

geography at school and define conditions for its implementation. Methods. Analysis and systematisation of scholarly sources; comparison of approaches to geoinformation technologies in schools; terminological analysis of the ecosystem concept; structural-functional modelling of the ecosystem and inquiry cycle; generalisation of pedagogical experience for a scenario typology and assessment criteria.

Results. Five principles are substantiated: content appropriateness, evidence-based reasoning, continuity, variability and safety. A four-level matrix of work with geospatial data is developed (orientational, comparative, analytical, synthetic), with scenarios for political (map as argument), economic (spatial value chain) and social (territory of everyday life) geography, and criteria for assessing digital products. Conditions for generative AI use, digital safety and accessibility under distance, blended and of-line formats, including wartime, are outlined.

Originality. For the first time a holistic model of a digital didactic ecosystem for school political, economic and social geography is substantiated, uniting principles, a complexity matrix, a scenario typology and assessment criteria into one system.

Conclusion. The model shifts emphasis to students' cognitive activity, preserving methodological logic independent of digital services. Results can be used in planning, lessons and distance modules; further testing in Ukrainian schools is envisaged.

Keywords: digital didactic ecosystem; school geography; geospatial data; learning scenario; geoinformation technologies; critical thinking; formative assessment; digital safety.

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DEVELOPING ENGLISH SPEAKING SKILLS: THE ROLE OF ONLINE PLATFORMS AND WEB 2.0 TOOLS

Summary. The rapid development of information and communication technologies (ICT) has changed the ways in teaching and learning foreign languages. Online educational platforms, Web 2.0 tools, social networking services, multimedia resources, and artificial intelligence (AI) provide learners with additional opportunities to practice English beyond the traditional classroom.

This article examines the methodological role of the above technologies in developing English speaking skills, with particular attention to fluency, pronunciation, vocabulary, confidence, learner autonomy, and communicative competence.

The analysis shows that digital technologies can increase the quantity and variety of speaking practice, provide authentic linguistic input, facilitate interaction and feedback, and support more independent learning. Web 2.0 tools are especially useful because they encourage learners to create content, collaborate, and communicate with others. At the same time, digital technologies do not automatically lead to successful language learning. Their effectiveness depends on appropriate task design, teacher guidance, learner motivation, digital literacy, accessibility, and opportunities for meaningful human interaction. Therefore, technology should be used as a complement to communicative language teaching rather than as a replacement for classroom instruction or the teacher.

Keywords: online education; Web 2.0; English speaking skills; digital technologies; communicative competence; learner autonomy.

Introduction. Information and communication technologies have become an important part of contemporary education. In foreign language teaching, the development of digital technologies has moved learning from traditional computer-assisted language

learning toward mobile, networked, and socially interactive environments. Learners can now access authentic materials, communicate through audio and video, participate in online discussions, record their speech, and receive different types of feedback.

This development is particularly important for speaking instruction. Speaking is a complex productive skill that requires learners to focus on vocabulary, grammar, pronunciation, fluency, interactional strategies, and pragmatic knowledge simultaneously. Knowledge of grammatical rules and vocabulary alone does not guarantee successful oral communication. Learners also need regular opportunities to produce language, respond to others, negotiate meaning, and adapt their speech to different situations (Richards, 2008, p. 3).

In traditional classrooms, opportunities for individual speaking practice may be limited by lesson time, class size, and differences in learners' participation. Digital environments can extend these opportunities beyond the classroom by providing both synchronous and asynchronous communication. For example, learners can participate in video conferences, record short presentations, exchange voice messages, or complete collaborative speaking tasks online.

Web 2.0 technologies are especially relevant to language teaching because they emphasize participation, collaboration, communication, and user-generated content. Blogs,

podcasts, wikis, video-sharing platforms, social networks, and collaborative applications allow learners to become active users and producers of language rather than passive recipients of information (Beatty, 2013, p. 43).

The main value of digital technologies can be explained through Communicative Language Teaching (CLT), interactionist perspectives, and learner-autonomy principles. From these perspectives, language learning requires meaningful exposure, language production, interaction, feedback, and reflection. Digital environments can create additional opportunities for these processes and can therefore support the development of communicative competence.

