant role in learners' speaking proficiency development. Learners have unique characteristics, such as different learning styles, cognitive abilities, and prior language learning experiences. These individual differences can affect their preferred approaches to language learning and their

ability to acquire speaking skills. Teachers should consider these individual differences and tailor instruction and activities accordingly to meet the diverse needs of learners, ensuring optimal learning outcomes.

2.5.7. Instructional Approaches

According to Richards and Rodgers (2001), the instructional approach employed in the language classroom can impact speaking proficiency development. Learner-centered approaches that prioritize active participation, authentic communication, and meaningful tasks tend to promote speaking skills more effectively. These approaches provide learners with ample opportunities to engage in interactive speaking activities and foster an environment where they can apply the language in meaningful ways. In contrast, traditional teacher-centered approaches that focus primarily on grammar rules and rote memorization may limit learners' speaking development by not emphasizing the practical application and real-life communication of the language.

These factors interact and influence each other in complex ways, and their relative importance may vary depending on individual learners and contextual factors. Recognizing and addressing these factors can contribute to the enhancement of EFL learners' speaking proficiency.

2.6. *Speaking Proficiency Assessment*

Assessing speaking proficiency in language learning contexts is crucial for evaluating learners' oral communication skills (Smith, 2019). In online speaking courses, various assessment methods are employed to gauge students' speaking abilities. These methods

include recorded speeches, live speaking sessions, peer assessments, self-assessment, and performance tasks (Johnson & Lee, 2020). Recorded speeches allow students to demonstrate their speaking skills through pre-recorded videos, which can be evaluated by instructors based on specific criteria. Live speaking sessions facilitate real-time interactions between students and instructors, enabling immediate assessment of fluency, pronunciation, vocabulary usage, and grammar. Peer assessments, as advocated by Smith (2019), provide students with the opportunity to evaluate their peers' speaking performance, encouraging active participation and collaboration. Self-assessment tasks require students to reflect on their own speaking abilities, fostering metacognitive skills and self-regulated learning (Brown & Green, 2021). Performance tasks, such as role-plays, presentations, debates, and discussions, allow students to apply their speaking skills in authentic contexts and are evaluated using rubrics or checklists (Taylor, 2018). By employing these diverse assessment approaches, educators can comprehensively evaluate and provide constructive feedback on students' speaking proficiency in online speaking courses.

Section Two: Research into the use of Zoom Application

Introduction

This section is dedicated to the use of Zoom Application. It sheds light on DL, its types, and its advantages and disadvantages in education especially in language teaching and learning. It also includes the definition of ICTs, its integration in education, with reference to the barriers and challenges of integrating technology in classroom environment. In this section the focus is more on the integration of Zoom Application in EFL classrooms. And it also spots the light to the advantages and disadvantages of the integration of zoom application in EFL classrooms, and finally it will conclude with the importance of zoom application to enhance EFL learners' speaking proficiency.

1. Distance learning

1.1. Definition of Distance Learning

Phipps and Merisotis (1999) highlighted that the definition of DL is in a constant state of evolution due to advancements in technology. Therefore, it is crucial to establish a precise operational definition of "DL" to capture its ever-changing nature, as cited in King et al. (2001).

DL also referred to as electronic learning, e-learning, or online learning (OL) pertains to a mode of instruction where learners access educational content and engage in learning activities through online platforms, utilizing computers or other electronic devices. According to Means et al. (2009), OL refers to a fully virtual educational approach that replaces face-to-face learning. In this form of learning, physical presence in a traditional classroom setting is not mandatory for students (Souheyla, 2021). Learners have the autonomy to engage with the

learning materials and participate in discussions asynchronously, allowing them to adapt their study schedule to their individual needs and preferences.

The United States DL Association (1998) provides a comprehensive definition of DL as the process of acquiring knowledge and skills through mediated information and instruction, integrating a wide array of technologies and diverse OL methods (Roblyer & Edwards, 2000). This definition underscores the multifaceted nature of DL, which embraces the use of mediated information and instructional strategies to facilitate the acquisition of knowledge, by integrating various technologies and OL methodologies.

1.2. Types of Distance Learning

Dumont and Raggio (2018) propose distinct modes for online teaching, namely asynchronous, hybrid, and synchronous methods, as cited in Souheyla (2021).

1.2.1. Synchronous Distance Learning

It refers to a mode of education where the learning process takes place simultaneously with the delivery of lectures. It relies on real-time communication facilitated by internet-based platforms, enabling learners to engage in learning tasks remotely (Martin et al., 2012, as cited in Souheyla, 2021). For instance, platforms like Zoom enable educators and students to interact synchronously, fostering real-time communication, interaction, and collaboration (Alfadda & Mahdi, 2021). This mode of instruction has gained prominence in distance education, providing an effective means of delivering educational content and promoting student engagement despite physical separation.

1.2.2. Asynchronous Distance Learning

It entails a learning approach where the educational process takes place at different times, allowing students to study at their own convenience. However, this learning model is

characterized by intermittent interactions between teachers and students due to the lack of real-time engagement (Blaine, 2019, as cited in Souheyla, 2021). In this mode of instruction, students have the flexibility to access learning materials, complete assignments, and engage in discussions at their own pace and preferred time, but it also requires self-discipline and self-motivation to stay engaged. However, the lack of real-time interaction between teachers and students presents challenges.

1.2.3. Hybrid distance learning

Means et al. (2009) define blended or hybrid learning as the integration of OL elements with traditional face-to-face instruction, resulting in an improved educational experience. This integration offers flexibility in accessing materials, promotes interactive learning experiences, fosters collaboration among students, and enables personalized instruction. Educators are tasked with simultaneously instructing both remote and in-person students, utilizing ICT tools such as video conferencing to deliver live lectures, facilitate discussions, and engage both groups of students in real-time interactions.

These three modes offer distinct approaches to OL, providing flexibility and adaptability for educators to effectively engage learners in various OL environments.

1.3. The Advantages and the Disadvantages of Online Learning

OL a significant advancement in modern education has revolutionized the educational system and created new opportunities for students and teachers. It offers several advantages, including flexible self-paced learning and unlimited access to course materials, enabling asynchronous and self-directed learning (Li & Lalani, 2020). It also encourages active participation and collaboration through virtual discussions and online forums, fostering a

sense of community among learners (Chen et al., 2018) Additionally, it plays a pivotal role in developing future-oriented skills and simplifying the learning process for both learners and educators. Moreover, OL provides a convenient and accessible mode of education, eliminating geographical barriers and allowing learners to engage in studies from anywhere (Means et al., 2009). Furthermore, online platforms often offer a wide range of multimedia resources and interactive tools that enhance engagement and cater to different learning styles (Hew & Cheung, 2014).

However, OL also presents certain challenges. Firstly, it may lead to social isolation as students spend extended periods in front of screens, potentially affecting their overall well-being. Therefore, students must practice self-discipline in managing their screen time effectively. Furthermore, teachers need to receive adequate training in utilizing information and communication technology (ICT) tools proficiently (Le et al., 2021).

In summary, OL offers numerous benefits; however, it poses some challenges. To address these concerns, students must exercise self-discipline, while teachers should receive proper training to effectively integrate ICT tools.

2. ICTs

2.1. Definition of ICT

ICT, an acronym for "Information and Communication Technology," holds immense significance in the contemporary digital era. Asabere and Enguah (2012) defined ICT as an extensive array of tools, facilities, processes, and equipment that facilitate the creation, transmission, processing, storage, and dissemination of information in various forms such as voice, text, data, graphics, and video (Çakıcı, 2016). This definition emphasizes the pivotal

role of ICT in providing the necessary infrastructure and services for effective information management and communication.

In academic discourse, the term "ICT" encompasses not only information and communication technologies but also a diverse range of technological tools and resources utilized for communication, creation, dissemination, and management of information (Yunus et al., 2013). This broader interpretation underscores the integral role played by ICT in facilitating effective information exchange, knowledge creation, and resource management in various contexts.

One of the researchers defines ICT as information-handling tools, comprising a diverse set applications and services used for producing, storing, processing, distributing, and exchanging information (Çakıcı, 2016). This definition emphasizes the broad scope of ICTs' capabilities, highlighting their ability to handle information electronically in a digital form. Consequently, a wide range of products such as personal computers, digital television, email systems, and robotic devices fall under the umbrella of ICTs.

It is important to note that the definition of ICTs has evolved over time, with different scholars offering varied interpretations.

2.2. Importance of ICT in Education

In discussing the importance of using ICTs in education, Jo Shan (2013, P.112) states that “Nowadays, ICT is used extensively in the field of education” (as cited in Brahim & Nesba, 2019). As Baghdadi et al., (2022) highlighted that the topic of ICT integration in teaching has received great interest owing to its great role in the realm of education.

According to Vogel et al., (2007) “New educational technologies provide the convenience and flexibility most students appreciate, facilitating learning regardless of the

place and time” (as mentioned in Kwan et al., 2008). These educational technologies can be used to facilitate communication, interaction, and collaboration (Kwan et al., 2008). Resta & Laferrere (2007) noted that these collaborative environments foster deep learning (as mentioned in Kwan et al., 2008).

Thanks to interactive and adaptive educational technologies individual students are able to contextualize the learning activities according to their personal circumstances and to fit their current comprehension levels (Kwan et al., 2008). This could improve students' perseverance, creativity, critical thinking, and problem-solving abilities (Muirhead, 2007). Interactive learning environment provided in the classroom would alleviate teachers' burdens, facilitates comprehension and captures the attention of nowadays e-learning generation. Innovation is an important part of any educational practice; it can improve students-teachers interaction and it can be applicable to all forms of learning and teaching, including those supported by technology. According to Rogers (2003), the integration of ICT tools is the individual's decision to make an innovation as the best available solution (Touami, 2022)

New educational technologies are constantly emerging, providing unique research opportunities for their application in teaching and learning. Beetham & Sharpe (2007) assert that “New technology will inevitably impact on the ways in which people learn” (as cited in Kwan et al., 2008). In the present era, technology has become deeply intertwined with the process of teaching and learning. Students, teachers, schools, and educational institutions have increasingly high expectations regarding the integration of technology in education, especially when it comes to language learning (Bouzaki, 2023).

2.3. Challenges and Barriers to Integrating ICT in Education

The integration of ICT in education faces various challenges. Studies have identified potential obstacles that educators may face while implementing ICT in the classroom (Çakıcı, 2016). These challenges signify that there are difficulties and complexities associated with incorporating ICT tools and practices effectively within educational settings. While new educational technologies offer exciting opportunities, they also bring forth complexities that must be addressed (Kwan et al., 2008).

Before integrating ICTs in EFL classes, careful considerations must be made. Several important factors need to be considered before implementing ICTs to ensure a successful integration. These considerations encompass aspects such as the specific needs and goals of the EFL classes, the suitability of the technology for the learning context, the availability of resources and support, and the readiness of both teachers and students to effectively utilize ICT tools. Taking these considerations into account lays the foundation for a well-planned and effective integration of ICTs in EFL instruction. Researchers commonly encounter challenges when attempting to create pedagogical approaches that effectively leverage the latest technologies. This struggle arises from the rapid evolution of technology in education (Laurillard, 2006). The ongoing struggle reflects the efforts to bridge the gap between educational research and the effective integration of technology, aiming to maximize its potential in enhancing teaching and learning experiences.

Livingstone (2012) highlighted that "effective use of ICTs requires training" (p. 12) (as cited in Çakıcı, 2016). Recognizing that proficiency in ICT use is essential; Livingstone underscores the significance of training for individuals involved in educational settings. Through comprehensive training programs, educators and learners can acquire the necessary

skills and knowledge to harness the potential of ICTs. By prioritizing training, educational institutions can empower their stakeholders to navigate the complexities of ICT integration and optimize its impact on teaching and learning processes.

The lack of training may prevent students to effectively use ICTs in their learning. According to Azarfam (2012), students may develop a fear or aversion towards technology, commonly referred to as "technophobia," due to insufficient ICT training and other psychological factors (as cited in Souheyla, 2021). This underscores the importance of addressing the lack of ICT training and understanding the psychological barriers that can hinder students' effective use of technology in their learning experiences. It is crucial for educators to acknowledge and address these concerns to create a supportive learning environment. By providing appropriate training and support, educators can help alleviate technophobia and empower students to embrace technology as a valuable resource in their educational journey.

The utilization of ICT tools under these circumstances fails to achieve the fundamental objectives of enhancing students' language skills, thereby adversely impacting their classroom motivation and learning outcomes (Gabriel & Thonda, 2020 as cited in Souheyla, 2021). This suggests that the integration of ICTs in such conditions hinders rather than facilitates effective language learning and student engagement.

3. Zoom Application

3.1. Definition of Zoom

It is important to establish a clear definition of Zoom application in order to understand its meaning and its importance. Notably, within academic discourse, Zoom is often referred to as a cloud-based platform that encompasses various collaborative features,

including live chat, screen sharing, video and audio conferencing (Serembus & Kemery, 2020). By acknowledging its multifaceted functionalities, scholars can gain a deeper understanding of the role and potential of the Zoom application in facilitating remote communication and collaboration. By employing a webcam and a microphone, individuals are capable of engaging in real-time interactive communication within an online setting simulating the traditional classroom environment (Rahayu, 2020).

