The Effectiveness of a Webinar Based Program in Enhancing EFL Preparatory Students' Speaking Skills and Motivation

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Abstract

The present research aimed to improve the EFL preparatory students' speaking skills and motivation using a webinar-based program. The participants were two classes of the second-grade preparatory stage from "Thamarat Al-Hayat School" in Mansoura city, Dakahlia, Egypt. The researcher adopted a quasi-experimental design, dividing the sample into a control group (n = 20) and an experimental one (n = 20). The research instruments were an EFL pre-post speaking skills test, an analytic speaking skills rubric and an EFL speaking motivation scale. The experimental group was taught using an online webinar program through the Zoom platform, while the control group was taught through the traditional way of teaching. The research results showed statistically significant differences between the mean scores of the experimental group and the control group regarding speaking skills and motivation in favour of the experimental group.

Keywords: Webinar, Zoom, speaking skills, motivation

Introduction:

The current era has witnessed tremendous changes in almost every field, especially education. These great changes have paved the way for the educational system to progress and cope with problems that may arise. Nowadays, online teaching and learning are in demand to make the teaching and learning process more fruitful. Technology has brought revolutionary changes in the learning process since English is the most efficient means of information exchange between people in many countries.

English may be learned both inside and outside of the classroom. Learners may study by utilizing computers and the internet to practice speaking English, conduct research, and interact with native speakers. As a result, a wide range of technological tools have been developed, including e-learning and hybrid learning, to improve communication as a significant aspect of the learning environment. One of the fundamental English language skills is speaking, which is defined as an effective tool of

communication. It is an interactive process of creating meaning that involves information production, reception, and processing. It grants EFL students more self-confidence and improves performance in the rest of the language skills (Trent, 2009). Speaking is a vital active language acquisition skill.

Learning how to speak English is usually the most difficult language skill, especially in Egypt. Many instructors face numerous problems in teaching speaking to students in non-native environments. Studies indicated that students face difficulties in learning or acquiring language skills such as Abo-Elhassan (2021) & Attya et al. (2019)& & El-Beltagy (2019) & El-Nashar (2019) and Sarhan (2021)

Technology makes teaching and learning how to speak English more enjoyable and meaningful. Thus, it is preferable to integrate technology with traditional classroom practices which can be an excellent method to strengthen engagement in the learning process and reinforce motivation towards speaking. Moreover, motivation is an essential factor to consider while establishing a supportive learning environment that will encourage students to work harder toward a better speaking performance (Elzeftawy, 2021). Many studies indicate the importance of integrating technology in enhancing students' speaking skills and motivation towards it such as Alashry et al. (2019) & Fahmy et al. (2017) Shalan (2021) and Zalama (2021).

Due to the numerous advantages of technology, the researcher decided to use Webinars, which are short online presentations, to enhance the second-grade preparatory stage students' speaking skills and motivation at Thamarat Al-Hayat School. Webinar is one of the most recent technological tools, which is an online presentation that is designed to be educational, informative, or instructional (Rao, 2019). The webinar creates a setting that is almost identical to face-to-face engagement and encourages multi-level interactions (Wang and Hsu, 2008).

Speaking skill

Speaking is the most essential skill in the English language. Flucher (2014) defined speaking as the usage of verbal utterances to interact with other people. People communicate with others to express themselves and convey information and feelings. So Speaking is the process of creating utterances to communicate and convey meaning.

"Speaking means negotiating intended meaning and adjusting one's speech to produce the desired effect on the listener." (Kramsch 2006, p.24). Speaking skills received little attention in traditional language

instruction. For a long time, FL teachers believed that the greatest approach to improve their students' speaking skills was to let them repeat sentences. This approach, known as the audio-lingual method, tries to teach English by repeating and rehearsing conversational structure patterns. (Nunan, 2003). However, studies showed that no language could be acquired by repetition only and students need means of interaction. A novel approach to teaching and learning languages known as Communicative Language Teaching was developed in response to the idea that language acquisition occurs through interaction.

Speaking skills only gained significant importance after the communicative approach was introduced to language teaching and learning. The communicative approach was developed in the 1980s, which is an approach for teaching foreign languages and it focuses on developing communicative competence.

