

The Importance of Using English Language Teaching Websites in Improving the Speaking Skills among Secondary Stage Students from the Teachers' Perspective

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ABSTRACT

This research aims to determine the degree of importance of using English language teaching websites in improving speaking skills among secondary-stage students from the teachers' perspective. It also aims to identify the differences in terms of this importance according to the variables (gender, educational attainment, and number of years of experience). The research sample consisted of (125) male and female English language teachers in public secondary schools in Erbil City. It comprised (47) male teachers and (78) female teachers. A questionnaire was prepared by the researchers and administered to the sample of teachers after verifying its validity and reliability. The most important results of this research are as follows:

1. From teachers' perspective, using English language teaching websites to improve the speaking skills of secondary-stage students is highly important.



2. There are no statistically significant differences between teachers' scores in their answers to the questionnaire on the importance of using English language teaching websites in improving speaking skills among secondary-stage students according to the variables (gender, educational attainment, and years of experience in teaching).

1. Introduction

In the modern era, the world has not witnessed a technological development that has affected societies and brought with it signs of civilizational development and cultural invasion like the Internet. The world is still in a pre-stable phase regarding this modern technological phenomenon. Its growing positive aspects in education, media, and economy, as well as its prominent risks in society with all its sects and elements, have created different reactions to it. In general, the Internet, like any modern technological innovation, attracted the attention of the entire world. Thus, experts and specialists rushed to design the latest websites of all kinds to order to achieve their goals. Therefore, intense competition appeared between the various types of websites including news, scientific, economic, and educational websites in all used languages. In addition, the most famous computer manufacturing companies competed to produce the latest programs that appear on the Internet. (Li, 2014, 244) The accelerating scientific revolution that the world is experiencing today due to the emergence of the Internet has brought methods and means the importance of which was not limited to serving the human being and his functional practices only but rather went beyond that to have an influential role in increasing his information and knowledge and raising the level of his abilities, competencies, and skills. Interest in the Internet and in ways to activate and use it in education in its various forms and stages has increased in the recent period to a precise degree. Therefore, websites on the Internet were have been one of these methods in terms of designing and programming in various sciences and specializations, and among those websites were those concerned with learning foreign languages, which achieved many benefits. In general, the use of the Internet has increased significantly in various fields. As for the field of education, most universities, institutes, and educational institutions began

using this network. (Bassiouni, 2000, p. 95) indicated that this trend increased after the adoption of the World Wide Web as a means in the educational process, especially the success that it achieved in this field, particularly in the United States, where the number of virtual students exceeds two million students from various categories and ages who adopt this method for various reasons, including the flexibility and effectiveness of the network.

We can generalize the methods mentioned above for learning through Internet websites to foreign language learning websites. The Virginia Space Grant Consortium faculty indicated in an appendix, that "The network contributes to learning many languages and practicing the skills of the language, such as writing, reading, listening, and pronunciation" (1997, p. 8). (Lafi, 2005, p. 292) confirmed that there are websites devoted to teaching grammar in almost all languages and other websites devoted to guiding teachers on the best methods for teaching grammar. for example, the best time for teaching, the best method for evaluating teaching, the essential language rules that must be taught to learners, and the best methods for teaching them. From the researchers 's point of view, Internet websites for teaching foreign languages will encourage students to pronounce words well with a correct accent. They will stimulate the spirit of scientific and language competition among students.

2. Research problem:

Considering the successive developments and innovations in education, many educational institutions have sought to advance their educational and administrative levels and follow up on everything new in education. One of the most recent developments is the use of Internet websites in education, including English language teaching websites, which have been designed to serve this language by simplifying the rules, explaining examples, and clarifying the most essential skills for learning the English language. Websites for teaching the English language have spread through many search engines. Given the spread of these websites and their popularity among students, teachers, are in search of the best manner in explaining concepts, giving examples, and all kinds of language exercises. This was very incentive for the researchers to study the effectiveness of these websites in increasing the language

educational outcome, especially in the skill of speaking. From the above, the research problem can be identified in the following central question: *What is The Importance of Using English Language Teaching Websites in Improving Speaking Skills among Secondary Stage Students from the Teachers' Perspective?*

3. Significance of the research:

This research is expected to be of significance to

1. The need to conduct this type of study in the local environment is clear and specific, as it attempts to provide a developmental vision for the use of English language teaching websites via the Internet systematically and scientifically.
2. This research highlights the impact of using English language teaching websites via the Internet on improving speaking skills.
3. This research is expected to arouse the interest of researchers in revealing the latest methods for teaching speaking skills.
4. It provides curricula designers with a set of proposals and recommendations for developing English language curricula on the basis of updated ideas that help in designing websites for English language courses.

