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Abstract

This research aimed at investigating the effect of Learning A-Z Platform on enhancing first year secondary stage students' EFL speaking skill and increasing their self-regulation. The research sample were two groups of 60 first year secondary students (one experimental and one control). Instruments of the research were an EFL speaking test and self-regulation scale. The experimental group was taught using the Learning A Z platform and the control group received the regular instruction. EFL speaking test and self-regulation scale were pre-post administered to both groups before and after the treatment was applied. Results showed that the experimental group outperformed the control one in the post administration of speaking test and self-regulation scale. This indicated that the Learning A-Z Platform was effective in developing EFL speaking skills and enhancing self-regulation of the participants.

Key words: Learning A-Z Platform, EFL Speaking Skills, Self-Regulation, Secondary School.

Introduction

English has emerged as a permanent global Language, playing a pivotal role in facilitating communication across diverse fields such as science, technology, commerce, education, and diplomacy. Its widespread adoption and influence can be attributed to its inherent adaptability, capacity for expansion, and dynamic evolution, which have collectively contributed to its global recognition. Like all languages, English comprises four core skills: reading, writing, listening, and speaking. Among these, speaking holds a particularly vital function in today's interconnected and globalized world. As a productive skill, alongside writing, speaking requires the seamless integration of multiple linguistic and paralinguistic elements to convey messages effectively and coherently. Moreover, it stands out as the most immediate and efficient means of exchanging ideas and engaging in

meaningful dialogue, making it an essential tool for interpersonal and professional communication.

Speaking is widely regarded as one of the most challenging skills to develop, often due to insufficient background knowledge, limited public speaking abilities, or inadequate pronunciation among learners (Ofiaz, 2019). In recent years, the integration of technology in English as a Foreign Language (EFL) education has garnered significant attention. Among the emerging digital platforms, Learning A-Z has shown promise in enhancing advanced-level speaking skills and fostering self-regulation among first-grade secondary school students. This platform represents a valuable tool in addressing the complexities associated with developing oral proficiency in EFL contexts.

Literature Review

Speaking Skills

Speaking is recognized by Boonkita (2010) as a vital skill for effective communication, especially in the digital era. According to Chaney, as cited in Febriyanti (2013), speaking is an interactive process of constructing meaning, which involves producing, receiving, and processing information. This skill can be developed through the application of diverse teaching and learning methodologies, highlighting its dynamic and multifaceted nature in language acquisition.

Speaking skills hold significant importance as they enhance an individual's capacity to inform, instruct, and persuade effectively. While all four language skills—listening, speaking, reading, and writing—are essential in English as a Foreign Language (EFL) learning, speaking occupies a central role due to its direct connection to communication. Through speaking, learners can articulate their thoughts clearly, utilizing both verbal language and nonverbal cues, such as body language, to facilitate the effective conveyance of ideas. Consequently, EFL teachers should prioritize speaking activities in their classrooms to foster and strengthen students' oral proficiency, enabling them to communicate confidently and competently.

According to Desi (2015) and Ginting (2019), speaking skills comprise five key components:

- 1. Fluency:** Fluency refers to the ability to speak confidently, accurately, and without hesitation. It involves the seamless expression of ideas without the need to pause and select appropriate language items or vocabulary. Fluency enables learners to communicate effectively in real-time.

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- 2.Comprehension:** This component reflects the ability to understand and engage in oral communication. It involves not only grasping the meaning of spoken language but also initiating and sustaining conversations appropriately.
 - 3.Grammar:** is essential for structuring phrases and sentences correctly during communication. It ensures that learners can convey their ideas clearly and coherently, adhering to the rules of the language.
 - 4.Vocabulary:** Vocabulary is the foundation of communication. Without a sufficient range of words and phrases, learners cannot effectively express their ideas, whether orally or in writing. A robust vocabulary allows for precise and varied expression in different contexts.
 - 5.Pronunciation:** encompasses both phonetics (the sounds of language) and phonemics (the meaningful sound patterns). It also includes prosody, which involves rhythm, stress, intonation, and pitch in speech. Proper pronunciation ensures that learners can articulate words and sentences clearly, making their speech intelligible and natural.

These five components collectively contribute to the development of effective speaking skills, enabling learners to communicate confidently and competently in English as a Foreign Language (EFL) context.

Self-Regulation Learning

Self-regulation is not merely a mental ability or an academic performance skill; rather, it is a self-directed process through which learners translate their cognitive capacities into academic competencies. Self-regulated learning involves individuals taking full responsibility for their own learning processes and actively designing their educational experiences in alignment with their personal needs and goals. In this context, the learner assumes complete agency over their learning journey, actively shaping and managing the process to achieve desired outcomes (Zimmerman, 2002). This approach emphasizes the proactive role of the learner in fostering their own academic development.

