

Using The Edmodo Educational platform for developing EFL speaking skills among preparatory stage students

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Abstract:

The purpose of the present study was to investigate the effectiveness of using The Edmodo Educational platform for developing some EFL speaking skills for first year preparatory school students. The study adopted the quasi-experimental pre-posttest, experimental /control groups. Participants were first year preparatory school students. Two groups (30 each) were selected from Kafer El Madina Preparatory School in Husiniea city. The experimental group learned through Edmodo Educational platform for developing their speaking skills. On the other hand, the control group received regular instruction. Instruments were: questionnaires designed for speaking skills approved by a panel of jury. Based on these speaking skills, a speaking skills test was developed and used as a pre-post-test. By the end of the experiment, the test was post administered to both groups to find out the effect of the Edmodo Educational platform on developing the experimental group students' English language speaking skills. Findings of the study were statistically dealt with via the Statistical Package for the Social

Science (SPSS). It was found out that the experimental group achieved more gains in their EFL speaking skills. The results of the study were positive; the hypotheses were accepted.

Key words: Speaking skills - the Edmodo Educational platform-Preparatory stage - Egypt.

استخدام منصة Edmodo التعليمية لتطوير مهارات التحدث باللغة الإنجليزية كلفة أجنبية بين طلاب المرحلة الإعدادية

الملخص:

كان الغرض من هذه الدراسة هو التحقق من فعالية استخدام منصة Edmodo التعليمية لتطوير بعض مهارات التحدث باللغة الإنجليزية كلفة أجنبية لطلاب السنة الأولى من المرحلة الإعدادية. اعتمدت الدراسة على المجموعات التجريبية / التجريبية / الضابطة شبه التجريبية. كان المشاركون من طلاب السنة الأولى الإعدادية. تم اختيار مجموعتين (٣٠ لكل منهما) من مدرسة كفر المدينة الإعدادية في مدينة الحسينية. تعلمت المجموعة التجريبية من خلال منصة Edmodo التعليمية لتطوير مهارات التحدث لديهم. من ناحية أخرى، تلقت المجموعة الضابطة تعليمات منتظمة. الأدوات كانت: استبيانات مصممة لمهارات التحدث معتمدة من قبل لجنة التحكيم. بناءً على مهارات التحدث هذه، تم تطوير اختبار مهارات التحدث واستخدامه كاختبار تمهيدي. بنهاية التجربة، تم إجراء الاختبار البعدي لكلا المجموعتين لمعرفة تأثير منصة Edmodo التعليمية على تطوير مهارات التحدث باللغة الإنجليزية لدى طلاب المجموعة التجريبية. تم التعامل مع نتائج الدراسة إحصائياً من خلال الحزمة الإحصائية للعلوم الاجتماعية (SPSS) وجد أن المجموعة التجريبية حققت المزيد من المكاسب في مهارات التحدث باللغة الإنجليزية كلفة أجنبية. كانت نتائج الدراسة ايجابية. تم قبول الفرضيات.

الكلمات المفتاحية: مهارات التحدث - منصة إدمودو التعليمية - المرحلة الإعدادية - مصر.

1- Introduction:

Teaching English as a foreign language at the preparatory stage, in Egypt and the integration of the English language four skills with more concentration on the speaking skills is assured.

"Integration of English language four skills should be attempted from the very first day of the course. This is through employing practical activities and action based drills. Concerning more on speaking skills which are more appropriate for this age group". (Ministry of Education, 2002,).

At the communicative level, speaking is regarded as a verbal utterance carried out in order to establish communication.

To Fulcher (2003), this communication- centered construct places a high value on the necessity of meaningful interaction in speaking in which each participant acts as both a speaker and a listener, managing meaning making with each other. Luoma (2004) coined the term "speaking as use" to describe this construct, which emphasizes the use of language, for example, speaking for a social purpose (e.g. chatting-related talk) or information exchange (e.g. information-oriented talk). The former requires social skills, which are closely linked to speakers' personalities and social behaviors, whereas the latter focuses on the information that is intended to be conveyed.

