**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA**

**MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH**

**AbdElhafid Boussouf University Center - Mila**

*Institute of Literature and Languages*

*Department of Foreign Languages*

*Branch: English*

*Exploring the Vital Role of Online Platforms in Supporting Native-Like Command of English Sentence Structure*

*The case of first year English students at Mila university center*

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in

**Didactics of Foreign Languages**

**Presented by:**                                                           **Supervisor:**

 *Amani ARRAR*                                                          *Dr. Djalal MANSOUR*

*Boutheina AIOUADJ*

**Board of Examiners:**

**Chairwoman:**          **Dr.Yamina BENNANE**

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**Examiner:**          **Dr. Souad ATMA**

**2025**

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**Dedication**

*In the name of Allah, Creator of the heavens and the earth,*

*All praise is due to Him, first and last, outwardly and inwardly, for blessing me with the light of knowledge, the strength of determination, and the ease of guidance.*

*To those who have been the pillars of my soul, the beat of my heart, and the support of my life…*

*To my beloved father, Ibrahim, a symbol of wisdom and steadfastness, who taught me that life is full of challenges and that every word must be spoken with integrity.*

*To my tender-hearted mother, a source of compassion and sincere prayers, who taught me that patience is worship and love is a gift that never runs dry.*

*To my dear brother Zakaria, and my gentle sister Taqwa, my companions on the journey of life and the support of my years along every path.*

*To my grandparents, and to all the cherished members of my extended family on both my father's and mother's sides—those who never held back their love and supplications…*

*To you, with all appreciation, all gratitude, and every heartbeat in this heart.*

*To my soul mate and life's companion, my beloved husband Yacine, this work would have remained incomplete without the warmth of your presence, the sincerity of your support, and your unwavering faith in my ability…you were the light in my darkest times, and the firm ground when I trembled.*

*To my second family, whom God has honored me by making them part of my life…to the noble father, Abdelaziz, the owner of a great and generous heart, and to the precious mother, Nora, in whom I found the tenderness of a second mother,*

*To the kind sisters, Abeer, Manal, Malak—Jousal the smallest girl of this beautiful family.*

*To All my friends Oumaima Siari, Chaima, Tahani, Nada, Nada, Ikram.*

*To each of you, I extend my deepest love, appreciation, and gratitude.*

*And to everyone who left a beautiful mark on my path, or uttered a prayer in my absence, or offered a word of encouragement…*

*This work is dedicated to you all—with love, gratitude, and boundless appreciation.*

**Amani Arrar**

**Dedication**

*To my dearest parents,*

*You have been my pillars of strength, my safe haven, and the light that guided me through*

*every storm. Your love, sacrifices, and endless support are the roots of every success I*

*achieve.*

*To my beloved sister, you are a source of comfort, laughter, and unwavering belief. Thank*

*you for being there in silence and in joy, for understanding me without words*

*To my precious friends, your friendship turned hardship into hope, and long days into*

*cherished memories. I will always be grateful for your support, kindness, and love*

*To my respected professors, thank you for being more than educators thank you for being*

*mentors, motivators, and patient guides. Your knowledge and encouragement helped shape*

*this path and light the way forward.*

*To everyone who helped me, whether in words, deeds, or silent prayers near or far I am*

*deeply thankful. Your presence, even for a moment, made a difference.*

*And finally, to myself, for surviving the hard days, celebrating the small victories, and never*

*giving up. I am proud of the journey, the growth, and the strength I've discovered within.*

*This work is dedicated to you all.*

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**Abstract**

English language has emerged as a lingua franca. With the rapid progress of technology, significant changes have appeared across various fields which include education. As a result, online platforms have become essential tools for language learners. This dissertation investigates the vital role of online platforms in supporting native-like command of English sentence structure among first-year English students at Mila University Center. The questions that this study addressed are: 1-How do online platforms contribute to achieve a native-like command of English sentence structure? 2-Which online platforms do first-year English Mila university Center students find most effective for learning sentence structure? 3-How do students perceive the impact of online platforms on their overall language proficiency? 4-What specific features of online platforms are most beneficial for improving sentence structure? To answer these questions, a mixed-method approach which contains both quantitative and qualitative methods of data collections. The data is collected through a questionnaire administered to 50 first year English students and other for 10 teachers of English from the Department of Foreign Languages, at Mila University Center. The third tool was an interview with ten first year English students. The primary research findings show that online platforms play significant role in the process of learning sentence structure, helping the learners develop their performance and increase their engagement and motivation in language learning. Eventually, the research has provided a range of recommendations and suggestions for pedagogy and future research with the purpose of enhancing familiarity with online platforms and understanding their role on sentence structure improvement for both teachers and students.

**Key words:** online platforms, digital tools, English sentence structure, sentence construction, EFL teachers and learners.

## List of Abbreviations

**AJU**   : Adjunct

**BBC**   : British Broadcasting Corporation

**COM**   : Complement

**EFL**   : English as a Foreign Language

**ESS**   : English Sentence Structure

**FLA**   : First Language Acquisition

**FL**   : First Language

**L2**   : Second Language

**LAD**   **:** Language Acquisition Device

**LMS**   **:** Language Management System

**OBJ**   : Object

**OP**   : Online Platforms

**OL**   : Online Learning

**S**   : Student

**Q**   : Question

**SLA**   : Second Language Acquisition

**SS**   : Sentence Structure

**SUB**   : Subject

**TC**   : Traditionnel Classroom

**V**   : Verb

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**General Introduction**

## 1. Background of the Study

English is the most used language over the world. It is considered as the international communicative language and it is the language of science, computer and diplomacy. Thus, people from different countries start looking for tools to acquire and learn English. The way students learn a foreign language differs from ones to another. In recent years, especially during COVID-19 period online platforms have expanded on a wide scale, bringing significant changes to the way students learn English. Therefore, online platforms are essential tools and crucial part in studies and language acquisition. It is important for both students and teachers. Chapelle (2009) highlights that online platforms support second language acquisition by offering learners immediate feedback, exposure to authentic language use and opportunities for self-paced learning. Online platforms affect the traditional ways of teaching and learning is no longer a novelty. In Nowadays, almost all educational institutions as well as teachers and learners around the world experience online education. With the rise if online platforms learners can access a wide range of resources to improve their understanding and application of sentence structure. In addition to that, mastering sentence structure is very important aspect of achieving fluency in English language. As Larsen Freeman (2003) argues " grammar is not merely collection of arbitrary rules, it is dynamic system that organize meaning". So, well-structured sentence helps and facilitate the communication between people.

## 2. Statement of the Problem

English language has become required in all fields. Traditional teaching methods often fail to address the complexities of language acquisition and many learners turn to online platforms and digital resources. It provides students with access to learning resources, encourages them to carry out research and become independent. It is also simplified the learning process by making concepts more digestible. Online platforms are an important tool to improve native like-

command of English sentence structure. The present study thus come to show the role of online platforms on native-like command of English sentence structure among first year Mila university students.

**3. Research Aims** the present study aims to:

1- To investigate the role of online platforms in fostering a native-like command of English sentence structure among first-year students at Mila University.

2- To Evaluate how online platforms enhance first-year Mila University students' understanding of sentence structure.

3- To Identify the key features, tools, and resources that are most beneficial for improving sentence structure.

4- To Explore the challenges students may face when using online platforms and propose solutions for better implementation.

**4. Research Questions**

1. How do online platforms contribute to achieving a native-like command of English sentence structure?

2. Which online platforms do first-year Mila University students find most effective for learning sentence structure?

3. How do students perceive the impact of online platform tools on their overall language proficiency?

4. What specific features of online platforms are most beneficial for improving sentence structure?

**5. Significance of the Study**

Online platforms play a crucial role in education, especially during the COVID-19 pandemic when studying in schools and universities became impossible. As a result, students and teachers preferred to meet online using various applications like Zoom. Students began using their

smartphones and computers to access online platforms to study and improve their English sentence structure. There are numerous online platforms that can enhance the quality, quantity, and authenticity of students' English sentence structures. Moreover, the use of online platforms in language learning increases students' motivation and creates a more engaging and productive educational experience.

## 6. Research Design

This study adopts a mixing quantitative and qualitative research design to explore the effect of online platforms on enhancing native-like English sentence structure proficiency among first-year English Mila university students. The independent variable is the use of online platforms while the dependent variable is students' proficiency in sentence construction. A random sample of 50 students will be selected with data collected through students' questionnaire and also questionnaire for teachers. The collected data will be analyzed using descriptive statistics to summarize performance levels. The study aims to provide quantitative evidence on the role of online platforms in improving sentence structure. Concerning the qualitative research, we adopt an interview that will be addressed to first-year English Mila university students. It will be used to collect deeper insights and more information about our work. It contains open ended that help to answer our questions.

## 7. Structure of the Study

The present dissertation is divided into two main chapters. The first chapter constitutes the theoretical part and it consists of two sections. The first section explores the role of online platforms in developing sentence structure. The second section focuses on understanding native-like command of English sentence structure. It discusses the importance of mastering English sentence structure, the challenges students face, and the role of practice in achieving fluency in native-like sentence structure. Additionally, it examines the challenges learners encounter when learning English sentence structure and compares traditional and online

learning approaches. The second chapter is practical which summaries the methodology used in this research the participants, the tools for data collection, the analysis, the interpretations, and the results. In addition, it covers the limitation of the study and general recommendation. In the end, the dissertation concludes with general conclusion.

**Chapter One: Online Platforms and Sentence Structure**

**Introduction**

In today's world technology and the use of online platforms have become an essential resource for both learning and teaching process. Among the various elements of language learning, mastering sentence structure is one of the most challenging native-like fluency.

**Section One: Online platforms as Tools for Enhancing Sentence Structure**

Throughout history, humans' way of life has developed and grown in many events and phenomena have been responsible for this alternative; one of these advancements is technology. Nowadays, technology is included into every aspect of daily life; even in education, collaboration, and social engagement (kumar&sharma, 2022).

**1.1.1. Definition of Technology**

According to Olsen, Pedersen, & Hendricks, "technology is the means by which humans gain mastery over their environment, encompassing not only machinery and equipment but also processes, systems, and techniques" (2012, p. 1). They perspective that technology is to give people power over their environment and a better comprehension of it.  It involves not just tools and machinery but also methods, models, and plans.

Basically, technology gives people more power by giving them the tools to control and affect their surroundings in many ways. According to Selwyn (2011) technology is the application of knowledge to real-world problems using varying devices, frameworks, and processes. It works for improving human capacity and efficiency and it facilitate smooth functioning across various domains.

Roblyer (2016) states that educational technology includes many variations; it includes digital materials, software, and hardware. He mentioned that it has great role in encouraging

group projects, improving lesson planning, and making material more accessible. The use of technological resources enables humans to completely transform the way that people teach and learn. It allows teachers to design interactive, engaging, and effective classes with less effort and more productivity. It helps to establish the optimal environment for student improvement and success.

### 1.1.2. The Information Technology Literacy

The digital nature needs a modern skill known as information technology literacy. It is essential and unavoidable for individuals to possess it in order to navigate in todays' world. The following examines the implications of technology literacy.

UNESCO (2013) determines information and media literacy as the ability to obtain, evaluate, and critically analyze data from various sources, covering digital media. It highlights the main role of information literacy in protecting the rights and encouraging responsible engagement in life.

The International Society for Technology in education (ISTE, 2016) has signed standards for student digital literacy that promote skills including digital citizenship, critical thinking, and creative communication. These requirements affect the importance of equipping students with the skills and information necessary to interact, react and navigate the digital world.

To sum up, information technology literacy is an essential skill set that allow students to interact critically with digital media, obtain knowledge, and contribute productively to the digital. Through the incorporation of information technology literacy into language education, instructors may prepare students with the needed knowledge and abilities to grow in the digital era and improve worldwide citizens' knowledge.

### 1.1.3. The Integration of Technology in Language Teaching

The advancement, the widespread of technology and the use online platforms have simplified language teaching. It helps teachers to provide new and dynamic ways to teach students both freely and collectively, and it also allowed for a paradigm change in the role that technology plays in creating lifelong learning.

A study undertaken by Meskill and Warschauer (2001) investigates the effectiveness of technology on both  teaching and learning of the English language. It states how technological tools like computers and the internet can develop language learning and instruction. The authors highlight that technology can help learners to act, interact, communicate, collaborate, and engage in dynamic learning environments while giving them access to real language input. They emphasize the potential of technology in supporting teachers to promote autonomous learning and create learner-center environments. The study mentions that the efficient integration of technology can achieve better English language learning outcomes. In 2016 Li carried out a study about the aim of investigating how Chinese students' outlook the use of computer-assisted language learning (CALL) resources in EFL (English as a Foreign Language) classes. The term "CALL" refers to use of the application of technology in language learning, encompassing online communication tools, multimedia materials, and interactive activities. The study examines how students view the value, applicability, and impact of CALL technologies on their language learning process. Furthermore, it studies what kinds of CALL tasks children most enjoy and how they view technology. Moreover, it also covers how kids feel about the use of technology and what types of CALL activities they prefer. As it is mentioned in the survey, the majority of students have a good attitude towards the use of technology for language learning, and it helps them to improve their language proficiency and gives them the chance to practice the four skills speaking, listening, reading and writing.  Overall, these investigations reveal how

technology enters language instruction and has modified traditional teaching techniques to give language students interesting and imaginative learning opportunities. Teachers can create strong and interesting language. Using technology's affordances, learning settings cater to different students and help to develop language proficiency.

### 1.1.4. Challenges of Technology Based-Teaching

In the fields of education, the integration of technology is not pure from challenges, managing the several ideas connected to technology is difficult even if it offers many changing grounds for language instruction and learning. Therefore, the following aims shine a light on the challenges that teachers face when implementing technology in language education. Carrier, Damerow, and Bailey highlight that "one of the significant challenges in digital language learning is ensuring equitable access to technology for all students, which can be hindered by socioeconomic factors and institutional support" (2017, p. 25). They mainly pointed out the ongoing digital gap where students from poor backgrounds, they do not have the needed devices especially access to the internet. The lack of these tools creates problems to take part effectively in learning that uses technology.