Motivation

One of the key elements of learning a second or foreign language is motivation. A type of desire for learning is motivation. It is extremely challenging to teach a second language if the learner lacks the motivation to learn a language.

In EFL learning environments, motivation—one of the key psychological concepts—is commonly utilized by both teachers and students (Dörnyei, 2001). Motivation is one of the qualities of effective English teaching as a foreign language. The teacher's task is to persuade the students to participate in activities that will result in the desired learning. Moreover, students' motivation must be maintained before beginning a curriculum. Gardener stated that there are four main aspects of motivation; these are "a goal, effortful behavior, a desire to attain the goal and favourable attitudes toward the activity in question" (Gardner, 1985, p.50).

Webinar

"The term "webinar" was created by Eric R. Kolb in 1998" (Lande,2011,p.6). Lande added that webinars are originally derived from two words, the first one is "web" which refers to the World Wide Web. The second word is "seminar". It is an online event, seminar or workshop that is held online. A webinar can be a presentation, training, debate, demo, or any other educational activity. A webinar is an enjoyable online session where a teacher delivers a presentation to a big number of people. Students participate in the webinar by voting on polls, asking questions, and using other different interactive tools and technologies. Slide sharing and interactive engagement are also facilitated by the webinar software. So, the

attendees get the chance to learn and share their ideas actively. Most advanced webinars are distinguished from bare-bones webinars and integrate social media and real-time feedback in the form of idea-answering exercises, polls, questions, etc. (Roa, 2019).

Webinars offer a venue for communicating with the audience and obtaining comments, information and feedback from them without needing everyone to attend in a physical place. (Lande,2011) "The primary goal of the webinars is to demonstrate, educate or instruct." (Roa, 2019, p.79)

Related studies about webinars:

Many studies highlighted the importance of the webinar-based program in enhancing EFL/ ESL preparatory students' speaking skills and motivation towards it at different school levels. Hidayati& Ramalia & Abdullah (2021) shed light on the use of Skype as an online webinar platform explicitly utilized to learn the English language. The investigation focused on the students' experience in joining a webinar series using Skype. The research sample was 30 undergraduate students from various ages (26 females and 4 males). They participated in the webinar series from one university in Tangerang, Banten. The research design was a descriptive case study. The researchers found that webinar is believed to enhance learning interests to make learning more efficient and promote learners' learning persistence. It also boosted the participants' learning motivation.

Budiana & Yutanto (2020) conducted a study to examine the impact of using webinars to teach speaking skills to non-native English students at one of Surabaya's business schools. In this investigation, three classes were observed. The researchers used pre and post-tests to check the students' proficiency. The study's findings indicate that using webinars in two out of the three classes examined improved speaking.

Mussaui-Ulyanishcheva & Zakharova (2020), investigated the impact of pupil participation in webinars as one of the main forms of distance learning on increasing motivation for learning. Cluster sampling was used to choose students for the study. The study involved 86 students from nine study groups who were enrolled full-time in third- and fourth-year courses. The researchers employed the self-diagnosis method to determine the educational motives of students. The findings of the study showed that webinars are very promising for organizing the learning process and increasing students' learning motivation.

Zourob (2014) conducted a study to investigate the use of websites to improve speaking skills for the Rafah UNRWA seventh graders and their anxiety in speaking. The researcher adopted the experimental approach. The

sample of the study consisted of (48) female students equally divided into (24) students for the experimental group and (24) students for the control one. It was randomly chosen from Rafah Prep (B) Girls' School. According to the data, which was got from students' investigation, the researcher found that the webinar has affected positively students' English language speaking skills. It has also reduced students' speaking anxiety.

Wang & Hsu (2008) conducted a study to determine the effectiveness of synchronous webinar sessions to support training. The researchers implemented this investigation in a graduate-level course at an instructional technology training program at a northeastern university in the United States. The researchers adopted qualitative research, they also used some methods such as observation, open-ended surveys, focus groups, and recorded training sessions. The findings indicated that the participants enjoyed attending the webinar sessions, they approximated the face-to-face environment which reduced the participants' anxiety levels and strengthened their social presence.

