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***Teachers' and Students' Attitudes towards Using
Interactive Platforms in Teaching Collocations among
Third-year EFL Students at Khenchela University***

A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for Master Degree in Language and Culture.

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Dedication

We dedicate this work to our beloved mothers for everything they gave for us and

Their unlimited support.

To our siblings for their support and help.

For everyone who gave us help or advice

Thank you all

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Firstly, We thank Allah, the almighty God, for providing us with strength and patience to finish this work.

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Abstract

This piece of research is a descriptive study the main of which is to investigate learners' and teachers' attitudes and perceptions about using interactive platforms in teaching collocations at Abbes Laghrour University of Khenchela. In order to tackle this issue , a questionnaire utilized as a research tool .The questionnaires is used to collect data from a sample of 70 EFL third year students' and 05 teachers from the Departement of English Language at the university of Khenchela .

On the basis of the results of the questionnaires, The research indicates that employing a variety of methods is necessary to cater to the varying levels of confidence and experience among learners. Incorporating diverse interactive activities can accommodate different learning styles and preferences, with collaborative learning and peer interaction being crucial for enhancing comprehension and memory retention. Concerning teachers' utilization of interactive platforms for teaching collocation, there were differing opinions. While many educators endorse their effectiveness, some have reservations. The range of preferences for platforms such as Google Meet and Zoom is intriguing, especially considering students' overall preference for interactive learning platforms. Conducting experiments to evaluate their effectiveness compared to traditional methods could offer valuable insights.

Key words: Interactive platforms, Collocations, Teaching, EFL students, Attitudes

List of Abbreviations

EFL: English foreign Language

SPSS : Statistical Package For the Social Sciences

GTM : Grammar Translation Method

PCK : Pedagogical Content Knowledge

Qu : Question

%: percentage

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General Introduction

General Introduction

The incorporation of interactive platforms in language teaching, particularly in teaching collocations, represents a notable advancement in educational methodologies. These platforms create a dynamic and engaging environment that encourages learners to actively participate in language activities, leading to improved understanding and utilization of collocations. With interactive features, these platforms offer learners access to numerous examples of collocations, facilitate engagement in practical exercises, and provide immediate feedback, all contributing to an enriched learning experience. This modern educational approach not only supports the cultivation of language proficiency but also instills essential digital competencies essential for navigating the challenges of contemporary society.

1-background of the study

Interactive platforms make learning more engaging ,when attracts activities ,tests and multimedia elements capture students interest and motivate them to explore collocations .Also ,these platforms often offer personalized learning paths adapting to the learners level ,which can be especially valuable for learners with different abilities and prior knowledge of collocations.

According to Oxford Collocations Dictionary for students of English (2002),

Collocation is the way words combine in a language to produce natural-sounding speech and writing, while the intelligent interactive learning platform is an intelligent data access area in different zones with sufficient data access elements to needs and the application of technology on different platforms to multiple devices. Panita Wannapiroon(2021)

The mastery of collocations – the way words combine to form natural phrases – is a crucial aspect of gaining proficiency in English. For busy young adults in Asia-Pacific, who are often

seeking flexible and efficient methods to enhance their language skills, digital tools can offer targeted assistance. (Meet Mirai: Kansei's AI Assistant).

2- Statement of the problem

Although interactive platforms are being more commonly utilized in education, the research on their influence on students' acquisition of collocations remains scarce. This research aims to fill this gap by investigating how these platforms impact students' comprehension and application of collocations, along with their involvement and motivation, and the significance of collaborative activities enabled by these technologies. It addresses how these platforms influence comprehension and application of collocations, engagement, and motivation levels. Additionally, it highlights the importance of collaborative activities facilitated by technological advancements in education.

Many studies have been conducted in Algerian universities. For example, in 2023, Mohamed el Amin Ghoues examined Online Assessment using interactive platforms for EFL learners at Oum Bouaghi University. Similarly, at Abbas Laghrour University; Miss Sabeg Maroua and Miss Rihab explored collocations competency among third-year EFL students in June 2023.

Consequently, this research intends to investigate the use of interactive platforms in teaching collocations to third-year EFL students at Abbas Laghrour University in Khenchela.

3-Aim of the study

The main aim of this study is to investigate learners' and teachers' attitudes and perceptions about using interactive platforms in teaching collocations and to explore how the integration of interactive platforms can enhance the teaching of collocations, addressing the existing limitations and fostering a more efficient and engaging learning process among third-year EFL students and teachers at Abbas Laghrour University, Khenchela.

3- Research Questions

The research addresses the following questions:

1/ what are teachers' attitudes towards using interactive platforms in teaching collocations?

2/ What are learners' attitudes towards using interactive platforms in teaching collocations?

3/what is the effect of incorporating interactive platforms in teaching collocations on students' motivation to learn?

4/ How do students feel emotionally about interactive platforms that are used to teach collocations?

5/ Are these platforms an effective role in learning and acquiring knowledge and skills for the student while using them as a means of learning?

4- Research Methodology

This part explain the steps in which the research have gone through,it defines the research methodology and how to address the problem .

a/ Choice Of the Method

In this study ,we will use mixed methods as a way to study the topic in a systematic way .

The combination of qualitative and quantitative research approaches allows for a comprehensive understanding of the subject under investigation.

b/ Data Gatherine tools

The research design of this study includes questionnaires, the research presents a questionnaire for third year EFL students at Abbes Laghrour Khenchela University,and a questionnaire for teachers .This method is used to collect information about using interactive platforms in teaching collocations .Also ,it is the appropriate tool for gathering

data which helps the researcher to gather a large amount of divers data within a short period of time.

c/ Population and Sampling

The research involves a sample of 70 students of third year EFL students out of 100, and 05 teachers of English out of 10 at Abbas Laghrour University Khenchela who volunteered to answer the questionnaire.

6- Structure of the study

The study is divided into two chapters: theoretical chepter and practical one.

Chapter one: is devoted to the review of literature related to previous studies concerning interactive platforms and collocations.

Chapter two :In this chapter ,we present the field work.We display and describe the data along with the analysis and the interpretation of results based on the finding of this research work .Finally , answering the research questions , shaping conclusion ,and providing research limitations and recommendations .

Chapter One

Chapter One: Literature review: An overview about using interactive platforms in teaching collocations

Introduction

Integrating technology into the teaching of English as a Foreign Language (EFL) improves the learning process by offering interactive and interesting resources from language apps to virtual classrooms. Technology provides a range of tools for acquiring language skills and developing communication abilities and cultural understanding by utilizing multimedia materials, online collaborations, and adaptive learning platforms, where teachers can cater to different learning preferences, creating a dynamic and efficient EFL classroom. As the topic of using interactive platforms in teaching collocations is one of the topics that has attracted the attention of researchers. In this context, there are many references and studies that have focused on this topic forming major points of intersection with our study.

Previous studies

The study by Lubis and Hidayat (2020) examined the impact of the Duolingo application on students' mastery of English vocabulary at MTS Darul Ilmi Batang Kuis, focusing on eighth-grade students. Using a quasi-experimental design with a post-test only approach, the research divided participants into two groups: an experimental group that used Duolingo for vocabulary learning and a control group that utilized flashcards. Vocabulary tests were administered to both groups, and data analysis was conducted using SPSS with an independent sample t-test. The results indicated a significant difference between the two groups, with a significance value of 0.017. The experimental group had a higher mean score (84.69) compared to the control group (80.78), demonstrating that Duolingo positively affects students' vocabulary mastery. Overall, the study suggests that Duolingo is a valuable

tool for language learning, promoting motivation, flexibility, and enjoyment. Integrating Duolingo into language classrooms can enhance vocabulary acquisition and overall language proficiency.

Another study of the application of digital platforms in learning English language aims to investigate how EFL students utilize digital platforms for learning. The researchers also explore the connection between students' digital literacy skills, their attitudes, and their use of these platforms for educational purposes. The study adopted a quantitative research approach and gathered data from a survey questionnaire completed by 80 randomly chosen foreign language students. The findings indicated that the students had a strong attitude, moderate digital reading and writing skills, and moderate use of digital platforms for learning. Additionally, the study revealed a non-significant correlation between students' use of digital platforms for learning English and their level of digital literacy skills. This research is important as it adds to the limited amount of studies focused on the use of digital platforms for educational purposes. (Hussien Mohamed Alakrash, Norizen Abdul Razak, and Pramela Krish 2022).

Mega Agnesya Siregar, Rahmah Fithriani (2023) in the study of Learning English Vocabulary with Taboo Game: A Case Study of Indonesian Junior High School Students, they seek to explore the thoughts of EFL learners who have used the taboo game in vocabulary learning, as well as their perceptions of its benefits. The study used a qualitative approach, collecting data through in-depth interviews and questionnaires. The research was conducted at a private middle school in Medan, Indonesia, with participation from 34 second-year students, consisting of 15 females and 19 males. Analysis of the data revealed that the majority of students were satisfied with learning vocabulary through the taboo game. Additionally, the students reported three main benefits: improvement in vocabulary mastery, enhanced vocabulary recall, and higher engagement. Overall, all the

participating students viewed the taboo game positively. Furthermore, the taboo game was found to be helpful in learning and understanding the material, facilitating the acquisition of new vocabulary, and fostering educational creativity.

The research's results not only demonstrate the satisfaction of the students, but also emphasize the role of the taboo game in aiding the learning of new vocabulary and promoting educational creativity. This study is a positive contribution to the investigation of creative approaches in language learning, specifically among junior high school students in Indonesia.

Mehdi Solhi Andarab (2019) in the study of Learning Vocabulary through Collocating on Quizlet, The purpose of his study was to determine if grouping vocabulary items on Quizlet could improve the learning of vocabulary compared to learning individual words without context. 70 intermediate English as a foreign language learners were divided into two groups: one group was given a list of vocabulary items with their English equivalents, while the other group was given the same vocabulary items along with their common word combinations in full sentences. The study lasted for two months, and at the end, a t-test showed a significant difference in the scores between the control group and the experimental group. This study highlights the importance of providing context for vocabulary items through collocations to improve acquisition.

The results highlight how crucial it is to include the surrounding words or phrases called collocations in order to improve the process of learning new words.

Nelly Maribel Cunalata Guilcapi (2023) in the study of DUOLINGO platform and English vocabulary, The research aimed to examine the effectiveness of the Duolingo online educational platform in helping third-year students at the Unidad Educativa Huambaló learn English vocabulary. The study used a quantitative approach with a quasi-experimental

design, conducting pre-tests and post-tests on both a control group and an experimental group. A survey was also given to the students to gauge their perceptions of the Duolingo platform. A non-probabilistic sample of 28 students was chosen for the study, and a standardized instrument was used to assess their performance and gather data. The collected data were analyzed using parametric analysis, specifically the Rho Spearman coefficient on Microsoft Excel. The survey also asked the students for their opinions and attitudes toward Duolingo using a Likert scale. The study found that the implementation of the Duolingo platform effectively helped students acquire new vocabulary in English. These findings contribute to the growing knowledge on online educational platforms, highlighting the positive outcomes of incorporating Duolingo into language learning programs. Teachers and students can benefit from these findings by using Duolingo to enhance their teaching methods and create an engaging learning environment. This research emphasizes the importance of integrating such platforms into language learning curricula to improve vocabulary acquisition and make the learning process more dynamic.

The research found that Duolingo significantly improved students' vocabulary knowledge, indicating its beneficial impact on language learning. The results emphasize the advantages for both educators and learners, supporting the inclusion of Duolingo in language curriculum to promote engaging and successful educational experiences.

Esin Hazar (2020), in the study of The use of Digital Games in Teaching Vocabulary to Young Learners, compares digital games to pen and paper exercises in an effort to ascertain the impact of games on improving vocabulary in English. To do this, digital games on the Education Informatics Network (EBA) platform were utilized to improve vocabulary instruction in a Turkish public elementary school. 37 third-graders from two different classes were enrolled in the study. One class of 17 students was designated as the control group, while a class of 20 students was designated as the experimental group. Pre- and post-

test information was gathered to provide the data for this investigation. The experimental group utilized EBA to learn vocabulary, while the control group got English lectures without utilizing any games. The effect of digital games on the experimental group's vocabulary learning was assessed using an independent sample t-test. The results implied that there were statistically significant variations in the post-test mean scores. The results demonstrated that the experimental group did better than the control group, and the post-test statistical results were noteworthy... The results show that using digital games to teach vocabulary helps students become more knowledgeable about words. The research employed a pre-test-post-test experimental-control group design to determine the extent to which students' vocabulary was enhanced by digital games. Every week for eighty minutes, the experimental and control groups attended English sessions. For the former, traditional curriculum was followed, while for the latter, game-based learning activities were incorporated digitally.

This study provides evidence that using games for learning can have a significant impact on students' language skills, highlighting the need to explore new and creative methods in education.

The studies examined various methods of language learning and vocabulary acquisition, providing valuable insights into each approach. The Duolingo study highlighted the significance of motivation in language learning, especially for beginners. It also suggested integrating Duolingo into classrooms for novice learners, despite some limitations. Similarly, the taboo game study showed how it positively impacted vocabulary learning among junior high school students in Indonesia, leading to improved mastery and engagement. Additionally, utilizing collocations on platforms like Quizlet was found to significantly enhance vocabulary acquisition compared to traditional methods. Other studies also supported the effectiveness of digital games, like those on the EBA platform, in teaching vocabulary to young learners,

emphasizing the importance of innovative and technology-driven approaches in language education. In sum, these studies collectively underscore the importance of motivation, creative methods, and technology integration in creating engaging and successful language learning experiences.

In the International Journal of Education and Literacy Studies in the study of Arnantawut Tiang-uan (2023) titled by the Effect of Using Quizlet on Thai Students' English Collocation Learning Achievement and Retention: A Study of a University in Thailand.

In this study, the impact of Quizlet, a digital teaching tool, on the English learning achievement and knowledge retention of Thai first-year students was investigated, with a focus on the usage of "do," "make," and "take." Additionally, the attitudes of students towards Quizlet were explored. The study involved 76 participants who were first-year students from a private university in Bangkok, Thailand. The research was conducted during the first semester of the 2022 academic year and utilized an achievement test and questionnaire to assess learning differences and attitudes towards Quizlet. Statistical analysis involved frequency, descriptive statistics, and a paired-samples t-test to compare learning outcomes between Quizlet and the Grammar Translation Method (GTM). The results showed a statistically significant difference ($p < 0.05$) in learning outcomes between the two methods.