4. Research objectives:

This research aims to identify

1. the degree of importance of using English language teaching websites in improving the speaking skills among secondary stage students from the teachers' perspective,
2. the differences between the average scores of the research sample individuals' responses to the questionnaire according to the variable of gender,
3. the differences between the average scores of the research sample individuals' responses to the questionnaire according to the variable of educational attainment, and
4. the differences between the average scores of the research sample individuals' responses to the questionnaire according to the variable of years of experience.

5. Research questions:

1. From the teachers' perspective, what is the degree of importance of using English language teaching websites to improve the speaking skills of secondary-stage students?
2. Are there differences in the scores of the research sample individuals' responses to the research questionnaire according to the variable of gender?
3. Are there differences in the scores of the research sample individuals' responses to the research questionnaire according to the variable of academic qualification?
4. Are there differences in the scores of the research sample individuals' responses to the research questionnaire according to the variable of years of experience?

6. Research hypotheses:

1. There are no statistically significant differences between the average scores of the research sample individuals' responses to the questionnaire according to the variable of gender.
2. There are no statistically significant differences between the average scores of the research sample individuals' responses to the questionnaire according to the variable of academic qualification.
3. There are no statistically significant differences between the average scores of the research sample individuals' responses to the questionnaire according to the variable of years of experience.

7. Research limits:

1. The research questionnaire was administered to a sample of 125 male and female English language teachers in the public secondary stage in Erbil City, which amounted to (125) male and female teachers.
2. It was administered in the public secondary schools in Erbil City.
3. the second term of the academic year 2023-2024.

8. Research terms and procedural definitions:

Internet Websites:

Al-Mousa defined it as “one of the services provided by the Internet, which helps the user to obtain written, audio, or visual information via electronic pages that the user browses on his computer” (Al-Mousa, 2004, p. 20). The researchers define websites procedurally as the pages and links that appear on the computer for teaching the English language, as they provide an abundance of information, ideas, and modern methods in visual or audio forms to facilitate the acquisition of English language skills.

Language:

Badeir and Sadiq defined it as "the means by which any mental image or idea can be analyzed into its parts and characteristics, and by which this image can be synthesized again in our minds and the minds of others by composing words in a special structure" (Badeir and Kariman, 2000, p. 7). The researchers define language procedurally as what an individual presents in terms of language performance or conversation in a foreign language, which is characterized by efficiency and proficiency after exposure to English language teaching websites.

Skill:

Al-Assaf defined skill as: "speed and accuracy in performing work with the economy in time. This work could be simple or complex” (Al-Assaf, 2005, p. 320). The researchers define skill procedurally as what the individual presents in terms of conversation in a foreign language, which is characterized by efficiency and proficiency after exposure to English language teaching websites.

9.Theoretical background:

Language:

Haider and Ibrahim defined language as: “sounds by which people express their purposes” (Haider and Ibrahim, 2005, p. 116). Marouf said about language: “Language in the conventional sense is the speaker’s expression of his intention. That expression is the action of the tongue, so it must become a recurring feature in its active organ and every nation according to its terminology (Marouf, 1998, p. 19).

John Charol defined language as: "A system consisting of common verbal sounds and the sequences of these sounds, which are used or can be used in a mutual communication between a group of people, which can generally classify things, events and processes in the human environment" (Charol, 1966, p40). Depending on the definitions mentioned above, language is a comprehensive concept that is not limited to spoken language but also includes written signs, gestures, and facial expressions that usually accompany speech behavior.

Basic language skills in English language:

Abu Saleh defined skill as "a proficient and economic performance in time and effort, based on understanding and good behavior" (Abu Saleh, 1998, p. 25).

Teaching a language requires more than developing language habits; it requires the formation of high-level language skills. In any language, the teacher and the learner should pay attention to four language skills: namely listening, speaking, reading, and writing.

Language skills are connected and intermingled. Therefore, good listening training helps in mastering the reading skill, which is an introduction to mastering the speaking skill, the skill of reading aloud, and so on. When the speaker uses the language, he often resorts to using a set of skills at the same time.

Speaking skills:

Alian defined speaking as: "the sound that a person produces by which he expresses something that has a meaning in his mind and in which the rules of the spoken language are taken into account (Alian, 2000, p. 70). Speaking skills are considered one of the most critical skills and occupy second place after listening skills, and it has an influential role in communication in society. Speaking skills are an essential requirement for success in professional and social life, as they are the most challenging skill among the four skills (listening, speaking, reading, and writing). Interaction in English language classes depends on this skill because the academic goal can only be achieved through verbal communication, especially between

students on the one hand and the teacher and students during the educational process on the other hand (Ali, 2012, p. 473).

