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**Moodle and Google-Meet Delivered Distance-Learning  
Lessons: Teachers' and Students' Estimates of their  
Pedagogical Effectiveness on the Writing Skill**

**A Case Study of 3<sup>rd</sup> Year FLs Students in the Department of Foreign  
Languages, Abdelhafid Boussouf University Center-Mila**

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in  
**Didactics of Foreign Languages**

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## Dedication

*I proudly dedicate this work to:*

*To the source of light of my eyes*

*My affectionate father **Mohamad El Salah** who helped me in all things great and small*

*To my compassionate mother **Ratiba**.*

*To my beloved husband and my soul mate **Hicham** with whom I have shared my dreams and aspirations, I am*

*grateful for you being by my side every time I need you, for you being a source of constant support, encouragement and serenity and for you backing me up to never give up.*

*To the source of my strength and support, to **Roufaida** and **Dounia** who have been my truly faithful friends and sisters for the past five years.*

*To my one and only sister **Ahlam** who encouraged and motivated me to pursue my dreams and*

*resolutions, for my nephew **Aimrane** whom I see as my son, hoping he will reach the position I am in today with hard work and good intentions.*

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*Aunts **Nacira**, **Saliha** and **Fatima**, to my nieces **Wissam**, **Hafssa** and **Aridje** for believing in me and made*

*me the person I am today.*

*To those whose companion has been a great asset: **Abir** and **Khawla**.*

*To those who supported me with their prayers and trust*

*To every person who inspired me that I can.*

**“Thank you all”**

**“To myself above all”**

**Chayma**

## Dedication

*All thanks and praise be to Allah, **the Most High**, for all the strength he gave me.*

*It is with genuine gratitude and warm regard that I dedicate this work*

*To the strong and gentle soul who was my first teacher; she taught me to trust in Allah,  
believe in hard work and that so much could be done with little, my beloved **Mother**.*

*To my **Father** whose affection, love and encouragement make me a successful person.*

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*To my soul twin **Aya** whom I cannot force myself to stop loving for always standing by me  
when things look bleak.*

*To my loving and caring aunts who have been supporting me constantly to work hard for the  
things that I aspire to achieve.*

*To my niece **Hadil** for her being a source of joy, happiness and serenity.*

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*To all who took my hands after stumbling, those who trusted me and prayed for me*

*To every person who believed in me*

*To myself above all*

*I love you*

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### Abstract

Technology is evolving swiftly; its influence is patently apparent in virtually every realm in this life and education constitutes no exception. It has arguably rendered learning foreign languages (FLs) far less intricate and far more amiable. Following the sudden outbreak of the current savage pandemic, teachers are becoming increasingly reliant not solely upon face-to-face teaching but also on more top-notch methods recognized as distance teaching. This mode refers to the spacial separation of instructors from their learners in the process of delivering the input with the integration of some technological instruments such as Moodle and Google-Meet for guaranteeing uncluttered continuity of the academic year. In order to testify their pedagogical efficiency on the language skills, a pilot study in the form of questionnaire is conducted; it predominantly aims at highlighting one skill to be scrutinized that is the writing skill in light of these devices effectiveness and to broaden the population scope from students of English as a foreign language (EFL) to students of foreign languages (FLs). Its results oriented the scope of our research enterprise towards the writing skill; to this end, the present research aims at investigating the estimates of FLs teachers and students towards the impact of Moodle and Google-Meet on the learners' writing skill at Mila University Center. For this purpose to be realised, a triangulation method design is deployed to gather myriad information from a sample of 124 respondents and 10 teachers; fortifying this study with valuable data required the administration of a questionnaire to FLs learners, an interview to teachers and an analytical comparative study. The statistics of this exploratory research disclosed that the inclusion of Moodle and Google-Meet in teaching and learning the writing skill is deficient; moreover, it has displayed that the two virtual tools impede the learners' writing level and curb to rather alarmingly high ratios their communicative skills.

**Keywords:** face-to-face teaching, distance teaching, Moodle platform, Google-Meet, impact, writing skill.

## List of Abbreviations

**FLs:** Foreign Languages

**EFL:** English as a Foreign Language

**MUC:** Mila University Center

**MOODLE:** Modular Object-Oriented Dynamic Learning Environment

**WHO:** World Health Organization

**ICCE:** International Council for Correspondence Education

**ICDE:** International Council for Distance Education

**PCs:** Personal Computers

**CD-ROM:** CompactDisc- Read Only Memory

**TV:** Television

**ICT:** Information and Communication Tools

**LMS:** Learning Management System

**MOOCs:** Massive Open Online Courses

**AMHESR:** Algerian Ministry of Higher Education and Scientific Research

**AMH:** Algerian Ministry of Health

**COVID-19:** Corona Virus Disease- 19

**ESP:** English for Specific Purposes

**ZPD:** Zone of Proximal Development

**Web CT:** Web Course Tool

**CVC:** Compact Video Cassette

**CMS:** Course Management System

**VLE:** Virtual Learning Environment

**URL:** Uniform Resource Locator

**NVP:** Network Video Protocol

**NASA:** National Aeronautics and Space

**VRVS:** Virtual Room Videoconferencing System

**CNN:** Convolutional Neural Network

**CEO:** Chief Executer Officer

**IOS:** iPhone Operating System

**APPs:** Applications

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**الملخص**

**Résumé**

## General Introduction

The 21<sup>st</sup> century is riding the wheel of development and evolution with numerous inventions; the latter turns the entire world to a small village where people know about one another's beliefs, cultures and even educational contexts. The current evolution makes it mandatory for the process of teaching and learning to adopt new methods, techniques and devices to shift from traditionality to modernity. Nowadays, the processes of learning and teaching are no longer restricted by space and time; thus, new modern methods show up in the horizon and face to face teaching is no longer the only process for delivering lessons. Distance learning is stressed as it is seen as an incredibly well-developed method that modernizes, relates and strengthens teacher-student relationship; Willis (1993) defined virtual classes as "education that takes place when a teacher and student(s) are separated by physical distance, and technology is used to bridge the instructional gap." (As cited in Çaldag et al., 2021). Distance learning was immensely applied in 2020 all over the globe as a result of the wild spread of COVID-19; agreeably by the World Health Organization (WHO) which declared the disease as a global pandemic. Algeria, as all countries, suspended face-to-face education as a precautionary decision to stop the spread of the virus on the 12<sup>th</sup> March, 2020; therefore, schools and universities were obliged to adopt for the first time ever Distance-Learning to save the academic year 2019/2020. Modular Object-Oriented Dynamic Learning Environment (MOODLE) and Google-Meet are mostly used by Algeria when applying Distance Learning.

The research's initial theme was "Moodle and Google-Meet Delivered Distance Learning Lessons: Teachers and students' Estimates of Their Pedagogical Effectiveness: The Case Study of Third-Year English Students at MUC"; conducting a research on the four skills of the language seemed to be entirely impossible in the allocated time. For this reason, a pilot study is generated to narrow it down and choose either writing or reading to deal with; the

obtained results spotted the writing skill and prioritized it over reading. Consequently, the current dissertation's title is "Moodle and Google-Meet Delivered Distance Learning Lessons: Teachers and students' Estimates of Their Pedagogical Effectiveness on The Writing Skill: The Case Study of Third-Year Students of Foreign Languages at MUC".

## **1. Statement of the Problem**

The process of learning and teaching is done through a number of skills that are writing, speaking, listening and reading; English and French as Foreign languages (FLs) follow the same process. Writing is an intricate task to be accomplished for both teachers and learners for the reason that it requires high linguistic knowledge; therefore, teachers attempt to foster learners' writing skill by giving them assignments, reader's responses and various activities. However, the adoption of Moodle and Google-Meet in classes has made teaching writing even more challenging; the former does not substitute the physical presence of the teacher where he/she provides instant feedback and direct communication. Third-year foreign languages students and teachers at Mila University Center have different evaluations about the pedagogical effectiveness of Moodle and Google-Meet delivered distance learning on the writing skill; some teachers and learners believe that using the aforementioned technological tools is effective and contributes remarkably in the enhancement of the writing skill steadily onwards in contrast to some others who believe it is thoroughly the opposite. This study would give insights into the problems cropping up whenever these applications are utilized; in the same vein of thoughts, it would help in raising their pedagogical effectiveness regarding the writing skill in order to achieve better results.

## **2. Aims of the Study**

This study aims at investigating the pedagogical effectiveness of using Moodle and Google-Meet as teaching and learning tools in FLs classes. It in addition attempts to identify



the impact they have on the students' writing skill. Another aim is noting down the reasons behind the high and low estimates of teachers and students about their effectiveness to elaborate ad hoc solutions and guarantee a better use for the pre-denoted tools.

### **3. Research Questions**

This study seeks to answer the following questions:

- ✓ What are tutors and learners' estimates of their pedagogical effectiveness on the writing skill?
- ✓ How do these applications affect the students' writing skill?

### **4. Research Hypotheses**

In the light of the present research concerns, two hypotheses are elaborated to be infirmed or confirmed by the final results later on:

- ❖ If teachers and students' misuse Moodle and Google-Meet delivered distance learning, they will have different estimates of their pedagogical effectiveness on the learners' writing skill.
- ❖ If the learners are imposed to distance learning, their writing skill will be improved.

### **5. Research Methodology**

In order to check the validity and credibility of the above-mentioned hypotheses, three instruments are opted for the completion of the current research. First, a questionnaire is directed to FLs students to collect as much data as possible about their attitudes regarding the influence of Moodle and Google-Meet on their writing skill; second, a semi-structured interview is devoted to teachers of FLs at MUC to investigate their opinions concerning the sudden implementation of distance education in Algerian universities in addition to the integration of Moodle and Google-Meet and their impact on their learners' writing skill.

Third, the last chosen tool is an analytical comparative study where the marks of third year FLs students are obtained in order to compare their marks before and after the adoption of the new method whether they increased or decreased in the two academic years 2018/2019 and 2019/2020. Third year students of FLs are chosen as a sample because they are expected to have a good level in English and French, which will enhance the credibility of the research.

## **6. Structure of the Dissertation**

The dissertation consists of two main chapters. The first chapter is devoted to the literature review and it is divided into two main sections while the second chapter presents the practical part. The first section of the theoretical part deals with distance education, it highlights its background, definitions, classification of its tools and the implementation of these tools. The second section sheds light on Moodle, Google-Meet and the writing skill, the first heading provides theoretical concepts regarding writing, its types, methods by virtue of which it can be improved and its importance. Moodle is introduced in the second heading, the historical evolution in addition to its roles, activities, functionalities, implementation in FLs classes and Written Expression module are well explained herein. The third heading tackles Google-Meet and the writing skill similarly with the previously mentioned platform.

The core of the present research, chapter two, covers the empirical field; it is composed of two sections one for methodology research where three tools are chosen for the aim of gathering data. The final section of the final chapter casts light on the discussion and analysis of the collected data findings. It also gives suggestions and recommendations to ensure the improvement of the writing skill through the aforementioned applications. It, likewise, addresses the limitations of the study and highlights the scope for future studies in the same area.

# **Chapter One: Distance Education and the Writing Skill**

## **Introduction**

The ubiquity of technology and the swiftness of science development's influence are apparent in almost every field in this life, particularly education. It is prudent to draw attention to the salient importance of the integration of ICT tools in foreign languages (FLs) classes which is likely to open new doors and horizons for its users (El Maghraby, 2021). The chapter at hand is divided up into two main sections, one for distance education and the other for pedagogical effectiveness of Moodle and Google-Meet on the writing skill. This chapter is devoted for the theoretical part of the research work in general; the first rubric gives an introductory overview of distance education commencing with its origins until the present day, in a similar vein, it offers a set of miscellaneous definitions of the above-mentioned term. It casts light on the classification of distance education and its technological tools, placing a special emphasis upon the most used platforms and applications; by way of example, Moodle platform and Google-Meet application that are integrated among tutors and students to deliver the input. This part also dwells on the pros and cons of virtual learning from various perspectives; the final element provides a description of the implementation of the new method in Algeria. Moving to the second rubric which elucidates the conceptual framework of Moodle and Google-Meet; it addresses the plethoric activities, features and roles of the aforementioned technological-based tools and how they are incorporated in foreign language teaching and learning. Additionally, the second section investigates the impact of both Moodle and Google-Meet on the students' writing skill; it is behovely to append another bit of insight that is really worth knowing if the above-mentioned parameters impede or expedite their level, and whether they allow them to find ad hoc solutions for the myriad difficulties they suffer from.

## Section one: Distance Education

### 1. Historical Background of Distance Education

Delivering lessons at distance is a fashionable and recent way of teaching, yet it is truth to tell that its origins are traced as early back as the 18<sup>th</sup> century. This way of teaching firstly held the name of “Correspondence Education” (Battenberg 1971, Brat 1977, Holmberg 1986, as cited in Holmberg 1995). The latter occurred in about 1720s; Holmberg defined it as “teaching in writing, by means of so-called self-instructional texts, combined with communication in writing” (1995, p.03). Notably, the first distance course in history was delivered by sir. Isaac Pitman in 1840, as he used mail postcards to send shorthand texts to his learners; the latter were supposed to mail the work back to be evaluated and corrected. Furthermore, the first university that applied distance learning was “The University of South Africa” in 1946 (Holmberg, 1995).

In early 1980s, the term “Distance Education” was not widely used among scholars and researchers as a reference to that way of teaching, until 1982 when “The International Council for Correspondence Education” (ICCE) adopted it to become “The International Council for Distance Education” (ICDE) (Holmberg 1995). At that time, numerous colleges and universities were able to afford personal computers (PCs) for their learners, thus the way was paved for distance education to proliferate (Allison & Chris, 2007). The following years viewed a remarkable technological advance at the level of information and computer sciences; therefore, computer-based courses offered plenteous experiences for distance learners (Marcelo, 1999).

Nipper was the first one to put a framework that denoted the generational evolvement of distance education in 1989; he thereby divided it to three consecutive generations. The first of which marked the use of printed technology that is known also as “Correspondence

Education”, and it was mainly based on the didactic teaching style. Added to that, the development of technology led to the integration of broadcasts in the second generation as a complementary teaching tool (Evans & Nation, 2007). Anderson and Simpson stated that: “first and second generation distance teaching and learning tended to be delivered through structured material with communication dominated by the teacher” (2012, p.4).

The approach followed in the pre-denoted generations became deficient after Moore published his theory of transactional distance in 1993; that is to say, his theory recognized interaction as a component of salient importance in the process of teaching and learning. As a result, the next generations valued interaction through the use of new technologies such as CD-ROMs, emails, computer conference discussions, telephones, chat rooms and internet-based web boards (White, 2003).

## **2. Theoretical Concepts of Distance Education**

The concepts of distance education existed for ages in the history of mankind. Researchers from various domains who shared the same interests had miscellaneous appraisals regarding the aforementioned term. According to Ally (2008) distance education is:

*“The use of the internet to access learning materials; to interact with the content, instructor, and other learners and to obtain support during the learning process, in order to acquire knowledge, to construct personal meaning, and to grow from the learning experience”* (p.17)

Simonson (n.d.) claimed that distance education set the learners apart from their teachers; in addition to that, technology is used to bridge the physical gap and to strengthen student-student and teacher-student communication. In the same vein of thoughts, using distance education would give the learners the opportunity to study whatever, whenever and wherever they want to without a strong demand for face-to-face interaction with the teacher. They are

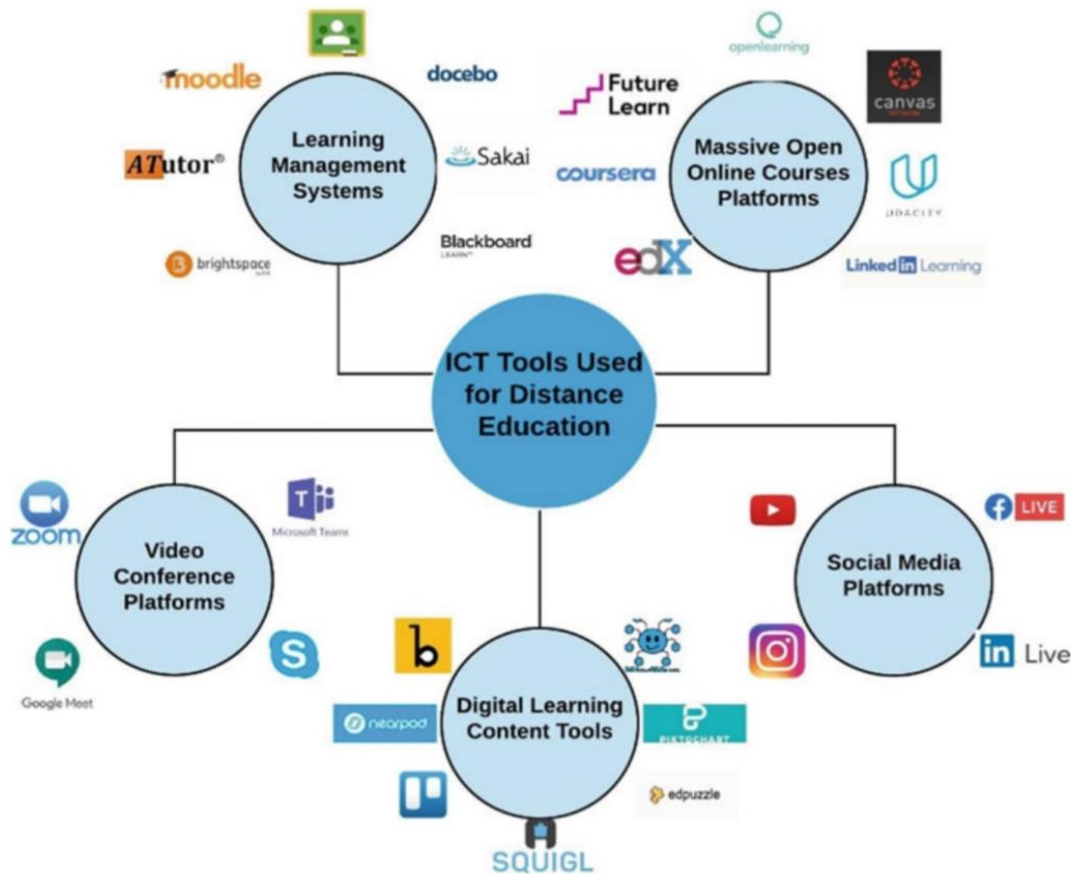
thus taking charge of their learning by deciding about the time and the place for learning to unfold (Bates, 2005, p.05).

Keegan (1980) noted that distance education is a new planned learning experience where the instructor and his/her learners are geographically distant, yet the input is submitted electronically. Furthermore, the submission of the instructions is done through various media and technological tools (Fillip, 2001, as cited in Burns, 2011); a good case in point, “the internet, intranets, extranets, satellites, broadcast, videos, interactive television (TV) and CD-ROM” (Noroozi & Haghi, 2012, p.08).

### **3. Classification of Distance Education Technological Tools**

Researchers and stakeholders made tremendous efforts to revolutionize the process of learning through the integration of technological tools; one of which is Information and Communication Technology (ICT). “ICTs are rightly recognized as tools that are radically transforming the process of learning” (Campanella et al., 2007, as cited in Luppicini & Haghi, 2012, p.03); that is, it helped to shift from in-person learning to distance learning and facilitated the delivery of the lessons.

Çaldağ and his colleagues categorized the ICT tools used in distance education into five categories (as shown in Figure 1) that are: Learning Management System (LMS); Massive Open Online Courses (MOOCs) platforms, Video Conference Platforms, Digital Learning Content Tools and Social Media Platforms. Each of which contains a set of programs and applications to be deployed in delivering lessons (2021).



**Figure 1:** *Categorization of ICT tools used in Distance Education (Çaldağ, et al., 2021, p.370)*

### 3.1. Learning Management System (LMS)

Learning Management System is an internet-based digital platform which emerged in 1990s, by virtue of which teachers are able to organize and inform their learners about the course materials (Burns, 2011). Luppicini and Haghi added that LMS is a web-based software application, particularly a web 2.0 version (2012). Furthermore, this category serves multiple functions such as finance, administration and education (Sabau, et al., 2009, as cited in Kamna, 2013). In academic settings, LMS provides the learners with a sophisticated atmosphere to read lectures, take online tests, submit requested assignments (Pandey & Pandey, 2009) and communicate in a real-like environment (Akyuz & Yavuz, 2015).



Çaldağ, et al., (2021) listed seven applications and programs within the Learning Management System category that are: Google Classroom, Docebo, Sakai, Blackboard, Brightspace, ATutor and Moodle. The latter is commonly used in higher education for the reason that it enables the upload, download and interaction between learners themselves and their instructors (Pandey & Pandey, 2009).

### ***3.2. Massive Open Online Courses (MOOCs) Platform***

MOOC is an “emerging instructional delivery model in education that delivers high-quality interactive free, open, online courses for massive number of learners from around the world” (Pethuraj, 2015, p. 01); consequently, it is by any means accessible for any participant who desires to register (Klobas, et al., 2014) with no fees (Liyanağunawardena, 2015).

Massive Open Online Courses consists of seven platforms such as Coursera, EdX, Udacity, Canvas network, Openlearning, Future Learn, LinkedIn Learning (Çaldağ, et al., 2021). The pre-denoted sites were associated at the beginning with the open, online and free of charge principles; however, the majority of them shifted to establish a new business belief where participants pay to get access. To illustrate, Openlearning and LinkedIn Learning courses are paid courses with free trails, whereas Canvas network courses require no fees (Yuan & Powell, 2013).

### ***3.3. Video Conferences Platforms***

Video Conferencing is an ICT technological tool that emerged around 1995; it sets the floor for visual and aural communication. Additionally, video conferencing enables the participants to over-send files, texts and even images via its various platforms (Krutka & Carano, 2016, as cited in Al-Samarraie, 2019). This category gives a bright chance for learners to practice their knowledge and to sharpen their skills in real-time discussions (Allison & Chris, 2007).