Tiang-uan conducted a study to assess how Quizlet can enhance first-language English learning in Thailand. The study focused on the use of 'do,' 'make,' and 'take' in applied learning and included participants from a private university in Bangkok. To comprehensively evaluate learning differences and student attitudes, achievement tests and questionnaires were used. Statistical methods such as frequency, descriptive statistics, and paired sample t-test were also employed to increase the reliability of the findings. The results revealed a significant difference in learning outcomes between Quizlet and the Grammar Translation

method, suggesting the potential superiority of digital tools in language teaching. Expanding on students' individual experiences could provide teachers with valuable insights for effective instructional strategies.

Ahmet Basal , Muhammet Toraman , Kıymet Merve Celen (2020) in the study of ONCOLL: A quasi-experimental study on the effect of a web based platform on teaching collocations , they explored the efficacy of an online learning platform called ONCOLL compared to traditional activities in teaching English adjective-noun collocations. The study involved 62 first-year students from an English language teaching department at a university. Over the course of the study, participants received ten model sentences each week, which contained targeted adjective and noun combinations, as well as two sets of exercises. In the control group, consisting of 29 students, the activities were conducted using paper-and-pencil materials under the supervision of a teacher. In contrast, the experimental group, consisting of 33 students, used ONCOLL on individual computers without teacher involvement. The researchers used a pre- and post-test consisting of 50 items to collect data and determine whether there were statistically significant differences between the two groups. The results indicated that the participants in the experimental group achieved significantly higher scores than those in the control group, indicating the effectiveness of ONCOLL in learning foreign language collocations. This discrepancy can be attributed to specific features of ONCOLL, such as providing a platform for individual learning, requiring learners to analyze example sentences, and requiring repeated tests without feedback until achieving a perfect score.

In the Degree Thesis of Sebastian Amarius and Oliver Fredriksson (2021) about Digital games and collocations : A study of the relationship between L2 learners' gaming habits and knowledge of collocations, The aim of their study was to investigate the relationship between energy efficiency activities, especially games, and collective knowledge among 87

Swedish high school teenagers. For this purpose, in addition to the questionnaire, a Pedagogical Content Knowledge (PCK) test was also used. Research results show that students who engage in EE activities have more knowledge about the collective than those who do not. In addition, performance-based energy efficiency activities embedded in quizzes seem to be the best way to gain collective knowledge. The current study finds that there is a relationship between energy efficiency measures, especially games, and collective knowledge. Participants who reported spending more time each week playing digital games scored higher on the collective test. This was also true for students who reported spending a lot of time on visual media each week. These participants also had information about collectives that few participants knew about, especially students involved in games. The results of this study suggest that digital games can be used as a tool for teaching groups. However, further research is needed to make this idea a reality.

In addition, The primary objective of this study is to assess the overall understanding of Swedish upper school students about their gaming behaviors. Moreover, a questionnaire study was conducted to investigate various aspects of students' English usage outside of school. The findings of the study suggest that allocating more time to playing digital games and interacting with visual media is associated with improved performance on assessments of collective knowledge. This suggests that games have the potential to be used as an educational tool for groups.

Zeynab Esmacili, Mohsen Shahrokhi (2020) in their study of The Impact of Memrise Application on Iranian EFL Learners' Collocation Learning and Retention highlighted that the aim of this study was to investigate the effect of Memrise application on collaborative learning and learning among Iranian EFL learners. A quasi- experimental design was used for this purpose 75 Iranian EFL intermediate students studying English in a private language institute, namely Farahani, Iran, were selected to participate in the study using convenience

sampling in the form of two whole classes. The obtained scores were entered into SPSS software for data analysis. The results of the data analysis showed that the Memrise application had statistically different effects on collaborative learning among Iranian EFL students. In addition, it was shown that Memrise had a statistically different effect on the retention of collaborative practice among Iranian EFL learners. In addition, it was shown that there was a significant difference in immediate posttest score between Iranian EFL students who received Memrise application and those who received traditional instruction. Finally, it was found that there was a statistically significant difference between the late posttest scores of Iranian EFL students who received the Memrise application and those who received traditional instruction.

So, This study provides valuable insights into the impact of Memrise on EFL learners in Iran, where a quasi-experimental design with 75 intermediate students reveals significant differences in cooperative learning and retention, suggesting that Memrise may enhance language learning outcomes compared With traditional teaching. The use of SPSS to analyze the data adds methodological rigor to the results. Overall, the study contributes to our understanding of the role of technology in teaching English as a foreign language, especially in the context of group learning and keep it.

Mohammed El Amin GHOUES , Mokhtar HAMADOUCHE (2021)In their study about Teaching Collocations to Foreign Language Learners through Listening to Podcasts Using an Interactive Website, They conducted a study to explore the role of an interactive website to improve the collocational competence of 25 third-year EFL students from Oum El Bouaghi University in Algeria. The study employed pre-tests and post-tests to measure the impact of listening to podcasts through the interactive website on the students' collocation skills. The findings of the study showed that the participants' scores significantly improved

after engaging with the podcasts, highlighting the effectiveness of using an interactive website to teach collocations through listening to podcasts for EFL learners.

Dagdeler, Konca, and Demiroz (2020) made an effort to ascertain the efficiency of mobile apps for EFL learners' collocation learning. This study employed a quasi-experimental research design with 73 participants enrolled in two Turkish public institutions, consisting of an experimental and a control group. The results indicated that the experimental group's post-test receptive vocabulary knowledge differed significantly from that of the control group. Retention tests revealed any differences between the groups, nevertheless. There was no discernible difference in productive vocabulary knowledge between the usage of worksheets and mobile applications at this level. Therefore, it was determined that utilizing mobile applications was a successful strategy for enhancing word comprehension solely for short-term memory.

So, the research offers significant findings regarding the limited lasting influence of mobile apps on the acquisition of productive vocabulary knowledge in comparison to conventional approaches, such as using worksheets.

Another study of Collocations learning Games for FLAXY, Wu, Witten, and König (2016) highlighted that Collocation Guessing allows teachers to choose a target word and several related collocations, while also letting students try their hand at word recognition from the company they keep. Players must guess the target word as quickly as possible when the target word is eliminated and the related collocations are revealed one at a time, as an illustration, consider the following list: plain, dark, white, bitter, milk, bar of, learners. Find the word that collocates with each of these terms. (For chocolate aficionados, the answer is obvious.) Collocation In Dominoes, the final word from one collocation becomes the initial word in the subsequent collocation, mimicking the classic game of dominoes. Family life,

life cycle, cycle duration, and cycle time. Given the tremendous flexibility of English word classes, many verbs can also be used as nouns. And a wide variety of nouns have adjective functions.

This game is intended to assist students take note of these linguistic quirks and word colloquialisms. Here, the Once the beginning word “family” and the concluding word “period” are provided, the student continues by creating a Collocations by dragging one of the collocates mentioned at the top and dropping it into an empty box. A widespread practice in language classes is the use of “related words,” which aims to assist students in identifying words that have similar meanings or usage (such as “reserve” against “preserve,” “effective” versus “efficient,” and “identify” versus “recognize”) by looking at their shared collocates. Instructors select two or three related terms to target, and FLAX pulls from the collocation database a list of these target words’ collocates. In order to create proper collocations, the player drags and drops a target word into the corresponding box. Collocation Matching and Related Words are similar in that the former is intended for usage with several words, usually with only one collocation for each, while the latter is intended to concentrate on two (or three) words, with multiple collocations for each. A group of collocations with the same syntactic pattern are selected by teachers, who then divide each one into its left and right components and rearrange the two sets of components. A slice of toast, a portion of the progress, a drop of water, and a piece of information, for instance, may all be given as: information, part of the progress, a drop of water, and a slice of toast. Player has to play them again. A free program under the Games and Entertainment category’s Kids subcategory is called Collocation Completing. English is now the available language for the app. Android users can install the software. There is a word missing from a collocation in this game. The green color indicates the collocation. At the top of the screen,

a list of terms is shown. There is a term that fits the collocation. To finish the collocation, the player must drag & drop one of the provided words into the blank space.

The main goal of the FLAX system is to facilitate collocation learning by means of games that can be played on the web and on mobile devices and mimic common language activities that are taught in classrooms. The games are produced using an enormous collocation database that is automatically constructed from material from Wikipedia. Wikipedia's data has long been valuable; its articles are frequent while being updated frequently.

Musa Nushi, Amirpooya Dayani (2022) in the study of Instagram-Assisted Learning of Collocations and Colligations: The Case of EFL Learners highlighted that this study examined how Instagram can be used to help Iranian English as a Foreign Language (EFL) learners improve their knowledge of collocations and colligations. The researchers selected 15 participants based on their language proficiency and tested their knowledge of collocations and colligations. They then identified the items that were answered incorrectly by more than 50% of the participants for further instruction. The researchers created 09 videos with 41 collocational and colligational items and posted them on Instagram for five weeks. The participants were asked to watch the videos and complete related exercises in the comments section. The pre-test was repeated as a post-test after all the videos were posted, and the results showed a significant improvement in scores, indicating that the instruction was effective. Additionally, 10 participants were interviewed to gather their opinions on using Instagram for language learning, and they expressed a positive attitude towards it, where they confirmed that Instagram can be a successful and well-received platform for second language learning if used appropriately.

It can be said that this research investigates how Instagram can be used effectively as a teaching tool for Iranian EFL learners, specifically in relation to collocations and colligations. This study adds to our understanding of the possibilities of social media in language education.

Aysel Şahin Kızıl, Abdurrahman Kilimci (2017), in their study of Teaching Collocations through Web-Based Concordancing: A Corpus Informed Quasi-Experimental Study, They examines the effects of online concordancing activities on the accomplishment and retention of verb-noun collocations for EFL learners, when compared to traditional paper-based activities. A group of 62 EFL learners participated in the study and completed a pre-test, an immediate post-test, and a delayed post-test. The results showed that the learners in the experimental group performed better than the control group, demonstrating significant improvement in their understanding of verb-noun collocations following the web-based practice. Although both groups showed some decline in performance over time, the final performance of the experimental group remained superior to that of the control group. Based on these findings, this study suggests that EFL educators seeking to introduce variety into their teaching methods should consider incorporating web-based concordancing activities to enhance the collocational proficiency of their learners.

The results indicate that including these activities can boost collocational skills, providing a valuable strategy for English as a Foreign Language (EFL) teachers looking for diverse teaching techniques.

Chatpunnarangsee and Kwanjira (2013) state that the goal of “integrated corpora” in Thai university uses technology to promote learning of English collocations in English writing. The purpose of this course is to explore how online indexing can be used in English teaching collocations . Four different characteristics of the corpus used by 24 students in two parts. The

curriculum of a writing course at a university in Thailand is developed through the use of Mixed methodology and case study approach. First, they checked Pre- and post-test results of students' recognition and use of collocations. Secondly, while studying the corpus data, examine students' problem-solving methods. Third, their view on the use of corpus data as a linguistic reference has been questioned. Professors' attitudes towards using corpus suggestions to improve students' editing skills were also examined. (Chatpunnarangsee and Kwanjira, 2013).

Hamzeh Haghghi (2021) In his study published in the International Society of communication and Development among universities about The Effects of Two Technological Tools on Idiom Learning of Iranian EFL Learners: A MALL Perspective. The purpose of his research was to examine how using Telegram messenger and movie clips influenced Iranian EFL learners' ability to learn idioms. A total of 59 students were divided into two experimental groups and one control group. The control group received traditional instruction on idioms through definitions and examples, while the movie clips group learned the same idioms by watching them on TV, and the Telegram group learned them through pictures sent via the messenger app. Afterward, participants in the Telegram and movie clips groups completed a questionnaire to assess their attitudes towards learning idioms. The results demonstrated that both the Telegram and movie clips groups performed significantly better than the control group on the posttest, indicating that these tools can be beneficial for teaching idioms. Additionally, the questionnaire results revealed that participants held positive views on utilizing Telegram messenger and movie clips for idiom learning.

This means that the incorporation of technology such as Telegram and movie clips has the potential to greatly enhance the acquisition of idioms among language learners. This interactive and stimulating approach not only engages the learners, but also proves to be an effective method for mastering these unique expressions.

Hussien Mohamed Alakrash, Norizen Abdul Razak, and Pramela Krish's (2022) study on EFL students' use of digital platforms for learning English contributes to understanding how students' digital literacy skills, attitudes, and digital platform use are connected. The results, which show strong attitudes and moderate digital skills, offer valuable insights into how technology is integrated into language education.

Chatpunnarangsee and Kwanjira's (2013) examination of "integrated corpora" at a Thai University illustrates how technology, specifically online indexing, can enhance teaching of English collocations in writing courses. Their mixed methods and case study approach demonstrate improvements in students' ability to recognize and use collocations, emphasizing the advantages of including corpus data as a linguistic resource.

Conclusion:

Overall, these studies showcase the importance and effectiveness of technology integration in language education. From digital platforms for learning English to online indexing for teaching collocations and using messenger apps for idiom learning, the findings highlight the positive impact of technology on language acquisition and proficiency. As technology continues to advance, educators should consider incorporating digital resources into their language teaching practices to enhance students' learning experiences and outcomes.

These previous studies related to our research indicate the beneficial effects of technology, such as Duolingo, interactive games, and platforms like Quizlet, on English as a Foreign Language (EFL) learning. These resources provide interactive and diverse learning opportunities that cater to various preferences. Motivation, particularly for beginners, is crucial, and innovative methods like the taboo game and collocations on Quizlet aid in improving vocabulary acquisition. The importance of integrating technology and using creative approaches is

underscored in enhancing engaging language learning experiences in various educational settings.

The analyzed studies highlight how different technology tools can have a positive effect on language learning results. Whether it's Quizlet, ONCOLL, Memrise, mobile apps, FLAX, Instagram, web-based concordancing, or platforms like Telegram and movie clips, all show the potential of digital tools in improving students' comprehension and retention of collocations and idioms.

