

# Using Adobe Connect application in an EFL context: Does it have an effect on learners' speaking skills?

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**ABSTRACT:** The main aim of the present study was to explore the impact of Adobe Connect on Iranian English as a foreign language (EFL) learners' speaking skills. Furthermore, the study investigated whether the learners' attitudes to language learning changed after using Adobe Connect. For that purpose, 100 upper-intermediate EFL students were chosen through the convenience sampling method. The selected students were randomly assigned to two classes. The experimental group applied the Adobe Connect application; however, the conventional teacher-fronted instruction was used for the control group. The results showed that the Adobe Connect class considerably outperformed in speaking skills in comparison to the control group. This demonstrated that the Adobe Connect application is effective in improving learners' speaking skills. The findings suggest that Adobe Connect has a positive impact on enhancing learners' speaking skills. The platform's interactive features promote engagement and collaboration, leading to improvements in fluency, accuracy, pronunciation, and confidence. The results also revealed that there was a difference in attitude change between the participants in experimental and control classes. Adobe Connect has enhanced EFL learners' attitudes toward language learning as well as speaking skills. Thus, it can be suggested that the Adobe Connect application is an effective online instrument that can be used by EFL teachers.

**KEYWORDS:** Adobe Connect application; speaking skills; attitudes towards English learning; Iranian EFL learners; online learning

## 1. Introduction

The primary objective in using a language is to communicate meaningfully with others; therefore, humans must learn the spoken form of the language that is used among them to express their meaning and intent (Hassan, 2014). This indicates that speaking is the most important talent and speaking is the primary way of communicating ideas, feelings, emotions, beliefs, and information. Nowicka and Wilczyn'ska (2011) asserted that speaking is possibly the primary skill that represents an entire understanding of a foreign language. That is why if a person speaks a language, he is typically considered a speaker of that particular language. Scrutinizing the language teaching approaches, it can be observed that many drills, exercises, and techniques are devoted to improving speaking ability. In addition, rapid technology advancements result in innovative learning experiences in language classrooms to practice speaking skills.

Regarding the development of the internet and the availability of different types of computers

everywhere, the tendency toward learning a language via online applications has gradually grown in especially the last two decades (Felix, 2003; Stickler and Hauck, 2006; White, 2003). According to White (2003), the popular notion that online courses are both cost-effective and time-effective has ended up multiplying the number of providers entering the online learning market.

Besides the tendency to use online language learning, the COVID-19 pandemic forced the teaching and learning process to be carried out online all over the world to prevent the spread of the epidemic.

Although many Iranians are interested in learning English, a majority of Iranian EFL learners who graduated from public schools are unable to speak the English language they have been learning for about six years. Learners may not have enough chances to communicate in English or to use it in authentic interactions. Several suggestions have been presented to overcome the drawbacks. One is to employ online applications rather than traditional methods. It is believed that online applications mostly rely upon speaking skills and provide opportunities for EFL learners to develop their competence in speaking (John and Yunus, 2021). Perhaps, as a productive skill, speaking skills are advanced through practice and the Adobe Connect application may provide more practice and production opportunities to language learners. Accordingly, the present study sought to bring about improvements in students' speaking ability through the implementation of Adobe Connect in speaking ability. In addition, the attitudes of learners about the usage of Adobe Connect are investigated. Based on such objectives, the current study aimed to investigate the following research questions:

1. Does the Adobe Connect App have any significant impact on Iranian EFL learners' speaking skills?
2. Does EFL learners' attitude to learning speaking skills change after using Adobe Connect?

## **2. Literature review**

Regarding the importance of speaking skills, Timpe-Laughlin et al. (2020) believe that since speaking provides the framework for reading and writing abilities, English speaking is recognized as a fundamental competency among the four core language skills for EFL. Moreover, Bahrani (2011) believes that language learners frequently use speaking skills in their daily communication, i.e., they try to speak English before starting to read or write. Since speaking has a fundamental role in human interaction and communication, a majority of people assume that the ability to speak is equal to understanding a language (Namaziandost et al., 2018). Therefore, the purpose of teaching speaking skills should enhance the communication skills of the students, since just in this manner the learners talk about themselves and learn to obey the cultural and social rules appropriately in every communication context.

