Institute of Literature and Languages
Department of Foreign Languages
Branch: English

The Effect of Distance Learning on Students' Oral Achievements. Case study of first year master at mila university

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

Presented by: Dr. Abderrahim BOUDERBANE
1) Abdelkarim TABET
2) Ranya BOUGUEBINA

Board of Examiners:
Chairman: Dr. Djalal MANSOUR
Supervisor: Dr. Abderrahim BOUDERBANE
Examiner : Dr. Messaouda BOUJRIDA

2021

Dedication

First of all, I want to thank me for believing in me. I want to thank me for being the first one to help me. I want to thank me for never quitting and giving up on me.

I dedicate my dissertation to my family. A special feeling of gratitude to my loving parents whose words of encouragement and push for tenacity ring in my ears, they are my super heroes. My sister Sabrina who listen to me when I find no one to talk with and all my brothers Houssam, Mouhammed and Sid Ali who have never left my side and are very special.

I also dedicate this dissertation to my closest friend Ali OMAROUAYACHE who has supported me throughout the process and was the one who never gave up on me even in my darkest moments. I will always appreciate all he has done. All my appreciation is sent to my special friend and the one who conduct this research with me Ranya BOUGUEBINA who was my companion in my journey in university.

At last, I dedicate this work to my childhood friend, the loyal friend who has accompanied me since my first day in primary school till now Abdelmadjid BENCHAOUI. May our friendship last forever.

By: Abdelkarim TABET

Dedication

In the name of Allah, the most merciful

I humbly dedicate this work to myself, the cutest and prettiest Rania in the world, as well as to my beautiful eyes and my soft hands that suffered while writing this dissertation.

To my forever hero, my beloved father, who I continually breathe his love. The one who has always been the person to keep me level headed throughout the years. May god mercy his soul.

To the one who provided me with values necessary to be where I am standing today, my perfect mother.

To my agreeable brothers, my affectionate and amazing sister, and the small fresh faces of nephews, not forgetting my epic strange family.

To my all demented but kind friends whom they ought to be grateful for such a ray of sunshine they blessed with. To my dearest friends Chaima and Marwa who brighten my world. To my coolest friend Wiscatt for all the help.

Special thanks to my real friend and my partner in this work Karim for his patience and collaboration.

Deepest thanks to Destiny Vibes Club members and Destiny school for all the love and the support .

By: Ranya BOUGUEBINA

Acknowledgment

First and foremost, praises and thanks to God, the Almighty, for all blessings throughout our research work to complete it successfully. Second, We would like to express our deep and sincere gratitude to our research supervisor, Dr. Abderrahim BOUDERBAN, for providing us with invaluable guidance throughout this work. Third, We are extremely grateful to Dr. Fouad BOULKROUNE for his guidance throughout our years in the university. We appreciate everything he taught, said and helped us with. He certainly leaves an impact on our vision for education. Also, We thank Dr. Leila BELLOR for her severity in teaching, Mrs. Hamida ZEDDAM for her ongoing support since our fist day at university until the completion of this work and Mrs. Asma BOUKERCHE for her role in developing our academic writing. Finally, thanks are extended to the board of examiners for reviewing and discussing this work.

Abstract

The term distance education is not a newborn, as it has been under research for a long time, but it has become the talk of the hour due to the COVID-19 pandemic, which forced most countries to adopt distance learning. Teaching speaking skill has a direct relationship with distance education because of the lack of communication when using it in comparison with the old face to face method. This work consists two chapters which provide information about distance learning in one hand and speaking skill in the other. Since many countries are adopting distance education, this work is important as it sheds the lights on how can distance learning effect the students' achievements concerning speaking skill and what difficulties the students may face when using it. The current study is mainly based on analyzing the attitudes of master one students at Mila University Center about distance learning and its effect on their oral achievement using a questionnaire, and a comparison between their grades before and after the adoption of distance learning using Pearson Correlation Coefficient which indicate the extent to which the two variables of the research are related. It aims at identifying the effect of distance learning on students' oral achievements and the reasons behind that effect in order to help improving the teaching and learning quality. The questionnaire's findings state that distance learning affects students' speaking skill negatively; while, the grades comparison shows that distance learning affects their oral achievements positively. Based on the results, the research hypothesis is disconfirmed.

Key Words: distance learning, speaking skill, oral achievements, effectiveness.

List of Tables

List of Abbreviations

ALLP: Athena Language Learning Project

ALM: Audio Lingual Method

CALL: Computer Assisted Language Learning

CAMILLE: Computer Assisted Multimedia Interactive Language Learning Environment

CLT: Communicative Language Teaching

CML: Computer Managed Learning

CD-ROM: Compact Disk Read-Only Memory

EFL: English as a Foreign Language

GTM: Grammar Translation Method

IBM: International Business Machines Corporation

PLATO: Programmed Logic for Automatic Teaching Operations

PCC: Pearson Correlation Coefficient

SMALL: Social Media Assisted Language Learning

TICCIT: Time-shared, Interactive, Computer Controlled Information Television

WBT: Web Based Training

List of Content

General Introduction

Chapter One: Speaking Skill and the Idea of Distance Learning

Section One: The Notion of Distance Learning

Introduction

Section Two: Speaking Skill

Conclusion

Chapter Two: Data Analysis and Interpretation

Introduction

Appendices

General Introduction

Statement of Problem:

The invention of the computer at the end of the 1970's made a huge impact in all fields: business, politics, education, and others. Humanity, then, became dependant on laptops, smart phones, and tablets in almost every daily situation. In terms of education, modern technology, nowadays, supports diversity in teaching methods. Distant learning is one way to fulfill the academic goals without an actual physical presence in the classroom. E-Learning technologies provide more suitable learning environments that allow interaction during classes. The problematic of this research is that after applying distance learning in Mila University Center, students' results have seen a remarkable fluctuation which raises doubts about the effectiveness of it on students' achievements.

1. **Aims of the Study:**

The aim behind conducting this study is to identify the effects of using distance delivered instruction on the students' oral achievements. Also, it attempts to investigate the reasons behind the fluctuation of students' oral achievements and give recommendations about the subject matter.

2. **Significance of the Study:**

The use of technology in the field of education is increasing day by day, and it is a subject of research and debate among many researchers. Therefore, educators are trying to find the ideal formula to apply technology in the field. So far, the significance of this study is to that it sheds the light on the problems that students may face when using distance learning, helps with suggesting some solutions to the those problems, and prevents other problems from appearing. Those entire features will contribute in making teaching and learning processes more effective and suitable for every individual.

3. Research Questions:

This research aims to answer the following questions:

- What are the perceptions of EFL students towards the use of Distance Learning?

- What are the effects of Distance Learning on EFL students' oral achievements?

- What are the main difficulties that EFL learners may face when using Distance Learning?

4. Hypothesis:

It is hypothesized that Distance Learning has a negative effect on students' oral achievements.

5. Tools of Research:

For the sake of investigating the effect of Distance Learning on the students' oral achievements, two tools are used. A descriptive study is to be adopted in a form of comparison between students' scores in oral expression module for the first term, before the distance learning was applied and for the second semester after the Distance Learning was applied. Pearson Correlation Coefficient is used in conducting this comparison. Master One English students of Mila University Center are chosen as the population. Besides, a questionnaire of fifteen questions will randomly be delivered to a sample from the chosen population.

6. Structure of the Study:

The research consists of two main chapters. The first chapter is for the theoretical part in which a review about Distance Learning and speaking skill is provided. The Second Chapter is devoted for the practical part which is concerned with the data collection. It dives into the analysis of the collected data and the discussion of the results.

Chapter one: Speaking skill and the idea of distance learning.

Section One: The Notion of Distance Learning

Introduction

In an attempt to provide information about distance learning and its effect on oral achievements, this chapter discusses the notion of Distance Learning and teaching speaking skill. First, a set of definitions concerning distance learning is given. Moreover, some of the important aspects related to distance education are also explained in this chapter. Second, approaches to teaching speaking skills, and other aspects that serve the subject matter are mentioned. The ways in which speaking skill is assessed are also tackled.

1.1.Definition of Distance Learning

When the World Wide Web was launched in 1991, there was an interest about the possibilities of learning through the web or e-learning. But, there was still a lack of understanding about what e-learning is. Bowles (2004) mentions that distance learning is still something ambiguous, and it's still far from being understood. Thus, a lot of definitions are provided according to different researchers with different perspectives.

Clark & Mayer (2003, p. 13) define e-learning as:

An instruction delivered on a computer by CD-ROM, Internet, or Intranet with the following features: includes content relevant to the learning objective, uses methods such as examples and practice to help learners using media elements such as pictures to deliver the content and methods, and builds new knowledge and skills linked to individual learning goals or to improved performance.

On the basis of this definition, it can be said that e-learning refers to a learning system that we can obtain through the internet using electronic devices, and it allows learners to study outside the classroom with online teachers and online courses. It is also called online learning

or online education, distance education, and computerized electronic learning. It can be interactive, because it allows learners to communicate with teachers, professors and other students. It also support live streaming, where learners can raise their hands and interact in real time and sometimes courses are prerecorded. It can involve online games, videos, virtual blackboards and good methods of learning that allow learners to work according to their own schedule. In addition, there is always a teacher who assesses the learners by the end of the course to check their level of understanding.

A broad definition of distance learning is claimed by Knight (2004) who says that it is the use of technology to provide learners with information and communication opportunities. That means the use of technology for the sake of making the learning process easier. Besides, distance learning is composed of any form of technologically supported learning and teaching. As Addah, *et al* (2012) mention, distance learning is basically the transferred information or skills via computers and web.

An inclusive definition of distance learning is that it is a network that enables learners to exchange skills and knowledge at the same or at different time with other people using technology. While there is still debate about what distance learning is, its growth is unquestionable.

1.2.The History of Distance Learning

In the near past, development of technology has led to many changes in the form of distance education. ''Distance education can be seen as having evolved through a number of successive ways or generations, in response to developments in technology'' (White, 2003, p.68). That is to say, Researchers were trying to cope with technological developments in order to provide learners with better opportunities to interact.

In the first generation, prints were used to deliver the content to the learners. The courses were delivered to provide students with knowledge in particular skills such as writing correctly and speaking fluency. Also, mails were the only way to send tasks and lessons to the learners. White (2003,p.14) mentions that ''Interaction between teacher and learners was 'one-way' – usually by posts- with a time lag between mailing and response''. The first generation lasted from 1850 to 1960.

The invention of Radio, television and other media has brought a new generation to distance education. The media was used to convey distance education via television, videocassette, telephones and print which was still the dominant medium. This generation lasted from 1960 to 1985.

