

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Mohammed Seddik Ben Yahia, Jijel

Department of English



An Investigation of EFL Learners' and Teachers' Attitudes towards Online

Learning of the Speaking Skill

Case of Second Year LMD Students of English at the University of Mohamed Seddik

Ben Yahia, Jijel

Dissertation submitted in partial fulfillment of the requirements for the Degree of Master in
the Didactics of foreign languages

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Academic Year: 2020-2021

Declaration

We hereby declare that the dissertation entitled «An Investigation of EFL Learners' and Teachers' Attitudes towards Online Learning of the Speaking Skill », is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, we shall be responsible for the consequences.

Signature

A handwritten signature in blue ink, consisting of several stylized, overlapping loops and lines, positioned below the 'Signature' label.

Date

14 /09/2021

Dedication

In the name of Allah, Most Merciful, Most Compassionate

To my beloved mother, whose love, encouragement, and support were my source of

Inspiration,

To my dearest father who did everything for me to be here today,

To my brother: Mohammed Omar,

To my sisters: Chérifa and Madjeda,

To my lovely Sidra, the symbol of love and innocence,

To Nino,

To my friends,

I dedicate this work

Dedication

In the name of Allah, Most Merciful, Most Compassionate

To the most kind hearted person my mother, who has been always by my side through

thick and thin,

To the dearest person to my heart my father, may God bless him with his mercy

To my beloved sister Nada,

To my brothers: Nadjib and Mouhamed,

To all my friends and family for their encouragement and support,

I dedicate this work

Acknowledgements

First of all, Praise and Glory to *Allah* for bestowing us with the strength and patience to carry out this work successfully.

We would like to express our greatest gratitude to our supervisor, *Dr. BOUHADJAR Houda*, who has been willing to spare her valuable time not only for reading, correcting and improving our thesis but also for encouraging us to finish it. Thank you for your guidance, patience, motivation and support because without you, this work would have never been accomplished.

Our thanks also go to *Dr. BOUKAZOULA Mohammed* for his unconditional support and advice.

We are thankful to all the teachers of oral expression at the department of English at University of Mohammed Seddik Ben Yahia at Jijel for their responses to the questionnaire. In addition, we should not forget to thank second year LMD students for their participation in achieving this work.

Last and not least, our gratitude to the board of examiners: and *Dr. BOUNAR Fateh* and *Dr. FANIT Izzedine* for devoting their precious time to evaluate this work.

Abstract

The present study investigated EFL learners and teachers attitudes towards online learning of the speaking skill. It aimed to shed light on the effectiveness of the online mode of learning speaking and the attitudes of both learners and teachers towards this approach. In order to achieve the objectives of this study, a qualitative approach was opted to gather and analyze data. Two questionnaires were administered to both second year EFL learners and oral expression teachers at the department of English at Mohammed Seddik Ben Yahia, Jijel. In the light of the obtained results, students have positive attitudes towards online learning of the speaking skill, they consider it effective because it helps them express themselves more freely and develop their speaking skills in an individualized environment at their own pace and time. As EFL learners, they encounter difficulties in using this new method such as: time management, unfamiliarity with the online learning technologies, insufficient opportunities for practicing speaking, in addition to limited interaction between students and teachers. However, it was found that teachers of oral expression have negative attitudes towards online learning of the speaking skill, because most of them believe that this approach is not effective for teaching speaking, and that they encounter difficulties in using this method mainly related to time constraints, students' lack of motivation and concentration, in addition to internet access problems.

Key words: Speaking Skill, EFL Learners and Teachers, Online Learning.

List of Abbreviations and Symbols

EFL: English as a Foreign Language

EL: English Language

LMD: License-Master-Doctorate

Q: Question

USA: United States of America

%: Percentage

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Résumé

ملخص

General Introduction

1. Background of the Study:

Technology integration in language learning has allowed both instructors and learners to discover the importance of the online learning approach. One way of using technology for educational purposes is through the use of this mode of learning in which the student and the instructor or information source, are not physically present like in a traditional face-to face classroom atmosphere. The information is conveyed through technology, such as discussion boards, video conferencing, and online assessments. Online learning can occur synchronously in real time with the teacher or learner to-learner interaction and collaboration, or asynchronously that takes place independently of the instructor. The speaking skill is one of the most challenging competencies to develop in an online platform.

Developing the speaking skills has a pivotal role in EFL programs. According to Torkey (2006), “Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints “(p. 13). The use of computer-mediated activity is undoubtedly has an enormous significance in making the learning process more effective especially in terms of helping EFL students to enhance their oral skills. This approach in cites the learners to practice their oral conversations in an individualized learning environment at their own pace. It also encourages autonomous learning among EFL learners. This learning approach became more prominent during the spread of the corona virus pandemic which contributed to a great extent in the rise of the use of the online mode of learning especially in the universities. Online learning

provided both learners and teachers with a more conducive environment to practice the speaking skill since traditional classroom attendance or in person learning was impossible.

2. Statement of the Problem:

The emergence of online delivered courses is one of the most significant change to occur recently in higher education. Online education has always utilized new ways to enhance the communication between the learner and the instructor. That is why numerous universities around the world use online learning and apply distinct methods to achieve their goals. However; the use of the online learning mode to teach speaking in the current emergency situation may be an intimidating task especially for teachers who have only taught in person earlier, in addition to the challenges faced by both students and educators on how to use technology tools effectively.

3. Research Questions:

The following questions will be addressed in this study:

- ✓ What are EFL learners' and teachers' perspectives and beliefs about online learning mode of the speaking skill?
- ✓ What are the challenges that EFL learners and teachers encounter in learning / teaching speaking online?
- ✓ What are the effects that online teaching has on learners' oral proficiency?
- ✓ What are the advantages and disadvantages of the online mode of teaching/learning?

4. Research Hypothesis:

In attempting to evaluate EFL learners and teachers attitudes towards online learning of the speaking skill, we hypothesize that both EFL learners and teachers have positive attitudes towards the online mode of learning/teaching the speaking skill.

5. Significance of the Study:

This study seeks to shed light on the effectiveness of the online learning of the speaking skill. This new method is important because it tends to aid through students' freedom of self-expression and autonomous learning. Furthermore, this study seeks to uncover students' and teachers' views regarding its role in replacing the traditional methods of teaching speaking and its limitations.

6. Research Methodology:

In order to achieve the objectives of the present study, a qualitative research method is adopted. Two questionnaires are administered to both teachers of oral expression and second year EFL learners at the department of English at Mohammed Seddik Ben Yahia University, Jijel.

7. Organization of the Dissertation:

The present work is divided into two chapters: the first chapter is broken into three sections. The first deals with the literature review related to online learning including definitions of the concept and evolution of the method in addition to the modes of delivery, the types of interaction, the technologies used in online learning, and finally, its advantages and disadvantages. The second section is devoted to the literature review related to the

speaking skill presenting its various definitions, concepts related to speaking, in addition to its sub-skill. The last part offers an explanation of the online learning of the speaking skill with a specific reference to content, methods of assessment and challenges. Eventually, the second chapter is the practical part of the study, which contains data collection, analysis, interpretation of the results, suggestions and recommendations.

Chapter One: Literature Review

Introduction:

This chapter is divided into three main sections. The first one reviews definitions, historical background, concepts and technologies related to online learning. The second section is devoted to an explanation of the speaking skill and some of its sub-skills. While, the third one, examines the use of the online mode of learning in teaching and learning the speaking skill with a specific reference to the content provided, the methods of assessment and the challenges encountered in using this method.

1. Section one: Online learning in EFL context:

Rodrigues and Vethamani (2015) asserted that the concept of language learning using technology has allowed language instructors and learners to explore the efficiency of the online learning approach, such computer-based activities provide an online platform for learners to further practice their language skills(p. 43). This online approach is nowadays part and parcel of several educational institutions around the globe. It got tremendously expanded especially with the outbreak of the Covid-19 pandemic, because now it is being used as a primary medium for delivering information to students on an online platform with the use of multiple communication technologies and strategies, which eases the learning and teaching process on both the educators and the learners during the current situation.

1.1. Definition of Online Learning:

In 2020 the corona virus (Covid-19) was announced as worldwide fatal pestilence which culminated in a massive closure of schools and educational institutions all over the world, in an attempt to alleviate from the rapid proliferation of the virus. Consequently, this procedure compelled ministries of education to find an alternative for traditional

classroom attendance, hence numerous countries opted for the online mode of learning, also known with distance learning, and which is approximately implemented on all educational levels.

Online learning is defined by Dhull and Arora (2017) as:

“learning that comprises a range of technologies such as the worldwide web, email, chat, new groups and texts, audio and video conferencing delivered over computer networks to impart education, it helps the learner to learn at their own pace, according to their own convenience” (p. 32).

Online learning differs from face-to face learning in terms of setting and time, modes of information deliver, teaching methods, instructional materials and instructional strategies etc.

1.2. Online Learning of the Foreign Language:

1.2.1. Learning Foreign Languages:

Foreign language learning is a global pedagogical practice. By learning a foreign language, learners are expected to develop the four skills (writing, speaking, listening and reading). Moller and Catalano (2015) argued that “foreign language learning and teaching refer to the teaching or learning of a nonnative language outside the environment where it is commonly spoken” (p. 327).