Because of the importance of speaking skills and factors contributing to their development, many researchers have attempted to explore the impacts of using different kinds of activities on enhancing speaking skills. For instance, the effect of using audio texts (Rahimy and Asaei, 2012); collaborative learning (Tabatabaei et al., 2015); role-playing (Rahimy and Safarpour, 2012); metadiscoursal instruction (Ahour and Entezari Maleki, 2014) on the enhancement of Iranian EFL learners' speaking skill were investigated.

Recently, the accessibility and availability of computer and educational technologies have significantly impacted every aspect of human life and communication. Because of the potential benefits of technology on learning, such as ease of access, cost-efficiency, schedule flexibility, time and money savings, and so on, the demand for online language learning has expanded. Therefore, as a new technical instrument in foreign language learning, language teachers and learners have begun to employ computer-based language learning programs (Seljan et al., 2004). Computer-assisted language learning

(CALL) emerged during the 1950s when language teaching made benefits of the integration of technology into education. Many English teachers in many countries tried to use CALL for some language classes through many social educational sites and different online applications. Consequently, language learning is now moving towards more self-regulated, self-directed learning, assisted by the Web 2.0 movement's socially based instruments and technology (McLoughlin and Lee, 2010). Increasingly, online learners are expected to train for their learning, take the requisite steps to learn, monitor and measure learning, and have self-feedback and judgment while retaining a high degree of motivation at the same time. Similarly, Harper (2010) and later Trust (2012) indicated that the majority of social networking platforms present students with a greater chance to interact, communicate, cooperate, and critically think about educational issues. Therefore, social media platforms help learners develop a sense of community by trusting the elements of social constructivism. Trust (2012) believes that social media can be useful in classroom activities for three reasons: first, a connected virtual environment; second, designed interaction; and finally, a reduction in feelings of isolation.

Currently, many well-known social networking platforms and applications such as Edmodo, Otus, Duolingo, Zoom, and Google Meet, are available freely to support language learning. One such platform that has gained attention is Adobe Connect, a web conferencing software that offers interactive features for online learning environments. One of the benefits of using these apps is to improve students' speaking skills. Likewise, it has been observed that EFL learners are less stressed when communicating in technology-based EFL communication contexts than when communicating in traditional face-to-face communication situations, which represents great potential for the development of their oral skills (Mostafavi and Vahdany, 2016; Peterson, 2021).

Nowadays, for the sake of the prevalence of the COVID-19 pandemic, many English language teachers apply various kinds of online applications and internet platforms instead of face-to-face classes (Ellis and Bliuc, 2019; Mardiah, 2020; Wu and Miller, 2020; Yulia, 2020). Consequently, this emergency has resulted in the widespread suspension of all levels of face-to-face classes at educational institutions in most countries to limit the COVID-19 spread and minimize its effects. Mardiah (2020) indicated that the prevalence of COVID-19 led to the deployment of distant learning modalities using a range of formats and platforms, as well as the use of educational technology.

Iranian EFL students have seldom a chance to meet English native speakers or to put into practice their speaking abilities. Moreover, Iranian EFL students have no chance to practice speaking due to limited time in crowded classes (Suzanzan and Bagheri, 2017). To overcome the challenges, EFL learners can take advantage of new technologies to increase the quality of instruction as well as the active role of learners in EFL language learning processes. Likewise, online English language learning in Iran for all grade-school students was achieved through registered programs through TV and mobile education through national social media called Shad. However, in higher education, online education was conducted through some international applications such as WhatsApp, Telegram, Adobe Connect platform, Edmodo, Skype, WeChat, and other online applications.

One of the online applications that drew the attention of educators and teachers is Adobe Connect. Several studies have explored the effectiveness of Adobe Connect in improving learners' speaking skills. For instance, according to Cappiccie and Desrosiers (2011), Adobe Connect is a software suite for remote presentation, training, desktop sharing, and web conferencing. All meeting spaces are divided into "pods", with each pod serving a distinct purpose. Furthermore, Lopez et al. (2015) asserted that Adobe Connect enables students to have different group sizes varying from informal online meetings to larger webinars. Moreover, Adobe Connect is capable of much more than screen sharing when it comes to collaboration,

online training, and large-scale webinars. Users may handle the most powerful online sessions directly from a mobile device with Adobe Connect, including hosting, presenting, file sharing, and whiteboarding.

