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FACULTY OF SOCIAL SCIENCES
NARVA COLLEGE
STUDY PROGRAM “HUMANITIES IN MULTILINGUAL SCHOOL“

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**E-LEARNING TOOLS IN ON-LINE EFL CLASSES TO DEVELOP SPEAKING
SKILLS AT B1 LEVEL: VARIETY AND SUTABILITY**

Bachelor's thesis

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Narva 2022

Kinnitus

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PREFACE

E-learning is the way to study languages from anywhere in the world. Due to the recent impact of the pandemic on education, this issue has become more important than it was before. Online learning is defined as “learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access. In these environments, students can be anywhere (independent) to learn and interact with instructors and other students” (Singh, Thurman 2019:1). For the development of speaking skills in e-learning environment, different types of on-line learning activities are used. These types of exercises are aimed at enhancing speaking skills and removing any language barrier.

The present Bachelor’s thesis will examine the use of online platforms applied in teaching speaking and its aims are to analyse the role and the place of e-learning in schools in Estonia; to give an overview of e-learning tools/platforms used for online teaching in EFL classes; to analyse how speaking skills in English can be developed in basic school (B1 level); to define e-learning tools mostly applied by teachers to develop speaking skills in terms of their variability and suitability on the basis of a survey conducted among teachers of English in basic school in Narva; to develop criteria for choosing e-learning platforms and tools/activities to develop speaking sub-skills.

The research paper consists of four parts: the Introduction, two chapters, and the Conclusion. The Introduction discusses speaking as a skill and the importance of teaching speaking in conditions of online learning. Chapter I “Teaching Speaking Communicatively Online”, focuses on various methods of teaching speaking, different types of exercises and types of e-learning tools. Chapter II “Speaking Development Activities in E-learning: Teachers’ Choice” analyses survey results. The Conclusion summarises the outcomes of the research and comments on the hypothesis.

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INTRODUCTION

Speaking as a Skill

Speaking of any language constitutes an essential part of its acquisition. To be able to communicate fluently in a foreign language is number one goal for many language learners. Developing speaking skills is of vital importance in EFL/ ESL programmes. Speaking instruction is important because it helps students acquire EFL speaking skills thus converse spontaneously and naturally with native speakers. (Zaher 2006).

During the last forty, fifty years, the notion of language proficiency has shifted from focus on language as a linguistic system towards language as a means of communication. At the same time, teaching of languages has moved from teaching language as a grammatical system to teaching language as communication (communicative language teaching, CLT) (Burns 2019).

The ability to speak a foreign language is crucial to learners. Luoma (2004:1) states that speaking skill is required for the curriculum in language teaching and learning. Speaking should be taught effectively in order that students can express themselves and learn how they communicate not only inside the classroom but also outside the classroom (Retnowati 2019).

According to Kayi (2006:1), the meaning of teaching speaking to ESL learners is to produce the English speech sounds and sounds patterns, to use word and sentence stress, intonation patterns and the rhythm of the second language, to select appropriate words and sentences, and to organize their thoughts in a meaningful and logical sequence (Retnowati 2019). According to Nunan (2003), speaking also means to use language as a means of expressing values and judgments, and to use the language quickly and confidently with few unnatural pauses which is called as fluency (Retnowati 2019).

As argued by Chaney and Burke (1998), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of the context. The skill is acquired by much repetition; it is primarily a neuromuscular and not an intellectual process. It consists of competence in sending and receiving messages (Resha 2015).

Speaking skill is an ability to orally express opinion, thought, and feeling to other people both directly and indirectly. In Novia (2002) states that speaking is the novice means of communication among member of society in expressing their thought and is as the representation of social behaviour. Furthermore, in Oktarina (2002) Dasari underlines that speaking skill is the ability of arranging sentences since communication happens through the series of sentences constructing in performing the various behaviour from various society. In a

bit different statement, Chaney (1998: 13) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Maihah 2010: 9).

Approaches to Teaching Speaking

Now linguistics and ESL teachers agree that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task (Kholmurodova 2020).

Millrood (1982) mentions a variety of instructional techniques to teach speaking – role play and dramatization, discussion and debate, description and comments, communicative games and others. All of these techniques can be attributed to a single comprehensive technique – speech situation (Millrood 2015: para 17). A technique for teaching speaking is a replicable learning activity organised by the teacher with the intended purpose of the lesson and according to the principles of communicative-oriented teaching method. This definition shows that a technique always corresponds to one of the objectives of the lesson, allowing the teacher and the learners to resolve a certain task of language instruction (Millrood 2015: para 13).

Since the Covid-19 pandemic global widespread, education has gradually transformed into a more digitalised format. Schools and educators are using technologies and online platforms more and more. Strategies to teach speaking online are essential and required so that the learning process would be more effective and it could embrace the standards of comprehensive learning (Gultom 2020). However, with the increasing interest in on-line learning activities, their choice and usefulness to develop speaking skills remains an area where both teachers and learners are in the process of searching and trying activities/tools to target the development of this skill. The present study hypothesises that Zoom-based activities provide a varied and suitable platform to develop speaking skills at B1 level in on-line English language classes.

CHAPTER I. TEACHING SPEAKING COMMUNICATIVELY ONLINE

1.1 Teaching Speaking via Communicative Activities

Communicative activities include any activities that encourage and require a learner to speak with and listen to other learners, as well as with people in the programme and community. Communicative activities have purposes to find information, break down barriers, talk about self, and learn about the culture (National Center for Family Literacy and Center for Applied Linguistics 2008).

English teachers can make the language learning effective by implementing communicative activities. To establish such condition, teachers can perform some activities which invite students to speak or communicate with others in the classroom. Regarding the way of establishing the communicative situation, Ahmad and Rao (2013: page 193) maintain that teachers in communicative classrooms will conduct “talking less and listening more”, and become active facilitators of their students’ learning. The teachers’ attitude in communicative activities actually can motivate students to get involved in the learning activity. Thus, the result of the learning activity will be better, and student’s motivation surely can improve student’s achievements (Muhassim 2016).

Communicative exercises in teaching to speak are organised as information transfer (extracting certain pieces of information from a non-verbal form e.g. a table, a graph, a map etc). Another type of exercises in information gap (information is conveyed from the person who possesses it to the one who lacks it). Information gap can take the form of a jigsaw (each learner has only some information, which is part of the whole and is to be brought together by means of oral communication) (Agzamova 2016).

Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things (Kholmurodova 2020). For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences. Then each group works on their topic for a given time period,

and presents their opinions to the class. It is essential that speaking should be equally divided among group members (ibid.).

At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on (ibid.).

Brainstorming

Brainstorming is a strategy or tool of teaching used by the teacher in which maximum or all the students participate by responding or presenting views on one topic. This technique encourages new ideas among students which would never have happened under normal circumstances (Kholmurodova 2020).

Students are encouraged to put forward suggestions without hesitation even if they seem to come up with unusual and unorthodox ideas (Kholmurodova 2020).

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas (Kayi 2006)

Puzzles and Games

Puzzles and Games Learning is fun where puzzles and games are part of education. Puzzles and games help children to think creatively and face challenges. While playing games, the learner's attention is on the message, not on the language. Rather than paying attention to the correctness of linguistic forms, most participants will do all they can to win. The main purpose is to make the learners talk and stimulate their imagination, curiosity and interest. Game of Sudoku, a kind of number puzzle is an ideal authentic context for practicing language functions (Kholmurodova 2020).

Role-play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..." (Kayi 2006).

Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility (Kayi 2006).

Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language (Kayi 2006).

Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class (Kayi 2006).

Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on (Kayi 2006).

Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class (Kayi 2006).

Picture Narration

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating (Kayi 2006).

Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills (Kayi, 2006).

Finding the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures (Kayi 2006).

Thus, teachers can use different types of exercises for developing speaking skills in their lessons. Because of developing online studying, more people study via the Internet. Hence, there are programmes that allow to use such exercises on-line.

1.2 E-learning Tools and Platforms in On-Line EFL Classes to Teach Speaking to Intermediate Level Learners (B1)

Increasing EFL students' language skills and independent learning are issues of paramount concern because the contact hours in traditional face to face classes are not enough to help students develop their language skills (Soliman 2014).

E-Learning was defined by many researchers. Waterhouse (2003) defined it as a medium of computer technology that could be utilized to develop the application of learning and teaching. Moreover, The European Commission (2001:753) defines e-learning as “the use of new multimedia technologies and the internet to improve the quality of learning by facilitating access to resources and services as well as remote exchanges and collaboration”. Using a narrower concept, Rosenberg (2001) stated that e-learning permits data saving, sharing and updating while Horton (2006) believes that e-learning allows the building up of “learning experiences of information and computer technology” (Soliman 2014: 753).

Try, Bagata, Umamah and Fikri (2020) state that the platform is any software or hardware which has some features that can be used to certain purposes such as to help the process of teaching and learning (Fajar 2021: 303).