Baker and Westurp (2000) claimed that "speaking is an important linguistic activity for both younger and adults, as human beings, in general, are usually involved in spoken activities most of their times". Also, the importance of speaking skill in language teaching lies in learners' various needs to use such a skill in different life situations. Imitation and repetition are important elementary steps in developing the speaking skill in English. Imitation and repetition are inter-related, and yet they are distinct. Imitation helps students pronounce and produce the English utterance that has been heard from the

teacher as closely as possible to the utterance produced by her. Imitation is not restricted to mere production of the sounds, phrases, and sentence. It includes also the capacity to produce the utterances in the context in which the original utterances were produced. Repetition leads to automatic reproduction of the utterance, and, in the process, some sort of memorization of the sound or structure practiced takes place through repetition the teacher may use pictures.

Leong (2002) stressed that "the main aspect of teaching speaking skill is creating practice tasks, through which pupils are stimulated to express themselves freely. Mostafa (2001) argued that developing the ability to speak orally is a source of motivation for most learners of foreign language. Pupils naturally need to use language structures and vocabulary; they have learned, in a form of conversation and dialogues through life-like situations. As this makes them feel satisfied and pleased of being able to use the target language in expressing their needs and ideas.

Speaking skill has a strong connection with other English language skills. It is connected with writing skill, as one writes s/he speaks while it is difficult for her/him to write words; s/he cannot pronounce. Also developing speaking skill is also basic for building a big wealth of vocabulary before learning to read. Furthermore, there is a close connection between listening and speaking skills; they affect each other (Abdel-Halim, 2004).

. Schmitt (2002) confirmed that spoken English commonly contains reduced grammatical structures but written English contains complex and varied sentences. Al-Tamimi (2014) indicated that there are three main components of speaking represented in fluency, accuracy and pronunciation by which the oral communication can be maintained. According to Richard (2006), fluency is the ability to speak spontaneously and

eloquently with no pauses and absence of hesitation. The second component is accuracy that refers to the successful performance of phonology elements, grammar and discourse. The third is pronunciation which means the production and perception of the significant sounds of a particular language in order to achieve meaning in context of language use.

Richard (2002) indicated that speaking proficiency is influenced by four components of competence as follows:

1. Grammatical competence:

The ability to use the grammar, syntax, and vocabulary of a language. Linguistic competence refers to utilizing suitable words and the mechanism of turning them into understandable phrases and sentences.

2. Sociolinguistic competence:

The ability to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating. Sociolinguistic competence refers to selecting suitable words and phrases to fit the current setting and topic, how to express a specific attitude (courtesy, authority, friendliness, respect) when the speaker needs and how to know what attitude another person is expressing.

3. Discourse Competence:

The ability to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole. Discourse competence means how to put words, phrases and sentences together to create conversations, speeches, email messages, newspaper article.

4. Strategic Competence:

The ability to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language in the context. Strategic competence means the speaker's ability to know when someone has misunderstood him and what he

should say then. It also means the speaker ability to express his ideas if he does not know the name of something or the right verb form to use.

Figure (1)



The components of communicative competence adopted from Shumin (2002).

Speaking is an important skill of the four skills of learning a language; listening, speaking, reading and writing. Brown (1994:18) defined it as an interactive process of constructing meaning that includes receiving, processing and producing. It requires vocabulary, pronunciation and structure then processes them to produce meaningful oral performance. Speaking is a productive oral skill which is the most challenging skill in EFL teaching as it happens in real time and needs to be practiced in daily activities (Nunan: 2003).