ZOOM, Google-Meet, Skype and Microsoft Team are video conference platforms (Çaldağ, et al., 2021); the formerly mentioned platforms are not only used in distance learning, but also for communicative and administrative purposes (Bates, 2005). In Arab's academic sectors, teachers and learners' preferred platform is Google-Meet since it provides free, easy and highly interactive learning experiences (Al-Marroof, et al., 2021).

### ***3.4. Digital Learning Content Tools***

The adoption of distance education imposed upon the teachers an intricately detailed task that entails designing digital lessons for their learners. It is worth mentioning, nonetheless, that technology provides them with a set of platforms to facilitate that complex task. Çaldağ and his co-authors mentioned seven digital platforms such as Piktochart, Squigl, Nearpod, Edpuzzle, Buncee, Mindmup and Trello (2021).

The aforementioned platforms enable their users to transform any text or data to a visual design, to integrate videos in lessons and to translate reports. Besides, they offer the opportunity of organizing plans through mind maps, boards, lists and cards either individually or collaboratively. The incorporation of such activities brings life to tedious classes and lectures (Piktochart, Trello, Edpuzzle & Mindmup, n.d).

### ***3.5. Social Media Platforms***

The use of social media is increasing day after day in all domains including business, virtual marketing, advertising and even education: it enables people to establish overseas relationships, to reconnect with relatives and to give updates about their lives (Bosman & Zegencyk, 2011). Levinson (2010) stated that social media offers endless opportunities for learners in higher education (as cited in Bosman & Zegencyk, 2011) such as sharing, communicating, and commenting on course materials (Griffith & Liyanage, 2008); similarly, it fosters students' engagement in discussions and pushes active learning steadily onwards

(Van Dijck & Poell, 2018, Hung & Yuen, 2010). The four widely used social media platforms in higher education are Facebook Live, YouTube, Instagram and LinkedIn Live (Çaldağ, et al., 2021).

#### **4. Strengths and Drawbacks of Distance Education**

As any manmade tool or method, distance education comes with a host of pros and cons. These points of strengths and shortcomings that characterized distance education are classified as follows:

##### ***4.1. Strengths of Distance Education***

Distance education becomes widely used and appraised for the various advantages it offers, such as:

**4.1.1. Flexibility.** Educational programs become in the digital era much flexible (Solanki, et al., 2012) and fast-paced (Warschauer et al., 2000, as cited in White, 2003); that is to say, distance education suits busy learners who cannot attend face-to-face classes (Garrison, 1990, as cited in Holmberg,1995) such as house-wives, full time workers or military members (Vlasenko & Bozhok , 2014). In the same way of thoughts, Bates confirmed its usefulness for geographically remote learners who may find difficulties to reach their universities or institutions (2005). Further, distance education helps teachers and students to get rid of time and space restrictions i.e. reaching vast numbers of learners in a short period of time (Çaldağ, et al., 2021).

**4.1.2. Availability.** Distance education makes data, information and lessons attainable (Kentinor, 2015) all the time for anyone who is willing to gain access to them (Sadeghi, 2019). The former gives the chance for people to pursue their studies at any stage of their lives, utterly regardless of how old they are, what their jobs are or where they happen to reside (Vlasenko & Bozhok, 2014).

**4.1.3. Low Costs.** Classes that are taught at distance lead students to save commuting financial demands; learners are not obliged to spend their money and efforts to get to their academic settings (Vlasenko & Bozhok, 2014; Zormonova, 2018). Çaldağ, et al., certified that distant learners are free to depend on soft copies in their studies with no eager need to print books, articles or lessons (2021).

**4.1.4. Autonomy.** Holmberg stated that distance education boosts learners' autonomy (1995) through providing them with endless opportunities to decide about the suitable settings for their classes (Vlasenko & Bozhok, 2014). In addition, it provides a shift from teacher centeredness to learner centeredness whereby students take charge of their learning; therefore, learners become self-reliant, self-motivated and competent (Çaldağ, et al., 2021).

**4.1.5. Intercultural knowledge.** Distance education provides simulations of real life situations (Mantiri, 2014) whereby learners are empowered to expand their learning experiences through authentic contexts (Nalliveettil & Alidmat, 2013). As a result, the intercultural knowledge of learners becomes wider and richer; that is to say, they will be able to think, behave and react effectively in the appropriate context (Solanki, et al., 2012).

#### ***4.2. Drawbacks of Distance Education:***

Although distance education is the fore-stream of teaching methods nowadays, it still suffers from a set of limitations.

**4.2.1. Absence of the Teacher's Physical Intervention.** The teacher plays the role of communicator, corrector and mediator in traditional classes; whereas the pre-denoted roles are minimized in distant classes. The absence of teacher real-time intervention, correction and feedback (Vlasenko & Bozhok, 2014) may lower students' performance and achievements; the mediation of the teacher usually facilitates comprehension for learners (White, 2003). Burns clarified that the didactic nature of distance education promotes lower-order thinking

because there is a lack of misunderstanding and misconception correction that should be done by the instructor (2011).

**4.2.2. Social Isolation.** Distant classes set the learners apart from their instructors and classmates. This social distancing leads to the loss of active interaction with other mates (Vlasenko & Bozhok, 2014) since there is no group work, pair work (White, 2003) or collaborative discussions; added to that, the contact with the teacher is limited (Zormonova, 2018). Thus, active learning is decreased in such classes (White, 2003).

**4.2.3. Technology and Accessibility Problems.** Burns declared that one deficiency of distance education is the fact that it requires high speed internet connectivity which is not always available especially in rural areas or under-development countries (2011); the latter may cause a delay in content delivery or reception (White, 2003). Another limitation is the learners' lack of technological knowledge; particularly about computer sciences and informatics and the absence of specialized courses in this field (Vlasenko & Bozhok, 2014). Plagiarism is also one big problem resulting principally from the unlimited data provided by technology; teachers and learners fall intentionally or unintentionally into this trap when they do not refer or cite the source of information gathered (Smaldino et al., 2008, as cited in Mantiri, 2014).

**4.2.4. High Chance of Disturbance.** Distance education put at learners' hands endless platforms for the sake of gathering information and widening knowledge; however, this advantage may have contradictory effect when there is no control over the excessive use of technology within distance education. Moreover, the various data provided become misleading sometimes for poor learners who are not directed towards the pre-set goals as a result of teachers' physical absence (Sedighi, 2019; Mantiri, 2014; Vlasenko & Bozhok, 2014).

**4.2.5. Learners Individual Differences.** White (2003) stated that distance education requires self-motivated, self-directed and enthusiastic students who are willing to take charge of their learning, yet it is unfortunately not the case for all learners. Classes are heterogeneous i.e. students who have motivation problems, procrastination and who need a lot of individual attention from their tutors find it hard to enroll in online classes (Vlasenko & Bozhok, 2014). In other words, technology may be the source of boredom and frustration when it does not fit the learners' different cognitive levels and learning styles (Nalliveettil & Alidmat, 2013).

## **5. The Implementation of Distance Education in Algeria**

The use of technology in the Algerian educational system is trailed back to 2007 when the Algerian Ministry of Higher Education and Scientific Research (AMHESR) implemented the national Tele-Education System; the latter aimed at revolutionizing and promoting the traditional way of teaching technologically (Arabeche & Soudani, 2021). Henceforward, the AMHESR funded ICT training directed to teachers for better use and to pave the way for online education to be established (Bensafa, 2015); nevertheless, instructors procrastinated the process doubting its pedagogical effectiveness (Polfelaf, 2013, as cited in Guessar, 2020). In light of the academic year 2016/2017, the application of ICT tools in universities became compulsory in addition to the launch of some online classes (Boutebal & Madani, 2020, as cited in Arabeche & Soudani, 2021).

In February, 25, 2020, the Algerian Ministry of Health (AMH) reported that an Italian citizen tested positive for COVID-19 and it was the starting point of its outbreak (Guemide & Maouche, 2020). The World Health Organization (WHO) declared Corona Virus as a global pandemic on the 11<sup>th</sup> of March, 2020; therefore, the WHO called for the suspension of political, economical, academic and entertainment activities to curb the spread of this outrageous disease. Algeria, as any other county in the world, followed the firm decisions passed by the WHO to protect its citizens from being contaminated; thus all collective

gatherings were banned even academic ones (Armstrong, et al., 2020; Guemide & Maouche, 2020). Consequently, 1.5 billion students worldwide shifted to distance education to guarantee the continuity of the academic year 2019/2020 (UNESCO, 2020, as cited in Lassoued, et al., 2020) and Algeria is one of which.

The AMHESR following the outbreak of the contagious virus applied distance education nationally; it also encouraged stakeholders, teachers and students to be part of this digital world. The widely used platforms in Algerian universities are Moodle and videoconferencing particularly Google-Meet; whereas the users' estimates vary between proponents and opponents (Ministry of Higher Education, 2020, as cited in Guemide & Maouche, 2020). The information at hand sets the floor for the coming sections to be carried out and to delve in deep with the pre-denoted technological-based tools.

## **Section Two: Pedagogical Effectiveness of Moodle and Google-Meet on the Writing Skill**

### **1. The Writing Skill**

#### ***1.1. Definitions***

Learning foreign languages is rated an inevitable task nowadays. On a basic level, learning or acquiring a new language is governed by the mastery of the four skills and the writing skill is one of these. Numerous authors came up with various definitions sharing three main ideas about the nature of writing that are: process, product and act.

The writing skill is a prioritized skill in language learning; it refers to the process of encoding words into meaningful sentences, lines, paragraphs and ideas according to a system of rules to be understood by the reader (Floyd et al., 2007; Cdadmin, 2019; Hyland, 2003). Besides, Harmer (2004) elucidated that the process of writing consists of four main elements: planning, drafting, editing (reflecting and revising) and final version

(As it is shown in figure 02). The idea presented herein is confirmed by Flongfeldt where she opined that writing is “a process that ends with a product, this product has a structure, a certain size, content, etc. Various strategies are involved in the writing process and different tools maybe useful in various stages of the process” (2016, p.262); she also cleared that the above-mentioned process is influenced by some extraneous factors (figure 03).

In accordance with these views, Daniels (1996) reported that writing is not only considered as a simple transcription of utterances into graphic symbols; it is rather a cognitive process based on thinking and spending intellectual efforts in a given period of time(as cited in Gautam, 2019; White & Arndt, 1991). It is similarly viewed as a physical and mental act that takes place in a particular context to express and impress the readers (Nunan, 2003; Hamp, et al., 1997, as cited in Weigle 2002; Cdadmin, 2019). Although writing is “a life-long skill” (Chetouane, 2020, p.01), it is bethought as the most intricate task for non-native learners when acquiring a new language (Tribble 1996; Nesamalar, et al., 2001).





**Figure 2:** *The writing wheel (Harmer, 2004, p.06)*



**Figure 3:** *The factors that influence the writing process (Flongfeldt, 2016, p.263)*

## 1.2. Types of Classroom Writing

Brown (2004) in his book *“Teaching by Principles: An Interactive Approach to Language Pedagogy”* made a landmark classification of classroom writing performance. He thereby divided it into five major types: writing down, controlled writing, self- writing, display writing and real writing.

**1.2.1. Writing Down.** Writing down, imitative writing and dictation introduce the same concept that is the preparatory level of writing. Students imitate whatever they see on the board and write down the instructor’s dictation to develop their skill; moreover, learners tend to note down letters, numbers, words, phrases and even sentences that are grammatically correct. The most used strategies within this classification are writing the appropriate words in the blanks, spelling words, matching synonyms and antonyms and transcribing numbers into written symbols (Brown, 2004; Naik, 2019).

**1.2.2. Intensive Writing.** The next type of classroom writing performance is known as intensive writing. The latter takes place in controlled grammar exercises where learners

are supposed to write passages and paragraphs; they are also asked to order ideas to get a coherent meaning. Resetting writing tenses, writing records or answering videos' questions are also activities presented in this type. Intensive writing is directed by the instructor to establish the learners' higher thinking orders (Brown, 2004; Simpson & Carroll, 1999).

**1.2.3. Self-writing.** The unique characteristic of this type is the significance of one audience that is the writer him/herself. Self-writing is a category of classroom writing, where students take notes from the tutors' given input to be retained or referred to whenever needed. Diaries can be considered as a self- writing category, for the reason that it represents a monologue between the writer and his/her personality, feelings and thoughts i.e. there is one audience (Brown, 2004; Tsai & Wu, 2010).

**1.2.4. Display Writing.** Learners within this type are viewed as intermediate or upper-intermediate writers; that is to say, they are able to write paragraphs, essays or assignments in exams and tests to be evaluated summatively. In this classification, the teacher already knows the intended answers because he/she is the provider of the input; therefore, the attention is shed on the students' ability to produce correct syntax, lexicon, grammar, punctuation and spelling (Applebee et al., 1990, as cited in Crossley, et al., 2014; Brown, 2004).

**1.2.5. Real Writing.** Far from the pre-denoted types that embed display writing, the real writing offers new authentic knowledge for targeted purposes and for the group of audience who are willing to learn (Wiggins, 2009). Brown (2004) suggested three sub-types within this classification; they are differentiated by their purposes and audience.

**a. Academic writing:** it is the kind of writing that aims at having or offering an academic activity and targets the academic community as an audience. The information

transmitted herein is merely scholastic such as scientific articles, admission letters and institutional publications (Brown, 2004; Harmer, 2004).

**b. Vocational writing:** this writing type can be found in special courses that are directed for workers who are willing to learn the linguistic package related to their professions i.e. courses of English for specific purposes (ESP) (Harmer, 2004; Brown, 2004).

**c. Personal writing:** it is any sort of informal writing done by the learners within the classroom walls. The former gives the chance to express feelings, ideas and attitudes; diaries, notes, letters or any other written messages can be viewed as good cases in point (Harmer, 2004; Brown, 2004).

### ***1.3. Methods and Techniques to Ameliorate Students Writing Skill***

The writing skill had always been a frustrating and an intimidating task for non-native language learners when acquiring a new language (Nesamalar, et al., 2001). For this end, tutors tend to provide their students with incalculable techniques and methods for the sake of enhancing their writing skills.

**1.3.1. Collaborative Learning.** Vigotsky (1978) in his theory "*Zone of Proximal Development (ZPD)*" stressed the importance of social interaction and collaborative learning in enhancing students' levels and abilities to acquire new knowledge. Henceforward, Long and Porter (1985) pointed out the positive effect of peer and group learning in improving students' motivation to write; that is, the interaction between the group's members sets the flour for a flawless exchange of ideas (as cited in Farrah, 2012). Additionally, collaborative learning facilitates the process of comprehension and enriches the learners' vocabulary (Tangpermpoon, 2008; Harmer, 2004) through the negotiation of meaning and the provided feedback; the latter help in making the writing task less frightening (Cole & Feng, 2015).

**1.3.2. Reading.** Reading and writing exist contemporaneously in language learning and teaching. Harmer (2004) opined that the reading skill enhances the writing competence per se; in other words, students who read a lot are more likely to develop their written productions through getting new ideas, expressions and vocabulary. Furthermore, Barnet and Bedau (2011) emphasized the significance of intensive reading on the polishing of the learners' writing styles and patterns; it ekes their knowledge about endless topics as well. Being exposed to huge amount of data forces the learners to filter them out and keep the most important to be used later on as supporting ideas when writing; this is known as critical thinking which enables the move from low-thinking order to high-thinking order and thus enhancing the students' writing capacities (Cole & Feng, 2015).

**1.3.3. Writing Journal Articles.** Many researchers believe that the best way to learn how to write is through writing. Giving the learners a chance to write in reputable journals will lift their motivation, engagement and willingness to write effortlessly for the sake of impressing the readers. Added to that, the readers' review about these pieces of writing will in turn help the students to point out their weaknesses, try to correct them and tend to produce flawless articles in the following trials. The freedom of expression offered for students in academic journals pushes them to brainstorm limitlessly; as a result, they will enrich their writing more and more without any restrictions (Iftanti, 2016; Harmer, 2004; Cole & Feng, 2015).

**1.3.4. The Use of Technology.** The use of technology in language teaching and learning is rooted back to the 1969 with the invention of computer systems (Yunus, et al., 2013). Teachers opt for technological devices to improve the learners' writing skill because they offer an amusing, flexible, supportive, practical and engaging learning environment; besides, students are encouraged to interact and get adequately involved in remedial activities (Erben, et al., 2009; Hockly & Dudeney, 2008). The commonly adopted tasks are writing musical lyrics, summarizing visual stories, writing portrays, poems, postcards, personal blogs and taking

notes from documentary videos (Harmer, 2004; Cole & Feng, 2015). Moreover, the integration of technology in writing classes helps the instructors to bring out the best in their learners through intensive writing and feedback (Erban, et al., 2009).

#### ***1.4. The Importance of Writing***

“Practice makes perfect”, the meaning of the saying is best applied when referring to the writing skill. It is considered as a corner stone in language learning as it helps the learners to strengthen their effective, argumentative, reflective and critical thinking; that is to say, students will learn how to gather knowledge, generate it, reflect upon it, benefit from it the most and direct it towards their goals (Paul & Elder, 2007, as cited in Lin, 2018; Rao, 2007). Tangpermpoon (2008) certified that the writing skill increases the lexical, syntactic and organizational abilities of students; consequently, their linguistic, strategic and communicative competences will be improved.

Harmer declared that good language writers are motivated and enthusiastic students; that is, learners who delve in-deep in language writing forms and patters are eager to know more about the other skills and ameliorate them as well for the sake of gathering new supportive package for their writings (2004). The pre-denoted skill opens new horizons for those who master it be it in scholastic, academic or professional settings; in addition to that, it fosters the learners’ success chances and future opportunities (Mukulu, 2006).

The writing skill is a vital component in the process of learning a new language for second or foreign language learners. Thus, light is casted on it by both instructors and students.

## 2. MOODLE and the Writing Skill

### 2.1. *History and Philosophy of Moodle*

The end of the 20<sup>th</sup> century marked a global technological advancement in all life spheres including education. Web 2.0 tools and web Course Tools (web CT) are incorporated in language teaching and the learning process starting out from 1995, because they offer a collaborative, interactive and supportive environments for learners (Başal, 2016). As any man-made invention, the aforementioned platforms have shown some drawbacks that were unpleasing for some researchers like Martin Dougiamas a former administer in web CT at Curtin University in Australia. He wanted a free of charge platform that allows friendly discussion forum layout among students, colleagues and friends (Wu, 2008; Robb, 2004); to this end, he developed a new software program based on web CT while he was working on his PhD and named it Moodle (Dougiamas & Tylor, 2003, as cited in Aranda, 2011).

Moodle is an acronym that stands for Modular Object-Oriented Dynamic Learning Environment the brainchild of Dougiamas (Wu, 2008). The official site of Moodle stated that the first and the foremost aim of developing it is to provide academic members with a collaborative, flexible and amusing learning setting; it has gone through a number of stages ever since its invention:

- **1999:** the invention of the platform with primitive features, basically a free discussion zone.
- **2001:** the launch of the first version and its download possibility via CVS and enabling basic documents to be downloaded and installed.
- **2002:** Moodle 1.0 is released with the option of new languages.
- **2004:** The first Moodle moot is held in Oxford University, London; the former is a virtual host that can be shared among selected participants or users.

- **2005:** Emerged initially in Spain and a moot in Las Palmas de Gran Canaria was held.
- **2007:** Almost half a million person are incorporated in Moodle platform.
- **2010:** Moodle 2.0 was launched with remarkable changes, more than one million users and 50 partners.
- **2013:** The development of the official Moodle MOOC.
- **2015:** A new activity is administered, Cloud Offering Hostings.
- **2017:** 100 million registered and huge projects at hand.
- **2019:** Moodle is stretched out universally and a global moot is held at Barcelona.
- **2020:** An extraordinary spread with 190 million participants and over 145.000 sites; they also declared the foundation of Education Certification Program.

Moodle is a Course Management System (CMS), Learning Management System (LMS) or a Virtual Learning Environment (VLE) (Suvorov, 2010) that offers various technological and pedagogical features (Lopes, 2011). It takes its principles from the social constructionist approach for the reason that it sheds light on the importance of collaborative learning in facilitating the learning process (El-Maghraby, 2021). In accordance with this view, Moodle sets the floor for its users to react, comment and share knowledge easily with no fees in an organized and well-structured manner (Robb, 2004).

This platform is widely used in language learning and teaching as a complementary and supporting tool. Its various activities help in improving the language skills (Robb, 2004; Suvorov, 2010).

## ***2.2. General Features of Moodle***

**2.2.1. Moodle Modules (Activities).** Moodle platform has endless modules that are available for researchers, teachers and students around the clock; each of which offers a specific activity with special characteristics.

**a. Data-Base:** it is one of Moodle's eminent activities that are widely used. This remarkable module allows participants to build document entries; it can be enriched with images, records and URLs which are related to the topic. Additionally, the built formats can be stored, shared, rated and evaluated either automatically or manually following specific criteria (Lopes, 2011; Suvorov, 2010; Hillar, 2010).

**b. Lesson:** it is a tool used to teach and test learners, whereby the lecturer is permitted to create a sequence of questions that is delivered online. The students are not enabled to move to the next question unless they answer the previous one; moreover, the results will be categorized by the teachers to be evaluated and assessed (Lopes, 2011; Suvorov, 2010; Robb, 2004).

**c. Assignment:** it is a controlled task, governed by the instructor and done by the learners. This feature enables the students to submit their works, tests and exams online for the sake of being evaluated and graded. The regular use of this feature may foster the writing capacities of the learners because the best way to learn how to write is writing (Lopes, 2011; Suvorov, 2010; Lien, 2010; Robb, 2004; Wu, 2008; Hillar, 2010).

**d. Forum:** it is an asynchronous e-discussion zone established by the learners. This feature works hand in hand with Google-mail; that is, students will receive notifications on their e-mails concerning the time at which the discussion will start. Moreover, it is not only for student-student discussion, but also for replying to teachers posts. The forum emboldens the social interaction among its participants, fosters the collaborative learning and improves the students' writing skill since they just depend on written messages in this activity (Lopes, 2011; Suvorov, 2010; Robb, 2004; Lien, 2020; Wu, 2008; Hillar, 2010).

