

Democratic and Popular Republic of Algeria  
Ministry of Higher Education and Scientific Research



Naama University Centre  
Institute of Letters and Foreign Languages  
English Department

Perspectives on Distance Learning of Speaking Skills Performance  
amidst the COVID-19 Pandemic:  
Case Study of Master 1 EFL Students  
at SALHI Ahmed University Centre, Naama

*Dissertation Submitted to the Department of English as a Partial Fulfilment of the  
requirement for the degree of Master in Linguistics.*

**PRESENTED BY:**

- Ali HAMDANI
- Imen KEBOUCHA

**SUPERVISED BY:**

Dr. Meryem KOURICHI

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**Academic Year: 2022-2023**

**In the Name of Allah the Most Gracious the Most Merciful.  
Peace and Blessing be upon the Prophet Mohamed.**

# DEDICATION

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## *Dedication*

*I dedicate this modest work*

*For my family*

*For you.*

*Ali*

## DEDICATION

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*To the one who saw me with her heart before her eyes, and her entrails embraced me before her hands, to my tree that does not wither, to the shade that I shelter in at all times (my mother).*

*To my first role model, to the one who gave me and is still giving me without limits, to the one who raised my head high in pride of him (my father).*

*To those for whom I was hopeful, to the candles that illuminate the path for me  
(my brother and sister)*

*To my favorite person, to the one who was my shadow when I was tired, who encouraged me when I declared my surrender, to the one who was my hope (HUSSAM)*

*To who was part of my journey, to who was my sister before she was a friend (NAAZ)*

*And last but not least, I humbly dedicate this work to everyone who takes the trouble to read it, whether to evaluate it, criticize it, increase their knowledge, or satisfy their curiosity.*

**Imen**

## ACKNOWLEDGEMENTS

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### *ACKNOWLEDGEMENTS*

*First and foremost, we should be so grateful and thankful for “Allah”, who gives His blessings from the beginning to the end of this project.*

*This study will not be completed without the assistance, encouragement, inspiration, and motivation of many people, whether or not they are directly related to this research.*

*We would like to express deepest and immense appreciation to our respectable supervisor Dr. KOURICHI Meryem. We are grateful for her patience, support, guidance and valuable feedback.*

*We would like to thank the jury members; Dr. SAHNOUN Ikram, Dr. KOURICHI Meryem and Ms. CHIKH Imene, for the time dedicated to read, examine and evaluate this humble work*

*Special thanks to Dr. Kheloufi SOUAD, English teacher at the High School Of Agronomy in Mostaghanem, for her endless assistance and support with valuable resources.*

*We would like to express our sincere appreciation to all the teachers and students of the English department at Ahmed SALHI University Centre in Naama for their help to complete this modest work.*

## ABSTRACT

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### **Abstract**

The sudden outbreak and widespread of pandemic COVID-19 has led all schools, universities, institutions and in general the education sector to shift from the face-to-face learning method to the distance learning method which requires an integration of educational technology to offer a successful distance learning experience. The new distance learning method has a direct influence on teaching speaking skills since it requires too much interaction and communication. The present study aims at investigating the students' perceptions of distance learning and its impact on their speaking skills performance and focus on the most common challenges that students encounter during the learning process. Finally, it investigates whether MOODLE educational platform speaking activities are effective or not in a distance environment. In order to achieve the aims of this study, two questionnaires were submitted distance to both first-year Master EFL students and teachers at the Institute of Letters and Foreign Languages, Department of English at Naama University Centre. Besides, teachers at the same institute were interviewed too. The findings reveal that MOODLE is not suitable, ineffective and has adverse effects on learners' speaking skills. At the end of this work, some pedagogical recommendations are suggested to better implement the distance learning process in teaching speaking skills.

**Keywords:** Covid-19, distance learning, MOODLE, speaking skills, EFL learners.

# TABLE OF CONTENTS

---

## Table of Contents

<b>Dedications</b> .....	<b>I</b>
<b>Acknowledgments</b> .....	<b>II</b>
<b>Abstract</b> .....	<b>III</b>
<b>Table of Contents</b> .....	<b>IV</b>
<b>List of Abbreviations and Acronyms</b> .....	<b>V</b>
<b>List of Figures</b> .....	<b>VI</b>
<b>List of Graphs</b> .....	<b>VII</b>
<b>List of Tables</b> .....	<b>VIII</b>
<b>General Introduction</b> .....	<b>01</b>
1. Introduction. ....	01
2. Background of the Study. ....	01
3. Statement of the Problem. ....	02
4. Significance of the Study. ....	02
5. Aim of the Study. ....	02
6. Research Questions. ....	03
7. Research Hypothesis. ....	03
8. Research Methodology. ....	03
9. Structure of the Study.....	03
<b>Chapter One: Literature Review</b>	
1.1.Introduction.....	05
1 .2.Definition of Teaching and Learning.....	05
1.2.1. Definition of Teaching .....	05
1.2.2. Definition of Learning .....	06
1. 3. Distance Learning .....	06
1.3.1. Definition of Distance Learning .....	06
1.3.2. The Forms of Distance Learning.....	07
1.3.2.1. Open Learning .....	07
1.3.2.2. Blended learning: .....	07
a- Face to Face Learning .....	08
b- Online Learning (E-learning).....	08

# TABLE OF CONTENTS

---

1.3.2.3. Flexible Learning.....	09
1.3.2.4. Computer-Based Learning (CBL).....	09
1.4. Definition of E-Learning Platform .....	09
1.4. 1.E-Learning Platforms Types.....	10
1.4.2. Advantages of Distance Learning.....	10
1.4.3. Disadvantages of Distance Learning .....	11
1.5. The Pandemic Covid-19 and Distance Education Period.....	12
1.5.1. Definition of COVID-19.....	12
1.5.2. The Quarantine Period Impacts on the Teaching/Learning Processes in Higher Education.....	13
1.5.2.1. The Definition of Quarantine Period.....	13
1.5.2.2 Teaching in Algeria during the Pandemic.....	13
1.5.1. The Platform used in E-learning in Naama University Centre.....	14
1.6. MOODLE.....	14
1.6.1. Definition of MOODLE.....	14
1.6.2. Characteristics of MOODLE.....	15
1.6.3. MOODLE and EFL Learning and Teaching.....	15
1.6.4. MOODLE' Resources.....	16
1.6.4.1. The Label.....	16
1.6.4.2. The Folder.....	16
1.6.4.3. The File.....	16
1.6.4.4. The Book.....	16
1.6.4.5. The Page.....	17
1.6.4.6.. The URL.....	17
1.7.1. Challenges of using the MOODLE Platform in Teaching EFL Online.....	18
1.7. 2. EFL Teachers' and Students' Attitudes towards the Use of the MOODLE Platform in Distance Teaching.....	18
1.7.2.1. Students' Attitudes.....	18
1.7.2.2. Teachers' Attitudes.....	18
1.8.1. An Overview of Teaching and Learning Speaking.....	20
1.8.1. Definition of Speaking.....	20
1.8.2. Characteristics of Speaking.....	20
1.8.2.1. Fluency.....	20
1.8.2.2. Accuracy.....	21



# TABLE OF CONTENTS

---

1.8.2.3. Vocabulary.....	21
1.8.2.4. Pronunciation.....	21
1.9.1. Teaching the Speaking Skill.....	22
1.9.1.1. Methods to Teaching the Speaking Skill.....	22
a- Grammar Translation Method.....	22
b- The Direct Method.....	22
c- Audio -Lingual Method.....	23
1.9.2. Speaking Activities in EFL Classes.....	23
1.9.2.1. Role-Play.....	23
1.9.2.2. Discussions.....	24
1.9.2.3. Oral Presentation.....	24
1.9.2.4. Games.....	25
1.9.3. Speaking Activities in MOODLE.....	25
1.9.3.1. Forum Discussions.....	25
1.9.3.2. Voice/Video Recording Assignments.....	25
1.9.3.3. Virtual Chat Rooms.....	26
1.9.3.4. Peer Feedback and Assessment.....	26
1.9.3.5. Collaborative Projects.....	26
1.9.3.6. Speaking Quizzes .....	26
1.9.3.7. Virtual Classroom Integration.....	26
1.9.4. Challenges Faced by EFL Learners in the Learning of Speaking Skills during COVID-19 Pandemic.....	28
1.10. Conclusion.....	29

## **Chapter Two: Research Methodology**

2.1. Introduction.....	30
2.2. Research Design.....	30
2.3. Mixed Methods Research Approach.....	30
2.4. Research Tools... ..	31
2.4.1. Questionnaire .....	32
4.1.1. Definition of Questionnaire.....	32
2.4.1.2. Questionnaire Items.....	32
2.4.1.3. Students' Questionnaire.....	34
2.4.1.4. Teachers' Questionnaire.....	34

## TABLE OF CONTENTS

---

2.4.2. Interview.....	35
2.4.2.1..Definition of Interview.....	35
2.4.2.2. Types of Interview.....	35
2.4.2.3. Teachers' Interview.....	36
2.5. Methods.....	36
2.6. Target Group.....	36
2.7. Instruments used in Data Collection .....	36
2.8. Data Collection.....	37
2.9. Population and Sampling.....	37
2.10. Conclusion.....	39
<b>Chapter Three: Data Analysis and Discussion</b>	
3.1. Introduction.....	40
3.2. Students' Questionnaire (Administration and Aim).....	40
3.2.1. Description of the Students' Questionnaire.....	41
3.2.2. Analysis of the Students' Questionnaire.....	42
2.2.3. Discussion of the Main Findings of the Students' Questionnaire.....	60
3.3. Teachers' Questionnaire (Administration and Aim).....	62
3.3.1. Description of the Teachers' Questionnaire.....	62
3.3.2. Analysis of the Teachers' Questionnaire.....	63
3.3.3. Discussion of the Main Findings of the Teachers' Questionnaire.....	83
3.4. Teachers' Interview.....	84
3.4.1. Description of the Teachers' Interview.....	84
3.4.2. Analysis of the Teachers' Interview.....	86
3.4.3. Discussion of the Main Findings of the Teachers' Interview.....	86
3.5. Conclusion.....	87
General Conclusion.....	92
Limitations of the Study.....	93
List of References.....	94
Appendices.....	103
▪ Appendix A- Students' Questionnaire.....	103
▪ Appendix B- Teachers' Questionnaire.....	109
▪ Appendix C- Teachers' Interview.....	116
الملخص.....	117

## LIST OF ABBREVIATIONS AND ACRONYMS

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### List of Abbreviations and Acronyms:

- **AI:** Artificial Intelligence.
- **ALM:** Audio-lingual Method.
- **BL:** Blended Learning.
- **CALL:** Computer-Assisted Language Learning.
- **CBL:** Computer-Based Learning.
- **CD-ROM:** Compact disk- Read Only Memory.
- **ChatGPT:** Chat Generative Pre-trained Transformer.
- **CMS:** Course Management System.
- **COVID 19:** CO: corona, VI: virus, D: Disease, 19: year of 2019.
- **CUN:** Centre Universitaire du Naama.
- **EFL:** English as a Foreign Language.
- **E-Learning:** Electronic learning.
- **E-mail:** Electronic Mail.
- **GTM:** Grammar Translation Method.
- **HTML:** Hyper Text Markup Language.
- **HTTP:** Hypertext Transfer Protocol.
- **ICT:** Information and Communication Technologies.
- **IT:** Information and Technology.
- **LMS:** Learning Management System.
- **MERS:** Middle East Respiratory Syndrome.
- **MOOC:** Massive Open Online Courses.
- **MOODLE:** Modular Object-Oriented Dynamic Learning Environment.
- **MT:** Mother Tongue.
- **OML:** Online Management Learning Systems.
- **OU:** Open University.
- **PHP:** Personal Home Page.
- **Q:** Question.
- **RH:** Research Hypothesis.
- **RQ:** Research Question.
- **SARS-CoV-2:** Severe Acute Respiratory Syndrome Corona Virus 2.
- **SNS:** Social Networking Sites.
- **SRC:** Student Representative Council.

## LIST OF ABBREVIATIONS AND ACRONYMS

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- **TL:** Target Language.
- **U.K:** United Kingdom.
- **UFC :** Université da la Formation Continu.
- **UNESCO:** United Nations Educational, Scientific and Cultural Organization.
- **URL:** Uniform Resource Locator.
- **USA:** United States of America.
- **VLE:** Virtual Learning Environment.
- **WHO:** World Health Organization.
- **WWW:** World Wide Web.

## LIST OF FIGURES

---

### List of Figures:

- **1.1.Figure 01:** The Forms of Distance Learning.....09
- **1.2.Figure 02:** E-learning Platforms Types.....10
- **1.3.Figure 03:** Corona Virus .....12
- **1.4.Figure 04:** The MOODLE Acronym.....14
- **1.5.Figure 05:** MOODLE Platform Interface of Naama University Centre.....17

## LIST OF GRAPHS

---

### List of Graphs:

▪ 3.1.Graph 01: Students' Gender .....	42
▪ 3.2.Graph 02: Students' Age.....	42
▪ 3.3.Graph 03: Students' Students' Internet Availability .....	43
▪ 3.4.Graph 04: Students' Students' Internet Quality .....	44
▪ 3.5.Graph 05: Student Availability of Online Devices.....	44
▪ 3.6.Graph 06: Students' Devices for Online Learning .....	45
▪ 3.7.Graph 07: Students' Period of using Online Learning .....	46
▪ 3.8.Graph 08: Students' Means of Studies before the Pandemic Period .....	46
▪ 3.9.Graph 09: Students' Mastery of Technology.....	47
▪ 3.10.Graph 10: Students' Points of View about Distance Learning Efficiency.....	48
▪ 3.11.Graph11:Students' Preferences Regarding Traditional, Distance learning and Blended Learning.....	48
▪ 3.12.Graph 12: Students' Use of MOODLE Platform during the COVID19.....	49
▪ 3.13.Graph 13: Students' Frequency Use of MOODLE. ....	50
▪ 3.14.Graph 14: Students' Attitude towards MOODLE.....	50
▪ 3.15.Graph 15: Students' Attitude towards Training by Naama University Centre.....	51
▪ 3.16.Graph 16: Students' Difficult Skills.....	52
▪ 3.17.Graph 17: the Skills Teachers Focus Most .....	52
▪ 3.18.Graph 18: Students' Opinion about the Fulfillment of Speaking Objectives.....	53
▪ 3.19.Graph 19: Students' Level of Speaking Skills before COVID-19.....	53
▪ 3.20.Graph 20: Students' Level of Speaking Skills during COVID-19.....	54
▪ 3.21.Graph 21: Students' English Speaking Ability after the Pandemic COVID-19.....	55
▪ 3.22.Graph 22: Students' Speaking Difficulties....	55
▪ 3.23.Graph 23: Students' Abilities in Expressing Thoughts.....	56
▪ 3.24.Graph 24: Students' Preferences of Speaking.....	57
▪ 3.25.Graph 25: Students' Views on MOODLE Improving Speaking skills.....	57
▪ 3.26.Graph 26: the Constraints of Using MOODLE Platform.....	58
▪ 3.27.Graph 27: Teachers' Gender.....	63
▪ 3.28.Graph 28: Teachers' Age.....	64
▪ 3.29.Graph 29: Teachers' Academic Degrees.....	64
▪ 3.30.Graph 30: Teachers' Fields of Study.....	65

## LIST OF GRAPHS

---

▪ <b>3.31.Graph 31:</b> Teachers' Years of Experience in Teaching English at University Centre.....	65
▪ <b>3.32.Graph 32:</b> Teachers' Internet Quality.....	66
▪ <b>3.33.Graph 33:</b> Teachers' Online Devices.....	66
▪ <b>3.34.Graph 34:</b> Teachers' Tools for Online Learning before COVID-19. ....	67
▪ <b>3.35.Graph 35:</b> Teachers' Purpose of Online Learning.....	68
▪ <b>3.36.Graph 36:</b> Teachers' Distance Learning Issues. ....	68
▪ <b>3.37.Graph 37:</b> Teachers' Technology Skills. ....	69
▪ <b>3.38.Graph 38:</b> Teachers' Previous Experience of Technology Tools.....	69
▪ <b>3.39.Graph 39:</b> Teachers' Points of View about Distance Learning Efficiency.....	70
▪ <b>3.40.Graph 40:</b> Teachers' Preferences Regarding Traditional and Distance Classes.....	70
▪ <b>3.41.Graph 41:</b> Teachers' Familiarity with MOODLE.....	71
▪ <b>3.42.Graph 42:</b> Teachers' Purposes of MOODLE Use.....	72
▪ <b>3.43.Graph 43:</b> The Frequency of MOODLE Platform Use.....	72
▪ <b>3.44.Graph 44:</b> Teachers' Attitude Towards MOODLE ....	73
▪ <b>3.45.Graph 45:</b> Teachers' Training on MOODLE.....	73
▪ <b>3.46.Graph 46:</b> Teachers' Teachers' Attitudes Regarding the Efficiency of MOODLE.....	74
▪ <b>3.47.Graph 47:</b> Teachers' Access MOODLE Difficulties ....	74
▪ <b>3.48.Graph 48:</b> Teachers' View about Students' Difficult Skills.....	75
▪ <b>3.49.Graph 49:</b> Teachers' View about Students' Difficult Skills during the Pandemic.....	76
▪ <b>3.50.Graph 50:</b> Teachers' Comparison of Speaking Skill. ....	76
▪ <b>3.51.Graph 51:</b> Teachers' Interaction with Students ....	77
▪ <b>3.52.Graph 52:</b> Teachers' MOODLE speaking Activities Use.....	77
▪ <b>3.53.Graph 53:</b> Teachers' Perceptions on MOODLE Speaking Activities.....	78
▪ <b>3.54.Graph 54:</b> Teachers' Views on Students' Speaking Difficulties. ....	78
▪ <b>3.55.Graph 55:</b> Teachers' Suggestions for Speaking Difficulties.....	79
▪ <b>3.56.Graph 56:</b> The issues EFL Teachers Face When using Distance Learning.....	80

## LIST OF TABLES

---

### List of Tables:

- **1.1.Table 01:** Distance Education Through Three (03) Successive Generations.....07
- **1.2.Table 02:** Speaking Activities in MOODLE.....27
- **2.3.Table 03:** Likert Scale.....33
- **2.4.Table 04:** Sample of the Study (Teachers' Questionnaire).....37
- **2.5.Table 05:** Sample of the Study (Students' Questionnaire).....37
- **2.6.Table 06:** Sample of the Study (Teachers' Interview).....38
- **3.7.Table 07:** Sample of the Study (Students' Questionnaire).....40



**GENERAL  
INTRODUCTION**

# GENERAL INTRODUCTION

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## **General Introduction**

1. Introduction
2. Background of the Study.
3. Statement of the Problem.
4. Significance of the Study.
5. Aim of the Study.
6. Research Questions.
7. Research Hypothesis.
8. Research Methodology.
9. Structure of the Study.

# GENERAL INTRODUCTION

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## GENERAL INTRODUCTION

### 1. Introduction

Corona Virus or COVID-19 has unfolded many challenges to the world, including people's lifestyles, health, trade, business and so on. Consequently, the global education system is also being deeply affected. The impact of COVID-19 on global education can be described as destructive since many students are being deprived of education for months. UNESCO report shows this disruption in education has adverse impacts on students' lives and, consequently, on the community. So, the countries are dealing with the question of how the students can have required learning amid this prolonged lockdown scenario. As a concern, drastic changes in the educational system are required to make the education system vivid. Technology and ICT-based education, mainly distance Education, is the most urgent solution to save the learning process.

The Algerian government has endeavored to implement rigid measures on higher education institutions and universities as an urgent and adequate solution, the educational institutions and universities have been switched from face –to face into a remote learning and teaching process.

Thus, distance learning seems to be a promising solution in the education sector all over the world, especially with the growing popularity of information technology which facilitates the use of this method in the process of learning and teaching.

Distance learning is playing a crucial role in education especially in the recent academic years. The new way of learning may make education more interesting, innovative and engaging. The distance learning method has gained more importance due to the COVID-19 pandemic. It provides both EFL learners and teachers with more opportunities to practise and develop their language and specifically speaking skills through an unlimited number of software and applications that are designed especially for learning purposes since face-to-face interaction was impossible.

### 2. Background of the Study

During the COVID-19 pandemic, the unexpected closures of all educational institutions have caused English as foreign language (EFL) learners to have significant difficulties learning the English language, especially in speaking skills. Speaking is one of the most important skills to learn because it is the primary mode of communication around the world. However, the majority of EFL learners are still trying to improve their English speaking abilities. Since the implementation of the COVID-19 lockdowns, distance has been a well-known solution all over the world.

There are many types and components of distance learning, such as Google Classroom, Zoom, and MOODLE.

## GENERAL INTRODUCTION

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MOODLE is an online learning platform developed from pedagogical principles, it allows its users to learn through its content and activities that help learners develop their learning skills, among them speaking skills, so they need to interact together and with their instructors or with their mates by speaking.

### **3. Statement of the Problem**

In the spring of 2020, COVID-19 widespread leads to the obligation of using distance learning. As a result, teachers quickly create new strategies for lesson planning and managing the virtual classroom environment while looking for immediate and new tools to teach speaking skills and enhance communication with learners during this unexpected situation. The Algerian universities were no exception and decide to avoid traditional methods of teaching and replace them with the use of distance learning. Teachers and learners were not ready for this emergent transition. Thus, jumping from a face-to-face classroom into a fully online class was a great challenge for everyone; learners suffer from the lack of opportunities to practise their spoken language while teachers face many challenges to implementing this new method.

Hence, this study concentrates on investigating the effects of distance learning on students speaking skills performance.

### **4. Significance of the Study**

The current study is so crucial because it provides students with new techniques and tools to improve their speaking skills by using the MOODLE platform activities that help them develop their speaking productions. It also provides teachers with some new and updated teaching methods to facilitate the process of teaching speaking by using technologies.

### **5. Aim of the Study**

This research tends to examine how Ahmed SALHI University Centre in Naama (Algeria) has used MOODLE platform to facilitate the learning/teaching process with a focus on speaking skills during the pandemic COVID-19.

Furthermore, the present study seeks to investigate the EFL students' as well as teachers' perceptions and viewpoints of the effectiveness of distance learning via MOODLE on students' speaking skills performance.

### **6. Research Questions:**

The present research seeks to answer the following research questions:

**RQ1:** Was distance learning via MOODLE platform effective to enhance EFL learners speaking skills during the COVID-19 pandemic at NAAMA University Centre?

**RQ2:** To what extent have speaking skills been fulfilled in distance learning at NAAMA University Centre?

### **7. Research Hypotheses:**

Therefore, the following hypotheses are formulated;

**RH1:** No, we assume that EFL students didn't benefit from speaking lessons via MOODLE platform during the COVID-19 pandemic.

**RH2:** Supposedly, none of the four skills goals was thoroughly fulfilled in general and the speaking skills in particular due to the absence of student-teacher interaction.

## **8. Research Methodology**

### **8.1. Research Tools:**

To provide answers to the above questions, both qualitative and quantitative research approaches were adopted. Thus, EFL students' and teachers' questionnaires as well as EFL teachers' interview have been administered to English students and teachers respectively at Naama University Centre to identify the effectiveness of using distance learning on students' speaking skills performance.

## **9. Structure of the Study**

The current study consists of three (03) chapters, starting with a general introduction and ending with a general conclusion. The first chapter is devoted to the literature review part, which sheds light on the most important terms and definitions pertaining to distance education, its variations and types, benefits and drawbacks, and then it focuses on Covid-19 pandemic and remote education period. Besides, it shifts to educational platforms in general and MOODLE in particular, furthermore, the speaking skill definitions, its importance, its characteristics and the most efficient methods to teaching the speaking skill and MOODLE activities of teaching speaking skills. The chapter ends with the focus on the main speaking challenges encountered by EFL students and

## GENERAL INTRODUCTION

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teachers. Eventually, the second chapter is the research methodology and research design, it provides a description of the research tools, data collection, sampling and population.

The last chapter (the third one) provides practical one where the data obtained from the students' and teachers' questionnaire and teachers' interview is analyzed, interpreted and discussed.

To end up with a list of recommendations for both teachers and students to end with a general conclusion, that summarizes the major points discussed throughout the dissertation.

**CHAPTER ONE:  
LITERATURE  
REVIEW**

# CHAPTER ONE: LITERATURE REVIEW

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## CHAPTER ONE: Literature Review

### 1.1.Introduction

### 1.2.Definition of Teaching and Learning

#### 1.2.1. Definition of Teaching

#### 1.2.2. Definition of Learning

### 1.3.Distance Learning

#### 1.3.1. Definition of Distance Learning

#### 1.3.2 The Forms of Distance Learning

##### 1.3.2.1. Open Learning

##### 1.3.2.2. Blended Learning

###### a- Face to Face Learning

###### b- Online Learning (E-learning)

##### 1.3.2.3. Flexible Learning

##### 1.3.2.4. Computer-Based Learning (CBL)

### 1.4. Definition of E-learning Platform

#### 1.4.1.E-Learning Platforms Types

#### 1.4.2. Advantages of Distance Learning

#### 1.4.3. Disadvantages of Distance Learning

### 1.5. The Pandemic Covid-19 and Distance Education Period

#### 1.5.1. Definition of COVID-19

#### 1.5.2. The Quarantine Period Impacts on the Teaching/Learning Processes in Higher Education

##### 1.5.2.1. The Definition of Quarantine Period

##### 1.5.2.2. Teaching in Algeria during the Pandemic

##### 1.5.1. The Platform used in Distance in Naama University Centre

### 1.6. MOODLE

#### 1.6.1. Definition of MOODLE

#### 1.6.2. Characteristics of MOODLE

#### 1.6.3. MOODLE and EFL Learning and Teaching

#### 1.6.4. MOODLE' Resources

##### 1.6.4.1. The Label

##### 1.6.4.2. The Folder

##### 1.6.4.3. The File



## CHAPTER ONE: LITERATURE REVIEW

---

1.6.4.4. The book

1.6.4.5. The Page

1.6.4.6.. The URL

1.7.1. Challenges of Using the MOODLE Platform in Teaching EFL Distance

1.7. 2. EFL Teachers' and Students' Attitudes towards the Use of the MOODLE Platform in Distance Teaching

1.7.2.1. Students' Attitudes

1.7.2.2. Teachers' Attitudes

1.8. An Overview of Teaching and Learning Speaking

1.8.1. Definition of Speaking

1.8.2. Characteristics of Speaking

1.8.2.1 Fluency

1.8.2.2 Accuracy

1.8.2.3 Vocabulary

1.8.2.4 Pronunciation

1.9.1. Teaching the Speaking Skill

1.9.1.1. Methods to Teaching the Speaking Skill

a- Grammar Translation Method

b- The Direct Method

c- Audio -Lingual Method

1.9.2. Speaking Activities in EFL Classes

1.9.2.1. Role-Play

1.9.2.2. Discussions

1.9.2.3. Oral Presentation

1.9.2.4. Games

1.9.3. Speaking Activities in MOODLE

1.9.3.1. Forum Discussions

1.9.3.2. Voice/Video Recording Assignments

1.9.3.3. Virtual Chat Rooms

1.9.3.4. Peer Feedback and Assessment

1.9.3.5. Collaborative Projects

1.9.3.6. Speaking Quizzes

1.9.3.7. Virtual Classroom Integration

## CHAPTER ONE: LITERATURE REVIEW

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1.9.4. Challenges Faced by EFL Learners in the Learning of Speaking Skills during COVID-19 Pandemic

1.10. Conclusion

## CHAPTER ONE: Literature Review

### 1.1. Introduction

This literature review examines the impact of distance learning during the COVID-19 pandemic, focusing specifically on the development of speaking skills through the utilization of the learning management system (LMS) MOODLE.

