



Available online at <http://jgu.garmian.edu.krd>

**Journal of University of Garmian**

<https://doi.org/10.24271/garmian.2023.10291>



## **Developing Kurdish University Students' Speaking Accuracy in Online Classes**

**Areen Ahmed Muhammed, Ranjdar Jalal Rostam Aziz**

English Department, College of Education, Charmo University,  
Kurdistan region of Iraq

### *Article Info*

Received: July, 2022

Revised: July, 2022

Accepted: August, 2022

### *Keywords*

Accuracy, Online,  
Technology, Kurdish  
EFL students

### *Corresponding Author*

### **Abstract**

This study aims to explain to university students how to use an online platform to develop speaking accuracy. Developing one's speaking skills is an essential part of learning a language. In doing so, advanced instructional technologies such as the ZOOM meeting, are used in this study as an online platform for objective strategic Instruction to enhance speaking abilities. To do this, 60 Kurdish male and female students from the Elementary, pre-, intermediate, and Advanced levels actively participated in the program. A total of 30 students from two state universities and one private university were randomly divided into two groups. Testing was conducted before and after the treatment to gauge its effectiveness. To analyze the data, One-Way ANOVAs and t-tests were applied. The outcomes demonstrated that the strategy treatment successfully improved the participants' speaking abilities. The findings suggest that online strategy-based Instruction can benefit Kurdish EFL students' speaking abilities. A questionnaire was also used to understand students' attitudes and perspectives toward computer-based learning. The statistical analysis of the questionnaire revealed that respondents thought favourably of computer-based learning language. For individuals who build CALL packages, organize distance learning programs that include strategy instruction, and generate instructional materials, the findings of this study could have pedagogical consequences.

## 1. Introduction

Technology is not often regarded as an educational setting is a well-known issue with its use. However, since it is well known that during the pandemic period, all academic centers and universities offered online classes to continue the process and universities provided an online study via Google Zoom Meeting and Edmodo, I try to establish the essence of technology, which has not yet been widely used, to offer numerous advantages to university students and reduce the limitations and boundaries. Additionally, having an online classroom increases student motivation and energy, which is another crucial component in fostering student autonomy and self-evaluation. Thus, we examine the impact of techno-learning and determine whether it would result in the expected and practical consequences for 2LLs. I would look at many aspects of the research to assess the results and Learners' viewpoints on this strategy. Our study intends to address a problematic issue that students may encounter, such as using technology as a facilitator or an interface source. The project contrasts contemporary Techno-learning with all conventional and current methodologies. Exploring the long-term impact on learners and the various tactics they employ is also one of the goals. Finally, a system must be developed and put into place to help learners achieve their competency and performance goals.

### 1.2 Research Questions

1. Does technology affect the accuracy of language learners in online classes?
2. Is there any negative influence of online classes on learners?

**1.3 Hypothesis:** as a result, I hypothesize two significant claims in this research. They are as follows.

First, I hypothesize a considerable change in Kurdish EFL learners' accuracy in using Zoom online classes compared to face-to-face courses. Second, there is no significant change in Kurdish EFL accuracy in online classes compared to offline methods.

### 1.4 The value of the Study

This study would be the first one on Kurdish oral proficiency in EFL. It is didactically valuable for institutions to integrate online learning environments to speed up and support second-language students. Additionally, it makes it easier for teachers to have interested, active students. Additionally, it provides practical methods for evaluating student achievement. Last but not least, it raises several opportunities to use online teaching and learning as a powerful instrument to change the formal routine scenario to a more productive one. On the other hand, students will be more passionate and able to study the target language more frugally. The exceptional learning experience will inspire students to explore a second language authentically.

### 1. Literature review

The function and impact of Technology on EFL learners' oral performance are discussed in this section. Since the coronavirus pandemic, online platforms have become increasingly crucial for language acquisition. As a result, online classes develop learners' accuracy and fluency (Hashemifardnia et al. (2021).

### 2.1 Oral Proficiency

Language learning and acquisition are distinctive features of the human being. No matter the language, all human languages have proficiency and competence. Since there are principles and parameters, accuracy and fluency are indispensable parts of any human language (Chomsky, 1981). EFL learners in the new era would adopt the target language as the first

language, so most of the new generations, specifically university students, attempt to assimilate the target language and use the same proficiency and competency. In this research, EFL oral fluency and accuracy are significant issues regarding language learning such as (Skehan, 1996).

## **2.2 Oral Accuracy**

The accuracy of language competency is an essential topic of recent and earlier studies. For instance, precision was defined by Skehan and Foster (1999) as the ability to perform without making mistakes, which may indicate higher levels of language control, and a conservative orientation, which is the avoidance of demanding structures that might result in errors. Additionally, earlier investigations have demonstrated various speech accuracy issues. For instance, Keshavarz (1999) asserted that the three major problems were morpho-syntactic, phonological, and lexico-semantic faults. Additionally, Morph syntactic misuses grammar structures, whereas the phonological error concerns pronunciation and sound intonation. The compositionality of the words and their meanings is the final Lexico-semantics mistake. According to Michel (2017), accuracy is the flawless use of any given language. Skehan (1996) noted that speakers' utterances in linguistic elements are controlled by correctness. Meanwhile, Ellis (2005) made the case that precision may stop inaccurate performances. Additionally, many writers (e.g., Talmy, 2000; Langacker, 2008; Verspoor and Tyler, 2009) have acknowledged the significance of accuracy. Meaning, then, represents the symbolic representation of grammar and vocabulary, which are thought to be the fundamental components of speech accuracy; as a result, linguistic meaning is linked to conceptual meaning Skehan and Foster (2001).

