The Effectiveness of Using the Activities of E- Learning Platforms Based Program on Enhancing the English Oral Communication Skills of the Faculty of Education Students in Light of the Social Constructivism Theory

by

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Abstract

The aim of the current study is to investigate the effectiveness of a program based on some e-learning platforms in developing oral communication skills (listening and speaking) among of the Faculty of Education Students. The study followed the quasi-experimental approach. The study sample consisted of 150 Participants studying English.They are randomly selected from first-the Faculty of Education Students at the faculty of education -Ain Shams University. All the participants ' native language is Arabic.

The sample was divided into two groups: the experimental group, which includes (75) students, and the control group, which also includes (75) students. The researcher prepared a list of the skills needed for each of the listening and speaking skills that are appropriate for the Faculty of Education .

Students.The skills were presented to a group of jury members to ensure their suitability for the same stage. The researcher applied a pre/post-test for each of the listening and speaking skills for the two groups to measure the students" performance before and after applying the program. The experimental group was taught using the program based on some e-learning platforms for twelve weeks, while the control group was taught using the traditional method. The results revealed that there were statistically significant differences between the mean scores of the experimental group and the control group in the post-test listening and speaking in favor of the experimental group. This shows the effectiveness of the program based on some e-learning platforms in developing the listening and speaking skills of the Faculty of Education Students. The study recommends adopting the use of e-learning platforms in developing English language skills for different academic levels and other English language skills.

Keywords: e- learning platforms, oral communication skills, social constructivism.

المستخلص

هدفت الدراسة إلى التعرف على فاعلية برنامج قائم على استخدام أنشطة منصات التعلم الإلكتروني لتحسين مهارات التواصل الشفوي باللغة الإنجليزية لدى طلاب كلية التربية في ضوء نظرية البنائية الاجتماعية. وتُعد هذه الدراسة من الدراسات ا لوصفية ذات التصميم شبه التجريبي. تكمن أهميتها في تناول موضوعا حديثا على الساحة التربوية وهو التكامل بين التكنولوجيا والمعلمين والمتعلمين في عملية التعلم وتحسين مهارات التواصل الشفوي ويمكن أن يتم تطبيقه على أعلى مستوى ونطاق واسع. لتحقيق أهداف البحث، قامت الباحثة بتطبيق برنامج قائم على استخدام منصات التعلم الإلكتروني لتحسين مهارات التواصل الشفوي باللغة الإنجليزية بكلية التربية. تم تطبيق البرنامج في تدريس برنامج تعليمي لدروس اللغة المسموعة والمنطوقة باستخدام منصة Zoom. اقتصر البحث على مهارات التواصل الشفوي اللفظي باللغة الإنجليزية وعينة قوامها(150) مفردة من طلاب تخصص اللغة الإنجليزية بكلية التربية جامعة عين شمس والمدة الزمنية للبرنامج هي فصل دراسي كامل. قامت الباحثة باستخدام الاختبار القبلي والبعدي لكلا من مهارتي الاستماع والتّحدّث والبرنامج القادم علبي استخدام المنصات الالكترونية في التعلم.

وقد أشارت نتائج الدراسة إلى فاعلية برنامج قائم على استخدام أنشطة منصات التعلم الإلكتروني لتحسين مهارات التواصل الشفوي باللغة الإنجليزية لدى طلاب كلية التربية في ضوء نظرية البنائية الاجتماعية جاء بدرجة مرتفعة، كما أشارت نتائج الدراسة إلى ، وجود فروق ذات دلالة إحصائية تعزى لأثر استخدام البرنامج التعليمي وجاءت الفروق لصالح المجموعة التي استخدمت أسلوب التعلم الالكتروني ، وقد أوصت الدراسة إلى ضرورة توفير بيئة تعليمية مناسبة لتطبيق برنامج التعليم الإلكتروني ودمجة في كليات التربية والتعليم العالي وإزالة كافة المعيقات المادية والبشرية والمادية والفنية، وضرورة استثمار التوجهات الايجابية للطلبة نحو استخدام برنامج التعليم عن بعد، والعمل على وضع الخطط المناسبة والبرامج للاستفادة من هذه التوجهات، وضرورة العمل على الدمج بين التعليم الحضوري والتعليم الإلكتروني للاستفادة من مزايا التعليم الإلكتروني.

الكلمات المفتاحية: منصات التعلم الإلكتروني، مهارات التواصل الشفوي، نظرية البنائية الاجتماعية.

1. Introduction

Without question, technology offers opportunities for language learning that were unimaginable only a generation ago. In addition, speaking is an essential pillar to building up the communication and interaction competencies of foreign language learners. It is the second skill to be acquired after listening. EFL Learners should acquire speaking skills not only so they can pass the exam but also for public use in the outside world. Speaking is a tool for social interaction and reflects students' ability to express themselves accurately and fluently. Of all the four macro English skills, speaking seems to be the most important skill required for communication. The online sharing of information also promotes the increase in the communication skills among the people especially among the learners/students of educational institutions. Likewise, Sanaa (2013) assured that English speaking skill is a major sign of students' success among EFL learners.

Educators help students develop good oral language skills both directly through their language interaction with them and indirectly by creating an environment rich in learning stimuli.

Despite the importance of EFL speaking skills, reluctance to participate freely in oral activities is clearly observed in students' behaviors. Speaking is one of the four macro skills to be developed as a means of effective communication in both first and second language learning contexts. In the English as a Foreign Language (EFL) pedagogy environment, instructors are always asked to help undergraduate students increase their speaking competence and confidence. There are various motivations to master the English language , such as: the modern world language of media, international economic, tourism, technology and scientific articles, and the Internet that demands a good knowledge of English especially of spoken English.

Studies about spoken Language proficiency among students in Egypt are, unfortunately, still very rare. Besides, most EFL learners in Egypt may use very little English outside classroom contexts. Students with lower anxiety level scored higher in speaking performance than students with higher anxiety level did, (Sutarsyah's ,2017).

In this research, the theory of beyond Constructivism will be exposed as a completely new emerging model of learning. The factors that may affect the students learning on social media such as; language proficiency, background knowledge, motivation, perception, age and gender (Al-Saleem ,2018).

Problems with learning English as a foreign language is not new. Students have a struggle with all skills (Listening, speaking, reading and writing) especially spoken one. Therefore, department managers, instructors, and parents are always unsatisfied with the students results in English. Moreover, results and statistics of the student's examination of the faculty of Education in Egypt show that spoken English skill has the lowest results. So, I find it is one of my duties to find why Egyptian students in faculty of Education have difficulties in learning this skill and how can this problem be minimized .

To prove the objectives of the study, the researcher will apply an E- learning platforms Based Program. It will be applied to enhance English oral communication skills of the faculty of education majors in light of the Social Constructivism theory for a term.

2. Statement of the Problem

Despite the importance of understanding spoken English, many EFL students have much difficulty to cope with academic listening material (Otte, 2006). This might be due to the difficult nature of listening (Gonen, 2009) or due to the fact that listening was the most neglected and the least well taught of the four language skills (Brownell, 2013). In the Egyptian context, many studies found weaknesses in

Egyptian EFL students" listening comprehension at the preparatory (e.g., Abo El-kassem, 2009; Al- Ammary, 2015), and secondary stages (e.g., Amin, 2012; Genaidy, 2011). Oral skills are considered the most important skills needed to communicate well.Studies about spoken Language proficiency among students in Egypt are, unfortunately, still very rare. Besides, most EFL learners in Egypt may use very little English outside classroom contexts. Students with lower anxiety level scored higher in speaking performance than students with higher anxiety level did, (Sutarsyah's ,2017). On the other hand, there is a great neglected towards teaching listening and teachers always pay attention towards other language skills like grammar, writing and reading. Most of teachers neglected both listening and speaking when they prepare for the lesson and therefore students have a week level in both skills. Problems with learning English as a foreign language is not new. Students have a struggle with all skills (Listening, speaking, reading and writing) especially spoken one. Therefore, department managers, instructors, and parents are always unsatisfied with the students results in English. Moreover, results and statistics of the student's examination of the faculty of Education in Egypt show that spoken English skill has the lowest results. So, I find it is one of my duties to find why Egyptian students in faculty of Education have difficulties in learning this skill and how can this problem be minimized .**So,** the problem of the current study could be identified in the weak performance of English Oral Communication Skills of the Faculty of Education students.