According to White (2003, p.15) ''the third generation of distance education information and communications technology as its basis, and it is these developments which have made interactive distance language learning possible.'' This is when educators started using computers to deliver the courses. In most cases, educators started using CD-ROM to deliver information or lessons converted to electronic version. Rosenberg (2001) and Schank (2002) propose that distance learning was limited because of small hard drives storage, slow computer speeds, low graphics, and inattention for what makes a good learning. The limitations of CD-ROM were clear, and the growing of internet became a useful tool which creates new options to use computer technology. Internet brought what is called Web Based Training (WBT) which also brought other option to edit the courses. Gates (1997, p. 218) mentions that "Information technology will bring mass customization to learning. . . Workers will be able to keep up to date on techniques in their field. People anywhere will be able to take the best courses taught by the greatest teachers." The last generation has raised the researchers' interest on distance education, especially with the coming of internet.

1.3.Types of Distance Learning

In order to use distance learning effectively, it is important to have knowledge about its types and classifications. Negash and Welcox (2008) argue that understanding distance learning different classifications is necessary to understand the efficiency of its different types. This means that the way of instruction delivery is subject to change depending on the content. Usually, distance learning types are classified according to the tools used in the learning process, or to the methods used in the learning process. Tamm (2019) mentions some types of e-learning. The primary ones are:

1.3.1. Synchronous E-learning

Synchronous e-Learning is real-time learning. In synchronous E-learning, the learners and the teacher are online and interact with each other at the same time from different places. They exchange knowledge via mobile or computer. In this type of learning the participants can share their ideas and information during the session and interact with each other to get solutions. This type is linked with Computer Managed Learning (CML) which is a type of e-learning that is based on using the computer in learning process. Synchronous e-learning also includes online chats and live streaming. It is like a virtual classroom.

1.3.2. Asynchronous E-Learning

Asynchronous e-learning is not real time learning. In this type of E-learning, the learner and the teacher cannot be online at same time. It may use technologies such as email, e-Books, CDs, DVDs… etc. Learners may learn at any time, download needed files, and chat with teachers and with other learners. In fact, many learners prefer asynchronous instead of synchronous learning, because learners can take online courses to learn at their preferable time when they are free. This type is also linked with the CML.

1.3.3. Linear and interactive E-learning

When talking about linear communication, it is meant that a person sends information to another one to receive it. In the case of e-learning, this is a very limited factor, because it does not allow the communication between the teacher and the learner. The teacher sends the training materials or lessons through mail and other classic tools. While interactive e-learning is totally the opposite with linear e-learning, because it effectively enables the communication between the teachers and the learners through messages. The teachers and the learners can make changes or modifications to their learning and teaching methods. For this reason, most people consider interactive e-learning better and more effective than the linear one, because it allows the participants to interact more freely with each other.

1.3.4. Individual E-learning

Individual e-learning is the most used type in e-learning. In this type, the learners learn the materials on their own, and they are expected to achieve their goals by their own without any help from teachers or other learners. It is not focusing in developing communicational skills or teamwork abilities, but it focuses on the learners learning independently without communication. It depends on the individual personal need behind learning.

1.3.5. Collaborative E-learning

Collaborative e-learning is a modern type of e-learning, in which students collaborate, learn and achieve their learning objectives together as a group that has the same objectives. Students have to work together and practice teamwork in order to achieve their learning objective. A group is done, where all students know each other's weaknesses and strengths so they can help each other to gain new skills and abilities. I think that this type is more used in the traditional classrooms, yet it stills a type of e-learning.

Furthermore, another classification was proposed by Negash and welcox (2008), as they categorize e-learning into four types. The first one is e-learning without presence and without communication. In this type, the learners are autonomous in the sense that they learn by themselves. The second one is e-learning without presence but with communication, and that is what explained by asynchronous e-learning. The third is e-learning combined with occasional presence. That means using blended learning which is mixed between online and face to face learning. The last category is e-learning used as a tool in classroom teaching which means using distance learning as a part of the inside classroom activities.

1.4. Teacher Roles and Responsibilities

The role of the teacher in foreign languages learning has been changed so many times in the last period due to the huge development of technology. In the last years, the teacher seems to move from the only source of knowledge and the only one who takes roles in the class to a participant in the classroom communication.

Nowadays, teachers start to use the distance learning for the first time. Since it is something new for them to use, they face some unfamiliar tasks and responsibilities. According to White (2003), there are three areas which may not be clear to them. First, problems concerning new forms of interaction and communication. Second, the new kinds of awareness and skills. Last, the scale of processes in distance language learning.

1.4.1. Communication and Interaction

Most language teachers are accustomed to the traditional face-to-face communication or interaction in the classroom, so they may face some problems when it comes to the distance teaching because they need to be competent communicators in order to interact appropriately at distance with their learners. The teachers should also use some strategies of their own to

respond to their learners in a variety of ways, and help them to be familiar with the new environments.

1.4.2. Awareness and Skills

Before start teaching, the teachers should realize some required roles in distance learning. They should develop some kinds of awareness and skills. So, if the teachers do not have any background about distance education or distance environment, they will face some difficulties in identifying their learners issues and designing the kind of support or practice they need. Moreover, the learning environment can change the role of the teachers according to the situation. This means that the teacher can be a motivator, facilitator, guide and other roles of teacher according to the environment. It can be noticed that the roles of teachers in distance learning are the same with those in classroom, but it still hard for them if they do not have the skill and awareness of distance online education.

1.4.3. The Scale of Processes

The planning, development and the delivery processes that are used in distance learning which are made by many experienced language teachers. These processes are made, developed and evaluated before the implementation of the course, and followed by an on-going evaluation.

White (2003, p.69) identifies some competences that the teachers should have in order to plan, develop and deliver the course based on her experience.

The teachers should adjust to the new distance learning settings, and help learners to adjust as well. This means that teachers should be aware of distance learning and its environment, and try to help their learners to adapt with the new environment that they are facing.

The teachers should have a background or knowledge about their learners' needs and characteristics; because without knowing the learners tendencies, levels and needs the teachers would not be able to deliver a course that meet their objectives.

The teachers should provide a continuous support to their learners, especially with the new unfamiliar elements or skills that they do not know. Also, teachers should motivate their learners; this means that teachers should play sometimes the role of a motivator in order to push their learners to learn and keep them always want to learn.

Actually, this is just the tip of the iceberg, because teachers should take a lot of facts into their consideration in order to do all the processes in a good way.

1.5. Benefits of Distance Learning

Holmes and Gardner (2006, p.29) claim that ''Computer-based educational approaches, and specifically e-Learning, have the potential to impact positively on the entire spectrum of education''. That is to say, the coming of distance learning has a positive effect on the field of education as it changes the researchers' vision towards the field of education.

Rosenberg (2001, pp.29-31) makes a table in which he classifies some of the major benefits of e-learning. So, I'm going to mention the main things that e-learning brings to our world.

1.5.1. E-learning lowers the costs

E-learning is considered as the cheapest way to learn and deliver knowledge, because it reduces the travel expenses and the time to teach and train the learners. It also cuts the need for a classroom, instructors and materials.

1.5.2. Messages are customized and depending on the needs

By using e-learning, a lot of learners can be reached at the same time virtually. The learners can have the same lessons presented In the same way, but lessons also can be customized according to the different needs of learners.

1.5.3. Learning is 24/7

Since the learning process in e-learning is online, learners can access to the knowledge at any time and any place. So, the learners can make a program to learn according to their schedule.

1.5.4. Building communities

Internet makes the world looks like a small village where all people can meet with each other. It enables people to form groups or communities in which they can work and share knowledge to meet the objectives that they want to reach.

1.5.5. Content is more timely and dependable

E-learning has the ability to update the information instantly without spending much time. This update makes the information more accurate and easy to be learned, and deliver it immediately to the learners to keep them side by side with the changes.

1.5.6. Scalability

E-learning lessons and programs are expandable, because they can be upgraded and modified to suit the learners' needs and objectives.

1.6. Advantages and Disadvantages of Distance Learning

E-learning offers a number of benefits which are listed bellow according to Garrison (2011) :

1.6.1. Advantages of Distance Learning

1. It helps in saving both time and money.

2. Its resources are available, usable, and accessible anytime and anywhere.

3. It enables learners to gain access to all global opportunities that meet the needs and interests of different learners.

4. It allows learners to monitor and regulate their own progress, and thus it helps in reducing stress and increasing satisfaction and confidence.

5. Instead of face to face interactions , it allows for a variety of ways of communication such as : using e mails , chat rooms , and discussion platforms.

6. Learners can track their own accomplishments and advancement.

7. E-learning provides a variety of learning tools that suit various learning styles.

8. It keeps learners up to date with the most recent developments and technologies in the educational sector as well as the other fields.

9. When e-learning is used as a support to face to face teaching methods, it develops the quality of learning environment.

10. Its adaptability, affordability, and flexibility enable it to support the learners' education across their lives.

1.6.2. Disadvantages of Distance Learning

As Arkufol, V., & Abaidoo, N. (2014) mentioned, the following are some of the disadvantages of Distance Learning :

1. In using distance learning as a mean of education , learners may experience contemplation, remoteness , as well as lack of connection or relationships

2. Distance learning system can be less effective than the traditional method of learning in terms of clarifications, explanations, and interpretations.

3. Distance learning, as a mode of learning, can have a negative effect on improving learners' communications skills.

4. Distance learning may lead to plagiarism especially with the ease of distance learning processes like copy and paste.

5. Distance learning has the potential to erode institutions' role , socialization role, and also the role of teachers and learners .

6. In addition, not all areas or sectors may benefit from the use of Distance learning in education, such as scientific fields that need specific application areas. According to studies, distance learning is more suitable in the social sciences and humanities than in fields like medicine and pharmacy, where practical skills are needed.

1.7. Computer Assisted Language Learning

1.7.1.   Definition of Computer Assisted Language Learning

''Since the invention of the computer in the 1960's, interest and research studies in computer use for education has grown steadily'' (Le Baron-Earle, 2013, p.48). The age of computer has brought an extensive interest on the possibility to use computers in the field of education, as many researchers conduct researches to test their efficiency for education. Levy (1997, p.1) defines CALL as ''the search for and study of application of the computer in language teaching and learning''. More specifically, CALL refers to a communication happens between humans using technology. It encompasses real time or different time communication, and includes e-mail, chat, text, videos and other mobile technologies (Levy and Stockwell, 2006). From those definitions, it can be said that CALL is related to the use of different forms of technology in language learning and teaching process.

1.7.2. The History of Computer Assisted Language Learning

Variation and shift in second language acquisition theories marked an influence in the evolution of CALL overtime. Hence, the history of CALL can be divided into three main eras: the behaviouristic, the communicative and the integrative era.

1.7.2.1. The Behaviouristic Era.

''CALL applications in the 1960's and 1970's were informed by the behaviouristic learning pedagogy which consists of drill-and-practice exercises concentrating on vocabulary and grammar.'' (Le Baron-Earle, 2013, p.51) That is to say, learning is restricted by computer-learner interactions to practice drills and exercises that focus on the language itself. Moreover, Le Baron-Earle (2013) claims that computers function as an instructor who provides learners with lessons and feedback. This era is illustrated by PLATO (Programmed Logic for Automatic Teaching Operations) project which was created at 1960 to introduce computers to the field of education, and TICCIT (Time-shared, Interactive, Computer Controlled Information Television) project which was launched in the early 1970's and was the first to include audio and video-multimedia in CALL (LeBaron-Earle,2013). However, these projects were limited in the sense that they were following the same steps as traditional textbooks. In addition, they failed to fulfill language learners' needs especially speaking and listening (Jordan et.al, 2008).

