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English Department

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**Submitted and defended by:**

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Date: June 2022

**Exploring some factors affecting English teachers' use of Computer Mediated Communication tools in teaching speaking: The case study of university English teachers in eastern Algeria**

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## Declaration

I, Mr. Wadie Loughraieb hereby, declare that this Master thesis entitled “**An exploration into some factors affecting English teachers use of computer mediated communication tools in teaching speaking: The Case study of university English teachers in eastern Algeria**” and supervised by Dr. AMRATE Moustafa is written up by me, and data and their analyses and interpretations are conducted by me. This thesis is submitted to Mouhammed Kheider University of Biskra for partial requirement of the Master’s degree of Applied Linguistics

Place: Biskra

Date: June 2022

## Dedications

- In the name of Allah, Most Merciful, and Most Compassionate God's praise and peace upon our prophet Mohammed.
- I dedicate this work to my dearly loved family who stood up for me with both their moral and material support despite what we have been through.
- I really thank my dear father Mounir and my lovely mother Malika, and I appreciate their unconditioned incomparable love.
- I cannot forget my siblings: my brother Walid and my sister Wafa, and the cute nephews Khaled and Ghaith, who surrounded me with their cheerful spirits.
- Dedication is meant to reminisce the memory of my grandfathers, Mohammed Sghir and Ali Loughraieb, and my grandmother Khadra; may they rest in peace.
- Special thanks is dedicated to my friends Abdelmalek, Faouaz, Nabil, Idris, Bilal, Adlan and Those whom I shared the dorm room with.
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## List of Abbreviations

ACMC: Asynchronous Computer Mediated Communication

CALL: Computer Assisted Language Learning

CMC: Computer Mediated Communication

EFL: English as Foreign Language

ELT: English Language Teaching

FL: Foreign Language

FLT: Foreign Language Teaching

L2: Second Language

MKUB: Mohamed Kheider University of Biskra

SCMC: Synchronous Computer Mediated Communication

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## **Abstract**

This study aims to explore the main factors that are either helping or hindering Algerian English as foreign language (EFL) teachers' use of computer-mediated communication (CMC) tools in teaching speaking. To address this aim, the researcher employed an exploratory research design with a qualitative data collection approach. The researcher chose EFL teachers from eastern Algerian universities as suppliers of the needed data for this study. Sixteen teachers from different eastern Algerian universities were given a semi-structured questionnaire to collect data about teachers' use of CMC and perceptions towards this technology in teaching speaking. Based on the results of the question asked in the questionnaire, it is safe to say that more than half of the teachers who participated in this study do not use CMC tools regularly. According to the study's findings, Algerian EFL university teachers in eastern Algeria face issues that make using CMC tools in teaching speaking unreliable. One of the issues that teachers discussed are technical problems related to the absence or slow rate of internet connectivity. In addition, teachers believe that CMC technologies can be beneficial if implemented in teaching; it can have psychological effects on teachers and students as well, as the risk of students being anxious and not motivated to learn will not be present when using CMC. Therefore, this research is essential for both teachers and decision-makers because the technology has proved its effectiveness in facilitating the teaching and learning of EFL, and it can be used as an alternative tool to assist teachers in teaching.

**Key Terms:** Computer-assisted language learning (CALL), Computer Mediated Communication (CMC), English as Foreign Language (EFL). English language teaching (ELT), Teaching Speaking.

# **General Introduction**

## **1. Background of the study**

The ability to speak English will grant students and learners with many opportunities to learn and interact with people from around the world. Speaking is one of the essential skills that a foreign language learner must acquire to use the language verbally. Therefore, it is important to teach this skill to EFL learners, as scholars believe that speaking is not only a skill but also the most judged skill for students in real life. It is an integral part of everyday interactions, based primarily on a person's first impressions about the student's ability to speak fluently and comprehensively.

However, the teaching process has evolved during the time and especially with the rapid development of technology, the learning and teaching process should also develop because technology can be a facilitator that can be applied to any field, everyday life, or education. Computer-Mediated Communication (CMC) technologies are related to a broader field of technology that directly help and facilitate the educational process; this field is Computer Assisted Language learning (CALL). The term CMC was defined by John December (1997) as a process of human communication via computers, involving people situated in different contexts, engaging in a process to shape media for various purposes. One of the benefits of these tools is to provide more time to practice speaking outside the classroom environment.

## **2. Statement of the problem**

English is regarded as the second foreign language in Algeria; therefore, it is not actively used and involved among Algerians, which limits its use to the classroom or in scientific research and commerce. This results in a lack of use of the language and limits the time allotted to speak and to communicate, adding to the fact that learners may be anxious, shy or not self-confident to speak inside the classroom. This makes teaching speaking to students a hard process, as the study of Attir (2017) discussed, which shows that psychological factors affect learners' speaking performance. These factors can be either shyness, anxiety, lack of self-confidence or the lack of motivation, which hinders the learners' abilities. The role of CMC tools is to allow the learners to overcome these psychological factors and it can be used as an alternative to traditional teaching or simply as a facilitator of the teaching process. In addition, CMC tools construct an environment where students can practice their speaking and overcome anxiety and the fear of being judged. Moreover, several studies have covered the benefits of implementing CMC in learning, but little is known about the opinion of teachers towards using these tools in teaching speaking, especially in the Algerian context. Therefore, this study uncovered the factors that lead to teachers' use of CMC in teaching speaking.

## **3. Research Questions**

This study seeks to answer the following questions.

**RQ1:** To what extent do Algerian EFL teachers use CMC tools to teach speaking?

**RQ2:** What are the factors contributing to Algerian EFL teachers' implementation of CMC technologies?

**RQ3:** How can this technology facilitate teaching English to EFL learners?

#### **4. Research Methodology**

Due to the nature of this exploratory study, the researcher opted for a qualitative research design to collect data about teachers' perspectives and the factors that affect EFL teachers' use of computer-mediated communication tools in teaching speaking. Therefore, the researcher used a semi-structured questionnaire that the EFL university teachers in eastern Algeria will answer to provide more information and insights about the use of CMC among university teachers. In this exploratory study, the data obtained is qualitative because teachers' answers will be based on open-ended questions. Therefore, the data is interpreted using the thematic analysis approach.

#### **5. Main Results**

According to this study's findings, most Algerian university teachers reported that technical problems such as slow internet rate or the absence of internet connection at the university level is a significant hinderer. In addition, the limited theoretical knowledge and no previous training in using CMC tools is also an obstacle to implementing them in teaching. However, even though teachers face issues when using CMC, they believe that these tools can be beneficial if implemented in teaching; it can have psychological effects on teachers and students as well, as the risk of students being anxious and not motivated to learn will not be present when using CMC. Teachers also benefit from CMC as it constitutes an external and efficient tool that facilitates the interaction process with the students.

## **6. Implications of the study**

The main concern of this study is to explore some factors that either help or prevent the teachers' use of CMC tools in teaching speaking at the university level. As a result, this study suggests using CMC to improve and teach speaking skills. In addition, the teachers' answers will contribute to an overview of teachers implementing CMC technology in teaching speaking. Moreover, this study uncovers some factors that the teachers face when implementing CMC tools in their teaching process. The finding also indicates that the teachers' opinion is positive concerning using these tools in teaching. This research is essential for both teachers and decision-makers; because the technology proved its effectiveness towards facilitating the teaching and learning of EFL and it can be used as an alternative tool to assist teachers to teach

## **7. Limitations of the study**

In terms of difficulties encountered during conducting this study, the time allotted to conduct this research was short. In addition, the number of teachers who kindly accepted to be part of this study were 16 participants only; the researcher opted for more teachers to participate but unfortunately, the teachers did not. Furthermore, the researcher attempted to interview teachers' individually but due to some issues related to teachers such as time constraint the process was not possible, moreover, a questionnaire was meant to be delivered by hand but opted for an online form of questionnaire.

## **8. Outline of the dissertation**

This research study is divided into five main chapters. First, the researcher examined previous literature and publications that are related to this study. The second chapter discusses the context and participants of this study as well as data collection tools used to gather data and the approaches of analyzing the collected data. The third chapter is data presentation; following that is the fourth chapter discusses how these findings are interpreted in light of the theory and literature used in the study. Finally, the researcher discusses the overall conclusion, limitations, and research recommendations.

# **Chapter One**

# **Literature Review**

## **Introduction**

To use English for all purposes, including the educational one, it is essential to develop all four skills (listening, speaking, reading and writing); however, developing the speaking skill is critical for communicating using a foreign language. Therefore, there is no strong emphasis on teaching spoken English at the higher educational level in Algeria. In fact, there is more emphasis on teaching structures of language such as grammar and other linguistic forms in the Algerian English teaching curriculum. This raises the idea of giving equal importance to teaching speaking alongside the other skills.

### **1.1 Speaking in English as a Foreign Language**

While English is an international language that is spoken and understood worldwide, the necessity of acquiring the language and using it has become more important than ever, especially with its dominance on the field of science, economics, and education, with regard to other skills of the language that are crucial in learning and using it.

Speaking in a foreign language, such as English in this case, is an essential skill due to the main objective of a language itself, which is to communicate with other people. Myers (2017) argues that speaking is one of the essential talents we acquire. Thanks to this ability, it is possible for humans to interact, share knowledge and information, and interact with native speakers of the language. Brown & Yule (1983) also indicate the importance of speaking as speaking is not only a skill, but it is the most judged skill for students in real life. It is an integral part of everyday interactions, based primarily on a person's first impressions about the student's ability to speak fluently and comprehensively.

In addition, the importance of speaking abilities for language learners of any language is significant. It encourages communicative efficiency. Learners also prioritize speaking as a skill in their learning since it involves the continuous use of language to express meaning. According to Widdowson (1990, p.27), learning only the language system is not the best way to learn how to communicate in the Foreign Language (FL) since understanding the language code alone does not convey the demands of communication and interaction with others. Learned rules and isolated phrases are not what learners require outside the classroom.

Murcia (2001, p.103) states "the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication." Therefore speaking English inside and outside the classroom is essential, as the language is a tool by which speakers of English will have more opportunities to get jobs. Baker & Westrup (2003, p.5) believe that "a student who can speak English well may have a greater chance for further education, finding employment and gaining promotion."

## **1.2 Definition of Speaking Skill**

To communicate with classmates, teachers or other people, learners need to be communicatively competent. Therefore, speaking skill needs to be developed with the help of teachers and instructors as speaking is considered an essential factor in learning a second or a foreign language. Speaking is defined by Chaney (1998) as "the process of building and sharing meaning through verbal and non-verbal symbols, in various contexts." In other words, speaking is not only a grammatical form but also an essential productive skill that promotes interaction in a foreign or second language.