The purpose of this article is to examine the methodological role of online educational platforms and Web 2.0 technologies in developing English speaking skills. The article also considers the contribution of multimedia, social networking, mobile technologies, and AI-supported tools and identifies the conditions necessary for their effective use in English language teaching.

Analysis of Recent Research and Publications. Recent research shows that technology is becoming increasingly important in English language learning. Online platforms, Web 2.0 tools, mobile applications, social networks, videos, multimedia materials, and artificial intelligence (AI) can provide learners with more opportunities to practice English speaking.

However, research does not suggest that technology should replace teachers. Instead, technology should support traditional language teaching. AI tools can be useful for additional speaking practice, repetition, and feedback, but they cannot fully replace teachers or real communication with other people.

Recent studies highlight several important benefits of technology. First, online platforms and Web 2.0 tools give learners more opportunities to use English. Second, videos and multimedia materials provide useful language input and real-life contexts. Third, social networks and language-exchange platforms allow learners to communicate more frequently and naturally. Fourth, mobile technologies make it possible to practice English anytime and anywhere. Fifth, AI tools can provide personalized speaking practice and immediate feedback.

At the same time, technology-based language learning has some challenges. These include unequal access to technology, limited digital skills, distraction, privacy problems, and sometimes inaccurate AI feedback. There is also a risk that learners may spend too much time using technology and have less

real communication with teachers and other learners.

The analysis of the recent research suggest that technology is most effective when it is used as a supporting tool rather than a replacement for teachers. Its main advantage is that it can provide learners with more frequent, flexible, and varied opportunities to practice English speaking.

Outline of the Main Material of the Study. Web 2.0 technologies differ from traditional digital materials because they allow users to create, share, and respond to content. In language education, this participatory nature can support the social and communicative dimensions of learning. Blogs, podcasts, wikis, video-sharing platforms, and collaborative documents can be integrated into tasks that require learners to use English for meaningful purposes.

For example, a teacher may ask students to prepare a short blog entry before giving an oral presentation. The written preparation can help learners organize ideas and vocabulary before they produce spoken language. Similarly, students can create podcasts in which they describe an experience, discuss a topic, or interview another learner. Such tasks provide practice in extended speech, pronunciation, fluency, and organization.

Research by G. Genç and Ö. Kırmızıbayrak indicates that Web 2.0 integration can positively influence learners' motivation, collaboration, and language-learning experiences. These findings support the methodological principle that technology is most valuable when it creates opportunities for active participation rather than passive consumption (Genç, Kırmızıbayrak, 2024, p. 2).

Mobile technologies have also expanded opportunities for language learning. Smartphones and tablets allow learners to access English materials at different times and locations. They can listen to audio, watch videos, record their own speech, repeat activities, and monitor their progress.

R. Godwin-Jones emphasizes the potential of mobile technologies to support individualized and autonomous language learning. From a methodological perspective, mobile learning can be particularly useful for speaking because learners can practice short oral tasks regularly rather than depending only on classroom activities. However, access to technology does not automatically result in learner autonomy. Learners need appropriate strategies, motivation, digital literacy, and clear learning goals. Teachers therefore have an important role in helping students select suitable resources, plan their practice, evaluate their performance, and use technology responsibly (Godwin-Jones, 2019, p. 10).

The web-based and digital technologies used to promote autonomy might be as simple as a sign-up page on the Web, a set of open educational resource portals to explore, a discussion forum with multiple tracks or themes to select from, selecting podcasts or blogs to participate in and even joining in virtual world meetings (Khoo, Bonk, 2022, p. 143).

Multimedia resources provide learners with several forms of input, including spoken language, written text, images, gestures, and facial expressions. Video is particularly useful for speaking instruction because it presents language in context.

In particular, through video, learners can observe pronunciation, intonation, pauses, turn-taking, discourse markers, gestures, and pragmatic choices (Keleş et al., 2025, p. 9). These features are difficult to understand fully through written texts alone. Video can therefore support both linguistic and pragmatic competence.