**e. Glossary:** it is an outstanding Moodle module that plays the role of an encyclopedia or a dictionary. The learners are allowed to collect a set of difficult terms'



definitions that are related to their field of study to be referred to whenever necessary. The glossary's job is to show the definition of any pre-selected term each time it appears in the course so that the lecture will be easily grasped by the students; the collection process can be done by the tutor as well (Lopes, 2011; Suvorov, 2010; Hillar, 2010).

**f. Chat:** it offers a real-time synchronous meeting or discussion for its users. It is limited only to written texts or messages with no video or audio option; the chat helps its users to enhance their writing skill since it is the basic competence needed in the accomplishment of this activity (Lopes, 2011; Suvorov, 2010; Lien, 2020; Wu, 2008; Hillar, 2010).

**g. Wiki:** the wiki activity is devoted to peer and group work. The learners are permitted to create sub-web pages within Moodle to work collaboratively; further, this module gives them the chance to store all their works and tasks to be checked later on (Lopes, 2011; Suvorov, 2010; Lien, 2020; Wu, 2008).

**h. Workshop:** in this activity, the students will assess one another's work i.e. peer-assessment. The evaluation, assessment and grading of projects done in this module is based on the platform's criteria; it can be done automatically by the system or manually by the peers (Lopes, 2011; Suvorov, 2010; Robb, 2004; Lien, 2020; Wu, 2008).

**2.2.2. Roles in Moodle.** The official web site of Moodle states that every user has a specific role in the platform. The pre-determined roles limit the actions and activities that can be done by the participants to organize the process in general as it is shown in the following table:

**Table 1: Roles and functions in Moodle (Lopes, 2011, p.03)**

Role	Function
Administrator	Manages the whole environment
Teacher	Generate events, courses or subjects according to the thematic areas defined Generate training or events which are designated
Student	Accesses and interacts with a specific event and participates in the subjects they are subscribed

**a. The administrator role:** he/she is a general manager in the Moodle platform. The person who has this role can move, act and react freely within Moodle; his/her role is to organize, manage, update, verify and report misbehaviors or illegal ones. The administrator has the power to access any course or user's data he/she wills (Lopes, 2011).

**b. The teachers' role:** the teachers' role is limited in comparison to the administrators' one. Moodle enables them to maintain control over a set of courses and activities directed to his/her assigned learners; he/she can deliver lectures, tasks and establish online discussions to foster understanding (Lopes, 2011).

**c. The learners' role:** they are permitted to access any course, activity or task posted by their instructor; interaction is allowed as well. Furthermore, they are enabled to create chat rooms and workshops to express their opinions, share ideas and evaluate one another; yet the learners cannot access the resources of the teacher or modify his/ her lectures or tasks (Lopes, 2011).

**2.2.3. Uses of Moodle in Higher Education.** The digital phase the world is living through has pushed the integration of technology in all life areas steadily onwards and higher education constitutes no exception. One of the ICT tools implemented in higher education is Moodle platform; it is used by over 60% of all institutions universally as its

official site declared. Moodle offers various opportunities and chances for both learners and tutors, some of which are:

**2.2.3.1. System Accessibility.** Martin Dougiamas when developing Moodle platform had clear objectives in mind that are a free, fast and easily accessed program (Dougiamas & Tylor, 2003, as cited in Aranda, 2011). Accessibility is guaranteed by the administrators who manage, supervise and scrutinize the platform's working features in order to avoid unpleasant problems (Ahmad & Al-Khanjari, 2011). Moodle's instructions are to the point; following those commands to the letter will induce users easily to their estimated goals (Robertson, 2008).

**2.2.3.2. Online and Offline Learning.** The use of Moodle in higher education is on the rise (EL-Maghraby, 2021), whereby learning in general is taking place online and offline. It gives the permission to instructors and students to access the lectures whenever they are connected to the net or run out of network; as a result, learning shifts from setting's restrictions to flexibility. In accordance with this use, the aforesaid platform offers asynchronous (e-mails) and synchronous (simulations, web-pages and discussion zones) learning that requires the presence of the internet connection; meanwhile, all these activities can be stored and retrieved offline (Wood, 2010).

**2.2.3.3. Active Learning.** Moodle pleases those who seek active learning in higher education. Khabbaz and Najjar (2015) pointed out its significance in enhancing the learners' autonomy to create their own positive, active and interactive environments (as cited in Sundari & Leonard, 2020). In the same vein of thoughts, Brine, et al., praised the possibility of integrating various software tools within Moodle itself such as audios, videos and data-bases in documents entries; the use of these additional features will in-

turn foster students' motivation to interact and learn through scaffolding and collaboration (2007).

**2.2.3.4. Assignments' Organization.** Moodle is a well-structured layout by which the tutors are enabled to post, insert, modify, comment, upload and delete formats (Lien, 2010). This platform allows teachers to establish online reports, quizzes, tests and exams; those tasks will be restricted with a given timeframe and forms that are pre-determined by the instructor him/herself (Wang & Vásques, 2012, as cited in El-Maghraby, 2021). In addition to these views, Anatolievna stressed that Moodle is the best tool to organize the learning environment and individual work submission (2018).

**2.2.3.5. Online Grading.** Learners who are incorporated in distance education will most probably be evaluated at distance. Moodle helps in the accomplishment of this task through its diverse modules such as data-base, wiki and workshop; the instructor can evaluate and grade his/her students using quizzes, forms, peer assessment and group assessment (Wood, 2010; El-Maghraby, 2021; Robertson, 2008).

### **2.3. Implementation of Moodle for FLs Classes**

In the past, FLs classes privileged the teacher making him/her the core of the teaching and the learning process; that is, in teacher-centeredness the instructor is the only source of information and the learners are passive recipients. However, the incorporation of technological tools such as Moodle helped in revolutionizing the process of teaching and shifting to student-centeredness (Mougalian & Salazar, 2006, as cited in Suvorov, 2010; Hillar, 2010); it empowers students' engagement, interaction and willingness to create their own knowledge (Suvorov, 2010).

In addition, Moodle allows the inclusion of audios, videos and chats in lectures to facilitate comprehension, increase intake and raise motivation; consequently, students

with different learning styles may find the way of learning that suits them the most out of those various features (Wu, 2008). Stanford illuminated that the learners who fulfill their learning styles are strongly and positively engaged in the teaching/learning process (2009); further, it helps them to ameliorate their grammar, vocabulary, punctuation, reading and writing through collaborative learning (Sundari & Leonard, 2020).

The administrators of this platform added a new option which is the language availability. Students can select any language they want to run the program and interact with culturally different groups; this gives the learners the opportunity to get exposed to new cultural horizons and backgrounds (Bransford, 2000, as cited in Suvorov, 2010). These intercultural discussions are not restricted with time and space; that is to say, even if the learners are geographically scattered they are still able to reach one another (White, 2003; El-Maghraby, 2012).

#### ***2.4. Using Moodle for the Writing Skill***

The writing skill is a frightening task for language learners (Tribble, 1996); thus, many researchers worked hard to come up with new pedagogical strategies to change this negative idea. The ICT tools are one of the strategies being opted for by language teachers and learners to enhance students' writing engagement especially Moodle; whereby it guarantees the continuity of courses outside the classrooms walls (Smith, 2008).

Smith noted that the writing skill has always been an intricate process to be accomplished because it requires prodigious efforts, time, and practice. Auspiciously; Moodle fulfilled those needs through its various activities, by which tutors and students are allowed to study effortlessly while they lie on their sofas. In addition, time is no longer a problem when using Moodle; users may study, share, access, upload and download the writing lectures timelessly. Moreover, the content within this platform can be practiced

several times by the learners, then assessed and evaluated by the instructors to ensure comprehension through practice (2008).

An experiment was conducted on undergraduate students in Taiwan by Wu in 2008; he aimed at investigating the pedagogical effectiveness of Moodle with regard to the learners' communicative skills especially writing. Wu inferred that the experience influenced the students' levels positively; that is, their communicative skills were improved after the integration of this technological tool in their writing classes. In accordance with this view, Franco certified that wikis are applauded in the amelioration of the learners' writing skill (2008). The ideas mentioned herein are supported by Nagatomo (2006) who in turn tested 22 learners for one semester to delve in deep with Moodle's impact on their writing skill; he consequently praised its application in enhancing the students' language knowledge (grammar, punctuation and vocabulary) and writing style (as cited in El-Maghraby, 2021).

Many researchers agreed on the effectiveness of Moodle. It helps in organizing, managing, increasing communication and evaluating the teaching process in written expression classes (Wu, 2008; Robertson, 2008; Kerimbayev, et al., 2017; Wulandri, 2015; Veselinova & Ristova, 2014).

### **3. Google-Meet and the Writing Skill**

#### ***3.1. Conceptual Framework of Videoconference and Google-Meet***

Nipper's generational framework about the evolvement of distance education done in 1989 was extended later on by Taylor (2001) to five generations instead of three; the last of which is known as Tele-learning that is characterized by the integration of web-conference and videoconference tools. Muhammad (2004) stated that: "video conference is a visual audio communication" (as cited in Guessar, 2020, p.76) that links

geographically distant participants and enables them to share knowledge and exchange experiences “in an interactive atmosphere aimed at achieving cooperation and mutual understanding” (Muhammad, 2004, as cited in Guessar, 2020, p.76).

Video conferencing is not a recently coined concept. It has a colossal history that goes back to the 19<sup>th</sup> as Wolf (2019) indicated:

- **1870s:** starting the wired transmission of images alongside audios.
- **1927:** the first connection of Bell Labs with Washington DC officials and the president of AT & T in NYC via a two-way audio connection and one-way video connection.
- **1956:** AT & T created pictures-phone prototype and made the first ever video call.
- **1964:** communication via videos was offered for people at picture-phone exhibit in Disney Land in California that lasted for 10 minutes.
- **1967:** the term “video conferencing” appeared and was adopted for the first time only for governmental purposes and settings.
- **1976:** the debut of Network Video Protocol (NVP) as a technological tool for ordinary people not just NASA and the military.
- **1980s:** the first creation of picture phone by Mitsubishi that had new options such as the opportunity to make international video conferences for two-way, full-motion voice and video connection.
- **1990s:** the launch of the first free video conferencing application that paved the way for Panasonic to develop the first world’s cordless video phone with 7 frames per second. Subsequently, Coltech CERN created the Virtual Room Videoconferencing System (VRVS) to help scientists collaborate and communicate on a large Hadron-Callider project.

- **2001-2015:** the introduction of video technology to different fields such as medical field (The world's first tele-surgery) and the first live broadcast from a war in Afghanistan presented by CNN. It also witnessed the development of the first HD video conferencing system and integrating this option in newly invented applications like Zoom and Google-Hangout.
- **2017:** Google-Meet application was developed out of Google-Hangout under the supervision of Google's Chief Executive Officer (CEO) Sundar Pichai (CORRESPONDENT, 2020).
- **2018:** the incorporation of video conferencing in all apps such as Viber, Instagram, SnapChat and Whatsapp.

Sundar Pichai wielded the birth of Google-Meet out of Google-Hangout with new options and characteristics to satisfy the new technological phase. This recent application offered a space for virtual discussion and interaction initially for commercial purposes such as business, trade and administrations (Mujačić et al., 2014, as cited in Amin & Sundari, 2020; Gleason & Heath, 2021). According to Google-Meet official site, only 30 participants were able to be part of the held conference incipiently, yet the number of participants expanded over 200 participants later on. Meanwhile, the expansion did not cover the number of participants only but also the fields to be used in such a unique mode of education.

The adoption of Google-Meet in academic settings was not on the rise until April 2020 as a precautionary decision made by all governments to stop the spread of COVID-19 and guarantee the continuity of the academic year 2019/2020. Popular time lines site illuminated in an article that the daily users of this video conference application increased from 30 million to 100 million users per day during quarantine; further, both teachers and learners praised the decision because of Google-Meet's flexibility in resources, courses and practices (Guessar, 2020; Bernardo & Bontà, 2020).



### 3.2. General Features of Google-Meet:

Tono and Asfi declared that technological devices such as video conference tools are not exploited to the letter although it is widely spread; that is to say, people do not delve in deep with these devices to benefit from them the most and differentiate its settings from roles and functionalities (2018). In the same vein of thoughts, Bernardo & Bontà (2020) made a clear-cut distinction between Google-Meet's settings, roles and functionalities as it is explained in the following figure:

**Table 2:** General Features of Google-Meet (Bernardo & Bontà, 2020)

Settings	Roles and Permissions	Functionalities
<ul style="list-style-type: none"> <li>. The use of multiple operating systems such as Linux, IOS, and Windows.</li> <li>. The opportunity to hold a conference with 500 participants in the normal mode.</li> <li>. The webinar mode enables the gathering of 1000 participant.</li> <li>. The chance to have an audiovisual connection with the invitees using microphones and webcams.</li> </ul>	<ul style="list-style-type: none"> <li>. The roles vary between moderators, speakers and participants in every single conference.</li> <li>. The use of videos, audios, messages and drawings is permitted while holding a virtual meeting.</li> <li>. The roles and permissions are dynamically managed and flexibly changed whenever needed.</li> <li>. The moderator can be a speaker but the speaker is not necessarily a moderator.</li> <li>. The participants are not obliged to be in the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>. The participants are enabled to see one another's icon.</li> <li>. The record option is available for audiovisual chats.</li> <li>. The easiness of accessibility.</li> <li>. The participants are allowed to speak and interact after raising hands.</li> <li>. The documents, screens and applications can be shared among the participants.</li> <li>. The moderator is enabled to create inquiry polls during the conference to accumulate data.</li> <li>. Google-Meet is linked to Moodle whereby participants are allowed to save the shared content in.</li> </ul>

### 3.3. The Implementation of Google-Meet for FLs Classes:

Video presentation, web conference and video conference are all faces to the same coin that is the use of video virtual meetings to share knowledge in numerous domains such as language teaching and FLs classes (Mujačić et al., 2014, as cited in Amin & Sundari, 2020);

Google-Meet is one tool within the aforementioned terms that offers “face-to-face synchronous communication between teachers and students in real- time interaction” (Amin & Sundari, 2020, p.364).

The integration of Google-Meet in FLs classes demonstrates a realistic learning environment (Mukherjee, 2018) wherein students are actively involved in the process of teaching and learning, directly motivated by the tutors and instantly assessed (Baber, 2020, as cited in Aswir, et al., 2021). The former empowers the instructor’s role in the process seeing that he/she is the conference’s moderator who controls, organizes and manages the whole virtual session; moreover, it helps in sustaining the classroom’s privacy as in regular ones (Gleason & Heath, 2021). The idea presented herein is confirmed by Yaskel (2020) who clarified that when the teacher moderates the distant lecture he/she will be able to approve join requests, mute microphones and remove anonymous participants.

Keen (2006) assured that the incorporation of video materials in FLs classes imposes the students to use their visual, verbal and aural skills; it consequently enhances the four skills of language (as cited in Nalliveettil & Alidmat, 2013). Google-Meet paves the way for the learners to interact and communicate verbally with the teacher and among each other that in turn helps in the development of their speaking and listening skills (Gleason & Heath, 2021); meanwhile, they are allowed to read comments, documents and poll’s questions which may enrich their linguistic package. As a result, the writing skill is backed up with the newly acquired vocabulary; additionally, it is reinforced through the opportunities provided for students when writing answers of the inquiries, reviewing files and commenting on the meeting’s content (Aswir, et al., 2021).

### ***3.4. Using Google-Meet for the Writing Skill:***

Depending on video materials while teaching foreign languages students is proved to be effective given that it enhances both receptive and productive skills with its various features and functions (Nalliveetil & Alidmat, 2013); consequently, writing as a productive skill is developed through the use of video conferencing tools such as Google-Meet.

Google-Meet takes the writing skill out of the timing box. That is to say, the tutors can organize meetings and conferences at any time they want to keep the input delivery and writing practices ongoing; further, it allows the instructors to provide direct feedback for their learners to point out and correct their errors which is a very fruitful strategy (Singh & Soumya, 2020, as cited in Aswir, et al., 2021). Bernardo & Bontà emphasized the flexible applicability of this software tool which can be linked to other technological devices or programs and Moodle is a good case in point; the latter resembles the frame work that can be practiced via Google-Meet. Tutors may ask the learners to submit written assignments to be accomplished via Moodle then discuss, analyze and evaluate them in virtual video sessions; as a result, the writing competences will be improved (2020).

Akbar certified Bernardo & Bontà's theory about Google-Meet's flexibility, he then illustrated with new tools that are Google's Chrome Canvas and Google Jamboard. This researcher spoke about the interactive digital whiteboard which can be used by instructors to reconstruct what have been already delivered verbally or via Moodle to ensure comprehension as in regular classes (2020). It is worth mentioning that the whiteboard is available for students when they hold their own academic meetings not just teachers; this function will ameliorate the writing skill for the reason that it guarantees practicality which is one enormously effective strategy for raising the teaching credibility (Purwanto & Tannady, 2020).

Google-Meet is seen as an effective technological tool in academic settings. Its countless features free both teachers and learners from many restrictions like place and time (Singh & Soumya, 2020, as cited in Aswir, et al., 2021).

**Conclusion:**

Hitherto, we have dealt with the theoretical background and concepts related to virtual learning in general to widen the scope of our research work. The initial theoretical division also includes an explanation and classification of distance education technological tools, like Learning Management System (LMS), Massive Open Online Courses (MOOCs), Video Conferencing Platforms, Digital Learning Content Tools and Social Media Platforms. It additionally presents the strengths and limitations that will be beneficial to our investigation when examining its effectiveness, it looks at the implementation of ICT tools and online classes in Algeria, i.e. its first appearance, evolution and mostly devices used which are Moodle and Google-Meet. Coming under the second addressed rubric that deals with the implementation of the two parameters and their roles, features and activities; furthermore, the stress is put on writing as an intricate skill to be improved through. The information gathered herein will interestingly make the reader familiar with the accurate use of the new method; this chapter will pave the way for a fuller and richer understanding of the applied part of this paper as well.

# **Chapter Two: Discussion and Analysis**

## **Introduction**

This chapter is the completion of the first one that dealt with theory and framework of the research variables; it will constitute the practical side of our work. It will be the space where we will try, through a concise methodology, to check the hypotheses underpinning our research enterprise. In this chapter, we intend to discover learners' estimates about the implementation of distance education in Algerian universities, the inclusion of Moodle and Google-Meet in delivering the input and their impact on the writing skill of the learners. To carry on this investigation and to back up the study at hand with more credible and valid results, a questionnaire, an interview and a descriptive study are submitted to students and teachers of foreign languages at Mila University Center.

### **Section One: Research Methodology**

The section at hand is the practical part of the research which will provide a detailed description concerning the research design, educational context and participants; in addition, it will elucidate the approaches, procedures and instruments used to collect relevant data that are pilot study, questionnaire, semi-structured interview and a descriptive study. Throughout this section, the data being gathered will be described in details to indicate the results of the research and provide answers of the above denoted hypotheses.

#### **1. Research Design**

As it is mentioned earlier, the aim of this research is to investigate the estimates of teachers and students regarding the impact of Moodle and Google-Meet on the writing skill of third year foreign languages students. Research is defined by Creswell (2011) as “a process of steps used to collect and analyze information to increase our understanding of a topic or an issue” (p.03); in order to conduct a feasible research a set of methods and tools must be incorporated

to unveil the vagueness covering the targeted problem and bridge the gap under investigation (Walliman, 2011).

In this study, we opted for a triangulation method model; both qualitative and quantitative research tools are designed. Kothari (2004) noted that “qualitative approach to research is concerned with subjective assessment of attitudes, opinions and behaviors” (p.05), i.e. when using qualitative method, the results obtained are mainly the informants’ perspectives towards the theme being studied. However, quantitative research is based on numbers, quantities and measurements; that is to say, the data collected within this method can be quantified, grouped and calculated to give final inferences about the knowledge claimed (Kothari, 2004; Leedy & Ormrod, 2001). The use of this model will provide us with more accurate and reliable findings.

In this respect, we used a pilot study in a form of a questionnaire, a questionnaire directed to students, interviewed teachers and obtained students’ marks of the academic years 2018/2019 and 2019/2020 from the administration’s archive to accomplish and meet the various different requirements of the descriptive study. We first started with an online pilot study that was addressed to third-year FLs students; its objectives were to narrow down the theme’s scope of our research undertaking to tackle a specific language skill, in addition to widening the population from students of English as a Foreign language (EFL) to students of Foreign Languages (FLs) including both specialties English and French to raise the credibility and validity of our results. Second we interviewed teachers for the reason that semi structured face to face interviews take so long in process; it aimed at fundamentally depicting the tutors’ estimates vis-à-vis the use and the influence of Moodle and Google-Meet on the writing skill. Additionally, we submitted the questionnaire to learners to be filled in; this tool is opted for to portray the respondents’ attitudes towards the integration of the aforementioned technological devices on their writing skill in accordance with drawing a clear image about their level in

foreign languages and writing. Eventually, the analytical comparative study aims at comparing the learners' marks before and after the adoption of Moodle and Google-Meet to support or refute the interview and the questionnaire's findings.

## **2. Participants**

The respondents of this study are students of third year bachelor degree at Mila University Center (MUC), Department of Foreign Languages; they are native speakers of the Arabic language, learning English and French as foreign languages. The cause that stands behind the selection of this sample is the fact that third-year students are able to express themselves accurately through written pieces and experienced both types of teaching which are regular classes and distant classes. The aim of this study is to raise their awareness concerning the flawless use of Moodle and Google-Meet to benefit from them for the sake of improving their writing skill.