The analysis of the literature shows that exogenous influences can influence oral proficiency. For example, Bava (2017) claimed that multimedia tasks improved learners' language proficiencies such as accuracy, fluency and complexity. Furthermore, 57 college students took tests as part of Bava's research. The assessments were created to gauge how much the students had improved using error-free clauses, verb tenses, and plurals. The results for error-free clauses are noteworthy, with a mean score of 0.14 following the intervention. This has been used in several studies to assess the impact of online classes on EFL learners as (Hamouda, 2020), claimed that virtual classes can impact language proficiencies. Furthermore, Hamouda had students from one university and made up the research population of 70 participants. On all scales, the findings are noteworthy, like vocabulary, pronunciation, and grammar. The pronunciation means score changed from (4.54) to (7.71) between the pre-and post-tests. Additionally, the grammar scale has been improved from (2.34) to (3.77). As a last chance, the vocabulary scale has gone from (3.69) to (6.03).

Most early studies as well as current work focus on the influence of online classes. For instance, (Alemi et al. 2019) argued that online classes improve learners' writing accuracy in which 60 students were evaluated for growth throughout online sessions. The students performed well on the post-test, and the mean scores for the pre-test and post-test varied significantly. The online group also showed a striking improvement in the test following the intervention; for example, the MS from the pre-test was 20.41 and changed to 41.93.

## **2.3 Online Classes**

The development of technology is a necessity for language learning and teaching. Throughout

history, educational institutions and teachers have enhanced learning through existing technologies. Thus, one method used by English language teachers to improve their student's language proficiency is the teaching of other languages. Technology has aided the learning process as education has developed and more methods have been available. The advent of technology has an impact on the learning environment. Technology has a significant global impact and helps the learning process more than ever. For instance, Mohammed et al. (2021) discovered that online classes support EFL learners' speaking skills and learning methodologies. In addition, Classes and learning spaces used to be customary for students. However, the development of technology and online platforms have greatly expanded enrollment in online courses, and more students are applying to study online and learn new languages. Learners can access a variety of learning strategies online, including those for reading, vocabulary, speaking, and listening. For instance, (Huang, 2014) indicates that it is possible to develop usable technology-based reading comprehension strategy functions and that providing second language learners with additional strategic alternatives and opportunities to study accurate information can improve their reading comprehension.

Compared to the past decades, students attended traditional classes in traditional settings. Nowadays, more students are applying to study online and learn new languages due to technology's development and the rise of online platforms. Learners can access various learning tools online to improve their reading, vocabulary, speaking, and listening abilities. For instance, Huang (2014) indicates that it is possible to develop usable technology-based reading comprehension strategy functions. Providing second language learners with

additional strategic alternatives and opportunities to study factual information can improve their reading comprehension.

Additionally, thanks to the Internet, video chatting, vlogs, ZOOM meetings, Skype, and Google Classroom, students have more chances than ever to study languages affordably. Online courses have been a part of the educational system since the Internet's inception and have undergone several phases. Moreover, the demand for online courses has grown recently, mainly due to the coronavirus outbreak.

However, it was not unusual for many colleges and educational institutions to reject the reality and validity of online courses... Virtual classrooms are becoming more popular daily, modifying the entire teaching and learning environment to be more online and boosting learner autonomy. For instance, (Abbasi1 et al., 2021) discovered that the strategy therapy successfully improved the participants' speaking abilities. The findings suggest that online strategy-based instruction may enhance Iranian advanced EFL learners' speaking abilities. Additionally, because students engage with natural language in online lessons, there are numerous facilities for learners and a higher level of authenticity than in traditional classrooms. The result is an improvement in verbal ability.

#### **2.4 Technology and Language Learning**

Computer programs on various platforms have significantly affected language learning and acquisition, such as the CALL application, Corpus Exploration, and computer-mediated communication activities. As a result, scholars of second language acquisition scholars advocated in the 1980s that students should engage with linguistic input to learn the target language (Chappelle, 2001). Accordingly, technology has been divided into three distinct periods because it developed in the middle of

the 20th century. The first period belonged to the 1950s–1970s when Behaviorist CALL was used to transmit materials for the learners; the notion of the computer as a tutor is the foundation for the drill and practice software (Taylor 1980). Put another way, the computer transports educational content to the student. The fact that CALL exercises are still used today suggests that the theory underlying drill and practice was not entirely absurd; the 1970s–1980s, when the computer was used for language practice; and the 1980s, when multimedia was created and gave language learners more opportunities to practice their language skills, leading to Integrative CALL Chappelle (2001). This led to the development of synchronous and asynchronous teaching and learning. Finally, a novel way to teach and learn languages was incorporated in 1997: a CALL division, the Intelligent Computer Assisted Language Learning Levy (1997).

Computer programs have significantly impacted language learning and acquisition on various platforms, such as the CALL application, Corpus Exploration, and computer-mediated communication activities. As a result, SLA scholars advocated in the 1980s that learners should engage with linguistic information to acquire the target language Chappelle (2001). Learner language potential, learner fit, meaning focus, authenticity, positive impact, learners fit, and practicality are some characteristics of computer-assisted language learning (Chappelle p.59). According to Chappelle, every criterion has contributed positively to CALL. For instance, Language learning potential (LLP) is closely tied to activities that promote language acquisition instead of language usage.

### **3 Methodology**

The oral production proficiency of EFL learners is evaluated using tests and a questionnaire via the quantitative research technique. As a result,

the researcher used two techniques in this study to produce more detailed results.