Several studies have been conducted to investigate the impact of different platforms and methods on the learning and retention of English collocations. The findings suggest that platforms like Quizlet, ONCOLL, Memrise, mobile apps, FLAX, Instagram, and web-based concordancing activities can significantly improve language learning outcomes, particularly in the context of collocations. These studies highlight the potential superiority of digital tools and innovative approaches in language education, showcasing their effectiveness in enhancing students' understanding and retention of collocations.

In our research we will investigate Teachers' and students' attitudes towards using interactive platforms in teaching collocations among third year EFL students at Abbes Laghrour Khenchela University.

Chapter Two

CHAPTER TWO: RESEARCH DESIGN AND DATA ANALYSIS

Introduction

This chapter describes the adopted methodology that allows to answer the research questions. The mixed methods investigate teachers' and learners' attitudes and perceptions towards using interactive platforms in teaching collocations. A questionnaire was administered to some teachers and third year EFL students at the Department of English at Abbes Laghrour University. The compiled Data were analyzed and explained for the purpose of knowing their attitudes and feelings about using interactive platforms in teaching collocations.

Method of the research:

The present research adopts the mixed design that involves teachers' and learners' questionnaire employed to gather data about their attitudes towards using interactive platforms in teaching collocations. This research method will enable us to collect the needed data.

Description of teachers' and learners' Questionnaire:

The teachers' questionnaire is composed of 20 questions and the learners' questionnaire composed of 15 questions, through which we intended to investigate the attitudes of Khenchela University teachers towards using interactive platforms in teaching collocations, as well as to shed light on third-year Efl students at the Department of English Language about their interaction and use of these platforms in their learning of collocations.

The study included a questionnaire for students and a questionnaire for teachers.

Questionnaires were distributed to teachers and third-year EFL students at the University of Khenchela. It is worthy to mention that the respondents were very collaborative, providing us with the different answers about our research.

Administration of learners' Questionnaire:

The questionnaire was administered to third year EFL students of the Department of English Abbes Laghrour University. The questionnaire was surveyed by the researchers after it had been answered.

Questionnaire includes 15 questions. The learners were asked to tick the appropriate box or to provide further clarifications whenever it is necessary.

Data analysis of Learners' Questionnaire:

Q1 : How well do you know collocations ?

Table 1: Learners' opinions about knowing collocations

Options	Number	Percentage
Very well	15	21.4 %
Somewhat	53	75.7 %
Not well at all	02	02.9 %
Total	70	100 %

It is apparent from table 1 that, the majority of learners, 75.7 % know collocations somewhat, while 21.4 % know them very well. A small minority, 02.9 %, do not know collocations well at all.

The findings reveal that many learners are fairly confident in their grasp of collocations, with most falling into the "somewhat" confident range. This suggests a reasonable level of understanding and skill in using collocations among the surveyed learners. Nevertheless, there is a small percentage (02.9%) who admits to be very unsure about collocations. This underscores the need for additional guidance and assistance to ensure all learners acquire a strong command of collocations, vital for proficient language use and effective communication.

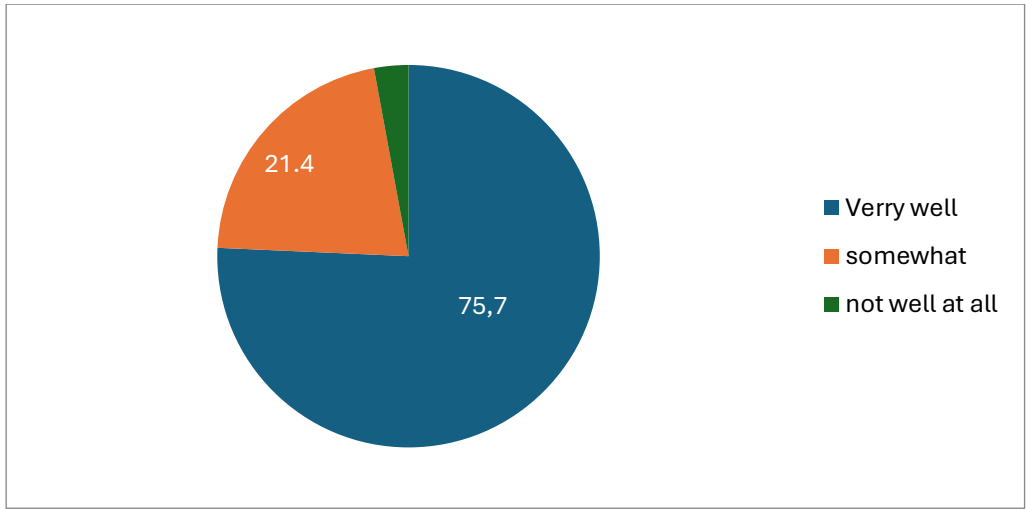


Figure 1 : Learners' opinions about knowing collocations

Q2 : How do you feel about using interactive platforms ?

Table 2 : Learners' confidence about using interactive platforms

Options	Number	Percentage
Confident	19	27.1 %
Somewhat	47	67.1 %
Not confident	4	05.8 %
Total	70	100 %

From this table , we can see that most learners feel confident about using interactive platforms, with 67.1% falling into this category. Only 27.1% are very confident, and a small minority, 5.8%, feel unsure. Overall, there is a positive attitude towards interactive platforms, although efforts can be made to enhance confidence levels.

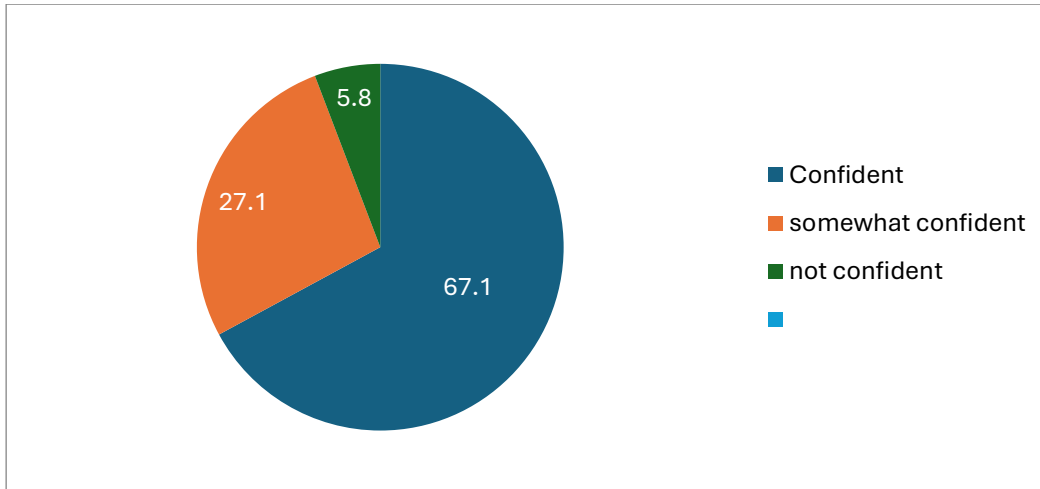


Figure 2 : Learners' confidence about using interactive platforms

Q3 : Have you ever utilized interactive platforms to learn collocations before ?

Table 3 : Learners' previous experience about using interactive platforms

Options	Number	Percentage
Yes, frequently	13	18.8 %
Yes, occasionally	46	65.2 %
No, never	11	16 %
Total	70	100 %

We can see from the table 3 that most, 65.2% students, have sometimes used these platforms, whereas 18.8% have used them regularly. This demonstrates that a significant number of students have at least some familiarity with interactive platforms. Nevertheless, it is important to note that 16% have never utilized such platforms, indicating a small group that might need extra assistance when integrating these platforms into their learning. In general, the data emphasizes the varied backgrounds of students in terms of interactive platform usage, which educators should take into account when creating and executing interactive learning tasks.

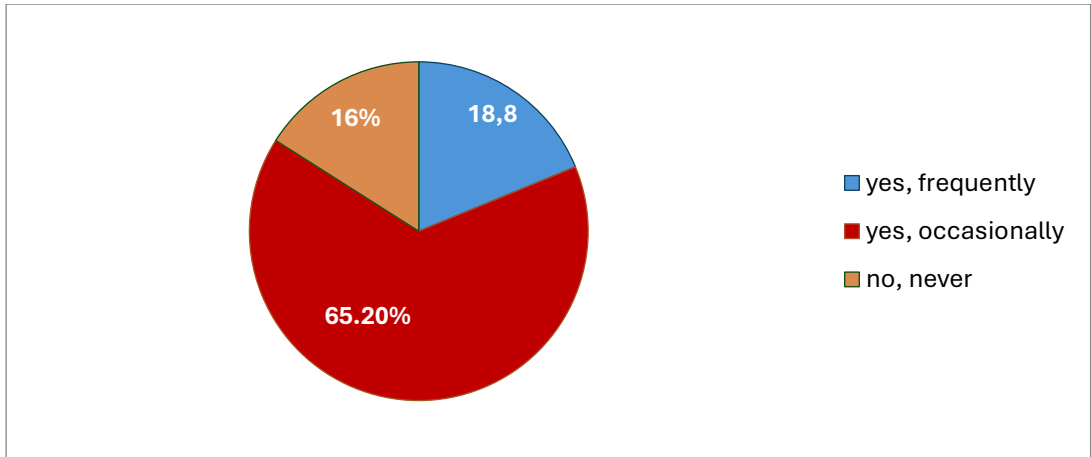


Figure 3 : Learners' previous experience about using interactive platforms

Q4 : How often do you utilize a platform that is interactive to study collocations ?

Table 4 : Learners' frequency about using interactive platforms

Options	Number	Percentage
Daily	02	02.9 %
Several times a week	14	20 %
Once a week	26	37.1 %
Occasionally	11	15.7 %
Rarely	17	24.3 %
Total	70	100 %

The data reveals that most learners utilize interactive platforms either once a week or several times a week for studying collocations. A smaller proportion of learners use these platforms daily or occasionally, while the fewest learners use them rarely.

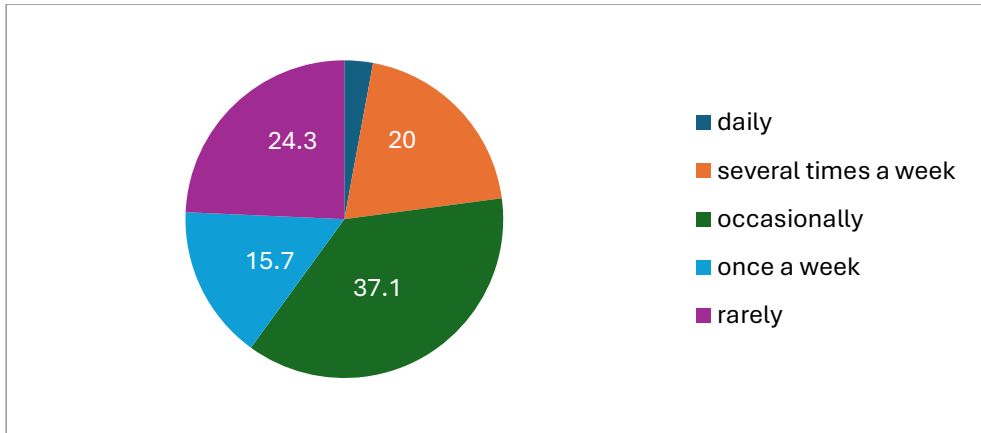


Figure 4 : Learners’ frequency about using interactive platforms

Q5 : Which kind of interactive exercises work best for you when learning collocations ?

Table 5 :Learners’ preferred exercises towards using interactive platforms

Options	Number	Percentage
Games	17	24.3 %
Quizzes	23	32.9 %
Fiill-in the blank exercises	17	24.2 %
Matching exercises	13	18.6 %
Total	70	100 %

Table 5 illustrates that learners on interactive platforms have varied preferences for exercise types. Among these, quizzes, games, and fill-in-the-blank exercises are the most favored

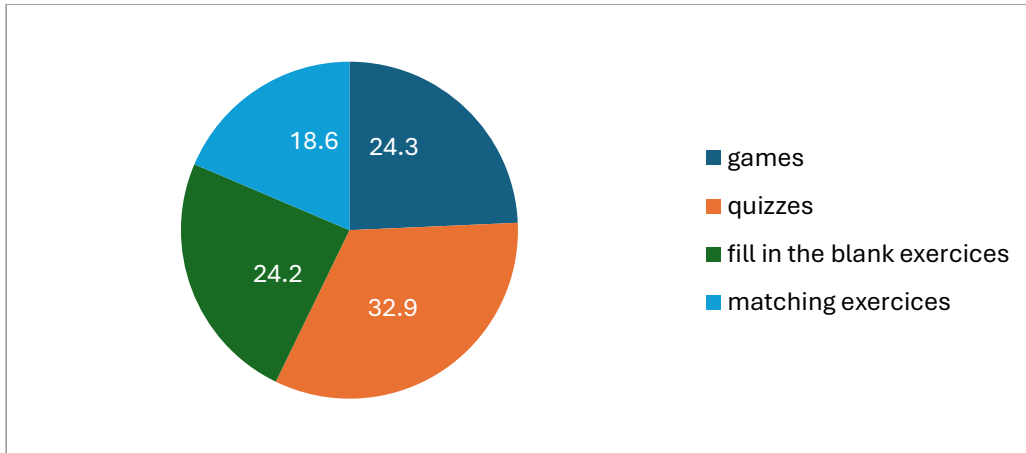


Figure 5 :Learners' preferred exercises towards using interactive platforms

Q6 : What difficulties do you encounter when trying to understand and use collocations?

Table 6: Learners' difficulties about using interactive platforms in teaching collocations

Options	Number	Percentage
Remembering which words commonly collocate with others	29	40,9 %
Understanding the nuances of different collocations	21	30.1 %
Using collocations accurately in speech or writing	20	29 %
Total	70	100 %

Table 6 indicates that the most common difficulty for learners using interactive platforms to teach collocations is recalling which words often go together, with 40.9% of respondents citing this challenge. Following closely, 29% struggle with accurately using collocations in speech or writing, while 30.1% find it hard to grasp the nuances of different collocations.

