



**The Impact of Online and Classroom Discussion on
Mastering Speaking Skills for EFL Students**

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The current study investigates the impact of online and classroom discussions on mastering speaking skills for EFL students. The study aims to determine the impact of online and classroom discussion in mastering speaking. The sample of the study covers 60 students of the College of Basic Education at the University of Diyala. The samples, 60 students, were divided into two groups. The former, 30 students, is experimental, while the latter, 30 students, is the control group. The experimental group followed the online and classroom discussion, and the control group followed only the traditional classroom discussion. The study's findings reveal that students recorded higher ratios of speaking master when following both online and classroom discussions.

Keywords:- English Language, E-learning, Internet, Speaking Skills, Classroom Discussion

Introduction

The educational process is moving away from the traditional teaching technique toward technological teaching due to the Internet's widespread use and ease of access. Using multiple techniques nowadays provides various opportunities related to different facets of education. According to Leffi Noviyenty (2018), teaching non-native pupils how to communicate in English and speak efficiently and accurately is never easy. Non-native students and teachers should consider using several language learning strategies as one of the most important aspects of speaking ability.

Speaking is one of the fundamental skills that students who are learning a language must master. Due to their ability to talk, they must be able to express their opinions with the group. Additionally, they must be able to convey their feelings verbally. They will also become well recognized by others due to their speaking ability. Speaking is the way to express one's opinion without inhibition or fear, as mentioned. (Nunan, D, 2003).

According to a statement, speaking is the most essential oral and aural talent because it requires organized verbal statements that communicate meaning. (Richard, J, C, and Willy. A Renadya, 2005). Speaking is used for a variety of objectives, each requiring a particular set of skills, such as establishing rapport, having social interactions with friends, soliciting or expressing opinions, persuading others to agree with one's viewpoint, and clarifying facts. Widdowson, H, G, (1978), States that: "Speaking is a talent that is dynamic and uses oral production. Speaking with people faces to face is a typical mode of communication". Hedge, Tricia, (2000). it is said that: "Learning how to speak fluently is a complex task. It needs grammar, vocabulary, pronunciation, and fluency skills".

Ur Penny, (1996). Speaking skills can be characterized as some oral communication abilities according to the definition of speaking provided above. It serves as a means for students to share and offer their ideas without worrying about making mistakes or seeming foolish. The pupils will not be hesitant to talk or use their English in any situation, regardless of where they are or at any time. It is a verbal expression used in face-to-face communication to communicate meaning. Finally, it is a difficult task because it requires proficiency in grammar, vocabulary, pronunciation, and fluency.

Non-native students and teachers should consider using various strategies while learning to use the language of the most crucial elements of speaking abilities. The development of learning the English language regards as playing one of the essential roles in teaching any language. It requires the adoption of various strategies and tools that give the student's future by combining their knowledge with recently refunded technological resources. Ivo Nenza (2021) makes comments regarding the internationalization of English and how this language plays a significant role in our lives because English requires in nearly every aspect of daily life.

Many teachers are seeking to use Internet technology, which is rapidly gaining ground in education, to enhance their students' speaking skills. Social networking sites are a standard teaching tool for English teachers. Online resources like Google Classroom, Edmodo, Moodle, Wiki, Schoology, and others use by teachers to improve their students' knowledge of the English language speaking skill proficiency. Google Classroom is one of the websites this study looked at (Adams 97). The campus has created and is in charge of several e-learning facilities.

The researchers applied the research plan in the second semester using the Google online Classroom tools as it is one of the online apps available in Iraq for free to teach English speaking skills to know the effect of online teaching on students. English speaking communication text" Situational Dialogues," taught in the faculties of primary education in Iraq in the second stage at the rate of one dialogue per Michael Ockenden.

As Clark noted, the Google online classroom platform enables discussion with students, file sharing, and assignment giving. Evaluating tasks, taking notes, and notifying students of their grades. Google online Classroom can be helpful for conversations, questions, homework, tasks, discussions, and assignment evaluation. K. Clark,(2017).

Android phone's Google Play store allows the Google Online Classroom app to download. Whereas using the email's Google account to activate this program is simple. The educational Google online Classroom software is accessible from any device, is excellent for online learning, and can be downloaded for free. It can be utilized effectively by groups. Google online Classroom's educational platform aims to make teaching, group discussion, and assignment evaluation easier. It enables the teacher to instruct pupils, distribute resources, lead conversations, and offer criticism. Because it connects with other Google services like Google Docs, Google Meet, and YouTube, it stands out from other educational platforms.

E-learning has several advantages, including better information accessibility, time and space efficiency, and teaching and learning quality. A. Al-Azawei, P. Parslow, and K. Lundqvist,(2016) accessible communication. I. V Osipov, A. A. Volinsky, and A. Y. Prasikova,(2016).