Similarly, Smith et al. (2013) conducted a study on a group of chemistry student at the University of New England in Australia. They investigated the use of Adobe Connect in supporting students and enhancement of their learning. The results disclosed that the students had total positive attitudes and confidence toward using Adobe Connect in online classes and the results showed a great high percentage of students' scores. Moreover, Çelikbaş (2018) tried to explore the effect of introducing Adobe Connect Live conversation classes. The findings disclosed that Adobe Connect enables learners to talk and practice a foreign language sooner than expected. Furthermore, Abbasian and Modarresi (2022) stated that the use of Adobe Connect leads to the development of oral communicative skills. The effect of Adobe Connect on EFL learners' language skills has also been sought (Elekaei, 2022; Pouria and Zamani Behabadi, 2023).

Another issue explored in the present study is EFL learners' attitudes. Banaji and Heiphetz (2010) defined an attitude in this way. It is a set of emotions, beliefs, and behaviors toward a particular object, person, or event. In other words, an attitude is a desire to access or understand ideas in a particular. Thus, any person may give negative or positive value judgments toward a particular thing. Experiential exposure has a significant impact on shaping and directing that judgment. Thus, it is a common belief that attitudes are outcomes of our social interactions, experiences, and education.

The issue of students' attitudes toward online language learning through different applications has been investigated by many researchers for decades. Subsequently, many types of research have indicated the important role of learners' attitudes in using online applications in language learning classes for instance (Alemi and Lari, 2012; Dashtestani, 2016; Liaw and Haung, 2011; Manca and Ranieri, 2017; Rahimi and Yadollahi, 2011; Tehrani and Tabatabaei, 2012). For instance, the results of Çelikbaş's study (2013) revealed that students with positive attitudes toward online language learning had higher course scores. Furthermore, other researchers found out that using an online learning environment leads to positive attitudes which consequently enhances and encourages learning achievements (AbuSa'aleek, 2015; Alshawi and Alhomoud, 2016; Hosseinpour et al., 2019; Janfeshan and Janfeshan, 2021; Ma'azi and Janfeshan, 2018). All these researchers confirmed that applying the online application in English classes enhances English language learners' positive attitudes.

In short, although it seems that the topic of learners' attitudes towards online foreign language learning and the influence of online applications on EFL learners' speaking skills have been well explored, no study, to the researcher's knowledge has probed the impact of the Adobe Connect application on Iranian EFL learners' speaking skills. Since the Adobe Connect application is used extensively in many Iranian universities in the wake of COVID-19, it is believed that the findings of the present study may shed light on the practicality and efficacy of the Adobe Connect application.

### **3. Methodology**

#### **3.1. Design**

The design of this study was a quasi-experimental type: comparison group pre-test/post-test design. The independent variable was the type of instruction; consisting of using the Adobe Connect application. The dependent variables were learners' speaking ability and learners' attitudes towards language learning.

### **3.2. Participants**

One hundred Iranian EFL learners from a language institute in Kermanshah, Iran, took part in the study. Because of the availability and ease of access, the convenience sampling method was chosen to select the participants. The Oxford Placement Test (OPT) was administered to 130 EFL students to homogenize them. The performance of the participants was measured out of 60 and those listed as upper-intermediate (their scores range from 37 to 47) were selected. Then, the students were assigned to the experimental and the control group randomly. The age range of the participants was between 18 to 30 years. Their age mean was 23.45 with the SD = 1.32. The participants were both male and female; however, they were not in the same proportion (control group: 27 males, 23 females, and experimental group: 26 males, 24 females).

### **3.3. Instruments**

The first instrument which was used in this study was OPT. This is a proficiency test that measures the global language capacity of learners (Brown, 2005). It includes 60 items including grammar, vocabulary, and reading with different question formats. The internal consistency of the scores was calculated using Cronbach's alpha formula the results show a high index of consistency ( $\alpha = 0.76$ ), thus the reliability of the instrument was ensured.

To measure the participants' overall speaking proficiency, Cambridge English Proficiency Speaking Test also known as the Certificate of Proficiency in English was employed as a pre- and post-speaking test. Prior to the program implementation, the speaking test was used as a pre-test, and a similar speaking test was used as the post-test to investigate the effectiveness of the Adobe Connect App in improving learners' speaking ability.