The review of the previous studies has highlighted the value of adopting the usage of webinars as an online tool to enhance EFL preparatory students' speaking skills and motivation.

Pilot study

The researcher conducted a pilot study to assess the second-grade preparatory students' current level of speaking skills and motivation towards it. A sample was selected from Mansoura Preparatory School for Girls. The sample included 10 female participants. The speaking test assessed five sub-skills, and each sub-skill was scored out of 4 (the exemplary highest mark is 4, and the inadequate lowest mark is 1) The following table shows the mean score and the percentage of speaking section on the speaking test.

Table 1

Students' performance in the EFL speaking test

Skills	Mean	SD	Percentage
Comprehensibility	2.6	1	52%
Fluency	2	.8	40%
Pronunciation	2.1	.9	42%
Vocabulary	2.4	.8	48%
Grammar	2.3	.8	46%
Total score	11.4	4.2	46%

Table 1 indicates that students' level of speaking in general is weak (m=11.4, %=46) and that students are in need of improvement in their speaking skills.

In order to assess the students' motivation toward speaking, the researcher used a 12-item Motivation Scale (Table 2) modified from Indri (2018).

Table 2

Results of the students' motivation scale toward speaking

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	**Speaking is something I enjoy learning.**	10%	20%	20%	30%	20%
2	**I always complete the speaking assignments given by the teacher and turn them in on time.**	30%	0%	20%	30%	20%
3	**I feel confident in myself when I speak English during our speaking sessions.**	0%	0%	10%	50%	40%
4	**I think I will be able to speak English easily and effectively.**	10%	40%	30%	10%	10%
5	**I always care about my speaking marks.**	10%	40%	30%	20%	0%
6	**I enjoy the different activities in the speaking session.**	0%	20%	30%	20%	30%
7	**I do not hesitate when speaking English outside of speaking class.**	0%	0%	20%	20%	60%
8	**I enjoy exchanging□conversations with friends to improve my speaking.**	0%	10%	10%	40%	40%
9	**I do not feel shy or afraid to speak English with my friends.**	0%	0%	10%	30%	60%
10	**I always want to improve my speaking abilities.**	20%	20%	30%	20%	10%
11	**I think speaking with excellent pronunciation is important.**	20%	20%	40%	10%	10%
12	**I will be proud if I speak English fluently.**	50%	30%	10%	10%	0%
Total		13%	17%	22%	24%	25%

Table 2 shows that second-grade preparatory students' motivation towards speaking is low and needs to be enhanced.

Problem of the research:

Based on the review of literature, the result of the pilot study and the researcher's experience, the problem in this research is that preparatory school students' level of speaking is low. Their pronunciation, use of vocabulary and grammar are weak. They are not able to speak fluently or give a comprehensible talk. These problems may demotivate students to

speak. Therefore, the researcher proposes the use of webinar-based program to help students improve their speaking and enhance their motivation towards speaking.

Questions of the research:
1. What are the features of the webinar-based program to enhance EFL preparatory students' speaking skills and motivation towards it?
2. What is the effectiveness of the webinar-based program in enhancing EFL preparatory students speaking skills?
3. What is the effectiveness of the webinar-based program in enhancing EFL preparatory students' motivation towards speaking?

Hypotheses:

The current research attempted to verify the following hypotheses:
1. There is a statistically significant difference at 0.05 level between the experimental and control groups on the post-administration of the EFL speaking skills test in favour of the experimental group.
2. There is a statistically significant difference at 0.05 level between the experimental groups' pre-post administration of the EFL speaking skills test in favour of the post-administration.
3. There is a statistically significant difference at 0.05 level between the experimental and control groups on the post-administration of the EFL motivation scale in favour of the experimental group.
4. There is a statistically significant difference at 0.05 level between the experimental groups' pre-post administration of the EFL motivation scale in favour of the post-administration.
5. There is a statistically significant correlation at the 0.05 level between EFL speaking skills and motivation towards it among the experimental group students in the post-test.

