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**Exploring EFL Students' Attitudes and Perceptions
towards Distance Learning of Productive Skills: The
case of Third-year Students at the Department of
English at M'sila University**

**Dissertation Submitted to the Department of English in partial fulfillment of the
Requirements for the Degree of Master**

Linguistics

Submitted by:

Mrs Aya Merzougui

Ms Imane Oukali

Supervised by:

Dr. Assia Baghdadi

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DEDICATIONS

We dedicate this work to:

To the Most precious people to our hearts, the light of our lives our mothers and our fathers who encouraged us to complete our studies.

To the flowers of our family our sisters and brothers.

To my loving husband ,Menad,who never stopped motivating me.

To my best and wonderful cousin Oukali Naima.

To my best friend Reguig Berra Rania.

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participate in this study.

Abstract

The education system in the recent years has witnessed a shift from the traditional learning in the classroom to the electronic learning through online platforms. This phenomenon changed many aspects of learning and teaching and as well affected teachers' and learners' thoughts therefore, the purpose of this study is to look into the attitudes and perceptions of students and teachers in the English department at the University of Msila about distance learning of productive skills. An exploratory investigation was undertaken to help build this study with a sample of 60 third-year students of various ages and genders. To collect the necessary data, we designed three questionnaires, one for third-year students, another for oral expression teachers, and the third for written expression teachers. The data gleaned was analyzed both qualitatively and quantitatively. According to the findings, the majority of EFL students and teachers had negative attitudes about distance learning of productive skills. The findings indicate that learning productive abilities through online platforms is ineffective when compared to face to face learning.

List of Abbreviations

EFL: English as a Foreign Language.

ESL: English as a Second Language.

E-Learning: Electronic learning.

MOODLE: Modular Object-Oriented Dynamic Learning Environment.

Covid-19: Corona virus disease 2019.

i.e.: That is to say

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GENERAL INTRODUCTION

1. Background of the Study

According to Kauffman, the rapid emergence and evolution of technology has affected the delivery of education globally. Therefore, teachers based their teaching techniques on various technologies, like "E-learning". Electronic learning has become a prominent part of the teaching and learning fields. Isaac Pitman was the first who introduced distance learning by teaching via correspondence in 1840. Boyette (2008) defined E-learning as a type of instructional format where the teacher and learners are separated by time or distance. It uses the internet and personal computers to provide instruction and communicate with each other. "Online education offers a convenience and flexibility that traditional face-to-face classes cannot" Kauffman (2015, p.13).

Due to the increasing popularity of English, the demand of learning speaking and writing skills has increased. Those skills are the most important and complex skills. Harmer (2001) defined writing as a form of communication that enables a person to communicate and share thoughts or feelings. In the other hand, speaking is the process of producing utterances using verbal expressions to deliver meaning Ur (1991). From this context, Boonkit (2010) said that writing and speaking are two productive skills necessary to develop effective communication. The mastery of those skills through distance learning requires active electronic platforms that meet the students' needs and the necessary equipments and tools that facilitate the learning and teaching processes where students can interact positively to enrich their writing and speaking capacities.

In many previous studies, researchers aimed to investigate the function of E-learning compared to traditional learning. According to Zabadi and Al-Alawi (2016), some factors such facility of the softwares' use and good technology may affect students' attitudes toward combined courses of e-learning and classroom. However, Bhatia (2011) in Zabadi and Al-Alawi mentioned that the unprepared environment may affect the attitudes of learners toward

GENERAL INTRODUCTION

E-learning negatively. This has incited us to do some research about oral and written expression teachers' experience about the total shift from classrooms to online classes and to shed light on the various attitudes of the students about distance learning of the productive skills.

2. Statement of the Problem

The productive skills play a critical role in improving students' communicative competence in the EFL educational system, and due to current circumstances, there has been a shift from traditional learning to distance learning. This shift compelled the researchers to conduct this study in order to investigate students' attitudes and perceptions of productive skills distance learning.

3. Research Questions

This study attempted to answer the following questions:

- Q1.** What are the attitudes and perception of the students about distance learning of the productive skills?
- Q2.** How was the E- learning experience of the teachers while teaching the productive skills online?
- Q3.** How did distance learning impact the students' level of the productive skills?

4. Research Hypotheses

Based on the above research questions this hypothesis is proposed:

- ✓ The students learn the productive skills through online platforms as similar as they do in classrooms.

5. The Aims of the Study

- ✓ To investigate and analyze the students' attitudes and perceptions toward distance learning of the productive skills.
- ✓ To find out how oral and writing expression teachers reflect upon teaching online.
- ✓ To demonstrate the effect of distance learning on the students' oral and writing productions.

6. Significance of the Study

The current study is significant as it is expected to provide learners with new strategies that may be useful in improving productive skills learnt through online platforms. It also gives teachers a better understanding of online teaching and offers new recommendations and suggestions to improve the process of teaching oral and written expressions courses using various digital platforms.

7. Research Methodology

In this study, researchers will investigate the topic using the exploratory method which would be more adequate. Since this work has not been investigated clearly in the past, and as the phenomenon of the distance learning of the productive skills is new compared to the last years' educational system. Two questionnaires were used. One questionnaire attempted to gather more data about the opinions and attitudes of students towards the distance learning and how it affected their productive skills learning process. The second questionnaire was designed and emailed to EFL teachers to gain valuable data from their point of view about the distance learning and their experience in teaching oral and written expression using varied online platforms. Hopefully, this tool will provide us with enough valid and reliable data and results. The population of this research is Third year students and teachers in English department of M'sila's University. Out of 120 students, a group of 60 students are selected

randomly to answer the questionnaire. Also, six (06) of English language teachers in our university; three (03) of them are oral expression teachers and the other three (03) are of written expression.

8. Structure of the Study

This dissertation consists of two chapters; the first chapter is the theoretical one that is divided into two main sections. The first section deals with distance learning, its definition and types. Additionally, it is concerned with the validity of distance learning use. Moreover, the role of the teacher in e learning environment and issues in distance learning are also mentioned in this chapter.

The second section is split into three parts; one part represents the speaking skill, its definition, the importance, types of the speaking activities, difficulties encountered by the third year EFL students in speaking English language. The second part copes with the writing skill that consists of certain elements which are the same as the first part: the definition and the importance as well the stages of teaching writing, the process of writing, types of writing performance and the major problems in writing. The additional part in this chapter is concerned with the relationship between the speaking and the writing and the Strategies for enhancing both of them.

The second chapter is the experimental part for this study, in which the data were collected through using three questionnaires for both EFL students and teachers of English at The Department of M'sila University. Then the data have been analyzed and discussed.

Lastly, suggestions and recommendations are provided for better e-learning experience of the productive skills at M'sila University.

CHPATER ONE:

Distance Learning and

Productive Skills

Section one: Distance Learning**Introduction**

The unplanned and the rapid spread of the pandemic COVID-19 across the globe with no treatment available, no successful vaccine and with the necessity to maintain healthy social distancing and ensuring the people safety pushed the Algerian government to close the universities and schools and to migrate to distance learning. Those measures taken by the government was intended to enable the students to complete the 2019 -2020 academic year, to enrich their learning experience and to facilitate their communication. In this section, the researchers will shed light and have an insight to what distance learning is and what its types are, its validity, the role of teachers in the e learning environment and as well the main issues in distance learning.

1.1 Definitions of Distance Learning

Distance learning is delivering teaching without the physical presence of the teachers or the learners. Electronic learning or eLearning has several definitions from various authors and research. For instance, Casarotti, Filliponi Pieti & Sartori (2002) said that distance learning is that the teacher and the students are separate and they are using technological resources. Stockley (2003, p. 1) defines e-learning as "the delivery of a learning, training, or education program by electronic means." Marc Rosenberg (2001) sees e-Learning as "the use of the internet technologies to deliver a broad array of solutions that enhance knowledge and performance." (p. 28). MacDonald & al (2009) say that eLearning "is a form of learning that takes place via the internet." (p.39). Nichols (2003) considers that e-Learning is delivered through using the internet. Furthermore, some researchers as Ellis (2004), Benson, et al (2008) add that delivering information through CDs, physical media, and even digital media like TV, is also e-Learning. These years, a lot of studies and researches have been conducted

about this kind of learning. Therefore, several terms have been revealed besides e-Learning such as distance learning and online learning, Moore (1972) defined distance education:

"The family of instructional methods in which the teaching behaviors are executed apart from the learning behaviors... so that communication between the learner and the teacher must be facilitated by print, electronic, mechanical, or other devices."

Cited in Moore (1991)

To sum up, Distance learning or electronic learning is studying or training via the internet, where the teacher and the learners are separated.

1.2. Types of Distance Learning

There are several types of e-Learning, according to their purposes and needs. The researcher Falsh (2004) has classified e-learning into four types they are:

E-learning without the presence and without communication, e-learning without presence but with communication, e-learning combined with occasional presence, and e-learning used as a tool in classroom teaching. The two authors (Negash&Wilconx, 2008) added two more types extending to six types:

- A)** E-learning with presence and without e-communication: The content is delivered face to face.
- B)** E-learning without the presence and without e-communication: The content is delivered without the physical or virtual presence of the teachers and learners at the same time and without any electronic communication.
- C)** E-learning without the presence and with E-communication "asynchronous": The teachers will send the students weekly assignments without their presence at the same time and with electronic communications.

D) E-learning with virtual presence and with e-communication "synchronous": The teacher is delivering content while the students are virtually present at the same time (real-time) and with electronic communication.

E) E-learning with occasional presence and with e-communication: "Blended/Hybrid asynchronous"

F) E-learning with presence and with e-communication:

"Blended/Hybrid synchronous"

These types of E-learning play a vital role in the effectiveness of e-Learning and can aid to enhance the learning experience of the students.

1.3. Advantages of Distance Learning

The adoption of distance Learning has several advantages and benefits as it aims to maintain the learning and teaching canals permanent by providing both learners and teachers with the necessary tools to send and receive information and prove its efficiency. Huhtanen (2019) asked the question why opting for an online course, he stated that e- learning makes a great contribution in the field of learning where students became more flexible to get their courses easily regardless of time and location. In addition, the various tools which were planned to manage courses to all students to consume and save time is in itself a valuable work.

Arkorful (2014) added that distance learning is beneficial in terms of:

- 1.** Flexibility and time are important for good delivery of information.
- 2.** It improves the qualifications of the information given.

3. It opens the ways to the students for free discussion, hence they maintain and improves the relation that reinforce learning. It also eliminates fear where students will be more exposed to participate, talk and interact.
4. It helps the students exchange and respect each other's notions and ideas.
5. It takes into consideration students differences when they are exposed to online courses.
6. It compensates the missing mechanical tools, labs...

1.4. The Role of the Teacher in Distance Learning

The implantation of distance learning to achieve learning and teaching objectives reinforces the role of teacher who is more than a tool to manage the information, but a facilitator who aims to guide his learners to improve their level as well as to acquire the suitable data that suits their needs. Ryan *et al* (2000) present the role of teacher as "The main role of the online tutor is that of educational facilitator: to contribute specialist knowledge and insight, focus the discussion on the critical points, to ask questions and respond to student's contributions, weave together disparate comments and synthesize the points made to foster emerging themes." (p.110).The tutors' roles are concerned with updating the courses contents, facilitating the learning activities and solve the learning problems. Palloff and Pratt (1999) suggest that Instructors are required to change roles by guiding the learners and monitoring them, so that the tutors can remark how the conversation works on a course. Tagg and Dickenson (1995) stated that Encouragement and guidance are important to support students hence theoretical materials are also needed if the process requires.

1.5. Issues in Distance Learning

The implementation of distance learning was faced by several issues like The Technology issue, the limited Tech experience issue, the Feedback issue, and the Motivation issue.

1.5.1 The Lack of Motivation Issue

Christopher Pappas (2016) denotes that the lack of motivation is considered a common challenge that eLearning professionals and users (teachers/ students) face. Moreover, Sunil Kumar (2015) said that "Self-motivation is an eLearning essential requirement; however, many online learners lack it, much to their surprise." Also, the lack of verbal communication among teachers and students and the lack of support caused the loss of motivation. Likewise, traditional learning the e-learning process requires the identification of what type of distance learning is since sometimes there can be some learners who can perform better with physical activities. As result, they might be unmotivated through e-learning courses.

1.5.2 The Technical (Technology) Issues

Kumar (2015) in his article argue that many learners could not access online platforms, as they are not provided with the required high bandwidth or strong internet connection.

1.5.3 The computer Literacy Issue

This issue may hinder the process of online learning and teaching processes. Many students around the world are still struggling in the operation of basic programs such as Microsoft programs or PowerPoint. S.Kumar (2015). The online learners may not have enough Tech experience.

1.5.4 The Feedback Issue

Dr. Liz Hardy (2007) confirms that eLearning reduces the chance of having immediate feedback compared to face-to-face learning. Because the students may be new to e-Learning or have had negative educational experiences. As well, in distance learning the students will usually mail the teacher and wait for him/ her to get the chance to get online and send feedback this may take a long time.

Conclusion

Distance education is a growing new way of learning and teaching processes. As well as, it provides different learning and teaching opportunities as it allows the teachers to experiment different roles and learners to acquire varied skills.

Section two: An Overview of the Productive Skills.**Introduction**

One of the important reasons for learning any foreign language is to maintain communication. Therefore, In EFL classes the productive skills are the main concern for teaching and learning. The Mastery of Writing and speaking skills is considered as the main goal of learning because proficiency is measured and adjusted by them. However, we could not deny the fact that productive skills are also needed in our real-life events. So, it is worth shedding light on the importance of these skills and how they are taught and learned.

This section is devoted to explain one of the main variables of our research. This section is split into three parts; one part represents the speaking skill concerning definitions, importance, teaching speaking and classroom activities. The second part copes with the writing skill that consists of certain elements which are the same as the first part: the definition, the importance, teaching writing and its types of activities. While the third part deals with the relationship between speaking and writing and the strategies adopted to develop both of them.

1. Part One: The Speaking Skill**1.1 Definition of Speaking**

Many authors have been saying a lot about speaking skills. As speaking is one of the important language skills; it is considered as the first language skill that the majority of EFL learners seek to master. In the same vein, Richards (2008) highlighted the importance of speaking by Saying: "Speaking in a second and foreign language has often been viewed as the most demanding of the four skills."

To begin with, Ur (1991) defines speaking as "Speaking is the oral skill that deals with the process of producing utterances using verbal expressions to convey meaning." (p.120). Also,

Chaney (1998) adds that speaking is "the process of building and sharing meaning through the use of verbal or non-verbal symbols in a variety of contexts." (p. 13). In other words, people are using verbal and non-verbal gestures while communicating and delivering a message to share pieces of information.

Richards and Randaya (2002) said that "speaking is used for many purposes and each purpose involves different skills." (p.201). so, speaking is the vehicle through which learners can interact with each other to express feelings, thoughts and to achieve specific purposes. It may be seen that speaking skill is easy; however it needs seriousness and attention. "Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged and through which they may make or lose friends. It is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is also a medium through which much language is learnt and which for many is particularly conducive for learning." Bygate, M (1987, p.57).

From the definitions above and what authors have been said about speaking, we could highlight that speaking is a combination of learned skills that allow people to create proper sounds and produce correct utterances in order to establish communication.

1.1 1.2 Importance of Speaking

The process of learning a second or a foreign language involves the learning of the speaking skill that becomes prioritization for the majority of EFL learners. Speaking is the primary language skill that most learners wish to learn and seek to improve. As Ur (1996, p.120) in her book titled a course in large teaching emphasized the importance of speaking she indicates "Of all the four skills, speaking seems intuitively the most important: people

who know a language are referred to as „speakers“ of the language, as if speaking included all other kinds of knowing."

Scrivener (2005, p.146) states that "There is no point knowing a lot about language if you can't use it." We can declare that speaking is highly effective element in the language learning process as with speaking learners can express themselves, share thoughts, convey information and develop strategies that allow them to become critical thinkers and problem solvers. In other word, the ability to speak skillfully offers the speaker with various advantages as it enables speakers to transmit informative and well understood messages. Otherwise, any gap in communication would result misunderstanding and problem, increases the speaker's self confidence thus makes him grabs the attention of audience, being comfortable in practicing public speaking and save his self image and maintains self worth.

Speaking skill is considered as an integration of the other skills therefore the development of it results in the development of the other skills. Rivers (1968) highlights the importance role that speaking plays in the development of reading and writing. Whenever we read and write we use all our knowledge about the language orally.

Moreover, Baker and Westrup (2003, p.05) clarify "a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion." that is the importance of speaking does not rely on inside the classroom only but also outside of it where fluency in speaking facilitates the process of getting job, achieves success in ones' carrier, raises opportunities to travel abroad and ensures better education.

To sum up, the researchers highlight the importance of speaking as bellow:

A/- Speaking is important as it facilitates communication and hence helps in transforming ideas, sharing thoughts (Conrad & Dunek, 2012), and expressing feelings (Bar-On, 2004).

B/-Speaking to the public gives speakers the power to influence people and shape their decisions. (Griffin, 2008)

C/- Cross-cultural communication is governed by the speaking system. Its goal is to promote consensus among nations and to coordinate their political, economic and social activities. (Cushman & Cahn, 1985)

1.3. Teaching Speaking

Speaking skill has a vital role in the educational system of the EFL departments; because teaching speaking skills to EFL students successfully enable them to deliver messages and carry out conversion in the target language. In the same vein, Nunan (2003) describes teaching speaking to EFL/ESL learners as to:

- a)** Produce the English speech sounds and sound patterns.
- b)** Use word and sentence stress, intonation patterns, and the rhythm of the second language.
- c)** Select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter.
- d)** Organize their thoughts in a meaningful and logical sequence.
- e)** Use language as a means of expressing values and judgments.

In teaching speaking, the teacher should put into consideration the different ways of teaching. R.S Robert and Paul nation (1997) discussed different suggestions for teaching speaking in the classroom.

First, Form-focused speaking instructions that cover pronunciation, vocabulary, and grammar elements. It is considered as an effective way to start with speaking basing on simple sentences and phrases such as greetings or questions and answers. The teacher may ask his students to repeat certain words to practice; it is called repetition drills. As well, he may

vary the repetition drill as he may select different students to repeat the same sentence, he may pronounce the sentence in rapid way and ask the students to repeat in slow way...

Drills play a crucial role in the learning process as stated by Brown and Paul (1997, p.13) "Drills play a useful part in a language course in helping learner to be formally accurate in their speech and in helping them to quickly learn a useful collection of phrases and sentences that allow them to start using the language as soon as possible." This may help the students to start experiencing and using the language properly and usefully.

Adding to the form-focused speaking, there is an important way to improve the students speaking ability using meaning-focused instructions. The teacher should expose his students to oral communications to learn how to produce and receive meaningful oral communications. Providing the students with topics to talk about, engage students in speaking activities, and also organizing groups or pairs to prepare themselves are meaning-focused activities suggested by Robert Brown and Nation (1997). These designed activities should ensure the attention of the speaker and the listener toward the message being communicated.

1.4 Types of Speaking Skill Activities

In classrooms, teachers use various speaking activities such as role-plays and discussions. Different activities should be practiced in the classroom so that the students can express themselves while using the language. O'Malley and Pierce (1996, p.59) cleared that "teachers can use different activities which include preparation, presentation, practice, evaluation, and extension to establish a context for speaking tasks."

1.4.1 Group Work

A group work is a good way to foster the students' speaking skills. It is classroom activity in which students are divided into groups as each group contains four or five students. Such activity increases the number of speaking opportunities, promotes learners'

autonomy and provides the chance for the speaker to share different viewpoints. Putting the students into groups results in a good discussion, allows the students to complete wide range of tasks and makes the students feel less inhibited to talk in front of their peers. According to Harmer (1998, p.117) "if the task we wish our students to be involved in necessitates oral interaction we will probably put students in groups, especially in a large classes." That is, group work increases the amount of interaction between speakers, encourages cooperation and develops other negotiation skills.

1.4.2 Role Play

Livingstone (1983, p.3) defines role play as "a classroom activity which gives the students the opportunity to practice the language, the aspects of role behavior and the actual roles he may need outside the classroom." Role play is an important classroom speaking activity in which students can communicate in specific contexts and different situations investing all their language knowledge. In this kind of activity, the teacher can ask the students to incarnate different characters that allow them to express themselves and share their thoughts. The purpose behind it is to develop the students' oral fluency as supported by Harmer (1998, p.352) "role-play can be used to encourage general oral fluency." and expands the students' vocabulary knowledge.

1.4.3 Information Gap

Information gap activity is an activity where learners miss the information they need to complete; thus, requires talking to each other to find out what is really missing. Hedges (2000, p.181) argues that "it involves each learner in pair or group possessing information which the other learner do not have." Harmer (2001, p.85) describes it as "a key to the enhancement of the communicative purpose and the desire to communicate." This type of

activity is important because it represents real communication, expands speaking practices and increases the students' motivating toward speaking.

1.4.4 Discussion

Another commonly used activity in oral classes is discussion activity where the teacher provides the students with specific topics and asks them to discuss them in the form of pair work or group work where students can process information and exchange ideas. Hedge (2000, p.277) believes that "discussion can provide important opportunities for developing certain aspects of fluency." In this certain kind of activity the students can discuss topics they are interested in; thus, increases the amount of talking that would enhance the students' oral performance. Thornbury (2005, p.102) stated that "the best discussions in class are these that are arisen spontaneously either because of something personal or because of topic." This implies that often classroom discussion emerges either because of the students' personal experience that they would like to share in the class or, because of the topic offered by the teacher.

1.5 Speaking Difficulties Encountered by EFL learners

Generally, many EFL learners if not the majority face a lot of difficulties while speaking which may obstruct their speaking ability. Losing self confidence, poor vocabulary and the inability to produce correct grammar are among the speaking difficulties that may an EFL learner encounter.

1.5.1 The Lexical Difficulties

The lack of vocabulary knowledge, the inadequate and poor vocabulary and lastly the difficulty to recall words while speaking are problems which disrupts the students' ability to speak English. According to Alqahtani (2015, p.22) "vocabulary knowledge is often viewed

as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication."

1.5.2 The Phonological Difficulties

According to Kelly (2000, p. 11) "A learner who mispronounces a range of phonemes can be extremely difficult for a speaker from another language to understand. This can be very frustrating for the learner who may have a good command of grammar and lexis but have difficulty in understanding and being understood by a native speaker." That is to say the problem relay on the difficulty to pronounce words. They might be pronounced wrongly specially if the speaker substitutes a consonant sound, stresses the wrong syllable... The reason behind the pronunciation difficulties can be tied to the mother tongue interference that leads to problems in producing sounds of English words. In this respect Baker and Westrup (2003, p. 12) argued that "barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language."

1.5.3 The Syntactic Difficulties

Ur (1980:04) defines grammar as: "the way a language manipulates and combines words or bits of words in order to form longer units of meaning." In other word it is the process of arranging words into grammatically acceptable and appropriate phrases. However, most of EFL students are not able to produce correct grammatical structures. This is due to inadequate grammar knowledge such as the verb tense, the verb and the subject agreements..., the inability to recall the rules while speaking and the learning of the rules with isolation to the social context.

1.5.4 The Psychological Difficulties

An additional problem that the learners face while speaking in English is inhabitation. According to Ur (2000, p. 111): "Learners are often inhibited about trying to say things in a

foreign language in the classroom. Worried about, making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts." In the light of this Littlewood, (1999, p.93) said "It is too easy for a foreign language classroom to create inhibition anxiety." In addition Students feel ashamed to talk in front of their peers because they are afraid of being judged or criticized by others or they lack self-confidence.

"Not surprisingly nearly all the available literature suggests that self-confidence is very much related to second language development...the self-confident, secure person is a more successful language learner."

Krashen(1981,p.74)

To sum up all EFL learners face various difficulties in English speaking ability which are seen by Kelly (2000, p. 12) as " very real in our classrooms and worthy of investigation and remedial action in the classroom."