#### **3.1 Participants**

Students from all junior-level English departments at several universities are the participants in this study. Control and experimental groups are created. They have also been tested to demonstrate their English language proficiency before the procedure using the Cambridge placement test, and the categorization levels are Beginners (A2), pre-intermediate (B1), intermediate (B2), and advanced (C1). There are 60 participants, ages 21 to 27, and included males and females, divided into two groups of 30 students each: a control group and an experimental group. Three students at the beginner level, sixteen at the pre-intermediate level, six at the intermediate level, and five at the advanced level make up the control group. Four students at the beginner level, sixteen at the pre-intermediate level, five at the intermediate level, and five at the advanced level make up the experimental group.

#### **3.2 Data Collection**

The data was gathered using various techniques, including a questionnaire, a pre-test, and a post-test. Additionally, these methods have been used to obtain more reliable data using the quantitative approach to evaluate the language ability of Kurdish EFL learners.

#### **3.3 Pre-test and Post-test**

The pre-test and post-test were taken from Amjad S. and Hind A. (2020) (see appendices A and B). The test is divided into four sections, and some aspects of the post-test have been modified. The speaking time for the test questions ranges from 7 to 15 minutes. The reliability and validity of the pre-test and post-test have been examined; the pre-test reliability

is (.936), which is regarded as a high dependability level. The post-test reliability is (.947), considered a high-reliability level. As a result, one checklist has been used in the testing procedure. The accuracy of the checklist has four scales with a maximum score of 20: pronunciation, vocabulary, grammar, and complexity. Finally, there were two graders and one examiner. They are skilled at grading speaking proficiency because they have been testers at CIEP, an intensive English language centre, and both are MA holders in applied linguistics and TESOL.

**3.4 Questionnaire**

The questionnaire was taken for the current research study using questions gathered from various sources. The information was taken from Hashemifardnia A. et al. and Holida N. (2021). The Google form-redesigned survey has 28 closed-ended questions and is rated on a 5-point Likert scale (strongly agree, agree, somehow agree, disagree, strongly disagree). Additionally, it has undergone a 30-person pilot test to confirm its reliability and validity. To examine the attitudes of the experimental group about online courses, the questionnaire is broken down into three scales. The scales are nine for technology, twelve for the internet, and seven for accuracy. The questionnaire intends to emphasize online classes' functions and technology's impact on enhancing learners' oral production. More details about Cronbach's alpha degree are illustrated in the tables below. Table 1 shows *the reliability of the questionnaire's scales*.

Scale	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Item	N of Items	Number of participants

Accuracy	.913	.913	7	30
Technology	.920	.920	6	30
Online	.965	.965	12	30

**4 Data Analysis**

The present investigation used a quantitative approach and utilized pre-and post-tests and a questionnaire. Researchers developed these data collection methods to understand better students' communication abilities, attitudes, and project impressions. Using a social sciences statistical analysis application, the data will be coded, added, and examined (SPSS). The pre-and post-test also show the differences between the two groups. Students' intentions regarding online classes need to be assessed using a questionnaire, and their favourable or unfavourable responses would support the research questionnaire.

**4.1 Findings**

The data analysis SPSS calculations result is presented in tables after the data from the pre-test, post-test, and questionnaire were collected from the control and experimental groups of 30 individuals.

Table 2. *A comparison of the Control group's Pre-test and post-test accuracy skills.*

Skill	Pre-test mean	Post-test mean	Significance P Value
Grammar	3.13	3.06	.400 (Not significant)
Pronunciation	3.16	3.13	.455 (Not significant)
Vocabulary	2.24	2.36	.289 (Not significant)
Complexity	2.29	2.56	.193 (Not significant)



The accuracy of the control group both before and after the test is detailed in this Table. For instance, on the pre-test, the control group's mean score for the grammar scale was (3.13). The control group's mean score was still (3.06) on the post-test. The result is ( $p = 0.4 > 0.05$ ), which means the value is insignificant. The second scale, which measures pronunciation, had a mean score of 3.16 on the pre-test, indicating that there had been a change in the post-test mean score. The P value, however, is insignificant ( $P=.400$ ). The vocabulary portion of the third scale also has a mean score of (2.24). The post-test mean score has dropped to 2.36, but the P value is still insignificant ( $P=.280$ ). The complexity scale comes in last, with a mean pre-test score of (2.29). The mean score on the post-test has increased to (2.56). Nevertheless, its P value (i.e.,  $P = 0.193$ ) is not significant.

Table 3 A comparison of the Experimental group's Pre-test and post-test accuracy skills.

Skill	Pre-test mean	Post-test mean	significance P Value
Grammar	2.76	3.23	.041 (Significant)
Pronunciation	2.70	3.20	.036 (Significant)
Vocabulary	2.13	2.93	.01 (Significant)
Complexity	2.60	2.83	.190 (Not significant)

The experimental group's pre- and post-test P values are shown in this Table. The pre-test means score on the grammar scale was (2.76), whereas the post-test mean score increased and changed to (3.23). The grammar scale's P value is significant, and it is ( $> 05$ ). There is a considerable difference in the mean score of the post-test, which is (2.80), for the second

scale, which measures pronunciation (3.20). To put it another way, the P value is significant because it is  $> 05$ . The third scale, vocabulary, had a mean score of (2.13) on the pre-test, but it increased to (2.93) on the post-test, which is regarded as significant because the P value was (.01) and the scale was  $> 05$ . Finally, on the pre-test, the complexity means the score was 2.60. Despite an improvement, the post-test mean score is still not statistically significant ( $p=.190$ ).

Table 4 Descriptive statistical analysis for online scale in the questionnaire.