1.2.1 Zoom

Zoom is a cloud-based video communications app that allows to set up virtual video and audio conferencing, webinars, live chats, screen-sharing, and other collaborative capabilities (William 2020). The Meeting controls in the Zoom Meetings platform allow users to create and control a meeting space for all their security, accessibility, and organizational needs (Montgomery 2019).

Zoom has a lot of opportunities that provide comfortable communication:

- *Test microphone and speakers.* Users can test their microphone and speakers in the meeting platform to ensure they can hear and be heard clearly. This helps users detect and fix any hardware-related audio issues from the very start of the meeting (Montgomery 2019).
- *Hide non-video participants.* Using the gallery layout with a larger number of attendees, non-video participants can take up the available space on the screen. By hiding non-video participants, users can clean up their gallery view and only see attendees who have their cameras on (ibid.).
- *Pre-assign breakout rooms.* To save time and prevent logistics issues, users can pre-assign attendees to breakout rooms before the meeting begins (ibid.).

- *Webinar chat.* With Zoom's webinar chat function, hosts can chat directly with individual members of the audience without broadcasting the conversation to the rest of the audience (ibid.).
- *Note taker area.* Taking notes during a call can be difficult, as it often means users have to switch between applications and windows to take notes. Zoom users will soon be able to take notes directly within the client, making the note-taking process more convenient (ibid.).

Zoom provides the development of students' foreign language skills, which was evidenced with studies (Alfadda, Mahdi 2021; Nurieva, Garaeva 2020). Driven by the four benefits of Zoom during the COVID-19 crisis in foreign language context mentioned above, Zoom's availability of various educational tools and functions like interactive whiteboard, virtual background, chat, screen sharing, joint commenting, and breakout rooms provided the opportunity for both teachers and students to implement and carry out different activities and tasks in order to improve both receptive and productive foreign language skills of students (Nurieva, Garaeva 2020).

All four skills can be nurtured; that is to say, teachers can find a suitable Zoom function and/or tool for improving reading, listening, writing and speaking skills. Specifically focusing on the use of Zoom for the development of receptive skills which are listening and reading, the screen sharing functions let the teacher show various types of files like audio, video, doc, pdf, PowerPoint, etc. (Tuncer 2021: 109).

In addition to the improvement of the receptive skills, Zoom is easy to use to master productive skills - speaking and writing. Despite the fact that the speaking skill was the most neglected one during the pandemic, especially Zoom's breakout rooms can be used for nurturing speaking skills (Tuncer 2021: 109).

For writing skills, chatbox, annotation tool and a shared Google drive file can be used in Zoom. With all the features and assistance of Zoom mentioned in those five themes, it would not be wrong to state that Zoom provides windows of opportunities for effective development of foreign language competence in online settings (Tuncer 2021: 109).

Types of activities that can be used for developing learning skills are as follows:

- In Zoom, the teacher can divide class into pairs or small groups and put them in different rooms. In this case, students have more opportunities for discussing some topics and expressing their opinion than in room class. Different rooms are convenient for such

exercises as information gap, interview and reporting because these types of exercises need discussions in small groups. Moreover, different rooms allow to do brainstorming because in small groups it is easier to discuss some topics. In addition, teacher can join to each group and listen to them or engage in discussion.

- In Zoom it is possible to change background, so people can be in different places. Such activity gives a great opportunity for playing simulations in the classroom. Students can imagine where they are, which provides associations with the place and its connection with a dialogue.
- Zoom gives an opportunity to see all people who take part in a conference. This activity is suitable for role-play because students can see each other and thus watch who talk the next.
- There is a chat option in Zoom, where students can upload documents with materials for lessons. Every student can download them to their computer. It provides completing tasks more quickly and understandable. In this case, students can see what they need to do at the moment and they are more focused on doing exercises.
- In zoom there is a function of sharing screen that provides an opportunity for showing presentations or pictures. This activity allows to do exercises like picture narration, picture description or finding the difference.

1.2.2. Google Class

Google Classroom is a suite of online tools that allow teachers to set assignments, have work submitted by students, to mark, and to return graded papers. It was created as a way to avoid paper work in classes and to make digital learning possible. It was initially planned for use with laptops in schools, such as Chromebooks, in order to allow the teacher and students to more efficiently share information and assignments (Edwards 2021).

As more schools have moved to online learning, Google Classroom has acquired a far wider use as teachers quickly implement paperless instruction. Classrooms works with Google Docs, Sheets, Slides, Sites, Earth, Calendar, and Gmail, and can be supplemented by Google Hangouts or Meet for face-to-face live teaching or questions (Edward 2021).

Two options of making classes and joining classes were offered. The teacher can make a class by typing the name of the class, the subject and the subject of learning. Having entered the Google classroom account, three main menus propped up, namely, stream / flow, classwork / activities of students and people (Noah, Gbemisola 2020: 54).

Stream is a Google class facility to make announcements, discuss ideas or see the flow of tasks, materials and quizzes on topics taught by the teacher. In addition, the teacher can use classwork to make test or questions, pre-test, quiz, upload materials and reflections. The teacher can use the menu to invite students, using the access code that is already available on the people bar. The teacher will upload the materials, in word, excel, power point, pdf or video files, on the classwork bar. The teacher can do this to accommodate any differences in thinking, background of pre-knowledge, and differences in students learning styles (Noah, Gbemisola 2020: 54).

The last function is submitting a task; uploading and sharing the material are common functions of Google classroom as one of online learning platform (Noah, Gbemisola 2020). The use of Google Classroom also can increase students' attention to the class (Sansinadi 2020).

Types of activities that can be used for developing learning skills are as follows:

- In Google classroom teachers can create own exercises or courses and use assessment in online class. It simplifies teachers' work, because all types of exercises are assembled in one place. In addition, students can get assessment in class that fully corresponds to getting assessment in school class.
- Teachers can add different types of exercises like videos, audios, articles , etc. from other net sources. That gives opportunity to use at lessons a wide variety of materials and consequently work on different types of assessments. That helps to develop listening, speaking, writing and reading at one lesson.
- In Google classroom teachers can create quizzes. This function allows to create tests, puzzles and other games. Game types of exercises improve words retention, allow students speak more confidently and increase interest in learning. At the same time, teachers can see the statistics of who took tests and how many mistakes were made. It helps to make a plan for next lessons.
- In Google classroom teachers can create different types of exercises in different formats (e.g. doc, power point, excel and others). These exercises allow to compare pictures, find differences, name differences and create story competitions. These types of exercises develop speaking activities because students can express their opinion and use vocabulary.
- In Google classroom, video conferences allow to see and communicate with other participants. This format is suitable for brainstorming in the class but can cause problems with discussing in small groups or in pairs.

1.2.3 Skype

Skype is a VoIP service that enables people to make and receive free voice and video calls over the internet using a computer, web browser, or mobile phone. VoIP (Voice over Internet Protocol) enables communication that goes around the standard methods of landlines and cellular plans (Unuth, 2021).

Skype provides both synchronous and asynchronous communication services. With a webcam and a headset, Skype users can have person-to-person or person-to-group online chats or conferences, which enables communication without the limitations of time and space. It is this feature that makes Skype a potential tool for language teaching and learning. According to Elia (2006: page 271), Skype facilitates language tandem exchange in which “two people of different mother tongues collaborate in the learning of each other’s language”. It allows language learners to start language exchanges wherever they can connect to the Internet. Via Skype, users can share files or screen shots as needed. Even without webcams and headsets, Skype users can still communicate with each other by leaving instant messages (Lee, 2013).

Skype in the classroom, launched in March 2011, is a website especially designed for educational purposes. It is a platform where teachers and students can disseminate information about their classes, share educational resources, and find partners to start classroom projects. Anyone who has a Skype account can use their Skype name and password to sign in to Skype in the classroom and decide to be a lesson participant or creator (Lee, 2013).

For individuals who want to take control of their own learning or learn a special topic according to their interests, and for language teachers who want to enrich their students’ learning experiences, Skype in the classroom provides a variety of lessons that they can be selected (Lee, 2013).

Language teachers and learners may find the “Languages” category especially useful because they can search for Skype language lessons that meet their needs. These lessons provide opportunities for learning another language or practicing language via language exchanges (Lee, 2013).

Second, Skype and Skype in the classroom promote authentic learning. According to Lombardi (2007: page 2), authentic learning emphasizes “real--world, complex problems and their solutions, using role--playing exercises, problem--based activities, case studies, and participation in a virtual community of practice”. Thus, authentic learning happens as learners

participate in real--world relevant tasks that require their judgment to distinguish information, patience to participate, ability to adapt themselves to unfamiliar contexts, and flexibility to work with people from different cultures. In this view, Skype and Skype in the classroom allow language teachers and learners to participate in a context of authentic learning (Lee, 2013).