It is divided into two sections. The first section provides information about the definition of learning, its types, its advantages, and disadvantages of the platforms used in distance such as MOODLE platform.

The second section discusses a set of definitions concerning speaking skills, their importance, and their main characteristics. In addition, it highlights the different methods and activities that help in teaching speaking skills, along with the common challenges that learners face during the learning process. Moreover, it deals with the MOODLE platform and its activities' impact on the speaking skills performance on EFL learners. Finally, it offers insights into the best recommendations for educators and learners.

### 1.2. Definition of Teaching and Learning

#### 1.2.1. Definition of Teaching

Teaching is one of the instruments of education and its special function is to impart understanding and skills. The main function of teaching is to make learning effective. The learning process would get completed as a result of teaching. So, teaching and learning are very closely related.

Edmund Amidon (2019,p5-8) defined teaching as “*an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities*”. Davis et al., Gagne et al (2019, p5-8) have contributed significantly to defining this concept and their views could be summarized as follows: “*Teaching is a scientific process, and its major components are content, communication and feedback. The teaching strategy has a positive effect on student learning*”.

In summary, teaching involves the intentional and systematic process of facilitating learning, enabling individuals to acquire knowledge, skills, and understanding through structured instruction and guidance provided by a teacher or instructor.

## CHAPTER ONE: LITERATURE REVIEW

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### 1.2.2. Definition of Learning

Learning is defined in Macmillan essential dictionary (2023, P 403) as “*a process of gaining knowledge and experience, for example by studying*”.

According to educational psychologists, it is the possession of information through various memory, cognition, and storage systems (Brown, 2007). It entails developing a skill, gaining knowledge, or altering one's attitude and is regarded as a continuous change that can be brought about purposefully by taking a course, looking up information distance, or reading a piece of writing. (Crawford et al. 2005)

Moreover, Noam Chomsky (2023) asserts that humans need only a little input to learn a language, and they rather learn it through something hidden in the mind, for children are capable to create new correct sentences that they have never been exposed to the complexity of the language before. According to him, the grammatical faculty was built into the infant brain, and a child is a “linguistic genius” mastering the course of complex language within four years. Thus, Innatism proposes that the human mind is born with prior knowledge and it is not a blank sheet of paper. (Timothy, J. Legg, 2019).

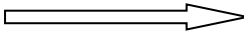
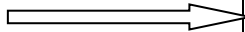
### 1.3. Distance learning

#### 1.3.1. Definition

Distance education has existed for ages. It sets its first steps in Britain by Isaac Pitman (1840) who started teaching his learners via correspondence by sending courses by post and receiving his learners' home works. In other words, it is the delivery of knowledge in terms of course books, printed papers, and submitted written works. This formal education is used to open doors and opportunities for people who want to study but they are unable to attend traditional schools (Papadopoulou, A, 2020).

Distance education and distance learning are synonymous in the field of education in terms of distance in time and space between the teacher and the learner (White 2009, p.13). The table below (Table 1.01) expresses the history of development of Distance education

## CHAPTER ONE: LITERATURE REVIEW

Generation 01 	Generation 02 	Generation 03
Correspondence system (printed-based materials: books, printed courses).	Multimedia system (Broadcast, audio-visual material).	Online system (electronic means - based internet)

**Table 1.01:** Distance Education through Three (03) Successive Generations.

### 1.3.2. The Forms of Distance Learning

Distance learning encompasses different forms, we mainly include the following:

#### 1.3.2.1. Open Learning

According to Cambridge Dictionary (2020), open learning is a way of studying that allows people to learn where and when they want, and to receive and send written work by e-mail, Al-Quds Open University, the Open University in Tripoli in Libya and the University of Continuing Training (UFC) in Algeria; and the virtual university in Syria (Lassoued et al.,2020)

Open learning refers to a flexible and inclusive approach to education that emphasizes learner autonomy, accessibility, and the free flow of knowledge. It is characterized by the removal of traditional barriers to education, such as formal prerequisites, geographical limitations, and strict schedules. (Dudenry & Hockly, 2007).

Open learning can take various forms, including massive open online courses (MOOCs), and open universities For example; the United Kingdom (U.K.) Open University, online learning platforms such as MOODLE, and informal learning communities. The underlying principles of open learning involve providing equal access to education, promoting lifelong learning, fostering innovation and creativity, and supporting the development of digital literacy and 21st-century skills.

#### 1.3.2.2. Blended Learning

Blended learning (BL) also called hybrid or inverted or flipped learning, emerged in the 1960s directly after the emergence of the computer, and it was applied at first in companies because of its effectiveness, adaptability, and flexibility. Thus, after it gained popularity, traditional educational classrooms adopted BL. Therefore, in an attempt to define Blended learning, Idée, (2013 P.1587-1592) suggests, *“It is a combination of face-to-face and computer-assisted language learning (CALL) in a single teaching and learning environment”*.

## CHAPTER ONE: LITERATURE REVIEW

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In addition, Blended learning is an educational approach that combines traditional face-to-face instruction with online learning activities. It integrates the benefits of both in-person and digital learning modalities to create a comprehensive and flexible learning experience for students. In a blended learning environment, a portion of the instruction is delivered through traditional classroom settings, while the remaining content and activities are facilitated through online platforms or technology-based tools.

It is divided into two types:

### **A- Face-to-Face Learning**

Face-to-face learning, also known as traditional classroom learning or in-person instruction, refers to the conventional mode of education where teachers and students physically gather in a designated location, such as a classroom or lecture hall, to engage in teaching and learning activities. In face-to-face learning, direct interaction and communication between instructors and learners are the primary modes of instruction. Besides, in face-to-face learning, the teacher gives the students deeper detailed input about the subject presented (Top Hat Glossary, 2019).

Additionally, face-to-face instruction is thought to be a successful method of teaching because it integrates many teaching techniques including group work, role-playing, group discussions, etc. This approach offers live, one-on-one communication between students and teachers. The learners can gain by interacting with their classmates because it helps them understand things better.

Furthermore, face-to-face learning is a teaching/learning strategy that emphasizes interpersonal contact as a means of enhancing the teaching/learning process. Students and teachers can form a support network as a result of these interactions. Students may feel more at ease, making it easier for them to learn in a regular classroom setting and gain access to more materials.

### **B- Online Learning (E-Learning)**

Online learning, also known as e-learning or distance learning or virtual learning, distributed learning, network, and web-based learning, refers to the delivery of educational content and instruction through digital technologies and the internet. It allows students to access learning materials, participate in virtual classrooms, engage in interactive activities, and interact with instructors and peers remotely, regardless of their physical location. (The Economic Times, 2021). This can be subdivided into:

## a. Synchronous

J.A. Redmond et al (2021, p.01) define synchronous learning as: “*Learning that happens in real-time. It involves using text, video, or voice communication in a way that enables educators and other members of the school-or board-based team to instruct and connect with students in real time*”. Hence, Synchronous Learning can be conducted where learners and instructors interact in real-time through video conferencing, live chats, or virtual classrooms. (Clark et al.2007)

## b. Asynchronous

J.A. Redmond et al, (2021, P.3) also define asynchronous learning as “*learning in which interaction between instructors and students occurs intermittently with a time delay.*”

Thus, online learning can be conducted asynchronously where students engage with pre-recorded lectures, readings, and assignments on their own time (Welsh, E. et al., 2003, p. 247).

### 1.3.2.3. Flexible Learning

According to Joan.R (2013), Flexible learning refers to those who are interested in different way of learning namely e-learning, online learning i.e., flexible learning provides learners with choices about where, when, and how learning occurs.

Moreover, “Flexible learning is taking decisions about the place, time, methods, techniques of learning, and materials” . (Collis & Moonen, 2001, p 10)

### 1.3.2.4. Computer-Based Learning (CBL)

Refers to the use of computers and digital technology to deliver educational content and facilitate learning experiences. It involves the integration of computers and software applications into the teaching and learning process to enhance instruction, engagement, and student outcomes

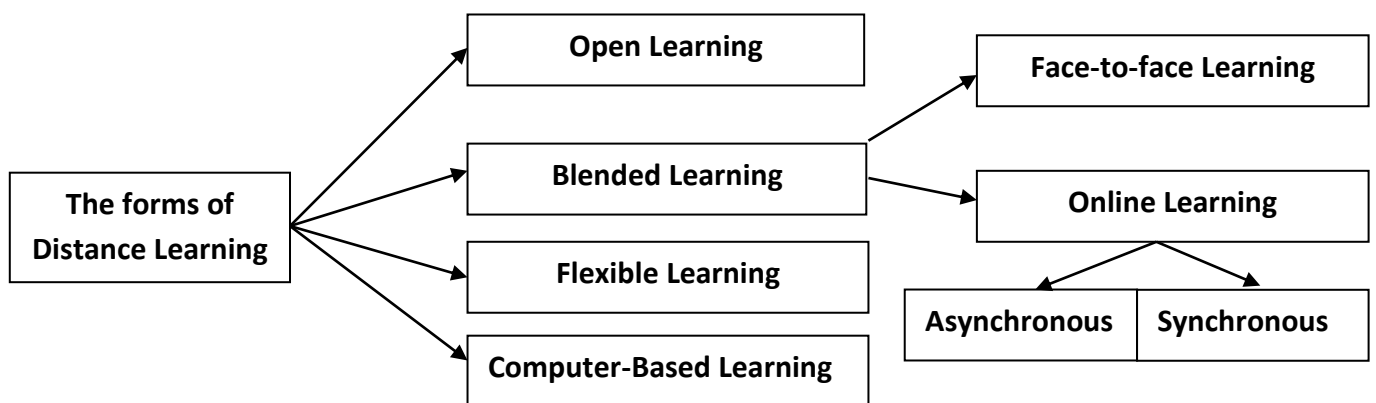


Figure 1.01: The Forms of Distance Learning.

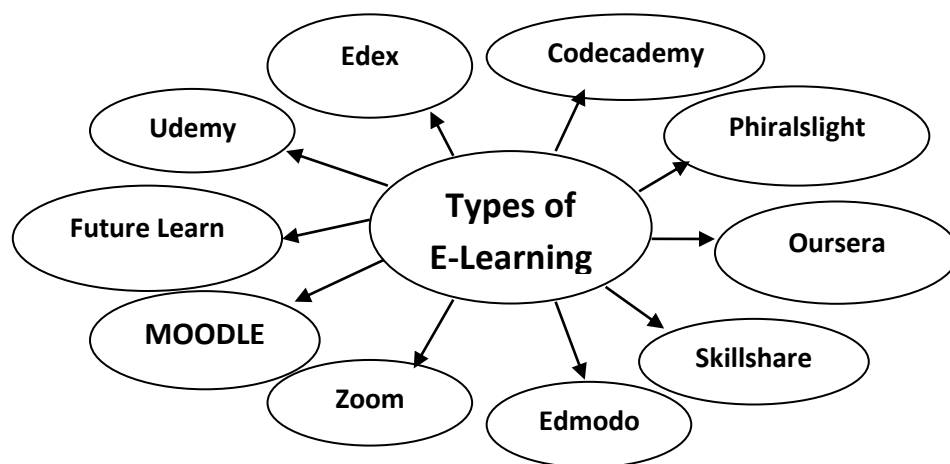
# CHAPTER ONE: LITERATURE REVIEW

## 1.4. Definition of E-learning Platform

An e-learning platform includes various names such as a learning management system (LMS) or virtual learning environment (VLE) or virtual classroom, which is a digital tool or software designed to facilitate the delivery of educational content, manage online courses, and support online learning experiences. It is online learning based on the use of the internet; an environment in which both the teachers and the learners are connected virtually and academically. It serves as a central hub where instructors can create, organize, and deliver course materials, and students can access and engage with those materials. (Dudenry & Hockley, 2007).

### 1.4.1. E-Learning Platforms Types

Online learning platforms encompasses different forms including Code academy, Edex, Udemu, Skill share, Cousira, Phiralslight, Future learn and MOODLE. (Kyriaki, 2020, P27)



**Figure 1.02:** E-learning Platforms Types.

### 1.4.2. Advantages of Distance Learning

Today, many teachers and students use distance learning more frequently and extensively. All universities and schools shift to distance learning because of the COVID-19 pandemic. This approach enables both students and teachers to gain from its many benefits.

First, distance learning helps every student to choose the location and time that is most convenient for him or her; thus, it is flexible in terms of time and place of learning. Distance learning also makes the relationships between learners very easy through the use of discussion forums. Therefore, through this, distance learning aids in the removal of barriers to participation, such as the fear of conversing with other learners. Distance learning encourages students to interact with one another while also exchanging and respecting different points of view. (Valentina, A. 2014, p.40).



## CHAPTER ONE: LITERATURE REVIEW

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Moreover, because the student nowadays can send his/her questions to the teacher via e-mail, distance learning has created an opportunity to access the teacher as early as possible outside of official working hours, and this advantage is more useful and appropriate for the teacher instead of remaining constrained to his office. In addition, distance learning enables every student to express himself freely and without embarrassment at any time, and this feature is more beneficial for students who are scared or anxious. Distance learning also enables teachers to reduce administrative burdens that took up a lot of time in each lecture, such as duty receipt and other e-learning. (Enaam Karim, A. 2019, p. 5).

### 1.4.3. Disadvantages of Distance Learning

While distance learning offers numerous advantages, it also has some potential disadvantages that learners and educators should consider, Rahmawati, F. (2016, P111) has pointed out some disadvantages of distance learning:

- Limited social interaction: distance learning lacks the face-to-face interaction found in traditional classroom settings. This reduced social interaction can result in a sense of isolation and make it challenging for students to engage in group discussions, collaborative projects, and networking opportunities.
- Technological challenges: Access to reliable internet connectivity and suitable devices is essential for effective distance learning. Technical issues, such as connectivity problems, software glitches, or device limitations, can hinder the learning experience and create frustration.
- Accessibility and equity: Not all students may have equal access to technology, internet connectivity, or suitable learning environments at home. This lack of accessibility can create disparities in educational opportunities and hinder the learning experience for some students.
- Dependence on technology: Distance learning heavily relies on technology infrastructure, which can be vulnerable to technical failures, outages, or disruptions. In such situations, learning activities may be interrupted, and students may experience difficulties in accessing course materials or participating in virtual sessions.
- Distance learning is draw-backed in terms of learners' ability to quit the learning session at any time simply by a mouse click. In addition, the learners' motivation cannot be guaranteed; whereas, distance learning requires a strong self-motivation. Besides, distance learning requires self-discipline and strong time management skills. Students must be proactive in managing their time.
- Another disadvantage of distance learning is the instructors' inability to know the feelings, thoughts, and interests of the learners because of their nonphysical presence.

### 1.5. The Pandemic Covid-19 and Distance Education Period

#### 1.5.1. Definition of COVID-19

COVID-19, which stands for Corona Virus Disease 2019, is the infectious disease that is caused by the most recently discovered Corona-virus (SARS - CoV- 2), identified in Wuhan, China, in December 2019.

Corona-viruses are a large family of viruses that may cause illness in animals or humans. In humans, they usually cause respiratory infections ranging from the common cold to more severe diseases such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS) (Carlos, et al., 2020). Corona-viruses, as a family, are named by the resemblance of their shape to crown (corona), as shown in Figure 1.03. (Rahaal,2020).

Covid-19 is now considered as a pandemic that affects many countries worldwide at different levels, most people infected with the virus will experience mild to moderate respiratory illness and recover without requiring special treatment. However, some will become seriously ill and require medical attention. Older people and those with underlying medical conditions like cardiovascular disease, diabetes, chronic respiratory disease, or cancer are more likely to develop serious illness. Anyone can get sick with COVID-19 and become seriously ill or die at any age. (Kowalik, et al., 2020; WHO, 2020).



**Figure 1.03:** Corona virus.

### **1.5.2. The Quarantine Period Impacts on the Teaching/Learning Processes in Higher Education**

#### **1.5.2.1. The Definition of Quarantine Period**

Quarantine is used for certain persons who are a contact of someone infected with SARS-CoV-2, the virus that causes COVID-19, whether the infected person has symptoms or not. Quarantine means that you remain separated from others because you have been exposed to the virus and you may be infected and can take place in a designated facility or at home. For COVID-19, this means staying in the facility or at home for several days. (WHO, 2020).

### **1.5.3. Teaching in Algeria during the Pandemic**

Algeria, like many other countries, responded to the pandemic situation and planned some strategies to save the teaching/learning situation. According to Chelghoum, A and Chelghoum, H (2020), the pandemic forced the Algerian authorities to provide instructions during the quarantine period. The education sector was the first domain where all institutions, schools, and universities transformed into distance learning. Hence, Algerian policymakers forced schools and universities to use different technology tools and platforms without giving much importance to training teachers and students on how to use different techno apps and educational platforms. (Dignan, 2020, cited in Chelghoum, A & Ghelghoum, H, 2020, p. 125).

Teachers in the Algerian context tend to use different tools and platforms to promote distance teaching during the pandemic. According to Ghounane (2020), teachers upload lectures and videos on learning platforms like MOODLE and Teams, while a small minority tends to host live classes through Facebook and other applications, mainly Google Meet and Zoom. When it comes to the use of Social Networking Sites (SNSs), Algerian teachers showed negative attitudes toward Facebook.

According to Ghounane (2021), Algerian teachers regarded SNSs as informal ways of learning, although settings like Facebook help both teachers and students at the international level to promote education during the pandemic. Daniel (2020) asserted that teachers' and students' attitudes and perceptions of the distance mode have a major role in the effectiveness of distance learning in any country's educational system.

Implementing distance learning in the Algerian context faces numerous challenges, among which are the students' attitudes towards distance learning. This attitude is directed by many constraints, among which lack of training on how to use educational platforms and network problems. Almaiah, Al-Khasawneh, and Alrhunibat (2020, P25) highlighted that students have

## CHAPTER ONE: LITERATURE REVIEW

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difficulties in access and use of digital technologies, where not all of them have computers, smartphones or Internet at home. Besides, ineffective feedback is noticeable because almost all remote learning tools are asynchronous” (Cited in Benkhider & Kherbachi, 2020, p. 340).

Other constraints can be limited to the non-mastery of the ITC tools by students and teachers, as well as the low internet speed, which prevents students from downloading their distance courses. Also, it is not all students have the necessary device such as computers and smartphones to pursue remote learning. (Derradj, 2020, cited in Benkhider & Kherbachi, 2020, p. 341).

### 1.5.3.1. The Platform used in Distance learning in Naama University Centre

Distance learning platform MOODLE has been used as the most alternative way to continue the processes during the quarantine period in the overwhelming Algerian universities. It has been used mainly because it is considered more academic and secure.

In this study, we focus on MOODLE platform since it is used in Ahmed SALHI University Centre in Naama.

## 1.6. MOODLE

### 1.6.1. Definition of MOODLE

Cambridge Dictionary (2021, P235) defines MOODLE as “*a brand name for a computer system for creating and sharing educational materials online*”. Thus, the acronym MOODLE stands for "Modular Object-Oriented Dynamic Learning Environment". Therefore, MOODLE is a free learning platform that has been created in Australia by Martin Dougiamas; the first version was launched in 2002. It allows teachers to upload courses, videos, documents...etc and it allows students to get the lessons, take quizzes...etc, in an easy way without going to universities. Thus, the interaction between teachers and students and students and their classmates is indirect.

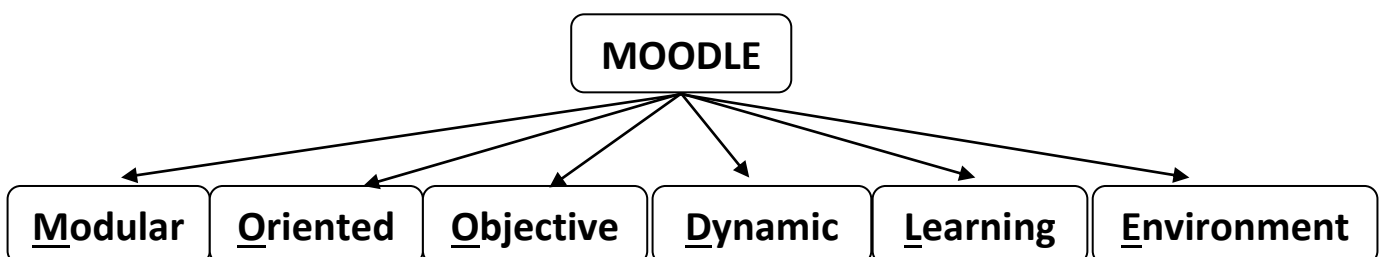


Figure 1.04: The MOODLE Acronym.

### 1.6.2. Characteristics of MOODLE

According to (Kasim & Khalid, 2016.P 57)

- Open-source nature: MOODLE is an open-source platform, which means it is free to use and customizable. This allows teachers and developers to modify and adapt the software to suit their specific needs.
- MOODLE provides a comprehensive set of tools for managing courses, including creating and organizing course materials, assigning tasks, and managing grades.
- It includes various communication and collaboration tools to facilitate interaction between learners and instructors. These tools can include discussion forums, messaging systems, and video conferencing capabilities.
- It allows instructors to create and upload various types of content, such as documents, presentations, videos, quizzes, and assignments. It supports multimedia formats and provides options for organizing and structuring content within courses.
- MOODLE has a large and active community of users and developers who contribute to its ongoing development and provide support through forums, documentation, and user-contributed resources.
- Accessible for all: anyone can access either as a guest or log in with an account anytime.

These characteristics make MOODLE a versatile and powerful platform for online learning, capable of accommodating a wide range of educational needs.

### 1.6.3. MOODLE and EFL Learning and Teaching

MOODLE allows EFL instructors to blend traditional classroom methods with new technological methods of teaching, teachers add to their traditional teaching methods modern and new ways (distance learning with internet and learning platforms). Some students may feel uncomfortable while studying in the physical presence of the teacher; this depends on each student's personality. According to (Lehman, Conceição, 2010), by using MOODLE, the teacher is present online not physically, which can enhance the learner-teacher relationship, (Munro, 1998).

MOODLE permits EFL students to continue their learning outside the classroom. The role of the teacher is important in the process of learning but it is also beneficial for learners to work on electronic media. Teachers create effective online learning communities (Cuadrado-Garcia & Ruiz-Molina 2009). It facilitates for students the process of learning since they do not need to go to the University to have the course and activities.

## CHAPTER ONE: LITERATURE REVIEW

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In MOODLE platform, multiple activities help EFL learners improve their learning skills. It contains grammar, vocabulary, reading, listening, and writing activities.

Teachers can use several interactive activities in their courses. It is possible to develop communication and collaboration thanks to forums and chats that provide online discussions and polls that allow for gathering group feedback.

Wikis are a great tool to encourage student collaboration on group projects in the classroom. Students' creations can be submitted to MOODLE, where teachers can review them through the workshop, exams, and activities.

The automatic correction can be carried out by using the test tool to create exercises or tests, MCQ, true or false, and short answers. The elements of the content can also be displayed or presented through the intermediary of some modules (activities) such as lessons and glossaries. Teachers can add keywords in the glossaries, and if they allow, students can do the same thing too.

### **1.6.4. MOODLE' Resources**

MOODLE offers a set of resources that allows teachers include any type of files in their courses. Here are some basic resources teachers can add to their courses:

#### **1.6.4.1. The Label**

It enables the direct insertion of some content (texts, photos, images and videos) into a specified area of the course materials. The students do not need to click in the link to be able to see the content of the label. The content of the label is always shown in the home page of the course.

#### **1.6.4.2. The Folder**

We can see the list of the files of the folder instead of putting links to each file. When we click on the link of each folder, users can see and download the wanted files.

#### **1.6.4.3. The File**

Users must click on the link (either the link's name or the folder) in order to access the file's content.

#### **1.6.4.4. The Book**

It enables the creation of resources with a table of contents and multiple pages of material. Users merely click on the book's link to view the contents of the book's first page and table of contents.

## CHAPTER ONE: LITERATURE REVIEW

### 1.6.4.5. The Page

It enables using the HTML editor to create a Web page. To view the content of the MOODLE Web page, users click on the link (the page's name).

### 1.6.4.6. The URL

It permits to put links of an external website. Users only click on it to accede to the external website.



**Figure 1.05:** MOODLE Platform Interface of Naama University Centre.

### **1.7.1. Challenges of Using the MOODLE Platform in Teaching EFL Online**

A study by Benadla & Hadji (2021a) uncovered that the challenge of MOODLE platform is another burden added to this new shift in the pedagogical approach:

One of these challenges is the vast number of unbalanced online courses, which surely risk the students' physical and mental health as they spend increasing amounts of time in front of screens, such as causing eye strain.