Several models have been proposed to explain self-regulation in learning, with Zimmerman's cyclical model (2011) being one of the most widely recognized and utilized. This model delineates three interconnected phases through which learners progress: forethought (involving planning and goal setting), performance (the execution of the plan), and self-reflection (evaluating outcomes and progress). These phases are not linear but cyclical, meaning that insights gained during the self-reflection phase

inform and enhance the forethought phase for subsequent learning experiences. This iterative process creates a dynamic feedback loop, enabling learners to continuously refine their strategies and improve their performance over time (Panadero, 2017). Zimmerman's model underscores the importance of self-regulation as an ongoing, adaptive process that empowers learners to take control of their educational journey.

Zimmerman's model of self-regulated learning (SRL) conceptualizes the learning process as comprising three distinct yet interconnected phases. The first phase, **forethought**, involves the planning and goal-setting stage, where learners prepare for the task by defining objectives and strategizing their approach. The second phase, **performance**, entails the execution of the plan, during which learners actively engage in the task and employ various strategies to achieve their goals. The final phase, self-reflection, focuses on evaluating the outcomes and progress made, allowing learners to assess their performance, identify strengths and weaknesses, and derive lessons from the experience. This reflective process informs future planning, creating a cyclical and iterative learning loop. In this way, insights gained during self-reflection directly influence the forethought phase for subsequent tasks, enabling continuous improvement and adaptation (Panadero & Alonso-Tapia, 2014). Zimmerman's model highlights the dynamic and self-reinforcing nature of self-regulated learning, emphasizing its role in fostering learner autonomy and long-term academic success.

Learning A-Z Platform

Learning A-Z is an innovative online platform that offers a comprehensive suite of resources, including lessons, worksheets, interactive audiobooks, and other educational materials, tailored to support both teachers and students in achieving their English language proficiency goals. The platform features a wide range of leveled texts, differentiated materials, and foundational skills resources, such as phonics and fluency exercises, to cater to diverse learning needs (Learning A Z, 2014).

Additionally, it provides various assessment tools, practice exercises, and instructional resources for educators, including lesson plans, rubrics, benchmarks, and more. Learning A-Z encompasses several specialized websites, such as Raz Kids, Foundations A-Z, Raz Plus, Reading A-Z, Science A-Z, Vocabulary A-Z, and Writing A-Z, each designed to address specific aspects of literacy development. The platform is dedicated to enhancing both macro and micro language skills, including reading, listening, speaking, pronunciation, vocabulary, and writing, making it a versatile tool for fostering comprehensive language acquisition (Menggo

et al., 2019; Nawe & Amin, 2020). By integrating a variety of engaging and adaptive resources, Learning A-Z supports educators in delivering effective instruction while empowering students to develop their literacy skills in a structured and interactive manner.

Raz-Plus, a web-based literacy program developed by Learning A-Z, offers a comprehensive collection of online literacy resources designed to support both teachers and students at various stages of literacy development. The platform provides an extensive library of virtual reading materials, including leveled books that are developmentally appropriate and aligned with educational standards. These resources enable teachers to seamlessly integrate them into their daily instructional practices (Learning A Z, 2019).

In addition, Raz-Plus allows educators to assign online quizzes to students, facilitating the collection of real-time data on student progress. This data-driven approach enables teachers to identify individual learning needs and provide targeted, personalized support to enhance student outcomes. By combining high-quality, standards-aligned resources with tools for progress monitoring and differentiation, Raz-Plus serves as an asset for fostering literacy growth and supporting effective teaching practice (Learning A-Z, 2021).

Winans and Amanda (2016) demonstrated that the Raz app serves as an effective tool for enhancing accurate word pronunciation, as evidenced by a study conducted with elementary school students in the United States. Similarly, White and Mulder (2016) explored the application's impact on tertiary-level students in Japan, revealing that the Raz app significantly enhances students' vocabulary and addresses spelling challenges in writing. This improvement is attributed to the repetition of essential words through structured writing activities, particularly during concise book summarization tasks.

Additionally, their study highlighted that certain grammatical concepts are subconsciously internalized through the app, as grammar refinement is an integral component of the Raz app's framework.

In a parallel context, Nawe and Amin (2020) found that the Raz app has profound effects on boosting student motivation in preparatory schools in Iraq. Their research indicated that students observed positive outcomes and developed greater self-confidence as a result of engaging with the app. These findings collectively underscore the multifaceted benefits of the Raz app across diverse educational contexts. One of which was conducted by Bala (2020) on primary school students. His study hinted that Raz app yields better results, such as increased literacy, enhanced speaking

performance, and stimulated creative thinking skills after exposure to many graded books.

Related Studies

Several studies were conducted on how technology applications enhanced **speaking** skills and self-regulation.