1.6 The Assessment of Speaking Skill

Assessment, in general, is an important tool to diagnosis the achieved level of the students. Hughes declares in his book (1989, p.7) that "testing is needed to measure language proficiency, to discover how far the students have achieved the goals of a course, and to assist students placement." Although in countries where English is foreign, testing is found to be hard for students as they cannot get proper feedback. However, assessment in speaking is based on good oral production, and most teachers tend to test their students in terms of pronunciation, fluency and accuracy

1.6.1 Pronunciation

Pronunciation is considered as key factor to establish successful communication. However, in teaching speaking most EFL teachers set their main concern on grammar aspects and vocabulary items as Kelly (2000, p.13) stated " A look at the content pages of

most course book will show that we tend to think of the organization of language in terms of grammatical structures, although some more recent publications claim to have a lexically arranged syllabus." As Pronunciation tends to be neglected in EFL classrooms the majority of teachers find it difficult to assess. According to (Harris quoted in forum 1997) "pronunciation is the most difficult to assess, the central reason is the lack of general agreement on what good pronunciation of second language means: is comprehensibility to be the sole Basis of judgment, or must we demand a high degree of phonetics and allophonic accuracy and can we be certain that two or more speakers will find the utterance of a foreign speaker equally comprehensible."

According to(Kelly,2000,p.11)"A consideration of learners' pronunciation errors and how these can inhibit successful communication is a useful basis on which to assess why it is important to deal with pronunciation in classroom." When assessing speaking particularly in oral test the students are asked to produce the language comprehensibly even though some influences from their mother tongue appears or though bad accent is acceptable (Hedge,2000).As result the students have to :

- ✓ Combine words in appropriate way
- ✓ Use both pitch and stress to deliver the meaning
- ✓ The communication should not be impeded by the accent of the L1 even if it exists.

"The aim of pronunciation improvement is not to achieve a perfect imitation of a native accent, but simply to get the learner to pronounce accurately enough to be easily and comfortably comprehensible to other (competent) speakers." (Hughes, 2002, p.68 quoted in Ur 1996).

1.6.2 Accuracy

Accuracy is about using correct grammar in speaking. In order to establish intelligible utterances, the speaker should ensure the appropriate use of verb subject agreement, sentence structures... Testing accuracy was seen by (Pye and Greenal, 1996, p. 99) to examine: "evidence of a wide range of structures and vocabulary .Errors minimal in number and gravity." In addition, Hedges (2000) declares that in assessing accuracy the errors that do not impede communication are acceptable.

1.6.3 Fluency

Assessing fluency is important for EFL learners. "Testing fluency is to assess coherent spoken interaction with good speed, rhythm, and few intrusive hesitations." (Pye, Greenall, 1996, p.99). When a speed is a well-produced and communicated message is well delivered therefore fluency is achieved. Also, (Hughues, 2002) explained that assessing learners' fluency is to ask them to produce speech with normal speed and clear continuity.

2. Part Two: Writing Skills**2.1 Definition of Writing**

Writing is one of the main and important skills in the process of learning the English language. Writing is a productive skill that is used to interpret feelings, thoughts, and opinions to facilitate communications. As Harmer agrees and defines writing as "a form of communication to deliver thought or to express feeling through written forms." (2001, p.79) In addition, writing is defined as a form of arranged symbols and graphics marks, Pincas (1992) said that "writing is a system of graphic symbols, i.e. letters or combinations of letters that relate to the sounds we produce while speaking." (p.125).

However, many authors agree that writing is not just the proper use of sentences and a combination of words, but it is as well as cognitive and mental process. White and Arndt (1991) discuss that writing is a process that requires conscious effort which may take time. In the same vein, Crystal (1999, p.214) states "Writing is not a merely mechanical task, a simple matter of putting speech down on a paper. It is an explanation in the use of the graphic potential of a language – a creative process- an act of discovery."

Writing is mainly a group of sub-skills, and it is considered as one of the difficult tasks. As Suparno states "Writing is a series of activities going on and involves several phases, the preparatory phase, the content development and review, as well as, revisions or improvements posts."(2006, p. 14)

Briefly, writing is a skill that all the students aim to master, and also it controls their failure and their success in any educational program. As well, it helps in measuring the students' improvements. From the definitions stated above, it can be concluded that writing is a complex task based on conducting several stages and activities to produce written forms and texts, to communicate or to accomplish specific goals.

2.2 Importance of Writing Skill

Writing is an important life skill that all learners need in both their academic and personal lives. It is a way to significantly improve the communication skills. In other word it is the avenue to express ideas, thoughts, and views clearly and directly as it is confirmed by (Mc Arthur, et al, 2008, p.1) who said "Writing provides an importance means to personal self-expression."

Writing shapes the students' creativity and imagination levels. It makes their thinking and learning visible and permanent. The perfection achieved by the writer enables him to reach much wider audience in many places and over time. In addition writing messages or letters

reinforce the social relationship between individuals as Hyland (2003, p. 69) stated that "writing is one of the main ways that we create a coherent social reality through engaging with others."

Students most of the times are asked to write: essays, paragraphs or, any type of writing even exams are often relay on the student's writing proficiency. Therefore, a good writing skill increases the chance for the student to achieve academic success.

Grade and Kaplan (2014) noted that "most job categories have been found to be consistent with the find that writing is a basic to most types of employment." (p. 153) That is to say there is a relationship between the professional life and the writing skill as Writing plays a crucial role in the workplace. The majority of job kinds require proficiency in writing for various purposes as sending and receiving emails.

2.3 Teaching Writing to EFL Learners

Writing is an important skill so that all EFL students always aim to master it. The teaching of writing is becoming essential in any educational program worldwide and for all levels.

Kirby & Crovitz declared that "Teaching writing can be frustrating and challenging, but it can also be rewarding and a breath of fresh air in a rather stagnant educational context." (2013, p.9). Despite the difficulties that may face the students and teachers during the writing learning process, but it is rewarding as it meets their specific needs.

In addition, for an effective learning process, the teachers should provide the students with writing tasks. (Adas & Bakir, 2013). Harmer (2001) highlighted that teaching writing as a skill is important because simply students should learn how to write letters, reports, and essays. Also, the most important reason for teaching writing is that it is a basic language skill. (Harmer, 2001, p.79). In addition, writing skill is considered as one of the means that allow students to write out answers, or to do written tests." Students use writing simply either as a

means of practicing particular language points or as a convenient method of testing them." (Ur, 1991, p. 162).

2.4 Stages of Teaching Writing

There have been several approaches and ways to facilitate the writing skills to be mastered. There is an approach to teaching writing "the product approach" defined by Nunan (1991, p.86) as "the title indicates focuses on the end of the result of the learning process, what is expected from the learner is to do as fluent and competent user of language." This approach aims to get correct and meaningful text from the students.

Badger and White (2000) claim that this approach includes four stages of writing which are: familiarization, controlled writing, guided writing, and free writing. G. Broughton agrees that English teachers can use these stages.

2.4.1 Familiarization Stage

In this stage, the teacher introduces particular text so the students can formalize the texts' aspects.

2.4.2 Controlled Writing Stage

Raimes (1983, p.95) states that "unlike free writing, controlled writing takes place when learners are supplied with a great deal with content and forms." The teachers may provide students with grammar and vocabulary exercises as a guide to the topic. Badger and white (2000).

2.4.3 Guided Writing Stage

In this stage, the students are asked to write a text similar to the model text; as the teacher is helping them with providing situations and to prepare the written works. Broughton.G (1980).

2.4.4 Free Writing Stage

In this last stage and as described, students are free to write about any topic or the teacher can provide the title without any guidelines, while they do everything by themselves.

Broughton.G (1980)

2.5 The Process of Writing:

According to Krashen (1984, p.17) "many good writers employ a cursive, non-linear approach-writing of a draft may be interrupted by more planning, and revision may lead to reformulation, with a great deal of recycling to earlier stages." The writing process is composed of several stages that are: the pre-writing stage, the drafting stage, the revising stage and the editing stage.

2.5.1 The Pre- Writing Stage

Takes place before starting in the first draft paper. In this stage the writers try to generate ideas, information and strategies about the given subject matter using several ways such as thinking, talking to others, brainstorming, planning and reading. It is highly important for the writers to consider the purpose of their writing, the audience whom they need to address and the content structure. These interrelated factors will have an effect on the information gathered, the language used and the type of the text chosen. D'Aoust (1986, p.07) points out: "Pre-writing activities generate ideas; they encourage a free flow of thoughts and help students to discover both what they want to say and how to say it on paper."

2.5.2 The Drafting Stage

It is the stage where the writers translate their ideas into visible sentences. In this process much of the attention should be given to the quantity instead of the quality that means the writers should forget about the language and the mechanical aspects such as grammar,

punctuation, spelling... and focus on connecting their ideas explaining and supporting them. It is crucial for the writers to make pauses and read in order to reflect on what they had produced. A successful writer can make benefits from this step as it helps him to relate his text version with his first plan and with the audience needs. As White and Ardnt (1991, p.99) suggest "the writer passes from the "writer based" to the "reader based" writing in which the concerns of the reader should now begin to assume more significance."

2.5.3 The Revising Stage

At this stage the writers should reread their draft and evaluate their text' content as they can add, replace and delete some ideas. White and Ardnt (1991, p.137) argue that this stage is to "enrich the repertoire of linguistic resources which are the essential tools of writing." To make readable piece of writings, the writers should adopt number of principles such as:

- Making use of logical connection between the thesis statement and the supporting sentences.
- Making each sentence concise and accurate as possible.
- Making the meaning explicit and clear using simple style.
- Using suitable connectors to present the logical connection between text segments.

2.5.4 The Editing stage

Harris (1995) argues that editing is the final stage of drafting. This stage is about revising the final text version focusing on the sentence level concerns rather than the content as the writers set their main concern to scan the spelling, the punctuation and the grammar errors. In addition to the punctuation marks, the capitalization and the abbreviation. The goal of this stage is to produce finale text version to be evaluated by the readers.

2.6 Types of writing performance

According to Brown (2001), there are five major categories of classroom writing performance:

2.6.1 Imitative or Writing Down

This type is at the beginning level of learning to write. The purpose of it is to master the mechanic of writing so the students will simply write English letters, words and brief sentences.

2.6.2 Intensive or Controlled

In this type writing is used as central modes of learning. Students in this course are expected to have grammar exercises. This type of writing does not allow much creativity on the part of the writer. The teacher can ask the students to change the form of a particular item in which they can alter a given structure throughout.

2.6.3 Self Writing

Note-taking, diary or journal writings are the most salient instance of this category in classroom.

2.6.4 Display Writing

For all language students, short answer exercises, essay examinations and research reports will involve an element of display. The whole array of display writing techniques is one of the academic skills of ESL students that they need to master.

2.6.5 Real Writing

Some classroom writing aims at the genuine communication of messages to an audience in need of those messages.

2.7 Major Problems in Writing:

Writing is an intricate and complex process as Richards (1990, p.100) states "Learning to write well is a difficult, lengthy process, one that induces anxiety and frustration in many learners."The majority of EFL learners face a lot of difficulties while writing that are: lack of vocabulary, spelling mistakes, punctuation problems... Therefore, the majority of them fell pessimistic and apprehensive about writing in English classes.

2.7.1 Vocabulary

Vocabulary is an important aspect in the writing process as Ourghi (2002, p.77) states: "writing is primarily conveying meaning and sending a message by selecting relevant lexical items and putting them in a written form." However, the majority of the students lack adequate stock of vocabulary and have limited number of it. Additionally, they are unable to use them properly and effectively while writing. This can be due to the students' lack of reading Hyland (2003) said "writing together with reading, is a central aspect of literacy." (p.53) or due to rare use of the dictionary. The students' written texts in this case are restricted to great extent.

2.7.2 Grammar

Grammatical knowledge is very important in the writing process as it enables the writers to produce meaningful and well-structured sentences. Duigu (2002, p.7) "Grammar is the infrastructure of the writing, and if that is weak, then a clever superstructure of ideas will simply make the whole essay collapse." Many students encounter grammatical difficulties particularly with:

- ✓ The subject verb agreement.
- ✓ The forms of singular and plural.
- ✓ The prepositions.

- ✓ The different word classes.
- ✓ The use of informal spoken expressions.
- ✓ The ill-structured sentences.

2.7.3 Spelling

It is one of the major problems that EFL students encounter in writing. In fact spelling mistakes take place because there are many pairs of words pronounced the same, but written differently and carry different meanings. Harmer (2001, p.256) stated that "the correspondence between sound of words and the way it is spelt is not obvious." The English variations like the American accent and the British accent which differ in the spelling of some words such as "analyze" and "analyse" is another reason that cause spelling errors

2.7.4 Punctuation

Harreley and Bruckman (2002, p.209) state: "punctuation marks are like traffic signals they guide readers, they tell readers when to go and when to stop and when to turn and in what direction." The knowledge of the punctuation marks and their functions plays a crucial role in the writing process as it helps the writer to link between the different parts of a sentence and the reader to clearly understand the message that is being conveyed.

The wrong use of the punctuation mark or the wrong placement of it can change the entire meaning of the sentence and sometimes even convert the sentence to complete nonsense.

2.7.5 Coherence and Cohesion

Cohesion and coherence have significant roles in writing as they both link sentences and make them correct and meaningful. In one hand, cohesion is the words and sentences and how they join together. In the other hand, coherence is the organization and the connection of ideas.

In fact Most EFL learners face problems in producing cohesive and coherent texts because they face difficulty in writing the introduction, the thesis statement, the topic sentence, the concluding sentences and the conclusion. In the same vein, they have difficulty in organizing the transition and the sequence of ideas.

3. Part Three: Speaking Skill Vs Writing Skill

3.1 The Relationship between Speaking and Writing:

Many researchers confirm the strong relationship between writing and speaking skills. As they are both productive skills and they are used to produce language. Kress (1989) explains this relation; saying that speaking and writing support each other. "The person who commands both the forms of writing and speech is therefore constructed in a fundamentally different way from the person who commands the form of speech alone." Kress (1989; in Tribble, 1996, p. 12). However, many scholars as Brown (1994), O'Grady, et al (1996), and Raimes (1983) see the difference between speaking and writing. They agreed on common differences like formality, vocabulary, complexity, and more.

First formality: writing is more formal since it is addressed to a larger audience and because of its social use. Second, complexity: speaking tends to be less complex because of the short clauses and repetition of nouns and verbs, while writing has long clauses and subordinates. Third, vocabulary: written texts are characterized with the variation of words than the spoken texts. Also, Raimes (1983) sees difference in that speaking is learned in an early stage without instructions, while writing is taught in schools. Furthermore, another difference is the distance between reader and writer; the writer is often distant from his reader. While the speaker has many helpful devices (gestures, pitch...) to convey a message.

3.2 Strategies for enhancing both speaking and writing skills:

All researchers agree that the achievement of communication skills requires improvements in speaking and writing skills. Therefore, the EFL teachers should adopt certain strategies that put the students in a safe classroom environment where they feel less worried and more inspired, and encouraged to use the spoken and writing languages. According to B.Waheeda Parveen (2016) technology became a revolutionary step in teaching a foreign language and especially the teaching of language skills.

One of the most important strategies to improve speaking skills is that the teacher brings audiovisual aids into the classroom such as the internet, video, and speech recognition software. Also, Margaret Godwin (2016) in his research confirms that technology helps in improving writing as it may provide error-correction in the most difficult and unfamiliar words. Reading is also considered as an important strategy which improves both speaking and writing. Nicole Bianchi (2016) argues that reading widely is a step to improve writing. Stephen King (2000) said "If you don't have the time to read, you don't have the time (or the tools) to write simple as that." Moreover, C.T. mart (2012) highlights the relationship between reading and speaking. A person who develops reading vocabularies is developing speaking vocabularies. That is, the teachers may bring huge list of words that are pronounced at the same but they differ in spelling and asks them to put each pair of words on different sentences that holds different meaning. This strategy may help them to enrich their vocabulary and remember a great number of it. Hence, use them in their speaking and writing production

Conclusion

As productive skills Speaking and writing are two major parts in the learning process. Therefore, they play an important role in EFL learning and teaching since they offer grater academic positions and better educational progress.

Writing and speaking are the core of dynamic communication. As result, the EFL learners should be engaged in distinctive types of speaking and writing activities that give them the opportunity to practice the natural language of native speakers. In addition, while doing these activities they may face a greater number of challenges and difficulties that may hinder the process of learning. To conclude, EFL teachers should adopt various strategies that aim to develop speaking and writing skills at the same time.

CHAPTER TWO:
Research Methodology and
Discussion of Results

Introduction

This chapter represents the empirical part of the whole work; the entire goal of this current study is to investigate the attitudes and perceptions about distance learning of productive skills at university Mohammed Boudief of M'sila. This chapter includes research design and methodology, the data collection analysis and the types of the questionnaires of both teachers and students.

According to the questionnaires, both teachers and students are expected to provide us with their Point of view towards distance learning of the productive skills and their experiences to find out whether distance learning was effective or not, compared to classroom. Another section is devoted to the most important part of the study which is the data analysis of the questionnaires and the interpretations of the obtained results.

1. Design and Data Collection Methods and Tools

1.1 Research Method

Based on the nature of the study, an exploratory research method was adopted in order to gain familiarity and insightful information into the problem under study and to clarify the exact nature of learning and teaching the productive skills through online platforms. In addition, the data is gathered quantitatively and qualitatively based on research tools which are three questionnaires. One questionnaire is addressed to 3rd year EFL students at Msila University, and the other two are devoted to the teachers of oral and written expression modules to increase the flexibility in approaching this research problem.

1.2 Setting and Participants

1.2.1 The Sample

1.2.1.1 Students

The population of this study is third year English students at the department of Msila University. The total number of participants is sixty that are selected randomly.

The choice of this sample is claimed by essential reasons. Firstly, the students had already both written and oral expressions courses for the past two years. Secondly, third year students have sufficient knowledge about teaching and learning strategies of the productive skills.

1.2.1.2 Teachers

The questionnaire had been given to six teachers at Mohammed Boudiaf Msila University; three of the teachers were oral expression teachers. Meanwhile, the other three were written expression teachers. They were chosen based on their experience in teaching these two modules.

1.2.2 The Setting

This study took place at the English language department of M'sila University. It was conducted during the period from February to June of the academic year 2020-2021.

1.3 Research Tool

During this research, Three Questionnaires were used to gather information from students and teachers about learning and teaching the productive skills through online platforms.

1.4 Data Collection Procedure

The present research study was carried during the second semester of the academic year 2020/2021. For reliable and valid data, a questionnaire was delivered to 3rd year EFL students and to both oral and written expression teachers in our department.

1.5 Students' Questionnaire

1.5.1 Aim of the Questionnaire

The questionnaire is designed to explore the students' perception toward the distance learning use of the productive skills.

1.5.2 Administration of the Questionnaire

The questionnaire was distributed to third year students at the department of M'sila University, the participants are sixty and they were selected randomly from different groups.

1.5.3 Description of the Students' Questionnaire:

The Students' questionnaire consists of three sections which include different types of questions, close ended and open ended questions. The whole questionnaire contains 27 questions which are divided into three sections.

The first section: includes two items it is for the sake of gathering general information about the student's gender and their preferred skills. The second section is designed to investigate learners' perception towards distance learning of productive skills (writing expression and oral expression). This section covers seven parts that are:

The first part: contains two questions that aim at exploring the Students' access and support.

The second part: contains two questions that aim at investigating the Students' motivation.

The third part: includes six questions aims at exploring student's needs.

The fourth part: includes four questions to explore practice and active participation of the students.

The fifth part: includes three questions aims at identifying the frequency of the distance learning use.

The sixth part: includes two questions aims at exploring the methods used in assessment.

The seventh part: includes five questions aims at investigate the effectiveness of distance learning use by learners.

The third section contain one item and it is dedicated to the learners' suggestions and recommendations about the advantages of using e learning in writing and oral expressions modules.

1.5.4 The Analysis of the Students' Questionnaire

Section one: General information

Q1) –Gender

Learners gender	Number	percentage
Male	20	33.33%
Female	40	66.66%
Total	60	100%

Table 01: Number of Female and Male Who Answered the Questionnaire.

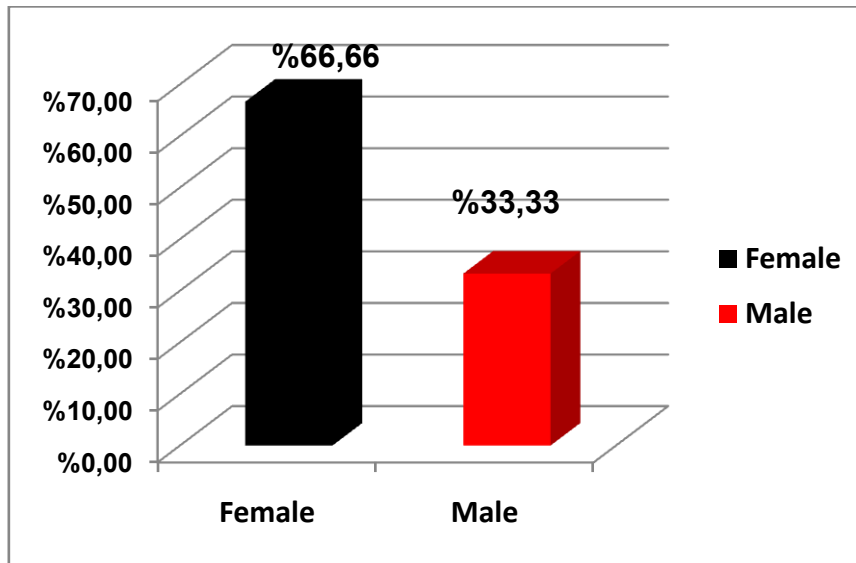


Figure 01: Number of Female and Male Students Who Answered the Questionnaire.
Analysis and Discussion:

From the table and the graph below we noticed that more than the half who answered the questionnaire were females (66.66%), whereas only (33.33%) were males.

Q2) -Which of the four English skills do you prefer to learn more?

Writing	Reading	Speaking	Listening	Total
23	4	30	3	60
38.33%	6.66%	50%	5%	100%

Table 2: Students' Preferable Skills.

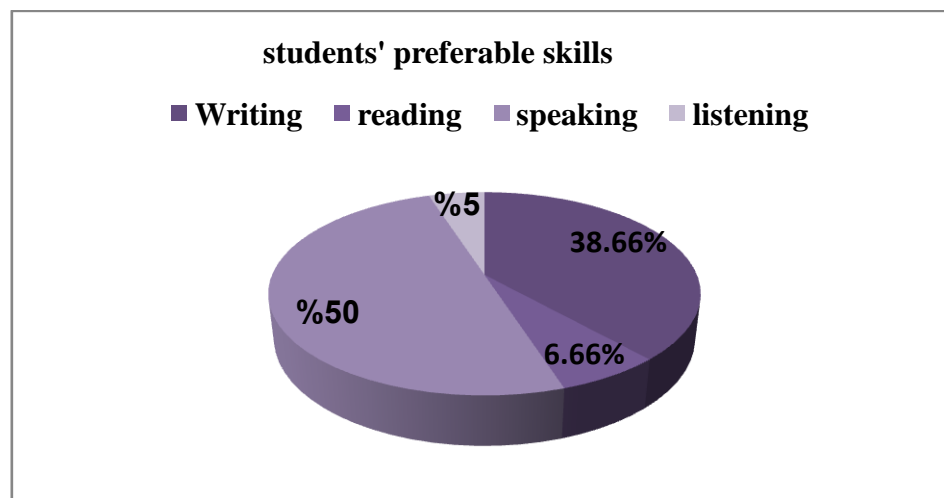


Figure 02: Students' Preferable Skills.

Analysis and Discussion:

As shown above, the results from table (02) and figure (02) demonstrated that most of the students thirty (30) with a percentage of 50% prefer the speaking skills. Meanwhile, listening was considered less important that is selected only by three (3) students with a percentage of 5%.twenty three (23) of the students with a considerable percentage of 38.33% declare that writing is their preferable skill. For reading skill, only four (4) students representing 6.66% were interested in this skill.

Section two: Students’ perceptions towards distance learning of productive

skills (Written expression & oral expression

1- Access and support:

Q1) -Do you have access to the Moodle platform?

/	Number	percentage
Yes	30	50%
No	30	50%
Total	60	100%

Table 03 :Students' Access to Moodle Platform.