Moreover, the lack of communication and interaction with teachers and peers would predictably affect the student's learning process and academic achievement. Besides, even if the courses are available online on the MOODLE platform, educational institutions and universities have not considered that not all students are lucky enough to have computers, proper instruments and access to internet connectivity.

In addition to students, technical issues that teachers encounter when teaching online may create barriers to successfully delivering EFL courses online.

Furthermore, the majority of teachers lack training in using such technology, the reason for which they have to be trained to use distance teaching technology to reach satisfactory results.

Both teachers and students have complained of poor connection troubles, especially when the number of students connected is high. Besides, students' lack of adequate technologies for participating in distance learning has overlapped with some issues like the lack of laptops/computers, and mobile phones connection that partially offers access to the resources provided by the MOODLE platform, especially those who live on the remote and rural regions or live on the campus.

Experience and knowledge about teaching in the distance environment are more than fundamental to positively strengthen this field of virtualizing the process of learning and scaffolding learning appropriately, and training teachers and students on how to use educational platforms, like the MOODLE platform and computer tools, make distance education more enjoyable (Aixia & Wang, 2011a).

### **1.7.2. EFL Teachers' and Students' Attitudes towards the Use of the MOODLE Platform in Distance Teaching**

#### **1.7.2.1. Students' Attitudes**

There is minimal research on students' attitudes toward distance teaching environments (Aixia & Wang, 2011b). Based on Qazia et al. (2020), students' satisfaction and acceptance of distance education are linked to various factors, such as residence location, previous distance



## CHAPTER ONE: LITERATURE REVIEW

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learning experiences, availability of educational tools, and the use of distance educational resources by a friend or relatives. Most students asserted that the lack of interaction with their teachers had affected their ability to assimilate and understand the subjects taught during the courses. What is more, they believe that learning online via MOODLE may even harm their performance due to the poor assimilation of the courses.

In addition, students' perspectives and attitudes are important and necessary for the continuity and development of online education (Selim, 2007). Students are in a real and immediate need to receive adequate training on mastering technologies to get better equipped to use distance learning more effortlessly and meaningfully.

### 1.7.2.2. Teachers' Attitudes

Many research studies uncovered teachers' negative and positive attitudes towards the use of MOODLE. Saihi, H (2020, 15-26) in her study said: *"Teachers do not adequately master the MOODLE platform access, and they do not support the use of the MOODLE platform; they still urge the use of the traditional classroom-based teaching"*.

This was mainly due to the lack of equipment (software), experience, knowledge, and efficient distance teaching training. By contrast, several EFL teachers react differently; they support the use of the MOODLE platform but under certain better circumstances, and they consider distance teaching as an effective way for gaining more knowledge.

A study by Benadla & Hadji (2021) revealed that teachers were not well prepared for a distance learning experience. Most of them lack the necessary technical skills to be able to either adapt their teaching style or appropriately interact with students in the distance environment. They have not realized yet that the pedagogy in distance learning is quite different from face-to-face teaching. They are not well experienced in designing activities suitable for distance learning. Most teachers are incompetent in distance education to accomplish their teaching tasks. Some would even resist using distance learning because they find it difficult (Collis & Moonen, 2008).

Another scholar (Berbar, 2020) stated that the majority of teachers held negative perceptions of the MOODLE platform; they advocated face-to-face education and were firmly against teaching through MOODLE.

Based on the studies mentioned above, it is revealed that teachers' and students' viewpoints about teaching and learning online through MOODLE were unsatisfactory; there is a need for attitude change and the development of teachers' technological literacy. For that, the ministries of higher education have to organize training sessions (workshops, conferences) about the use of this platform for both educators and learners.

### **1.8. An Overview of Teaching and Learning Speaking**

The mastery of speaking abilities has now become the primary goal of all foreign language students in modern times. The ability to speak fluently and accurately is thus considered a measure of language proficiency for many learners.

The present section defines speaking, its importance, and its characteristics. Additionally, it presents the most effective methods and strategies to enhance and develop EFL speaking abilities and MOODLE speaking activities. Finally, we shed light on the challenges faced by EFL learners in the learning of speaking skills during the COVID-19 Pandemic.

#### **1.8.1. Definition of Speaking**

According to Maxom (2009, p.183), *“speaking is the ability to produce sound or words to express, to state, and to show thoughts, ideas and feeling.”* Thus, speaking is not seen only as the utterance of sounds or words, but it is also a way or a tool for sharing thoughts and feelings with others.

#### **1.8.2. Characteristics of Speaking**

In the EFL context, the primary goal of teachers is to help their learners enhance their speaking skills. That’s why teachers should opt for tasks that balance the needs for fluency and accuracy because the test of speaking ability is based on both of them.

Torres (1997, P.95) assumed: *“accuracy and fluency are the two major features of language to consider when testing and teaching speaking”*. According to him, teachers test accuracy through vocabulary, grammar, and punctuation. On the other hand, fluency could be tested through language use, mechanical and judgmental skills. Accuracy and fluency are very important to the speaker to construct a message that can be understood by the interlocutor as well as to fit into the flow of the conversation.

##### **1.8.2.1. Fluency**

Fluency is a goal for language learners as it allows them to communicate more effectively and confidently. Hughes (2002, p.14) defined fluency as: *“the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation, otherwise the communication will breakdown because listeners will lose their interest”*.i.e, fluency refers to the ability to speak or express oneself in a smooth, effortless, and natural manner. It is a measure of how smoothly and efficiently someone can communicate in a particular language.

## CHAPTER ONE: LITERATURE REVIEW

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### **1.8.2.3. Accuracy**

While fluency focuses on the smooth and natural flow of speech, accuracy emphasizes the precision and correctness of the language used. Harmer J. (2001) asserted that accuracy involves using the right grammar, vocabulary and pronunciation. In brief, Accuracy refers to the correctness and precision in using language, specifically in terms of grammar, vocabulary, pronunciation, and sentence structure. It is the ability to use language correctly and appropriately to convey intended meaning.

### **1.8.2.4. Grammar**

Grammar refers to the set of rules and principles that govern the structure, formation, and usage of a language. It encompasses the way words are combined to form sentences, the organization of phrases and clauses, the arrangement of words within a sentence, and the proper use of punctuation, spelling, and other linguistic elements. This means that grammar is an important component of any language; it refers to a set of rules that govern the language elements. (Purpura 2004).

### **1.8.2.5. Vocabulary**

Vocabulary can be defined as the collection of words and phrases that a person knows and understands in a particular language. It encompasses the entire range of words, from common everyday terms to specialized or technical terminology. It is also commonly called wordstock, lexis and lexicon. Rohmatillah (2017) argued that it is not easy to communicate in a second language without learning the vocabulary. Therefore, the aim of teaching vocabulary is to help learners become more confident when expressing their thoughts, ideas, and feelings using the appropriate vocabulary.

### **1.8.2.6. Pronunciation**

Pronunciation refers to the way in which a word or language is spoken or uttered. It involves the correct articulation and vocalization of sounds, syllables, and words according to the rules and conventions of a particular language. Redmond, M. V., & Vrchota, D. (2007) defined it as the process of delivering words in a way that is widely understood and comprehended. Thus, accurate pronunciation is essential for effective communication, as it enables others to understand and interpret spoken words correctly. Pronunciation encompasses various elements, such as the correct placement of stress on syllables, the accurate production of individual sounds (phonemes), and the appropriate intonation and rhythm of speech.

### 1.9.1. Teaching the Speaking Skill

#### 1.9.1.1. Methods to Teaching the Speaking Skill

When teaching a given language, teachers should follow the most effective approaches and methodologies that can contribute to improving student's communicative skills which is the ultimate goal of any language teacher or learner. According to Richard & Rodgers (1986, p. 16), "*an approach refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching*". Accordingly, an approach in language teaching refers to a set of theories and beliefs about the nature of language and how it is learned, which then guide the practices and principles used in teaching languages. It serves as a framework or foundation for language teachers to design their instructional strategies and techniques.

#### a- Grammar Translation Method

The Grammar Translation Method is an approach to language teaching that emerged in the late 19th and early 20th centuries. The method focuses on the explicit teaching of grammatical rules and the translation of sentences between the target language and the native language of the learners. Bowen (2013) pointed out that millions of people have successfully learned foreign languages with a high degree of proficiency without any contact with native speakers of the language using only the Grammar Translation Method.

The GTM is based on learning translation and grammar as the main teaching activities. The Grammar Translation Method has been criticized for its lack of focus on meaningful communication and its overemphasis on memorization and translation. However, it can still be found in some educational settings, especially for teaching classical languages or in contexts where reading and writing skills are prioritized over oral proficiency.

#### b- The Direct Method

The Direct Method, also known as the Natural Method, is an approach to language teaching that emerged in the late 19th century as a reaction against the Grammar Translation Method. It aims to teach a foreign language directly, emphasizing oral communication and avoiding the use of the learners' native language as much as possible.

Kumaravadivelu (2003, p. 27) stated that: "*language is best learned when the learners' attention is focused on understanding, saying and doing something with language, and not when their attention is focused explicitly on linguistic features.*"

## CHAPTER ONE: LITERATURE REVIEW

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The Direct Method focuses on developing spontaneous and fluent oral communication skills. It emphasizes the importance of context, immersion, and meaningful interaction in language learning. While this method has been influential in shaping modern language teaching approaches, it can be challenging to implement in large classrooms and may require proficient teachers who are capable of maintaining an immersive environment.

### **c- Audio-lingual Method**

It emphasizes the development of oral and aural skills through intensive listening and speaking practice, with a focus on mimicry and pattern drilling. As Nunan (2000, p.229) admitted that: *“The Audio-Lingual method has probably had a greater impact on second and foreign language teaching than any other method”*. It was, in fact, the first approach that could be said that it has developed a ‘technology’ of teaching and was based on “scientific principles”.

The Audio-Lingual Method is rooted in behaviorist principles and draws on the analogy of language learning to the process of acquiring a habit. It aims to develop automaticity and fluency through intensive practice. However, it has been criticized for its limited focus on communicative competence and for not providing opportunities for meaningful interaction or creative language use. The method's popularity has waned over time, but some of its techniques, such as pattern drills and oral practice, continue to be incorporated into modern language teaching approaches.

### **1.9.2. Speaking Activities in EFL Classes**

Speaking activities are a very essential element in foreign language classes. Harmer. J (1998) claimed that students should be encouraged by their teachers to do speaking activities for three reasons: rehearsal, feedback, and engagement. Therefore, teachers should design different activities that help to improve learners’ speaking skills and feel comfortable using the language in different real-life situations.

In fact, there are several types of practice activities that can be presented in a fun environment to make language learning easier.

#### **1.9.2.1. Role-Play**

Role-play is a speaking activity commonly used in language teaching to provide learners with opportunities to practice and apply language skills in a simulated real-life context. In role-play, learners take on specific roles or characters and engage in a conversation or interaction, using the target language to communicate and respond to different situations or scenarios.

## CHAPTER ONE: LITERATURE REVIEW

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As Larsen-Freeman (p. 137) pointed out: “*Role plays are very important in the communicative approach because they give students an opportunity to practice communicating in different social roles*” (as cited in Huang, 2008 p.01).

The majority of learners consider role-play as a very enjoyable activity that can provide them with the opportunity to use and practice the TL without any fear or embarrassment. When conducting role-plays, it is important for the teacher to provide clear instructions, set realistic scenarios, and provide feedback and guidance to learners. It can also be beneficial to incorporate pre-activity preparation, such as vocabulary or role-specific language practice, to support learners' performance during the role-play.

### **1.9.2.2. Discussions**

Discussions are a valuable component of developing speaking skills in language learning. Engaging in discussions provides learners with opportunities to express their opinions, share ideas, engage in critical thinking, and practice various communication strategies. In this sense, Littlewood (1981) argued that discussion provides learners with the opportunity to express themselves through the use of a foreign language.

To maximize the benefits of discussions in speaking skills development, teachers can provide clear discussion prompts or questions, set time limits for each participant, encourage active listening and response, and provide feedback on language use and communication strategies. It's also important to create a supportive and respectful environment where learners feel comfortable expressing their opinions and ideas.

### **1.9.2.3. Oral Presentation**

Oral presentations are a form of public speaking where individuals deliver information, share ideas, or present a topic to an audience in a spoken format. Oral presentations are commonly used in academic, professional, and other settings to communicate information effectively. Girard et al (2011) stated that oral presentations are the best way to have active students who interact and participate in the classroom, as well as help to increase their interest in learning the English language.

When the teacher asks his students to give an oral presentation, it is one of the few occasions in the language classroom that students have control of both the content and the flow of the classroom environment (Apple & Kikuchi, 2007).

### **1.9.2.4. Games**

## CHAPTER ONE: LITERATURE REVIEW

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Incorporating games into speaking skills practice can make the learning process more enjoyable, interactive, and engaging for language learners. Games provide opportunities for learners to apply their speaking skills in a fun and relaxed environment. Cameron (2001, p. 72-73) suggested that: *“teachers should provide more strategies, including games, for learners to develop their speaking skills during their language learning sessions”*. Besides, Uberman (2002) argued that language games are primarily spontaneous activities in which learners use the English language without feeling judged for the mistakes they make.

Overall, incorporating games into speaking skills practice can create a dynamic and enjoyable learning environment, fostering motivation and confidence while enhancing language fluency, vocabulary use, and communication skills.

### **1.9.3. Speaking Activities in MOODLE**

MOODLE provides various tools and features that can be used to create speaking activities for EFL learners.

Speaking could be done through certain activities with different objectives and several modules such as; chat, quiz, database or other activities with the help of some extra programs such as: NanoGong and Audacity. (See table 1.02). Here are a few examples of speaking activities that can be implemented in MOODLE:

#### **1.9.3.1. Forum Discussions**

MOODLE's forum feature enables learners to participate in asynchronous discussions. Teachers can create discussion forums where learners can post and respond to prompts or questions related to speaking topics. This encourages learners to express their thoughts and engage in written conversations.

#### **1.9.3.2. Voice/Video Recording Assignments**

MOODLE supports the integration of external tools or plugins that enable voice or video recording. Teachers can create assignments where learners record themselves speaking on specific topics or tasks. Learners can submit their recordings for assessment or share them with peers for feedback.

## CHAPTER ONE: LITERATURE REVIEW

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### **1.9.3.3. Virtual Chat Rooms**

For real-time communication, MOODLE provides chat functionalities that can be used to set up virtual chat groups. Teachers can assign speaking tasks or discussion topics and have learners engage in live conversations within the chat room. This allows for immediate interaction and encourages spontaneous speaking.

### **1.9.3.4. Peer Feedback and Assessment**

MOODLE's assignment feature can be used to facilitate peer feedback and assessment on speaking activities. Students can submit recordings of their speeches or presentations, and their classmates can listen to them and comment or rate their performance using predetermined criteria.

### **1.9.3.5. Collaborative Projects**

Collaboration speaking projects can be made using MOODLE's collaborative tools, such as wikis or group assignments. Learners can work together in groups to plan, discuss, and present specific topics. They can record their group discussions or presentations and share them with the rest of the class.

### **1.9.3.6. Speaking Quizzes**

MOODLE's quiz module can be adapted to include speaking components. For example, teachers can create quiz questions that require learners to record spoken responses to specific prompts or questions. This allows assessment of speaking skills within the MOODLE platform.

### **1.9.3.7. Virtual Classroom Integration**

MOODLE can be integrated with web conferencing tools or virtual classroom platforms. This allows for live video and audio interactions, where teachers can conduct speaking activities such as role-plays, debates, or presentations in real-time.

Unfortunately, MOODLE did not yet provide a module that could be used to record audio to facilitate the student speaking activities for free. Speaking activities could be facilitated by using other tools such as NanoGong and Audacity.



## CHAPTER ONE: LITERATURE REVIEW

Activities	Aim	Modules	Extra Programs
<b>Activity 1:</b> Helping students improve pronunciation using the Forum module	Provide oral feedback on students' pronunciation	Forum	/
<b>Activity 2:</b> Creating a word stress matching activity using the Quiz module	Help students identify sounds	Quiz	NanoGong
<b>Activity 3:</b> Adding a sound extension to vocabulary lists	Help students practice the pronunciation of words in their vocabulary lists	Database	NanoGong
<b>Activity 4:</b> Using OUwiki to help students learn by repeating.	Help students practice speaking by listening and repeating.	OUwiki	NanoGong
<b>Activity 5:</b> Dialog Minus One— helping students build dialogs using a podcast	Help students participate in a dialogue	Mediacenter	Audacity
<b>Activity 6:</b> Preparing for class speaking practice using a Wiki	Help students prepare contents for later class speaking activities	Wiki atau Ouwiki (optional)	/
<b>Activity 7:</b> Preparing a class discussion using Chat.	Help students prepare vocabulary and points of view for a face-to-face discussion	Chat	/
<b>Activity 8:</b> Producing presentations using an OUBlog	Get students to present monologs in their MOODLE blogs	OUBlog	NanoGong
<b>Activity 9:</b> Presenting a monolog using the Quiz module	Help students produce monologs for assessment	Quiz	NanoGong

**Table 1.02:** Speaking Activities in MOODLE.

## CHAPTER ONE: LITERATURE REVIEW

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All in all, MOODLE offers a range of features and tools that can be harnessed to create diverse and interactive speaking activities for language learners, promoting their speaking skills development and providing opportunities for practice and assessment.

### **1.9.4. Challenges Faced by EFL Learners in the Learning of Speaking Skills during COVID-19 Pandemic**

The COVID-19 pandemic has presented numerous challenges for English as Foreign Language EFL learners in the learning of speaking skills. Some of the key challenges faced by EFL learners during this time include:

- 1.** Learners' lack of confidence and communication through virtual lessons has made it much more difficult for them to speak or utter the words appropriately (Sayuti, Teh, Saimi, Bakar, Dawawi, & Mohamad, 2020). Learners have difficulty expressing themselves because they are tentative, hesitant and fearful of making mistakes. They often lack adequate vocabulary and practice, making it difficult for them to converse fluently in English (Syafiq, Rahmawati, Anwari, & Oktaviana, 2021).
- 2.** Limited face-to-face interaction: With the shift to distance learning, EFL learners have had limited opportunities for face-to-face interaction with teachers and peers. The absence of in-person communication can hinder the development of speaking skills, as learners may not have as many opportunities to engage in natural conversations or receive immediate feedback. (Lestiyanawati & Widiantoro, 2020; Ariyanti, 2020).
- 3.** Physical issues, such as eye pressure, are common challenges among learners and can make them feel uneasy throughout the learning process (Octaberlina & Muslimin, 2020).

To address these challenges, teachers can implement strategies such as incorporating more speaking activities in distance classes, providing clear instructions and expectations, using breakout rooms for small group discussions, leveraging video conferencing tools for synchronous interactions, and encouraging independent speaking practice through recorded presentations or dialogues. It is crucial to create a supportive and inclusive distance learning environment that fosters engagement, interaction, and feedback to mitigate the challenges faced by EFL learners during the pandemic.

### 1.10. Conclusion

The shift to distance learning, particularly during the COVID-19 pandemic, has presented challenges for EFL learners in the development of their speaking abilities. However, the use of MOODLE as an educational platform offers opportunities for educators to create engaging and interactive speaking activities in the virtual classroom.

The review highlighted that limited face-to-face interaction and reduced immersion in an English-speaking environment can hinder the development of speaking skills. The absence of non-verbal cues and technological barriers can further impede learners' ability to effectively communicate orally. Moreover, the pandemic has resulted in reduced social interaction, limiting opportunities for informal language practice and cultural exchange.

Despite these challenges, MOODLE provides a platform for educators to implement a range of speaking activities that can enhance learners' speaking skills. Features such as forum discussions, voice/video recording assignments, virtual chat rooms, peer feedback, collaborative projects, speaking quizzes, and integration with virtual classrooms facilitate speaking practice and interaction in a distance setting.

By incorporating these activities into distance learning environments, educators can strive to mitigate the limitations of virtual interactions and promote active engagement in spoken communication. Clear instructions, feedback, and opportunities for peer interaction can help alleviate self-consciousness and anxiety, fostering learners' confidence and motivation to develop their speaking skills.

While the literature review indicated the challenges faced by EFL learners in the learning of speaking skills through MOODLE, it also emphasized the importance of adapting instructional strategies and leveraging the available features to create an effective online speaking learning environment.

Overall, further research is needed to explore the specific impacts and effectiveness of using MOODLE for developing speaking skills in EFL learners. Additionally, it is crucial for educators to continually evaluate and adapt their approaches to meet the evolving needs of learners in distance settings, ensuring that speaking skills are adequately addressed and nurtured in virtual language learning environment

**CHAPTER TWO:  
RESEARCH  
METHODOLOGY**

# CHAPTER TWO: RESEARCH METHODOLOGY

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## **Chapter Two: Research Methodology**

2.1. Introduction

2.2. Research Design

2.3. Mixed Methods Research Approach

2.4. Research Tools

2.4.1. Questionnaire

2.4.1.1. Definition of questionnaire

2.4.1.2. Questionnaire items

2.4.1.3. Students' Questionnaire

2.4.1.4. Teachers' Questionnaire

2.4.2. Interview

2.4.2.1. Definition of Interview

2.4.2.2. Types of Interview

2.4.2.3. Teachers' Interview

2.5. Methods

2.6. Target Group

2.7. Instruments used in Data Collection

2.8. Data Collection

2.9. Population and Sampling

2.10. Conclusion

### CHAPTER TWO: Research Methodology and Design

#### 2.1. Introduction

All research is based on some underlying conceptual assumptions about what constitutes valid research and which research method is best suited to the development of knowledge in a particular case. The process of planning, structuring, and executing research respecting scientific criteria is referred to as research methodology (Mouton & Marais, 1996). Throughout this chapter, we have presented the means of research, population, and sampling, the description of the questionnaires, the interview, and the types of interviews.

This chapter begins with research questions, research design and approaches, sampling, and populations. In addition, it covers the development and administration of data collection instruments, validity, and reliability of the study.

Moreover, like all academic studies, this chapter ends up with a general conclusion.

#### 2.2. Research Design

The research design is the framework for the many different steps that will be provided during a research process to achieve one particular objective. It begins with the hypothesis formulation and ends with the conclusion of the research.

Therefore, having a generally clear idea about the nature of the research, whether it is exploratory, experimental, or descriptive, will help in identifying the appropriate research steps (Sahu. 2013).

The current investigation is an exploratory case study. Its main concern is to discover and elaborate on the effectiveness of distance learning/teaching of the English language during Covid-19, especially during the quarantine period: the case of EFL teachers and students at Institute of Letters and Foreign Languages, Department of English at Ahmed SALHI University Centre in Naama during the academic year 2022/2023.

Furthermore, to fill in the research gap, collect the necessary information and answer the research questions, two (02) research tools of data collection were used: teachers' and students' questionnaire and teachers' interview.

#### 2.3. Mixed Methods Research Approach

Creswell, W and Creswell, J. (2017.P20). ) stated: *“Mixed methods research is an approach to an inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data and using distinct designs that may involve theoretical frameworks”*.

## CHAPTER TWO: RESEARCH METHODOLOGY

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Thus, because the use of quantitative and qualitative approaches together at the same time provides a better understanding of the research problems, many researchers tend to use mixed-method research. The latter is a research design that comprises gathering, analyzing, and interpreting both qualitative and quantitative data in one single study or multiple studies (Roslyn, 2014).

Moreover, to utilize the mixed method effectively, the researcher must have a clear idea about the quantitative and the qualitative research approaches, and he must be aware of what these approaches are.

Our present study is based on quantitative and qualitative methods (mixed method). The former is used to conduct a questionnaire with students and teachers to gather in-depth insights into their experiences, perspectives and challenges with online learning of speaking skills via MOODLE platform. The latter is used to interview teachers to gather data on teachers' perspectives on the effectiveness of distance learning in improving learners' speaking skills.

Thus, the current study aims to satisfy the curiosity of the researcher about the effectiveness of distance among EFL students and teachers at Ahmed SALHI University in Naama, and to examine the speaking skills in MOODLE platform during the pandemic COVID-19. Therefore, to achieve this aim, the present study used a mixed-method research approach to explore teachers' points of view about the use of distance learning in developing and enhancing students' speaking skills.

### **2.4. Research Tools**

The researchers used two (02) main instruments, students' and teachers' questionnaires and teachers' interview, to arrive at reliable data, test the hypotheses, and answer the research questions. The questionnaires comprised a section on the participants' profiles. Then, a set of questions was close-ended questions where the participants had to choose one or many answers depending on the question. Besides, another set of questions is the open-ended ones where respondents had to express their opinions, attitudes, or insights. To better understand the current situation, the researcher used the teachers' interview, which consists of questions divided between yes/no questions and mostly open-ended ones.

Both questionnaires were open for responses from April 15th, 2023 to May 19th, 2023 (more than one month) to give enough time to students as well as teachers to respond to make the findings more valid and credible.

## CHAPTER TWO: RESEARCH METHODOLOGY

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The current study used both quantitative and qualitative research methods of data collection, for the exploratory studies need both types of data to obtain comprehensive results. The research tools consisted of an online questionnaire and an interview.

### 2. 4.1. Questionnaires

#### 2. 4.1.1. Definition

*“Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers”* (Brown, 2001, p. 6). We chose to use questionnaires as a data collection tool in our attempt to investigate teachers' and students' perceptions of using the MOODLE platform to learn speaking skills in EFL distance and explore the effectiveness of this platform in order to access sufficient and reliable information data and increase the credibility of the findings. To gather the necessary data, two different-scoped questionnaires were created and administered to EFL teachers and students, respectively.

#### 2.4.1.2. Questionnaire items/questions

Depending on how they are structured, planned, and ordered, the questions or items used in a questionnaire should be designed carefully to obtain valuable qualitative and quantifiable results. (Taherdoost, 2019).