This research investigates the impact of online classrooms on students' ability to communicate in English. Furthermore, these online platforms offer opportunities for more engaging and collaborative Discussions among their student users.

Method

Research Design:

As a learning management system, Google Classroom is incorporated into the teaching and learning process to administer the class, give tasks, deliver announcements, maintain contact, and facilitate online discussion and idea sharing. For the experimental group, a single class titled "English Speaking Skill" was formed with 30 pupils. There were eight assignments posted in total.

The students ask to prepare and practice one task from the platform for each week (each task includes an audio clip and a PDF comprehension text).

The researcher communicated with the students once a week for three hours using Google Meet to talk about vocabulary, discuss content comprehension, and go over pronunciation. A post-attendance exam was administered to the students in the English language department for the two groups (control and experimental) at the same time to assess the reliability and validity of the two groups.

The researcher verified the effectiveness of Google online classroom techniques in teaching English speaking skills for the second stage from Diyala University / College of Basic Education / English Department. To verify the efficacy of Google online Classroom and its influence on students, the researcher plans to administer the post-exam once more to the students after two weeks.

The Research Sample:

The experimental approach was adopted. Google online Classroom with its tools and two tests (before and after) are the research's tools. The two tests (pre and after) verify the study's findings. As a sample for the study, the researcher selected the University of Diyala's second stage/English Department/College of Basic Education.

A random sample from class (A) of 18 pupils (the pilot group) from the class was chosen to evaluate the educational program.

To measure the student's abilities before applying the program to evaluate whether the experimental and control groups were equivalent and assess the reliability and validity of the two tests, the researchers gathered the student's grades during the pre-test.

Then, to put the program into action, (60) additional students from class, Grope (B), were split into two groups: (the experimental group and the control group).

Discussion

After conducting the post-exam for the students and collecting their answers, the researcher followed the statistical method in collecting data to reach the results.

Subsection 1

A comparison between the control group performance and the experimental group performance in the standardized post-test:

Table (1) below shows the result of the control and experimental group in the standardized post-test

The group	N	Mean	Std. Deviation	T-test	T-test for Equality of Means	Std. Error Mean
control	30	35.0	3.83	2.75	2.045	.711
Experimental	30	37.3	2			.371

It assumes that the innovative experimental method by the researcher assists the students in increasing the level of achievement, and therefore it is better to use it in teaching.

A comparison between the control group and experimental in the standardized unplanned post-test performance

The results of the two groups in the sudden, standardized post-test are shown in Table (2) below, two weeks following the implementation of the instructional program.

The group	N	Mean	Std. Deviation	T-test	T-test for Equality of Means	Std. Error Mean
control	30	35.9	3.67	3.42	2.045	.683
Experimental	30	38.4	1.4			.261

It shows that:

1. The average score of the unexpected long-term test of the experimental technique (after two weeks) was (38.4) with a standard division of (3.67). In contrast, the experimental method's average score for the unplanned longer-term test reached (35.9) with a standard division of (3.67). (1.4).
2. The average level of standard is (.001) sig. It is smaller than (0.01), which indicates that there are differences with great statistical significance and moral importance between the two techniques due to the experimental teaching method's main benefits in carrying out the unexpected sudden long-term test. (The student relied primarily on their attendance at the lessons and remembering the knowledge they took two weeks ago. They did not review the material for the test.)
3. It demonstrates that the experimental approach in the researcher's creative teaching method helped the students raise their accomplishment level, showing that it is a more effective way of teaching.

Subsection 2

Comparison of the Experimental Group's Post-Test Performance with The Unplanned Post-Test Two Weeks Later.

The results of the experimental group's performance on the post-test and their performance on the unexpected post-test two weeks following the implementation of the instructional program are seen in Table 3 below:

The group	N	Mean	Std. Deviation	T-test	T-test for Equality of Means
control	30	37.3	2	2.44	2.045
Experimental	30	38.4	1.4		

- The experimental group's performance in the two-week post-test showed statistically significant differences. Table 3 above indicates that using Google's online classroom sequences to teach English speaking skills to students in the English Department's second stage enhances their performance and accomplishment.

Conclusion

The study's findings show that students may easily access online instruction and the Google Classroom tool used during lectures. Online instruction, however, cannot take the role of in-person lectures since, employing these techniques, students are unable to comprehend the subject. However, this method is particularly effective for assignment-related activities because it allows easy access and submission of assignments without needing face-to-face meetings with lecturers, saving time and space.

Students can attend lectures with Google online Classroom at any time, anywhere, and lecturers can keep to the schedule even when they are engaged in other activities that would otherwise require them to miss school.

The study's findings are still limited to the training of English speaking skills using the Internet and Google online Classrooms. The researcher advises conducting similar studies on other topics and enhancing the efficacy of Google online Classroom and online teaching in the educational process.

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