1.7.2.2. The Communicative Era.

With the emergence of the communicative approach, the focus shifted from the form of the language to the meaning and the teaching of the four skills. As Le Baron-Earle (2013,p.51) proposes that '' communicative CALL rejected behaviouristic approaches which overly focused on explicit grammar teaching, and favored communicative competence as a priority as well as the development of the four language skills''. At this era, the use and the role of

computers were switched from a tool to deliver information to a tool that eases interaction (Brett & Gonzàlez-LLoret, 2009).

In the 1980, the focus was mainly on raising the communicative competence and the cultural awareness, so teaching through interaction was the guide for teachers. Le Baron-Earle (2013) explains that computers at that era were functioning as tools for interaction, and their aim was to help teachers on their work rather than replacing them.

Le Baron-Earle (2013) lists three main projects at this era. First, Athena Language Learning Project (ALLP) which was created by a collaboration between Massachusetts Institute of Technology, IBM, and Digital Equipment Corporation. This project allows the learners to interact with real characters through videos, and provide them with authentic materials such as pictures, newspapers and maps. Second, the Computer Assisted Multimedia Interactive Language Learning Environment (CAMILLE) which provided learners with textbooks including different learning activities, audios and videos of native speakers, dictionaries, drills and role plays. Third, the Minitel which is ''is an online service made accessible through telephone lines provided by *Poste, Téléphone et telecommunication (PTT),* the French postal and phone services." (Le Baron-Earle,2013,p.54) It allows its users to make online purchases and chat virtually with each other through linking students from France, Italy, and Portugal in order in exchange their cultures.

Despite the efforts made by the educationists to provide learners with more authentic materials, the used characters were not very authentic. Besides, CALL at this period was not beneficial on the intercultural level.

1.7.2.3. *The Integrative Era.*

With the coming of the integrative era, "students learn to use a variety of technological tools as an ongoing process of language learning and use, rather than visiting the computer lab

on a once a week basis for isolated exercises." (Warshauer and Healy, 1998, P.58 cite in LeBaron-Earle, 2013 p. 55). At this period, educationists were searching for more authentic materials that may create better communicative situations for learners. Thus, the emergence of the internet followed by the rapid development of computers in the 1990's helped researchers to find more authentic materials for learners.

Besides the search for authentic materials, the focus was also on finding the appropriate ways to integrate technology in the teaching and learning processes. A new set of online learning environment were founded for educational purposes such as: Moodle, blackboard and Web CT (Le Baron-Earle, 2013). In the integrative CALL period, teachers' use of internet was highly increasing, especially with the coming of social media. The use of web services that include online games and social media like Facebook and YouTube became a part of what is called "Social Media Assisted Language Learning" (SMALL). The use of e-mails continued during this period and their uses were developed to meet the learner's expectations. Furthermore, new platforms and applications were founded in order to create better learning environments to learners such as: Google Meet, Zoom, Coursera and skillshare.

The use of computers in the field of education has witnessed a great development in recent years to the point that it has become an essential factor in the development of the field.

Section 02: Speaking Skill

1.1. Definition of Speaking

Speaking is a fundamental ability that Learners can acquire in addition to their several linguistic skills. It is characterized as a systematic mechanism of delivering and receiving messages using oral utterances as well as nonverbal signs like facial expressions and body language. Hedge (2000) defines speaking as "a skill by which they [people] are judged while first impressions are being formed." (p.261). This means that speaking is an essential part,

which in the first and second languages needs further recognition since it expresses the views and identities of individuals.

According to Nunan and Bailey (2004, p. 194), "Speaking is the productive aural oral skill''. It consists of producing systematic verbal utterances to convey meaning". Speaking is the act of verbally establishing and creating a range of linguistic patterns. Thus, when speakers communicate, they produce well-structured utterances to represent their desired ideas and thoughts.

Speaking is characterized as an interpersonal mechanism of establishing meaning that includes knowledge production, reception and delivery. The speaker and receivers, and the intentions of speech influence the form and meaning (Burns & Joyce, 1997).

According to McDonough and Shaw (1993), speaking is not the verbal development of written language but rather includes learners in the mastering of a diverse set of sub-skills that form general knowledge in the spoken language. Speaking is an ability that students must acquire in order to be effective communicators. It is ,thus, the skill to communicate oneself verbally, accurately, fluently, and adequately in a given significant way using proper pronunciation, syntax, and diction, as well as the pragmatic and discourse principles of the produced language.

Furthermore, Speaking is an interactive method of creating a context in which information is formed, acquired, and treated (Florez, 1999). Speaking, then, is a kind of collaborative communication in which both reception and output are involved. In the same way, Mead and Rubin (1995) consider speaking to be an engaging process in which a person alternates between the roles of speaker and listener, and that it involves both oral and gestural aspects.

Based on all that is mentioned above, Speaking appears to be an operation to exchange facts, thoughts, and emotions by articulating sounds that have importance to make contact possible.

1.2. *Elements of speaking*

There are numerous elements of speaking that students must learn in order to talk fluently and accurately. Accordingly, Harmer (2001) lists the following language elements that are required for spoken output.

1.2.1. Language Features

The following features are needed for effective speaking:

- Connected Speech: It transmits fluent related language, including absorption, elision, r-link, contractions, and sound stress patterning.

- Expressive devices: stress, pitch, rate, length, and physical non-verbal means to transmit significance (super segmental features).

- Lexis and grammar: Popular lexical sentences are to be supplied for various functions (agreeing, disagreeing, expressing shock, surprise, approval, etc.)

- Negotiating Language: To get clarity and to demonstrate what we mean about the system.

1.2.2. Mental/ Social Processing

The following are the essential speaking processing skills:

- Language processing: It is related to the capacity to process the language in the mind by arranging it in a coherent sequence and by ensuring that the others comprehend it and get the exact messages.

● Interacting with others: Most speaking occasions include interaction between two or more speakers, which means that an effective speaker must be able to listen and comprehend what others are saying before reacting by taking turns or allowing someone else to do it.

● Information processing: It refers to the speaker's ability to process information in his mind at the moment of receiving it and then respond appropriately to the interlocutor.

1.3. Characteristics *of Speaking Performance*

In the modern educational context, there has been a lot of focus on designing activities that focus more on tasks that are balanced between the requirements for fluency and accuracy. The assessment of speaking abilities is likewise based on these criteria. Fluency and accuracy are two of the most important features of the communicative method. They are considered as complementary in the completion of a specific task. Although Richards and Rodgers (2001,p. 157) state that "fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract but in context" and This is an obvious point, given that CLT places a greater focus on the communicative process between learners or teachers-learners than on mastery of language forms.

1.3.1. Fluency

Oral fluency is the most important aspect of a speaker's performance, and it is the fundamental goal teachers want to accomplish while teaching the productive skill of speaking. Fluency, according to Hughes (2002), is the capacity to explain oneself in a clear, rational, and correct manner without too much hesitation; otherwise, communication will break down as listeners lose interest. To attain this purpose, teachers should teach students to express themselves using their own language rather than imitating a model. Additionally, Hedge (2000,p. 54) states that "The term fluency relates to the production and it is normally reserved

for speech. Thus, it is the ability to link units of speech together with facility and without strain or inappropriate shows, or undue hesitation.". Therefore, it is possible to define it as the ability to answer coherently by efficiently linking the words and phrases, pronouncing the sounds clearly, employing emphasis and intonation and doing all of this rapidly. According to Hughes (2002), fluency and coherence refer to the ability to communicate with a normal degree of consistency, rate, and effort, as well as the ability to put ideas together in a coherent manner. The major measures of coherence are speech rate and speech continuity. Moreover, many second-language speakers believe fluency to be the ability to speak quickly, so they speak quickly without pauses. Thornbury (2005) argues that the rate of speaking and the pauses are important factors too, as speakers have to breathe. Although being native speakers, they too must occasionally give a pause of silence to the receivers letting them learn what they said. A frequent pause, however, indicates that the speaker has difficulty talking. In these cases, Thornbury(2005) suggests what are termed "tricks," i.e. The ability to complete pauses. The most prevalent break fillers are "uh" and "um," "short" and "meaning" expressions. The repetition of a word when there is a pause is another tool for filling pauses.

1.3.2. Accuracy

The term accuracy is emphasized today by most teachers of the second language because learners want to be more fluent and forget about being precise. Speakers will not be understood without structuring the accurate speech and their partners will lose interest each time they make incorrect remarks. For oral skills, therefore, it is important to pay attention to the correctness and completeness of the language form. Thus, students should focus on several issues, mainly the grammatical structure, vocabulary,and pronunciation in their production of the spoken languages.

1.3.2.1. *Grammar.*

According to Harmer (2001), grammar is an important component in the formation of any language structure. It demonstrates how words may be altered and linked into sentences; hence, a competent speaker's production of grammatical and lexical sentences would produce a comprehensive meaning for the audience. The following are some features of spoken grammar that are listed by Thornbury (2005) :

- A clause is the basic unit of construction.

- Clauses are usually added (co-ordinate).

- Direct speech favored.

- A lot of ellipses.

- Many question tags.

- Performance effects (hesitation, repeats, false starts, incompletion, syntactic blends).

1.3.2.2. *Vocabulary.*

Achieving vocabulary accuracy means a proper selection of words during speech. Students often find it difficult to express their wishes, do not have the appropriate vocabulary, and sometimes mistakenly use words such as synonyms that do not, in any context, have the same meaning. Students must then be able to correctly use words and terms. Harmer (2001) states that the knowledge of words classes also enables speakers to express themselves well-formely.

1.3.2.3. **Pronunciation**

Learners who want to develop their English language skills should practice general pronunciation. One should be familiar with the place and manner of articulation of sounds, rules of stress, tone, and intonation. All these problems provide them with additional information on how to speak English efficiently and contribute to a better understanding of spoken English. At the right moment, the appropriate word must be used and with the right

pronunciation. Pronunciation refers to the act of saying words in ways that are widely approved or comprehended (Redmond, Vrchota,2007). However, the speakers will not be understood if the pronunciation is not correct, and accuracy is not achieved.

1.4. *Teaching speaking skill*

1.4.1. Methods and approaches to teaching speaking skill

A method, according to Richards and Rodgers (2001), is conceptually tied to an approach, structured by design, and practically embodied in the procedure.

Richard & Rodgers (1986) stated that "an approach refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching" (p.16).

1.4.1.1. *Grammar translation method.*

In the early 19th century, the GTM emerged. This method focuses on the course chain. The series begins with a simple rules statement and a long lexicon to acquire. A number of translation activities into and from the chosen language occur in the classes. Students learn a second language using such a method. The GTM requires a lot of mind interaction (Johnson,2001). Moreover, grammar translation instruction puts emphasis on written language rather than spoken language (Johnson,2001). In the same phase, Richards and Rodgers (1986) argued that "Reading and writing are the major focus; little or no systematic attention ispaid to speaking orlistening." (p.3) They emphasize that the method of grammar translation is still employed in contexts in which the main objective of foreign language research is the interpretation of literary works without the requirement for or the use of expression.