Finally, many functions built into Skype and Skype in the classroom can be used to facilitate teaching and learning. Functions on Skype such as group calls, sending files and messages, and sharing screen shots make a computer a virtual white board that language teachers and learners can draw on during lessons (Lee, 2013).

Skype increases opportunities for communication, and Skype in the classroom makes a global classroom possible. When combined, Skype and Skype in the classroom become powerful tools for language teaching and learning. They facilitate cross--cultural and global communication as well as interactions among people from different linguistic and cultural backgrounds. Using Skype and Skype in the classroom is a way to not only engage students in language learning, but also encourage them to focus on their own learning interests. All of these factors should enrich language teaching and learning experiences and promote lifelong language learning (Lee, 2013).

Types of activities that can be used for developing learning skills are as follows:

- In Skype and Skype in a classroom teachers can create own classes or join to other classes, share documents or educational resources.
- In Skype and Skype in a classroom, video conferences allow to see and communicate with other participants. It allows to communicate with other students from different counties. This format allows to do exercises like discussions, brainstorming, role-play and interviews.
- In Skype and Skype in a classroom there is possible to share screen that provides to do exercises like picture narration, picture description, finding the difference and story completion. These types of tasks improve speaking skills, so students speak more confidently.
- In Skype in a classroom is a function for individual learning. That allows to student find necessary materials that they would like to study by themselves.
- Skype in a classroom has a lot of different types of lessons that could be useful as for individual learning as for lessons in a classroom. Each student or teacher can find what is suitable more for him.

1.2.4 Learningapps.org

LearningApps.org is a versatile tool for learners, teachers and teacher trainers who want to use or create a variety of different activities to practise the full range of language systems (grammar, vocabulary and pronunciation) and language skills (reading, listening, speaking and writing) (Swabey, 2017).

User experience. LearningApps.org is very easy to use with a walkthrough tutorial on the home page explaining all of the features. You can create your own activities from scratch using one of the templates provided or you can adapt activities already created. Enter a key word or choose a category to explore and, when you find an activity you like, you can ‘Create a similar app’ with your own ideas and then share it with your learners. Practice tasks can be made in minutes and you can use them again by saving them in your account (Swabey, 2017).

Language level and skills. LearningApps.org activities can be used with all levels of learners. You can create, for example, a simple matching words and pictures activity for low level learners or devise a more complex formal versus informal letter writing task for more proficient learners. When you look for ready-made activities there’s a filter you can use going from Elementary to Further Education level. LearningApps.org activities can be used or created to practise vocabulary, grammar or pronunciation. You and your learners can also create activities to practise listening or reading comprehension or to learn or practise functional language for speaking or writing (Swabey, 2017).

Language learning content. There is a range of templates for simple language or skills focused activities. There are games and quizzes such as matching, identifying, categorising, gap-filling, crosswords, filling in answers, ordering, putting things on a line and multiple-choice tasks. You can also upload self-made or authentic texts, pictures, audio or video when creating or adapting activities. There’s a feature for typing in text to create audio content – helpful if you want to provide learners with models for pronunciation. Feedback and hints can be added to help learners to get the right answers and to understand why their answer is right or wrong (Swabey, 2017).

Social interaction. Tasks can be completed individually and then shared or they can be done in pairs or groups in class or at home. Some LearningApps.org activities also have chat boxes where learners and teachers can add comments during games and there are some more sophisticated competitive tasks which learners can play in groups to compete with each other. As well as interacting with each other to do the activities, learners enjoy working with each

other to create activities for their classmates to do. They can collaborate on choosing the task type, finding suitable materials and thinking of hints and feedback (Swabey, 2017).

Learning through language. Because of the ease with which teachers and learners can create activities using a video or a text on a specific subject, LearningApps.org is a great platform for creating activities learners can use to build knowledge in school subjects. In the 'English as a foreign language' category there is a 'CLIL' sub-category where there are a number of ready-made activities which can be used as they are or adapted for a particular group of learners. For example, there are short videos on a variety of topics. Learners watch and complete pre, while and post watching tasks which check their understanding (Swabey, 2017).

Types of activities that can be used for developing learning skills are as follows:

- In Learningapps there are different types of template that allows to teachers quickly create different types of exercises for lessons in different languages. These templates reduce a time for game's creating but at the same time make them productive, interesting and useful for language learning.
- In Learningapps there is possible to create Puzzles, find the same picture. These activities improve speaking skills and allow to students feel more relaxed.
- In Learningapps there are video and audio exercises that are suitable for discussions and brainstorming in the classroom. These types of exercises develop listening and speaking skills and make lesson more various.
- In Learningapps is chronological scale, which could be used for story completion task. Students not only need put in necessary order pictures or numbers but also tells what is happening in the pictures or in these dates.
- In Learningapps there are possible to compare and contrast pictures that allows to do exercises like finding the differences, picture narration and picture description.

1.2.5 Kahoot!

Kahoot! is one of the simplest game-based learning platform to use by educators and learners. One way to use Kahoot! is to be played in the classroom by the whole class in real time. When playing Kahoot!, the participants need to log into the system using a gamepin (a number) and a nickname. Multiple-choice questions are projected on the screen and learners then have the capability to answer questions through a variety of devices (computers, laptops, pads and or smartphones) using colors and shapes to connect to the answer. The goal for the learners is to

choose the correct answer as fast as possible and to get as many points as possible. Educators can use ready-made Kahoots that have been created by others or create their own quizzes, jumble questions, discussion and or surveys based on their preferred topic. The website even tracks participants' achievement by looking at what they did during the Kahoot!, as well as overall achievement while logged in (Sabandar et al 2018).

By 2017, the founders of Kahoot!, and the team, released a new feature: challenge. It is expected that with the new challenge feature, educators can assign Kahoot! quiz as homework, so that the learners can play the "homework" on their own phones. This feature is as easy and fun as playing Kahoot! quiz in the classroom, except learners can play it anytime and anywhere they want within the due date. Learners can also keep track of their score and compare them with their classmates, this sure will give them an urge to want to be better than their friends' achievement. To maximize the use of this feature, learners need to own their own Kahoot! account and app on their devices. The Kahoot! team claimed that this feature will make homework engaging, increase its completion rate and save educators' time on correcting assignments (Sabandar et al 2018).

Kahoot! can also be used to elicit responses from students related to opinions or beliefs with no right or wrong answers. Student responses can then form the basis for further discussion. Thus, by using Kahoot! to survey the class, students' voices could be heard and included in the larger classroom discussion. In this manner, the eLearning tool appeared to add energy to the classroom by provoking thoughtful classroom dialogue (Plump, LaRosa 2017).

Types of activities that can be used for developing learning skills are as follows:

- In Kahoot! Teachers can create different type of quizzes. Students have several seconds for discussion and choosing right answer. This type of activity develop speaking skill because makes students think and express their ideas quickly.
- Students can choose answers in pairs. This format gives opportunity for brainstorming in small groups.
- In Kahoot! there is possible to create dialogue with phrases of two people. For this format is suitable simulation of some situation because students need to answer quickly as in real life situation and they don't have a lot of time for reflection their answers.
- Kahoot! is perfectly suitable for information gap task. Students need to work in pairs that quickly answer the questions. If one person don't sure in right answer, he/ she could share own opinion with his/her partner and together decide which answer is correct.

1.3 E-learning Sites and Apps in On-Line EFL Classes to Teach Speaking to Intermediate Level Learners (B1)

1.3.1 TESL Journal

The Internet TESL Journal is a monthly web-based journal that began publication in 1995. In addition to publishing articles, it has many activities for students and various things for teachers (Kelly 2003).

The *Things for Teachers* section of the website includes ongoing projects that teachers can use or contribute to and online textbooks. There is a collection of over 2,000 questions on 33 topics that can be used for conversation practice. Some of the many topics include animals and pets, Christmas, family, health, sports and social problems. Individuals are encouraged to submit their own questions so the database of usable questions continues to grow (Kelly 2003).

All Journal is divided into some parts:

- 1) Jokes that have worked well in the classroom have been submitted by both teachers and students. Teachers who use jokes in the ESL classroom to teach culture, grammar and vocabulary will find these jokes useful and funny (Kelly 2003);
- 2) There is a list of games and game-like activities for teachers to use in the ESL classroom. Submitted activities are automatically added to this page so it is continually growing. The newest submission is at the top of the list so that repeat visitors can see what is new at a glance (Kelly 2003);

- 3) There is collection of over 80 crossword puzzles covers a variety of subjects related to language learning. The puzzles are identified by level and contain between seven to twenty-six words. A hint button helps the student who has difficulty with a word (Kelly 2003);
- 4) Different types of quizzes are randomly generated. Each time a quiz is taken the questions will be different. Each quiz may include any or all of the following types of questions: multiple-choice, fill-in-the-blanks, true or false or fill-in-the-blanks followed by a multiple-choice question if answered incorrectly. For multiple-choice questions, the quiz taker has the option to either click the choice or to use the number keys on the computer. The quiz taker has the option to end the quiz at any time. The quiz taker has the option to restart the quiz at any point. The quiz author has the choice to include one feedback statement to appear explaining why the correct choice is correct and/or may include feedback statements for each wrong choice explaining why the wrong choices are wrong. These quizzes offer a fun, game-like feeling with sounds. In addition to the regular score there is a game-like score with some questions having a higher values than others (Kelly 2003);
- 5) Daily page changes every day and includes things such as "Quiz for the Day," "Proverb of the Day" and "Slang of the Day." This fast loading page also includes three popular search engines and two dictionary search forms making it a useful startup or home page for students. It can be used for both school computer labs and personal use (Kelly 2003).