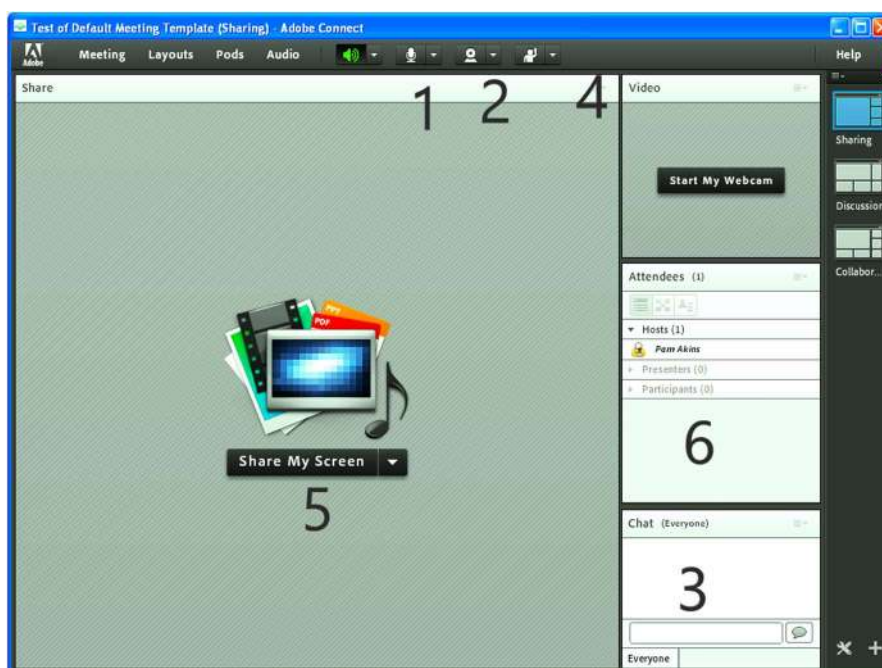
The next instrument was the Language Learning Attitudes Questionnaire (LLAQ) employed in a study by Boonrangsri et al. (2004). LLAQ consists of thirty questions relating to an attitude toward learning the English language in a Likert format ranging from "strongly agree" to "strongly disagree". The items of the test focused on issues like self-image (the set of ideas a person has about his/her own qualities and abilities), inhibition (feeling of fear or embarrassment), risk-taking, ego permeability (degree of flexibility in a person's ego) and ambiguity (unclear or confusing). In addition, Cronbach's reliability coefficient was run to investigate the reliability of this instrument in this study. The coefficient for Language Learning Attitudes Questionnaire was 0.83 which is quite satisfactory in the social sciences.

Adobe Connect as the main instrument in this study provides a virtual space where learners can engage in real-time communication and collaboration. The platform offers features such as video conferencing, chat rooms, and interactive whiteboards, which facilitate interaction and engagement among participants (Adobe, 2023). These features are particularly beneficial for developing speaking skills, as they allow learners to practice verbal communication in a simulated environment.

Adobe Connect shares desktop applications with users (students) by projecting the desktop to the screen. Desktop sharing enables interactive learning because any desktop application can be seen by every user at the same time. The Adobe Connect application can save all meetings. Therefore, those students who missed the class for any reason have access to the archive of the application to download the recorded file and watch it many times whenever they wish. The online class meetings let students communicate, speak, and comprehend each other. Adobe Connect application can be used with Windows and Mac OS for desktop, and in Android and iOS Adobe Connect for mobile.

**Figure 1** shows a screenshot representing many of the communication channels provided on the

web conferencing platform: (1) the microphone, (2) the webcam, (3) text chat, (4) pre-programmed emoticons, (5) the shared screen (PowerPoint, images, and MP3 audios), and (6) a list of names of participants.



**Figure 1.** Different parts of the Adobe Connect application.

### **3.4. Procedure**

To comply with the objective of the current study the following steps were pursued: At first, the OPT was given to EFL learners to make sure that the students had the same level of English proficiency at the beginning of the study. One hundred EFL learners whose scores ranged from 37 to 47 and were classified as upper-intermediate learners were selected. The participants then were divided randomly into control and experimental groups.