The present study seeks to answer the following main question:

To what extend is a program based on e-learning platforms effective in light of the social constructivism theory in developing Faculty of Education students' oral communication skills?

In trying to answer this main question, the following sub- questions are going

to be answered too:

1- What are listening and speaking skills needed for Faculty of Education students**?**

2- What is the program based on e-learning platforms effective in light of the social constructivism theory effective in developing Faculty of Education students' oral communication skills?

3- What is the effectiveness of the program based on e-learning platforms effective in light of the social constructivism theory effective in developing Faculty of Education students' oral communication skills?

Research Aim

The main purpose of this study is to:

1. Develop the Faculty of Education students' listening and speaking skills through the use of a program based on E- learning platform.

4. Significance

Keeping technology as a separate knowledge causes problems, but when we understand the E-learning platform/Zoom, we can integrate technology into the content and pedagogy of our classrooms. The integration will help our students learn more effectively. Besides applying like these technological tools are suitable for both the 2030 vision of education and the new system of using tablets in education in Egypt.

Thus, the present study is significant because:

1- **The Faculty of Education students:**

- Improving listening and speaking skills through using Zoom Meeting platform.

- Sharing their own knowledge and skills with others.

- Encouraging students to be an active learner through different active strategies.

- Promoting the students' high thinking skills.

- Relate ideas together and make connections with previous experiences.

- Using technology in the teaching process, makes it fun and attractive for students.

- Improve their ability to communicate with others easily.

2- For instructors

- Help teachers to identify students' errors in listening and speaking.

- Help instructors use different methods to enhance listening/speaking skills inside the classroom.

- Create opportunities to improve students' listening and speaking through E-learning /zoom platform.

- Provide instructors with a checklist of listening and speaking skills needed for Faculty of Education students.

- Attract Instructors to use different types of modern and active strategies instead of traditional approaches of teaching.

3. For program designers:

- Help them to consider E-learning/Zoom platform in developing other language skills.

- Investigate the importance of Zoom Meeting platform; therefore, they can design new programs based on this learning platform.

- Enrich the curriculum with such activities and learning applications based on E-learning platforms to develop the students' high thinking skills.

- Adopting this kind of e-learning programs may push the programs designers to rethink of the current methods of teaching adopted at universities.

- Providing The Faculty of Education classes and laboratories with internet and electronic equipment to help instructors employ modern technology in teaching English and other courses.

5. Delimitations

- The students of the English major of the Faculty of Education, Ain Shams University.
- The second semester of 2022/ 2023.
- E-learning oral communication skills (Listening and speaking).

6. Definition of Terms

6.1. Electronic learning platforms

"E-learning refers to the use of computer network technology, primarily over or through. the internet, to deliver information and instructions to individuals" (Wang et al., 2010: 167.) The use of information and communication technologies in diverse processes of education to support and enhance learning in institutions of higher education". (OECD.,2005). There are different expressions used to describe educational computer applications, such as e-learning Systems, Learning Management Systems (LMS), Course Management System (CMS) or even Virtual Learning Environment (VLE). In these systems, students can access courses" contents in different formats(text, image, sound, video)as well as interact with teachers and/or colleagues, via message boards, forums, chats, video- conference or other types of communication tools Sanchez, R.A.

A.D. Hueros, (2010). These platforms provide a set of configurable features, in order to allow the creation of online courses, pages of subjects, work groups and learning communities Paulsen, M. F. (2003).

Operationally, the researcher defines e-learning as any form of studying or training on any digital device such as watching an educational video, using

applications for lecturing, peer and instructor discussion or taking a quiz or an exam online using the (Pal-Talk, Podcast,Kahoot, Zoom) applications.

6.2. Oral Communication

"It is a complicated process including the ability to listen attentively and in concentrative way then thinking and interpreting this thinking orally in the form of voice and body language. It is acquired through education". (Musona E. & Sidiropoulou T 2017).

" It is a dynamic process as it involves an interaction between two or more people. It is a vital for a student's academic success and future career prospects. In today's challenging environment, students must not only possess academic expertise, but also the requisite skills to enhance their learning and employability prospects in the future". (Ockey, G. J., & Li, Z. (2015).

Operationally, oral communication is the process of verbally transmitting information and ideas from one individual or group to another. It can take place with different students, at different times, in different places and different situations professionally.

6.3. Listening skill

Rost (2001) mentioned that listening is a complex skill which is comprised of four orientations or perspectives: receptive, constructive, collaborative, and transformative. These orientations can tell us what listening is. Al-Abdullatif, A.M. (2011) also demonstrated that listening is "an active process through which the listeners concentrate on some chosen aspects of audio approach and to connect meetings with what they have". Further, Caldwell (2008) defined listening as "the process of simultaneously extracting meaning through interaction with oral language".

6.4 Speaking skill:

David Nunan, (1997), defines it as the productive aural/ oral skill. It

consists of producing systematic verbal utterances to convey meaning.

Solcova (2011) defines speaking as, "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.". According to Scoot (2005:79) "Speaking is considered as the productive and oral skill. Speaking is a cognitive skill, is the idea that knowledge become increases automatically through successive practice."

6.5. Social Constructivism.

Social Constructivism Theory: Lokita, (2016) defines it as a theory introduced by Lev Vygotsky (1896 - 1935), a psychologist who believed that social and cultural aspects play a role in the development of one's language to help improve one's cognitive development (As cited in Mohamad & Romli, 2021). Social Constructivism Theory depends on the visual learning for teaching and studying using new technology which is rich with by photos, videos, electronic texts and documents and multi-media. Each learner constructs meaning individually and socially. It depends on human interactions via electronic computers and highly get benefit of the internet for learning. (Brown T.,2006).

In this research, the theory of beyond Constructivism will be exposed as a completely new emerging model of learning. The factors that may affect the students learning on social media such as; language proficiency, background knowledge, motivation, perception, age and gender (Al-Saleem ,2018).

7. Literature Review

Theoretical Background

This portion of the study is dedicated to present related previous empirical studies. For instance;

a. Electronics/E- learning

E-learning in the 21" century has education delivered on a mass customized basis, electronically, which is often claimed as directed to reducing the costs of the

institution or increasing its revenues or both.Institutions of higher education are increasingly considering the use of open source software or product in its applications. E-Learning through Virtual Learning Environment increases quality, performance and functionality, while fixing problems rapidly and reducing costs. Although perspectives of e-learning include much hype and reality too, there is a need to frame criteria for seeing the true picture. By doing so researchers and educationists can determine ways by which online learning is multidimensional. Higher educational institutions have in the last several years been associated with creating enterprise open source solutions. Such initiatives in e-learning applications can be described as the early steps taken by higher education in moving towards open source, from proprietary software. Educational institutions can easily audit their system with open source. Apart from reducing vendor lock-in, the system becomes flexible, transparent and exchange of ideas is encouraged. Although open source software can be used by anyone, its successful implementation rely on developing a sense of community building, providing budget for free software and in convincing institutions to adopt open source.

Blinov V.I. et al. (2021) have confirmed that, in Russia, before the pandemic, education was organized in a traditional face-to-face format. Multimedia devices were used only when necessary (e.g., projector, interactive whiteboard, or PC). The first publications on the subject appeared in the mid-2000s. The study explored the possibilities of using this experience in Russian schools and universities initially in the teaching of natural sciences, and later in the humanities. In addition to the concept of "blended learning," the study used such terms as "hybrid" or "corporate" learning.The author offered a definition of the term, a typology of different versions, and examples of their use.

Stefan Hrastinski (2019) detailed five fundamental conceptual characteristics of blended learning, revealing the essence of its quality by identifying and applying

the benefits of different modes of learning, integrating formats of interaction in the pedagogical process, the quantitative (in percentage) ratio of technologies used in the classroom, time and other components, as well as the opportunities and ways of including digital technology in classroom learning, and analyzing synchronous learning technologies (video conferencing, virtual classrooms, etc.) which cannot be ruled out when implementing blended learning.

Abdullah Kholifh Alodai (2016) the study showed how students benefit from e-learning at Al-Baha University in the Kingdom of Saudi Arabia and two groups of students were tested. The Easy class platform was implemented as a means of electronic learning platforms to ensure the effectiveness of the use of platforms in Arab universities. These results indicate that e-learning achieved through the easy class platform deserves further development. In order to make it easier in the application process and requires the subject of research to further studies when using e-learning, especially in Saudi Arabia.