1.4.1.2. *The direct method.*

The application of the GTM revealed a clear awareness of the need for speaking proficiency rather than reading grammar or appreciating literary texts as the primary goal of the language teaching process. This method placed a high value on oral skills, but it was mainly used to expand vocabulary due to the impossibility of using the mother tongue. The Direct Method ought to cover for GTM's shortcomings; it came to negate its principles and to promote the notion that every foreign language should be learned without translation or the usage of the learner's mother tongue if the context is transmitted. Therefore, "Teachers must encourage direct and spontaneous use of the foreign language in the classroom." (Richards and Rodgers, 1986,p.9). Thus, students should be motivated to use the language freely.

1.4.1.3. *Audio lingual method.*

Harmer (2001) stated that "Audio-lingual methodology seems to banish all forms of language processing that help learners sort out new language information in their own minds." (p.80). This foreign language teaching method seemed to adopt a greater stimulus–response reinforcement model, and it aimed to generate the other attribute. Thus, using the Audio-lingual teaching technique and relying entirely on oral skills, the instructor in this case provides the structures to the students through dialogues that they must repeat and recall. It is based on mimicry, memorization of a set of sentences, and teaching of patterns through repetition with a strong emphasis on accuracy. (Harmer,2001) As a consequence of the emphasis placed on improving learners' speaking abilities, the instructional materials employed have shifted to include language laboratories, tapes, and tape recorders, which are seen as essential supports to improving speaking and listening.

1.4.1.4. *The communicative approach.*

The communicative approach was created at the beginning of the 1970s as a response to the previous methods and the structural drills. The method is a mix of numerous learning

theories, such as constructivism and cognitive theory, that serve as the foundation for a variety of teaching and learning theories.

Harmer (2001) characterized it as the following:

"A set of beliefs which included not only a re-examination of what aspects of language to teach, but also a shift in emphasis in how to teach." (p.84). Communicative Language Teaching focuses on assisting students in using the target language in a range of settings and circumstances, as well as acquiring language functions (Harmer, 2001). Hence, it focuses mostly on encouraging students to produce meaning instead of assisting them precisely to build grammatical structures or acquire native pronunciation. This method, therefore, promotes the notion that successful foreign language learning relies on how effectively students have improved their communicative competence. This concept initially presented by Hymes in 1972, and then broadened by Canal and Swain (1980).Therefore, it is frequently alluded to as an approach to teaching rather than a teaching method, and it encompasses a collection of classroom practices. "The scope of CLT has expanded; both American and British proponents see it as an approach, not only a method that aims to make communicative competence the goal of language teaching ". (Richards and Rogers, 1986,p. 66). Additionally, CLT tries to integrate language learning in classroom and non-classroom language activities in order to demonstrate the need and desire of learners to connect between the language taught in and outside their courses. This leads to the usage of "authenticity" in class through various activities such as role-plays and simulations which is one of the most essential elements of the communicative approach.(Harmer, 2001).

1.4.2. Types of Oral ClassroomActivities

There are several types of classroom activities that can be presented in oral expression classrooms.

1.4.2.1. *Warm-Up Activities.*

Holmes (2004) defined warm-up activities by saying that " They are lower intermediate classroom activities that can help the teacher and the students to get to know one another, in an easy and relaxed atmosphere" (p. 9). At the beginning of each session,warm-up activities are highly recommended in order to create such a positive work environment. According to Holmes(2004), starting with an activity allows the classroom environment to become more comfortable for the participants in the classroom. This can be accomplished by interviewing learners one after the other, and then having each student present his or her partner to the class. Thus, the main aim is to engage learners, prepare them for the classroom, and also to make them relaxed, active and motivated (Crookes and Chaudron, 2001).

1.4.2.2. *Role-Play.*

Brown (2003) defines role-play as " a popular pedagogical activity in communicative language-teaching classes " (p.174). Role-playing is a process in which students take a certain role and act it out on stage with other students. According to Harmer (2001), the role-playing concept may be applied to inspire students and improve their fluency, or even to prepare them to interact in real-life circumstances. Thus, role-playing promotes learners to present creativity and knowledge. Role-play is generally one of the most enjoyable activities for many students in which students can participate actively through various roles in their real lives.

1.4.2.3. *Oral presentation.*

Oral presentation is a substantial communication action that starts with critical thinking, creativity, and scripting and concludes with an oral presentation (Graig,2013). According to Thornbury (2005,p.94) "whether or not learners will have to give presentation or talks in "real life," the experience of standing up front their collogues and speaking for a sustained turn is excellent preparation for real life speaking". Through oral presentation, students develop speaking skill in which they improve fluency and communication in their real lives.

1.4.2.4. *Discussions.*

According to Lazaraton (2001), They are perhaps the most often performed activity in the oral skills class. He stated that in general, students are given a topic via a reading, listening passage, or video, and then they discuss it in groups or pairs to reach a result, solution,or an agreement. According to Harmer (2007), discussion serves an essential function and has the added benefit of elliciting proficient language use since its goal of discussion is to improve the student's speaking ability. Harmer (2001) assumes that " one of the best ways of encouraging discussion is to provide activities which force students to reach a discussion or consensus" (p.273). Thus, it contributes to reinforcing learners' knowledge and in their reaching of a specific decision .

1.4.2.5. *Games.*

language games are one of the most favorite activities for both students and teachers since they facilitate the process of learning, and also they create such an enjoyable environment for learners. According to Palmer and Rodgers (1983) " Gaming engages challenges participants. Sometimes a game is a fun, sometimes it is motivating, sometimes itis merely attention-focusing." (p.3). Hence, language games encourage students, even the introverted ones, to participate without hesitation and also motivate them to communicate and interact with each other.

1.4.3. Learners' Speaking Difficulties

When speaking English, learners may encounter many obstacles such as: shyness, lack of motivation, nothing to say and poor English level.

1.4.3.1. *Shyness.*

One of the issues that affect learners speaking skill negatively is shyness. According to Juhana (2012), "shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class" (P. 101). Thus, shyness is a mental issue

that many EFL students experience. It may affect students' task performance and classroom engagement. Moreover, one of the most prevalent fears that students experience is speaking in public (Baldwin,2011). Hence, shyness causes their minds to go blank, or they forget what to say. Baldwin(2011) agrees that shyness causes learners to struggle in delivering speech in the classroom. In addition, in classroom tasks, less shy students participate more than shy students(Crozier,1995). According, the impact of shyness on student performance in speaking English is a huge problem since non-shy learners are always motivated, and successful in classroom debates more than shy ones.

1.4.3.2. *Lack of Motivation.*

Motivation is one of the most important elements influencing language learning progress (Dörnyei,2001). Motivation is an essential component in FL learning's success or failure. Motivation, according to Zua (2008), is an inner energy. She adds that whatever motivation students may have, their learning production will be enhanced. Moreover, Harmer(2001,p. 51) argues that "motivation is some kind of internal drive which pushes someone to do things in order to achieve something". In the same phase, Dörnyei (2001, p.4) claims that "motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity". Thus, motivation is the desire and the force that is used to attain a goal. Even the brightest students are unable to gain a completely useful language if they are not highly motivated (Dörnyei,2001). Therefore, if the student is not motivated, the language proficiency will not be reached .

1.4.3.3. *Nothing to Say.*

students frequently complain about the inability to find anything to say, so it is another issue that arises during oral expression sessions. Many students find it challenging to answer when teachers ask them to express something in a foreign language as they may have limited knowledge (Baker,Westrup ,2003). Hence, the teacher's choice of uninteresting or unfamiliar

subjects leads learners to say nothing. It is, therefore, necessary to provide motives for engaging learners in the talk of the selected topic.

1.4.3.4.   *Poor English Level.*

Generally, learners face difficulties in speaking English due to the lack of proficiency in the language which includes: lack of vocabulary, grammar and pronunciation. Thornbury (2005) states that "spoken language also has a relatively high proportion of words and expression" (p.22). When using a foreign language, students have several challenges in selecting adequate words to express their ideas. Consequently, learners can not produce and convey their intended meaning if they lack vocabulary. Also , grammatical mistakes are one of the obstacles that may inhibit learners from developing their speaking abilities because grammar is so important in language performance. Davies and Pears (2000) state that "Many people do not like speaking in front of large groups of people. This is especially true in a foreign language, because we may worry about producing utterances with many errors or oddities in them."(p .82) Hence, one of the main factors that affect students speaking skill is wrong pronunciation since Speaking a language requires having good pronunciation. Thus, Students' pronunciation has a significant impact on their engagement in speaking.

1.5 *Assessment of Speaking*

Assessment is a widespread concept that encompasses a variety of testing and evaluation methods. It collects and organizes information from targeted activities such as performance tests and learning to gain data about teaching and learning. Thus, assessment is defined as the systematic usage of knowledge related to education programs to reinforce the learning process (Palomba & Banta, 1999).

When it comes to constructing speaking assessments, the focus usually is on tasks. They are essential because they shape the test experience of the examinees, but the validity of the

scores is also influenced by the rating criteria and the link between the criteria and the tasks. if the criteria are established separately from the tasks, there is a risk of a mismatch, which leads to a reduction of data about the quality of the performance (Grove & Brown, 2001).

According to Luoma (2004, p. 30), "tasks are activities that people do,and in language-learningcontexts tasksare usually defined in terms of language use". The task types were classified into two categories by Luoma (2004) which are open-ended and structured tasks. The distinction is based on the proportional amount of structure that the tasks offer for the test discourse. The former, Open-ended speaking activities direct the debate while allowing for several approaches to complete the task criteria. A stretch of conversation is usually wanted, which might be either a series of turns between speakers or a single extended speaking turn. The later, Structured speaking tasks, on the other hand, indicate exactly what the examinees should say. They generally call for minimal production, and it is frequently possible to provide an entire list of acceptable responses.

1.5.1 Types of Assessment

There are two types of assessment: formative and summative. According to Black & Wiliam(1998), formative assessment "is to be interpreted as encompassing all those activities undertaken by teachers, and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged."(p. 7). Thus, formative assessment is a continuous process in which teachers use feedback to satisfy learners' needs and examine their progress (black and William, 1998). On the other hand, the summative assessment includes examinations at the end of a semester or study year (Brown ,2003). Its purpose is to assess student's competence at the end of the teaching and learning process. It enables teachers to make judgments about students accomplishments at significant phases in the learning process.

1.5.2 Criteria of Assessing Speaking

There are several criteria in assessing speaking. According to Brown (2003, pp. 142-143),in assessing speaking, teachers evaluate their EFL learners based on micro-skills and macro-skills .