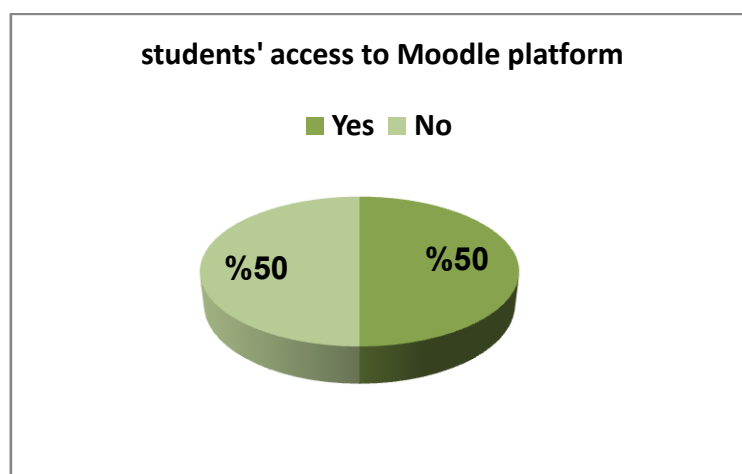


Figure 03: Students’ Access to Moodle Platform.

Analysis and Discussion:

The question was about students' access to Moodle platform, as shown above half of the students 50% had access to Moodle. While, the other half did not have access to it. This may suggest that the students did not know Moodle platform before the pandemic or due to the lack of internet.

Q2) –Which application have you been using for your online classes?

Zoom	Telegram	Skype	None	Total
19	29	0	12	60
31.66%	48.33%	0%	20%	100%

Table 04: The Applications Used for online classes.

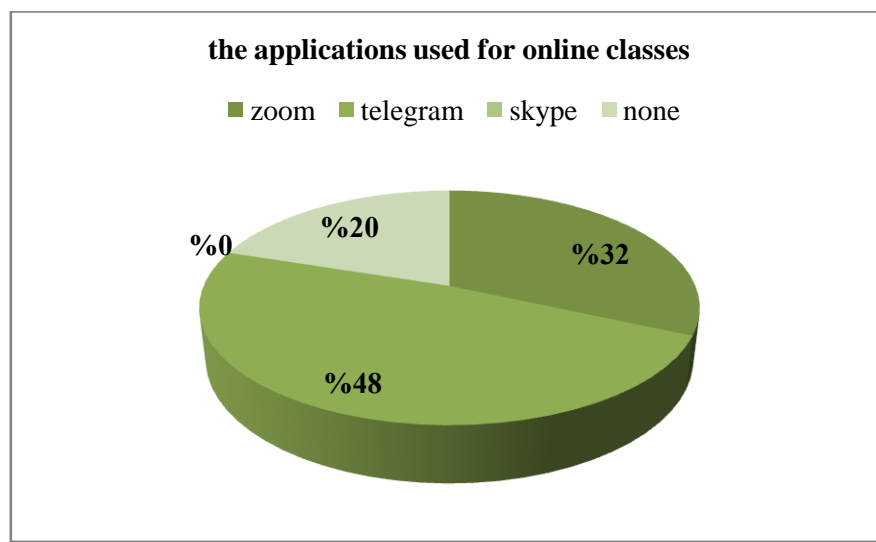


Figure 04: The Applications Used for Online Classes.

Analysis and Discussion:

The results revealed that the majority of the students twenty nine (29) representing 48.33% used telegram application for their online classes. Nineteen (19) of the students 31.66% declared that they use zoom application when having online classes. By contrast, 20% of the students said that none of these applications were used. Consequently, we noticed that the

majority of teachers may used both telegram and zoom applications to upload lectures and to organize online meetings.

2 -Motivation:

Q3) where did you find written expression lectures more motivating?

In classroom	54	90%
In Online Classes	6	10%
Total	60	100%

Table 05: Students' Written Expression Motivation.

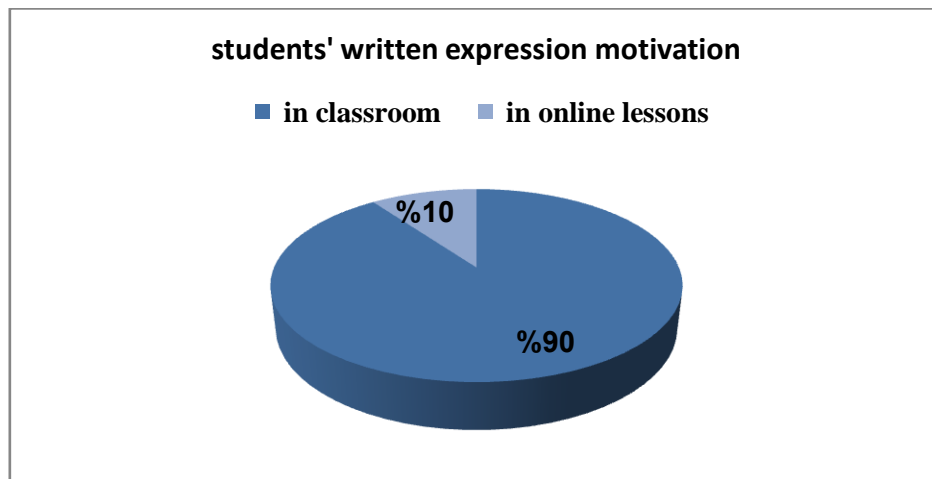


Figure 05: Students' Written Expression Motivation.

Analysis and Discussion:

From observing figure (05) and table (05) it is noticeable that the majority of the students fiftyfive (54) with the rate of 90% found written expression lectures more motivating in classroom. Only six (6) students 10% found written expression lectures more motivating in online classes. They justified their answers with that they prefer to learn in groups and participate affront of the whole class; they believed that Classroom increases the chance of interaction with the teacher and with peers. And also there is no access to internet therefore classroom is better for learning.

Q4) -Where did you find Oral expression lectures more motivating?

In classroom	52	86.66%
In Online Classes	8	13.33%
Total	60	100%

Table 06: Students' Oral Expression Motivation.

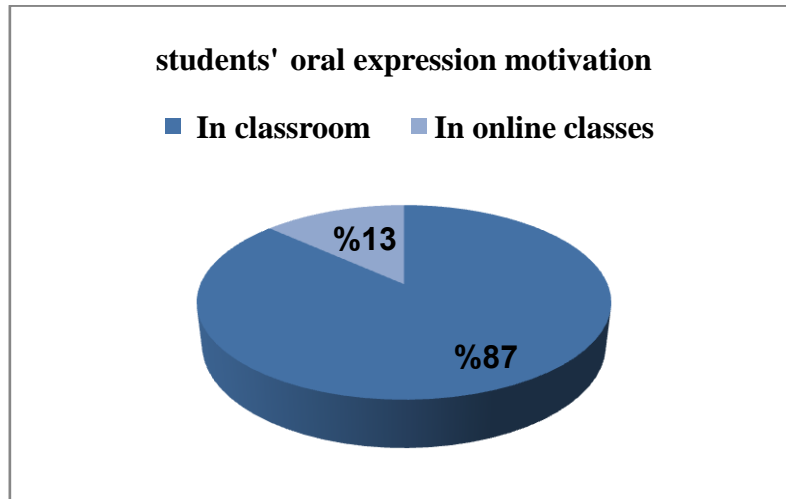


Figure 06: Students' Oral Expression Motivation.

Analysis and Discussion:

From observing the figure (06) and the table (06), it is noticeable that the majority of the students fifty two (52) with the rate of 87% found written expression lectures more motivating in classroom. Only eight (08) students 13% found written expression lectures more motivating in online classes. They justified their answers saying that Classroom environment is helpful in correcting their mistakes where they can improve their speaking and listening skills and that the teacher is present and can explain more.

3/- Students' Needs

Q5) -Where did your teacher use various teaching techniques to foster your oral Capacities?

In classroom	57	%95
In Online Classes	3	%5
Total	60	100%

Table 07: The use of Teaching Techniques in Classroom and Online Classes.

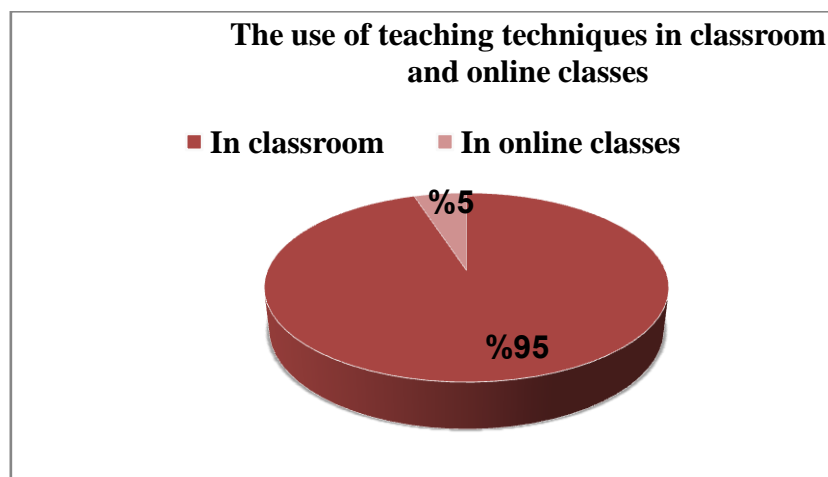


Figure 07: The Use of Teaching Techniques in Classroom and Online Classes.

Analysis and Discussion:

Data obtained from figure (07) and table (07) reveal that fifty seven (57) students with the rate of 95% see that the teachers use various teaching techniques to foster their oral capacities in classroom more than they do in online classes. However, 5% of the students see that the teachers use various teaching techniques to foster their oral capacities in online classes. Consequently, it can be concluded that the teacher did not have the chance to use various teaching techniques during the online classes due to the absence of the physical interaction.

Q6) -Which activities did you find more effective to foster your oral performance?

Listening to tapes	Reading out loud	Story telling	Role plays	Total
19	22	4	15	60
%31.66	%36.66	%6.66	%25	100%

Table 08: The Effective Activities in Oral Expression.

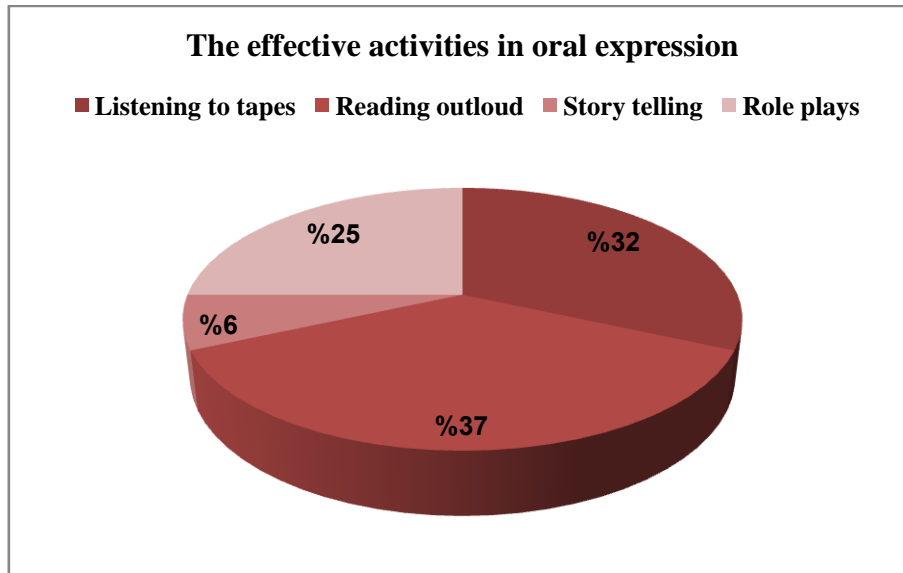


Figure 08: The Effective Activities in Oral Expression.

Analysis and Discussion:

Here most of the students twenty two (22) with the rate of 36.66% choose to pick reading out loud as an effective activity to foster their oral performance. Nine teen (19) students 31.66% think that listening to tapes is the effective activity for enhancing their oral performance. 25% which equals to fifteen (15) students selected role play as an effective activity for their oral performance. Only four (4) students 6.66% choose story telling. These results may indicate that reading out loud and listening to tapes help students to improve their spelling and to develop their own speaking voice.

Q7) -Where they were more practiced?

In classroom	54	90%
In Online Classes	6	10%
Total	60	100%

Table09:Students' Practice of Oral Activities.

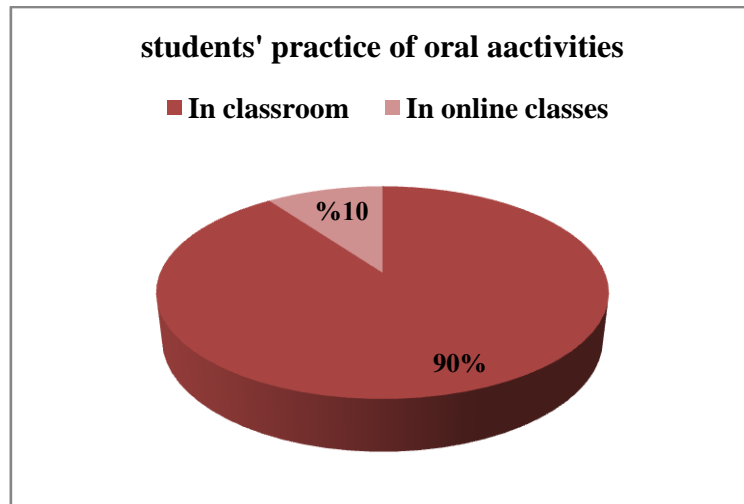


Figure 09: Students' Practice of Oral Activities.

Analysis and Discussion:

According to the finding of the table and the figure below it is noticed that fifty four (54) students 90% said that oral activities were practiced more in classroom. While, six (6) of the students representing 10% said that the activities were more practiced in online classes. This means that the classroom is the corner stone for practicing oral activities.

Q8) -Where did your teacher use various teaching techniques to foster your writing?

In classroom	54	90%
In Online Classes	6	10%
Total	60	100%

Table 10: The Written Expression Teaching Techniques.

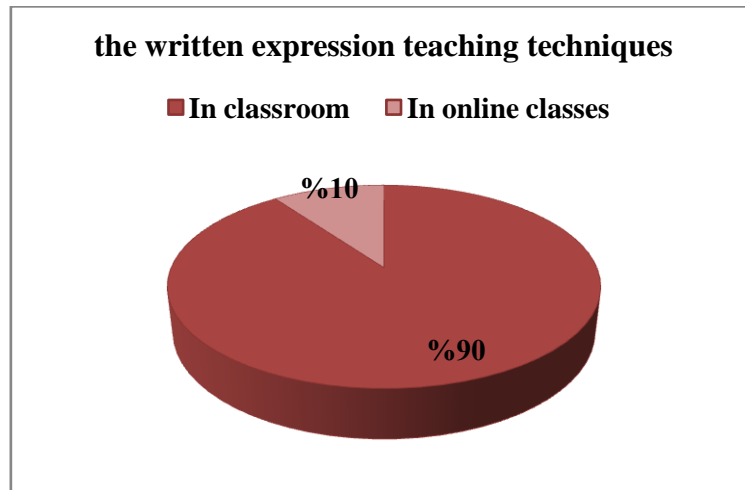


Figure10: The Written Expression Teaching Techniques.

Analysis and Discussion:

As it appears in the table10 and the figure10 most of third year students fifty five (54) 90% declare that the classroom is where the teachers use various teaching techniques to foster their writing. By contrast, six (6) students 10% picked online classes. Therefore, this implies that the teacher used various teaching techniques in classroom unlike during online classes because he is aware of the learners' needs and styles.

Q9) -Which activities do you find more effective to foster your writing?

Summarizing	Paraphrasing	Essay and report writing	Story writing	Paragraph writing	Total
5	2	26	10	17	60
%8.33	3.33%	43.33%	%16.66	%28.33	100%

Table 11: The Effective Activities in Writing Expression.

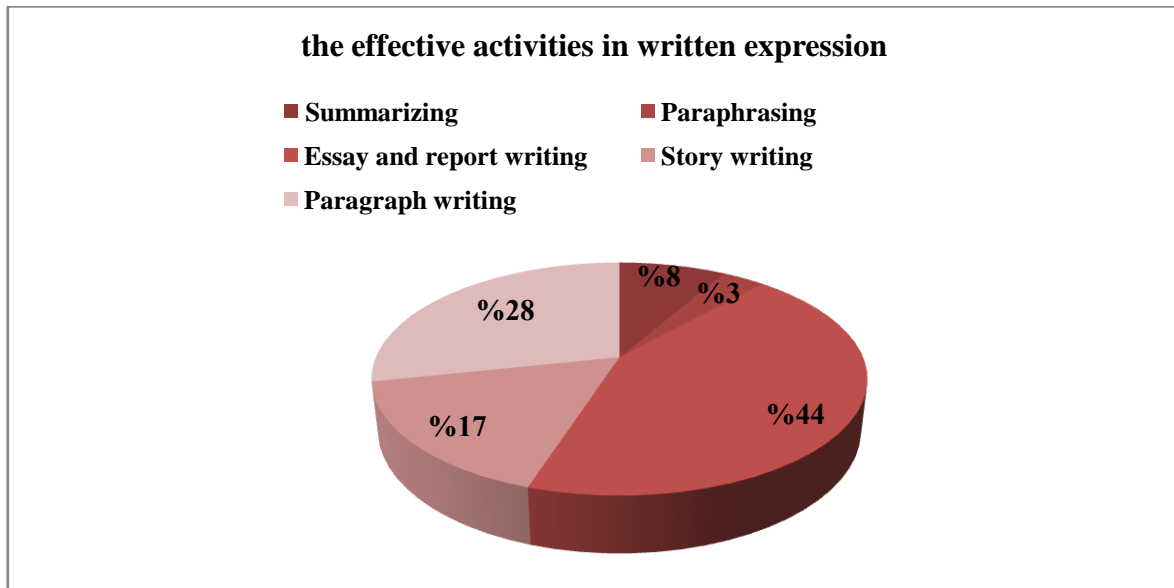


Figure 11: The Effective Activities in Writing Expression.

Analysis and Discussion:

Essays and report writing were found to be the most effective activity to foster the students writing followed by paragraph writing 28.33%, story writing 16.66% and summarizing 8.33%. paraphrasing was found to be rarely used as illustrated in both the table and the figure above. This might suggest that essay and report writing may help students to demonstrate their own knowledge.

Q10) -Where they were more practiced?

In classroom	55	%91.66
In Online Classes	5	%8.33
Total	60	100%

Table 12: Students' Practice of Writing Activities.

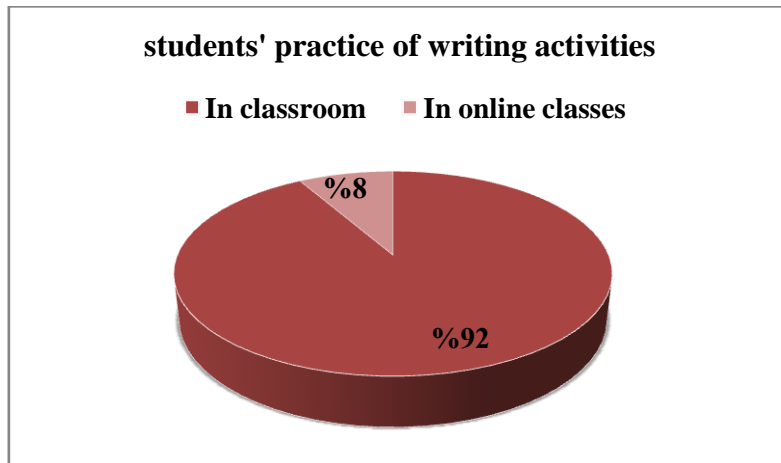


Figure 12: Students’ Practice of Writing Activities.

Analysis and Discussion:

According to the finding of the table and the pie chart below it is noticed that fifty five (55) students 92% said that writing activities were practiced more in classroom. While, five (5) of the students representing 8% said that the activities were more practiced in online classes. Based on the students’ answers, it could be said that teachers could give an immediate feedback to the students which is difficult during the online classes.

4/-Practice & active participation of the students:

Q11) -Where did the oral expression teacher engage you more in work activities?

In classroom	58	%96.66
In Online Classes	2	%3.33
Total	60	100%

Table 13: Students’ Engagement in Oral Work Activities.

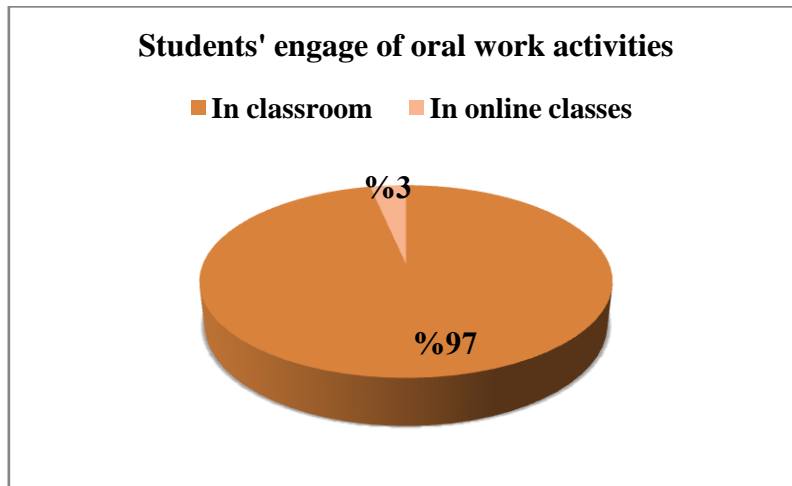


Figure 13: Students’ Engagement in Oral Work Activities.

Analysis and Discussion:

The obtained results concerning where the teacher engage his students more in work activities shows that fifty eight (58) of the students with the rate of 96.66% picked classroom, two (2) students with the rate of 3.33% choose online classes. So, the majority of teachers give the importance to speaking activities in classroom, while they neglect them in online classes.

Q12) -What kind of oral activities were used?

Reading aloud	Story telling	Presentations	Role plays	Total
5	9	34	12	60
%8.33	%15	%56.66	%20	100%

Table 14: Types of Oral Activities.

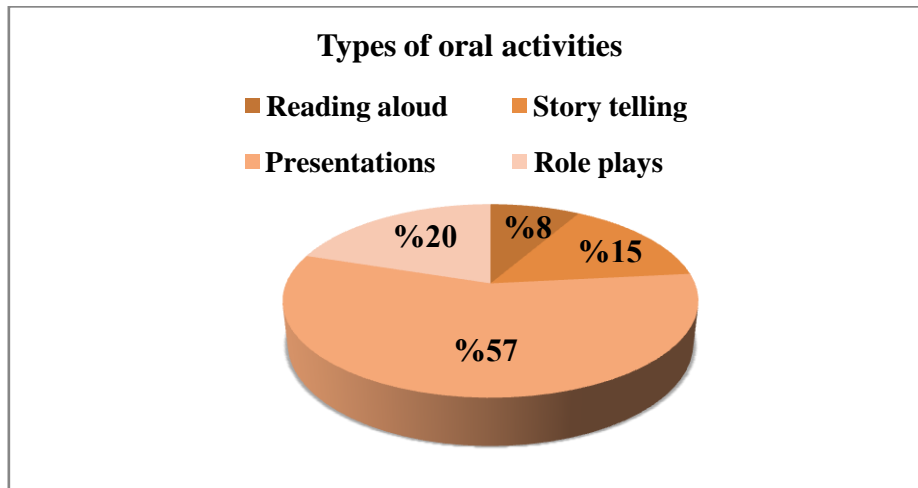


Figure 14: Types of Oral Activities.

Analysis and Discussion:

The table above shows that the majority of the students thirty four (34) 56.66% said that the teacher use presentations activities during classes. Twelve (12) students 20% have answered that role play was used as a kind of oral activity. The rest of them nine(9) 15% answered storing telling while only five(5) students 8.33% picked reading aloud. The results show that the teachers recognize that presentations pave the way to help students improve their speaking proficiency.

Q13) -Where did the written expression teacher engage you more in work activities?