## **3. Research Instruments**

The research tools we chose work hand in hand with the method we previously selected to gather accurate data that is per se in the accomplishment of our research. The instruments we used are as follows:

### ***3.1. Pilot Study***

Walliman (2011) defined the pilot study as “a pre-test of a questionnaire or other type of survey on a small number of cases in order to test the procedures and quality of responses.” (p.175); it is generally used as a preliminary step for the sake of adjusting, modifying or changing any element that seems not to fit neither the researchers' aims and intended methods nor the participants' concerns. It consists of 16 questions which were divided into four sections; it was electronically sent to the informants. The sample in this pilot study was small with only 30 students.



The first section that is entitled “General Information” deals with the learners’ internal factors; particularly their gender, age, English and French languages level and self-motivation to learn the languages. The second one gives an insight into the learners’ experiences concerning the use of Moodle and Google-Meet Delivered Distance Learning Lessons at Mila University Center (MUC); it investigates the respondents’ estimates towards the integration of these tools. The theme starts to be narrowed down in the third section, one language skill is targeted which is the reading skill; herein, the students share their opinions concerning their reading competences and the impact of the virtual classes on them. The last section of the pilot study is devoted to explore the impact of Moodle and Google-Meet classes on the learners’ writing skill.

### ***3.2. Students’ Questionnaire***

The questionnaire is a series of sequenced questions that aims at investigating a specific issue (Kothari, 2004); it is a widely used tool among scholars and researchers to obtain qualitative and quantitative data. We submitted 140 hardcopies to third-year students at MUC’s department of foreign languages; we retained just 124 copies from our respondents. Despite the unexpected change in the sample’s number, it is still sufficient to cover nearly all attitudes and opinions of the whole population.

The questionnaire consists of four sections that encompass various questions, including both open ended and close ended; the questionnaire was designed in two languages that are English and French. The first section highlights the students’ profile gathering general information about them such as their gender, age, their level in French or English (foreign language) and if they are intrinsically motivated to study FLs. The second is dedicated to distance education; this section inquires the estimates of the informants towards the shift from regular classes to virtual classes and how effective this shift is in the Algerian universities.

Moreover, it tests the learners' awareness concerning Moodle and Google-Meet's activities, functionalities and which of which is their favourite.

The third section deals with the writing skill, it delves in deep with students' levels, problems, learning strategies and opinions about its significance. The impact of Moodle and Google-Meet on the informants' writing skill is generated in the last section, wherein learners express their thoughts regarding the use and the influence of the aforementioned tools on their writing skill and if they support their permanent use.

### ***3.3. Teachers' Interview***

We opted for an interview as an instrument to have more adequate data because interviews "allow for a more in-depth exploration of issues than is possible with a questionnaire, though they take longer to administer and are only feasible for smaller groups." (Richards, 2001, p.61); in other words, it provides the interviewer not only with written information like questionnaires but also non-linguistic data of the interviewees. Particularly speaking, we chose the semi structured interview since it is highly prone to give the researcher the space to add questions, inquire more in the points that he/she rates them to be ambiguous or not well-explained and change the direction of the conversation towards the pre-set goals (Corbetta, 2003). 10 teachers of both French and English specialties were interviewed, five participants of each specialty.

The semi structured interview is composed of 7 structured questions and about three to four unstructured ones; they are asked when the interviewer feels the need to. The first four questions are general ones and were tailored to explore their years of teaching and experiences concerning the use of the technological devices, viz. Moodle and Google-Meet; the following ones are the research's core questions which tackle the students' writing level before and after the adoption of distance education. The last one represents the teachers' estimates regarding

the impact of incorporating these tools on the learners' writings; further, it provides us with an insight into the future of teaching writing out of the interviewees' perspectives.

### ***3.4. Analytical Comparative Study***

It is the third instrument in our research which "relies on observation as a means of collecting data. It attempts to examine situations in order to establish what is the norm, i.e. what can be predicted to happen under the same circumstances." (Walliman, 2011, p.08). In our case, this study helps us to procure an overall idea about third year students' change in the writing skill targeting different situations and years; that is to say, we observe their marks in regular classes and how their level was; then we compare them to the new marks after the adoption of distance education during the pandemic.

The comparison is between the first semester of the academic year 2018/2019 which was a regular year where learners took face-to-face classes; in addition to the second semester of the academic year 2019/2020 which saw the adoption of distance education as a precautionary decision to curb the spread of COVID-19. The results of the comparison will certify or contradict the findings of both questionnaire and interview.

## **4. Pilot Study**

The pilot study aims at editing the initial theme which is "Moodle and Google-Meet Delivered Distance Learning Lessons: Teachers and students' Estimates of Their Pedagogical Effectiveness: The Case Study of Third-Year English Students at MUC" to target one skill, namely either reading or writing; it is additionally administered to enlarge the case study (see Appendix 1).

### **Section one: General Information**

Starting with the respondents' gender, the majority is females with 68.4%; moreover, their ages range between 20 and 24. Moving to their English and French level, 78.9% of learners believe that they have an average level in these languages, 21.1% claim that they have a high level. Besides, almost all students are self-motivated to learn the English and French languages with a percentage of 84.2; only 15.8% of learners declaring that they do not have self-motivation for learning.

### **Section Two: Moodle and Google-Meet Distance-Learning Delivered Lessons**

The first question investigates students' estimates towards the use of Moodle platform; the experience is considered as acceptable according to 63.2% of the learners. Henceforth, 21.1% report negative estimates concerning the use of the platform, whereas 15.8% show positive appraisal about it. Students are asked to back up their answers with reasonable arguments; that is, those who portray positive estimates believe that using Moodle is much more interesting, comfortable, useful and even easier than traditional classes. However, the learners who claim that the experience is acceptable or bad present various reasons; a good case in point, the bad network access, the technical problems cropping up every now and again at the level of the platform, and the complex extended lessons uploaded there. Moving to the second question, which inquires about the use of Google-Meet at MUC; surprisingly, just 31.6% have had the chance to live the experience. Furthermore, the students who study using the aforementioned application are asked to tell about the experience; unfortunately, 75% are unsatisfied with it. The last question in this section sheds light on the students' opinions about the possibility of substituting in-person classes with e-learning classes; unexpectedly, the majority is against the substitution of face-to-face learning with distance learning with a percentage of 94.7%. The reasons behind the learners' point of view mainly relate to the absence of the teachers' body language, face-to-face communication, clarification, illustration and active learning. As far as learners are concerned, teachers are misusing the targeted applications and this explains their

ineffectiveness; additionally, they believe that e-learning does not suit the heterogeneous learning styles.

### **Section Three: Reading skill and eLearning**

The first question of these seeks to unearth the range of the students' reading habits; 10.5% read always, 52.7% state that they read sometimes, 10.5% often read, 15.8% read rarely and 10.5% never read. The next question investigates if learners do or do not read the books and articles the teachers provide them with; as expected, the majority of the learners do read the resources offered by their instructors. The learners who chose yes as an answer, believe that reading enriches their knowledge and linguistic package, helps them in understanding the lessons and provides accurate answers in tests and exams. On the contrary, the informants who answered with no supported their choice with a set of arguments that are the shortage of time, the assumption of reading as a boring task and the extended nature of books and articles with superfluous information. The coming question casts light on the possibility of improving the reading skill through in-person classes; the answers percentages are 44.4% for no and 61.1% for yes. Learners provide support for their selections; that is to say, those who select yes depict the improvement of their reading skill via traditional leaning because teachers motivate them, give them feedback whenever needed and create positive environments for active learning. In contrast, students who have negative attitude assume that reading is never improved in face-to-face classes in the sense that reading brings laziness, time is never sufficient and it could be ameliorated only if there is an intrinsic desire to do so. The last is concerned with the amelioration of the pre-mentioned skill in distance learning classes; the answers are relatively close for the fact that 42.1% say yes and 63.2% choose no. As it is stated before, the students' reading skill does not improve either because they hate reading itself, or because they do not have time. Some others, however, believe that the shift to e-

learning helps in the amelioration of their reading skill, because they consider reading as an enjoyable task, prepare them to become self-reliant and enhance their vocabulary.

#### **Section four:** Writing skill and eLearning.

The first question gives insight into the learners' writing level, 5.3% believe that they have a very good level, 47.3% state that they have a good level, 42.1% declare that their level is average and 5.3% assume that their level is poor. Henceforward, students are required to tell about the strategies they use to enhance their writing skill; good cases in point are writing diaries, essays, paragraphs, short articles and musical lyrics, summarizing lessons and analyzing good pieces of writing. The second demonstrates the informants' opinions towards the improvement of the writing skill in face-to-face classes; 78.9% of them believe that it does, while 26.3% assume the opposite. The respondents who say yes provide the following arguments: dictation helps in polishing the writing style, the vocabulary is enriched through discussions, debates and interactions. Moreover, tasks presented in the written expression module are of salient importance especially when they are accompanied with feedback. The last question in this study examines whether the writing skill is ameliorated when adopting e-learning; 73.7% disagree with the idea and just 36.8% agree that online classes help them with progress in the writing skill. The aforementioned majority back up their assumption through a set of causes that are: the absence of the teacher, active learning, practice, feedback and dictation.

Depending on the presented analyses, it is confirmed that the dissertation's theme would change to "Moodle and Google-Meet Delivered Distance Learning Lessons: Teachers and Students' Estimates of Their Pedagogical Effectiveness on The Writing Skill: The Case Study of Third-Year Students of Foreign Languages at MUC". This study will delve in deep with the participants' perspectives regarding their experiences with distance learning.

## 5. Students' Questionnaire

The questionnaire is administered to collect large amounts of data in a short period of time; the information is gathered relatively quickly and is easy to group, classify, and interpret. It consists of 25 questions (see Appendix 2), each of which is designed and put there for an adequate reason.

### 5.1. Aims of Questions

The objectives behind the questions that are given to students are as follows:

#### **Section One: Students' Profile:**

##### **Question 1:** What is your gender?

The objective of this question is to examine which gender likes technology the most and the one that does not.

##### **Question 2:** How old are you?

Young people love technology and use it daily, that's why this question is opted for to test this widely held belief.

##### **Question 3:** How would you rate your level in English or French?

We aimed to have a general idea about third-year students' level in the language they are studying (both English and French).

##### **Question 4:** Are you self-motivated to learn French or English?

It intends to interrogate students of foreign languages to distinguish between those who are intrinsically motivated and those who are not.

#### **Section Two: Distance Education: Moodle and Google-Meet:**

##### **Question 5:** Do you prefer traditional classes to distance classes? Explain why.

The answers provided herein will reveal the informants' true preferences about both traditional and distance classes; the explanations given are per se for further validations.

**Question 6:** Do you think that distance education is effective in Algerian universities? Explain your point of view.

This question is managed to uncover the effectiveness of distance education depending on the students' points of view.

**Question 7:** Do you think that distance education will substitute face-to-face education in the coming years?

With the technological growth taking place, the possibility to substitute traditional classes with distance classes is raising. This question gives the learners an opportunity to express their opinions about this possibility.

**Question 8:** How do you consider your experience concerning the Moodle platform?

This question seeks to describe Moodle's experience for the learners who have had the chance to.

**Question 9:** What are the features you like in Moodle?

A multiple-choice question is administered to identify Moodle's features that are mostly used by learners.

**Question 10:** Did you know that Moodle has all these features before?

It aims at letting the learners certify or deny their knowledge concerning Moodle platform.

**Question 11:** Have you attended Google-Meet classes?



Although Google-Meet is widely used when speaking about distance education, there are still some who have not tried it. This question enumerates the respondents who attended such classes and who did not.

**Question 12:** Was Google-Meet experience pleasing?

The aim of this question is to discover the learners' appraisals about Google-Meet's experiences they already had.

**Question 13:** What are the activities you enjoy while using Google-Meet?

This one is a multiple-choice question where learners point out the mostly enjoying features of Google-Meet; relatively, this question tells us to what extent they know this application.

**Question 14:** Is it the first time for you to recognize all these activities in Google-Meet?

Through this question, we seek the informants' acknowledgement regarding the above mentioned activities.

**Question 15:** What do you prefer more, Moodle or Google-Meet?

This question is delivered to know the technological tool third year students opt for the most to receive distant classes through.

### **Section Three: The Writing Skill:**

**Question 16:** How do you consider your level in writing?

It examines the learners' opinions about their level in writing and how they evaluate themselves; furthermore, we can calculate and rate the overall level of all informants.

**Question 17:** What are the problems you suffer from in writing?

This question asks them about the problems they face help in noting down their deficiencies to work on them more.

**Question 18:** What do you usually do to improve your writing?

We designed this one to depict, classify and group the commonly used strategies by the respondents for the sake of promoting their levels.

**Question 19:** Do your teachers provide you with strategies and techniques to ameliorate your writing? Name them please.

This question aims at scrutinizing the learners' responses about the teachers' suggested techniques that are supposed to enhance their level in writing.

**Question 20:** Do you use technological means such as apps, sites and platforms to improve your writing? If yes, what are they?

The 21<sup>st</sup> century is a tip-tick world; for that reason this question is generated. The answers can provide us with a clear image about the use of technology as an aiding tool to improve writing; it clarifies the preferable device for learners as well.

**Question 21:** As far as you are concerned, what is the significance of learning the writing skill?

The respondents' answers of this question help us in to portray the value of learning the writing skill in their eyes and work to make them believe in its importance if they do not.

#### **Section Four: The Impact of Moodle and Google-Meet on the Writing Skill:**

**Question 22:** Do you like integrating technology in writing classes?

The question is meant to inquire the learners' appraisal concerning the use of technology in the writing class.

**Question 23:** Do traditional classes help you in improving your writing skill? Explain how.

In this question, students reveal their own thoughts about the effectiveness of traditional classes on their writing skill if they believe it is; or the reasons that make them believe in-person classes hinder their writing instead of ameliorating it.

**Question 24:** Has your writing skill been improved after the adoption of Moodle and Google-Meet distance delivered lessons? Justify your answer.

In contrast to the previous question, this one investigates the impact of distance education on the learners' writing skill out of their personal points of view.

**Question 25:** For teaching written expression in the future, what do you support?

Eventually, this question gives an insight regarding the future of teaching and learning writing depending on the informants' opinions.

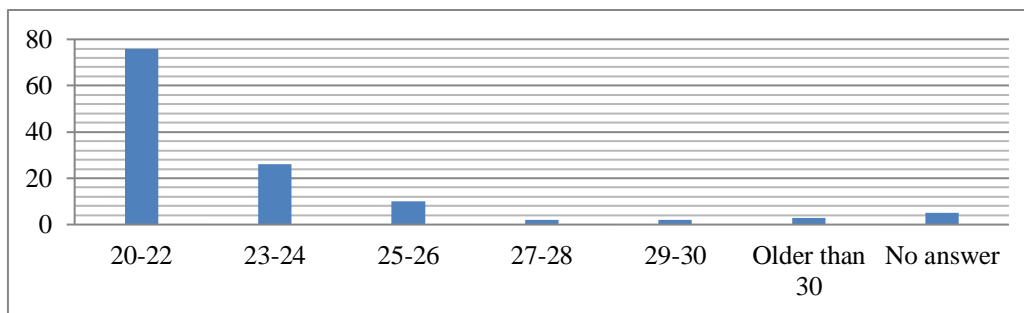
## ***5.2. The questionnaire's Results***

This questionnaire has been given to 124 learners in French and English specialty at the department of foreign languages at MUC.

**Q1.** What is your gender?

This question reveals the total number of respondents involved in the research with 124 students (100%). The minority is males with 12% whereas the rest are counted as females with 86% from the whole population; there are only two participants who did not respond with 2%.

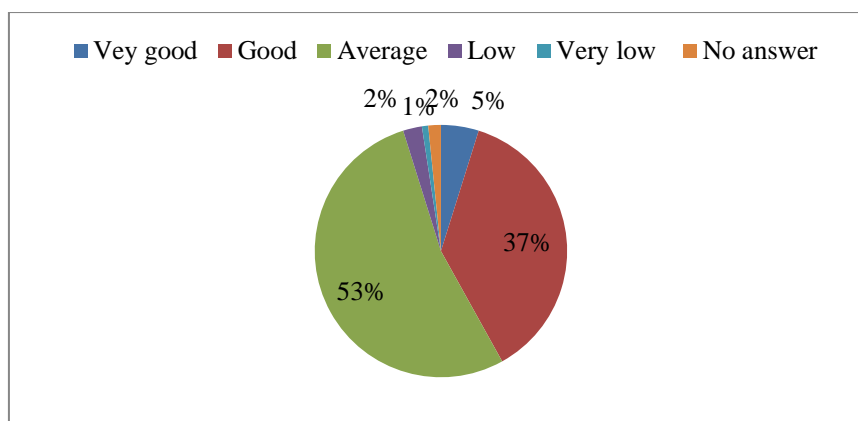
**Q2:** How old are you?



**Figure 4: Students' Age**

The results of the age classification show the following: from (20-22) are seen as the majority with 61%, from (23-24) are presented with 23%, 10 participants aged from 25 to 26 exhibit 8%; the number starts to go down with older students whose ages range between (27-28, 29-30) with 1% per each; regarding the informants' ages, from 30 and up display 2%. The rest who did not reply are only 4%.

**Q3:** How would you rate your level in English or French?



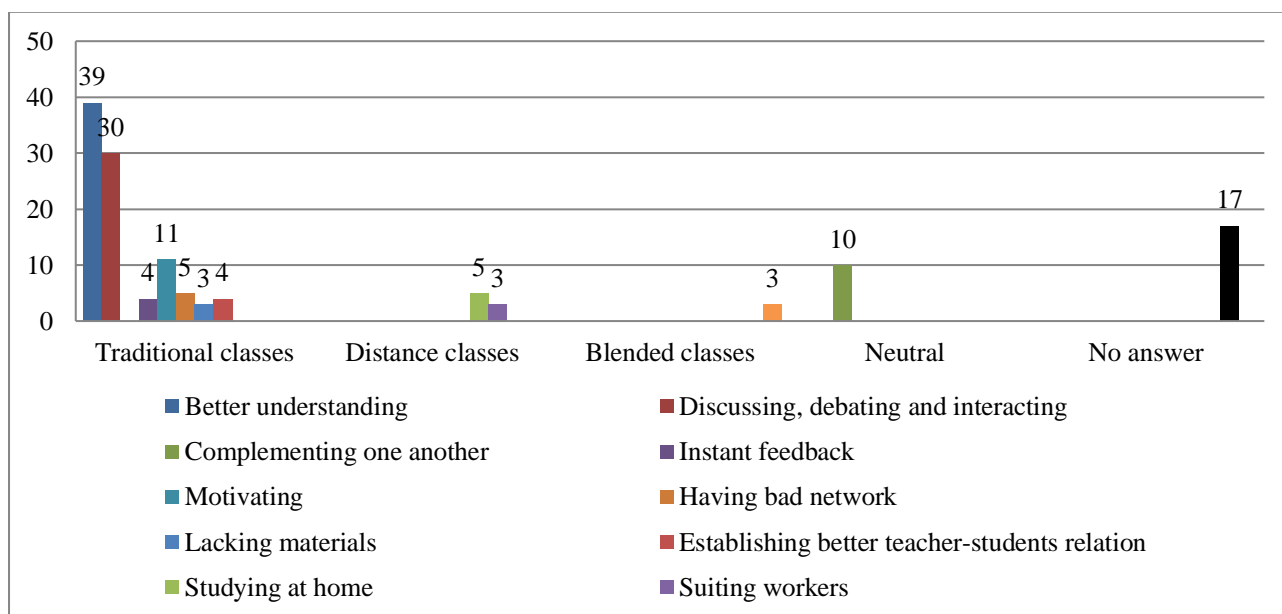
**Figure 5: Students' level in foreign languages**

The statistics show that 5% have a very good level in FL; further, 37% consider themselves as good, 53% which is the majority describe themselves as average. The lower numbers and percentages go for those who are low, very low and those provided no answer.

**Q4:** Are you self-motivated to learn French or English?

The majority answer positively certifying that they have highly big interests in learning FLs with 94% from the whole population; while the minority show less interests and less self-motivation of learning languages exhibit 6%.

**Q5:** Do you prefer traditional classes to distance classes? Explain why.

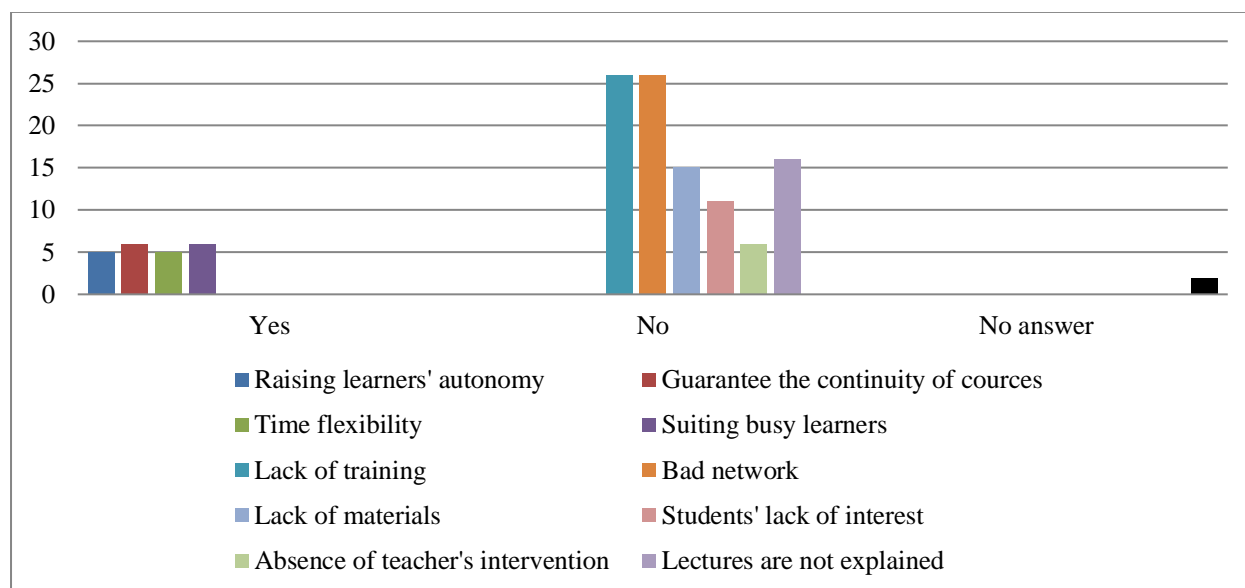


**Figure 6: Students' preferences regarding regular and virtual classes**

The 6<sup>th</sup> figure displays that 69% from the whole population prefer traditional classes; followed by 9% who opt for distance classes, neutral answers are 5%; the students who prefer blended classes are 3%. 13% is given for those who did not respond.