Mohammadi & Safdari (2015) aimed at investigating the impact of online mobile-assisted task-based activities on improving Iranian intermediate English a Foreign Language (EFL) learners' speaking skills. The research sample were (90) intermediate language learners and divided into three interactive, non-interactive, and conventional groups. The research instrument was the speaking section of Cambridge Preliminary English Test as pre- and post-test. The results revealed that learners in the interactive group outperformed those in the face-to-face group regarding their speaking skills.

Shehata (2016) aimed at exploring the effectiveness of using Project Based Learning Integrated with ICT in Developing Second Year Preparatory School Students' Aural-Oral Communication Skills. The research sample were 50 students and were divided into an experimental group and a control group (25 students each). The instruments were teacher's survey on the techniques they use in teaching English, communicative speaking test and communicative listening test. The research results revealed that most of the PBL integrated with ICT participants achieved significantly higher levels in their aural \oral communication skills than those of the non-treatment group on post-tests. Thus, the treatment group showed obvious improvement in their Communicative Listening and Communicative Speaking skills.

Ahmed (2017) aimed at investigating the effectiveness of using cognitive self- regulated strategies-based program to develop EFL oral communicative competence skills for student teachers. The research sample were sixty student teachers from Benha university faculty of Education. They were divided into control group and experimental group. The research instruments were an oral communicative competence skills checklist to determine the necessary oral communication skills for the student teachers and a pre-post oral communicative competence test to determine the level of the student teachers' oral communicative competence skills. The research results showed that experimental group performed better in the post-oral communicative competence test after the treatment. This showed that the program has an effective impact on improving EFL student teachers' oral communicative competence skills.

Zou et al. (2023) aimed at examining whether various automatic feedback offered by AI speech evaluation programs can help English as a foreign language (EFL) learners develop speaking skills. The research sample were forty EFL learners in China. Data collection included qualitative and quantitative data. The results showed that the majority of participants believed they improved their speaking skills with the feedback offered by the AI speaking evaluation program. The findings also revealed that there were significant improvements in their mean scores of speaking skills in pre- and post- tests. Therefore, it is suggested that AI speaking evaluation systems could provide more varied textual feedback and practical suggestions to assist EFL learners in developing speaking skills.

Hammad (2024) aimed at studying the effect of using didactic teaching on developing EFL AlAzhar secondary stage students' speaking and writing skills and reduce their anxiety. The research participants were (60) second year AlAzhar secondary stage students at Bellamon and Tahway Secondary Institutes for Girls, Sinblaween, Dakahlia, Egypt. This research adopted the quasi-experimental design. The experimental group was taught through a program based on didactic teaching, while the control group was taught through the regular method of instruction which relied exclusively on individualized. The research instruments were an EFL speaking skills test with its scoring rubric, an EFL writing skills test with its scoring rubric, speaking anxiety scale, and writing anxiety scale. The research results revealed that a program based on didactic teaching had a significant effect on developing AlAzhar secondary stage students' EFL speaking and writing skills and reducing their EFL speaking anxiety and writing anxiety. Moreover, the effect size of the program based on didactic teaching was found to be high. Therefore, this research recommended using didactic Teaching to enhance English language competence at different educational Stages.

Hassan (2024) aimed at investigating the impact of hybrid-based jigsaw activities on EFL speaking skills, reading comprehension skills and self- regulation. The research sample were fifty grade 8 (second-year preparatory stage) students from Al Reef School in Al Ain, UAE. The participants were divided into two intact classes of 25 students: an experimental and a control group. The research adopted the quasi-experimental design. The hybrid-based jigsaw activities program was used in teaching the experimental group in the first semester on the academic year 2023-2024. The research instruments were EFL speaking skills tests with a scoring rubric, EFL reading comprehension skills tests and a self-

regulation questionnaire. The research results revealed that the proposed program based on the hybrid-based jigsaw activities was proven effective in developing students' speaking, reading comprehension and self-regulation skills.

Farag (2024) study aimed at investigating the effect of online emotional intelligence- based activities on enhancing first year secondary stage students' EFL oral communication skills (listening comprehension and speaking skills) and increase their self-regulation concerning learning these skills. The research sample were two groups of 60 first year secondary students (one experimental and one control). The research instruments were an EFL listening test, an EFL speaking test, self-regulation scale and observational card. The experimental group was taught using online activities and the control group received regular instruction. Both tests, SR scale and observational card were post- administered to both groups after the course has been applied. The research results showed that the experimental group outperformed the control one. Therefore, it is concluded that using online emotional intelligence-based activities is effective in developing EFL listening comprehension skills, EFL speaking skills for secondary stage students and increasing their self-regulation towards learning these skills.

