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Regular Article

Impact of electronic learning on English language skill development and student satisfaction during the preparatory stage

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Abstract:

This study explores whether Google Classroom can enhance English speaking skills and student satisfaction for second-grade preparatory students in Egypt. Compared to traditional methods, Google Classroom offers interactive activities and resources. We utilize a quasi-experimental design with pre- and post-tests alongside satisfaction surveys for both Google Classroom and control groups. The research found that e-learning improved language skills, engagement, and motivation, but students expressed concerns about asynchronous learning and specific tools. It also highlighted the importance of studying speaking abilities and using appropriate methodologies. The research suggests that instructors should prioritize student-centered teaching that fosters a positive emotional climate and collaboration. By combining quantitative test analysis and qualitative survey analysis, this research contributes to understanding e-learning platforms' potential to boost speaking skills and student engagement in language learning, while acknowledging the need for improvements in online learning design and a focus on effective speaking instruction.

Introduction

In today's interconnected world, the ability to speak English fluently is a passport to a wider world. It unlocks doors to esteemed universities, opens doors to diverse career paths, and empowers individuals to connect and communicate on a global scale. Yet, for many students, particularly in Egypt, mastering spoken English can be a formidable obstacle. The COVID-19 pandemic further exacerbated this challenge, disrupting traditional classroom settings and limiting opportunities for spoken practice. This situation often results in difficulties with pronunciation and a lack of fluency in spoken English.

This study explores how online learning platforms can empower Egyptian students to develop strong oral English skills. These platforms, equipped with interactive features and video communication tools, can create a virtual classroom environment that transcends geographical limitations. Imagine a space where students can connect with native speakers or peers, engage in spoken English practice in real-time, and receive immediate feedback – all within a safe and stimulating online setting (Thorne, 2003). Studies have shown that student satisfaction with online learning experiences, particularly those offering interactive features and opportunities for spoken practice, is demonstrably linked to sustained engagement and improved learning outcomes in language acquisition (Conrad, 2009).

Online learning platforms leverage the advantages of modern technology to foster discussion, knowledge exchange, and a robust foundation for learners (Bates, 2019; Dziuban et al., 2004). This approach aims to bridge the gap between the recognized importance of oral English fluency and the challenges faced by Egyptian students, as identified in a preliminary study conducted by the researcher (Alrabiah, 2022). The following paragraphs will delve deeper into the specific problems encountered in traditional classrooms and explore the benefits of online learning platforms for spoken English development in more detail. We will then outline the research methodology employed in this study.

Literature review:

The development of strong speaking skills is essential for effective language learning and communication. However, research consistently identifies low levels of speaking proficiency among learners (Mosquera, 2022). Pronunciation errors further hinder both speaking and listening comprehension (Li & Huang, 2022). This review explores various approaches to improving

speaking skills, focusing on pronunciation, metacognitive strategies, technology-assisted learning, and student satisfaction in online environments.

While Beck's (2013) study focused on science vocabulary pronunciation, it highlights the importance of engaging instruction combined with vocabulary strategies. Her findings demonstrate a significant increase in student participation after explicit pronunciation training (p. i). Similarly, studies by Smith & Sodano (2011) and Wang & Son (2019) explored techniques like self-assessment and drama-based activities, respectively, showcasing their positive impact on speaking confidence and skills.

Forbes & Fisher (2018) emphasize the use of metacognitive strategies in language learning, demonstrating their positive influence on both confidence and proficiency in speaking. This aligns with other studies advocating for the effectiveness of strategic learning for improved speaking skills.

In his study, Alahmadi (2009) examines the capacity of computer-mediated communication (CMC) to enhance oral proficiency, emphasizing its influence on particular characteristics of speaking. Additional research is required to comprehensively comprehend the distinct characteristics and uses of CMC that effectively enhance speaking abilities. Furthermore, Alahmadi suggests that incorporating CMC in language learning can also foster a sense of community and collaboration among learners, which further contributes to their speaking proficiency. Thereforeutilisee studies should explore the potential of CMC in promoting not only individual speaking skills but also social interaction and communication in language learning settings.

Sustained engagement in online learning environments hinges on student satisfaction. Studies like Abd El Hamid (2015), Wang et al. (2019), Maria et al. (2020), and Thilaka et al. (2022) identify various factors influencing satisfaction, including ease of use, platform features, instructor support, and quality of interaction. These findings emphasize the need for designing online learning experiences that cater to learner needs and preferences.