Another definition provided by Bygate (1987) states that the term oral expression refers to making the right choices while using language forms and following the right order, sounding in a way similar to native speakers. Mackey (1965, p.266) also supported the mentioned claim, and stating "Oral expression involves not only [...] the use of the right sound in the right patterns of rhythm and intonation, but also the choice of words and inflections in the right order to convey the right meaning". To indicate that specific steps need to be followed to produce a meaningful utterance.

Speaking is also one of the fundamental abilities required to communicate in any language, according to Luoma (2004, p.1). Speaking is a valuable skill that non-native speakers must master because it necessitates constant practice. Furthermore, Luoma (2004, p.1) claims that speaking entails the ability to pronounce words and the ability to convey and receive information. In addition, the scholar notes how tough it is to communicate in a foreign language and how proficiency in speaking takes a long time to develop. Being proficient in a foreign language takes a long time since it requires understanding how the language system works and learning the rules correctly.

Furthermore, speaking is critical because it gives more attention to both first language and second or foreign language. Moreover, it reflects people's thoughts and opinions, which was stated by Hedge (2000, p.261), who considers speaking as "a skill by which they [people] are judged while first impressions are being formed."

## **1.2.1 Elements of Speaking**

To develop and improve speaking skills, learners' should be aware of the elements of speaking. Harmer (2001, p.269) highlights these aspects of speaking, which are language qualities that learners should be familiar with. They are labeled as language features: connected speech, expressive devices, lexis and grammar, and negotiation language.

### **1.2.1.1 Connected Speech**

According to Harmer (2001, p.269), connected speech is continuously spoken language, such as in regular conversation. It is also known as connected dialogue. The way words are spoken in isolation and how they are pronounced in the context of connected speech often change significantly. As a result, words or syllables are reduced in connected speech, phrases are matched together, and words are emphasized differently than they would be in writing.

### **1.2.1.2 Expressive Devices**

Native speakers use expressive devices based on phonological norms that refer to pitch, stress, volume, speed, and nonverbal ways, according to Harmer (2001, p.269). Learners of a foreign language should modify the pitch and stress of a specific component of an utterance. These devices assist them in conveying and transmitting their intended meaning, and pupils must use them if they are to be competent communicators.

### **1.2.1.3 Grammar and Lexis**

Willis (2003, p.1) claims that we act on our views about language and language development every time we do something in the classroom. EFL learners can produce some language functions in a lexis and grammar context, and they usually use the same lexical structures. The teachers then have to supply students with various phrases with various functions that they can use in different stages of communication and interaction. Furthermore, when speaking and using the target language, lexis and grammar are essential.

### **1.2.1.3 Negotiation Language**

According to Cohen (2001), when people negotiate across languages and cultures, the chances of misunderstanding increase. EFL learners benefit from the use of negotiation language because they ask for an explanation when listening to others speak simultaneously; teachers must supply the required expressions that EFL learners need the most when asking for an explanation from other speakers. Learners use negotiation language to request clarification and explain the structure of what they are attempting to say.

## **1.2.2 Types of Speaking Skills**

In his book of language assessment and practice, Brown (2004, p141) stated five types of speaking that he organized according to the speaker's intention. These types can be imitative, intensive, responsive, interactive, and extensive speaking.

### **1.2.2.1 Imitative Speaking**

Imitative speaking refers to the ability to imitate a word or a phrase or possibly a sentence. This type of repetition can include different properties of language to convey a meaning such as grammar and lexis, by paying attention to the learners' pronunciation as a way to make them more understandable and comprehensible. (Brown, 2004, p141).

### **1.2.2.2 Intensive Speaking**

This type of speaking refers to the production of short stretches of spoken language which demonstrate a narrow band of grammatical, phonological, lexical or phrasal relationships, such as the stress of words and the rhythm of speaking. Here the speaker must be aware of the semantic properties of the language to respond correctly. This type of speaking also includes some assessment tasks like reading aloud, sentences and dialogue completion. (Brown, 2004, p141).

### **1.2.2.3 Responsive Speaking**

This type of speaking includes small, brief and very short conversations such as standard greetings and small talk and simple requests and comments to preserve the authenticity with one or two follow-up questions. To further elaborate, Brown (2004, p141) gave an example of this type of speaking.

Jeff: Hey, Stef, how's it going?

Stef: Not bad, and yourself?

Jeff: I'm good.

Stef: Cool. Okay, gotta go.

#### **1.2.2.4 Interactive Speaking**

Like responsive speaking in terms of context, interactive speaking differs in terms of conversation length and complexity of interaction. This type of speaking involves interpersonal language, which aims to maintain social relationships, and transactional language, which is aimed at exchanging specific information. In the interpersonal form of speech, oral production can be pragmatically complex with slang, ellipsis or colloquial language.

#### **1.2.2.5 Extensive Speaking**

According to Brown (2004, p142), extensive speaking or monologue is an oral production task which includes speeches, oral presentation and story-telling; however, the language used for this type is more formal for extensive tasks and frequently more deliberative because we cannot rule out some informal monologues like a casually delivered speech and so on.

### **1.3 Teaching Speaking in EFL Classroom**

According to Kayi (2006), teaching speaking is to teach ESL or EFL students to produce the English speech sounds and sound patterns, use a language as a means of expressing values and judgements, use word and sentence stress and the rhythm of the second language and to organize the student's thoughts in a meaningful and logical sequence. Another definition that is mentioned by Nunan (2003) is that "teaching speaking is to use the language quickly and confidently with few unnatural pauses, which is called fluency" (mentioned in Kayi, 2006). Therefore, teaching speaking is not based entirely on

teachers' work alone, but a teacher will help and guide the process of producing a meaningful discourse. In other words, students will need to engage in meaningful tasks that the teacher will provide to improve their speaking skills.

Certain teaching styles have emerged throughout teaching history, such as audio-lingual methods, grammar translation, and oral situational. These styles, alongside other teaching styles, have emerged during the final quarter of the twentieth century (Celce-Murcia, 1991. p5). Furthermore, moving on to the final years of the twentieth century. A new teaching style has emerged which was considered a new and innovative way of teaching English (Savignon, 1991. p13). This new approach is Communicative Language Teaching (CLT) and has its roots in England as Richards and Rodgers (1986) claim that the origins of communicative language teaching are found in the changes in situational language teaching approaches, which influenced the British language teaching tradition until the late 1960s. Many authors in the field defined CLT, Richards et al (1992, p.65) defined CLT in the Dictionary of Language Teaching and Applied Linguistics as "An approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence". Littlewood et al (1981, p.1) further elaborates that "one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view"

Furthermore, Spada (2007) argues, "CLT is a meaning-based, learner-centered approach to L2 teaching where fluency is given priority over accuracy. The emphasis is on the comprehension and production of messages, not the teaching or correction of language form." Which also argues that there is a difference between second language instructors in

North America from foreign language instructors. "When I asked my colleagues the same question, they typically responded by saying that CLT is an approach to L2 instruction which is primarily meaning-based and includes attention to both fluency and accuracy." (Spada, 2007), stating that the difference between the two definitions is the presence or the absence of attention to language form.

The CLT approach has proven its effectiveness in teaching and improving communicative language. The study of Efrizal (2012) on using CLT as a method in improving students' speaking performance in the Islamic school of Bengkulu, Indonesia, concluded that CLT has a positive effect on students' attitudes towards learning as they were interested in learning English speaking and were more motivated. CLT also improved students' speaking achievement.

Other teaching approaches such as Suggestopedia. Which is a language teaching method that was developed by the Bulgarian psychologist Georgi Lozanov (1978). The name combines both the terms suggestion and pedagogy. This method was used in the Soviet Union; the main objective of this method was to make students reach advanced conversational proficiency quickly while using sets of vocabulary pairs. However, Lozanov (1978, p.251) argues that "the main aim of teaching is not memorization, but the understanding and creative solution of problems." The study of Robinett (1975) on the effect of Suggestopedia in increasing foreign language proficiency concluded that this approach does increase learning achievement in foreign language classes, and in fact, it was effective.

Furthermore, Situational language teaching is another approach that first appeared in the 1920s in Britain. Celce-Murcia (1991) argued that this approach came as a reaction to

the reading method and its lack of emphasis on listening and speaking skills; this approach was popular during the period from the 1940s to the 1960s. Where the majority of its popularity was in Great Britain and Japan, this approach suggests different structures to present in meaningful situations to get learners to use and understand situations where different types of language expressions such as apology, asking questions...etc. Riani (2013) case study conducted on second-year students in the Alauddin Islamic state university in Indonesia concluded that Oral Approach and Situational Language Teaching could improve the students' speaking accuracy. The result of the study of the first cycle showed that students' achievement was too low, with only 35 percent of students succeeding. However, the success rate has noticeably improved in the second cycle, with 80 percent of students succeeding. While the students' fluency success moved from 50 percent in the first cycle of the test to 80 percent of the students' succeeded.

In addition, the Audio-Lingual approach is a language teaching approach that appeared in the 1940s in the United States of America. The audio-lingual approach gained popularity in that period due to the increased attention to foreign language teaching. In this approach, the language teaching method was divided into the four language skills and organized according to their importance in the teaching process. The emphasis was first on the listening skill, then on the speaking skill, and reading, whereas writing came finally on the list. The audio-lingual lessons are based on drills (repetitions) and dialogues as they were used for memorization and repetitions accordingly (Renau, 2016). Nita & Syafei (2012) study involving the AL approach alongside the CLT approach in teaching speaking skills for junior high school students in Indonesia concluded that ALM and CLT are useful and applicable.

## **1.4 Teaching Speaking in the Algerian EFL Classroom**

Since 1999, teaching English in Algeria has been introduced as a second foreign language; teaching the language is compulsory starting from middle school to secondary school and in universities. Like any other language, teaching English in Algeria aims to communicate with other parts of the world, encourage learners in its universal dimensions, and access modern technologies and sciences. (Chibani, 2003).

However, teaching spoken English in Algeria did not have such an emphasis as the other language skills such as writing, reading, and listening. In fact, students in secondary schools are expected to have up to 296 hours of English learning for both literary and scientific streams in two academic years, according to Slimani (2016). Therefore, in these two years, students should be able to communicate on a limited number of topics in correct simple English (according to the Algerian directives of June 1999).

A study conducted by Belit & Aliochouch (2021) on speaking instruction at secondary schools of Algeria, this study included 200 teachers and concluded that the teaching of the speaking skills is not given its due attention in the Algerian context in spite of its important position in the syllabuses. This was due to some factors such as lack of guidance and documentation, the overloaded syllabus was a reason. Another finding of the study was in addition to devoting an insufficient amount of attention to the teaching of speaking, teachers are not adopting an adequate approach to teach this productive skill.