Types of speaking:

Speaking is divided into two main parts: functional and creative:

- 1- **Functional speaking:** Alyan defined it as “What serves a functional purpose in the life of a person’s environment. Functional speech is the purpose of achieving communication between people in order to organize their lives and meet their needs, such as conversation, discussion, meeting conversations, buying and selling, and others”. Functional speech is necessary in life because it fulfills the demands of the person’s material and social life. This type does not require a special preparation or a unique style. Practical life situations - at present - require training in this type of expression that the speaker practices in his life at work, in markets, and in the audio and visual media (Alian, 2000, pp. 82-83).
- 2- **Creative speaking:** Alyan defined it as: “Showing feelings, expressing emotions and feelings of the soul, and translating different feelings in a very carefully worded, well-formatted, and eloquently formulated phrase that ensures its linguistic and grammatical correctness. It moves its listener or reader to an emotional participation with the one who said it” (Alian, 2000, p. 83).

Objectives of the English language speaking skill:

Based on Bowen (1979, p. 102)., T the researchers summarize think that the most important objectives of English language speaking skills are as follows: aim at achieving a set of skills in learners and as follows “The learner's correct pronunciation of words, sentences, structures, consonants, and vowels, taking into account intonation, tone, and stress.

1. Correct pronunciation of words, sentences, structures, consonants, and vowels, taking into account intonation, tone, and stress.
2. Clear expression of themselves.
3. Acquaintance with the appropriate verbal experiences for their educational level, needs, and inclinations will benefit their communication with others.

4. Involving learners in classroom interactions through using and practicing oral techniques.
5. Introducing the learners to the correct use of sound tone, intonation, and facial expressions to convey the spoken message.

Tasks required for developing students' speaking skill

1. Determining behavioral objectives for each lesson from the teacher's perspective.
2. Choosing communication situations that meet the student's needs and interests.
3. Choosing short and simple sentences and phrases and linking them to a picture or tangible things.
4. Assigning students to represent some of the communication situations (Abu Ghrrarah, 1998, p35).

10. Review of Related Literature

10.1 Previous studies:

1. Zaarab's study (2014), Palestine. The effectiveness of using the webinar program in developing the speaking skills among the seventh-grade female students at UNRWA schools in Rafah and their concerns about speaking skills.

The study aimed to identify the effectiveness of using the webinar program in developing speaking skills among seventh-grade female students at UNRWA schools in Rafah and their concerns regarding speaking skills. The study used the quasi-experimental method. The study sample consisted of (48) female students distributed equally into two experimental and control groups. The results showed a positive effect of using the webinar program on developing speaking skills among seventh-grade female students and reducing their speaking anxiety.

2. Badgish's study (2006) in Saudi Arabia examined the reality of using Internet technology by female faculty members in the English Language Department and their attitudes towards it in colleges of education for girls in the Holy Mecca district.

The study aimed to identify the reality of using Internet technology by female faculty members in the English Language Department in colleges of education for girls in the Holy Mecca district and their attitudes toward it. It also aimed to identify the attitudes of female faculty members in the English Language Department toward the Internet

and its uses in teaching. The study sample consisted of (67) faculty members of various academic ranks in colleges of education for girls in Jeddah, Mecca, and Taif. The study used a questionnaire consisting of three parts. The most important results were that there was a high percentage of the sample individuals' use of the Internet in education.

5. Rodrigues & Vethamani's study (2015), Malaysia. The impact of online learning on the development of speaking skills.

The study aimed to study the effects of web applications on developing English language speaking skills among a sample consisting of (19) middle and high school male and female students in Malaysia. The results showed that the electronic blogs and the video clips were highly influential in developing fluency and description skills and increasing self-confidence among students. Significantly enabling them to express themselves more freely.

Comment on the previous studies:

After reviewing the previous studies that focused on studying English language speaking skills and methods for developing them among students, the similarities and differences between this research and previous studies.

The current research is different from previous studies in dealing with a sample of English language teachers in the public secondary schools in Erbil City and focusing on identifying the importance of using English language teaching websites to improve the speaking skills of secondary stage students from the teachers' perspective in the light of variables of gender, academic qualification, and teachers' experience.