Furthermore, Warschauer and Healey mention that: "teachers often face the dual challenges of not only learning to use new technologies themselves but also integrating these tools into their teaching practices in meaningful ways" (1998, p. 58). They highlight the main practical challenges faced by teachers, which shows the need for them to create their own comfortable process using technology and promote their professional development to keep up to match evolving technological tools. Additionally, Albirini debate the subject of technology and its challenges with teaching from a cultural perspective, he indicates that "cultural resistance and limited resources present substantial challenges to the adoption of technology in EFL classrooms, necessitating significant shifts in teaching practices and attitudes" (2006, p. 376).

The latter draw attention to properly welcome learners' uniqueness and make successful use of technology in language instruction, the latter highlight the necessity of multifaceted, all-encompassing support systems and educational culture management.

### 1.1.5. Definition of Digital tools and Online Platforms

Digital tools are usually considered as technological applications and devices that help and assist individuals in learning and teaching through electronic means. These tools include hardware like computers, tablets, and smart phones, in addition to software applications and online resources created to interactive and engaging educational experiences (Walker & White, 2013).

Moreover, Beatty mentions that digital tools are technologies used to provide assist for education through electronic means, such as interactive software, multimedia resources, online communication platforms, and mobile applications. He further emphasizes the ultimate aim of these is to develop teaching effectiveness and student learning by offering both flexible approaches and engaging educational content (2010).

Building upon the foundational definition by Professor Petrova (2010), online platforms in education represent complex and evolving digital ecosystems that extend far beyond mere repositories of information. They are intentionally designed socio-technical systems that mediate pedagogical interactions and facilitate the achievement of diverse learning objectives. These platforms often incorporate sophisticated architectures that support not only the delivery and management of educational content (including multimedia resources, interactive simulations, and assessment tools) but also the orchestration of collaborative learning activities (such as group projects, peer review forums, and shared workspaces). Furthermore, contemporary online platforms are increasingly integrating features powered by artificial intelligence, such as personalized learning recommendations, adaptive assessment tools, and

intelligent feedback mechanisms. The affordances of these platforms their inherent possibilities for action shape how educators design learning experiences and how learners engage with content and each other. The very nature of these virtual learning spaces allows for a dynamism and scalability often difficult to achieve in traditional face-to-face settings, enabling the creation of rich, interactive, and personalized learning journeys.

To sum up, digital tools and resources entail a wide range of technical solutions created for the improvement and the enhancement of the quality of both teaching and learning so, due to the use of these tools and resources teachers and students become more creative, and can easily engage with the material, work together with classmates, and get information, all of which enhance the learning process.

### 1.1.6. Digital Tools for Teaching and Learning English Language in 21 Century

In the twenty-first century, teaching and learning English has changed due to the emergence of digital resources. With the existence of new dynamic resources, learning language may be developed and made more approachable for students wherever and they are. Some of the common difficulties faced by teachers and students have been addressed by the introduction of several programs and gadgets that facilitate the teaching and learning processes as a result of the incorporation of technology into language education. In the field of education, the use of mobile devices for language learning is one of the major improvements. Mobile learning for instance has the advantage of connecting and porting tablets and smart phones to offer adaptable and engaging learning experiences. Hockly and Dudeney (2014) highlight that mobile devices have the ability to completely transform language teaching through providing students with anytime, anywhere access to instructional materials. They talk of several mobile apps that provide interactive and gasified experiences to access them with vocabulary growth, grammar, and the improvement of language skills. This adaptation helps to support students' interest,

acquiring their needs, and engagement while also accommodating for the various learning pace of students.

Besides mobile devices, online materials and platforms are considered as another critical tool in the modern language learning process. To meet the different needs and styles of learning, these platforms provide immense informative content. Digital technologies can help in task design and implementation. González-Lloret and Ortega (2014) stated that technology can be incorporated into task-based language teaching (TBLT). They contend that by offering authentic contexts for language use, encouraging and making communication easier, and reinforcing collaborative learning, technology tasks can enhance students learning process.

In conclusion, during the twenty-first century teaching and learning of the English language have been significantly affected by digital means. Using mobile devices and online platforms makes learning and teaching more flexible, personalized, and interactive learning experiences which offers creative answers to common educational challenges and gaps. Teachers adopts these Resources as technology moves along and carefully try to integrate them into their lesson plans in order to enhance language instruction and meet learners needs.

### 1.1.7. Digital Literacy and Critical Thinking Skills

For achieving full success in learning a language through the use of digital resources, two important skills are essential, the first one is digital literacy and the other one is critical thinking. Digital literacy means the capacity to attain, assess, and the effective use of digital information, in the other hand, critical thinking involves the process of interpreting, combining, evaluating and assessing data in order to make decisions and solve problems. Therefore, fostering digital literacy and critical thinking has become one of the most important skills required in today's classroom. Hsieh mentions that digital literacy is needed by student in order to understand the large amount of information available online and distinguish legitimate sources from unreliable

ones (2012).  According to Lai critical thinking play an essential role in assessing digital data and coming to wise conclusions in a digital setting (2017). Scholars emphasize the importance of equipping learners with essential skills in order to succeed in the digital resources. In sum, digital resources are very important for the promotion of critical thinking and digital literacy in the classroom. Hence, varying the digital realm for students allows for overall interactive educational opportunities, and cooperative learning environments. In the current digital influence teachers may end up shaping students that are characterized by imagination, consumerization, and decisiveness consumers.

### 1.1.8. Learning Apps

As Trust (2020) states, "Digital tools and apps provide educators the means to enhance student engagement, facilitate collaboration, and personalize learning experiences" (p. 93). This view highlights the enhancing of learning that digital tools can allow for, it also allow it to be measured and designed to meet the needs of each individual learner. Another vein of by Ally (2009) thought highlights the numerous advantages attributed to mobile learning when it comes to accessibility. He points out that capacity of mobile learning apps to close the gaps and solve the problems by providing educational opportunities to people who might not otherwise be able to access them. Additionally, educational apps are known to change learning form a passive to an active process.  In the words of project tomorrow's "Apps designed for educational purposes can turn passive learning into active participation, fostering a more engaging and effective learning environment" (2013, page 22). Switching the grounds from passive to active learning, the educational process becomes more dynamic and captivating overall. To conclude, digital apps are a must when it comes to contemporary education since they improve accessibility, increase engagement, and provide chances for active learning.

### 1.1.9. The Most Popular Online Platforms in Language Learning

### 1.1.9.1. Memrise

Is a language learning platform that uses spaced repetition and mnemonic techniques to help users memorize words and phrases in various languages. It offers a wide range of language courses and user-generated content.
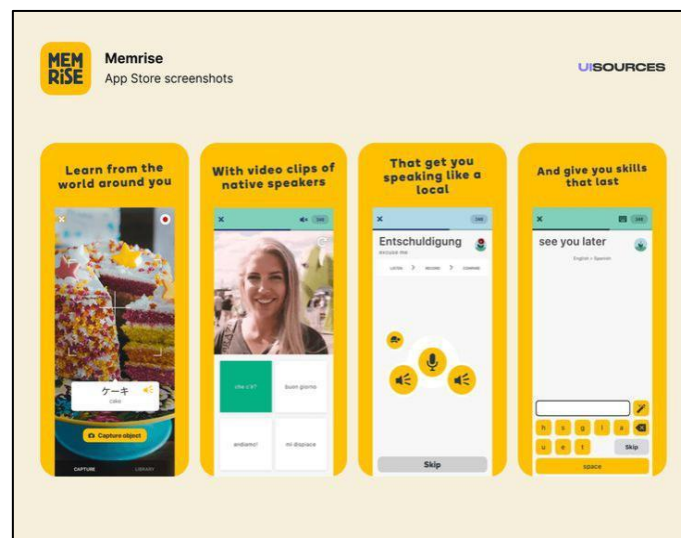


**Figure 1:** Memrise Application.

### 1.1.9.2. Duolingo

Is a widely used language learning app that uses gamified lessons to teach vocabulary, grammar, and speaking skills in over 30 languages. It offers bite-sized lessons and a personalized learning experience.

**Figure 2:** Duolingo Application.

### 1.1.9.3.Edex

While not exclusively a language learning platform, edX offers a wide range of online courses, including language courses from universities and institutions around the world. It provides high-quality content and certification options for language learners.



**Figure 3:** Edex Application.

**1.1.9.4.Babbel**: Is a language learning app that focuses on conversation skills and real-life scenarios. It offers interactive lessons tailored to the user's native language, covering vocabulary, grammar, and pronunciation.



**Figure 4:** Babbel Application.

**1.1.9.5.Rosetta Stone**

Is a well-known language learning program that provides immersive language training through interactive software. It emphasizes speaking and listening skills, using a methodology that mimics the way people learn their first language.



**Figure 5:** Rosetta Stone Application.

### 1.1.9.6.Mondly

Is a language learning app that uses Chabot technology to provide interactive lessons and conversations in over 30 languages. It emphasizes daily practice and personalized feedback.



**Figure 6:** Mondly Application.

Beyond online platforms, technology has also led to the development of adaptive language assessment tools, enabling the measurement of various language skills and offering personalized feedback to tailor learning strategies to individual learner needs. Moreover, virtual reality technology and communication tools have created opportunities for language students to immerse themselves in realistic language environments and engage in real-time conversations with native speakers, transcending geographical barriers.

### 1.1.10. Technology in EFL

Technology can facilitate and enhance language learning by providing learners with opportunities to practice language skills in authentic contexts (Warschauer & Healey, 1998). It can also provide learners with access to a wider range of resources, such as authentic materials, multimedia content and online communities (Levy & Stockwell, 2006). Technology can support learner autonomy by enabling learners to take control of their own learning and track

their progress (Reinders & Wattana, 2015). It can also support personalized learning by providing learners with individualized feedback and adaptive learning experiences (Khechine, 2015). However, the effective integration of technology in EFL classes requires careful consideration of pedagogical principles and practices (Chapelle, 2001). Teachers must ensure that technology is used in ways that support the learning goals of their classes and that it does not become a distraction or a barrier to learning (Zhao & Bryant, 2006). Teachers must also be prepared to adapt their teaching practices to incorporate technology effectively (Hubbard, 2009).

In addition, technology can support communicative competence by providing learners with opportunities to practice and develop their communicative skills in real-world contexts (Lai & Zhao, 2006). For example, learners can engage in online discussions with peers or native speakers, participate in virtual simulations or games, or use language learning apps that simulate real-life situations.

Thus, technology can foster learner motivation and engagement by providing learners with interactive and engaging learning experiences (Chen, 2010). For example, learners can use multimedia materials, such as videos, podcasts, or interactive games, that are designed to be fun and engaging, while also promoting language learning.

Finally, it is important to note that the use of technology in EFL classes can also raise issues related to access and equity, particularly in contexts where not all learners have equal access to technology (Warschauer & Matuchniak, 2010).

### 1.1.11. The Importance of Technology in Writing

Haas (1996) discusses how the technology we use for writing can shape the very nature of the writing process itself. She recognizes the materiality of writing technologies and examines

how the physical form of writing tools (such as pen and paper, or the keyboard and Screen of a computer) affect the way people think about and produce written texts. Handa (2005) delves into the ways in which computer technologies can assist in teaching writing and enhancing students' writing skills. She argues that digital technologies offer new opportunities for more interactive and collaborative writing experiences, and that they can foster more inclusive and egalitarian classroom environments. Yancey (2009) explores the ways in which digital portfolios can be used to engage students in the writing process and enhance their learning outcomes. Yancey argues that digital portfolios can promote reflection, encourage self-assessment, and provide multiple sources of feedback, ultimately leading to more effective learning outcomes. Selfe and Hawisher (2004) emphasize the transformative power of technology on literacy practices and its impact on writing. They discuss the ways in which technology has expanded the possibilities of what it means to be literate, and argue that digital technologies have led to new modes of writing that are rich with multimedia content and interactivity.

### 1.1.12. Advantages of Using the Online Platforms

Online platforms provide a lot of advantages that may help students to enhance their language skills. Stroia (2012) already mentioned the ability of the Internet to defy the limitations of time and space providing the access people need anytime and anyplace where the Internet is available. He also mentioned that an added quality is not just its ability to provide more than adequate information but also to provide the same information simultaneously to more than one person. Also, the "updatability" of information from the web is an advantage not observed in the textbooks. Also, the Internet has a rich potential to allow students to retrieve information and share their own, contributing to a conscious effort to build knowledge through interaction with authentic texts and interaction with people they encounter in the World Wide

Web. According to Hewett (2006), "From a theoretical perspective, online dialogue, like its oral counterpart, presumably can foster collaboration, a concept common to social constructivist epistemology, which holds all knowledge to be socially developed and relative to the group to which it applies. Such dialogues seem natural to developing Ideas and discussing writing process to student writers." With this, the second language learners, who are usually timid and shy, can explore the boundaries outside the classroom and have their voices heard. In writing, the use of Internet as a medium of expression among students cannot be left unrecognized. According to Hyland (2003), students gain satisfaction and pride in their written works for having discovered the Internet as an alternative way to publish them. Also, according to Pennington (2003), "All types of network arrangements have the potential for motivating L2 students to write and to revise in response to a real audience, for helping them gain more input on their writing, and empowering them to seek out the resources they need for developing their ideas." (p. 294). This is very important to note if writing has to be viewed as a truly communicative activity. Students in the Past, probably had low motivation in writing since they view it simply as an academic requirement with no impact in their social activities. With the introduction of the second language writing, students are now encouraged to write within their own communicative contexts.

Another important consideration in second language writing instruction is individual learning styles. According to Reid (2005), each learner has his/her own style of learning, and that these specific styles are more effective in certain situations. While learning styles differ from one individual to another, it is important therefore, to teach students to learn based on their own style through metacognitive awareness. Here it is recognized that the Internet is a potential tool in aiding students to learn according to their own pace, therefore, making them aware of their own individual learning styles and meaning-making process.