A distinction is often should be made between a“foreign language” and a “second language”. In this sense Eddy (2011) clearly states that a foreign language is acquired after the first language. However, it is optional not compulsory, in other words, it depends on the individual’s choice sand interests. It is not necessary for communication is a person’s home land or in a country they moved to (pp. 11-12). In the same context, according to

Peng (2019) a “second language refers to the language that plays the same role as a mother tongue” (p. 33).

1.2.2. Types of Learning Foreign Languages:

1.2.2.1. Traditional Classroom Learning Method:

Traditional classroom learning or face to-face learning is a method of teaching where the teacher delivers information to his students in person without the interference of any other medium. It takes place in the classroom where the teacher utilizes conventional instructional materials such as the black board, text books, handouts, and it relies on homework, assignments, exams as a means for evaluating students’ performance. This method is characterized by being highly interactive, because it conducts different classroom activities for instance, debates, group discussions, and group projects.

1.2.2.2. Online Learning Method:

Ferri et al.(2020)maintains that the online learning method can be defined as “instruction delivered on a digital device that is intended to support learning”(p.2). It means technology is used as a medium in learning. Anderson (2004) states that “learning and teaching in an online context is much similar to any, other educational context for example, learners needs are assessed, content is negotiated or prescribed, learning activities are orchestrated, and learning is assessed” (p. 273). Online learning is practical and helpful for students in terms of allowing them most of the time to access learning materials any time they want without any restrictions placed on them.

1.3. Evolution of Online Learning:

The evolution of online learning underwent a series of remarkable events. Bakia et.al (2012) asserted that online learning is defined as “instructional environments

supported by the internet. Online learning comprises a wide variety of programs that use the internet within and beyond school walls to provide access to instructional materials as well as facilitate interaction among teachers and students “(p. 2). Hiltz and Turoff (1987) asserted that “the first teaching online started in the early 1990s, based on the invention of computer conferencing by Murray Turoff in 1970” (p. 43). Harasim (2000) maintains that postsecondary institutions started experimenting with the use of computer conferencing for under graduate course delivery in the mid-1980s. In one of the most prominent of these early experiments, the virtual classroom project suggested by Roxanne Hiltz in the late 1980s (pp.47-48). Furthermore, Hiltz (1990) points out that “one of the first institutions to offer teaching through computer conferencing was the New Jersey Institute of Technology in the USA, using especially designed computer conferencing software called Virtual Classroom” (p. 134). Moreover, Harasim (2000) notes that:

The invention of World Wide Web in 1992 made online education increasingly accessible and allowed new pedagogical models to emerge, because the web is easy to use and capable of presenting multimedia, it expanded the range of disciplines that could be offered online. The 1980s and 1990s saw enormous innovation and expansion in online education and networking at all levels of education (...) thus the 21st century begins with a paradigm shift in attitudes towards online education. (p. 42)

1.4. Difference between the Four Types of Learning:

1.4.1. Distance Learning:

Moore and Kearsley (1996) stated that remote learning is “planned learning that normally occurs in a different place from teaching and as a result requires special

techniques of course design, special instructional techniques, special methods of communication by electronic and other technologies, as well as special organizational and administrative arrangements” (p. 2).

1.4.2. Hybrid Learning:

Hybrid learning or blended learning is defined by O’Dowd (2007) as “learning that combines online activity with more traditional periods of face to-face contact and classroom interaction” (p. 18). In other words, hybrid learning also called blended learning consists of the incorporation of both traditional teaching with computer-based technology.

1.4.3. E-Learning:

Goyal (2012) stated that e-learning can be best defined as “the science or learning Without using paper printed instructional material. E-learning is the use of telecommunication technology to deliver information for education and training” (p. 240). Another definition provided by Chitra and Raj (2018) states that “e-learning is commonly referred to the intentional use of networked information and communication technology in teaching and learning” (p.11). In brief, e-learning is the kind of learning that is carried out through all electronic technologies.

1.4.4. Online Learning:

Online learning is education that basically takes place over the internet with the use of computer technology. In few words, distance learning is the type of instruction that is carried out remotely separated by both time and place, e-learning is the type of learning that encompasses the use of electronic devices, in addition to, online learning is the kind of learning that occurs via the net, while hybrid learning involves the integration of both face-to face instruction with computer-based technology.

1.5. Modes of Delivery in Online Learning:

Perveen (2016) divided modes of delivery in online learning environments as follow:

1.5.1 Synchronous Learning:

According to Perveen (2016) synchronous learning is the kind of teaching/ learning that takes place simultaneously via an electronic mode. Synchronous voice or text chat-rooms provide an opportunity of teacher-student and student-student interaction. Moreover video- conferencing facilitates face-to face communication (p. 22). One of the restrictions that online synchronous learning place on both students and teachers is the need for their presence at the same time and place so that the learning process can take place. Furthermore, Perveen (2016) argues that one of the challenges of synchronous education can also be due to the necessary availability of a good bandwidth internet which can lead participants to feel frustrated and helpless due to technical problems (p. 23).

1.5.2. Asynchronous Learning:

Asynchronous learning is the type of learning that does not demand direct communication between the instructor and the learners. Perveen (2016) stated that “asynchronous learning environments provide students with ready-available material in form of audio or video lectures, handouts, articles and PowerPoint presentations, and they are accessible anytime and anywhere via the net, so they can work at their own pace” (p. 22).

1.6. Types of Interaction in Online Learning:

Moore (1989) distinguished between four types of interaction:

1.6.1. Learner-Instructor Interaction:

Learner-instructor interaction basically occurs between the students and the instructor in a course. In this vein, Moore (1989) assumes that:

In this interaction, distance instructors attempt to achieve aims held in common with all other educators. First having planned or given a curriculum, a program of content to be taught, they seek to stimulate or at least maintain the student's interest in what is to be taught. To motivate the student to learn, to enhance and maintain the learner's interest. To motivate the student to learn, to enhance and maintain the learner's interest[...].Then, instructors make presentations or cause them to be made[...]. Next instructors try to organize students' application on what is being learned [...].Instructors organize evaluation to ascertain if learners are making a progress [...].Finally, Instructors provide counsel, support and encouragement to each learner.(p. 2)

Learner - instructor interaction is crucial in terms that it creates a more helpful and motivating environment for learners.

1.6.2. Learner-Learner Interaction:

Online learning is not all the time instructor-learner or content-learner centered, but also, with the other learners. In this sense. Moore (1989) stated that "learner-learner interaction is inter-learner interaction, between one learner and other learners, alone or in group settings, with or without real-time presence of an instructor" (p. 4). Learner-learner interaction is important because it incites learners to interact dynamically and share information with each other, in addition to, developing their critical thinking skill, hence, it is indeed a valuable resource for learning and enriching the learner's knowledge.

1.6.3. Learner-Content Interaction:

Learner-content interaction is the most overwhelming form of interaction in online learning. Moore (1989) defines learner-content interaction as “the process of intellectually interacting with content that results in changes in the learner’s understanding, the learner’s perspective, or the cognitive structures of the learner’s mind” (p .2).

According to Abrami et al. (2010) this type of interaction “may include reading informational texts for meaning, using study guides, watching instructional videos, interacting with multimedia, participating in simulations, or using cognitive support Software” (p. 8).

1.7. Technologies of Online Learning:

In online learning several technologies are utilized in order to deliver learning information, such as, audio technology and video technology.

1.7.1. Audio Technology:

Eje (2016) asserted that audio technology is a combination of audio and visual materials including computer to promote teaching and learning that appeal to the senses of hearing seeing and touching (p. 30). Ponmeni (2013) clearly stated that “radio, broadcast, and audio cassettes are mostly used as audio media for effective teaching learning purposes. Radio is the biggest mass media of all and covers the largest population in the world” (p. 89).When teaching speaking online teachers tend to use audio technology through organizing audio-based activities for learners.

1.7.2. Video Technology:

Video technology is one of the most effective and widely used techniques in teaching/ learning speaking online. According to Hartsell and Yuen (2006):

Learning online is becoming more a common practice in education, streaming video and audio play a pivotal role in delivering course materials to online learners. This form of technology brings courses alive by allowing online learners to use their visual and auditory senses to learn complex concepts and difficult procedures. (p.31)

Furthermore, Hartsell and Yuen (2006) argued that “With advances in software and networking technology, streaming digital video across the internet become easier and more effective” (p. 32). The use of video technology is helpful because it increases student’s motivation and helps to better understand the subject. In addition, it helps learners to develop communication and critical thinking skills which makes the learning experience more successful and effective.

1.8. Advantages and Disadvantages of Online Learning:

1.8.1. Advantages of Online Learning:

Online learning has several advantages, in this sense, Rodrigues and Vethamani (2015) assumed that the online learning approach incites the learners to practice their oral conversations and to develop their speaking skills in an individualized learning environment at their own pace and time, in addition to, encouraging autonomous learning among EFL learners (p. 43). Furthermore, Rodrigues and Vethamani (2015) clearly stated that online learning provides students with the opportunity to interact with proficient and expert speakers which can improve both listening and speaking skills, besides that, it

allows shy students to express themselves more freely since there is less teacher control (p. 47). Furthermore, Dhull and Arora (2017) assume that “Online learning is that it provides accessibility due to which a student can learn from anywhere in the world”. This is an especially important consideration for students who wish to study in a different country" (p. 32). In the same vein Dhull and Arora (2017) assert that another positive aspect about online learning is the fact that it develops cognitive abilities as it was found that students of online learning program had higher achievement levels than their counter parts (p. 32). Henceforth, online learning not only saves time and energy but it also efficient in the sense that it develops students critical thinking skills.