11. Research Method:

The nature of the current research necessitated with the use of the descriptive-analytical method. It is the appropriate method to identify the importance of using English language teaching websites in to improve the speaking skills of secondary-stage students from the teachers' perspective. This method is defined as “the method that studies variables as they exist in their natural states to determine relationships which can be found between these variables (Wiersma, 2004, 15) &(Abdulkarim, S. A., & Hasan, S. R. 2023,1259). Based on this method, the researchers prepared a

questionnaire to monitor the importance of using English language teaching websites in improving the speaking skills of secondary-stage students from the teachers' perspective. Data were collected from the sample individuals. It They were described and analyzed through by means of appropriate statistical processes and then discussed and interpreted in the light of theoretical literature and the reality field.

11.1 Research population and sample:

The original population of the research consisted of all English language teachers in the public secondary schools in Erbil City. The number, according to the statistical lists of the Directorate of Planning and Statistics in the Ministry of Education during the academic year (2023/2024) in Erbil City, amounted to (243) male and female teachers.

Table (1) Number of individuals of the original population and their distribution according to the gender variable

Number of individuals of the original population	Male teachers	Female teachers	Number of schools of the original population	Female schools	Male schools
243	98	145	75	45	30

To achieve the objectives of the research and answer its questions, the researchers selected a random sample consisting of (125) teachers from the original community of teachers, with a percentage of approximately (50%) from teachers of the original population, including (47) male teachers and (78) female teachers.

Erbil City was divided by the researchers into (3) educational districts according to what is approved by the Directorate of Planning and Statistics in the Directorate of Education. The researchers randomly selected a sample of schools from the schools of official public general secondary education, taking into account the number of schools in each educational district. The number of schools selected amounted to (36) schools. of the justifications for the researchers to use the simple random sample is to provide all individuals of the original population with the opportunity to be present in the research sample, to avoid bias, ensure that the sample represents the original

population, and to have the possibility of generalizing the results to the original population. Random sample, as Homs (1991) points out, means that all individuals of the original population have equal chances of being selected as sample individuals. Selecting any individual does not affect the selection of any other individual in any way (Homs, 1991, p. 116). Table (2) shows the distribution of the number of individuals in the research sample according to the teacher's gender.

Table (2): The basic sample of the research and its distribution to schools and educational districts

Gender	Frequencies	Percent
Male	47	37.6%
Female	78	62.4%
Total	125	100%

11.2 Research instruments and their psychometric properties:

In order to achieve the research objectives, answer its questions, and validate the hypotheses, the researchers prepared a questionnaire to measure the importance of using English language teaching websites in improving the speaking skills of secondary-stage students from the teachers' perspective. The goal of the questionnaire was to evaluate the degree of importance of using English language teaching websites to improve the speaking skills of secondary-stage students from the teachers' perspective.

The Preparation of Questionnaire: The questionnaire was prepared after reviewing the theoretical literature and previous studies related to the subject and reviewing some measurement instruments for measuring the importance of using the Internet, E-learning, and modern learning techniques and methods in teaching English speaking skills. The questionnaire, in its initial form, consisted of (23) items distributed over two parts. The first part was related to the importance of using English language teaching websites to improve speaking skills, it is consisted of (12) items. The second part was related to the degree of students' willingness to use English language teaching websites, it is consisted of (11) items. Alternatives of

answers were determined using a five-point Likert scale: (strongly agree, agree, undecided/no idea neutral, disagree, and strongly disagree).

11.3 Validity of the questionnaire:

- 1- **The content validity:** The questionnaire was presented in its initial form to five arbitrators who had the experience and expertise in methods of teaching the English language, measurement, and evaluation to verify its suitability to the purpose for which it was prepared, its phrases suitability to the sample individuals, its clarity, and the correct formulation of its phrases.
- 2- **Structural validity:** The structural validity of the questionnaire items was verified by calculating Pearson correlation coefficients between the score of each of the items in each part with the total score of the part to which the items belong. The results are shown in Table (3).

Table (3) Pearson correlation coefficients between the score of each of the items in each part with the total score of the part to which the items belong

The field of importance of using English language teaching websites on the Internet to improve speaking skill		The field of degree of students’ interest in using English language teaching websites on the Internet	
Item No.	Pearson correlation	Item No.	Pearson correlation
1	0.608**	1	0.503**
2	0.445**	2	0.387*
3	0.374*	3	0.418**
4	0.641**	4	0.669**
5	0.476**	5	0.518**
6	0.704**	6	0.574**
7	0.516**	7	0.654**
8	0.744**	8	0.595**
9	0.642**	9	0.550**