Item	SD	D	SA	A	SA	Mean	St (I.I.D)
1. Online classes helped me better communicate with my classmates.	1	3	3	9	14	4.06	1.142 .962
2. I found my classmate's feedback on my posts beneficial.	0	1	4	14	11	4.10	1.142 .968
3. Online classes provide sufficient opportunities for speaking practice.	1	1	3	9	15	4.20	1.063 .962
4. I would like other subjects to be taught by through online.	3	1	1	15	10	3.90	1.295 .961
5. This online method of Teaching is helpful to depend on me	1	0	4	13	12	4.10	.994 .962
6. This online teaching method motivates me to succeed in English pronunciation.	2	2	2	5	19	4.20	1.323 .959
7. I think the online method makes learning easy.	1	2	4	9	14	4.10	1.155 .961
8. I would recommend other students to use this method in their studies.	2	2	4	6	16	4.13	1.252 .960
9. I think working online Groups are beneficial.	2	1	2	10	15	4.23	1.165 .960
10. I can learn whenever I want through online platforms.	2	1	2	7	18	4.23	1.250 .959
11. I am satisfied with using the an online method for my learning.	2	1	2	8	17	4.30	1.207 .959
12. Online methods can be used at any time.	2	2	1	6	19	4.33	1.212 .966

SD: strongly disagree, D: disagree, SA: somehow agree, A: agree, SA: strongly agree,

St: Standard deviation, and I.I.D: Cronbach's Alpha if Item Deleted

According to the questionnaire results in Table (4.6), the participants appear to believe that employing an online approach can help their language learning, as seen by the items' average scores, which are 4.06 and higher than 3.00. For statement (1), 10% of respondents indicated they disagreed with the item, and 3.3% claimed they strongly disagreed with the online method. Although 13.3% of participants had negative opinions of the online process, the majority had good ones. For instance, 10% agreed that the online procedure was for the advantage of learners, and 30% agreed, which is also regarded as a positive percentage. In addition, 46.7% of the participants agreed strongly. In other words, it represents the highest percentage of people with positive sentiments. As a result, most participants acknowledged that using online tools to aid in language learning is beneficial.

Most participants agreed with statement (2), but 3.3% didn't think it was true. On the other hand, a positive 13.3% of respondents indicated that they agreed somewhat. Furthermore, a substantial majority of participants—46.7%—reported agreeing with the statement, which raises the possibility of improvement. Most respondents agreed with the statement, as evidenced by the high mean score of 4.10 and the 36.7% of participants who expressed strong agreement. Another assertion is (3): Online classes provide many opportunities for speaking practice. The majority of respondents—13.3% said they somewhat agreed, 30% said they agreed, and 50% said they agreed—reacted favourably to the comment, even though 3.3% of respondents and participants strongly disagreed. The majority of respondents positively voiced their thoughts and alluded to the benefits of the internet strategy.

According to this, I like online instruction for other disciplines (4). Just 3.3% of participants

strongly disagreed with the statement, although 10% of people did. Additionally, most respondents agreed, with 50% agreeing, 33.3% strongly agreeing, and 3.3% somewhat agreeing. As a result, most students expressed positive opinions about online learning. The following item is (5); this method of online instruction encourages me to rely on myself. Again, 3.3% of participants, or one participant, expressed significant disagreement with that. Contrarily, 13% of participants, or four people, reported they somewhat agreed with the statement, 40% acknowledged they agreed, and 43.3%, or thirteen people, stated they agreed. It suggests that the majority of participants think favourably of the online approach.

As stated in item (6). Though 6.7% of the participants strongly disagreed, 6.7% of the participants disagreed nonetheless. The majority of respondents, 63.3%, agreed, followed by 16.7% and 6.7% partly agreed. As a result, most students had favourable things to say about taking classes online. "I think the internet technique makes learning straightforward," states item number (7). However, 3.3% and 6.7% claimed they strongly disagreed with the claim. However, the majority frequently affirmed their strong agreement. In other words, 30% of respondents and 46.7% strongly agreed, while 13.3% indicated some agreement. These percentages show the participants' positive opinions on online learning's convenience. 6.7% of participants disagreed with the statement in response to item (8), and 6.7% stated they would not suggest to other kids this tactic for academic success. The majority of the participants, however, concur with the statement. That is to say, 13.3% of respondents indicated some level of agreement, which is encouraging. Furthermore, 20% of participants agreed with the statement, showing a sizable percentage of



positive attitudes. The highest percentage on the list, 53.3%, indicated that they strongly agreed with each. It may be deduced that most respondents agreed with the statement based on the high mean score of 4.13.

Item (9) explains the advantages of working in online groups. For instance, 6.7% of those on the list strongly disagreed with the statement, while 3.3% indicated a disagreement. In contrast, 6.7% of respondents, or one person, agreed with the assertion; 33.3% agreed; and 50%, or fourteen participants, strongly agreed. It implies that the majority of participants think favourably of the online methodology. The following point (10) encourages learning through internet channels whenever possible. One participant, 6.7% of the participants, expressed their significant disagreement with the statement, and another participant, 6.7% of the participants, also expressed their disagreement with the statement. Comparatively, 23.3% of participants—or three people—said they somewhat agreed with the statement. This was followed by 40% of participants who agreed and 60% of participants—or thirteen—who ultimately agreed. It suggests that most participants think favourably of the online approach. The majority of participants (11), 6.7% strongly disagreed with the assertion, and 3.3% disagreed that online programs help students talk at an appropriate tempo. However, a promising trend was that 6.7% of respondents indicated that they were only partly in agreement.

Furthermore, a large percentage of respondents—26.7%—reported agreeing with the statement, suggesting a positive outlook. Furthermore, 56.7% of respondents replied they strongly concurred. Based on the high mean score of 4.30, it can be assumed that most respondents agreed with the statement.

Finally, we can use the internet strategy whenever it is convenient (12). 20% of respondents (or one participant) indicated they agreed with the statement, whereas 63.3% (or nineteen persons) reported they strongly agreed. It suggests that most participants had a favourable opinion of asynchronous communication.