Gabriela Carmen Oproiu (2015) the study refers to the use of an educational platform in the process of university teaching. The study provides information on Results of a questionnaire for a group of students in various faculties of the Politnica University in Bucharest. The Modell platform was used as one of the electronic learning methods that support university education for students interested in developing learning activities in virtual systems. E-learning cannot be considered as an alternative to traditional education, but e-learning through the internet opens up new areas of teaching and learning, making e-learning an integral part of traditional education. The model platform is one of the most widely used pallets in Romania. Education in Romania still needs further research into the use of educational curricula and their role in supporting the educational process.

b. Oral Communication skills

Studies about spoken Language proficiency among students in Egypt are, unfortunately, still very rare. Besides, most EFL learners in Egypt may use very little English outside classroom contexts.

There are lots of studies which focus on using e-learning and showed its effect as following:

Samsuri, N. N., Nadzri, F. A., & Rom, K. B. M. (2014). (A study on the student"s perspective on the effectiveness of using e- learning) The purpose of this study was to investigate the effectiveness of using E-learning among secondary school students. Data were collected from 45 students studying at three schools in Shah Alam, Selangor. The data was analyzed using SPSS version 19.0.

Results showed that most of the respondents were exposed to E- learning and among the reasons they preferred to learn via e- Learning was it provided them greater flexibility to select either instructor-led or self-study courses and enabled them the flexibility to learn at any place and time. They also agreed that one of the disadvantages of using e-Learning was it would reduce the need for face to face interaction with their friends. Students with lower anxiety level scored higher in speaking performance than students with higher anxiety level did, (Sutarsyah's, 2017).

English oral communication ability is the ability to use the language orally and appropriately in any circumstances as well as shared sociocultural or pragmatic suppositions. It comprises of knowledge or competence and the capacity for implementing that competence in appropriate or contextualized communicative language use (Bailey, 2005; Hedge, 2000). Based on several educators (Bailey, 2005; Brown, 2007; Hedge, 2000), students English oral communication ability in the English classroom can be enhanced by using direct approach such as applying a systematic analysis to elements of speaking competence and classroom practice or

indirect approach that involves students in conversation through role-play, simulation and problem-solving tasks, and provides more opportunities to practice in classroom activities. In addition, meaningful contextualized practice and fluency-based activities such as free discussion, role-play, simulations, and activities should be introduced in the classroom (Fulcher, 2003; Luoma, 2004; McKay, 2006). Showing the clear link between linguistic form and communicative function, personalizing language by having students express their own ideas, feelings, preferences, and opinions, building awareness of the social use of language, and building learners confidence would help students to expose to and produce the language in complete the learning tasks. Importantly, managing classroom interaction is another key to help students enhance their English oral communication ability. Producing language in front of other students can generate high levels of anxiety especially those students who have negative experiences in speaking activities. Therefore, creating a reassuring and more supportive classroom environment in which students are prepared to experience in the language activities would definitely help students to improve their English oral communication ability (Bailey, 2005; Hedge, 2000; Nunan, 2015).

Oral skills are realized as the total responses that were produced by humans in different linguistic contexts; they are also viewed as instruments to reveal what is going learners' minds communicate with others. In addition, they are viewed as strong connectors in the instructional process. Furthermore, this process never stops the oral communication but it helps in thought development and social integration.

The field of English language skills has changed immensely in the term of speaking as it does not restricted in just uttering word and recognizing letters. Additionally, this term has changed to entail various and varied mental processes such as using the correct order to construct words and sentences for speaking,

expressing orally about ideas via suitable grammar and cognitive structures. Also, oral express comprehends correct pronunciation, ideas order according to science logic, expressing ideas through suitable vocabulary with correspondence with the rule of choice and synthesis, considering correspondence among meanings and ideas and practicing convenient linguistic form. Similarly, this context has been reflected in the term of teaching speaking, so this important linguistic art and the needed goals are needed to be corresponding with international trends and modern theories paying attention to its education through studies, skills and strategies (Younis, 2001).

Most oral skills require high levels of thought and thinking processes that seized their importance through cognitive productive and complicated processes done in many steps such as inner and outer arousement, organizing mental meanings, converting meanings into signs through choice and synthesizing between them. Also, pronouncing sounds of vocabulary and sentences (Shehata, 2003).

In order to understand learners' oral communication skills in constructing a store of vocabulary and structures, so these vocabulary and structures are needed to be developed in order to grasp meanings of English contexts. Furthermore, regarding the nature of understanding oral communication skills can identified in attracting learners' attention and paving their potentialities for new vocabulary and expressions. So, then, they register these vocabulary and expressions in their own note books. Additionally, utilizing what they have learnt in new contexts and stating linguistic alternatives for different situations (Shehata, 2004).

Through considering the nature of oral communication skills, English language learners who speak other languages should pronounce English letters continuously and separately, use signs, gestures and utilize non-linguistic movements to express their ideas, state the correct order for English structure while

speaking, differentiate between unusual and ordinary expressions, and use suitable expressions in different and various situations (Shehata, 2004).

Improving oral communication skills helps those learners speak un hesitated, order speeches in a specific manner, hold perfect control over what they say especially relating to meaning perfection, ideas blindness and mastering the art of speech with its contents such as tuning and versatile voices, press what needed to be pressed and pay attention to exclamations and interrogative parentheses. Considering listeners, they should identify and harmonize with them in speed, slowness, summarization, redundancy and equality. In the same token, having the ability to use convenient pauses, bodily expressive movements and helping aids, attracting and affecting the listener leaving no chance for him to be bored. Thus, this can be done through good data show, outstanding performance, self-confidence and convince in what they say (Al-Naqa, 2003).

Hamdi (2011) mentioned that English language entails four skills; listening, speaking, reading and writing. Continuously, pronouncing words is essentially the origin of two substantial aspects in the English language; sub skills of speaking and listening are essentially the main bases for many skills. In the same manner, AlOmari (2011) depicted that others think that mastering English language is focused on its morphology and grammar without realizing its sounds properly, but the truth is that mastery and proficiency in language cannot be achieved when mastering sounds of language only but it could be accomplished via enhancing oral communication skills because humans communicate orally more than in writing scripts.

Continuously, Younis (2001) depicted that linguistic aspects are commonly used among other linguistic skills, but oral communication aspects represent 90% of oral communication as learners need to express ideas, emotions and even attitudes. Reversely, reasons for significance of oral communication skills are

stuck to complexity of modern communicative technologies as they depend on oral interaction such as discussions and debates. So, linguistic expressions are attained to be essential domains not only in enhancing linguistic skills but also in the process of theoretical development in social contexts and areas (Zang & Alex, 1995).

As for the significance of oral communication skills, they face many various problems that hinder learners from mastering them; continuously these reasons tend to subject choice, non-appropriate use of modern teaching method, too little stated time in teaching them, non-stated bases of assessment, and colloquial usage during teaching and weakness of linguistic outcome. So, the researcher may propose the following question; how can English language learners who speak other languages master oral communication skills? In the same point, many English and foreign studies have such as Abdel-Hamid (1986) and Abualhajaj (1993) assured that oral communication skills need more attention in various stages.
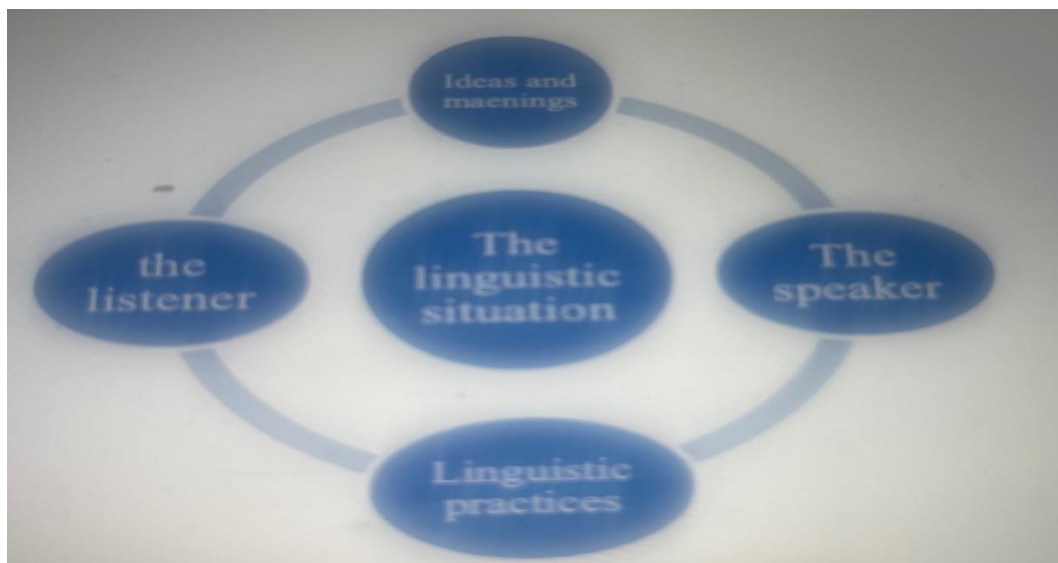