10	0.381*	10	0.559**
11	0.608**	11	0.503**
12	0.445**	12	0.387*

(**) Significant at a significance level of 0.01. (*) Significant at a significance level of 0.05

Table (3) shows that all correlation coefficients are statistically significant at the significance levels (0.01) and (0.05). The correlation coefficients between items of the first field, related to studying the importance of using English language teaching websites on the Internet in improving speaking skills, and the total score for this field ranged between (0.375-0.744). The correlation coefficients between items of the second field of the questionnaire, which is related to studying the degree of students' interest in the use of English language teaching websites via the Internet, and the total score of this field ranged between (0.387-0.669). This indicates that there is an internal consistency between the questionnaire items. These items measure what they were designed to measure and confirm the structural validity of the research questionnaire.

11.4 Reliability study:

In this study of reliability, the researchers aimed to verify that the questionnaire has a reliable level of reliability. The reliability of the questionnaire was verified using two methods:

1. Internal consistency stability using the Alpha Cronbach equation: The internal consistency coefficient of the study's psychometric sample was calculated using the Alpha Cronbach equation, and the results are shown in Table (4).
2. Reliability using the half-split method: The researchers verified the reliability of the research questionnaire using the half-split method by dividing the items of each field into two parts. The first part included items of single numbers, and the second part included items of double numbers. Then, the Spearman-Brown reliability equation was applied. Table (4) shows the reliability coefficients of Alpha Alpha-Cronbach equation and half-split methods.

Table (4): Results of verifying the reliability of the questionnaire using Alpha Cronbach and half-split methods

Two fields of the questionnaire	number of items	Alpha Cronbach	Spearman-Brown Coefficient
First field	10	0.744	0.758
Second field	10	0.720	0.772
Total score of the questionnaire	20	0.815	0.841

It is noted from Table (4) that the reliability coefficients using the Alpha Cronbach equation for the questionnaire and its two fields ranged between (0.720-0.815), which are excellent and acceptable reliability coefficients for the current research. As for the reliability coefficients using the half-split method, they ranged between (0.758-0.841), which are also acceptable reliability coefficients for the current research.

From the above, it is clear that the prepared research questionnaire has good validity and reliability coefficients. Therefore, it is suitable to be used as an instrument for the current research.

Statistical processes:

The computer statistical package program (SPSS version 24) was used to analyze the data using the computer; the Pearson correlation coefficient, Alpha Cronbach coefficient, and Spearman-Brown equation were used to verify the psychometric properties of the research instrument. Arithmetic means, standard deviations, percentages, Student's t-test for independent samples, and one-way analysis of variance were also used to answer the research questions and hypotheses.

Presentation, analysis, and discussion of the results:

First: Presenting the results of the leading research question:

What is the degree of importance of using English language teaching websites in improving speaking skills among secondary-stage students from the teachers' perspective?

To answer the main research question, the researchers calculated the arithmetic means, standard deviations, and percentages of the scores of the teachers’ sample on the research questionnaire related to studying the importance of using English language teaching websites in improving the speaking skills of secondary-stage students and its fields. Table (5) shows the level and degree of importance of using English language teaching websites in improving the speaking skills of secondary-stage students.

Table (5): Arithmetic means, standard deviations, and percentages of the research sample members’ scores on the questionnaire

Questionnaire fields	Number of items	Number of individuals	Mean*	Std. Deviation	percentages	Importance degree
First field	10	125	35.26	5.135	%70.5	high
Second field	10	125	37.13	6.229	%74.3	high
The total degree of the questionnaire	10	125	72.39	10.586	%72.4	high

*the high score of the item is out of (5)

According to the results in Table (5), it is clear that the score arithmetic means of the teachers’ sample in the total score to determine the importance of using English language teaching websites in improving the speaking skills of secondary-stage students amounted to (72.39), with a percentage reaching (72.4%), which is a high percentage. This indicates a high degree of importance of using English language teaching websites in improving the speaking skills of secondary-stage students from the point of view of English language teachers involved in the sample.

Referring to the two fields of the questionnaire, it is clear from Table (5) that the average scores of teachers in the first field of the questionnaire, which is related to (studying the importance of using English language teaching websites on the Internet in improving speaking skill), amounted to (35.26), with a percentage of (70.5%). This is a high percentage, which indicates a high degree of the importance of using English language teaching websites in improving speaking skills from the point of view of the English language teachers involved in the sample. It also shows that the average score of the teachers involved in the sample in the second field of the questionnaire, which

is related to studying (the degree of students’ interest in using English language teaching sites via the Internet), amounted to (37.13), with a percentage of (74.3%), which is a high percentage and indicates that there is a high degree of students’ interest in using English language teaching sites via the Internet.