In this question, students are asked to justify their answers. Those who support regular learning justified their answers by saying that it provides better understanding, enhances discussion, and gives instant feedback; other reasons are displayed in figure 6. On the contrary, opponents justified their answers by mentioning the easiness brought about by virtual classes through home studies and its suitability for working learners. Those who opted for the two methods clarify their answers by saying they complement one another.

**Q6:** Do you think that distance education has proved its effectiveness in Algerian universities? Explain your point of view.



**Figure 7: Students' perspectives about the effectiveness of distance education in Algerian universities**

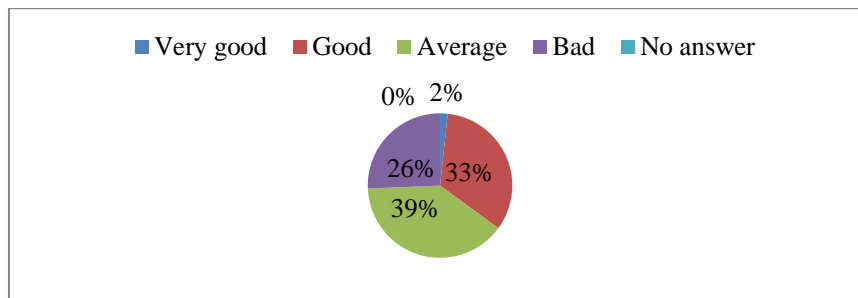
This figure shows that 81% of learners strongly disagreed with the effectiveness of distance education; whereas, 18% agreed on it. 1% of the students did not share their opinions. Those who see that distant classes has proved its effectiveness in Algerian universities backed up their answers by noting its support for learning autonomy guarantee to courses' continuity, time flexibility and others. However, students who did not agree on its effectiveness provided the following arguments: absence of explanations, lack of training, bad network, lack of materials and absence of teachers' intervention.

**Q7:** Do you think that distance education will substitute face-to-face education in the coming years?

The results of this question show that 54% of participants believe that distance education can never be an alternative for traditional education; 46% of the respondents believe that the

former would be a good substitution for the latter regarding the continuity of world's development.

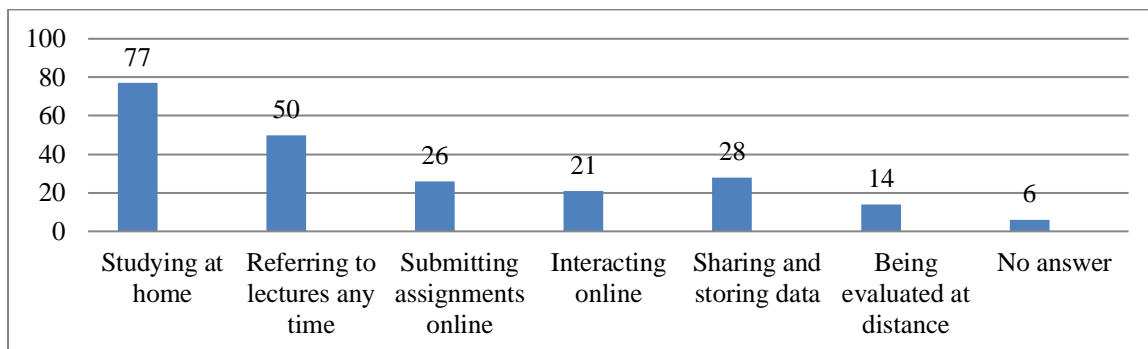
**Q8:** How do you consider your experience concerning the Moodle platform?



**Figure 8:** *Students' evaluation concerning Moodle experience*

Figure 8 demonstrates that only 2% described the experience as a very good one, 31% said it is a good experience, 37% resembles the respondents' average experience, 24% see the experience of Moodle as a bad one. 6% did not share their opinion.

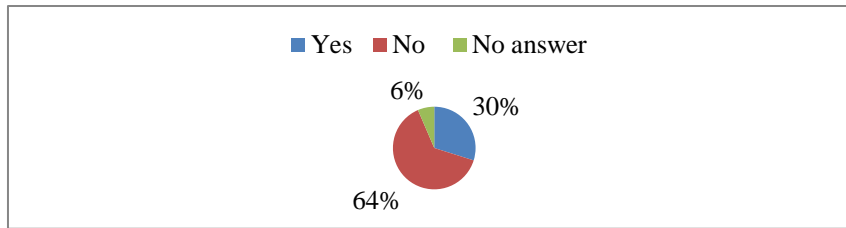
**Q9:** What are the features you like in Moodle?



**Figure 9:** *Moodle's preferable features*

As the results in figure 9 displays, studying at home is seen as the most preferable feature among participants followed by referring to lectures at any time, sharing and storing data and submitting assignments home-works tests and exams online. Interaction, online evaluation and assessment are not popular amongst them.

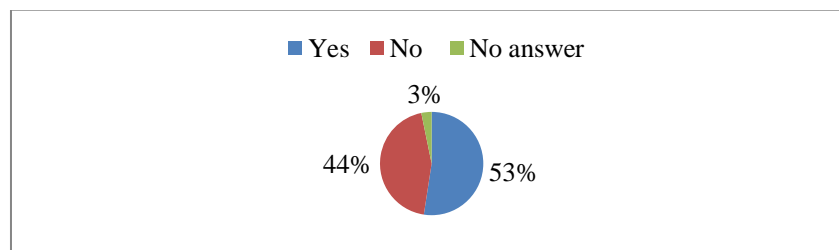
**Q 10:** Did you know that Moodle has all these features before?



**Figure 10: Students' awareness about Moodle's features**

From the figure, above we notice that 64% from the whole population answered that they did not know about Moodle's features before, 30% answered positively; only 6% did not share their opinion.

**Q 11:** Have you attended Google-Meet classes?



**Figure 11: The overall number of learners who have experienced Google-Meet classes**

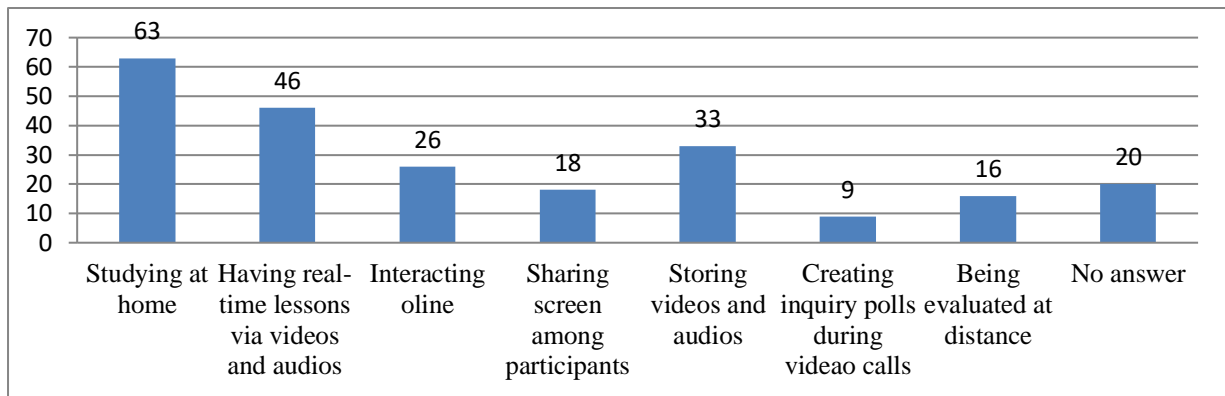
In this question, we notice that 52.5% of the respondents have attended Google-Meet classes, whereas 44.5% have not attended them. 3% is the rate of those who did not share their point of view.

**Q 12:** Was Google-Meet experience pleasing?

The findings reveal that 46.5% of students were not satisfied with Google-Meet's experience in contrast to the 43.5% who were pleased and 10% made no comment.

**Q 13:** What are the activities you enjoy while using Google-Meet





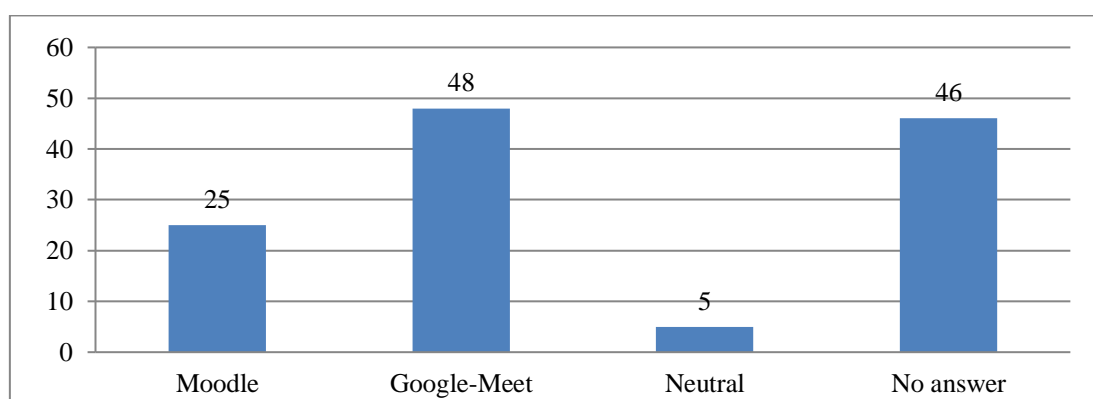
**Figure 12: Google-Meet's preferable features**

As it can be seen in the figure above, the majority's most preferable activities are studying at home, succeeded by having real time lessons via videos and audios, then storing videos and audios, and interacting with teachers and classmates. The least opted for ones are sharing screen among participants, being evaluated at distance, and creating inquiry polls during video calls. 16% did not share their answers.

**Q 14:** Is it the first time for you to recognize all these activities in Google-Meet?

The statistics says the following: 46% of the respondents have not recognized the above-mentioned activities before, 44% knew about them and 10% said nothing.

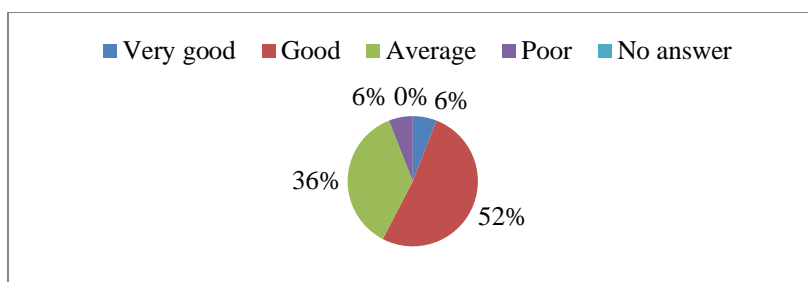
**Q 15:** What do you prefer more, Moodle or Google-Meet?



**Figure 13: Students' most preferable technological tool**

The figure's collected data represents 38% of the students preferred Google-Meet, 20% preferred Moodle platform, 4% remain neutral and the rest added nothing.

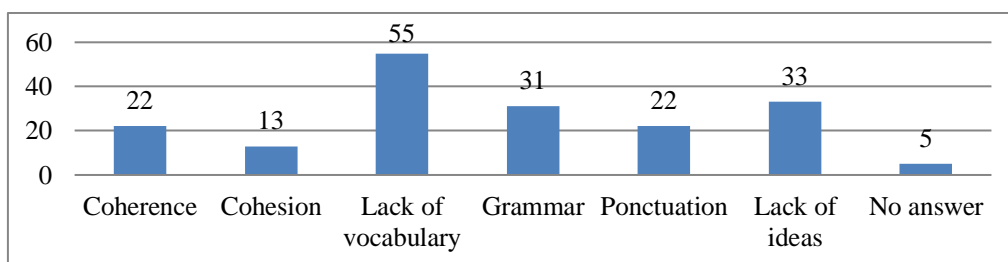
**Q 16:** How do you consider your level in writing?



**Figure 14:** *Students' level in writing*

From the figure 14, we can notice that 49% saw themselves good at writing, 35% viewed themselves average, 5.5% presents the students who believe that they had a very good level in writing, the same percentage is given for poor learners; 5% did not share their opinion.

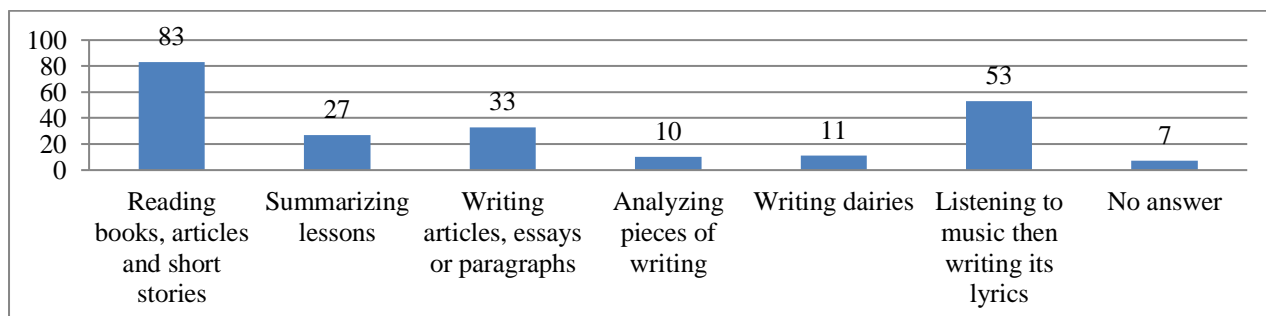
**Q 17:** What are the problems you suffer from in writing?



**Figure 15:** *Students' problems in writing*

The figure above reveals that the most shared and common problems are the lack of vocabulary with the majority's selection, succeeded with the lack of ideas and grammar mistakes. Coherence and punctuation share the same place followed by cohesion.

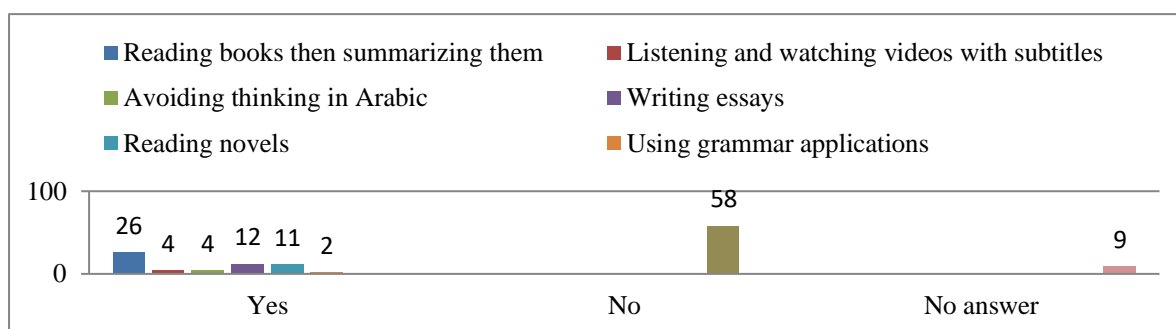
**Q 18:** What do you usually do to improve your writing?



**Figure 16:** *The commonly used strategies by learners to improve their writing*

According to the answers of this question, the majority preferred reading to improve their writing, listening to music then writing its lyrics, practicing writing and summarizing their lessons. Writing diaries and analyzing pieces of writing were less selected and 7 informants did not answer.

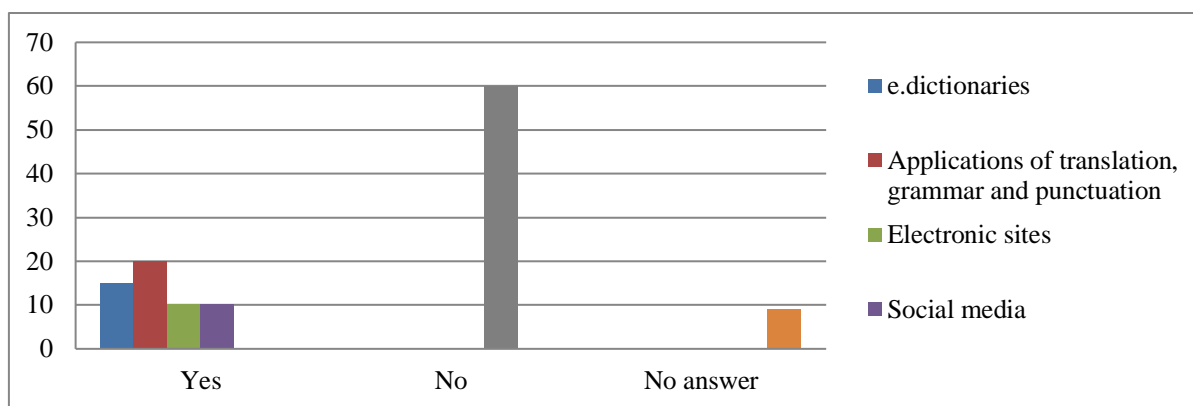
**Q 19:** Do your teachers provide you with strategies and techniques to ameliorate your writing? Name them please.



**Figure 17: Strategies suggested by teachers**

As the figure shows above 47% of the students replied with yes their teachers do provide them with strategies to improve their writing skill, in contrast with 46% who claimed that their teachers never suggest a strategy and 7% of participants added nothing. Some of their teachers' suggestions are: reading books then summarizing them, listening to audios and videos with subtitles, avoiding thinking in Arabic, writing essays, reading novels and using grammar apps.

**Q 20:** Do you use technological devices such as apps, sites and platforms to improve your writing? If yes, what are they?



**Figure 18: the types of technological tools used by learners to enhance their writing**

This figure demonstrates that 48.5% did not agree with the integration of technological devices to improve writing, 44.5% agreed on the idea presented and 7% gave no answer. Students who adhered to the aforementioned idea gave examples of using e- dictionaries, apps of translation grammar and punctuation, sites and social media.

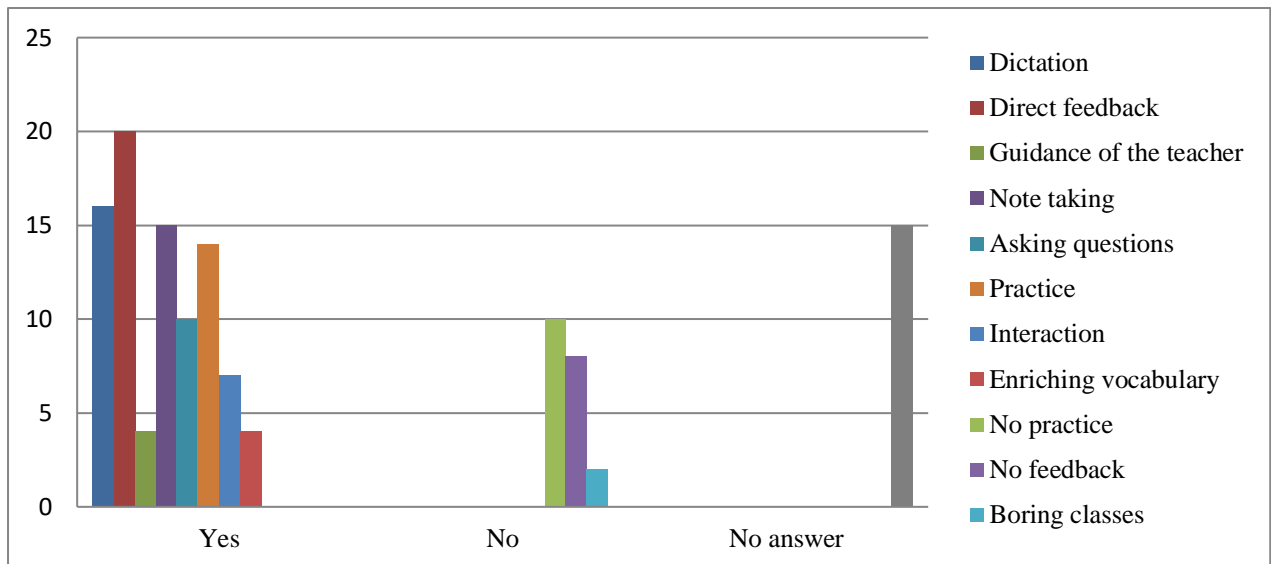
**Q 21:** As far as you are concerned, what is the significance of learning the writing skill?

The results displayed in this figure show that 73% strongly assure the significance of the writing skill, 18% for those who said it is important, only one student who thinks that the writing skill is not that important and 8% did not answer.

**Q 22:** Do you like integrating technology in writing classes?

The results show that 63% certified the importance of integrating the technological tools in written expression classes, 10% did not agree with the suggested idea and 27% provided no answer.

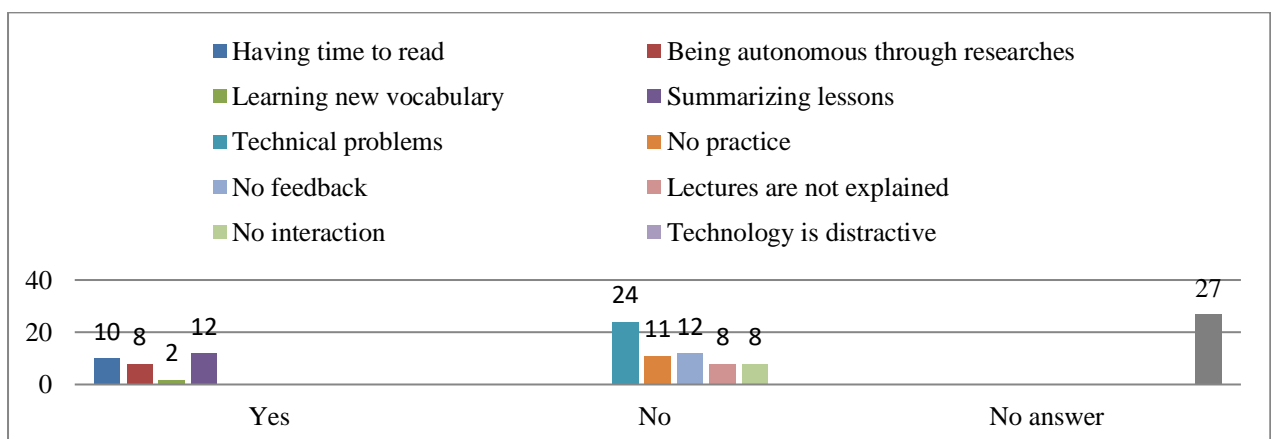
**Q 23:** Do traditional classes help you in ameliorating your writing skill?