Figure 1. The linguistic Situation

Through reviewing this diagram, it is apparent that the linguistic situation entails four components; the speaker, the English Language learner who speak

other languages, considering their linguistic differences, diversity of accents and sound in their mother tongues. The listener may be an Arabic speaker, teacher or even the leaners' colleagues. The linguistic practice; means interactions, debates and discussions with English language practioners. Ideas and meanings contain topics and subjects being manipulated in the context of English Language learning.

Concerning the term of learning activities especially their definition, aims and kinds, they are more general and common than electronic activities and they are characterized as one of active learning components. Also, learning activities are realized as the fourth component of curriculum design, as aims state why do learners learn? The content determines; why do students learn? Evaluation; what is the result of learners' education but activities identify how students learn (Shehata, 2003). So, activities can be identified as activities and programs that concern learners and means what theoretical and mind efforts learners practice in correspondence with their attitudes, abilities and concerns inside and outside school. They also, help enrich learners' competency and acquire various experiences to serve their thought and bodily growth (Ibrahim, 1989).

Contextually, the learning activities in the recent study aim at improving learners' skills via e-activities, achieving interaction among learners each other's and between teachers and learners through discussions and dialogues about learners' questions. According to Zaher (2009), e-activities are presented for learners' for raising their abilities in utilizing e-content in attaining communication with students via electronic activities, situations and materials aiming at refreshing adaptation among learners.

Respectfully, the researcher regards e-activities as an electronic communication such as pictures, sounds, diagrams and electronic libraries done through computer screen via electronic educational situations. Abu Ghareeb (2007) added that e-activities depend basically on adopting electronic activities and

refreshing students 'senses to work properly with learners' concerns and interests. Also, e-activities are connected to a theoretical theory that depends on learners-centered approach as it helps students to cooperate actively and care immensely between learners in individual differences. Furthermore, Zamel (2013) emphasized that e-activities develop emotional, behavioral and cognitive skills that contribute in utilizing active aids and strategies.

Via social media networks, e-activities are entailed as means for enhancing different and various skills and can be utilized in e-contents for strengthening linguistic communication with others through e-educational situations and other subjects. Some of educational bases for these e-activities are adopting e-activity, sensing, attaching this it to school subjects. Also, focusing on learners concerns and attitudes and attaching it with the cognitive theory that centered about learner as it encourages them for active, effective contribution and differentiates between learners in individual differences (Koper & Tattersall, 2005).

c. Constructivism Theory

The constructivism is a position shared by different tendencies of the psychological and educative research. Among them are the theories of Piaget (1952), Vygotsky (1978), Bruner (1960) and although none of them was named as constructivist, their ideas and proposals illustrate the ideas of this current. In first place, the constructivism is an epistemology; it means that is a theory that tries to explain which the nature of the human knowledge is. The constructivism assumes that nothing comes from nothing. That is to say that prior knowledge gives rise to new knowledge. The constructivism affirms that learning is essentially active. A person, who learns something new, incorporates it to their previous experiences and their own mental structures. Each new information is assimilated and deposited in a knowledge and experiences network that exist previously in the person, as result we can say that learning is neither passive nor objective, on the

contrary it is a subjective process that each person is constantly changing in the light of their experiences.

This is the new role of the student, an essential role for his own training, a role that is impossible to give up and that will provide you with an infinite number of significant tools that will be tested in the course of their own and personal future.

The constructivism of Piaget or psychological constructivism.

From the perspective of the psychological constructivism, the learning is essentially a personal. There is the individual with its quasi-omnipotent brain generating hypotheses, using inductive and deductive processes to understand the world and putting to test these hypotheses with personal experience. The motor of this activity is the cognitive conflict. A mysterious strength called "desire to know" irritates us and pushes us to find explanations for the world around us. This means that in any constructivist activity should exist a circumstance that make shake the previous structures of knowledge and forcing a realignment of the old knowledge to assimilate the new. Thus, the individual learns to change their knowledge and beliefs of the world to set the new discovered realities to build their knowledge. Typically, in situations of academic learning, should to exist learning by discovery, experimentation and manipulation of concrete realities, critical thinking, dialogue and continuous questioning. Behind these activities lies the assumption that every individual, in any way, be able to build their knowledge through such activities.

The constructivism of Vigotsky or social constructivism.

In this theory, also called situated constructivism, the learning has a bold interpretation: only in a social context the significant learning is achieved. It means, contrary to what is in the Piaget's theory that is not the cognitive system what makes meanings but the social interaction. The social interchange generates interpsychological representations that, eventually, must be transformed into

intrapsychological; these latter representations are the structures that spoke Piaget. The social constructivism does not deny any representations of the psychological constructivism, however, considerate that is incomplete. Basically, what happens in the mind of the individual is a reflection of what happened in the social interaction .

There is a probabilistic important element in social constructivism. It does not deny that some individuals can be more intelligent than others. This means that in the same circumstances some individuals build mental structures more efficient than others. But for the social constructivism, this difference is secondary when it is compared with the power of the social interaction. The mental construction of meanings is highly unlikely if there is no an external scaffolding given by a social agent. To achieve its constructivist's functions, the mind not only needs of itself but also the social context that supports it.

Concept of Social Constructivism

Social constructivism is a learning theory founded by Lev Vygotsky in 1968. It says that language and culture are important through which humans experience, communicate, and understand reality. Vygotsky believed that language and culture are very essential in human intellectual development and in how humans understand the world. This means that learning concepts are transmitted utilizing language, interpreted and understood by experience and interactions within a cultural setting (As cited in Akpan, et al.,2020)

A theory based on the consideration that learning is not done through the automatic transfer of knowledge but rather by building the learner himself based on his previous experiences, positive interaction with the teacher and peers, social environment and the effective employment of language through dialogue, discussion, and negotiation (Karahan, & Roehrig, 2015).

It is an educational philosophy that enhances an active social learning environment. Interaction occurs between previous cognitive structures, and new cognitive structures in a social educational environment, and knowledge is built as a result of this interaction (Abdel Moneim, 2016).

Social constructivism is a theory that relies on building an individual to learn socially through his relationship with others. Language is an important factor as it is the basis of the process of communication between the individual and society that results in the formation of the learner's knowledge (Chelghoum, 2016).

Jordan et al. (2008) explained that in social constructivism, collaboration in the classrooms is a process of peer interaction mediated and structured by the teacher. Social constructivism focuses on the social nature of cognition, and suggests approaches that facilitate a community of learners to engage in an activity.

Shamsuddin (2018) defined social constructivism as a theory through which knowledge is developed through social mediations and negotiation processes between the teacher and students, and among the students themselves as a socio-cultural process to guide students' thinking and build meanings and ideas. Language has a fundamental role in transferring social experience and improving the process of learning (Bahmam, 2019).

Muhammad (2016) defined it as a theory based on a set of basic concepts, and foundations that Vygotsky dealt with, namely that language, speech and speaking have a role in organizing thinking, and the social environment in which students participate contributes to solving problems and accomplishing tasks.

To sum up, social constructivism theory assumes that learners build knowledge and interpret it through interaction with natural phenomena and with others, and the constructivist class requires engaging learners not only in the

process of discovery but must also be put into a discussion that includes clarifications, interpretations, negotiations, participation, and evaluation.

2.1.2 Language Teaching in Social Constructivism

Social constructivism in education is characterized as a social process in which meaningful learning occurs if individuals participate in social activities. It depends on the members of the community surrounding the learner, and this includes individuals who have a strong and direct impact on the learners, such as the teacher, peers, the director, friends and other individuals who interact with them (Bahmam, 2019).