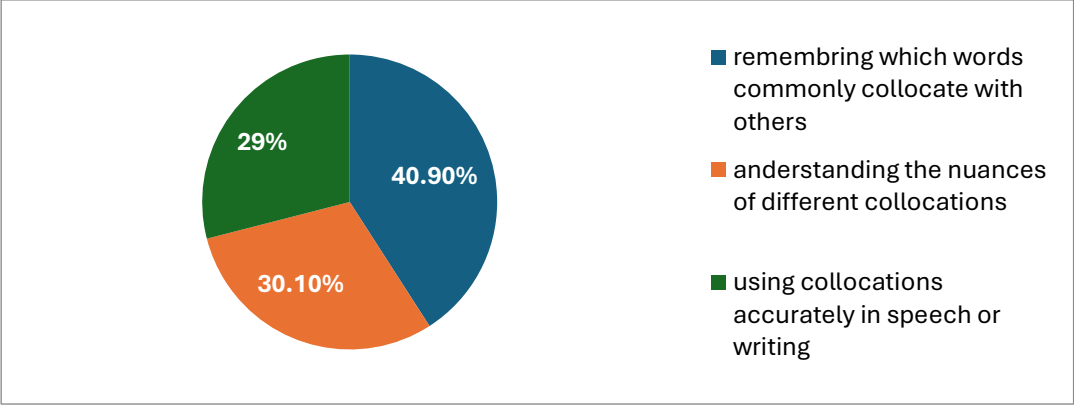


Figure 6 : Learners’ difficulties about using interactive platforms in teaching collocations

Q7 : according to you, how interactive platforms could improve your understanding of collocations?

Table 7: Learners’ benefits of interactive platforms in teaching collocations

Options	Number	Percentage
Providing immediate feedback on usage	06	8.6 %
Offering engaging activities and games	26	37.1 %

Allowing for interactive practice with real-life examples	28	40 %
Customizing learning based on individual needs	10	14.3 %
Total	70	100 %

The table 7 shows that interactive platforms create an engaging and personalized environment for mastering collocations, combining practice, feedback, and real-world examples. These advantages contribute significantly to learners' overall experience and language proficiency.

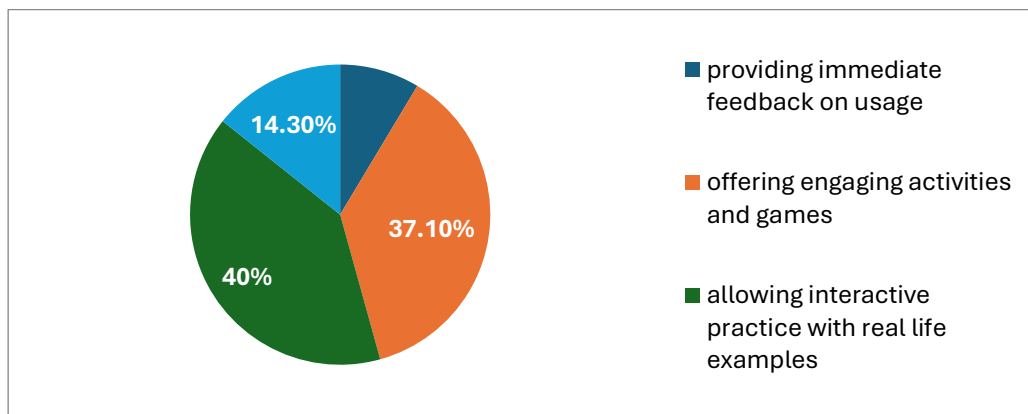


Figure 7 :Learners' benefits of interactive platforms in teaching collocations

Q 8 : Which elements would you like to see in an interactive platform designed for mastering collocations?

Table 8: Learners' desired elements about using interactive platforms in teaching collocations

Options	Number	Percentage
Interactive exercise	27	38.3 %

Progress tracking and performance analysis	14	20 %
Collaboration with peers for practice	20	29 %
Multimedia content such as videos or audio recordings	09	12.7 %
Total	70	100 %

According to Table 8, there is a strong preference among students for interactive activities when learning collocations, with 38.3% showing support for this method. Close behind, 29% of students value the opportunity for collaborative practice with peers. Additionally, 20% consider tools for tracking progress and analyzing performance to be essential. In contrast, multimedia materials such as videos or audio are preferred by a smaller group of 12.7%.

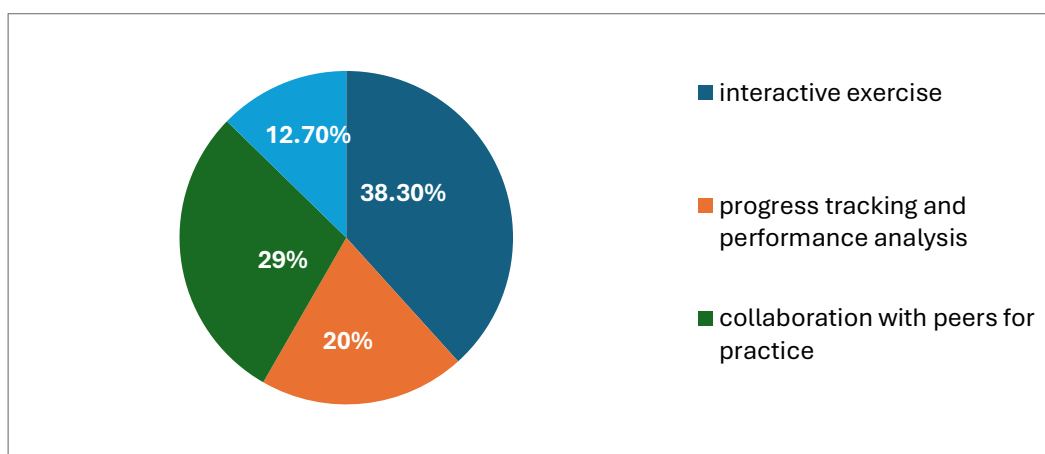


Figure 8 : Learners' desired elements about using interactive platforms in teaching collocations

Q9 :Do you think learning collocations

could be aided by collaborative activities on interactive platforms?

Table 9 : Learners' collaboration about using interactive platforms in teaching collocations

Options	Number	Percentage
Yes	49	70 %
No	08	11.4 %
Not sure	13	18.6 %
Total	70	100 %

The data indicates that most learners, totaling 70%, are willing to engage in collaboration when utilizing interactive platforms for teaching collocations. This highlights a positive inclination towards cooperative learning and interacting with peers. However, a notable proportion, 18.6%, are uncertain about collaboration, suggesting a necessity for clarification or further exploration of its advantages. Additionally, 11.4% of learners show disinterest in collaboration, possibly indicating a preference for independent learning or hesitance towards group activities. Overall, although the majority are open to collaboration, it's crucial to address uncertainties and adapt approaches to suit various learning preferences.

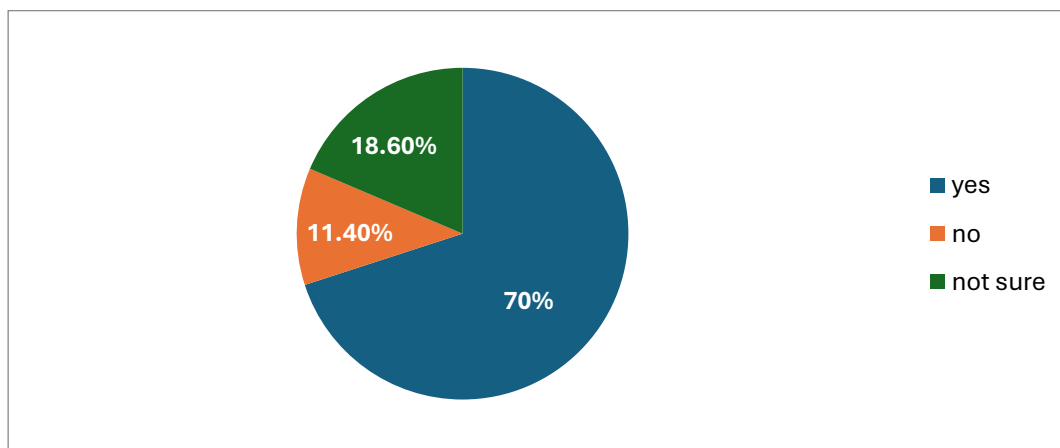


Figure9: Learners' collaboration about using interactive platforms in teaching collocations

Q10 :What additional tools or resources do you utilize, aside from interactive platforms, to enhance your comprehension of collocations?

The answers varied from one student to another, as they varied between: Quizzes, Collaborative exercises, web sites, collocations dictionary, working in peers or groups to memorize collocation, youtube channel, collocation databases, using books, fancy rules and super-smart robots to figure out how wordslike to hang out.....

The answers show that students utilize a wide range of methods to enhance their understanding of collocations. This includes engaging in hands-on activities such as quizzes and group exercises, as well as utilizing dictionaries and websites for immediate help. Collaborative learning encourages discussion and peer evaluation. Visual resources like YouTube and databases provide valuable support, while books and established rules offer structured learning paths. The integration of technology, like smart robots, introduces a contemporary approach to mastering collocations.

Q11 : Are you open to collaborating with your peers on interactive platforms in order to practice collocations?

Table 11 : Learners' peer collaboration about using interactive platforms in teaching collocations

Options	Number	Percentage
Yes	31	44.3 %
No	16	22.8 %
Maybe	23	32.9 %

Total	70	100 %
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Table 11 indicate that a substantial number of learners, accounting for 44.3%, support the use of interactive platforms for collaborative learning in collocation instruction. Conversely, there is a significant minority, representing 22.8%, who are against this approach. Additionally, 32.9% are unsure, highlighting the necessity for additional investigation into the advantages and drawbacks of this method. These results emphasize the importance of considering various viewpoints and preferences when integrating collaborative learning methods.

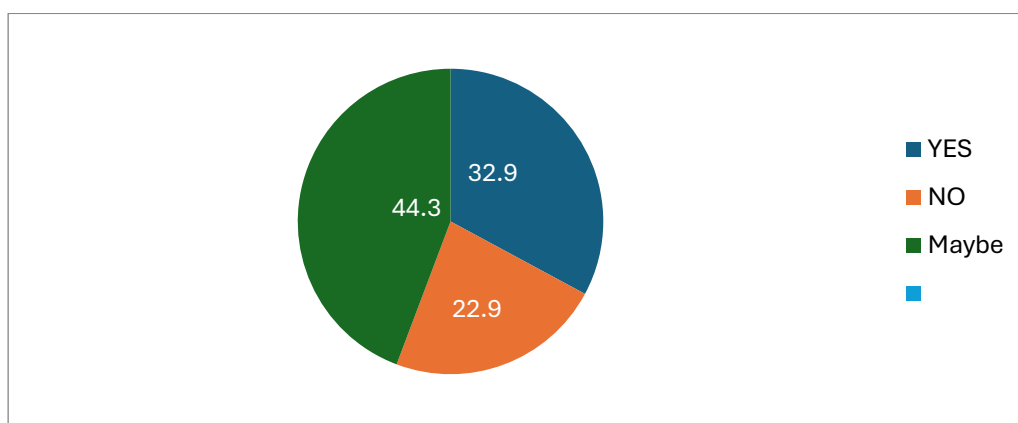


Figure 11: Learners' peer collaboration about using interactive platforms in teaching collocations

Q12 : What are your emotional reactions to the use of interactive platforms for teaching collocations?

Table 12 : Learners' emotional reaction about using interactive platforms in teaching collocations

Options	Number	Percentage
Confident	32	45.7 %
Bored	06	08.6 %

Excited	30	42.9 %
Anxious	02	02.8 %
Total	70	100 %

Table 12 suggests that while most students are optimistic and confident, some may need additional support or encouragement to fully engage with the interactive learning experience

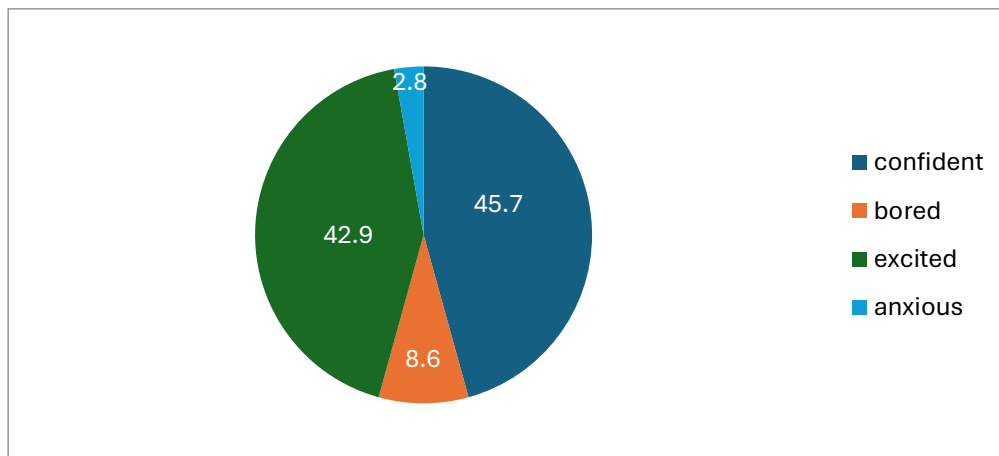


Figure 12 :Learners’ emotional reaction about using interactive platforms in teaching collocations

Q13 : Do you think that using interactive platforms can improve your grasp of collocations?

Table 13 : Learners’ impact of using interactive platforms in teaching collocations

Options	Number	Percentage
Strong agree	14	20 %
Agree	38	54.3 %
Neutral	12	17.1 %
Disagree	06	8.6 %
Total	70	100 %

Based on the data presented in Table 13, it appears that the majority of learners have a positive attitude towards utilizing interactive platforms for teaching collocations. 74.3% agree, while only 8.6% disagree, and 17.1% remain neutral. These findings suggest that interactive platforms contribute significantly to improving the teaching of collocations, considering the considerable amount of positive feedback.