Table 5. Descriptive statistical analysis for accuracy scale in the questionnaire

Item	SD	D	SA	A	S.A	Mean	St	(I.I.D)
13. Using online classes has made this course is less stressful.	0	4	1	7	18	4.40	1.003	.927
14. I find that applying online classes to speaking courses is helpful.	1	1	3	9	16	4.16	1.147	.884
15. Online classes help me improve my overall speaking skills.	1	2	2	5	20	4.36	1.098	.881
16. I can communicate with other students in this subject electronically (Email, chats, messenger ..... etc.)	0	0	0	11	19	4.66	.479	.923
17. I preferred the English-speaking course to be taught online.	0	3	1	12	14	4.20	1.030	.888
18. I would like other subjects to be taught online to improve my pronunciation.	1	2	2	17	8	3.93	1.048	.893
19. Using this method of online Teaching contributes to my personal development in accuracy	1	3	3	8	15	4.03	1.245	.892

SD: strongly disagree, D: disagree, SA: somehow agree, A: agree, S.A: strongly agree, St: Standard deviation, and I.I.D: Cronbach's Alpha if Item Deleted

The findings of the survey for the accuracy scale are shown in Table (5). The participants claim that practical sessions, with an average score for the items greater than 3.00, support students' accuracy. However, the claim made in

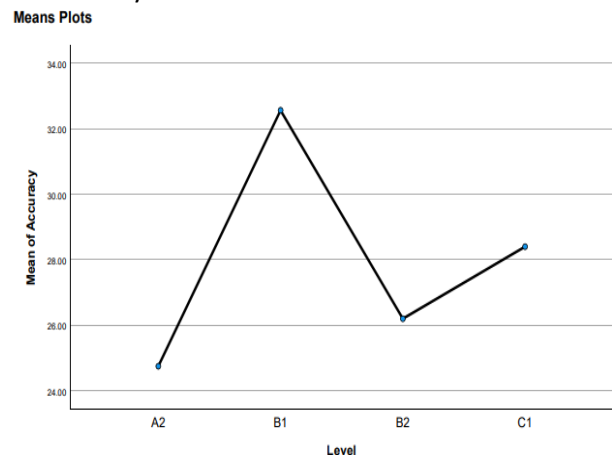
item (13) is disputed by 13.3%. On the other hand, most participants had a positive attitude toward how less-stressed students may benefit from online courses by developing their accuracy abilities, even though only 3.3% of participants agreed. Additionally, 23.3% and 60% strongly agreed with the statement. As a result, the vast majority of respondents suggest that the statement and their responses are consistent with the improved accuracy of the online programs.

The majority of participants agreed with the statement (14). However, 3.3% strongly objected, and 3.3% disputed that online programs could be used to supplement speaking courses. However, 10% of favourable respondents said they agreed only partially. Additionally, 30% of participants agreed with the statement, indicating a definite opinion. The high mean score of 4.10 and the 53.3% of participants who indicated strong agreement demonstrate the extent to which respondents agreed with the statement. Another claim is stated in item (15): Online lessons help me improve my all-around speaking skills. Only 6.7% of respondents and participants strongly disagreed with the assertion, while 3.3% did. The majority of respondents—66.7% strongly agreed, 16.7% agreed, and 6.7% agreed somehow—replied affirmatively. Most respondents expressed their views pleasantly and referenced the advantages of the internet technique for speaking correctly. I can electronically communicate with other students in this subject, according to the item (16). Once more, the majority of respondents—36.7%—agreed, and 63.7% strongly agreed. Because of this, the majority of students reported positive opinions on the value of online communication via email, chats, messenger, and other services. The next item is (17), and 10% of participants disagreed with such an assertion. In contrast,

40% and 46.6% of individuals said they strongly agreed, while 3.3% said they agreed only somewhat. It implies that most participants are satisfied with the virtual speaking classes. To improve my pronunciation of item number (18), "I would like to take more online courses." 6.7% of those surveyed said they disagreed with the idea, and 3.3% said they strongly disagreed. However, the majority frequently reaffirmed their strong agreement. In other words, 10% of respondents said they agreed in some manner, 36.7% said they believed they agreed, and 46.7% said they firmly agreed. These percentages show the participants' positive opinions on the effectiveness of online lessons in improving pronunciation.

Finally, *I can increase my accuracy by using this online teaching technique*, which gets us to the item (19). On the list, one individual, or 3.3% of the total, stated they strongly disagreed, and 10% said they disagreed. Comparatively, 10% of respondents, or three participants, expressed a degree of agreement with the statement, followed by 26.7% who agreed and 50%, or fifteen respondents, who strongly agreed. As a result, it suggests that most participants think the online teaching strategy is accurate.

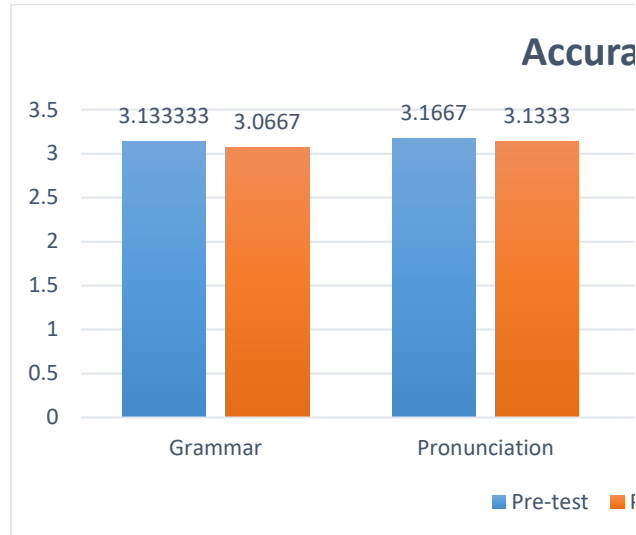
Figure 1. The bar chart shows an increase in A2 and B2 only.