Significance of the research:

It is anticipated that the current investigation will yield significant benefits for various participants:
- **For students**: The research raises the students' awareness using an online webinar-based program to enhance their speaking skills and motivation. The students were exposed to a variety of resources, which provided them with plethora of ideas and offered an enjoyable learning environment. It can stimulate students' learning motivation and broaden their insights.
- **For instructors**: The suggested webinar-based program and activities can be used to help instructors enhance the language performance of their students. It helps instructors improve their teaching techniques, strategies, methods and approaches.

- **For Curriculum Developers:** the research findings might be considered when developing new activities or assignments for the students.

Delimitations of the research

This research was delimited to:

1. Two classes from the second-year preparatory stage students at Thamarat Al-Hayat School, one as an experimental group and another as a control group.
2. The academic year ٢٠٢٣-٢٠٢٤ is the duration of the application.
3. Some specific EFL speaking skills required from the preparatory stage students include fluency, accuracy, vocabulary, pronunciation, grammar and comprehensibility.
4. The Zoom platform has been selected as the online application to enhance students' speaking skills.

Definition of terms:

Speaking

Speaking is the most dominant skill people must develop to communicate effectively (Koran, 2015). When someone talks, he or she transfers information or ideas to others so that they can make sense of them. Widdowson (1994) argued that speaking is an active production skill and use of oral production. It is the capability of someone to communicate orally with others. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Burns & Joyce, 1997). Speaking is the capacity to communicate through speech. It involves putting concepts into words so others can understand the messages (Namaziandost & Shatalebi & Nasri, 2019).

Speaking is defined in this research as the ability of second-year preparatory stage students to communicate fluently and accurately with the target language and express their thoughts and ideas clearly.

Motivation

Ellis (2003) defined motivation as "the effort students are prepared to make to learn a language and their persistence in learning" (p.29). According to Bakar (2014), motivation is a complicated aspect of human psychology and behaviour that impacts how people choose to spend their time, how much energy they put into a given task, how they think and feel about the task, and how long they stick with it. Bakar added that motivation is shown in students' choices of learning tasks, the time and effort they put into them, their persistence on learning tasks, and how they deal with challenges in the learning process. "Motivation is the key to success in the teaching-learning process. Motivation, as the name suggests, is what 'moves' us. It is the reason we do anything at all." (Filgona et al., 2020, p.3)

Operationally, motivation is defined as the desire of 2nd-year preparatory students to exert more effort towards learning speaking skills.

Webinar

According to Microsoft, webinars are "dynamic, hosted presentations or events that audiences remotely attend using a phone, tablet, or computer."

TechTarget defines it as, "A webinar is an educational, informative or instructional presentation made available online, usually as either video or audio with slides". In general, a webinar is often a live, online event that is both virtual and interactive. Some linguists label a webinar as an online workshop or seminar that is presented over the internet. "The term 'webinar' has been coined from the phrase "web seminar" that is recurrently apprehended on the internet as a workshop or seminar which involves a presentation, discussion, demonstration or any other instructional event." (Roa, 2019, p. 372)

Operationally, the webinar is defined as an educational seminar، which helps second-year preparatory students enhance their speaking skills and motivation.

Method

This research adopted the quasi-experimental design. The participants were divided into two groups: experimental and control. The experimental group received a webinar-based program via Zoom, whereas the control group was taught according to the regular method. Both groups received a pre-post speaking test and a pre-post speaking motivation scale.

Participants:

Forty students from the second-grade preparatory stage at Thamarat Al-Hayat School participated in the research. Two intact classes were assigned to an experimental and a control group. The students' ages ranged from thirteen to fourteen.

Instruments:

1. **EFL speaking skill test** to assess students' speaking performance before and after the treatment.
2. **An analytic speaking rubric** to record scores of students' speaking performance on the test.
3. **An EFL speaking motivation scale** was used to measure students' motivation towards speaking before and after the experiment.
4. **A webinar-based program** in enchanting EFL preparatory students' speaking skills and motivation towards it.

Design:

The researcher adopted the quasi-experimental design to investigate the effectiveness of using an online webinar-based program to improve EFL second-year preparatory students' speaking skills and motivation towards it.

In this research, two classes were selected randomly to present the experimental and the control groups. The experimental group and control group were exposed to a pre-post speaking test. The experimental group was instructed and trained using an online webinar through the Zoom platform while the control group was taught in the traditional method.