In classroom	57	%95
In Online Classes	3	%5
Total	60	100%

Table 15: Students’ Engagement in Writing Work Activities.

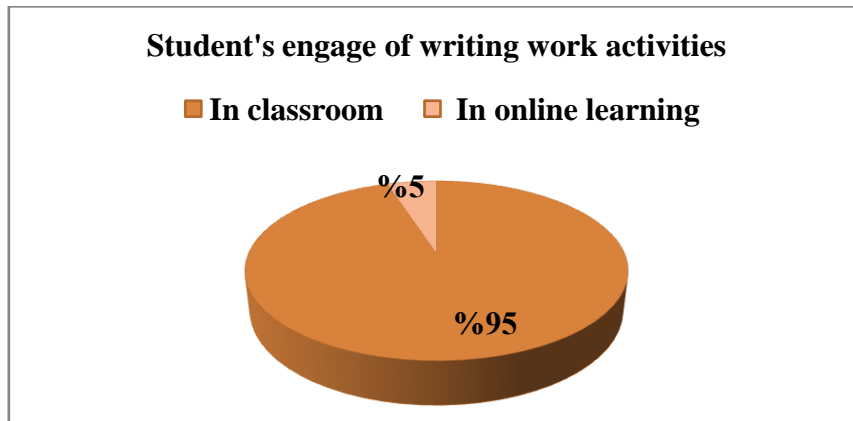


Figure 15: Students’ Engagement in Writing Work Activities.

Analysis and Discussion:

By this question, students are asked to say where written expression teacher engage them in more work activities. Fifty seven (57) students affirmed that the classroom is where the teacher engages them in more work activities. While, the rest of three (3) students representing 5% picked online classes. According to the results, the majority of teachers give importance to writing activities in classroom, while they neglect them in online classes.

Q14) -What kind of written expression activities were practiced?

Letters	Short stories	Essays	Paragraphs	Total
4	9	37	10	60
%6.66	%15	%61.66	%16.66	100%

Table 16: Types of Written Expression Activities.

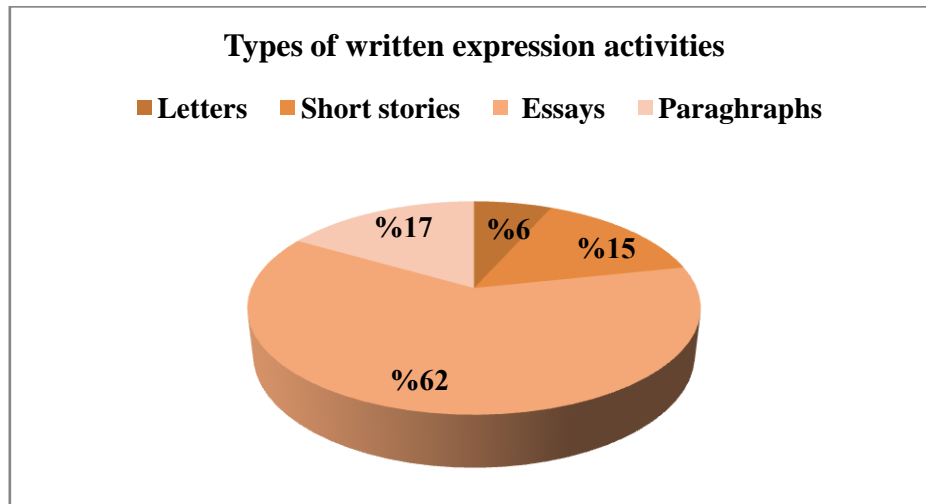


Figure 16: Types of Written Expression Activities.

Analysis and Discussion:

Essays (61.66%) were found to be the most used activity followed by paragraphs (16.66%) and short stories (15%). Letters (6.66%) were found to be rarely used as illustrated in the table above. The obtained results related to the most used types of written expression activities implies that teachers depend on essays because it helps in developing and improving the essential skills of writing.

5/-Frequency of the distance learning use:

Q15) -How many sessions of oral expression did you have per week?

In classroom	4 students said 2 sessions	%6.66
	56 student said one session	93.33%
Total	60	100%

Table 17.1: Oral Expression Sessions in Classroom.

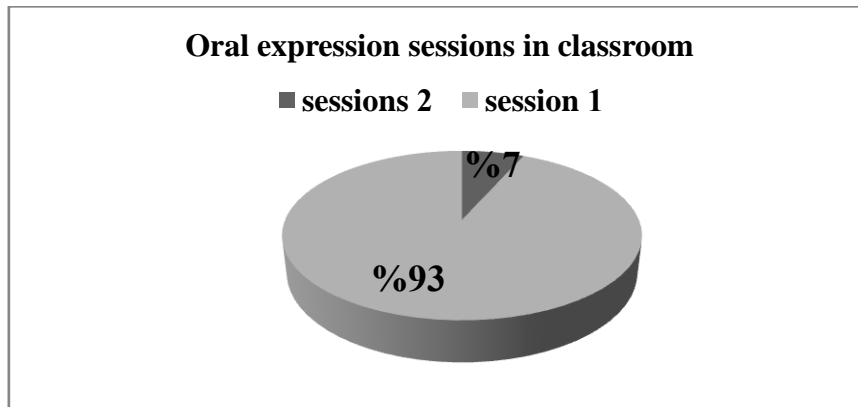


Figure 17.1: Oral Expression Sessions in Classroom.

Analysis and Discussion:

Respondents were asked to report on how many oral expression sessions do they have per a week in classroom. We notice that a considerable rate of students 93.33% said that they had one session. While, only 6.66% four (4) students said that they had two sessions.

In online classes	4 students said 1 sessions	%6.66
	56 student said 0 session	%93.33
Total	60	100%

Table 17.2: Oral Expression Sessions in Online Learning.

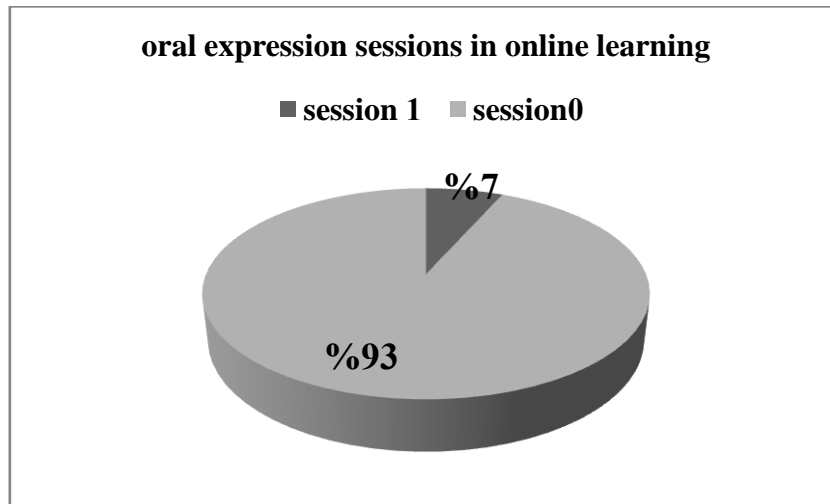


Figure17.2: Oral Expression Sessions in Online Learning.

Analysis and Discussion:

Respondents were asked to report on how many oral expression sessions do they had per a week on online learning. We notice that a considerable rate of students 93.33% said that they had no sessions. While, only 6.66 % (4 students) said that they had one session.

Q16) -How many sessions of written expression did you have per week?

	3 students said 2 sessions	%5
In classroom	57 student said one session	%95
Total	60	100%

Table 18.1: Written Expression Sessions in Classroom.

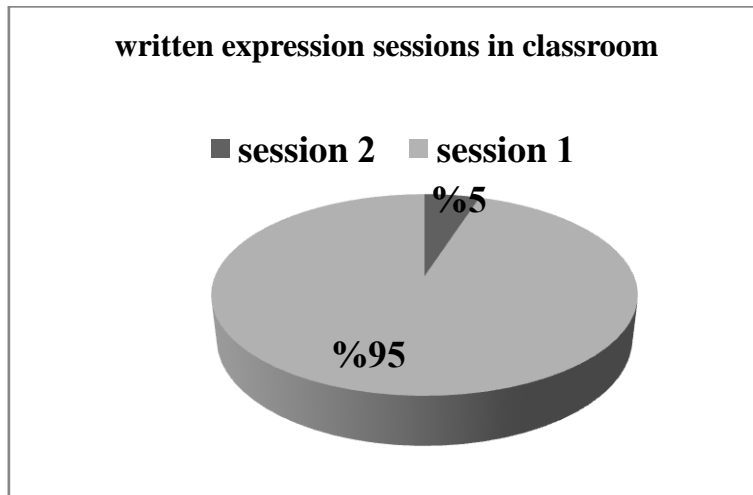


Figure 18.1: Written Expression Sessions in Classroom.

Analysis and Discussion:

From observing the table and the figure above students representing the rate of 95% declare that they had one session of written expression per a week. Meanwhile only three (3) students representing 5% said that they had two sessions per week.

	5students said 1 sessions	%8.33
In online classes	55student said 0session	%91.66
Total	60	100%

Table18.2: Written Expression Sessions in Online Learning.

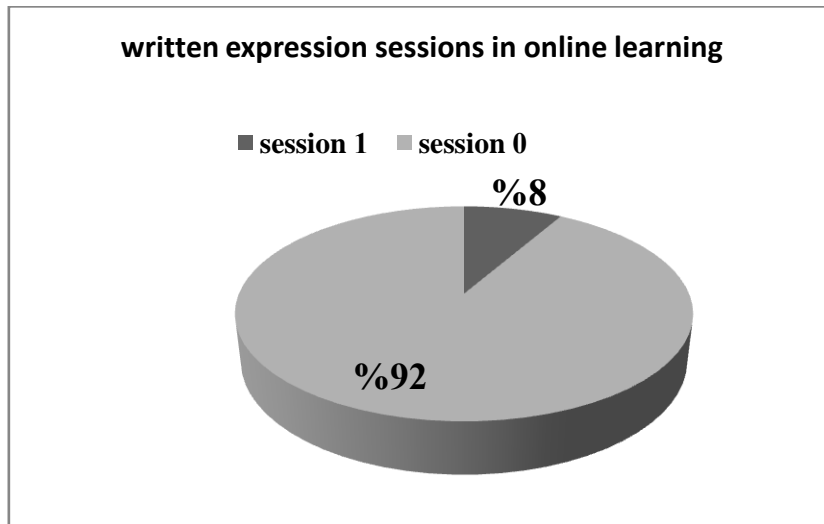


Figure18.2: Written Expression Sessions in Online Learning.

Analysis and Discussion:

The given results show that the majority of the students fifty five (55) students with the rate of 91.66% affirmed that they had no written expression sessions in online learning. By contrast five (5) of the students 8.33% said that they had one session of written expression online.

Q17) -How often did your teachers ask you to do oral and written assignments?

In classroom			In Online Classes		
Everyday	2	3.33%	Everyday	1	1.66%
Once a week	45	75%	Once a week	12	20%
Once a month	13	21.66%	Once a month	47	78%
Total number	60	100%	Total number	60	100%

Table 19: The Frequency of Written and Oral Assignments.

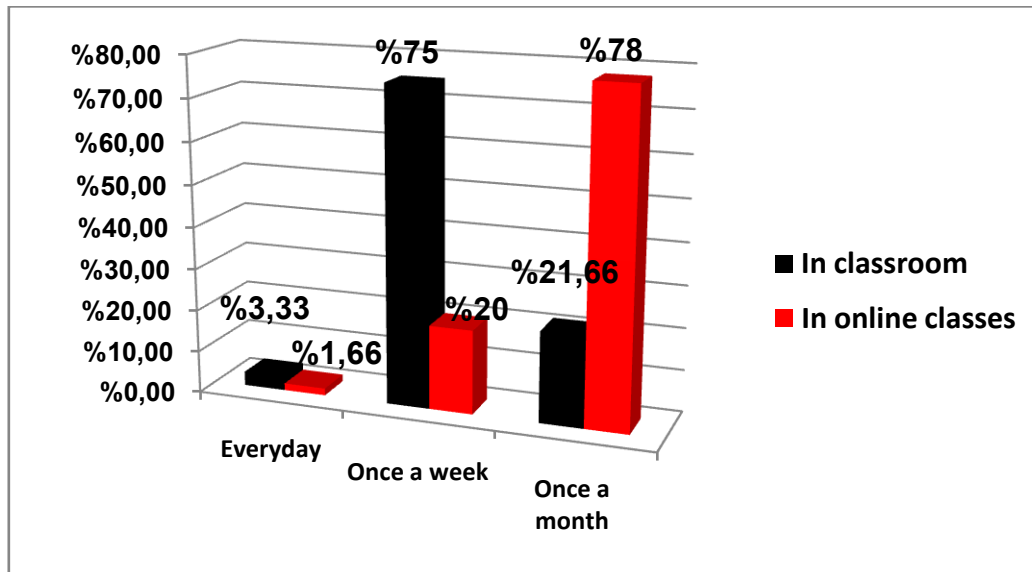


Figure 19: The Frequency of Written and Oral Assignments.

Analysis and Discussion:

From the results obtained in the above table, we notice that the highest number of respondents (75%) assume that the teachers ask them to do both oral and written assignments in classroom once a week. whereas, (78%) of the respondents clearly asserted that they do oral and written assignments once a month during online classes. While, (21.66%) of the participants said that their teachers ask them to do the assignments once a month in classroom.(20%) of the students answered that they are asked to do assignments once a week in online classes. Only (3.33%) of the participants argue that they are asked to accomplish the assignments every day in classroom. while in online classes, (1.66%) picked the item every day.

6 /-Assessments

Q18) -How did your teacher assess your abilities in writing expression module?

In classroom			In Online Classes		
Short quizzes	25	41.66%	Short quizzes	1	1.66%
Written tests	30	50%	Written tests	10	16.66%
Written assignment tests	5	8.33%	Written assignment tests	49	81.66%
Total	60	100%	Total	60	100%

Table 20: Students' Assessment in Written Expression Module.

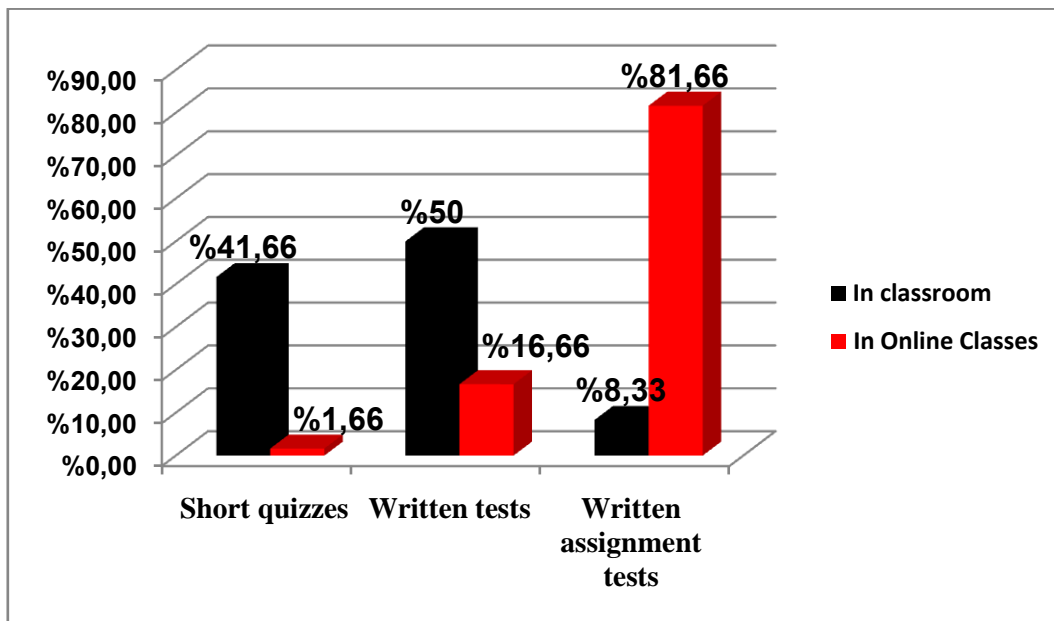


Figure 20: Students' Assessment in Written Expression Module.

Analysis and Discussion:

This question investigates the ways in which the teacher assesses the student's writing abilities in both online classes and classrooms. As shown above in the classroom written tests 50% were found the most used way for student's assessment followed by short quizzes 41.66% and written assignments tests 8.33%. However in online classes written assignments tests 81.66% were found the most used way for student's assessment followed by written tests

16.66% and short quizzes 1.66%. Therefore, one can notice that the use of written assignments tests was the appropriate way to assess students during their online classes.

Q19) -How did your teacher assess your abilities in oral expression module?

In classroom		
Role plays	8	13.33%
Presentations	44	73.33%
Reading aloud	2	3.33%
Story telling	6	10%
Total number	60	100%

Table 21.1: Students' Assessment in Oral Expression Module in Classroom.

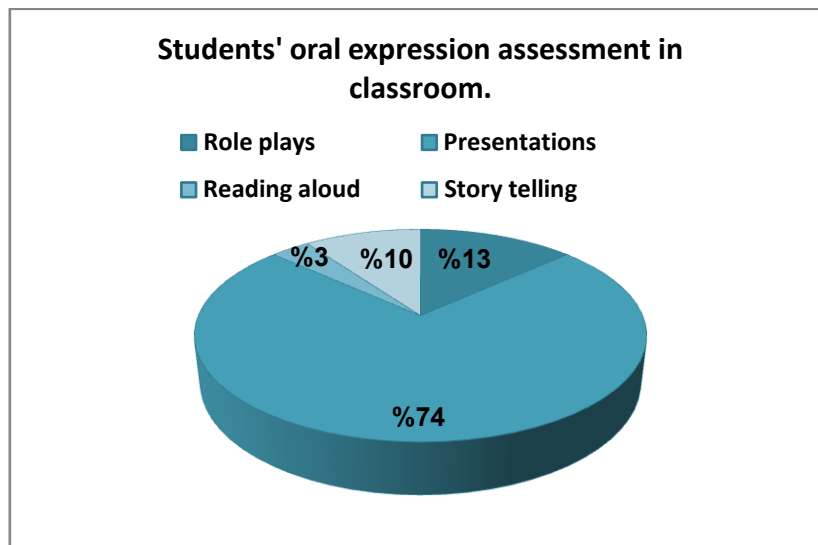


Figure 21.1: Students' Assessment in Oral Expression Module in Classroom.

Analysis and Discussion:

Most of the participants 73.33% ticked presentations as the main way of assessing their oral abilities .eight (8) informants out of (60) selected role plays, six (6) students picked story telling. While, reading aloud 3.33% was found to be rarely used as way of assessing the student's oral abilities. Teachers rely on presentation because it allows him to assess their vocabulary, pronunciation and speaking abilities.

In Online Classes		
Sending your recorded audio tapes	26	43.33%
Sending your recorded videos	15	25%
Listening to tapes tests	19	31.66%
Total number	60	100%

Table21.2: Students' Assessment in Oral Expression during Online Classes.

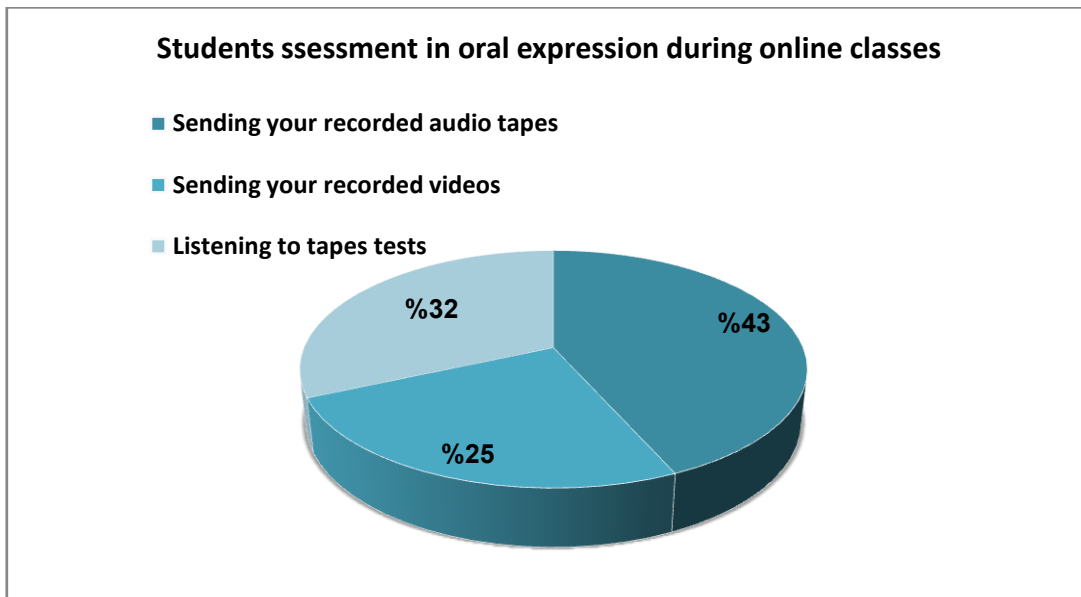


Figure21.2: Students' Assessment in Oral Expression during Online Classes.

Analysis and Discussion:

As it is clearly observed from this table and graph the oral expression teacher assesses his students by asking them to send recorded radio tapes as it is selected by 43.33%twenty six (26) students.31.66% of the participants nineteen (19)students declare that listening to tape test is how they are being assessed. The rest of the students representing 25% choose sending recorded videos.

7/-Effectiveness of distance learning use by learners:

Q20) -was your experience in using distance learning:

Effective	moderately effective	not effective	Total
14	11	35	60
23.33%	18.33%	58.33%	100%

Table 22: Students' Experience in Using Distance Learning.

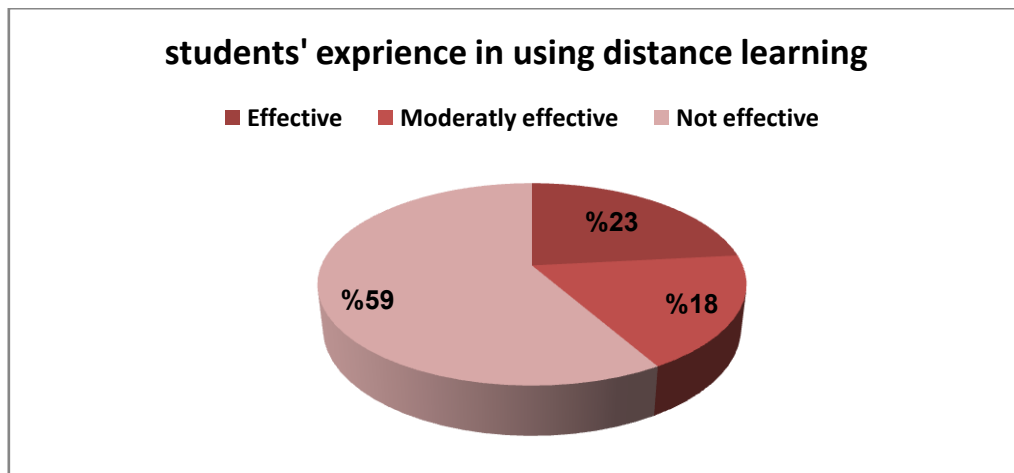


Figure 22: Students' Experience in Using Distance Learning.

Analysis and Discussion:

Concerning the opinion of the students about their experience in using distance learning. The majority of the respondents thirty five (35) representing 58.33% affirmed that distance learning experience was not effective. Whereas fourteen (14) of the students representing 23.33% said that their experience was effective. Only eleven (11) students representing 18.33% describe their online learning experience as being moderately effective. From this, we can retain that distance learning experience is not always beneficial.

Q21) -Did you feel satisfied in using technology while taking your online classes?

	Number	percentage
Yes	20	%33.33
No	40	%66.66
Total	60	100%

Table 23: Technology Use.