1.5.2.1   Micro-skills.

They are related to the production of smaller pieces of a language. Thus, learners will be assessed on their ability to produce:

1. Phonemes and allophones.

2. The length of language chunks.

3. Stress, rhythm, and intonation.

4. Small forms of phrases.

5. Sufficient vocabulary to convey meaning.

6. Fluent speech.

7. Strategic devices as fillers and pauses.

8. Grammar structures.

9. Natural components of speech as phrases, pauses and sentences.

10. Meaning through different grammatical forms.

11. Cohesive devices.

1.5.2.2.   *Macro-skills.*

They refer to the production of larger components of language that are:

1. Accomplishing communicative functions.

2. Using sociolinguistic features such as appropriate style and register.

3. Using appropriate links between information.

4. Conveying verbal language as body language.

5. Using speaking strategies for better understanding by the interlocutor.

1.5.3 Types of Spoken Tests

1.5.3.1.   *Interviews*

Interviewing is one of the most used types for assessing speaking. Interviewing is a verbal process in which students are given a planned set of questions by teachers, and they are expected to respond in the target language. Students will get the opportunity to communicate and answer questions during interviews, and teachers will assess if they can appropriately use language in an interview (Goh and Aryadous,2010). According to Thornburry (2005), interviews can take place either in the same classroom or in a separate room where learners will be interviewed singly. Many methods, such as pre-selected topics or casual talk before the interview, are recommended to avoid the impact of the interviewer on the interviewee, especially if the interviewer is not the teacher himself. These suggestions would give students more time to prepare and professors more time to make impartial judgments (Thornburry, 2005).

1.5.3.2.   *Live Monologues.*

Monologues, particularly live ones, are the second form of spoken test. The interviewer's impact is minimized in this form of exam which is a speech or presentation made by the student in front of his classmates, since learners are encouraged to deliver a presentation on a preselected and prepared topic (Thornburry, 2005). It enables candidates to manage a larger turn on their own which may be completed by communicating with teammates.

1.5.3.3.   *Recorded Monologues.*

Another type of monologue that is used to measure speech is Recorded Monologues. Compared to live monologues, they are more practical and less stressful. In this phase, students are able to record themselves discussing any topic. After that, the teacher will assess the recordings without interrupting the lesson flow (Thornburry, 2005).

1.5.3.4. *Roleplay.*

Role-plays are typically used in a highly organized setting and are very clear and brief (Hyland,1993). It enables students to develop values with real-life examples and modeling, and it encourages them to improve their speaking skill. In such testing, learners are required to play a role in different circumstances (Harmer, 1998) .

1.5.3.5. *Collaborative Tasks and Discussions.*

Collaborative tasks and discussions are another type of oral test which are based on collaboration among students. Hence, learners work together and present their work cooperatively on a chosen topic. Thus, learners' interactive skills and language use are easy to be assessed through this type of testing (Thornburry, 2005).

Conclusion

Chapter one is divided into two sections. First section provides data about different aspect concerning the notion of distance learning and its adoption in the field of education. Second section involves a review about teaching and assessing speaking skill.

Chapter Two

Data Analysis and Interpretation

Introduction

This chapter provides an inclusive analysis and interpretation of the data collected through the research tools included in this work. Data are procured from a sample of 62 master students at Mila University Center at first. Second, a descriptive study in which a comparison between students' grades before adopting distance learning and after adopting it is used as a second tool. The main purpose of this study is to check the current status of distance learning at Mila University Center and its effect on students' speaking achievements. The sample is chosen randomly with taking into consideration the students' graduation and speaking proficiency.

1. Population and Sampling

As Kothari (2004) states, a population "refers to the total of items about which information is desired." (p. 153) He stressed that the sample must match the population. Like so, the sample concerned in the research is good enough to present the entire population. The population of this study comprises English master1 students at Mila University Center of the Academic year 2020/2021. The reason behind choosing this population is due to the competence in language show by them.

Kothari (2004) explains that the sample a unit that is suitable to be representative and it should be chosen randomly from the population on which the research would be conducted. Taking into consideration the previous statement and the number of the population of this research which is 180 students, the sample includes 62 master1 English master students at Mila University Center that are chosen randomly. For the second used tool in the study, 2 random Master1 groups are chosen to compare their scores between the fifth and sixth

semester for the academic year 2019/2020. The participants had been learning English for at least 4 years. The study does not contain age or gender limitations.

2. Data Collection

As a first step, the sixty two randomly chosen master one students were requested to answer a questionnaire containing fifteen questions with making sure that no sort of assistance was given. The points to be analyzed are: the students' attitudes towards adopting distance learning at Mila University Center, the effect of distance learning on their speaking competencies, the teachers' used methods in teaching and assessing speaking skill, and the students' shortcomings in speaking skill. Second, the grades of the fifth and the sixth semester of sixty Master one students studying at two different groups are obtained and compared using Pearson Correlation coefficient which is a test that measures the association between the two variables of the research. PCC has a value between -1 and +1; thus, the nearer the value to +1 the stronger the relation between the variables and vice versa. The focus is on the effect or the change happened to the students' scores due to the adoption of distance learning.

3. Discussion

3.1. Description of the questionnaire

For the sake of gaining more information about the research topic, a questionnaire containing fifteen questions was given to the sample of the study to be answered. Eighty copies were delivered to the students, and sixty two of them were answered. The questionnaire is composed of three sections. The first section contains questions about respondents' general information such as: gender, level of English proficiency, reasons behind choosinglearning English and number of years studying English. The second section is dedicated to the first variable which is speaking skill. The participants were asked about the number of speaking sessions they have, teachers' methods in teaching and assessing their

speaking, and the difficulties that they usually face when speaking. The last section was for the second variable of the study which is distance learning. The questions were about the student's familiarity with distance learning, their experience when using online platforms and the problems that they face when using them, the teachers' methods of teaching distantly and the effect of studying distantly on their speaking. The aim behind this questionnaire is to check the status of distance learning at Mila University and its effect on students' oral achievements.

Section One: General Information

Question 1 aims at indicating the dominant gender in the concerned sample.

Question 2 is to determine the participants' level of English that may help in inferring which participants reach a certain point where they could be aware of the effectiveness of distance learning on their speaking skills.

Question 3 aims at stating the number of years that the participants spent learning English in order to ensure that the respondents have enough competence to give credible answers.

Question 4 is to identify the respondents' reasons behind choosing English. Also, to know the extent to which they are interested in learning English.

Section 2: Speaking skill

Question 1 aims at indicating the number of speaking sessions that the participants have per week in order to check the amount of communication opportunities in the class.

Question 2 is to know whether the participants focus on fluency or accuracy when using the language and to identify the reasons behind their choices.

Question 3 is to investigate the difficulties that the participants face when speaking English. Thus , to indicate the exact reasons behind their weaknesses concerning speaking the language.

Question 4 is to state the participants' attitudes towards their teachers' methodology, in order to identify the main source of their weaknesses.

Question 5 aims at identifying the ways in which the participants are assessed by their teachers. Also, to gain more insights about how speaking skill is assessed and on which basis the learners are assessed at Mila University.

Section Three: On Distance Learning

Question 1 aims at checking the participants' intimacy with online learning platforms in order to know whether they know how to use them or not.

Question 2 is to determine the participants' frequency to the online platforms.

Question 3 object is to determine the participants' attitudes towards using distance learning in order to rate their experience when using it at Mila University.

Question 4 is to identify the difficulties that the learners faced during the adoption of distance learning.

Question 5 aims at identifying the way in which Mila University implements distance learning to check whether distance learning was miss-used or well-used.

Question 6 aims at investigating the effectiveness of distance learning on learners' speaking skill in order to indicate whether it affects negatively or positively on their speaking skill.

3.2.Analysis and interpretation of the results:

Section 1: General Information.

Q 1: Gender**:**

Male ☐   Female ☐

Gender	Number	percentage
Male	15	24.2%
Female	47	75.8%
Total	62	100%

Table 1: The Respondents' Gender.

As shown in table1, 47 participants represented by 75.8% of the sample are of female gender; while 15 participants represented by 24.2% are of male gender. This indicates the majority of the participated population in this work is female.

Q2: How do you rate your level in English?

Beginner ☐   Intermediated Learner ☐   Advanced Learner ☐

Students' English Level	Number	Percentage
Beginner	2	3.3%
Intermediate	41	66.1%
Advanced	19	30.6%
Total	62	100%

Table2: The Respondents' English Proficiency Level.

The previous table shows that 66.1 % of the sample consider themselves as intermediate learners, 30.6% consider themselves as advanced learners, and 3.3% see themselves as beginners.

Q3: How many years have you been studying English?

Year of Studying English	Number	Percentage
4 Years	29	53.2%
5-8 Years	33	46.8%
Total	62	100%

Table3: The number of Years of Learning English.

As mentioned in Table3, 53.5% of the respondents have been studying English for about 5-8 years and 46.5% of them have been studying English for about 4 years.

Q4: What was your reason behind studying English as a branch at university?

o   It is interesting

o   To get a job

o   To travel abroad

o   Other choices

Specify please: …………………………………………………………………………

Students' Reasons behind Choosing English	Number	Percentage
It is interesting	30	48.4%
To get a job	11	17.7%
To travel abroad	17	27.4%
Other Choices	4	6.5%
Total	62	100%

Table4: The Respondents' Reasons behind Choosing English.

The upper table points out that 48.4% of the respondents choose English because it is interesting, 27.4% of them choose English to travel abroad, and 17.7% choose English to get a job in the future. While 6.5% of the respondents choose other choices.

Section 2: Speaking skill

Q1: How many sessions of speaking do you have per week?

Speaking Sessions per week	Number	Percentage
2 Sessions	45	72.6%
3 Sessions	14	22.6%
4 sessions	3	4.8%
Total	62	100%

Table5: The number of Speaking sessions per week.

As shown above, 72.6% of the participants have 2 sessions per week, 22.6% of them have 3 sessions, and 4.8% of them have 4 sessions.

Q2: When speaking English, you most care about:

Fluency ☐   Accuracy ☐

Fluency or Accuracy	Number	Percentage
Fluency	39	62.9%
Accuracy	18	29%
Both	5	8.1%
Total	62	100%

Table6: The students' Attitudes about Accuracy Vs Fluency.

Table 6 shows that 62.9%% of the participants pay attention more to fluency, 29% focus on accuracy when speaking the language and 8.1% choose both elements.

The following table represents the participants' explanations about their choices.

Students' Explanation	Number	Percentage
Convey an understandable meaning	33	53.2%
Correct Grammar	12	19.4%
Correct Pronunciation	6	9.7%
No answer	11	17.7%
Total	62	100%

Table7: The Students Explanation about Fluency and Accuracy.

As shown above, 53.2% state that the most important factor when speaking the language is to convey an understandable meaning rather than focusing on the correct form, 19.4% state that a correct grammar is the key for using the language effectively, 9.7%% explain that accurate pronunciation plays a major role when speaking, and 17.7% had not explain their choices.

Q3: What are the main difficulties that you face when speaking skill?

