



THE ROLE OF ONLINE INTERACTION TOOLS IN ENHANCING SPEAKING PROFICIENCY IN ENGLISH LANGUAGE TEACHING

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Annotation. *The integration of online interaction tools into English Language Teaching (ELT) has significantly transformed approaches to developing speaking skills. This article provides an in-depth review of synchronous and asynchronous platforms, such as Zoom, Microsoft Teams, Flip and Padlet, examining their impact on learners' speaking proficiency. Findings suggest that these tools create diverse communicative opportunities that enhance fluency, accuracy, motivation and learner autonomy. While technical and digital literacy challenges exist, they can be mitigated through effective pedagogical strategies and support. This study concludes that online interaction tools are vital for modern ELT, enabling flexible and engaging oral practice that parallels or surpasses traditional classroom experiences. Recommendations for teachers and future research directions are also discussed.*

Keywords: *Online interaction tools, speaking proficiency, synchronous learning, asynchronous learning, English Language Teaching (ELT), digital pedagogy, learner autonomy.*

Annotatsiya. *Onlayn muloqot vositalarining ingliz tili o'qitishda (ELT) qo'llanilishi so'zlashish ko'nikmalarini rivojlantirish yondashuvlarini sezilarli darajada o'zgartirdi. Ushbu maqolada Zoom, Microsoft Teams, Flip va Padlet kabi sinxron va asinxron platformalar tahlil qilinib, ularning o'quvchilarning so'zlashish mahoratiga ta'siri ko'rib chiqilgan. Tadqiqot natijalari shuni ko'rsatadiki, ushbu vositalar turli kommunikativ imkoniyatlar yaratib, o'quvchilarning ravonligi, aniqligi, motivatsiyasi va mustaqil o'rganish qobiliyatini oshiradi. Texnik va raqamli savodxonlik muammolari mavjud bo'lsa-da, ular samarali pedagogik strategiyalar va qo'llab-quvvatlash orqali bartaraf etilishi mumkin. Tadqiqot xulosasiga ko'ra, onlayn muloqot vositalari zamonaviy ELT uchun muhim bo'lib, an'anaviy dars tajribalariga teng yoki undan yuqori darajada moslashuvchan va qiziqarli og'zaki mashqlarni ta'minlaydi. Shuningdek, o'qituvchilar uchun tavsiyalar va kelajakdagi tadqiqot yo'nalishlari keltirilgan.*

Kalit so'zlar: *Onlayn muloqot vositalari, so'zlashish ko'nikmalari, sinxron ta'lim, asinxron ta'lim, ingliz tili o'qitish, raqamli pedagogika, o'quvchining mustaqilligi.*

Аннотация. *Интеграция онлайн-инструментов для взаимодействия в обучении английскому языку (ELT) значительно изменила подходы к развитию навыков говорения. В статье рассматриваются синхронные и асинхронные платформы, такие как Zoom, Microsoft Teams, Flip и Padlet, и их влияние на речевую компетенцию учащихся. Результаты показывают, что эти инструменты создают разнообразные коммуникативные возможности, повышают беглость, точность, мотивацию и самостоятельность обучения. Технические и цифровые трудности существуют, но их можно преодолеть с помощью эффективных педагогических стратегий и поддержки. Исследование делает вывод, что онлайн-инструменты взаимодействия являются важными для современного ELT, обеспечивая гибкую и увлекательную практику устной речи, сопоставимую или превосходящую традиционный класс. Также обсуждаются рекомендации для преподавателей и направления будущих исследований.*

Ключевые слова: *онлайн-инструменты взаимодействия, навыки говорения, синхронное обучение, асинхронное обучение, преподавание английского языка, цифровая педагогика, самостоятельность учащегося.*

Introduction. *The landscape of English Language Teaching (ELT) has undergone significant change in recent years, largely driven by advancements in digital technology and*



the increasing prevalence of online learning. Speaking, a core component of communicative competence, has traditionally posed substantial challenges for language learners and educators alike. These challenges stem from the real-time cognitive processing required in speaking, the necessity of receiving immediate corrective feedback and the importance of interactive social contexts for language use. Physical classrooms provide an environment where these elements can be naturally integrated. However, the recent global shift toward online education, accelerated by the COVID-19 pandemic, necessitates a deeper understanding of how technology-mediated environments can facilitate speaking skill development.