## **1.5 Challenges of Teaching Speaking in the Traditional EFL Classroom**

Teaching English as a foreign language has not always been an easy task to do, but rather a challenging one to get students familiar with all aspects of the language such as reading, writing, listening and more specifically speaking. Languages may differ in terms of linguistic forms and phonology, which can be difficult to teachers and students' who have Arabic as their first language. To back this claim, the study of Belit & Aliochouch (2021) argued that some teachers lack guidance and documentation as well as the small amount of attention given to teaching speaking in Algerian context.

Furthermore, in a study conducted by Silalahi & Sitorus (2015) found that Taiwanese teachers encounter difficulties in teaching EFL to Taiwanese students. One of the reasons that the study had covered is that the teacher's fluency in speaking English is greater than the student's; therefore, when they teach pronunciation, the students encounter difficulties pronouncing correctly. Another reason the study covered is that there is a lack of motivation among the teachers to teach due to lack of teaching qualifications and no previous training to prepare them. In addition, the school does not provide support and training to the teachers, which demotivates them.

Some of the biggest challenges teachers face when teaching speaking in traditional EFL classrooms are students' lack of motivation and anxiety when attempting to speak. Another reason is the lack of listening sessions inside the classroom. Lakhneche (2017, p.77) study concluded, "The use of the listening sessions has beneficial advantages for

developing EFL learners' speaking skill by using authentic listening materials and different classroom listening activities."

Moreover, Kassem (2018) argues that students' lack of motivation when speaking is due to the rigid, traditional, and tedious teaching techniques implemented in speaking classrooms and partly due to the standardized curriculum. Where there is no scope for teachers to implement new teaching techniques and new ideas in their teaching. In addition, Zheng (2008) argues that "Anxiety is clearly an issue in language learning and has a debilitating effect on speaking English for some students". As a result, it is critical that teachers are aware of this in classroom interactions and provide assistance to reduce second language anxiety. Woodrow (2006).

In addition, speaking in the EFL was not always easy, but rather challenging. In fact, many studies indicate that EFL learners face difficulties when interacting using a foreign language, some factors can be due to natural causes such as the mother tongue of the learner and linguistic differences as Lukitasari (2008) stated. While in his study also discovered that students had difficulties in speaking due to not being comfortable or not finding something to say. The case study of Attir (2016) also shows that there are psychological factors that affect learners' speaking performance; these factors can be either shyness, anxiety, lack of self-confidence or the lack of motivation, which hinders the learner's abilities.

In conclusion, teachers and learners face several problems while attempting to teach and learn how to speak in English. As studies above shed light to some issues that prevent the teachers to teach and learners to learn. Lack of motivation was a major issue alongside anxiety, these factors have negatively affected learners' primarily and teachers as well.

Therefore, this research proposed Computer Mediated Communication (CMC) tools as an alternative to solve this problem, and provide more time to practice speaking either between teacher-student or between student-student.

## **1.6 Computer Mediated Communication as an Alternative**

The progressive development of technology has brought innovations that directly helped facilitate the learning and teaching English as a foreign language. With the use of different devices such as personal computers, mobile phones, smart phones, or even video and audio assistance. In addition to these devices, there is the internet, which helps connect people through messaging applications and communicate easily around the world whether it is by voice message or by combining video and audio interaction. This raises the idea of using these devices in teaching English, with the promotion of certain technologies that further guide both the teaching and the learning process. The development of computers and smartphones alongside the widespread use of the internet has rapidly promoted the use of Computer Mediated Communication tools in teaching English as a foreign language. CMC is considered as a very important communication media, which has been used widely and effectively, and has a profound effect on many aspects of education (Beatty & Nunan, 2004) & (Pfaffman, 2008).

### **1.6.1 Definition of Computer Mediated Communication**

“Computer Mediated Communication (CMC) is the communication that takes place between human beings via the instrumentality of computers” (Herring 1996, p.1). The term CMC was also defined by John December (1997) as a process of human communication via computers, involving people, situated in different contexts, engaging in a process to shape media for a variety of processes. CMC was also coined by Hiltz & Turoff (1985), and it was originally defined as "the process by which people create, exchange, and perceive information using networked telecommunications systems that facilitate encoding, transmitting, and decoding messages" (December, 1996). In simpler words, CMC is a technology that is related to a broader field that is Computer Assisted Language Learning (CALL), which enables people to communicate directly or indirectly using the internet, personal computers, or smartphones without the need to be face to face. Luppini (2007) defines CMC as "communications, mediated by interconnected computers, between individuals or groups separated in space and/or time" (p. 142) coined another definition of CMC, which from a technical perspective.

However, the term CMC does not have a specific definition, but during the time, it has changed from the focus on the tool itself to the focus on using it as a medium of interaction. In its relation to the field of language learning and teaching "CMC allows language learners with network access to communicate with other learners or speakers of the target language" (Kern & Warschauer, 2000, pp. 11-12). Furthermore, CMC is defined as a "research field that explores the social, communicative and linguistic impact of communication technologies, which have continually evolved in connection with the use of computer networks (esp. the Internet)" (Kuo & Wible , 2001, p.1) .

In general, CMC can be viewed as a media tool that is involved in the communicative process. It is also examined from technological aspects that provide the medium for communication. Not only CMC is used for education purposes, but it is used in the professional fields such as online journalism, virtual organizations, and electronic commerce which was covered in the journal of computer mediated communication (JCMC) (mentioned in Thurlow, Lengel & Tomic, 2004, p.15-16).

### **1.6.2 Modes of Computer Mediated Communication**

Modes of CMC are divisions of how this technology works, either in real time communication (Synchronous CMC) or where the communication is not simultaneous (Asynchronous CMC).

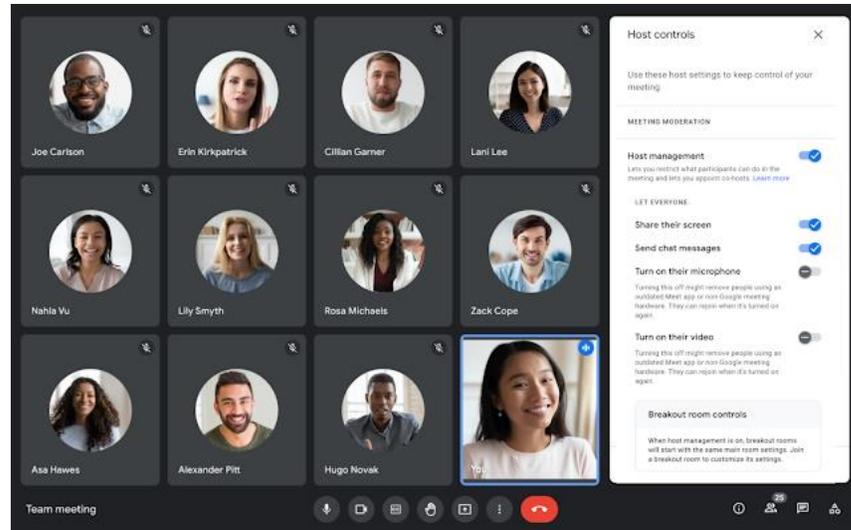
**1.6.2.1 Synchronous CMC:** this term refers to the communication that is occurring in real-time without any delay between the sender and recipient. Lee (2009) defines synchronous CMC (SCMC), as "a real-time, online telecommunication system which combines text, audio, and video functions so that interlocutors can communicate and interact with each other through a computer and the Internet." Moreover, Lee (2001) argued that SCMC conversation grants users with exchanging opinions in real-time format via instant messaging, video conferencing, or chat rooms. Participants of the SCMC environment interact with typed messages, which appear on the computer screen; and they can scroll back and forth to review previously sent stretches of the message. (Lee, 2001). SCMC discussion not only allows learners to communicate similar to face-to-face, but at the same time, it allows the learner to monitor his language usage (Sykes, 2005).

**1.6.2.2 Asynchronous CMC:** unlike the previous mode, this refers to the communications that are not occurring in real time. Simpson (2006) states that asynchronous CMC is where the participants are not necessarily online simultaneously. Interaction in this mode of CMC does not need to be simultaneous. ACMC mode grants students with more time to read, understand, and respond to the written messages. Learners also can keep track of their own writing. ACMC has been vastly used in collaborative writing and brainstorming, promoting critical thinking habits of the participants (Lee, 2004).

### **1.6.3 Types of Computer Mediated Communication**

Computer Mediated Communication tools come in different usages but serve the same purpose which is to create a way to communicate via computers, smartphones or any form of smart device. Below are some of the most used tool

**1.6.3.1 Google Meet:** an online-based platform (formerly known as Hangout Meet), which is a video-based communication tool, this platform, is also a synchronous CMC tool, which enables the users to chat simultaneously by either using written chats or video conference.



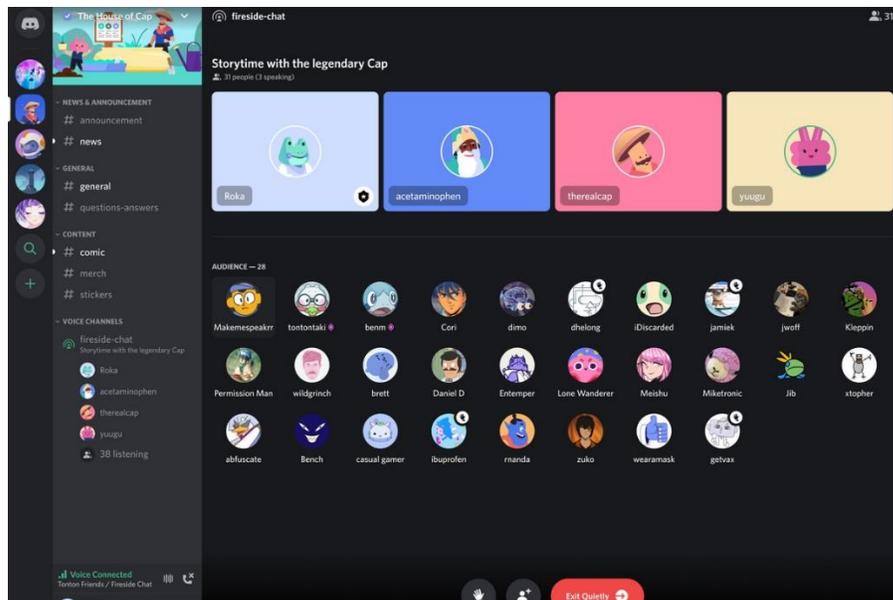
**Figure 1.1 Conference call in Google Meet (Mautaint, 2021)**

**1.6.3.2 Zoom:** an online-based platform that provides synchronous video and audio communications through computer and Android or IOS based devices, founded and developed by Zoom Video Communication, Inc in 2011 and later on launched in 2013.