Andryani (2012) referred that speaking skill is the ability to produce the target language orally and communicate with other people using accuracy, fluency, vocabulary, grammar, pronunciation and comprehensibility. In line with Thornbury (2000) who indicated that speaking fluency involves linking words together without stopping .On other hand, accuracy is the language use correctly related to the target language. Oxford

Dictionary (2009) defined speaking as the action of conveying information or expressing one's thoughts and feelings in spoken language.

Bygate (2008) said that speaking is the speaker's words that are decided and understood at the time they pop out as speakers do not plan, rehearse or organize what they tend to say. Susani (2007) referred to speaking as expressing ideas, opinions or feelings to others by using words or sounds of articulation to inform persuade and entertain through using some teaching-learning methodologies. She stated that speaking is the process of transferring ideas and information orally in a variety of situations. He added that the effective oral communication involves generating messages and delivering them with attention to vocal variety, articulation and non-verbal signals.

There are many theories which deal with speaking skill analysis. The out-standing theories discussing speaking are Bygate and Harmer theories. According to the communicative view, speaking has many different aspects including two major categories – accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities and fluency considered to be ‘the ability to keep going when speaking spontaneously’.

Sarac (2007) stated that speaking help students order and reorder their thinking, reason and problem solving. It helps them also take a reflective and active role in their own learning. The EFL speaking skill has a great influence on other instructional aspects such as reading, writing and critical thinking and also on psychological aspects such as motivation, confidence, interest and enthusiasm.

Genishi, (1998) referred that oral language development in school does not teach children to speak so much as providing

them with the skills and opportunities to communicate more effectively. He also adds that students need constant practice to acquire effective oral communication skills. The oral language skills can provide a foundation for the development of other language skills such as reading and writing. It is the basis to identify or pronounce written words. Speaking skills enhance future reading and writing.

Graham (2004) mentioned some reasons for focusing on oral skills especially speaking skills when teaching English as a foreign language not only the fact that humans have been learning languages through ears and mouths but also human have to be able to read. Richards (2002) argued that a large percentage of the world learners study English in order to develop speaking skills. According to Burns (1997) and Richards (2008), speaking performance can serve three main functions:

1. Interaction:

This kind refers to the conversation and describes the interaction which serves a primarily social function. The focus is more on the speakers and how they wish to present themselves to each other than on the message. The main features of speaking as an interaction can be summarized as follows:

- 1-It has a primarily social function.
- 2-It reflects role relation.
- 3-It reflects speaker ability.
- 4-It uses conversational conventions.
- 5-It may be formal or casual.
- 6-It employs many generic words

2. Transaction:

This type refers to situation where the focus is on what is said or done, e.g. asking someone about direction. The focus here is on the message not on participants and how they interact socially with each other. Byrne (1991) gave a distinction

between the two types of talk as transaction where the focus is on giving and receiving information and there is no need to pay attention to accuracy. In this type , teachers and students usually focus on meaning .There are some examples of talk as transaction such as discussion ,problem solving, making a telephone call ,ask someone for direction or buying something from a shop. These types of activities are neglected in traditional methods of teaching.

3. Performance:

This type refers to public speech such as presentation, public announcements, and speeches. Speaking as performance tends to be used in monologue rather than dialogue. Some activities to use talk as performance such as giving a speech or a lecture, conducting a debate or discussion and making a sales presentation. The main features of this type is focusing on both message and audience, besides, using correct pronunciation and grammar, and the importance of both form and accuracy. There are some advantages of using speaking as performance, using an appropriate format, creating an effect on audience, using appropriate vocabulary and using suitable opening and ending (Richard 2008).

Hughes (2002) mentioned two kinds of characteristics for speaking skill. Firstly, characteristics of speaking production as it is dynamic, oral, transient, unplanned, and context dependent. Secondly, a social characteristic of speaking as it is primary, rhetorical, stigmatized, interpersonal and changeable.