1.8.2. Disadvantages of Online Learning:

Despite the numerous benefits of online learning however, as any teaching method, it has Disadvantages. Dhull and Arora (2017) maintain that “In online learning, one does not have the opportunity to have face-to face interaction with the teacher which is very significant for establishing a bond between the student and the teacher” (p. 33). Moreover Dhull and Arora (2017) assume that in online learning students lack motivation while studying for they easily get distracted towards any other thing, working at their own pace becomes an obstacle for students who have issues with time management and a tendency of procrastination (p. 33). Furthermore, teachers lack of knowledge on how to use education technologies is another major obstacle for successful online learning application. Consequently, teachers ought to be competent enough in order to guarantee the successfulness of the online learning course.

Conclusion:

To conclude this section, the online mode of learning has proven to be a very practical method especially with the outbreak of the Covid-19 crisis. This platform enabled several educational institutions all around the world to resume the program of studies by delivering the lessons to students remotely using various techniques through the aid of the modern communication technologies of this era.

Section Two: The Speaking Skill in EFL Context:**1.1. EFL Skills:**

To develop English as a foreign language, students need to develop the four skills listening speaking, reading and writing. However, while listening and reading are receptive skills, speaking and writing are productive ones. The most difficult and less spontaneous is the writing skill, however, the speaking skill can be developed by interaction, good listening to the native speakers, imitation and other methods.

1.2. Definition of the Speaking Skill:

For a good communication in English, learners need to acquire the knowledge of both grammar and vocabulary which are the most important elements in any language. with this knowledge, students can practice speaking skill effectively.

In fact, there are various definitions of the speaking skill. According to Chaney (1998) “Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts” (p. 13). Similarly, Noll (2006) said that “Speaking is an interaction process which involves another person unlike listening, reading and writing” (p. 70)

According to Cameron (2001) speaking is about making people understand the speaker's feelings and ideas by doing an act of communication using language (p.40). In other words, while people produce utterances, they submit their meanings, feelings, ideas and wishes. Additionally, Caroline (2005) argued that the speaking skill is a basic oral communication among people in society (p.45)

From the aforementioned definitions, we can say that speaking is an activity in which the speaker produces utterances to express his or her ideas in order to interchange information, so the listener understands the meanings of the messages that are sent by the speaker.

1.3. The Importance of Developing the Speaking Skill in EFL Context:

If language is the expression of purposes, the skill of speaking concerns all these purposes such as: feelings, thoughts, beliefs and concerns transferring them to the other through a classy expression and sound performance which is one of the basic means of expression.

In fact, in order to achieve an effective and appropriate outcome, speakers should develop some specific linguistic competences like grammar, pronunciation, and vocabulary, as well as the sociolinguistic competences such as register of the expression and the contextualizing of language.

Many learners are interested in speaking rather than other language skills because according to Kunning (2019)" it is an important part of everyday interaction and most often the first impression of a person is based on his/her abilities to speak fluently and comprehensively" (p. 51).

Generally, the speaking skill is important because it enhances students' pronunciation as well as, it enhances their personal life by giving him/her opportunities for

scholarships. Learning the speaking skill, teaches students how to interact with peers and teachers. In addition, good communication enables students to assimilate more for the learning process by empowering them to ask relevant questions and discuss doubts.

With a regular practice, and undoubtedly, EFL learners can extremely develop their speaking skill. With this development they can perform in the classroom discussions and debates, and they develop their speaking skill. Furthermore, by leaving the fears that they had in their minds, they will be in a situation to present projects on their own. Also, also they will be able to deliver a short speech in the classroom, because they build self - confidence. They will have an ability to think in the right way, and become stronger in decision-making and problem-solving, which improves their critical thinking skills. By learning the speaking skill students can organize their thoughts in a meaningful and logical sequence.

Besides, students learn the speaking skill in order to pursue higher studies in foreign countries. When they can communicate effectively and easily with others in their countries which facilitates adaptation and knowledge acquisition.

To sum up, the speaking skill is very necessary to develop by learners as the majority of communication is done through speech. In addition, it plays a pivotal role in the life of any student, because it helps them pave their path towards success in their studies and later in every stage of life.

1.4. Speaking Sub-Skills:

English has five main skills and each skill has other sub-skills and skill activities. The main skills are called the macro skills, which are: listening, speaking, reading and writing. Speaking has sub-skills that are specific behavior that language users need to

develop in order to become good or effective speaker.

1.4.1. Fluency:

Fluency means speaking smoothly without stopping or hesitating. Richards (2009) defined fluency as “the natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence” (p. 14).

1.4.2. Pronunciation:

In order to produce clearer language when speaking students need to develop good pronunciation. Gilakjani (2016) clearly defined pronunciation as “one of the basic requirements of learners' competence and it is also one of the most important features of language instruction” (p. 1). From another hand, Akyol (2012) pointed out that pronunciation is one of the main elements for language proficiency to secure an understandable pronunciation for language learners (p. 1457).

1.4.3. Grammar:

Students need grammar to correct sentences when they are speaking. In other words, grammar is to improve their communication skill. According to Purpura (2004). Grammar is a system of rules, governing the structure and arrangement of language(p. 8). Grammar rules help learners to develop a habit of thinking logically and to become more accurate when they are speaking. In addition, the speaker should use grammar rules properly in order to communicate effectively.

1.4.4. Vocabulary:

Vocabulary knowledge is part and parcel in any language acquisition. AL-qahtani (2015) defined vocabulary as " an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or classrooms.it is also central to language teaching and is of paramount importance to a language learner" (p. 21). Another definition by Alizadeh (2016) suggests that "vocabulary is the knowledge of words and word meanings" (p. 22). Moreover, vocabulary learning is a central tool for successful communication, in this sense, Viera (2017) asserted that vocabulary is necessary for mastering any language skills,it contributes to the understanding of written and spoken texts. Thus, the more exposure to vocabulary is, learners become more confident to understand and interpret the meaning of unknown words from context (p. 91).

1.4.5.Appropriacy:

Appropriacy is an important aspect for successful communication. It can be defined as the ability to produce correct and understood utterances in the context in which they occur. Subsequently, appropriacy of speaking is about constructing meaningful and adequate speech in a given situation.

Section Three: Online Teaching of the Speaking Skill:

1.1. Building Up of the Speaking Skill in an Online Community:

The rapid outbreak of the Corona Virus pandemic is a major motive for the integration of technology in the teaching and learning process. Hence, face-to face classes were transferred into online classes, therefore the courses are held online. This platform is remarkably being used all around the world for various reasons, for example, students and teachers utilize it for educational purposes such as developing communication or speaking skill. Speaking is one of the productive skills in language learning, it is a central part in the

process of second and foreign language teaching and learning. Kunning (2019) supported this argument, he argued that in any language learning the mastery of speaking is a priority form any second and foreign language learners (p. 52).

Martin (2020) clearly stated that “the wide range of technological applications and learners highly developed digital literacy skills allow for a new approach to teaching foreign languages” (p. 88). Today with the availability of the various educational web applications and the numerous communication technologies, it is possible for learners to develop their speaking performance through the various online learning programs, these educational web applications include: Zoom, Skype etc.

1.2. Challenges in Teaching and Learning Speaking Online:

Despite the flexibility of online distance education, however this letter can be an actual challenge to both instructors and learners. Miyamoto et al. (2017) et.al assert that:

One significant challenge is that online courses require students to have self-discipline, good time management skills, and self-study habits, among other things, however not all students have these qualities, and the trouble is that they may or may not know they have these qualities until they start. (p. 7)

Furthermore, Miyamoto et al. (2017) argue that “another challenge is that many students tend to do all their self-study assignments at the last minute, right before real time session and this cramming method is not beneficial to them” (p. 7).

Another challenge of teaching and learning speaking online, is the teachers' and students' unfamiliarity with the technologies used in online courses which is obviously the most common obstacle for online speakers. Furthermore, the insufficient opportunities for practicing speaking is also a major barrier, which affects learners' oral proficiency to a great extent, in addition, there is the lack of interaction between students and between the instructor and students and the inability to provide feedback immediately as it is usually done in face-to face instructional settings.

1.3. Content in Teaching Speaking Online:

Mounika and Thamarana (2018) assumed that "Teaching speaking involves teaching vocabulary, grammar, phonetics, basics of communication, socio-cultural information and other sub-skills of teaching listening and speaking. Speaking activities help in teaching all these aspects in different ways" (p. 6). The content of teaching in an online speaking course refers to the various activities that teachers use, according to Mounika and Thamarana (2018) these speaking activities include: voice chats, pronunciation practice, voice recording and pictures (p. 1).

1.3.1. Video Chats:

The use of video chats as a tool for teaching speaking online is an effective way to develop learners' communicative competence. In video chats both the teacher and student can see and hear each other despite the geographical and temporal constraints.

1.3.2. Pronunciation Practice:

Good pronunciation is an essential component of foreign language learning and enhancing learners' oral skills. The pronunciation teaching techniques include: drilling, minimal pairs, ear training etc.