**Figure 19: Students' perspectives towards the improvement of writing through traditional classes**

Figure 20 represents students' perspectives towards the improvement of the writing skill through traditional classes, 72% confirmed that in-person classes improve their writing, the minority with 16% said no and 12% stayed neutral. Students backed up their positive perspective with pointing out some reasons like practice and interaction; in contrast with the non-supporters who claimed that there is an absence of practice and feedback.

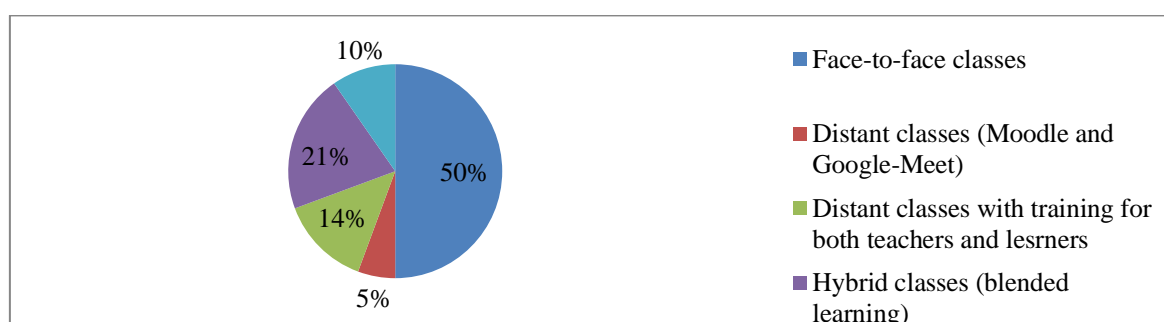
**Q 24:** Has your writing skill been improved after the adoption of Moodle and Google-Meet distance delivered lessons?



**Figure 20: perspectives towards the improvement of writing through distance classes**

The data collected shows that the adoption of the two technological tools did not help 54.5% of learners to improve their writing skill; in contrast with 24.5% who claimed that they helped them in enhancing their abilities and 21% added nothing. They elucidated that virtual education gave them extra time to read, time for carrying out research, picking up new vocabulary; however, those who were against the adoption justified their stance by referring to technical problems, absence of practice, feedback, explanations and interaction.

**Q 25:** For teaching written expression in the future, what do you support?



**Figure 21:** *Students' points of view concerning the future of teaching and learning the writing skill*

The figure presents the students' preferences about written expression teaching methods. The majority sought for face-to-face classes, then hybrid classes; 17 students voted for distance classes with training, 26 one opted for distance classes and 10% did not respond.

## 6. Teachers' Interview

The interview was addressed to 10 teachers at the level of foreign languages department at MUC. Five teachers of each specialty (English and French) have been interviewed; it is worth mentioning that Teachers of French were interviewed in their language of specialty and those from English in English. All the interviewees were asked to report the impact of Moodle and Google-Meet on the learners' writing skill.

### **6.1. The Aims of the Questions**

Each question in this semi structured interview is put for a reason which in turn helps in the accomplishment of our research.

**Question 1:** How many years have you been teaching at the university?

Asking teachers about their experience aims to bring to the light of day whether both old and novice teachers have the same opinion regarding the use of technology in writing classes as they experienced both in-person and virtual classes.

**Question 2:** As you experienced traditional classes and distance classes, what do you prefer? Explain.

This question portrays the tutors' attitudes towards the two types of teaching and what reasons push them to cling onto such convictions.

**Question 3:** Do you use Moodle platform to deliver your lessons? How do you describe the experience?

Its objective is to depict their perspectives concerning the use of Moodle platform. Another question is directed within this very one to examine their awareness of Moodle's activities and features.

**Question 4:** Have you experienced Google-Meet classes? Explain why.

It aims at under-seeking the interviewees' experience with Google-Meet and inquiring on how they use it. An additional question is delivered after this one to compare the utilization of both tools and their estimates on the perfect one to be adopted.

**Question 5:** How do you consider third year students writing skill? What are the techniques and strategies you usually depend on to improve their writing skill?

This question is the core question in the study to note down students' level and problems in the writing skill from the instructors' angle. It was also designed to collect a set of strategies that are generally used to enhance learners' level.

**Question 6:** Do you think that the shift from in-person education to distance education influenced the students writing skill?

In this one, we discover the interviewees' opinions about the possible influence that took place after the shift to distance education.

**Question 7:** Do Moodle and Google-Meet delivered distance lessons have positive or negative effects on the students writing skill? Explain how.

Last but not least, the instructors are asked this question to examine their final decision regarding Moodle and Google-Meet depending on their experiences and which type of teaching they would opt for in the future.

## ***6.2. The interview's Results***

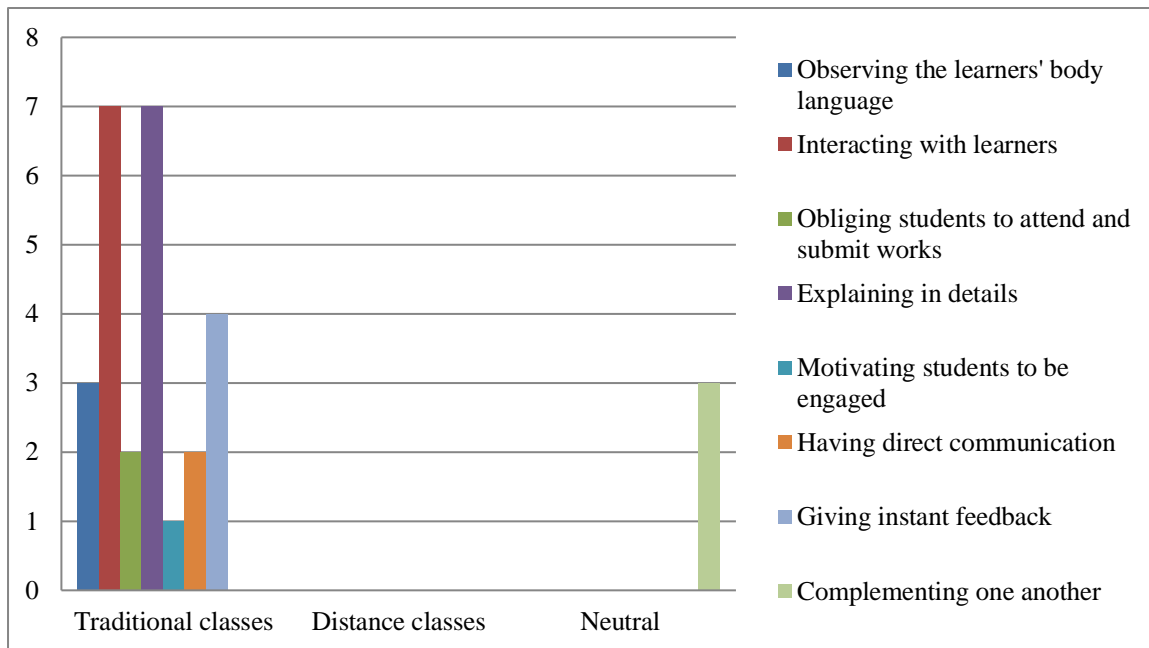
The second instrument in our study is a semi structured interview (Appendix 3); the data gathered from this tool is classified, grouped and analyzed as follows:

**Q1:** How many years have you been teaching at the university?

From the teachers' answers their experience range from 5 to 22 years. Thirty per cent of teachers taught from 5 to 10 years, 60% of teachers taught from 11 to 15 years and 10% taught from 21 to 25 years. The results attest that all teachers have more than 5 years of experience.

**Q2:** As you experienced traditional classes and distance classes, what do you prefer? Explain why.

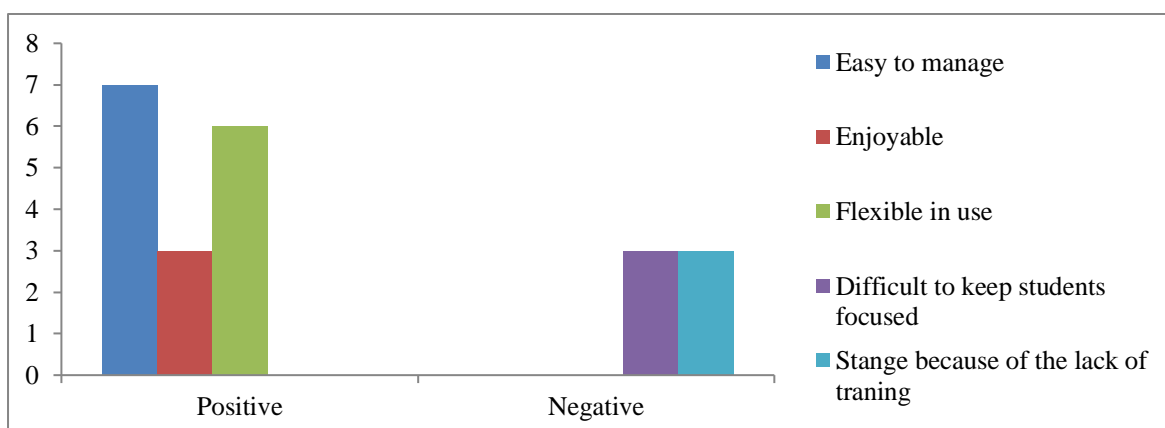




**Figure 22: Teachers' preferences regarding traditional and distance classes**

The collected data displays that 70% of the whole population opted for regular classes, 30% were neutral and none of them voted for virtual classes. The teachers who voted for face-to-face classes supported their choice with set of arguments such as the ability to observe students' body language, raising interaction and students' engagement. Regarding the teachers who were neutral, they just commented that both methods complement one another.

**Q3:** Do you use Moodle platform to deliver your lessons? How do you describe the experience?



**Figure 23: Teachers' estimates about Moodle's experience**

This question is designed to reveal how many teachers use Moodle for lesson delivery, as it is expected all teachers (100%) were obliged to utilize the platform to submit lectures and keep students updated. They described the experience as good and enjoyable because of its practicality, flexibility and easiness. In contrast, some teachers believe that Moodle's experience was not good mainly because of its difficulty to sustain learners' focus as in traditional education.

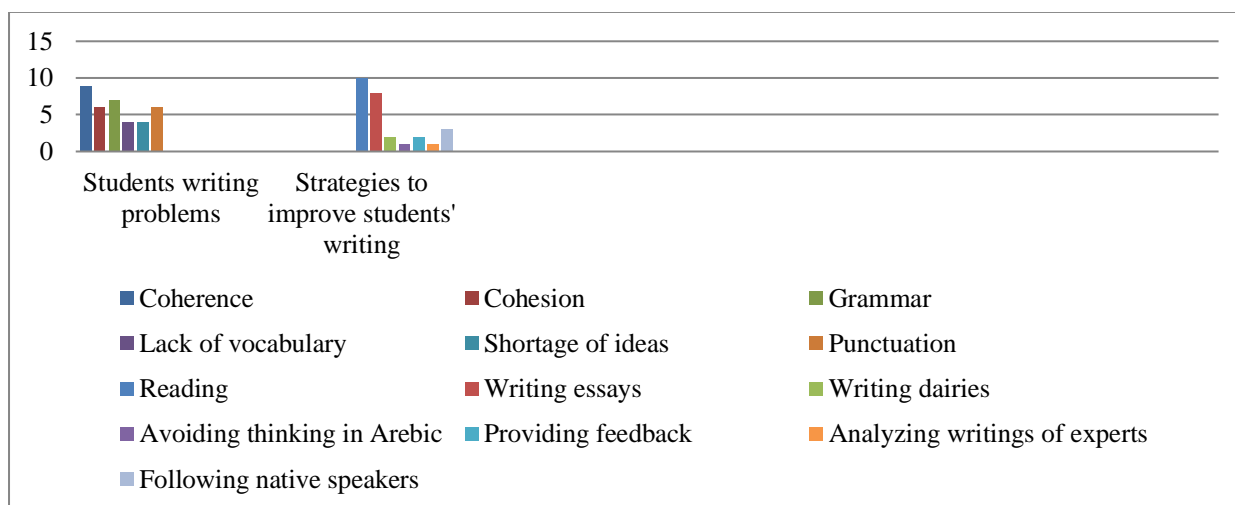
**Q4:** Have you experienced Google-Meet classes? Explain why.

**Tables 3: Teachers' perspectives towards the use of Google-Meet**

Yes			No
7			3
One or two times	Three to four times	More than five times	<ul style="list-style-type: none"> <li>• Lack of materials.</li> <li>• Bad network.</li> <li>• Incompatible to learners' differences.</li> <li>• Students lack sense of responsibility.</li> </ul>
3	3	1	
<ul style="list-style-type: none"> <li>• Instant feedback.</li> <li>• Interaction, debate and discussion.</li> <li>• Direct response to learners' questions.</li> <li>• Expansion of explanation.</li> </ul>			

Table 2 shows that the majority experienced Google-Meet classes with 70%, 30% used it twice, 30% utilized it thrice and 10% used it more than 5 times; the other 30% did not go through this experience. The tutors who experienced Google-Meet said they used it for extra interaction, the availability of expanded explanation, feedback, and the opportunity to ask questions. On the other hand, teachers who never experienced this technique backed up their opinions by several arguments such as the lack of materials and its unsuitability to learners' differences.

**Q5:** How do you consider third year students writing skill? What are the techniques and strategies you usually depend on to improve their writing skill?



**Figure 24:** *Students' writing problems and strategies provided by teachers to help them*

The collected data shown in figure 24 presents the estimates of tutors about their students' level in the writing skill; 70% claimed that the students' general level was average and 30% noted that they were poor. According to teachers of FLs at MUC, students' main problems in written expression are listed as follow: coherence and cohesion on top of the list followed by grammar, punctuation and succeeded the lack of vocabulary.

In this question we asked teachers to provide us with the techniques they adopted to ameliorate their students' level; they said they always provide them with feedback; furthermore, they recommend to their learners to read and to analyze written pieces that belong famous writers and researchers; in addition, they ask them to follow the native speakers.

**Q6:** Do you think that the shift from in-person education to distance education influenced the students' writing skill?

**Table 4: *The teachers' estimates about the impact of shifting from traditional classes to distance classes on the learners' writing skill***

Yes		No	No judgment
6		3	1
Positive	Negative	<ul style="list-style-type: none"> <li>Students' writing problems existed before the adoption of distance education.</li> </ul>	<ul style="list-style-type: none"> <li>The application of this new way of teaching needs extra time to be fairly judged.</li> </ul>
1	5		
<ul style="list-style-type: none"> <li>Raising students' autonomy.</li> <li>Keeping students and instructors up to the minute.</li> </ul>	<ul style="list-style-type: none"> <li>Lack of practice.</li> <li>Absence of teachers' intervention.</li> <li>Unavailability of assessment.</li> <li>Lack of feedback.</li> <li>Bad network.</li> <li>Lack of materials.</li> </ul>		

As the table shows, 60% of the participating teachers believed that this shift influenced the students' writing; 10% indicated that it had a positive influence, whereas 50% demonstrated that it held a negative effect. 30% displays the teachers who responded with no; according to them the move had no impact and 10% stayed neutral. Tutors who stated that it had a positive impact provided the following arguments: it keeps learners updated and increases autonomy; concerning teachers who demonstrated that the shift held a negative influence had supported their perspective with the absence of practice, teacher's interaction, assessment and feedback. The teacher who stayed neutral claimed that judging this new way of teaching at the current moment would be unfair for it still in its infancy, so to speak, and they are still learning about it every day.

**Q7:** Do Moodle and Google-Meet delivered distance lessons have positive or negative effects on the students writing skill? Explain how.

**Table 5: Teachers' perspectives towards the effect of Moodle and Google-Meet on the students' writing skill**

Positive effect	Mixed effect	Negative effect
1	1	8
<ul style="list-style-type: none"> <li>• Raising students' autonomy.</li> <li>• Keeping students and instructors up to the minute.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve excellent learners' writing skill and hinder poor learners' writing skill.</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of practice.</li> <li>• Absence of teachers' intervention.</li> <li>• Unavailability of assessment.</li> <li>• Lack of feedback.</li> <li>• Bad network.</li> <li>• Lack of materials.</li> </ul>

As the table displays, 20% of the teachers believed that delivering lessons via Google-Meet and Moodle influenced the writing skill of their learners positively; however, the majority with 80% certified that it had a negative impact. Justifications of adherent tutors were as follows: it fostered learners' autonomy and encouraged practice, whereas teachers who disagreed on its effectiveness backed up their estimates as it is mentioned earlier in question 6 (the absence of both teachers' guidance and feedback, etc.). As a last question, we ended the interview by asking tutors which method of teaching they mostly prefer; 60% opted for distance education with training, 40% sought for hybrid teaching.

## 7. Analytical Comparative Study

This instrument targets third year students at the level of MUC Department of Foreign Languages from two different academic years 2018/2019 and 2019/2020 (Appendix 4); one of which was before the incorporation of Moodle and Google-Meet and the other was after the adoption of these tools. The sample's number in this study is 130 students, 65 from the French

specialty and 65 from the English specialty; comparing the findings of this means gives us a clear image about the learners' level in writing and how technology "Moodle and Google-Meet" has affected this level. The findings of the former are presented in the following:

**Table 6: Students' marks in written expression in the 1<sup>st</sup> semester of the academic year 2018/2019**

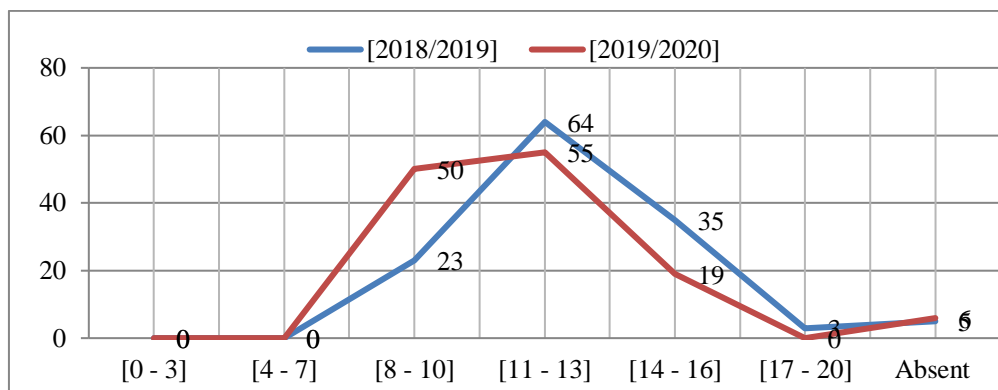
1 <sup>st</sup> semester of the academic year 2018/2019							
Marks	[0 – 3]	[4 – 7]	[8 – 10]	[11 – 13]	[14 – 16]	[17 – 20]	Absent
Number of students	–	–	23	64	35	3	5

As the table 5 shows, third year students of foreign languages have mixed levels in writing. The majority of learners with 49% have an average level in writing with marks that range between 11 and 13; the subsequent proportion represents 27% of the population which demonstrates those who had satisfactory scores. 18% is the rate of poor learners who failed to get above-average marks in their exam; in addition, the table displays high achieving students as the minority with 2%.

**Table 7: Students' marks in written expression in the 2<sup>nd</sup> semester of the academic year 2019/2020**

2 <sup>nd</sup> semester of the academic year 2019/2020							
Marks	[0 – 3]	[4 – 7]	[8 – 10]	[11 – 13]	[14 – 16]	[17 – 20]	Absent
Number of students	–	–	50	55	19	–	6

The table indicates that the majority are those who got marks between 11 and 13 with a percentage of 42, followed with under-average learners who represent 38% of the whole population. Good marks illustrate 15% in accordance with the absence of any score above 16.



**Figure 25: Comparison between students' written expression marks in the academic years 2018/2019 and 2019/2020**

The data displayed in the tables 5 and 6 is compared in figure 25; it reveals a decrease in learners' marks in written expression before and after the adoption of distance education. Students who did not get the average in this module increased from 23 students in 2018/2019 to 50 students in 2019/2020; however, those who scored between 11 and 13 decreased with 7%. Moreover, good marks went down from 27% to 15% and excellent scores completely vanished in 2019/2020.

## Section 02: Results and Discussions

This section is entirely devoted to the discussion of the findings gleaned from the students' questionnaire, analytical comparative study as well as the teachers' interview. Furthermore, as researchers we will discuss in as fuller details as is possible the results gathered from the analyses of the collected data from both tutors and learners of FLs in order to uncover the vagueness and come up with the final discussion. It will provide suggestions, instructions and recommendations for both FLs tutors and learners to use Moodle platform and Google-Meet

for the sake of having an effective impact on the learners' writing skill in the coming years.

The description of these results allows us to answer the research questions:

- ❖ What are the teachers and students' estimates of their pedagogical effectiveness on their writing skill?
- ❖ How do these applications affect students' writing skill?

The results at hand will confirm or infirm the pre-denoted hypotheses that are:

- ❖ If teachers and students' misuse Moodle and Google-Meet delivered distance learning, they will have different estimates of their pedagogical effectiveness on the learners' writing skill.
- ❖ If the learners are imposed distance learning, their writing skill will be improved.