This review underscores the effectiveness of various approaches to improving speaking skills, including pronunciation training, metacognitive strategies, and technology-assisted learning. Student satisfaction remains crucial for successful online language programs. While existing studies provide valuable insights, further research is needed to investigate the optimal combination of these methods and their long-term effectiveness in diverse learning contexts.

Further research could explore the specific strategies and techniques used in CMC that contribute to improved speaking abilities. This would provide a deeper understanding of how language learners can effectively utilize CMC to enhance their oral proficiency. Additionally, investigating the potential limitations or challenges associated with using CMC for speaking practice would also be valuable in order to develop comprehensive guidelines for its effective implementation.

Building upon existing knowledge is crucial for a successful research endeavor. This research will meticulously examine relevant literature on **e-learning platforms**, their impact on **speaking skill development**, and the use of **satisfaction surveys** in educational settings. By reviewing previous research, we can identify effective strategies, potential challenges, and gaps in knowledge that our study aims to address.

Problem Statement:

Despite the recognized importance of English fluency, many learners struggle to develop strong speaking skills in traditional classroom settings (Beck, 2013; Smith & Sodano, 2011; Wang & Son, 2019). This is often evidenced by pronunciation errors and limited oral participation (Beck, 2013). Traditional methods may not provide enough opportunities for focused spoken practice, hindering language acquisition (Forbes & Fisher, 2018).

Significance of the Study:

This study investigates the effectiveness of Google Classroom®, an interactive online learning platform, in improving the speaking skills of second-grade preparatory students. Recognizing the limitations of traditional methods and the need for engaging alternatives, this research explores how Google Classroom can:

Foster fluency and comprehension: Through interactive activities and opportunities for spoken practice, Google Classroom can create a dynamic learning environment that promotes both spoken fluency and comprehension.

Expand vocabulary usage: Features like vocabulary lists, shared documents, and collaborative activities can encourage students to explore and actively use new vocabulary in spoken English.

Enhance listening comprehension: Audio and video resources within Google Classroom can provide students with rich exposure to spoken English, improving their listening comprehension skills.

Boost confidence in conversation: The safe and interactive nature of Google Classroom can provide a platform for students to practice spoken English with peers or native speakers, fostering confidence and fluency in conversation.

Study Questions:

1. Does utilizing Google Classroom for speaking skill development significantly improve student performance compared to traditional methods?
2. How does Google Classroom influence students' satisfaction with the learning experience?
3. What specific speaking skills (pronunciation, grammar, and vocabulary) demonstrate progress through Google Classroom use?

Hypotheses:

1. There are statistically significant differences between the experimental group students using Google Classroom and the control cohorts on speaking skills to the good of the experimental group.
2. There are statistically significant differences between the experimental group students using Google Classroom and the control cohorts on e-learning satisfaction to the good of the experimental group.
3. Students in the Google Classroom group (experimental group) will show statistically significant improvement in specific speaking skills, such as pronunciation accuracy and vocabulary use, compared to the control group, as measured by a pre- and post-test designed to assess these areas.

Research Methodology:

Participants and Design

A randomized controlled trial was conducted to test the hypotheses. This involved randomly assigning participants (n=30) from Othman ibn Affan preparatory school, who were all second-grade students, to either the experimental group or the control group. The study employed a pre-

test/post-test control group design. This means that both groups completed a speaking skills assessment (pre-test) before the intervention and again afterward (post-test). Additionally, surveys were administered to assess student satisfaction with the learning experience and their perceptions of Google Classroom's influence (for the experimental group only).

Intervention and Control Groups

- **Experimental Group:** Students in this group received instruction supplemented by Google Classroom. They had access to various interactive activities and resources on the platform designed to enhance their speaking skills.
- **Control Group:** Students in this group continued with traditional teaching methods, without using Google Classroom. They received instruction with the same content but without the additional online resources offered by Google Classroom. This allows for a comparison between the two groups to determine the effectiveness of Google Classroom as a supplementary tool for improving speaking skills.

Data Analysis

The collected data from the pre- and post-tests, along with the surveys (for the experimental group only), were analyzed using statistical methods. This analysis aimed to identify any statistically significant differences between the experimental and control groups regarding speaking skill improvement and student satisfaction with the learning experience.