### 1.1.13. The Disadvantages of Using Online Platforms

It is evident from the interview that while students see the advantages of using online learning as a supplemental instruction (discussion board for recitation and source of information) some students display reluctance for full online learning because they feel more comfortable when a teacher is actually teaching the lessons. They also mentioned their tendency to be "lazy" or unmotivated, and the distractions of home and other online-related activities as impediments to online learning success. This kind of response shows an overreliance to classroom lecture or the "spoon-feeding" technique. While this may be categorized as a learning style or preference, the long-term effect of this reliance should not also be overlooked. The tendency of students relying on teacher's lecture alone for instruction may impede the development of autonomous learning skills. Autonomous learning technique has its roots on constructivism, which "holds that knowledge is not acquired through teachers teaching. But in a socio-cultural context, with others" help during the learning process, the necessary materials and by the way of meaning construction" (Zhu, Tang & Pan, 2014, p. 1401). In this orientation, the teacher now becomes mere facilitator or organizers of knowledge instead of its ultimate source. According to Holec (as cited by Smith, 2008), he first described learner autonomy as people's ability to "take charge of their own learning." (p. 396). Students are expected to develop skills that make them produce knowledge on their own or synthesize from other sources. The question is to what extent are students autonomous when making decisions about their learning? While learning autonomy has positive effects on lifelong learning, the teacher has to be seen as an important guide in the process. It goes back to training students in the metacognitive fashion in which the teacher lets the students discover how their minds work and find specific strategies in learning that works for themselves. Also, the teacher still has to make certain decisions regarding content, methods and techniques, time and place, and evaluation process (Smith, 2008). Due to the absence of learner autonomy techniques in the local

classroom, especially in the field of engineering, which is a highly content-laden subject area, students are more used to the lecture technique. learner autonomy skills are not automatic; rather, they need to be honed. In addition, not all students have the Internet or devices this can making the learning process harder, and sometimes the information and feedback from online platforms are not clear. finally, using online platforms too much can make students rely on tools instead of thinking and solving problems by themselves (Smith, 2008).

### 1.1.14. How Online Platforms Comprehensively Support Grammar and Sentence Structure?

Expanding on Volkov's (2024) explanation, online platforms offer a multifaceted approach to supporting grammar and sentence structure development:

• **Interactive Grammar Tutorials with Visualizations and Animations:** online platforms can host engaging tutorials that explain grammatical rules and sentence patterns using visual aids, animations, and real-world examples, making abstract concepts more accessible and memorable.

• **Adaptive Sentence Construction Exercises:** Platforms can offer exercises that adjust in difficulty based on a learner's performance, providing targeted practice in areas where they struggle with sentence formation, such as subject-verb agreement, tense consistency, or clause construction.

• **Integration of Authentic Language Corpora for Pattern Recognition**: Some advanced platforms provide learners with tools to explore and analyze large collections of authentic texts, allowing them to observe how different sentence structures are used in various contexts and identify common patterns.

• **Personalized Feedback on Learner Writing with Error Tagging and explanations:** Sophisticated feedback systems can not only highlight grammatical errors but also categorize them (e.g., subject-verb agreement, run-on sentence) and provide detailed explanations of the underlying rules and suggestions for revision.

• **Opportunities for Synchronous and Asynchronous Discussions Focused on Sentence Analysis:** Online forums and virtual classroom tools can be used to facilitate discussions where learners analyze and critique sentence structures in their own writing and the writing of others, fostering a deeper understanding of effective construction. Therefore, online tools provide students with opportunities and allow them to engage in discussions that facilitate the learning process.

### 1.1.15. The Effectiveness of Online Platforms in Enhancing Writing Skills

Building upon the findings of Li and colleagues (2021), the effectiveness of online platforms in improving writing skills, with sentence structure as a foundational element, is amplified by several key factors.

• **Increased Opportunities for Iterative Writing and Revision:** Online platforms often streamline the process of drafting, receiving feedback, and revising written work, allowing learners to engage in multiple iterations and progressively refine their sentence construction and overall writing quality.

• **Facilitation of Diverse Forms of Feedback:** Online tools enable various types of feedback, including automated feedback on grammar and style, instructor comments embedded directly in the text, and peer review activities, providing learners with multiple perspectives on their sentence structure and clarity.

• **Support for Different Stages of the Writing Process:** Online platforms can offer tools for brainstorming, outlining, drafting, revising, and editing, with specific guidance and resources available for improving sentence structure at each stage.

• **Development of Metacognitive Skills through Self-Monitoring and Reflection:** Features such as progress tracking, writing analytics, and self-assessment rubrics encourage learners to become more aware of their own writing strengths and weaknesses, including their use of sentence structure, and to take responsibility for their improvement.

• **Creation of Engaging and Motivating Learning Environments:** The integration of multimedia, interactive exercises, and collaborative activities within online platforms can enhance learner motivation and engagement, leading to more effective learning outcomes in writing.

### 1.1.16. The Impact of Online Platforms on Sentence Structure Acquisition

Expanding on Rossi's (2022) insights, the impact of online platforms on the acquisition of sentence structure in a second language is profound and multifaceted:

• **Enhanced Quantity and Accessibility of Comprehensible Input:** Online Platforms provide learners with unprecedented access to a vast amount of written and spoken language input from diverse sources, increasing their exposure to correctly formed and contextually relevant sentences.

• **Increased Opportunities for Meaningful Interaction and Output:** Online communication tools facilitate interaction with both native and non-native speakers, creating authentic contexts for learners to produce their own sentences and receive feedback on their structural accuracy and communicative effectiveness.

• **Facilitation of Noticing and Explicit Learning of Grammatical Features:** Online resources can provide explicit explanations of grammatical rules and sentence patterns, and interactive exercises can draw learners' attention to specific linguistic features, promoting conscious learning and internalization.

• **Support for Error Correction and Implicit Learning:** Immediate corrective feedback on sentence-level errors can help learners identify and revise their output, leading to both explicit knowledge gain and the development of an implicit understanding of correct sentence construction through repeated exposure and correction.

• **Catering to Individual Learning Styles and Preferences through Multimodal resources:** The variety of media and interactive elements available on online platforms can cater to different learning styles, making the process of sentence structure acquisition more engaging and effective for a wider range of learners.

### 1.1.17. Previous Studies about the Role of Online Platforms in Supporting Native-Like Command of English Sentence Structure

A lot of previous researches shown that online platforms participate in learners 'improvement of native-like English sentence structure. Alshahrani (2016) stated that EFL learners' may develop their speaking abilities through the use of video, and they found that the communication through online platforms contributed to the development of learners' sentence structure and fluency.

In the same way, Liu and Jackson (2018) noticed that EFL learners who use online platforms such as Quora and Reedited to improve their capacities demonstrate more native-like command of sentence structure. Their research found that these online platforms are beneficial exposure to the language use and good chance to engage in significant communication.

Moreover, Tran (2020) investigated how automated writing evaluation tools like Grammarly and Duolingo influence learner's learning process. He concluded that online platforms have crucial role in helping learners internalize syntactic patterns and corrective feedback which significantly enhanced their capacities and abilities to produce grammatically correct and complex sentences.

In a more recent study, Elbashir and Hamza (2022) in their research discuss the use of online platforms as learning tools during the COVID-19 pandemic. They found that students improved their grammatical performance, particularly in the construction of syntactically accurate sentences through the use of several online resources. Additionally, they confirmed that learners benefited from the immediate error correction and suggestions provided by these tools, which positively affected their writing accuracy and sentence construction.

Frontiers in Psychology (2022) presented review about the advantages of online peer feedback in EFL writing. It showed that when students engaged with online platforms this helped them to correct their syntactic errors, and they improve structural accuracy in their writing skill.

Finally, Springer (2024) determined that online tools used for written corrective feedback provide focused, individualized feedback that improved learners' awareness of sentence structure and organization.

**Section Two: Understanding Native-Like command of Sentence Structure**

English language is considered as a lingua Franca that plays an important role in all aspects of life. This is particularly true in terms of education. Therefore, the acquisition of any foreign language requires the development of four important skills: listening, speaking, reading and writing. These skills are essential and interconnected, with proficiency, which is essential for effective communication. Sentence structure is one of the integral aspects of the writing

skill that is particularly crucial in language learning as it allows learners to use language more actively, convey meaning: it allows them to express themselves and become more fluent. As has been already mentioned learning sentence structure is a very important element in mastering English. However, mastering sentence structure in English can be difficult for English learners, as it is commonly known that the English language has a unique sentence structure system which is different from other languages. This section aims to define sentence structure in EFL and also looks at with components and basic elements of sentence structure. Then, it explains the importance of mastering ESS (English sentence structure), common errors in sentence structure among EFL learners, key factors contributing to native like fluency, and effective strategies for acquiring native-like sentence structure.

### 1.2.1. Definition of English Sentence Structure

In approaching the definition of English sentence structure (Chomsky 1957, p14.) stated that a sentence is structured sequence of words that follows specific syntactic rules, forming a hierarchical organization where elements like nouns, verbs and phrases interact. According to universal grammar, sentence is a sequence of words starting with capital letter, and ending with full stop. It is also sequence of words which are organized into phrases. (Andrew carnie 2002) says: " since sentence structure is abstract in a way that sounds and words are not; people are presumably less conscious of it than they are of sounds and words. Sentence structure is also fundamental component of all sentences. by examining samples from a single language; we may understand the significance of sentence construction. A word might have multiple meaning in English depending on how they are organized within a sentence". Fabb (2005, p. 40) asserted that a sentence represents an eventuality. An eventuality is an action or an event or a state of affairs: something that happens or something that is. The sentence represents an eventuality by separating out the type of eventuality from the abstract or concert things involved in the eventuality.

In the other hand, Mathew (2017) stated that English sentence structure refers to the different ways in which you can use words order and part of speech to form sentences. Learning how to vary sentence structure in your writing and speaking can also get you one step closer to English fluency.

Generally, sentence structure is the grammatical arrangement of words in a given sentence or the way sentences will look or sound. That is to say, sentence structure is about how sentences are structured, and built using parts like subject, verbs and objects. Knowing how sentences are structured helps you write clearly and makes your ideas easy to understand.

### 1.2.2. Parts of Sentence

In English, a sentence consists of subject and predicate. In other words, each sentence should have a subject and a verb (Long,1971, p.35).

### 1.2.2.1.Subject of a sentence

Is the person, place, thing, or idea that does the action and can be a noun or a pronoun.

For example:

- **The gift** is beautiful.
- **The lecture** is clear.
- **Tomorrow** is Sunday.

### 1.2.2.2.Predicate

The verb of a sentence is the action that performed by subject. For example:

- I **love** my mother.
- Maria **has** a cat.
- They **are** in the party.

**1.2.3. Components of Sentence**

As it is mentioned by Long (1971, pp.40-45) a sentence has two parts. On the other hand, it has five main components which make up sentence structure. They are: subject, verb, object, complement and adjunct.

✓ **Subject:** is a noun that does the action. It can be identified by answering the question starting with who. In most cases, a subject takes the first place, notably in declarative sentences.

✓ **Verb:** a very important word in the sentence is a verb that shows the action done or performed by the subject.

✓ **Object:** the object of a sentence can be a noun or a pronoun which receives the action done by the subject. There are two types of the objets:

✓ **Direct object:** is a noun or a pronoun that receives directly the action. It answers the question " what". It appears after the verb.

✓ **Indirect object:** is also a noun or a pronoun. It can be identified by answering the question " whom" it is placed after the verb before the direct object.

✓ **Complement:** its role is to complete the meaning of the sentence. It can be an adjective, a noun, a name, a position, or a profession. The complement divided into two types which are:

➢ **Subject complement:** which expresses the quality, identity or condition of the subject.

➢ **Object complement:** which expresses also quality, identify or condition of the object not of the subject like subject complement.

✓ **Adjunct:** in short, an adjunct is any word or phrase that gives extra information about an action, an event and so on. It can be identified by answering the questions «when" "where" why "how «how often and" to what extent". The adjunct can be placed at the beginning, middle or at the end of the sentence.

**1.2.4. The Different Types of Sentence Structure in English Grammar**

Long (1971, pp.130-140) highlights that there are several sentence structures that can be used to organize your speech or writing. The most used and known sentence structures are the following:

- ✓ Subject + verb: she is cooking.

- ✓ Subject + verb + object: Yacine love football.

- ✓ Subject + verb + complement: Amina is a teacher.

- ✓ Subject + verb + adjunct: Rida went upstairs.

- ✓ Sub + v + obj + complement: My sisters make me happy.

- ✓ Sub+ v + obj + adjunct: I play tennis every day.

- ✓ Sub + v + indirect obj + direct obj:  she gave me her favorite toy.

- ✓ Adjunct + sub + v + comp:  Normally the spring is good.

- ✓ Adjunct + sub + v + obj: every weekend I visit my grandmother.

- ✓ Adjunct + sub + v + indirect obj+ direct obj: Today, my father gave me a gift.

- ✓ Subject + v + adju + adjunct: we go to work by car.

- ✓ Adju + sub +v + adju + adju: Normally, my brother came by bus to school.

**1.2.5. Importance of Mastering English Sentence Structure**

According to Hung (2023), sentence structures act as the basis or the pillars of communication in English. They have the role of organizing thoughts and expressing meaning in coherent and clear ways. He highlights that mastering English sentence structure allows learners to produce grammatically accurate and produce logically connected meaning-full sentences. They also facilitate communication with and understanding of native English speakers. Therefore, he states that mastering sentence structure enables learners to express themselves easily and through it they can enhance their fluency and communicative abilities.

On the other hand, he confirms that understanding is related to sentence structure, so when learners understand how sentences are structured, they can interpret, discuss things easily, and analyze any speech within different contexts or discourse and also, they do not face difficulties when transferring sentence structures from their native language to English. In the view of Chukka (2024, p. 279-280.) "Grasping the structure of English sentences helps us to improve the speed, and accuracy of English reading. The investigation of English language difficult sentences which are complex in structure is very common, especially in the reading comprehension part of English level or professional examination, but when we use English sentence structure analysis the problem can be easily solved. He pointed out that mastering English sentence structure enables learners to improve all the aspects of English language learning including listening, reading, writing, and translation". According to a study by (Raihana et AL, 2024) syntax has great role in English language learning especially for non-native speakers. She highlights that understanding syntax develops sentence structure and promotes effective communication, and helps to understand difficult structures of language. Xiaoli Yu in his research (2021) says "the analysis of English sentence structure plays a universal role in English learning, and students of English major should master this method through certain practice like systematically mastering grammar, doing more analysis in reading, practicing and reading aloud so as to fundamentally improve their English levels".