Social constructivism based on the nature of learning which is based on the rejection of the philosophy of stimulus and response among behaviorists, and seeing the role that mental processes play in the learning process; as well as awareness of the strength of the relationship between language and thought; language learning is affected by the role of mental processes as an active process that enables the learner to be productive and creative (AL-Ghazo: Al-Zoubi, 2018). Language education means developing the ability to produce it so that learners stand on the norms that language helps learners to communicate with others. In light of experiences of learners and environmental stimuli, differences appear in the linguistic product between individuals; in this light, the language teacher has to facilitate the occurrence of learning and help the learners to be able to learn the linguistic norms of their societies (Abdel Moneim, 2016).

Social constructivism also deals with the language teaching process as participation rather than an acquisition. The participation of learners in the learning event itself, and its interactive processes introduce social meanings and build knowledge in a collaborative and participatory manner through interactions and dialogue between the teacher and learners (Chelghoum, 2016).

2.1.3 Teaching Principles According to Social Constructivism Theory

Learning according to social constructivist theory is active learning. It occurs as a result of modifying the ideas and information that the learner has, reorganizing these ideas and information, and adding new information to the learner's cognitive structure in a framework that includes the context of community and social interaction (Abdel- Moneim, 2016).

Social constructive teaching depends on several general principles based on the results of educational research and theories (Mishra, 2015; Issa et al., 2016). These principles can be displayed as follow:

1- Language is the primary means of thought: language is built based on social interactions. It is considered as the half of knowledge because it expresses the function of knowledge and its appropriateness to society's standards and values.

2- The importance of building meaning in language education and learning: Social constructivism emphasizes the process of making meaning in education, especially language learning, where language is used in social interaction that contributes in its various forms to making meaning and building knowledge.

3- Seeing learning as social: Social learning helps to build knowledge faster than individual learning. Looking at learning as social does not mean diminishing the importance of looking at individual methods of learning. Learning is based on individual and social methods at the same time.

4- Learning leads to growth: Social constructivism has distinguished two levels of growth: the level of actual growth, which is the level the learner has reached, and the level of growth that can be reached. A level that is determined by what can be performed.

5- Learning tools and resources: Vygotsky distinguished between two types of tools: technical tools such as books, devices, and psychological tools such as language, drawing, and oral dialogue. Language is the most psycho-cultural tool;

it is the preferred medium through which social experience is transmitted to individuals.

6-Social interaction: Building concepts and meanings takes place in the context of an active social process based on language and positive interaction.

7-The learner has a burden of learning responsibility. It is necessary for the language program to help learners how to benefit effectively from their previous knowledge, to stimulate their positive initiative, and allow them to rely on themselves and take responsibility.

8-Providing support to students within the nearby growth area: It is one of the most famous concepts that emerged from the theory. Vygotsky defined it as the distance between the actual growth level and the level of inhibited growth, and the nearby growth area has been linked to the concept of aid that the learner receives within the boundaries of the region. The teacher should encourage learners to question and be keen to know their developmental characteristics.

2.1.4 Role of the Teacher According to Social Constructivism

The primary function of a teacher from a social constructivist perspective is to facilitate the knowledge of learners and exercises several roles that are :-

1. **Presenter;** the teacher is not a lecturer; rather, he is a person who is keen on clarifying, presenting models, and giving appropriate activities to learners(Al-Ghamid, 2012).

2. **A trainer;** the teacher trains learners to use strategies that develop their abilities to understand.

3. **Observer:** Observing learners all the time to direct their interaction in an appropriate way inside and outside the classroom (Muhammad, 2016).

4. **An organizer** of the learning environment; organizing what the learners do and organizing educational situations that the learner has not gone through

before and allowing learners to lead some activities from the lesson (Muhammad, 2016).

5. **Aiding** in the occurrence of social relations, the teacher patiently deals with the diversity and individual differences between the learners, in a way that encourages the achievement of a collaborative environment (Rajeh & Jadaani, 2017).

6. **A reference** for education: The teacher is a backup source of information that students refer to when needed (Churcher et al., 2014).

7. **A founder of theories:** The language teacher first, emphasizes major concepts that are to start from the whole to make conclusions. The teacher considers the learners' prior knowledge in learning the new topic. Moreover, the teacher believes that learning involves not only possessing new concepts but also reorganizing the previous concept that can build their knowledge (Bahmam, 2019).

8. **An evaluator:** The teacher looks at the evaluation from the assumption that knowledge is built and formed by the learner. The teacher must aware that the learners' mistakes occur as a result of their continuous attempts to organize their perceptions (Clara, 2017).

To conclude, social constructivism considers the learner as part of a social group and learning as something that emerges from group interaction processes, not as something which takes place within the individual. Learning is seen as an active socially engaged process. Social constructivism maintains that learning is based on real-life adaptive problem solving which socially takes place through social manner through shared experience and discussion with others.

A study by Youssef (2016) attempted to mix both pedagogy and technology in a blended model reflecting two of the most influential theories of learning; social constructivism and "connectivism". It aimed to investigate the effectiveness

of a program based on the scaffolding strategy using blogs in developing the first-year secondary school students' creative writing skills, reflective thinking, and their attitudes towards blogging. Using the quasi-experimental method, a randomly chosen sample of tenth-grade girls at EL-Hag Hadad Secondary School. The participants were pre-tested using the creative writing test, the reflective thinking questionnaire, and the attitude scale towards blogging. The participants were then engaged in the program using the class blog. The participants were post-tested at the end of the experiment. The results revealed that scaffolded blogging along with the genre- process approach was effective in developing students' creativity in writing. More surprisingly, their ability to reflect significantly improved especially at the critical reflection level, and the way they completed tasks. The students showed positive attitudes towards this new type of authoring.

Zulela and Rachmadtullah (2018) conducted a study aimed to determine the Constructivism Approach in learning to write narratives in primary schools. The participants of this study were elementary school students. The research consisted of three cycles. Data were collected by using tests, interviews, photos, video recordings and portfolios. Data collection instruments used in this action research were written tests, observations reinforced by field notes from observations conducted by observers. Results showed that the constructivism approach improved and increased students" skills in writing narratives and the increase occurred in each cycle. Moreover, students themselves were mentally active and built their knowledge better.

A study by AL-Ghazo & Al-Zoubi (2018) aimed to determine the effect of constructivist learning design on college students' writing skills. The participants of the study consisted of two sections 30 students, 15 in each section, from the English Language and Literature Department at Ajloun National University. To achieve the objectives of the study, all participants in both control and

experimental groups took a pre-test, and a post-test in writing skill to determine the effects of the program on writing performances over a semester. The experimental group enrolled in the program for five weeks. The results of the pre-test revealed that there wasn't any significant difference between the mean scores of the EFL students in the control and experimental groups. However, the results showed that there were clear differences between the mean scores of the EFL students in the post-test in favor of the experimental group.

Taufik et al. (2020) conducted a study to investigate the effectiveness of the constructivist approach in the teaching of writing literary works. The population of this study was the students of the English Literature Study Program of Makassar Islamic University Makassar. The participants were 30 students from the fourth semester who have joined the essential literature subject. The primary data of this study was the test result. The pretest was given to the students at the beginning of the treatment. A post-test was given to the students at the end of the treatment class. Results showed that the constructivism was able to improve students' writing competence. The constructivism theory helped students to organize creative ideas in writing literary works. Students can develop ideas, characterizations, good storylines, and the ability to raise current phenomena in writing stories. Students' feedback showed that there were some innovations in their performances; there was some variant of writing style, using of figurative language, choosing the topic writing, theme, and characterization. It means that the constructivism method is beneficial for improving the students' performance in writing literary work.

A study conducted by Sroura et al. (2021) aimed at investigating the effect of a suggested model RW based on constructivism on the writing skill performance of the EFL secondary school students in Gaza. The participants consisted of (87) female students distributed into two groups: 43 for the control group and 44 for the experimental one. The researchers adopted the experimental approach. the

experimental and control group were pre-tested on their writing skills. The experimental group was taught through the suggested writing model, while the control group received the regular teaching. A post-test was used to collect data after implementing the suggested writing model. The results revealed that there were statistically significant differences at ($\alpha \leq 0.05$) between the experimental group and the control group in writing skills in favor of the experimental group. Also, the effect size of using the model based on constructivism was significantly large on students' writing skill. The researcher recommended using the suggested model RW in teaching writing skills for the EFL secondary school students.