Background of the Problem

This research addresses the critical issue of poor English as a Foreign Language (EFL) speaking and self-regulation learning skills among secondary stage students in Egypt. These deficiencies hinder students' ability to communicate effectively in English and manage their learning processes independently. To tackle this problem, the current research aims to explore the potential of the Learning A-Z platform as an intervention tool to enhance students' EFL speaking proficiency and self-regulation skills.

The researcher administered an EFL pilot speaking test and a self-regulation scale to 30 first-year secondary stage students to determine students' level in these skills. Table (1) reports the pilot study results as follows:

Table 1

Speaking Skills' Test Results (Pilot Study)

	N	Minimum	Maximum	Mean	Std. Deviation
Speaking Skills	35	2.00	18.00	7.571	4.558

The speaking test results indicated the poor level of students' speaking test as 77% of the participants couldn't achieve 50% or more of the test. The mean score was (7.56 Marks) from total score (20 Marks).

The pilot study also included a self-regulation scale adapted from (Miller and Brown, 1991). The results of the self-regulation scale indicated the low level of students' self-regulation capacity as 88.57% of the participants couldn't achieve 65% of the scale. The mean score was (130.31 Marks) from total score (315 Marks).

Table 2

Self-regulation' Scale Results (Pilot Study)

	N	Minimum	Maximum	Mean	Std. Deviation
Self-regulation	35	63.00	230.00	130.31	46.053

Statement of the Problem

Based on the review of literature, results of the pilot studies, and experience of the researcher as an EFL teacher, the problem of this research is that students' level in speaking is low. In addition, their level of self-regulation does not help them improve these skills. Students' speaking test scores revealed some deficiencies in some speaking sub skills such as grammar, accuracy, pronunciation. Thus, their speaking skills must be improved. These problems seem to affect students' self-regulation in speaking skills. As a result, the researcher recommends using Learning A-Z platform to assist students enhance their speaking skills, as well as their self-regulation.

Purpose

This research was conducted to enhance EFL speaking skills of first year secondary stage students and their self-regulation learning toward these skills using Learning A-Z Platform.

Questions

This research seeks to answer the following main question that was derived in view of the literature review and the digital learning platforms:

- What is the effectiveness of using Learning A-Z platform in improving the speaking skills for EFL secondary stage students?
- What is the effectiveness of using Learning A-Z platform in improving the self-regulation for EFL secondary stage students?

These main questions elicit the answer to the following sub-questions:

- What are the speaking skills necessary for EFL secondary stage students?

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- What are the features of a proposed treatment based on Learning A-Z platform to improve secondary stage students speaking skills and self-regulation?
 - What is the effectiveness of the treatment based on Learning A-Z platform in enhancing secondary stage students speaking skills?
 - What is the of the treatment based on Learning A-Z platform in enhancing secondary stage students' self-regulation?

Hypotheses

Based on both context of the problem and the previous reviewing of literature, the current research tried to verify the following hypothesis:

- There is a statistically significant difference at the 0.05 level between the mean score of the experimental group and the control group on the EFL speaking skills posttest in favor of the experimental group.
- There is a statistically significant difference at the 0.05 level between the mean score of the experimental group in the pre- and post-administration of the speaking pre/posttest in favor of the post administration.
- There is a statistically significant difference at the 0.05 level between the mean score of the experimental group and the control group on the self- regulation scale in favor of the experimental group.
- There is a statistically significant difference at the 0.05 level between the mean score of the experimental group in the pre- and post-administration of the self-regulation questionnaire in favor of the post administration.

Significance

The significance of this research lies in the development of an online learning environment that integrates collaborative activities and differentiated instruction. This study aims to address the following key stakeholders and their respective benefits:

For Students: This research highlights the importance of adopting a structured approach to teaching speaking skills while fostering self-regulation among learners. Students will be provided with access to a diverse range of resources, encouraging them to critically evaluate and utilize these materials to enhance their learning outcomes.

For Instructors: The proposed platform and its associated activities offer instructors practical tools to improve their students' language performance, particularly in speaking. Furthermore, it provides

opportunities for instructors to refine their teaching strategies and develop more effective and engaging classroom activities.

For Curriculum Developers: The research findings can serve as a valuable reference for curriculum developers when designing activities and assignments. It emphasizes the need to enrich speaking instruction and integrate innovative approaches into the curriculum, ensuring that students develop strong communication skills.

For Researchers: This research encourages researchers to explore, design, and implement advanced learning methodologies that leverage online resources and platforms. It also underscores the transformative role of Information and Communication Technology (ICT) in modern education, inspiring further investigation into its impact on teaching and learning processes.

Delimitations

Since it is beyond the limits of a single research to consider a wide range of factors, the research will be restricted to:

Participants and Place: Two intact first year secondary classes (N=60) in a governmental Egyptian school in El-Qalubia Governorate.

Time: A limited duration for implementing the proposed program (a school term, i.e., nearly three months).