A multi-pronged approach will be employed to analyze the collected data, ensuring a comprehensive understanding of the program's impact. Firstly, **quantitative analysis** will be conducted on the pre- and post-test scores. This analysis will involve statistical tests to compare the performance of the experimental and control groups, allowing us to determine if the Google Classroom program statistically improved students' speaking skills.

Secondly, a **qualitative analysis** of the satisfaction survey will be conducted. This will involve thematic analysis to identify key themes in students' responses related to their experience with the program. Themes may include ease of use, engagement, perceived effectiveness, and learning experiences. By analyzing both quantitative and qualitative data, we gain valuable insights into the program's overall impact and how it was perceived by participants.

This research delves into the potential of Google Classroom as a tool to enhance second-grade students' English-speaking skills and foster a more engaging learning environment. Through a rigorous research design utilizing pre- and post-tests, a satisfaction survey, and both quantitative

and qualitative analysis, we aim to contribute to the understanding of e-learning platforms' effectiveness in language education. The findings will provide valuable insights for educators seeking to improve student outcomes by offering data-driven evidence on the potential benefits and considerations of utilizing Google Classroom in their English language teaching practices.

Findings

The study used a mixed-methods approach, combining quantitative data analysis of pre- and post-test scores with qualitative data gathered through interviews and surveys. The findings revealed a significant improvement in students' speaking skills after engaging in electronic learning via Google Classroom.

The majority of students expressed high levels of satisfaction with the instructional program delivered through the Google Classroom-supported e-learning platform. These results highlight the effectiveness and positive impact of electronic learning on both speaking skills development and student satisfaction, suggesting that it can be a valuable tool for enhancing language learning outcomes with e-learning platforms in learning speaking skills in English.

The qualitative data also provided insights into specific aspects of the e-learning platform that students found most helpful, such as the interactive exercises and immediate feedback provided by the system. These findings suggest that electronic learning has the potential to not only improve language skills but also enhance student engagement and motivation in the learning process.

The researcher collected quantitative data to assess the effects of using electronic learning via Google Classroom on students' speaking skills. The results were presented in a presentation of the findings of a speaking test administered to determine the differences in students' growth of speaking skills in middle school English before and after the intervention.

The results showed that there was no significant difference in the students' speaking skills between the experimental and control groups prior to the intervention, suggesting that any changes observed in the students' speaking skills after the intervention can be attributed to the intervention itself rather than pre-existing disparities in English proficiency.

Table 1

Comparison between pretest of achievement of Experimental and control group

Test	Group	N	Mean	Std. Deviation	*t*-value	Sig. (2-tailed	95% Confidence Interval of the Difference	
Pretest	Experimental	30	3.02	1.06	.28	.78	Lower	Upper
	Control	30	2.92	1.64			-.65	0.78