It can also be defined as video conferencing software that allows people to communicate and collaborate remotely through video and audio calls, chat, screen sharing, and other features. It has become increasingly popular for remote work and OL during the COVID-19 pandemic. According to the Learning Technology Center (2018), Zoom integrates video conferencing, online meetings, and in-conference group chat into a user-friendly platform, making it well-suited for online classes and collaborative group work (Ramadani & Khaferi, 2020)

3.2. Advantages of integrating Zoom Application into EFL Classroom

The utilization of the Zoom application in online teaching has been found to offer a multitude of benefits (Alfadda & Mahdi, 2021). Numerous researchers emphasize the importance of Zoom sessions in relation to students' academic accomplishments (Souheyla, 2021) Watkins et al., (1996) assert that Zoom classes facilitate the development of essential language learning skills, including higher-order thinking, critical thinking, and problem-solving skills. This is achieved through active engagement, cooperative participation, and the sharing of information among learners (as cited in Ayoub, 2019). In addition, selecting and designing activities within Zoom classes are expected to enhance students' motivation and active involvement (McCloskey & Lee, 2010 as cited in Souheyla, 2021). This can lead to

improved learning outcomes and a more positive overall learning experience. That is for the reason that Zoom classes offer a communication-oriented approach to language teaching, aiming to stimulate students' motivation and engagement. Various modalities such as texts, videos, and voice chats are employed to provide immediate feedback, enabling students to acquire the essential language skills.

Zoom application as a collaborative tool that may help meet the pedagogical needs for engagement making sessions dynamic and robust (Serembus & Kemery, 2020). Within the Zoom environment, learners have the opportunity to engage in a diverse range of educational activities (Alfadda & Mahdi, 2021). This includes interactive discussions, collaborative projects, virtual presentations, and other forms of active learning practices that can be delivered in breakout rooms. Such activities enable students to actively participate, contribute their ideas, and enhance their overall learning experience. On the other hand, materials-related activities involve sharing slides or screens with students or educators, downloading homework assignments, and uploading responses to questions (Rahayu, 2020). Moreover, according to a study by Rahayu (2020), more than 60% of university students were able to communicate through writing or speaking using the zoom application in an easy way.

3.3. Disadvantages of integrating Zoom Application into EFL Classroom

While there are many advantages to integrating Zoom into an EFL classroom, there are also some potential challenges to consider. The features of Zoom may be difficult to access at first and may prove less intuitive in terms of their use (Dharma et al. 2017). Zoom relies on a stable internet connection and appropriate hardware, including a microphone and camera, for effective functioning. However, technical problems like slow internet speed, inadequate audio and video quality, or equipment malfunctions can disrupt communication

and hinder the learning experience. In addition, as with other synchronous online programs, students may become distracted or engaged in multitasking and classes and lectures may stretch out longer than anticipated (Lowenthal et al. 2020; Ferns et al. 2020). Remote learning introduces additional distractions for students as they attend classes from their own environments, including the presence of other individuals and external noises. These distractions pose a challenge to students' ability to maintain focus, especially during activities that demand their complete attention, such as speaking exercises.

Moreover, Students using Zoom may experience difficulties such as unreliable Internet connections, lack of a quiet environment, and inadequate speakers or microphones (Lowenthal et al. 2020; Ferns et al. 2020). Some students may not have access to technology or stable internet connections, putting them at a disadvantage compared to others, resulting in inequity in their learning experience and outcomes. In essence, the utilization of Zoom in EFL classrooms assumes a level of technological proficiency from both students and teachers, which may not be attainable for everyone. Students who lack comfort with technology may experience frustration and intimidation, leading to reduced engagement and diminished motivation levels.

3.4. The use of Zoom Application to enhance speaking proficiency

The utilization of online tools has become prevalent in the endeavor to enhance speaking proficiency, as they offer convenience and support in English language acquisition (Baron, 2020). Besides, as Baron (2020) asserts, the acquisition of speaking skills in English necessitates substantial interaction with others and ample practice. Consequently, incorporating online education platforms such as Zoom into speaking classes is deemed

suitable, given their capacity to facilitate social interaction among students and instructors (Yasin, 2021).

Additionally, Zoom allows students to engage in remote communication, which is much more convenient than traditional face-to-face interactions. It eliminates the need for physical presence and allows students to connect from anywhere in the world. Moreover, this application can be accessed from a wide range of devices, including desktop computers, laptops, tablets, and smartphones. This makes it easier for students to participate in speaking exercises and discussions from their preferred devices. Furthermore, Zoom offers real-time feedback on the quality of audio and video, making it easier for teachers to evaluate the speaking skills of their students. It can also record and store video conversations for future reference. This means that the students' speaking skills can be easily assessed by using the zoom application to help them develop their communication skills and become accustomed to conversing with other Zoom participants (Wargadinata, Wildana, et.al. 2020, as cited in Yasin, 2021). Zoom enables interactive communication, providing students with opportunities to improve their speaking skills through discussions, debates, presentations, and collaborative projects. It also facilitates communication with individuals from diverse backgrounds, promoting communication skill development in diverse settings.

Conclusion

The first section emphasizes the importance of speaking proficiency for EFL learners and tackles the barriers and factors affecting its development. The second section highlights the potential of the integration of Zoom in EFL classrooms as a means to overcome challenges and foster language development allowing educators to effectively address the barriers identified in Section One, creating an interactive and supportive learning environment

which serves as a practical solution to promote and facilitate effective language communication and enhance EFL learners' speaking proficiency.

Chapter Two:
Methodology, Findings
and Discussion

Introduction

This chapter outlines the methodology guideline followed by the researchers to carry out this research study, and it contains four sections. The first section provides an overview of the research design. The next section focuses on the data analysis and interpretation. The third section is devoted to the discussion of the findings; while the last one deals with the limitations and implications of this research and provides recommendations for further research.

1. Research Methodology and design

1.1. Research Method

This research investigates teachers' and students attitudes towards using Zoom application to enhance EFL learners' speaking proficiency. This descriptive study adopts a qualitative and a quantitative (mixed) approach and uses a survey as a research method in order to answer the research questions.

1.2. The setting

The study was conducted at the Department of Letters and English Language, University of M'sila during the second semester of the academic year 2022/2023.

1.3. Research Population and Sampling

The present study focuses on a specific population, namely the Master 02 Linguistics students, consisting of a total of 88 individuals. This targeted population was selected due to their unique characteristics as they are approaching graduation and therefore have a

heightened awareness of the significance of developing speaking proficiency. Additionally, these students have prior experience with learning through the Zoom application, as they encountered its use during the Covid-19 pandemic period in previous years. The Teachers questionnaire' sample includes both males (N= 5) and females (N= 7), the total number of the selected participants is precisely twelve (N= 12). While the students' questionnaire sample is fifty (50) students, which includes both males (N=8) and females (N=42).

1.4. Description of Teachers' Questionnaire:

The teachers' questionnaire is consisted of 18 questions divided into four sections. Each section involves different types of questions including checkboxes and multiple-choice questions. The first section of the questionnaire entitled as "Teachers' Attitudes Towards the Usage and Implementation of Zoom Application for Teaching Speaking Skill" which contains seven close-ended questions. The second section, which is entitled as "Teachers' Attitudes Towards the Reasons for Using or Not Using Zoom Application for Teaching Speaking Skill" which consists of four close-ended questions. The third section, which is entitled as "Teachers' Attitudes Towards the Effectiveness of Using Zoom Application for Teaching Speaking Skill" consists of six closed-ended questions. The fourth section, which is entitled as "Suggestions and Recommendations", involves only one open-ended question.

1.5. Description of Students' Questionnaire:

The students' questionnaire is consisted of 13 questions divided into three sections. Each section involves different types of questions including checkboxes and multiple-choice questions. The first section of the questionnaire entitled as "Students' Attitudes Towards the Usage and Implementation of Zoom Application for to Enhance Speaking" which contains

five close-ended questions. The second section, which is entitled as “Students’ Attitudes Towards the Reasons for Using or Not Using Zoom Application for Teaching Speaking Skill” which consists of three close-ended questions. The third section, which is entitled as “Students’ Attitudes Towards the Effectiveness of Using Zoom Application in Learning Speaking” consists of four closed-ended questions.

1.6. Research Tools

Online questionnaires were used as a research tool to collect qualitative data from both EFL teachers and students. Both questionnaires explore EFL teachers’ and learners’ attitudes towards the use of Zoom application to develop the speaking proficiency. The questionnaires’ structure and content is designed after reviewing previous related literature and with the aid and guidance of the supervisor and other experts in the field.

2. Data Analysis Statistical Tools

2.1. Analysis Tools

After receiving participants’ answers to the questionnaires, it is essential to analyze and interpret the data in order to obtain outcomes that assist to answer the research questions. In order to conduct this study, the researchers used Google Forms, Microsoft program (Excel) and statistical tools (SPSS software) to describe and analyze collected data.

2.2. Data Analysis and Interpretation

2.2.1. Teachers' Questionnaire Analysis

To analyze the qualitative data collected from teachers and students regarding their perceptions towards the use of Zoom for enhancing EFL learners' speaking proficiency Chi-square values were calculated to examine the relationship between different variables related to the perceptions of teachers and students, providing statistical evidence to support the findings and conclusions of the study, and percentages were calculated for the quantitative data analysis.

Teachers Attitudes Towards the Usage and Implementation of Zoom Application in Teaching Speaking Skill

Table 01

Method that Teachers Usually Use in Teaching Speaking

	Observed N	Expected N	Residual	Chi-Square	df	Asymp. Sig.
Traditional Method	2	6.0	-4.0	5.333 ^a	1	.021
Blended Method	10	6.0	4.0			
Online Teaching Method	0	0	0			
Total	12					

Graph 01

Method that Teachers Usually Use in Teaching Speaking

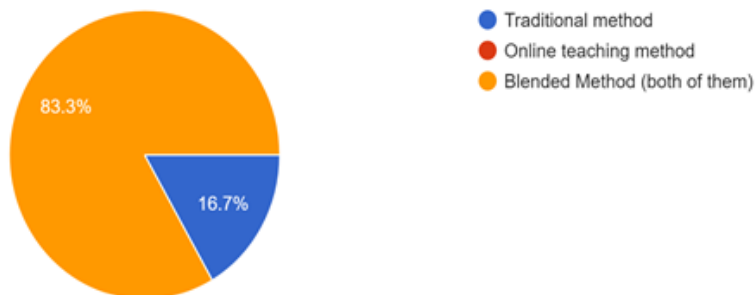


Table 01 and Graph 01 showed that the majority (10 teachers) reported using the blended teaching method, while only 2 teachers indicated using the traditional method. However, none of the teachers reported using the online teaching method. The chi-square test statistic yielded a value of 5.333 with 1 degree of freedom (df), resulting in an asymptotic significance (p-value) of .021. The residual values indicate that there were 4 fewer teachers than expected using the traditional method, while 4 more teachers than expected reported using the blended teaching method. These findings suggest that the surveyed teachers prefer using the blended teaching method to teach speaking skills. They believe that combining online and face-to-face elements is effective for instruction.

Table 02

Applications Used for Teaching a FL

		Observed N	Expected N	Residual	Chi-Square	df	Asymp. Sig.
Google Meet	No	2	6.0	-4.0	5.333 ^a	1	.021
	Yes	10	6.0	4.0			
	Total	12					
Zoom	No	2	6.0	-4.0	5.333 ^a	1	.021
	Yes	10	6.0	4.0			
	Total	12					
Telegram	No	7	6.0	1.0	.333 ^a	1	.564
	Yes	5	6.0	-1.0			
	Total	12					
WhatsApp	No	9	6.0	3.0	3.000 ^a	1	.083
	Yes	3	6.0	-3.0			
	Total	12					

It can be seen from the data in Table 02 that the majority of 10 participants reported using both Google Meet and Zoom as their preferred applications for teaching FL. The chi-square=5.333 with df=1 for both Google Meet and Zoom application. The p-values associated with these tests were found to be 0.021, indicating a significant difference between the observed and expected frequencies for these applications. The residual values reveals that

there were 4 more participants than expected using both Google Meet and Zoom application, indicating a strong preference for these platforms. This finding highlights the popularity and usefulness of Zoom and Google Meet as preferred applications for teaching FL.