Types of activities that can be used for developing learning skills are as follows:

- In TESL Journal there are different topics for discussions that help to improve student's speaking skill. Discussions are divided into separate topics that is very comfortable for finding questions on some topic.
- In TESL Journal there are different topics for brainstorming. Students can discuss them in pairs or group.
- Puzzles and Games are also available in TESL Journal. They help to develop speaking skill, increase the interest of language learning and change studying more diverse.
- In TESL Journal there are articles that allow to do reporting. Students need to read article and tell others what it is about. This type of task develop as speaking skill as confident language proficiency.

1.3.2 Youtube

The English Language Teaching process has been energized with the emergence of new Internet technologies and now the Web tools. Also using videos for language teaching has been one of

the most effective ways to achieve success in the classroom. The ELT classes have been using the videos for teaching English language skills since many years now. At YouTube, anyone can post / access video content. YouTube now contains enormous amount of video content, some of which is highly exploitable in the classroom (Ghasemi et al 2011).

There are two types of videos that you will use when trying to learn a foreign language through YouTube. The first kind of video is the kind created by language teachers who explain a certain grammar point or give some type of lesson in the language (Ghasemi et al 2011).

The second kind of video is the kind that is created by native speakers of the language you are trying to learn. You can find video blogs and other types of entertainment videos. This is probably best if you are at an intermediate or advanced level. Usually these types of videos are fun to watch, so it shouldn't feel too much like "studying" or "doing work". What you should do is watch these videos and use them to discover new words that you don't know or sentence structures and grammar that you weren't aware of before (Ghasemi et al 2011).

YouTube features videos in several categories:

- Autos & Vehicles
- Comedy
- Education
- Entertainment
- Film & Animation
- Gaming
- How to & Style
- Music
- News & Politics
- Nonprofits & Activism
- People & Blogs
- Pets & Animals
- Science & Technology
- Sports
- Travel & Events.

The real advantage of YouTube - at least from a language learning point of view - is that it offers authentic examples of everyday English used by everyday people. Students may enjoy watching these clips, but poor sound quality, pronunciation and slang can make these short videos even more difficult to understand. At the same time use of YouTube videos enables

teachers to attach the students to the “real life” nature of these videos. By creating context for these short videos students can be helped to explore a world of online English learning possibilities. YouTube videos can be used in an ELT classroom for various teaching vocabulary, accents, pronunciations, voice modulation and what not (Ghasemi et al 2011). Quite a few group projects from language classes are posted to YouTube as a method of sharing and publicizing. Some of the clips uploaded are just slideshows or videos shot with a static camera; others, however, are quite sophisticated in the use of lighting, captioning, camera angles, and transitions. Many come with a music soundtrack, often using commercially available songs, which for the time being some copyright holders (i.e. record companies) are allowing to be used in this way. The murky permission issues in the incorporation of copyrighted audio and video in uploaded clips to YouTube result in some clips being suddenly pulled from the site. This makes problematic any reliance on the availability of particular clips for instructional purposes (Ghasemi et al 2011).

Types of activities that can be used for developing learning skills are as follows:

- On YouTube students can see a video and after that discuss it in a class. That exercise improve listening and speaking skills and study students understand different types of accents.
- After watching video on YouTube students can work in groups and do brainstorming for finding solutions of some problem. This type of activity encourage students to express their ideas of some problem.
- Role play is also suitable form of exercise that could be used after watching a video. Students can try to reproduce a dialogue of main characters. That exercise takes out the language barrier and has fun in a classroom.
- Another exercise for developing speaking skill due to YouTube is simulations. Students can watch video, where people are in some situation and after that talk their dialog or change some replicas.
- On YouTube there are a lot of videos about interviews. Students can take own interview from other people or even film it. This type of exercises improve their speaking skills and gives an opportunity to be in interviewer’ role.
- Teacher can create own video with pictures or show part of some film and students need to complete the story.

- Students can create some video on YouTube with pictures and after that tell about them in a class.

1.3.3 Duolingo

The app then inquires whether the learner already knows anything about the language, and if so, it provides the learner with a placement test. If the learner is new to the language, they start with the basics. It is safe to say that Duolingo is a very straightforward app and very simple to use. Without any more questions or even registration for the course, the learner can go right into their first lesson by tapping Start. The exercises are of many types: A) translation exercises, in which the learners translate from the language they know to the language they want to learn or the other way around; B) matching exercises, in which learners see a photo and match it with the words given or the other way around; C) pairing exercises, in which learners are given an even number of equivalent words from both languages and are asked to pair them; D) listening exercises, in which learners listen to a short phrase in the second language and have to type it correctly; E) speaking exercises, in which learners have to say what they hear (Nushi, Equbali, 2021).

Each lesson contains 10 to 15 exercises, a few from each of the categories mentioned above, and learners have a progress bar on the top of their screens. Every time they get an answer right, the bar moves a little bit forward. Every time they get it wrong, the bar does not progress, Duolingo points out the mistake and repeats the question at the end of the exercises until the progress bar is completed. Duolingo also allows the learners to go back to whichever lesson they want, whenever they want, even if they have gotten all the answers right (Nushi, Equbali, 2021).

Another interesting characteristic of the app is the Dumbbell button that learners can use from the home page of their course. Through this feature, Duolingo offers personalized exercises for each learner, focusing on their weaknesses and improving their skills (Nushi, Equbali 2021).

It must be noted that Duolingo does not provide any grammatical explanations. It only immerses the learner in the target language by offering exercises centred on new vocabulary. To learn the grammar, learners must deduce the principles of grammar on their own and through trial and error. Even though Duolingo penalizes the learners for the tiniest of mistakes and points out the most insignificant typos, it does not present the learners with any grammar notes or rules of any kind. Should learners make a mistake in the new language, Duolingo shows them where they

have made the mistake, but they will have to work out the rule on their own (Nushi, Equbali 2021).

Types of activities that can be used for developing learning skills are as follows:

- In Duolingo students need to study words on different topics. After that they connect picture and necessary word. This contributes to better memorizing words.
- In Duolingo students need to hear word or phrase and record own voice. The programme control it automatically. Students get feedback and can see their mistakes. It allows students sound more natively.

1.3.4 Memrise

Learners can choose the course or courses they would like to start studying. There are multiple courses that Memrise users can choose from, such as arts and literature, math and science, the natural world, history and geography, and entertainment, although the majority of available courses are for language learners. According to Memrise producers, the program has over 200 languages available to learn and over 300,000 existing courses. Each course includes multiple levels that often cover different content topics or functions (Nicklas 2017).

One excellent benefit of Memrise courses is that the learner can review the words that will be covered in each course and choose to ignore words. This enables learners to avoid the frustrating experience of learning and reviewing words they already know, as is the case with many other online language learning tools such as Duolingo. Additionally, users do not have to complete one level to move on to the next, which affords the learner the ability to cover topics in which they are currently interested (Nicklas 2017).

Each level contains a set number of words to learn, which varies depending on the course. However, the user has the option to determine how many words they will be exposed to per learning session, which can be any number from five to 20 (Nicklas 2017).

When users are learning a new word, they are initially provided a flashcard with the definition of the word accompanied by a mnemonic device of their choosing (called Mems) to help form sensory memories. These Mems can be videos, photos, example sentences, or anything to help learners make associations between new words and ideas with which they are already familiar. Along with each flashcard and Mem, words are introduced with an audio recording so that users can hear how the word is pronounced (Nicklas 2017).

After initial exposure to the target word, learners' memory of the word is tested repeatedly within that same session through activities such as typing the appropriate word for a given definition, selecting the correct word for a given definition, or typing the correct word for the given audio recording. Memrise creators' decision to limit the number of words per session not only prevents boredom and cognitive overload, but also provides the learner multiple encounters with the target word (Nicklas 2017).

One of the most interesting aspects of Memrise is that users have the opportunity to create groups that are committed to taking the same course. This feature is beneficial for teachers who want to supplement their instruction with online work or groups of friends who want to help each other learn certain topics. All that is necessary for a person to start a group is to choose a course and invite other users (Nicklas 2017).