Figure 1

Students' performance on the speaking skills test on pretesting

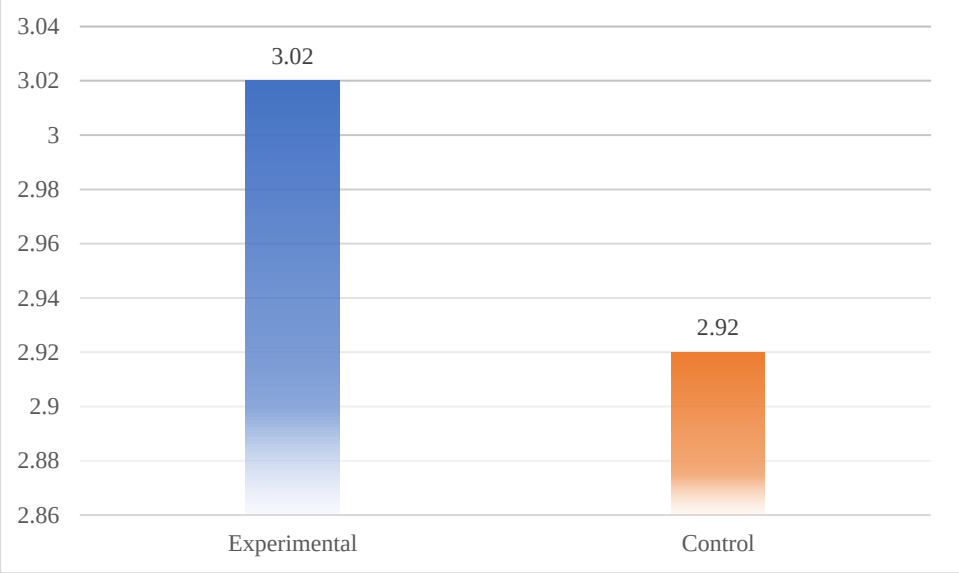


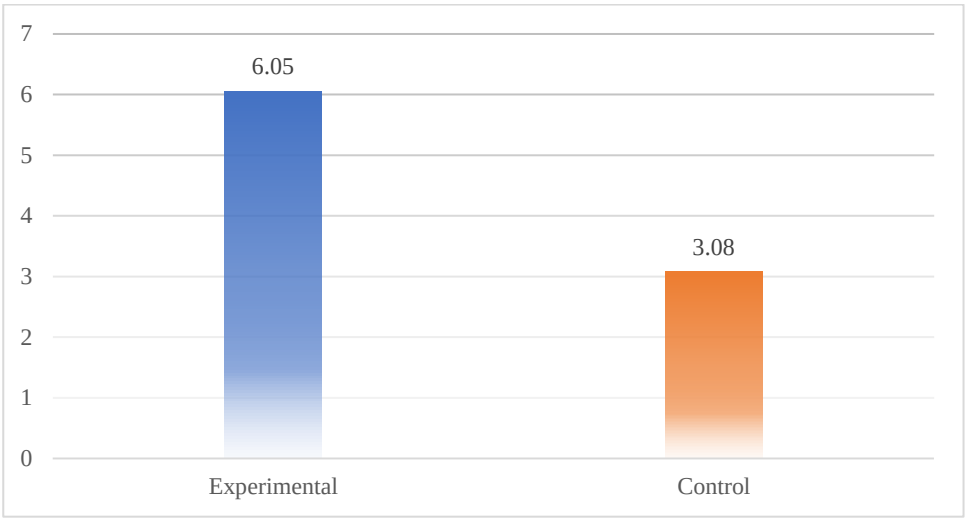
Table 2

Comparison between the Experimental and Control Groups' performance in Posttesting

Test	Group	N	Mean	Std. Deviation	*t*-value	Sig. (2-tailed)	95% Confidence Interval of the Difference		Cohen's d
Posttest	Experimental	30	6.05	1.79	7.46	0.00	Lower	Upper	1.92
	Control	30	3.08	1.25			217.02	376.3	

Figure 2

Students' performance in the speaking test after intervention



The study found that the intervention had a significant impact on the performance of the experimental group, with a large effect size indicating a substantial difference in scores between the two groups.

Table 3

Pretest and Posttest Speaking Test results for the Control Group

Group	Test	N	Mean	Std. Deviation	*t*-value	Sig. (2-tailed	95% Confidence Interval of the Difference	
Control	Pretest	30	2.91	1.64	-1.14	.265	Lower	Upper
	Posttest	30	3.08	1.25			-.46	.13

The experimental group's mean scores were double those of the control group, suggesting that the intervention had a substantial and statistically significant effect on their performance. The control group's performance did not show significant improvement, increasing from a mean score of 2.91 to a mean score of 3.08 (an increase of.17), which is far lower than the mean gain in the experimental group. The control group's speaking abilities remained relatively stable over the course of the study, with minimal variation in their test scores over time. Statistical analysis according to the research questions and hypotheses revealed a significant mean difference in participants' pre- and post-test scores for the overall speaking skills test. The study also showed a positive and medium degree correlation between pretest and posttest attitude scores, indicating a large effect size.