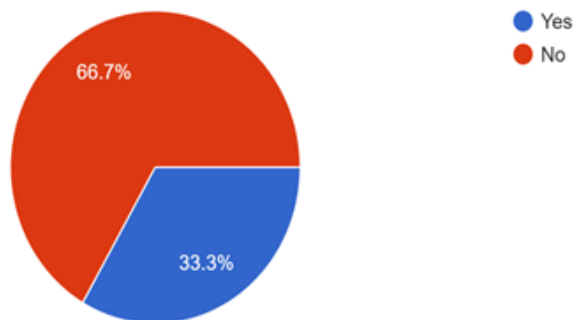
Table 03

Teachers' Use of Zoom for Teaching Speaking

	Observed N	Expected N	Residual	Chi-Square	df	Asymp. Sig.
No	8	6.0	2.0	1.333 ^a	1	.248
Yes	4	6.0	-2.0			
Total	12					

Graph 02

Teachers' Use of Zoom for Teaching Speaking



From Table 03 and Graph 02, it can be seen that the majority (8 participants) reported not using Zoom to teach speaking, while (4 participants) indicated using Zoom for this purpose. The chi-square value of 1.333 with df=1. The P-value was found to be 0.248. The residuals values reveal that there were 2 more participants than expected who reported not using Zoom for teaching speaking, while 2 fewer participants than expected reported using Zoom for this purpose. The findings indicate that some participants in the sample use Zoom for teaching speaking, while others do not. This suggests that there are various factors influencing their decision for choosing Zoom or not.

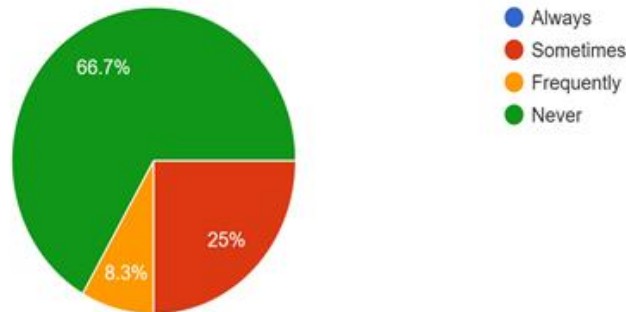
Table 04

Frequency of Using Zoom Application for Teaching Speaking Skill

	Observed N	Expected N	Residual	Chi-Square	df	Asymp. Sig.
Never	8	4.0	4.0	6.500 ^b	2	.039
Sometimes	3	4.0	-1.0			
Frequently	1	4.0	-3.0			
Always	0	0	0			
Total	12					

Graph 03

Frequency of Using Zoom Application for Teaching Speaking Skill



The majority (8 participants out of 12) reported never using Zoom for teaching speaking, 3 participants indicated using it sometimes, and only 1 participant reported using it frequently. None of the participants reported using Zoom always for teaching speaking. The chi-square value of 6.500 with $df=2$. The P-value was found to be 0.039. The residual values reveals that there were 4 more participants than expected who reported never using Zoom for teaching speaking, while 1 fewer participant than expected reported using it sometimes, and 3 fewer participants than expected reported using it frequently. These findings suggest that most of the participants in the sample never used Zoom for teaching speaking, indicating that there are factors influencing their decision including personal preferences, pedagogical beliefs, technological limitations, or other considerations.

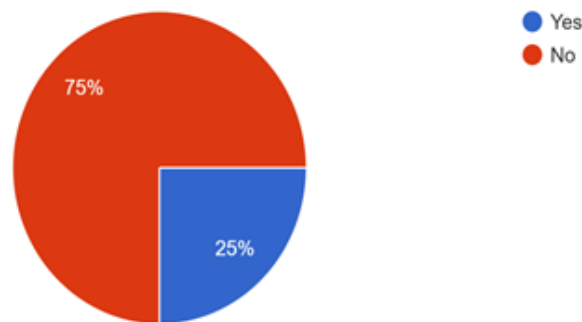
Table 05:

Receiving Training Courses of Using Zoom Application in Teaching Speaking

	Observed N	Expected N	Residual	Chi-Square	df	Asymp. Sig.
No	9	6.0	3.0	3.000 ^a	1	.083
Yes	3	6.0	-3.0			
Total	12					

Graph 04

Receiving Training Courses of Using Zoom Application in Teaching Speaking



Among the 12 participants, 9 reported not receiving any training courses, while 3 indicated receiving such training. The chi-square value was 3.000 with $df=1$. However, the p-value was found to be 0.083, suggesting that the observed frequencies did not significantly deviate from the expected frequencies at the conventional significance level. Notably, there were 3 more participants than expected who reported not receiving training, while 3 fewer participants than expected reported receiving training. These findings suggest that the participants had limited exposure to training courses on how to effectively incorporate Zoom Application into their speaking instruction. This lack of training may result in challenges or barriers when utilizing Zoom for teaching speaking.

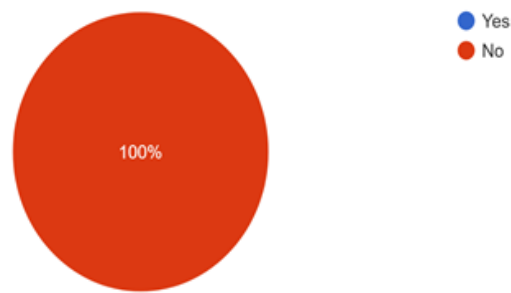
Table 06

The Necessary Tools for Using Zoom Application in Teaching Speaking Skill

	Observed N	Expected N	Residual	Chi-Square	df	Asymp. Sig.
No	12	12.0	.0	/	/	/
Yes	0	0	0			
Total	12 ^a					

Graph 05

The Necessary Tools for Using Zoom Application in Teaching Speaking skill



The table shows that all 12 participants reported that the administration does not provide the necessary tools and devices that facilitate using Zoom application in teaching speaking skill. Since there are no deviations or variation in the responses, indicated by residuals of 0 for both "No" and "Yes" items and no chi-square value, df, or (p-value) are reported. This suggests that all participants uniformly reported the absence of necessary administrative tools and devices to facilitate the use of the Zoom application. These findings indicate a lack of support from the administration in providing the required tools and devices for utilizing Zoom in teaching speaking skill which will negatively affect teaching and learning experiences, hindering the potential benefits of using Zoom for improving speaking skills instruction.

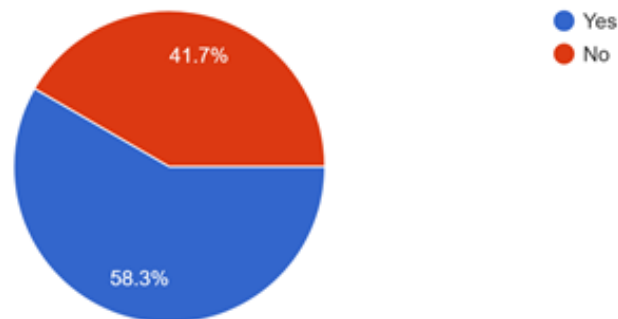
Table 07

Teacher-student Interaction When Teaching Speaking Using Zoom

	Observed N	Expected N	Residual	Chi-Square	df	Asymp. Sig.
No	5	6.0	-1.0	.333 ^a	1	.564
Yes	7	6.0	1.0			
Total	12					

Graph 06

Teacher-student Interaction When Teaching Speaking Using Zoom



The observed frequencies from Table 07 and Graph 06 show that 5 participants reported a lack of teacher-student interaction (41,7%), while 7 participants reported experiencing teacher-student interaction during speaking instruction with Zoom (58,3%). The residuals show a deviation of -1 for "No" and +1 for "Yes." This suggests that there is a slight discrepancy between the observed and expected frequencies, indicating a slightly higher proportion of participants reporting teacher-student interaction than expected. The chi-square value of .333 with df=1 and a p-value of .564 indicate that the observed discrepancy is not statistically significant. The findings suggest that there is a balanced distribution of participants reporting both teacher-student interaction and a lack thereof when teaching speaking using Zoom. This implies that there are other reasons behind this variability and the

need to enhance the interaction to promote effective communication and engagement in Zoom-based speaking instruction.

2.2.2. Teachers Attitudes towards the reasons of using or not using Zoom application in teaching speaking skill

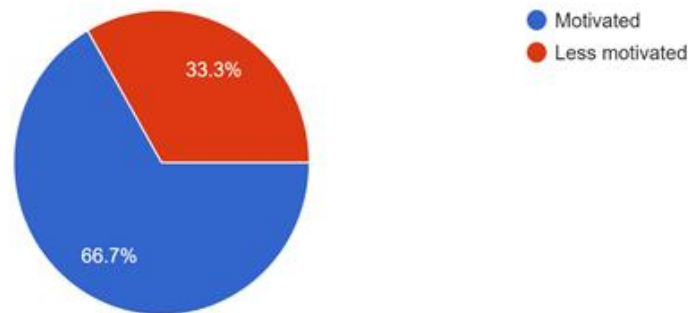
Table 08

Motivation to Teach Speaking Online

	Observed N	Expected N	Residual	Chi-Square	df	Asymp. Sig.
No	4	6.0	-2.0	1.333 ^a	1	.248
Yes	8	6.0	2.0			
Total	12					

Graph 07

Motivation to Teach Speaking Online



The table and graph above illustrate that 4 participants reported no motivation (33,3%), while 8 participants reported being motivated to teach speaking online (66,7%). The residuals show a deviation of -2 for "No" and +2 for "Yes." This suggests that a higher proportion of participants reporting motivation to teach speaking online than expected. The chi-square value of 1.333 with df=1 and a p-value of .248 indicate that the observed discrepancy is not statistically significant. The findings indicate varying levels of motivation

among teachers for online speaking instruction. While some participants reported no motivation, a larger proportion expressed motivation. This implies that factors such as limited resources, lack of training, student engagement challenges, and time constraints can diminish enthusiasm in using online platforms.

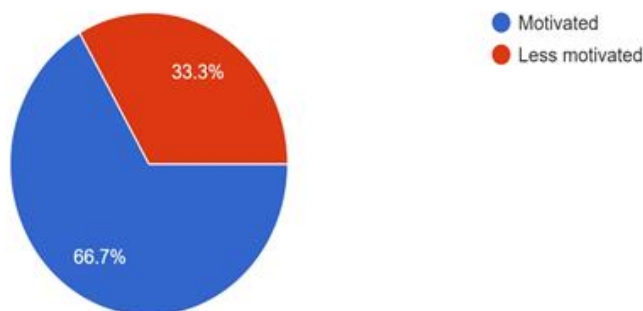
Table 09

Motivation to Use Zoom to Teach Speaking

	Observed N	Expected N	Residual	Chi-Square	Df	Asymp. Sig.
No	4	6.0	-2.0	1.333 ^a	1	.248
Yes	8	6.0	2.0			
Total	12					

Graph 08

Motivation to Use Zoom to Teach Speaking



According to the observed frequencies, 4 participants reported no motivation to use Zoom for teaching speaking, while 8 participants expressed motivation. The residuals show a deviation of -2 for "No" and +2 for "Yes." This suggests that a higher proportion of participants reporting motivation to use Zoom for teaching speaking than expected. The chi-square value of 1.333 with df=1 and a p-value of .248 suggest that the observed deviation is not statistically significant. The findings highlight varying levels of motivation among teachers to use Zoom for teaching speaking. While some participants reported no motivation, a larger proportion expressed motivation. Factors like individual preferences, attitudes

towards technology, previous online teaching experiences, and perceived effectiveness of Zoom may contribute to this variability.

Table 10

Reasons for Using Zoom Application to Teach Speaking

		Observed N	Expected N	Residual	Chi-Square	df	Asymp. Sig.
Facilitating education	No	5	6.0	-1.0	.333 ^a	1	.564
	Yes	7	6.0	1.0			
	Total	12					
Real-time practice and speaking	No	5	6.0	-1.0	.333 ^a	1	.564
	Yes	7	6.0	1.0			
	Total	12					
Convenience and accessibility	No	9	6.0	3.0	3.000 ^a	1	.083
	Yes	3	6.0	-3.0			
	Total	12					
Interactivity and engagement	No	6	6.0	.0	.000 ^a	1	1.000
	Yes	6	6.0	.0			
	Total	12					
Recordings	No	8	6.0	2.0	1.333 ^a	1	.248
	Yes	4	6.0	-2.0			
	Total	12					
Saving time and efforts	No	5	6.0	-1.0	.333 ^a	1	.564
	Yes	7	6.0	1.0			
	Total	12					
Having fun	No	9	6.0	3.0	3.000 ^a	1	.083
	Yes	3	6.0	-3.0			
	Total	12					

The reasons of facilitating education, real-time practice and speaking, and saving time and efforts:

Among the participants, 5 individuals reported not using Zoom for these purposes, while 7 individuals reported using it. There is a residual of -1 for the "No" category, indicating that there were fewer respondents who reported not using Zoom for these reasons compared to what was expected. On the other hand, there is a residual of 1 for the "Yes"

category, indicating that there were more respondents who reported using Zoom for these reasons. The chi-square value of 0.333 with $df=1$ and a p-value of 0.564 suggests that there is no statistically significant association between the use of Zoom for these reasons and the respondents' choices. The study suggests that some participants recognize the benefits of using Zoom for facilitating education, real-time practice, and saving time. However, a smaller proportion of participants have different perspectives or experiences that make them less supportive of Zoom.