Results and discussion

Results were statistically analyzed in terms of the hypotheses. They were discussed in the light of the theoretical background and related studies. The results of the research were separated according to the hypotheses.

Results are presented in terms of the research hypothesis.

1- Verifying the first hypothesis:

The first hypothesis stated that: "there is a statistically significant difference at the 0.05 level between the experimental and control groups on the post-administration of the EFL speaking skills test in favor of the experimental group." The Mann-Whitney U test for independent samples was used to examine the significance of the difference in the mean ranks of the two groups' speaking post-test scores. In addition, Cohen's d-effect size was calculated to assess the effectiveness of the suggested webinar-based program in improving speaking skills. The results are presented in table 6:

Table 6

A comparison between the experimental and control groups of the post-administration of the EFL speaking skills

Skills	Group	N	Mean rank	Sum of ranks	U	Z	Sig.	E.S Effect size	Effect level
Fluency	Exp.	20	26.18	523.50	86.5	3.22	0.01	0.51	**Large**
	Control	20	14.83	296.50					
Pronunciation	Exp.	20	27.05	541.00	69	3.65	0.01	0.58	**Large**
	Control	20	13.95	279.00					
Vocabulary	Exp.	20	26.50	530.00	80	3.40	0.01	0.54	**Large**
	Control	20	14.50	290.00					
Grammar	Exp.	20	26.18	523.50	86.5	3.21	0.01	0.51	**Large**
	Control	20	14.83	296.50					
Comprehensibility	Exp.	20	26.45	529.00	81	3.35	0.01	0.53	**Large**
	Control	20	14.55	291.00					
Total score	Exp.	20	27.63	552.50	57.5	3.87	0.01	0.61	**Large**
	Control	20	13.38	267.50					

Table 6 illustrates that the estimated Z-value is significant at 0.01 level for each skill and for the total speaking level. This supports the statistically significant difference between the experimental and control groups on the post-administration of the EFL speaking skills test in favor of the experimental group due to the use of the suggested webinar-based

program in improving speaking skills. In addition, the values of large levels of the effect size emphasize the effectiveness of the program on the five main skills and the total score. Thus, such results led to proving and accepting the first hypothesis. Furthermore, the relation between the mean ranks of the experimental and control groups in the EFL speaking skills post-test is illustrated in Figure 13.

Figure 13

A comparison between the mean ranks of the experimental and control groups in EFL speaking skills post-test
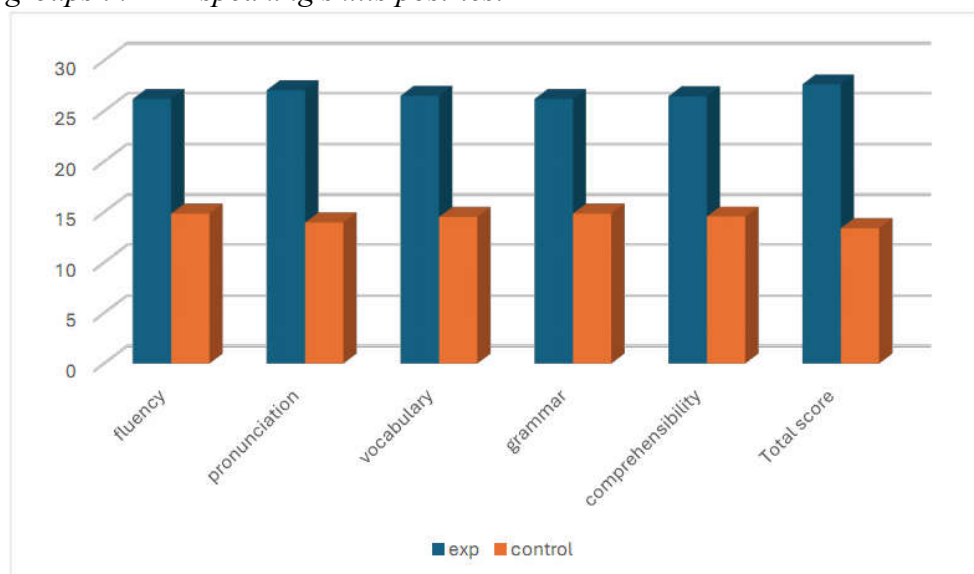

Figure 13 shows that the significant difference is in favor of the experimental group. The higher performance of the students in the experimental group signifies the effectiveness of the webinar-based program in improving speaking skills.