Online interaction tools have emerged as powerful platforms to address these challenges by offering multiple modes of communication: synchronous (real-time) and asynchronous (delayed). Synchronous tools such as Zoom and Microsoft Teams allow learners to engage in live discussions, mimicking face-to-face interaction, while asynchronous platforms like Flip and Padlet enable learners to practice speaking at their own pace, encouraging reflection and self-correction. These technologies not only increase access and flexibility but also hold promise for improving learner engagement and motivation, critical factors in successful language acquisition. Despite their potential, concerns remain regarding technological barriers, digital literacy disparities and the effective integration of these tools into pedagogical practice. This article aims to critically review existing research to assess the effectiveness of online interaction tools in enhancing speaking proficiency in ELT and to provide recommendations for educators [1, 2].

Methods. The present study adopts a qualitative literature review methodology, synthesizing findings from empirical research and theoretical discussions related to online interaction tools used in speaking instruction within ELT contexts. Comprehensive searches were conducted across academic databases such as Google Scholar, JSTOR and specialized journals in educational technology and language learning, focusing on publications from 2018 to 2023 to ensure currency and relevance.

The inclusion criteria for studies required a focus on either synchronous or asynchronous digital platforms and their impact on speaking skill development. Selected research covered various learner populations, including EFL and ESL contexts, with particular attention to pedagogical implications and learner outcomes. Data extracted from the articles were categorized by themes such as communicative effectiveness, learner motivation, collaborative learning and technological challenges. The analysis emphasizes cross-study patterns, noting both benefits and obstacles encountered in integrating online tools for speaking practice.

Results. The review reveals several key findings concerning the effectiveness of online interaction tools in ELT speaking instruction. Synchronous platforms like Zoom and Microsoft Teams offer immersive environments for live oral interaction. Features such as



breakout rooms and real-time chat enable smaller group discussions, which increase learner participation and lower anxiety levels, especially for shy or less confident speakers [2, 6]. These real-time interactions also afford immediate corrective feedback and opportunities for negotiation of meaning, critical for developing oral fluency and accuracy.

Asynchronous tools provide complementary advantages. Platforms such as Flip and Padlet allow learners to record, review, and upload spoken responses at their convenience, supporting self-paced learning and reducing performance pressure [1]. The ability to listen to one's own speech repeatedly fosters metacognitive awareness and facilitates focused improvements in pronunciation and grammatical accuracy. Personalized audio or video feedback from instructors further enhances learning outcomes [4].

Moreover, online tools encourage collaborative learning through features that support group tasks, peer reviews and interactive role-play scenarios. This collaborative element not only improves speaking skills but also builds communicative competence and social interaction strategies [5]. Engagement and motivation are positively influenced by multimedia integration and gamification elements, which make learning more enjoyable and meaningful [7].

Despite these benefits, challenges remain. Technical difficulties, including connectivity issues and platform limitations, occasionally disrupt communication flow. Additionally, disparities in digital literacy can hinder equitable participation, with some learners requiring additional support to navigate online environments effectively [8]. Addressing these challenges is essential for optimizing the use of digital tools in speaking instruction.

Discussion. The findings from the reviewed literature underscore the transformative potential of online interaction tools in ELT speaking instruction. Synchronous communication platforms effectively recreate many features of face-to-face classrooms, enabling spontaneous dialogue and interactive feedback essential for oral skill development. Asynchronous tools provide a valuable space for reflection and practice, particularly for learners who experience anxiety or require additional time to formulate responses. Together, these tools broaden the scope of speaking opportunities, allowing learners to engage in meaningful communication regardless of physical location.

The role of the instructor remains critical. Effective integration of online tools necessitates deliberate task design that aligns with learning objectives, incorporating a balance of synchronous and asynchronous activities to accommodate varied learner needs and preferences. Teachers also play a vital role in providing technical support and scaffolding digital literacy to ensure all students can participate fully [3].

While technical and motivational challenges persist, the advantages offered by online interaction tools are substantial and appear to outweigh the drawbacks when implemented with pedagogical care. Continued research is encouraged to explore longitudinal effects,



learner perceptions and optimal instructional models to maximize speaking proficiency gains in digital contexts.

Conclusion. Online interaction tools represent an indispensable resource for enhancing speaking proficiency in English Language Teaching. By offering flexible, engaging and diverse communicative experiences, these platforms foster fluency, accuracy, motivation and learner autonomy. Educators are encouraged to adopt a strategic approach that combines synchronous and asynchronous methods while addressing digital literacy and access issues. As online learning continues to evolve, these tools will remain central to effective ELT practice, supporting learners in achieving communicative competence in increasingly digital and globalized environments.

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