According to Nunan (2001), speech production involves four major processes: conceptualization, formulation, articulation, and self-monitoring. These processes happen very fast and the former three are more or less automatic in L1 speakers. According to Bygate (2001), speaking skills are also affected by the context. Speaking is reciprocal, people can respond to each other immediately. He also indicated that

people can participate in the same oral interaction except the varieties of equal speaking rights. Moreover, speaking is physically situated face-to-face interaction and speakers have to decide on their message without taking time to check it over. Speaking skill is also a productive skill as the speaker processes his knowledge (vocabulary, grammar, pronunciation and language functions) to produce meaningful and fluent speech.

There are different problems that learners face in developing speaking skills. Richard (2008) referred to some reasons for poor speaking skills such as, lack of curriculum emphasis on speaking skills, limited proficiency of English teachers, class conditions would not support oral practice, limited opportunities outside class to practice and exams do not emphasize oral communication especially speaking skills.

Rababah (2005) pointed that there are various reasons causing speaking difficulties among EFL learners. Some of these reasons are related to learners themselves, the teaching strategy, the curricula and the learning environment. For example, many learners lack the necessary vocabulary to express their meaning and hence they could not keep the interaction going. Inadequate communication skills competence can be another reason for not being able to keep the conversation going.

Hosni (2014) investigated speaking difficulty by observing grade 5 learners in the elementary schools in Oman. The results of her study revealed three aspects including linguistic difference, mother tongue use, and inhibition. The EFL learners in her study were struggling to find accurate vocabulary to speak English. They also had problem on assembling sentence which lead them to use their mother tongue. Besides, due to limited speaking opportunities, learners were afraid of speaking English, felt embarrassed about making mistakes, and worried about being criticized or laughed at by

others. As a result, they usually avoided speaking in class so that their participation was very low.

Speaking skill is seen as the weakest link in the chain by language learners and is a crucial skill that needs to be developed in language classrooms. This negligence for speaking skills results from the traditional language teaching applications which put less emphasis on learner thoughts, student participation, and so forth, students' expectation of developing their speaking skill has been underestimated and ignored for many years in EFL settings.

According to the previous studies and literature, speaking skills difficulties can be summarized in some factors as follows:

- 1- Factors related to learners representing the lack of motivation, confidence, and fear of mistakes, anxiety and lack of vocabulary, pronunciation and structure.
- 2- Factors associated with environment; teaching presented in big classes and lack of equipment.
- 3- Factors concerned with teachers including limited English proficiency, using traditional methods which concentrate on grammar and neglect language skills especially speaking skills and the excess of using mother tongue (Arabic).
- 4-Factors related to English curricula and exams; as there are not enough activities and exercises in both of them.

In an EFL speaking classroom, to promote students' participation and reach success in fluency, language teachers should play different roles in the classroom. Some of these roles are stated below as follows:

- **Teacher as a prompter:** When the conversation reaches a dead end and students cannot think of what to say next, the teacher should help the student to continue the speaking activity by discretely offering suggestions.

- **Teacher as a participant:** To enhance student engagement and to introduce new information, teachers should participate in discussion or role play activities. However, while participating in the course, they should be careful not to take over the classroom and should give students more opportunity to speak in the course.

- **Teacher as a feedback provider:** Deciding when and how to give feedback in a speaking activity is challenging. By deciding the main purpose of the activity, this challenging situation can be solved. In a fluency activity, over-correction can make students feel inhibited; so as not to make them feel shy, error correction and feedback support should be given at the end of the activity. On the other hand, in an accuracy activity, giving feedback promptly would be helpful to prevent fossilization. Lastly, allowing students to evaluate what they have done and giving feedback for their development would encourage oral successful performance. (Harmer: 2007)

There are many online collaborative tools such as Edmodo Educational platform that can be used for developing students' communication as speaking skills. Edmodo is an educational website that takes the ideas of a social network and refines them and makes it appropriate for a classroom. Using Edmodo, students and teachers can reach out to one another and connect by sharing ideas, problems, and helpful tips.