A2 stands for elementary level, and B2 stands for reintermediation level.

According to figure 1, the accuracy scale in A2 and B2 rises, meaning those groups have more significant advantages in online classes

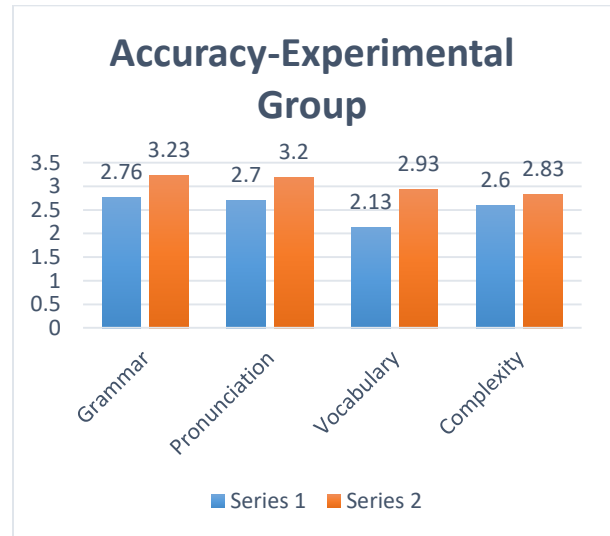
Figure 2. comparison between pre-test and post-test for the control group.



The bar graph provides more specific information on the overall precision of the control group's data analysis. Although there have been some slight changes in the Control group, they are still not statistically significant. For instance, the mean grammar score decreased from 3.13 to 3.06 after the post-test. The P value of .400 thus indicates that the changes are not statistically significant. On the other hand, the pronunciation of 3.13, which became 3.16, changed less.

As a result of the negative difference and the P value of .455, which is not significant, the mean score on the vocabulary scale was 2.24 in the pre-test, but it increased to 2.26 in the post-test. The change is additionally favourable but not statistically significant with a P value of .289. Finally, with a P value of .193, which is not significant, the mean complexity score decreased from 2.29 pre-test to 2.56 post-test

Figure 3. the pre-test and post-test scores of the experimental's accuracy.



The accuracy scale's results are as follows.

A study of the groups' overall accuracy data is displayed in a bar chart; the experimental group shows significant changes on three dimensions but is still not significant on one scale. For instance, the mean fluency score increased from 2.76 to 3.23 in the post-test from the pre-test. The statistical significance of the change is indicated by the P value of .041. On the other hand, the post-test mean pronunciation score was 3.2 after adjusting for the pre-test mean pronunciation score of 2.7. Additionally, the P value is .36. The mean score on the vocabulary scale was 2.13 in the pre-test but increased to 2.93 in the post-test. Consequently, the P value is .01, indicating that the finding is statistically significant.

#### 4.2 Discussion

The current study sought to examine and assess Kurdish EFL students' attitudes toward accuracy in online classrooms and their perception of factors that affect these attitudes. This chapter goes into extensive detail about the methods utilized to analyze the data and the outcomes that were obtained; utilizing questionnaires, pre-tests, and post-tests, a substantial amount

of data was acquired. Two sections were created to adequately address each research topic in the study's data analysis.

#### **4.2.1 First Research Question**

The data collected is quantitatively assessed to address this query from the pre-, post-test, and questionnaire. The experimental group in online classes improved, as indicated by the accuracy scale's significant P value. More information on the differences between the two groups is shown in Table (4.2). For instance, the experimental group outperformed the control group on the grammar scale, which is significant, as opposed to the control group, which is insignificant. Furthermore, the control group outperformed the control group on the pronunciation scale, where the experimental group scored.36 while the control group scored.455. Similar to how the vocabulary score in the experimental group is.01 and significant while it is.289 and significant in the control group, the experimental group outperformed the control group. These results are consistent with several researchers who have studied how to increase spoken accuracy through online methods (Bava, 2017), (Hamouda, 2020), (Alemi et al., 2019).

##### **4.2.1.1 Accuracy in the Questionnaire**

The experimental group was given the post-test findings, which were then utilized to answer the second research question from the survey. The accuracy scale, intended to determine how students feel about online classes and improve accuracy, has seven components. First, according to the accuracy scale results, participants' opinions of online courses were favourable. In other words, given that the items' mean score is greater than 3, Table (4.8) shows that the participants agreed with the accuracy improvement. Finally, this scale might also be a reasonable answer to the question.

#### **4.2.2 Second Research Question**

As previously indicated, all participated in a questionnaire, and most online students showed favourable sentiments about technology that can help them improve oral accuracy. More information about students' attitudes toward using technology to aid learning is shown in Table (4.9). The majority of the experimental group consequently indicates their agreement with technology's ability to make learners' speaking proficiencies enhanced. This result is consistent with that of (Ali et al., 2014), in which the majority of participants thought that employing technology to inspire learners was a good idea and in which (86.7%) of participants gave a favourable response to the questionnaire with a ( $p=0$ ).

The results are consistent with (Behforouz et al., 2021), who discovered that 48 participants responded favourably to the questionnaire and verified that technology-based teaching and learning are more verbally enhanced than in traditional classrooms. The findings of these researchers, who assert that online platforms benefit learners, include Lee (2001), Chun (1994), Kern (1995), Warschauer (1996a), and (Lafford 1997; Osuna & Meskill 1998).