The results presented show that the teachers involved in the research sample considered the use of English language teaching websites to improve the speaking skills of secondary-stage students to be highly important.

Second: Presentation of the research hypothesis’ results:

The first hypothesis: There are no statistically significant differences between the average scores of the research sample individuals on the questionnaire according to the variable of gender. To verify the validity of this hypothesis, the researchers used the t-test for independent samples to verify the significance of differences between the score’s arithmetic means of the teachers involved in the research sample on the research questionnaire related to studying the importance of using English language teaching websites in improving the speaking skill of secondary stage students and its fields according to the variable of gender. Results are shown in Table (6).

Table (6) Significance of differences between the average scores of the research sample individuals on the questionnaire according to the variable of gender

Questionnaire fields	Gender	N	Mean	Std. Deviation	T	df	Sig	Decision
First field	Male	47	34.60	5.115	1.131	123	0.260	Differences are not significant.
	Female	78	35.67	5.139				
Second field	Male	47	36	6.627	1.581	123	0.116	Differences are not significant.
	Female	78	37.81	5.917				
Total score of the questionnaire	Male	47	70.60	11.072	1.481	123	0.142	Differences are not significant.
	Female	78	73.47	10.202				

It is clear from Table (6) that the values of the Student T-test for the independent samples to study the differences between the arithmetic means of male and female

teachers' scores on the research questionnaire and its fields ranged between (1.131-1.581) and its probability values ranged between (0.260-0.116), which are all greater than the level Significance (0.05). Therefore, the differences are not statistically significant, meaning that there were no statistically significant differences at the level of significance (0.05) between the average scores of the sample individuals, male and female teachers, on the questionnaire about in terms of the importance of using English language teaching websites in improving the speaking skill of secondary stage students from the teachers' perspective.

Therefore, the proposed is an accepted null hypothesis, which states: There are no statistically significant differences between the average scores of the research sample individuals on the questionnaire according to the gender variable. The researchers ascribe the nonexistence of statistically significant differences between male and female teachers regarding the importance of using English language teaching websites in improving the speaking skills of secondary-stage students by saying that the English language teacher, to the reasons that all teachers work in similar school environments and are exposed to the same influence from the Internet and English language teaching websites and applications, which lead to a convergence of the scores of male and female teachers on the research questionnaire and its fields. The second hypothesis which reads: There are no statistically significant differences between the average scores of the research sample individuals on the questionnaire according to the variable of educational attainment.

In order to validate this hypothesis, the researchers calculated the arithmetic means and standard deviations of the research sample's scores of teachers on the total score of the research questionnaire related to studying the importance of using English language teaching websites in improving the speaking skill of secondary stage students and the scores of its fields according to the teachers' educational attainment. The results are shown in table (7).

Table (7) Arithmetic means and standard deviations of the research sample individuals' scores on the questionnaire according to the academic qualification variable

Questionnaire fields	Variable of academic qualification	N	Mean	Std. Deviation
First field	University degree	84	34.82	5.011
	educational qualification diploma	30	35.57	4.960
	Higher studies	11	37.82	6.178
Second field	University degree	84	37.19	6.158
	Educational qualification diploma	30	36.83	5.446
	Higher studies	11	37.45	8.948
Total score of the questionnaire	University degree	84	72.01	10.435
	educational qualification diploma	30	72.40	9.423
	Higher studies	11	75.27	14.765

The descriptive statistics of teachers' and individuals' scores of the research sample on the questionnaire and its fields show that there may be statistically significant differences according to the academic qualification variable.

To find out whether there were statistically significant differences, the one-way analysis of variance test was conducted. Results are shown in Table (8).

Table (8) Results of the one-way analysis of variance test for the effect of the academic qualification variable on the scores of teachers involved in the sample on the research questionnaire and its fields

Questionnaire fields		Sum of Squares	df	Mean Squares	F	Sig	
First field	Between groups	90.964	2	45.482	1.745	0.179	Differences are not significant
	Within groups	3179.324	122	26.060			
	Total	3270.288	124				

Second field	Between groups	4.106	2	2.053	0.052	0.949	Differences are not significant
	Within groups	4807.846	122	39.409			
	Total	4811.952	124				
Total score of the questionnaire	Between groups	103.422	2	51.711	0.457	0.634	Differences are not significant.
	Within groups	13792.370	122	113.052			
	Total	13895.792	124				

It is clear from the results in Table (8) that the values of the one-way analysis of variance (F) test to study the differences between the average scores of teachers' sample on the research questionnaire and its fields according to the academic qualification variable ranged between (1.745-0.052) and its probability values ranged between (0.179). -0.949), which are all greater than the significance level (0.05). Therefore, this indicates that there were no statistically significant differences between the average scores of the research sample individuals on the questionnaire about the importance of using English language teaching websites in improving the speaking skills of secondary-stage students from the teachers' perspective, according to their academic qualifications.