1.3.3. Voice Recording:

Voice recording falls under the category of audio media, that is frequently used in teaching speaking online. Stetz and Bauman (2013) assumed that voice over the PowerPoint is one of types of voice recording or audio lectures that are usually used in an online class. The teacher takes a PowerPoint and records the lecture that goes a long (p. 52).

1.3.4. Pictures:

The use of pictures is one of the most widely used tools when it comes to teaching the speaking skills. El-khresheh et al. (2020) argues that “learners get dynamic when introducing new teaching aids, previous studies demonstrated that pictures is one of these influential aids, it is useful in terms that it stimulates students’ cognition, improves their comprehension, increase their motivation and interest towards language learning” (p. 873).

1.4. The Effects of Online Teaching on Learner’s Oral Proficiency:

Online teaching has become the most commonly used form of teaching in education especially when schools and universities closed as a reaction to the Covid-19 pandemic. Bates (2005) believes that online teaching means that using specifically the internet and Web (p.8). This new way of teaching namely “Online Teaching” enables students to increase their oral proficiency due to constant exposure to English material.

In fact, online teaching engages students at a deeper level. In traditional classroom-based courses, there are many students who do not connect with their lessons and their teachers, they suffer when attending to the courses, for that we can say that online courses are better than traditional classroom courses due to the use of both asynchronous and synchronous learning. Holcomb et al. (2004) asserted that in asynchronous learning, the instructor and the students are separated both by time and geography (p. 2). In other words,

asynchronous learning means not keeping time together, which refers to students' ability to access information, demonstrate what they have learned, and communicate with classmates and instructors on their own time, they do not have to be in the same classroom or even in the same time zone to participate. Asynchronous learning is also called location independent learning, because students can access the course from anywhere in the world thanks to the internet.

While synchronous learning according to Holcomb et al. (2004) means that the instructor and the students work simultaneously, but are geographically separated (p. 2). In other words, synchronous learning demands live communication by online or teleconferencing or else by sitting in a classroom, it is usually less flexible and unsettles students' life to a larger extent. It also facilitates larger sum of interaction between instructors and students.

In online courses students have more chances and choices of the way they want to learn their lessons, such as using games, video conferencing or PowerPoint with voice cover. Besides, in traditional classroom courses there are many students who are introvert and do not participate in the classroom even if they have the answer. For that, online courses can solve this problem and make the students feel more comfortable when they are speaking and participating.

Generally, we can say that, with the development of different applications like WhatsApp, Google Talk, Google Classroom, Zoom, Skype and other applications that allow the students to connect with their teachers and classmates and even with the native speakers, they can be more interactive.

1.5. Methods of Assessment in Teaching Speaking Online:

The speaking skill is an important tool for communicating, which is also considered as the most essential skill in English Language (EL). However, with the development of technologies, the teacher have become able to assess or evaluate their students online using different methods. Before we indulge into these methods, we have to define the word “Assessment”. There are two kinds of assessment which are:

➤ **Formative Assessment**

Assessment that takes place during the course to determine how well students are learning the material and to define the weaknesses and strengths of the methods used.

➤ **Summative Assessment**

It refers to assessment that occur at the end of the course or the syllabus.

There are different methods that teachers can use to assess their student’s speaking skills online.

1.5.1. Audio Recording with Vocaroo:

Vocaroo is a quick and easy application to share voice messages over the Inter webs. This application does not require students to register, they merely need to click on a button and start recording. Furthermore, they can upload their own recording and then share the link with their teachers to evaluate them.

1.5.2. Video Recording with Flipgrid:

Petersen et al. (2020) suggested that "Flipgrid is an Internet application that can be used as a standalone app on smart phones and other devices or as an integrated application" (p .165). Flipgrid is especially used in video-based online courses. Lowenthal (2020) stated That in this application "students post a video response and then can reply to instructor or peer videos with their own videos"(p. 31). Moreover, this application is useful because it is

easy to use, in addition it enhances students' communicative skills as they feel more at their ease when using it.

1.5.3. Online Presentations:

Students can also do presentations by using Zoom application. Serhan (2020) clearly stated that " Zoom is a web-based collaborative video conferencing tool that provides quality audio, video and screen sharing, which makes it great for virtual conferences, online lectures, online meeting, webinars, and more" (p. 335). Through this application students can join these meetings via a webcam or phone. By this way, they can present his/her work easily, as well as the teacher can assess his/her presentation.

1.5.4. Face- to Face Presentations:

Due to some difficulties, there are some teachers who cannot assess their students online, and they prefer to assess them by using face-to face presentations at the university.

Conclusion:

To conclude, this chapter deals with the theoretical part of the study, it is broken into three sections, the first one reviews definitions, concepts correlated to online learning, presenting its history, modes of delivery, kinds of technologies, types of interaction, in addition to the advantages and the disadvantages of the online method. Moreover, the second section deals with the concept of the speaking skill, introducing its various definitions, notions, and finally sub-skills of the speaking skill. The last section embraces both variables together, it is devoted to an explanation of the use of the online method for teaching speaking by presenting content, challenges, the effect of the online teaching on learners' oral proficiency, and eventually methods of assessment.

Chapter Two: Field Work

Introduction:

This chapter represents the field work of the current study which investigates EFL learners' and teachers' attitudes towards online learning of the speaking skill the department of English at Mohammed Seddik Ben Yahia-Jijel. This practical part consists of a presentation and description of the tools used, data collection as well as analysis and interpretation of the results obtained.

2.1. Population and Sampling:

The population selected for this research work consists of second year EFL learners at the department of English, Mohammed Seddik Ben Yahia University at Jijel, and teachers of oral expression. This sample includes seventy EFL learners randomly selected, and all the oral expression teachers at the department of English who made a sample of four informants.

2.2. Research Instruments:

To obtain answers to our research two questionnaires were used. One was administered to second year EFL students and the second one to teachers of oral expression at the department of English at Mohammed Seddik Ben Yahia University at Jijel.

2.3. Students Questionnaire:

2.3.1. Aim of the Questionnaire:

This questionnaire has been handed to 70, randomly selected, second year LMD students of English at Mohammed Seddik Ben Yahia University. The purpose behind this questionnaire is to investigate EFL learners' attitudes towards online learning of the

speaking skill at the department of English at Mohammed Seddik Ben Yahia University at Jijel.

2.3.2. Description of the Questionnaire:

The present questionnaire is made up of twelve (12) questions, arranged into two sections; section one is entitled “Online Learning of the Speaking Skill”, while “Students’ Views Concerning Online Learning of the Speaking Skill” is the second section.

The first section is composed of five questions. It seeks to determine the modes of delivery, the type of interaction created, the technologies used in online teaching of speaking and the challenges encountered by learners in learning speaking online.

The second one it consists of seven close-ended questions. It aims to uncover students’ views concerning the effectiveness of this method by highlighting its advantages, challenges, and modes of assessment.

2.3.3. Analysis of the Students Questionnaire:

Section One: Online Learning of the Speaking Skill:

Students’ responses to Q1: (Which mode of delivery does your teacher use?).

Table 1

The Mode of Delivery used by Teachers

Options	Numbers	Percentage
Synchronous	47	67,14%
Asynchronous	23	32,86%
Total	70	100%

The aim of this question is to determine which mode of online learning is used by teachers. As it is shown on the table above, (67, 14%) of the sample reported that “synchronous mode of delivery” is the most widely used by teachers of oral expression, while (32, 86%) of learners chose “asynchronous mode of delivery”.

Students’ responses to Q2: (Which type of synchronous learning does your teacher use?)

Table 2

The Type of Synchronous Learning the Teachers Uses.

Options	Numbers	Percentage
Text chat rooms	33	70,21%
Video-conferencing	14	29,79%
Total	47	100%

The results on the table illustrated that high percentage of students (**70,21%**) chose “text chat room”, whereas (**29,70%**) selected “video-conferencing”.

Students’ responses to Q3: (What challenges do you confront in learning speaking synchronously?).

Table 3

The Challenges that Students Confront in Learning Speaking Synchronously.

Options	Numbers	Percentage
Time management	30	63,83%
Internet quality	17	36,17%
Total	47	100%

The results above indicate that a majority of **(63,83%)** of students selected “time management”, whereas **(36,17%)** chose “internet quality”.

Students’ responses to Q4: (If your teacher uses the asynchronous mode, which technology does he use?).

Table 4

The Technology Used by Teachers Uses in Asynchronous Mode of Learning.

Options	Numbers	Percentage
Video lectures	7	30,43%
Audio lectures	4	17,39%
PowerPoint presentations	6	26,09%
Articles	6	26,09%
Total	23	100%

This question attempts to identify the technology used by teachers in asynchronous mode of teaching oral expression. From the table above, we can elucidate that “video lectures” are frequently used in asynchronous learning with a percentage of **(30,43%)**, then “audio lectures” with **(17,39%)**. Learners responded both to “power point presentations” and “articles” with the same percentage which is **(26,09%)**.

Student’s responses to:(In your opinion, which one is the most effective?).