Students' Difficulties in Speaking Skill	Number	Percentage
Vocabulary	22	35.5
Grammar	12	19.4%
Shyness	9	14.5
Fluency	7	11.3%
Pronunciation	7	11.3%
Lack of Motivation	5	8.%
Total	62	100%

Table8: The Students' Speaking Difficulties

As indicated inTable8, 35.5% of the participants face difficulties in vocabulary as they do not have sufficient language repertoire, 19.4% face problems in grammar as they do not apply grammar rules when speaking, 14.5% of them state that they have the issue of shyness as they fear of public speaking, 11.3% consider themselves as not fluent, 11.3% have obstacles concerning the correct pronunciation of the language and 8% of them lack motivation to speak.

Q4: Are you satisfied with the methodology of your oral expression's teachers?

Yes ☐   No ☐

Explain please: ………………………………………………

Students' Satisfaction about Teachers' Methodology	Number	Percentage
Yes	32	51.6%
No	30	48.4%
Total	62	100%

Table9: Students' Attitudes towards Teacher's Methodology

The upper table shows that 51.6% of the respondents are satisfied with their teachers' methodology; while, 48.4% are not satisfied with it.

The following table illustrates students' reasons behind their satisfaction or dissatisfaction about their teachers' methods.

Students Explanation	Number	Percentage
Variety of Activities	22	35.5%
Equal Speaking Opportunities	10	16.1%
Lack of Interaction	19	30.6%
No feedback	11	17.8%
Total	62	100%

Table10: The Reasons behind Students' Attitudes towards Teachers' Methodology.

Table10 represents that 35.5% of the sample relate their satisfaction about teachers' methodology to the use of a variety of activities such as games, role play and presentations, 16.1% of them refer their satisfaction to equal speaking opportunities in the class. The remaining participants who are not satisfied about the teachers' methodology point that the reasonsare: Lack of interaction as the teacher do not give much communication opportunities in the class (30.6%) and the absence of teachers' feedback as they do not correct the speaking mistakes made by the learners (17.8%).

Q5: How do your teachers assess your speaking skill?

Teachers' Speaking Skill Assessment	Number	Percentage
Presentation	14	22.6%
Debate and Discussion	13	21%
Listening Tests	7	11.3%
Observing Pronunciation	10	16.1%
Participation Rate	6	9.7%
No assessment	12	19.3%
Total	62	100%

Table11: Teachers' Assessment of Speaking Skill.

As presented in Table11, 22.6% of the participants are assessed through presentations, 21% of them are assessed through debates and discussions that take place at class during the whole semester, 16.1% state that their teachers observe their mistakes concerning pronunciation and correct them directly, 11.3% have listening tests at the end of the semester, 9.70% are assessed according to their participation inside the class and 19.3% state that the teachers do not assess their speaking.

Section Three: On Distance Learning

Q1: Are you familiar with the E-learning platforms?

Yes ☐   No ☐

Students' Familiarity with Online Platforms	Number	Percentage
Yes	39	62.9%
No	23	37.1%
Total	62	100%

Table12: Students' Familiarity with E-learning Platforms.

As Table12 shows, 62.9% of the participants already have knowledge about E-learning platforms, and 37.1% are not familiar with them.

Q2: How often do you access to the E learning platforms?

Always ☐   Sometimes ☐   Often ☐   Never ☐

Students Frequency to Online Platforms	Number	Percentage
Always	5	8.1%
Sometimes	28	45.2%
Often	18	29%
Never	11	17.7%
Total	62	100%

Table13: Students' Access rate to E-learning Platforms.

The above table presents that 29% of the respondents access sometimes to the online platforms, 45.2%% state that they often access to them, 17.7% say that they never access and the remaining 8.1% always access to the online platforms.

Q3: How do you rate your experience using distance learning?

Excellent ☐ Good ☐ Poor ☐

Students' Experience when Using Distance Learning	Number	Percentage
Excellent	4	6.5%
Good	25	40.3%
Poor	33	53.2%
Total	62	100%

Table14: Students' Experience Using Distance Learning.

Table14 displays that 53.2% of the respondents have poor experience with using distance learning, 40.3% state that they have good experience and 6.5% have an excellent experience.

Q4: To the best of your knowledge what type of problems students experience when accessing to E-learning Platforms?

- Technical Issues ☐
- Self-Motivation ☐
- Time Management ☐
- Adaptability ☐
- Computer Knowledge ☐

Students' Problems when Using Distance Learning	Number	Percentage
Technical issues	18	29%
Self Motivation	5	8.1%

Time Management	4	6.5%
Adaptability	3	4.8%
Computer Knowledge	5	8.1%
Poor Network	27	43.5%
Total	62	100%

Table15: Problems Faced by Learners Using Distance Learning.

As shown in table 15 the main problem faced by the learners was poor network as 43.5% state that they suffered from the inability to join online courses, other 29% of the participants state that they suffered from technical issues, 8.1% say that they lack knowledge about computers, 8.1% are not motivated to study online, 6.5% have problem concerning time management since they fail to specify sometime to attend with teachers and 4.8% failed to adapt to distance learning.

Q5: How is your university managing distance learning?

- Using Moodle, Google meet or other platforms ☐
- Using social media ☐
- Using university website ☐

University's Distance Learning Management	Number	Percentage
Using Moodle, Google Meet or other platforms	14	22.6%
Using Social Media	17	27.4%
Using University Website	31	50%
Total	62	100%

Tab1e6: University Management of Distance Learning.

The upper table states that 50% of the participants mention that they were studying through using the university website, 27.4% of them were studying via social media and 22.6% were suing Moodle, Google meet and other platforms that the teachers use.

Q6: How does distance learning affect your speaking skills?

Positively ☐ Negatively ☐

Distance Learning Effect on Students' Speaking Skill	Number	Percentage
Positively	46	74.2%
Negatively	16	25.8%
Total	62	100%

Table17: The Effect of Distance Learning on Students' speaking skills.

As presented in the table above, 74.50% of the participants which represent the majority of the sample state that distance learning affected learners 'speaking skill negatively ;while 25.80%of them mention that it affected their speaking skill positively.

Table 18 presents the reasons behind the negative and the positive effect of distance learning on learner's speaking skill.

Students' Explanation about Distance Learning Effect	Number	Percentage
Less Communication	25	40.3%
No Oral Expression Session	21	33.9%
Autonomy	11	17.7%

Communicate through Social Media	5	8.1%
Total	62	100%

Table18: Students' Explanation about the Effect of Distance learning on Speaking Skill.

Accordingly, 40.3% of the participants relate the negative effect to the lack of communication opportunities because of internet issues and the difficulty of speaking to everyone when using live broadcasts, 33.9% of them State that distance learning affected their speaking skill negatively because they did not have any oral session during the covid19 period , 17.7% of the participants think that distance learning affected their speaking positively since it improves their autonomy during the use of distance learning and 8.1% of them indicate that distance learning affected their speaking skill positively they were already communicating through social media.

3.3. Discussion and Interpretation of the Questionnaire:

On the basis of the questionnaire findings, the dominant gender in the represented sample is female. Also, most of the participants consider themselves as an intermediate and advanced learner; Thus, the majority of the participants are aware of their attitude about the effectiveness of distance learning on their speaking skill. Furthermore, the majority of the participants have been studying English for more than four years, so they have enough competencies in the language. Additionally, participants' answers show that most of them chose English out of interest which means that they are more likely to spend efforts in learning the language.

According to the participants answers stated in section two of the questionnaire which is about speaking skill, students faced many obstacles in improving their speaking skill which could be related to the lack of speaking sessions per week and also to the absence of teachers' assessments since a considerable number of the participants point that their teachers did not

give them any feedbacks about their mistakes. On the other hand, there are some participants which are satisfied with their teachers' methodology. Hence, it may be inferred that the problems which learners faced in learning speaking could be related to the adoption of distance learning not to the teachers 'methodology.

Moreover, statistics in section three represent that the majority of the respondents are already familiar with distance learning which means that the adoption of distance learning does not create any problems in the learning process. In addition, most of them state that they often access to the E-learning platforms using mostly university websites and social media, but actually they had such a bad experience while using distance learning because they faced many difficulties like poor network and technical issues which are the main problems. Therefore, most of the respondents mention that distance learning affects their speaking skill negatively because they did not communicate a lot during the use of it since there is no oral expression sessions, while the minority of them point that distance learning affect their speaking skill positively since it improves their autonomy.

4. *Analysis of the Students' Grades*

4.1.General Observation about Group 1

The following table represents group1 students' grades of the tutorial and exams for the fifth and the sixth semester of the academic year 2019/2020.

	1st Semester		2nd Semester	
Group1	Tutorial	Lecture	Tutorial	Lecture
Student1	13	12.5	15	15
Student2	13	13.5	15	15
Student3	14	14	15	15

Student4	14	13.5	15.5	15.5
Student5	13	13.5	12.5	12.5
Student6	12.5	11.5	11	11
Student7	14	13.5	14	14
Student8	15	14.5	16.5	16.5
Student9	13	14	12	12
Student10	16	17	17.5	17.5
Student11	13	12	15	15
Student12	12	12	11	11
Student13	11	10	13	13
Student14	13	11	14	14
Student15	14	15.5	14.5	14.5
Student16	13	13.5	14	14
Student17	13	13	15.5	15.5
Student18	14	13	14	14
Student19	13	12	14	14
Student20	12	13	14	14
Student21	14	14.5	16	16
Student22	13	13	12	12
Student23	15	16	16.5	16.5
Student24	17	19	17	17
Student25	15	16.5	14	14
Student26	14	13	14	14
Student27	13.5	15	14.5	14.5

Student28	14	14	15	15
Student29	15	15	15.5	15.5
Student30	16	14.5	17	17

Table 19: Group 1 Students'Grades.

The coming table reflects group1 students' grades ranges for the fifth and the sixth semesters of the academic year 2019/2020.

	1st Semester		2nd Semester	
Range	Number	Percentage	Number	Percentage
10 to 12	8	26.7%	4	13.3%
13 to 15	20	66.7%	18	60%
More than 15	2	6.6%	8	26.7%

Table20: Group 1 Students' marks ranges.

Tables 19 and 20 represent group1 students' grades and their ranges in the fifth and the sixth terms for the academic year 2019/2020 at Mila University. In the fifth term, the majority (66.7%) of the marks range from 13 to 15, but there are other few students who score less (26.7%) or more (6.6%) than that. In the sixth term, the majority (60%) of the marks range from 13 to 15, some students score less then that (13.3%) and others score more (20.7%)

Accordingly, in the sixth semester, there is an improvement in the students marks as 21 of them got better marks in comparison with the fifth semester; while, 9 of them got worse marks. The best mark in the fifth term was 19, while the best mark in the sixth term was 17. On the other hand, the worst mark in the fifth term was 10, while it was 11 in the sixth.

4.2.General Observation about Group 2

The table below represents group2 students tutorial and exam grades for the fifth and the sixth semesters of the academic year 2019/2020.