Thus, the proposed null hypothesis is accepted, which states: There are no statistically significant differences between the average scores of the research sample individuals on the questionnaire according to the variable of academic qualification.

The researchers explains the lack of statistically significant differences between the teachers in the sample according to the academic qualification variable with regard to the importance of using English language teaching websites in improving the speaking skill of secondary stage students by saying that teacher, regardless of his academic qualifications, teaches the same curriculum and is exposed to the same influences that other teachers are exposed to from the Internet and advanced technology in teaching the English language, especially with regard to speaking skills, by virtue of the presence of all teachers in close geographical, educational areas. Thus, their views and opinions are similar regarding the importance of the Internet and English language teaching websites in training the speaking skills of secondary-stage students.

The third hypothesis: There are no statistically significant differences between the average scores of the research sample individuals on the questionnaire according to the variable of years of experience.

In order to verify the validity of this hypothesis, the researchers calculated the arithmetic means and standard deviations of the scores of the teachers of the research sample on the total score to determine the importance of using English language teaching websites in improving the speaking skills of secondary stage students and the scores of its fields according to the number of years of teaching experience for each of them. The results are shown in table (9).

Table (9) Average arithmetic means and standard deviations of the scores of the research sample individuals on the questionnaire according to the variable of years of experience

Questionnaire fields	The variable of years of experience	N	Mean	Std. Deviation
First field	1-5 years	25	34.44	5.796
	6-10 years	53	34.66	4.883
	More than 11 years	47	36.38	4.954
Second field	1-5 years	25	35.76	6.234
	6-10 years	53	37.02	6.655
	More than 11 years	47	37.98	5.701
Total score of the questionnaire	1-5 years	25	70.20	11.281
	6-10 years	53	71.68	10.811
	More than 11 years	47	74.36	9.819

It is clear from the descriptive statistics of the scores of the teachers in the research sample on the questionnaire presented in the previous Table that there may be statistically significant differences according to the variable of years of experience. To verify this, the one-way analysis of variance test was applied, and its results are shown in Table (10).

Table (10) Results of the one-way analysis of variance test for the effect of the variable of years of experience on the scores of the teachers involved in the sample on the research questionnaire and its fields

Questionnaire fields		Sum of Squares	df	Mean Squares	F	Sig	
First field	Between groups	95.135	2	47.567	1.828	0.165	Differences are not significant
	Within groups	3175.153	122	26.026			
	Total	3270.288	124				
Second field	Between groups	81.432	2	40.716	1.050	0.353	Differences are not significant
	Within groups	7430.520	122	38.775			
	Total	4811.952	124				
Total score of the questionnaire	Between groups	329.394	2	164.697	1.481	0.231	Differences are not significant.
	Within groups	13566.398	122	111.2			
	Total	13895.792	124				

It has been noted from Table (10) that the values of the one-way analysis of variance (F) test to study the differences between the average scores of the sample teachers on the research questionnaire and its fields according to the variable of years of experience ranged between (1.828-1.050) and its probability values ranged between (0.165). -0.353), which are all greater than the significance level (0.05). Therefore, it indicates that there were no statistically significant differences between the average scores of the research sample members on the questionnaire about the importance of using English language teaching websites in improving the speaking skills of secondary-stage students from the point of view of teachers, according to their variable of years of experience.

Thus, the proposed null hypothesis is accepted, which states: There are no statistically significant differences between the average scores of the research sample individuals on the questionnaire according to the variable of years of experience.

The researchers attribute the absence of statistically significant differences between the sample teachers' scores on the importance of using English language teaching

websites in improving the speaking skills of the secondary stage students, according to the variable of years of experience for each of them. The fact is that most teachers, regardless of the number of years of their teaching experience, are all exposed to technological developments and their requirements. They use the Internet, educational websites, and programs to find modern methods for teaching English to students, which is reflected in their views regarding the importance of these websites in teaching the English language in general and teaching and developing students' speaking skills in particular.