From a methodological perspective, however, passive viewing is not sufficient for speaking development. Teachers should transform video input into productive tasks. For example, after watching a short video, learners may summarize the main ideas, discuss the speaker's opinion, identify useful expressions, reproduce a dialogue, or participate in a role-play based on the situation. This sequence can be represented as (Figure 1):

Input → Noticing → Guided Practice → Communicative Production → Feedback → Reflection

Figure 1. The Sequence of Transforming Multimedia Input into Productive Tasks

Such a sequence connects multimedia input with active speaking practice.

Social networking services can provide frequent opportunities for informal English use. Learners may follow English-speaking content creators, participate in online communities, exchange voice messages, or communicate with other language learners. The main methodological advantage of social networking is the frequency and variety of communication. English can become part of learners' everyday digital activities rather than remaining limited to scheduled lessons.

Language-exchange activities can be particularly useful because they provide communicative purposes that are closer to real-life interaction. Learners may discuss hobbies, education, travel, culture, or everyday experiences. Such activities can develop not only vocabulary and fluency but also turn-taking, clarification strategies, pragmatic competence, and intercultural awareness.

A recent systematic review by T. Nguyen et al. reports generally positive effects of social networking sites on English as a second or

additional language learning. However, online communication should be supported by clear guidance on privacy, digital safety, appropriate communication, and the reliability of online information (Nguyen, Rappa & O'Mahony, 2026, p. 1088).

Affective factors are important in speaking development. Learners who are afraid of making mistakes may avoid speaking or participate only minimally in classroom activities. Digital environments can sometimes create lower-risk opportunities for practice. For example, students can first record a short response privately, listen to it, identify problems, and record it again before sharing it with classmates. This process can increase confidence and encourage self-monitoring.

C. Ngo reported that web-based language learning can contribute to increased motivation and reduced anxiety. Nevertheless, technology does not automatically eliminate speaking anxiety. Some learners may feel uncomfortable recording their voices, speaking to unfamiliar people, or participating in live video conversations (Ngo, 2018, p. 147).

Therefore, speaking activities should gradually increase in difficulty. Teachers can begin with individual recordings and controlled dialogues and then move toward pair work, small-group discussions, and spontaneous communication.

AI represents a newer stage of technology-mediated language learning. AI-supported applications can provide speech recognition, pronunciation analysis, adaptive exercises, automated feedback, and simulated conversations. The main advantage of AI is the possibility of individualized and repeated practice. Learners can practice a conversation several times, receive immediate feedback, and focus on particular pronunciation or vocabulary problems without waiting for teacher availability.

Recent research on chatbot-supported English learning suggests positive effects in areas such as intelligibility and lexical development, while improvements in fluency and grammatical accuracy are generally more moderate. This indicates that AI can be a useful supplementary tool to develop speaking. However, AI feedback should be evaluated critically. Speech-recognition systems may have difficulties understanding different accents, contextual meanings, or pragmatic features. Automated feedback may also be incomplete or inappropriate in particular communicative situations. Consequently, AI should support rather than replace teachers and authentic human communication.

Task Statement. Despite the increasing availability of digital language-learning resources, many foreign language learners continue to experience difficulties in developing oral communication skills. Limited classroom speaking time, insufficient interaction, communication anxiety, lack of authentic practice, and unequal participation may restrict the development of communicative competence.

The central methodological problem is therefore not the availability of technology but how technology is integrated into the teaching and learning process.

The purpose of this study is to examine how online educational platforms, Web 2.0 technologies, multimedia resources, social networking services, and AI-supported tools can contribute to English speaking development. The study addresses the following questions:

1. How can online platforms increase opportunities for English speaking practice?
2. How can Web 2.0 tools support interaction, collaboration, and learner autonomy?
3. What methodological value do multimedia and video resources have for speaking instruction?
4. How can social networking and AI-supported tools contribute to communicative competence?
5. What conditions and limitations should teachers consider when integrating digital technologies into speaking lessons?

Main Material and Methodological Discussion. Online educational platforms can extend speaking practice beyond the classroom. Their methodological value depends on the type of activity provided and the degree of learner interaction.

MOOC platforms such as Coursera and edX can expose learners to academic and professional English. Although these platforms are not always designed specifically for language teaching, learners may encounter lectures, presentations, discipline-specific vocabulary, and discussion activities in English.

Language-learning platforms such as Duolingo and BBC Learning English provide accessible activities related to vocabulary, pronunciation, listening, and basic speaking. Their main advantages are accessibility, repetition, and short practice sessions. However, such platforms are generally insufficient for developing extended spontaneous communication on their own.