Figure 3

Control Group's performance from pretesting to posttesting

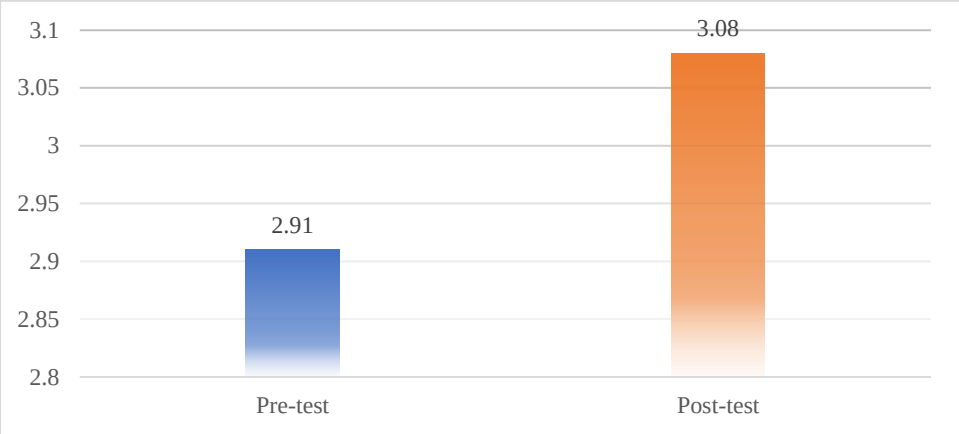


Figure3 shows that the experimental group's mean scores were twice those of the control group, indicating a significant impact of the intervention on their performance. The larger mean score of the experimental group supports the conclusion that the intervention had a substantial and statistically significant effect on their performance.

The experimental group outperformed the control group in posttesting, with a mean score of 6.05, indicating a significant difference in performance. The 95% confidence interval for the difference was (217.02, 376.3), with Cohen's d equal to 1.92, indicating a large effect size. These findings suggest that the intervention significantly impacted the performance of the experimental group.

This finding showed that the speaking program delivered in the online learning environment of Google Classroom had a medium effect on students' growth in speaking skills. In conclusion, the intervention had a significant impact on the performance of the experimental group, with a large effect size indicating a substantial difference in scores between the two groups. The study aimed to investigate the effect of an e-learning speaking program via Google Classroom on students' overall speaking skills.

Table 4

Impact of the intervention on the Component of Fluency

Sub-category	Test Type	Mean	N	Std. Deviation	*t*	Sig.	Eta	95% Confidence Interval of the Difference		Cohen's *d*
Fluency	Pretest	10.93	30	1.66	-13.71	.000	.54	Lower	Upper	1.24

	Posttest	12.83	30	1.36				-2.18	-1.61

Similarly, participants demonstrated more enhanced fluency after the intervention (M = 13.03, SD = 1.19), compared to before the intervention (M = 11.17, SD = 1.70). The mean difference, 1.86, at 95% was statistically significant (t = -8.35, p =0.000>0.05). Thus, it can be concluded that teaching students using the e-learning speaking program via Google Classroom improved students' fluency in English. The effect was medium, also indicated by the effect size at 0.54 using Eta Squared. The 95% confidence interval for the difference was (-2.32, -1.41), which pointed to a statistically significant difference.

Table 5

Impact of the intervention on the Component of Vocabulary

Sub-category	Test	Mean	N	Std. Deviation	*t*-value	Sig.	Eta	95% Confidence Interval of the Difference		Cohen's d
								Lower	Lower	
Vocabulary	Pretest	11.17	30	1.70	-8.35	.000	.54			126.59
	Posttest	13.03	30	1.19				-2.32	-1.41	

Concerning the second component, vocabulary, the result showed that participants demonstrated better vocabulary learning after the intervention (M = 11.37, SD = 1.47) than before (M = 9.60, SD = 1.52). The mean difference, 1.77, at 95% CI was statistically significant (t = -9.3, p =0.000>0.05). In the same vein, the effect size at 0.51 showed a medium effect, using Eta Squared while it was 1.18 using Cohen's d, with this latter indicating a large effect size.

Table 6

Impact of the intervention on the Component of Grammar

Sub-category	Test	Mean	N	Std. Deviation	t	Sig.	Eta	95% Confidence Interval of the Difference		Cohen's d
								Lower	Lower	
Grammar	Pretest	9.60	30	1.52	-9.30	.000	.514			1.18
	Posttest	11.37	30	1.47				-2.15	-1.37	

Finally, the results showed that participants recorded less grammatical competence before (M = 9.07, SD = 1.14) the intervention compared to their grammatical competence after the intervention (M = 10.87, SD = 1.17). The mean difference between the pre-and-post-administration of the speaking skills scores was 1.8, at 95% CI, which was statistically significant (t = -9.00, p

=0.000>0.05). The effect size at 0.62 showed a medium effect using Eta Squared, while it was 1.56 using Cohen's d with this latter indicating a yet large effect size, though. Therefore, since it can be concluded that using the e-learning approach and the speaking programme can lead to students enhanced grammatical competence.