At the beginning of the experiment, an attitude questionnaire and an English pre-test were administered. Then, to evaluate the speaking ability of the students in both groups they were asked to come to the teacher's desk in pairs. The pre-test lasted about 16 min and was divided into three sections. Part 1 (two min): the researcher began by asking the learner and his/her companion a few questions about themselves. Part 2 (four min): the learner and his/her partner were required to converse together in this section of the test. A series of photographs were placed on the table in front of them. There could be as little as one picture in the series or as many as seven. The researcher began by asking an introductory question on two of the photographs (or in the case of a single picture, on aspects of the picture). Then, the learners were offered a decision-making task based on the same set of photographs after roughly a minute. Part 3 (ten min): learners were allowed two min to speak, two min to respond after their partner spoke, and two min to participate in a more general conversation. Then, a card with a question on was handed to the learners and they were instructed to discuss it for two min.

After the learner had finished speaking, the researcher asked the learner and his/her partner some questions about the topic on the card. This practice was repeated, with the partner receiving a card and speaking for two min before being asked a follow-up question. Finally, the researcher asked a few more questions, which led to a conversation about a general issue that was related to the topics discussed in

Part 3.

These step-by-step activities and procedures were followed to enhance speaking skills using Adobe Connect. At first, clear learning objectives were set and aligned with language learning goals. Next, some designed interactive speaking activities like discussions, debates, or presentations using authentic materials were applied. Meanwhile, learners were familiarized with Adobe Connect’s features and functionalities, and the researcher established communication norms and guidelines. Next, the researcher divided learners into groups for discussions or role-plays, assigned speaking roles, and provided clear instructions and time limits to ensure that every learner has equal opportunities to participate and contribute. Furthermore, the researcher used Adobe Connect’s features such as recording and playback to allow learners to review their speaking performances. In this way, immediate feedback was provided during and after speaking activities. This encouraged learners to reflect on their strengths and areas for improvement. The researcher offered corrections, suggestions, and praise to learners individually or in groups to encourage learners to provide feedback to their peers, promoting peer-to-peer learning and collaboration. This guided learners in analyzing their own speaking skills and setting goals for improvement. Finally, the researcher provided clear criteria for assessment and provide constructive feedback to help learners understand their progress and areas that need further development. The instruction lasted five weeks (15 sessions). After the completion of the treatment, the post-test was administered to examine the effect of the treatment.

The post-test was carried out under the same protocol and the same situation as the pre-test including three sections. The results of this post-test were used to measure the effect of Adobe Connect in promoting learners’ speaking skills. Additionally, the same attitude questionnaire was filled out by the learners to spot the influence of the Adobe Connect application on learners’ attitudes toward language learning.

### 4. Findings

To answer the first research question, an independent samples *t*-test was run to compare the experimental and control groups’ means on the pretest of the speaking test. Firstly, the Kolmogorov-Smirnov test was run to check the normality of the data. The results suggested that EFL learners’ scores on pre- and post-test speaking tests were normally distributed ( $p = 0.43, 0.61, p > 0.05$ ). **Table 1** and **Table 2** show the results.

**Table 1.** The results of descriptive statistics of pre-test of speaking.

	Grouping	N	Mean	SD	Std. error mean
Pre	Control	50	15.63	0.91	0.12
	Experimental	50	15.91	0.97	0.13

**Table 2.** Independent samples *t*-test.

Levene’s test for equality of variances								
F	Sig.	<i>t</i>	df	Sig. (2-tailed)	Mean difference	SD	95% confidence interval of the difference	
							Lower	Upper
0.01	0.91	-1.47	98	0.14	-0.27	0.18	-0.65	0.09
		-1.47	97.67	0.14	-0.27	0.18	-0.65	0.09

**Table 1** reveals that there was no statistically significant difference in scores of the experimental group (M = 15.63, SD = 0.91, two-tailed) and the control group (M = 15.91, SD = 0.97;  $t(98) = -1.47, p = 0.14, p > 0.05$ ) on the pre-test.

As depicted in **Table 1**, the mean score for the pre-test proved to be 15.63 with a standard deviation of 0.91. Moreover, the mean score for the pre-test was 15.91 with a standard deviation of 0.97 for the experimental group. In order to assess the effectiveness of the Adobe Connect App on learners' performance on the speaking tests, another independent-sample *t*-test was run to compare the performance of the experimental and the control groups on the post-test of the speaking test. **Table 2** shows the result.

**Table 3** reveals that for the control group, the mean score for the post-test showed to be 16.78 with a standard deviation of 0.90. Besides, for the experimental group, the mean score for the post-test was 19.71 with a standard deviation of 1.02.