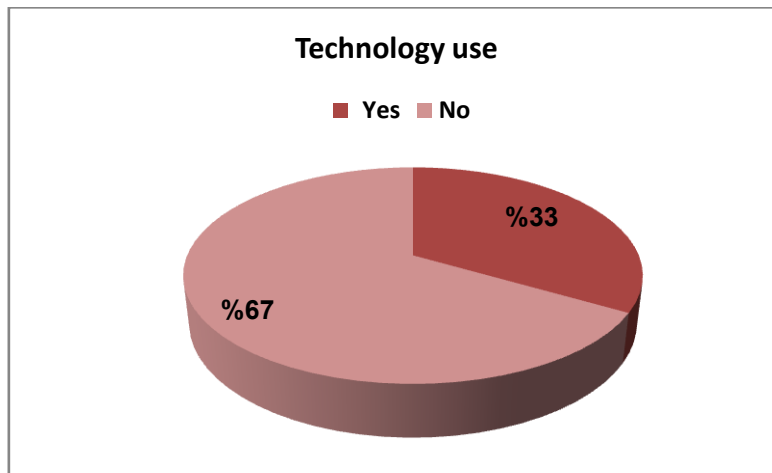


Figure 23: Technology Use.

Analysis and Discussion:

As illustrated by the table and the figure above twenty (20) of the students 33.33% asserted that they were satisfied in using technology while taking their online classes. Contrariwise, forty (40) of the respondents representing 66.66% declare that they were not satisfied in using technology during online classes. The results confirm that the students have negative attitudes toward the use of technology in learning.

Q22) -Where did you find the content of the courses easier and clearer?

In classroom	55	%91.66
In Online Classes	5	%8.33
Total	60	100%

Table 24: The students' Opinion about the Content of the Courses.

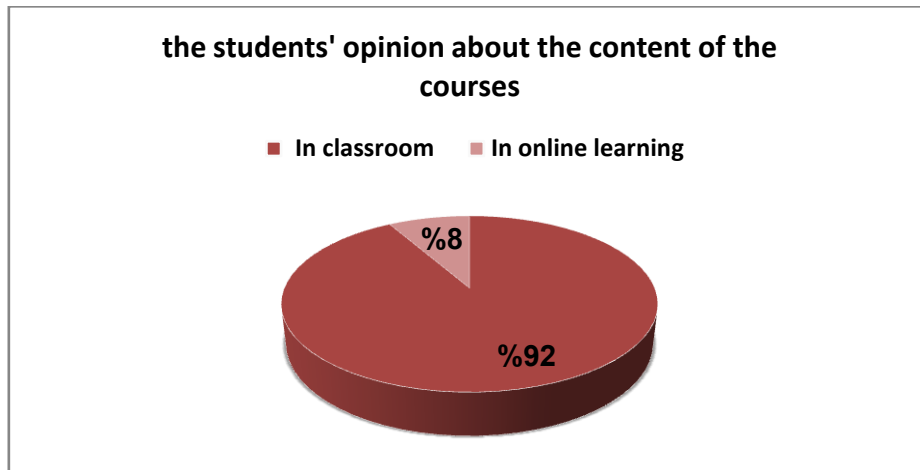


Figure 24: The students' Opinion about the Content of the Courses.

Analysis and Discussion:

Fifty five (55) participants 91.66% said that they found the content of the courses easier and clearer in the classroom. While, five (5) participants 8.33% reported that they found the content of the courses easier and clearer in online classes. Thus, the teacher is the facilitator of the courses in classroom, so his absence during online classes creates a difficulty in understanding the content of the courses.

Q23) -Where did you find the teaching strategies more useful?

In classroom	58	%96.66
In Online Classes	2	%3.33
Total	60	100%

Table 25: The Usefulness of Teaching Strategies.

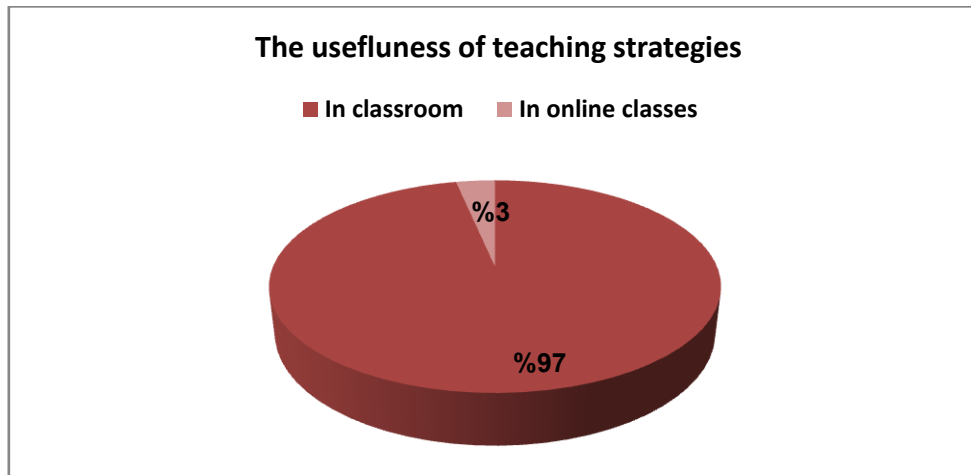


Figure 25: The Usefulness of Teaching Strategies.

Analysis and Discussion:

Through the results displayed on the figure above we notice that the majority of the respondents 96.66% agree that teaching strategies are more useful in classroom. Only 3.33% found the teaching strategies used in online classes are more useful.

Q24) -Did you encounter any difficulties in learning productive skills through online platforms?

/	Number	percentage
Yes	41	%68.33
No	19	%31.66
Total	60	100%

Table 26: Students' Difficulties in Learning the Productive Skills Online.

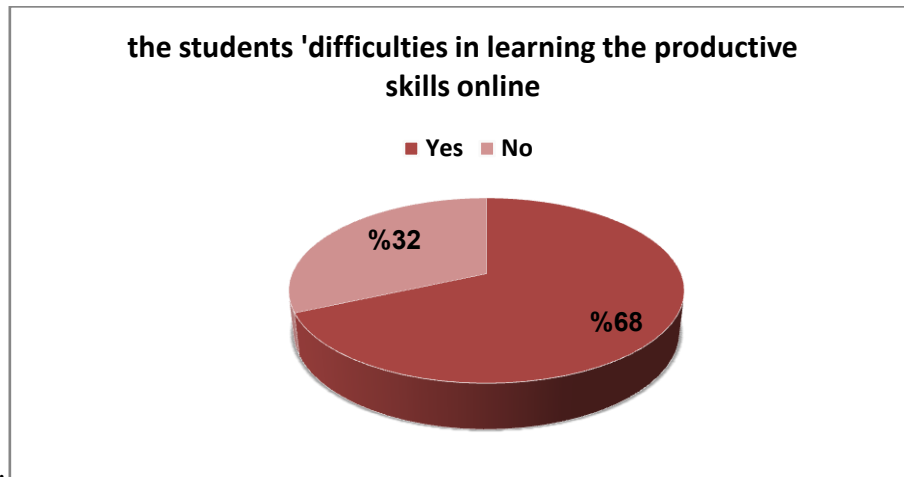


Figure 26: Students' Difficulties in Learning the Productive Skills Online.

Analysis and Discussion:

As can be seen from the table below the majority of the students 68.33% encountered difficulties in learning the productive skills through online platforms. The rest of the students with the rate of 31.66% declare that they did not encounter any difficulties concerning learning the productive skills through online environment.

Concerning the opinion of the students about learning the productive skills through online platforms the majority of the students agree on the issue of no internet connection, lack of motivation, the sense of isolation, online platform were useless, no online classes we were restricted to files only.

Section three: Suggestions & recommendations

The majority of the students assumed that there are no advantages of using e learning in writing and oral expression modules. However few of them believed that using online learning in learning the productive skills introduce new vocabulary and information, develop speaking and writing skills, being more confident while talking.

Discussion of the students' questionnaire findings:

The analysis of the students' questionnaire came up with rich data about the attitudes of students about learning the productive skills online. According to students' answers in section two, it was revealed that half of the students did not have the access to Moodle platform, despite of its importance. Furthermore, the students stated that oral and written expression courses are less motivating during online classes because of the lack of interaction and boredom. In addition to that, it can be noticed that the teachers used various teaching techniques to foster students' oral and writing capacities in classroom more than in online learning.

The analysis demonstrated that listening to tapes and reading aloud are found to be more effective as oral activities, whereas essays and paragraph writing are the effective writing activities. On such basis, the students claimed that those activities were more practiced in classroom than online classes. Moreover, learners agree that they had no sessions in oral and expression module online, while they had one session in classroom. Additionally, the data gathered from the questionnaire shows that to assess the students' writing abilities, the teachers select written tests in classroom and written assignments tests in online classes.

Oral expression teachers assessed their students' abilities in classroom using presentations, and in online classes they used listening to tapes tests. The analysis denotes that the students have described their experience in using distance learning as ineffective experience. In the line of this, students did not feel satisfied in using technology while taking their online classes. It is worth noting that the students encountered some difficulties in learning productive skills online; for example, lack of motivation, sense of isolation, the usefulness of online platforms, no internet connection and there were no online classes students were restricted only to files.

To sum up, we found that the distance learning did not help the EFL 3rd year students of Mohamed Boudiaf M'sila in learning the productive skills.

1.6. Teachers' Questionnaires:

Two Questionnaires are designed for third year LMD teachers of oral and written expression modules at English department of Mohammed Boudiaf University of MSila. They attempt to reveal teachers' opinions about their students' attitudes and perceptions toward distance learning of productive skills. In these questionnaires, we asked teachers to illustrate some advantages of using e-learning in teaching oral and writing expression modules and recommendations in order to make successful e learning of the productive skills.

1.6.1 Description of the Questionnaires:

The questionnaires were distributed online. They were composed of three (03) different sections; section one was done to gather general information, section two was devoted to gather teachers' opinions and experience about distance learning, and section three was for teachers' suggestions and recommendations. In each section, teachers were asked to answer different questions with different types; closed and open-ended questions. Closed questions were asked to choose « yes » or « no » questions or to select the right and appropriate answers, while in open ended questions the teachers were asked to give their justifications, their explanations and suggestions.

1.6.2 The Analysis of Written Expression teachers' Questionnaire.

Section One: General Information

Gender

teachers' gender	Number	percentage
Male	1	%33.33
Female	2	%66.66
Total	3	100%

Table 27: Number of the Female and Male Who Answered the Written Expression Questionnaire.

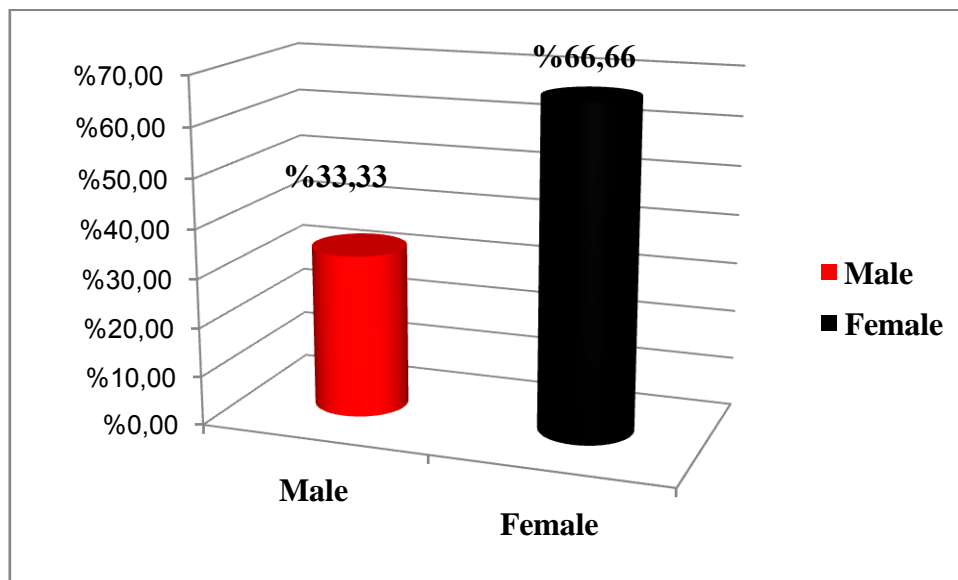


Figure 27: Number of the Female and Male Who Answered the Written Expression Questionnaire.

Q1) - How long have you been teaching written expression?

01-05	05-10	10-15	over 15	Total
1	2	0	0	3
%33.33	%66.66	0%	0%	100%

Table 28: Written Expression Teaching Experience.

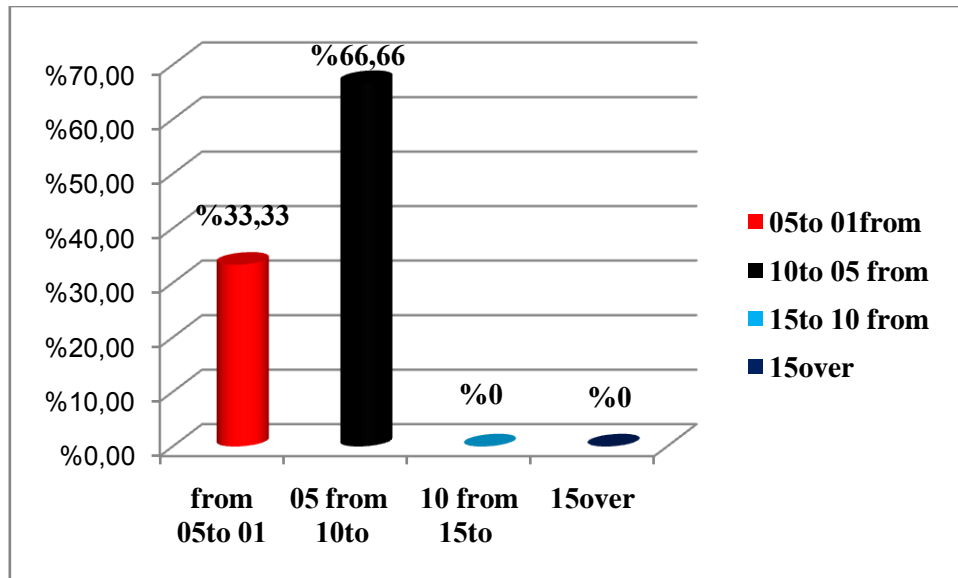


Figure 28: Written Expression Teaching Experience.

Analysis and Discussion:

The table and the figure above shows that 33.33% of the teachers have an experience of (1 -5 years) while experienced teachers with the rate of 66.66% have experience of (5-10 years). Consequently, we notice that the department of English language at Msila University has teachers with different experiences from novice to experienced teachers.

Section two: teachers' experiences and opinions about distance learning

1- Access and support:

Q2) - Have you been using Moodle for teaching writing?

/	Number	percentage
Yes	2	%66.66
No	1	%33.33
Total	3	100%

Table 29: Written expression teachers' use of Moodle platform.

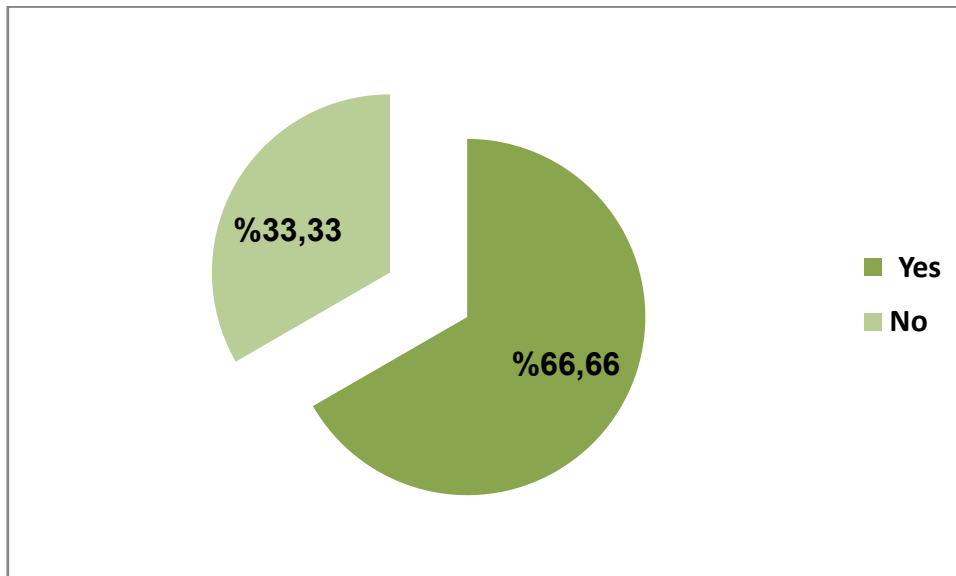


Figure 29: Written expression teachers' use of Moodle platform.

Analysis and Discussion:

By asking this question we aim to check whether the written expression teachers have been using Moodle platform for teaching. From the results shown in the table and graph above, 33.33% of the teachers state that they do not use Moodle to teach writing. 66.66% of the teachers state that they do use it.

Q3) - If No, which application have you been using to teach?

Zoom	Telegram	Skype	None	Total
0	1	0	2	3
0%	33.33%	%0	66.66%	100%

Table 30: The Applications Used for Online Written Expression Classes.

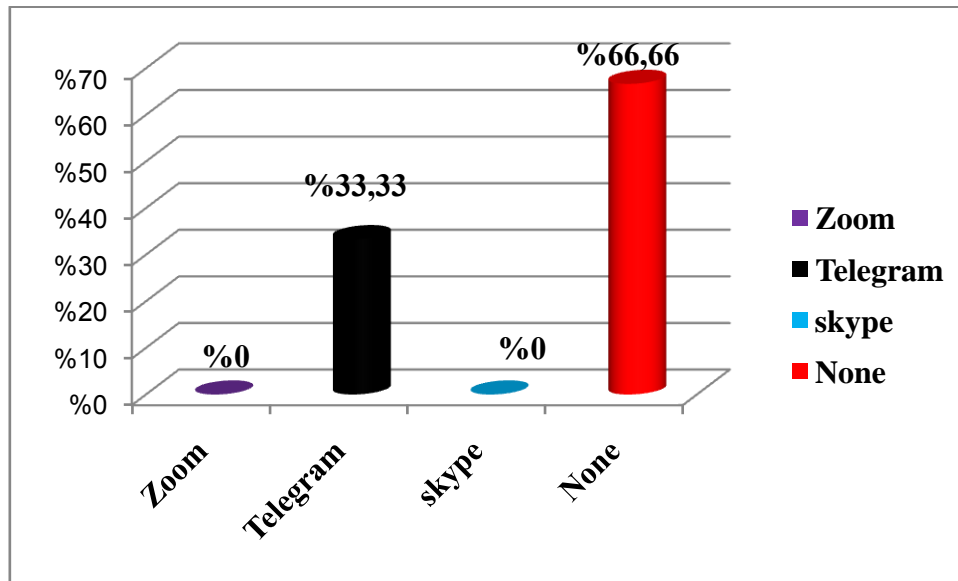


Figure 30: The Applications Used for Online Written Expression Classes.

Analysis and Discussion:

Through the results displayed on the figure above we notice that 33.33% of the teachers use telegram to teach writing since they do not have access to Moodle platform.

2 -Motivation:

Q4) -Where did you find your students more motivated for your written expression lectures?

In classroom	3	%100
In Online Classes	0	%0
Total	3	100%

Table 31: Student's Written Expression Motivation.

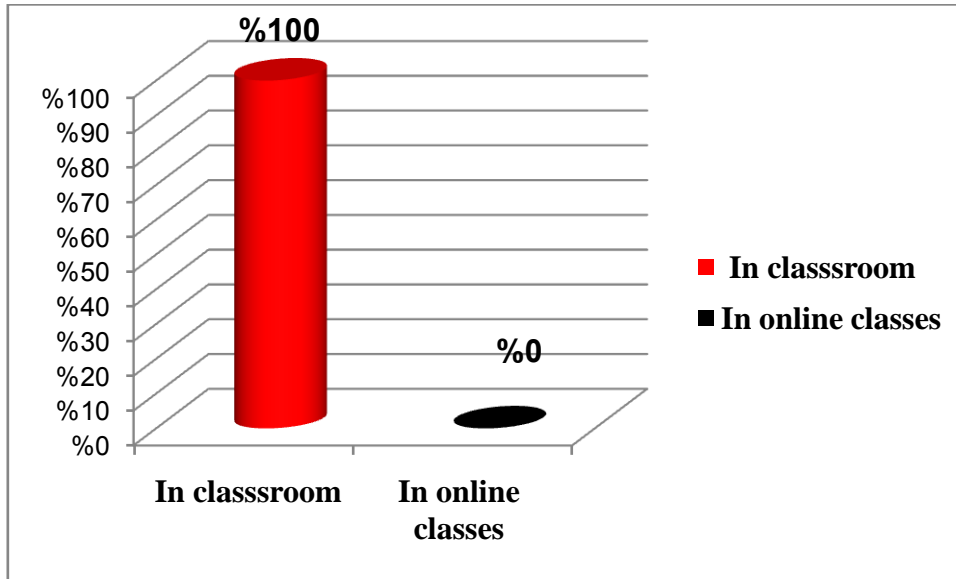


Figure 31: Student's Written Expression Motivation.

Analysis and Discussion:

All the teachers 100% confirm that the motivation of their students increase only in classroom. They claim that Face to face is better than distance learning especially in written expressions because the teacher can move in the class and see with the students' needs also they believe written is process so that teacher has to check what students are writing. According to teachers E -learning is novel experience to students ,in which subjects as writing should be taught and supervised carefully in class.

Q5) - How could you describe your third-year student’s level of writing?

Weak	Average	Good	Excellent	Total
0	2	1	0	3
%0	%66.66	%33.33	%0	100%

Table32: The students' Level of Writing.

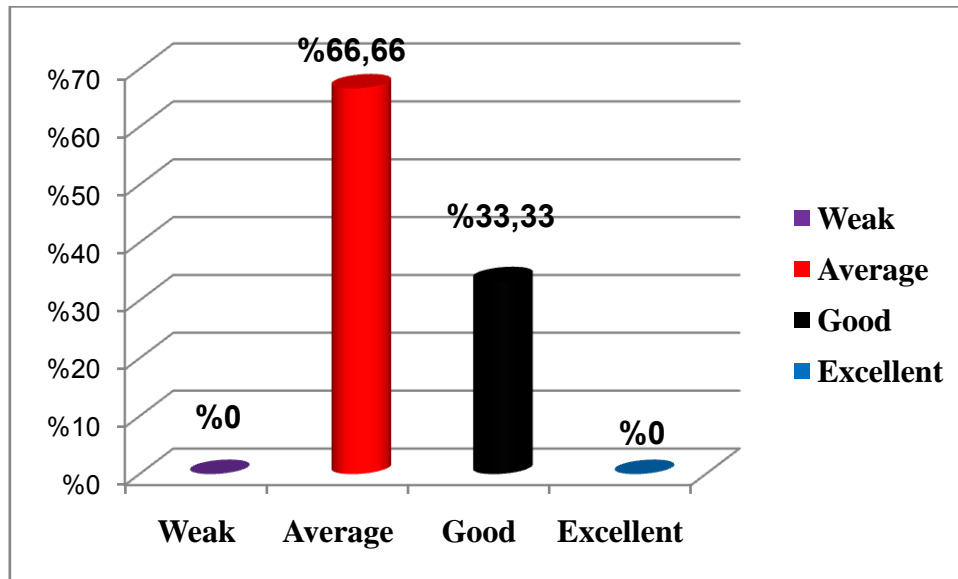


Figure 32: The students' Level of Writing.

Analysis and Discussion:

According to the table and the figure above most of the teachers with the rate of 66.66% agree that the students' level in writing skill is average meanwhile the rest of teachers with the rate of 33.33% say that their students' level in writing is good. These evaluations are based on the teachers' experience.

3/-teachers objectives:

Q6) -Where did you have the opportunities to use various teaching techniques to enhance students' writing capacities?

In class room	3	%100
In Online Classes	0	%0
Total	3	100%

Figure 33: The Written Expression Teaching Techniques.