The reasons of Convenience and accessibility and having fun:

Among the participants, 9 individuals reported not using Zoom for these reasons, while 3 individuals reported using it. There is a residual of 3 for the "No" category and -3 for the "Yes" category. The chi-square value of 3.000 with $df=1$ and a p-value of 0.083. This suggests that there is a weakly significant association between the use of Zoom for convenience, accessibility, and having fun in teaching speaking and the respondents' choices. This suggests that some respondents are more likely to use Zoom for these reasons, while others are less inclined to do so.

The reason of interactivity and engagement:

Among the participants, 6 individuals reported not using Zoom for this reason, while 6 individuals reported using it. There is a residual of 0 for both the "No" and "Yes" categories. The chi-square value of 0.000 with $df=1$ and a p-value of 1.000 indicates that there is no significant association between the use of Zoom for interactivity and engagement in teaching speaking and the respondents' choices. In summary, there is no association between the use of Zoom for interactivity and engagement in teaching speaking and the respondents' choices.

The use of Zoom for this purpose is equally likely among the respondents and does not strongly impact their decision to use the application.

The reason of recordings:

Among the respondents, 8 individuals reported not using Zoom for this reason, while 4 individuals reported using it. There is a residual of 2 for the "No" category and -2 for the "Yes" category. This suggests that more respondents reporting not using Zoom for recordings. The chi-square value of 1.333 with df=1 and a p-value of 0.248 which is greater than the conventional significance level of 0.05. In summary, there is no significant association between the use of Zoom for recordings in teaching speaking and the respondents' choices. The findings imply that the teachers do not use Zoom for this reason and it does not strongly impact their decision to use the application.

Table 11

Reasons for not using Zoom application to teach speaking

		Observed N	Expected N	Residual	Chi-Square	df	Asymp. Sig.
Lack of technical skills (ICT skills)	No	8	6.0	2.0	1.333 ^a	1	.248
	Yes	4	6.0	-2.0			
	Total	12					
Limited access to technology	No	5	6.0	-1.0	.333 ^a	1	.564
	Yes	7	6.0	1.0			
	Total	12					
Lack of training	No	1	6.0	-5.0	8.333 ^a	1	.004
	Yes	11	6.0	5.0			
	Total	12					
Lack of time in zoom sessions	No	8	6.0	2.0	1.333 ^a	1	.248
	Yes	4	6.0	-2.0			
	Total	12					
Technical breakdowns (internet)	No	8	6.0	2.0	1.333 ^a	1	.248
	Yes	4	6.0	-2.0			
	Total	12					
Lack of discipline	No	4	6.0	-2.0	1.333 ^a	1	.248

	Yes	8	6.0	2.0			
	Total	12					
Lack of interactivity between teachers and students	No	9	6.0	3.0	3.000 ^a	1	.083
	Yes	3	6.0	-3.0			
	Total	12					
Anxiety of being recorded	No	10	6.0	4.0	5.333 ^a	1	.021
	Yes	2	6.0	-4.0			
	Total	12					
Challenges of cultural differences	No	8	6.0	2.0	1.333 ^a	1	.248
	Yes	4	6.0	-2.0			
	Total	12					

The reasons of the lack ICT skills, the lack of time in Zoom sessions, and internet:

Out of 12 participants, 8 reported “No”, and 4 said “yes”. The chi-square test with 1 degree of freedom yields a chi-square value of 1.333, indicating a slight deviation from the expected frequencies. However, the p-value of 0.248 > 0.05 suggests that this deviation is not statistically significant, with a residual of 2 for "No" (indicating a higher frequency than expected) and -2 for "Yes" (indicating a lower frequency than expected). This suggests that reasons like the lack of ICT skills, time constraints, and technical issues related to the internet do not significantly affect teachers' decision to use Zoom for teaching speaking skills. It implies that other factors, such as Zoom's benefits, effectiveness, and suitability for language teaching may influence decision.

The reason of challenges of cultural differences:

Out of the 12 participants, 4 reported facing challenges related to cultural differences, while 8 did not perceive it as a significant issue. The chi-square value of 1.333 suggests a slight association. The p-value of .248 indicates that this association is not statistically significant. The observed data deviated slightly from the expected distribution, with a residual of 2 for "No" (indicating a higher frequency than expected) and -2 for "Yes" (indicating a lower frequency than expected). The findings indicate that a significant number of the

participants did not encounter any challenges related to cultural differences while using Zoom as a platform to teach speaking skills. This implies that the participants were able to adapt to cultural diversity effectively in Zoom speaking instruction.

The reason of "Limited access to technology":

Out of the total 12 respondents, 7 reported "Yes", and 5 reported "No". The chi-square test with $df=1$ yields a chi-square value of 0.333, indicating a small deviation from the expected frequencies. However, the p value of 0.564 suggests that this deviation is not statistically significant at the conventional significance level ($p > 0.05$), with a residual of -1 for "No" (indicating a lower frequency than expected) and 1 for "Yes" (indicating a higher frequency than expected). Therefore, based on the data, there is no significant evidence to conclude that limited access to technology is a major reason for not using the Zoom application to teach speaking.

The reason "Lack of training":

Out of the total 12 respondents, 11 reported "Yes" however, only 1 reported "No", with a residual of -5 for "No" and 5 for "Yes", indicating a significant deviation from the expected values. The chi-square test was conducted with 1 degree of freedom, yielding a chi-square value of 8.333. The associated p-value is 0.004, indicating a statistically significant relationship between lack of training and the use of Zoom for teaching speaking skills. Specifically, the majority of respondents (11 out of 12) reported a lack of training, which was higher than the expected value. This suggests that teachers may be hesitant to use Zoom for teaching speaking skills due to a lack of training in using the application effectively. Therefore, it is important to address this issue by providing appropriate training to teachers to enhance their skills and confidence in utilizing Zoom for effective teaching of speaking skills.

The reason of lack of discipline:

Specifically, out of the total 12 respondents, 4 reported a lack of discipline, which is lower than the expected value. On the other hand, 8 respondents indicated having discipline in using Zoom, aligning with the expected value. This suggests that while some teachers may face discipline challenges, it does not significantly affect their decision to use Zoom for teaching speaking skills. The chi-square test result indicates that the deviation between the observed and expected values is not statistically significant. Therefore, it can be concluded that the lack of discipline does not have a significant impact on the use of Zoom for teaching speaking. These findings imply that factors other than discipline, such as the advantages of using Zoom in promoting student engagement and interaction, may play a more crucial role in the decision to use the application for teaching speaking skills.

The reason of lack of interactivity between teachers and students:

Out of the total 12 respondents, 9 did not perceive the lack of interactivity as a reason for not using zoom, which is higher than the expected value of 6. Conversely, 3 respondents perceive it, which is lower than the expected value. The chi-square test result indicates that the deviation between the observed and expected values is not statistically significant at the conventional significance level ($\alpha = 0.05$). However, the p-value of 0.083 suggests a marginal level of significance, indicating that there might be a trend or tendency towards a lack of interactivity, but it does not reach the threshold for statistical significance. This suggests that most of the teachers did not perceive the lack of interactivity as a reason for not using Zoom-based speaking classes. It implies that the teachers did not consider the lack of interactivity as a significant drawback or obstacle that prevented them from using Zoom for conducting speaking classes.

The reason of anxiety of being recorded:

Out of the 12 participants, only 2 expressed anxiety about being recorded, and 10 reported no anxiety. This significant association suggests that the fear of being recorded is not considered as a barrier for teachers when it comes to utilizing Zoom for teaching speaking skills. The observed data deviated from the expected distribution, with a residual of 4 for "No" and -4 for "Yes". This indicates that a substantial number of teachers experienced no anxiety. The findings indicate that teachers' willingness to use Zoom for teaching speaking skills is not significantly affected by the anxiety of being recorded, suggesting their ability to overcome any discomfort. This highlights the adaptability of teachers in embracing technology for language instruction, emphasizing the potential benefits of Zoom outweighing concerns associated with being recorded.

2.2.3. Teachers Attitudes towards the effectiveness of using Zoom application in teaching speaking skill

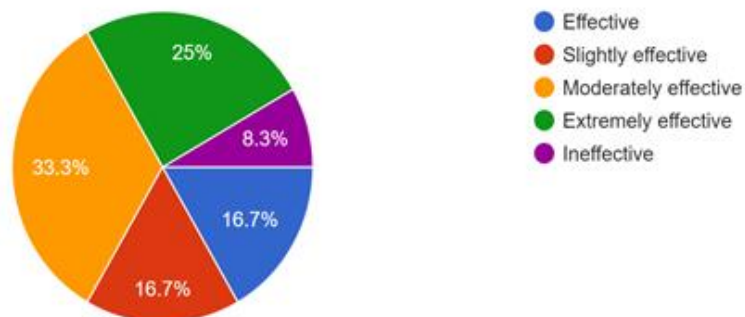
Table 12

Effectiveness of teaching speaking online

	Observed N	Expected N	Residual	Chi-Square	df	Asymp. Sig.
Ineffective	1	2.4	-1.4	2.167 ^c	4	.705
Slightly effective	2	2.4	-.4			
Moderately effective	4	2.4	1.6			
Effective	2	2.4	-.4			
Extremely effective	3	2.4	.6			

Graph 09

Effectiveness of Teaching Speaking Online



The effectiveness of teaching speaking online can be classified into two main categories: Ineffective and Effective, considering "moderately effective, effective, extremely effective" as the same scale and grouping them together. Among the participants 11 teachers said that it is effective while only one said that it is ineffective. The chi-square value is 2.167 with 4 degrees of freedom, and the asymptotic significance (p-value) is $0.705 > 0.05$. The residuals indicates that there were more participants than expected in the effectiveness answers. This finding suggests a positive trend, indicating that a larger proportion of participants perceived the online teaching of speaking skills to be effective. It could imply that the participants had a generally favorable perception of the effectiveness of online teaching in developing speaking abilities.

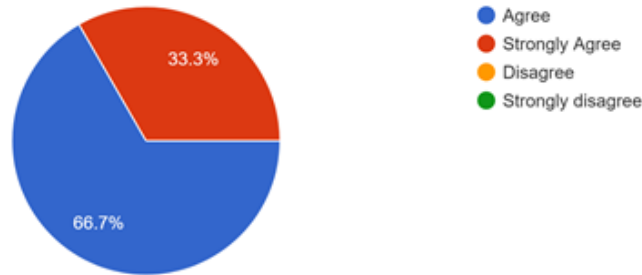
Table 13

Preferences of Using Technology in EFL Classes

	Observed N	Expected N	Residual	Chi-Square	df	Asymp. Sig.
Agree	8	6.0	2.0	1.333 ^b	1	.248
Strongly agree	4	6.0	-2.0			
Disagree	0	0	0			
Strongly disagree	0	0	0			
Total	12					

Graph 10

Preferences of Using Technology in EFL Classes



The chi-square test with a p-value of $0.248 > 0.05$ suggests that there is no significant association between the preference categories and the teachers' responses. However, the preference category "Agree" has a positive residual of 2, suggesting that more teachers agreed with using technology in EFL classes. On the other hand, the preference category "Strongly agree" has a negative residual of -2, indicating that fewer teachers strongly agreed with using technology than would be expected. The majority of teachers either agree or strongly agree with using technology in EFL classes. This indicates a willingness to embrace technology as a tool to support and enhance EFL instruction, promoting innovative and interactive learning experiences for students.

Table 14

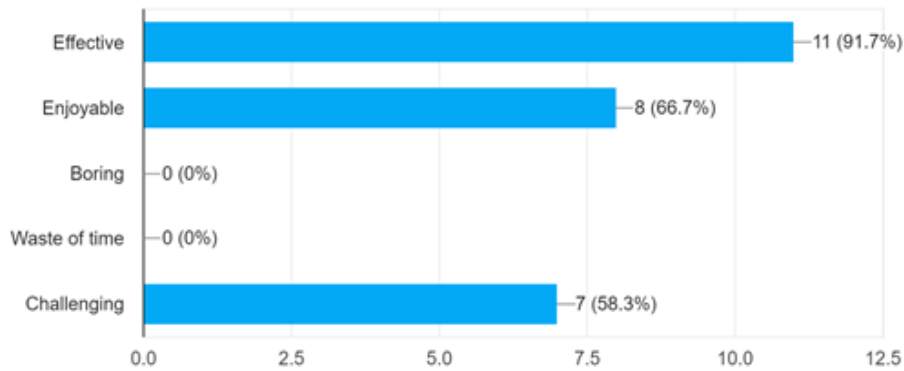
Teachers' Attitudes Towards Using Technology for Teaching FL

		Observed N	Expected N	Residual	Chi-Square	df	Asymp. Sig.
Effective	No	1	6.0	-5.0	8.333 ^b	1	.004
	Yes	11	6.0	5.0			
	Total	12					
enjoyable	No	4	6.0	-2.0	1.333 ^b	1	.248
	Yes	8	6.0	2.0			
	Total	12					
Boring	No	12	12.0	.0	0	0	0

	Total	12 ^a					
Waste of Time	No	12	12.0	.0	0	0	0
	Total	12 ^a					
Challenging	No	5	6.0	-1.0	.333 ^b	1	.564
	Yes	7	6.0	1.0			
	Total	12					

Graph 11

Teachers' Attitudes Towards Using Technology for Teaching FL



It is apparent from the table above that the majority of the participants (11 out of 12) perceived using technology in teaching a FL as effective (91,7%), 8 reported it is enjoyable (66,7%), while others said that it is challenging (58,3%). The chi-square test with a p-value of 0.004 indicates a significant association between the teachers' attitudes. In this case, the category "Yes" has a positive residual of 5, indicating that more teachers perceived technology as effective. Conversely, the category "No" has a negative residual of -5. The data suggests that a majority of teachers perceive technology as effective in their language instruction, and few perceive it as enjoyable and challenging. However, none of the teachers perceive it as boring or a waste of time, indicating a general positive attitude towards its use in language instruction. The findings reflect a belief in the effectiveness of technology, along

with an acknowledgment of both the benefits and challenges it brings to the teaching and learning process.