<https://www.csub.edu › edmodo user guide>

Edmodo is safe and reliable software for anyone like teachers, students and even for parents. Edmodo is basic and similar to much other software used by people like Facebook. Students who learn in a group with the assistance of a computer have improved learning results and increase their satisfaction after using Edmodo in comparison to other online learning methods, when implemented successfully.

Edmodo was created by Nic Brog and Jeffo Hara (2008), who realized the need to improve the school atmosphere to fulfill the connectivity of the World of the 21st Century. Edmodo is a safe and free advertising environment; games and other distractions can affect students. Students use Edmodo to contact their teachers to inquire questions about lessons and homework and work with their classmates on activities and ideas for the project. Through using Edmodo, students and teachers can reach one another by sharing ideas, problems, and helpful tips. A teacher can assign and grade work on Edmodo; students can get help from the entire class on Edmodo (Mills & Chandra 2011).

As a teaching and learning vehicle, studies have also been conducted to investigate the use and the effectiveness of Edmodo. Enriquez (2014) found that Edmodo's collaboration enables students to enhance the efficiency of their online jobs. Edmodo Educational platform enables EFL learners to create learning experiences that enhance what they learn. In addition, this application also has many features such as interconnectedness, immediacy, interactivity, communications, and community. All these features help students learn better. Moreover, ideas and concepts are connected to each other on the web through hyperlinks that help students find information that is necessary to develop their ability to reason and analyze.

Senel (2016) added that language learning and teaching should not be limited to classroom settings. Learners should be provided with varied alternative learning environments which help them 'increase their curiosity and motivation. One of the most practical and effective ways of these environments is virtual language classrooms. One of these virtual classrooms, namely Edmodo, can easily be used in every step of language teaching and learning.

Hourdequin (2014) illustrated that Edmodo is able to communicate, exchange and discuss the text, images, audio, and video with teachers and students. Students can learn individually by taking quizzes, completing tasks, participating in discussion groups, reviewing grades, receiving input from teachers and peers, exchanging ideas and collaborating, etc. Teachers for particular groups of students create Edmodo classes; they may also create smaller groups within all groups, enabling them to provide differentiated individual or group-based instruction. Teachers have set up the community and share the group code. Students will sign in at Edmodo using the group code without entering their email addresses and other personal details. This will confirm the protection of this website, whether for younger students or adults, regarding any complaints concerning the publishing of personal information on the website.

In addition, Wallace (2014) reported that there has been a trend in social networking sites that have developed online social environments where students and teachers can also participate as instruments to facilitate distance learning in online communication. Wallace adds that social networking sites can help to increase the level of attendance and involvement in learning activities when incorporated into effective classroom models. This is often due to the fact that most social networking platforms allow users to build and exchange digital resources, making it easier for teachers to gather and share multimedia resources to facilitate learning for students and provide learners with a conference.

Manowong (2016) explored the enhancement of students' learning experiences in an EFL classroom through a social networking site for educational purposes called Edmodo. At the end of the course, 94 undergraduates participating in the study completed a 5-Likert- scale survey questionnaire containing 30 items and 4 open-ended questions online. Findings revealed that

Edmodo was a useful and beneficial learning tool as it increased participants' motivation, flexibility, and participation in online learning activities.

According to the aforementioned useful features of Edmodo, it can be reported that it is an ideal tool to be explored and adopted in EFL classrooms to facilitate teaching and learning process.

2-Context of the Problem:

In Egypt, English is a foreign language that is used as a means of communication in different fields of life such as business, travel and diplomacy. In addition, it is taught in public and private schools and in many universities. Moreover, it is taught as a core subject in the different educational stages. In spite of the changes and the different innovations in the field of English teaching, teachers and supervisors have complained about the students' low standard in EFL speaking skills.