Table 5**Students' Views on Which Technology is the Most Effective.**

Options	Numbers	Percentage
Video lectures	17	73,91%
Audio lectures	4	17,39%
PowerPoint presentations	2	8,70%
Articles	00	00%
Total	23	100%

The aim of this question is to find out students' views on which technology is the most effective. From the table above we find out that the majority of students (**73,91%**) regarded "video lectures", while (**17,39%**) chose "audio lectures". (**8,70%**) of them selected "power point presentations". Finally, no responses were given for "articles"(**00%**).

Students' responses to Q5: (What kind of interaction does your teacher create in an online speaking course?).

Table 6**The Kind of Interaction the Teacher Creates in an Online Speaking Course.**

Options	Numbers	Percentage
Learner with learner	16	22,86%
Learner with instructor	20	28,57%
Learner with content	34	48,57%
Total	70	100%

The aim of this question is to identify which kind of interaction is used by teachers of oral expression in teaching speaking online. The outcomes above reveal that a high percentage of learners (**48,57%**) chose “learner with content”, whilst (**28,57%**) selected “learner with instructor”. Moreover, “learner with learner” is selected by only a small portion (**22,86%**).

Student’s responses to:(which type do you prefer? And why?).

Table 7

Students’ Responses to the Type of Interaction They Prefer.

Options	Numbers	Percentage
Learner with learner	24	34,29%
Learner with instructor	27	38,57%
Learner with content	19	27,14%
Total	70	100%

The question at hand aims at identifying the type of interaction preferred by students in an online course of speaking. From the table above, we notice that more than half of the sample with a percentage of(**38,57%**) responded with “earner with instructor”, whereas, (**34,29%**) chose “learner with learner”. Finally, a small portion of (**27,14%**) selected “learner with content”.

❖ **Justifications :**

Participants who selected’ learner with learner’ gave the following justifications:

- ✓ “Because it helps me better to improve my speaking skills”.

- ✓ “It is helpful because it makes us avoid embarrassing situations with the teacher”.

Participants who selected “learner with instructor” gave the following justifications:

- ✓ “Because it is more helpful for the students”.
- ✓ “Because it will be easier to explain ambiguities”.

Participants who selected “learner with content” gave the following justification:

- ✓ “Because we can get the chance to know more details about the lessons”.

Section Two: Students’ Views Concerning Online Learning of the Speaking Skill

Students’ responses to Q6: (In your opinion, what are the advantages of online learning?).

Table 8

The Advantages of Online Learning.

Options	Numbers	Percentage
Expressing yourself more freely	34	48,57%
It helps you as a student in developing your speaking skills in an individualized environment at your own pace and time	21	30%
It provides you with the opportunity to interact with proficient speakers	15	21,43%
Total	70	100%

The question targets the students' identification of the advantages of online learning of speaking. In response to this question, more than half the sample with a percentage of **(48,57%)** chose option "a". While, **(30%)** selected option "d". Finally, a small portion of **(21,43%)** opted for the last choice "c".

Students' responses to Q7: (What are the disadvantages of online learning?).

Table 9

The Disadvantages of Online Learning.

Options	Numbers	Percentage
Lack of motivation due to distraction	21	30%
Poor communication with the teacher	36	51,43%
Unfamiliarity with the online learning technologies	13	18,57%
Total	70	100 %

The aim of the present question is to identify the disadvantages of online learning from the students' perspective. From the table above, we can observe that most of the students opted for the second choice which is "poor communication with the teacher" with a high percentage **(51,43%)**. **(30%)** of the sample chose "lack of motivation due to distraction". Finally, **(18,51%)** of them selected the third choice which is "unfamiliarity with the online learning technologies".

Students' responses to Q8: (Which sub-skill do you think is the most developed through online learning?).

Table 10**The Most Developed Sub-Skill in Online Learning.**

Options	Numbers	Percentage
Grammar	8	11,43%
Vocabulary	23	32,86%
Appropriacy	2	2,85%
Pronunciation	22	31,43%
Fluency	15	21,43%
Total	70	100%

The aim of the question is to find the most developed sub-skill of speaking in online learning according to students. The results on the table above illustrate that **(32,86%)** of the sample chose “vocabulary”. While, **(31,43%)** opted for “pronunciation”, moreover, **(21,43%)** selected “fluency”. **(11,43%)** of them selected “grammar”. Finally, **(2,85%)** chose “appropriacy”.

Students’ responses to Q9: (What content does your teacher give you in an online speaking course?).

Table 11**The Type of Content Provided in an Online Speaking Course.**

Options	Numbers	Percentage
Video chats	20	28,57%
Voice recording	12	17,14%
Pronunciation practice	14	20%

Pictures and graphics	24	34,29%
Total	70	100%

The question aims to identify which content is provided by teachers in an online speaking course. The results on the table above show that most of the sample (**34,29%**) chose “pictures and graphics”. While, (**28,57%**) of them selected “video chats”. Furthermore, (**20%**) selected “pronunciation practice”. Finally, there is “voice recording” with (**17,14%**).

Students’ responses to: (What do you prefer?)

Table 12

The Content Preferred by Students in an Online Speaking Course.

Options	Numbers	Percentage
Video chats	29	41,43%
Voice recording	10	14,29%
Pronunciation practice	19	27,14%
Pictures and graphics	12	17,14%
Total	70	100%

The aim of this question is to find out which kind of content students prefer in an online speaking course. The results on the table above show that more than half the sample with a percentage of (**41,43%**) selected “video chats”, whereas (**27,14%**) chose “pronunciation practice”, moreover (**17,14%**) of the sample opted for “pictures and graphics”. Finally, a small portion (**14,19%**) selected “voice recording”.

Students’ responses to Q10: (How does your teacher assess your performance in an online speaking course?).

Table 13

The Type of Assessment Used by Teachers in an Online Speaking Course.

Options	Numbers	Percentage
Video recording through applications	20	28,57%
Audio recording through applications	9	12,86%
Face to face presentations	23	32,86%
Online presentations	18	25,71%
Total	70	100%

The aim of this question is to find out whether online assessment is used to evaluate students' performance in online teaching of speaking. The results on the table above demonstrate that **(32,86%)** of the sample chose "face -to face presentations". While, **(28,57%)** of them selected "video recording through applications". In addition, **(25,71%)** opted for "online presentations". Finally, **(12,86%)** chose "audio recording through applications".

Students' responses to Q11: (Select the challenges that you are usually faced with in learning speaking online).

Table 14

The Challenges Faced by Students in Learning Speaking Online.

Options	Numbers	Percentage
Unfamiliarity with the technologies used in an	19	27,14%

online learning environment		
Time management	22	31,43%
insufficient opportunities for practicing speaking	15	21,43%
Limited interaction between students and between students and teachers	14	20%
Total	70	100%

The aim of the question is to find out the challenges that students encounter in learning speaking online. The results point out that **(31,43%)** of the respondents chose “b” as the most challenging aspect in online learning. **(27,14%)** selected “a”. Moreover, **(21,43%)** opted “c”. Finally, **(20%)** of the sample chose “d”.

Students’ responses to Q12: (Do you consider online learning of the speaking skill effective?).

Table 15

Learners’ Attitudes towards the Effectiveness of Online Learning of the Speaking Skill.

Options	Numbers	Percentage
Yes	44	62 ,86%
No	26	37,14%
Total	70	100%

From the table above, we found that the majority of respondents with a percentage of **(62,86%)** answered with “yes”. While, a small portion of them **(37,14%)** confirmed that online learning of the speaking skill is “not effective”.

❖ **Explanations:**

Students who said “Yes” offered the following explanations:

- ✓ “Because it helps us to express ourselves more freely, and to practice speaking more confidently”.
- ✓ “Because it saves time and money, besides, it is more effective and developed”.
- ✓ “Because it makes the situations less ambiguous for students who have shyness anxiety issues”.
- ✓ “Because it is more comfortable, and the students can learn from anywhere”.
- ✓ “Because it enhances fluency and pronunciation”.
- ✓ “Because it is a new more attractive and motivating method to learn speaking”.
- ✓ “Because it incites us to be more productive”.
- ✓ “Because we can capture and understand things better since we feel more comfortable”.

Students who chose “No” offered the following explanations:

- ✓ “Because the time allotted for learning speaking is somehow limited”.
- ✓ “Because of the slow motion of the internet, not everyone can learn the speaking skill online”.
- ✓ “Because the students cannot interact with the teacher enough for further explanation”.
- ✓ “Because the traditional method is more effective”.

- ✓ “From the last experience of online learning, I can say that things were sometimes confusing”.
- ✓ “Because we do not have enough opportunity to speak enough”.
- ✓ “Because it limited the interaction between the students”.

2.3.4. The Interpretation of Students’ Questionnaire Results:

The students’ questionnaire was carried out for the sake of gathering information concerning EFL learners’ attitudes towards online leaning of the speaking skill. The analysis of the students’ questionnaire shows that the majority of second year EFL learners at the department of English at Mohammed Seddik Ben Yahia-Jijel experienced the synchronous online mode of learning speaking, while a small portion received an asynchronous online learning of the speaking skill. Furthermore, second year EFL learners who selected synchronous learning chose text-chatrooms as the most frequently used technology by instructors. It was found that the majority of second year EFL learners admitted that the they encounter serious difficulties in learning speaking synchronously due to time management issues especially, while less important causes include internet quality. Most of the learners who selected the asynchronous mode of learning consider video lectures as the most commonly used technology, whereas the others chose less used technologies namely power point presentations and audio lectures. Articles are not used in teaching the speaking skill.