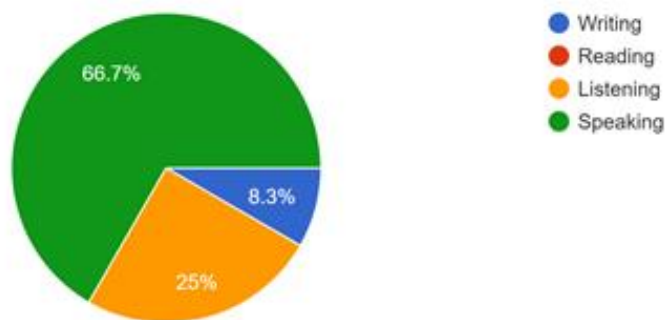
Table 15

Better-improved Skill Using Zoom Application

	Observed N	Expected N	Residual	Chi-Square	df	Asymp. Sig.
Writing	1	4.0	-3.0	6.500 ^a	2	.039
Listening	3	4.0	-1.0			
Speaking	8	4.0	4.0			
Reading	0	0	0			
Total	12					

Graph 12

Better-improved Skill Using Zoom Application



The analysis showed that the majority (8 participants out of 12) reported speaking as better improved skill using Zoom application, 3 participants indicated listening, and only 1 participant reported writing. None of the participants reported using Zoom to improve reading skill. The chi-square statistic of 6.500 with $df=2$ and a p-value of 0.039 indicate that the observed frequencies for writing, listening, and speaking skills significantly deviate from the expected frequencies. The observed frequencies for writing and listening skills are lower than the expected frequencies, with negative residuals of -3 and -1, respectively. On the other hand, the observed frequency for speaking skill is higher than the expected frequency, with a

positive residual of 4. These results suggest that the Zoom application is perceived to have a better impact on improving speaking skills, while it may have a relatively lower impact on writing and listening skills. This implies that Zoom is particularly effective in enhancing oral communication. However, it is important to note that the perceived impact on writing and listening skills is relatively lower.

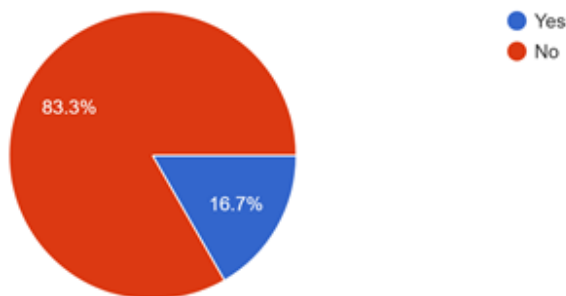
Table 16

Replacing Classroom Oral Production Sessions with Zoom Sessions

	Observed N	Expected N	Residual	Chi-Square	df	Asymp. Sig.
No	10	6.0	4.0	5.333 ^b	1	.021
Yes	2	6.0	-4.0			
Total	12					

Graph 13

Replacing Classroom Oral Production Sessions with Zoom Sessions



The majority (10 participants out of 12) reported that Zoom sessions cannot replace face-to-face Oral expression sessions, and only two participants reported that they can thereof. The chi-square statistic of 5.333 with df=1 and a p-value of 0.021 indicates that the observed frequencies significantly deviate from the expected frequencies. The observed frequency for the "No" response is higher than the expected frequency, with a positive residual of 4. On the other hand, the observed frequency for the "Yes" response is lower than the expected frequency, with a negative residual of -4. These results suggest that the majority of

participants prefer not to replace classroom oral production sessions with Zoom sessions, highlighting the importance of physical presence in language learning. This implies that the teachers acknowledged the importance of a balanced approach, combining traditional methods with the use of Zoom.

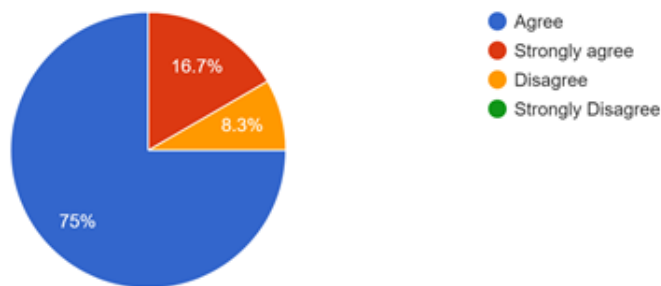
Table 17

Usefulness of Zoom to Develop Speaking Skill

	Observed N	Expected N	Residual	Chi-Square	df	Asymp. Sig.
Disagree	1	4.0	-3.0	9.500 ^a	2	.009
Agree	9	4.0	5.0			
Strongly agree	2	4.0	-2.0			
Strongly disagree	0	0	0			
Total	12					

Graph 14

Usefulness of Zoom to Develop Speaking Skill



The chi-square test results suggest that there is a significant association between the observed frequencies and the expected frequencies for the usefulness of Zoom to develop speaking skills. The chi-square statistic of 9.500 with 2 degrees of freedom and a p-value of 0.009 indicates that the observed frequencies significantly deviate from the expected frequencies. The observed frequency for the "Disagree" response is lower than the expected frequency, with a negative residual of -3. Conversely, the observed frequencies for the "Agree" and "Strongly agree" responses are higher than the expected frequencies, with

positive residuals of 5 and -2, respectively. These results reveal that the majority of participants agree or strongly agree that Zoom is useful in developing speaking skills. This means that teachers perceive Zoom as beneficial and effective in enhancing the speaking abilities. However, it is worth noting that only one participant disagrees with this. This suggests that there may be individual differences or varying experiences among participants regarding this view.

Suggestions to Improve Zoom Use to Teach Speaking

The analysis of the responses unveiled several salient themes regarding the use of Zoom for enhancing EFL learners' speaking proficiency. A prevailing suggestion, posited by 26.9% of participants, was the need for training sessions to be provided to both teachers and students, highlighting the paramount importance of acquiring the necessary skills for effectively utilizing Zoom.

Equipment and internet access were also highlighted, with 19.2% of participants suggesting that universities and English departments should provide the required resources to ensure smooth Zoom sessions. Another theme, mentioned by 11.5% of participants, emphasized the need to raise awareness about the value and benefits of Zoom as an educational tool. Some participants acknowledged the importance of a balanced approach, combining traditional methods with Zoom (3.8%).

Concerns were raised about Zoom's limitations for teaching speaking skills (3.8%), while others proposed solutions such as installing data show rooms and providing necessary tools and facilities (7.7% each). Reducing class size for more focused practice, preference for alternative platforms like Google Meet, and the importance of teacher training and student interaction during Zoom sessions (3.8% each) were also highlighted. Improving internet

connectivity, providing professional Zoom accounts for teachers, and promoting blended learning approaches with continuous professional development opportunities (7.7% each) were additional suggestions. These findings shed light on the varied perspectives and recommendations for enhancing the use of Zoom in teaching speaking proficiency.

2.2.2. Students' Questionnaire Analysis

The questionnaire's data are analyzed, Chi-square values are calculated, and the results are tabulated:

Students' Attitudes Towards the Usage and Implementation of Zoom to Enhance Speaking

Table 18

Students' Approaches to Practicing English

		Observed N	Expected N	Residual	Chi-Square	df	Asymp. Sig.
Through speaking outside in English	No	20	25.0	-5.0	2.000 ^a	1	.157
	Yes	30	25.0	5.0			
	Total	50					
Through video-calls	No	45	25.0	20.0	32.000 ^a	1	.000
	Yes	5	25.0	-20.0			
	Total	50					
Through chatting on the Net	No	24	25.0	-1.0	.080 ^a	1	.777
	Yes	26	25.0	1.0			
	Total	50					
Through language Classes	No	33	25.0	8.0	5.120 ^a	1	.024
	Yes	17	25.0	-8.0			
	Total	50					

The reason of speaking English outside:

Out of 50 students, 20 students responded negatively (No), while 30 students responded positively (Yes). The significant overrepresentation of students who practice English outside (5 students) and the chi-square value of 2.000 (df = 1) with an associated p-value of 0.157 indicate no statistical significance between the observed and expected frequencies. This suggests that there is no significant difference in the practices of students when it comes to speaking outside in English. Therefore, it can be inferred that speaking outside in English is a commonly used method of practicing English among the students in the sample.

The reason of video-calls:

Out of the 50 students, 45 students responded negatively (No), while only 5 students responded positively (Yes). However, the significant overrepresentation of students who do not practice English through video-calls (20 students) and The chi-square value 32.000 (df = 1) with an associated p-value of 0.000 indicate a highly significant difference between the observed and expected frequencies. These findings suggest that a majority of students in the sample may not prefer or engage in English practice via this method, despite its availability as a language learning tool. Possible reasons for this could include technological barriers, lack of access to suitable platforms, or personal preferences for alternative methods of language practice.

The reason of chatting on the net:

Out of the 50 students, 24 students responded negatively (No), while 26 students responded positively (Yes). The slight underrepresentation of students who practice English

through chatting on the Net (1 student) and the chi-square value of 0.080 (df = 1) with an associated p-value of 0.777 indicate no statistical significance between the observed and expected frequencies. This suggests that there is no significant difference in the preferences and practices of students when it comes to chatting on the Net. Therefore, it can be inferred that chatting on the Net is a commonly used method of practicing English among the students in the sample. Possible reasons for this could include personal preferences, the availability and accessibility of internet resources, and Time Constraints of academic schedules.

The reason of language classes:

Similarly, with language classes, 33 students responded negatively (No), while only 17 students responded positively (Yes). However, the significant overrepresentation of students who do not practice English through language classes (8 students) and The chi-square value of 5.120 (df = 1) with an associated p-value of 0.024 indicate a statistically significant difference between the observed and expected frequencies. It suggests that a considerable proportion of students in the sample may not rely on or prefer traditional classroom-based instruction for English language practice. They might opt for alternative approaches or independent learning methods outside of formal language classes.

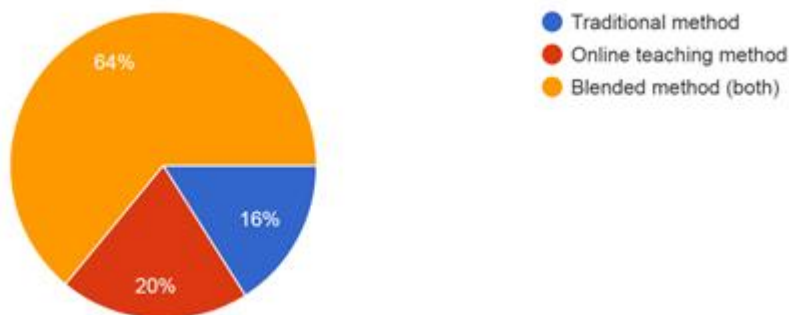
Table 19

Preferred Methods for Developing Speaking Skills Among Students

	Observed N	Expected N	Residual	Chi-Square	df	Asymp. Sig.
Traditional Method	8	16.7	-8.7	21.280 ^d	2	.000
Online Teaching Method	10	16.7	-6.7			
Blended Method	32	16.7	15.3			
Total	50					

Graph 15

Preferred Methods for Developing Speaking Skills Among Students



The table and the graph show that the majority of students (32) expressed a preference for the Blended Method. In contrast, a significantly lower number of students (8) indicated a preference for the Traditional Method, while 10 students reported a preference for the Online Teaching Method. The resulting chi-square statistic was calculated to be 21.280, with $df=2$. The p value was determined to be 0.000, indicating a highly significant difference from the expected distribution of preferences among the three methods. The residual values, indicate that there were 8.7 fewer students than expected who preferred the Traditional Method, while there were 6.7 fewer students than expected who preferred the Online Teaching Method. On the other hand, there were 15.3 more students than expected who preferred the Blended Method. These findings suggest a clear preference among the surveyed students for the Blended Method as the most favored approach for learning speaking skills. This indicates that students find value in combining both online and traditional face-to-face elements in their speaking instruction as it offers distinct advantages, including accessibility, interactive and collaborative learning, facilitating education, having fun, and saving time and effort.