There are several types of questions and reply styles in the questionnaire, including:

- 1. Factual questions:** seek to give the researcher some personal information or facts about the respondents such as demographic characteristics (e.g.: age, sex), and occupation and level of education.
- 2. Close-ended questions:** which are preferred for a set of advantages mainly speedy response, easier to answer, data quickly coded, entered, and analyzed, and less-skilled or no interviewer needed (Olsen, 2012).

In general this type includes many kinds of questions such as:

- 1. Dichotomous questions:** that entails yes, no questions.
- 2. Rating scale:** is the one in which degrees of response are offered in the form of choices to a given question or statement. For instance: the Likert scale According to Bhattacharjee (2012), designed by Rensis Likert, is a very popular rating scale for measuring ordinal data in social science research. This scale contains Likert items, which are simply worded statements to which respondents can indicate their level of agreement or disagreement on a five-point scale ranging from 01 to 05 from “strongly



## CHAPTER TWO: RESEARCH METHODOLOGY

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disagree” to “strongly agree”. (p. 47). Moreover, it is used to measure attitudes, opinions, and perceptions of events or social phenomena. Riduwan and Sunarto (2007) in Syauqi et al. (2020)

The five-point Likert scale was used in this study to assess the students' opinions on the effectiveness of distance learning compared to classroom learning. Students were asked to provide their opinion in five statements, which are: strongly agree (SA), agree (A), neutral (N), disagree (DA), and strongly disagree (SDA). As the table 2.03 below shows:

Category	Score
Strongly disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly agree	5

**Table 2.03: Likert scale**

**3. Multiple-choice questions (MCQ):** where they tick one or different suitable choices.

**3. Open-ended questions:** which requires participants to produce a piece of writing using their own words through a provision of a blank space (e.g. dotted lines) to give full answers or justifications whenever necessary. This type is used to elicit the informants' opinions, insights, and attitudes.

Utilizing a questionnaire is justified since it offers quantitative and qualitative data that enables statistical analysis of the study problem. (Taherdoost, 2021).

To obtain answers to our research questions, teachers' and students' questionnaires were used. The former was sent through personal and professional emails to eighteen EFL teachers (**18**) whereas the latter was sent to a group messenger of seventy-five (**75**) first-year Master EFL students.

Both questionnaires were created via Google Forms and administered online to teachers and students of the Institute of Letters and Foreign Languages, Department of English at Ahmed SALHI University Centre in Naama during the academic year 2022/2023.

The current study used a questionnaire for both teachers and students in order to cover a variety of relevant issues related to distance learning. The main reason for this choice is that questionnaires can be used with a large number of people in a limited amount of time. Similarly, (Cohen et al, 2018, "Research Methods in Education") consider questionnaires to be one of the

## CHAPTER TWO: RESEARCH METHODOLOGY

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most useful data collection tools because they are less time-consuming, less expensive, and simple to fill out and analyze.

### **2.4.1.3. Students' Questionnaire**

The students' questionnaire was administered to seventy-five (75) first-year Master EFL students. It comprises seven (07) sections (Sections 1, 2, 3, 4, 5, 6, and 7) that consisted of twenty-seven (27) questions. In section 01, we clarify the aim of data collection and the thesis. Section 02 has two (02) questions about gender and respondent age. Section 03 consists of nine (09) questions related to the Learners' perception of online teaching. In Section 04, another four (04) questions are related to the Learners' perception of MOODLE platform that has been used. Section 05 contains ten (10) elements regarding the questions on MOODLE platform and improvement of the speaking skills. Section 06 consists of one viewpoint question related to the biggest challenges and barriers of online learning in general and MOODLE in particular.

Finally, the last Section 07 is a question about future recommendations as a solution for many challenges of distance learning of speaking skills.

### **2.4.1.4. Teachers' Questionnaire**

The teachers' questionnaire was designed in order to validate the research findings and to cross-check them, to arrive at answers for the research questions, and to investigate teachers' attitudes and perceptions towards the effectiveness of e-language learning /teaching during Covid-19.

Therefore, we present a questionnaire to EFL teachers to see their perceptions, insights, and point of view on MOODLE platform activities and how according to them these activities help students develop their speaking performances.

The questionnaire of this study was administered to eighteen teachers (18). It was divided into seven (07) sections (Sections 1, 2, 3, 4, 5, 6, and 7) that consisted of thirty-two (32) questions.

To begin with, section 01; we introduce the aim of the questionnaire. Section 02: Four questions (04) about teachers' age, gender, academic degree they hold, and years of experience in teaching in the university. In section 03: Nine questions (09) about teachers' perception of online teaching. Whereas Section 04: Eight questions (08) about teachers' perception of MOODLE platform. Section 05 contains eight elements (08) regarding the questions on MOODLE platform and improvement of the speaking skills. The last sections 06 and 07 were about the challenges of distance teaching via MOODLE platform and future recommendations respectively.

### **2.3.2. The interview**

*“Researchers rely on interviews, generally, when they face complex or sensitive concepts and need detailed and high-status information”*. (Frechtling, 2002, 43-62). Researchers often turn to interviews when they encounter complex or sensitive concepts that require detailed and in-depth information. Interviews allow researchers to explore these complex topics through open-ended questions and probe further to gain a deeper understanding.

### **2.4.2.1. Definition of the Interview**

In interviews, as a fundamental way of social interaction, questions are asked and data is collected using provided answers, it is in contrast to the questionnaire with indirectly collected data methodology. Thus, the chance of getting confidential data from interviewees is also possible; however, it requires special skills which are not necessary for questionnaires. Researchers can employ different methods to conduct an interview (Pandey & Pandey, 2015; Taherdoost, 2021) and perform them in individual, or group face-to-face interviews, as well as not personally for example using telephone, computer, etc. (Kabir, 2016).

### **2.4.2.2. Types of Interviews**

There are three types of interviews:

#### **1. Structured Interviews**

Involve tight control over the format of the questions and answers. In essence, the structured interview is like a questionnaire that is administered face-to-face with a respondent. The researcher has a predetermined list of questions, to which the respondent is invited to offer limited option responses. The tight controls over the wording of the questions, the order in which the questions occur, and the range of answers that are on offer have the advantage of ‘standardization’. Each respondent is faced with identical questions and the range of pre-coded answers on offer to respondents ensures that data analysis is relatively easy. The structured interview, in this respect, lends itself to the collection of quantitative data.

#### **2. Semi-structured Interviews**

With semi-structured interviews, the interviewer still has a clear list of issues to be addressed and questions to be answered. However, with the semi-structured interview the interviewer is prepared to be flexible in terms of the order in which the topics are considered, and perhaps more significantly, to let the interviewee develop ideas and speak more widely on the issues raised by the

## CHAPTER TWO: RESEARCH METHODOLOGY

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researcher. The answers are open-ended, and there is more emphasis on the interviewee elaborating on points of interest.

### **3. Unstructured Interviews**

Unstructured interviews go further in the extent to which emphasis is placed on the interviewee's thoughts. The researcher's role is to be as un-intrusive as possible – to start the ball rolling by introducing a theme or topic and then letting the interviewee develop their ideas and pursue their train of thought. (Kabir, 2016).

#### **2.4.2.3. Teachers' Interview**

The researchers conduct an interview with seven (06) teachers from the Institute of Letters and Foreign Languages, Department of English at Ahmed SALHI University Centre in Naama during the academic year 2022/2023. They belonged to different specialties such as linguistics and didactics. Out of twelve (12) teachers, only seven (06) teachers reply to make the interview, due to the period of exams which doesn't allow face-to-face interviews, we agreed to make it via Skype. Each interview lasts approximately 30 minutes. Then we recorded their interviews via Bandicam software after their consent and we transcribed the recorded interviews into text via Speech-To-Text application. The interview contains five (05) questions. The questions addressed the distance learning/teaching tools and technologies used during the pandemic, to what extent MOODLE contributed to enhancing speaking skills in an online learning environment and facilitating remote learning during the COVID-19 pandemic, and whether it was effective or not.

### **2.5. Methods**

The focus is given to the target groups, sampling techniques, and data collection.

### **2.6. Target Group**

The data are solely collected from the primary source. EFL teachers and first-year Master students, from the Institute of Letters and Foreign Languages, Department of English at Ahmed SALHI University Centre in Naama during the academic year 2022/2023, have been considered the target population to collect required data.

## CHAPTER TWO: RESEARCH METHODOLOGY

### 2.7. Instruments used in data collection

This research is both a quantitative and qualitative study. The data used in this paper was obtained through questionnaires distributed via Google forms, and online interviews through Skype.

### 2.8. Data Collection

We designed questionnaires for the EFL teachers and the students. Then we interviewed teachers because they help us gather available information and to collect necessary data. Finally, the results are interpreted into figures (graphs).

### 2.9. Population and Sampling

The population of the study encompasses eighteen (18) EFL teachers: (18 teachers: 16 are permanent while two (02) are part-time teachers) in addition to seventy-five (75) first-year Master EFL students. Both populations are affiliated with the Institute of Letters and Foreign Languages, Department of English at Ahmed SALHI University Centre, Naama, during the academic year 2022-2023.

Concerning the teachers, they all teach different specialties (literature and civilization, applied linguistics, and didactics). We select them because we expect that most of them have dealt with online learning and MOODLE platform as they have lived the situation of the pandemic COVID-19 and the quarantine period since it was compulsory for them to continue their teaching process. The table 2.04 below illustrates better.

<b>Population</b>	<b>The total number</b>	<b>Number of respondents</b>	<b>Percentage</b>
EFL teachers	<b>18</b>	<b>12</b>	<b>66.66 %</b>

**Table 2.04:** Sample of the study (teachers' questionnaire)

The EFL students, all first-year Master, are distributed into two (02) groups (the first group consists of 37 whereas the second consists of 38 students). These learners have been studying English for four years. We focused on students of Master One, as a sample of our study.

As follows:

<b>Population</b>	<b>The total number</b>	<b>Number of respondents</b>	<b>Percentage</b>
First-year Master EFL students: Group 01: <b>37</b> Group 02: <b>38</b>	<b>75</b>	<b>39</b>	<b>52 %</b>

**Table 2.05:** Sample of the study (students' questionnaire)

## CHAPTER TWO: RESEARCH METHODOLOGY

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First-year Master students were selected as our population because their learning experience includes both pre and post-Corona virus Pandemic stages, so they are aware of the process and can provide more reliable answers than others. In addition, first-year Master students are regarded as advanced learners of English with enough abilities in the spoken language. Out of seventy-five (75) students, thirty-nine (39) participate in answering the questionnaire, which represents 52 %

This population as such was opted for due to their familiarity with distance learning during the COVID-19 pandemic; they have experienced both types of teaching, traditional classes, and distance classes, in comparison with first, second, and third -year License students; in addition, learners at this level can express their perceptions and attitudes. As regards the teachers' questionnaire, it was electronically sent to the whole population (18teachers), we collected just twelve (12) completed questionnaires from our informants who belong to CUN. This represents 66.66%.

Moreover, we interviewed six (06) teachers from the same institute. They are aged (25-38), and they are five females and one male, with an average experience of 05 years of university teaching. We selected them randomly since the questionnaire was answered by anonymously; we contacted twelve (12) teachers to make interviews. Only six (06) teachers replied to make the interviews.

<b>Population</b>	<b>The total number</b>	<b>Number of respondents</b>	<b>Percentage</b>
EFL teachers	<b>12</b>	<b>06</b>	<b>50 %</b>

**Table 2.06:** Sample of the study (teachers' interview)

### **2.10. Conclusion**

The second chapter is all about research methods and methodology. Its primary goal is to explain the methodological approach and the tools that will be used in data collection. It thoroughly describes the various instruments and explains how each one is used to gather reliable, valuable, and in-depth information about the issue at hand.

Furthermore, in this chapter, we described the study's design, including the research questions, population, sample, data collection instruments, description and aim of the tools used, and research approaches. As stated briefly, the present research uses one method of investigation; the exploration method. It is appropriate to our study since it aims to find out whether MOODLE platform was effective for enhancing speaking skills or not. Besides, it looks for different techniques and ways that the EFL teachers and students used to carry on their teaching-learning processes during the pandemic COVID-19, especially during the quarantine period, and to examine the problems they face when using MOODLE platform specifically target speaking skills development and the suggested future solutions from both teachers and the students' perspectives.

**CHAPTER THREE:  
DATA ANALYSIS  
AND DISCUSSION**



## CHAPTER THREE: DATA ANALYSIS

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### **Chapter Three: Data Analysis and Discussion**

#### 3.1. Introduction

#### 3.2. Students' Questionnaire (Administration and Aim)

##### 3.2.1 Description of the Students' Questionnaire

##### 3.2.2 Analysis of the Students' Questionnaire

##### 2.2.3 Discussion of the Main Findings of the Students' Questionnaire

#### 3.3 Teachers' Questionnaire (Administration and Aim)

##### 3.3.1 Description of the Teachers' Questionnaire

##### 3.3.2 Analysis of the Teachers' Questionnaire

##### 3.3.3 Discussion of the Main Findings of the Teachers' Questionnaire

#### 3.4. Teachers' Interview

##### 3.4.1 Description of the Teachers' Interview

##### 3.4.2 Analysis of the Teachers' Interview

##### 3.4.3 Discussion of the Main Findings of the Teachers' Interview

#### 3.5. Conclusion

### CHAPTER THREE: Data analysis and Discussion

#### 3.1. Introduction

This study is an attempt to investigate the impact of using MOODLE activities to improve EFL learners' speaking skills in the Institute of Letters and Foreign Languages, Department of English at Ahmed SALHI University Centre of Naama. To enrich this study with efficient and reliable data, we designed a questionnaire for both first-year Master EFL students and teachers. In addition, we conducted an interview for EFL teachers.

Moreover, this chapter is devoted to analyzing and interpreting the qualitative and quantitative data gathered through percentages and statistics which has helped us to reach accurate results.

#### 3.2. Students' Questionnaire

##### 3.2.1 Administration and Aim of the Students' Questionnaire

This questionnaire was created using Google form and distributed online via a "group messenger" that contains members of seventy-five (75) EFL students.

We received thirty-nine (39) responses from first-year Master students of Ahmed SALHI University Centre in Naama. We would have appreciated getting more responses in order to get larger data, but the responses we received were sufficient a bit to cover nearly all aspects and opinions of first-year Master EFL students of our university.

The table below illustrates the sample:

Population	The total number	Number of respondents	Percentage
First-year Master EFL students: Group 01: <b>37</b> Group 02: <b>38</b>	<b>75</b>	<b>39</b>	<b>52 %</b>

**Table 3.07:** Sample of the Study (EFL Students).

Out of (75) students, (39) students participate in responding to the questionnaire, which represents **52 %**.

### 3.2.1. Description and Analysis of the Students' Questionnaire

#### 3.2.1.1. Description of the Students' Questionnaire

The questionnaire in this work was administered to seventy-five (75) first-year Master EFL students at the Institute of Letters and Foreign Languages, Department of English at Ahmed SALHI University Centre in Naama during the academic year 2022/2023. The questionnaire was sent electronically in the group messenger of first-year Master students. It aims at investigating learners' perceptions of learning online and the use of the MOODLE platform. This questionnaire is made up of twenty-seven questions (27) that are carefully selected and simplified according to the students' levels. It is composed of seven (07) sections that encompass a mixture of close-ended questions that require the respondents to choose either yes or no, open-ended questions which require them to give full answers or justifications whenever necessary, multiple-choice questions (MCQ) where they tick up the suitable options and the Likert scale which is used to measure attitudes, opinions, and perceptions of events or social phenomena.

In the first section, we set the aim of the questionnaire. The second section is entitled "Demographic Profile"; it aims at gathering personal information about the informants in terms of gender and age. The third section is entitled "Learners' perception of online learning"; it consists of nine (09) questions that have been tailored to shed light on how learners perceive online learning if they have internet sources, the quality of the internet they have, the electronic devices used in their studies, and the different tools and software and platforms they are familiar with pre and post the pandemic era. In addition, it enquires about the estimates of the respondents regarding the shift from traditional classes (face-to-face) to distance classes and their efficiency. Following that, the fourth section is on students' perceptions of MOODLE's use. It contains two (02) Yes/No questions and two (02) multiple-choice questions (MCQ); it is about the use of MOODLE, the frequency of using it, and how they evaluate it. The fifth section is entitled "MOODLE platform and improvement of the speaking skills". To start, this section is initiated by the ten (10) questions that aim at exploring the students speaking skills.

The sixth section is entitled "Challenges: online learning barriers and obstacles", in this question we seek to know the difficulties students face in using digital tools during the pandemic COVID-19 in general and MOODLE specifically.

Eventually, in the seventh section, the respondents are invited to provide their suggestions they recommend to develop distance education in CUN.

### 3.2.1.2. Analysis of the Students' Questionnaire

#### Section 1 of 7:

#### Getting started message

Dear student,

For the sake of collecting data about a Master's thesis entitled "" Perspectives on Distance Learning of Speaking skills performance amidst the COVID-19 pandemic: Case study of Master 1 EFL Students at SALHI Ahmed University Centre, Naama ". You are cordially requested to answer the following questions.

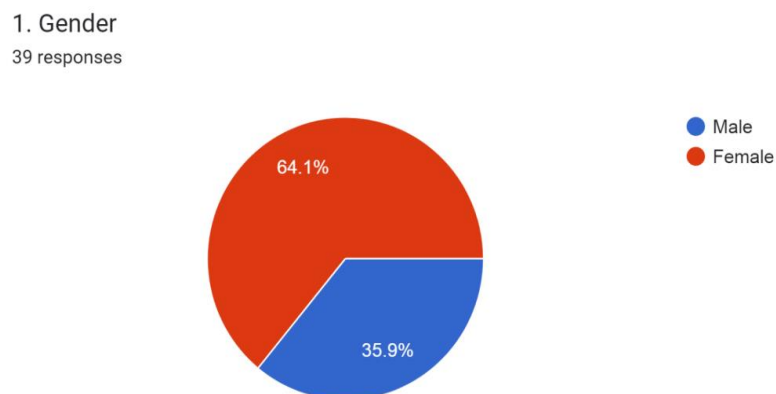
Thank you for your collaboration.

It is set forward to let the respondent know about the theme of the thesis as well as to clarify the aim of the questionnaire. Besides, we ensure that we treat the information supplied confidentially.

#### Section 2 of 7:

#### Demographic Profile

##### Question 01: The Students' Gender



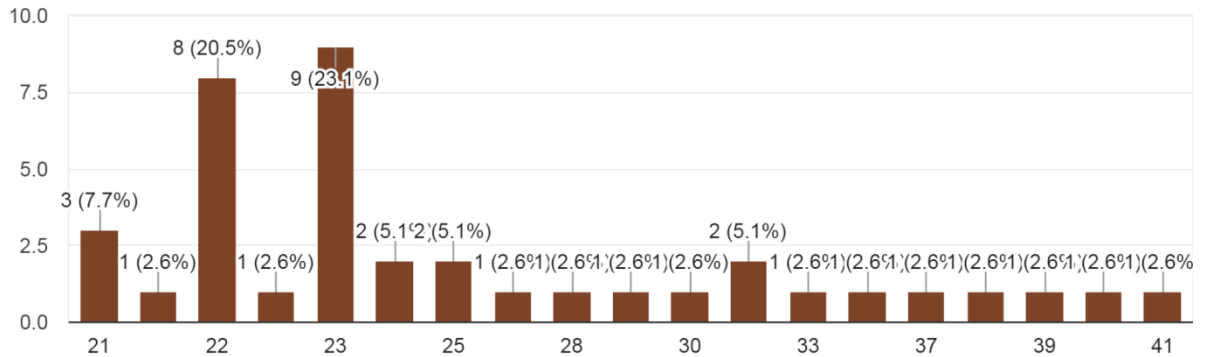
**Graph 3.01: Students' Gender**

The results reveal that the majority of participants are females. Females represent (64.1 %) of the sample from first-year students in the English Department at Naama University Centre. While males represent only (35.9%).

## Question02: The Students' Age

2. Age

39 responses



**Graph 3.02: Students' Age**

The obtained data from Graph 3.02 above shows that the majority of the participants, making up (23.1%) of the participants are aged 23 years old. In general the average age of all the informants is 26.38 years.

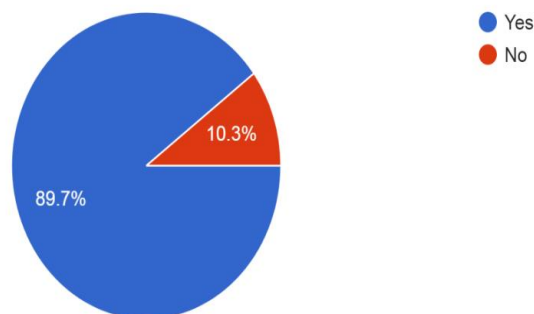
## Section 3 of 7:

### Learners' perception of online learning:

#### Question01: Do you have the internet at home?

1. Do you have the internet at home?

39 responses



**Graph 3.03: Students' Internet Availability**

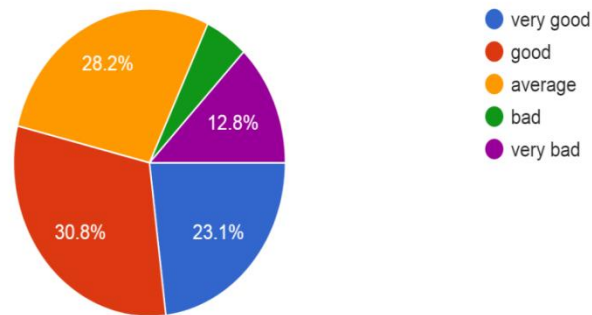
## CHAPTER THREE: DATA ANALYSIS

The Graph above demonstrates that (89.7%) of informants have internet sources at home; whereas (10.3%) of them reply that they have no internet.

### Question 02: How do you describe the quality of internet at home?

2. How do you describe the quality of internet at home?

39 responses



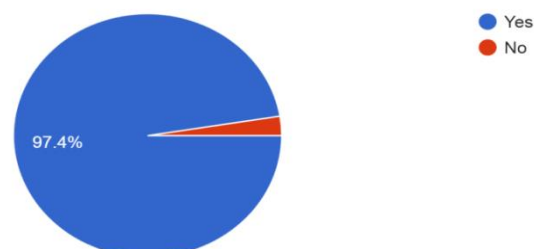
**Graph 3.04: Students' Internet Quality**

It appears from the above Graph 3.04 that most students rate the quality of internet of their home as either good (30.8%) or very good (23.10%), which is above the average that is required to attend a video conference or distance classes. Moreover, (28.2%) declare that they have the average quality of the net. (12,8%) responding very bad. This suggests that while many students have a positive view of their home environment, a significant number may be experiencing challenges that could impact their ability to learn or participate in distance activities

### Question 03: Do you have a device to study online?

3. Do you have a device to study online?

39 responses



**Graph 3.05: Students' Availability of Online Devices**

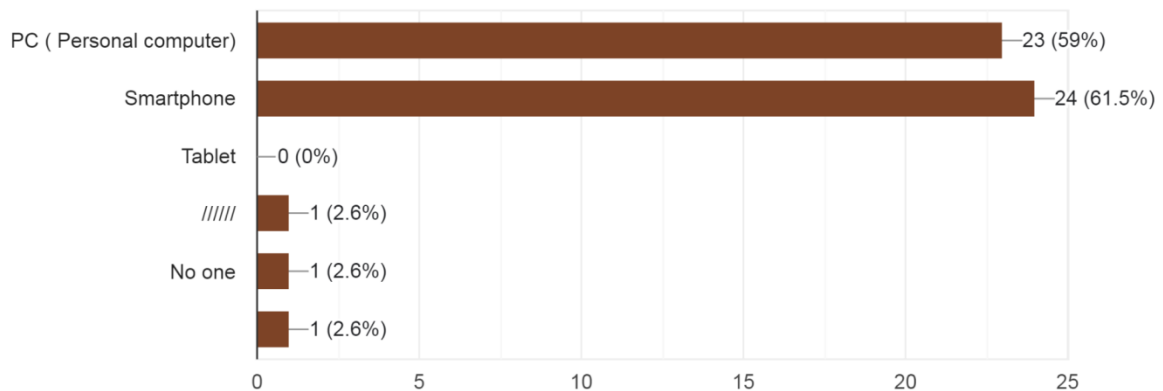
## CHAPTER THREE: DATA ANALYSIS

Graph 3.05 above illustrates that the whole population (97.4%) have tools and devices to study online. Only (02.8%) don't have devices. The results suggest that most students we questioned have access to devices, which is a positive sign for their ability to participate in distance learning activities.

### Question 04: Which device do you use for Distance learning?

4. Which device do you use for E-learning?

39 responses



**Graph 3.06: Students' Devices for Online Learning**

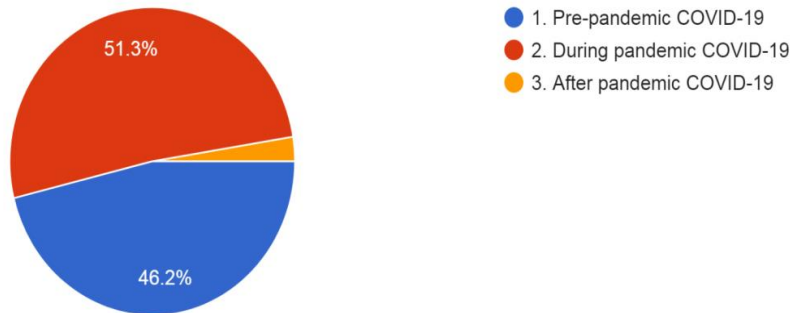
This question is posed to determine if students use a laptop, desktop, smartphone, or tablet or any other devices for distance learning. This is a multiple-choice question, which allows EFL students to pick up more than one gadget if they want to. Students are asked about what device they use for online learning; thus, the majority of them, making up (61, 5%), use their Smartphones for online learning and (59%) of them utilize their personal computers. Data collected suggests that majority of students use smartphones or computers for distance learning which is not surprising that these are the most common devices that people use to access digital content.