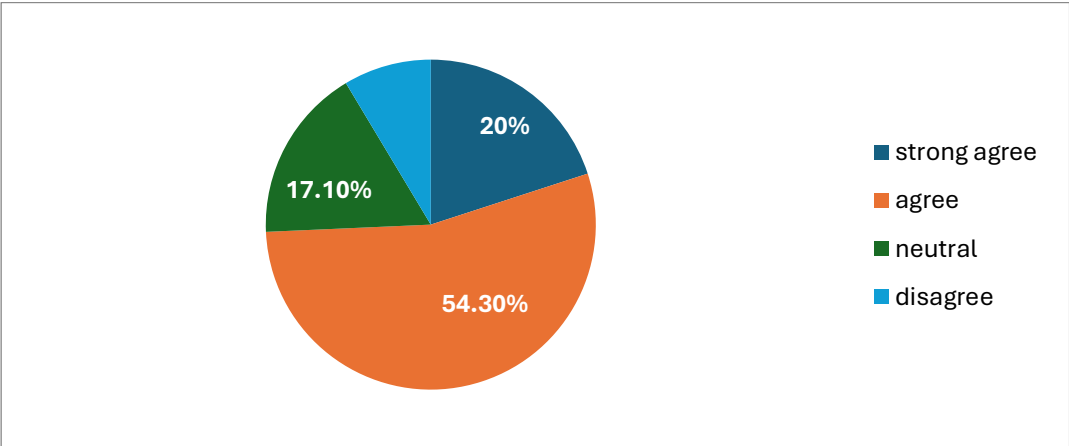


Figure 13 : Learners’ impact of using interactive platforms in teaching collocations

Q14 : How motivated are you about using interactive platforms to learn collocations?

Table 14 : Learners’ motivation about using interactive platforms in teaching collocations

Options	Number	Percentage
Very motivated	23	33.3 %
Somewhat motivated	37	52.2 %
Neutral	10	14.5 %
Not motivated	00	00 %
Total	70	100 %

The table implies that a substantial number of learners are motivated to employ interactive platforms for teaching collocations, with 85.5% demonstrating either high or moderate motivation. Additionally, none of the respondents indicate being unmotivated, showcasing a pronounced positive preference for utilizing interactive platforms in teaching collocations among the surveyed individuals.

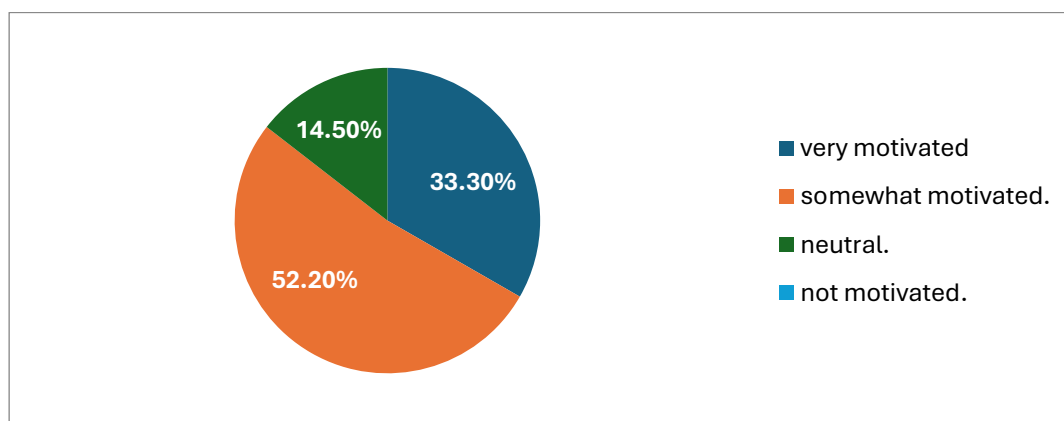


Figure 14 :Learners’ motivation about using interactive platforms in teaching collocations

Q15 : How do interactive platforms influence your engagement in learning collocations?

Table 15 : Learners’ engagement about using interactive platforms in teaching collocations

Options	Number	Percentage
Positively - they make learning more interactive and engaging	38	54.3 %
Moderately - they provide some engagement but not significantly	26	37.1 %

Unsure - I'm uncertain about their impact on engagement	05	7.3 %
Negatively - they distract from the learning process	01	1.3 %
Total	70	100 %

Examining the data on learners' engagement with interactive platforms in teaching collocations, the majority (54.3%) see them positively, highlighting their role in enhancing interactive and engaging learning experiences. A significant portion (37.1%) holds a more moderate view, acknowledging some engagement without significant impact. A small percentage (7.3%) are uncertain about the platforms' effect on engagement, while only a fraction (1.3%) perceive them negatively, suggesting they might detract from the learning process. Overall, the results suggest that interactive platforms generally contribute positively to engagement in teaching collocations, though some respondents express uncertainty or negative perceptions.

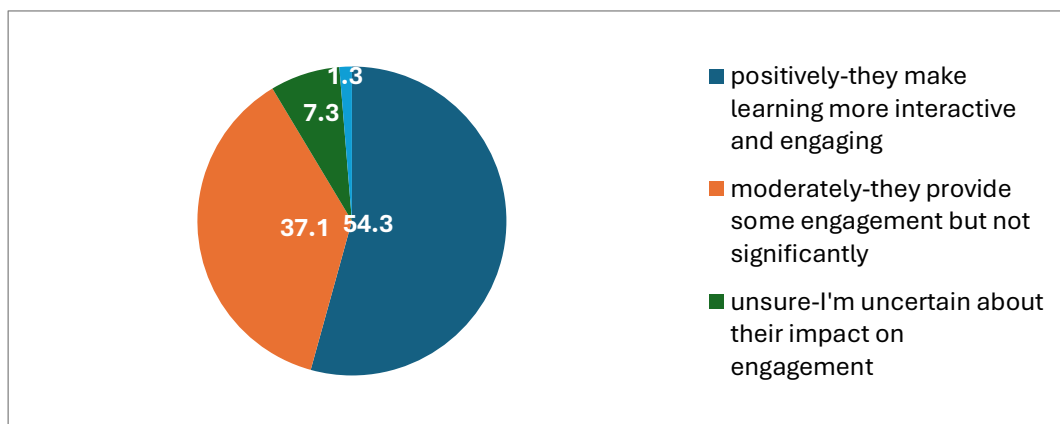


Figure 15 :Learners' engagement about using interactive platforms in teaching collocations

Analysis and Discussion of Learners' Questionnaire

The survey findings indicate that a significant proportion of learners possess a moderate level of confidence in their understanding of collocations, with most classifying them selves as "somewhat" confident.

- The results reveal a generally positive attitude towards interactive platforms. However, there is an opportunity to further enhance confidence levels among users.
- The results show that the diversity in students' experiences with interactive platforms should be recognized by educators. When developing interactive learning exercises, it's crucial to consider the different degrees of ease and experience with these technologies.
- The results show that Interactive platforms are frequently used by learners for studying collocations, although the frequency of usage varies among individuals.
- Through the results obtained, The fact that quizzes, games, and fill-in-the-blank exercises are favored by respondents underscores the importance of including a variety of interactive activities to cater to diverse learning styles and preferences.
- According to learners' responses, the most common difficulty for learners utilizing interactive platforms to learn collocations is remembering which words frequently accompany each other.
- The results show that interactive platforms are essential for enhancing the effectiveness of language learning by offering dynamic and personalized learning experiences that address individual needs.

- The findings highlight the importance of engaging and cooperative approaches to teaching collocations, as well as the benefits of having tools to monitor learners' progress.
- The results reflect a positive attitude towards cooperative learning and interaction with peers.
- The wide range of methods students use showcases their resourcefulness and flexibility in improving their comprehension of collocations.
- Additionally, the results highlight the significance of taking into account a variety of viewpoints and preferences when incorporating collaborative learning methods into instruction.
- The results underscore diverse attitudes toward interactive learning, with the majority of students expressing optimism and confidence, while a portion requires additional support to engage fully.
- Furthermore, the findings highlight the importance of interactive platforms in enhancing collocational instruction. Positive feedback suggests that these platforms effectively engage learners, assisting in the comprehension and retention of collocational knowledge.
- The results of the learners' survey show that many students are keen to use interactive platforms for studying collocations.
- The results suggest that interactive platforms typically have a positive impact on engagement in teaching collocations, despite a few respondents expressing uncertainty or negative views.

Administration of teachers' Questionnaire:

The questionnaire was administered to EFL teachers of the Department of English at Abbes Laghrour University. The questionnaire was surveyed by the researchers after it had been answered.

Questionnaire includes 20 questions .The teachers were asked to tick the appropriate box or to provide further clarifications whenever it is necessary.

Data Analysis of Teachers Questionnaire:

Q1: Do you use interactive platforms in your collocation teaching sessions?

Table01:Usage of interactive platforms in collocation teaching

Options	Number	Percentage
Yes	2	40%
No	3	60%
total	5	100 %

Based on the analysis, it seems that 40% of respondents reported using interactive platforms in their collocation teaching sessions, while 60% indicated that they do not. This suggests that the majority of participants do not utilize interactive platforms for teaching collocations.

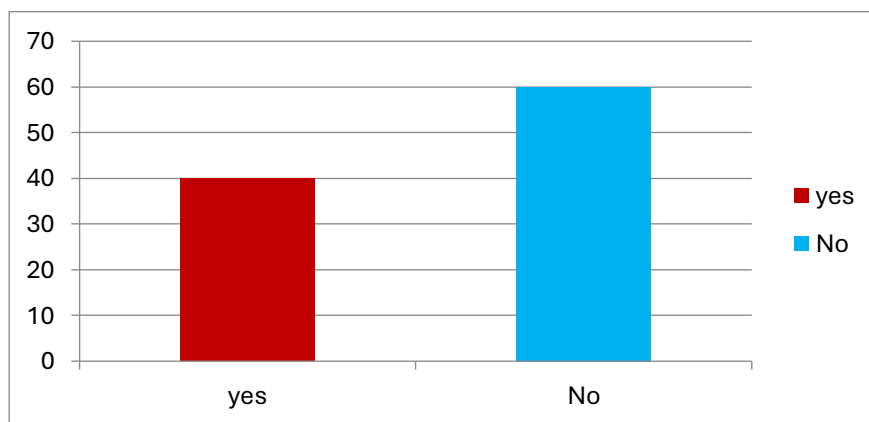


Figure 1: Usage of interactive platforms in collocation teaching

Q2:Which platform do you prefer?

Table 2: preferred interactive platforms for collocation instruction

Options	Number	Percentage
Zoom	2	40%
Google meet	3	60%
No one	0	00%
total	5	100 %

According to the data provided ,60 % of teachers prefer using Google Meet for teaching, while 40 % prefer Zoom . Interestingly ,not a single respondent said they dislike any platform

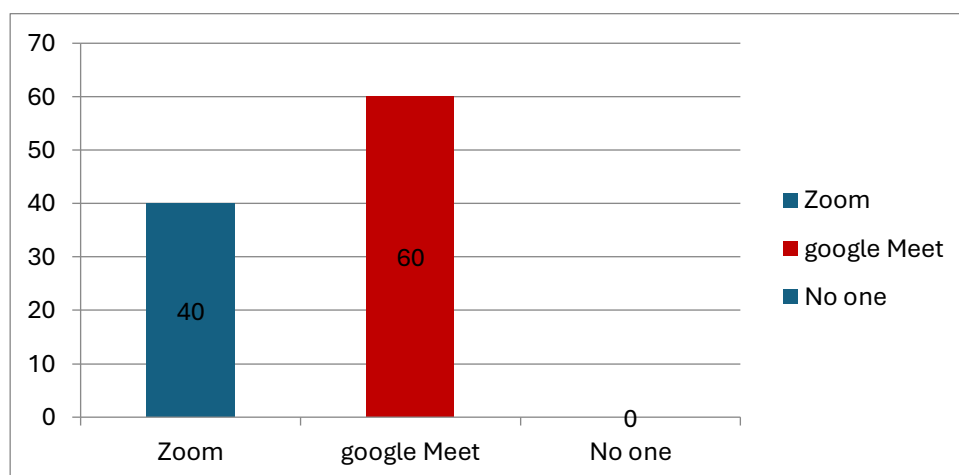


Figure 2 :preferred interactive platforms for collocation instruction

Q3:Have you found interactive platforms to be more effective than traditional methods in teaching collocations ?

Table 3 : effectiveness of interactive platforms vs traditional methods in collocation teaching

Options	Number	Percentage
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Yes	4	80%
No	1	20%
total	5	100 %

According to the analysis, the majority of respondents, 80%, believe that interactive platforms are more effective than traditional methods for teaching collocations, while 20% disagree. This shows strong support for using interactive platforms in teaching collocations.

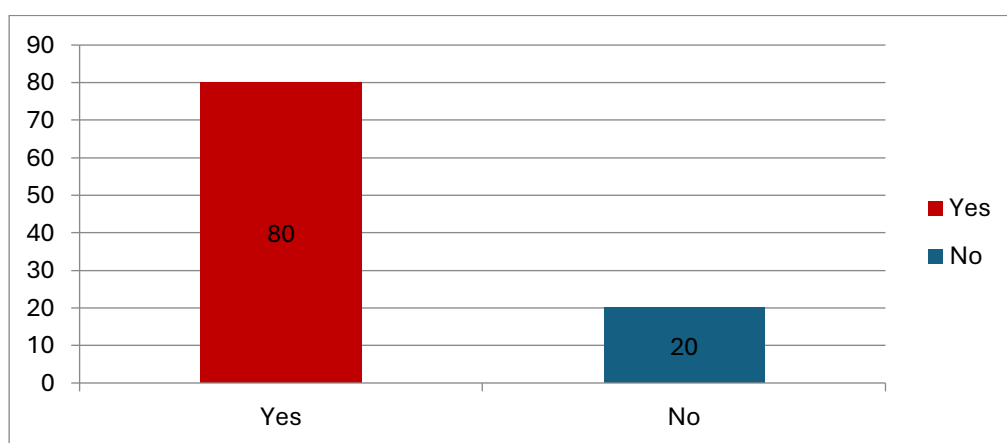


Figure 3: : effectiveness of interactive platforms vs traditional methods in collocation teaching

Q4: Which interactive platforms do you find most effective for teaching collocations ?