**Figure 1.2 Video conference call in Zoom (Krohn, 2020)**

**1.6.3.3 Discord:** an online-based platform, which enables its users to chat across the internet by either using video, audio calls or text messages, this software, is mostly known among the "gamers community" although it might be used as an educational tool or a conference tool, this platform can be used in personal computer or Android and IOS based devices. Discord can be used as a synchronous or asynchronous platform due to its compatibility of using text messages, video and audio calls.



**Figure 1.3 Conference Call in Discord (Peters, 2021)**

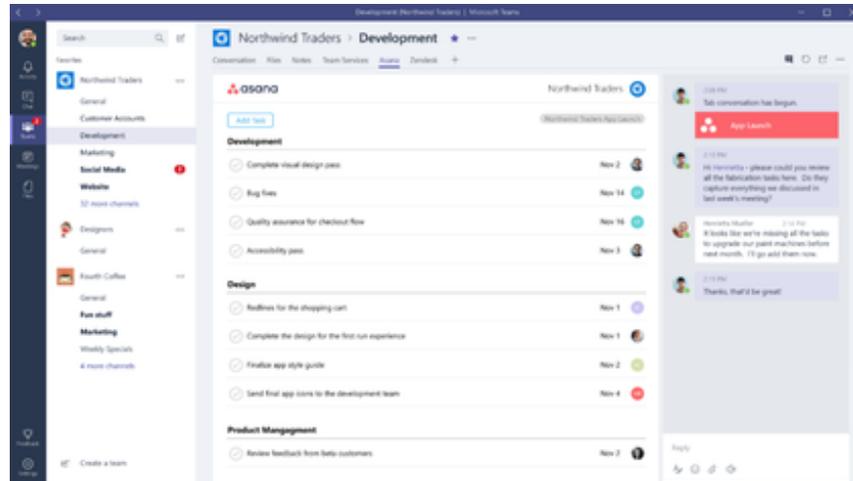
**1.6.3.4 Skype:** an online-based communication tool founded and operated by Skype Technologies, a branch of Microsoft. Skype allows its users to communicate

directly via instant messaging, audio or video conferencing; this platform can be used as a synchronous or asynchronous CMC tool.



**Figure 1.4 Video conference in Skype (Pradeep, 2020)**

**1.6.3.5 Microsoft Teams:** a video and audio-conferencing tool that is developed by Microsoft. This software is considered as a proprietary business communication platform, where professionals from any field meet, discuss and present any type of work-related media



**Figure 1.5 Screenshot from inside Microsoft Teams (Screenshot, 2017)**

**1.6.3.6 E-mail:** electronic email or as referred to as e-mail, which is a digital counterpart of letters, whereas written messages are typed using a computer keyboard or from a smartphone and can be read as a text on a screen. Unlike the traditional letters, e-mail is characterized by fast delivery of mails; users can attach files (pdf, word documents) and can send videos and audios, and it is possible to send to multiple users at once.

**1.6.3.7 Short Message Service (SMS):** refers to the transmission of short messages between cellphones, this technology was first introduced commercially in 1995. "The first SMS message was a Christmas greeting sent out in Britain in 1992. Today, SMS has emerged as one of the major digital communication media, with an estimation of over one billion messages exchanged per day around the world" (Bodomo, 2010, p. 112).

#### **1.6.4 The Effectiveness of Computer Mediated Communication on Teaching Speaking Skill**

Because CMC tools are relatively new such as Google Meet, Zoom, Discord they provide an innovative way of teaching and learning. Traditionally, teaching and learning English was based and has been accomplished through classroom with face to face interaction between the teacher and the learner, with the emergence of CMC it enabled the teacher to teach and the learner to learn through the internet, as this technology promotes interaction using either audio or video communication.

A research conducted on the effects of synchronous CMC on speaking skill of Iranian EFL learners at Islamic Azad University. This study concluded that Synchronous CMC (SCMC) had increased language production and enhanced learner's attention to the linguistic forms, and the results of the study suggests that SCMC can be an effective aid to improve speaking skill (Mehr,Zoghi & Asadi, 2013). Furthermore, the EFL learners' speaking performance participating in the study improved in terms of lexical, fluency and accuracy. In another case study conducted on students of Japanese in Australia concluded that Y-Talk, which is a form of synchronous text messaging tool, had provided students with an enjoyable and non-threatening environment, while also most of the students were actively involved in the class (Ramzan & Saito, 1998).

Moreover, another study on the effective use of CMC tools in interactive online learning concluded that both synchronous and asynchronous CMC tools have been proven or have the potential to increase interaction and enhance learning in the online environment (Repman, Zinskie & Carlson, 2005).

As the mentioned studies above had discussed some benefits that help directly the learners in improving learners' speaking proficiency and overall interaction. The application of CMC tools on learning can provide more benefits to learners, with pedagogical features and language development accordingly, as research has shown that learners' motivation can be more positive in the CMC context (Beauvois, 1998). The quality of online discussion and students' motivation toward CMC may be influenced verbally and socially by interaction with a real, often international, audience in the target language via CMC. (Lee, 2004). Moreover, learners become more responsible and motivated to engage in their own learning as a result of this genuine and meaningful engagement. (Chen, 2005).

CMC also supports active learning in which learners take the initiative to explore and manipulate information in the learning process, Egbert (2001) also claimed that CMC could often make it easier to create meaningful tasks during which language learners of any language level are active and have opportunities to interact. This idea is validated by Lee's (2005) study on learners' perspectives on online active learning. Reflective learning also engages learners in evaluating their experiences. Moreover, Jonassen (2004) stated Asynchronous CMC allows more time for reflection and referring to other electronic sources of information.

CMC can be an efficient tool for the teacher as well, and it proved to have pedagogical benefits. Lee & Wu (2006) case study on pre-service teachers revealed how the use of the video-based system benefited them and were able to self-reflect on their teaching practice. Their study concluded that this system provided "easy access to taped teaching sessions, enhanced evaluation of personal teaching style, more sharing of own

teaching and more learning from peer teaching, more concrete feedback, and more effective involvement of experienced teachers."

### **1.6.5 Challenges of implementing CMC tools in teaching English speaking**

Despite the fact that CMC tools has proven its effectiveness in teaching spoken English, it has some challenges in implementing it as a teaching tool as well. Teachers face some challenges in implementing these tools in the academic field; some of the challenges that the teacher may face are either technical, financial, or the lack of theoretical knowledge of the tools or even the acceptance of the technologies (Lee, 2000). Other reasons that may also be a barrier of the use of CMC tools and CALL in general is that the reliable tools required for such technologies are expensive for some teachers to implement, Dashtestani (2012) study pointed to the same issue. Teachers are also prevented from actively using computers in the classroom due to a shortage of computer facilities at the school, Serbian teachers also pointed to the same issue in the study of Safranjanj (2011). Teachers are often discouraged from using computers due to technical issues such as obsolete computer hardware and software, as well as Internet connection issues (Park & Son, 2009).

Moreover, lack of previous training in using CMC tools in teaching is a barrier that prevents teachers from utilizing efficiently in teaching EFL, Salimi & Jahromi (2013) study or Iranian teachers and students on exploring the human element in CALL concluded

"The majority of the teachers in this study reported that they had moderate competence in utilizing computers. They made use of computers mostly for accessing the World Wide Web and operating word processors. More advanced

skills, such as using graphics programs, databases, and spreadsheets, seemed less attainable."

Another study of Bouchefra & Baghoussi (2017) conducted which Algerian teachers' attitudes toward CALL at Djilali Liabes University of Sidi BelAbbas concluded with similar teacher related issues such as insufficient training and the same technical issues such as internet efficiency and lack of required tools to implement CALL in teaching.

As a result, research has proven the benefits of implementing CMC tools in improving learners' language proficiency, such as improving speaking production and communication, writing, listening and reading, it also helped with students' psychology such as increasing their motivation to learn and speak, while also helped them overcome anxiety and fear of being judged. However, as many studies have discussed the advantages and disadvantages of implementing CMC technology for learners' perspective. However, little is known about the views of the Algerian university teachers towards using this technology in teaching English overall and in teaching speaking in specific.

Therefore, in this study, the researcher seeks to explore and investigate some factors that lead to the Algerian university teachers' use of Computer Mediated Communication tools in teaching speaking.

# **Chapter Two**

# **Research Methodology**

## **Introduction**

Due to the nature of the study that requires exploring teacher's behavior towards implementing a new technology in the way the teachers teach. The researcher opted for an exploratory research design that was used to explore teachers' opinions about implementing CMC tools in teaching speaking, and some factors that lead to the use of this technology. This study is more qualitative than quantitative and collects the teachers' opinions about the subject. The researcher used an online form of questionnaire that the teachers filled to answer the research questions.

### **2.1 Context and participants**

This study took place with different teachers from the English departments of Universities of eastern Algeria, Biskra University, Setif University, Batna University, Tebessa University and Blida University. With a sample of 16 full time English teachers aged between 30 to 50 years old, with age mean around 37.6 years old. The participants are 50% male teachers and 50% female teachers, all teachers have different teaching experiences, starting from 1 years of teaching up to more than 26 years of teaching experience. The participants teach a wide variety of modules (See Appendix 03). 37.5% of the participants have a PhD degree in English, while the rest of participants who are 62% of the total participants have an MA degree in English.

**Table 2.1***Characteristics of the participants*

Sample (Teachers)	n	%	M
Age range	30 to 50		37.6
Gender			
Male	8	50%	
Female	8	50%	
Teaching qualifications			
PhD in English	6	37.5%	
MA in English	10	62.5%	
Teaching position			
Full- time	16	100%	
Part-time	0	0%	
Teaching rank			
M.C.A	3	18.7%	
M.C.B	1	6.2%	
M.A.A	11	68.7%	
M.A.B	1	6.2%	
Teaching experience			
1 to 5 years	4	25%	
6 to 10 years	5	31.2%	
11 to 15 years	3	18.7%	

16 to 20 years	3	18.7%
21 to 25 years	0	
More than 26 years	1	6.2%

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## 2.2 Data collection tools

To investigate the factors affecting teachers' use of CMC tools, this researcher used a semi-structured questionnaire (See **Appendix 01**). The questionnaire contains a series of questions that each individual teacher has answered in order to give general information about the teacher's age, gender, and teaching qualifications, whether the teacher has a permanent position or teaches a part time, the teacher's rank and years of teaching experience, as well as the modules taught. These data are collected to help the researcher conduct further analysis on the results.