Sentence structure holds significant importance in attaining fluency. Understanding sentence structure helps learners to communicate effectively. In addition, it plays vital role in fluency, and the ability to construct correct sentences is a key of speaking fluently. When the speaker use proper correct sentences ensures that meaning is understandable, and clear.

**1.2.5. Common Errors in Constructing Well-Structured Sentences Among EFL learners**

(Julaiaka, S., Hasana, N., Aswatdi, H, Sari, K, Fikroh Gani, D Ismahani, S. 2028) mention in their article that sentence construction is considered as fundamental skill in mastering writing, especially for English as foreign language (EFL) learners. As well as, writing is one of the complicated language skills, requiring precision in grammar, diction, sentence structure, and cohesion. They state "constructing clear and accurate sentences can be challenging due to the complexity of English grammar and syntax rules. Misplaced words and phrases in sentences such as dangling or squinting modifiers significantly impede clarity and meaning". In the view of them, sentence construction errors are divided in several types that may affect on the clarity and accuracy of discussion. These types are: **dangling modifiers, squinting modifiers, fragmented sentences, and run-on sentences.**

First, dangling modifiers happen when the subject of modifying phrase is not clear and here the meaning is not clear. This occurs when the subject is missing or not placed in the correct place. For example:  after finish the homework. The TV was turned on. (incorrect sentence). This sentence implies that "the TV" finished the homework which does not make sense. The correct version is: **After finishing the homework, I turned on the TV.**

Second, squinting modifiers are words or phrases that do not place in the right place the meaning is hidden and unclear. For example: learners who practice speaking often improve their skills. (Unclear sentence), the correct version is: **Learners who often practice speaking improve their skills.**

Third, fragmented sentences are a sentence that does not contain an essential component such as a subject, verb, and complement. For example: **Learners who were preparing for the**

**exam** (incorrect sentence). The correct version is: **Learners who were preparing for the exam felt bad.**

Fourth, run-on sentences happen when clauses are linked incorrectly and the meaning became unclear due to the missing of punctuation or conjunctions. For example: **I enjoy reading I go to the library every weekend.** This is run on sentence because it has two independent clauses stuck together without punctuation or a coordinating word. The correct version is**: I enjoy reading. I go to the library every weekend.**

### 1.2.6. Sources of Errors

As it defined by Norrich (1983, pp. 21-42) language errors appear from the mother tongue language of learners, translation of certain words from the first language, analysis of variance, overgeneralization, grammar deficiency and part of language creativity. In forming sentence structure learners make errors since the information must be provided in a given language. According to Brown (1994, p. 205) errors of language that learners make coming from systematic and non-systematic sources. As well, systematic sources contain errors of interference between languages from the original language and within the target language. Concerning non-systematic sources include the sociolinguistic context of communication, and psycho-linguistic cognitive strategies.

Furthermore, Richards (1973, p. 3-4) classified sources of errors into two categories: (a) errors between the languages known as interlingua errors due to the interference of the mother tongue, and (b) intralingua errors which appear during the process of learning new language at a stage where they do not know anything. Also, James (1998, pp. 173-189) states that there are four causes for errors which are: intralingua errors, communication strategy-based errors, and induced errors.

**1.2.6.1.Interlingual Errors (Mother Tongue influence)**

It means that learners use their knowledge of the first language to learn the target language. Learners translate word by word, vocabulary even grammar rules from mother tongue language. Therefore, this type of errors committed by target language is predictable and the causes can be identified.

**1.2.6.2.Intralingual Errors**

According to James (1998, pp.199-200), intralingual errors are mainly caused by the target language (TL) itself, and learners are not influenced by their native language. This error occurs due to incomplete learning, lack of knowledge of grammar rules and overgeneralization. Thus, this type of error is made by learners due to incomplete knowledge.

**1.2.6.3.Communication-Strategy based Errors**

Tarone (1980, p. 420) defines communication strategy as "the exchange of attempts of two interlocutors to agree on meaning in a situation where the required meaning strategy does not appear to be shared. At this point, these errors appear when language learners use incorrect or unconventional ways to express and introduce themselves due to gaps in their language knowledge". Hence, communication strategy-based errors show how learners try to interact, and manage communication breakdowns, but sometimes these strategies lead to errors in expression.

**1.2.6.4.Induced Errors**

These types of errors appear during the teaching and learning process and they are due to learner's misconceptions and arranging practice opportunities given by their teachers. For example, teacher 'prompt or the way materials are presented can lead learners to make errors.

**1.2.7.** **The Theory of Surface Strategy**: Dulay, Burt and Krashen (1982.). Suggested an error classification theory known as the surface strategy diseconomy. This theory categorizes the errors into four types of errors : omission, addition, malformation and disordering.

**1.2.7.1.Omission Errors**

Mean that students eliminate one essential element that must be introduced in the sentence that is to say one part of speech is absent in the sentence for example:

• Went to university to study. (Omission of subject)

• She went to university to study. (Correct sentence)

**1.2.7.2.Addition Errors**

Contrary to the omission errors that signify there is an element or more added in the sentence. For instance, the addition of article in a sentence. For example:

• He is very close friend to me. (Addition of unnecessary articles)

• He is my very close friend. (Correct sentence)

**1.2.7.3.Misformation Errors**

Mean that students use incorrect form of an element or part of speech. For example:

• She goes to London yesterday. (Wrong verb tense)

• He went to London yesterday. (Correct form)

**1.2.7.4. Missordering Erros**

Are errors which students placed words, phrases or any element of speech in the wrong order making sentences meaningless. For example:

• You are eating what? (Wrong sentence)

• What are you eating? (Correct sentence)

### 1.2.8. The Concept of Native-Like Command of English

According to Rene (1987) in his study '' competence differences between native and near native speakers" native-like command of English means that non-native speakers are able to use English language with proficiency, fluency, accuracy, and naturalness like native speaker that is to say they master grammar rules, appropriate vocabulary, right pronunciation, and with understanding of idiomatic expressions, and also cultural norms with ability to communicate effortless. In the point of chamber (1997) native-like command of English is the same as fluency which is ''a key indicator of second language (L2) oral proficiency, as such it is widely used as the basis of L2 assessment. A concept, fluency is often characterized in terms of smoothness and effortlessness of speech, and it is also a key goal for L2 learners and an important focus in language teaching".

### 1.2.9. Key Factors Contributing to Native-Like Fluency

PolyOne (2024) in her article discusses the key factors contributing to achieve native-like fluency, and it relies on several main factors:

- **Speed:** the speaker speaks fluent speech, and fast naturally without mid clause, and silent pauses.

- **Breakdown:** is about the number, and the period of pauses during speech. The smooth speech includes a few pauses within sentences.

- **Repair:** is about how speakers frequently correcting themselves, and of course a few corrections show fluent speech.

- **Interactional Fluency:** is about the discussion, and interaction with others appropriately, responding easily without pauses, and listening actively without difficulties to react in coherent conversation.

- **Strategic Use of Disfluencies:** is about using pauses like (umm, uh); speaker use them in order to cover their poor fluency, but they should vet used strategically to maintain the rhythm of speech.

- **Influence of Ll Speaking Style:** the way people speak in their first language (L1) influence how they speak in a second language for example when the person in his first language speak slower, he also speaks slowly in his second language.

### 1.2.10. The Role of Syntax in Achieving Native-like Proficiency

Achieving native-like proficiency in language requires mastering multiple aspects such as syntax which plays essential role it regulates how words are structured to form sentence impacting both comprehension and production.

First language acquisition theories and transition to SLA. The study of first language (L1) acquisition is considered as essential topic in linguistics and psycholinguistics with multiple theories that explain how native language is acquired by humans. Therefore, many researchers have conducted studies on language learning contributing to the development of theories that link L1 acquisition and second language acquisition (SLA).

### 1.2.10.1. Behaviorist Theory

Is a theory of first language plays important role in understanding the importance linked to the role first language acquisition dominant from the 1960s to the 1960s focus on the role of environment, stimuli, responses, and reinforcement in language learning. The behaviorism theory developed by Watson (1924), and Skinner (1957).

### 1.2.10.1.1. Key Principles of Behaviorism Theory

➢ **Habit Formation Hypothesis**

according to Watson's (1924) particular response with a particular stimulus composes a habit. Thus, a habit is developed when response becomes regularly related with particular stimulus. Skinner

(1957) in his book verbal behavior (1957) states that language acquisition is same as learning other behavior. A child improves language habits by repeating words, and phrases with certain stimuli and responses. For example, if a child hears «do you want a chocolate? While being given a chocolate to eat several times, they will relate chocolate with food, and they begin using chocolate when they need.

> **Stimulus-Response Mechanism**

In the view of behaviorists, language learning occurs through stimulus, response connections, Watson (1924) asserted that the learning process is about forming automatic responses to environmental stimuli. For example: A child hears "good night" every day before go to bad actually learns to say it in response.

> **Reinforcement (positive and negative)**

Skinner (1957) presented the idea that reinforcement promotes language learning. Reinforcement is divided into two types:

> **Positive Reinforcement** is a process of supporting a behavior by offering good stimulus. It is used in several domains' education, psychology, and behaviorism. For example, Teachers always use positive reinforcement to encourage their students when they work hard.

> **Negative Reinforcement** presented by Skinner is a way to correct or dissuading wrong responses. For example: child pronounces the word pen "been", and his family does not correct them. The child tries again until they pronounce it right, so this principle indicates that language learning is managed. If a response is good, it will be repeated, and if it is wrong and bad, it will disappear.

> **Imitation and Modeling it** is a process in which children imitate, repeat the speech, and the action of adults and others people surrounding them. These imitations become one aspect and part of their language skills; it means children learn by observing and imitating the others.

➢ **Conditioning (classical and operant.):** behaviorism theory is affected by two types of conditioning:

- **Classical conditioning** :(Pavlov1927): learning through organization. Learning takes place when two stimuli are consistently paired (Pavlov's dog experiment).

- **Operant Conditioning: (**Skinner, 1957) states that learning via rewards and punishments. In other word, behaviors which are shaped by rewards or punishments.

➢ **Repetition and Practice:** in behaviorism theory repetition is considered as an important key element. When students practice and repeat, they cover and learn things. For example, when children learn to speak politely and say "please" it will become used automatically.

➢ **Environmental Influence on Language Learning:** to put it simply, the environment provides you with people, exchange ideas, discuss with them, and feedback to help you get better at a language. You will hear and practice the language more. For example: A child grows up in family which speaks English. A child hears English every day, here the child learns English naturally just by being in that environment.

**1.2.10.2. Mentalist Theory**

Is mainly supported by Noam Chomsky, the Mentalist Theory holds that human brain capacity determines language learning. Chomsky argued against behaviorist theories especially Skinner's by asserting that imitation and reinforcement alone could not define language acquisition. He proposed the idea of a Universal Grammar (UG), a set of rules common to all languages children are born with instead. Chomsky suggested that kids naturally acquire language via a Language Acquisition Device (LAD). This LAD supports youngsters in developing grammar rules by means of hypothesis testing. For example, over generalizing language rules that is overgeneralization might lead them to say goad instead of went.

The hypothesis holds that this natural ability will be triggered by very little linguistic exposure. Environment has a restricted part; the emphasis is on the innate mental ability all

humans have to acquire language. Psychologist Eric Lenneberg backed this theory by demonstrating that human growth determines biological affinity for language acquisition. Mentalist Theory asserts in essence that humans are naturally ready to acquire language via internal processes rather than solely outside interaction; hence, language competence is inborn.

### 1.2.10.3. Social Interactionist Theory

Lev Vygotsky, a Russian psychologist, is most often connected with this idea. It highlights particularly in early childhood the need of social interaction in the growth of language. Children acquire language via significant interactions with more knowledgeable people (parents, teachers, peers), not only by mimicking adults. Guided communication, questions, and discussions support the development of language abilities.

### 1.2.10.4. Interlanguage Theories

Understanding the process of second language acquisition relies heavily on inter language theories. Selinker first introduced in 1972, inter language is the transitional linguistic system that learners produce while learning a foreign language. This system combines aspects of both and unique, original qualities to create a distinct, developing linguistic structure rather than just a faulty version of the target language or a straight transfer from the first language. Inter language is dynamic; as students get more input and practice, it evolves and changes. In other circumstances, though, it might reach a plateau, a phenomenon known as fossilization, when particular mistakes become fixed. Theories of inter language stress different things: some highlight the impact of the first language; others emphasize internal cognitive processes; still others stress the role of social interaction and comments. These ideas motivate teachers to see student errors as normal and insightful phases in language acquisition rather than just as mistakes.

**1.2.10.4.1. FLA Theories and Interlanguage Theories**

Second Language Acquisition (SLA) research and practices have developed significantly from the theories of first language acquisition (FLA) and general language learning theories. Early behaviorist theories which saw language acquisition as habit formation through imitation and reinforcement provided the groundwork for conventional teaching approaches such the Audio-Lingual Method. But the emergence of natives' ideas, especially Chomsky's Universal Grammar, changed the emphasis toward innate linguistic knowledge, which begs if such mechanisms are available in SLA. Influencing models treating SLA as skill acquisition, cognitive theories highlighted mental processes including attention, memory, and problem-solving. Emphasized in theories based on the work of Vygotsky and Bruner, however, interactions and sociocultural approaches stressed the part of social interaction and scaffolding in language acquisition. These points of view stressed the need of significant communication, meaning negotiation, and learner involvement in context. Altogether, these ideas have led SLA toward a more thorough understanding that incorporates biological, psychological, and societal aspects of acquiring a second language.

**1.2.11. Effective Strategies for Acquiring Sentence Structure**

Effective sentence structure especially in a second language like English calls for active input, practice, and met linguistic awareness (hung, 2023, p.9). These are some effective techniques:

- Reading in context exposes you to a great variety of sentence structure.
- Gathering example phrases from reading or listening, then analyzing them
- Imitating use phrases exactly as native speakers would.
- Shadowing spoken mimicry of rhythm and intonation.

- Study sentence structure clauses, phrases, word order with real examples, and concentrate on straightforward, compound, and complex sentences.

- Use different online tools like: Quill, Grammar, and BBC learning.

- Internalize structure by practicing altering sentence kinds, voice (active and passive.), or tenses.