	1st Semester		2nd Semester	
Group1	Tutorial	Lecture	Tutorial	Lecture
Student1	14	14.5	15	15
Student2	15	15.5	14	14
Student3	14	13.5	16	16
Student4	14	14	13	13
Student5	13	12	14	14
Student6	13	12.5	14.5	14.5
Student7	12	12.5	17	17
Student8	16	17	16.5	16.5
Student9	15	14.5	17	17
Student10	16	16.5	14	14
Student11	13	13.5	14	14
Student12	15	14.5	14	14
Student13	14	13	12	12
Student14	14.5	14.5	14	14
Student15	13	12.5	13.5	13.5
Student16	12	12	12	12
Student17	14	14.5	12.5	12.5
Student18	13	13.5	16	16
Student19	14	13.5	18.5	18.5

Student20	16	15.5	13	13
Student21	17	18	15	15
Student22	15	14	12	12
Student23	13	14	18	18
Student24	13	13	15	15
Student25	17	17.5	13.5	13.5
Student26	14	15	14	14
Student27	14	15	14	14
Student28	15	16.5	14.5	14.5
Student29	14	13	15	15
Student30	15	15	15.5	15.5

Table 21:Group 2 Students 'Grades.

The lower table identifies group 2 students' grade ranges for the fifth and the sixth semester of the academic year 2019/2020.

	1st Semester		2nd Semester	
Range	Number	Percentage	Number	Percentage
10 to 12	5	16.7%	4	13.3%
13 to 15	21	70%	19	63.3%
More than 15	4	13.3%	7	23.4%

Table 22: Group 2 Students' Marks Ranges.

Tables 21 and 22 display group 2 students' grades and their ranges in the fifth and the sixth terms for the academic year 2019/2020 at Mila University. In the fifth term, the majority (70%) of the marks range from 13 to 15, but there are other few students who score less than

13 (16.7%) or more than 15 (13.3%). In the sixth term, the majority of the marks (63.3%) range from 13 to 15 with other students who score than 13 (13.3%) or more than 15 (23.4%).

Hence, in the sixth semester, 15 of them got better marks in comparison with the fifth semester; while, 13 of them got worse marks and 2 students got the same marks. The best mark in the fifth term was 18, while the best mark in the sixth term was 18.5. On the other hand, the worst mark in both terms was 12.

Group1 Tutorial Marks Correlation

The table below represents group1 tutorial and exam marks in which the X values (X_1, X_2) stand for tutorial marks in both the fifth and sixth semester; while, the Y values (Y_1, Y_2) represent the exam marks in the two semesters.

X_1	Y_1	X_2	Y_2
13	15	12.5	15
13	15	13.5	15
14	15	14	15
14	15.5	13.5	15.5
13	12.5	13.5	12.5
12.5	11	11.5	11
14	14	13.5	14
15	16.5	14.5	16.5
13	12	14	12
16	17.5	17	17.5
13	15	12	15
12	11	12	11

11	13	10	13
13	14	11	14
14	14.5	15.5	14.5
13	14	13.5	14
13	15.5	13	15.5
14	14	13	14
13	14	12	14
12	14	13	14
14	16	14.5	16
13	12	13	12
15	16.5	16	16.5
17	17	19	17
15	14	16.5	14
14	14	13	14
13.5	14.5	15	14.5
14	15	14	15
15	15.5	15	15.5
16	17	14.5	17
r=0.7437		r = 0.6053	

Table23: Group 1 Tutorial and Exam Marks Correlation

According to the results stated on the table, there is a strong correlation between the marks of the fifth and the sixth semester in both tutorial and exam as the r value appears to be near to +1. The two variables of the research have a remarkable association between each other.

The following table presents group 2 marks correlation in which the X values (X_1,X_2) stand for tutorial marks in both the fifth and sixth semester; while, the Y values (Y_1,Y_2) represent the exam marks in the two semesters .

X_1	Y_1	X_2	Y_2
14	15	14.5	15
15	14	15.5	14
14	16	13.5	16
14	13	14	13
13	14	12	14
13	14.5	12.5	14.5
12	17	12.5	17
16	16.5	17	16.5
15	17	14.5	17
16	14	16.5	14
13	14	13.5	14
15	14	14.5	14
14	12	13	12
14.5	14	14.5	14
13	13.5	12.5	13.5
12	12	12	12
14	12.5	14.5	12.5
13	16	13.5	16
14	18.5	13.5	18.5

16	13	15.5	13
17	15	18	15
15	12	14	12
13	18	14	18
13	15	13	15
17	13.5	17.5	13.5
14	14	15	14
14	14	15	14
15	14.5	16.5	14.5
14	15	13	15
15	15.5	15	15.5
r = -0.0902		r = 0.0199	

Table24:Group2 Tutorial and Exam Marks Correlation

Based on the r value, there is a weak correlation between the two variables in both tutorial and exam for group 2 as it is near to -1. This means that the variables of the study do not have a significant relation between each other.

4.3.Discussion of Students Grades

On the basis of the observation of the student's grades, group1 sixth semester grades are significantly increased for the majority of the students; while in group2, there is a balance between the increased and decreasing grades. Thus, it can assumed that distance learning have a positive effect on the students oral achievements as a considerable number of students got better marks when studying distantly in both groups.

Pearson Correlation Coefficient calculations show that there is a strong positive relation between the fifth and the sixth semester's grades for group 1 as the r value appears to be near

to +1. On the other hand, group2 findings show that there is a weak positive relation between the grades of both semesters as the r values is near to -1.

Conclusion

Chapter two is concerned with discussing the results of students' questionnaire along with their grades. Also, this chapter includes limitations of the study from the first day until the day of submission. Depending on the students' answers, we have concluded that using distance learning could have a negative effect on their oral achievements which confirm the stated hypothesis of the research. While, the students' grades lead to other perception that distance learning could have a positive effect on students' oral achievements which may disprove the research hypothesis. Therefore, it is believed that students' grades improvement was due to the teachers' tolerance in assessing the students since they did not have any oral expression session during the quarantine.

General Conclusion

Distance learning can be seen as a new form of education that creates new opportunities for students in which they study separately from their teachers. Thus, it supports students' autonomy as they learn by themselves. This form of education comes in different types that suits different kinds of learners. In addition, distance learning shifts the responsibility of learning from teachers to students as their roles are changed during teaching and learning processes.

For the sake of investigating the effect of distance learning on students' oral achievements, information about the notion of distance learning and speaking skill are provided. We examined the current status of distance learning at Mila University Center in order to see whether it can be adopted by the university in the future or not based on its effectiveness. To carry out the inquiry, two methods were adopted. A questionnaire answered by 62 students

and a comparison between students' grades for two groups using Pearson Correlation Coefficient.

Based on the analysis of the obtained data, we come to answer our research questions as we identified the students' perceptions about distance learning, their difficulties when using it and its effectiveness on their oral achievements. Thus, aims of the research are met as we stated the nature of the effect of distance learning and the reasons behind it.

This research hypothesis which is distance learning has a negative effect on students' oral achievements is disconfirmed as the overall findings of the study prove that distance learning affects their oral achievements positively. However, the improvement in grades can be traced back to the teachers' tolerance and indulgence in assessing their students.

Limitation of the study

During conducting this study, numerous obstacles were faced that hinder our research. First of all, the given time was not sufficient to write an appropriate work especially because of the remarkable delay in the beginning of the academic year. Secondly, we encounter problems concerning the credibility of the students' answers in the questionnaire since they did not provide us with evident data. Finally, the administration took much time to give us the students' grades. Then, we found that the grades were not well ordered, so we were obliged to organize them.

Recommendations

After examining the students' attitudes and perceptions about distance education, analyzing their grades and answer and relating them to the information provided in the theoretical part, some recommendations are provided in order to improve distant learning in the English Department at Mila University Center.

First of all, teachers at the department need training about how to use technology in teaching so they can use it effectively and improve the students experience when using it. Secondly, in order to have a good distance learning experience, the Higher Education Ministry with collaboration with the Ministry of Information and Communication should work on minimizing the technical issues which a lot of students suffer from and make sure that all students have a good internet access speed. Finally, the administration should develop an accurate program for the conduct of distance education, while monitoring teachers who do not follow it since a considerable number of students stated that their teachers did not organize sessions during the quarantine period; especially, with oral expression module as students need to communicate the language in order to avoid level decrease.

References

Addah, K., Kpebu, D., & Frimpong Kwapong, O. A. T. (2012). Promoting E-Learning in Distance Education Programs in an African Country. *E-Learning - Long-Distance and Lifelong Perspectives*. https://doi.org/10.5772/29202

Arkufol, V., & Abaidoo, N. (2014). The role of e-learning, the advantages and disadvantages of its adoption in Higher Education. *International Journal of Education and Research*, *2*.

Baker, J. & Westrup, H. (2003). *Essential Speaking Skills: A Handbook for English Language Teachers*. Continuum

Baldwin, C. (2011). *How to Overcome Shyness during an Oral Presentation.* http://www.ehow.com/how-overcome-shyness-during-oral-presentation.html

Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: principles, policy & practice*, *5*(1), 7-74. DOI: 10.1080/0969595980050102

Bowles, M. S. (2004). *Relearning To E-Learn: Strategies for Electronic Learning and Knowledge*. Melbourne University Press.

Brett, D., & Gonzlez-Lloret, M. (2009). *Technology-Enhanced Materials*. *The Handbook of Language Teaching*.pp. 351–369. https://doi.org/10.1002/9781444315783.ch20

Brown, H.D.(2003). *Language Assessment Principles and Classroom Practices*. Longman University Press

Brown, H. D. (2003). *Language Assessment: Principles and Classroom* Practices.Longman.

Burns, A., & Joyce, H. (1997). *Focus on Speaking*. National Centre for English Language

Teaching and Research.

Canale, M., & Swain, M. (1980). Theoretical Bases of Communicative Approaches to Second

Language Teaching and Testing. *Applied Linguistics*, 1, 1-47.

http://dx.doi.org/10.1093/applin/I.1.1

Clark, R., & Mayer, R. (2003*). E-Learning and the Science of Instruction: Proven Guidelines

for Consumers and Designers of Multimedia Learning*. Pfeiffer & Company. P.13

Crookes, G., & Chaudron, C. (2001). Guidelines for language classroom instruction. Teaching

English as a second or foreign language, 3, 29-42.

Crozier, W. R. (1995). Shyness and self-esteem in middle childhood. *British Journal of

Educational Psychology*, *65*(1), 85-95.

Davies, P and Pearse, E.(2000). *Success in EnglishTeaching*.Oxford University Press.

Dörnyei, Z. (2001). *Teaching and Researching Motivation*.Longman.

Florez, M. C. (1999). *Improving Adult English Language Learners' Speaking Skills*. ERIC

Digest.

Garrison, D. R. (2011). *E-Learning in the 21st Century*. Taylor & Francis

Gates, B. (1997). *The Road Ahead*. Penguin books. P. 218

Goh,C. & Aryadous ,t.V. (2010). *Investigating The Construct Validity of MELAB Listening Test through the Rash Analysis and Correlated Uniqueness. The English Language Institute, University of Michigan.*

Graig, J. (2013).Integrating writing strategies in EFL/ESL university context: *A writing-across-the-curriculum approach*.Routledge.