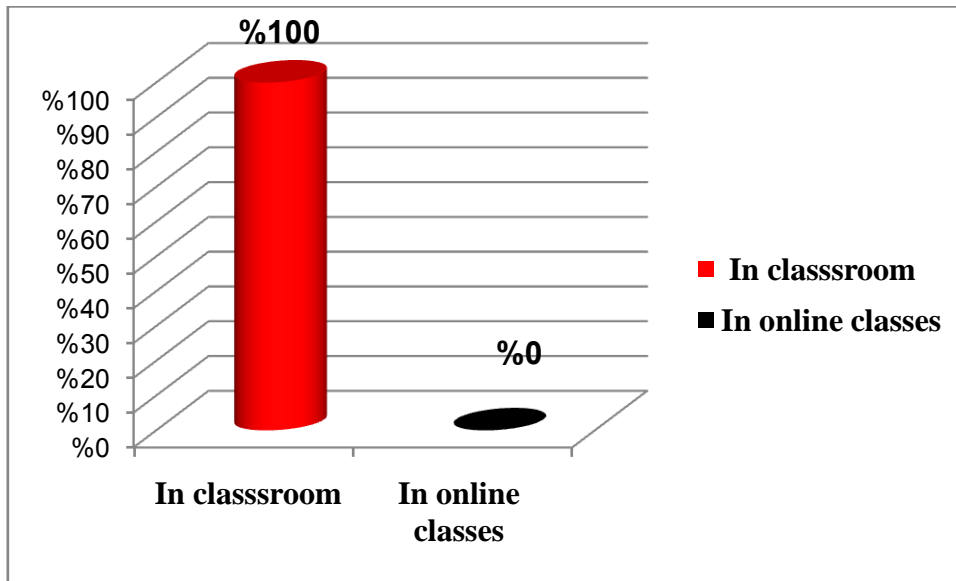


Figure33: The Written Expression Teaching Techniques.

Analysis and Discussion:

From observing the table and the figure above all the teachers 100% agree that they have the opportunities to use various teaching techniques to enhance the students' writing capacities in classroom more than online classes. This may suggest that in online lectures the teachers are not aware of the students' needs and styles therefore they cannot use various teaching techniques.

Q7) -Which activities did you find more helpful to foster your students writing? (You may tick more than one answer)

Summarizing	Paraphrasing	Essay and report writing	Story writing	Paragraph writing	Total
1	2	3	2	3	11
9.09%	%18.18	%27.27	18.18%	27.27%	100%

Table 33: The Effective Activities in Written Expression.

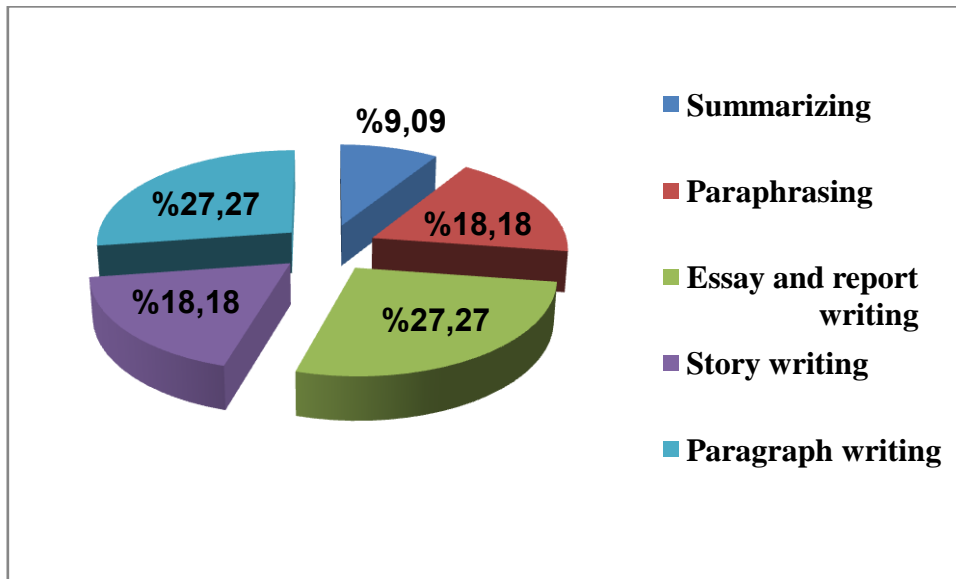


Figure 34: The Effective Activities in Written Expression.

Analysis and Discussion:

Paragraph writing, Essay and report writing are found to be the most helpful activity to foster the students' writing skill followed by Story writing and paraphrasing 18.18%. Summarizing is found to be rarely used as illustrated in both the table and the figure above. The teachers add Creative writings as poetry and short tales to be an effective activity that they use to foster the students written.

Q8) -As written expression teacher where do you present these activities more?

In classroom	3	%100
In Online Classes	0	%0
Total	3	100%

Table 34: The More Presented Activities in Written Expression.

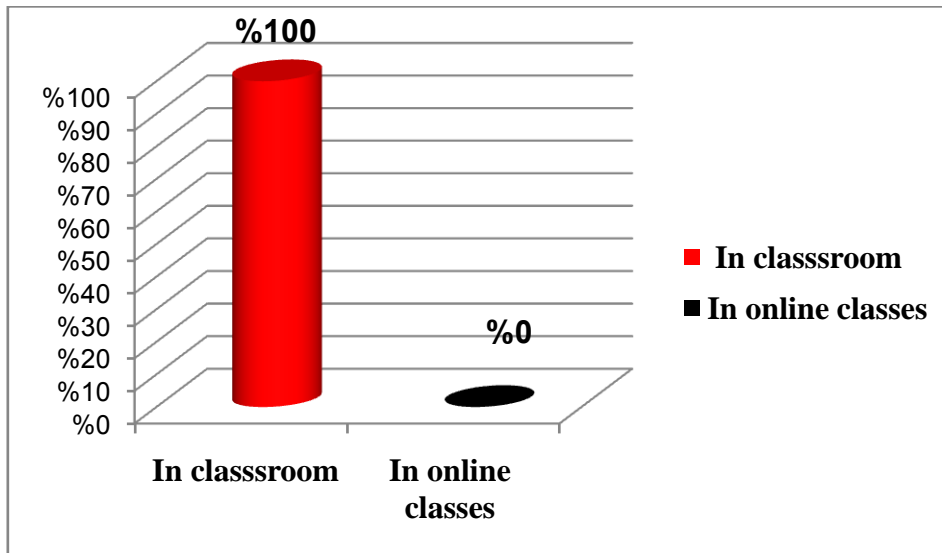


Figure 35: The More Presented Activities in Written Expression.

Analysis and Discussion:

All the teachers (100%) present written expression activities in classroom more than online classes. Teachers claim that The classroom is the best place for written activities where they may use group work write on the bored, pass a video, watch a power point or listen to talk we sump up, paraphrase or expand. They agree that Students tend to plagiarize a lot in online activities.

4 /-teaching practices:

Q9) - As written expression teacher where do you engage your students more in work activities?

In classroom	3	%100
In Online Classes	0	%0
Total	3	100%

Table 35: Students' Engagement in Written Activities.

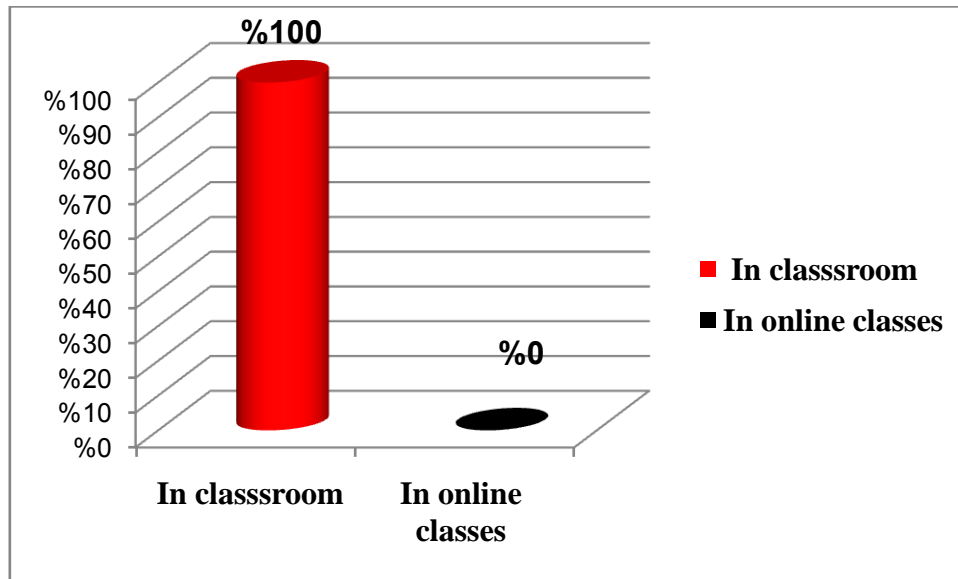


Figure 36: Students' Engagement in Written Activities.

Analysis and Discussion:

We asked the written expressions teachers where did they engage their students more in work activities. All of them 100% declare that they engage them in classroom more than online classes. These indicate that the absence of the physical interaction prevents the teachers to engage the students in work activities during online classes.

Q10) -What kind of written expression activities do you select for your students? (You may tick more than one answer)

Letters	Short stories	Essays	Paragraphs	Total
1	1	2	2	6
16.66%	16.66%	33.33%	33.33%	100%

Table 36:Written Expression Activities.

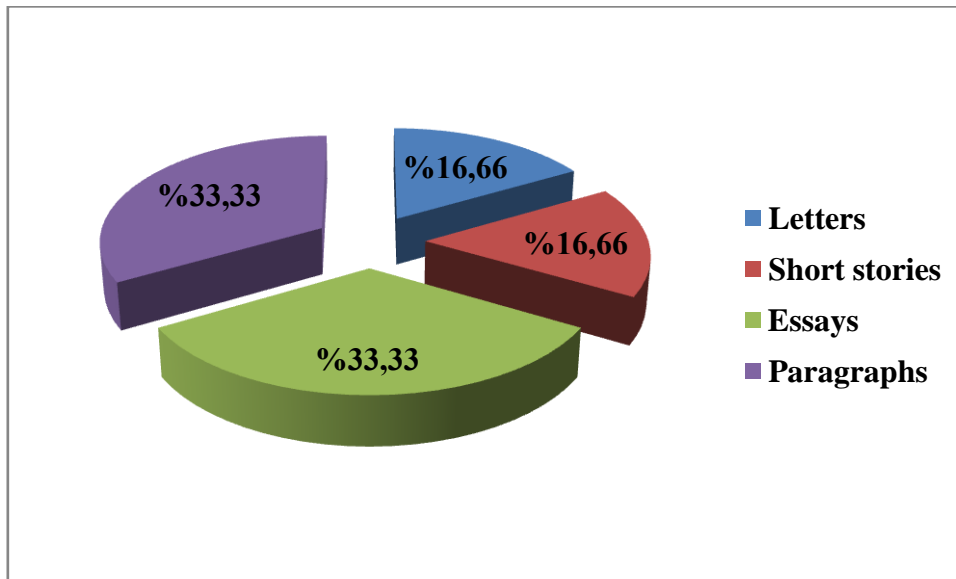


Figure 37: Written Expression Activities.

Analysis and Discussion:

Paragraphs and essays are selected by teachers as the most used written activities followed by short stories and letters 16.66%.

5/-Frequency of the distance learning use:

Q11) - How many sessions of written expression do you teach per a week?

In online classes	1 session	100%
Total	3	100%
In classroom	2 sessions	100%
Total	3	100%

Table 37: The Number of Written Expression Sessions.

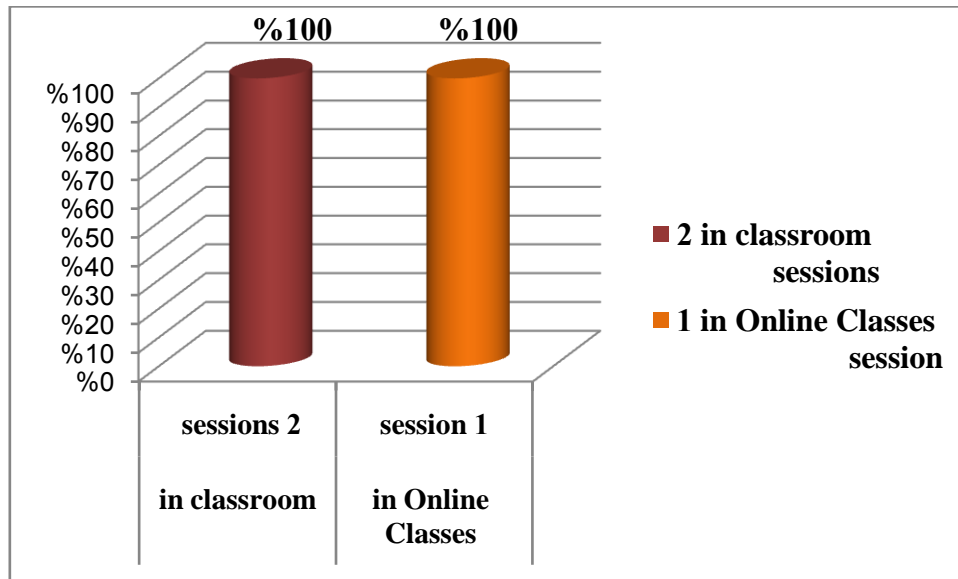


Figure 38: The Number of Written Expression Sessions.

Analysis and Discussion:

According to the statistics mentioned in the table and graph above all the teachers (100%) say that they teach written expression module two sessions per a week in classrooms and one session per a week during online classes.

Q12) -How often did you ask your students to do written assignments?

In classroom			In Online Classes		
Everyday	1	%33.33	Everyday	0	%0
Once a week	2	%66.66	Once a week	0	%0
Once a month	0	%0	Once a month	3	%100
Total number	3	100%	Total number	3	100%

Table 38: The Frequency of Written Assignments.

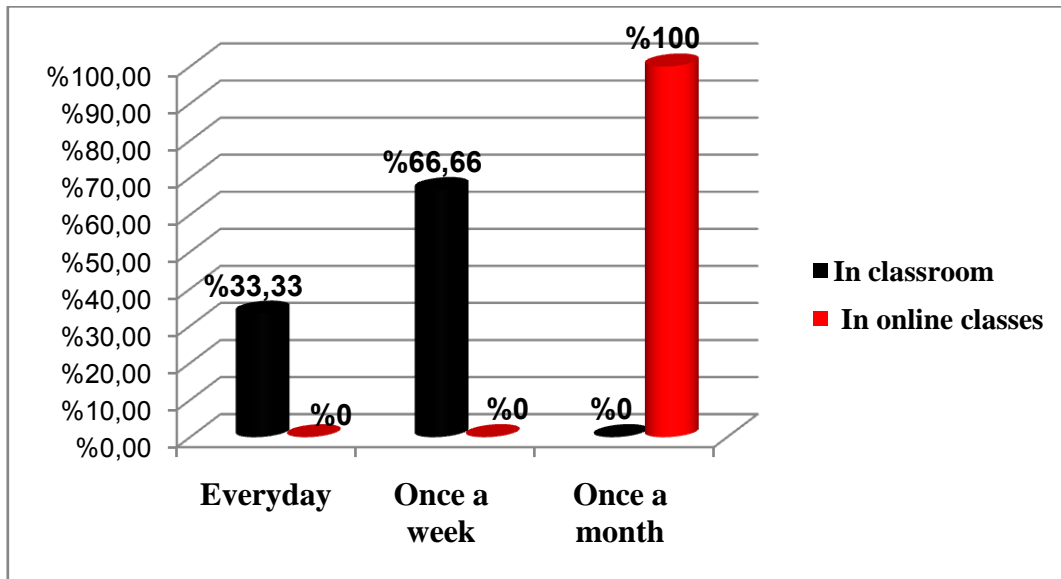


Figure 39: The Frequency of Written Assignments.

Analysis and Discussion:

From the results obtained in the table above we notice that 33.33% of the teachers ask the students to do written assignments everyday in classroom while 66.66% picked once per a week. In the other hand all the teachers 100% agree that they ask their students to do written assignments once per a week.

6 /-Assessments:

Q13) -As teachers how do you assess your student’s abilities in writing?

In classroom			In Online Classes		
Short quizzes	0	%0	Short quizzes	0	%0
Written tests	3	%100	Written tests	0	%0
Written assignment tests	0	%0	Written assignment tests	3	%100
Total	3	100%	Total	3	100%

Table 39: Teachers’ Assessment in Written Expression Module.

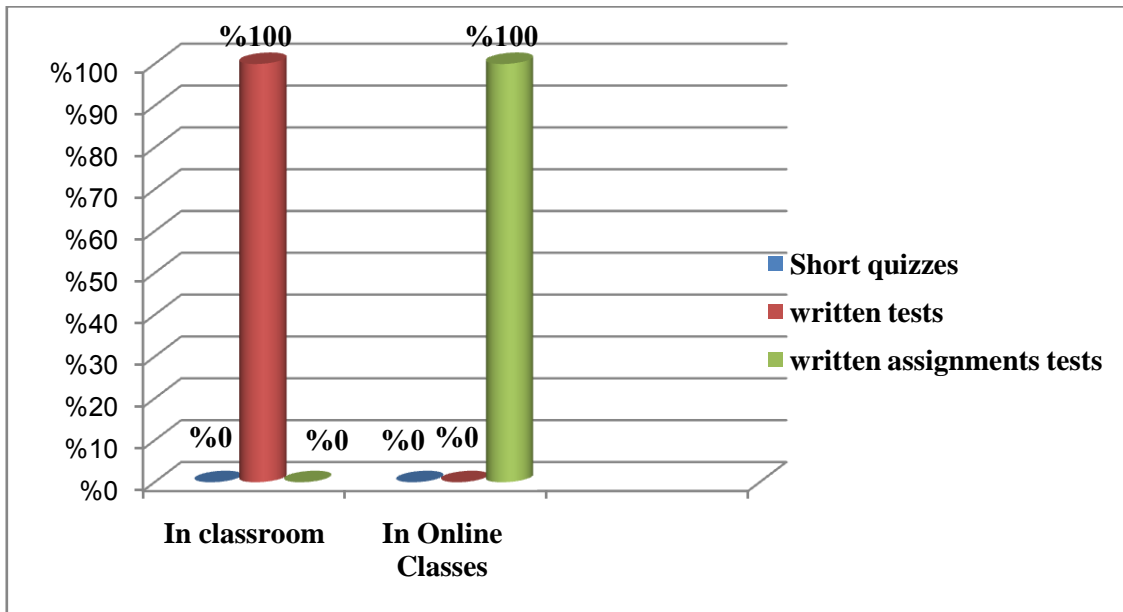


Figure 40: Teachers' Assessment in Written Expression Module.

Analysis and Discussion:

The graph states that all teachers (100%) use written test to assess their students' written abilities in classroom while Written assignment tests is the way in which teachers assess their students written abilities during online classes.

7/-Effectiveness of distance learning use by learners:

Q14) -Was your experience in teaching writing using distance learning:

Effective	moderately effective	not effective	Total
0	3	0	3
0%	100%	0%	100%

Table 40: Written Expression Teachers' Experience in Using Distance Learning.

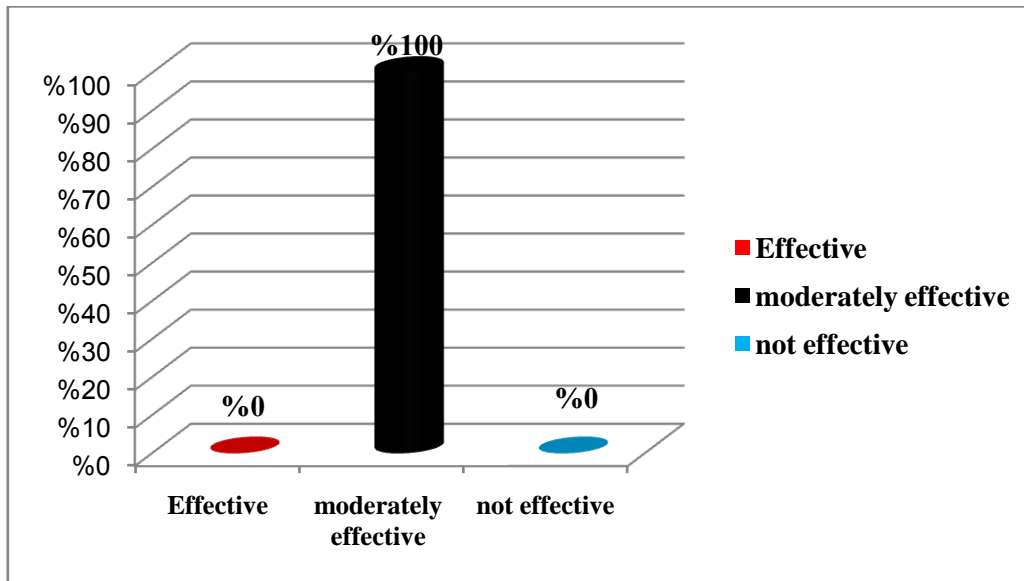


Figure 41: Written Expression Teachers' Experience in Using Distance Learning.

Analysis and Discussion:

All of the informant teachers say that their experience in teaching writing using distance learning is moderately effective.

Q15) - Where did you find your teaching strategies more effective?

In classroom	3	%100
In Online Classes	0	%0
Total	3	100%

Table 41: The Effectiveness of Written Expression Teaching Strategies.

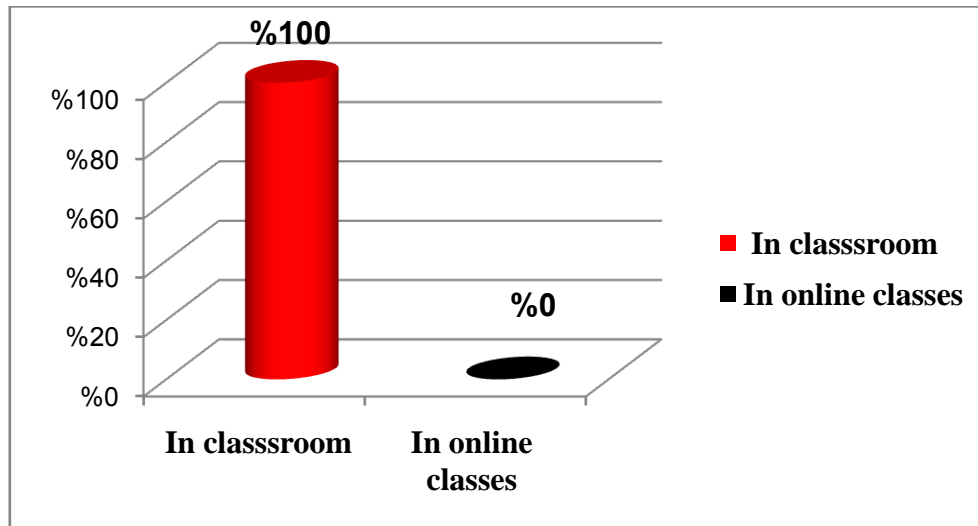


Figure 42: The Effectiveness of Written Expression Teaching Strategies.

Analysis and Discussion:

It is clear from the graph that all teachers (100%) find their teaching strategies more effective in classroom than in online classes.

Q16) - How did the distance learning affect the students' level of writing?

According to the teachers' opinions, distance learning affected the students' written level negatively because more plagiarism is detected. Moreover, they believe that the students are writing for someone absent and the feedback may take long time unlike classroom they write for an immediate audience. In contrast, some teachers see that distance learning affected the students' level positively since they are at home so they feel at ease, they may do more and practice more

Q17) -Did you encounter any difficulties in teaching written expression through distance learning?

For this question teachers stated that they face the difficulty of knowing whether the students are serious in their writing attempts or they are just copying from the internet. They add that

The personal efforts are not visible therefore the teacher will have problems assessing his distance learners. They claimed that learning to produce a piece of writing of any type requires guidance. So it is more effective to read and analyze them together in class.

Section three: Suggestions & recommendations

Q18) -As written expression teacher could you provide any advantages of using e-learning in teaching written expression module?

For this question teachers provide several advantages of using e learning in teaching written expression module. The first advantage is that through the internet students can transmit texts, give activities that they control in a quick moment. Also students access lectures content anytime anywhere and teachers can use varied teaching recourses. Furthermore, teaching writing through distance is beneficial in terms of rapidity and feasibility.

Q19) -Do you have any recommendation to make successful e learning of writing expression?