In addition to groups, users can create courses and mems. While some courses and mems are created by Memrise staff, others are created by users in the community. When a course or mem is created by a user, it is made available to all other users. This is another positive feature of Memrise, because not only do users have the potential to learn through creating, but also the Memrise course and mem selection can continue to expand (Nicklas 2017).

Memrise creators have tried to utilize social media as much as possible in order to create a communal feel for their users. For example, users can create personal profiles so that they can interact with and "follow" other people to check their progress by seeing how many points other users have obtained. Memrise has also involved Facebook and Twitter and provides an on-site forum where learners can share ideas about learning, teaching, and their progress in the language. The staff members have also created a blog where they share ideas about language learning and update users on their current projects aiming to improve Memrise. These efforts to develop interconnectedness among users has the potential to motivate individual learners (Nicklas 2017).

In addition to seeking to motivate learners externally through community, Memrise has also attempted to motivate learners intrinsically by providing users with opportunities to set individual goals. Users can set daily goals for each course and Memrise keeps track of their "streak," or how many days in a row they have completed their goal (Nicklas 2017).

Memrise has a number of strong features that make it an appealing learning option for students and teachers. The site is built on the foundation of cognitive science, so learners can engage with the material in a way that enables information storage in the long-term memory.

Memrise uses multiple methods for instructing and assessing learners on materials they are exposed to, so that several learning styles, namely, visual, auditory, and linguistic can potentially be engaged. Additionally, the fact that the site generates review lists for learners at appropriate intervals saves users the hassle of trying to determine when and what words to review. The various methods for connecting users has the potential to motivate individual learners and provide teachers with resources to supplement their classroom instruction and create collaboration among their students, even outside of the classroom. Lastly, providing users with several ways to personalize their learning enables them to have control of accomplishing their own goals (Nicklas 2017).

Types of activities that can be used for developing learning skills are as follows:

- In Memrise students need to hear word or phrase and record own voice. The programme control it automatically. Students get feedback and can see their mistakes. It allows students sound more natively.
- In Memrise teachers and students can create own groups, where they can discuss, do brainstorming, simulations, reporting, role-play and take an interview.
- In Memrise teachers can create own courses and put lessons on units. This simplifies work in e-classroom because students can see all units and teacher only need to give instructions how to work with this material.
- Memrise is suitable also for individual learning. There are different types of exercises on different topics. Students can find what they want to learn.

1.3.5 Cake

Cake application is a combination of modern technologies that combines the internet, videos, and speech recognition. Cake application provides a lot of videos curated to YouTube. The students found various videos in Cake application and what's different is the video on the Cake application has been designed to be understood as simple as possible by students. Such as repetition for the sentence learned, emphasis, clear transcription, and really good audio. The students were helped by this feature. Cake application also designed with speech recognition. The students practice speaking easier with this. In the feature 'speak', the students got the result to assess by speech recognition (Lestari 2021).

Based on the data were collected, Cake is the appropriate application to help students achieve their learning goals. Bahadorfar and Omidvar (2014) explained general technologies to teaching English, there were: internet, podcast, videoconferencing, videos, and speech recognition. In

this case, the researcher uses the application that covers some general technologies above in one application. The students' have good perception when they use this application. They said that this application really help them in improving their speaking skill because this application has several interesting features, we can fill in the settings according to what we want (Lestari 2021).

If students want to practice speaking English, Cake is the most suitable application for students. Cake provides Speaking practice with native speakers. Check student pronunciation of the cake application with AI Speech Recognition. Record your voice and get immediate feedback. It won't be long until they speak like a native speaker. Students can enjoy studying for free, without annoying advertisements. Although there are still many applications that can help them improve their speaking skills, they feel more comfortable learning to use the Cake English application because they can know directly the results of their learning compared to using other applications (Lestari 2021).

Types of activities that can be used for developing learning skills are as follows:

- Students can see video and after that repeat phrases. They record voice and after that have a mark and recommendations how to improve their pronunciation.
- Students can listen to conversation or phrases of native speakers and try to repeat their. Students record voice and after that have a mark and recommendations how to improve their pronunciation.
- In Cake there are a lot of videos that allows to do exercises like discussions, brainstorming, simulations, story completion or take an interview. This app allows not only to improve students speaking skill but also improve pronunciation and accent.

1.4 Comparison of E-Learning Tools

1.4.1 Variety and types of tasks to develop speaking that they can offer

During the research managed to find out that most of these e-learning tools are suitable for brainstorming. They are zoom, google class, skype, learningapps, kahoot!, TESL Journal, youtube, memrise and cake. Zoom, google class and skype have video conference that allow to see and communicate with other participants. Learningapps, cake and youtube provide video

and audio exercises that could be used for brainstorming in the class after their watching and listening. In Kahoot! there are different types of quizzes that could be discussed in pairs. In TESL Journal there are different types topics that could be discussed in groups. In Memrise there is possible to create groups and use their for brainstorming. Also in this app there are different types of exercises that could to be also discussed in groups.

Another way to develop speaking skill is discussion. For this exercise are suitable tools like zoom, skype, learningapps, TESL Journal, youtube, memrise and cake. In zoom and skype there are video conference that allow to see and communicate with other participants. Moreover, in zoom and skype there is possible to create rooms and divide class in groups or pairs. It gives more time for speaking for each student. In learningapps, cake and youtube there is possible to watch video or listen audio and after that to discuss it in the classroom. In TESL Journal there are different types topics that could be discussed in class. In Memrise there is possible to create groups and use their for discussions.

The next exercises that help to develop speaking skill is picture narration or picture description. For these exercises could be used e-learning tools like zoom, google class, skype, learningapps and youtube. In zoom, google class and skype there is a function of sharing the screen that gives an opportunity to show pictures to other participants. In learningapps there is possible to show pictures and describe them or put on timescale pictures and ask students to narrate them. In youtube there is possible to make own video by adding there pictures and after that describe them or tell a narration in a class.

One more exercise for developing speaking skill is simulation. For these exercises are suitable e-learning tools like zoom, kahoot!, youtube, memrise and cake. In zoom there is possible to change background that's why students can image where they are. In Kahoot! there is possible to create dialogue between two people and request students to complete the dialogue. On Youtube can watch the video, where people are in some situation and after talk their dialogue or change some replicas. In Memrise there is possible to create groups and make simulations of some situations. In Cake there is voice recorder that allows to record own voice and emulate some situations from films or videos.

Puzzle and Games are also suitable for developing speaking skills to use games. Google class, learningapps, Kahoot! and TESL Journal allow do it. In google class there is possible to create quizzes. This function allow to create different type of puzzles, bingo, crossword, memory, randomness, pair matching, hangman, word search and a mind map. In Learningapps there are

also different types of games like matching pairs, group assignment, number line, simple order, free text input, matching pairs on images, multiple-choice quiz, cloze text, audio/video with notices, the millionaire game, group-puzzle, crossword, word grid, where is what?, guess the word, horse race, pairing game, guess, matching matrix, fill table and quiz with text input. In Kahoot! there is possible to create different multiple-choice quizzes and use them in class. In TESL Journal there are different types of puzzles and other games. For example, Flash Quizzes, Interactive JavaScript Quizzes, HTML-Only "Self-Study Quizzes, Bilingual Vocabulary Quizzes, English Vocabulary Quizzes and Crossword Puzzles.

Finding the difference is a great exercise that helps to improve speaking skill. This type of exercise can train in such e-learning tools like zoom, google class, skype and learningapps. In zoom and Skype there is a function of sharing screen that could be used for showing pictures on a computer and find differences on them. In Google classroom and Learningapps there are pre-made templates that allow teachers create own exercise and during its completion press in the right place that note the difference between the pictures.

Story completion is another perfect exercise that develop speaking skill. In Google classroom and Skype there has a function of share the screen and show a file with pictures on which is depicted a beginning of some story. Students need to tell from the pictures story how they think what it is about and also tell how this story could be finish. Moreover, in Google classroom and Learningapps there are ready-made templates that allow teachers to create exercise quickly. In Google classroom there is a ready-made exercise, which is called "Randomness". Teachers put different pictures there and this programme choses randomly 3 pictures, on which students need to tell a story. In Learningapps there is a ready-made exercise, which is called "Number line". Students need to put different pictures or phrases in necessary order and tell the story. In Cake there is possible to watch the video and tell how it could to be finished. Because of large number of videos every person can find what he or she likes and tell about it in the classroom.

One more exercise that could be used for developing speaking skill is role play. In zoom and Skype there is possible to see all participants, who are in class. This function allows to see, who need to talk the next. It is perfectly suitable for role play. On YouTube there are a lot of videos, after seeing students can replace the characters' dialogues. In this case, they can not only improve their speaking skill, but also broaden range of vocabulary. In Memrise there is possible to create own groups, where students can communicate with each other and everyone can plays his or her role.