Furthermore, the questionnaire is divided into three main sections, the first one is the teacher's profile information, the second one is the teacher's knowledge about CMC technology and the last section will be about the factors that lead to teachers' use of this technology. The profile information will allow the categorization of results based on teachers' teaching qualification and experience. The second and third sections of the questionnaire contain both open and closed ended questions that the teacher answered about CMC tools, and their usage of this technology in the teaching process, as well as the relationship of using such technology in enhancing learner's speaking skill. The data gathered about the asked question provided more information about teachers' usage of such

technology, and their personal opinion of whether implementing CMC will facilitate the process of teaching English in oral classrooms, and to improve learners' speaking skill.

Due to time limitations for data collection and the loaded teaching schedule of teachers. The researcher used an online questionnaire based on Google Forms to help the teacher answer the questionnaires freely. This platform was used because it provides an effective way for analyzing the qualitative and quantitative data generated through the questionnaire by allowing Excel format export.

## **2.3 Data Analysis**

Since the study seeks to explore teachers' perceptions toward using C.M.C tools in teaching speaking, and collect opinions about the use of this technology, the teacher's answers to the open-ended questions asked in the questionnaire are different.

### **2.3.1 Quantitative data**

Since the study used Google Forms, the closed-ended questions provided by teachers were exported into an Excel sheet and conducted basic descriptive statistics (min, max, mean, variance, SD) and data visualization using the exported data (bar charts). These data are described and analyzed.

### **2.3.2 Qualitative data**

To better analyze the open-ended answers, the researcher implemented the thematic analysis. First, to read the collected data and to get familiar with the responses available. The collected data are organized to generate themes and codes based on teacher's answers and review these themes, and analyze the themes as well.

## **2.4 Pilot study**

The researcher conducted a small form of study and five different teachers answered the questionnaire, the results came as expected. Some teachers were familiar and frequent users of CMC in the teaching process while others were familiar but rarely used it. Some teachers find the use of CMC as challenging while others are familiar with the process, but their opinion differs, one of the teachers prefer face to face interaction and the other teacher did not see any beneficial use of the technology in enhancing the communicative competence.

## **2.5 Conclusion**

To summarize, this chapter discussed the tools that have been used to collect the data from EFL teachers in eastern Algerian universities, a semi structured questionnaire is used because it is an effective tool to generate useful data to use in this study. Unfortunately, due to time limitations the researcher was not able to conduct an interview to collect more data.

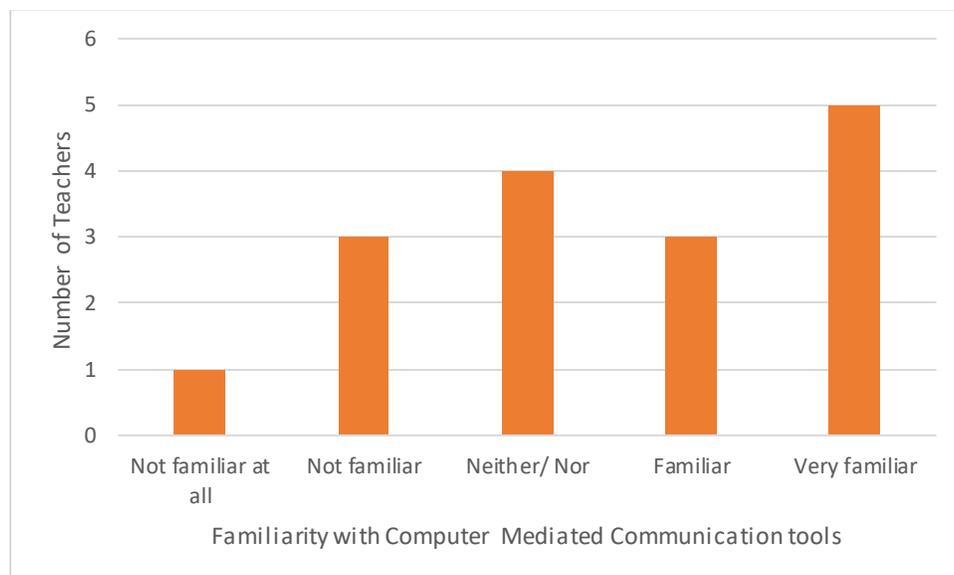
# **Chapter Three**

## **Presenting the findings**

## Introduction

This third chapter is going to cover the results of the current study. The first section is going to cover teachers' familiarity with computer mediated communication tools. Meanwhile, the second and third sections will cover teachers' perceived ease of use and usefulness of CMC tools. Finally, the last section will cover the factors affecting teachers' use of CMC tools in their classroom.

### 3.1 Teachers' Familiarity with computer mediated communication tools

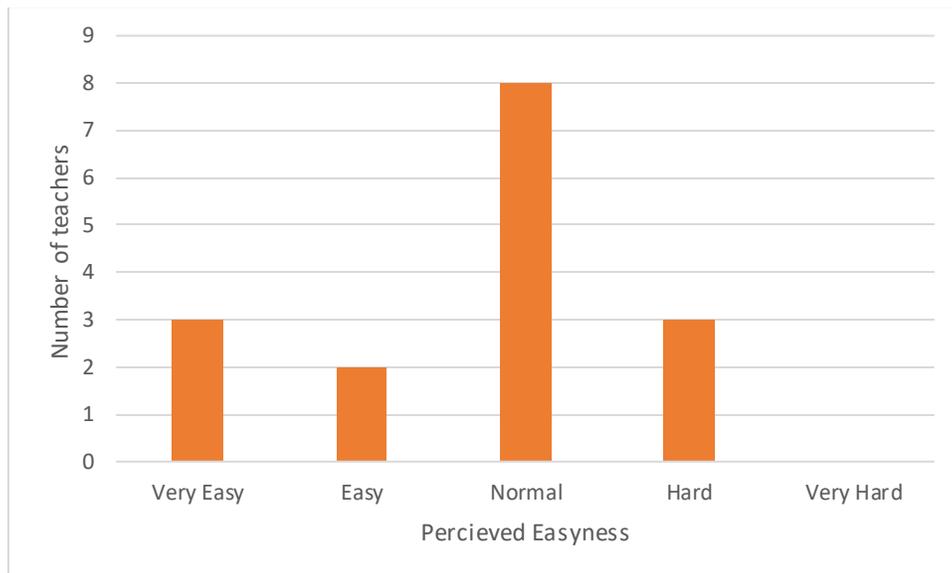


**Figure 3.1. Familiarity with computer-mediated communication tools**

The participants were asked about their familiarity with computer mediated communication tools such as : Zoom , Google Meet, Discord and other similar technologies, from (1) being not familiar at all to (5) being very familiar. With 16 total participants , the results of the question revealed that the answers varied , with 31.3% of

the participants are very familiar with the technology 18% are familiar, 25% are in the neutral zone, 18.8% have general knowledge, and 6.3% not familiar at all with the technology.

### **3.2 Teachers' perceived ease of using computer mediated communication tools**



**Figure 3.2. Teachers' perceived ease of using computer mediated communication tools**

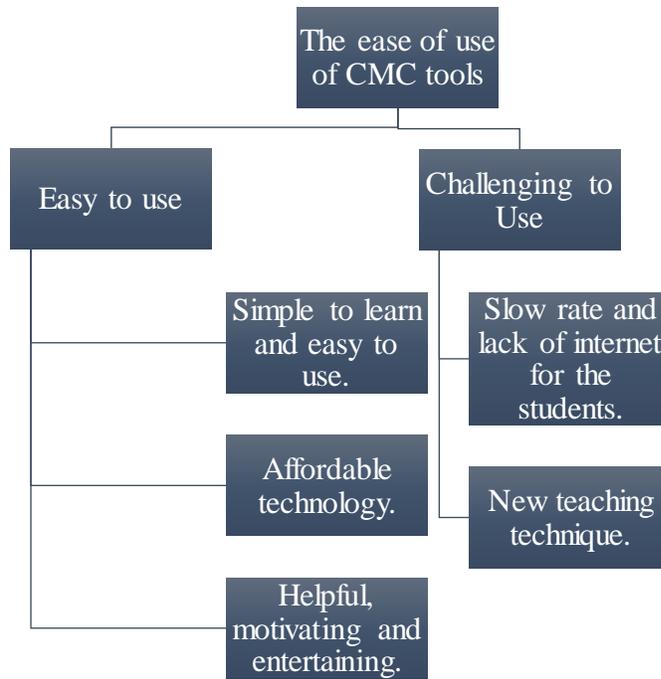
In this question, the participants were asked how easy are computer mediated communication tools in terms of usage, in a scale of (1) being very easy to (5) being very hard, 50% of the participants believe that the usage of technology is not easy nor hard. 18.8% of the participants believe that Computer Mediated Communication tools as challenging in terms of usage, while the other 18.8% find the usage of these to be are very easy. The rest of the participants who make 12.5% of the total sample consider CMC tools as easy and not challenging.