Teachers recommended that the electronic learning should be under control to make successful online written expression courses. They also insist that all regions and people should have access to internet and should be provided with the necessary equipments. Another recommendation given by teachers is that learners should be trained and even teacher to use those online platforms and also online lectures should be more visual.

1.6.3 The Analysis of Oral Expression Teachers' Questionnaire

Section One: General Information

Gender:

teachers' gender	Number	percentage
Male	1	%33.33
Female	2	%66.66
Total	3	100%

Table 42: Number of Female and Male Who Answered the Oral Expression Questionnaire.

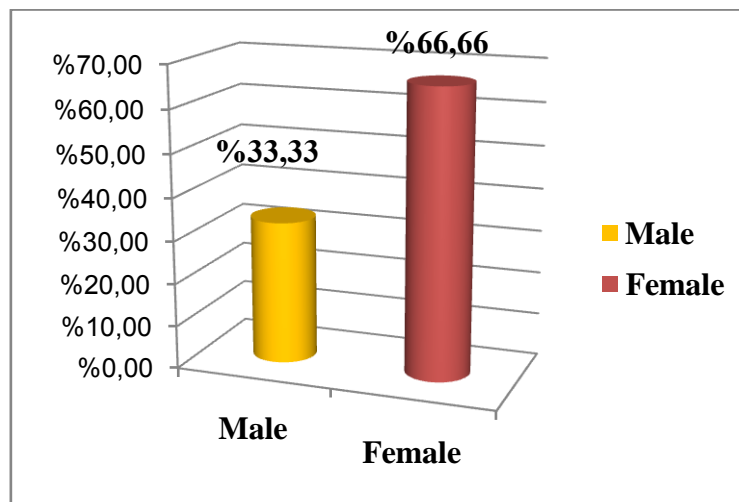


Figure 43: Number of Female and Male Who Answered the Oral Expression Questionnaire.

Q1) - How long have you been teaching Oral expression?

01-05	05-10	10-15	over 15	Total
1	2	0	0	3
%33.33	%66.66	0%	0%	100%

Table 43: Oral Expression Teaching Experience.

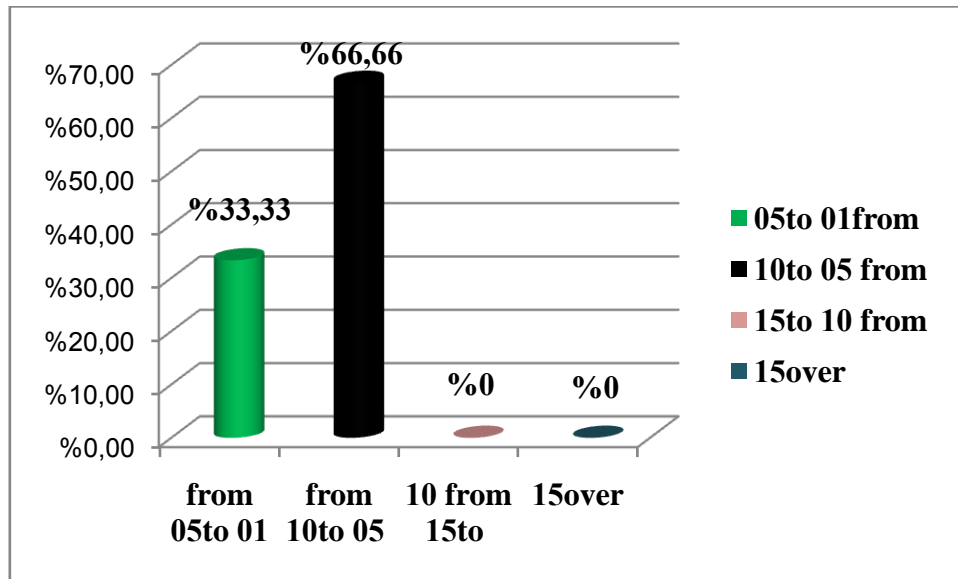


Figure 44: Oral Expression Teaching Experience.

Analysis and Discussion:

The results denote that 66.66% of the teachers have experience of (5-10 years) while 33, 33 % have experience of from (1-5 years) of experience. We notice that the department of English language at Msila University has teachers with different experiences from novice to experienced teachers.

Section two: teachers’ experiences and opinions about distance learning

1- Access and support:

Q2) - Have you been using Moodle for teaching Oral expression?

/	Number	percentage
Yes	0	%0
No	3	%100
Total	3	100%

Table 44: Oral Expression Teachers' Use of Moodle Platform.

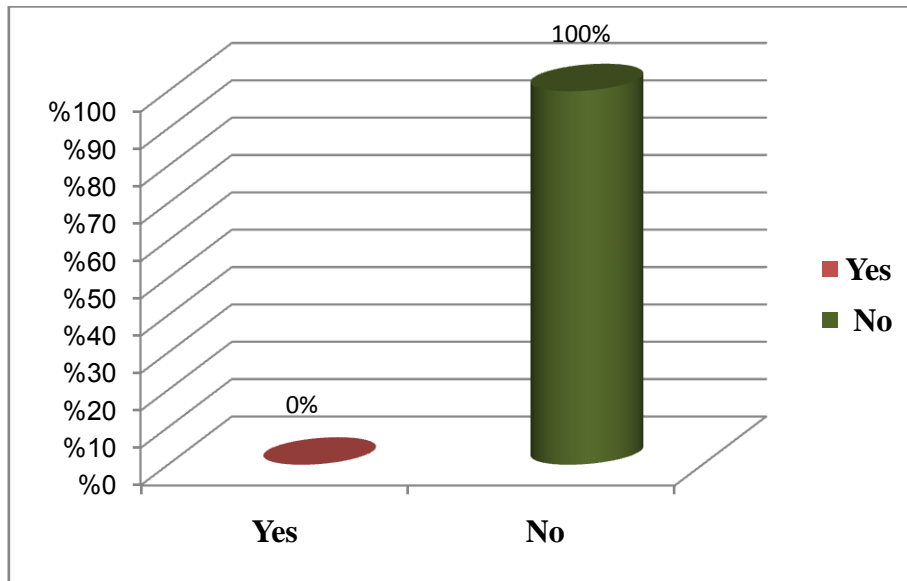


Figure 45: Oral Expression Teachers' Use of Moodle Platform.

Analysis and Discussion:

Regarding this question, all the teachers (100%) say that they have not been using Moodle for teaching oral expression module.

Q3) - If No, which application have you been using to teach?

Zoom	Telegram	Skype	None	Total
0	1	0	2	3
0%	33.33%	0%	66.66%	100%

Table 45: The Applications Used for Online Oral Classes.

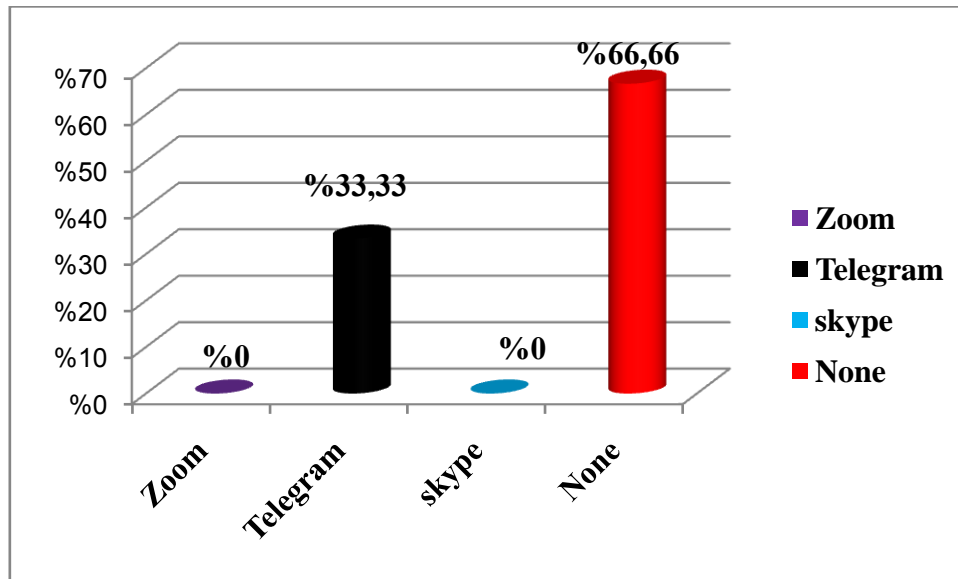


Figure 46: The Applications Used for Online Oral Classes.

Analysis and Discussion:

From the findings, it is noticeable that only one (01) teacher with rate of (33.33%) used Telegram to deliver oral courses. Whereas the rest of teachers representing (66.66%) do not use any of the listed applications in the table above.

2 -Motivation:

Q4) - Where did you find your students more motivated for your Oral expression lectures?

In classroom	3	%100
In Online Classes	0	%0
Total	3	100%

Table 46: Students' Oral Expression Motivation.

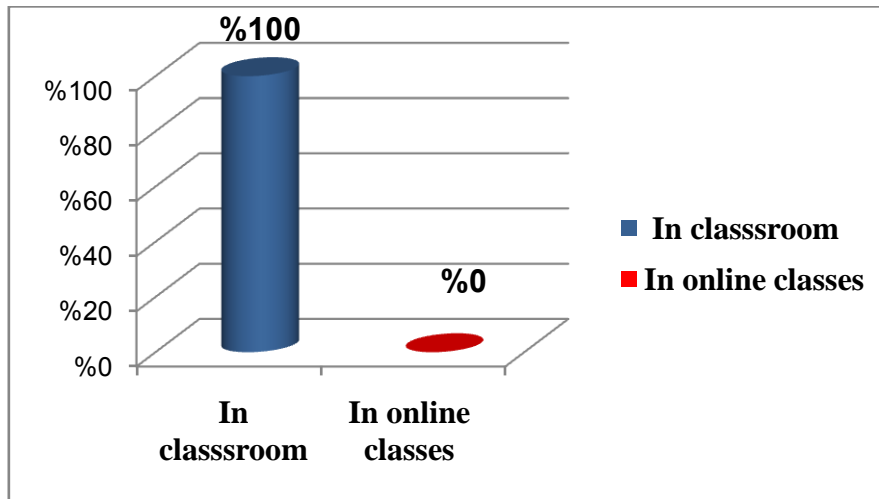


Figure 47: Students' Oral Expression Motivation.

Analysis and Discussion:

It is obvious that all the teachers find that their students are more motivated in the classroom than they are in online classes. Teachers justify their answers saying that there is no better thing than teaching or learning face to face because the teacher listens, reacts to the students' interactions and tries to satisfy his learners on the spot. Also, they noted that online classes are a tool that is used to help the students speak the language; whereas, classrooms are considered as the suitable place where the students are more motivated to practice the language in front of their class mates, hence peer work occurs and the students are physically present to show their capacities.

Q5) - How could you describe your third year student's level of Speaking?

Weak	Average	Good	Excellent	Total
0	3	0	0	3
0%	100%	0%	0%	100%

Table 47: The Students' Level of Oral Expression.

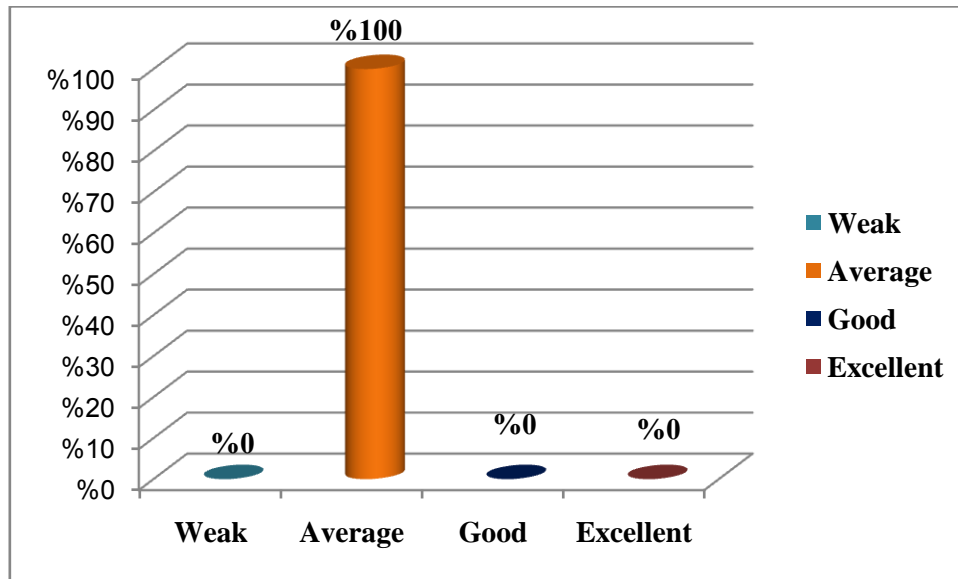


Figure 48: The Students' Level of Oral Expression.

Analysis and Discussion:

This question aims at knowing the level of third year students at the University of M'sila.

All the teachers have agreed that their students' level is average.

3/-teachers objectives:

Q6) - Where did you have the opportunities to use various teaching techniques to enhance students' Speaking capacities?

In classroom	2	%66.66
In Online Classes	1	33.33%
Total	3	100%

Table 48: Teachers' Opportunities in Using Various Teaching Techniques.

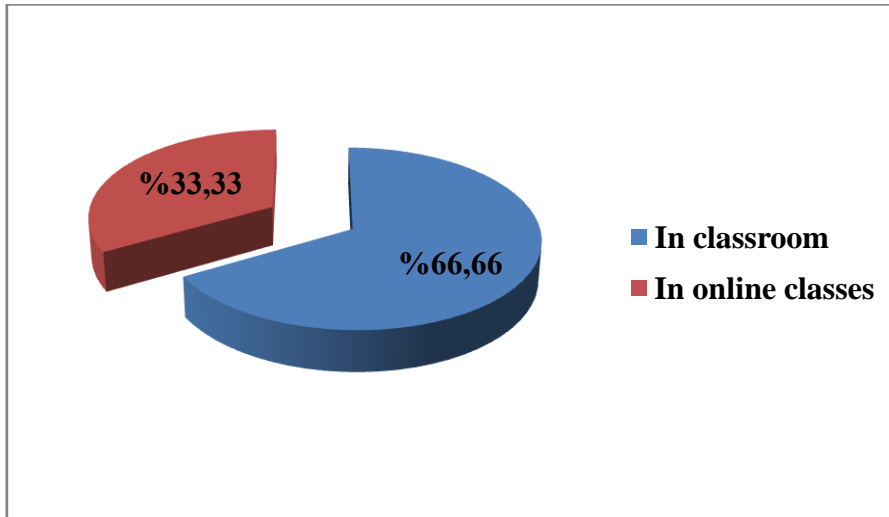


Figure 49: Teachers' Opportunities in Using Various Teaching Techniques.

Analysis and Discussion:

Concerning this question, (66.66 %) of the teachers indicated that the opportunities to use various teaching techniques to enhance students' Speaking capacities are more available in classroom than in online classes. But only one teacher says that there are more opportunities to use various teaching techniques in online classes.

Q7) - Which activities did you find more helpful to foster your students speaking?(You may tick more than one answer)

Listening to tapes	Read out loud	Story telling	Role Play	Total
2	0	2	2	6
33.33%	0%	33.33%	33.33%	100%

Table 49: The Effective Activities in Oral Expression.

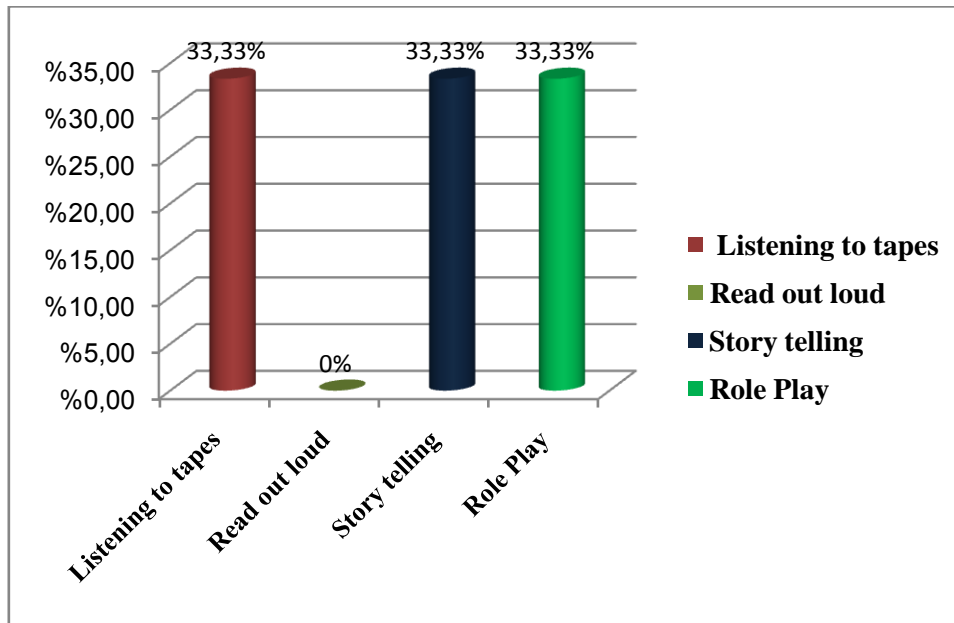


Figure 50: The Effective Activities in Oral Expression.

Analysis and Discussion:

It is shown in the table that listening to tapes, storytelling, and role play are the main activities used by oral expression teachers to help their students to foster their speaking abilities. In addition, making presentations, using audio visual materials, and recording can be also effective activities.

Q8) - As Oral expression teacher where do you present these activities more?

In classroom	3	%100
In Online Classes	0	%0
Total	3	100%

Table 50: The More Presented Activities in Oral Expression.

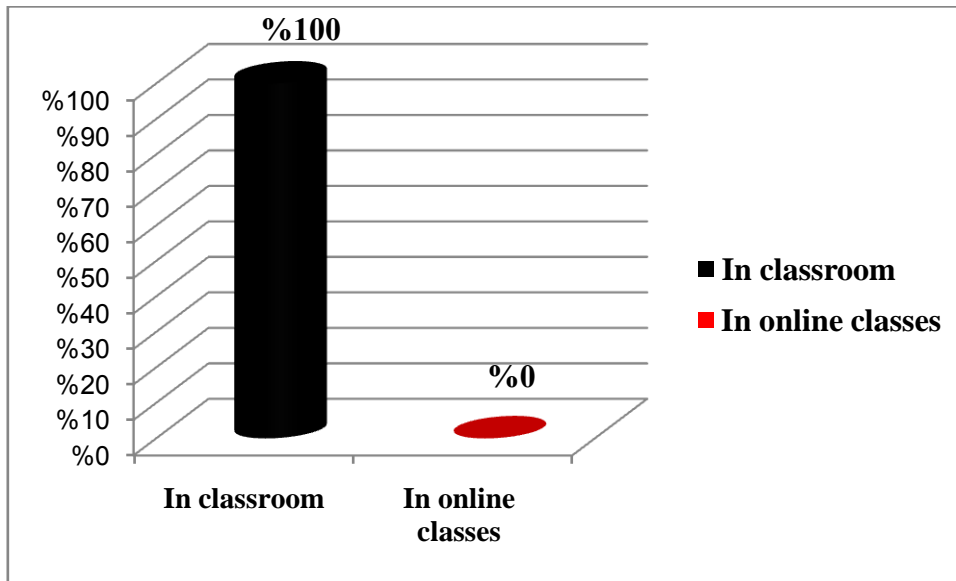


Figure 51: The More Presented Activities in Oral Expression.

Analysis and Discussion:

The table and the figure bellow reveal that the teachers (100%) present the aforementioned activities more in the classrooms than in online classes. Teachers claim that online classes be useless in case of connection problems and students' absence. Whereas, classes are more valid since all of students are present and this may facilitate the interaction with the teacher who will be able to catch up his students mistakes and correct them easily.

5/-Frequency of the distance learning use:

Q9) - How many sessions of Oral expression do you teach per a week?

In online classes	1session	100%
Total	3	100%
In classroom	2 sessions	100%
Total	3	100%

Table 51: The Number of Oral expression Sessions.

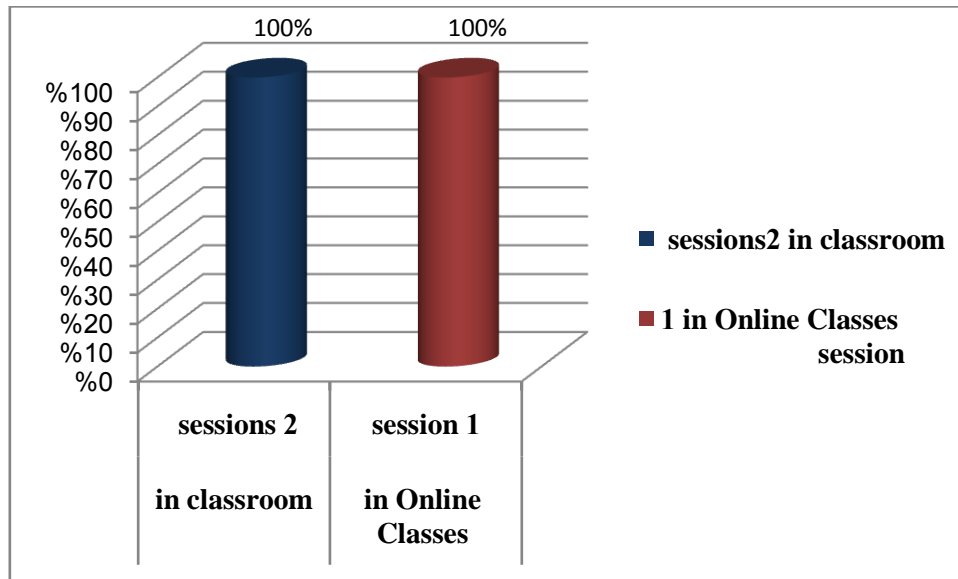


Figure 52: The Number of Oral expression Sessions.

Analysis and Discussion:

According to the results presented in the table and the figure above, all the teachers (100%) declare that they teach oral expression module twice per week. Whereas, they devote one session in online platforms.

Q10) -How often did you ask your students to do Oral expression assignments?

In classroom			In Online Classes		
Everyday	0	0%	Everyday	0	0%
Once a week	3	100%	Once a week	2	66.66%
Once a month	0	0%	Once a month	1	33.33%
Total number	3	100%	Total number	3	100%

Table 52: The Frequency of Oral Expression Assignments.

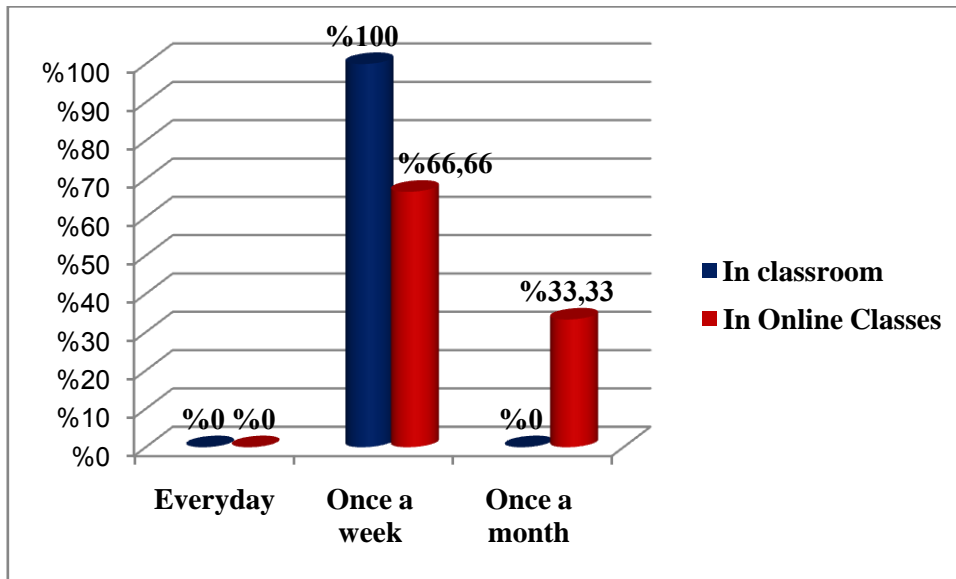


Figure 53: The Frequency of Oral Expression Assignments.