One more exercise that could be used for improving speaking skill is interview. For this type of exercise are suitable such e-learning tools like Skype, YouTube, Memrise and Cake. In Skype there is a video conference that allows to communicate with other participants that function gives opportunity to conduct the interview between two students. In YouTube are a lot of videos, where are shown interviews with different people. Students can film own video and download it on YouTube. They can ask questions and answer by them. In Memrise there is possible to create own groups, where students can takes an interview. In Cake there are a lot of videos and exercises after them. Students can find some interview with famous person, who they like and after that via voice recorder record the interview.

The next activity, which develops speaking skill is reporting. This type of task could be done in TESL Journal, which contains of large number of articles that allows to students decide what they would like to read and tell about it in the classroom. In Memrise there is possible to create groups for discussions that allows do reporting in online environment.

Apps like duolingo, memrise and cake have a function of recording voice. This function gives opportunity for students to train their fluency, pronunciation and accent. Also programmes give a comment how to improve student's pronunciation and sound like a native speaker.

Another exercise that allow to improve speaking skill is Information Gap. For this exercise is perfectly suitable Kahoot!. This programme gives an opportunity for students to work in pairs and do exercise at the same time. Other e-learning tools don't have this opportunity.

1.4.2 Convenience to use

All e-learning tools that were presented in the research are simply in use. Also there is a guide on the use of them. In zoom there is a conference room, where students can communicate with each other. Also there is possible to divide students into groups or in pairs due to separate rooms, which teachers can also use in class. In zoom there aren't any exercises. In this case teachers need to give a link on exercise from other sites or put in chat exercises in documents. In Google classroom and Skype there are video conference that allow to conduct lessons in real time. Also both programmes have different types of ready-made templates that teachers could use for preparing lessons. The video conference and integrated into the system exercises are very comfortable for taking the lessons in Google classroom and Skype.

In this research were presented two platforms for improving speaking skill. They are Learningapps and Kahoot!. In Learningapps there are ready-made templates that gives an

opportunity for teachers to make exercises that could be used in class. Another programme is Kahoot!, where teachers can create different quizzes and students can answer it by individually, in pairs or small groups. Also there is a rating that allow students to compete among themselves.

For developing speaking skill were researched two sites. They are YouTube and TESL Journal. In TESL Journal there can find different types of questions for discussions, puzzles, crosswords and other games. All this are divided into separate parts that improve the site's navigation. In YouTube there is also a search that allows to find a video in quickly time.

In this research were investigated three apps that help to improve speaking skill. They are Cake, Memrise and Duolingo. In all apps are simply in use. Im Memrise there is possible to create groups and exercises. Also exercises could be divided into units and every student and teachers has own class. The Cake and Duolingo don't have this opportunity. In Cake and Duolingo there is possible to see a video or audio and record a voice or do exercises. They are very comfortable because all apps work on multiple devices, have a simply interface and include exercises in one place. In this case students and teachers can easily find what they want.

1.4.3 Teachers' feedback/communication with students options

In e-learning is very important giving and getting feedback for the work' results and communication between students and teachers. In zoom there is possible to communicate only in real-time by using microphone or chat. Teachers can give feedback or comments about work also only in real-time. In Google classroom and Skype there is possible as communicate in real-time as leave a comment after online meeting. This opportunity gives an e-class where students can post their works and teachers can grade them and write comments. In Learningapps there is not possible to comment exercises but teachers can create prompts, which students can use if they have difficulties in implementing. Also at the end of exercise there is shown right answers, so students can use them for self-control. In Kahoot! at the end of exercise there are shown answers on each question. Also there is possible to see how many people choose some answer. On YouTube there is not possible to give feedback about work but there is possible to write comment under the video. Real life communication is also not possible on YouTube. In TESL Journal there are different games at the end of which can see right answers. Real communication and teacher's feedback are not available in this site. In Memrise there is possible to communicate with other participants as in real-time as in chat. Also teachers can give feedback in chat about student's work. In Cake and Duolingo can get feedback and advices how to

improve own pronunciation from programmes. Teachers cannot to give feedback. Communication is also not available there.

In conclusion, e-learning tools like Google class, Skype and app Memrise are mostly suitable for online lessons because have video conference and let teachers and students communicate to each other and give and get feedback. Sites YouTube and TESL Journal, platforms Learningapps and Kahoot! and apps Cake and Duolingo could be used like addition to main e-learning tools for developing speaking skill.

1.5 Speaking at B1 Level

Intermediate level (B1) Language Speaker

Speakers at the Intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate-level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. Intermediate-level speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language (ACTFL 2012)

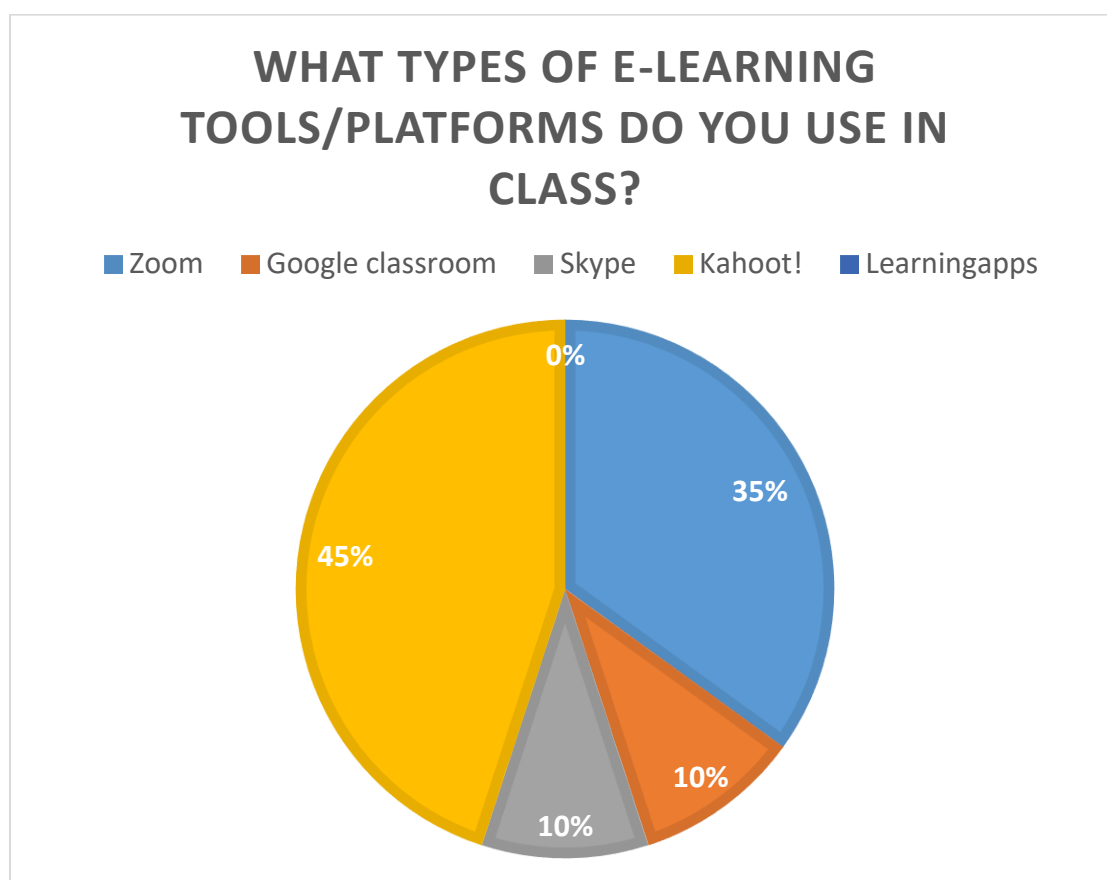
Level B1 corresponds to independent users of the language, i.e. those who have the necessary fluency to communicate without effort with native speakers (British Council).

CHAPTER II. SPEAKING DEVELOPMENT ACTIVITIES IN E-LEARNING: TEACHER'S CHOICE

In April 2022 a survey was conducted among teachers of English language from different schools of Narva city by means of a questionnaire. The aim of the questionnaire was reveal which types of e-learning tools, functions and exercises were used by teachers in Narva city. The questionnaire was distributed electronically; this helped to avoid the disturbance of teachers in their work time and work place. They had an opportunity to answer all the questions at their free time. In the questionnaire there were four questions. The first two questions of the questionnaire were included for revealing the most popular e-learning tools that were used in English lessons. The questions asked were the following: What types of e-learning tools/platforms, sites/ apps do you use in class? The next question was aimed at revealing the most useful exercises for developing speaking skills. The last question was submitted to determine the most necessary functions or activities that were used by teachers in online lessons.

The first diagram shows what types of e-learning tools/ platforms teachers used in class.