**Conclusion**

The importance of English as a foreign language is increasing every day. This section is an overview of English sentence structure, and the importance of mastering sentence structure. Additionally, it tackled types and elements of sentence structure. It, likewise, addressed the common errors in constructing well-structured sentences among EFL learners. Afterwards, this section addresses the effective strategies for acquiring sentence structure.

**Chapter Two: The Role of Online Platforms in Supporting Native-command of Sentence Structure**

**Introduction**

Online platforms are considered as essential tools for language learning. This chapter represents the practical part of the present dissertation. The aim of this chapter is to describe the collected-data required to investigate how online platforms help students to enhance their native-like command of English sentence structure, and answer our research questions. The description of the methodology will take up the first section. It will cover the participants and data-collection method (student's questionnaire, questionnaire for teachers, and student's interview; audio recording interview). The results of each tool are presented after the analysis along with general discussions of the main findings.

**2.1.Research Methodology**

The present research is conducted in an attempt to investigate the role of online platforms in supporting native-like command of English sentence structure. To carry out this study, both quantitative and qualitative approaches, represented in the use of questionnaire for students and teachers, and student's interview are used. The student's questionnaire was used to collect students' experiences, opinions, and challenges related to use online platforms to improve English sentence structure. Concerning teachers' questionnaire was used for getting the views of teachers towards how online platforms help students to enhance their English sentence structure in order to achieve a native-like command. The student's interview is designed to gather more information about the topic. The findings of the three tools were analyzed and on their basis interpretations, findings and recommendations have been presented.

**2.2.Participants**

This study aims to investigate the role of online platforms in supporting native-like command of English sentence structure. The participants consist of fifty (50) first year English Mila University Students. Nine (9) teachers of English were asked to answer the questionnaire, and eight (8) students were asked orally (audio-recording interview). All the participants were randomly selected. First-year students were chosen as the target population for our study because they are in the initial phase of their academic studies where they still developing essential skills in English grammar and sentence structure. In addition to the students, teachers were included to provide perspectives on the use of online platforms in supporting native-like command of sentence structure.

**2.2.1. Research Means**

The present study employs three main data collection tools to ensure the reliability of the gathered information. Namely, students' questionnaire, teachers' questionnaire, and students' interview.

**2.2.2. Students' Questionnaire**

**2.2.2.1. Description of Students' Questionnaire**

the purpose of the first tool is to investigate the role of online platforms in supporting native like command of English sentence structure. A questionnaire was given to fifty (50) first-year English students at Mila university students. The questionnaire starts by small introduction that represents the aim of the study. It contains seventeen (17) questions divided between close-ended and open-ended questions. The questionnaire consists of three sections: general information, use of online platforms, and the impact of online platforms use on sentence structure mastery. The first section is made up of five (5) questions aimed at accumulating general information, like student's gender, their level in English…. The second section covers

four (4) questions which are concerned with online platforms. The third section which represents the core of our study and is entitled " the impact of online platforms uses on sentence structure mastery. Covers eight (8) questions. Those questions aimed to collect information about the role of online platforms in supporting native- like command of English sentence structure. In the last of this section students are asked to give any addition or comments.

### 2.2.2.2. Analysis and Interpretation of Students' Questionnaire

**Section One: General Information**

**Q1: what is your gender?**

**Table 1:** Students' Gender Distribution

| Response | Participants | Percentage% |
|----------|--------------|-------------|
| Male | 10 | 20% |
| Female | 40 | 80% |
| Total | 50 | 100% |

Although this question does not really serve the overall aim of the study, it is still useful to have some information about students' gender, and to identify the most dominant gender of first year English Mila university students. Table (1) shows the over excess of female students; out of 50 (100%) participants, 40 (80%) were female, while 10 (20%) were male. This presentation reflects girl's motivation and interest towards studying English as an independent specialty at the university, as it reflects the opposite concerning boys.

**Q2: How old are you?**

**Table 2:** Students' Age Partition

| Response | Participants | Percentage % |
|---|---|---|
| 12-20 | 35 | 70% |
| 21-23 | 10 | 20% |
| 24 or above | 5 | 10% |
| Total | 50 | 100% |

This question aimed to determine the age range of the participants. As shown in the table (2) shows that 35 students (70%) are aged between 12 to 20 years old. 10 students (20%) fall with the age between 21 to 23 and 5 students (10%) are 24 years old or above. these results indicates that the majority of participants are relatively young students between the ages 12 to 20.

**Question 3: How many years did you spend learning English before entering university?**

**Table 3:** Years of English Study Before University

| Response | Participants | Percentage % |
|---|---|---|
| Less than 3 years | 0 | 0% |
| 3-6 years | 4 | 8% |
| More than 6 years | 46 | 92% |
| Total | 50 | 100% |

This question is intended for gathering data about how many years' students spend learning English before entering university. The table says that the majority of respondents 46 (92%) have studied English more than 6 years before entering university while 4 (8%) participants are studying English from 3-to 6 before university.

**Q4. How do you assess your level in English?**

**Table 4:** Students' Evaluation of Their Level in English

| Response | Participants | Percentage % |
|----------|-------------|--------------|
| Beginner | 8 | 16% |
| Intermediate | 30 | 60% |
| Advanced | 12 | 24% |
| Total | 50 | 100% |

Here, table 4 reveals that 8 participants (16%) had beginner level in English. 30 participants (60%) enjoyed an intermediate level, while 12 (24%) were at the advanced level. The results show that the majority of first-year English Mila University students' level is in the intermediate level and reflects their abilities to promote academic achievement.

**Q5. How did you learn English?**

**Table 5:** Main Method of Learning English

| Response | Participants | Percentage% |
|----------|-------------|-------------|
| Through school only | 8 | 16 % |
| Through the internet and apps | 35 | 70% |
| Through private lectures | 5 | 10% |
| By interaction with native speakers | 2 | 4% |
| Others | 0 | 0% |
| Total | 50 | 100% |

As for this question, one of the main concerns in this investigation is to understand method through which students learn English. As it showing in table, 8 participants (16%) learn English only in school. In the other hand, 5 participants prefer to learn through private lectures, concerning interactions with native speakers' method is enjoyed only by two (4%) students.

However, the highest percentage 70% (35 students) noted that they learn through the internet and apps.

**Section Two:  use of Online Platforms**

**Q6. What online platforms do you use to enhance your English sentence structure?**

**Table 6:** Online platforms Used to Enhance English Sentence Structure

| Response | Participants | Percentage % |
|----------|--------------|--------------|
| Social media | 25 | 50% |
| YouTube | 5 | 10% |
| Duolingo | 12 | 24% |
| BBC learning English | 1 | 2% |
| Online courses | 7 | 14% |
| Others | 0 | 0% |
| Total | 50 | 100% |

The aim behind third question is to find out which online platforms students regularly use to enhance their English sentence structure. Half of the participants 25 (50%) answered that they use social media, while 12 (24%) of the responding are satisfied by the use of Duolingo. 5 (10%) students use YouTube as tool to enhance their English sentence structure. In the other hand, 7 (14%) students support the use of online platforms. Only one student likes learning through BBC learning. This implies that the majority of first year English Mila university students enjoy with the use of social media as a tool to learn English.

**Q7. How frequently do you use these platforms?**

**Table 7:** Examining the Frequency of Using Online Platforms

| Response | Participants | Percentage % |
|---|---|---|
| Everyday | 40 | 80% |
| Several time | 7 | 14% |
| Once a week | 3 | 6% |
| Rarely | 0 | 0% |
| Total | 50% | 100% |

This question aims to measure how participants engage with online platforms. Table 7 demonstrate that most of students 40 (80%) everyday use online platforms, whereas 7 students (14%) use them in several time. A few participants 3 (6%) reported that they use them once a week. From the analysis above, the majority of First year English students everyday use online platforms to learn.

**Q8. What is your main reason for using online platforms?**

**Table 8:** The Main Reason for Using Online Platforms

| Response | Participants | Percentage% |
|---|---|---|
| To improve grammar and sentence structure. | 10 | 20% |
| To enhance my writing skill | 10 | 20% |
| To expand my vocabulary | 10 | 20% |
| To practice speaking and pronunciation | 10 | 20% |
| To communicate more effectively in English | 10 | 20% |
| Total | 50 | 100% |

The purpose of this question is to identify the primary motivation and benefit that drives users to engage with online platforms. As shown the table 8 above, the same percentage has

been recorded. Ten students' 20% use online platforms to improve their grammar and sentence structure, as similar ten other participants (20%) use online tools in order to enhance their writing skill. Ten other students answered that they use them to expand their vocabulary. In the other hand, online tools are used in the goal of practice speaking and pronunciation by ten (20%) participants. At last, the ten rest of student answer that they use this tool to communicate more effectively in English.

**Q9. What type of content do you find most useful?**

**Table 9:** Most Useful Type of Content

| Response | Participants | Percentage % |
|---|---|---|
| **Grammar exercises and lessons** | **30** | **60%** |
| **Writing tutorials and guides** | **8** | **16%** |
| **Speaking and pronunciation practice** | **2** | **4%** |
| **Video lessons** | **4** | **8%** |
| **Integrative exercises** | **6** | **12%** |
| **Total** | **50** | **100%** |

This question sought to find out what kind of content the students find most helpful. As demonstrated in the table (9), 30 students (60%) answered that grammar exercises are most helpful. Eight students (16%) believe that writing tutorials and guides is the helpful kind of content. Only two students (4%) consider speaking and pronunciation practice to be helpful. Moving to video lessons serves four participants (8%). Four participants find video lessons useful, while 6 students of the total sample view interactive exercises as helpful tools.

**Section Three: The Impact of Online Platforms Use on Sentence Structure Mastery**

**Q10.Do you find online platforms most helpful for understanding sentence structure?**

**Table 10:** Students' Perceptions of the Usefulness of Online Platforms in Understanding Sentence Structure

| Response | Participants | Percentage % |
|---|---|---|
| **Yes, significantly** | 47 | 94% |
| **Yes, but only to some extent** | 0 | 0% |
| **No, not much** | 0 | 0% |
| **No, not at all** | 3 | 6% |
| **Total** | 50 | 100% |

The aim behind this question is to explore students' perceptions of the effectiveness of online platforms in enhancing their understanding and mastery of English sentence structure. Table 11 reveal that 47 students (94%) answer by yes, significantly find online platforms helpful for understanding sentence structure. In the other hand, three students (6%) say that they are not helpful in understanding sentence structure at all. From the results obtained, we deduce that the majority think that they are most helpful in understanding sentence structure.

**Q11.Which aspects of sentence structure have you improved through using online platforms?**

**Table 11:** Aspects of Sentence Structure Improved through the Use of Online Platforms

| Aspects | Participants | Percentage% |
|---|---|---|
| **Sentence variety** | 14 | 28% |
| **Prepositions and connectors** | 1 | 2% |
| **Use of conjunctions** | 3 | 6% |
| **Tenses use** | 11 | 22% |
| **Word order** | 21 | 42% |
| **Total** | 50 | 100% |

The aim of this question is to identify which specific aspects of English sentence structure learners have improved through using online platforms. From the whole population 14 students

(28%) declares that from the use they improve sentence variety, one student say that he /she develops the use of prepositions and connectors. In the other hand, three participants answer by use of conjunctions. In addition to that, 11 students demonstrate that through online tools they develop the use of right tenses, while 21 students (42%) tell that online tools have the great role in improving the word order and choice. From the analysis above, online platforms have the role in developing different English sentence structure.

**Q12.Do online platforms make you feel more confident in writing correct sentences?**

**Table 12:** Leaners Confidence in Writing Correct Sentences Though Online Platforms

| Response | Participants | Percentage % |
|----------|--------------|--------------|
| Yes | 47 | 94% |
| No | 3 | 6% |
| Total | 50 | 100% |

This question was asked to measure the extent to which online platforms influence learners in writing grammatically correct sentences. Table 12 reveal that 47 students (94%) online platforms make them feel more confident in writing correct sentences, whereas three students (6%) they do not feel confident with the use of online platforms in writing correct sentences.

**Q13. Have online platforms helped you to identify and correct your grammar mistakes?**

**Table 13:** The Effectiveness of Online Platforms in Identifying and Correcting Grammar Mistakes

| Response | Participants | Percentage% |
|----------|--------------|-------------|
| Yes | 40 | 80% |
| No | 10 | 20% |
| Total | 50 | 100% |

The aim behind asking this question is to explore the effectiveness of online platforms in helping learners recognize and fix their grammatical errors. The majority of students 40 (80%)

answer by yes, and they say online platforms as essential tool to identify and correct grammar mistakes, while the majority of students 10 (20%) answer by no, and they see that they are not effective.

**Q14. What are the main challenges that you face when using online platforms to learn sentence structure?**

**Table 14:** Challenges Faced When Using Online Platforms to Learn Sentence Structure

| Response | Participants | Percentage % |
|---|---|---|
| Lack of clear explanation | 5 | 10% |
| Limited practice exercises | 7 | 14% |
| Lack of motivation and engagement | 21 | 42% |
| Internet access | 17 | 34% |
| Other | 0 | 0% |
| Total | 50 | 100% |

The aim of this question is to explore the difficulties and obstacles learners encounter when relying on online platforms to improve their understanding and use English sentence structure. The answers of the participants are different from one to another. 5 students (10%) see that the obstacle is in the lack of clear explanation, while 7 students (14%) say that the main challenge is in the limited practice exercises. The majority of students 21 (42%) declare that the challenge faced was lack of motivation and engagement, whereas 17(34%) tell that the internet access is the ones obstacle.

**Q15. What additional tools or features would you suggest to enhance the effectiveness of OP for learning sentence structure?**

The aim of this question is to encourage learners think critically about enhancing online learning experience. All the participants 50 (100%) answer as the following: gamified activities to practice more about sentence structure, integrated video, personalized feedback from language experts or AI those as additional tools to enhance the effectiveness of OP for leaning sentence structure.

**Q16.Which aspect of English learning do you think still requires traditional methods instead of online platforms?**

50 percent from the participants 25 say that one key aspect of English learning that still benefits significantly from traditional methods is pronunciation and speaking fluency through face-to-face interaction. The other 50%, think that the aspect of English learning which requires traditional method is improving academic writing.