Analysis and Discussion:

Concerning the Oral expression assignments, all the teachers (100%) declare that they ask their students to do the assignments once a week. However, (66.66%) of the teachers say that they hand their students with assignments once a week. While (33.33%) of the rest say that Oral assignments are done once a month

Q11) - As teachers how do you assess your student’s speaking performance?

In classroom			In Online Classes		
Presentations	1	%33.33	Presentations	2	%66.66
Role plays	1	%33.33	Role plays	0	%0
Reading aloud	0	%0	Reading aloud	1	%33.33
Story telling	1	33.33%	Story telling	0	0%
Total	3	100%	Total	3	100%

Table 53: Teachers' Assessment in Oral Expression Module.

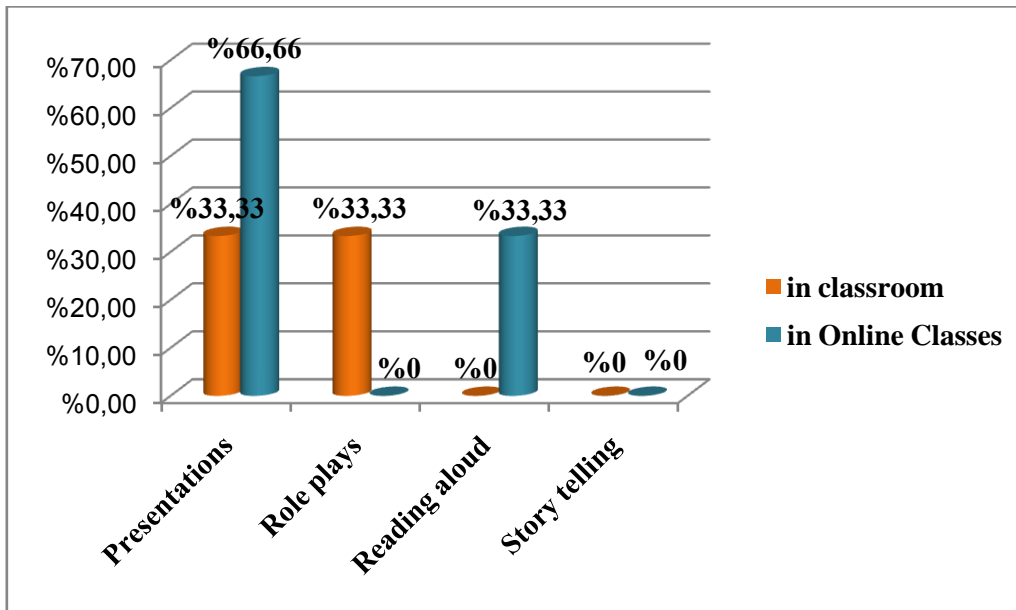


Figure 54: Teachers' Assessment in Oral Expression Module.

Analysis and Discussion:

Presentations, role plays and storytelling (33.33 %) are tools used by oral expression teachers to assess their students' speaking performance in classrooms. In online classes, presentations (66.66%) and reading aloud (33.33%) are the ways in which teachers assessed their students' speaking abilities.

7/-Effectiveness of distance learning use by learners

Q12) -Where did you find your teaching strategies more applicable?

In classroom	3	%100
In Online Classes	0	%0
Total	3	100%

Table 54: The Applicability of Oral Expression Teaching Strategies.

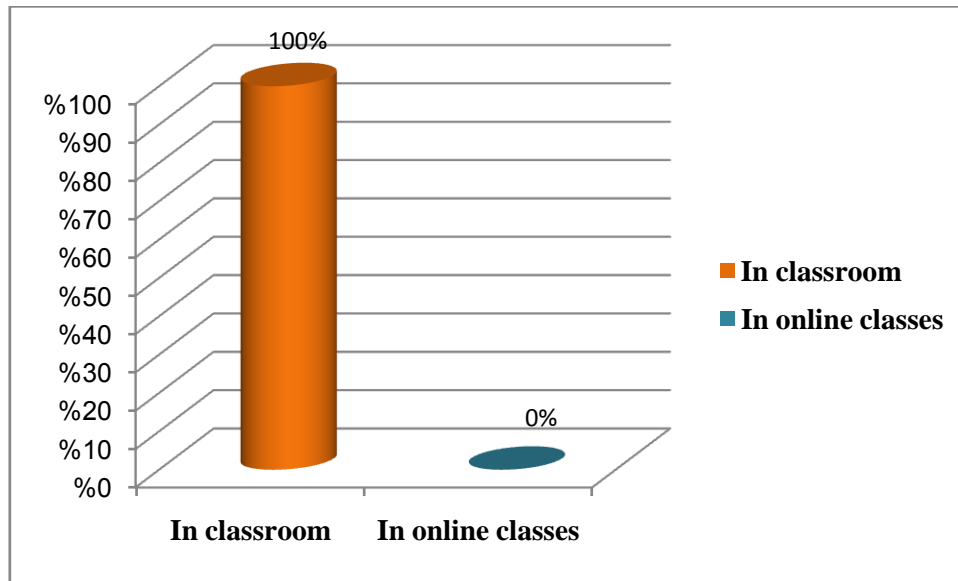


Figure 55: The Applicability of Oral Expression Teaching Strategies.

Analysis and Discussion:

The results clearly clarify that all teachers (100%) find that their teaching strategies are more applicable in classroom rather than in online classes.

Q13) - Was your experience in teaching speaking using distance learning:

Effective	moderately effective	not effective	Total
0	3	0	3
%0	%100	%0	100%

Table 55: The Oral expression Teachers' Experience in Using Distance Learning.

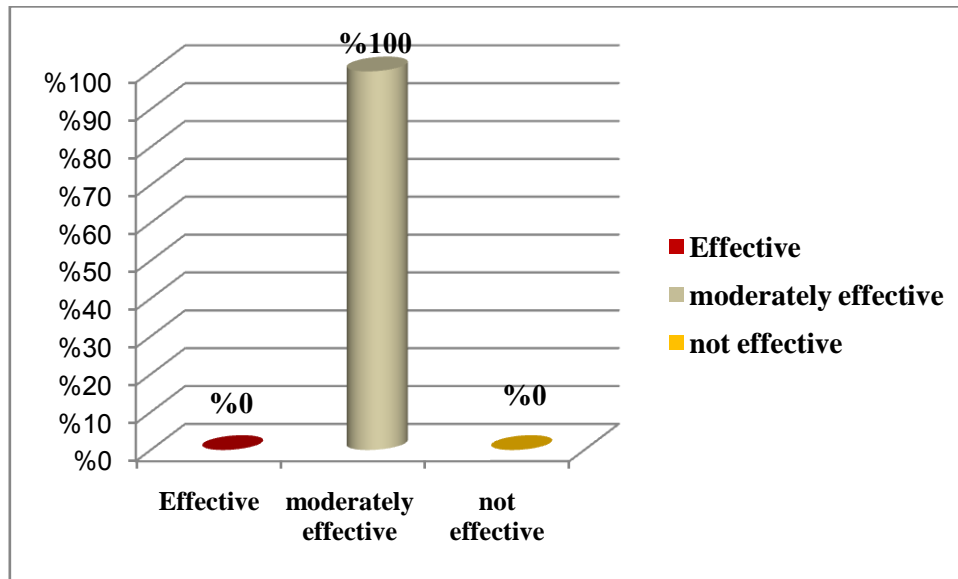


Figure 56: The Oral expression Teachers' Experience in Using Distance Learning.

Analysis and Discussion:

According to the table and the graph, it is clear that all the teachers (100%) find their experience in teaching speaking using distance learning is moderately effective.

Q14) - How did the distance learning affect the student’s level of speaking?

Teachers consider distance learning experience has affected the students' level of speaking positively, if the students are engaged in effective oral activities that may motivate them. Also, students improved their pronunciation; they created great videos containing their assignments, recordings. However, some of the teachers claim that it may affect negatively, as students who do not have access to the internet were not that lucky. They added that the best place is the classroom with the direct method use.

Q15) -Did you encounter any difficulties in teaching oral expression through distance learning?

Most of teachers faced access the internet difficulty, and also they were unfamiliar with e-Learning as a method. Students lacked interaction and interest during online classes.

Section Three: Suggestions and recommendations:

Q16) -As oral expression teacher, could you provide us with advantages of using e-learning in teaching your module?

Teachers stated that E-learning facilitates the contact and provides learners with great amounts of knowledge in a recorded time. Also, it helps teachers to collect data and check answers on the spot. Another advantage mentioned is that it saves time, easy in posting and sending links. Moreover, it increases self-confidence; it helps students who have stage phobia.

Q17) - Do you have any recommendations or suggestions to make successful online courses of oral expression?

Teachers recommended that oral should be based on audio-tapes, videos and something visual. Also, they suggested to devote training sessions, to devote well equipped rooms for students who struggle with internet connection, and who have no devices to be engaged. Moreover, they recommend to simplify the lessons and be creative to attract their attention and to reward them each time.

Discussion of Teachers' Questionnaires:

The purpose of the first section of both questionnaires is to determine general information about the informants. Therefore, the collected data provides us information about their gender, whether they are male or female and their teaching experience at university. The listed answers of this section denote that the majority of respondents are female; there are five females and one male. In addition they are from different generations and with varied experiences in teaching English at university.

The second section of the two questionnaires is devoted to teachers' experiences and opinions about distance learning. This section indicates that: the majority of teachers did not use Moodle platform to teach the productive skills. However, some of the teachers tended to use telegram application to deliver oral and written expression courses. Results show that both oral and written expression teachers found that their students are not motivated enough during online classes compared to classrooms. This might be due to the lack of opportunities in using various teaching techniques to enhance the students' productions.

Essays and paragraphs were the most dominant activities used by written expression teachers whereas listening to tapes, storytelling and role plays were the main activities used by oral expression teachers. Most of teachers believe that those activities were presented more in classrooms than in online classes because classroom is the best place to practice oral and writing tasks for instance group work or writing on the board. From the obtained results, we observe that most of the respondents declare that they devote only one session per a week in online classes to teach the productive skills. This might be due the unavailability of time or due to the lack of the department organization.

In one hand, some of respondents recognized that distance learning may affect the students' level of speaking and writing negatively as there may be more plagiarism detected. In the other hand, it may affect positively as the students feel at ease since they are learning from home. It is worth mentioning that the teachers faced number of difficulties in teaching oral and writing expression courses through online platforms as the lack of interaction and interest among teachers and students.

The third section of both questionnaires deals with teachers' recommendations and suggestions to make successful online courses of oral and written expression. All teachers recommend that electronic learning should be under control that is to set teaching and learning programs and to keep learners in the learning space. It is recommended to devote

training sessions and also well equipped rooms for the students who struggle with the internet connection and have no devices to be engaged in oral and written expression courses. Furthermore, teachers suggest to provide simplified lessons and to be creative to attract the students' attention and to reward them each time. Concerning Oral, Online courses should be based on audio tapes, videos, and something visual.

Conclusion:

This chapter represents the investigation part of the study. It focused on varied tools and procedures. From the presented questionnaires, we aimed to collect reliable data about the opinions and experiences of students and teachers of oral and written expressions modules about the distance learning of the productive skills. As it was predicted, the students had negative attitudes and perceptions about the electronic learning. They totally prefer learning these two skills in classrooms. All the teachers agreed that the teaching process on online platforms is not effective. They had made a clear idea that speaking and writing should be practiced in classrooms to develop them.

GENERAL CONCLUSION

GENERAL CONCLUSION

General conclusion

The productive skills play a crucial role in the learning and teaching process since they are the core of a successful communication in any language. It is observed that the way of teaching and learning have been changed throughout the academic year of 2019-2020 at the Department of English in the University of Msila. Therefore, the current study tends to explore the EFL students' attitudes and perceptions toward distance learning of productive skills. In addition, it attempts to raise EFL students' and teachers' awareness about online learning.

This study started with a theoretical framework, it is mainly concerned with the important concepts related to e-learning in the first section and to the productive skills in the second section. The second chapter is the investigation parts of the work in which three questionnaires have been used as data gathering tool to provide reliable results. The first two questionnaires were distributed to oral and written expression teachers. The second questionnaire was designed to third year EFL students. Based on our study the results revealed that most third year students encountered difficulties in learning the productive skills properly through online platforms. The lack of motivation, the absence of the physical interaction and the rare practice of oral and written activities were the most common obstacles that the students faced. Moreover it showed us that the teachers' experience of distance learning was not sufficient enough to make successful online courses of the productive skills.

Hopefully, this study can contribute to the improvement of learning and teaching the productive skills through online platforms at Mohammed Boudiaf university of M'sila. This study opens for further research to be conducted about developing new techniques and strategies to enhance written and oral expression teaching and learning online.

Suggestions and Recommendations

Suggestions and Recommendations:

After analyzing the results of the students' and teachers' questionnaires, we tend to suggest some recommendations to learners and to teachers of English language at the University of M'sila. These recommendations and suggestions are listed below:

- ❖ Most EFL learners and teachers are not familiar with online platforms, so that they need training sessions.
- ❖ Universities should integrate technology into the learning and teaching process, it will help them increase their understanding of the electronic learning.
- ❖ Universities ought to provide the students with Moodle platform to benefit from it.
- ❖ Government should provide better internet connections and well-equipped rooms to make successful online courses.
- ❖ Teachers should devote more time to oral and written expression sessions during online learning.
- ❖ Students should be engaged in online debates and dissections to increase the amount of interaction among them.
- ❖ Varied teaching strategies and techniques must be used to increase the students' motivation during online classes.
- ❖ Students should be more aware about practicing speaking and writing skills through online platforms.
- ❖ Oral and writing teaching should be based on video conferencing.
- ❖ Teachers should provide constant feedback to their students and send evaluation online.
- ❖ Students' problems with learning the productive skills through online platforms should be overcome with the help of the teachers.

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APPENDICES

Appendix A

The students' Questionnaire

Dear student,

This questionnaire is intended for research purposes in our master's study. It is about exploring your attitudes and perceptions about distance learning of the productive skills (Speaking and Writing). Therefore, we will be grateful if you answer the following questions. All the data you provide is important and helpful to this study. Please, tick (✓) the

Section one: Students Information

Q1. Select your gender:

A/- Male

B/- Female

Q2. Which of the four English skills do you prefer to learn more?

A- Writing

B- Reading

C - Speaking

D- Listening

Section two: Students' perceptions towards distance learning of productive skills (Written expression & oral expression)

1- Access and support:

Q1. Do you have access to the Moodle platform?

A-Yes

B- No

Q2. If No, which application have you been using for your online classes?

A- Zoom

B-Telegram

C- Skype

D- None

2 -Motivation:

Q3. Where did you find Written expression lectures more motivating?

In classroom:

In Online Classes:

- Explain why?

.....
.....

Q4. Where did you find Oral expression lectures more motivating?

In classroom:

In Online Classes:

-Explain why?

.....
.....

3/- Students' Needs

Q5. Where did your teacher use various teaching techniques to foster your oral Capacities?

In classroom:

In Online Classes:

Q6 .Which activities did you find more effective to foster your oral performance?

Story telling Listening to tapes

Role plays Reading out loud

If others mention.....

Q7.Where they were more practiced?

In classroom:

In Online Classes:

Q8. Where did your teacher use various teaching techniques to foster your writing?

In classroom

During Online Classes:

Q9. Which activities do you find more effective to foster your writing?

Paragraph writing

Story writing

Essay and report writing

Paraphrasing

Summarizing

Q10. Where they were more practiced?

In classroom:

In Online classes

4/-Practice & active participation of the students:

Q11. Where did the oral expression teacher engage you more in work activities?

In classrooms

In Online classes

Q12. What kind of oral activities were used?

Role plays

Presentations

Story telling

Reading aloud

Q13Where did the written expression teacher engage you more in work activities?

In classrooms

In Online classes

Q14. What kind of written expression activities were practiced?

Paragraphs

Essays

Short stories

Letters

5/-Frequency of the distance learning use:

Q15. How many sessions of oral expression did you have per week? (Put a number)

In classroom:

In online classes:

Q16. How many sessions of written expression did you have per week? (Put a number)

In classroom:

In online classes:

Q17. How often did your teachers ask you to do oral and written assignments?

In Classrooms:

Everyday

Once a week

Once a month

In Online classes:

Everyday

once a week

once a month

6/-Assessment:

Q18. How did your teacher assess your abilities in writing expression module?

Short quizzes Classrooms Online classes

Written tests Classrooms Online classes

Written assignment tests Classrooms Online classes

Q19. How did your teacher assess your abilities in oral expression module?

A- In classroom:

Role plays

Presentations

Story telling

Reading aloud

B- In Online Classes:

Sending your recorded audio tapes

Sending your recorded videos

Listening to tapes tests

7/-Effectiveness of distance learning use by learners:

Q20. Was your experience in using distance learning:

Effective moderately effective not effective

Q21. Did you feel satisfied in using technology while taking your online classes?

A- Yes B- No

Q22. Where did you find the content of the courses easier and clearer?

In classrooms In Online Classes

Q23. Where did you find the teaching strategies more useful?

In classrooms In Online Classes

Q24. Did you encounter any difficulties in learning productive skills through online platforms?

A- Yes B- No

If yes, give examples.....
.....
.....

Section three: Suggestions & recommendations

Q1. Could you provide any advantages of using e-learning in written and oral expression modules?

.....
.....
.....
.....

Appendix B

The teachers written expression Questionnaire

Dear teachers,

This questionnaire is intended for research purposes in our master's study. It is about exploring your attitudes and perceptions about distance learning of the productive skills (Speaking and Writing). Therefore, we will be grateful if you answer the following questions. All the data you provide is important and helpful to this study. Please, tick (✓) the appropriate box or write your honest answers.

Thank you for your time

Section One: General Information

Male Female

Q1. How long have you been teaching written expression?

01-05 05-10 10-15 over 15

Section two: teachers' experiences and opinions about distance learning

1- Access and support:

Q2. Have you been using moodle for teaching writing?

A- Yes B- No

Q3. If No, which application have you been using to teach?

A- Zoom B-Telegram C- Skype D- None

2 -Motivation:

Q4. Where did you find your students more motivated for your written expression lectures?

In classroom:

In Online Classes:

- Explain why?

.....
.....
.....

Q5. How could you describe your third year student's level of writing?

A- Weak B- Average C- Good D- Excellent

3/- teachers objectives:

Q6. Where did you have the opportunities to use various teaching techniques to enhance students writing capacities?

In classroom:

In Online classes

Q7. Which activities did you find more helpful to foster your students writing? (**You may tick more than one answer**)

- Paragraph writing
- Story writing
- Essay and report writing
- Paraphrasing
- Summarizing

If others mention

.....

Q8. As written expression teacher where do you present these activities more?

In classroom: In Online classes

Explain why

.....
.....
.....

4 /-teaching practices:

Q9. As written expression teacher where do you engage your students more in work activities?

In classrooms In Online classes

Q10. What kind of written expression activities do you select for your students? (**You may**

tick more than one answer)

- Paragraphs
- Essays
- Short stories
- Letters

5/-Frequency of the distance learning use:

Q11. How many sessions of written expression do you teach per a week? (Put a number)

In classroom: In online classes:

Q12. How often did you ask your students to do written assignments?

In Classrooms:

In Online classes:

- Everyday
- Once a week
- Once a month

- Everyday
- once a week
- once a month

6 /-Assessments:

Q13.As teacher how do you assess your student’s abilities in writing?

Short quizzes	Classrooms	<input type="checkbox"/>	Online classes	<input type="checkbox"/>
Written tests	Classrooms	<input type="checkbox"/>	Online classes	<input type="checkbox"/>
Written assignment tests	Classrooms	<input type="checkbox"/>	Online classes	<input type="checkbox"/>

7/-Effectiveness of distance learning use by learners:

Q14.Was your experience in teaching writing using distance learning:

Effective moderately effective not effective

Q15. Where did you find your teaching strategies more effective?

In classrooms In Online Classes

Q16. How did the distance learning affect the student’s level of writing?

.....
.....
.....

Q17 Did you encounter any difficulties in teaching written expression through distance learning?

.....
.....
.....
.....

Section three: Suggestions & recommendations

Q18.As written expression teacher could you provide any advantages of using e-learning in teaching written expression module?

.....
.....
.....
.....

Q19.Do you have any recommendation to make successful e learning of writing expression?

.....
.....
.....
.....

Appendix C

The teachers' oral expression Questionnaire

Dear teachers,

This questionnaire is intended for research purposes in my masters' study. It is about reaching your perceptions about distance learning of the productive skill (Speaking). Therefore, we will be grateful if you answer the following questions. All the data you provide is important and helpful to this study. Please, tick (✓) the appropriate box or write your honest answers.

Thank you for your time

Section One: General Information

Age Male Female

Q1. How long have you been teaching oral expression?

01-05 05-10 10-15 over 15

Section Two: Teachers' experiences and opinions about distance learning.

1- Access and support:

Q1. Have you been using Moodle platform for teaching oral expression?

A-Yes B- No

Q2. If No, which application have you been using to teach?

A- Zoom B-Telegram C- Skype D- None

2- Motivation:

Q3. How do you find your third-year students' level in speaking English?

A- Weak B- Average C- Good D- Excellent

Q4. Where did you find your students more motivated in your oral expression lectures?

In classroom In Online classes

Explain why?.....
.....

3- Teaching practice:

Q5. Where did you have the opportunities to use various teaching techniques to develop students' Oral performance?

In classroom

In Online classes

Q6. Which activities did you find more helpful to foster your student oral abilities? (**You may tick more than one answer**)

Listening to tapes

Reading out loud

Story telling

Role play

If others mention

.....
.....

Q7. Where did you use these activities more?

In Classroom

In online classes

Explain why

.....
.....

5- Frequency of the distance learning use:

Q8. How many sessions of oral expression did you have to teach per week?

In classroom

in online classes

Q9. How often did you ask your students to do assignments for oral expression module?

In classroom

In online classes

Everyday

Everyday

Once a week

Once a week

Once a month

Once a month

6- Assessment:

Q10. As a teacher, how did you assess your students' oral expression performance?

Presentations	Classroom	<input type="checkbox"/>	Online classes	<input type="checkbox"/>
Role plays	Classroom	<input type="checkbox"/>	Online classes	<input type="checkbox"/>
Reading aloud	Classroom	<input type="checkbox"/>	Online classes	<input type="checkbox"/>
Story telling	Classroom	<input type="checkbox"/>	Online classes	<input type="checkbox"/>

Others.....
.....
.....

7- Effectiveness of distance learning use:

Q11. Where did you find your teaching strategies more applicable?

In classroom in online classes

Q12. Was your experience in teaching oral expression using distance learning?

Effective Moderately effective Not effective

Q13. How did the distance learning affect the students' level of speaking?

.....
.....
.....

Q14. Did you encounter any difficulties in teaching oral expression through distance learning?

.....
.....
.....

Section Three: Suggestions and recommendations:

Q15. As oral expression teacher, could you provide us with advantages of using e-learning in teaching your module?

.....
.....

.....
.....

Q16. Do you have any recommendations or suggestions to make successful online courses of oral expression?

.....
.....
.....
.....

Résumé

L'étude actuelle vise à découvrir les attitudes des étudiants et leur conscience vis à vis les compétences productives de l'enseignement à distance dans la faculté de l'anglais de la wilaya de M'sila. Pour réaliser ce travail, une recherche exploratoire a été faite car c'est un nouveau sujet pour les étudiants. Le fragment se compose de 60 étudiants de différents âges et races.

Pour bien mené notre recherche nous avons préparé des questionnaires. Le premier est dédié aux étudiants de troisième année, le deuxième est programmé aux enseignants de l'expression orale et le dernier aux enseignants de l'expression écrite.

Les informations ramassées sont analysées en qualité qu'en quantité. L'étude a indiqué que la plupart des enseignants et des étudiants de l'anglais avaient un regard négatif pour les compétences productives de l'enseignement à distance à partir des plateformes électroniques n'était pas efficace par rapport à l'enseignement dans la classe.