On the One hand, the results reveal that the overwhelming majority of second year EFL learners chose learner with content interaction as the most generated type of interaction by the teacher. On the other hand, it is found that students prefer more learner with instructor interaction and they justified their option by the need of the teacher guidance and supervision to explain ambiguities if they are found. Moreover, students who

selected learner with learner interaction justified it by stating that it helps them to develop their speaking skills. In addition, it makes them avoid embarrassing situations with the teacher which suggests that this type of interaction is preferred by more introvert students. Students who selected learner with content interaction justified it by the need to know more details about the lesson for a better understanding of the lectures.

According to the results, most of second year EFL learners consider online learning of the speaking skill effective as it gives them more freedom of self-expression, whilst others believe that it helps them to develop their speaking skills in an individualized environment at their own pace. Finally, the results demonstrated that a small portion consider online learning of the speaking skill effective because it provides them with the opportunity to interact with proficient speakers, consequently second year EFL learners have positive attitudes towards online learning of the speaking skill.

It was found that some difficulties related to learning online led some students to develop negative attitudes towards online learning of the speaking skill. The difficulties include poor communication with the teacher, demotivation issues due to distraction; ultimately outcomes indicated that a small portion had issues with the unfamiliarity of the online learning technologies.

The results from the questionnaire analysis indicated that most of the students chose vocabulary, pronunciation and fluency are the sub-skills emphasized in teaching/learning speaking online. Furthermore, video chats and pictures and graphics are the most commonly given content by teachers in an online speaking course. It is found that the majority of second year EFL learners prefer video chats when learning speaking online.

According to the results, face-to face presentations are used as a method of assessment by teachers. However, other means such as video recording through

applications, online presentations, and audio recording through applications are less used in assessment of online taught courses. Moreover, it is found that most second year EFL learners confront challenges in learning speaking online due to time management issues, whilst other challenges according to the results include unfamiliarity with the online learning technologies, time insufficiency for practicing speaking, and finally limited interaction with the teacher.

To conclude, the results illustrated that the majority of second year students at the department of English at Mohammed Seddik Ben Yahia at Jijel have positive attitudes towards online learning of the speaking skill and most of the agree on its effectiveness in learning speaking while admitting that it creates some challenges for them.

2.4. Teachers' Questionnaire:

2.4.1. Aim of Teachers' Questionnaire:

As another research instrument, the teachers' questionnaire has been addressed to five teachers of oral expression at the department of English at the University of Mohammed Seddik Ben Yahia, Jijel. Its aim is to gather data about teachers' attitudes towards online learning of the speaking skill at our department.

2.4.2. Description of Teachers' Questionnaire:

This questionnaire is made up of fifteen (15) questions, arranged into two sections; section one is entitled "The Speaking Skill", While "Teaching the Speaking Skill Online" is the second section.

The first section is about the speaking skill (Q1-Q5). it attempts to get clear insights about the role of the speaking skill in teaching oral expression, the sub-skills that are

targeted by teachers and the teachers' satisfaction with the traditional method. In addition, it seeks to find out whether teachers use online teaching of speaking or not.

The second section (Q6-Q15) is about teaching the speaking skill online. It is designed to find out the teachers' implementation strategies of online teaching of speaking and their views in relation to the effectiveness of this method in addition to the challenges it creates for them.

2.4.3. Analysis of Teachers Questionnaire:

Section one: The Speaking Skill:

Teachers' responses to Q1: (Why is teaching the speaking skill important for EFL learners?).

Table 16

The Reasons for the Importance of Teaching the Speaking Skill to EFL Learners.

Options	Numbers	Percentage
To develop communication skills	2	40%
For future professional use	00	00%
To enhance speaking proficiency	2	40 %
For academic presentations and projects	1	20 %
Total	5	100%

The results above show that **(40%)** of the teachers chose the first option which is “to develop communication skills”, similarly **(40%)** of them opted for “to enhance speaking proficiency”. While **(20%)** voted “for academic presentations and projects”.

Teachers’ responses to Q2: (Which sub-skills do you want to develop in your students?).

Table 17

The Sub-Skills Teachers want to Develop in their Students.

Options	Numbers	Percentage
Fluency	4	80%
Grammar	00	00%
Pronunciation	00	00%
Vocabulary	1	20%
Appropriacy	00	00%
Total	5	100%

The aim of this question is to identify the sub-skills of speaking that teachers seek to develop in their students by teaching speaking. The results show that **(80%)** of the respondents chose “fluency” of the respondents, whereas **(20%)** opted for “vocabulary”.

Teachers’ responses to Q3: (Which method do you use in teaching the speaking skill?).

Table 18.

The Method Used in Teaching Speaking.

Options	Numbers	Percentage
Traditional method	4	80%

Online teaching method	1	20%
Total	5	100%

This question aimed to check which method teachers use in teaching speaking. Most of the teachers (**80%**) said that they employ “the traditional method”, whilst (**20%**) of them said that they use “the online method”.

Teachers’ responses to Q4: (Are you satisfied with the traditional method?).

Table 19

Teachers’ Satisfaction with the Traditional Method.

Options	Numbers	Percentage
Yes	3	70%
No	2	20%
Total	5	100%

The aim of this question is to know whether the teachers are satisfied with the traditional method or not. (**70%**) of the teachers are “satisfied” with the traditional method, while (**20%**) of them said “they are not”.

❖ **Explanations:**

Teachers who said “Yes” offered the following explanation:

- ✓ “Because it provides access to a face-to face interaction that simplifies speaking for the learner”.
- ✓ “Because it gives the students more chances for practice”.
- ✓ “Because it gives students more chance to participate and share ideas”.

Teachers who chose “No” offered the following explanations:

- ✓ “Like any other teaching method, it has its own limitations. Time for example”.
- ✓ “I do not use the traditional techniques, I use different techniques to help my students improve their speaking skills”.

Teachers’ responses to Q5: (If you use the traditional method, what do you give students as content?).

The Content Provided by Teachers in the Traditional Method.

- ✓ “Familiar life experiences”.
- ✓ “Topics to be debated”.
- ✓ “I focus on debates, role plays, interviews, conversations focusing on the topics that motivate students to learn and practice”.
- ✓ “I focus on role plays, interviews, presentations and so on”.

Section Two: Teaching the Speaking Skill Online:

Teachers’ responses to Q6: (Do you use online teaching of the speaking skill?).

Table 20

Teachers’ Use of Online Teaching of the Speaking Skill.

Options	Numbers	Percentage
Yes	5	100%
No	00	00%
Total	5	100%

The aim of this question is to find out if teachers use online teaching of speaking. The results on the table above illustrate that all the teachers use the online method for teaching the speaking skill.

Teachers' responses to Q7: (Which mode of delivery do you use?)

Table 21

The Mode of Delivery Employed by Teachers.

Options	Numbers	Percentage
Synchronous	2	40%
Asynchronous	3	60%
Total	5	100%

The purpose of this question is to find out which mode of delivery teachers utilize.

The majority of teachers (**60%**) use “the asynchronous mode”, while (**40%**) use “the synchronous mode”.

Teachers' responses to Q8: (Which sub-skills do you aim to develop in your students using online instruction?).

Table 22

The Sub-Skills Teachers Develop in their Students using Online Instruction.

Options	Numbers	Percentage
Fluency	4	80%
Grammar	00	00%
Pronunciation	00	00%

Vocabulary	00	00 %
Appropriacy	1	20%
Total	5	100%

The question aims to identify the sub-skill of speaking that teachers focus on in online instruction. The results on the table above demonstrate that the majority of the teachers (80%) want their students to develop “fluency” whereas (20%) of them opted for “appropriacy”.

Teachers’ responses to Q9: (Which one is difficult to develop using online instruction?).

Table 23

The Most Difficult Sub-Skill to Develop Using Online Instruction.

Options	Numbers	Percentage
Fluency	4	80%
Grammar	00	00%
Pronunciation	1	20%
Vocabulary	00	00%
Appropriacy	00	00%
Total	5	100%

The question aims to identify the most difficult sub-skill in online teaching of speaking. Significantly, (80%) of the teachers opted for “fluency”, (20%) of them selected “pronunciation”.

Teachers’ responses to Q10: (Which type of interaction do you Create?).

Table 24**The Kind of Interaction Crated by Teachers.**

Options	Numbers	Percentage
Learner with learner	1	20%
Learner with instructor	1	20%
Learner with content	3	60%
Total	5	100%

This question aimed to know the kind of interaction teachers create. Most of the teachers (**60%**) chose “learner with content”, while (**20%**) selected “learner with learner”. Finally, another (**20%**) of them chose “learner with instructor”.

Teacher’s responses to: (Do you consider it effective? Explain?).

Table 25**Teachers’ Attitudes towards the Effectiveness of the Kind of Interaction they Create.**

Options	Numbers	Percentage
Yes	5	80%
No	0	00%
Total	5	100%

The aim of this question is to know teachers attitudes towards the effectiveness of the kind of interaction they create. All of them (**100%**) voted for “yes”, to the effectiveness of the kind of interaction they create.