Therefore, online platforms should be integrated into a broader speaking programme. Controlled digital practice can prepare learners for communicative classroom

activities, while classroom interaction can provide the spontaneous communication that many individual digital exercises cannot fully reproduce.

The main methodological value of Web 2.0 lies in its participatory nature. Learners can create content, share ideas, respond to others, and collaborate on projects.

Blogs can support oral presentations by helping learners organize ideas before speaking. Podcasts can develop extended speech, pronunciation, fluency, and discourse organization. Wikis and collaborative documents can support group decision-making and negotiation of meaning.

These activities are consistent with CLT because learners use language to achieve communicative goals. Instead of completing isolated grammar exercises, students use English to explain, persuade, discuss, compare, ask questions, and solve problems.

Online tools create interactive environments where learners can communicate authentically, receive feedback, and build confidence in using English. For effective implementation teachers should combine online tools with communicative tasks that foster creativity and collaboration (Mirzayeva, 2025, p. 3).

For digital technologies to contribute effectively to speaking development, tasks should have a clear communicative purpose. A useful methodological sequence can move from controlled to freer production. For example:

- controlled practice: learners repeat target expressions or practice pronunciation;
- guided practice: learners answer questions or complete a structured dialogue;
- interactive practice: learners work in pairs or small groups to exchange information;
- communicative production: learners discuss a problem, conduct an interview, or give a presentation;
- reflection: learners listen to or review their performance and identify areas for improvement.

This progression can reduce anxiety while gradually increasing the cognitive and communicative demands of speaking.

Authentic videos and podcasts can expose learners to different accents, speaking speeds, vocabulary, discourse patterns, and cultural contexts. They can also help learners notice how speakers organize conversations and express attitudes.

For methodological effectiveness, teachers should avoid using multimedia only as a listening activity. Each input activity should lead to an output task. For instance, students

can watch a short interview and then summarize it, express their opinions, reconstruct part of the conversation, or conduct a similar interview with a partner. In this way, multimedia input becomes a starting point for speaking rather than an end in itself.

Speaking is fundamentally interactive. Learners need to develop the ability to take turns, initiate conversations, ask for clarification, respond appropriately, maintain a topic, and repair communication problems.

Online communication can support these skills through video conferencing, voice messages, discussion groups, and language-exchange activities. However, teachers should establish clear communicative goals and provide appropriate scaffolding. To instantiate, before an online discussion, students can be given useful expressions for agreeing, disagreeing, asking for clarification, and changing the topic. After the discussion, the teacher can provide feedback on fluency, pronunciation, vocabulary, and interactional strategies. This approach makes online communication part of a structured process rather than an unplanned activity.

AI tools can provide opportunities for repeated individual practice. Learners can use conversational simulations to practice everyday situations such as ordering food, attending an interview, asking for directions, or discussing academic topics. AI can also support pronunciation practice by identifying particular sounds or words that require attention. Nevertheless, automated feedback should be treated as one source of information rather than as an absolute assessment.

Teachers should encourage students to compare AI feedback with their own self-assessment and, when possible, teacher or peer feedback. This develops critical digital literacy and prevents learners from becoming completely dependent on automated systems.

The increasing use of digital technologies changes rather than eliminates the teacher's role. Teachers become learning designers, facilitators, feedback providers, and guides who help students use technology effectively. That given, the teacher is supposed to:

- select tools according to learning objectives;
- teach responsible and safe online communication and design meaningful speaking tasks;
- provide linguistic support before communication;
- monitor student participation;
- provide formative feedback;
- encourage self-assessment and reflection.

Based on the reviewed literature and methodological analysis, the following recommendations to resolve the outlined above issues can be proposed (Warschauer, Healey, 1998, p. 62):

1. Online speaking activities have to be directly connected to curriculum objectives and learning outcomes.

2. Teachers should combine controlled pronunciation and vocabulary practice with meaningful communicative tasks.

3. Authentic videos and podcasts must be followed by speaking activities rather than passive viewing.

4. Students should regularly record short oral responses and use them for self-assessment.

5. Digital speaking tasks are supposed to progress from low-risk individual practice to pair work, group interaction, and spontaneous communication.