Table4 : Most effective interactive platforms for collocation teaching

Options	Number	Percentage
Oline quizzes	1	20%
Collaborative documents	1	20%
Language Learning apps	2	40%

I don't use them , then I can't tell	1	20%
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According to teachers, language learning apps appear to be the most popular platform for classroom collocation analysis, with 40% of respondents saying no. Online quizzes and collaborative documents both receive equal priority, receiving 20% of the vote each. But it is worth noting that 20% of teachers do not use these platforms to teach collocation

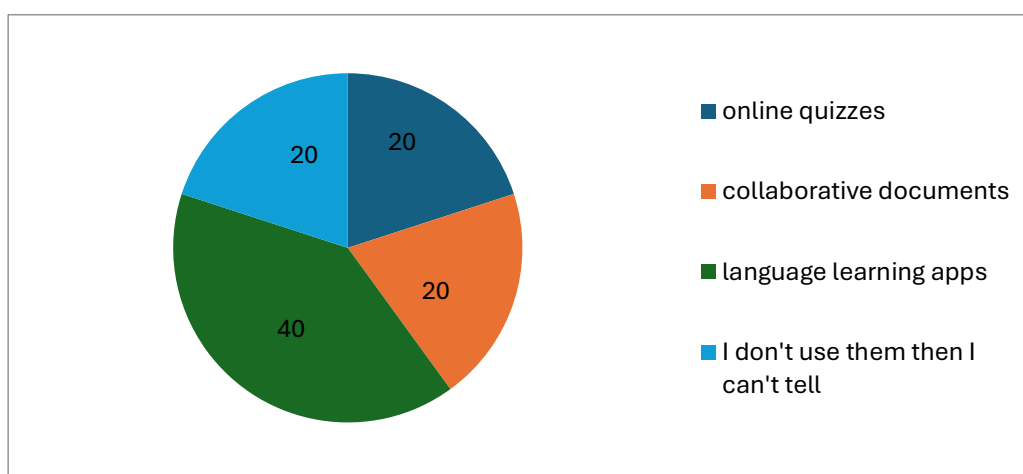


Figure 4: Most effective interactive platforms for collocation teaching

Q5: What are teachers' attitudes towards using interactive platform in teaching collocations?

Table 5: Teachers' attitudes towards using interactive platforms in collocation instruction

Options	Number	Percentage
Exciting and enthusiastic	1	20%
Perhaps they can be effective depending on	1	20%

students seriousness and commitment		
Positive	2	40%
Research indicates that these platforms are appreciated for their effectiveness in facilitating assessment and improving students' learning outcomes Teachers find them convenient and beneficial,as they provide reliable results and make the assessment process more efficient.	1	20%
Total	5	100 %

It appears that 40% of teachers have a favorable view of utilizing interactive platforms for teaching collocation analysis, with 20% showing excitement and enthusiasm, and another 20% recognizing their effectiveness. However, 20% of teachers have a neutral or uncertain stance on the matter.

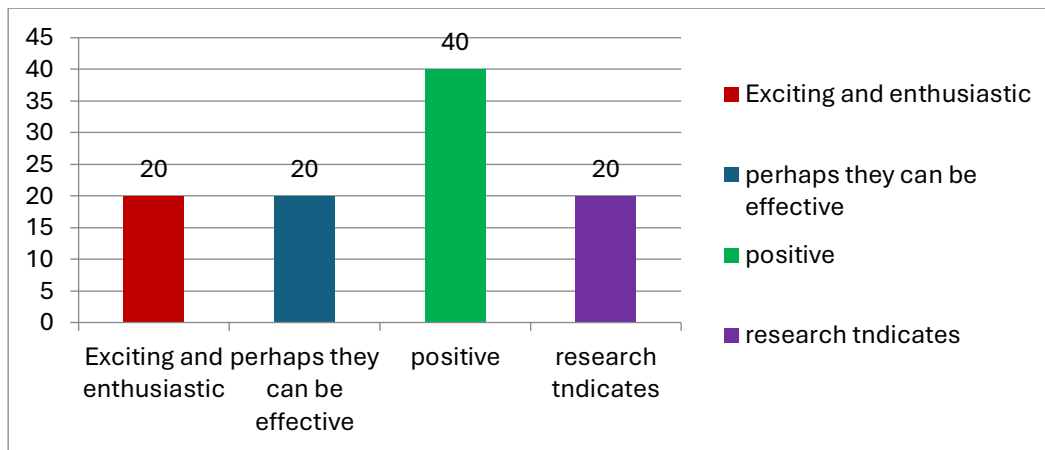


Figure 5 : Teachers attitudes towards using interactive platforms in collocation instruction

Q6 : Have you previously used interactive platforms to teach collocations ?

Table 06 : Previous use of interactive platforms in collocation teaching

Options	Number	Percentage
Yes	1	20%
No	2	40%
Sometimes	2	40%
total	5	100 %

The study indicates that 20% of participants have utilized interactive platforms for teaching collocations, with 40% not having done so. Another 40% stated they occasionally use interactive platforms for this specific purpose.

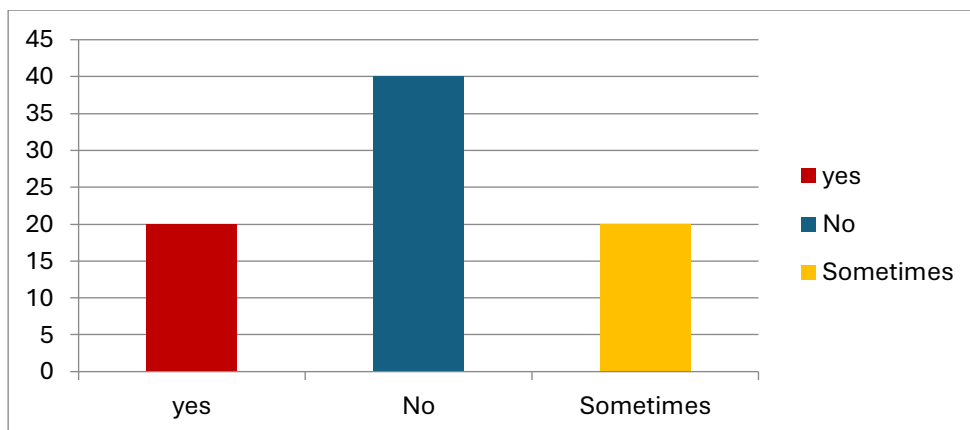


Figure 6 :Previous use of interactive platforms in collocation teaching

Q7 :How often do you utilise interactive platforms to teach collocations?

Table 07: Frequency of interactive platform use in collocation lessons

Options	Number	Percentage
Never	2	40%
Occasionally	2	40%
Always	1	20%
Total	5	100 %

The study shows that 40% of teachers do not use interactive platforms for teaching collocations, while another 40% use them occasionally. Furthermore, 20% of teachers always use interactive platforms for teaching collocations

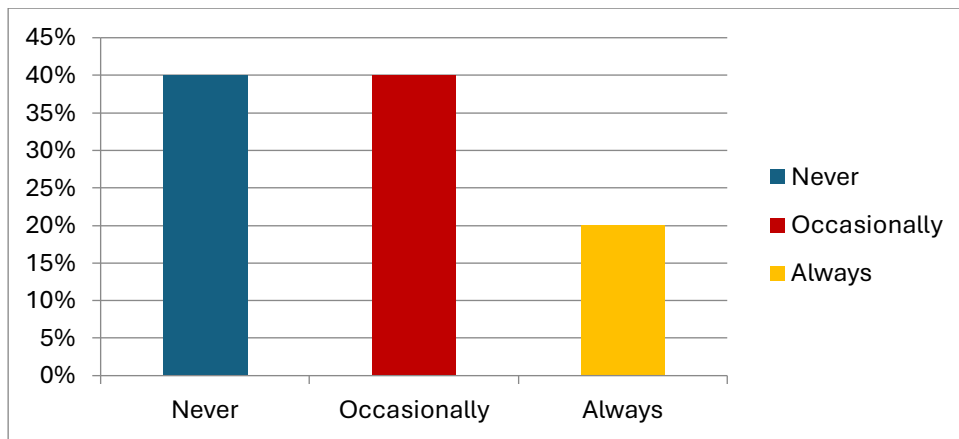


Figure 07:Frequency of interactive platform use in collocation lessons

Q8 :What is your assessment of student engagement on interactive platform during collocation lessons ?

Table 8 : Assessment of student engagement with interaction platforms

Options	Number	Percentage
Moderate	1	20%
High	3	60%
Many of them are not serious..lack of motivation	1	20%
Total	5	100 %

The study shows that 20% of teachers consider student engagement on interaction platforms during collaboration to be moderate, while the majority, 60%, see it as high. Nonetheless, 20% of teachers have concerns about students not taking these collaborative lessons seriously and lacking motivation.

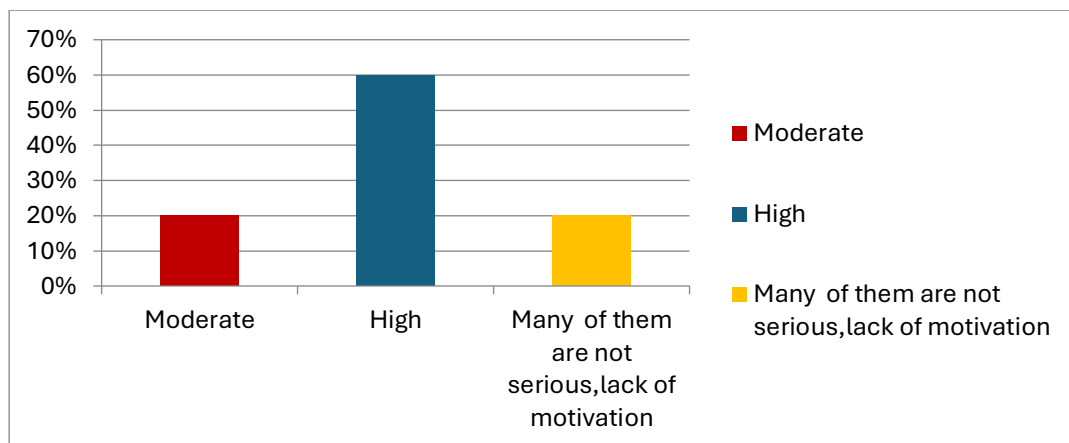


Figure 8 : Assessment of student engagement with interaction platforms

Q9 : Have you observed any improvement in students collocations understanding since incorporating interactive platforms ?

Table 09 : Improvement in students' collocation understanding with interactive platforms .

Options	Number	Percentage
Yes	2	40%
No	1	20%
No sure	2	40%
Total	5	100 %

The study shows that 20% of teachers consider student engagement on interaction platforms during collaboration to be moderate, while the majority, 60%, see it as high. Nonetheless, 20% of teachers have concerns about students not taking these collaborative lessons seriously and lacking motivation.

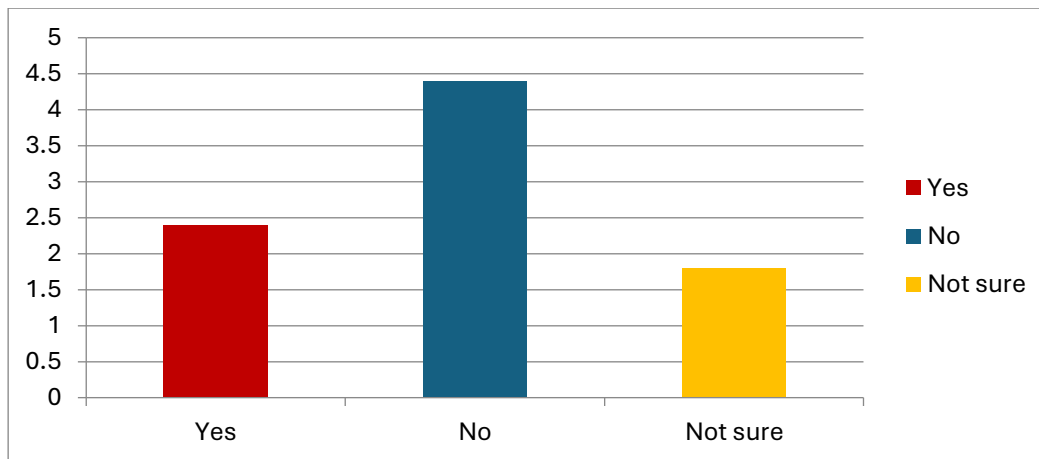


Figure 9 : Improvement in students' collocation understanding with interactive platforms

Q10: Do you believe interactive platforms are more effective for certain collocation types or difficulty level?

Table 10: Effectiveness of interactive platforms for different collocation types and levels

Options	Number	Percentage
Yes	3	60%
No	1	20%
Somewhat	1	20%
total	5	100 %

Interactive Platforms may actually be more effective for certain match types and difficulty levels because they allow for hands-on participation and immediate feedback, which can improve learning understanding and ability. According to the analysis you provided, 60% of teachers believe that interactive Platforms are more effective, 20% disagree, and 20% hold a neutral stance on this issue. This indicates a general trend in the effectiveness of interactive Platforms in promoting learning in different contexts.

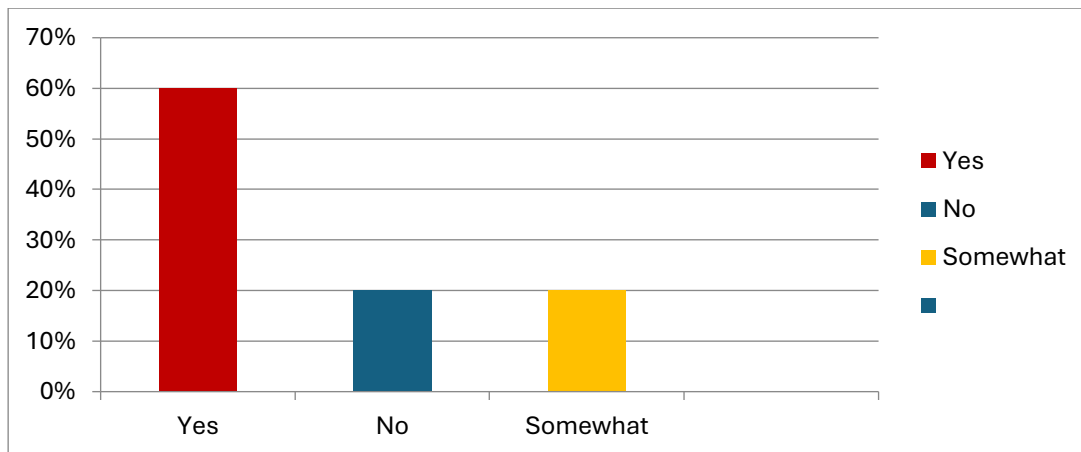


Figure 10: Effectiveness of interactive platforms for different collocation types and levels

Q11: Do you believe interactive platforms contribute to a more dynamic and participatory collocation learning environment?