**Q17. In your opinion, how can online platforms and classroom learning complete each other to improve sentence structure?**

This question was set with regards to giving a space for students to share their perspectives and points of view about how can online platforms and classroom learning complete each other to improve sentence structure. All of the participants 50 (100%) agree that online platforms can complete classroom learning to improve sentence structure by offering extra practice and instant feedback that is taught in class. The combination between them enhances understanding and supports the development of accurate and fluent sentence construction.

**2.2.2.3. Discussion of The Questionnaire Results**

The analysis of the questionnaire led do the role of online platforms in supporting native-like command of English sentence structure. First, in section one which is about general information, it indicates that the majority of participants are females concerning the age first year English Mila university students are between 18 to 20 years old with intermediate level,

and the majority of them learn English through the internet and apps. Second, in section two, which is about the use of online platforms greater part of participants use social media to improve their English sentence structure and they use them every day, and they find grammar exercises and lessons as most useful content. Finally, in section three, which is about the impact of online platforms use on sentence structure mastery it shows that the majority of students think that online platforms are helpful for understanding sentence structure, and during their use they improve sentence structure and variety and word order, with them they feel confident in writing, and correct their grammar mistakes. In addition to that, the main challenges that they face when using OP to learn SS are internet access and lack of clear explanation. Moreover, students suggest additional tools to enhance effectiveness of online platforms for learning sentence structure which are gamified activities to practice more about sentence structure, integrated video, and personalized feedback from language experts or AI.

Next that, half percent from the participants say that one key aspect of English learning that still benefits significantly from traditional methods is pronunciation and speaking fluency through face-to-face interaction. The other half, think that the aspect of English learning which requires traditional method is improving academic writing. In the view point of the students that online platforms and classroom learning are in complementary distinctive it means that they complete each other and cannot replace each other.

## 2.3. Teacher's Questionnaire

### 2.3.1. Description of the Questionnaire

For the purpose of collecting data on how online platforms help students to enhance their English sentence structure in order to achieve a native-like command. A Questionnaire with the teachers of English Mila University (9 teachers) has been used. The questionnaire starts with small introduction which presents the aim of the study. It contains twelve (12) questions divided

between close-ended and open-ended questions. The questionnaire contains biographical information, and three sections: Teachers' perceptions of online platforms, practical use of OP in the classroom, and the last one is about the impact of online platforms on learners' sentence structure. The biographical information is made up of three questions aimed at accumulating general information, like teachers' highest degree obtained, years that they spend in teaching, and levels they usually teach… The first section is made up of five (5) questions which are concerned with teachers' perceptions of online platforms. The second section covers three (3) questions about the use of online platforms in the classroom. The third section which represent the core of our study and it is entitled "the impact of online platforms on learners' sentence structure covers four questions". Those questions aim to collect data about exploring the role of online platforms in supporting native-like command of English sentence structure. In the last of this section, teachers are asked to give any addition or comments about the topic.

## 2.3.2. Analysis and Interpretation of the Questionnaire

**Biographical Information**

**Q1. What is the highest degree you hold?**
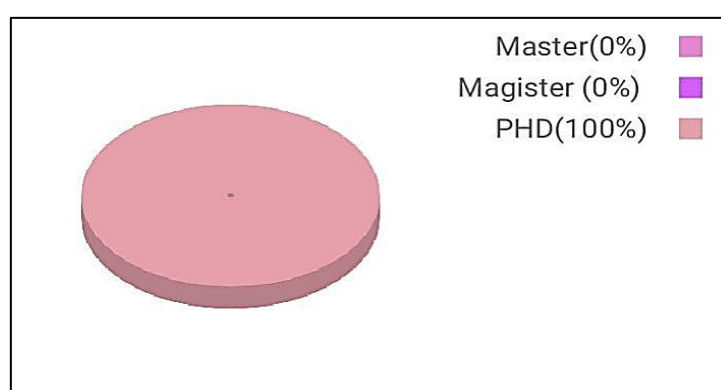


**Figure 7:** Academic Degrees held by Teachers.

Although this question does not really serve the overall aim of this study, it is still useful to have some information about the teachers who are going to participate and provide us with

feedback, so this question aims to know teachers' highest degree of education. The result shows that all the participants 9 (100%) have PHD.

**Q2. How long have you been teaching English?**



**Figure 8:** Teachers' Teaching Experience.

This question is intended for gathering data about teacher's experience in teaching English. Figure 8 says that the majority of the responses 6 (66.67%) have teach between 5-10 years, while three participants (33,33%) have taught between 1-2 years.

**Q3. What are the level (s) you usually teach?**
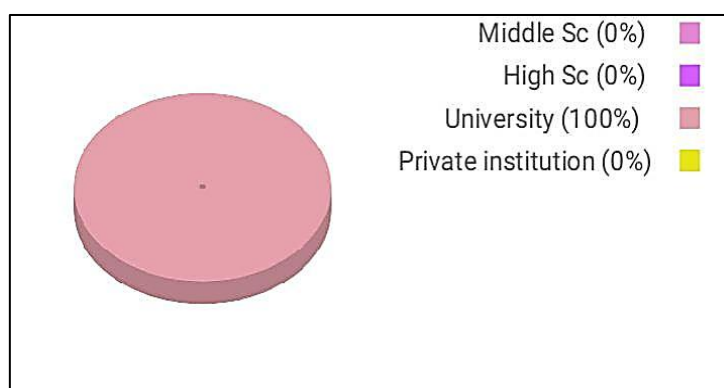


**Figure 9:** Proficiency Level(s) Most Frequently Taught.

The aim of this question is to find out which students proficiency levels teachers typically work with in their teaching.  shows that all the nine teachers (100%) they have taught at university.

**Section One: Teachers' Perceptions of Online Platforms.**

**Q1. Do you think that online platforms can assist in the development of English sentence structure?**
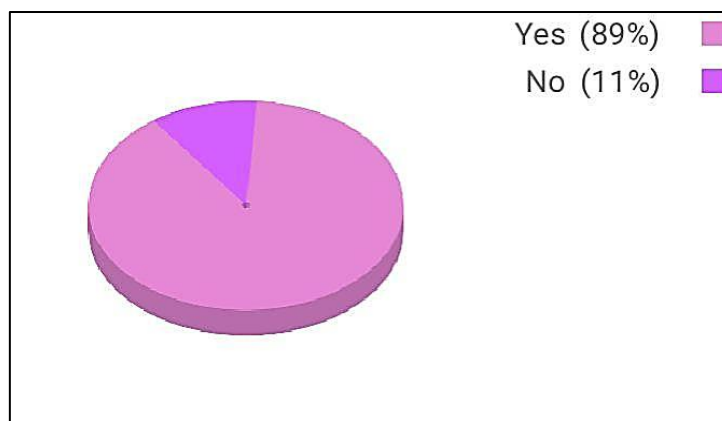


**Figure 10:** Online Platforms and The Development of English Sentence Structure.

This question was given to explore the effectiveness of online tools in improving English sentence structure. The result show that 89% of the teachers claim that the online platforms assist in the development of English sentence structure by offering instant feedback and explanations, through providing students with more documents to practice their reading and listening. Only 11% of the teachers said that they do not assist any development, and they focus more on vocabulary and general communication. They do not deep into sentence structure. According to the majority online platforms are beneficial in improving sentence structure.

**Q2. Which online platforms do you consider to be most useful for sentence structure improvement?**
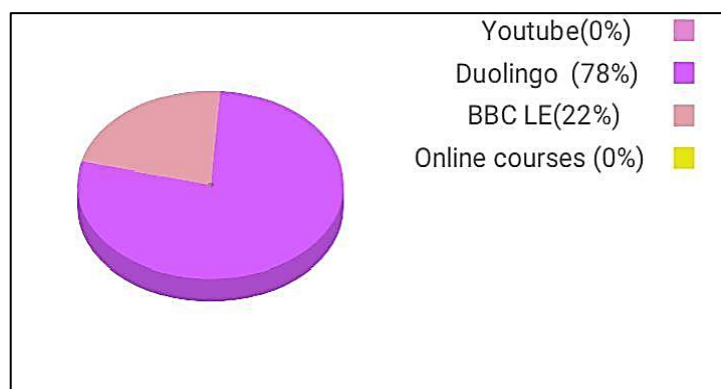
**Figure 11:** Online Platforms That Are Most Useful for Sentence Structure Improvement.

The purpose behind this question is to identify which online platforms are considered most effective for improving English sentence structure. The figure above shows that 78% from teachers states Duolingo is most useful online platform for sentence structure improvement. In the other hand, 22% from the participants said that BBC learning English is most useful.

**Q3. In your opinion, are students encouraged to use online platforms for sentence structure development?**
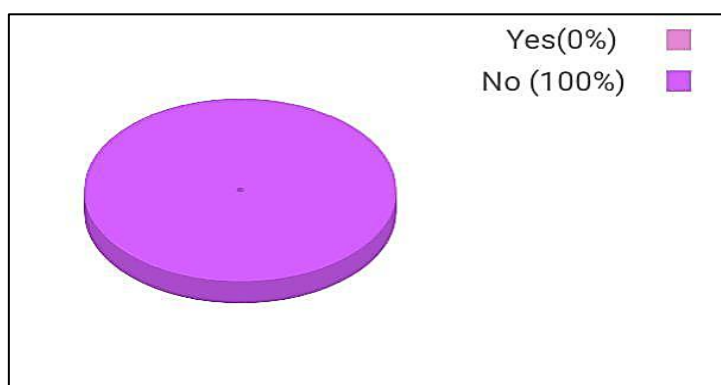


**Figure 12:** The Extent to Which Students' Are Encouraged to Use Online Platforms for Sentence Structure Development.

The main aim of this question is to understand the extent to which students are being encouraged to use online platforms. All the teachers (100%) answer by No student are not

encouraged to use online platforms for sentence structure because they still think that grammar (sentence structure) should be thought at classes.

**Q4. Do you consider online platforms effective in promoting English sentence structure?**
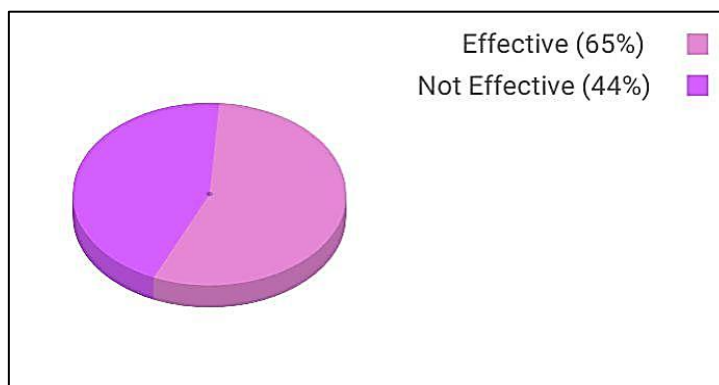


**Figure 13:** The Extent which OP Are Effective or Not.

This question aims to explore the respondents' opinion on whether online platforms help to improve the use and understanding of English sentence structure. 65% (5) teachers see that online platforms are effective because they help students correct their mistakes unconsciously, and they offer practice instant corrections and helpful resources for learning sentence structure.

**Q5. From your perspective, do students trust online platforms more than conventional classroom tasks!**
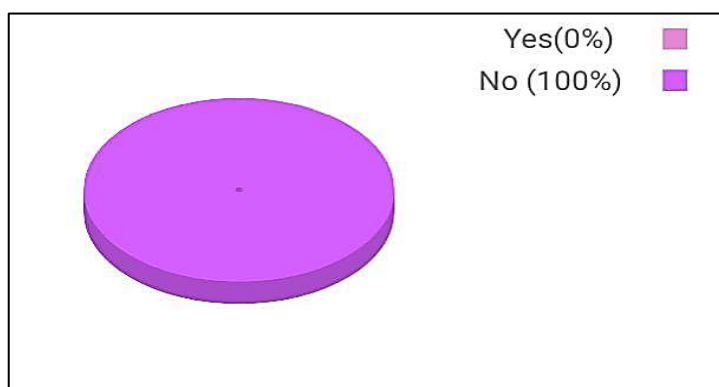


**Figure 14:** The extent to Which Students'' Trust OP OR TC.

This question was given to investigate whether or not students' trust online platforms more than conventional classroom tasks. The data provided in figure 14 states that all the teachers

find that students so not trust online platforms, and they still consider the teacher as the real source of information.

**Section Two: practical use in the classroom.**

**Q6. Do you use online platforms in your teaching process?**
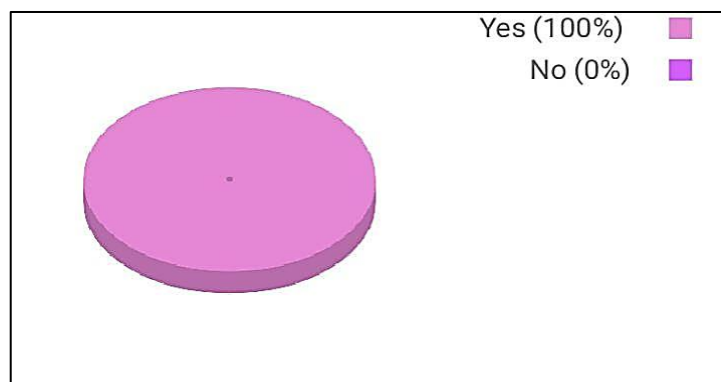


**Figure 15:** The Use of Online Platforms in Teaching Process.

The aim of this question is to find out whether teachers integrate online platforms into their teaching and how they use them to enhance learning. Figure 15 shows that all teachers (100%) use online platforms in their teaching process. They declared that online platforms provide them with new information which make them up dates.

**Q7. What difficulties and challenges do you customarily face when using these tools in your lectures?**

The aim behind this question is to identify and evaluate the practical obstacles teachers encounter when integrate with online platforms during the lectures. 50% from the participants' teachers state that using online tools in their lectures sometimes presents difficulties connected to technical problems such as erratic internet connections or program mistakes which might interfere with the lesson's follow. While, the other teachers 50% said that some students may find it difficult to interact with the tools due either to poor digital literacy or restricted access to personal devices. Ensuring that the tools support the learning goals without distracting is yet another challenge.