❖ **Explanations:**

The teachers offered the following explanations:

- ✓ “Yes, it is effective but to a certain effective”.
- ✓ “To some extent yes. That said, there are always drawbacks due to a number of factors related to the teaching process as a whole”.
- ✓ “Yes, it is to some extent. Learners tend to learn from each other in a relaxed atmosphere”.
- ✓ “Yes, to a certain extent”.
- ✓ “Develop their critical thinking skills”.

The role of the type of interaction used in enhancing students’ performance.

Those who chose learner with content said:

- ✓ “Develop their critical thinking skills”.
- ✓ “It can help students if it is used appropriately”.
- ✓ “Students would learn to speak fluently”.

Those who chose learner with instructor said:

- ✓ “Students would learn how to speak appropriately”.

Those who chose learner with learner said:

- ✓ “Reduce shyness and anxiety”.

Teachers’ responses to Q11: (Which technology do you prefer in teaching?).

Table 26

Type of Technology Teachers Prefer in Teaching Speaking.

Options	Numbers	Percentage
Video technology	5	100%
Audio technology	00	00%
Total	5	100%

The results above show that all the teachers opted for “video technology” as the most preferable technology in teaching speaking.

❖ **Explanations:**

- ✓ “Videos provide imagination for the learner”.
- ✓ “It is much more attractive and raises the interests of the students”.
- ✓ “They watch and listen at the same time. So, they have the full image of the situation”.
- ✓ “I prefer videos, so the students can see each other and feel like they are in the classroom, also to reduce ambiguity and misunderstanding”.
- ✓ “I prefer videos, since students can concentrate more”.

Teachers’ responses to Q12: (Which type of content do you give your students in teaching the speaking skill online?).

Table 27

The Type of Content they Give their Students in Teaching Speaking Skill Online.

Options	Numbers	Percentage
Video chats	4	80%
Pronunciation practice	00	00%
Voice recording	00	00%

Pictures	1	20%
Total	5	100%

The aim of this question is to know the type of content teachers give their students in teaching speaking online. **(80%)** of the teachers chose “video chats”, while **(20%)** of them selected “pictures”.

Teachers’ responses to Q13: (Do you consider online teaching of the speaking skill an effective method?).

Table 28

Teachers’ Attitudes towards the Effectiveness of Online Teaching of the Speaking Skill.

Options	Numbers	Percentage
Yes	2	40%
No	3	60%
Total	5	100%

The results on the table above show that the majority of teachers **(60%)** said that online teaching of the speaking skill is “not effective”, while **(40%)** said that “it is effective”.

❖ **Explanations:**

Teachers who said “Yes” gave the following explanations:

- ✓ “It can be effective providing the existence of a minimum set of favorable conditions to ensure its effectiveness”.

- ✓ “It is the most suitable way for learning rapidly and effectively during the pandemic”.

Teachers who said “No” gave the following explanations:

- ✓ “Time consuming”.
- ✓ “Teaching speaking online is not an easy task but we, teachers, tend to develop such skill while they are at home instead of not using it at all”.
- ✓ “Students may face problems with internet, so they cannot understand everything”.

Teachers’ responses to Q14: (What are the limitations of teaching the speaking skill online?).

Teachers’ responses to the limitations of teaching the speaking skill online:

- ✓ “The native language is not allowed”.
- ✓ “They are many. The students’ lack of interest, the heterogeneity of the classes and other traditional limitations such as time”.
- ✓ “Lack of motivation, internet and plagiarism”.
- ✓ “Problems with internet access”.
- ✓ “Lack of concentration, motivation, internet problems etc...”

Teachers’ responses to Q15: (What are the challenges faced by students in learning the speaking skill online?).

Teachers’ Responses to the Challenges Faced by Students in Learning the Speaking Skill Online:

- ✓ “Lack of confidence, socio-cultural problem, shyness and sometimes anxiety”.
- ✓ “Honestly, I think they are very personal and differ from one learner to another”.
- ✓ “They need to understand that it is the suitable way to study with the spread of the pandemic. With the help of the in class practice, online learning can be considered as a support for those who really want to learn English rapidly and effectively”.
- ✓ “Shyness, internet problems, and uncomfortable setting to speak and get engaged at home”.
- ✓ “Anxiety and shyness”.

3.4.4. Interpretation of the Teachers Questionnaire Results:

The results obtained from the teachers' questionnaire about the teachers attitudes towards online teaching of the speaking skill affirmed that the traditional method is the most widely used for teaching speaking. Moreover, the majority stated that they use role plays, debates, presentations and interviews as content for their students.

The obtained data also reveal that all the teachers utilize online learning of the speaking skill and most of them use the asynchronous mode of delivery. In addition, the outcomes from the questionnaire demonstrate that the overwhelming majority want to develop the sub-skill of fluency in their students when using online instruction, furthermore most of them believe that it is the most difficult one to develop in an online learning environment.

The results illustrate that most of the teachers generate a learner with content interaction while teaching speaking online. Moreover, the data has shown that all the teachers prefer the use of video technology as a primary medium for teaching speaking online, because it is more attractive, allows them to concentrate more, it motivates the learners' imagination the learners and raises their interests to learn. Furthermore, the

outcomes show that most teachers use video chats and pictures as the main content in their online speaking courses.

The results demonstrate that the teachers admitted that there are certain limitations of teaching speaking online primarily related to time, lack of interest and the heterogeneity of the classes, lack of motivation and concentration, and finally problems with internet access. In addition, teachers confirmed that students confront some challenges in learning speaking online such as internet problems, shyness, anxiety and lack of confidence. Finally, from the results of the obtained data we can elucidate that most of the teachers at the department of English at Mohammed Seddik Ben Yahia, university, Jijel have negative attitudes towards online teaching of the speaking skill since the majority regard this method as effective for teaching speaking appropriately.

Conclusion:

This chapter represents the practical part of this study, it consists of the presentation of the sample and the research tools which are two questionnaires administered to seventy second year students and five teachers of oral expression at the department of English at the University of Mouhamed Seddik Ben Yahia. It also contains the data analysis and the findings of this research which highlight the fact that the majority of EFL learners are familiar with the online learning of the speaking skill. Similarly, all oral expression teachers use the online method for teaching speaking. Finally, the results of this study illustrated that EFL learners have positive attitudes towards online learning of the speaking skill, on the other hand, oral expression teachers have negative attitudes towards online teaching of the speaking skill.

General Conclusion

The current study investigated EFL learners and teachers attitudes towards online learning of the speaking skill. It aimed to shed light on the effectiveness of the online learning approach, in addition to the advantages and the disadvantages of this method. To achieve the objectives of this study, two questionnaires were administered to both second year EFL learners and oral expression teachers at the department of English at Mohammed Seddik Ben Yahia, Jijel.

The research work at hand is made up of two chapters: a theoretical part which is divided into three main sections. The first section is devoted to an overview of online learning, presenting its history, major distinctions between the four types of learning, in addition to introducing modes of delivery, types of interaction, kinds of technologies in online learning, and ultimately advantages and disadvantages of this method. The second section is dedicated to a brief overview of the EFL skills. It discusses the definitions of the speaking skill provided by different scholars. Moreover, it sheds light on the importance of speaking in EFL context. Eventually, it outlines the speaking sub-skills. Furthermore, the third section embraces an explanation of the use of the online mode for teaching speaking, highlighting the challenges in teaching and learning the speaking skill online, the content provided by teachers, the effect of online teaching on learners' oral proficiency, and finally the methods of assessment. The second chapter of this research is the practical part of the study. It encompasses a description of both teachers' and students' questionnaires in addition to the data analysis and the interpretation of the results, limitations and some pedagogical recommendations are then provided.

The findings of the present study showed that the majority of second year EFL learners at English department at Mohammed Seddik Ben Yahia-Jijel experienced the

online mode for learning speaking. The results demonstrated that synchronous learning is the most frequently used by instructors. In addition, it is found that EFL learners have positive attitudes towards the use of video chats when conducting an online speaking course. Furthermore, the outcomes revealed that the majority of second year EFL learners consider this approach as effective because it gives them freedom of self-expression, and allows them to work, and to work at their own pace and time. However, they admitted that they encounter serious challenges such as: time management, unfamiliarity with the online learning technologies, lack of opportunities for practicing speaking. However, the overwhelming majority of EFL learners have positive attitudes towards online learning of the speaking skill. It was also found that all oral expression teachers at the department of English at Mohammed Seddik Ben Yahia University, Jijel utilize online teaching of the speaking skill. It was revealed that most of them opt for an asynchronous mode of delivery. Moreover, teachers asserted that they confront difficulties in using this approach mainly due to internet problems, students' shyness, anxiety, and lack of confidence. Ultimately it was found that, most teachers of oral expression have negative attitudes towards online learning of the speaking skill, henceforth, they do not assure the effectiveness of this approach for teaching speaking.

Pedagogical Recommendations and Suggestions

In the light of the findings of the present study, we suggest the following recommendations:

For Teachers:

- ✓ Teachers must use new methods for teaching, and utilize a variety of technology options to facilitate the teaching process.
- ✓ Teachers should make more speaking sessions, so the students can be more confident to speak.
- ✓ Teachers should make teamwork skills, so that students communicate effectively with each other in groups.

For Students:

- ✓ Learners should practice speaking online regularly with their peers using audio and video technologies.
- ✓ Learners should join to online events of language experts and native speakers.
- ✓ Learners should know their weakness points and set their mind to work on improving them.