Skills: The research deals only with the speaking sub-skills that are suitable for EFL first year secondary students, which included accuracy and fluency sub-skills: Accuracy in grammar, vocabulary and pronunciation of (vowels, consonants, sentence stress and intonation), fluency and comprehensibility. In addition to some self-regulation learning skills.

Definitions of Terms

Speaking Skill

Speaking can be defined by Irzawati (2021, p. 26) as "an activity to produce sayings in the form of words and sentences orally in order to communicate with others."

According to Bahrani and Sultani (2012), speaking skill is the learner's ability to speak in a real discussion using fluent English with a minimum of grammar mistakes and a range of useful vocabulary which helps others to communicate with them.

Oxford Dictionary of Current English (2009, p. 414) speaking is "the action of conveying information or expressing ones' thoughts and feelings in spoken languages."

In the current research, the researcher operationally defines speaking skill as "the ability of first-year secondary school students to articulate their

ideas, opinions, and emotions accurately, fluently, and effectively. This includes engaging in dialogues while employing proper language structures and adhering to correct grammatical rules." This definition emphasizes the students' capacity to communicate clearly and coherently in spoken interactions.

Self-Regulation

According to Zimmerman (2015) Self-regulation refers to "the self-directive process by which learners transform their mental abilities into academic skills". It is the proactive way in which learners demonstrate, resolve, modify and plan for learning. It is the blending of cognitive, meta-cognitive and motivational research that focuses on the self of the learner.

Self-regulation is **operationally** defined in this research as the process in which the participants set up certain goals for themselves, plan for their learning and decide on what they will do to achieve their goals taking into consideration their own schemata, their surrounding environment, learning strategies and their own motivation or self-efficacy. During this process the learner is in a continuous process of monitoring and evaluation of his/her learning making any required changes.

Learning A-Z platform

Learning A-Z is an online platform with vast resources such as lessons, worksheets, interactive audio books, and other materials designed to help teachers and students to reach their English level (Learning A Z, 2014).

As for this research, Learning A-Z can be **operationally** defined as a digital platform through which learners can be active participants in their learning process rather than being only recipients through being involved in collaborative environments and being able to access information whenever and wherever they are.

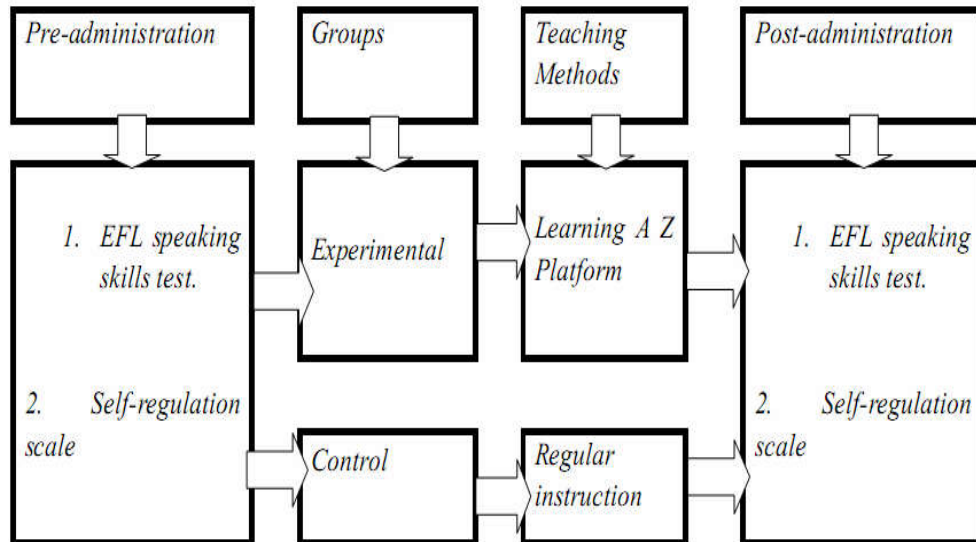
Method

Research Design

To achieve the aim of the present research, the researcher adopted the analytical descriptive method for reviewing literature and related studies concerning the variables of the research. The researcher also adopted the quasi-experimental design, where two EFL first year secondary stage students' intact classes participated in the research. They were randomly assigned to experimental and control groups. Pre-posttest in speaking test and self-regulation scale were administered to both groups before and after treatment. Homogeneity of both groups was confirmed before treatment. The following figure shows the design of the study:

Figure 1

The design of the research



Participants

The study involved 60 first-year secondary stage EFL (English as a Foreign Language) students, divided into two intact classes. The participants were randomly assigned to two groups: an experimental group and a control group, each comprising 30 students. The experimental group received instruction through the Learning A-Z platform (Raz App), while the control group was taught using the conventional teaching method. The participants, aged between 16 and 17 years, had been learning English since kindergarten, ensuring a relatively homogeneous sample in terms of their English language learning background. Additionally, the students shared similar socio-economic backgrounds, further contributing to the homogeneity of the sample. Throughout the study, follow-up observations were conducted to document students' attempts at completing exercises and to track their progress and changes in performance over time. These observations provided valuable insights into the effectiveness of the instructional methods employed.