2- Verifying the second hypothesis:

The second hypothesis stated that: "there is a statistically significant difference at the 0.05 level between the experimental groups' pre-post administration of the EFL speaking skills test in favor of the post-administration." Thus, the Wilcoxon signed-rank test for dependent samples was used to examine the mean score of the experimental groups in pre-post administration of the EFL speaking skills test. Additionally, Cohen's (d)[1]

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[1] **Values of d and corresponding effect size levels: 0.3 (medium effect), 0.5 (large effect). The formula for Cohen's d is d = Z / √n, where n is the sample size.**

was used to calculate the effect size of the suggested webinar-based program on speaking skills development. Results are shown in Table7:

Table 7

A comparison between the pre-and post-administration of the EFL speaking skills tests for the experimental group

Skills	ranks	N	Mean rank	Sum of ranks	Z	Sig.	D Effect size	Effect level
Fluency	(-)	0	0	0	4.00	0.01	0.63	**Large**
	(+)	20	10.5	210				
Pronunciation	(-)	0	0	0	3.97	0.01	0.63	**Large**
	(+)	20	10.5	210				
Vocabulary	(-)	0	0	0	3.94	0.01	0.62	**Large**
	(+)	20	10.5	210				
Grammar	(-)	0	0	0	3.97	0.01	0.63	**Large**
	(+)	20	10.5	210				
Comprehensibility	(-)	0	0	0	3.97	0.01	0.62	**Large**
	(+)	20	10.5	210				
Total score	(-)	0	0	0	3.93	0.01	0.62	**Large**
	(+)	20	10.5	210				

Table 7 shows that the estimated Z-score is significant at the 0.01 level, which supports the post-test of the EFL speaking skills administration. This shows that the experimental group's speaking skills have improved significantly. Furthermore, all the D effective size values for all skills and the total score are greater than 0.5, indicating a large effect size. This indicates that the suggested webinar-based program had a significant impact on the development of EFL speaking skills. Thus, such results led to acceptance of the second hypothesis.

3- Verifying the third hypothesis:

The third hypothesis stated that: "there is a statistically significant difference at the 0.05 level between the experimental and control groups on the post-administration of the EFL speaking motivation scale in favor of the experimental group." The Mann-Whitney U test was used to examine the main ranks of the experimental and control groups of the post-administration on the speaking motivation scale. Furthermore, the effect size was used to assess the effectiveness of the suggested webinar-based program in increasing motivation toward speaking. The results are shown in table 8:

Table 8

A comparison between the experimental and control groups of the post-administration of the EFL speaking motivation scale

Group	N	Mean rank	Sum of ranks	U	Z	Sig.	Effect size	Effect level
Exp.	20	30.50	610	0	5.42	0.01	0.86	**Large**
Control	20	10.50	210					

Table 8 illustrates that the U value is significant at the 0.01 level, favoring the experimental groups' post-administration score. Moreover, the effect size (0.86) was large, therefore the third hypothesis was accepted. These results are graphically shown in Figure 14.