Table 11: Contribution of interactive platforms to a dynamic learning environment

Options	Number	Percentage
Strong agree	2	40%
Agree	2	40%
Strong disagree	1	20%

The data indicates that 80% of teachers strongly agree with the statement, showing a common belief that interactive platforms improve the learning environment. Furthermore, 20% agree, reinforcing the idea that these platforms have a positive impact on collaborative learning.

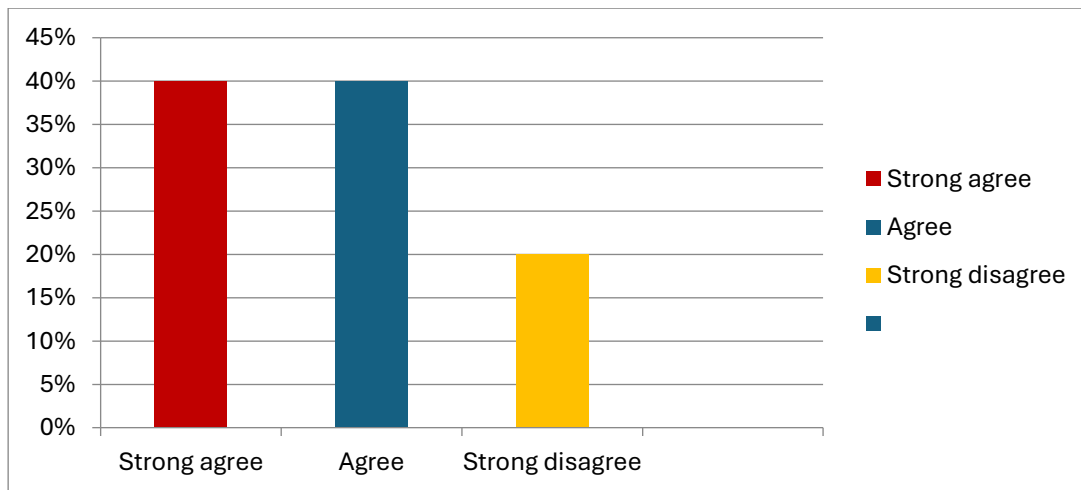


Figure 11 :Contribution of interactive platforms to a dynamic learning environment

Q12:How much do you believe interactive platforms assist in catering to diverse learning styles in your collocation lessons?

Table 12 :Assistance of interactive platforms in catering to diverse learning styles

Options	Number	Percentage
Not effective	1	20%
Very effective	4	80%
total	5	100 %

Based on the information, the majority of teachers think that interactive platforms are highly efficient in addressing various learning styles in their classes, while a small percentage do not find them effective. This suggests that most teachers agree that these platforms are crucial in meeting diverse learning requirements.

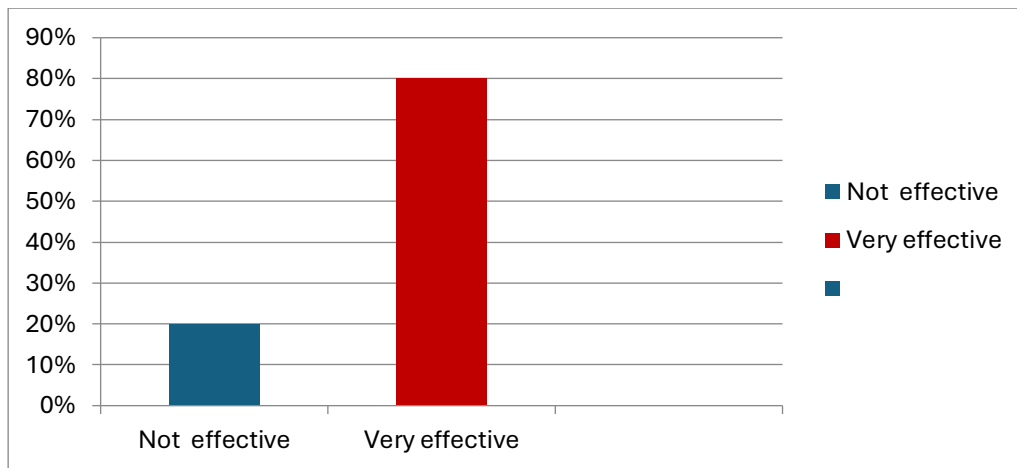


Figure 12: Assistance of interactive platforms in catering to diverse learning styles

Q13 :How would you rate student engagement on a scale of 1 to 5 when using interactive platforms for collocation instruction?

Table 13 : Rating students engagement with interactive platforms

Options	Number	Percentage
Low	1	20%
Moderate	1	20%
High	3	60%
total	5	100 %

According to the data given, student engagement is high when using interactive platforms for collocation instruction, with 60% of teachers believing this. 20% consider it moderate, and another 20% rate it as low.

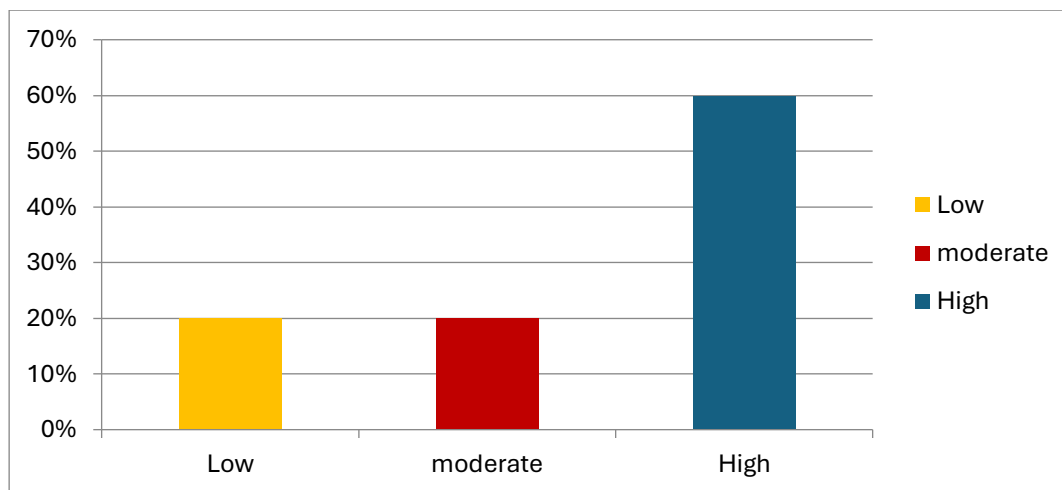


Figure 13 :Rating students engagement with interactive platforms

Q14: Would you recommend the integration of interactive platforms for teaching collocations based on the overall impact they have on the learning experience?

Table 14:Recommendation of interactive platforms for collocation teaching

Options	Number	Percentage
Yes, strongly recommend	2	40%
Yes, recommend	2	40%
No, strongly not recommend	1	20%
Total	5	100 %

According to the data, the majority of teachers support integrating interactive platforms for teaching collocations, with 80% either strongly recommending or recommending it. However, 20% do not strongly recommend it. This indicates a general agreement among most teachers in favor of using interactive platforms for teaching collocations.

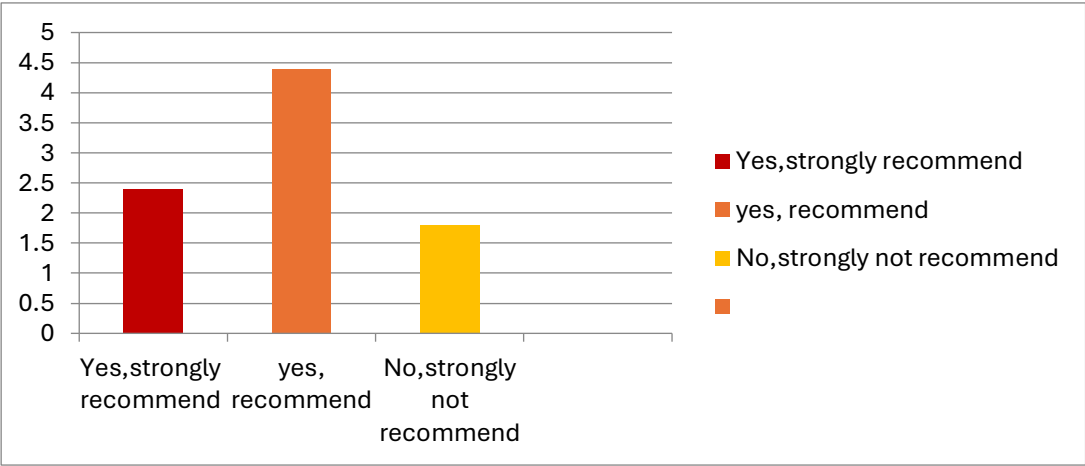


Figure 14 :Recommendation of interactive platforms for collocation teaching

Q15: Have you faced any challenges in using interactive platforms for teaching collocations?

Table 15 : Challenges in using interactive platforms for teaching collocations

Options	Number	Percentage
Yes	4	80%
No	1	20%
Total	5	100 %

The information shows that 80% of teachers encountered difficulties when using interactive platforms for teaching, whereas 20% did not face any challenges. This indicates that most teachers had trouble implementing interactive platforms for collaborative instruction.

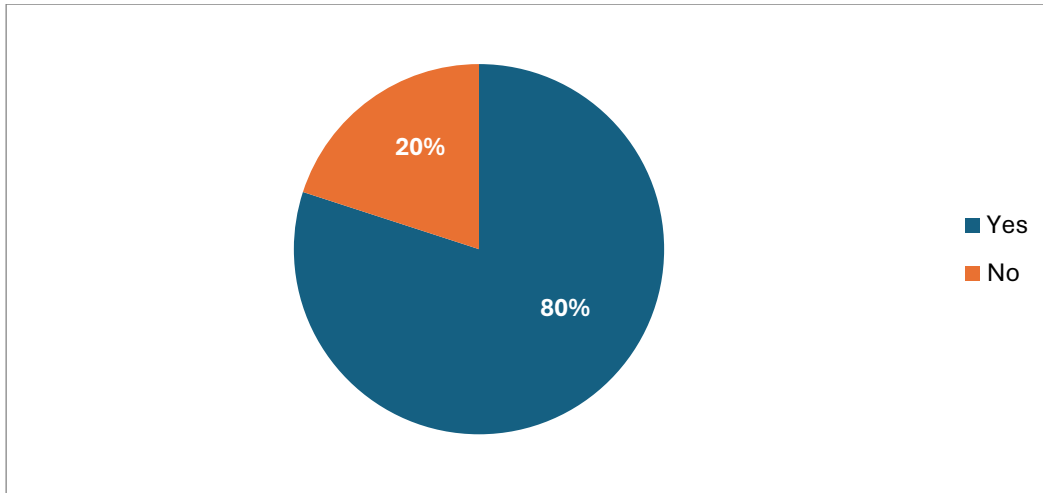


Figure 15 : Challenges in using interactive platforms for teaching collocations

Q16 : How willing are you to use an interactive platforms to teach collocations?

- Teachers' willingness to use interactive platforms to teach collocations is those interactive platforms are incredibly useful for teaching collocations because they provide engaging and dynamic methods that enhance learning. When incorporated into spoken classes, educators can offer instant feedback, interactive exercises, and customized multimedia resources to cater to various learning styles. This method increases teaching effectiveness and greatly improves student results.

Q17 :How do you feel when your students using interactive platforms to learn collocations?

- The overall perception of students using interactive learning hosting platforms appears to be positive. The answers provided highlighted the benefits of such platforms, including increased engagement and motivation, as well as the potential for better learning outcomes through personalized experiences and immediate feedback

Q18 .How do interactive platforms facilitate collaborative learning in collocated instruction?

- The teachers agreed thatInteractive platforms support collaborative learning in teaching collocations by allowing real-time collaboration, discussion forums, and peer feedback mechanisms. These features enable students to work together on exercises, exchange

ideas, and benefit from each other's input. This approach promotes active engagement and motivation as students interact meaningfully through tools like chat and resource sharing.

Q19 : How do you think the utilization of interactive platforms has affected student participation in collocation lessons ?

- The use of interactive platforms significantly increased student engagement in the collocation course. These platforms engage students through interactive and multimedia content, making courses more dynamic and engaging. Features like live quizzes, gamified exercises, and collaboration tools encourage active participation and interaction with peers. Overall, the impact has been extremely positive, with students becoming more engaged and actively engaged in learning.

Q 20: What is the most effective way to evaluate the use of interactive platforms in teaching collocations compared to traditional methods?

- The most effective way to evaluate the use of interactive platforms in sequential training compared to traditional methods is through an experimental design. Conducting research with two groups, one using an interactive platform and one using traditional methods, can directly compare effectiveness. Evaluation criteria may include observation of student interaction and participation, their ability to apply what they have learned in discussions, and continued use of the platform outside of the classroom. This approach provides important insights into the ability of social platforms to promote inclusive learning over traditional methods.

Analysis and Discussion of Teachers' Questionnaire:

From what was analysed about teachers' use of interactive platforms in teaching collocation, we note diverse viewpoints. Most teachers seemed to have confidence in its effectiveness,

although a few have expressed reservations or concerns. It is intriguing to observe the varying preferences for platforms such as Google Meet and Zoom, along with the generally favorable perception of interactive learning platforms among students. Assessing their effectiveness through experimental designs could yield valuable insights into their influence when compared to conventional approaches.

Conclusion

As a conclusion, students' hold mixed opinions regarding the use of interactive tools for learning collocations. Some find them engaging and beneficial for enhancing memory, while others prefer traditional methods or view digital tools as distractions. It is important for educators to acknowledge and cater to these diverse preferences in the realm of education. Similarly, teachers have varied perspectives on incorporating interactive platforms into their teaching of collocations. Some readily embrace these tools, recognizing their capacity to boost student engagement and facilitate active learning. Conversely, some educators approach these tools with caution, questioning their efficacy in comparison to conventional methods or feeling apprehensive about their integration into the curriculum. Factors such as teachers' technological proficiency, pedagogical beliefs, and past experiences with interactive tools impact their attitudes towards utilizing them in the classroom.