Limitations of the Study

In the process of conducting this research, the researchers encountered some problems that needed to be mentioned:

- ✓ Because of the exams' period, we had many difficulties with the sample of the study.
- ✓ Distance is another problem of Covid-19. It was impossible to meet the teachers and ask them to answer the questionnaire too.
- ✓ Time also was one of the major problems that the researchers encountered during conducting this research.
- ✓ The lack of previous studies on the topic narrowed the scope of the current study.

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Appendices

Appendix One

Students Questionnaire

Dear students,

Your willingness to fill in this questionnaire will furnish us with the necessary data to bring our master's dissertation to an end. This questionnaire aims at investigating EFL learners' and teachers' attitudes towards online learning of the speaking skill.

May we thank you in advance for your cooperation and for the time devoted to answer the questionnaire.

Part One: Online Learning of the Speaking Skill:

❖ Online learning is the kind of learning that takes place via the internet with the aid of various modern communication technologies.

❖ There are two modes of delivery in an online speaking course:

a) **Synchronous Online Learning:** it is the kind of learning that requires the presence of both the students and teacher at the same time on an online platform.

b) **Asynchronous Online Learning:** it is the kind of learning that does not require students and teachers to work simultaneously or at the same time on an online platform.

1) Which mode of delivery does your teacher use?

a) Synchronously

b) Asynchronously

2) what type of synchronous learning does your teacher use?

a) Text chat rooms

b) Video conferencing (face to face video chats)

3) What challenges do you confront in learning speaking synchronously?

a) Time management

b) Internet quality

4) If your teacher uses the asynchronous mode, which technology does he use?

a) Video lectures

b) Audio lectures

c) PowerPoint presentations

d) Articles

➤ In your opinion, which one is the most effective?

5) What kind of interaction does your teacher create in an online speaking course?

a) Learner with learner

b) Learner with instructor

c) Learner with content

➤ Which type do you prefer? And why?

Part Two: Students' Views Concerning Online Learning of the Speaking Skill:

6) In your opinion, what are the advantages of online learning?

- a) Expressing yourself more freely
- b) It helps you as a student in developing your speaking skill in individualized environment at your own pace and time
- c) It provides you with the opportunity to interact with proficient speakers

7) What are the disadvantages of online learning?

- a) Lack of motivation due to distraction
- b) Poor communication with the teacher
- c) Unfamiliarity with the online learning technologies

8) Which sub-skill do you think is the most developed through online learning?

- a) Grammar
- b) Vocabulary
- c) Appropriacy
- d) Pronunciation
- c) Fluency

9) What content does your teacher give you in an online speaking course?

- a) Video chats

- b) Video recording
- c) Pronunciation practice
- d) Pictures and graphics

➤ What do you prefer?

10) How does your teacher assess your performance in an online speaking course?

- a) Video recording through applications
- b) Audio recording through applications
- c) Face-to face presentations
- d) Online presentations

11) Select the challenges that you are usually faced with in learning speaking online.

- a) Unfamiliarity with the technologies used in an online learning environment
- b) Limited interaction between students and between students and teachers
- c) Time management

12) Do you consider online learning of the speaking skill effective?

- a) Yes
- b) No

➤ Please, explain why?

Appendix Two

Questionnaire for Teachers

Dear Teachers,

This questionnaire is part of a research work which aims to investigate EFL learners' and teachers' attitude towards online learning of the speaking skill. We sincerely appreciate your help and collaboration.

Part One: The Speaking Skill:

1) Why is teaching the speaking skill important for EFL learners?

- a) To develop communication skill
- b) For future professional use
- c) To enhance speaking proficiency
- d) For academic presentations and projects

2) Which sub-skills do you want to develop in your students?

- a) Fluency
- b) Grammar
- c) Pronunciation
- d) Vocabulary
- e) Appropriacy

3) which method do you use in teaching the speaking skill?

- a) Traditional method
- b) Online teaching method

4) Are you satisfied with the traditional method?

- a) Yes

- b) No

➤ Why?

5) If you use the traditional method, what do you give students as content?

Part Two: Teaching the Speaking Skill Online:

➤ Regarding the current situation of the shut-down, teachers are not able to use the traditional method of teaching the speaking skill.

6) Do you use online teaching of the speaking skill?

- a) Yes

- b) No

7) Which mode of delivery do you use?

- a) Synchronous (learning that requires both the students and the instructor to work simultaneously).

- b) Asynchronous (learning that does not demand direct communication between students and the teacher).

8) Which sub-skills do you aim to develop in your students using online instruction?

- a) Fluency

- b) Grammar

- c) Pronunciation

- d) Vocabulary

- e) Appropriacy

9) Which one is difficult to develop using online instruction?

- a) Fluency
- b) Grammar
- c) Pronunciation
- d) Vocabulary
- e) Appropriacy

10) Which type of interaction do you create?

- a) Learner with learner
- b) Learner with instructor
- c) Learner with Content

- Do you consider it effective? Explain?
- What is its role in enhancing students' performance?

11) What technology do you prefer in teaching?

- a) Video technology
- b) Audio technology

- Please, explain why?

12) Which type of content do you give your students in teaching the speaking skill online?

- a) Video chats
- b) Pronunciation practice
- d) Voice recording

- e) Pictures

13) Do you consider online teaching of the speaking skill is an effective method?

- a) Yes
- b) No

➤ Explain why?

14) What are the limitations of teaching the speaking skill online?

15) What are the challenges faced by students in learning the speaking skill online?

Résumé

Cette présente recherche a examiné les attitudes des apprenants ALE et des enseignants vis-à-vis de l'apprentissage en ligne de l'expression orale. L'objectif central de cette étude est en évidence l'efficacité de cette méthode pédagogique et les attitudes des apprenant et des enseignant envers cette approche. Afin d'atteindre les objectifs de cette étude, une approche qualitative a été utilisée pour recueillir et analyser les données. Pour atteindre cet objectif deux questionnaires ont été administrés à la fois aux apprenants ALE de deuxième année et aux professeurs d'expression orale du département d'anglais de Mohammed Seddik Ben Yahia, Jijel. Les résultats obtenus montrent que les étudiants apprécient ce genre d'apprentissage et le trouvent très utile parce qu'il leur permet d'exprimer plus librement et de développer leurs compétences orales dans un environnement individualisé à leur propre rythme. En tant qu'apprenant ALE, ils rencontrent différentes difficultés telles que la gestion de temps, méconnaissance des techniques d'apprentissage en ligne, opportunités insuffisantes pour pratiquer l'expression orale, en plus d'une interaction limitée entre les étudiants et les enseignants. En outre, on voit que les enseignants d'expression orale ont une attitude négative envers l'apprentissage en ligne de l'expression orale, car la majorité des enseignantes admettent que cette approche n'est pas efficace pour enseigner l'expression orale, et qu'ils confrontent plusieurs difficultés principalement liées aux contraintes de temps, au manque de motivation et de concentrations des étudiants, en plus des problèmes d'accès à l'internet.

Mots clés : Expression orale, Apprenants ALE et Enseignants, Apprentissage En Ligne.

ملخص

تبحث الدراسة الحالية في مواقف متعلمي ومعلمي اللغة الإنجليزية كلغة أجنبية تجاه تعلم مهارة التحدث عبر الإنترنت. هدفت هذه الدراسة إلى تسليط الضوء على فعالية نمط التعلم عبر الإنترنت. بالإضافة إلى مواقف كل من متعلمي و معلمي هذا المنهاج. من أجل تحقيق أهداف هذه الدراسة، تم استخدام المنهج النوعي لجمع وتحليل البيانات. تم إجراء استبيانين لكل من متعلمي اللغة الانجليزية كلغة أجنبية في السنة الثانية ولمعلمي التعبير الشفهي في قسم اللغة الإنجليزية جامعة محمد الصديق بن يحي جيجل. اظهرت النتائج التي تم الحصول عليها، أن الطلاب لديهم مواقف إيجابية حول تعلم مهارة التحدث عبر الإنترنت. بالنسبة لهم، التعلم عبر الإنترنت مفيد خاصة أنه يساعدهم في التعبير عن أنفسهم بكل حرية، كما أنه يساعدهم على تنمية مهارة التحدث لديهم في أي مكان وزمان. بغض النظر عن كل هذا و بصفتهم متعلمي اللغة الانجليزية كلغة أجنبية فهم أيضا يواجهون صعوبات مختلفة في استعمال هذه الطريقة الجديدة للتعلم، كعدم معرفتهم كيف يديرون وقتهم وعدم إلمامهم بتقنيات التعلم عبر الإنترنت، وعدم توفر الفرص الكافية للتعبير، بالإضافة إلى التواصل المحدود بين الطلاب والأساتذة. كما تبين أن معلمي التعبير الشفهي لديهم مواقف سلبية حول التعليم عبر الإنترنت. أغلبهم يعتبرون هذه الطريقة غير فعالة، لأنهم يواجهون صعوبات في استخدامها، كضيق الوقت وقلة الحافز والتركيز لدى الطلاب، بالإضافة إلى رداء شبكة الإنترنت.

الكلمات المفتاحية: مهارة التحدث، متعلمي ومعلمي اللغة الإنجليزية كلغة أجنبية، التعلم عبر الإنترنت.