## **1. Discussion of the Results**

This part intends to delve in deep with the findings collected from the students' questionnaire, teachers' interview and the analytical comparative study. Also, a general summery, comments, and interpretation are provided for the sake of picturing the informants' thoughts and perspectives towards the implementation of Moodle and Google-Meet on the writing skill.

### ***1.1. Discussion of the Questionnaire Findings***

This questionnaire is administrated to uncover the students' points of view regarding the integration of Moodle and Google-Meet in written expression classes and the impact they may have on their writings. It comprises of 25 questions divided into four sections; each of which tackles a specific notion.

The first section was designed to investigate students' profile, level in foreign languages (English or French) and their self-motivation to learn FLs. The primary results indicate that



our population is young, has an average level and is intrinsically motivated to learn; since the informants are inwardly motivated they would spend enormous efforts to improve their level in foreign languages. Their psychological state keeps them open to use miscellaneous techniques and strategies, whether they be traditional or modern, to improve their levels.

The second dealt with students' attitudes towards the adoption of distance education and shed light on students' awareness concerning the features of both Google-Meet and Moodle. The collected data points out that the majority of the learners chose regular classes because it fosters understanding, interaction, motivation, teacher-student relationship and feedback; the same proportion of learners voted for distance education ineffectiveness in Algerian universities. Lack of training, materials and bad network were on top of the list of justification furnished by virtual classes' opponent learners. In the Algerian context, Google-Meet and Moodle are widely used with the majority's vote; however, the learners are not fully aware about their various features that may improve the excellence of their writing, yet they still prefer Google-Meet over Moodle. The Algerian Ministry of Higher Education and Scientific Research was compelled to switch from regular classes to virtual classes because of the pandemic; this unplanned surprising shift was the main cause for students' rejection of this method. The informants found themselves forced to adapt to this new situation with no previously allocated knowledge on how to be part of it; that is why more than the half claimed that distance education will never substitute traditional one. In addition, they sought any method that may resemble face to face classes such as Google-Meet.

The notion of the writing skill is discussed in the third section. The majority of the students are displayed in this section with a good level in the writing as they believe in having some problems that prevent them from producing flawless pieces; in this respect, they implement strategies of their own choice and these provided by their teachers to reinforce this highly significant skill. Although those strategies came from different sources, they remain highly

identical; in accordance with this point of view, students showed readiness to integrate technological devices in learning about the writing skill for the sake of ameliorating it. Teachers' intervention is highlighted in this situation because no one knows about the students' problems more than their teachers as such; they consequently chose the most appropriate pedagogical strategies to fill in those gaps and raise students' interest regarding this skill.

The last section in this questionnaire cast light on the students' preferences concerning the use of Google-Meet and Moodle, their impact on the writing skill is displayed as well. Although a big amount of the respondents' choices positively agreed on the integration of technology in writing classes, they still believe that distance education impedes their writings in contrast to traditional one. For that reason, they chose to have face to face written expression classes in the future. The justifications obtained from their answers reveal their cluelessness of Moodle and Google-Meet's beneficial activities that simulate those in regular classes such as interaction, feedback, asking questions, assessment and discussion

### ***1.2. Discussion of the Interview' Findings***

This interview is submitted for the aim of discovering the teachers' perspectives concerning the implementation of Moodle and Google-Meet in the written expression module and its impact on the students' writing skill. This tool consists of 7 structured questions with other 3 to 4 unstructured questions, each of which tackles a specific notion. The interview was conducted face to face at the Department of Foreign Languages in Mila University Center (MUC).

The 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> questions were administered to compare between the experienced teachers and the novice ones; plus, we wanted to gauge their attitudes regarding the preferred method they opted for teaching their learners and to what extent they use these two

technological tools. The data collected shows that the majority of the interviewees are experienced enough to know what suits their learners the most because they spent many years teaching; furthermore, more than the half chose the traditional classes as it increases interaction and engagement, provides instant feedback and direct communication. The results also demonstrate the big reliance of teachers on Moodle and Google-Meet because they facilitate the process of learning and teaching; they helped them to finish the academic year 2019/2020 successfully.

The interview analysis revealed that the students have an average level in writing; moreover, the tutors admitted that their learners suffer from numerous problems such as cohesion and coherence topping the list along with grammar, and lack of vocabulary. The reason behind these issues could be viewed to be inseparably tied to the lack of practice and lack of responsibility of learners themselves; they need to know how important the writing skill is in learning languages in order to be good foreign language speakers.

Teachers mentioned countless techniques and methods they always suggest for their learners such as reading, writing essays and paragraphs; to this end, tutors always seek easy, better, more enjoyable and applicable solutions to reinforce this intricate skill. Unfortunately, most of the learners do not show any interest which makes the process very difficult to be eased up.

The findings of questions 6 and 7 showed that more than half of the teachers claimed that the shift from traditional classes to distance classes in addition to the integration of Moodle and Google- Meet had a completely negative impact on the students' skill. That is to say, the teacher's physical intervention allows the learners to ask for extra explanation, guidance and correction which the virtual classes can never provide; along with the lack of practice, bad network and technical problems that the students suffered from. These causes hindered the

motivational factor of students and made them rejected the new way of learning and opted more for the traditional way because it suited more their interests and wants.

When it comes to the last question which was about the most preferable way of teaching in the future, the majority of teachers opted for distance education plus training. This was a very smart choice that will make an excellent change at the level of pedagogical effectiveness of Moodle and Google-Meet in Algerian universities, for why all learners will be prepared and have a shared knowledge to guarantee a better use of the new technological tools. Students will be more motivated and less irritated because they already know about how the new method works, and their writing skill will in all likelihood be improved.

### ***1.3. Discussion of the analytical comparative Study***

The aim of the analytical comparative study is to report the writing level of third-year foreign languages students at MUC before and after the adoption of distance education. The results of the academic year 2018/2019 are observed than grouped and classified in a table; the same holds true for those of 2019/2020. The findings will affirm or infirm the effectiveness of applying Moodle and Google-Meet at Mila University Center.

The findings show that the learners' scores in the writing exam of 2018/2019 -first semester- are, on the whole average in the sense that their marks ranged from 11 to 13 followed by the second portion which is the good one. The number of students who had poor results was small in comparison to the population's number as well as the excellent marks that were the lower case in this year. The academic year 2019/2020 was a special one not only because of the government's decision to postpone classes for an unknown date, but also because it witnessed the official incorporation of Moodle and Google-Meet to continue studies online. The statistics done on the learners marks of the second semester reveal that the level in this very year is between average and poor for the reason that the number of acceptable and

poor scoring students is approximately the same, a slight difference is counted. Surprisingly, no one student scored above 16 during this digital period.

After observing both years' results and marks a final conclusion is elaborated; Moodle and Google-Meet or distance education in general had an undesirable impact over the learners' writing skill. These technological devices diminished the average, good and excellent marks on the contrary to the low scores which were increased to patently the double. Obviously, the absence of regular classes and teachers' intervention affected the learners' level negatively; that is to say, Moodle and Google-Meet failed to assimilate face-to-face classes and their effectiveness is under investigation. It seems that a set of challenges are preventing instructors and students from implementing these tools towards the improvement of the writing skill.

## **2. The interpretation of the Main Results**

After analyzing the findings of the questionnaire, interview and analytical comparative study we could collect some of information regarding the influence of Moodle and Google-Meet in foreign languages (FLs) classes to enhance the writing skill of third-year students at Mila University Center; therefore, the results gathered allowed for the drawing of the following conclusions:

- Third-year FLs students seem to have an average level regarding the writing skill.
- The majority of the learners are highly interested in learning FLs.
- Both tutors and learners had negative attitudes regarding distance education in Algerian universities because it did not help in enhancing the writing skill. For the informants, face to face teaching is highly prioritized; hence, there will be no chance to substitute regular classes with virtual ones.
- Teachers and learners were not ready to adopt Moodle and Google-Meet in FLs classes because there was no preliminary preparation for both of them before applying

the sudden decision made by the government; consequently, lack of training led to the overt misuse of the two technological devices.

- The problem of timing is solved by Moodle and Google-Meet as these provide plenty of time to practice which is the main cause behind students' problems in writing; they additionally offer studying flexibility and permanent availability of lectures.
- Implementing Google-Meet enhances students' participation because it resembles in-person classes.
- The bad network in Algeria presents a huge problem for both learners and teachers because the two technological tools work only through the internet.
- The lack of materials prevented a lot of students from being involved in this digital phase.
- The students view themselves as good writers; contrariwise to their teachers who claimed that they have an average to poor level, i.e. the learners are not fully aware of the problems they suffer from whenever producing written pieces.
- The presence of the teachers' intervention proved its effectiveness on learners' motivation and interaction.
- Both learners and tutors prefer reading and practicing as major methods to develop the writing skill.
- The majority of the students strongly agreed on the importance of the writing skill for its great contribution in enhancing the communicative calibers of FLs learners.
- All learners selected traditional classes for the reason that they fear distance education's negative effect that may aggravate their already existing problems; by contrast, teachers prefer distance education with training and they believe that it will revolutionize the way of teaching in the future.

- The newly adopted method provided teachers and learners with a new and equally challenging experience.
- The marks of all learners have decreased which reflects the ineffectiveness and the failure of Moodle and Google-Meet in FLs teaching and learning at MUC.
- Regarding the pre-denoted hypotheses, the results certified the first hypothesis which projects that teachers' and students' misuse of Moodle and Google-Meet led them to have various estimates and perspectives about their pedagogical effectiveness that are mainly negative. Additionally, the findings showed that these technological tools had a negative impact on the learners' writing skill; hence, the second hypothesis is affirmed.

### **3. Pedagogical Recommendations and Suggestions**

Depending on the various literature reviews regarding Moodle, Google-Meet and the writing skill in addition to the different factors that had been under investigation in this research paper, a set of suggestions and recommendations are presented under this title. Both teachers and learners are concerned with these pedagogical recommendations to improve the writing skill through the pre-denoted tools. Moreover, some suggestions are devoted to the administration of MUC to guarantee better exploitation of these devices as well.

Based on the research results, tutors should work more on the improvement of the students' writing level through ICT tools like Moodle and Google-Meet as these stretch the practice time that is significant in the development of FLs writing skill. Moreover, teachers ought to widen their scope of knowledge about the various activities and features provided by these technological devices for the sake of benefiting from them the most; encouraging the learners to use them more is the teachers' duty so they will be familiarized with. Further, instructors should make a proposition to add a new module to the syllabus that is reading; it

can be viewed as a cornerstone to other skills. Moodle and Google-Meet did not succeed to meet all the learners' differences; teachers should develop new strategies and techniques rather than the traditional ones whenever using these virtual tools to suit all students' learning styles so that their writing skill will be improved.

Regarding the learners, they should first be aware about the numerous features of Moodle and Google-Meet to use them appropriately to ameliorate their writing level. Furthermore, students have to follow their teachers' instructions, suggested strategies and feedback to the letter to know about the problems they suffer from and enhance the targeted skill; good cases in point are practicing and reading as much as they can. These strategies help them to enrich their vocabulary, polish their writing style, learn more about writing mechanisms and build wider topical knowledge. Additionally, the students must develop the sense of responsibility because they are involved in a competency based approach where learners should take charge of their learning, work on their weaknesses and increase their motivation to reach better outcomes.

The university administration plays a great role either in the effectiveness or the ineffectiveness of Moodle and Google-Meet. It should primarily organize study days for both teachers and students to introduce them to the plenteous features these devices have; training them on how to use them appropriately is recommended as well. Technical and network problems are impeding the correct application; for this reason, the administration ought to fix the Moodle platform's problems and guarantee the smooth access for its users. In the same vein of thoughts, the university should take the responsibility of providing its learners with the appropriate materials so they can be part of the newly spreading method.

This study brings to the day light a way to improve the students' writing skill through some ICT tools. The findings of this research can be used as a starting point to conduct further



researches on similar problems; researchers may investigate the impact of other technological tools on the learners' language skills. It is worth mentioning that the conductor of the research better introduces the informants to the devices he/she selected before commencing the work so they become acquainted with them.

#### **4. Limitations of the Study**

As researchers, we encountered so many obstacles in the completion of the present research; however, we could overcome them in a very short period of time. To begin with, the timing was never sufficient because of the emergence of COVID 19 which delayed the commencement of the academic year 2020/2021 until the mid December; in addition, conducting a semi-structured interview took a very long time taking into account the teachers' commitments with learners and administrative issues. Besides, the attempt to translate the questionnaire and the interview into the French language made it intricate to hand it on time; the descriptive study was the tool that cost us both time and efforts to guarantee the intake of students marks that were needed in our work. Moreover, the lack of references regarding Google-Meet section made it difficult to finish the chapter on the right time. Surprisingly, the respondents did not collaborate in the way we expected, not all of them provided us with their estimates and explanations when they were asked to do so in the questionnaire while their estimates plays a significant role in our dissertation.

#### **Conclusion**

To round off this chapter, a broad overview of the unveiled results has been given, then interpretation of the final findings in addition to the suggestions for further researches reaching the limitations of this paper. Sketching out, the study attempted to portray the effectiveness of Moodle and Google-Meet on third year learners' writing skill; the results interpreted unquestionably affirmed the first hypothesis which adopts the misuse of these

tools as the main reason for its ineffectiveness. As a matter of fact, as regards the second hypothesis, and with reference to the outcomes already mentioned, it is rejected because the writing skill has been impeded not improved. From this study, it is concluded that all instructors and learners believe in the negativity of applying distance education without planning or training that may change the results thoroughly; the study put forward some recommendations for adequate reading instruction.

## General Conclusion

Teaching and learning foreign languages has indubitably become a veritable, readily observable necessity nowadays, people around the world long not only to learn languages but to master them as well. Language learning and teaching depends mainly on the language skills that are reading, listening, speaking and writing; the last mentioned one is regarded as a burdensome task for a relatively large proportion of learners regardless of their gender, age, ethnic affiliation and whether or not they receive their tuition from governmental or non-governmental institutions. In this regard, FLs teachers customarily spend enormous efforts to make learning this skill much easier and enjoyable, one potentially useful strategy they may opt for is the integration of ICT tools in written expression classes to attract students' attention and raise their motivation. Moodle and Google-Meet are in the front lines whenever speaking about ICT tools, they provide learners with opportunities to carry out their studies out of the university's walls with no setting restrictions. These technological tools are widely used in FLs classes to help both tutors and students overcome the seeming unsurmountable difficulties presented by the writing skill. The research at hand aimed at investigating Moodle and Google-Meet pedagogical effectiveness on the writing skill of third-year foreign languages students at MUC.

The first chapter represented the conceptual framework of the theme. The chapter is divided into two major sections, the first of which is a presentation of the theme in general which tackled the history, definition and classification of distance education technological tools which are the online learning platforms; the strengths and drawbacks of implementing online learning are also highlighted. The second section, the core constituent of the theoretical part, is divided up into three main titles, namely the writing skill, Moodle and Google-Meet. The part of the writing skill revolved around the main aspect of this element; the researchers' definitions are provided and explained in accordance with the types of classroom writing. As

is mentioned earlier, this skill is considered as intricate for any learner of FLs; therefore, many scholars suggested a variety of techniques and strategies that may enhance students' level and ameliorate their writings, all of these are pointed out herein. This part is concluded with the significance of writing as conceptualized by a range of scholars.

The second part of section two imbedded Moodle platform and its impact on the writing skill. It began with the historical evolvment and philosophies bearing on this platform, then it moved to its general features that are also divided into modules (activities), roles within it and its uses in higher education. Additionally, it shed light on the implementation of this technological tool in FLs classes and the influence of its integration on the learners' writing skill depending on several experimental results of various experts. The third part in the second section, and the last one in the theoretical chapter, was devoted to Google-Meet and its effect on the writing skill. This part started with a conceptual framework and the development of videoconference technologies over the years until the emergence of Google-Meet; further, it tackled the features of this application, notably the settings, roles of its users and its functionalities. The same as the previous part, different studies related to the implementation and impact of Google-Meet on the writing skill was dealt with. This chapter ended with speaking about the importance of the writing skill and the positive impact imposed on it theoretically by the pre-denoted tools.

The second chapter encompassing the many and varied practical elements of the study tackled the research methodology, discussion and analysis. The first section is research methodology; it provided a detailed description of the work design we complied by, participants and instrumentalities implemented to accomplish this study. Both qualitative and quantitative methods are used to collect the data necessary to scrutinize teachers' and students' estimates concerning the impact of Moodle and Google-Meet on the writing skill, namely a pilot study in the form of a questionnaire and a questionnaire for learners, a semi-

structured interview for teachers and a analytical comparative study. The pilot study aimed at restricting the research to one language skill so that the study would be conducted feasibly; moreover, the questionnaire was administered to delve in deep with learners' awareness about these technological tools, their functionalities and influence on writing; meanwhile, the teachers were interviewed face-to-face for the same purpose: investigating their perspectives vis-à-vis the effect imposed on the students' writing capacities when implementing Moodle and Google-Meet. The third instrument is generated for the sake of comparing the learners' writing level before and after the adoption of distance education. The data gathered through these research tools was analyzed in order to be interpreted in the following section.

Discussion and analyses of the data obtained was presented in this very second section. It provided a focused discussion and summary of the findings; moreover, the general interpretation presented herein allowed the elaboration of different conclusions regarding this empirical work. As any research, a set of recommendations and suggestions are mentioned to illuminate the proper use of Moodle and Google-Meet in FLs writing classes. As a final step in this section, the limitations of the work are mentioned to note the obstacles we faced when conducting our research.

The results obtained in this research work indicated the impact of Moodle and Google-Meet on the writing level of third-year bachelor degree students at the department of foreign languages in MUC; it is true to say that both instructors and learners had negative estimates concerning its pedagogical effectiveness. Eventually, the results certified the first hypothesis that presents the tutors and students' misuse of these tools as a reason for its negative effects and their negative perspectives; furthermore, the second hypothesis is affirmed because the learners' level was lowered when using the prior noted tools not the inverse. It is a fact that training instructors and students on how to use Moodle and Google-Meet adequately will positively influence their writing skill.

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# **Appendices**

## Appendix 1

### A: Students' Pilot Study

**Dear third year students,**

This pilot study is a preliminary step of our research work. It aims at investigating your attitudes and perspectives towards the impact of Moodle and Google-Meet Delivered Distance-Learning Lessons on your writing and reading skills.

You are kindly asked to fill in the coming questions and your answers will be valuable in the completion of this work.

Please put a "x" in the appropriate blank and make full statements whenever necessary.

#### **Section one: General Information:**

1- What is your gender?

a- Female

b- Male

2- How old are you?

.....

3- How do you consider your level in English?

a- Very high  b-High  c-Average  d-Low  ery low

4-Are you self-motivated to learn English?

a- Yes

b-No

#### **Section two: Moodle and Google-Meet Distance-Learning Delivered Lessons.**

5-How do you consider your experience using Moodle platform? Explain why?

a- Very good  b-Good  c- average  d-Bad

.....

6- Have you experienced Google-Meet classes?

a- Yes

b-No

7- Was Google-Meet experience satisfying?

a- Yes

b-No

8- Do you think that E. Learning is better than in-class learning? Explain why?

a- Yes

b-No

.....

**Section three: Reading skill and eLearning**

9- How often do you read?

a- Always

b- Sometimes

c- Often

d- Rarely

e- Never

10- Do you usually read the books and articles that your teachers provide you with? Explain why?

a- Yes

b- No

11- Do in-person classes help you in improving your reading skill?

a- Yes

b- No

.....

12- Do you think that the shift to E. Learning has improved your reading skill? Explain why?

a- Yes

b- No

.....

**Section four: Writing skill and eLearning.**

13- How do you consider your level in writing?

a- Very good

b-Good

c-Average

d-Poor

14-What do you do usually to improve your writing?

.....

15-Do traditional classes help you in ameliorating your writing skill? Explain why?

a- Explain why?

a- Yes

b- No

.....

16- Have your writing skill been improved after the adoption of E. Learning in the university center? Explain how?

a- Yes

b- No

.....

Thank you for answering.

## B: Etude Pilote des Etudiants

Cette étude pilote est une étape préliminaire de notre travail de recherche pour découvrir votre attitudes et vos perspectives concernant l'utilisation et l'impact des cours présentés à distance via Moodle et Google-Meet sur vos compétences rédactionnelles et capacités d'écriture. Vous êtes cordialement invités à remplir ce questionnaire, vos réponses seront précieuses pour mener à bien ce travail.

Veillez mettre un « X » dans la case qui convient et construire des phrases complètes quand il est nécessaire.

### Première section : Profile des étudiants :

1. Quel est votre sexe ?

a- Homme

b- Femme

2. Quel âge as-tu ?

.....

3. Comment évaluez-vous votre niveau en français ?

a-Très bien

b- Bien

c- Moyen

d- Faible

e- Très faible

4. Etes-vous motivé pour apprendre la langue française ?

a- Oui

b- Non

### Deuxième section : Les cours présentés à distance via Moodle et Google-Meet

5. Comment évaluez-vous votre expérience concernant la plateforme Moodle ?

a- Très bien

b- Bien

c- Moyenne

Mauvaise

➤ Expliquez comment

.....

6. Avez-vous expérimenté les cours via Google-Meet ?

a- Oui

b- Non

7. L'expérience sur Google-Meet était-elle agréable ?

a- Oui

b- Non

8. Préférez-vous les cours présentiels aux cours à distance ? Pourquoi ?

a- Oui

b- Non

.....

**Troisième section : La Lecture et les Cours à Distance :**

9. Combien lisez-vous ?

a- Fréquemment  b- Parfois  c- Quelques fois  d- Rarement

e- Jamais

10. Lisez-vous habituellement les livres et les articles que vos professeurs vous fournissent ?

a- Oui

b- Non

11. L'enseignement présentiel aide-t-il à améliorer vos capacités d'écriture ?

a- Oui

b- Non

➤ Expliquez comment ?

.....

12. Est-ce que vos capacités d'écriture ont amélioré après l'adaptation des cours dispensés à distance via Moodle et Google-Meet ? Justifiez votre réponse.

a- Oui

b- Non

.....