**Table 3.1.** *The ease of use of CMC tools*

Category	Code	Quotes
Easy to use	Simple to learn and easy to use	<b>Teacher 02:</b> “I learned using them in my communication with friends before becoming a teacher. Also they are simple to use and do not need specific skills.”
	Affordable technology	<b>Teacher 14:</b> “It is affordable to anyone to learn how to use them”
	<b>Teacher 09:</b> Helpful, motivating and Entertaining	
Challenging to use	Slow rate of internet and lack of internet	<b>Teacher 13</b> “There are Manu factors among them lack of internet in Manu areas, difficulty for many students to get in touch because of diversifies situations...”  <b>Teacher 15:</b> “Low internet flow”

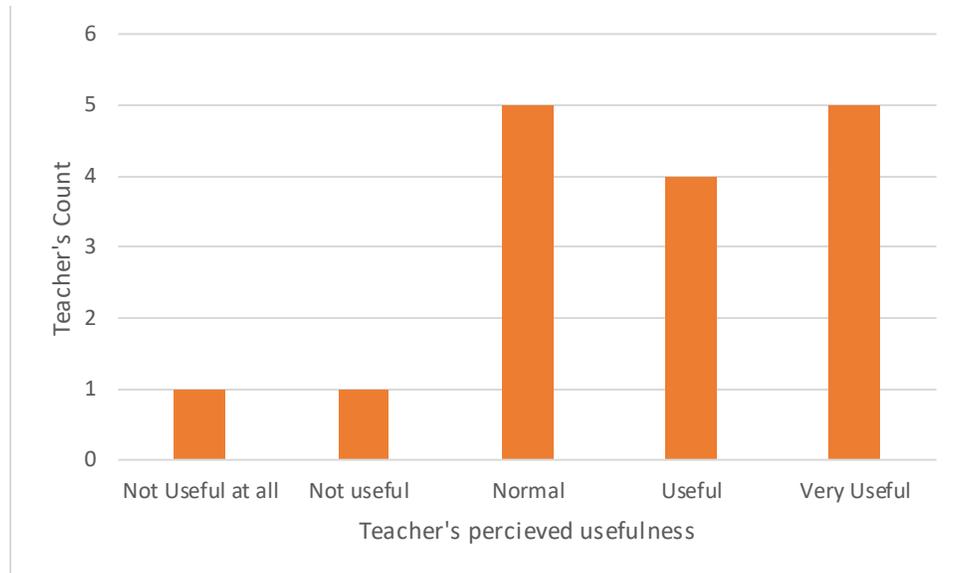
New Teaching technique	<p><b>Teacher 05:</b> “It is a new teaching technique.”</p> <p><b>Teacher 11:</b> “I am not used to working with”</p> <p><b>Teacher 12:</b> “I have never used them”</p>
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The table above describes the major points that the teachers referred to as their opinion, whether they found the CMC technology easy to use or challenging. Some teachers did find some challenges in using those tools due to some technical problems such as lack of internet connectivity in some areas as Teacher 13 stated; low internet flow is another problem that was stated by Teacher 15. On the other hand, this technology was a new teaching technique according to Teacher 05 and teacher 11. Other teachers believe that this technology is simple to learn and affordable to use which Teacher 02 and 14 stated, while teacher 09 also believe that this technology is helpful, motivating and entertaining.



**Figure 3.3. Summary of the thematic coding results**

### 3.3 Teachers' Perceived usefulness of using computer mediated communication tools



**Figure 3.4. Teachers' perceived usefulness of using computer mediated communication tools**

In a scale from (1) being not useful at all to (5) being very useful, the teachers were asked about teaching speaking and developing student's speaking skill using CMC tools, the bar graph above reveals that 31% of the teachers agree that these tools are very helpful and very useful in terms of improving student's speaking skill, 25% of the teachers agree and also believe that the technology is useful and helpful, another 31% of the teachers were neutral in what they believe about the usefulness of these tools, the rest of the teachers which form 12% of the overall participants did not find any perceived usefulness of implementing such technologies in teaching speaking.

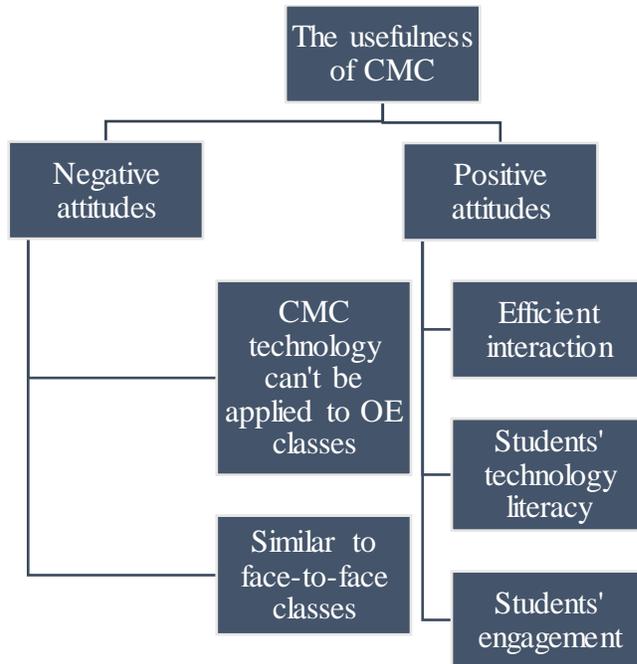
**Table 3.2** *The usefulness of CMC tools in teaching speaking*

Category	Code	Quotes
<i>Positive attitudes</i>	Students' engagement	<p><b>Teacher 02</b> “I believe they are useful since most of our students are addicted to their mobiles. In other words, it is like to accomplish two goals at once: they do their academic tasks and they keep practicing their daily habits.”</p> <p><b>Teacher 05:</b> “Facilitate teaching /learning process Motivate students Encourage students engagement”</p> <p><b>Teacher 11:</b> “They stimulate their desire to learn and increase their motivation”</p>
	Efficient interaction	<p><b>Teacher 01:</b> “They can help for an efficient interaction.”</p> <p><b>Teacher 12:</b> “I think they may enable learners to effectively communicate in the target language”</p> <p><b>Teacher 13:</b> “They are useful especially when students get in touch with native speakers. This will help them develop their language and improve their speaking skill and their communicative compétence.</p>

These tools may decrease shyness and help students be at ease and get involved in various every day life conversations”

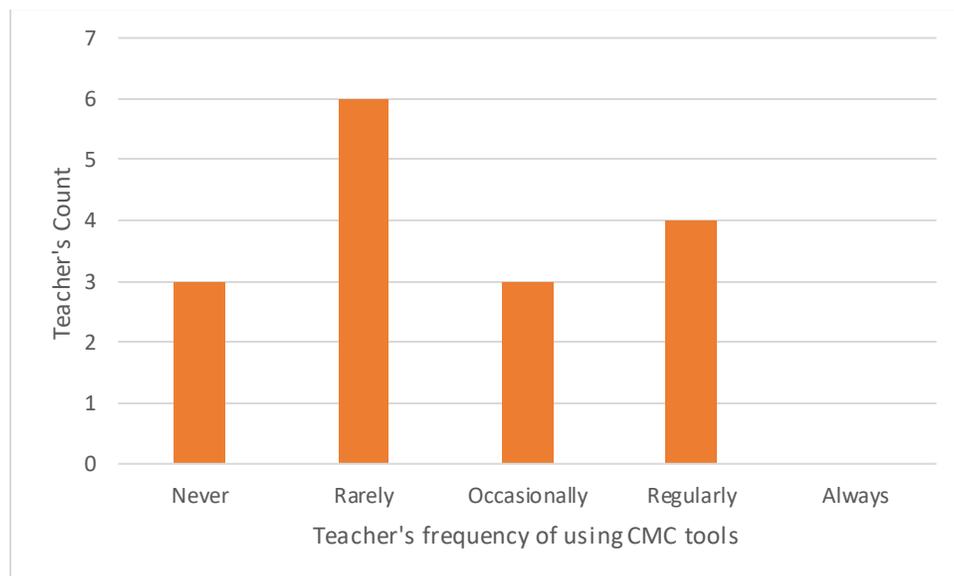
	Technology literacy	
<i>Negative attitudes</i>	CMC technology can't be applied to OE classes	<b>Teacher 03:</b> “I really can't see how these platforms will be used in an oral expression context let alone be useful in developing the oral competence”
	Similar to face-to-face classes	<b>Teacher 04:</b> “LIKE FACE TO FACE”

The table above describes teachers’ attitudes towards implementing CMC technologies in teaching speaking, some teachers believe that by using these tools it can have an impact to students’ engagement, another group of teachers believe it can also provide an efficient interaction between teachers and students while also being able to get in touch with native speakers of English. On the other hand, teacher 03 believes that CMC technology cannot be applied to oral expression classes while teacher 04 prefers face to face interaction.



**Figure 3.5. Summary of the thematic coding results**

### 3.4 Factors affecting teachers' use of CMC



**Figure 3.6. Teachers' Frequency of using computer mediated communication tools**

The participants were also asked about their frequency of using the computer mediated communication tools in teaching speaking. In a scale from (1) being “never” to (5) being “always”, their answers came as follows: 6 teachers rarely use this technology in teaching, while 4 of them use these tools on a regular basis. The rest of the participants are equally divided between using CMC tools occasionally and never using them at all.

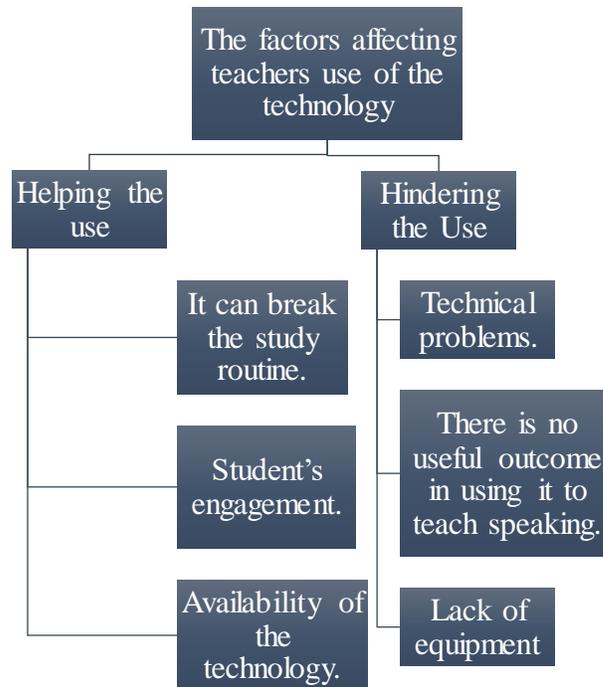
**Table 3.3.** *The factors affecting teacher’s usage of the technology*

<b>Factors</b>	<b>Code (frequency)</b>	<b>Quotes</b>
Helping the use	Breaking the study routine (1)	<b>Teacher 06:</b> “And to break the routine other times...”
	Good internet connection (3) and students engagements	<b>Teacher 08:</b> “Stable internet connection, students' willingness to take part in online sessions.”  <b>Teacher 12:</b> “Good internet connection should be made available to both teachers and students”  <b>Teacher 13:</b> “Good Access to the internet, availability of the students in the

		<p>required Time, enough Time...”</p> <p><b>Teacher 10:</b> “Learners' interest &amp; motivation”</p>
Hindering the use	Technical problems. (3)	<p><b>Teacher 01:</b> “Technical problems + the number of online participants.”</p> <p><b>Teacher 6:</b> “Technical issues, poor internet...”</p> <p><b>Teacher 10:</b> “Problems with learners related to the Internet &amp; PCs”</p>
	<p>There is no useful outcome in using it to teach speaking.</p>	<p><b>Teacher 08:</b> “None, I used them to teach speaking but the outcome was not as good as I expected because of the obstacles (Lack of nonverbal communication and interaction)”</p>

Lack of equipment at university (2)	<p><b>Teacher 9</b> “Absence of material at the level of the department”</p> <p><b>Teacher15:</b> “Equipment and connection are not available esp. at the university”</p>
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The table above describes the factors that help and hinders the teachers’ use of CMC tools in teaching speaking. Some teachers believe that with stable internet connection and student’s willingness to participate in this form of learning will be more than helpful in implementing this technology, another reason according to teacher 06 is the use of CMC tools, can break the traditional study routine. In opposition, teachers face a variety of technical problems such as slow internet flow and lack of equipment at the level of the university. Another reason is the small number of online participants, while teacher 08 believes that there is no useful outcome in using this technology in teaching speaking, this is due to lack of interaction and nonverbal communication between the teacher and the students.