Table 7

Impact of the intervention on the Component of Pronunciation

Sub-category	Test	Mean	N	Std. Deviation	T	Sig.	Eta	95% Confidence Interval of the Difference		Cohen's d
								Lower	Lower	
Pronunciation	Pretest	9.07	30	1.14	-9.00	.000	.62			1.56
	posttest	10.87	30	1.17				-2.20	-1.39	

The results showed that the intervention significantly improved students' fluency in English, vocabulary, grammar, and pronunciation. The intervention resulted in a medium effect size of 0.54 using eta squared, with a 95% confidence interval for the difference being (-2.32, -1.41). In terms of vocabulary, participants demonstrated better vocabulary learning after the intervention, with a mean difference of 1.77 at 95% CI.

The effect size at 0.51 showed a medium effect using eta squared, while it was 1.18 using Cohen's d, indicating a large effect size. In terms of grammar, participants recorded less grammatical competence before the intervention compared to their grammatical competence after the intervention. The mean difference between the pre- and post-administration of the speaking skills scores was 1.8, with a medium effect size of 0.62 using eta squared. The study also examined the effect of electronic learning on students' satisfaction with the suggested instructional program mediated through a Google Classroom-supported e-learning platform.

The study further investigated the impact of electronic learning on students' satisfaction with an instructional program using Google Classroom-supported e-learning platforms. A modified version of Lin's (2005) online learning satisfaction survey was used to assess students' satisfaction with their online classes. The questionnaire included three closed sections and four open questions: attitudes towards e-learning, facilitation and appropriation, and learners' satisfaction.

The attitudes section assessed participants' beliefs and opinions about online learning, while the facilitation and appropriation section assessed the extent to which participants felt supported and empowered in their online learning experience. The learners' satisfaction section measured overall satisfaction with their online classes. The open question allowed students to provide additional

comments or feedback, providing qualitative insights and potential improvement areas in the online learning environment.

The study surveyed both control and experimental groups on their attitudes and satisfaction levels with online learning. A paired-samples t-test was conducted to compare the scores from pretest to posttest. Results showed no significant changes in satisfaction scores between pretest and posttest, with a 95% confidence interval of -1.68 to 1.08. This suggests no significant difference between the mean scores before and after testing.

Table 8

Independent Sample t-test of the Attitudes towards and Satisfaction with Online Learning prior to Intervention

Group Statistics	N	Mean	Std. Deviation	*t*	*df*	Sig. (2-tailed)	95% Confidence Interval of the Difference	
							Lower	Upper
Experimental	30	39.86	3.54	.402	58	.69	-1.32	1.99
Control	30	39.53	2.82					

The study measured attitudes towards e-learning, facilitation and appropriation, and satisfaction with the Google Classroom e-learning platform before and after an experiment. The experimental group showed a significant improvement in posttest responses for attitudes, suggesting a medium effect of the speaking intervention. The facilitation and appropriation component also showed a significant improvement in posttest scores, indicating a medium effect of the speaking intervention.

Table 9

Four-factor Paired Samples Statistics (Pretest and Posttest)

Components	Test	Mean	N	Std. Deviation	*t*	Sig.	Eta	95% Confidence Interval of the Difference		Cohen's d
								Lower	Upper	
attitudes	Pretest	10.93	30	1.660	-13.714	.000	.536	-2.68	-1.11	1.249528
	Posttest	12.83	30	1.367						
Facilitation and appropriation	Pretest	11.17	30	1.704	-8.351	.000	.543	-2.62-	-1.10	1.26596
	Posttest	13.03	30	1.189						
Satisfaction	Pretest	9.60	30	1.522	-9.304	.000	.514	-2.54	-.992	1.181424
	Posttest	11.37	30	1.474						

Posttest	10.87	30	1.167

The study aimed to evaluate the impact of asynchronous online learning on students' oratory skills. The participants' posttest responses showed a significant improvement in attitude, facilitation, and appropriation components, with a mean increase of 13.03 on the attitude component and 11.37 on the facilitation and appropriation component. The intervention had a medium impact size, with a partial Eta squared value of 0.514.