6. Small-group online discussions can increase individual speaking time and participation.

7. Language-exchange activities have to be conducted within clear ethical, privacy, and digital-safety guidelines.

8. AI tools can be used for supplementary pronunciation, fluency, vocabulary, and conversational practice.

9. Learners ought to be taught how to evaluate digital information and automated feedback critically.

10. Teachers should monitor learner workload and avoid excessive dependence on digital tools.

11. Technology had better be used as complementary teacher guidance and human interaction rather than replace them.

12. Educational institutions are expected to consider equal access to devices, connectivity, and digital learning resources.

Conclusion. Online educational platforms and Web 2.0 technologies have expanded the possibilities for developing English speaking skills. Their main contribution is the creation of additional opportunities for language exposure, oral production, interaction, feedback, collaboration, and independent practice.

From a methodological perspective, digital technologies are particularly valuable when they are integrated into communicative and learner-centred instruction. Web 2.0 tools can transform learners from passive consumers into active creators and participants. Blogs, podcasts, collaborative platforms, video-sharing resources, social networks, and online communication tools can support the development of fluency, pronunciation, vocabulary, confidence, and communicative competence.

Multimedia resources can provide authentic linguistic and contextual input, while mobile technologies can make speaking practice more flexible. Social networking can increase the frequency of informal communication, and AI-supported tools can provide individualized opportunities for repeated practice and automated feedback.

Nevertheless, technology is not an independent solution to the challenges of foreign language learning. Its effectiveness depends on purposeful pedagogical design, teacher support, learner motivation, digital competence, accessibility, and meaningful interaction. Digital inequality, privacy concerns, distraction, unreliable resources, and limitations of automated feedback must also be considered. The most effective approach is an integrated model in which technology complements classroom teaching. Teachers should combine digital resources with communicative tasks, peer interaction, authentic communication, formative assessment, and human feedback. In this model, technology does not replace the teacher or the classroom; instead, it expands the time, space, and variety of opportunities through which learners can use English for meaningful communication.

Implications for Further Research.

Future research should investigate the long-term effects of online platforms, Web 2.0 tools, and AI-supported technologies on different aspects of English-speaking proficiency, and also examine learners' and teachers' digital competence, motivation, accessibility, and attitudes toward AI-mediated speaking practice. It is also expedient that future studies explore how digital technologies can be systematically integrated with face-to-face

communicative activities to achieve a balanced combination of technological and human interaction.

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ФОРМУВАННЯ АНГЛОМОВНИХ МОВЛЕННЄВИХ УМІНЬ: РОЛЬ ОНЛАЙН-ПЛАТФОРМ ТА ІНСТРУМЕНТІВ WEB 2.0

Анотація. Швидкий розвиток інформаційно-комунікаційних технологій (ІКТ) змінив способи викладання та вивчення іноземних мов. Онлайн-освітні платформи, інструменти Web 2.0, сервіси соціальних мереж, мультимедійні ресурси та штучний інтелект (ШІ) надають учням додаткові можливості для практики англійської мови поза традиційними уроками.

У статті розглядається методологічна роль означених технологій у розвитку вмінь розмовної англійської мови, з особливою увагою до вільного володіння мовою, вимови, словникового запасу, впевненості, автономності учня та комунікативної компетенції.

Аналіз свідчить, що цифрові технології можуть збільшити кількість та різноманітність розмовної практики, забезпечити автентичність вхідної інформації, сприяти взаємодії та зворотному зв'язку, а також підтримувати автономне навчання.

Інструменти Web 2.0 особливо корисні, оскільки вони заохочують учнів створювати контент, співпрацювати та спілкуватися з іншими. Водночас, цифрові технології автоматично не приводять до успішного вивчення мови. Їхня ефективність залежить від відповідного планування завдань, керівництва вчителя, мотивації учнів, цифрової грамотності, доступності та можливостей для змістової людської взаємодії. Тому технології слід використовувати як доповнення до комунікативного викладання мови, а не як заміну класного навчання чи вчителя.

Ключові слова: онлайн-освіта; Web 2.0; вміня розмовної англійської мови; цифрові технології; комунікативна компетентність; автономія учня.

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