Therefore, the researcher conducted a pilot study to investigate the standard of the first year preparatory school students' speaking skills in the first semester of the academic year (2020\2021). The researcher administered a speaking skills test to a sample of 10 students of Kafer El Madina Preparatory School in Husiniea city. This test aimed at assessing the students' standard in speaking skills. The results `revealed that the students had many speaking problems. The results of the pilot study supported the existence of the problem. It could be concluded that preparatory students have problems in the speaking skills. Those students had deficiencies in differentiating between the various sounds, stress, intonation and grammatical and ungrammatical sentences. So, the results of the pilot study designated that those students had problems in speaking skills.

Table (1)

The pilot study results of EFL speaking skills

No.	Skills	Frequency of errors
1	- Use English to communicate effectively in oral interactions	62%
2	- The coherence component skills	75%
3	-Engage in oral discussions via media sources.	70%
4	- Provide a title to an oral text and explain why it is suitable.	65%

3-Significance of the study:

This study is significant to:

1- The Preparatory school' students:

It enables them to develop their speaking skills.

This study provides them with a list of some speaking skills necessary for first year preparatory school (and develops them) as well as some suitable strategies that can help in developing the desired speaking skills for preparatory students, and develop them.

4-The aims of the study:

1- Developing the speaking skills necessary for preparatory stage students.

2- Specifying appropriate Edmodo Educational platform for developing speaking skills preparatory stage students.

3- Measuring the effect of Edmodo Educational platform on developing the identified speaking skills.

5-Statement of the problem:

In the light of the aforementioned account and pilot study results the study problem could thus be stated as follows:

The first year of preparatory school students in Husiniea, Sharkiea Governorate have difficulties in EFL speaking skills as revealed through the pilot study results. Accordingly, the present study was an attempt to investigate the following questions.

Questions of the study:

The present study was an attempt to answer the following main question and the respective sub- questions following it:

"What is the effect of Edmodo Educational platform on developing EFL speaking Skills of preparatory school students?"

- 1- What are the required speaking skills for the first year preparatory school students?
- 2- To what extent do preparatory stage students perform these speaking skills?
- 3- What is the frame of Edmodo Educational platform for developing EFL speaking skills?
- 4- How can the use of Edmodo Educational platform help in developing the identified speaking skills of preparatory stage students?

6-Delimitations of the study:

The present study was delimited to:

- 1- First year preparatory school of Kafer El Madina Preparatory School students because these students are usually prepared for enrolment in the secondary school, and so they need to develop their speaking skills.
- 2- Some speaking skills that were approved by the jury.
- 3-The Edmodo Educational platform for developing speaking skills.

4-First term of the academic year 2020/2021.

5-Some units of student's book and workbook for first year preparatory school students.

7-Instrument of the study:

To achieve the main goal of the current study the researcher designed a pre-post speaking skills test, to measure the students' level before and after the experiment.

8-Participants of the Study:

The participants included 60 preparatory students, in (2020-2021) from Kafer El Madina Preparatory School in Husiniea city. They were randomly assigned into two groups, experimental (30) students and control (30) students. It was assumed that the participants formed a homogeneous group as they were chosen randomly. So they were expected to have a lot in common and wouldn't differ much regarding the quality of experience or their age.

In order to make sure that the development of some of the students' speaking skills were attributed only to the effect of the platform, the researcher attempted to control some variables in order to make sure that both the experimental and control groups were equivalent.

These variables were: Age: all students' age ranged from 13-14 years. Grade: All students were in first year preparatory school. The speaking skills targeted in the current study were also controlled before the study experiment, as follows:

Table (2)

Comparing both groups pre results in speaking skills test

Group	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Experimental	30	7.50	1.91	.35	1.4	58	.18
Control	30	6.90	1.47	.27	1.4	54.47	.18

Table (2) shows that there was no significant difference between the mean scores of the experimental and the control groups, t being (1.4). This shows homogeneity between the two groups. That is to say, the two groups were at almost the same level of performance in the speaking skills. Thus, any variance between the two groups that might happen after the experiment could be attributed to the effect of the experiment. The pre-test scores revealed the participants had an average low proficiency in speaking listening comprehension skills.