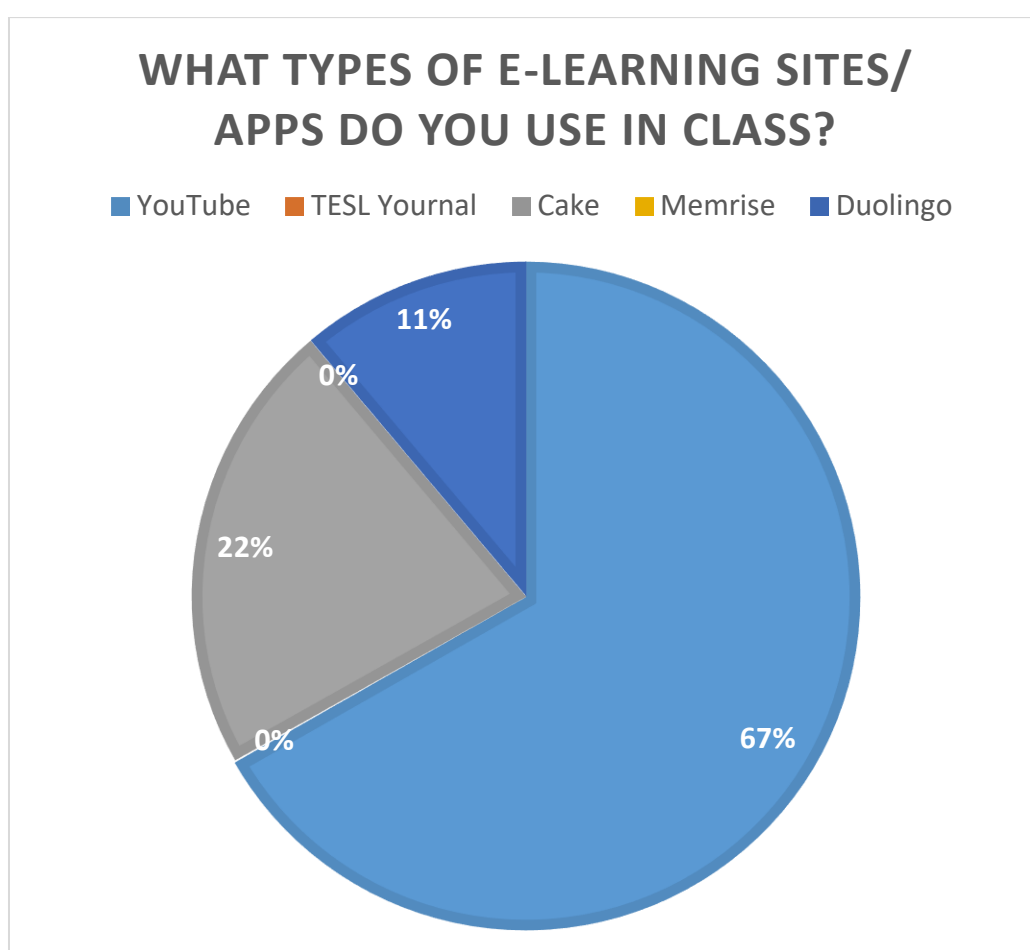
Graph 1. *Types of e-learning tools/platforms.*



The diagram shows that the most popular platform for developing speaking skills according to teachers is Kahoot! and the most useful e-learning tool is Zoom. Kahoot! gave 45% of the answers. Zoom was used by a slightly smaller number of respondents – 35%. Skype and Google classroom were used only by 10% of teachers. The teachers did not use Learningapps at all.

The second diagram shows what types of e-learning sites or apps were used by teachers for developing speaking skills.

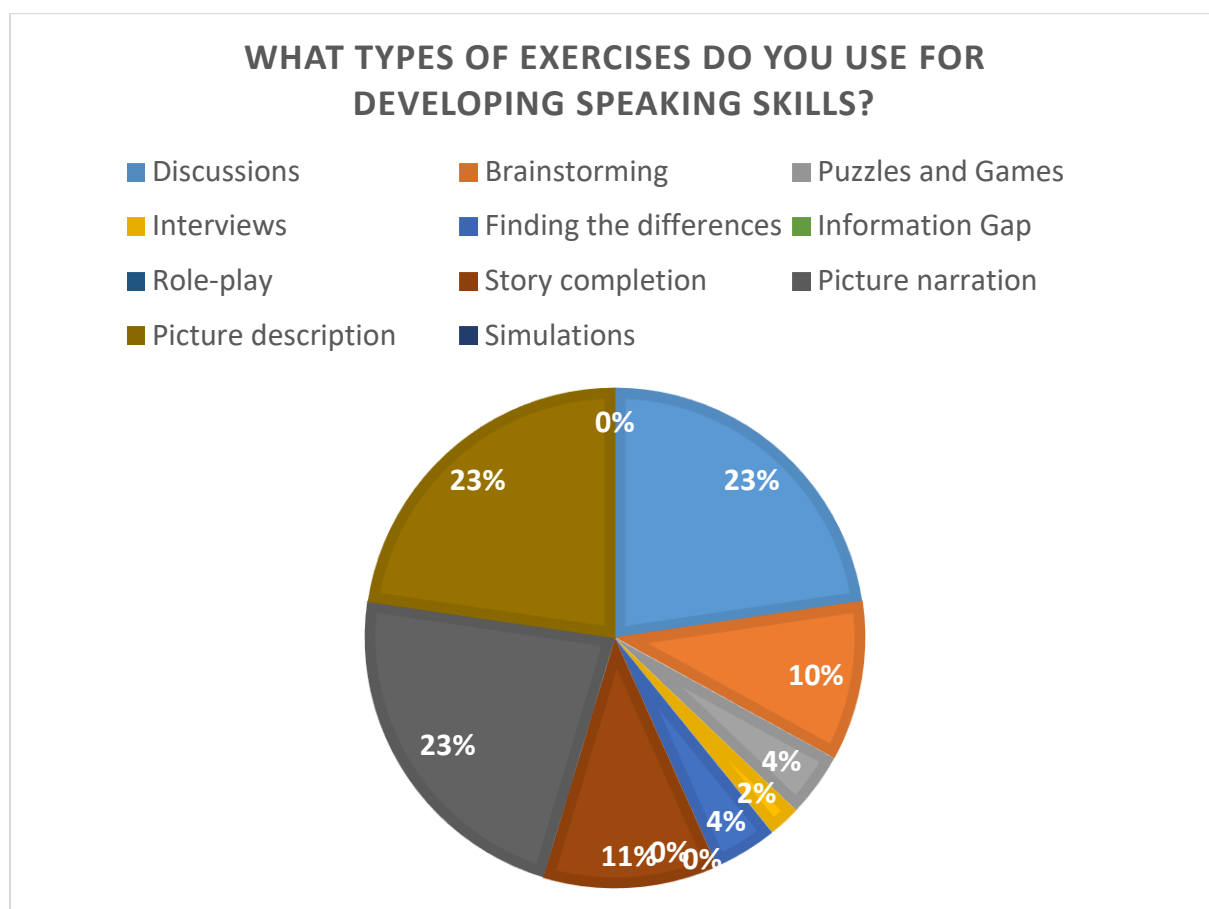
Graph 2. *Types of e-learning sites /apps used in the class.*



The diagram shows that the most popular site for developing speaking skills according to teachers is YouTube, it constitutes 67%. The next popular app that was used in online lessons was Cake, it constitutes 22%. The site TESL Journal and app Memrise were not used at all. App Duolingo was used only by 11% of the respondents.

The third diagram shows what types of exercises were used on lessons by teachers for developing speaking skills.