**Table 3.** The results of descriptive statistics of post-test of speaking.

	Grouping	N	Mean	SD	Std. error mean
Post	Control	50	16.78	0.90	0.12
	Experimental	50	19.71	1.02	0.14

Results in **Table 4** show that there was a statistically significant difference in scores for the experimental (M = 19.71, SD = 1.02) and the control group (M = 16.78, SD = 0.90;  $t(98) = -15.19, p = 0.00, p < 0.05$ ) on the post-test. These results reject the null hypothesis that the Adobe Connect App does not have any significant effect on Iranian EFL learners' speaking ability.

**Table 4.** Independent samples *t*-test.

F	Sig.	<i>t</i>	df	Sig. (2-tailed)	Mean difference	SD	95% confidence interval of the difference	
							Lower	Upper
0.36	0.54	-15.19	98	0.00	-2.92	0.19	-3.31	-2.54
		-15.19	96.55	0.00	-2.92	0.19	-3.31	-2.54

To answer the second research question that explored if the students' attitude to language learning changed after using Adobe Connect, an independent-sample *t*-test was run.

As indicated in **Table 5**, the mean was 54.74 with a standard deviation of 5.63 for the control group. The experimental group had a mean of 53.48 with a standard deviation of 5.93 on the pre-administration of attitudes scale.

**Table 5.** Group statistics.

	Grouping	N	Mean	SD	Std. error mean
Pre-test attitude	Control	50	54.7401	5.63447	0.79683
	Experimental	50	53.4800	5.93931	0.83995

**Table 6** shows that there was no statistically significant difference in the scores of the control group (M = 54.74, SD = 5.63, two-tailed) and the experimental group (M = 53.48, SD = 5.93;  $t(98) = 1.08, p = 0.27, p > 0.05$ ) on the pre-administration of the attitude scale.

**Table 6.** Independent samples test.

F	Sig.	<i>t</i>	df	Sig. (2-tailed)	Mean difference	SD	95% confidence interval of the difference	
							Lower	Upper
0.048	0.827	1.08	98	0.279	1.260	1.157	-1.037	3.55
		1.08	97.72	0.279	1.260	1.157	-1.037	3.55

**Table 7** summarizes the results of descriptive statistics for the control and experimental groups'



performances on the pre- and post-administration of the attitude scale.

**Table 7.** Descriptive statistics of the control and the experimental groups' performance on pre- and post-administration of the attitude scale.