## CHAPTER THREE: DATA ANALYSIS

### Question05: Since when have you started using distance learning?

5. Since when have you started using E-learning?

39 responses



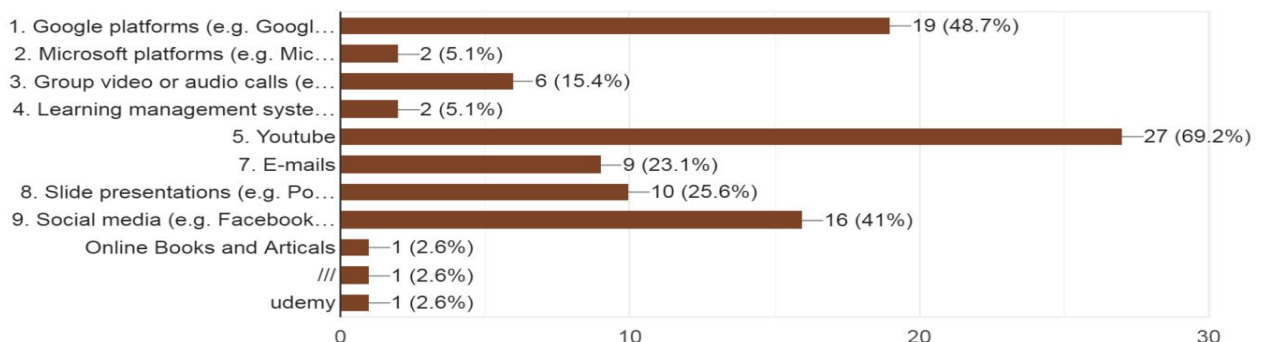
**Graph 3.07: Students’ Period of Distance Learning Use.**

From a very quick look at the Graph above 3.07, one can notice that more than half of the students (51.3%) have started using online learning just during the pandemic COVID-19, while (46.2%) were familiar with online learning and experienced it before the pandemic. Whereas only (02.5%) announced they have used it just after COVID-19. The data gathered suggests that a significant majority of students started using distance learning before the pandemic, which means that distance learning was already more popular and accessible prior.

### Question 06: What kind of online learning applications and platforms did you use in distance learning BEFORE the pandemic COVID 19?

6. What kind of online learning applications and platforms did you use in E-learning BEFORE the pandemic COVID 19?

39 responses



**Graph 3.08: Students’ Means of Studies before the Pandemic Period.**



## CHAPTER THREE: DATA ANALYSIS

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Students were asked this question to identify the different online tools they used before the sanitary crisis. The results show that most of the participants (69.2%) used YouTube as a means to watch videos about the courses, while (48.7%) of them used Google platforms such as Google Classroom- Google Meet....etc. Furthermore, the Graph3.08 shows that (41%) of them used social media like Facebook, Edmodo, and Instagram. Whereas (25.6%) used slide presentations (e.g. PowerPoint) and (23.1%) used emails. In addition, (25.6 %) used Group video or audio calls (e.g. Zoom, Skype, etc.).

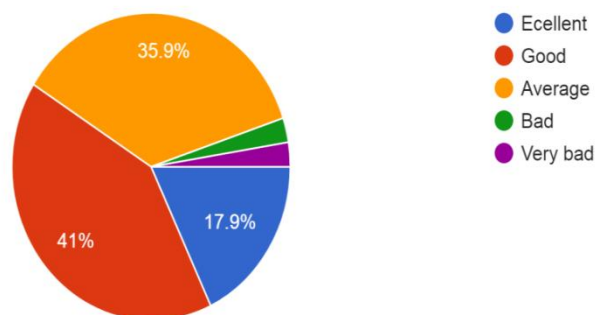
We can also observe that only (05.1%) of the informants utilized Microsoft platforms (e.g. Microsoft Teams) and Learning management systems (e.g., Blackboard, MOODLE, Schoology).

Besides, the minority of students of (02.6 %) used online books and articles and Udemy (an online learning and teaching platform).

The results suggest that students used a diverse range of tools and resources for distance learning with many students relying on Google platforms , social media, and this highlights the importance of providing students with a variety of tools and resources to support their learning

### Question 07: How do you describe your technology skills?

7. How do you describe your technology skills ?  
39 responses



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**Graph 3.09: Students' Mastery of Technology.**

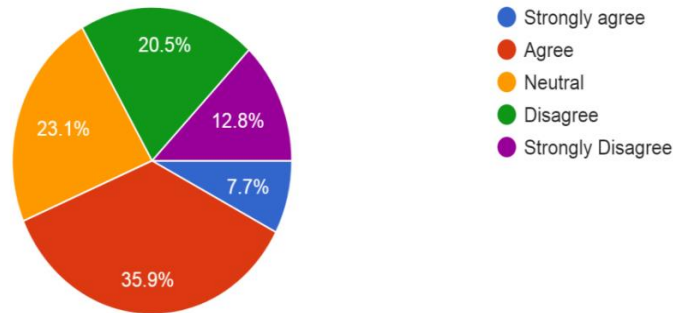
This question attempts to explore whether students master the use of technological devices or not. Graph 3.09 depicts that most of the participating students, (41%), are good at using technological devices and (35.9%) are average, whereas (17.9%) claim that they are excellent at mastering technological tools. The Graph3.09 shows that only (02.6%) of the respondents are bad or very bad at using computer skills.

## CHAPTER THREE: DATA ANALYSIS

This suggests that most students feel confident and comfortable in their ability to use technology effectively.

### Question 08: Learning EFL online is as effective as classroom learning:

8. Learning EFL online is as effective as classroom learning:  
39 responses

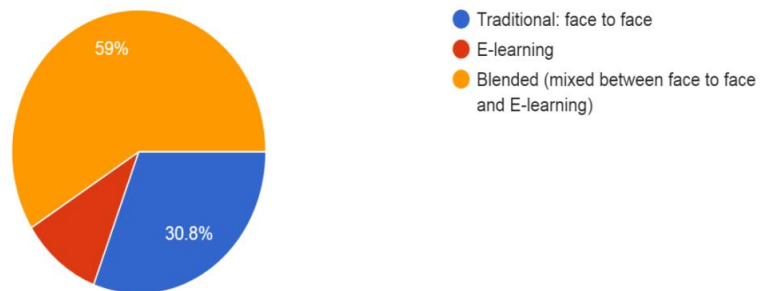


### Graph 3.10: Students' Points of View about Distance Learning Efficiency.

Our aim of this question is to investigate learners' opinions about the efficiency of online learning. Based on the results of Graph 3.10, it seems that there is a mix of opinions on whether online learning is as effective as classroom learning. On the one hand, most people (35.9%) agree or strongly agree (07.70%) that online learning is just as effective as face-to-face learning, on the other hand, others (23.1%) may be more neutral, disagree (20.5%), or strongly disagree (12.8%).

### Question09: Which method do you prefer in learning?

9. Which method do you prefer in learning?  
39 responses



### Graph 3.11: Students' Preferences Regarding Traditional, distance learning and Blended learning.

By raising this question, we intend to know the students' preferences about both regular and virtual learning.

## CHAPTER THREE: DATA ANALYSIS

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The Graph above demonstrates that the majority of the participants, (59%), prefer blended method where both the traditional and the online learning method are mixed. On the other hand, (30.8%) of the participants prefer traditional learning; while only (10.80%) of the respondents indicate that online learning is their preference.

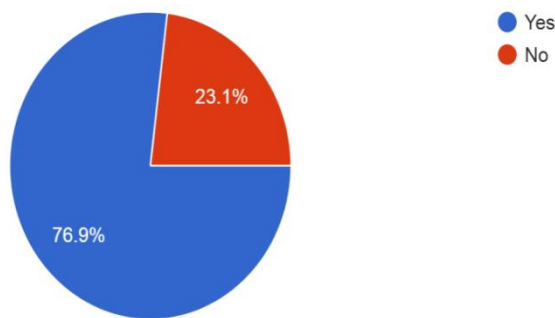
The results above indicate that most students like to have a mix of in-person and online learning experience.

### Section 4 of 7:

#### Learners' perception of MOODLE platform

##### Question01: Have you used MOODLE platform to study during the pandemic COVID-19?

1. Have you used MOODLE platform to study during the pandemic COVID-19 ?  
39 responses



**Graph 3.12: Students' Use of MOODLE Platform during COVID19.**

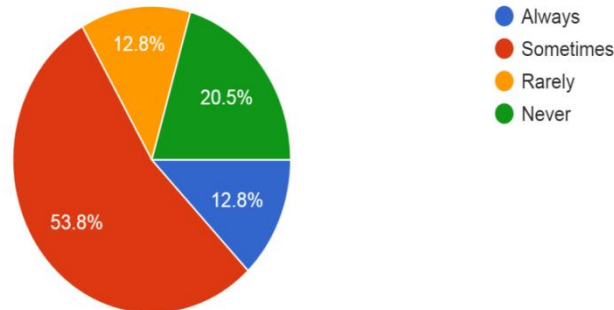
By asking this question, we aim at investigating whether the participants use the MOODLE platform or not. As shown in the Graph above3.12, the majority of students, (76.9%) have used the MOODLE platform; in contrast, (23.1%) haven't used it at all.

This suggests that MOODLE has been a popular platform for online learning during the pandemic.

## CHAPTER THREE: DATA ANALYSIS

### Question02: How often did you use MOODLE during the pandemic COVID- 19?

2. How often did you use Moodle during the pandemic COVID- 19?  
39 responses

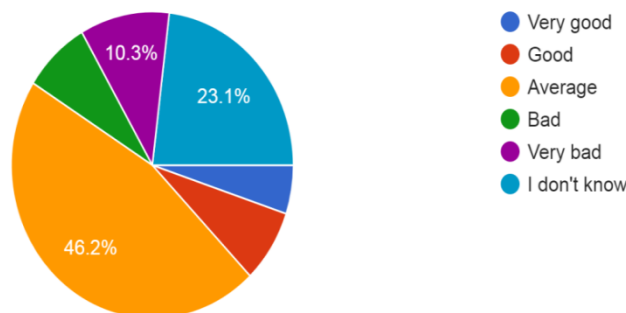


**Graph 3.13: Students' Frequency Use of MOODLE.**

According to this data, it seems that the majority of students (53.80%) use MOODLE sometimes during the pandemic, while (12,801%) rarely use it, (20.50%) never use it, and (12.80%) always use it , this suggest that students have varying levels of engagement with the platform depending their individual needs and preferences.

### Question03: According to you, how do you evaluate the platform (MOODLE) used in Ahmed SALHI University Centre?

3. According to you, how do you evaluate the platform (MOODLE) used at NAAMA university centre?  
39 responses



**Graph 3.14: Students' Attitude towards MOODLE.**

This question was designed by the researchers to get EFL students' perspectives on MOODLE learning platform based on their experience.

As indicated in Graph3.14, it seems that opinions about MOODLE are mixed, while a significant percentage of students (46.20%) rate it as average, (23.1%) of students respond that

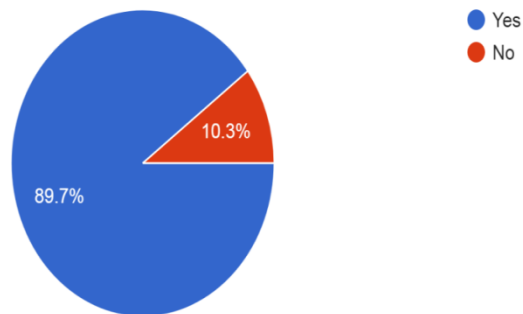
## CHAPTER THREE: DATA ANALYSIS

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they don't know how to evaluate MOODLE platform. Additionally,(10.30%) of respondents rate it as very bad. (07.69%) of them rate it as bad or good. The remaining percentage (05.12%) of them declares it as very good.

### **Question 04: Do you think that your university should organize workshops and conferences about MOODLE platform?**

4. Do you think that your university should organize workshops and conferences about MOODLE platform?  
39 responses



**Graph 3.15: Students' Attitude towards Training by Naama University Centre.**

According to Graph 3.15, it appears that majority of students (89,70%) believe that the university should organize workshops and conferences on MOODLE platform to train them to use MOODLE in continuing their studies due to the spread of the pandemic COVID-19, while a smaller percentage (10,3%) do not believe this is necessary, may they got self-training.

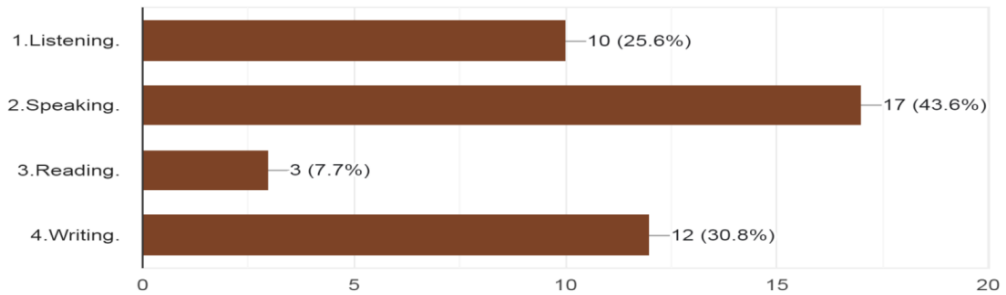
### Section 5 of 7:

### MOODLE platform and improvement of the speaking skills

#### Question01: What is your most difficult skill?

1. What is your most difficult skill ?

39 responses



**Graph 3.16: Students' Difficult Skills.**

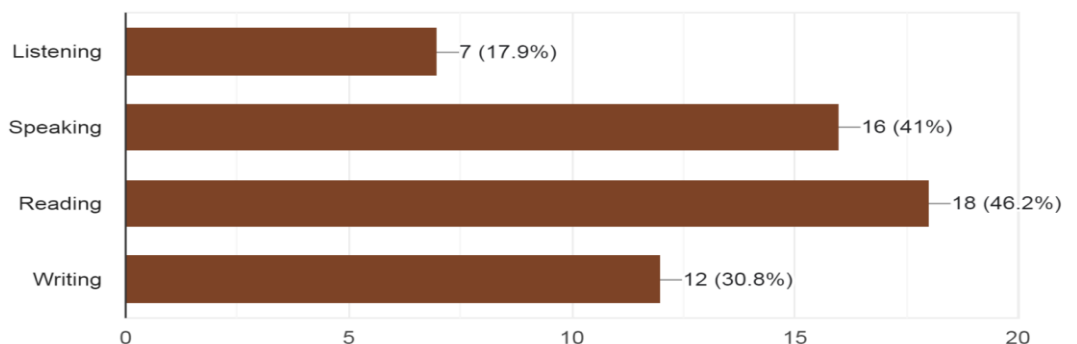
According to Graph 3.16, (43.6%) of students find that speaking skill is the most difficult skill for them in EFL learning. Then, (30.8%) state that writing is the most difficult skill for them, and (25.6%) of them state that listening is the most difficult skill, the rest of the students (07.7%) find that reading is the most difficult skill in learning EFL.

From students' responses and the percentages, we can notice that the theme of our dissertation that deals with speaking skills being the most complicated skill in EFL learning.

#### Question02: Which skills do you think your teachers focus the most in online classes?

2. Which skills do you think your teachers focus the most in online classes?

39 responses



**Graph 3.17: The Skills Teachers Focus Most.**

## CHAPTER THREE: DATA ANALYSIS

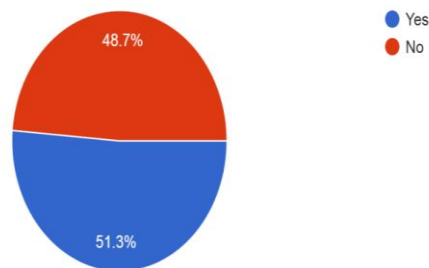
The aim of raising this question is to know the skills that teachers focus on most in online learning.

The Graph above 3.17 reveals that teachers focus most on reading (46.2%) which is obvious due to the courses in the forms of documents (word, ppt, pdf...) sent to them via emails. Whereas, (41%) report that the focus was on the speaking skill which is the most difficult one as mentioned in the previous graph (16).

In addition, (30, 80 %) of the students said that teachers concentrate on writing and (17.9%) stated that teachers concentrate most on listening.

### Question03: Do you think the tools teachers used fulfill the objective of speaking skills?

3. Do you think that the tools teachers used fulfill the objective of the speaking skill?  
39 responses

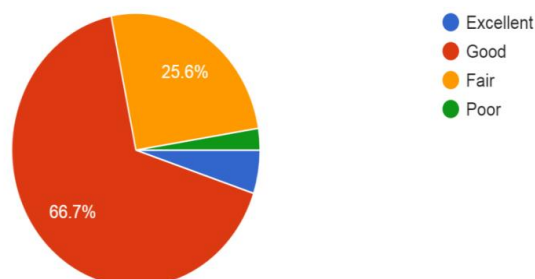


### Graph 3.18: Students' Opinion about the Fulfillment of Speaking Objectives.

The upper Graph shows that (51.3%) of the learners claim that the tools used online by teachers achieve the objectives of speaking skills, whereas (48.7%) deny that.

### Question04: How would you rate your speaking skills BEFORE the pandemic COVID-19?

4. How would you rate your speaking skills BEFORE the pandemic COVID-19?  
39 responses



### Graph 3.19: Students' Level of Speaking Skills before COVID-19.

## CHAPTER THREE: DATA ANALYSIS

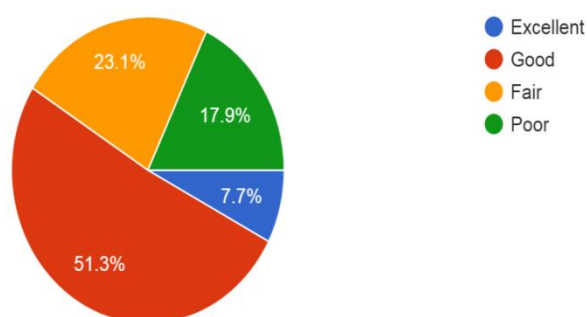
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As it is mentioned in Graph 3.19, the majority of students (66.70%) assumed that their level was good at communicating. On the other hand, (25.60%) of participants stated that they had fair speaking ability. The remaining percentage admitted that they had excellent communication skills. Only (02.50%) stated that they were underachievers in speaking abilities.

It can be said that the majority of students had a good level of this crucial skill before the pandemic COVID-19. (05.12%)

### Question 05: How would you rate your speaking skills DURING the pandemic COVID-19?

5. How would you rate your speaking skills DURING the pandemic COVID-19?  
39 responses



### Graph 3.20: Students' Level of Speaking Skills during COVID-19.

As in the upper Graph3.20, the majority of respondents (51.3%) rated the quality of their speaking skills as “good”, with a smaller percentage (23.1%) rating it as fair. A relatively small percentage of respondents rated it as “poor” (17.9%) or “excellent” (7.7%).

It can be said that during the pandemic the number of underachievers' performance have increased.

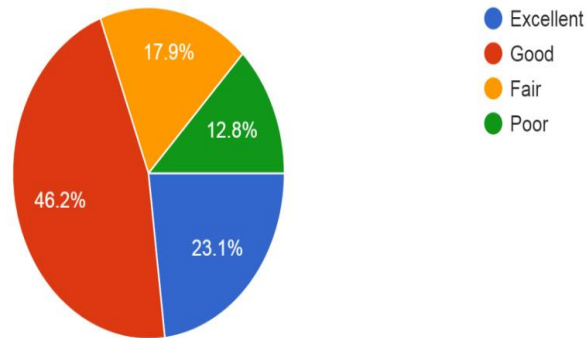


## CHAPTER THREE: DATA ANALYSIS

### Question 06: How would you rate your speaking skills AFTER the pandemic COVID-19?

6. How would you rate your speaking skills AFTER the pandemic COVID-19?

39 responses



**Graph 3.21: Students' English Speaking Ability after the Pandemic COVID-19.**

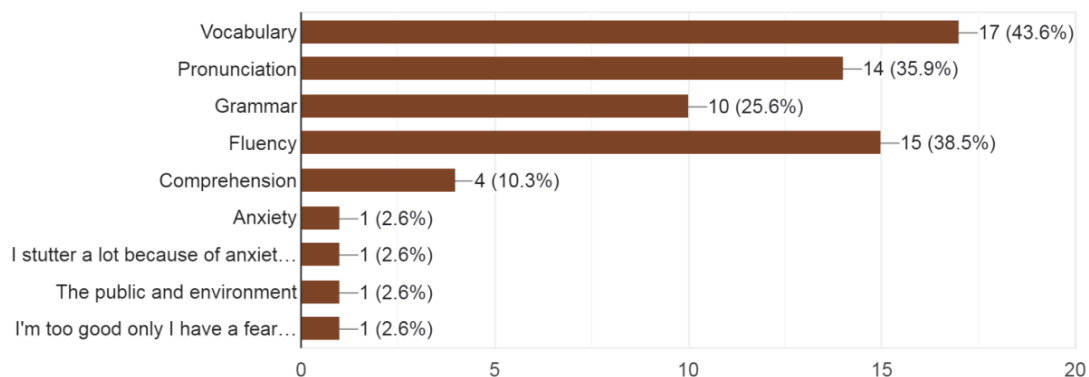
The point behind asking this question is to identify the students' level of speaking skills after the outbreak of the pandemic COVID-19.

The upper Graph 3.21 shows that (46.20%) have good speaking ability, whereas (23.10%) claimed that their level is excellent in speaking skills. On the other hand, (17.90%) of participants stated that they have fair speaking ability. The remaining percentage (12.80%) admitted that they were underachievers' in communication skills.

### Question 07: What do you find most challenging about speaking skills?

7. What do you find most challenging about speaking skills?

39 responses



**Graph 3.22: Students' Speaking Difficulties.**

## CHAPTER THREE: DATA ANALYSIS

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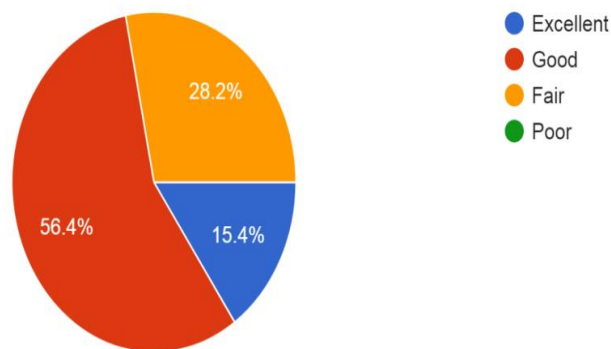
This question aims to determine the main difficulties that students may encounter while speaking in order to identify the reasons behind their weak speaking performance.

As indicated in the Graph above 3.22, respondents identify a variety of aspects of speaking that they find challenging. The most commonly cited challenges are vocabulary (43.6%), pronunciation (35.9%), and fluency (38.9%). Grammar (25.6%) and comprehension (10.3%). As for the remaining percentage (02.60%), announce challenges related to anxiety, fear of public speaking (glossophobia), the audience or environment, and their overall level of proficiency.

### Question 08: How do you describe your ability to express your thoughts and ideas clearly and coherently?

8. How do you describe your ability to express your thoughts and ideas clearly and coherently?

39 responses



**Graph 3.23: Students' Abilities in Expressing Thoughts.**

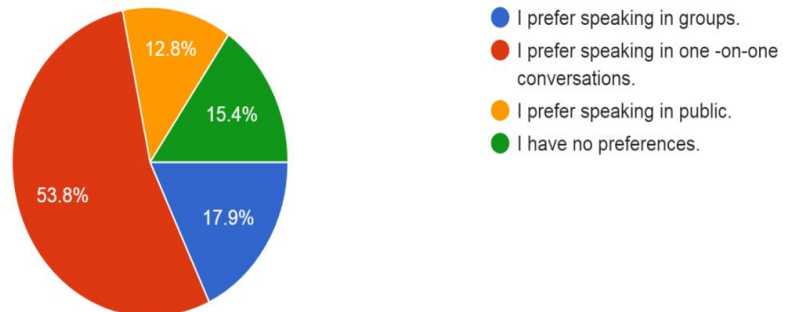
The Graph above 3.23 demonstrated that that respondents generally rate their ability to express their thoughts and ideas as good or fair.(56.4%) of respondents rate their ability as good, while (28.2%) rate it as fair. A smaller percentage of respondents (15.4%) rate their ability as excellent.

It can be noticed that the majority of students are competent enough in speaking skills.

## CHAPTER THREE: DATA ANALYSIS

### Question 09: How do you prefer to speak?

9. How do you prefer to speak?  
39 responses



**Graph 3.24: Students' Preferences of Speaking.**

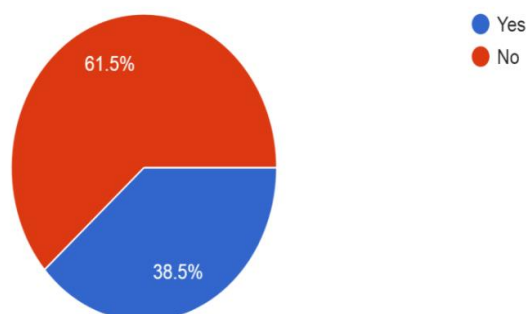
The Graph 3.24 indicates that the informants have a range of preferences when it comes to speaking. The largest percentage of them (53.8%) prefers speaking one-on-one.

While a smaller percentage (17.9%) prefer speaking in groups. A smaller percentage of respondents (12.8%) prefer speaking in public, while (15.4%) have no preferences.

These results suggest that EFL learners may have different comfort levels and preferences when it comes to different speaking situations.

### Question 10: Do you think MOODLE activities improve your speaking skills?

10. Do you think MOODLE activities improve your speaking skills?  
39 responses



**Graph 3.25: Students' Views on MOODLE Activities vis-a-vis Speaking Skills.**

This question aims to know students' opinions about whether or not the MOODLE platform had improved their speaking abilities.

## CHAPTER THREE: DATA ANALYSIS

These results show that the majority of students (61.50%) believe that MOODLE activities didn't improve speaking skills. However, a significant minority of respondents (38.5%) disapprove that MOODLE activities improve their speaking skills. These results illustrate that opinions about the effectiveness of MOODLE activities for improving speaking skills may vary depending on a variety of factors, including individual learning styles, the quality of the activities and the level of support and feedback provided by instructors.