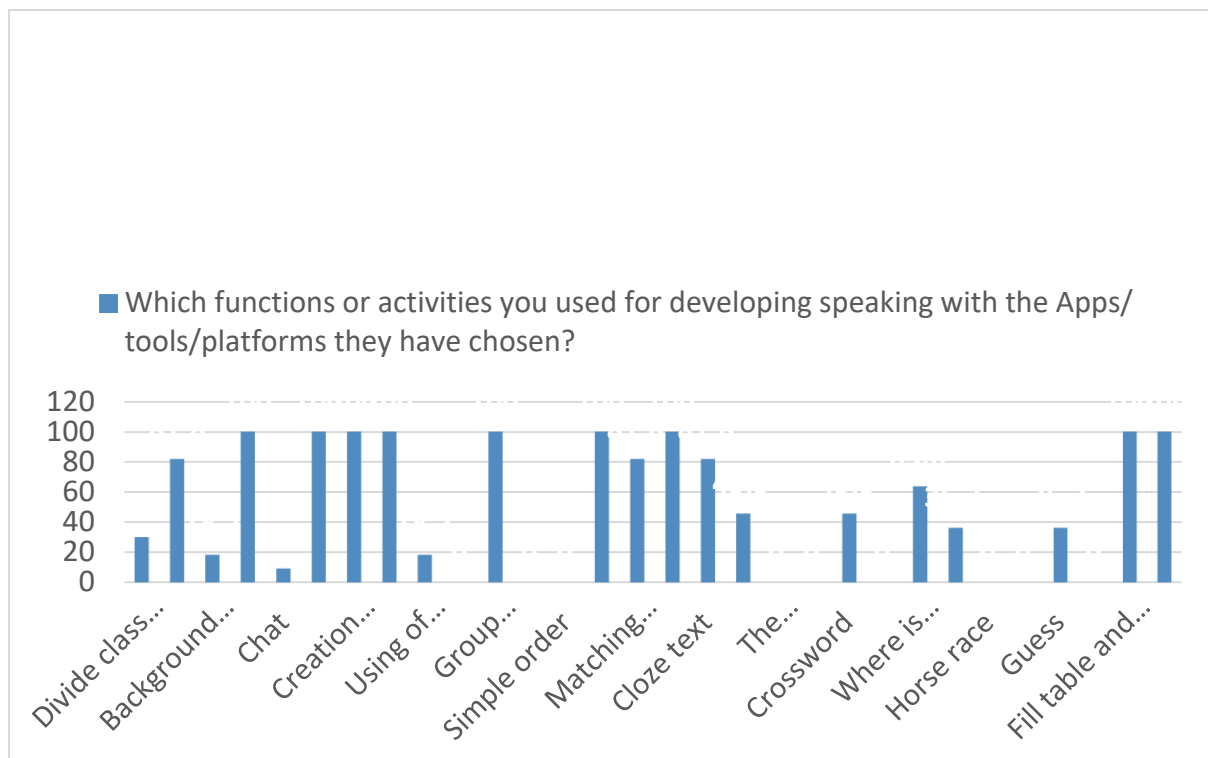
Graph 3. *Types of exercises used in the class for developing speaking skills.*



Looking at the diagram it can be noticed that the most popular exercises that were used for developing speaking skills in online lessons are discussions, picture narration and picture description. These exercises were used most often in online lessons. They equal to 23 % of exercises. Also popular exercises that were used for developing speaking activities are story completion and brainstorming. They account for 11% and 10% accordingly. Least of all were used exercises like puzzle and games, finding the difference and interviews. Types of exercises like information gap, role- play and simulations were not used in online lessons.

The fourth diagram shows functions and activities that teachers used for developing speaking with the apps, tools, platforms they have chosen.

Graph 4. *Activities for developing speaking skills.*



As shown in the bar graph above, the most popular functions that teachers used in online lessons were video conference, sharing screen, creation own exercises, different formats of exercises, group assessments, free text input, cloze text, fill table and quiz with text input, topics for discussions. Such forms of work as group work, matching pairs on images and audio/ video with notices were not used that often. The millionaire game, Horse race, Matching matrix, Word grid, Number line, Matching pairs were not used at schools in online lesson.

CONCLUSION

The present thesis presents how speaking skill can be developed at B1 level. Developing speaking skills is one of the most important parts of language learning that helps people to communicate with each other. In the study of language online it is important to recognise not only types of exercises that help to develop speaking skill but also e-learning tools that provide effective and various presentation of information. The research was conducted to identify which type of e-learning tools was mostly applied to develop speaking skills in terms of their variability and suitability.

The literature review in Chapter I considers speaking as a skill. It gives an overview about teaching speaking and also different types of e-learning tools.

The major findings of the theory analysis are the following:

- Speaking is an essential part of language acquisition. The perfect speaking skill allows to communicate with other people in foreign language.
- Communicative exercises help to develop speaking skill, correct pronunciation and accent.
- E- learning tools can improve the quality of learning due to exchanges information and collaboration.
- E- learning tools have a wide variety of exercises that could be used for developing speaking skill.
- The knowledge of the language on the intermediate level gives an opportunity to communicate on daily life topics.

The empirical part of the paper presents the analysis of using e-learning tools in Narva schools and gives an overview of teachers' answers. The following findings have been received:

- The most popular platform for developing speaking skills according to teachers is Kahoot! and the most useful e-learning tool is Zoom.
- The most popular site for developing speaking skills is YouTube and the most popular app is Cake.
- The most popular exercises that were used for developing speaking skills in online lessons are discussions, picture narration and picture description.

- The most popular functions were video conference, sharing screen, creation own exercises, different formats of exercises, group assessments, free text input, cloze text, fill table and quiz with text input, topics for discussions.

The present study gives an overview of e-learning tools/platforms used for online teaching in EFL classes. As a result of conducted research it can be argued that more suitable tools for developing speaking skills via e-learning are Zoom, Kahoot!, YouTube and Cake. These tools were mostly used in Narva schools by teachers. Also during the research it was revealed that teachers did not use all opportunities of e-learning tools in online lessons but used the most necessary applications for teaching online.

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SUMMARY IN ESTONIAN

Antud töö kirjeldab, kuidas võib rääkimist oskust B1-tasemel arendada. Rääkimise oskuse arendamine on üks kõige tähtsamatest osadest keele õppimises, mis aitab inimestel suhelda teineteistega. Keele õppimises Interneti kaudu ei ole tähtis arvestada mitte ainult ülesannete liike, vaid ka platforme, mis tagavad efektiivset ja mitmekesist informatsiooni. Viisin uuringu läbi, selleks et saada teada milline online platform sobib rohkem rääkimise oskuse arendamiseks selle mitmekesise ja sobivuse aspekti poolest.

Esimene peatükk illustreerib pea mõiste rääkimisest kui tervikuna. Töös on esitatud ülevaade rääkimise oskuse õpetamisest ja erinevatest online platformidest. Selle uuringu osa põhineb teoreetilisel alusel.

Põhilised teoreetilise uuringu tulemused on järgmised:

- Rääkimine on keele omandamise lahutamatu osa. Suurepärane rääkimise oskus annab võimaluse teiste inimestega suhtlemiseks võõrkeeles.
- Rääkimise harjutused aitavad rääkimist oskust arendada, hääldamist ja aktsenti parandada.
- Online platformid saavad õppimise kvaliteeti parandada informatsiooni vahetamisel.
- Online platformidel on mitmekesiste harjutuste lai valik. Need kasutatakse rääkimise oskuse parandamiseks.
- Keele teadmine B1-tasemel annab võimaluse suhelda igapäevastel teemadel.

Töö praktiline osa koosneb online platformide kasutamise analüüsist Narva koolides ja annab ülevaade õpetajate vastustest. Põhilised praktilise uuringu tulemused on järgmised:

- Kõige efektiivne platform, mis arendab rääkimise oskust õpetajate arvates on Kahoot! ja kõige kasulik e-õppe tööriist on Zoom.
- Kõige populaarne veebisait on YouTube ja kõige populaarne äpp on Cake.
- Kõige kasutatavamad harjutused e-tunnis olid arutelu, pildi kirjeldus ja jutt pildi järgi.
- Kõige kasutatavamad funktsioonid olid video konverents, ekraani jagamine, oma harjutuse loomine, harjutuste erinevad formaadid, ülesanded rühmas, teksti trükkimine, tabeli ja valikvastustega avatud ülesannete täitmine ja teemad arutelu jaoks.

Antud töö annab ülevaade erinevatest platformidest, mida saab kasutada e-õpetamise jaoks võõrkeelsetes klassides. Läbiviidud uuringu käigus selgitati välja, et kõige sobivamad

platformid rääkimise oskuse arendamiseks on Zoom, Kahoot!, Youtube ja Cake. Need platformid kasutasid õpetajad rohkem Narva koolides.

APPENDIX 1

QUESTIONNAIRE

1. *What types of e-learning tools/platforms do you use in class?*

- Zoom
- Google class
- Skype
- Learningapps
- Kahoot!
- Other

2. *What types of e-learning sites/ apps do you use in class?*

- Youtube
- TESL Journal
- Cake
- Memrise
- Duolingo
- Other

3. *What types of exercises do you use for developing speaking skills?*

- Discussions
- Brainstorming
- Puzzles and games
- Role-play
- Simulations
- Information gap
- Interviews
- Story completion
- Picture narration
- Picture description
- Finding the differences
- Other

4. *Which functions or activities you used for developing speaking with the Apps/ tools/platforms they have chosen?*

- Divide class into pairs

- Divide class into small groups
- Background changing
- Video conference
- Chat
- Sharing screen
- Creation own exercises
- Different formats of exercises (e.g doc, power point, excel ect.)
- Using of ready lessons
- Matching pairs
- Group assignment
- Number line
- Simple order
- Free text input
- Matching pairs on images
- Multiple-choice quiz
- Cloze text
- Audio/video with notices
- The millionaire game
- Group-puzzle
- Crossword
- Word grid
- Where is what?
- Guess the word
- Horse race
- Pairing game
- Guess
- Matching matrix
- Fill table and quiz with text input
- Topics for discussions
- Voice record

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