Figure 14

A comparison between the mean ranks of the experimental and control groups in the post-administration of the EFL speaking motivation scale
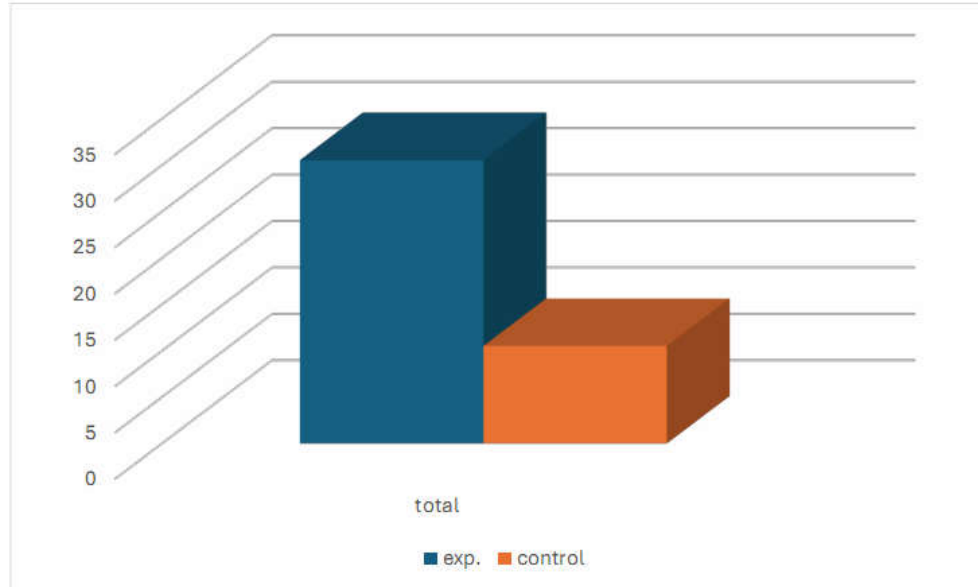

Figure 14 illustrates that there were differences in the post-administration of the EFL speaking motivation in favor of the experimental group. This result signifies the effectiveness of using the webinar-based program in raising students' motivation level toward practicing speaking.

4- Verifying the fourth hypothesis:

The fourth hypothesis stated that: "There is a statistically significant difference at the 0.05 level between the experimental groups' pre-post administration of the EFL speaking motivation scale in favor of the post-administration." The Wilcoxon signed-rank test for related samples was

used to examine the significance of the difference in the mean ranks in the pre and post-administration of the experimental groups' speaking motivation scale scores. Cohen's (d)1 effect size was used to assess the effectiveness of the suggested webinar-based program in improving students' motivation toward speaking. Table 9 displays the results:

Table 9

A comparison between the pre-and post-administration of the EFL speaking skills tests score for the experimental group

Scale	Ranks	N	Mean rank	Sum of ranks	Z	Sig.	D Effect size	Effect level
Pre-post	(-)	0	0	0	3.92	0.01	0.62	**Large**
	(+)	20	10.5	210				

Table 9 indicates that the experimental group's motivation towards speaking has increased significantly (Z is significant at the 0.01 level) favoring the post-administration. Furthermore, the effect size was 0.62 (large) showing that the proposed webinar-based program has a large effectiveness in developing motivation towards speaking. Hence, the fourth hypothesis was verified.

5- Verifying the fifth hypothesis:

The fifth hypothesis stated that: "There is a statistically significant correlation at the 0.05 level between EFL speaking skills and motivation towards it among the experimental group students in the post-test." Spearman's rank correlation coefficient was used to examine the correlation between EFL speaking skills and level of motivation towards it among the experimental group students during the post administration. Table 10 illustrates the value of the correlation coefficient and its significance.

Table 10

Establishing the correlation between EFL speaking skills and level of motivation towards it

Correlation coefficient	Speaking	Sig. level	Direction
Motivation	0.46	0.05	Positive

Table 10 indicates that the correlation coefficient (= 0.46) is positive and significant at the 0.05 level. This indicates that there is a significant correlation between the growth in speaking skills and the increase in the

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[1] **Values of d and the corresponding effect size for the independent variable's contribution to the total variance of the dependent variable: 0.3 (medium effect), 0.5 (large effect). Where:**
d = Z / √n, where n is the sample size or number of observations.

level of motivation towards it. Thus, the fifth and last hypothesis of the research is verified and accepted.

The results of the research showed that:

1. The experimental group students outperformed their counterparts of the control group on the EFL speaking skills test and EFL speaking motivation scale. This was indicated by the significant differences between the mean ranks of the two groups.

2. The experimental group students' mean ranks in the post administration of both the EFL speaking skills test and the EFL speaking motivation scale were better than their mean ranks in the pre-administration.

3. Webinar-based program using Zoom platform proved to be effective in improving students' speaking skills and motivation towards speaking. Zoom's various features enhanced students speaking skills, including fluency, pronunciation, vocabulary, grammar, and comprehensibility. The virtual background improved engagement and increased student motivation to speak up.