Instruments

For achieving the purpose of the research, the following instruments were designed and used by the researcher:

- An EFL speaking skills test (pre-post), with an accompanying rubric for scoring it, designed by the researcher, to evaluate the students' speaking skills.

- A self-regulation learning scale (pre-post), adapted from Brown and Miller (1991-1998).

Statistical Analysis and Results

Testing the first hypothesis of the research

The first hypothesis stated, "There is a statistically significant difference at the 0.05 level between the mean score of the experimental group and that of the control group on the post administration of the EFL speaking skills test in favor of the experimental group".

To verify this hypothesis, the t-test was used to compare the mean score of the two groups. Results are presented in Table 3.

Table 3

Comparing the Performance of the Control and Experimental Groups on the Post-Administration of the EFL Speaking Skills Test.

Group	Skills	N	Mean	SD	t-value	DF	Sig.
Experimental	Fluency	30	11.00	0.787	11.154	58	0.000
Control		30	8.93	0.639			
Experimental	Vocabulary	30	11.70	0.794	10.228	58	0.000
Control		30	9.73	0.691			
Experimental	Pronunciation	30	12.63	1.129	6.357	58	0.000
Control		30	11.06	0.739			
Experimental	Grammar	30	11.56	0.773	12.711	58	0.000
Control		30	9.30	0.595			
Experimental	Comprehensibility	30	12.73	0.907	9.930	58	0.000
Control		30	10.46	0.860			
Experimental	Total	30	59.63	3.518	12.384	58	0.000
Control		30	49.50	2.776			

Table 3 reported that the t-value values were (11.154, 10.228, 6.357, 12.711, 9.930, 12.384 respectively) and that was statistically significant at the 0.05 level. This means that there were significant differences between the experimental and the control groups in the post-administration of the EFL speaking skills test. These differences could be ascribed to the implementation of the Learning A-Z Platform program. Therefore, the first hypothesis of the research was verified and accepted.

Testing the second hypothesis of the research

The second hypothesis stated, "There is a statistically significant difference at the 0.05 level between the mean score of the experimental group on the pre and post administration of the EFL speaking skills test in favor of the post administration."

The t-test for dependent samples was used to compare the difference between the mean score of the experimental group students in the EFL

speaking skills test before and after implementing the Learning A-Z Platform program. Results are as shown in Table 4.

Table 4

Comparing the Performance of the Experimental Group on the Pre-post Administration of the EFL Speaking Skills Test

Group	Skills	N	Mean	SD	t-value	DF	Sig.
Post	Fluency	30	11.00	0.787	49.455	29	0.000
Pre			5.73	0.784			
Post	Vocabulary	30	11.70	0.794	91.548	29	0.000
Pre			6.60	0.770			
Post	Pronunciation	30	12.63	1.129	60.076	29	0.000
Pre			7.70	1.342			
Post	Grammar	30	11.56	0.773	58.818	29	0.000
Pre			6.36	0.808			
Post	Comprehensibility	30	12.73	0.907	87.958	29	0.000
Pre			7.83	1.085			
Post	Total	30	59.63	3.518	95.767	29	0.000
Pre			34.23	4.074			

Results in table 4 revealed that the mean score in the post-administration of the speaking skills test was greater than that of the pre-administration in all EFL speaking skills. The t-test values were significant at the 0.05 level for speaking skills (49.45, 91.45, 60.07, 58.81, 87.59, and 95.76 respectively). In addition, all differences were in favor of the post administration of the EFL speaking skills test.

The effect size of the program on speaking skills was calculated and the results are shown in table 5.

Table 5

Effect Size of the Learning A-Z Platform Program on Improving the Experimental Group Students' EFL Speaking Skills

Dependent Variable	Effect size
Fluency	0.682
Vocabulary	0.643
Pronunciation	0.410
Grammar	0.735
Comprehensibility	0.629
Overall Speaking Skills	0.725

As shown in table (5), all values of η^2 were greater than 0.15 so the effect size was high. The effect size was (0.725) which means that (72.5%) of the variance in the total dependent variable could be ascribed to the effectiveness of the Learning A-Z Platform program (among other variables not included in the current research such as institute environment and private tutoring).

Therefore, it is evident that the Learning A-Z Platform program made a significant difference in the use of the EFL speaking skills of the experimental group. Consequently, both hypotheses were verified and accepted.