The obtained data reveals that almost of students think that MOODLE platform isn't suitable for enhancing their communication abilities. This is confirming the hypothesis we set for research questions.

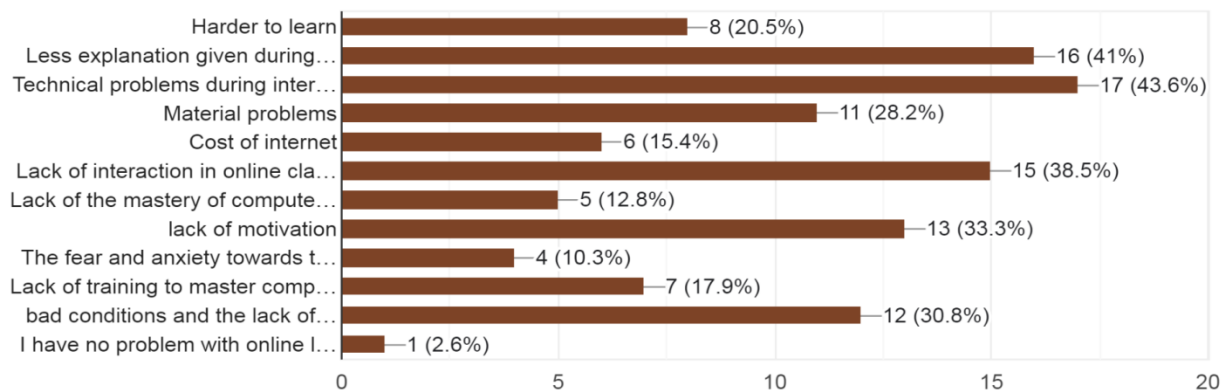
### Section 6 of 7:

#### Challenges (online learning barriers and obstacles)

**Question: according to you, what are the biggest disadvantages of online learning in general and MOODLE in particular?**

According to you, what are the biggest disadvantages of online learning in general and MOODLE in particular ?

39 responses



**Graph 3.26: The Constraints of MOODLE Use.**

In the above question, students are asked about the difficulties they encounter generally in using online learning and implementing MOODLE particularly. The results represented in Graph (3.26) show that it's clear that online learning presents several challenges for students. One of the most significant challenges is that it's harder to learn in an online environment, with (20.5%) of students reporting this issue. This may be due to a lack of in-person interaction or the difficulty of staying motivated when learning remotely. Another issue that students face is a lack of explanation

## CHAPTER THREE: DATA ANALYSIS

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during online classes, with (41%) of students reporting this problem. This may be due to technical issues or a lack of preparation on the part of the instructor. Material problems are another challenge, with (28.2%) of students reporting this issue. This may be due to the difficulty of accessing course materials online or the lack of physical textbooks or other resources. The cost of internet is also a concern for some students, with (15.4%) reporting this issue. This may be due to the high cost of internet access or the difficulty of accessing high-speed internet in some areas. Lack of computer mastery is another challenge, with (12.8%) of students reporting this issue. This may be due to a lack of experience with computers or the difficulty of adapting to new technology. Lack of interaction in distance classrooms is a significant concern, with (38.5%) of students reporting this issue. This may be due to the difficulty of interacting with instructors and fellow students online, which can lead to feelings of isolation and disconnection. Fear and anxiety related to computers is another challenge, with (10.3%) of students reporting this issue. This may be due to a lack of experience with computers or the perception that online learning is more difficult or stressful than traditional classroom learning. Bad conditions are also a concern for some students, with (30.80%) reporting this issue. This may be due to a lack of access to a quiet or comfortable learning environment or the difficulty of balancing other responsibilities with online learning. Lack of training to master computers is another challenge, with (17.9%) of students reporting this issue. This may be due to a lack of access to training resources or the difficulty of learning new technology without support.

Finally, lack of motivation is a concern for some students, with (33.3%) reporting this issue. This may be due to the difficulty of staying motivated when learning remotely or the perception that online learning is less engaging or interesting than traditional classroom learning.

### **Section 7 of 7: Solution and Future Recommendations**

#### **Question: What do you recommend for better online learning at NAAMA University Centre?**

In this final item, we asked students to add anything they want to add, opinions, information, or suggestion. These recommendations are categorized into five (05) main points as follows:

1. Training for both students and teachers on how to use ICTs, especially MOODLE.
2. Fix the technical and connectivity issues.
3. Support the courses with videos or Zoom to further explain them.
4. Use Facebook and AI technologies like chatGPT instead of MOODLE.
5. Making the lessons simple and short enhance communication between teachers and students.

### 3.3.1.3. Interpretation and Discussion of the Main Findings of the Students' Questionnaire

After the analysis of the questionnaires' results, which intend to investigate students' attitudes towards the online learning platform MOODLE and its effects on their speaking skills performance. We can draw several interpretations:

The results indicate that the majority of English learners have good speaking ability before the crisis. Almost all students prefer blended learning is better than both classroom learning and online learning although they agree that online learning is as effective as traditional one.

Concerning the two hypotheses, we hypothesized:

1. In the first one that EFL students didn't benefit from speaking lessons via MOODLE platform during the COVID-19 pandemic
2. In the second hypothesis, we assume that none of the four skills goals was thoroughly fulfilled in general and the speaking skills in particular due to the absence of student-teacher interaction.

The data gathered from the students' questionnaire showed that the learners during the COVID-19 pandemic, EFL learners didn't gain anything from speaking lessons on the MOODLE platform. Therefore, the results strengthen and confirm our hypotheses.

Hence, the obtained results might lead to a conclusion that even though most of the students used MOODLE platform before the pandemic COVID-19, almost of them declared that MOODLE didn't improve and enhance their skills. More than half of them asserted it was good before the sanitary crisis.

Although the majority of students have good speaking abilities, according to their replies, they encounter many linguistic and psychological difficulties when practicing English due to glossophobia caused by a lack of confidence or shyness. Moreover, a large number of students suffer from a lack of vocabulary and pronunciation difficulties, which negatively affect their ability to express their thoughts and feelings clearly and coherently.

Many students state that technical issues are the most difficult obstacles they face in the online learning environment. Interaction with their teachers and classmates was interrupted because of the poor internet connection, which led to developing negative attitudes toward the use of online

## CHAPTER THREE: DATA ANALYSIS

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learning. The online learning method could be a very effective way of teaching the English language if it is applied in good circumstances.

In summary, our university (AHMED Salhi University Centre) lacks the necessary equipment for distance learning, and even if we have the technological devices and tools, the internet connection is a serious problem that will interrupt our distance learning.

### **3.3. Teachers' Questionnaire**

#### **3.3.1. Administration and Aim of the Teachers' Questionnaire**

The teachers' questionnaire goes along with the students' questionnaire; it was distributed online via personal and professional emails to eighteen EFL teachers (18) of the Institute of Letters and Foreign Languages, Department of English at University Centre of Naama. This idea was for the purpose to investigate their perceptions and attitudes towards teaching EFL online via the MOODLE, their experiences, the difficulties they face when teaching speaking, and the most common problems they have noticed in their students' speaking productions.

Out of eighteen teachers (18); we retained just twelve responses (12) from our respondents and they have been very cooperative by providing us with answers to all the questions.

#### **3.3.2. Description and Analysis of the teachers' Questionnaire**

##### **3.3.2.1. Description of the teachers' Questionnaire**

This questionnaire is composed of thirty-two questions (32) that are divided into seven sections (07), which encompass a mixture of yes-no questions, close-ended questions, open-ended questions, multiple-choice questions, and a Likert scale.

The first section where we give a quick glimpse into the theme tackled in the dissertation. Then we kindly invite teachers to answer the questions. Section two includes five items. It was done to gather personal information regarding the teachers' gender, age, academic background, teaching experience, and field of study. The third section is composed of nine questions (09), designed to enable us to have insights into teachers' attitudes toward teaching online. It begins with asking about the devices and tools and platforms used and the quality of the internet. Moreover, it explores teachers' experiences on whether they gained training or not and which method they preferred (the traditional, online, or a mixture of both). Following that, the fourth section is on teachers' perceptions of MOODLE use. It is about the use of MOODLE, for which purposes they use it, and if it is helpful for teaching. In addition, they were asked if they have received any special training to use MOODLE and the difficulties they face in using it. The next section is entitled "MOODLE and the speaking skills", which encompasses eight items (08), aiming at exploring the speaking skills' best ways to overcome difficulties, and MOODLE activities related to the targeted skills. Besides, we elaborated if teachers see the MOODLE platform as helpful for teaching speaking skills or not and whether they have been able to contact their students via MOODLE. In the sixth section, the



## CHAPTER THREE: DATA ANALYSIS

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teachers are asked to provide the challenges they face during online education via the MOODLE platform at Naama University Centre.

Eventually, in the last section, the teachers are invited to provide the solutions they recommend for better distance education at Naama University centre.

### 3.3.2.2. Analysis of the teachers' Questionnaire

#### Section 1 of 7:

##### Getting started message

Dear teacher,

For the sake of collecting data about a Master's thesis entitled " Perspectives on Distance Learning of Speaking skills performance amidst the COVID-19 pandemic: Case study of Master 1 EFL Students at SALHI Ahmed University Centre, Naama ". You are cordially requested to answer the following questions.

Thank you for your collaboration.

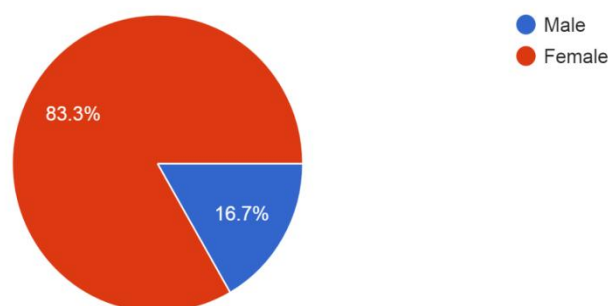
It is set forward to let the teachers know about the theme of the thesis and the aim of the questionnaire. We ensure that all supplied information will be treated confidentially.

#### Section 2 of 7:

##### Demographic Profile

##### Question01: The Teachers' Gender

1.Gender  
12 responses



**Graph 3.27: Teachers' Gender.**

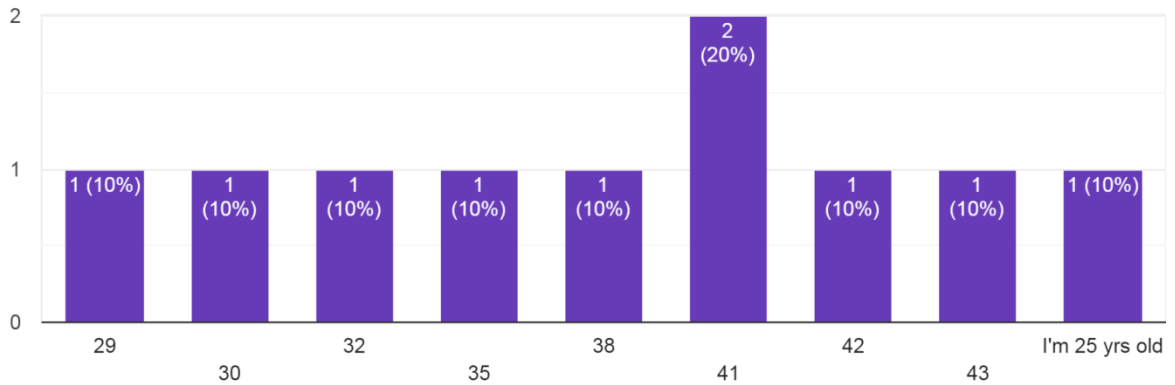
According to Graph3.27, among the respondents, it has been seen that there are (83%) females' respondents and (16.7%) are males' respondents.

## CHAPTER THREE: DATA ANALYSIS

### Question02: The teachers' age:

2. Age:

10 responses



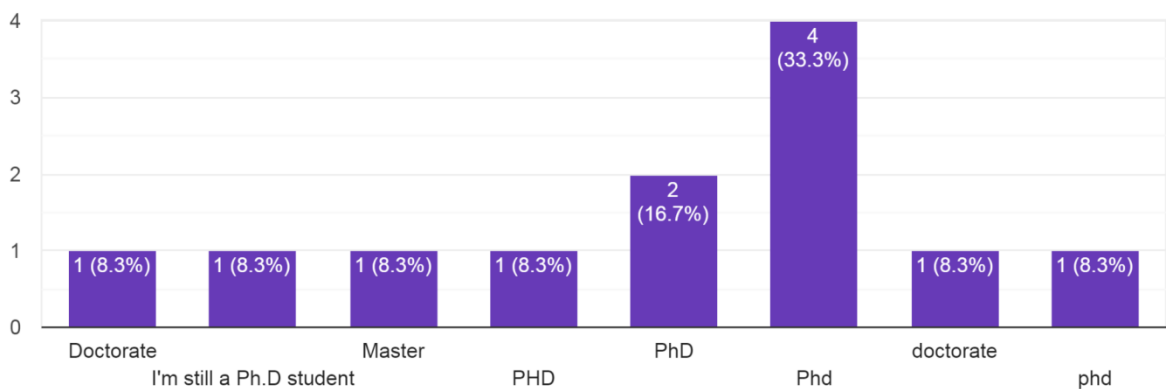
**Graph 3.28: Teachers' Age.**

Based on the Graph 3.28, the average age of EFL teachers at Ahmed SALHI University Centre of Naama is 35.6 years.

### Question03: What academic degree do you hold?

3. What academic degree do you hold?

12 responses



**Graph 3.29: Teachers' Academic Degrees.**

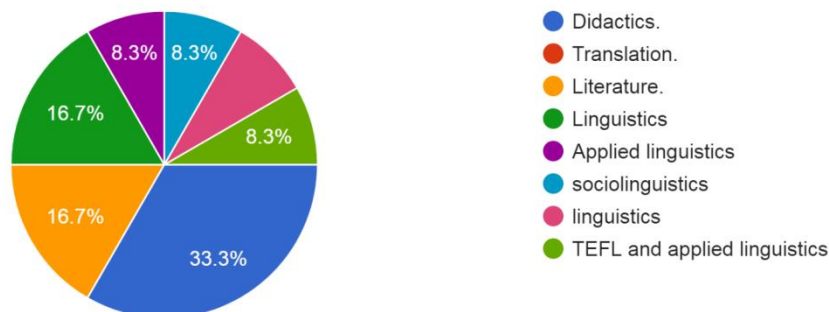
The majority of the respondents (83.33%) are Doctorate holders whereas only one teacher is still a Ph.D. student and another one has a master degree.

## CHAPTER THREE: DATA ANALYSIS

### Question04: What is your field of study?

4. What is your field of study?

12 responses



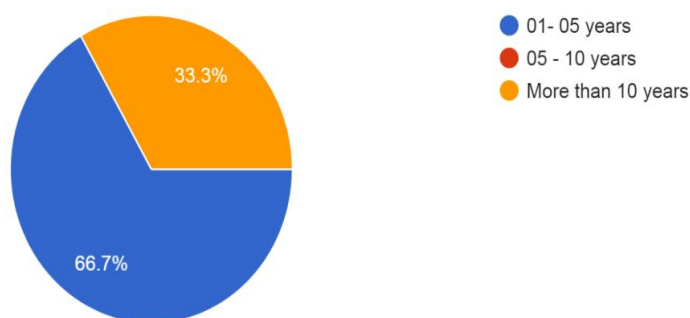
**Graph 3.30: Teachers' Field of Study.**

Based on the Graph above, (33.30%) of the teachers are specialized in didactics which is related to the research field of our study. (16.70%) of the respondents are specialists in literature and linguistics. Moreover, (08.30%) of them whose field of study is TEFL, sociolinguistics, and applied linguistics. Additionally, no one of them is a translation specialty.

### Question 05: How long have you been teaching English at university?

5. How long have you been teaching English at university?

12 responses



**Graph 3.31: Teachers' Years of Experience in Teaching English at University.**

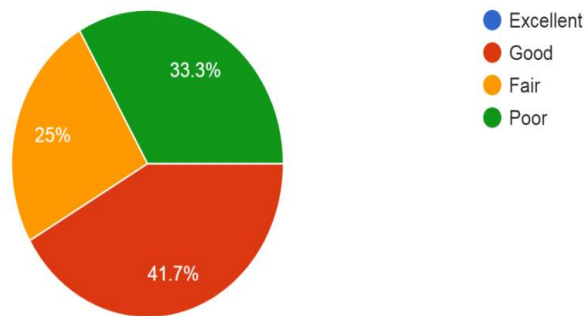
To establish the valuable contributions of instructors who hold high degrees in EFL teaching, we asked them about their years of experience in teaching English at university. From the results demonstrated above, it was indicated that the majority (66.70%) are experienced teachers who have been teaching at university for more than ten (10) years, however, (33.33%) of them are novice teachers who have been teaching at university for a period between 01- 05 years.

### Section 3 of 7: Teaching online

#### Question01: How do you describe the quality of your internet you used?

1. How do you describe the quality of your internet you used?

12 responses



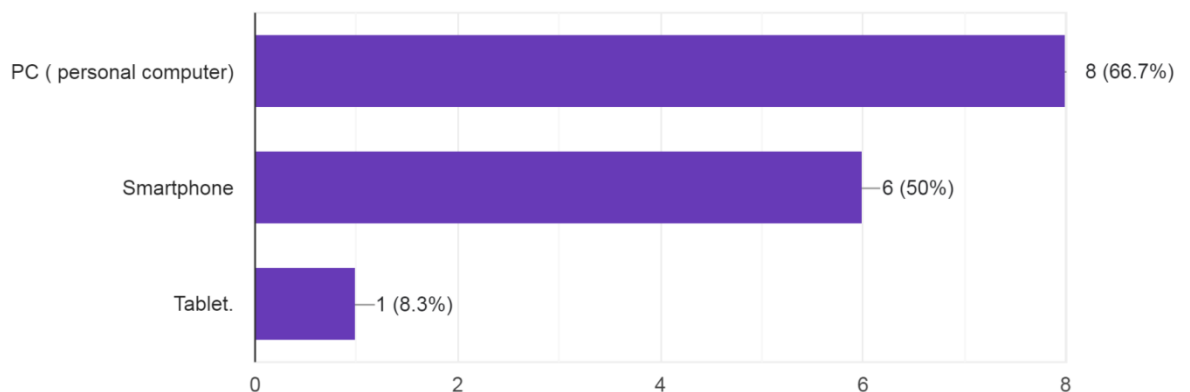
**Graph 3.32: Teachers' Internet Quality.**

It has been seen that from the above Graph almost (41.70%) of the teachers have good internet speed which is helpful for video conferences or online classes. (33.30%) of the informants complain that the net connection is poor which may cause connectivity issues. Whereas (25%) declare that the internet is fair.

#### Question02: Which device do you use for distance learning?

2. Which device do you use for online teaching?

12 responses



**Graph 3.33: Teachers' Online Devices.**

This question was asked to know which devices are widely used by teachers.

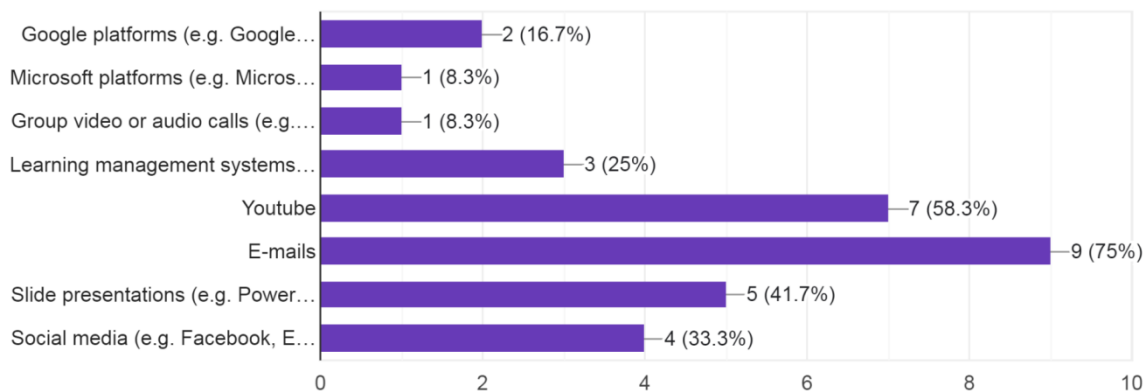
## CHAPTER THREE: DATA ANALYSIS

Based on the Graph above, (66.70%) of teachers use personal computers which are suitable for learning and research. While half of them (50%) use smartphones. Only (08.30%) use tablets for online learning.

### Question03: What kind of online teaching applications and platforms did you use in distance learning **BEFORE** the pandemic COVID 19?

3. What kind of online teaching applications and platforms did you use in E-learning BEFORE the pandemic COVID 19?

12 responses



**Graph 3.34: Teachers' Tools for Online Learning before COVID-19.**

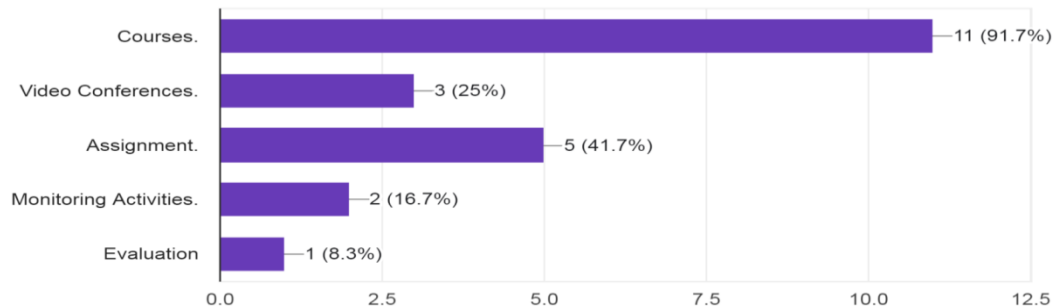
The results in Graph 3.34 show that the most of the participants (75%) used emails as a means to send courses and assignments; while (58.30%) of them used YouTube channel. Moreover, (41.70%) used slide presentations since it is easy and interesting. In addition, (33.30%) used social media like Facebook because it is popular among adult learners. Besides, (25%) used learning management systems (e.g. Blackboard, MOODLE, and Schoology).

Furthermore, (16.70%) used Google platforms. Finally, the Graph shows that (08.30%) of them used both Microsoft platforms and group video.

## CHAPTER THREE: DATA ANALYSIS

### Question04: Which of the following options did you use to deliver the courses and works through distance learning platform?

4. Which of the following options did you use to deliver the courses and works through e-learning platform?  
12 responses



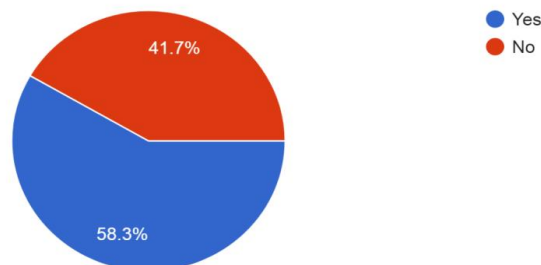
**Graph 3.35: Teachers' Purpose of Online Learning.**

The results displayed on the above Graph 3.35, show that the entire participants (91.70%) used distance learning for the delivery of the courses and works. Moreover, (41.70 %) of the teachers used it for assignments and (25%) of them said that they used it for Video Conferences. While (16.70%) used distance learning for monitoring activities, only (08.30%) used it for evaluation.

The findings above indicate that teachers used distance learning platforms mainly for the delivery of courses as well as for assignments. This means that maybe they lack training in the use of distance learning.

### Question05: Do you find any difficulties in using digital tools in your online teaching?

5. Do you find any difficulties in using digital tools in your online teaching?  
12 responses



**Graph 3.36: Teachers' distance Learning Issues.**

The Graph 3.36 reveals that the majority of the teachers (58.30%) encounter issues when using digital tools and (41.70%) of them contradicts.

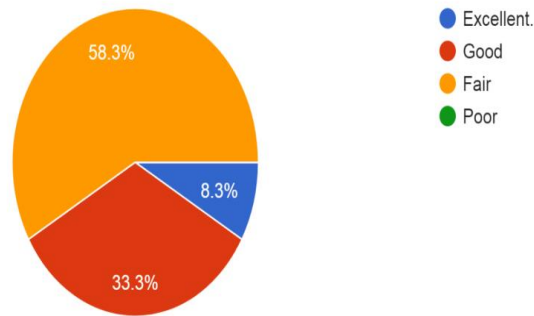
## CHAPTER THREE: DATA ANALYSIS

The findings imply that a considerable number of the participants face problems.

### Question06: How do you describe your technology skills?

6. How do you describe your technology skills ?

12 responses



**Graph 3.37: Teachers' Technology Skills.**

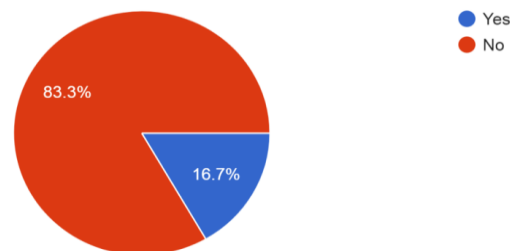
This question attempts to explore whether teachers master the use of technological devices or not.

Graph 3.37 shows clearly that (58.30%) of the participating teachers, are fair users of technological devices, and (33.30%) are good. Only (08.30%) are excellent at using technological devices.

### Question07: Have you received any training about computers, ICT and educational platforms before the pandemic COVID-19?