Table20*Applications for Learning a Foreign Language*

		Observed N	Expected N	Residual	Chi-Square	df	Asymp. Sig.
Google Meet	No	31	25.0	6.0	2.880 ^a	1	.090
	Yes	19	25.0	-6.0			
	Total	50					
Zoom	No	18	25.0	-7.0	3.920 ^a	1	.048
	Yes	32	25.0	7.0			
	Total	50					
Telegram	No	22	25.0	-3.0	.720 ^a	1	.396
	Yes	28	25.0	3.0			
	Total	50					
WhatsApp	No	38	25.0	13.0	13.520 ^a	1	.000
	Yes	12	25.0	-13.0			
	Total	50					

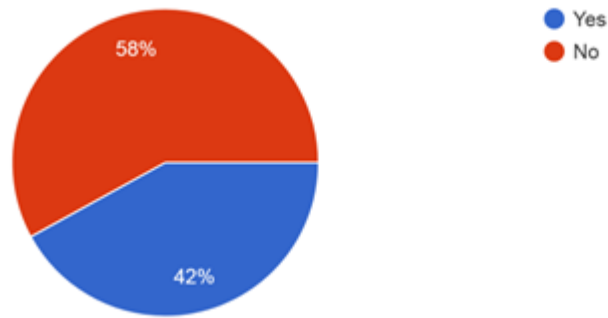
Among the applications listed, Zoom has the highest frequency of "Yes" responses, with 32 respondents. The chi-square for this application was calculated to be 3.920^a with df=1. The associated p-value was determined to be 0.048, indicating a statistically significant difference between the observed and expected frequencies. The residual value reveals that there were 7 more participants than expected using the Zoom application, indicating a strong preference usage and for this platform. These findings highlight the popularity and usefulness of this video conferencing platform as a preferred application for learning foreign languages to master 02 students at M'sila University.

Table21*Participants' Use of Zoom for Developing Speaking Skills*

	Observed N	Expected N	Residual	Chi-Square	df	Asymp. Sig.
No	29	25.0	4.0	1.280 ^a	1	.258
Yes	21	25.0	-4.0			
Total	50					

Graph 16

Participants' Use of Zoom for Developing Speaking Skills



The observed frequencies of 29 participants responding "No" and 21 participants responding "Yes" did not deviate significantly from the expected frequencies of 25 for each category. The chi-square value of 1.280 with a corresponding p-value of 0.258 supports the lack of statistical significance. This may indicate that there are other reasons and factors contributing on why some participants choose to use Zoom for learning speaking while others do not.

Table 22: *Frequency of Utilizing the Zoom Application for Enhancing Speaking Skills*

	Observed N	Expected N	Residual	Chi-Square	df	Asymp. Sig.
Never	24	16.7	7.3	6.760 ^d	2	.034
Frequently	17	16.7	.3			
Sometimes	9	16.7	-7.7			
Always	0	0	0			
Total	50					

Graph 17: *Frequency of Utilizing the Zoom Application for Enhancing Speaking Skills*

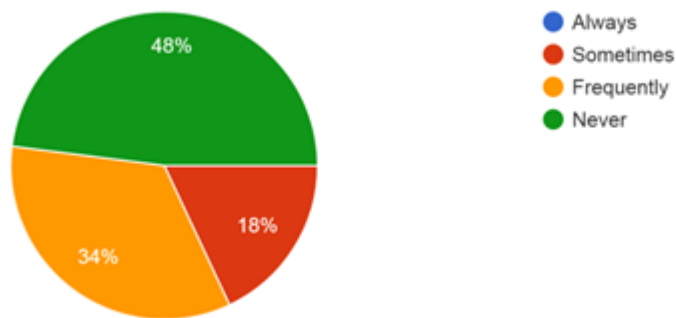


Table 22 and graph 17 present the frequency of using the Zoom application for learning speaking skills. It shows that the majority of the respondents (24 out of 50) never use Zoom for this purpose, while a smaller number (17) use it frequently, and even fewer (9) use it sometimes. Interestingly, none of the respondents reported using Zoom always. The chi-square test indicates a statistically significant difference between the participants' usage of Zoom for learning speaking skills and expected frequencies. These findings suggest that various factors may influence participants' inclination to refrain from utilizing Zoom to learn speaking skills. Such factors encompass individual preferences, pedagogical ideologies, challenges of cultural differences, technological constraints, and other pertinent considerations.

Students' Attitudes towards the reasons of using or not using Zoom application in learning speaking skill

Table 23

Challenges Faced by Students in Improving their Speaking Proficiency

		Observed N	Expected N	Residual	Chi-Square	df	Asymp. Sig.
Lack of practice	No	0	0	0	/	/	/
	Yes	0	0	0			
	Total	50					
Lack of training	No	0	0	0	/	/	/
	Yes	0	0	0			
	Total	50					
Lack of motivation	No	36	25.0	11.0	9.680 ^a	1	.002
	Yes	14	25.0	-11.0			
	Total	50					
Lack of materials	No	47	25.0	22.0	38.720 ^a	1	.000
	Yes	3	25.0	-22.0			
	Total	50					
Lack of time	No	33	25.0	8.0	5.120 ^a	1	.024
	Yes	17	25.0	-8.0			
	Total	50					

Out of the 50 students surveyed, 36 reported not facing a lack of motivation, while 14 expressed encountering motivation-related difficulties. Similarly, 47 students reported not experiencing a lack of materials, while 3 students reported facing such a challenge. Furthermore, 33 students stated not having a lack of time, whereas 17 students indicated struggling with time constraints. The results indicate statistically significant associations for lack of motivation ($\chi^2=9.680$, $p=.002$), lack of materials ($\chi^2=38.720$, $p < .001$), and lack of time ($\chi^2=5.120$, $p=.024$). This tables shows that the lack of motivation, lack of materials, and lack of time are factors affecting students' speaking skills. These findings highlight the importance of addressing these factors in enhancing students' speaking proficiency.

Table 24

Reasons for using Zoom Application to Improve Speaking Proficiency

		Observed N	Expected N	Residual	Chi-Square	df	Asymp. Sig.
Facilitating education	No	25	25.0	.0	.000 ^a	1	1.000
	Yes	25	25.0	.0			
	Total	50					
Real-time practice and speaking	No	25	25.0	.0	.000 ^a	1	1.000
	Yes	25	25.0	.0			
	Total	50					
Convenience and accessibility	No	43	25	18	25.920 ^a	1	.000
	Yes	7	25	-18			
	Total	50					
Interactivity and engagement	No	35	25	10	8.000 ^a	1	.005
	Yes	15	25	-10			
	Total	50					
Recordings	No	40	25	15	18.000 ^a	1	.000
	Yes	10	25	-15			
	Total	50					
Saving time and efforts	No	25	25	.0	.000 ^a	1	1.000
	Yes	25	25	.0			
	Total	50					
Having fun	No	38	25.0	13.0	13.520 ^a	1	.000
	Yes	12	25.0	-13.0			
	Total	50					

The reasons of facilitating education, real-time practice and speaking, and saving time and efforts:

For the reasons of facilitating education, real-time practice and speaking, and saving time and efforts, both the observed and expected numbers for "No" and "Yes" are 25, with a residual value and a chi-square of 0, and the associated p-value is 1.000. These results indicate that there is no significant association between the use of Zoom for teaching speaking and the respondents' choices. The findings imply that the use of Zoom for these reasons is equally likely among the respondents, and it does not strongly influence their decision to use the application.

The reason of Convenience and accessibility:

Among the participants, 43 individuals reported not using Zoom for these reasons, while 7 individuals reported using it. There is a residual of 18 for the "No" category and -18 for the "Yes" category. The chi-square value is 25.92 with $df=1$, and a P-value of 0. This suggests that the use of Zoom for this reason in learning speaking is significantly different from the expected value, with a preference for "No", and that there is a strong association between the use of Zoom for convenience and accessibility in learning speaking and the observed responses. This implies that participants do not use Zoom for this particular reason, highlighting that there other factors that influence their choice to choose this platform for learning speaking skills.

The reason of interactivity and engagement:

Among the participants, 35 individuals reported not using Zoom for this reason, while 15 individuals reported using it. There is a residual of 10 for the "No" category and -18 for the "Yes" category. The chi-square value is 8.000 with $df=1$ and the calculated P-value is 0.005.

These results indicate a significant deviation from the expected values, with a preference for "No", and that there is a moderate association between the use of Zoom for interactivity and engagement in learning speaking and the observed responses. To enhance interactivity and engagement, instructors can explore features like breakout rooms, polls, and interactive whiteboards to encourage active participation and collaboration among students.

The reason of recordings:

Among the respondents, 40 individuals reported not using Zoom for this reason, while 10 individuals reported using it. There is a residual of 15 for the "No" category and -15 for the "Yes" category. The chi-square value is 18.000 with $df=1$ and the associated P-value is 0.000. These results indicate a significant deviation from the expected values, with a preference for "No", and that there is a strong association between the use of Zoom recordings in learning speaking and the observed responses. To address this, can provide alternative methods for students to review and access instructional materials, such as sharing presentation slides or providing written summaries or transcripts of the recorded sessions.

The reason of having fun:

Among the respondents, 38 individuals reported not using Zoom for this reason, while 12 individuals reported using it. There is a residual of 13 for the "No" category and -13 for the "Yes" category. The chi-square value is 13.520 with $df=1$ and the associated P-value is 0.000. These results indicate a significant deviation from the expected values, with a preference for "No", and that there is a strong association between the use of for having fun in learning speaking and the observed responses. The data shows a significant preference for "No" in this category, suggesting that respondents do not find Zoom enjoyable or fun for teaching speaking. To make the learning experience more enjoyable, instructors can incorporate

engaging activities, interactive games, or multimedia elements into their Zoom sessions to create a more lively and stimulating environment.

Table 25

Motivation in Learning Speaking Using the Zoom Application

	Observed N	Expected N	Residual	Chi-Square	df	Asymp. Sig.
No	10	25.0	-15.0	18.000 ^a	1	.000
Yes	40	25.0	15.0			
Total	50					

Graph 18

Motivation in Learning Speaking Using the Zoom Application

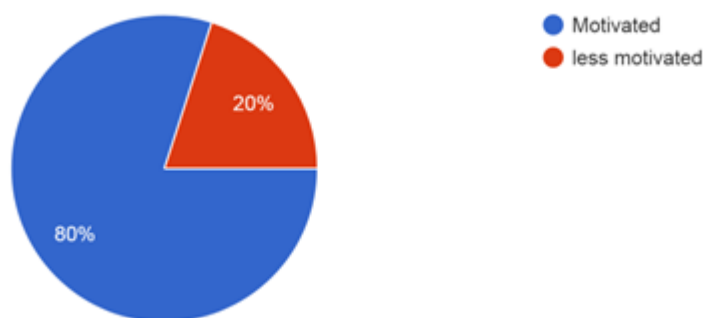


Table 25 and graph 18 present that 10 participants reported no motivation to use Zoom for teaching speaking, while 40 participants expressed motivation. The residuals show a deviation of -15 for "No" and +15 for "Yes". The chi-square value of 18.000^a with df=1 and a P-value of .000 suggest that there is a significant relationship between motivation in learning speaking and the use of the Zoom application that there is a statistically significant association between them among the participants of this study. This indicates that students the majority of students had a higher motivation level in using Zoom application to learn speaking as it offers distinct advantages, including facilitating education, saving time and effort, and having fun.

Students' Attitudes Towards the Effectiveness of Using Zoom Application in learning Speaking

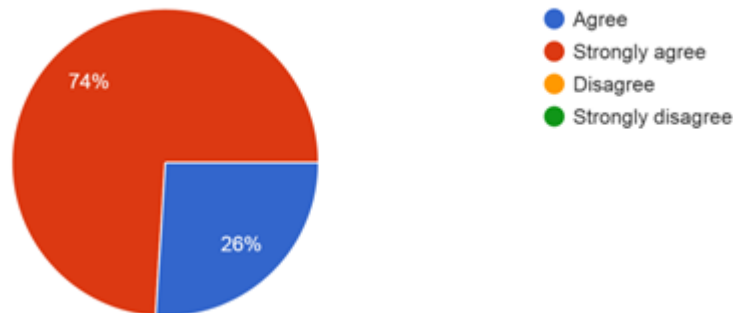
Table 26

Effectiveness of Utilizing Technology to Enhance EFL Learners' Speaking Proficiency

	Observed N	Expected N	Residual	Chi-Square	df	Asymp. Sig.
Agree	13	25.0	-12.0	11.520 ^a	1	.001
Strongly agree	37	25.0	12.0			
Disagree	0	0	0			
Strongly disagree	0	0	0			
Total	50					

Graph 19

Effectiveness of Utilizing Technology to Enhance EFL Learners' Speaking Proficiency



The table and the graph show that out of the total 50 participants, 13 agreed and 37 strongly agreed that using technology enhances EFL learners' speaking proficiency. The residuals show a deviation of -12 for "Agree" and +15 for "Strongly agree". The chi-square statistic is 11.520 with 3 degrees of freedom, and the associated p-value is less than 0.001. This indicates that there is a significant relationship and association between the use of technology and the enhancement of EFL learners' speaking proficiency as it offers a lot of

advantages, including facilitating education, saving time and effort, Interactivity, engagement, and accessibility.