The experimental group showed statistically significant improvement in attitudes toward and satisfaction with e-learning, with a posttest mean of 10.87 and a pretest mean of 9.07. The program used visual aids, PowerPoint slides, role-playing exercises, and experiential learning to enhance students' English competency. Participants developed critical thinking skills, analytical reasoning, group collaboration, and persuasive abilities through the experiential learning environment.

The program introduced students to different cultures and beliefs, teaching them to appreciate and consider other people's perspectives. The curriculum established an inclusive learning environment where students felt safe to express their views and develop their communication skills. The program introduced a speaking-centered approach to instructional materials and learning activities, focusing on understanding students' perspectives and backgrounds.

The students' commentary on the effects of asynchronous online learning on their oratory skills highlights the benefits and drawbacks of this type of instruction, as well as their personal concerns about technology and its effectiveness. They also discussed the benefits and cons of using tools like Google Video Meet and Whatsapp.

The study explored the impact of electronic learning on developing speaking skills and student satisfaction with an instructional program mediated through a Google Classroom-supported e-learning platform. The mixed-methods approach combines quantitative data analysis with qualitative data from interviews and surveys. The results show a significant improvement in students' speaking skills after engaging in electronic learning, with most expressing high levels of satisfaction with the program. The qualitative data also provides insights into the platform's most helpful aspects, such as interactive exercises and immediate feedback. The study also examined the effect of an e-learning approach and a speaking program on students' vocabulary and grammatical competence.

Results showed better vocabulary learning and grammatical competence after the intervention. However, students may struggle to adapt to new technology tools and may need more opportunities to practice public speaking outside of the platform.

Conclusions and recommendations

This study explores the effectiveness of online learning in teaching English speaking skills to middle school students in Egypt. The research focuses on improving pronunciation, fluency, and vocabulary through online learning strategies. The traditional methods of teaching English speaking skills in Egypt often involve lecturing and audiolingual techniques, but this study aims to develop students' linguistic knowledge of speaking abilities, processes, and subskills.

The study used both quantitative and qualitative data to collect data on students' accomplishment gains and attitudes towards online speaking instruction. Results showed that students who engaged in online learning using Google Classroom showed enhanced learning outcomes, improved fluency, positive attitudes towards learning, and increased satisfaction with their educational experience. This aligns with researchers in English education, particularly in speaking pedagogy.

The study concludes that e-learning can improve language skills, engagement, and motivation, but students express concerns about the effectiveness of asynchronous online learning and the potential drawbacks of using tools like Google Video Meet, WhatsApp, and VoiceThread.

The research also highlighted the importance of studying speaking abilities and the lack of emphasis on the content and methodology of learning in speaking courses. Instructors often prioritize academically gifted students over other students, neglecting whole-class instruction or fostering collaborative learning. Emotional factors, such as attitudes or contentment with teaching and learning designs and settings, could impact students' proficiency in acquiring challenging English as a Foreign Language (EFL) abilities, specifically speaking skills.

The study utilized the ADDIE model, a systematic instructional design framework, which presented practical, real-life problems rather than abstract linguistic concepts. This methodology allows students to actively participate in the process of constructing meaning, which is crucial for their engagement in mathematical activities.

Recommendations include implementing student-centered teaching strategies that foster a positive emotional climate in the classroom. This could involve incorporating activities that promote collaboration, creativity, and critical thinking, as well as providing opportunities for students to express their thoughts and opinions freely. Additionally, creating a supportive and inclusive learning environment where students feel valued and respected can also contribute to their motivation and overall language proficiency development.

Implications for pedagogy include the need for teachers to shift from a traditional lecture-style approach to a more interactive and engaging teaching style. This could involve incorporating group work, project-based learning, and real-world applications of language skills. Furthermore, teachers should also focus on providing timely and constructive feedback to students, as this can greatly enhance their language learning experience. By implementing these pedagogical strategies, educators can effectively promote student motivation and language proficiency development in the classroom.

Implications for prospective research include investigating the long-term effects of these teaching methods on students' language acquisition and retention. Additionally, future research could explore the role of technology in facilitating interactive and engaging language learning experiences, such as using online platforms or virtual reality simulations. Understanding the impact of these innovative approaches can help educators continually improve their teaching practices and enhance student outcomes in language education.

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