Testing the third hypothesis of the research

The third hypothesis stated, "There is a statistically significant difference at the 0.05 level between the mean score of the experimental group and that of the control group on the post administration of the self-regulation learning scale in favor of the experimental group".

To verify this hypothesis, the t-test was used to compare the mean value of the two groups in the scale. The results are shown in table 6.

Table 6

Comparing the Level of the Control and Experimental Groups on the Post-Administration of the self-regulation learning Scale

Group	Skills	N	Mean	SD	t-value	DF	Sig.
Experimental	Receiving relevant information	30	21.60	1.132	11.078	58	0.000
Control		30	18.53	1.008			
Experimental	Evaluating the information	30	21.53	1.407	10.859	58	0.000
Control		30	18.16	0.949			
Experimental	Triggering change	30	21.63	1.299	8.764	58	0.000
Control		30	18.63	1.351			
Experimental	Searching for options	30	21.13	1.332	7.762	58	0.000
Control		30	18.60	1.191			
Experimental	Formulating a plan	30	21.26	1.080	10.305	58	0.000
Control		30	18.26	1.172			
Experimental	Implementing the plan	30	21.26	1.201	8.748	58	0.000
Control		30	18.63	1.129			
Experimental	Assessing the plan's effectiveness	30	21.43	1.406	9.178	58	0.000
Control		30	18.50	1.042			
Experimental	Total	30	149.86	5.981	14.469	58	0.000
Control		30	129.33	4.964			

Results in table 6 revealed that the mean score of the experimental group students in the scale was high. For the experimental group, the mean score was (149.86). The t-value was significant at the 0.05 level in favor of the experimental group, as they were (10.3, 14.2, 12.3, 11.9, 9.83, 13.5, 12.9, and 19.1). This indicates that there was a statistically significant difference between the control group and the experimental group in the post application of the self-regulation learning scale in favor of the experimental group. This means that the Learning A-Z platform program helped in enhancing the experimental group's self-regulation learning.

Testing the fourth hypothesis of the research

The fourth hypothesis stated, "There is a statistically significant difference at the 0.05 level between the mean score of the experimental group on the pre and post administration of the self-regulation learning scale in favor of the post administration."

Table 7

Comparing the Level of the Experimental Group on the Pre-post Administration of the self- regulation learning Scale

Group	Skills	N	Mean	SD	t-value	DF	Sig.
Post	Receiving relevant information	30	21.60	1.132	46.99	58	0.000
Pre			15.66	1.093			
Post	Evaluating the information	30	21.53	1.407	65.60	58	0.000
Pre			15.73	1.337			
Post	Triggering change	30	21.63	1.299	179.00	58	0.000
Pre			15.66	1.241			
Post	Searching for options	30	21.13	1.332	84.29	58	0.000
Pre			15.30	1.118			
Post	Formulating a plan	30	21.26	1.080	69.28	58	0.000
Pre			15.43	0.858			
Post	Implementing the plan	30	21.26	1.201	67.42	58	0.000
Pre			15.23	0.971			
Post	Assessing the plan's effectiveness	30	21.43	1.406	80.27	58	0.000
Pre			15.53	1.332			
Post	Total	30	149.86	5.981	151.91	58	0.000
Pre			108.50	5.488			

To verify this hypothesis, the *t*-test for dependent samples was used to compare the difference between the mean score of the experimental group students in the self-regulation learning scale before and after implementing the Learning A-Z platform program. The results are as shown in table 7.

These results supported the significance of the *t*-test values for the difference between the pre- and post-administration of the self-regulation learning scale on the experimental group.

Table 8 shows results of the effect size of the Learning A-Z platform program on the students' self- regulation learning.

Table 8

Effect Size of the PBBL Program on Improving the Experimental Group Students' self-regulation learning

Dependent Variable	Effect size
Receiving relevant information	0.718
Evaluating the information	0.670
Triggering change	0.569
Searching for options	0.509
Formulating a plan	0.646
Implementing the plan	0.577
Assessing the plan's effectiveness	0.592
Overall Self-regulation Skills	0.783

Results in table 8 indicate that all values of η^2 were greater than 0.15, so the effect size was high. In addition, the participation of the Learning A-Z platform program in the self-regulation learning variance was 78.3%.

Discussion

Based on the statistical analysis of the EFL speaking skills hypotheses, it was clear that the experimental group students outperformed the control group students in all the EFL speaking skills, and the t-values were highly significant at 0.05 level. Besides, the experimental group's posttest results were much better than the pretest results, and the effect size was great (72.5%). These findings indicate that the Learning A-Z Platform proved to be more effective in developing the participants' ability to speak better and enhance their EFL speaking skills.