7. Have you received any training about computers, ICT and educational platforms before the pandemic COVID-19?

12 responses



**Graph 3.38: Teachers' Previous Experience of Technology Tools.**

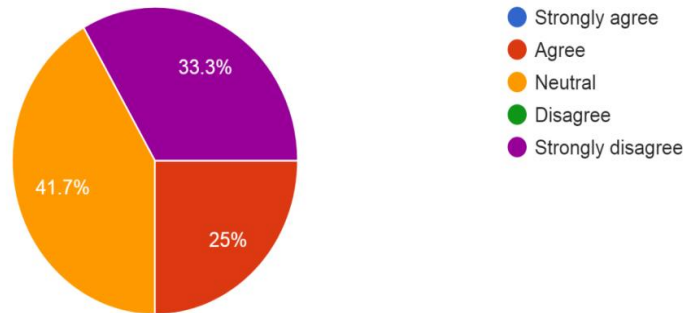
According to the upper Graph 3.38, (83.30%) of teachers responded that they haven't received any kind of training about computer skills, ICTs and educational platforms in general

## CHAPTER THREE: DATA ANALYSIS

which are the tools implemented during the sanitary crisis. The rest of the sample (16.70%) stated that they have received training.

### Question08: Distance learning is effective to carry on lessons at Ahmed SALHI University Centre.

8. According to you, E-learning is effective to carry on lessons at Salhi Ahmed University centre.  
12 responses

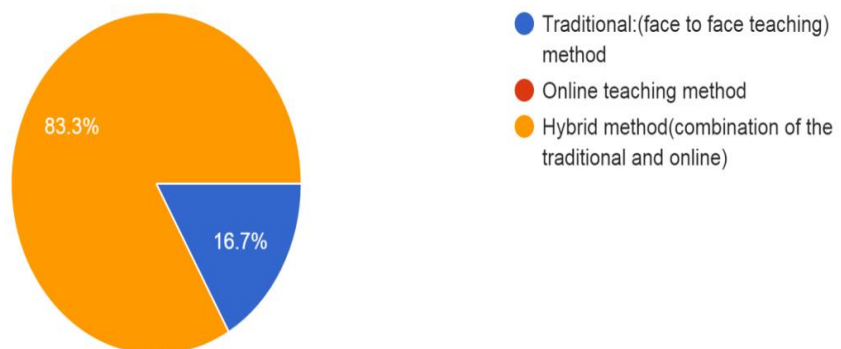


**Graph 3.39: Teachers' Points of View about Distance Learning Efficiency.**

Our aim of this question is to investigate teachers' opinions about the efficiency of online learning. The obtained results showed (41.70%) are neutral. Whereas, (33.30%) of the respondents strongly disagree, i.e. they believe that distance learning is not effective for online teaching. Meanwhile (25%) agree.

### Question09: Which method do you prefer in teaching?

9. Which method do you prefer in teaching?  
12 responses



**Graph 3.40: Teachers' Preferences regarding Traditional and Distance Classes.**



## CHAPTER THREE: DATA ANALYSIS

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By raising this question, we wish to know teachers' preferences regarding both regular and virtual learning. Graph 3.40 demonstrated that the vast majority of the respondents, (83.30%), favor a combination of both types of learning. The rest (16.70%) choose traditional learning is their preference, while none of the respondents opt for online learning.

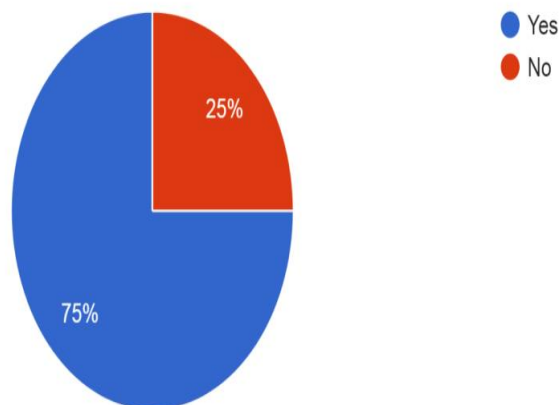
We can deduce that most teachers enjoy face-to-face teaching because they don't like the virtual interaction between them and their students.

### Section 4 of 7: Teachers' perception of MOODLE platform

#### Question01: Have you used MOODLE platform to teach during the pandemic COVID-19?

1. Have you used MOODLE platform to teach during the pandemic COVID-19 ?

12 responses



**Graph 3.41: Teachers' Familiarity with MOODLE.**

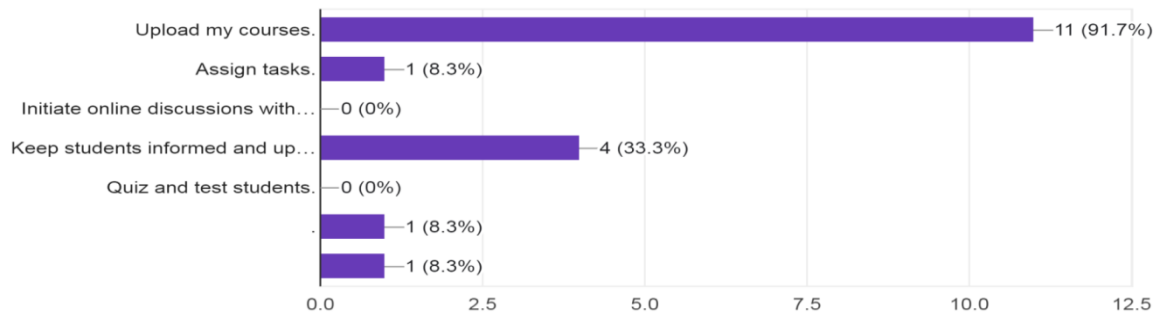
Concerning the familiarity of teachers with the distance learning platform MOODLE, the majority of the teachers (75%) have implemented MOODLE in teaching during the pandemic COVID-19. Whereas the rest of the participants (25%) haven't used it at all.

## CHAPTER THREE: DATA ANALYSIS

### Question02: If “yes”, for which purpose(s) do you use it?

2. If “yes”, for which purpose(s) do you use it?

12 responses



**Graph 3.42: Teachers’ Purposes of MOODLE Use.**

This Graph is the second part answer to the previous question.

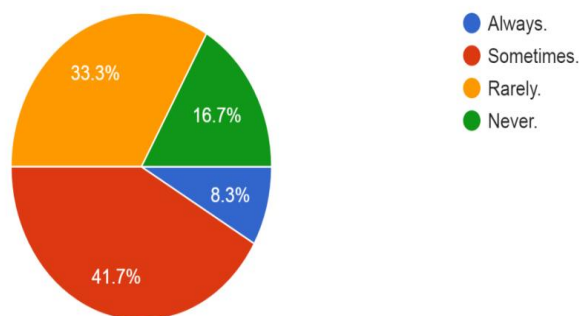
The results shown on the above Graph 3.42 display that the entire participants (91.70%) have used distance learning to upload the courses and works.

Moreover, (33.30 %) of the teachers have used it for keeping students informed and updated. None of the participants have used MOODLE neither for initiating online discussions with students about the course nor for quizzing and testing students.

### Question03: How often did you use MOODLE during the pandemic COVID- 19?

3.How often did you use Moodle during the pandemic COVID- 19?

12 responses



**Graph 3.43: The Frequency of MOODLE Platform Use.**

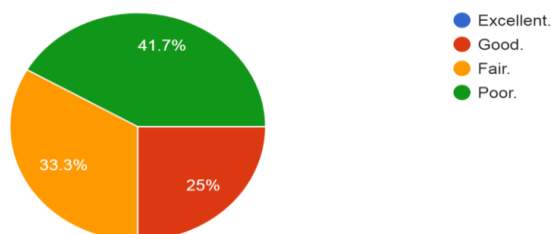
As shown in the Graph above 3.43, we asked teachers how often they used MOODLE Platform in their teaching process. (41.70%) used it sometimes, (33.33%) rarely used it, (16.70%) never used it and only (08.30%) used it always.

These results reveal that teachers used MOODLE in general.

## CHAPTER THREE: DATA ANALYSIS

**Question04: According to you, how do you evaluate the platform (MOODLE) used at Ahmed SALHI University Centre?**

4. According to you, how do you evaluate the platform (MOODLE) used at Salhi Ahmed university centre?  
12 responses

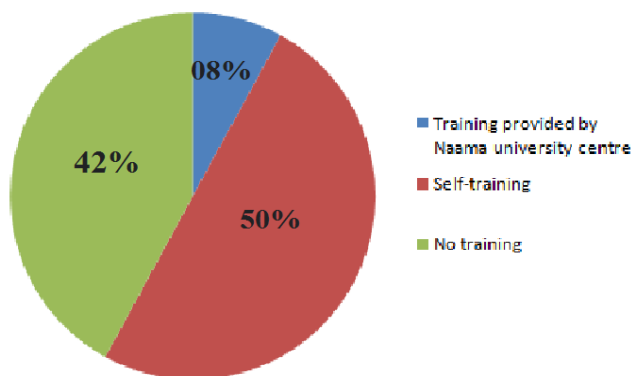


**Graph 3.44: Teachers' Attitude towards MOODLE.**

Our aim of this question is to investigate teachers' opinions about MOODLE. The obtained results showed (41.70%) of teachers believe that MOODLE is poor for teaching EFL online, whereas (33.30%) of the whole population consider it fair and (25%) see it as good and suitable for online learning.

**Question05: Have you received any special training to use MOODLE platform?**

5- Have you received any training to use MOODLE platform?  
12 responses



**Graph 3.45: Teachers' Training on MOODLE.**

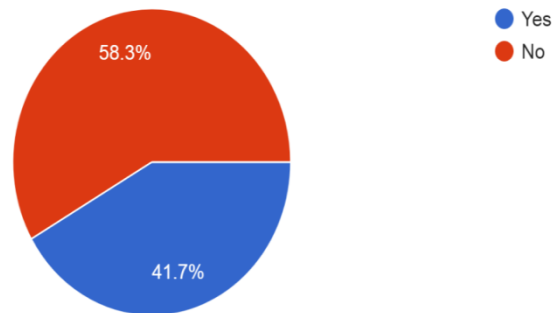
Concerning teachers' training, the Graph 3.45 shows that half of the participants (50%) have received self-training, meanwhile, (42%) of teachers haven't received any training. Only (08%) have been trained by the University Centre which provided it as quickly as possible due to the sudden outbreak of COVID-19.

## CHAPTER THREE: DATA ANALYSIS

**Question06: According to you, is MOODLE platform effective for providing a good distance learning environment during the pandemic COVID- 19?**

6. According to you, is Moodle platform effective for providing a good E-learning environment during the pandemic COVID- 19 ?

12 responses



**Graph 3.46: Teachers' Perceptions on MOODLE Effectiveness.**

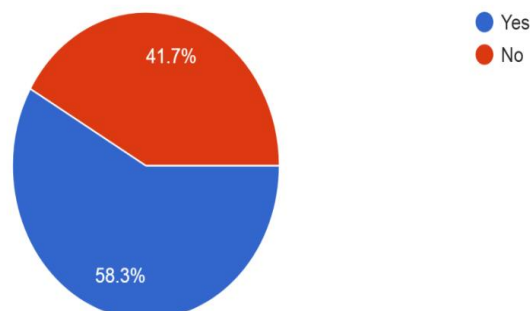
The purpose of this question is to determine whether MOODLE platform is effective for online language learning.

According to Graph 3.46, more than half of the teachers (58.30%) believe that MOODLE is not effective, whereas (41.70%) think it is effective.

**Question07: Have you found difficulties in accessing MOODLE platform?**

7. Have you found difficulties in accessing Moodle platform?

12 responses



**Graph 3.47: Teachers' Access MOODLE Difficulties.**

This question is divided into two parts. For the first part, we asked the respondents whether they struggled to access MOODLE platform, the second part is what these problems are.

## CHAPTER THREE: DATA ANALYSIS

Depending on Graph3.47, it appears that (58.30%) of teachers declared that they have found difficulties in logging in and (41.70%) declared they have logged in easily without any troubles.

### Question08: If yes, what are these problems?

The results cover a wide range of issues from lack of training to the Internet connection, to passive students and technical problems.

We may interpret the results and findings by the sudden and unexpected shift from face-to-face teaching to the electronic one which is based on the Internet fluidity. It can be seen that the majority of teachers were not well prepared for this new and obligatory strategy.

We may conclude that the Institute of Letters and Foreign Languages, Department of English at Naama University Centre as almost all the Algerian institutions is not thoroughly ready to transfer the entire higher education process to be online.

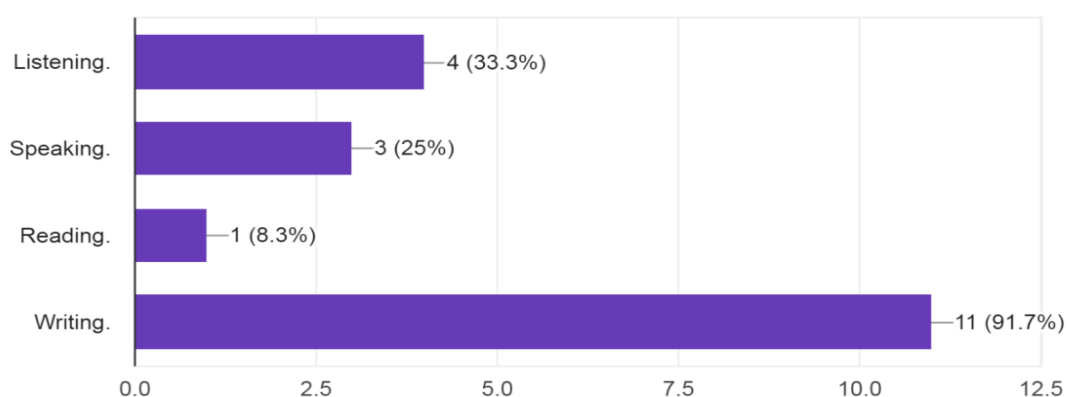
### Section 5 of 7:

#### MOODLE and the speaking skills

### Question01: What is your students' most difficult skill BEFORE the pandemic COVID-19?

1. What is your students most difficult skill BEFORE the pandemic COVID-19?

12 responses



**Graph 3.48: Teachers' View about Students' Difficult Skills.**

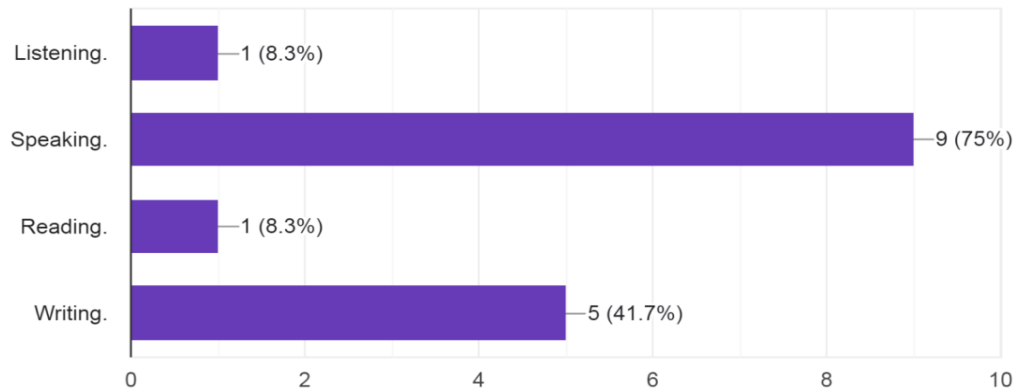
Based on the Graph 3.48, the most commonly cited students' difficult skill is writing (91.70%), (33.30%) for listening, speaking is (25%), the rest (08.30%) for reading.

## CHAPTER THREE: DATA ANALYSIS

### Question 02: What is your students' most difficult skill DURING the pandemic COVID-19?

2. What is your students most difficult skill DURING the pandemic COVID-19?

12 responses



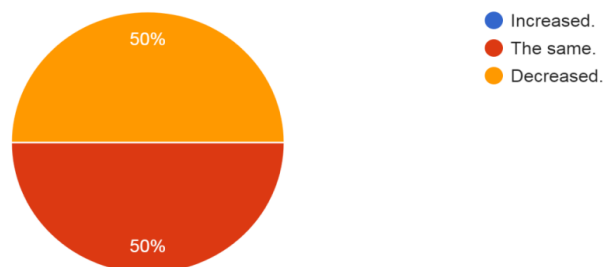
**Graph 3.49: Teachers' View about Students' Difficult Skills during the Pandemic.**

The data obtained from Graph 3.49, illustrates that almost the whole sample, (75%) assert that speaking skills are the most difficult skills during the pandemic, whereas, (41.70%) of them think it is writing and (08.30%) is for both listening and reading skills.

### Question03: How would you rate your students speaking skills compared to before switching to remote learning?

3. How would you rate your students speaking skills compared to before switching to remote learning ?

12 responses



**Graph 3.50: Teachers' Comparison of Speaking Skill.**

The objective of this question is to compare students' speaking skills before the pandemic with it during the pandemic.

As shown in Graph 3.50, while half (50%) of the teachers believe that students' speaking skills have been decreased, the second half (50%) believe it has never changed.

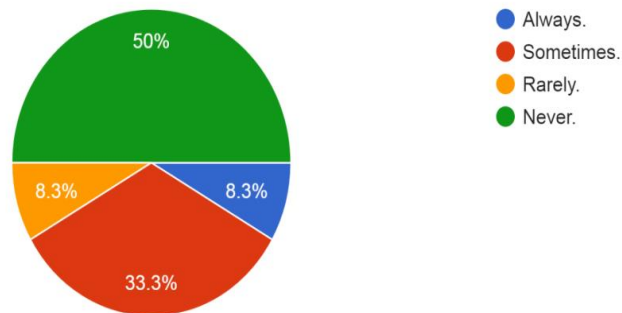
## CHAPTER THREE: DATA ANALYSIS

What is remarkable is that none of teachers think that it has increased; this view is also shared with students' view which means that the pandemic COVID-19 affects learners speaking skills negatively.

### Question04: Have you interacted with your students during the COVID-19?

4. Have you interacted with your students during the COVID-19?

12 responses



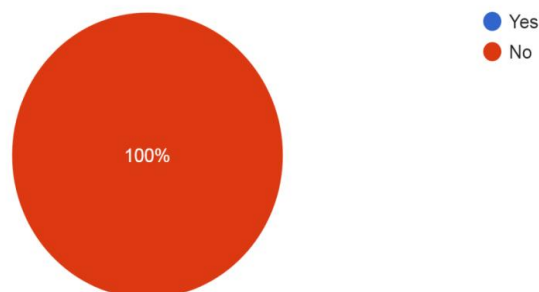
**Graph 3.51: Teachers' Interaction with Students.**

As indicated in the Graph above 3.51, 50% of the participants reported that they have never interacted online with their students. While (33.30%) have sometimes an online interaction with their learners. Whereas, the remaining percentage is divided equally (08.30%) between rarely interacted and always.

### Question05: Have you used the speaking activities in MOODLE platform?

5. Have you used the speaking activities in MOODLE platform ?

12 responses



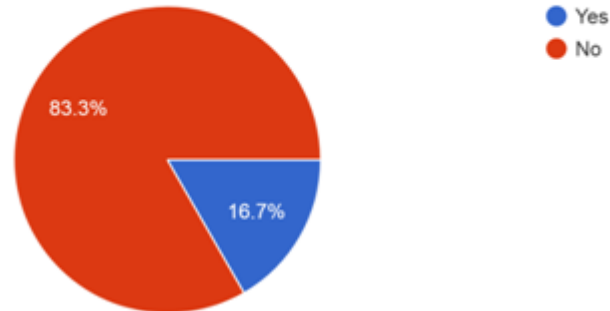
**Graph 3.52: Teachers' MOODLE' Speaking Activities Use.**

The Graph above demonstrated that 100% of teachers have never used the speaking activities of MOODLE.

## CHAPTER THREE: DATA ANALYSIS

### Question06: Do you think MOODLE activities improve the speaking skills?

6. do you think MOODLE activities improve the speaking skills?  
12 responses



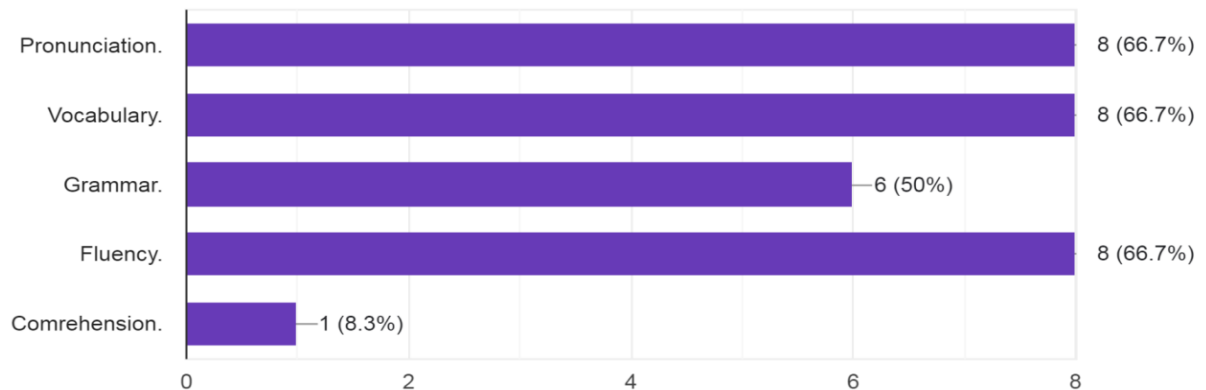
**Graph 3.53: Teachers' Perceptions on MOODLE Speaking Activities.**

The Graph above 3.53 demonstrated that (83.30%) of our teachers think that MOODLE platform and its speaking activities hinder the students' speaking skills, only (16.70) of them believe that MOODLE's speaking activities enhance the learners' communication.

It is clear from the upper Graph that our teachers declared that MOODLE is not useful and not helpful to develop speaking skills performance; they believe that speaking needs to be practiced in a real class, where teachers and students can beneficiate from face-to-face interaction. Some teachers think that teaching speaking requires only the classroom and that speaking skills cannot be improved through MOODLE platform and its activities.

### Question 07: What are your students' difficulties when speaking?

7. What are your students difficulties when speaking?  
12 responses



**Graph 3.54: Teachers' Views on Students' Speaking Difficulties.**



## CHAPTER THREE: DATA ANALYSIS

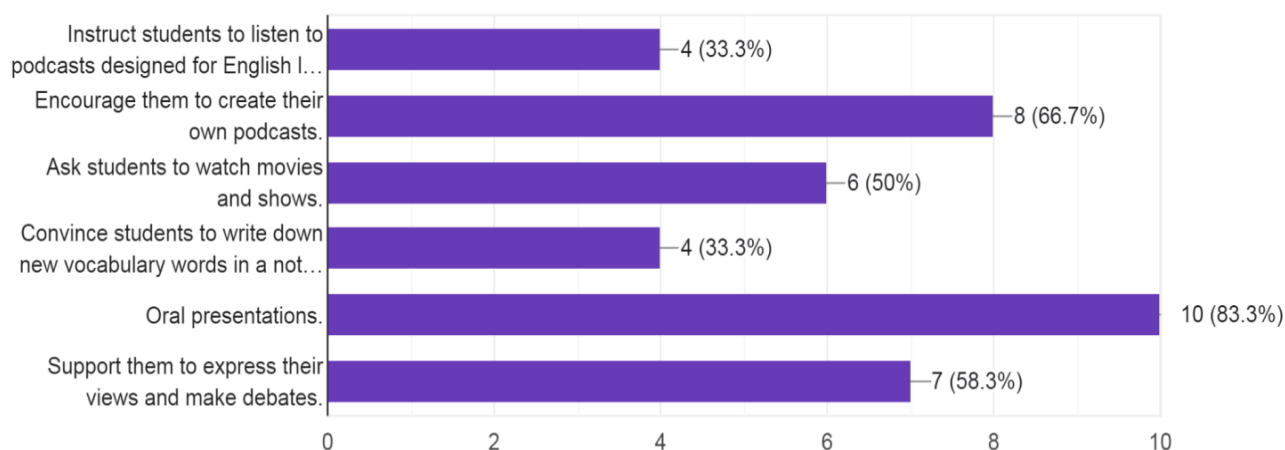
This question aims to determine the main difficulties that teachers considered may encounter with students while speaking to identify the reasons behind their weak speaking performance.

The upper Graph 3.54 shows that (66.70%) of participants consider pronunciation, vocabulary, and fluency as the major problem and the most difficult aspect of speaking. (50%) of teachers express that grammar is the main difficulty that their students face while speaking as they fail to apply grammar rules while speaking, as for the remaining percentage (08.30%), they claim that comprehension is an obstacle for their learners.

### Question08: What do you suggest for your students to reduce these difficulties?

8. What do you suggest for your students to reduce these difficulties?

12 responses



**Graph 3.55: Teachers' Suggestions for Speaking Difficulties.**

This question is asked to teachers in order to elicit the possible suggestions they think can overcome speaking difficulties during online learning.

The results on the above Graph illustrate that almost of the sample (83.30%) select oral presentation as the best way to improve students speaking abilities, whereas (66.70%) regard that the solution for speaking barriers is to encourage them to create their own podcasts to see themselves speaking and give feedback. (58.30%) of teachers see to support learners to express views and make debates and (50%) of them choose to ask students to watch movies and shows to listen to native speakers to get fluency and pronunciation. Finally, an equal percentage of (33.30%) is for instructing students to listen to podcasts designed for English learners, and the same

## CHAPTER THREE: DATA ANALYSIS

percentage is for convincing students to write down new vocabulary words in a notebook while they watch.