Discussion

The results of the research revealed the effectiveness of the experimental treatment. A webinar-based program was implemented to improve the second-grade preparatory stage EFL speaking skills and motivation towards it. The participants' speaking skills were significantly improved and their motivation towards speaking was highly increased. While the quantitative data showed a significant improvement in speaking skills and motivation, qualitative feedback from participants revealed that they particularly appreciated the interactive nature of the webinars and the opportunity to practice speaking in a supportive online environment.

The researcher used Zoom as an online platform to conduct the webinar-based program. Zoom webinars are a popular and interactive way for students to learn English. The ability to see and hear their classmates in real-time fosters a sense of community and fosters a more dynamic learning environment. Zoom also allows for a variety of activities, such as quizzes, role-plays, jigsaws, information gaps, storytelling, picture narrating discussions, and presentations, which can help students practice their speaking skills in a fun and engaging manner. These speaking activities help students gain confidence in speaking English, which can motivate students to practice speaking skills. Furthermore, practicing speaking in a variety of scenarios and situations helps the students become more fluent and confident in their English-speaking skills.

Zoom's versatile features offer a dynamic platform for enhancing students' speaking skills, specifically targeting sub-skills such as fluency, pronunciation, vocabulary, grammar, and comprehensibility. Not only can virtual backgrounds create a more engaging and professional environment, but they also boost students' motivation towards speaking. In addition to screen sharing, which allows teachers to share presentations, videos, or documents, breakout rooms allow for more private conversations and smaller group practice. Furthermore, the recording feature allows students to self-evaluate and discover areas for growth. Finally, the chat option allows students to communicate in real-time, asking questions and sharing ideas. Additionally, Zoom's accessibility is a significant advantage. Students can attend webinars from home or anywhere, making it more convenient for them.

Conclusions:

Regarding the results of the research, the following points were concluded:

The research demonstrated that the webinar-based program improved EFL preparatory students' speaking skills (fluency, pronunciation, vocabulary, grammar and comprehensibility). This indicates that webinars are effective and engaging tools to practice speaking in an online educational environment.

Furthermore, the research found that the webinar-based program helped students become more motivated to express themselves and speak out. This demonstrates webinars' capability to provide a more interesting and engaging learning experience, resulting in enhanced learning outcomes.

Moreover, the interactive features of the webinar platform, such as breakout rooms, chat, share screen and file sharing, were critical in encouraging students to communicate, collaborate, and develop a feeling of community. This interactive element was significant to speaking skills and motivation development.

This research supports the use of technology, especially webinars, in EFL education. It signifies a shift away from traditional, teacher-centered approaches and towards more student-centered, interactive, and engaging learning opportunities. Webinars provide a flexible and accessible platform for delivering effective language instructions that can be tailored to the unique needs of students.

Recommendations

Based on the research results and discussion, the following recommendations are provided:

1. Schools should consider integrating webinars as a valuable tool to enhance EFL learners' speaking skills and motivation. Which can offer flexibility, accessibility, and opportunities for authentic interaction.
2. EFL teachers should be provided with professional development opportunities to design, implement, and facilitate effective webinar speaking activities. Training should cover technical aspects, pedagogical strategies, and assessment techniques for online environments.
3. Webinar content should be carefully designed to be engaging, interactive, and relevant to learners' needs and interests. Activities should encourage meaningful communication and teamwork and allow learners to practice various speaking sub-skills.
4. Schools should ensure adequate technical infrastructure and support for both teachers and students to minimize technical difficulties during webinars. This includes providing reliable internet access, proper hardware and software, and technical support as needed.
5. A blended learning approach should be adopted which integrates webinars with other traditional teaching methods. This can offer a more comprehensive and effective learning experience.

Suggestions for further research

The following research suggestions were provided based on the research results and recommendations:

1- Conducting research on the integration of the webinar as an online tool for teaching and improving speaking, listening, reading and writing skills and students' motivation towards English.
2- Investigating the long-term benefits of webinar-based programs on speaking abilities and motivation throughout multiple semesters or academic years.
3- Replicating the current research on different school levels and language skills.

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