**Figure 3.7. Summary of the thematic coding results**

### **3.5 The role of CMC as a facilitator of teaching speaking to students**

Teachers were asked about how CMC could facilitate teaching speaking to students, almost all the teachers gave positive ideas about the use of CMC as well as what CMC can provide for students as a tool. The table below is a summary of teachers' perception towards the role of CMC as a facilitator of teaching speaking to students', teachers' views came very positive towards CMC as shown in the table. Furthermore, teachers believe that CMC provides students with external tools to practice their speaking outside the classroom, and help them overcome their psychological factors such as anxiety, moreover CMC facilitates teaching speaking.

**Table 3.4** *Teachers' opinions about CMC as a facilitator of teaching speaking to students*

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Category	Code	Quotes
<i>Positive opinion</i>	Facilitate interaction and teaching	<p><b>Teacher 01</b> “They facilitate interaction and boost the learners to interact.”</p> <p><b>Teacher 02:</b> “These technologies can facilitate the speaking teaching if they are used in a simple way that all levels of students can handle with.”</p> <p><b>Teacher 03:</b> “HELPS THEM SPEAK ANYTIME TO OVERCOME PSYCHO OBSTACLES AT CLASS”</p> <p><b>Teacher 05:</b> “They may enhance their fluency.”</p> <p><b>Teacher 15:</b> “Possibility of interacting with English speakers from any place the world.”</p>
	Provides students with more time to practice speaking	<p><b>Teacher 06:</b> “They give students further opportunities to practice outside the school/they make it easy to integrate audio and visual material in the classroom (pronunciation, intonation...? All the best!”</p> <p><b>Teacher 09:</b> “Students will be exposed to different situations where they can practice speaking.”</p>

**Teacher 11:** “Help them memorise more  
...encourage them to take part in  
discussions”

**Teacher 12:** “It may help them to practice  
the listening and speaking skills”

**Teacher 15:** “Possibility of interacting  
with English speakers from any place the  
world.”

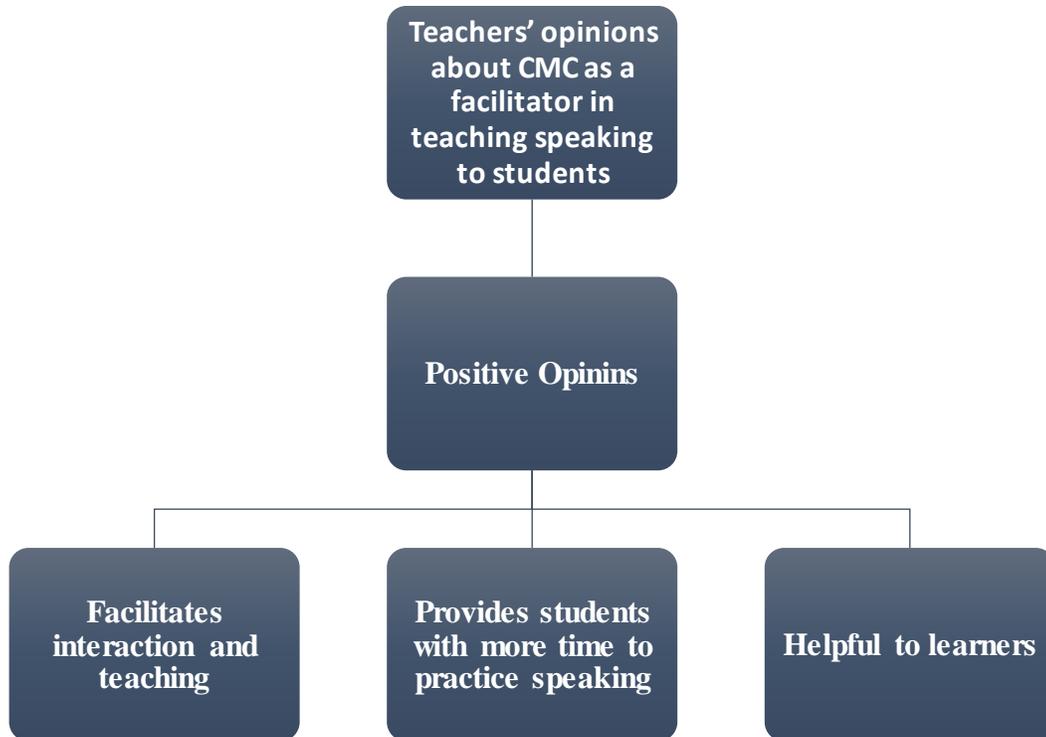
Helpful to learners

**Teacher 03:** “HELPS THEM SPEAK  
ANYTIME TO OVERCOME PSYCHO  
OBSTACLES AT CLASS

**Teacher 11:** “Help them memorize more  
...encourage them to take part in  
discussions”

**Teacher 12:** “It may help them to practice  
the listening and speaking skills”

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**Figure 3.8 Teachers' opinions about CMC as a facilitator of teaching speaking to students**

# **Chapter Four**

## **Results Discussion**

## **Introduction**

This chapter aims to discuss and evaluate the findings of the data collection tool used by the researcher (questionnaire), and to discuss teachers' answers to the questions asked about their frequency of using CMC tools and their personal opinions about using this technology in teaching speaking. This chapter will contain three main sections. The first section will discuss teachers' perceived ease of use of CMC technology, the second part deals with teachers' opinion about the usefulness of CMC tools in teaching speaking; the last part will deal with the factors affecting teachers' implementing of CMC tools, those factors are divided into two parts. The first part will discuss the factors that are helping with implementing such tools, whereas the second part will discuss the factors that are hindering the use of CMC.

### **4.1 Discussion of the Results**

#### **4.1.1 Teachers' familiarity with Computer Mediated Communication (CMC) technologies**

The findings of figure 3.1 shows that nearly half of the teachers are familiar with the technology (31.3% of the participants are very familiar 18% are familiar with CMC). 25% of the teachers are neutral which means that they are between the familiar and non-familiar zone while 18.8% of the teachers have as little knowledge of the technology, which is considered as general knowledge. The last 8% of the participants are very unfamiliar with CMC due to some reasons that can make the teacher refrain from implementing such tools.

There are a number of possible reasons contributing to teachers' familiarity (or lack thereof) with CMC technologies. The teacher's personal preferences in teaching such as working face to face with the students instead of using CMC. Other reasons may be the CMC tools are not optimized for the modules that teacher, or the additional workload that the teacher may think he faces, or simply the lack of exposure to the use of technology in teaching. However, the fast development of technology and its use in teaching proved its effectiveness as these studies discussed (Lee, 2005; Lee & Wu, 2006; Jonassen, 2004; Chen, 2005). Therefore, based on the results of the question asked proves that most teachers in eastern Algerian universities are familiar with CMC technologies such as Google Meet and Zoom. Reasons for teachers' familiarity may be the constant exposure to technology where teachers have previously used those tools in conferences or teaching in particular, or the training that teacher had.

#### **4.1.2 Teachers' perceived ease of use of CMC technologies**

The majority of the teachers are neutral to whether CMC technologies are easy or hard. The findings reported on figure 3.2 show that most teachers find the use of CMC as easy and workable (50% of the participants believe that the usage of technology is neither easy nor hard, while the other 18.8% find the usage of these to be very easy. 12.5% participants who consider CMC tools as easy). While 18.8% of the participants believe that CMC tools are hard to use.

Based on the findings of the study, Algerian teachers reported that this technology is simple to learn, easy to use and it can be motivating and entertaining. Similarly, students' motivation is also a factor that makes teaching CMC more easy and dynamic, which makes

the learning as enjoyable, and makes the students actively involved and motivated to learn (Ramzan & Saito, 1998). Moreover, Beauvois (1998) believes that learners' motivation is more positive in the CMC context. On the other hand, interaction with people from around the world is one of the key benefits of this technology; this supports learners to become more responsible and willing to engage in their own learning (Chen, 2005) which facilitates the teaching process for the teachers and makes the student engaged more in his learning. Finally, one teacher believes that CMC technologies are affordable to learn and use, as these technologies are completely free and do not require any payment in order to use them.

However, some of the teachers who participated faced some difficulties when using CMC tools. The most faced difficulties that are mentioned are the technical problems and internet related issues such as unreliable internet and low flow connectivity. Another reason is the lack of training needed to use these tools in teaching, some teachers in this study stated that they have never used these tools or they just started using them recently. Similarly, to Bouchefra & Baghoussi (2017) study with Algerian teachers at Djilali Liabes University of Sidi BelAbbas which found similar teacher related issues such as insufficient training and the same technical issues. In addition, the data gathered from teachers came closely similar to Salimi & Jahromi (2013) study or Iranian teacher where they stated, "The majority of the teachers in this study reported that they had moderate competence in utilizing computers. They made use of computers mostly for accessing the World Wide Web and operating word processors. More advanced skills, such as using graphics programs, databases, and spreadsheets, seemed less attainable." Yet, two teachers reported that CMC is a new teaching method, which makes it challenging for them therefore they are not used to using it in their teaching.

### **4.1.3 Teachers' perceived usefulness of CMC technologies**

The findings reported on figure 3.3 shows that 88% of the teachers who participated in this study believe that these technologies are useful in teaching speaking. Some of the reasons that make this technology useful because it facilitates the teaching process and it can help for efficient interaction since there is limited time for students to speak in English while they are in classroom, another reason is that CMC provides an alternative method of teaching/learning process, where teachers can create an online virtual classroom. Implementing CMC tools in teaching speaking helps students improve their self-esteem and boost their confidence as well as their motivation, as well as it can enhance speaking skill in general. Similarly, Mehr et al (2013) study, which concluded that SCMC is an effective aid in enhancing speaking skill.

Teachers consider the new learning contexts created by CALL technologies desirable, as it is a useful teaching aid, which offers students with a variety of language inputs. This backs up Lam's (2000) findings, which show that teachers view technology as a tool or a way to aid learning and teaching. Teachers are convinced that CALL can make the classroom more interesting to students and improve their motivation, based on their own computer experiences. They appear to recognize the Internet as a significant resource for learning about other cultures and understanding people from other backgrounds (Park & Son, 2009).