Grove, E., & Brown, A. (2001). Tasks and Criteria in a Test of Oral Communication Skills for first-year Health Science Students: where from?. *Melbourne Papers in Language Testing*, *10*(1), 37-47.

Harmer, J. (1998).. *How to teach English : an introduction to the Practice of English Language Teaching. Longman,.*

Harmer, J. (2001). *The Practice of English Language Teaching.Pearson* Education Ltd.

Harmer, J. (2007). *The Practice of English Language Teaching*. Pearson Education Limited.

Hedge, T. (2000). *Teaching and Learning in the Language.* Classroom. Oxford University Press.

Holmes, D. (2004). *Speaking Activities for the Classroom*. Chulalongkorn University Press.

Holmes,B.,& Gardner,J. (2006). *E-learning: Concepts and Practice.* SAGE Publications. P.29.

Hughes, R. (2002). *Teaching and researching speaking*. Pearson Education.

Hyland, K. (1993). Language Learning Simulations: A practical Guide. *In English Teaching Forum. 31*(4), 16-22.

Hymes, D, H. (1972). ''*On Communicative Competence''In J.B.Pride and J.Homles(eds) Sociolinguistics Selected Readings*.Penguin.269-293.

Johnson, K. (2001*). An Introduction to Foreign Language Learning and Teaching* (1st ed.). Pearson ESL.

Jordan,A.; Carlile,O. &Stack,A.(2008). *Approaches to learning: a guide for teachers.* Open University Press. P.228

Juhana, J. (2012). Psychological factors that hinder students from speaking in English class (A case study in a senior high school in South Tangerang, Banten, Indonesia). *Journal of Education and Practice*, *3*(12), 100-110.

Kenneth, A. et al. (2012). *Promoting E-Learning in Distance Education Programs in an African Country*. University of Ghana.

Knight, S. (2004). *Effective Practice with E-Learning: A Good Practice Guide in Designing for Learning*. University of Bristol.

Kothari, C. R. (2004). *Research Methodology* (2nd ed.). New Age International Publishers. New Delhi. P.153

Lazaraton, A. (2001). Teaching Oral Skills. *Teaching English as a second or foreign language*, *3*, 103-115.

LeBaron-Earle, F. (2013). *Social Media and Language Learning: Enhancing Intercultural Communicative competence.* University of Limerick. P.48-51

Levy, M. (1997). *Computer-Assisted Language Learning: Context and Conceptualization.* Oxford University Press, USA. p.1.

Levy,M., & Stockwell, G (2006). *CALL Dimensions: Options and issues in computer assisted language learning.* Lawrence Erlbaum Associates.

Luoma, S. (2004). *Assessing Speaking* (Cambridge Language Assessment). Cambridge University Press. Doi: 10.1017/CBO9780511733017

McDonough, J.,&Shaw,C. (1993). *Materials and Methods in ELT.* Oxford University Press.

Mead, N. A., &Rubin,D. L. (1995). *Assessing Listening and Speaking Skill.* ERIC DIGEST. http://www.ericdigest.org/pre-923/speaking.htm.

Negash, S., & Wilcox, M. V. (2008*). E-Learning Classifications. Handbook of Distance Learning for Real-Time and Asynchronous Information Technology Education*. pp. 1–23. https://doi.org/10.4018/978-1-59904-964-9.ch001

Nunan, D., &Bailey, K. M. (2004). *Practical English Language Teaching:Speaking*.McGraw Hill.

Palmer, A., & Rodgers, T. S. (1983). Games in language teaching. *Language Teaching*, *16*(1), 2-21.

Palomba, C. and Banta, T.W. (1999) *Assessment Essentials: Planning, Implementing, and*

Improving Assessment in Higher Education. Jossey-Bass publishers.

Redmond, M. V. ,& Vrchota, D. (2007). *Everyday Public Speaking*. Pearson Education.

Richards, J., & Rodgers, T. (2001). *Approaches and Methods in Language Teaching.*

Cambridge University Press. http://dx.doi.org/10.1017/CBO9780511667305.021

Richards, J. C.,&Rodgers, T. S. (1986). *Approaches and Methods in Language Teaching*.

Cambridge: Cambridge University Press

Rosenberg, M. J. (2001*). E-Learning Strategies for Delivering Knowledge in the Digital Age*.

McGraw-Hill.

Schank, R. (2002). *Designing World Class E-learning*. McGraw-Hill

Tamm, S. (2021). *All 10 Types of E-Learning Explained*. E-Student. https://e-
student.org/types-of-e-learning/

Thornbury, S. (2005). *How to Teach Speaking*. Longman.

Warschauer, M., & Healey, D. (1998). Computers and language learning: an overview.
Language Teaching, *31*(2), p. 58. https://doi.org/10.1017/s0261444800012970

White, C. (2003). *Language Learning in Distance Education*. Cambridge University Press.

Pp. 14,15,68,69.

Zua, Li. (2008). *Exploring the Affective Factors Influencing Teaching of Spoken*

English. [EBook] .http://okarticle.com/html/Thesis/20080104/26.html

Appendix

Student's Questionnaire

Dear students,

This questionnaire is part of a study conducted by a master students at the English department at Mila University. It is aimed at gathering information about master students' attitudes toward the integration of online platforms in their learning a foreign language and how it impacts their speaking skill. Providing the researcher with your responses will be helpful in gaining more insights about the current status of distance learning at University of Mila.

Read carefully the statements provided, then tick the option that best describe your beliefs.

Section 1: General information

1_ Gender:

Male ☐   Female ☐

2_ How do you rate your level in English?

Beginner ☐   Intermediate learner ☐   Advanced learner ☐

3_ How many years have you been studying English?

………………………………………………………………….

4_ What was your reason behind studying English as a branch at University?

- o It is interesting ☐
- o To get a job ☐
- o To travel abroad ☐
- o Other choices ☐
  Specify please: ………………………………………………

Section 2: On Speaking Skill

1_ How many speaking sessions do you have per week?

2 sessions ☐   3 sessions ☐   5 sessions ☐

2_ When speaking English, you most care of?

Fluency ☐   accuracy ☐

- Explain please:

………
………
………
………
……………………………………..

3_What difficulties do you face when speaking English?

………
………
………
………
……………………………………..

4_Are you satisfied with the methodology of your Oral Expression's teacher?

Yes ☐   No ☐

- Explain please:

……
……
……
……
………………………………………

5_How do your teachers assess your speaking skill?

……
……
……
……
………………………………………

Section 3: On Distance Learning

1_ Are you familiar with the E-learning platforms?

Yes ☐   No ☐

2_How often do you access to the E-learning platforms?

Always ☐   Sometimes ☐ Often   ☐ Never   ☐

3_How do you rate your experience using distance learning?

Excellent ☐   Good ☐   Poor ☐

4_To the best of your knowledge, Why students cannot access E-learning platforms?

- Technical Issues ☐
- Self-Motivation ☐
- Time Management ☐
- Adaptability ☐
- Computer Knowledge ☐
- Poor network ☐

5_How is your University managing distance learning?

- Using Moodle,Google meet or other platforms ☐
- Via social media ☐
- Using university website ☐

6_How does distance learning affect your speaking skills?

Positive ☐   Negative ☐

Explain please : …………………………………………………………...

Résumé

Le terme enseignement à distance n'est pas un nouveau-né, car il fait l'objet de recherches depuis longtemps, mais il est devenu le sujet de discussion en raison de la pandémie de COVID-19, qui a contraint la plupart des pays à adopter l'enseignement à distance. L'enseignement de l'expression orale a une relation directe avec l'enseignement à distance en raison du manque de communication lors de son utilisation par rapport à l'ancienne méthode face à face. Ce travail se compose de deux chapitres qui donnent des informations sur l'apprentissage à distance d'une part et la compétence orale d'autre part. Étant donné que de nombreux pays adoptent l'enseignement à distance, ce travail est important car il met en lumière la manière dont l'apprentissage à distance peut affecter les résultats des élèves en matière d'expression orale et les difficultés que les élèves peuvent rencontrer lors de son utilisation. La présente étude est basée sur l'analyse des attitudes des étudiants en master 1 du Centre Universitaire de Mila à propos de l'enseignement à distance et de son effet sur leur réussite orale à l'aide d'un questionnaire, et une comparaison entre leurs notes avant et après l'adoption de l'enseignement à distance en utilisant le coefficient de corrélation de Pearson qui indiquent dans quelle mesure les deux variables de la recherche sont liées. Ce recherche vise à identifier l'effet de l'enseignement à distance sur les réalisations orales des étudiants et les raisons de cet effet afin de contribuer à améliorer la qualité de l'enseignement et de l'apprentissage. Les résultats du questionnaire indiquent que l'apprentissage à distance affecte négativement les compétences orales des élèves ; tandis que la comparaison des notes montre que l'apprentissage à distance affecte positivement leurs réalisations orales. Sur la base des résultats, l'hypothèse de recherche est infirmée.

Les mots clés : apprentissage à distance, compétence orale, réalisations orales, efficacité.

ملخص

مصطلح التعليم عن بعد ليس حديث الولادة ، حيث كان قيد البحث لفترة طويلة ، لكنه أصبح حديث الساعة بسبب جائحة COVID-19 ، الذي أجبر معظم الدول على تبني التعليم عن بعد. مهارة التحدث في التدريس لها علاقة مباشرة بالتعليم عن بعد بسبب نقص التواصل عند استخدامها مقارنة بالطريقة القديمة وجهاً لوجه. يتكون هذا العمل من فصلين يعرضان معلومات حول التعليم عن بعد من جهة ومهارات التحدث من جهة أخرى. نظرًا لأن العديد من البلدان تتبنى التعليم عن بعد، فإن هذا العمل مهم لأنه يسلط الضوء على كيفية تأثير التعليم عن بعد على إنجازات الطلاب فيما يتعلق بمهارة التحدث والصعوبات التي قد يواجهها الطلاب عند استخدامها. تعتمد الدراسة الحالية بشكل أساسي على تحليل اتجاهات طلاب ماستر واحد في المركز الجامعي لميلة حول التعليم عن بعد وتأثيره على تحصيلهم الشفوي باستخدام استبيان ، والمقارنة بين علاماتهم قبل وبعد اعتماد التعليم عن بعد باستخدام معامل الارتباط بيرسون الذي يشير إلى مدى ارتباط متغيري البحث. يهدف البحث إلى تحديد تأثير التعليم عن بعد على الإنجازات الشفوية للطلاب والأسباب الكامنة وراء هذا التأثير من أجل المساعدة في تحسين جودة التدريس والتعلم. تشير نتائج الاستبيان إلى أن التعلم عن بعد يؤثر سلبًا على مهارة التحدث لدى الطلاب ؛ بينما توضح مقارنة العلامات أن التعلم عن بعد يؤثر بشكل إيجابي على إنجازاتهم الشفوية. اعتمادا على نتائج البحث ، الفرضية الموضوعة غير مؤكدة.

الكلمات المفتاحية : التعليم عن بعد ، مهارة التحدث ، الإنجازات الشفوية ، الفعالية.