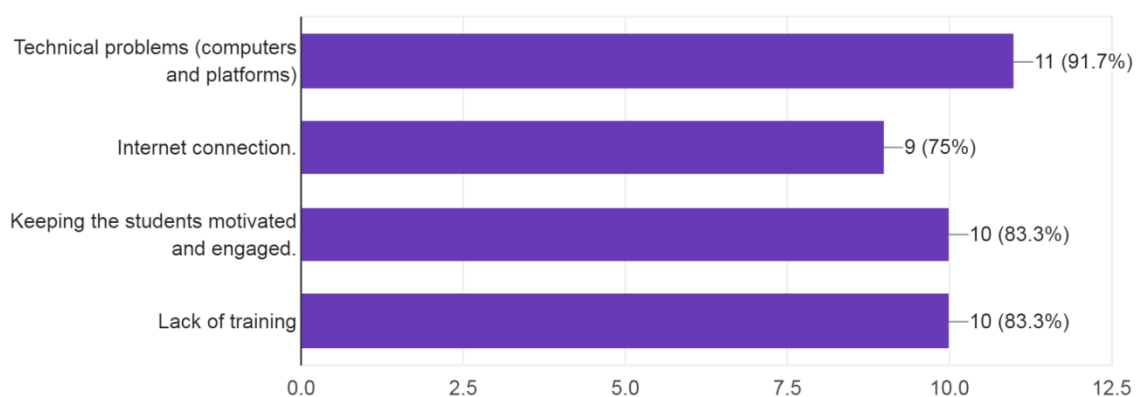
### Section 6 of 7:

#### Teachers' perception of MOODLE platform

**Question: According to you, what are the biggest challenges of online learning in general and MOODLE in particular?**

1. According to you, what are the biggest challenges of online learning in general and MOODLE in particular ?

12 responses



**Graph 3.56: Teachers': The Issues EFL Teachers faced during Distance Learning.**

The above question intends to explore teachers' major challenges of online learning, in general and MOODLE educational platform in particular, that may substitute traditional classes.

According to the obtained results from the Graph 3.56, the most crucial issue which hindered the teachers' process when using distance learning, is technical problems with a rate of (91, 70%). Moreover, the majority of them (83, 30%) encountered the problem of lack of training to get familiar with educational technologies and the same percentage stated that keeping students motivated and engaged was a big challenge. While (75%) of the respondents have reported the Internet connection causes big trouble.

The results cover a wide range of issues from technical problems to lack training to passive students and later on to the Internet connection.

### **Section 7 of 7:**

#### **Solution and future recommendations**

**Question: What do you recommend for better online learning at NAAMA University Centre?**

The EFL teachers in the Institute of Letters and Foreign Languages, Department of English at Naama University Centre, suggest some recommendations for better online learning:

1. A good online learning environment should be provided first (good internet connection and technical problems must be fixed).
2. Since technology has become a necessity nowadays, training should be imposed on both teachers and students.
3. Small classes help better to improve all methods of online learning, traditional and blended learning.

### 3.3. 3. Interpretation and Discussion of the Main Findings of the Teachers' Questionnaire

The teachers' questionnaire intends to investigate teachers' attitudes toward online teaching and their perceptions regarding the use of the MOODLE platform. We gained a clear idea about teachers' attitudes towards teaching EFL online via MOODLE; no teacher support or prefer virtual teaching.

Based on the data obtained from the teachers' questionnaire, we can say that the results support our ideas and hypothesis that we hypothesized:

1. First, we assume that EFL students didn't benefit from speaking lessons via MOODLE platform during the COVID-19 pandemic
2. Second, we believe that none of the four skills goals was thoroughly fulfilled in general and the speaking skills in particular due to the absence of student-teacher interaction.

Hence, the obtained results lead to the conclusion that almost majority of teachers asserted that MOODLE is not effective to carry on courses; the same rate of them, declared that they face various challenges when using it. Regarding the interaction between teachers and their learners, half of the teachers have never contacted their students via MOODLE.

The most important point is that the overwhelming majority had never used MOODLE speaking activities or not. This means that they found it useless to achieve speaking abilities goals.

Additionally, the majority of the participating teachers agreed on the fact that the MOODLE platform is not sufficient for providing a good learning environment for learners' needs at Naama University Centre.

Concerning the teachers' training on the use of MOODLE, almost half of the teachers claimed that they did not receive any special training, and half of the teachers declared that they depend on self-training whilst only a few teachers stated that they received the training provided by the University Centre. This invites us to notice that the university did not provide the necessary training for teachers about the use of this distance learning portal.

According to what has been gathered, it can be elicited that technical issues, low internet connection, and lack of training on how to use MOODLE are the most challenges that teachers encountered in the process of online teaching. These might be the reasons why teachers are not satisfied with teaching through MOODLE.

### 3.4. In- Depth Interview

#### 3.4.1. Description of the Teachers' Interview

##### Semi-Structured Interview

To reach the objectives of this study, semi-structured interviews with teachers were used as the data collection method. As part of the semi-structured interview, questions were designed carefully to make the interview more interactive and finally lead to an increase in the quality of data gathered. The interview included questions, which were reflecting the research objectives of the study and were seeking to find answers to the research questions.

The study utilized interviews to obtain data, in which the researchers carried out the interview with each participant separately. The interview was recorded and then transcribed. We conduct an interview with six (06) teachers; five (05) females and one (01) male, teachers aged between (32- 40), from the Institute of Letters and Foreign Languages, Department of English at Ahmed SALHI University Centre in Naama during the academic year 2022/2023. They were selected randomly. They belonged to linguistics, didactics, and TEFL specialties.

#### 3.4.2. Analysis of the Teachers' Interview

The interview contained five (05) essential questions that may answer the research questions:

**Question01: How did the transition to online learning impact the teaching and learning in general and of speaking skills in particular during the COVID-19 pandemic in Naama University Centre?**

Most of the informants claimed that the pandemic COVID-19 affected the teaching/ learning process negatively because universities, teachers, and students were not ready for the sudden lockdown that was caused by the COVID-19 breakout. Only a few teachers believe that the sanitary crisis impacts the university positively.

**Question02: How did the online learning platform MOODLE facilitate the development of speaking skills during this time?**

The overwhelming majority of teachers assert that MOODLE is not helpful and not suitable for developing speaking abilities since they are not trained to prepare distance lectures and speaking tasks. Besides, most teachers developed negative attitudes towards asynchronous distance courses since there is no interaction between the teacher and his/her students.

## CHAPTER THREE: DATA ANALYSIS

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### **Question03: How can EFL students in CUN effectively improve their speaking skills using MOODLE?**

Most participants indicated that students encountered difficulties in using MOODLE since most of them face many challenges due to technical problems and poor internet connection. Few participants said that students can improve their skills unless the availability of materials and technology tools.

### **Question04: What are the significant challenges faced by both students and teachers when it comes to developing speaking skills in an online learning environment?**

All respondents claimed that teachers found difficulties in the sudden shift because most of them do not master techno applications and platforms, mainly those who have a long experience in teaching following face-to-face mode. They added that old teachers have developed *techno resistance* towards technological applications and tools. How they can be encouraged and trained to use educational platforms such as MOODLE and most of them represent *generation gap*.

Other challenges are linked to students' attitudes toward the use of social media in educational settings, the ministry's policies to impose distance learning without training teachers and students, lack of materials at the level of universities, and connectivity problems.

### **Question05: What recommendations would you suggest for better online learning at Naama University Centre?**

We summarize the teachers' recommendations for improving online learning in our university as follows:

1. Training must be compulsory for both teachers and students in order to master technology to cope with online learning.
2. Afford good internet connection and high technologies.
3. Small classes play a crucial role in improving distance learning.

### 3.4.3. Interpretation and Discussion of Main Findings of the Teachers' Interview

The researchers found that Naama University Centre shifted to distance learning during the first months of 2020-2021. It imposes on teachers to post their lectures on MOODLE platform.

The analysis of the interview also indicated that teachers are not trained on how to use educational platforms. The analysis also revealed that teachers found it a challenging task to move to distance mode in a short time. They faced difficulties since most of them resisted change and preferred to keep their teaching methodologies. Moreover, they were reluctant to use MOODLE speaking activities. These findings answer the main research questions piloting the study and confirm our hypotheses which were as follows:

**RH1:** We assume that EFL students didn't benefit from speaking lessons via MOODLE platform during the COVID-19 pandemic.

**RH2:** Supposedly, none of the four skills goals was thoroughly fulfilled in general and the speaking skills in particular due to the absence of student-teacher interaction.

The findings also demonstrated that distance learning never substitutes offline learning and it becomes a necessity to support face-to-face mode. What the Ministry of higher education and scientific research has planned in the Algerian context is to save the teaching-learning situation.

The analysis indicated that both teachers and students agreed on introducing the flipped learning in education; however, the sudden shift and the ministry policies to save the situation led to developing negative perceptions towards distance learning. Universities need to train both teachers and students to master computer skills. Teachers' and students' negative perceptions are directed by many problems including teachers' resistance to change and lack of experience on how to use technological tools. This, lead them to neglect speaking skills during the pandemic and focus on uploading courses on MOODLE only.

### 3.5. Conclusion

This chapter was devoted to the analysis of the data collected by the two (02) instruments: both teachers' and students' questionnaire and teachers' interview. Thus, the data obtained from the tools mentioned above were analyzed to answer the research questions and test the hypotheses.

These questionnaires and the interviews allowed us to know students' and teachers' attitudes toward the effect of using MOODLE platform activities to improve EFL learners' speaking skills. They helped us investigate the main problems and difficulties they face when teaching and learning online, and their opinions about the implementation of MOODLE platform activities at the Institute of Letters and Foreign Languages, Department of English in Naama University Centre in order to teach the speaking skills and improve them.

The results yielded from the students' questionnaire show that most first-year Master EFL students believe that using distance learning affected their communication negatively.

In addition, online speaking classes, firstly, should not replace face-to-face speaking classes; they must be an additional aid.

Furthermore, universities, teachers, and learners have to be well-equipped with the necessary tools for online classes.



**GENERAL  
CONCLUSION**

## GENERAL CONCLUSION

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### GENERAL CONCLUSION

The implementation of distance learning during the COVID-19 pandemic was the appropriate solution brought by the institutions to complete the learning process. The major aim of this study is to pave the way for a better implementation of the online learning platform MOODLE in improving communication abilities among EFL learners at SALHI Ahmed University Centre in Naama.

This piece of research is divided into three (03) chapters. The first chapter provided some definitions of online learning, its types, advantages and disadvantages, MOODLE educational platform, speaking skills as well as the most encountered challenges by EFL students during their online learning process.

In the second chapter, researchers dealt with research methodology where two questionnaires were distributed to EFL teachers and first-year Master students from the University Centre of Naama. Besides, an interview was conducted with teachers at the same University Centre. The tools have been used as data gathering in order to validate our hypotheses that disapproved the effectiveness of MOODLE in developing communication abilities among EFL learners.

The third chapter is devoted to the practical part which reported the main results obtained from the questionnaires of teachers and students, and the interview with teachers, analyzed and interpreted them.

From the findings of this research, it was found that online learning via MOODLE educational platform didn't help them to better enhance and improve their speaking skills.

This study is designed to explore and investigate EFL teachers' and students' speaking skills, and their opinions toward the implementation of MOODLE Platform Activities on improving speaking performance. Based on our study we can say that our hypothesis is theoretically approved.

Finally, for future recommendations research on online learning speaking skills via the MOODLE platform, there are several potential avenues researchers can explore such as:

- Examine strategies to enhance learner engagement and motivation in distance courses.
- Investigate the role of collaboration and interaction via MOODLE.
- Explore the integration of various technologies (e.g., speech recognition, video conferencing) within MOODLE that can improve speaking practice and address potential challenges or barriers faced by learners.

## GENERAL CONCLUSION

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### **Limitations of the Study**

Like any other research, the current study encountered some difficulties and obstacles that hampered its successful implementation and led to some limitations.

Some of these limitations are worthy to be highlighted for their potential usefulness in future research studies:

1. The non-free books like Amazon library and articles lead to the change of some elements of the content.
2. The submission of the questionnaire was online, and waiting for the participants to fill in the questionnaire was time-consuming; from April 15th, 2023 to May 19th, 2023. (More than one month).
3. The number of participants in this study was very limited; we get only 39 responses out of 75 students, 12 replies out of 18 teachers for the questionnaires and 06 teachers out of 12 for the interview.
4. Most of the students did not answer the open-ended questions, which lead to some difficulties in collecting data.
5. The credibility of students' answers to the questionnaire since some of them did not provide us with evident data, for instance, responding to a question about distance learning before the pandemic, (51%) said that they used online learning, while they were asked about MOODLE platform, (76%) of them stated they used it before the COVID-19????
6. Teachers' and students' reluctance to reply to both personal and professional emails in which we request to conduct the interviews and fill out the questionnaire.

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# APPENDICES

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## APPENDICES

### Appendix – A - Students' Questionnaire

#### Students' Questionnaire Link

[https://docs.google.com/forms/d/e/1FAIpQLSfni02W01F66QfKmM7\\_Ms1v3I5T\\_8WG0XPZh-uJs\\_HreeoNeQ/viewform?usp=pp\\_url](https://docs.google.com/forms/d/e/1FAIpQLSfni02W01F66QfKmM7_Ms1v3I5T_8WG0XPZh-uJs_HreeoNeQ/viewform?usp=pp_url)

Open: 15/04/2023 at 22:45:23

Closed: 19/05/2023 at 09:00:30

### Section 1 of 7:

Dear student,

For the sake of collecting data about a Master's thesis entitled "Perspectives on Distance Learning of Speaking skills performance amidst the COVID-19 pandemic: Case study of Master 1 EFL Students at SALHI Ahmed University Centre, Naama ", you are cordially requested to answer the following questions.

**Thank you for your collaboration**

### Section 2 of 7: Demographic Profile

#### 1. Gender

1. Male
2. Female

#### 2. Age

.....Years old.

### Section 3 of 7: Learners' perception of online learning:

#### 1. Do you have the internet at home?

1. Yes
2. No

#### 2. How do you describe the quality of internet at home?

1. very good
2. good
3. average
4. bad
5. very bad

## APPENDICES

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### **3. Do you have a device to study online?**

1. Yes
2. No

### **4. Which device do you use for distance learning?**

1. PC ( Personal computer)
2. Smartphone
3. Tablet
4. Other.

### **5. Since when have you started using distance learning?**

1. Pre-pandemic COVID-19
2. During pandemic COVID-19
3. After pandemic COVID-19

### **6. What kind of distance learning applications and platforms did you use BEFORE the pandemic COVID 19?**

1. Google platforms (e.g. Google classroom- Google Meet...)
  2. Microsoft platforms (e.g. Microsoft Teams -...)
  3. Group video or audio calls (e.g. Zoom, Skype, etc.)
  4. Learning management systems (e.g., Blackboard, MOODLE, Schoology)
  5. Youtube
  7. E-mails
  8. Slide presentations (e.g. PowerPoint)
  9. Social media (e.g. Facebook, Edmodo, Instagram etc.)
- Others

### **7. How do you describe your technology skills?**

1. Excellent
2. Good
3. Average
4. Bad
5. Very bad

## APPENDICES

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### **8. Learning EFL online is as effective as classroom learning:**

1. Strongly agree
2. Agree
3. Neutral
4. Disagree
5. Strongly Disagree

### **9. Which method do you prefer in learning?**

1. Traditional: face to face
2. Distance learning
3. Blended (mixed between face to face and Distance learning)

## **Section 4 of 7: Learners' perception of MOODLE platform**

### **1. Have you used MOODLE platform to study during the pandemic COVID-19?**

1. Yes
2. No

### **2. How often did you use MOODLE during the pandemic COVID- 19?**

1. Always
2. Sometimes
3. Rarely
4. Never

### **3. How do you evaluate the platform (MOODLE) used in your university?**

1. Very good
2. Good
3. Average
4. Bad
5. Very bad



## APPENDICES

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**4. Do you think that your university should organize workshops and conferences about MOODLE platform?**

1. Yes
2. No.

### **Section 5 of 7: MOODLE platform and improvement of the speaking skills**

**1. What is your most difficult skill?**

1. Listening.
2. Speaking.
3. Reading.
4. Writing.

**2. Which skills do you think your teachers focus the most in online classes?**

1. Listening.
2. Speaking.
3. Reading.
4. Writing.

**3. Do you think that the tools teachers used fulfill the objective of the speaking skill?**

1. Yes
2. No

**4. How would you rate your speaking skills BEFORE the pandemic COVID-19?**

1. Excellent
2. Good
3. Fair
4. Poor

**5. How would you rate your speaking skills DURING the pandemic COVID-19?**

1. Excellent
2. Good

## APPENDICES

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3. Fair
4. Poor

### **6. How would you rate your speaking skills AFTER the pandemic COVID-19?**

1. Excellent
2. Good
3. Fair
4. Poor

### **7. What do you find most challenging about speaking skills?**

1. Vocabulary
2. Pronunciation
3. Grammar
4. Fluency
5. Comprehension
6. Anxiety and shyness
7. Other...

### **8. How do you prefer to speak?**

1. I prefer speaking in groups.
2. I prefer speaking in one -on-one conversation.
3. I prefer speaking in public.
4. I have no preferences.

### **9. How often do you speak English in class?**

1. Always
2. Sometimes
3. Rarely
4. Never

### **10. Do you think MOODLE activities improve your speaking skills?**

1. Yes
2. No

# APPENDICES

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## Section 6 of 7:

### Challenges (online learning barriers and obstacles)

According to you, what are the biggest challenges of online learning in general and MOODLE in particular?

1. Harder to learn
2. Less explanation given during online classes.
3. Technical problems (internet connection-the low quality of pictures and videos).
4. Material problems
5. Cost of internet
6. lack of motivation
7. The fear and anxiety towards the learning future and the spread of COVID-19.
8. Lack of training to master computer skills, ICT and distance learning
9. Bad conditions and the lack of educational atmosphere(learning environment at home)
10. Others:.....

## Section 7 of 7:

### Solution and future recommendations:

What do you recommend for better online learning at NAAMA University Centre?

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*Thank you for your time and cooperation*

# APPENDICES

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## Appendix- B -

### Teachers' Questionnaire

#### Teachers' Questionnaire Link

[https://docs.google.com/forms/d/e/1FAIpQLSdF7VW53e3DXbLDx7QyshxCvpp6w-skp2djfuZ8T9q2AsLZxg/viewform?usp=pp\\_url](https://docs.google.com/forms/d/e/1FAIpQLSdF7VW53e3DXbLDx7QyshxCvpp6w-skp2djfuZ8T9q2AsLZxg/viewform?usp=pp_url)

Open: 15/04/2023 at 22:45:23

Closed: 19/05/2023 at 09:05:50

### Section 1 of 7:

Dear teacher,

We would be grateful if you kindly answer this questionnaire that is part of a research work, it aims at collecting data about a Master's thesis entitled "Perspectives on Distance Learning of Speaking skills performance amidst the COVID-19 pandemic: Case study of Master 1 EFL Students at SALHI Ahmed University Centre, Naama. **Thank you for your collaboration**

### Section 2 of 7 :

#### Demographic Profile

##### 1. Gender

1. Male
2. Female

##### 2. Age

.....years old.

##### 3. What academic degree do you hold?

.....

##### 4. What is your field of study?

1. Didactics.
2. Translation.
3. Literature.
4. Other...

## APPENDICES

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### **5. How long have you been teaching English at university?**

1. From 1 to 05 years
2. From 05 to 10 years
3. More than 10 years

### **Section 3 of 7: Teaching online**

#### **1. How do you describe the quality of your internet you used?**

1. Excellent
2. Good
3. Fair
4. Poor

#### **2. Which device do you use for Distance learning?**

1. PC ( Personal computer)
2. Smartphone
3. Tablet
4. Other

#### **3. What kind of distance teaching applications and platforms did you use BEFORE the pandemic COVID 19?**

1. Google platforms (e.g. Google Classroom- Google Meet...)
2. Microsoft platforms (e.g. Microsoft Teams -...)
3. Group video or audio calls (e.g. Zoom, Skype, etc.)
4. Learning management systems (e.g. Blackboard, MOODLE, Schoology)
5. Youtube
6. E-mails
7. Slide presentations (e.g. PowerPoint)
8. Social media (e.g. Facebook, Edmodo, Instagram etc.)
9. Other

#### **4. Which of the following options did you use to deliver the courses and works through distance learning platform?**

1. Courses.
2. Video Conferences.
3. Assignment.
4. Monitoring Activities.

## APPENDICES

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5. Evaluation
6. Other...

### **5. Do you find any difficulties in using digital tools in your online teaching?**

1. Yes
2. No

### **6. How do you describe your technology skills?**

1. Excellent
2. Good
3. Average
4. Bad
5. Very bad

### **7. Have you received any training about computers, ICT and educational platforms before the pandemic COVID-19?**

1. Yes
2. No

### **8. Distance learning is effective to carry on lessons at SALHI Ahmed University Centre.**

1. Strongly agree
2. Agree
3. Neutral
4. Disagree
5. Strongly disagree.

### **9. Which method do you prefer in teaching?**

1. Traditional: face to face
2. Distance learning
3. Blended (mixed between face to face and Distance learning)

## APPENDICES

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### Section 4 of 7:

#### Teachers' perception of MOODLE platform:

##### 1. Have you used MOODLE platform to study during the pandemic COVID-19?

1. Yes
2. No

##### 2. If “yes”, for which purpose(s) do you use it?

1. Upload my courses.
2. Assign tasks.
3. Initiate online discussions with my students about the course.
4. Keep students informed and updated.
5. Quiz and test students.
6. Other...

##### 3. How often did you use MOODLE during the pandemic COVID- 19?

1. Always
2. Sometimes
3. Rarely
4. Never

##### 4. How do you evaluate the platform (MOODLE) used at SALHI Ahmed University Centre?

1. Excellent.
2. Good.
3. Fair.
4. Poor.

##### 5. Have you received any special training to use MOODLE platform?

1. No training.
2. Self-training.
3. Training provided by the university
4. Other...





## APPENDICES

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### **3. How would you rate your students' speaking skills compared to before switching to remote learning?**

1. Increased.
2. The same.
3. Decreased.

### **4. Have you interacted with your students during the COVID-19?**

1. Always.
2. Sometimes.
3. Rarely.
4. Never.

### **5. Have you used the speaking activities in MOODLE platform?**

1. Yes
2. No

### **6. Do you think MOODLE activities improve the speaking skills?**

1. Yes
2. No.

### **7. What are your students' difficulties when speaking?**

1. Pronunciation.
2. Vocabulary.
3. Grammar.
4. Fluency.
5. Comprehension.
6. Other...

### **8. What do you suggest for your students to reduce these difficulties?**

1. Instruct students to listen to podcasts designed for English learners.
2. Encourage them to create their own podcasts.
3. Ask students to watch movies and shows.
4. Convince students to write down new vocabulary words in a notebook while they watch.
5. Oral presentations.



### Appendix – C -

#### Teachers' Interview

**Question 01:** How did the transition to online learning impact the teaching and learning in general and of speaking skills in particular during the COVID-19 pandemic in Naama University Centre?

**Question 02:** How did online learning platform MOODLE facilitate the development of speaking skills during this time?

**Question 03:** How can EFL students in Naama University Centre effectively improve their speaking skills using MOODLE?

**Question 04:** What are the significant challenges faced by both students and teachers when it comes to developing speaking skills in an online learning environment?

**Question 05:** What recommendations would you suggest for better online learning in Naama University Centre?

### المخلص:

أدى الانتشار المفاجئ والانتشار الواسع لوباء COVID-19 إلى دفع جميع المدارس والجامعات والمؤسسات وقطاع التعليم بشكل عام إلى التحول من أسلوب التعلم وجهًا لوجه إلى أسلوب التعلم عن بعد الذي يتطلب تكامل التكنولوجيا التعليمية لتقديم تجربة التعلم عن بعد الناجحة. تؤثر طريقة التعلم عن بعد الجديدة تأثيراً مباشراً على تعليم مهارات التحدث لأنها تتطلب الكثير من التفاعل والتواصل. تهدف الدراسة الحالية إلى التحقق من تصورات الطلاب للتعلم عن بعد وتأثيره على أداء مهارات التحدث لديهم وإلقاء الضوء على التحديات الأكثر شيوعاً التي يواجهها الطلاب أثناء عملية التعلم. أخيراً ، يتحقق ما إذا كانت أنشطة التحدث في منصة MOODLE التعليمية فعالة أم لا في بيئة بعيدة. من أجل تحقيق أهداف هذه الدراسة، تم إرسال استبيانين عن بعد لكل من طلاب السنة الأولى ماجستير اللغة الإنجليزية كلغة أجنبية والمدرسين في معهد الآداب واللغات الأجنبية، قسم اللغة الإنجليزية في مركز جامعة نعمة. إلى جانب ذلك، تم إجراء مقابلات مع المعلمين في نفس المعهد. تكشف النتائج أن MOODLE ليست مناسبة وغير فعالة ولها آثار سلبية على مهارات التحدث لدى المتعلمين. في نهاية هذا العمل ، تم اقتراح بعض التوصيات التربوية لتحسين تنفيذ عملية التعلم عن بعد في تدريس مهارات التحدث.

الكلمات المفتاحية: Covid-19 ، التعلم عن بعد ، MOODLE ، مهارات التحدث ، متعلمي اللغة الإنجليزية كلغة أجنبية.

## **Abstrait**

L'apparition soudaine et généralisée de la pandémie COVID-19 a conduit toutes les écoles, universités, institutions et en général le secteur de l'éducation à passer de la méthode d'apprentissage en face à face à la méthode d'apprentissage à distance qui nécessite une intégration de la technologie éducative pour offrir une expérience d'enseignement à distance réussie. La nouvelle méthode d'apprentissage à distance a une influence directe sur l'enseignement de l'expression orale car elle nécessite trop d'interaction et de communication. La présente étude vise à étudier les perceptions des étudiants de l'apprentissage à distance et son impact sur leurs performances en expression orale et à faire la lumière sur les défis les plus courants rencontrés par les étudiants au cours du processus d'apprentissage. Enfin, il étudie si les activités de prise de parole de la plateforme éducative MOODLE sont efficaces ou non dans un environnement à distance. Afin d'atteindre les objectifs de cette étude, deux questionnaires ont été soumis à distance aux étudiants de première année de Master EFL et aux enseignants de l'Institut des lettres et des langues étrangères, Département d'anglais du Centre universitaire de Naama. En outre, des enseignants du même institut ont également été interrogés. Les résultats révèlent que MOODLE n'est pas adapté, inefficace et a des effets négatifs sur les compétences orales des apprenants. Au terme de ce travail, quelques recommandations pédagogiques sont proposées pour mieux mettre en œuvre la démarche d'apprentissage à distance dans l'enseignement de l'expression orale.

Mots-clés : Covid-19, enseignement à distance, MOODLE, compétences orales, apprenants EFL.