Table 27

The Effectiveness of Zoom Application in Enhancing Speaking Proficiency

	Observed N	Expected N	Residual	Chi-Square	df	Asymp. Sig.
Ineffective	0	0	0	17.360 ^b	3	.001
Slightly effective	9	12.5	-3.5			
Effective	25	12.5	12.5			
Moderately effective	10	12.5	-2.5			
Extremely effective	6	12.5	-6.5			
Total	50					

Graph 20

The Effectiveness of Zoom Application in Enhancing Speaking Proficiency

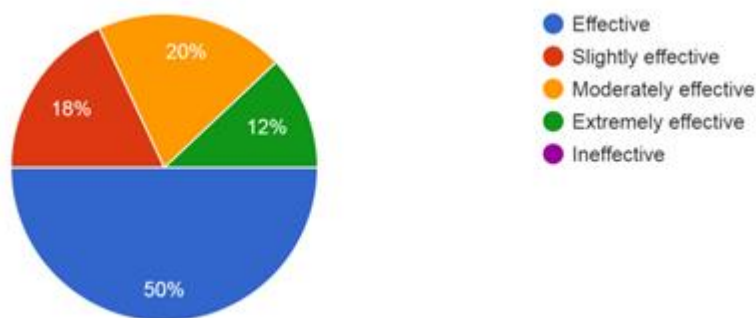


Table 27 and graph 20 display that the chi-square statistic of 17.360 (df = 3) reveals a significant relationship between Zoom's effectiveness and speaking proficiency. The observed frequencies indicate that no participants reported the application as ineffective, while the majority found it either effective or slightly effective. Consequently, the findings implies that the students themselves believe that using the Zoom application is effective in enhancing their speaking proficiency, as indicated by the statistically significant relationship and participants' reported levels of effectiveness. Also it suggests that students may have had positive experiences or perceived benefits from utilizing Zoom for speaking practice.

Table 28*Challenges of Using Zoom Application to Enhance Speaking Skills*

		Observed N	Expected N	Residual	Chi-Square	df	Asymp. Sig.
Limited access to technology	No	38	25.0	13.0	13.520 ^a	1	.000
	Yes	12	25.0	-13.0			
	Total	50					
Lack of technical skills	No	44	25.0	19	28.880 ^a	1	.000
	Yes	6	25.0	-19			
	Total	50					
Limited interaction between learners	No	38	25.0	13.0	13.520 ^a	1	.000
	Yes	12	25.0	-13.0			
	Total	50					
Limited interaction between learners and teachers	No	41	25.0	16.0	20.480 ^a	1	.000
	Yes	9	25.0	-16.0			
	Total	50					
Anxiety of being recorded	No	41	25.0	16.0	20.480 ^a	1	.000
	Yes	9	25.0	-16.0			
	Total	50					
Challenges of cultural differences	No	44	25.0	19.0	28.880 ^a	1	.000
	Yes	6	25.0	-19.0			
	Total	50					
Time management	No	28	25.0	3.0	.720 ^a	1	.396
	Yes	22	25.0	-3.0			
	Total	50					
Technical breakdowns(internet)	No	33	25.0	8.0	5.898 ^a	1	.015
	Yes	17	25.0	-8.0			
	Total	50					

Limited access to technology:

The observed data revealed that a substantial number of participants (38) reported having no limitations in accessing technology, while a smaller proportion (12) experienced restricted access. The chi-square analysis yielded a significant result ($\chi^2 = 13.520$, $df = 1$, $p < .001$), indicating that the observed frequency differed significantly from the expected frequency. The presence of a positive residual value (13.0) further supports this finding. It

suggests that the observed frequency was higher than the expected one. These findings imply that individuals who do not have sufficient access to technology may face difficulties in utilizing Zoom for enhancing their speaking skills. This suggests the need for providing resources and support to ensure equal access to technology among this minority of learners, especially in educational or training settings.

The lack of technical skills:

The data analysis indicated that a majority of participants (44 out of 50) reported having no difficulties in this area, while a small number (6) expressed a lack of proficiency. The chi-square analysis demonstrated a significant association between technical skill deficiencies and the use of Zoom ($\chi^2 = 28.880$, $df = 1$, $p < .001$). Furthermore, the presence of a negative residual value (-19.0) indicate that the observed frequency is lower than the expected one. These results underscore the critical need for targeted interventions and support to address technical skill gaps and ensure optimal utilization of Zoom for developing speaking abilities. This highlights the importance of offering training programs or technical support to enhance the minority participants' technical skills and maximize their engagement and learning outcomes.

Limited interaction between learners and teachers:

The data analysis indicated that a substantial number of participants (41 out of 50) reported no restrictions in terms of interaction with their teachers, while a smaller subset (9) experienced limited interaction. The chi-square analysis revealed a significant association between limited interaction between learners and teachers and the use of Zoom ($\chi^2 = 20.480$, $df = 1$, $p < .001$). Furthermore, the positive residual value (16.0) indicates that the observed frequency exceeded the expected one. These findings highlight the importance of fostering

robust learner-teacher interaction within the Zoom environment to maximize its potential for improving speaking skills.

Anxiety of being recorded:

The data analysis revealed that a majority of participants (41 out of 50) reported no anxiety regarding being recorded, while a smaller subset (9) expressed anxiety in this regard. The chi-square analysis indicated a significant association between anxiety of being recorded and the use of Zoom ($\chi^2 = 20.480$, $df = 1$, $p < .001$). The positive residual value (16.0) further supports this finding, suggesting that the observed frequency exceeded the expected by ones. These results highlight the need for addressing learner anxiety in the Zoom environment, as it may impede the development of speaking skills and hinder the overall effectiveness of the application.

Challenges of from cultural differences:

The data analysis revealed that the majority of participants (44 out of 50) reported no challenges related to cultural differences, while a smaller subset (6) acknowledged facing such challenges. The chi-square analysis yielded a significant result ($\chi^2 = 28.880$, $df = 1$, $p < .001$), indicating a significant relationship between challenges of cultural differences and the use of Zoom. The positive residual value (19.0) indicates that the observed frequency was higher than what was expected. These findings underscore the importance of promoting cultural sensitivity and fostering an inclusive environment within the Zoom platform to effectively develop speaking skills among diverse populations.

Time management:

The data analysis revealed that a majority of participants (28 out of 50) reported no difficulties in managing their time, while a smaller subset (22) acknowledged challenges in

this area. The chi-square analysis did not indicate a significant association between time management and the use of Zoom ($\chi^2 = 0.720$, $df = 1$, $p = .396$). These findings suggest that time management concerns may not pose a significant hindrance to the effective utilization of Zoom for developing speaking skills.

Technical breakdowns:

The data analysis indicated that a majority of participants (33 out of 50) reported no technical breakdowns due to the internet, while a smaller subset (17) experienced such breakdowns. The chi-square analysis revealed a significant association between technical breakdowns and the use of Zoom ($\chi^2 = 5.898$, $df = 1$, $p = .015$). The negative residual value (-8.0) indicates that the observed frequency was lower than what would be expected by chance alone. Internet connectivity represents a notable challenge when using the Zoom application for speaking enhancement. These findings emphasize the importance of ensuring a stable and reliable internet connection to maximize the effectiveness of Zoom in developing speaking skills.

While the identified challenges may not have a substantial impact on students' utilization of the Zoom application for enhancing their speaking proficiency, it remains imperative to address these challenges through targeted interventions and supportive measures. By proactively addressing these concerns, educators and institutions can optimize the potential of Zoom as a valuable pedagogical tool for facilitating the development of effective speaking abilities among students.

Table29*Methods of Assessing Speaking Performance in Zoom Sessions*

		Observed N	Expected N	Residual	Chi-Square	df	Asymp. Sig.
Recorded Speeches	No	42	25.0	17.0	23.120 ^a	1	.000
	Yes	8	25.0	-17.0			
	Total	50					
Live Speaking Sessions	No	25	25.0	.0	.000 ^a	1	1.000
	Yes	25	25.0	.0			
	Total	50					
Self-Assessment	No	35	25.0	10.0	8.000 ^a	1	.005
	Yes	15	25.0	-10.0			
	Total	50					
Performance Tasks	No	32	25.0	7.0	3.920 ^a	1	.048
	Yes	18	25.0	-7.0			
	Total	50					

Recorded Speeches:

The obtained chi-square value of 23.120 with $df=1$, $p < .001$. There is a residual of 17 for the "No" category and -17 for the "Yes" category. Consequently, it implies the presence of various factors influencing the method of assessment teachers prefer to use in order to assess their students' speaking proficiency. This could be due to variations in the quality of recorded speeches, differences in the level of preparation or effort put into the recordings, or potential biases in the evaluation process.

Live Speaking Sessions:

Both categories had equal observed and expected frequencies, resulting in a residual of 0 for both responses. The chi-square value of 0.000 ($df=1$) and a p-value of 1.000 indicate no discernible deviation from the expected distribution. Therefore, the assessment of speaking performance through live sessions aligns closely with the anticipated outcomes, indicating that this method effectively captures the intended criteria without notable bias or variation in response patterns. It suggests that this method provides a consistent and reliable measure of speaking performance

Self-assessment:

The chi-square test confirmed the statistical significance of these deviations, yielding a value of 8.000 with $df=1$, $p = .005$. There is a positive residual for "No" (10) and a negative residual for "Yes" (-10) indicate a notable imbalance in response patterns. This suggests that there are various factors influence the results, and implies that individuals may have different levels of self-awareness or objectivity when evaluating their own speaking performance. It emphasizes the need to enhance the reliability and accuracy of self-assessment measures, ensuring that students can provide valid and meaningful evaluations of their own skills.

Performance tasks:

The chi-square test yielded a value of 3.920 with $df=1$, $p = .048$, suggesting a significant deviation from expected proportions. There is a positive residual for "No" (7) and the negative residual for "Yes" (-7). These findings indicate that various factors may influence the reliability of this assessment method. These factors could be variations in the difficulty level of the tasks, differences in the interpretation of task instructions, or discrepancies in the evaluation criteria. The implication is that the evaluation process for performance tasks should be refined to ensure validity and fairness in assessing speaking performance.

3. Discussions of the findings***3.1. Teachers' Questionnaire Discussion***

According to the gathered data, the majority of teachers, 11 out of 12, hold a positive view regarding the use of Zoom in enhancing EFL learners' speaking proficiency. These findings neglect the first hypothesis of this study.

Most teachers recognize the advantages and effectiveness of Zoom for language instruction and prefer using a blended teaching approach that integrates the Zoom application to teach speaking skill. In the same vein, they perceive Zoom as a valuable tool that facilitates education, engages students, enables real-time practice, and saves time. These benefits may encourage teachers to adopt this platform at M'sila University.

Moreover, they believe in the potential benefits offered by Zoom, such as remote teaching capabilities and interactive speaking practice, which alleviate anxieties associated with being recorded, as supported by Yasin (2021) that incorporating online education platforms such as Zoom into speaking classes is deemed suitable, given their capacity to facilitate social interaction among students and instructors.

This positive attitude towards Zoom aligns with the perspective of researchers who emphasize its benefits. As confirmed by Souheyla (2021), numerous researchers emphasize the importance of Zoom sessions in relation to students' academic accomplishments. Additionally, the view of Alfadda & Mahdi (2021) supports the notion that platforms like Zoom enable educators and students to interact synchronously, fostering real-time communication, interaction, and collaboration.

In contrast, there is just one teacher who expresses a negative viewpoint towards the use of Zoom, perceiving it as being ineffective.

Surprisingly, the results revealed that only few participants are currently using Zoom to teach speaking proficiency, despite the majority's strong preference for it. This is attributed to various challenges associated with Zoom usage. Insufficient training emerges as a major concern, ensuring the need for comprehensive training programs. Teachers, for example, claim that they require training programs to facilitate Zoom integration into teaching speaking

proficiency. This point of view is supported by Livingstone (2012), who argued that adequate training is necessary for effective utilization of ICTs. In addition, they encounter technological limitations such as the lack of administrative support that hinder their ability to effectively utilize Zoom in their sessions. Dharma et al., (2017) claimed that the features of Zoom may be difficult to access at first and may prove less intuitive in terms of their use , indicating that users may require time and practice to become familiar with this platform and its functionalities.

Finally, several teachers suggest various solutions to integrate this application into teaching. They emphasize the significance of conducting training courses for both teachers and students to effectively use Zoom. In addition, the provision of necessary equipment and internet access is considered crucial, as most participants believe that universities and English departments should ensure the availability of the required resources to facilitate effective Zoom classes. Other essential procedures suggested by the participants for fostering a greater understanding and utilization of this application are reducing class size, providing professional Zoom accounts for teachers, and continuous professional development.