#### **5 Conclusion**

Data analyzed in this research and collected from several sources showed conclusive proof that the experimental group had favourable opinions of the accuracy scale in the post-test and the two questionnaire scales. As discussed throughout this study, the experimental group agreed that employing technology and taking lessons online enhances language. The findings also revealed variations between the experimental and control groups. The findings also revealed that the four groups—A2, B1, B2, and C1—had various demands regarding online education. Additionally, it was found that

Kurdish language learners preferred using online tools to improve their second language and that they concurred that doing so would aid in accuracy.

### 5.1 Recommendation for Further Research

The significance of students' intentions toward online learning and the use of technology to increase second language proficiency, particularly in the Kurdistan Region of Iraq, is expected to be emphasized in future research. Therefore, after reading this paper, anyone with interest in the subject may adopt some of the suggestions below or propose their own:

1. This study needs to be replicated with larger sample size.
2. The accuracy of English as a foreign language (EFL) learners were studied in this study from both online and on-campus viewpoints. This may be accurate given that students completed surveys as part of the research.
3. The student questionnaire employed in this study did not contain any open-ended questions. So, I recommend having open-ended questions in a future study to analyze learners' attitudes.
4. Another potential area of research is examining how learners use different online strategies. Researchers may follow up more techniques that learners follow to enhance their speaking abilities.

### Appendices

#### Appendix A. Accuracy checklist

##### Accuracy checklist

##### 1- Pronunciation

- Very significant phonemic errors and foreign stress and intonation patterns, so the speaker is unintelligible.
- Frequent phonemic errors and foreign stress and intonation patterns so the speaker is fairly intelligible.

- Some consistent phonemic errors and foreign stress and intonation patterns, but the speaker is intelligible.

- Occasional pronunciation errors, but the speaker is always intelligible.

- Few nonnative pronunciation errors with a nonnative accent

##### 2- Vocabulary

- Very few vocabulary words are used; single words are used rather than complete thoughts.

- Numerous vocabulary words are repeated rather than using a variety of words.

- Vocabulary in general is varied, including some use of idiomatic expressions.

- Vocabulary is varied, including idiomatic expressions.

- Vocabulary fully includes idioms, colloquialisms, and pertinent cultural references.

##### 3- Grammar

- Virtually no grammatical or syntactical control except in simple stock phrases.

- Some control basic grammatical construction but with major and/or repeated errors that interfere with intelligibility.

- Generally reasonable control in all construction with grammatical errors that do not interfere with overall intelligibility.

- Sporadic minor grammatical errors could be made inadvertently by native speakers.

- Few grammatical errors could be made inadvertently by native speakers.

##### 4- Complexity

- Each sentence has no embedded clauses or phrases and contains less than five words.



- A few sentences have embedded clauses or phrases and contain at least five words.
- Each sentence has embedded clauses or phrases and contains at least 8 words.
- Each sentence has embedded clauses or



phrases and contains at least 12 words.

- Most sentences have embedded more than 12 words.

#### Appendix B. The pre-test and post-test questions.

##### Topic #1: Habits and activities

The questions:

- What are the popular free-time activities in your country?
- Do you like following new trends in fashion?
- What kind of activities do you like and dislike?
- Choose one sport you usually do or want to do in your free time and discuss it.

##### Topic#2: Friends and friendships

The questions:

- What are your friends like?
- Do you always get along with them?
- Do you think you are a good friend?
- What do you think an ideal friend should be like?
- What do you have in common between you and your friend?
- How did you meet your friend?
- How long have you been together?

##### Topic#3: Landmarks

The questions:

- Is there anything that your city is famous for?
- Do you know any famous landmarks?

- Would you like to visit them?
- Are there a lot of museums in your city?
- Choose one famous person that you like and talk about him/her.

##### Topic#4: Learning something new

- Do you like learning new things? Why? Why not?
- Have you ever taken up a new course? (What was it? When did you take it up? How long did it last? Did you find it useful?)
- Would you like to take up a sign language course? (What course would you like to take)
- What are the most popular languages that people learn?
- Where can you see or hear English today?
- Do you think English is an important language?

#### The provided pictures



#### Appendix C. Post-test questions

##### Topic #1: English language

The questions:

- What is the most popular language that people learn in your country?
- Where can you hear or see English?
- Do you think English is an important Language?



- Why is English important?

**Topic#2: Your best friend Assisting vocabulary:**

The questions:

- What are your friends like?
- Do you always get along with them?
- Do you think you are a good friend?
- What do you think an ideal friend should be like?
- Talk about your favourite friend.

**Topic#3: Famous landmarks assisting vocabulary:**

The questions:

- Do you know of any famous landmarks?
- Would you like to visit them?
- Are there any famous landmarks in your country?
- Tell me about one of the landmarks that you like.

**Topic#4: One city you visited before Assisting vocabulary:**

The questions:



- Describe one of the countries you like?
- What are some of the most interesting sights?
- Do they attract many tourists?
- What can visitors do there?
- What did you like the most?

**The provided pictures**



**Appendix D. The questionnaire**

Student Attitudes Towards online Classroom Strategy for Speaking Tasks: Questionnaire.

Greetings, student

This survey wants to know how you feel about using online forums rather than the typical classroom setting to improve your speaking abilities.