**Q8. Do you believe that online platforms can replace traditional classroom or they complete each other?**

The aim of this question is to assess teachers' ability to reflect on the role of online platforms in teaching and to justify whether they can complement or replace traditional classroom methods. 63% from teachers believe that online platforms and traditional classes complete each other rather than one replaces the other because online platforms access to the diversity of resources and self-placed learning and traditional classroom provide face to face interaction and structured settings, so, they complete each other the combination between both of them create more effective and balanced learning process. The rest 37% said that they do not believe online tools can complete or replace traditional classes because online platforms lack the personal interaction and teachers' guidance. They should be used as Media and together in order to enhance the learning process.

**Section Three: impact of online platforms on learners' sentence structure.**

**Q9. What are the common errors that your students make in sentence structure?**

This question was asked to identify the most frequent sentence errors students make. The majority of teachers answer that students make several errors in sentence structure the common errors that they make run-on sentences where clauses are liked without right punctuation or conjunctions, they also make sentence fragments where sentence luck subject or verb that make it meaningless. In addition, most students forget the `s' of plural and use prepositions in the wrong place. They assist that these errors reflect gaps in students understanding of grammar and sentence construction.

**Q10.Do you think that students who use online platforms make fewer errors?**

This question was aimed to investigate whether the use of online platforms contributes to improving students learning process. In the overview of all the participants that students who

use online platforms can benefit from them and make few errors through interactive grammar tools and writing corrections apps, they can provide them with feedback which help them in reducing errors over time. In the other hand, if students rely on online tools passively like copying without understanding here the benefit minimal or even harmful.

**Q11. In your opinion, what are the benefits of using online platforms for sentence structure development?**

This question was used to know the benefits of using online platforms for sentence structure development. Depends on the teachers' point of view online platforms are effective tools for developing English sentence structure because they provide immediate feedback that allows students correct their mistakes. Online tools offer interactive exercises that make grammar more engaging. Although, they expose users to authentic language also are flexible allows students learn anytime and everywhere.

**Q12.What are the limitations you notice when students depend on online tools?**

The aim of this question is to assess the student's awareness of the impact of relying on online platforms. All teachers agreed that when students rely on online platforms limit their learning and reduce their ability to solve problems on their own, they also lose the ability to think critically and lose important skills like grammar and writing. Sometimes, they copy information without understanding and it can be wrong which is not authentic.

### 2.3.3. Discussion of the Questionnaire's Results

The analysis of the questionnaire in light of the aim of our study is exploring the vital role of online platforms in supporting native-like command of English sentence structure. First, the biographical information which is about the highest academic degree of teachers, it indicates that all the participants have PHD degree. Also, the number of years that they spend in teaching English, it shows the majority of the teach 5 to 10 years. In addition, all of them teach in

university level. Second, in section one, which is about teachers' perceptions of online platforms, it becomes clear for us that all teachers think that online platforms can assist in the development of English sentence structure, and the most used online platforms for them is Duolingo and BBC learning and are effective in promoting sentence structure. In teachers' point of view students are encouraged to use online tools in their studies, they do not trust them more than classroom learning, and they still consider the teacher as the right and the real source of information. Third, in section two which is about practical use of OP in the teaching process, all teachers are agreed that online platforms are used in teaching because they provide them with new information which make the updates, they face difficulties and challenges when using these tools in their lectures they use them as media, and they argued that they cannot replace traditional classroom they complete each other. Fourth, the last section is about the impact of online platforms on learners' sentence structure, it shows that the majority of teachers said that the errors that their students make are: subject verb agreement, word order, missing The's 'of the plural, and using conjunctions in the wrong place. They mentioned that students' when use online platforms led to fewer errors because they are beneficial by providing students with more practice which make them learning anytime and everywhere but there are limitations that they notice when students depend on online tools which are: limit their ability to think critically and solving problems, and copying non authentic information.

**2.4.Students' Interview**

The third tool we have used for collecting data in the current investigation is the interview. The latter has been conducted immediately after the spring holiday. The interviewees are ten first-year English Mila University students. The participants are all around 18 to 20 years' old which includes both male and female, and they were selected randomly.

### 2.4.1. Audio Recording Interview

We choose the tape-recording interview for its distinguished features, "it preserves actual language as it is naturalistic with objective record" (Nunan,1992, p153). The contributions of interviewers are recorded to facilitate the transcription of the data analysis. Indeed, we confirmed an audio recording interview with taking note. In other word, we rely on the use of smart phone recorder to record student's answers.

### 2.4.2. Description of the Interview

As have been previously mentioned, our interview was conducted with first-year English Mila University students, by using both forms; recording the answers and taking note. The interview (see appendix 3) contains nine questions whose objective is to fill the gaps of the previous tool. Moreover, the use of the interview would add details to our study. We use the symbol (Sx) that refers to each person interviewed. We started asking the interview questions after the students' sessions. We also have reminded the interviewees the purpose of the study.

### 2.4.3. Analysis and Interpretation of the Interview Results:

This interview is designed to gather information about the role of online platforms in supporting native- like command of English sentence structure.

**Question 01: Do you use online platforms in your learning?**

**S1:** Yes, I use online platforms during my studies.

**S2:** Yes of course, I use them.

**S3:** Yes, I do.

**S4:** Yes, I do. I use them almost every day.

**S5:** Of course! I use online platforms for studying.

**S6:** Yes, I use them. It depends on what I need.

**S7:** Absolutely! They are essential for my daily tasks.

**S8:** Yes, especially for learning, and communication.

**S9:** Not really, I prefer offline interactions.

**S10:** No, I try to avoid them as much as possible.

The aim behind this question is to determine whether students engage with online platforms to learn English. Of the tenth students, eight students have used online platforms and see them as an essential tool during the learning process. As for the ninth and the tenth students does not use online platforms, and they prefer offline interactions.

**Question 02: how often do you use online platforms to learn English?**

**S1:** I always use online platforms to learn. They are part of my routine.

**S2:** I always use them to improve my skills.

**S3:** I use them every day in order to improve my skills.

**S4:** I usually use them.

**S5:** I sometimes use online platforms when I need something specific.

**S6:** I use them when I have free time.

**S7:** I use them from time to time.

**S8:** I often use them.

**S9:** I never use online platforms; I rely on other resources.

**S10:** I rarely use them; I prefer traditional methods.

The purpose behind this question is to know how frequently learners use online platforms for learning English. Based on what the first, second, third and the fourth students say that they always and everyday use online platforms, and they are part of their daily routine. They use online tools to learn English and to improve their skills. Concerning the fifth, sixth, seventh and the eighth participants sometimes and from time to time use them when they need something

specific. Moving to ninth and tenth students do not use online platforms, and they support other resources and traditional methods.

**Questions03: which platforms tools do you use?**

**S1:** I use YouTube channel.

**S2:** I use Google Translation and ChatGpt to check sentence construction.

**S3:** I use Hello Talk to speak with native speaker.

**S4:** I use Duolingo to improve my vocabulary.

**S5:** I follow English learning pages on Instagram and tick took.

**S6:** I use BBC learning for grammar exercises.

**S7:** I use YouTube and Facebook groups.

**S8:** I use Duolingo.

**S9:** I do not use anything.

**S10:** I do not use any tool.

The intent of this question is to understand the different types of online platforms that learners use to improve their English skills. Based on what the eighth students say that they use several online tools like YouTube channels, Google Translation, ChatGpt to check sentence construction, Hello talk to speak with native speakers, Duolingo to improve their vocabulary, English pages in Facebook, Instagram, tick took and BBC learning for grammar exercises.

**Question 04: Do these platforms tools help you write better English sentence structure?**

**S1:** Yes, online platforms help me a lot.

**S2:** Of course! They help me in all my studies.

**S3:** Yes, online tools help me in writing skill.

**S4:** Yes, online platforms help me to improve my writing skills and write more clearly and accurately.

**S5:** Of course! In my experience online tools are quite helpful.

**S6:** Yes, they help me especially in writing.

**S7:** Yes, but with some limitations. They help me to identify basic errors in sentence structure.

**S8:** Yes, but with some limitations.

**S9:** No, they do not.

**S10:** No, they do not help me.

The purpose of this question is to find out whether the online platforms are helpful to the user. Based on what the six students say that online tools help them to improve their writing skills and write more clearly and accurately. Concerning the seventh and the eighth students say that they help them to identify basic errors in sentence structure, but with some limitations. The two last students declare that online platforms do not help them. Simply because they do not use them at all.

**Question 05: Do you find online platforms helpful or helpless?**

**S1, S2, S3, S4, S5, S6, S7, S8:** Online platforms are totally helpful and beneficial.

**S9, S10:** Online platforms are helpless.

The reason for asking this question is to determine whether users perceive online platforms as beneficial (helpful) or ineffective (helpless). All the eight interviewed agree that online tools are helpful and they use them as a guide during their learning process, they offer flexibility, a wide range of resources, and opportunities for collaboration with others. Moreover, the two last students find online platforms helpless at time because they can be overwhelming, unreliable, and distracting without proper guidance.

**Question 06: how do you prefer learning through using online platforms or traditional classes?**

**S1:** I prefer learning through online platforms.

**S2:** Of course! I like learning via online platforms.

**S3:** I see learning is better through online platforms.

**S4:** Certainty! I enjoy learning through online tools.

**S5:** Sure thing! Online platforms are better than traditional classes.

**S6:** I prefer learning through online platforms because they offer greater flexibility, a variety of resources, and the ability to learn at my own pace.

**S7:** I prefer online tools.

**S8:** I enjoy with use of online platforms but I see that online platforms and traditional classes complete each other.

**S9:** I do not like online platforms. I support traditional classes.

**S10:** I prefer TC because they provide direct interaction with teachers and classmates which helps me stay more focused and motivated.

The goal of this question is to understand whether learners prefer studying via online platforms or through traditional, in- person classes. The results confirmed that the seven students prefer and enjoy with the use of online platforms and see them better than traditional classes because OP facilitate the learning process, offer greater flexibility, and a variety of resources. Moving to the eighth student say that he enjoys use of online platforms but he sees that OP and TC complete each other. In the other hand, the ninth and the tenth students do not like OP and they support TC because they provide direct interaction with teachers and students get motivated and focus more.

**Question 07: What are the errors that you make when writing sentences?**

**S1:** I make grammar mistake.

**S2:** I make errors in verb tenses.

**S3:** I make punctuation marks, like commas.

**S4:** One of my common errors is missing up subject verb agreement.

**S5:** Spelling mistakes happen frequently when I write quickly.

**S6:** Spelling mistakes.

**S7:** I struggle with sentence structure and my ideas come out confusing.

**S8, S9, and S10:** I forget to capitalize the first word of a sentence.

This question seeks to identify the common writing errors that learners make in sentence construction. All tenth students make different errors when writing sentences. They have problem with grammar, verb tense errors, missing up subject, verb agreement, spelling mistakes. They also struggle with sentence structure and their ideas come out confusing. As for the remaining students, they have problems with all aspects of the language and they write a sentence without punctuations and capitalization. In addition to ignoring other aspects such as organizing ideas, the order of words, and using grammar rule.

**Question 08: Do your teachers support the use of online platforms?**

**S1, S2, S3, S4, S5, S6, S7, S8, S9, S10:** Yes, they do most of teachers highly support the use of online platforms. They believe these tools enhance learning and make lessons more engaging.

As for this question, one of the main concerns in this investigation is knowing whether teachers encourage or reject the idea of integrating technology and digital tools into education. The tenth students approximately give the same answers their teachers always motivate and encourage them to use different online tools to rich their vocabulary, and facilitate the learning process.

**Question 09: Have you observed any development in your English level after using online platforms?**

The main objective behind this question is to understand if using platforms has helped you improve your English also to measure the effectiveness of online platforms in enhancing language abilities.

**S1:** Yes, definitely. After using online platforms. I have noticed significant improvement in my English level.

**S2:** A little bit. I have seen some development, but it is not very big.

**S3:** Yes, I think online platforms helped me mainly with listening and reading.

**S4:** Honestly, I have not observed much improvement.

**S5:** It depends. I have improved in some areas.

**S6:** Yes, online platforms help me a lot in improving my level.

**S7:** Yes of course! They have the main role in develop my abilities.

**S8:** Yes, I see online platforms the only tool that can help me in improving myself.

**S9, S10:** Not, because we do not use them at all.

The answers to this question varied from one student to another (the first, second, third, sixth, seventh and eighth) see that definitely online platforms play a great role in the development of their English, and their capacities in the language (listening, and reading). Moving to student number two who says that she has seen some development. The fifth student said that he has not observed any development because he does not use online platforms at all.

### 2.4.4. Discussion of the Results

By analyzing the data collected from students' interview, we obtained valuable answers that have been found satisfactory the interview uncovered a number of key observations about their encounters with English sentence structure learning. Most of the respondents said they had trouble creating grammatically accurate sentences, notably when using difficult constructions like grammar errors subject- verb agreement, verb tenses and word choice. This challenge could

be related to a lack of clear instruction in their past language learning encounters and the unavailability of adequate practice chances.

Strangely enough, several students pointed out how interactive websites and language learning tools helped them enhance their sentence construction abilities. This result supports earlier studies by Johnson (2020), who underlined how helpful digital instruments are for promoting language learning outside of conventional classroom environments.

A few students said, however, that online tools were useful, they occasionally caused misunderstanding because of the lack of individual comments. This surprising finding implies that although technology provides useful tools, it cannot completely replace teacher direction and correctional comments.

## 2.5. Implications, Limitations, and Recommendations

### 2.5.1. Implications

Considering the major findings elicited from students', teachers' questionnaire and students' interview, the current research is said to have significant implications for both theory and practice.

- Incorporating online platforms into language learning can lead to improved proficiency level.
- Teachers should explore innovative ways to integrate online platforms into their teaching process to improve learning outcomes.
- Teachers and students should work together in order to create an active environment.
- Integrating online platforms into learning process requires the improvement of four skills.
- For teachers, students still considering that the teacher is the source of the information for this they do not trust a lot online platforms, and online platforms cannot replace traditional classroom.

- Students should trust that making errors in sentence structure is an important step to learn and became more knowledgeable.

### 2.5.2. Limitations of The Study

In the course of caring out this study, several obstacles encountered. Firstly, in order to carefully manage the study, it was limited only to first year students at Mila University center. Additionally, students' and teachers' questionnaire are collected via face to face by attending first year classes. In addition, students are in interrogation period, so we waited after the end of interrogation session and then we distributed the questionnaire. One major limitation of the current study is the teachers were very busy with meetings and various preparations.