Table (3)

Comparing both groups post results in speaking skills test.

The Group	N	Std. error Mean	Mean	Std. Deviation	Compared mean	t.value	df
The experimental group	30	.26	33.69	1.51	20.06	56.55	68
The control group	30	.24	13.63	1.44			67.3

Table (3) indicates that there is a statistically significant difference between both groups in favor of the experimental group in the post administration of the speaking skills test, t-value being (56.55). It is significant at (, 01) level.

9-The Results:

The results of the present study showed that the experimental group, taught through Edmodo Educational platform, performed better than the control one in the post administration of the speaking skills test, since there were statistically significant differences at (, 01) between the mean scores of the experimental group and the control group in favor of the former.

The students' progress in the post administration of the speaking skills test could be attributed to the fact that while using Edmodo students were interested in speaking activities. Students practiced various activities speaking skills.

The results of the present study showed that the experimental group outperformed the control group in the post administration of speaking skills test as a whole. The statistical results showed that there were statistically significant differences between the means of scores of the experimental group in their performance of each posttest compared to the pre administrations, favoring the post administrations (Tables 2). The means of scores of the experimental group in each test are higher than those of the control one .Hence, the significant difference, shown on the post administration of each test, is due to exposing this group to the Edmodo platform. Providing students with a variety of activities through it, changing the method of teaching, dividing the roles among students to improve their speaking skills gave them the opportunity to interact with each other and to react to the material presented to them.

Through this interaction, they created cooperative environment in which less emphasis was placed on transmitting information from the teacher and more on the student. So the platform adopted throughout the study and the teaching strategy which is based on this approach helped the students go through several steps.

conclusion:

Based on the results of the present study, the following could be concluded:

- 1- Edmodo Educational platform enhanced some speaking skills: being the participants' ability to use English to communicate effectively in oral interactions, use the coherence component skills, engage in oral discussions via media sources, use a variety of speaking strategies, provide a title to an oral text and explain why it is suitable, summarize another person's ideas and express the supported opinions clearly.
- 2- Edmodo Educational platform provided participants with the ability to control the participants behavior; they were more active, aware of their thoughts processes, motivated and liked working in groups.
- 3- In addition to the previous benefits of Edmodo Educational platform, it could be concluded that through practicing it, experimental participants gained awareness of speaking skills. They were being allowed to practice their skills, monitor their thoughts, improve their communication skills and evaluate their performance.
- 4- Edmodo Educational platform was used to facilitate the educational material and help create a positive learning experience.
- 5- Using Edmodo Educational platform made experimental participant students more excited about the educational

material and helped them carry out their speaking tasks with more enthusiasm and responsibility.

- 6- Creating a good social climate and a relaxed learning environment encouraged experimental group students to learn easily because of the videos, posts and pictures posted in Edmodo pages.
- 7- Teacher's role was to be a guide, monitor, reader, facilitator and organizer.

11- Suggestions for further research:

In the light of the study findings and results, the following are suggested for further research:

- 1- Further research would be needed to examine the relation of the Edmodo Educational platform to other language skills such as reading and writing.
- 2- More researches are needed to provide other effective strategies for developing speaking skills.
- 3- Replicating the experimental treatment with a larger number of participants from a more representative sector of population to identify accurately speaking skills to help curriculum designers integrate the appropriate texts in their textbook.
- 4- Further studies are needed to design other training programs for pre- and in- service EFL teachers to help them develop their students' speaking skills.
- 5- Improving speaking skills by different technological areas of study such as Moodle, on-line programs or You-tube channels.
- 6- Investigating Edmodo programs as learning tools in relation to developing EFL reading and writing skills.

- 7- Investigating Edmodo as a learning tool in relation to developing positive attitudes towards English as a foreign language and internet.

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