Attitude questionnaire items	N	Pretest				Post-test			
		Control group		Experimental group		Control group		Experimental group	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
1. Speaking English anywhere makes me feel worried	50	1.66	0.557	1.66	0.592	1.84	0.584	1.43	0.540
2. Studying English helps me to have good relationships with friends	50	1.46	0.734	1.52	0.762	1.64	0.776	2.36	0.851
3. When I hear a student in my class speaking English well, I like to practice speaking with him/her	50	1.78	0.648	1.76	0.624	1.82	0.595	3.04	0.988
4. Studying English helps me to improve my personality	50	2.12	0.627	2.10	0.580	2.20	0.534	2.96	0.988
5. I put off my English homework as much as possible	50	1.82	0.522	1.70	0.543	1.76	0.555	1.46	0.503
6. I am not relaxed whenever I have to speak in English class	50	1.74	0.632	1.6000	0.571	1.66	0.592	2.96	1.142
7. I feel embarrassed to speak English in front of other students	50	1.92	0.751	1.80	0.699	1.70	0.64681	1.44	0.577
8. I like to practice English the way native speakers do	50	2.40	0.638	2.28	0.701	2.22	0.678	3.00	1.010
9. When I miss class, I never ask my friends or teachers for the homework on what has been taught	50	1.46	0.645	1.52	0.646	1.66	0.658	1.34	0.478
10. I do not feel enthusiastic to come to class when English is being thought	50	1.72	0.671	1.58	0.641	1.66	0.658	1.38	0.490
11. Being good at English will help me study other subjects well	50	1.34	0.658	1.38	0.666	1.44	0.674	2.44	0.860
12. I have more knowledge and more understanding when studying English	50	1.18	0.481	1.22	0.54548	1.32	0.620	2.54	0.838
13. Frankly, I study English just to pass the exams	50	3.40	0.925	3.32	0.819	2.96	0.946	1.76	1.001
14. In my opinion, people who speak more than one language are very knowledgeable	50	3.16	0.976	3.18	0.873	2.74	0.852	3.38	0.966
15. Studying English helps me communicate in English effectively	50	2.54	1.248	2.30	1.19	1.86	0.670	2.72	0.990
16. I cannot apply the knowledge from the English subject in my real-life	50	1.6	0.755	1.54	0.761	1.76	0.770	1.36	0.525
17. Studying English makes me able to create new thoughts	50	1.72	0.640	1.76	0.624	1.64	0.631	2.38	1.210
18. I am not satisfied with my performance in online classes	50	2.06	0.619	2.08	0.600	1.84	0.650	1.60	0.606
19. In my opinion, English language is difficult and complicated to learn	50	1.86	0.534	1.74	0.527	1.62	0.530	1.44	0.540
20. English subject has content that covers many fields of knowledge	50	1.68	0.551	1.64	0.597	1.80	0.638	3.26	1.174
21. I prefer studying in my mother tongue rather than any other foreign language	50	1.86	0.756	1.88	0.718	1.92	0.695	1.26	0.486
22. To be honest, I really have little interest in my English class	50	1.48	0.646	1.44	0.643	1.66	0.745	1.46	0.613
23. I don't get anxious when I have to answer a question in my English class	50	1.50	0.735	1.60	0.782	1.52	0.706	2.62	1.122
24. Studying foreign languages like English is enjoyable	50	1.32	0.551	1.48	0.614	1.62	0.666	2.52	1.249
25. I feel proud when studying the English language	50	1.34	0.557	1.32	0.471	1.50	0.543	2.96	1.261
26. Studying English subject makes me feel more confident	50	1.52	0.735	1.24	0.517	1.42	0.574	2.30	1.111
27. I am interested in studying English	50	1.40	0.534	1.28	0.453	1.38	0.490	1.80	0.782
28. Knowing English is an important goal in my life	50	1.76	0.624	1.78	0.615	1.94	0.682	2.50	0.814
29. I look forward to the time I spend in English class	50	2.10	0.580	2.10	0.580	2.14	0.571	2.40	0.832
30. Studying English makes me have good emotions (feelings)	50	1.84	0.548	1.68	0.551	1.80	0.638	2.62	0.923

**Table 7** summarizes the results of descriptive statistics for the control and experimental groups' performances on the pre- and post-administration of the attitude scale.

The findings of descriptive statistics illustrate in **Table 8** that for the control group, the mean score on the pre-administration of the Attitude Scale was 54.08 with a standard deviation of 5.23. For the experimental group, the mean score was 66.69 with a standard deviation of 5.48.

**Table 8.** Group statistics.

	Grouping	N	Mean	SD	Std. error mean
Post attitude	Control	50	54.0800	5.23278	0.74003
	Experimental	50	66.6999	5.48934	0.77631

The findings of the independent-sample *t*-test in **Table 9** show that the score of the control group (M = 54.08, SD = 5.23) significantly differed from the experimental group (M = 66.69, SD = 5.48; *t* (98) = -11.76, *p* = 0.00, *p* < 0.05) on the post-test administration of the attitude scale. This finding showed the efficacy of Adobe Connect instruction in producing positive changes in attitudes toward language learning.

**Table 9.** Independent samples test.

F	Sig.	<i>t</i>	df	Sig. (2-tailed)	Mean difference	SD	95% confidence interval of the difference	
							Lower	Upper
0.01	0.92	-11.76	98	0.00	-12.61	1.07	-14.74	-10.49
		-11.76	97.77	0.00	-12.61	1.07	-14.74	-10.49

## 5. Discussion and conclusion

The current study was carried out with the purpose of investigating the effect of the Adobe Connect App in developing Iranian EFL learners' speaking ability and learners' attitudes toward English language learning. The results of the first research question certified the impact of the Adobe Connect App in developing learners' speaking skills. The data analysis revealed significant improvements in the experimental group's speaking skills after utilizing Adobe Connect for online practice sessions. The experimental group demonstrated enhanced fluency, increased accuracy, and improved vocabulary use in their speaking performance. On the other hand, the control group's speaking skills showed only marginal improvements. These findings suggest that incorporating Adobe Connect into EFL instruction can positively impact learners' speaking proficiency.