### 2.5.3. Recommendations for Pedagogy and Research

The account for a set of suggestions that touch upon pedagogy and more research is of essential value and it's based on what revealed via the analysis of the data gathered through the research tools used in this study. This is done to teachers and students to become more familiar with online platforms and their role in enhancing English sentence structure. In a similar vein suggestion for additional research are made for future studies that would have a similar interest as the current study.

### 2.5.4. Recommendations for Teachers

- Teachers must stay updated with online platforms and regally explore and become familiar with online resources relevant to language teaching.

- Teachers must encourage their students to use online platforms for enhancing their skills especially writing (sentence structure).

- Teachers should work on creating opportunities for their students to develop their skills.

- Teachers should emphasize the importance of respecting intellectual property rights.

- Maintaining online privacy, and practicing good digital etiquette when interacting with peers.

### 2.5.5. Recommendations for Students

- Students should define specific language learning goals and objectives to guide the use online platforms.

- Students should determine what skills they want to improve and identify relevant digital resources that align with their learning objectives.

- Students should devote more time to practicing writing good sentence construction.

- Students should not hesitate to seek feedback and support from teachers, tutors, and peers.

- Students must reflect on their experiences to help themselves identify areas for growth and plan their future language learning effectively.

### 2.5.6. Recommendations for Farther Research

The goal of the current study is to examine the role of online platforms in supporting native-like command of English sentence structure. The study is a descriptive and exploratory investigation into the value of online platforms in the instruction of improving the abilities to first year English language students at Mila University's' Department of Foreign Languages. As a result, it is seen as a crucial step that may open the door for future research projects to be conducted with the aim of analyzing the impact of online platforms and resources on the improvement of sentence construction. In other words, research on the role of online platforms in the growth of students' skills can be based on other case studies that may provide a greater number of participants to represent a wider population. If an experimental design is used, a study of this kind may be more instructive, provided that time is allowed for future studies. This enables the researcher to accurately assess and examine the development of the learners' language.

**Conclusion**

This chapter focuses on the practical aspect of the current study and discusses the role of online platforms in supporting native-like command of English sentence structure. The information was acquired by giving questionnaires to English first-year students and teachers of English language, and an interview for students. The findings of the questionnaires confirm that both teachers and learners have positive attitudes toward the importance of online platforms in reducing students' sentence construction and developing the four skills. It encourages students to develop a broader and more nuanced vocabulary, enlarges their creativity and imagination, helps them develop a sense of style and tone, and allows them to understand the rules of grammar and syntax. That is to say, it increases their proficiency. Relying on the perspectives shown by both students and teachers, it can be noted that developing such skills is about how we use online platforms in language learning.

The findings generally point to a balanced approach incorporating classroom teaching with the use of online resources as the most effective means of helping pupils to reach native-like command of English sentence structures. Still, it's vital to remember that the results might not be applicable to all students and are based on a small sample size.

**General Conclusion**

The present study has investigated that online platforms has crucial and transformative role in supporting first-year students at Mila center university improve a native-like command of English sentence structure. The study's findings approve that online platforms are beneficial because they facilitate learning process, providing students with immediate feedback; self-based learning opportunities, promoting independent learning and higher motivation.

The results demonstrate that students who use online platforms are more capable to construct well meaningful sentences which are considered an important aspect. They allow students to practice more and receive guidance in real time, and making learning process active, more engaging, and effective than traditional methods. Moreover, the research emphasizes several benefits, but it's pointed out different challenges such as luck of face-to-face interaction and communication, and potential overreliance on technology.

To sum up, online platforms play a crucial role in enhancing students' sentence structure. Hence, the study confirms that: first, the participants in this study have a slightly average use of online platforms. As well, first-year learners at Mila University Center are not aware of the importance of sentence construction. Thus, this investigation opens a new array of research and perhaps future research on online platforms, sentence construction and writing proficiency.

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## Appendix 01 : Students' Questionnaire

Dear student,

This questionnaire is aimed to collect data on how online platforms help students to enhance their English-sentence structure in order to achieve a native like command. Please, put a tick into the box corresponding to the chosen answer, and write out full statements whenever necessary. Thanks in advance for your cooperation and time devoted to completing the questionnaire.

**Section One:  General Information**

1-Gender:

 Male ☐

Female ☐

2-Age

18-20 ☐

21-23 ☐

24 or above ☐

3-How many years did you spend learning English before entering university?

Less than 3 years ☐

3-6years ☐

More than 6 years ☐

4- How do you assess your level in English?

Beginner ☐

Intermediate ☐

Advanced ☐

5-How did you mainly learn English?

Through school only ☐

Though the internet and apps ☐

Through private lectures ☐

By interaction with native speakers ☐

Others ☐

**Section Two: Use of Online Platforms**

6-What online platforms do you use to enhance your English sentence structure?

Social media (Facebook, Instagram, Ticktoock…) ☐

YouTube ☐

Duolingo ☐

BBC learning English ☐

Online courses (eg: cousera, Udemy) ☐

Others ☐

7-How frequently do you use these platforms?

Everyday ☐

Several time ☐

Once a week ☐

Rarely ☐

8-What is your main reason for using online platforms?

To improve grammar and sentence structure ☐

To enhance my writing skill ☐

To expand my vocabulary ☐

To practice speaking and pronunciation ☐

To communicate more effectively in English ☐

9-What type of content do you find most useful?

Grammar exercises and lessons ☐

Writing tutorials and guides ☐

Speaking and pronunciation practice ☐

Video lessons ☐

Interactive exercises ☐

**Section Three: the Impact of Online Platforms Use on Sentence Structure Mastery**

10- Do you find online platforms most helpful for understanding sentence structure?

Yes, significantly ☐

Yes, but only to some extent ☐

No, not much ☐

No, not at all ☐

11-Which aspects of sentence structure have you improved through using online platforms?

Sentence variety (simple, compound, complex) ☐

Prepositions and connectors ☐

Use of conjunctions ☐

Tenses use ☐

Word order ☐

12- Do online platforms make you feel more confident in writing correct sentences?

Yes ☐

No ☐

13-Have online platforms helped you to identify and correct your grammar mistakes?

Yes ☐

No ☐

14-What are the main challenges that you face when using online platforms to learn sentence structure?

Lack of clear explanation ☐

Limited practice exercises ☐

Lack of motivation and engagement ☐

Internet access ☐

Other ☐

15-What additional tools or features would you suggest to enhance the effectiveness of online platforms for learning sentence structure?

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16-Which aspect of English learning do you think still requires traditional methods instead of online platforms?

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17-In your opinion, how can online platforms and classroom learning complete each other to improve sentence structure?

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Any additions or comments are welcome.

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Thank you so much for your time and valuable input.

**Appendix 02: Teachers' questionnaire**

Dear teacher,

   This questionnaire has been devised to collect data on how online platforms help students to enhance their English sentence structure in order to achieve a native-like command. Thanks a lot for your time and cooperation.

**Biographical Information:**

Please, tick off the appropriate box.

1-What is the highest degree you hold?

   a. Master☐

   b. Magister☐

   c. PhD☐

2-How long have you been teaching English?

   a. 1-2 years☐

   b. 5-10 years☐

   c. More than 10 years☐

3-What are the level(s) you usually teach?

   a. Middle school☐

   b. High school☐

   c. University☐

   d. Privat institution☐

**Section One: Teachers' Perceptions of Online Platforms**

1-Do you think that online platforms can assist in the development of English sentence structure?

   a. Yes☐

   b. No☐

Please explain your answer.

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2-Which online platforms do you consider to be most useful for sentence structure improvement?

   a. Youtube☐

   b. Duolingo☐

   c. BBC Learning English☐

   d. Online courses (eg : Cousera, Udemy) ☐

3-In your opinion, are students encouraged to use online platforms for sentence structure development?

   a. Yes☐

   b. No ☐

   Why ?

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

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4-Do you consider online platforms effective in promoting English sentence structure?

    a.  Effective☐

    b.  Not effective☐

    Why ?

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5-From your perspective, do students trust online platforms more than conventional classroom tasks?

    a.  Yes☐

    b.  No☐

    Please, explain your answer.

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**Section Two: Practical Use in the Classroom.**

6-Do you use online platforms in your teaching process?

    a.  Yes☐

    b.  No☐

Why ?

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7-What difficulties and challenges do you customarily face when using these tools in your lectures?

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8-Do you believe that online platforms can replace traditional classroom or the complet each other?

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**Section Three: Impact of Online Platforms on Learners' Sentence Structure.**

9-What are the commonest errors that your students make in sentence structure?

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10-Do you think that students who use online platforms make fewer errors?

a. Yes☐

b. No☐

11-In your opinion, what are the benefits of using online platforms for sentence structure development?

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12-What are the limitations you notice when students depend on online tools?

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Any addition or comments are welcome.

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**Students' Interview: (audio recording interview)**

Dear students,

This interview has been tailored to gather more information to accomplish the master's thesis about "Exploring the role of online platforms on supporting native-like command of English sentence structure". Therefore, we would be grateful if you could answer the following questions. Your answer will help us greatly of this research study.

**Number of students:** 8 students.

**Time of interview:** after the spring holiday.

**Questions:**

1) Do you use online platforms in your learning?

2) How often do you use online platforms to learn English?

3) Which platforms tools do you use?

4) Do these platforms tools help you write better English sentence structure?

5) Do you find online platforms tools helpful or helpless?

6) How do you prefer learning through using online platforms or traditional classes?

7) What are the errors that you make when writing sentences?

8) Do your teachers support the use of online platforms?

9) Have you observed any development in your English level after using online platforms?

**Résumé**

La langue anglaise est devenue une lingua franca et avec les avancées rapides de la technologie qui ont entraîné des transformations profondes dans plusieurs secteurs de la vie, y compris l'éducation. Les plateformes en ligne sont considérées comme des outils essentiels pour les apprenants en langues. Cette dissertation examine le rôle vital des plateformes en ligne dans le soutien à la maîtrise d'une structure de phrase en anglais semblable à celle des natifs chez les étudiants de première année en anglais à l'Université de Mila. Les questions auxquelles cette étude répond sont : 1- comment les plateformes en ligne contribuent-elles à atteindre une maîtrise de la structure de phrase en anglais semblable à celle des natifs ? 2- Quelles plateformes en ligne les étudiants de première année en anglais de l'Université de Mila trouvent-ils les plus efficaces pour apprendre la structure de phrase ? 3- Comment les étudiants perçoivent-ils l'impact des plateformes en ligne sur leur compétence linguistique globale ? 4- Quelles caractéristiques spécifiques des plateformes en ligne sont les plus bénéfiques pour améliorer la structure de phrase ? Pour répondre à ces questions, une approche méthodologique mixte a été adoptée, contenant à la fois des méthodes quantitatives et qualitatives de collecte de données. Les données ont été collectées par le biais d'un questionnaire administré à 50 étudiants de première année en anglais et d'un autre pour 10 enseignants d'anglais du département des langues étrangères, au centre universitaire de Mila. Le troisième outil était un entretien avec dix étudiants de première année en anglais. Les principales conclusions de la recherche montrent que les plateformes en ligne jouent un rôle significatif dans le processus d'apprentissage de la structure de phrase, aidant les apprenants à développer leur performance et à augmenter leur engagement et leur motivation dans l'apprentissage des langues. En fin de compte, la recherche fournira des recommandations et des suggestions pour la pédagogie et les recherches futures dans le but d'améliorer la familiarité avec les plateformes en ligne et de comprendre leur rôle dans l'amélioration de la structure de phrase tant pour les enseignants que pour les étudiants.

**Mots clés** : plateformes en ligne, outils numériques, structure de phrases en anglais, construction de phrases, enseignants et apprenants d'anglais langue étrangère.

# ملخص

أصبحت اللغة الإنجليزية لغة عالمية ومع التقدم السريع في التكنولوجيا الذي أدى إلى تحولات عميقة عبر عدة قطاعات من الحياة، بما في ذلك التعليم. تعتبر المنصات الإلكترونية أدوات أساسية لمتعلمي اللغات. تبحث هذه الرسالة في الدور الحيوي للمنصات الإلكترونية في دعم إتقان بنية الجملة الإنجليزية بشكل مشابه للناطقين بها الأصليين بين طلاب السنة الأولى في اللغة الإنجليزية في جامعة ميلة. الأسئلة التي تناولتها هذه الدراسة هي: 1- كيف تساهم المنصات الإلكترونية في تحقيق إتقان بنية الجملة الإنجليزية بشكل مشابه للناطقين بها الأصليين؟ 2- ما هي المنصات الإلكترونية التي يجدها طلاب السنة الأولى في جامعة ميلا الأكثر فعالية في تعلم بنية الجملة؟ 3- كيف يدرك الطلاب تأثير المنصات الإلكترونية على كفاءتهم اللغوية العامة؟ 4- ما هي الميزات المحددة للمنصات الإلكترونية الأكثر فائدة لتحسين بنية الجملة؟ للإجابة على هذه الأسئلة، تم اعتماد نهج مختلط يتضمن كل من الطرق الكمية والنوعية لجمع البيانات. تم جمع البيانات من خلال استبيان تم إدارته لـ 50 طالبًا في السنة الأولى في اللغة الإنجليزية وآخر لـ 10 معلمين للغة الإنجليزية في قسم اللغات الأجنبية، في المركز الجامعي في ميلا. كانت الأداة الثالثة هي مقابلة مع عشرة طلاب في السنة الأولى في اللغة الإنجليزية. تظهر النتائج الرئيسية للبحث أن المنصات الإلكترونية تلعب دورًا مهمًا في عملية تعلم بنية الجملة، مما يساعد المتعلمين على تطوير أدائهم وزيادة مشاركتهم وتحفيزهم في تعلم اللغة. في النهاية، ستقدم الدراسة بعض التوصيات والاقتراحات للتعليم والبحث المستقبلي بهدف تعزيز المعرفة بالمنصات الإلكترونية وفهم دورها في تحسين بنية الجملة لكل من المعلمين والطلاب.".

**الكلمات المفتاحية:** المنصات الإلكترونية، الأدوات الرقمية، بنية الجملة الإنجليزية، بناء الجملة، معلمو ومتعلمو اللغة الإنجليزية كلغة أجنبية.