To sum up, through the presentation of previous studies, it is clear that constructivism and social constructivism approaches play an important and influential role in creative writing. The age levels and grades used by previous studies as samples have varied between elementary, preparatory, secondary, and university levels. Some studies aimed to identify the effectiveness of using an integrated enrichment program based on constructivist theory to support creative writing and the results asserted its effectiveness. General constructivism learning models can improve all aspects of writing skills. Some previous studies focused on researching the role of constructivism in the development of creative writing in the English language whose results revealed its effective influencing role.

8. Research Methodology

8.1 Research Design

The present study used a mixed-method design. The EFL university students' oral communication skills before and after the implementation of the proposed program were compared using quantitative methods. The results were also analyzed qualitatively, which provided more validity to the program. The descriptive method was used to accurately and systematically describe the literature of this problem and also the students' proficiency level and the situation

of oral communication skills in the faculty of education and also to determine cause and effect of the problem being studied. Also, the research adopted the quasi-experimental design in terms of dividing the 150 participants of the study into two groups, an experimental group and a control group. The experimental group studied via the electronic – learning platform-based program using (Zoom) but the control group was taught via the regular method.

Zoom meetings platform is a newer online learning widely used to affiliate class management. It enables teachers easily post assignments, initiate and organize discussions, share teaching materials, carry out test, and evaluate students'' participation in activities should be performed online according to their learning behavior online, the advantage of the zoom application is that it is free of cost, can be used by anyone, anywhere, and anytime without having to meet face to face. Hidayat, S., et all. (2022). Through the use of Zoom, we can communicate directly with anyone via video. Zoom is an application that is used to assist the face-to-face learning process using video (Ganesha, Nandiyanto, & Razon, 2021).

Videos can also be recorded, downloaded, viewed, or played back. One of the advantages of Zoom is the application of technology that can bridge space and time and is flexible in the learning process (Bawanti & Arifani, 2021). There are also other advantages of Zoom that are ease of use, quality, and immediate success through Zoom. The display features are neatly arranged, easy to find, practical, and easy to use. larger meeting room capacity. quality video and sound production. It displays a presentation file that can be sent to all meeting participants. Teachers can easily make learning schedules through meeting schedule settings. The teacher can determine the topic of learning, the description of the learning to be carried out, the learning time, and the duration of learning. The availability of access links to participate in activities according to a predetermined schedule. The record feature to record and save learning videos is easy to use. The breakout room

feature can make it easier for teachers and International Journal of Technology in Education and Science (IJTES) 561 students to conduct virtual discussions.

In the Zoom meeting application, the breakout room is separated from the main meeting room. Teachers can divide students into small groups so that teachers and students are separated to maximize learning activities. With the breakout room, students have a private space to carry out discussion activities. Through this breakout room feature, students can have a virtual discussion learning experience to increase their confidence. During a meeting, you can view diagnostic information to determine whether the problem is caused by audio, video, or the network (Sutterlin, 2018; Setiani, 2020).

It can be concluded that Zoom has complete facilities and is suitable for use as an interesting online learning medium. The results of the study (Serhan, 2020) show that student interaction during zoom learning is lower than student interaction in the classroom. But students love the flexibility and convenience of zooming in. This follows the results of research (Suardi, 2020) concluding that the learning process using Zoom cloud meetings is very effective because it is more relaxed than face-to-face learning.

8.2. The Purpose of the program

That program focused on enhancing EFL university students' oral communication skills. It helped them use their oral communication skills successfully and confidently through implementing different activities. It also made them able to express their thoughts, visions, and views confidently. They learned how to learn from others' mistakes, use language as a means of expressing values and attitudes, observe cultural norms with respect, and select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter. So, the e-learning based program

platforms in light of the social constructivism theory is effective in enabling faculty of education students to improve their oral communication skills.
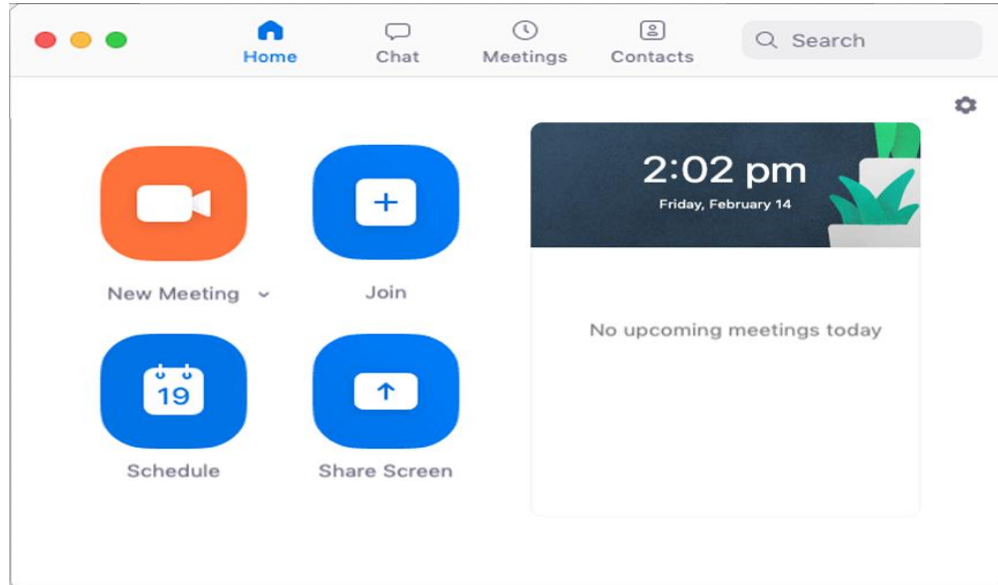

Figure 2 (Zoom wall components) www.zoom.com

Zoom meeting platform provides features that both teachers and students can possibly share the materials, conduct group discussion, send message, and record the teaching activities. All these features help to shift the traditional teaching process into modern one (Octaviani, A. Y., 2021). Furthermore, Zoom Meeting Platform provides a live situation that may reduce social isolation and foster students' engagement and motivation that lead to meeting the learning objectives.In addition, students' motivation affects their willingness to communicate in English. Therefore, maintaining emotional connection during the Zoom video conference is important. In short, Zoom meeting has a complete features that encourage English teachers, through rich experiences with students, to explore and evaluate the abilities of students.
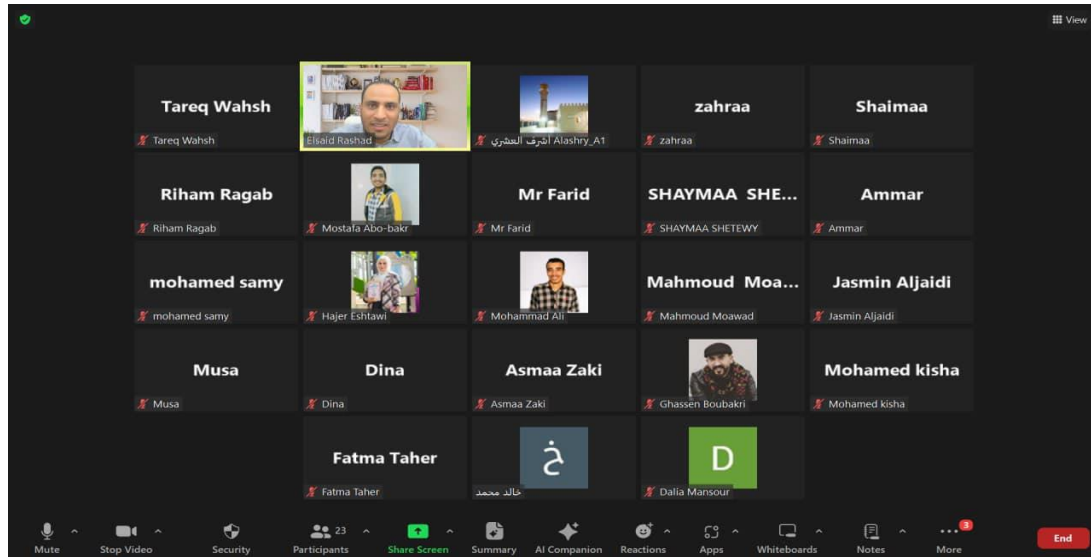
Figu 3 (Zoom Interface) www.zoom.com