3.2. Students' Questionnaire Discussion

The findings of this questionnaire supported the second hypothesis of the study, revealing positive attitudes among EFL learners at the Department of English at M'sila University towards the use of the Zoom application for enhancing English speaking skills. Most students recognize the advantages and effectiveness of Zoom for language learning and prefer using a blended approach that integrates the Zoom application to learn speaking skills. In the same vein, they perceive Zoom as a valuable tool due to several benefits associated with its use in language learning, including the facilitation of education through interactive

sessions, immediate feedback, and collaborative learning. In addition to the real-time practice feature of Zoom which allows learners to engage in authentic conversations with classmates or language partners from different locations. As confirmed by Serembus & Kemery (2020) that Zoom application as a collaborative tool help to meet the pedagogical needs for engagement making sessions dynamic and robust. Moreover, Alfadda & Mahdi (2020) emphasized that within the Zoom environment, learners have the opportunity to engage in a diverse range of educational activities. Furthermore, Zoom was seen as a time-saving option, offering flexibility and convenience. Along with, the valuable assessment through live speaking sessions and performance tasks which provide immediate feedback, enabling students to acquire the essential language skills. This view was highlighted by Wargadinata et al., (2020) who claimed that the students' speaking skills can be easily assessed by using the zoom application to help them develop their communication skills and become accustomed to conversing with other Zoom participants (as cited in Yasin, 2021).

Surprisingly, most students (58%) reported that they do not rely on Zoom for practicing speaking, instead they practice speaking in real-life situations. This limited usage is due to some challenges that students encounter when using the Zoom application to develop their speaking proficiency. One challenge is time management, which presents difficulties in balancing academic commitments, personal responsibilities, and language practice sessions on Zoom. Another challenge is technical issues, particularly internet connectivity problems, which disrupt communication flow and cause frustration among learners. These challenges emphasize the need for reliable internet access and technical support when implementing online platforms like Zoom. These results correspond to Lowenthal et al., (2020) & Ferns et al. (2020) results which revealed that students using Zoom may experience difficulties such as

unreliable Internet connections as well as the lack of a quiet environment, and they may become distracted or engaged in multitasking and classes and lectures may stretch out longer than anticipated leading to reduced engagement and diminished levels of using Zoom among learners. Overall, it is noteworthy that despite their limited usage of Zoom, students believe in its potential benefits.

4. Pedagogical Implications

1. The findings will guide educators in designing online language courses and selecting appropriate tools and strategies for enhancing EFL learners' speaking skills.

2. The study will contribute to the broader understanding of integrating technology, specifically video conferencing platforms like Zoom into language classrooms effectively. The insights gained from teachers and students' attitudes can inform decisions on incorporating online tools and virtual communication platforms to foster language learning opportunities.

3. The study identifies areas where teachers require further training or support to effectively utilize online platforms. The findings can inform professional development programs tailored to enhance teachers' digital competence and pedagogical skills in online language instruction.

4. Positive attitudes of the application's use in enhancing speaking skills can indicate increased motivation and participation among EFL learners. This information can be used to design interactive and engaging online activities to sustain student interest and improve learning outcomes.

5. Limitations of the study

This study has several potential limitations. Firstly, the sample size is relatively small, which limits the generalizability of the findings to a larger population of teachers. Secondly, this inquiry specifically addresses students of Master Two Linguistics, implying that the findings cannot be universally applied to other educational levels. Lastly, the administration of an online questionnaire presents challenges due to the delayed response from both teachers and students, which can hinder the accomplishment of the process. Finally, it is important to take these limitations into account when interpreting the findings.

General Conclusion

This study explored the attitudes of EFL teachers and students regarding the use of the Zoom application to enhance speaking proficiency in the Master 02 Linguistics program at M'sila University. The study utilized a descriptive approach using qualitative and quantitative data collection tools, including questionnaires. The findings revealed that teachers and students perceive positive attitudes towards the use of Zoom for enhancing speaking proficiency. The study emphasizes the pedagogical significance of Zoom in language instruction and highlights the need for teacher training and support in online language teaching.

However, it is important to acknowledge the limitations of the study, such as the small sample size and the focus on a specific program at a single university. The research primarily focused on teachers' perspectives, neglecting other potential influencing factors.

This study contributes to the field by providing insights into the use of Zoom for speaking practice, specifically within the context of EFL education. It offers pedagogical implications, including the need for teacher training, equipment provision, and addressing limitations and challenges associated with Zoom usage. The study's impact extends to technology-enhanced language learning, online and blended learning, language proficiency assessment, and educational policy development. It informs teaching practices, guides technology integration, supports remote learning, and calls for further research in language education.

In conclusion, this research expands knowledge by investigating EFL teachers' and students' attitudes of the use Zoom for enhancing speaking proficiency. The findings emphasize the potential effectiveness of Zoom in language learning and highlight the importance of considering its incorporation into language teaching practices.

6. Recommendations and suggestions for further Research

6.1. Recommendations

Based on the findings of this study, several recommendations can be made to further enhance the use of Zoom for teaching speaking proficiency in the EFL context:

1. Teachers and students should be trained on how to use Zoom effectively for teaching speaking skills to maximize its potential benefits. As emphasized by Romoszowski & Mason (2004) that many universities are training students to integrate technology like Zoom applications to be used during instruction because people are rapidly adapting to accessing these technologies to facilitate communication which leads to the wide spread popularity of DL (as cited in, Ramadani & Xhaferi, 2020).
2. Institutions and English departments should provide necessary equipment and reliable internet connectivity for effective Zoom implementation.
3. Efforts should be made to raise awareness among teachers, students, and administrators about the value and benefits of using Zoom for teaching speaking proficiency through workshops and seminars.
4. Encourage teachers to adopt a balanced approach that integrates traditional face-to-face teaching methods with the use of Zoom.

Implementing these recommendations will improve online language instruction in EFL settings, and will benefit both teachers and students in their language learning journey.

6.2. Suggestions for further research:

1. Conduct a comparative study to investigate the effectiveness of Zoom in teaching speaking proficiency compared to other online communication tools or traditional face-to-face instruction.

2. Investigating and explore the potential challenges and solutions for implementing Zoom in contexts with limited access to technology and internet connectivity.

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Appendices

Appendix A: Teachers' Questionnaire

Dear teachers, we would appreciate your participation in our research by answering this questionnaire. We assure that we will keep your information private and use them only for research purposes. Thanks in advance for your collaboration.

Section One: Teachers' Attitudes towards the usage and implementation of Zoom Application to Teaching Speaking Skill

Q.1 Which method do you usually use in teaching the speaking skill?

- Traditional Method
- Online Teaching Method
- Blended Method (both of them)

Q.2 What applications can be used for teaching foreign languages? (You can choose more than one)

-
- Google Meet
- Zoom
- Telegram
- WhatsApp

Q.3 Do you use Zoom application to teach speaking skills?

- Yes
- No

Q.4 How often do you use Zoom Application for teaching speaking skill?

- Always
- Frequently
- Sometimes
- Never

Q.5 Have you ever received a training course of using Zoom application technology in teaching speaking skill?

- Yes
- No

Q.6 Does the administration provide you with the necessary tools and devices that help you to use zoom application in teaching speaking skill?

- Yes
- No

Q.7 If you are using zoom application for teaching speaking, is there an interaction between the teacher and the students?

- Yes
- No

Section two: Teachers' Attitudes towards the reasons of using or not using Zoom Application for Teaching Speaking Skill

Q.8 Teaching speaking online makes you:

- Motivated
- Less motivated

Q.9 Teaching speaking through Zoom Application makes you:

- Motivated
- Less motivated

Q.10 What may be the main reasons behind using Zoom Application for teaching the speaking skill? (You can choose more than one)

- Facilitating education
- Real-time practice and speaking
- Convenience and accessibility

- Interactivity and engagement
- Recordings
- Saving time and efforts
- Having fun

Q.11 If you are (sometimes) not using Zoom application for teaching speaking, what may prevent you from using it? (You can choose more than one)

- Lack of technical skills (ICT skills)
- Limited access to technology
- Lack of training
- Lack of time in zoom sessions
- Technical breakdowns (internet)
- Lack of interactivity between teachers and students
- Anxiety of being recorded
- Challenges of cultural differences

Section Three: Teachers' Attitudes towards the Effectiveness of Using Zoom Application for Teaching Speaking Skill

Q.12 Do you think that teaching speaking online is:

- Extremely effective
- Effective
- Moderately effective
- Slightly effective
- Ineffective

Q.13 Using technology is preferable in EFL classes?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Q.14 Using technology for teaching foreign languages is: (You can choose more than one)

- Effective
- Enjoyable
- Boring
- Waste of time
- Challenging

Q.15 In your opinion, which skill can be better improved using Zoom Application?

- Writing
- Reading
- Listening
- Speaking

Q.16 Can the use of Zoom application replace the face to face oral production that occur in the classroom?

- Yes
- No

Q.17 Zoom application is useful to develop learners' speaking skill:

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Section Four: Suggestions and Recommendations

Q.18 What do you suggest for better improvements in using zoom application as one of the technological tools to teach speaking skill?

.....
.....

Appendix B: The Students' Questionnaire

Dear participants, we would appreciate your participation in our research by answering this questionnaire. We assure that we will keep your information private and use them only for research purposes. Thanks in advance for your collaboration.

Section One: Students' Attitudes Towards the Usage and Implementation of Zoom to Enhance Speaking

Q.01 How do you usually practice speaking English? (You can choose more than one)

- Through speaking outside in English
- Through video-calls
- Through chatting on the Net
- Through language classes

Q.02 Which method do you prefer to use when learning the speaking skill?

- Traditional method
- Online teaching method
- Blended method (both)

Q.03 What applications can be used for learning foreign languages? (You can choose more than one)

- Google Meet
- Zoom
- Telegram
- Whats App

Q.04 Do you use the Zoom application to enhance your speaking skills?

- Yes
- No

Q.05 How often do you use Zoom Application for practicing speaking English?

- Always
- Sometimes
- Frequently
- Never

Section Two: Students' Attitudes Towards the Reasons for Using or Not Using Zoom Application in Learning Speaking Skill

Q.06 What are the difficulties you face when trying to improve your speaking in English?

(You can choose more than one)

- Lack of practice
- Lack of training
- Lack of motivation
- Lack of materials
- Lack of time

Q.07 What are the main reasons behind using Zoom Application for learning speaking skills?

(You can choose more than one)

- Facilitating education
- Real-time practice and speaking
- Convenience and accessibility
- Interactivity and engagement
- Recordings
- Saving time and efforts
- Having fun

Q.08 Learning speaking using Zoom application makes you:

- Motivated
- Less motivated

Section Three: Students' Attitudes Towards the Effectiveness of Using Zoom Application in Learning Speaking

Q.09 Using technology is beneficial for enhancing EFL learners' speaking proficiency

- Agree
- Strongly agree
- Disagree
- Strongly disagree

Q.10 Do you think that using Zoom Application in developing EFL learners' speaking proficiency is:

- Effective
- Slightly effective
- Moderately effective
- Extremely effective
- Ineffective

Q.11 If you are (sometimes) not using zoom application for learning speaking, what may prevent you from using it? (You can choose more than one)

- Limited access to technology
- Lack of technical skills
- Limited interaction between learners
- Limited interaction between learners and teachers
- Anxiety of being recorded
- Challenges of cultural differences
- Time management
- Technical breakdowns (Internet)

Q.12 How does your teacher assess your performance in an online speaking course? (You can choose more than one)

- Recorded Speeches
- Live Speaking Sessions
- Self-Assessment
- Performance Tasks

المخلص

يعتبر تطبيق Zoom منصة يمكن استخدامها لتعليم مهارة التحدث عبر الانترنت. وقد أجريت دراسة حالة لاستكشاف اتجاهات أساتذة وطلبة اللغة الإنجليزية كلغة أجنبية نحو استخدام تطبيق Zoom في تعزيز كفاءة التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية. تتبنى هذه الدراسة الوصفية منهجا نوعيا وكميا وتوظف الاستطلاع كأسلوب بحثي من أجل الإجابة عن أسئلة البحث. كما تستخدم الاستبيانات الإلكترونية كأدوات رئيسية لجمع البيانات، والتي تم تخصيصها لطلاب السنة الثانية ماستر لسانيات ولأساتذة قسم اللغة الإنجليزية من جامعة المسيلة. نتائج هذه الدراسة تكشف أنه لدى أساتذة وطلبة اللغة الانجليزية اتجاهات إيجابية نحو استخدام تطبيق Zoom لتحسين كفاءة التحدث لدى متعلمي اللغة الانجليزية كلغة أجنبية. ستساهم نتائج هذا التحقيق في فهم أهمية تطبيق Zoom وفعالية استخدامه في سياق اللغة الإنجليزية كلغة أجنبية. النتائج التي تم الحصول عليها من الدراسة الحالية ستطلع كلا من الأساتذة والباحثين على الفوائد والتحديات المرتبطة بتطبيق Zoom في التدريس وتعزيز إتقان التحدث لدى الطلاب. و في النهاية، يوفر هذا البحث آثارًا عملية للأساتذة و الطلبة لتعزيز تجربة تدريس اللغة وتعلمها، مع الأخذ في الاعتبار الدور الهام لتطبيق Zoom في تعليم اللغة. أخيرًا، توصي هذه الدراسة بإنشاء دورات تدريبية لإدراج تطبيق Zoom داخل قسم اللغة الإنجليزية في جامعة المسيلة.