12. Conclusion:

In light of the current research results, the researchers presented a number of proposals, as follows:

1. The need to pay attention to using the English language teaching websites.
2. The significance of installing computer networks with Internet access in every school's computer lab and instructing pupils on how to utilize them to study English via specialized websites on the Internet.
3. The necessity of holding training courses for teachers on the use of English language teaching websites on the Internet to prepare a staff capable of teaching students efficiently.
4. Trying to integrate the use of computers and the Internet in learning the English language within the school curriculum and developing exercises and tests that measure the level of students' progress in this aspect.
5. The need to pay attention to the school curriculum of the English language and reconsider it to consider the development and learning of students' speaking skills.
6. Similar studies are being conducted to determine the importance of using English language teaching websites on the Internet in developing other essential skills such as listening, reading, and writing.

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گرنگی به کارهینانی مالپه‌رەکانی فی‌رکردنی زمانی ئینگیزی له باشتکردنی توانای قسه‌کردنی خویندکارانی قوناغی ناوهندی له پوانگه‌ی مامۆستایانه‌وه

پوخته:

ئامانجی تووژینه‌وه‌که دیاریکردنی پله‌ی گرنگی به کارهینانی مالپه‌رەکانی فی‌رکردنی زمانی ئینگیزی بوو له باشتکردنی توانای قسه‌کردن له نیوان خویندکارانی قوناغی ناوهندی له پوانگه‌ی مامۆستایانه‌وه. هه‌روه‌ها ئامانجی زانینی جیاوازی ئەم گرنگییه بوو به‌یپی گۆراوه‌کانی (ره‌گه‌ز، پڕوانامه‌ی ئەکادیمی، و ژماره‌ی سالانی ئەزموون). نمونه‌ی تووژینه‌وه‌که پیکهاتبوو له (125) مامۆستای زمانی ئینگیزی نیرو می له قوتابخانه ناوهندییه حکومییه‌کانی شاری هه‌ولێر، دابه‌شبوون به‌سه‌ر (47) مامۆستای پیاو و (78) مامۆستای ژن. پرسیارنامه‌یه‌ک که له‌لایه‌ن تووژهرانه‌وه

ناماده کرابوو، دواى پشتراستکردنه وهى په وایه تی و متمانه پیکراوى، بۆ نه و مامۆستایانه به کاره یینرا. گرنگترین نه نجامه کانی ئەم تووژینه وه یه نه مانه بوون:

1. له پوانگه ی مامۆستایانه وه به کاره یینانی ماله په کانی فیکردنی زمانى ئینگلیزى بۆ به رزکردنه وه ی توانای قسه کردنی خویندکارانى قوئاغى ناوه ندی گرنگیه یه کى زوری هه بوو.
2. له پوو ئاماریه وه جیاوازیه یه کى به رچاو له نیوان نمره ی مامۆستایاندا نه بوو له وه لامه کانیان بۆ پرسیارنامه که سه باره ت به گرنگی به کاره یینانی ماله په کانی فیکردنی زمانى ئینگلیزى له باشتکردنی توانای قسه کردن له نیوان خویندکارانى قوئاغى ناوه ندی به یی گوراوه کانی تووژینه وه (په گه ز، پروانامه ی نه کادیمی، نه زموون)

أهمية استخدام مواقع تعليم اللغة الإنجليزية في تحسين مهارات التحدث لدى طلبة المرحلة الثانوية من وجهة نظر المعلمين

الملخص:

هدف البحث إلى التعرف على مدى أهمية استخدام مواقع تعليم اللغة الإنجليزية في تحسين مهارات التحدث لدى طلبة المرحلة الثانوية من وجهة نظر المعلمين. كما هدف إلى معرفة الفروق في هذه الأهمية باختلاف متغيرات (الجنس، المؤهل العلمي، عدد سنوات الخبرة). تكونت عينة البحث من (125) معلماً ومعلمة لغة إنجليزية في المدارس الثانوية الحكومية في مدينة أربيل، مقسمين إلى (47) معلماً و(78) معلمة. وتم تطبيق استبانة من إعداد الباحثين على هؤلاء المعلمين بعد التحقق من صدقها وثباتها. وكانت أهم نتائج هذا البحث كما يلي:

1. من وجهة نظر المعلمين فإن استخدام مواقع تعليم اللغة الإنجليزية لتحسين مهارات التحدث لدى طلاب المرحلة الثانوية له أهمية كبيرة.
2. لا توجد فروق ذات دلالة إحصائية بين درجات المعلمين في إجاباتهم على استبيان أهمية استخدام مواقع تعليم اللغة الإنجليزية في تحسين مهارات التحدث لدى طلاب المرحلة الثانوية تبعاً لمتغيرات البحث (الجنس، المؤهل العلمي، الخبرة).