9. Results

To make sure that the two groups were equivalent the researcher applied the "Independent samples T-test" to complete in the pre-test before applying. The results are shown in the following two tables:

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

In order to verify the equality of the experimental and control groups in the level of listening skills before using the proposed program, the researcher used the "Independent samples T-test", and to verify the homogeneity of the two groups, the researcher used the "homogeneity test", and the results came as shown in the table (1):

Table (1)

Listening skills	Study groups	Mean	SD	Levene's Test		T-		
				F	P-value	T	DF	P-VALUE
Listening for specific information.	Experimental Group	1.12	0.87	0.00	0.968.	029.	59.	0.766
	Control Group	1.08	088					
Listening to understand the main idea.	Experimental Group	0.63	0.49	0.27	0.606	0.26	58	0.795
	Control Group	0.60	0.50					

Listening skills	Study groups	Mean	SD	Levene's Test		T-		
				F	P-value	T	DF	P-VALUE
Guessing the meaning of new words	Experimental Group	0.77	0.43	0.38	0.539.	0.31.	59.	0.759
	Control Group	0.80	0.41					
Predicting the coming actions during listening	Experimental Group	0.40	0.50	0.86	0.359.	0.52.	59	0.611
	Control Group	0.47	0.51					
Listening for details.	Experimental Group	0.40	0.50	0.76	0.387	0.19	58	0.847
	Control Group	1.20	0.81					
Understanding the pronunciation of some words.	Experimental Group	1.18	0.83	0.08	0.776	0.16	58	0.875
	Control Group	1.19	0.84					
Identifying points of view	Experimental Group	0.54	0.50	0.24	0.629	0.26	58	0.799
	Control Group	0.57	0.50					
Total Score	**Experimental Group**	**5.59**	**1.91**	012 0.737	0732.	0.34.	59.	
	Control Group	5.44	1.90					

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

It is evident from the table (1) that the experimental and control groups are homogeneous in the level of listening skills, as all "F" values are not statistically significant, and the equivalence of the two groups is shown, as all "T" values are not statistically significant, which indicates equivalence of the level of the students of the two groups in listening skills before using the proposed program.

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

In order to verify the equivalence of the experimental and control groups in the level of speaking skills before using the proposed program, the researcher used the "Independent samples T-test", and to verify the homogeneity of the two groups,

the researcher used the "" test for homogeneity, and the results came as shown in the table (2):

Table (2)

| Speaking skills | Study groups | Mean | SD | Levene's Test | | T- | | |
				F	P-value	T	DF	P-VALUE
Using an accurate grammar structure.	Experimental Group	1.12	0.87	0.00	0.968.	029.	59.	0.766
	Control Group	1.08	088					
Presenting a short summary about a specific topic.	Experimental Group	0.63	0.49	0.27	0.606	0.26	58	0.795
	Control Group	0.60	0.50					
Using a correct pronunciation.	Experimental Group	0.77	0.43	0.38	0.539.	0.31.	59.	0.759
	Control Group	0.80	0.41					
Asking appropriate questions.	Experimental Group	0.40	0.50	0.86	0.359.	0.52.	59	0.611
	Control Group	0.47	0.51					
Speaking fluently.	Experimental Group	0.40	0.50	0.76	0.387	0.19	58	0.847
	Control Group	1.20	0.81					
Introducing new ideas.	Experimental Group	1.18	0.83	0.08	0.776	0.16	58	0.875
	Control Group	1.19	0.84					
Using appropriate language functions. (i.e. Greeting, apologizing, thanking, etc.)	Experimental Group	0.54	0.50	0.24	0.629	0.26	58	0.799
	Control Group	0.57	0.50					
Total Score	**Experimental Group**	**5.59**	**1.91**	**012**	**0732.**	**0.34.**	**59.**	**0.737**
	Control Group	5.44	1.90					

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

It is evident from the table (2) that the experimental and control groups are homogeneous in the level of speaking skills, as all "F" two groups is shown, as all "T" values are not statistically significant, which indicates the equivalence of the level of the students of the two groups in spe

Table (3)

Listening skills	Test	Mean	SD	T-Test		
				T	**DF**	**P-VALUE**
Listening for specific information.	Pre-Test	*1.12*	*0.87*	10.43	29	0.001
	Post-Test	3.43	0.68			
Listening to understand the main idea.	Pre-Test	0.63	0.49	10.86	29	0.001
	Post-Test	1.77	0.43			
Guessing the meaning of new words	Pre-Test	0.77	0.43			
	Post-Test	2.57	0.50	12.95	29.	0.001
Predicting the coming actions during listening	Pre-Test	*0.40*	*0.50*	10.79	29	0.001
	Post-Test	1.70	0.47			
Listening for details.	Pre-Test	0.40	0.50			
	Post-Test	2.53	0.63	10.81	29	0.001
Understanding the pronunciation of some words.	Pre-Test	1.18	0.83			
	Post-Test	3.43	0.73	14.25	29.	0.001
Identifying points of view	Pre-Test	0.54	0.50	11.89	29.	0.001
	Post-Test	1.80	0.42			
Total Score	Pre-Test	**5.59**	**1.91**			
	Post-Test	17.34	1.76	**26.88**	**29**	**0.001**

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

Table (3) shows the results of the "T-test" to indicate the differences between the mean scores of the experimental group students in the pre and post applications for testing listening skills. "T" values for listening skills ranged between (10.43-14.25), all of which are statistically significant at the significance level (0.001), and the average total scores of the experimental group students in the pre-application of the listening skills test were (5.60)

and the average total score in the post-application was (17.33), the "T" value reached (26.88) and significance level (0.001), which indicates that there are statistically significant differences between the two applications in favor of the post application. Moreover, the results can be show in the following two figures:

Figure 4

The mean scores of the experimental group students in the two applications, pre and post, of listening skills.
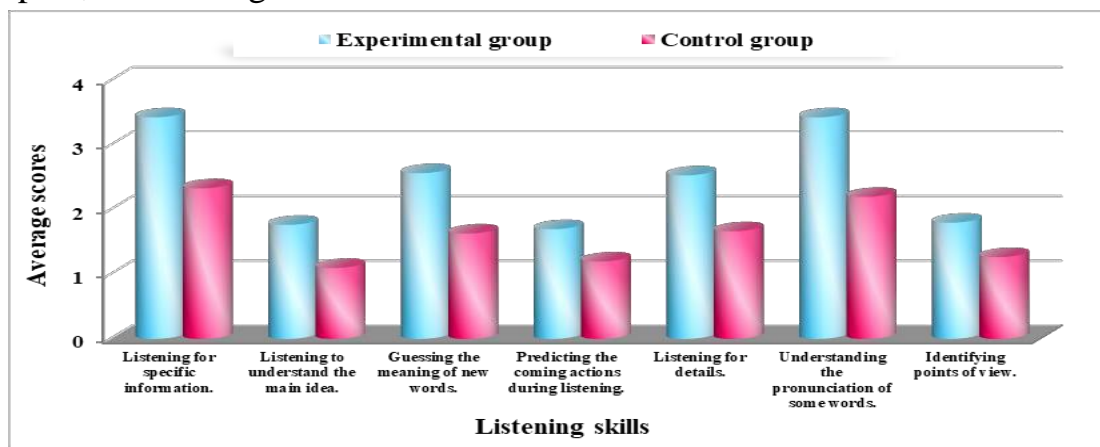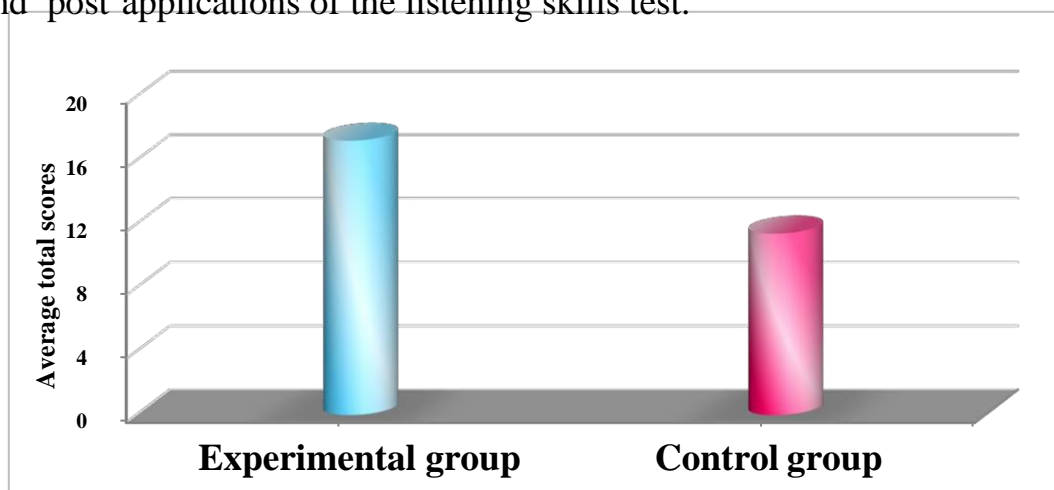

Figure 5

The average total scores of the experimental group students in the pre and post applications of the listening skills test.