General Conclusion

General conclusion

This study aims to investigate how incorporating interactive platforms into teaching collocations can improve the learning process for third-year EFL students and teachers at Abbes Laghrour University, Khenchela. Using a mixed-methods approach, which combines qualitative and quantitative research methods, allows for a comprehensive examination of the topic. By surveying 70 out of 100 third-year EFL students and 5 out of 10 English teachers, the study seeks to understand their attitudes and perceptions towards using interactive platforms. This approach enhances the reliability and validity of the research outcomes by triangulating findings from different data sources. The research design involves distributing questionnaires to both students and teachers, enabling efficient data collection on the effectiveness of interactive platforms in teaching collocations.

From what we have reached from the results that make us answer the main research questions and start responding that :

Question 1:What are teachers attitudes towards using interactive platforms in teaching collocations ?

- Teachers' attitudes towards using interactive platforms in teaching collocations can vary. Some may embrace them enthusiastically as beneficial tools for student engagement and dynamic learning, while others may be more hesitant, questioning their effectiveness compared to traditional methods or feeling unsure about how to incorporate them effectively. Ultimately, teachers' attitudes may be shaped by their comfort with technology, pedagogical beliefs, and experiences with using interactive platforms in the classroom.

Questions 2 :What are learners attitudes towards using interactive platforms in teaching collocations ?

- Students' views on the utilization of interactive tools for learning collocations may vary. While some students find these tools engaging and advantageous, appreciating their dynamic nature for enhancing memorization, others may prefer traditional learning methods or perceive digital tools as a distraction. Acknowledging and accommodating these diverse learning preferences is essential in education

Questions 3 :What is the effect of incorporating interactive platforms in teaching collocations on students' motivation to learn ?

- Utilizing interactive platforms to teach collocations can greatly enhance students' eagerness to learn. By integrating features such as quizzes, games, and collaborative activities, the learning process becomes more captivating and enjoyable. Furthermore, the provision of instant feedback and tailored learning opportunities through these platforms accommodates various learning preferences, thereby amplifying motivation and improving the retention of collocations.

Questions 4 :How do students feel emotionally about interactive platforms that are used to teach collocations?

- Students' emotional reactions to the use of interactive platforms for teaching collocations can vary greatly. Some students may find these platforms exciting and motivating, while others may feel overwhelmed or frustrated. Additionally, some students appreciate personalized learning and instant feedback, while others prefer face-to-face instruction. Ultimately, students' emotional responses are influenced by factors such as learning preferences, technology experiences, and how well the platform meets their needs.

Question 5 : Are these platforms an effective role in learning and acquiring knowledge and skills for the students while using them as a means of learning ?

- Using interactive platforms in the right way can significantly benefit student learning and skill development. These tools provide advantages such as improved engagement, active learning chances, immediate feedback, and personalized learning experiences. By accessing a variety of resources and materials, including multimedia content and interactive exercises, students can enhance their comprehension and retention of information. However, the effectiveness of these platforms relies on factors such as the quality of the content, platform design, and how well they match with student learning objectives and requirements.

Though the concept of utilizing interactive platforms to teach collocations in EFL classrooms is not widespread, it can significantly boost students' interest in learning. These platforms offer features like quizzes, games, and collaborative activities that make the learning process more enjoyable. By adopting this interactive approach, students are more likely to stay motivated and dedicated to their studies.

One key advantage of interactive platforms is the immediate feedback they provide. This enables students to quickly identify and correct their mistakes, reinforcing their learning in real-time and reducing frustration.

Furthermore, these platforms offer personalized learning opportunities by adjusting the exercises to match each student's skill level and pace. This ensures that students are appropriately challenged without feeling overwhelmed, accommodating a variety of learning preferences and abilities.

Moreover, interactive platforms cater to different learning styles through multimedia content and a range of interactive exercises. This helps students engage with the material in ways that suit their preferred learning methods, such as visual learners benefiting from videos and kinesthetic learners enjoying hands-on activities.

Collaborative activities on these platforms also enhance learning by allowing students to work together, share knowledge, and learn from one another. This social aspect can be highly motivating and foster a sense of community among students.

In conclusion, interactive platforms offer numerous advantages for teaching collocations, including increased engagement, instant feedback, personalized learning, and diverse teaching methods. These benefits can lead to higher motivation levels and better retention of collocations, ultimately enhancing the overall learning experience.

Limitations of the study :

The study has many limitations :

- First , there was not enough time to conduct a larger study that included other levels of students.
- Secondly,there are few references that studied our subject in Algerian Universities.

Recommendations and suggestions :

Due to the use of interactive platforms in teaching collocations by learners and teachers, a series of recommendations and suggestions can be offered to facilitate the process of teaching/ learning using interactive platforms in teaching collocations at Abbes laghrour Khenchela University.

- First of all, enhance learners' confidence by providing additional assistance, providing constructive feedback, and encouraging participation in collaborative activities.

- Expanding cooperative learning opportunities by creating activities that encourage cooperative learning, such as group projects with a focus on building teamwork and communication skills.
- Continuous improvement of teaching methods by regularly updating teaching techniques based on feedback and research results to create a better learning environment and openness to innovative methods and new technologies that can enhance the teaching of combinations.

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Appendices

Learners' questionnaire

The purpose of this study is to investigate learners' attitudes and perceptions about using interactive platforms in teaching collocations. Your valuable feedback will help us understand the effectiveness of such platforms in enhancing your learning experience. Your responses are anonymous and will be used solely for research purposes. Thanks in advance for your collaboration

Q1 : How well do you know collocations?

- a. Very well
- b. Somewhat
- c. Not well at all

Q2 : How do you feel about your comprehension of collocation ?

- a. Confident
- b. Somewhat
- c. Not

Q3 : Have you ever utilized interactive platforms to learn collocations before ?

- a. Yes,frequently
- b. Yes,occasionally
- c. No,never

Q4 : How often do you utilize platform that is interactive to study collocations ?

- a. Daily
- b. Several times a week
- c. Once a week
- d. Occasionally

- e. rarely

Q5 : Which kind of interactive exercises work best for you when it comes to Learning collocations?

- a. Games
- b. Quizzes
- c. Fill-in the blank exercises

Q6 : What difficulties do you encounter when trying to understand and use collocations?

- a. Remembering which words commonly collocate with others
- b. Understanding the nuances of different collocations
- c. Using collocations accurately in speech or writing

Q7 : According to you ;how interactive platforms could improve your understanding of collocations?

- a. Providing immediate feedback on usage
- b. Offering engaging activities and games
- c. Allowing for interactive practice with real-life examples
- d. Customizing learning based on individual needs

Q8 : Which elements would you like to see in an interactive platform designed for mastering collocations?

- a. Interactive exercises
- b. Progress tracking and performance analysis
- c. Collaboration with peers for practice
- d. Multimedia content such as videos or audio recording

Q9 : Do you think learning collocations could be aided by collaborative activities on interactive platforms?

- a. Yes
- b. No
- c. Not sure

Q10 : What additional tools or resources do you utilize, aside from interactive platforms, to enhance your comprehension of collocations?

Q11 : Are you open to collaborating with your peers on interactive platforms in order to practice collocations?

- a. Yes
- b. No
- c. maybe

Q12 : What are your emotional reaction to the use of interactive platforms for teaching collocations ?

- a. confident
- b. bored
- c. excited
- d. anxious

Q13 : Do you think that using interactive platforms can improve your grasp of collocations?

- a. Strong agree
- b. Agree
- c. Neutral
- d. disagree

Q14 : How motivated are you about using interactive platforms to learn collocations?

- a. Very motivated
- b. Somewhat motivated
- c. Neutral
- d. Not motivated

Q15 : How do interactive platforms influence your engagement in learning collocations ?

- a. Positively –they make learning more interactive and engaging
- b. Moderately –they provide some engagement but not significantly
- c. Unsure –I’m uncertain about their impact on engagement
- d. Negatively-they distract from the learning process

Teachers' Questionnaire

The purpose of this study is to explore the extent of teachers in using interactive platforms in teaching collocations, Therefore, I ask you to respond objectively and transparently to the questions and statements included in the questionnaire.

Q1 : Do you use interactive platforms in your collocation teaching sessions ?

- a. Yes
- b. No

Q2 : which platform do you prefer?

- a. Zoom
- b. Google Meet
- c. Microsoft Teams

Q3 : Have you found interactive platforms to be more effective than traditional methods in teaching collocations ?

- a. Yes
- b. No

Q4 : Which interactive platforms do you find most effective for teaching collocation ?

- a. Online quizzes
- b. Collaborative documents
- c. Language learning apps

Q5 : what are teachers attitudes towards using interactive platform in teaching collocations ?

- a. Exciting and enthusiastic

- b. Perhaps they can be effective depending on students seriousness and commitment
- c. Positive
- d. Research indicates that these platforms are appreciated for their effectiveness in facilitating assessment and improving students' learning outcomes

Teachers find them convenient and beneficial,as they provide reliable results and make the assessment process more efficient

Q 6 : Have you previously used interactive platforms to teach collocations ?

- a. Yes
- b. No
- c. sometimes

Q7 : How often do you utilize interactive platforms to teach collocations ?

- a. Never
- b. Occasionally
- c. Always

Q8 : What is your assessment of student engagement on interactive platform during collocation lessons ?

- a. Moderate
- b. High
- c. Many of them are not serious,lack of motivation

Q9 : Have you observed any improvement in students collocation understanding since incorporating interactive platforms ?

- a. Yes
- b. No

- c. Not sure

Q10 : Do you believe interactive platforms are more effective for certain collocation types or difficulty levels?

- a. Yes
- b. No
- c. somewhat

Q11 : Do you believe interactive platforms contribute to a more dynamic and participatory collocation learning environment ?

- a. Strong agree
- b. Agree
- c. Strong disagree

Q12 : How much do you believe interactive platforms assist in catering to diverse learning styles in your collocation lessons ?

- a. Not effective
- b. Very effective

Q13 : How would you rate student engagement on a scale of 1 to 5 when using interactive platforms for collocation instruction?

- a. Low
- b. Moderate
- c. High

Q14 : Would you recommend the integration of interactive platforms for teaching collocations based on the overall impact they have on the learning experience?

- a. Yes, strongly recommend
- b. Yes, recommend
- c. No, strongly not recommend

Q15 : Have you faced any challenges in using interactive platforms for teaching collocations?

- a. Yes
- b. No

Q16 : How willing are you to use an interactive platforms to teach collocations ?

Q17 : How do you feel when your students using interactive platforms to learn collocations ?

Q18 : How do interactive platforms facilitate collaborative learning in collocated instruction ?

Q19 :How do you think the utilization of interactive platforms has affected student participation in collocation lessons?

Q20 : What is the most effective way to evaluate the use of interactive platforms in teaching collocations compared to traditional methods?

Résumé :

Cette recherche est une étude descriptive dont l'objectif principal est d'étudier les attitudes et les perceptions des apprenants et des enseignants concernant l'utilisation des plateformes interactives dans les colocations d'enseignement à l'Université Abbes Laghrour de Khenchela. Afin d'aborder cette question, un questionnaire utilisé comme outil de recherche. Les questionnaires sont utilisés pour collecter des données auprès d'un échantillon de 70 étudiants de troisième année d'EFL et de 05 enseignants du Département de langue anglaise de l'université de Khenchela.

Sur la base des résultats des questionnaires, la recherche indique qu'il est nécessaire d'employer diverses méthodes pour répondre aux différents niveaux de confiance et d'expérience des apprenants. L'intégration de diverses activités interactives peut s'adapter à différents styles et préférences d'apprentissage, l'apprentissage collaboratif et l'interaction entre pairs étant essentiels pour améliorer la compréhension et la rétention de la mémoire. Concernant l'utilisation par les enseignants de plates-formes interactives pour la colocalisation de l'enseignement, les opinions divergent. Si de nombreux éducateurs approuvent leur efficacité, certains émettent des réserves. L'éventail des préférences pour des plateformes telles que Google Meet et Zoom est intrigant, surtout si l'on considère la préférence globale des étudiants pour les plateformes d'apprentissage interactives. Mener des expériences pour évaluer leur efficacité par rapport aux méthodes traditionnelles pourrait offrir des informations précieuses

ملخص:

يعد هذا البحث دراسة وصفية أهمها التعرف على اتجاهات و تصورات المتعلمين و الأساتذة حول استخدام المنصات التفاعلية في تدريس المتلازمات بجامعة عباس لغرور بخنشلة. ومن أجل معالجة هذه المسألة، تم استخدام استبيان كأداة بحث. تم استخدام الاستبيانات لجمع البيانات من عينة مكونة من 70 طالبا في السنة الثالثة للغة الإنجليزية كلغة أجنبية و 05 أساتذة من قسم اللغة الإنجليزية بجامعة خنشلة

وبناء على نتائج الاستبيانات، يشير البحث إلى أن توظيف أساليب متنوعة أمر ضروري لتلبية مستويات الثقة و الخبرة المتفاوتة لدى المتعلمين. يمكن أن يؤدي دمج الأنشطة التفاعلية المتنوعة إلى استيعاب أنماط و تفضيلات التعلم المختلفة، حيث يعد التعلم التعاوني و التفاعل بين الأقران أمرا بالغ الأهمية لتعزيز الفهم و الاحتفاظ بالذاكرة. فيما يتعلق باستخدام المعلمين للمنصات التفاعلية لتدريس التجميع، كانت هناك آراء مختلفة. في حين أن العديد من المعلمين يؤيدون فعاليتها، فإن البعض لديهم تحفظات. يعد نطاق التفضيلات مثل قوقل ميت و زوم مثيرا للاهتمام لاسيما بالنظر الى تفضيل الطلاب العام لمنصات التعلم التفاعلية .

إن إجراء تجارب لتقييم فعاليتها مقارنة بالطرق التقليدية يمكن أن يقدم رؤى قيمة