The t-test results of the posttest revealed that "comprehensibility" was the most improved skill. The Learning A-Z helped students through: The Digital Preview of the Book, having audio books and listening to native speaker, which helps with vocabulary and pronunciation development and easier to understand, reading aloud and recording which enable students to listen to their records and have the option to delete the record if it is not satisfying and record another one, retelling in student's own words what they remember and understand from the text (in another record), working in groups, participating in class discussions through using the discussion cards, and interacting with each other and the researcher to understand what they talk about.

Moreover, they learned to think well before speaking. Some of the speaking projects, which they enjoyed, included giving a talk about Yellowstone, A Place of Wild Wonders; holding a conversation about how to win the Noble Prize; the Power of Wind; and negotiation about A deep

Trouble, The Golf Coast Oil Spill. On the other hand, the least improved skill was skill was pronunciation, although it was improved a lot compared to the pretest results. This was because students still need to have more practice concerning pronouncing, especially with some problematic sounds (e.g., p and b; sh, and ch), word stress, and intonation.

However, generally, all the speaking skills were significantly improved due to the use of the Learning A-Z Program. The results of this research, concerning improving the EFL speaking skills, were in line with the study of Ruan, et. al, (2019).

The statistical analysis of the Self- Regulation hypotheses revealed that the experimental group students' self- regulation level was improved compared to the control group students in all the scale dimensions, and that the t- values were significant at the 0.05 level. Besides, the experimental group's post self- regulation scale results were much better than the pretest results, and the effect size was high (95%). These findings implied that the Learning A-Z was effective in improving the participants' self- regulation level, as they apparently enjoyed the experience of being a part of this Learning A-Z program. They were excited, fully engaged in the read and spoken projects, and exercised self-control in most instances.

The t-test results of the post self-regulation scale indicated that dimension 3 "Triggering change" was the most enhanced one; the mean was (15.6) in the pre administration of the scale, and it was (21.6) in the post administration of the scale. This is because students felt that they really understood what they were required to do, and they worked cooperatively within their groups. This made them feel that they had a high degree of control over the activities they performed, whether read or spoken. Besides, the results revealed that students really enjoyed their experience learning through the Learning A- Z program. The projects that made students enjoy doing them were speaking projects such as one-to-one conversations; and some reading projects such as, student must answer the quiz perfectly to win the stars and points to win Badges, Changing Backgrounds and building Avatars. If students have a mistake the platform gives the option of retrying and going back to the assignment to find the right answer.

On the other hand, the least improved dimension was dimension 1 "Receiving relevant information", although it was improved compared to the pre administration results. This could be because a few students still find that some reading and speaking activities are boring and difficult. However, generally, all the self- regulation dimensions were significantly improved due to learning through the Learning A-Z Program. The results of this

research, concerning improving the EFL self-regulation learning skills, were in line with the studies of Rukmini and Amelia (2022) engagement; Hendrickson (2014) an enhancement in fluency, comprehension, and motivation Irzawati (2021) enhancement in motivation.

Conclusion

Based on the analysis and results, it can be concluded that the Learning A-Z Platform significantly improved both EFL speaking skills and self-regulation among the participating secondary stage students. The success of this intervention can be attributed to the effectiveness of the Raz Plus program in developing these crucial language skills. Given the homogeneity of the experimental and control groups in their pre-test scores, the observed differences in post-test results can be confidently linked to the implementation of the Learning A-Z Platform. The large effect size further emphasizes the substantial impact of this platform on enhancing students' speaking abilities and their capacity for self-directed learning.

Recommendations

In accordance with the results and conclusions of the current research, the following recommendations were presented:

For EFL Teachers:

- EFL teachers should give more attention to technological innovations to cope with the recent technological revolution.
- They should increase the students' role in speaking classes and minimize their own role.
- Training students on working collaboratively to achieve a common goal.

For EFL Students:

- Students should focus on cooperative learning, especially group work, and should be activated inside and outside the classroom.
- Students should prepare themselves to play different roles inside the classroom, other than being just a listener.
- Students should use the internet and platforms in learning useful skills.

For EFL Course Designers:

- Incorporating online learning in teaching EFL skills.
- They should provide more chances to learn the English language through platforms; and promote a positive attitude toward English learning and higher achievement.

For EFL Researchers:

- Researchers should build on the insights of this study to apply Learning A-Z Platform in other areas of English language teaching and to improve various student attitudes.
- Investigating different trends in technology and innovative teaching methods to enhance speaking skills and self-regulation is recommended.

Suggestions for Further Research

The following points are recommended to be considered for further research:

1. Using the Learning A-Z Platform in teaching other EFL skills; listening and writing.
2. Using the Learning A-Z Platform program at different school levels and on larger samples.
3. Investigating the relationship between students' speaking skills and their speaking self-efficacy.
4. Examining the impact of Learning A-Z Platform on enhancing other psychological aspects (e.g., motivation).
5. Investigating the impact of online learning on improving EFL skills.

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