From the results of table (3), and figures (4) and (5), it is clear that the program has an effect on the experimental group in *the listening skills test*.
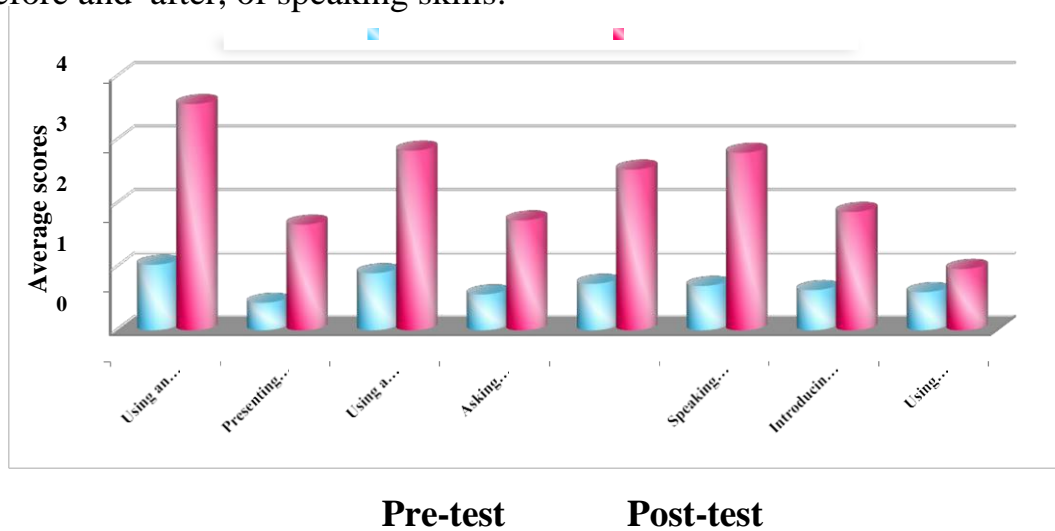
Table 4

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

Speaking skills	Test	Mean	SD	T-test T	DF	P-value
Using an accurate grammar structure.	Pre-test	1.03	0.89	11.08	29	0.001
	Post-test	3.57	0.73			
Presenting a short summary a b o u t a specific topic.	Pre-test	0.43	0.50	11.89	29	0.001
	Post-test	1.67	0.48			
Using a correct pronunciation.	Pre-test	0.90	0.88	9.52	29	0.001
	Post-test	2.83	0.38			
Asking appropriate questions.	Pre-test	0.57	0.50	9.87	29	0.001
	Post-test	1.73	0.45			
Using correct and suitable vocabularies	Pre-test	0.73	0.45	16.16	29	0.001
	Post-test	2.53	0.51			
Speaking fluently.	Pre-test	0.70	0.47	17.38	29	0.001
	Post-test	2.80	0.55			
Introducing new ideas.	Pre-test	0.63	0.49	11.89	29	0.001
	Post-test	1.87	0.35			
Using appropriate language functions. (i.e. Greeting, apologizing, thanking, etc.)	Pre-test	0.60	0.50	3.62	29	0.001
	Post-test	0.97	0.18			

Table (4) shows the results of the "T-test" to indicate the differences between the mean scores of the experimental group students in the pre and post applications for testing speaking skills. The "T" values for speaking skills ranged between (3.62 - 17.36), all of which are statistically significant at the level of significance (0.001), and the average total score of the Figure 6.
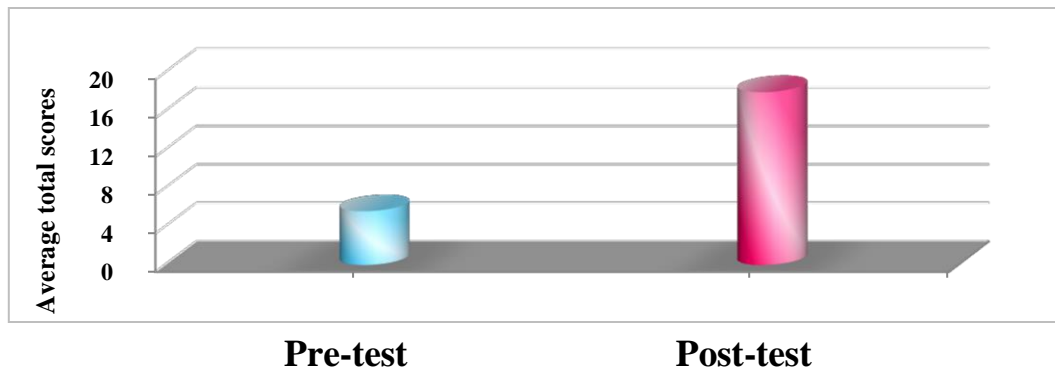
Figure 6

The mean scores of the experimental group students in the two applications, before and after, of speaking skills.

Pre-test   Post-test

Speaking skill

Figure 7

The average total scores of the experimental group students in the pre and post applications of speaking skills test.

Pre-test   Post-test

From the results of table (4), and figures (6) and (7), it is clear that the program has an effect on the experimental group in the speaking skills.

8. Discussion

The previous results reveal that there is an obvious improvement in the experimental group students' listening and speaking skills on the post application

of the pre-post achievement test. This improvement is due to the application of the proposed program based on e-learning platform to the experimental group.

The results have shown that there is a   statistically significant difference at (0≤0.05),in the listening test, between the mean scores of the experimental group and the control group in the post-application, in favor of the former.In other words the results indicated that the experimental group who used the proposed program has an improvement in listening skills.

Also, the results have shown that there is a statistically significant difference at (0≤0.05), in speaking test, between the mean scores of the experimental group and the control group in the post-application, in favor of the former. Thus, it indicated that the mean scores of the experimental group participants in post-administration were higher than those of the control group who was taught by the traditional methods.

The results the present study are congruent with the results of the previous studies in the field of EFL/ESL such as (Dweik, B. S., 2007; Al-Habbash, 2012; Lan, 2014; Zourob, 2014; Nilayon, N., & Brahmakasikara, L., 2018; Jarbou" Noura yousef, 2018; Alanazi, A. S., et al 2019; Ashraf Hamed, M ,2019; Ibtsam, H. ,2020; Mohammad, A. A., & Atif Alshehri, A.,2021;)Results of most of these studies concluded the positive impact of e- learning platforms as an instructional tool that enhanced EFL oral communication skills (i.e. listening and speaking). Therefore, their results asserted the great influence of such platforms to enhance students' English language skills.

9. Conclusion

Based on the previous analysis of the study results and the discussions, it may be claimed that the that e-learning based program on e-learning platforms in light of the social constructivism theory is effective in enabling faculty of education students to improve their oral communication skills.

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

The study offered evidence for the effectiveness of using e- learning platform (i.e.Zoom) in improving students' oral communication skills (listening and speaking).

The current research showed the potential for using technology into language teaching.

- Teaching English utilizing new technology trends such as e- learning platforms create an excited environment that encourages students to speak out in class and communicate with one another in English outside of the classroom.

- Applying the program enabled students to have confidence to speak and listen in English.

- Providing interactive activities during lessons helped students to involve into lessons; besides they have fun and enjoy the class.

10. Recommendations for further research

The current study, in general, recommended integrating technology into the content and pedagogy of our classrooms. The integration will help our students learn more effectively. Besides applying like these technological tools are suitable for both the 2030 vision of education and the new system of using tablets in the education colleges in Egypt.

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