Please be thorough and honest when responding to the following questions. Your response will be kept private.

demographic inquiries

Age

- 20
- 22
- 23 and over

Gender

- Male
- Female

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Online classes helped me better communicate with my classmates					
2. I found my classmate’s feedback on my posts beneficial.					
3. Online classes provide sufficiently opportunities for speaking practice					
4. I would like other subjects to be taught by through online.					
5. This online method of Teaching is helpful to depend on me					
6. This online teaching method motivates me to succeed in English pronunciation.					
7. I think the online method makes learning easy.					
8. I would recommend other students to use this method in their studies.					
9. I think working within online groups is beneficial.					
10. I can learn whenever I want through online					

platforms.					
11. I am satisfied with using the online method for my learning.					
12. Online methods can be used at any time					
13. Using online classes has made this course less stressful.					
14. I find that applying online classes to speaking courses is helpful.					
15. Online classes help me improve my overall speaking skills.					
16. I can communicate with other students in this subject electronically (email, chats, messenger ..... etc.					
17. I preferred the English-speaking course to be taught online.					
18. I would like other subjects to be taught online to improve my pronunciation.					
19. This online teaching method contributes to my personal development in accuracy.					

**References**

1- Abbasi, S., Chalak, A. and Heidari Tabrizi, H., 2021. Effect of online strategies-based instruction on Iranian EFL learners' speaking scores: a case of affective and social strategies instruction. *Journal of Modern Research in English Language Studies*, 8(3), pp.51-71.

2- Alemi, M., Miri, M. and Mozafarnezhad, A., 2019. Investigating the effects of the online concurrent

group dynamic assessment on enhancing grammatical accuracy of EFL learners. *International Journal of Language Testing*, 9(2), pp.29-43.

3- Al-Kumaim, N.H., Alhazmi, A.K., Mohammed, F., Gazem, N.A., Shabbir, M.S. and Fazea, Y., 2021. Exploring the impact of the COVID-19 pandemic on university students' learning life: An integrated conceptual motivational model for sustainable and healthy online learning. *Sustainability*, 13(5), p.2546.

4- Bava Harji, M. and Gheitanchian, M., 2017. Effects of Multimedia Task-Based Teaching and Learning Approach on EFL Learners' Accuracy, Fluency and Complexity of Oral Production. *Turkish Online Journal of Educational Technology-TOJET*, 16(2), pp.25-34.

5- Chappelle, C.A., 2001. Innovative language learning: Achieving the vision. *ReCALL*, 13(1), pp.3-14.

6- Chen, C.M. and Huang, S.H., 2014. Web-based reading annotation system with an attention-based self-regulated learning mechanism for promoting reading performance. *British Journal of Educational Technology*, 45(5), pp.959-980.

7- Chomsky, N., 1981. Knowledge of language: Its elements and origins. *Philosophical Transactions of the Royal Society of London. B, Biological Sciences*, 295(1077), pp.223-234.

8- Chun, D.M., 1994. Using computer networking to facilitate the acquisition of interactive c Kern, R., Ware, P. and Warschauer, M., 2004. 11. Crossing frontiers: New directions in online pedagogy and research. *Annual review of applied linguistics*, 24, pp.243-260. competence. *The system*, 22(1), pp.17-31.

9- Ellis, R. and Loewen, S., 2007. Confirming the operational definitions of explicit and implicit knowledge in Ellis (2005): Responding to Isemonger. *Studies in second language acquisition*, 29(1), pp.119-126.

10- Hamouda, A., 2013. An exploration of causes of Saudi students' reluctance to participate in the English language classroom. *International Journal of English Language Education*, 1(1), pp.17-34.

11- Hashemifardnia, A., Shafiee, S., Esfahani, F.R. and Sepehri, M., 2021. Effects of massive open online course (MOOC) on Iranian EFL learners' speaking complexity, accuracy, and fluency. *Computer-Assisted Language Learning Electronic Journal (CALL-EJ)*, 22(1), pp.56-79.

12- Holida, Nurdiana, Amalia Nurhasanah, and Uyun Nafiah. "STUDENTS' PERCEPTION OF SPEAKING CLASS IN ONLINE LEARNING AT ENGLISH EDUCATION STUDY PROGRAM OF STATE ISLAMIC UNIVERSITY SULTHAN

- THAHA SAIFUDDIN JAMBI." PhD diss., UIN Sultan Thaha Saifuddin Jambi, 2021.
- 13- Keshavarz, M. H. (1999). *Contrastive analysis and Error Analysis* (3rd ed), Tehran: Rahnama Publications.
  - 14- Lafford, P.A. and Lafford, B.A., 1997. Learning language and culture with Internet technologies. *Technology-enhanced language learning*, pp.215-262.
  - 15- Langacker, R.W., 2008. Cognitive grammar. *Basic Readings*, p.29.
  - 16- Lee, L., 2001. Online interaction: Negotiation of meaning and strategies used among learners of Spanish. *ReCALL*, 13(2), pp.232-244.
  - 17- Levy, M., 1997. *Computer-assisted language learning: Context and conceptualization*. Oxford University Press.
  - 18- Osuna, M.M. and Meskill, C., 1998. Using the World Wide Web to integrate Spanish language and culture: A pilot study. *Language learning & technology*, 1(2), pp.71-92.
  - 19- Skehan, P. and Foster, P., 1999. The influence of task structure and processing conditions on narrative retellings. *Language learning*, 49(1), pp.93-120.
  - 20- Skehan, P., 1996. A framework for the implementation of task-based instruction. *Applied linguistics*, 17(1), pp.38-62.
  - 21- Talmy, L., 2000. *Toward a cognitive semantics* (Vol. 2). MIT Press.
  - 22- Taylor, R., 1980. *The computer in the school: Tutor, tool, tutee*.
  - 23- Verspoor, M.H. and Tyler, A., 2009. Cognitive linguistics and second language learning. In *The new handbook of second language acquisition* (pp. 160-177). Emerald Group Publishing Limited.
  - 24- Warschauer, M., 1996. *Motivational aspects of using computers for writing and communication*. Second Language Teaching & Curriculum Center, the University of Hawaii at Manoa.