The results of the second research question demonstrated the contribution of Adobe Connect to developing positive attitudes toward English language learning. Additionally, the use of Adobe Connect appears to promote learners' speaking attitudes, creating a supportive and conducive learning environment. These findings corroborated those of Azar and Nasiri (2014), and Tumsaduak (2014) findings that the application of online social networks for teaching and learning languages led to the creation of positive attitudes toward English language learning. Similarly, Alemi and Lari (2012) believed that the provision of online exercises promoted learners' positive attitudes and motivation to complete the tasks.

Overall, the results confirmed the value of the Adobe Connect App as it provides a stress-free learning environment where making mistakes is not a matter of concern and learners do not correct the mistakes of their peers. Therefore, Adobe Connect App appeared as a beneficial learning tool. Englehart (2015) reported that the application of Adobe Connect for online classes is a technique for providing course delivery in a unique format. In the same vein, Reushle (2006, p. 3) stated that "The online

environment supports learning as a community activity. Moreover, learners to learners or learners to facilitators dialogue or discourse is vital to sustaining the learning community and maintaining a sense of connection, human presence.” Whenever learners participated in the online class, they found a better understanding of the teacher and felt that they interacted more with the group. Thus, the Adobe Connect App made useful activities available to the learners.

In conclusion, integrating Adobe Connect into language learning contexts offers several pedagogical implications for enhancing learners’ speaking skills. By promoting authentic communication, fostering collaboration, providing immediate feedback, addressing speaking anxiety, integrating task-based learning, and encouraging reflection, instructors can maximize the potential of Adobe Connect to enhance learners’ speaking proficiency.

According to the results of the present study, these pedagogical implications are put forward:

1) Adobe Connect is a suitable teaching tool for teaching EFL. It embraces modern ideas of students’ collaboration, active engagement, and learning and provides beneficial outcomes.

2) Adobe Connect is effective in enhancing learners’ engagement with language learning. The interactive features of Adobe Connect, including video conferencing and chat rooms, enable learners to collaborate and interact with their peers and instructors. Instructors can facilitate collaborative tasks that require learners to work together, such as problem-solving activities, presentations, or language games. This promotes active participation and engagement, enhancing learners’ speaking skills through interaction with others.

3) When using Adobe Connect for foreign language teaching, students should grasp the beneficial aspects of instructional design which leads to many advantageous results even before the initiation of the teaching course. Adobe Connect allows for immediate feedback through its interactive features. Instructors can provide timely corrections, suggestions, and praise during online discussions or presentations. Learners can also give feedback to their peers, promoting peer-to-peer learning and creating a supportive learning environment. Immediate feedback helps learners identify and correct their speaking errors, leading to improved accuracy and fluency.

4) Students feeling of accountability are important and language teachers should determine approaches to identify and intervene with unsuccessful learners. Nowadays, according to new research findings in the pedagogy of technology-supported language learning, teachers need to be prepared to change and adapt themselves to new teaching styles and new changes in new situations.

5) Because of the COVID-19 pandemic, most of the instructions and courses have been given by online education. The results of this study revealed that using the Adobe Connect application which is one of the usable online education platforms and also a platform that joins students and teachers interactively, could be useful for improving learners’ speaking skills and could be helpful with improving the other skills like reading, writing, and listening. Adobe Connect provides a virtual space for learners to engage in real-time communication. Instructors can design activities that encourage authentic conversations, such as group discussions, role-plays, and debates. By simulating real-life communication scenarios, learners are motivated to practice their speaking skills in a meaningful.

Like any other study, some limitations were in the study. The principal limitation was that the participant sampling procedures presented a concern. Future research could further investigate the specific strategies and pedagogical approaches that maximize the potential of Adobe Connect in developing learners’ speaking skills. Overall, the integration of Adobe Connect in language learning

contexts holds promise for enhancing learners' speaking proficiency. It is hoped that the Adobe Connect App creates an environment in which learners are able to take pleasure in learning and keeps learners motivated. Future research can investigate the effect of Adobe Connect on raising students' motivation. Also, future studies can randomly select the participants and hence produce more valid and generalizable findings. Another limitation of the study may be due to the sample size. The limited number of participants cannot yield reasonably reliable data.

## Conflict of interest

The author declares no conflict of interest.

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