**Quatrième section: Les Compétences Rédactionnelles et les Cours à Distance :**

13. Comment considérez-vous votre niveau de rédaction ?

a- Très bien

b- Bien

c- Moyen

d- Faible

14. Que faites-vous habituellement pour améliorer votre écriture ?

.....

15. L'enseignement présentiel aident-ils à améliorer vos compétences en écriture ?

a- Oui

b- Non

➤ Expliquez comment ?

.....

16. Est-ce que vos compétences rédactionnelles ont amélioré après l'adaptation des cours dispensés à distance via Moodle et Google-Meet au niveau du Centre Universitaire?

a- Oui

b- Non

➤ Justifiez votre réponse.

.....

**Merci pour vos réponses**



## Appendix 2

### A: Students' Questionnaire

Dear third-year students,

This questionnaire aims at investigating your attitudes and perspectives towards the use and impact of Moodle and Google-Meet Delivered Distance Learning Lessons on your writing skill. You are kindly invited to fill in the questionnaire; your honest answers will doubtless be incalculably valuable and truly insightful in the completion of our research.

Please put an "X" in the appropriate blank and make full statements whenever necessary.

#### Section one: Students' Profile

1. What is your gender?

a- Male

b-Female

2. How old are you?

.....

3. How would you rate your level in English?

a-Very high  b- High  c- Average  d- Low  e- Very low

4. Are you self-motivated to learn English?

a- Yes

b- No

#### Section two: Distance Education: Moodle and Google-Meet

5. Do you prefer traditional classes to distance classes? Explain why.

.....

6. Do you think that distance education is effective in Algerian universities?

a- Yes

b- No

➤ Explain your point of view.

.....

7. Do you think that distance education will substitute face-to-face education in the coming years?

a- Yes

b- No

8. How do you consider your experience concerning the Moodle platform?

a-Very good

b-Good

c-Average

d-Bad

9. What are the features you like in Moodle?

a. Studying at home.

b. Referring to lectures any time.

c. Submitting assignments, home-work, tests and exams online.

d. Interacting with teachers and classmates.

e. Sharing and storing data.

f. Being evaluated and assessed at distance.

10. Did you know that Moodle has all these features before?

a- Yes

b- No

11. Have you attended Google-Meet classes?

a- Yes

b- No

12. Was Google-Meet experience pleasing?

a- Yes

b- No

13. What are the activities you enjoy while using Google-Meet?

a. Studying at home.

b. Having real-time lessons via videos and audios.

c. Interacting with teachers and classmates instantly.

d. Sharing screen among large numbers of participants.

e. Storing the videos and audios.

f. Creating inquiry polls during video calls.

h. Being evaluated and assessed at distance.

14. Is it the first time for you to recognize all these activities in Google-Meet?

a- Yes

b- No

15- What do you prefer more, Moodle or Google-Meet?

.....

**Section three: The Writing Skill**

16. How do you consider your level in writing?

a- Very good

b-Good

c-Average

d-Poor

17. What are the problems you suffer from in writing?

a. Coherence.

b. Cohesion.

c. Lack of vocabulary.

d. Grammar.

e. Punctuation.

f. Lack of ideas.

**18.** What do you usually do to improve your writing?

a. Reading books, articles, or short stories.

b. Summarizing lessons.

c. Writing articles, essays or paragraphs.

d. Analyzing pieces of writing.

e. Writing dairies.

f. Listening to music then writing its lyrics.

**19.** Do your teachers provide you with strategies and techniques to ameliorate your writing?

a- Yes

b- No

➤ Name them please.

.....

**20.** Do you use technological means such as apps, sites and platforms to improve your writing? If yes, what are they?

a- Yes

b- No

.....

**21.** As far as you are concerned, what is the significance of learning the writing skill?

a. Very important.

b. Important.

c. Not really important.

d. Not important at all.

**Section four: The Impact of Moodle and Google-Meet on the Writing Skill**

**22.** Do you like integrating technology in writing classes?

a- Yes

b- No

**23.** Do traditional classes help you in improving your writing skill?

a- Yes

b- No

➤ Explain how

.....

**24.** Has your writing skill been improved after the adoption of Moodle and Google-Meet distance delivered lessons? Justify your answer.

a- Yes

b- No

.....

**25.** For teaching written expression in the future, what do you support?

a. Face-to-face classes.

b. Distant classes (Moodle and Google-Meet).

c. Distant classes with training for both teachers and learners.

d. Hybrid classes (blended learning).

**Thank you for answering**

## B: Questionnaire des étudiants

Chers étudiants de troisième année,

Le but de ce questionnaire est de découvrir vos attitudes et perspectives concernant l'utilisation et l'impact des cours présentés à distance via Moodle et Google-Meet sur vos compétences rédactionnelles. Vous êtes cordialement invités à remplir ce questionnaire, vos réponses seront précieuses pour mener à bien ce travail.

Veillez mettre un « X » dans la case qui convient et construire des phrases complètes quand il est nécessaire.

### Première section : Profile des étudiants :

1. Quel est votre sexe ?

a- Homme

b- Femme

2. Quel âge as-tu ?

.....

3. Comment évaluez-vous votre niveau en français ?

a- Très bien

b- Bien

c- Moyen

d- Faible

e- Très faible

4. Etes-vous motivé pour apprendre la langue française ?

a- Oui

b- Non

### Deuxième section : Enseignement à distance : Moodle et Google-Meet :

5. Préférez-vous les cours présentiels aux cours à distance ? Pourquoi ?

.....

**6. Pensez-vous que l'enseignement à distance a réussi dans les universités Algériennes ?**

a- Oui

b- Non

➤ Expliquez votre point de vue.

.....

**7. Pensez- vous que l'enseignement à distance va remplacer l'enseignement présentiel au futur ?**

a- Oui

b- Non

**8. Comment évaluez-vous votre expérience concernant la plateforme Moodle ?**

a- Très bien

b- Bien

c- Moyenne

Mauvaise

**9. Quelles sont les fonctionnalités que vous aimez sous Moodle ?**

a- Etudier à la maison.

b- Trouver les cours tout le temps.

c- Passer les devoirs, les tests et les examens à distance.

d- Interagir avec les enseignants et les camarades de classe.

e- Partager et sauvegarder les donnés.

f- Etre évalué à distante.

**10. Saviez- vous déjà que Moodle a toutes ces fonctionnalités ?**

a- Oui

b- Non

**11. Avez-vous expérimenté les cours via Google-Meet ?**



a- Oui

b- Non

12. L'expérience sur Google-Meet était-elle agréable ?

a- Oui

b- Non

13. Quelles sont les activités que vous aimez quand vous utilisez Google-Meet ?

a- Etudier à distance.

b- Avoir des cours réels via des vidéos et des audio.

c- Interagir instantanément avec les enseignants et les camarades de classe.

d- Partager l'écran avec un grand nombre de participants.

e- Sauvegarder les vidéos et les audio.

f- Créer des sondages durant les appels vidéo.

h- Etre évalué à distance.

14. aviez-vous déjà que Google-Meet a toutes ces activités ?

a- Oui

b- Non

15. Lequel vous préférez le plus, Moodle ou Google-Meet ?

.....

**Troisième section : La compétence rédactionnelle :**

16. Comment considérez-vous votre niveau de rédaction ?

a- Très bien  b- Bien  c- Moyen  d- Faible

17. Quelles sont les problèmes que vous rencontrez pendant la rédaction ?

- a- La cohérence.
- b- La cohésion.
- c- Le manque de vocabulaire.
- d- La grammaire.
- e- La ponctuation.
- f- Le manque d'idées.

**18.** Que faites-vous habituellement pour améliorer votre écriture ?

- a- Lire des livres, des articles ou des nouvelles.
- b- Résumer les leçons.
- c- Rédiger des articles, des essais ou des paragraphes.
- d- Analyser l'écriture des experts.
- e- Ecrire les laïteries.
- f- Ecouter de la musique puis écrire ses paroles.

**19.** Vos enseignants proposent-ils des stratégies pédagogiques pour améliorer votre compétence rédactionnelle ? Si oui, nommez-les.

- a- Oui
- b- Non

.....

**20.** Utilisez-vous des dispositifs technologiques tels que des applications, des sites et des plateformes pour améliorer votre écriture ? Si oui, quels sont-ils ?

a- Oui

b- Non

.....

**21.** Vous pensez que l'apprentissage de l'écriture est :

a- Très important.

b- Important.

c- Pas vraiment important.

d- Pas important du tout.

**Quatrième section : L'impact de Moodle et Google-Meet sur la compétence rédactionnelle :**

**22.** Aimez-vous l'intégration de technologie dans les cours de l'expression et la production écrite?

a- Oui

b- Non

**23.** L'enseignement présentiel aident-ils à améliorer vos compétences en écriture ?

a- Oui

b- Non

➤ Expliquez comment ?

.....

**24.** Est-ce que vos compétences rédactionnelles ont amélioré après l'adaptation des cours dispensés à distance via Moodle et Google-Meet? Justifiez votre réponse.

a- Oui

b- Non

.....

25. Pour l'enseignement de l'expression et la compréhension écrite au futur, supportez-vous :

a- L'enseignement présentiel.

b- L'enseignement à distance ( Moodle et Google-Meet).

c- L'enseignement à distance avec des informations pour les enseignants et les étudiants.

d- L'enseignement hybride (mixte entre présentiel et à distance).

**Merci pour vos réponses**

### **Appendix 3**

#### **A: Teachers' Interview**

The aim of this interview is to discover your estimates and perspectives towards the use and the impact of Moodle and Google-Meet Delivered Distance Learning Lessons on the writing skill of third year students at the department of Foreign Languages at Abdelhafid Boussouf University Center –Mila. Your contribution will be valuable for the completion of this research.

1. How many years have you been teaching at the university?
2. As you experienced traditional classes and distance classes, what do you prefer?  
Explain why.
3. Do you use Moodle platform to deliver your lessons? How do you describe the experience?
4. Have you experienced Google-Meet classes? Explain why.
5. How do you consider third year students writing skill? What are the techniques and strategies you usually depend on to improve their writing skill?
6. Do you think that the shift from in-person education to distance education influenced the students writing skill?
7. Do Moodle and Google-Meet delivered distance lessons have positive or negative effects on the students writing skill? Explain how.

## **B: L'interview des Enseignants**

Le but de cet entretien est de découvrir vos perspectives et estimations concernant l'utilisation et l'influence des cours présentés à distance via Moodle et Google-Meet sur les compétences rédactionnelles des étudiants de troisième année du département des langues étrangères à l'université de Mila. Votre contribution sera précieuse pour mener à bien ce travail.

1. Depuis combien d'années enseignez-vous à l'université ?
2. Tant vous avez essayé les deux types d'enseignements, lequel préférez-vous? Justifiez.
3. Utilisez-vous la plateforme Moodle pour publier et partager vos leçons ?
4. Avez-vous expérimenté l'enseignement via Google-Meet? Pour quelles raisons ?
5. Comment évaluez-vous le niveau de compétences rédactionnelles des étudiants de troisième année au Centre Universitaire du Mila? Quelles techniques adoptez-vous habituellement pour améliorer leurs niveaux?
6. Pensez-vous que le passage de l'enseignement traditionnel à l'enseignement à distance a impacté les capacités d'écriture des étudiants ?
7. Pensez-vous que les cours dispensés à distance via Google-Meet et Moodle ont influencé les compétences rédactionnelles des étudiants ? Expliquez comment ?

## Appendix 4

### A: The Marks of Students of English (2018/2019 and 2019/2020)

#### Centre Universitaire Mila

Institut: Lettres et Langues

Département: Langues Etrangères

Année Universitaire: 2018 / 2019

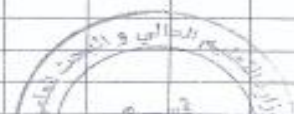


3<sup>ème</sup> année – Domaine: Lettres et Langues Etrangères – Filière: Langue anglaise – Spécialité: Langue anglaise – 5<sup>ème</sup> Semestre  
Section N° 1 Groupe N° 1

Relevé de notes de la Matière CPE5 / Compr et Produc écrite 5 / UEF2  
Pratique de la Langue

Date : 18/12/2018

N°	Nom et prénoms	Matricule	Etat	Exam	TD	TP	Conf	Sem	Proj	Stage	Autre	Rattr
1					11							
2					13							
3					11							
4					12							
5					11,25							
6					/							
7					11							
8					15							
9					10,75							
10					13							
11					14							
12					10							
13					13							
14					11							
15					14							
16					11							
17					10,75							
18					11,25							
19					11							
20					11,75							
21					10,5							
22					10,5							
23					12							
24					12,5							
25					12							
26					/							
27					15							
28					11,25							
29					11,5							
30					12,5							
31					10,25							
32					10,75							
33					10							



3<sup>ème</sup> année – Domaine: Lettres et Langues Etrangères – Filière: Langue anglaise – Spécialité: Langue anglaise – 5<sup>ème</sup> Semestre

Section N° 1 Groupe N° 2

Relevé de notes de la Matière CPES / Compr et Produc écrite 5 / UEF2

Date : 18/12/2018

Pratique de la Langue

N°	Nom et prénoms	Matricule	Etat	Exam	TD	TP	Conf	Sem	Proj	Stage	Autre	Rattr
1												
2					12,75							
3					12,75							
4					11,25							
5					10							
6					10,75							
7					13,75							
8					10,6							
9					13,5							
10					13,75							
11					11							
12					12							
13					11,25							
14					14,75							
15					13,75							
16					10							
17					14							
18					10							
19					14							
20					13,5							
21					10							
22					13,75							
23					11							
24					12,75							
25					10							
26					11							
27					11							
28					10,75							
29					14							







**B: The Marks of Students of French (2018/2019 and 2019/2020)**

**Centre Universitaire MIIA**

Institut: Lettres et Langues

Département: Langues Etrangères

Année Universitaire: 2018 / 2019

3<sup>ème</sup> année - Domaine: Lettres et Langues Etrangères - Filière: Langue française - Spécialité: Langue française - 5<sup>ème</sup> Semestre  
Section N° 1 Groupe N° 1

Relevé de notes de la Matière C PE5 / Compréhension et Production écrite 5 Date : 17/12/2018  
/ Pratique de la Langue

N°	Nom et prénoms	Matricule	Etat	Exam	TD	TP	Conf	Sem	Proj	Stage	Autre	Rattr
1					11,5							
2					11,5							
3					13							
4					12							
5					10,5							
6					12,5							
7					17							
8					13							
9					10							
10					15,5							
11					13							
12					16,5							
13					10							
14					13,5							
15					14							
16					12							
17					/							
18					16							
19					11							
20					10							
21					12							
22					12							
23					16							
24					16,5							
25					12							
26					15							
27					15							
28					11							
29					16							
30					14							
31					16							
32					11							

3<sup>ème</sup> année - Domaine: Lettres et Langues Etrangères - Filière: Langue française - Spécialité: Langue française - 5<sup>ème</sup> Semestre  
 Section N° 1 Groupe N° 2

Relevé de notes de la Matière C PE5 / Compréhension et Production écrite 5 Date : 17/12/2018  
 / Pratique de la Langue

N°	Nom et prénoms	Matricule	Etat	Exam	TD	TP	Conf	Sem	Proj	Stage	Autre	Rattr
1					12							
2					12,5							
3					13,5							
4					14,5							
5					14							
6					16,5							
7					14							
8					15							
9					11,5							
10					17							
11					14							
12					14							
13					17							
14					12,5							
15					/							
16					14							
17					14							
18					12							
19					14							
20					09							
21					15							
22					14							
23					11							
24					09							
25					14							
26					13							
27					16							
28					12							
29					09							
30					13							
31					13							
32					12							
33					11							
34					15							
35					16,5							
36					10							

Institution: Lettres et Langues  
 Département: Langues Etrangères  
 Année Universitaire: 2019 / 2020

3<sup>ème</sup> année - Domaine: Lettres et Langues Etrangères - Filière: Langue française - Spécialité: Langue française - 6<sup>ème</sup> Semestre  
 Section N° | Groupe N° |

Relevé de notes de la Matière E TC6 / [redacted] / Etude Date: 02/11/2020  
 de la Langue 6 *compréhension et production écrite*

N°	Nom et prénoms	Matricule	Etat	Exam	TD	TP	Conf	Sem	Proj	Stage	Autre	Rattr
1					/							
2					16							
3					12							
4					/							
5					15							
6					13							
7					12							
8					11							
9					12							
10					10							
11					11							
12					14							
13					14							
14					11							
15					10,5							
16					10							
17					14							
18					13							
19					10							
20					14,5							
21					10							
22					10							
23					13							
24					14							
25					16							
26					12							
27					11							
28					12							
29					15,5							
30					10							
31					13							
32					13							
33					16							
34					12							
35					11							
36					16							
37					11							

française - 6<sup>ème</sup> Semestre

Section N° 1 Groupe N° 2

Relève de notes de la Matière E TC6 / Etude de Tex Civilisation 6 / Etude de la Langue 6 *Coopération et production écrite* Date: 02/11/2020

N°	Nom et prénom	Matricule	Etat	Exam	TD	TP	Conf	Sem	Proj	Stage	Autre	Ra
1	AD ETICEL KAKIA				13							
2					10							
3					11							
4					14							
5					12							
6					12							
7					10							
8					12							
9					13							
10					13							
11					13							
12					10							
13	I				14							
14	I				12							
15	F				10							
16	E				11							
17	E...				12							
18					14							
19												
20					15							
21					12							
22												
23					11							
24					14							
25	I				14							
26	F				13							
27	L				10							
28	L				13							
29	N				15							
30	M				15							
31					14							
32					12							
33	I				13							
34	I				10							
35					12							
36					13							

## المخلص

التطور التكنولوجي المسابق للزمن أثر جليا على كافة مجالات الحياة و نخص بالذكر منها التعليم, حيث ساهم في جعل اللغات الأجنبية خاصة أقل تعقيدا و أكثر متعة تعليما و تعلما. في ظل التفشي المفاجئ للوباء الذي غير الحياة على وجه المعمورة, أصبح التعليم الحضوري لا يفي بالغرض و هذا ما جعل المدرسين يلجئون لأساليب أكثر تطورا باعتماد وسائل تكنولوجية حديثة تعرف بالتعليم عن بعد. يتميز هذا الأخير بترفعه عن القيود المكانية المعمول بها عادة أثناء إلقاء الدروس و ذلك باستعمال أدوات تكنولوجية مثل موودل و قوقل ميت لضمان استمرارية العام الدراسي. من أجل إثبات الكفاءة البيداغوجية للوسائل سألنا الدكتور, تم إجراء دراسة تجريبية بهدف تسليط الضوء على مهارة لغوية واحدة لتتم دراستها في ظل فعالية تلك الأدوات بالإضافة إلى توسيع نطاق الدراسة من طلاب اللغة الانجليزية إلى طلاب اللغات الأجنبية. وجهت نتائج الدراسة مشروعنا البحثي نحو المهارات الإنشائية للمتمدرسين, و عليه يهدف البحث الحالي إلى سبر آراء مدرسي و متمرسي اللغات الأجنبية فيما يخص تأثير موودل و قوقل ميت على القدرات الإنشائية لطلاب السنة الثالثة بالمركز الجامعي ميلة. من أجل تحقيق الأهداف المسطرة تم الاعتماد على أساليب متعددة لجمع المعلومات الضرورية من 124 طالب و 10 أساتذة و التي تتمثل في استبيان موجه لمتعلمي اللغات الأجنبية, مقابلة مخصصة للأساتذة إضافة إلى دراسة وصفية. كشفت الإحصائيات أن إدراج موودل و قوقل ميت في تعليم و تعلم مهارة الكتابة غير ناجع, علاوة على ذلك فقد أظهرت النتائج بأن الأدوات الحديثتين تعيقان تطور المهارات الإنشائية و تحدان من تحسين مهارات التواصل الخاصة بالطلاب.

**الكلمات المفتاحية:** التدريس الحضوري, التدريس عن بعد, موودل, قوقل ميت, تأثير, القدرات الإنشائية.

## Résumé

La technologie évolue diligemment, son impact est perceptible dans tous les domaines y compris celui de l'éducation. Elle a rendu l'apprentissage des langues moins compliqué, et plus amiable. Suivant la propagation récente et soudaine de la pandémie qui a bouleversée le monde, les enseignants s'appuient sur des méthodes directes mais notamment sur autre technique plus efficace connue par l'enseignement à distance. Elle consiste à séparer les enseignants de leurs étudiants dans le processus de l'éducation pour intégrer quelques instruments technologiques comme Moodle et Google-meet afin d'assurer la continuité de l'année académique. Pour tester la suffisance pédagogique sur les compétences langagières, une étude pilote a été réalisée, elle vise à mettre l'accent sur une compétence qui va être analysée au sein de l'effectivité de ces plateformes et pour élargir le cadre de la population de "étudiants de langue Anglaise" à "étudiants des langues étrangères". Les résultats de cette étude orientent la recherche vers la compétence rédactionnelle, pour cette finalité, elle vise à examiner les estimations des enseignants de LE ainsi que des étudiants concernant l'impact de Moodle et Google-meet sur les compétences rédactionnelles des étudiants au centre universitaire de Mila. Pour atteindre ce but, un modèle d'un méthode-mixte est mis en place pour rassembler les informations de 124 participants des étudiants et de 10 enseignants. Par ailleurs, renforcer cette étude par une précieuse data qui requiert la distribution d'un questionnaire sur les étudiants, une interview avec les enseignants et une étude descriptive. Les statistiques de cette recherche exp exploratoire se débouchent sur la conclusion suivante: l'inclusion de Moodle et Google-meet dans l'enseignement et l'apprentissage des compétences rédactionnelles est insuffisante, en outre, il est évident que ces deux instruments entravent le niveau de rédaction des étudiants et restreignent leurs compétences communicative.

**Mots-clés:** enseignement direct, enseignement à distance, Moodle plateforme, Google-meet, impact, compétence rédactionnelle.