### **4.1.4 Factors affecting teachers' use of CMC tools**

The data gathered from teacher's questionnaire reported on figure 3.4 found that almost half participants of the study rarely use CMC in teaching (18.8% of the teachers

never use those tools and 37.5% rarely use those tools) while 18.8% of the teachers use this technology on certain occasions. The rest of the teachers who make 25% of participants use the technology regularly. Unlike what the teachers previously answered about the technology being easy to learn and simple to use despite its benefits to the teachers and learners in enhancing all language skills accordingly. However, there are factors that lead to this interpretation, some of them are helpful and some of them are hinderers to the use.

As reported by the teachers, technical problems are a major issue when attempting to use CMC in teaching; more than three teachers are facing this problem, which makes it a significant hinderer. Poor, unstable and sometimes the absence of internet connection is a factor that leads to teachers refraining from using CMC in their teaching process, this makes implementing the technology unreliable. Another reason is the lack of necessary equipment at the university level. Reliable equipment such as computers and smart devices like smartphone and tablets can be expensive to be brought by some teachers and students as well. Similar study done by (Dashtestani, 2012) on Iranian EFL teachers's barriers towards the use of CALL technologies pointed to the same problem, and concluded that the lack of computer-based facilities is a serious problem for the teachers.

Furthermore, the technical problems persist with students as well, some students also face the same problems as teachers, and they previously failed to participate due to the mentioned technical issues. These findings came similar to Lee's (2000) paper when he reported some barriers in using CALL technologies in general. Another reason is the insufficient time allotted to the use of CMC which makes the experience of implementing the technology as hard for teachers and students as well, this problem was reported by Algerian teachers as well as to other conducted researches who pointed to the same

problem (Park & Son, 2009.) & (Emhamed & Krishnan, 2011). Moreover, according to **Teacher 08**, using such tools will have no useful outcome when implementing them to teach speaking according to his previous experience. Stating that the lack of nonverbal communication and lack of interaction between teacher and students was a problem he faced, however recent studies proved otherwise (Mehr, Zoghi & Asadi, 2013; Repman, Zinskie & Carlson, 2005). Moreover, the lack of technical and theoretical knowledge as well as teachers who had no previous training can be a barrier to the use of Computer Assisted Language Learning (CALL) technology, which is similar to what (Lee, 2000; Aykaç, 2005; Safranji, 2011) described.

However, teachers' answers about the factors that are helping their use of CMC tools in teaching speaking came as expected. One teacher provided a very good answer which said that implementing CMC tools in teaching will break the study routine, making teachers and students more motivated, since most of the teaching and learning process are occurring in traditional classroom; where students and teachers can be bored if they are in classroom teaching and learning every day. Whereas, other teachers provided some factors that will help them implement CMC tools in teaching, factors such as stable internet connection and availability of reliable hardware if the university provided them. Providing teachers with stable internet and technical facilities alongside sufficient time to use the tools would certainly help improve the teaching process. Similarly, the teachers in Serbia stated that they enjoy using computers in teaching, which makes them use the technology more often (Safranji, 2011).

#### **4.1.5 The role of CMC as a facilitator of teaching speaking to students**

The findings reported on table 3.5 summarizes the teachers' answers about how implementing CMC tools facilitates teaching speaking to students. Most of the teachers agreed about the benefits of using CMC in teaching as well as its benefits for students. The teachers stated many factors that would facilitate the teaching process; one of the reasons is that the use of CMC provides students with more time to practice their speaking either with teachers or outside the classroom environment such as speaking with foreigners or even native speakers of the language.

Moreover, teachers believe that implementing CMC will have a positive effect on students' psychology such as overcoming anxiety when speaking and boost their willingness to speak more since they are in a more comfortable environment. Students feel protected when they are not in direct contact with the teacher and their colleagues as **teacher 14** stated. Furthermore, one of the teachers believe that CMC can enhance students' listening skill as well, which can have a direct effect on their speaking. On the other hand, including CMC in the teaching process if they are used in a simple context in which students from different levels can handle them easily. However, according to **teacher 08**, students using webcams while interacting with the teacher would render CMC tools as more usable and will unlock the full potential of CMC to get the maximum benefits from these tools.

Furthermore, teachers' perceptions towards the technology are similar to this study, despite the lack of training for teachers, the study of Jahromi & Salimi (2013) concluded that teachers are positive about integrating computers and they realize their benefits for

teaching and learning. Moreover, the use of technology benefited teachers where it facilitated their teaching process and provided a system of self-feedback where teachers can monitor their teaching practices (Lee & Wu, 2006). More studies revealed the benefits of such tools in enhancing speaking performance overall and psychological factors as well (Repman, Zinskie & Carlson, 2005; Ramzan & Saito, 1998; Mehr, Zoghi & Asadi, 2013).

## **Conclusion**

The results of the study instrument, which is an online-based questionnaire on Google forms given to teachers from eastern Algerian universities, are interpreted in this chapter, and were separated into five main parts according to the five research questions. To be noted that all the asked questions of the questionnaire were addressed, and the study concluded with the factors that affects teachers' use of CMC tools, the factors discussed are considered as hinderers such as the lack of equipment, technical issues and internet problems are mostly mentioned. However, teachers' perception towards CMC is mostly positive, as they believe that these tools are helpful for teachers and students as well, on one hand it can break the study routine and on the other hand it can be an external tool that the students' may use to practice their English more.

# **Chapter Five**

## **General Conclusion**

## **Introduction**

Computer-Mediated Communication (CMC) is one of the subfields of Computer Assisted Language Learning (CALL), which is related to the use of computer-related technology as a facilitator of teaching, learning and researching. During the past years, several studies have been conducted on the effects of using CMC on EFL teaching and learning. In addition, several studies have covered the advantages and disadvantages of using CMC in the academic field. However, the research on the technologies was based on learners' perspectives and opinions towards using CMC and what this technology could provide in terms of learning. Little is known about Algerian university teachers' point of view and the factors that lead to them using CMC in their teaching process.

Therefore, the present study has investigated and explored some factors affecting Algerian EFL teachers' use of Computer-Mediated Communication tools in teaching speaking skills. Moreover, this chapter will answer the three research questions, summarize the important findings, and discuss the study's limitations and recommendations for further research. It concludes with the study's implications, which are based on the results of the questionnaire.

### **5.1 RQ1: To what extent do Algerian EFL teachers use CMC tools to teach speaking?**

Based on the results of the question asked in the questionnaire, it is safe to say that more than half of the teachers who participated in this study do not use CMC tools on a regular basis. Some of them have previously used it or they are using it for online conferences, which are related to educational and professional fields, or even between their

colleagues, while the rest of the teachers have proven to use these technologies occasionally and in the case of some other cases teachers use it regularly.

## **5.2 RQ2: What are the factors contributing to Algerian EFL teachers' implementation of CMC technologies?**

As previously stated, more than half of the Algerian university teachers' who participated in this study do not use CMC on a regular basis, this due to several reasons, which according to this study are determining factors to the implementation of these technologies in teaching. Moreover, technical factors such as slow rate or the absence of internet connection at the level of the university is a major hinderer, this makes the teachers refrain from using the technology. Teachers are also afraid of using this technology because of the technical issues that the students may also face, therefore, the number of students who are able to join and learn using these technologies may be limited. Furthermore, the limited theoretical knowledge and no previous training of the use of CMC tools is also an obstacle to implementing them in teaching, while some teachers do not know how to use those tools in teaching, others have a very limited knowledge about using such tools in teaching. In addition, the absence of reliable equipment at the level of university is an obstacle which teachers' have previously stated.

On the other hand, teachers' believe that by providing a good and reliable internet connection for both learners and teachers would be useful in implementing CMC tools in teaching. Moreover, learners' motivation and their will to participate in an online classroom is an important factor to the success of CMC, in addition, efficient time to prepare an online classroom, and the available time for the students and teachers to

participate using CMC is a factor that is very important to implement the technology successively. Besides that, this technology breaks the study routine as well

### **5.3 RQ3: How can CMC technology facilitate teaching speaking to EFL students?**

Based on teachers' opinions, CMC technologies can be very helpful if implemented in teaching, it can have psychological effects on teachers and students as well, as the risk of students being anxious and not motivated to learn will not be present when using CMC. Students can be more comfortable and confident to speak when they are in a place where they feel more secure, furthermore, students' self-confidence can be enhanced when they are not speaking face to face with their colleagues or with their teacher. In addition, CMC provides students with an efficient tool to practice their speaking and to interact more outside the classroom, and in some cases to interact with native speakers of English. Moreover, students will be exposed to different situations where they can speak more. Teachers benefit as well from CMC as it constitutes an external and efficient tool that facilitates the interaction process with the students both inside and outside the classroom.

### **5.4 Implications of the study**

This study seeks to explore the different factors that lead to the use of CMC technologies in teaching speaking, while also seeks to view the teachers' point of view and limitations of implementing this technology in their teaching process. Therefore, the teachers who kindly participated in this study believe that CMC can have a positive impact on their teaching and it can also have a positive impact on students' as well as using CMC can help students overcome psychological factors such as anxiety. CMC also facilitates

interaction and creates more room to practice speaking English in different contexts and environments with different people from different backgrounds.

However, little is known about the research that has been conducted on Algerian teachers' attitudes towards using CMC tools in teaching speaking, therefore, this study covered this aspect in an explorative research design and answered the three above questions according to teachers' point of view. This research is essential for both teachers and decision-makers; because the technology proved its effectiveness towards facilitating the teaching and learning of EFL and it can be used as an alternative tool to assist teachers to teach. This study also contributes to making an overview about teachers' views about implementing technology into teaching speaking.

### **5.5 Limitations of the study**

In terms of difficulties encountered during conducting this study, the number of teachers who kindly accepted to be part of this study was low with 16 participants only, the researcher was expecting more teachers to participate. Furthermore, the researcher attempted to interview teachers' individually but due to some issues related to teachers such as time constraint the process was not possible, moreover, a questionnaire was meant to be delivered by hand to teachers but received no assistance, therefore, the researcher was forced to create an online based questionnaire. Moreover, time constraint prevented the researcher from conducting an experiment to see the effect of CMC on students' speaking skill, moreover, the same reason restrained the researcher from expanding the study to teachers from western and southern Algerian universities.

## **5.6 Recommendation for future research**

CMC tools are considered and proved to have a potential to serve as an external and an alternative tool that enhances the learning process, also it proved to help overcome some psychological factors that the students' may face such as anxiety, lack of self-confidence. Therefore, as a recommendation, is to replicate this research and expand to more teachers from other Algerian universities to get a better-generalized outcome about CMC situation in Algeria, the same study could be conducted on other university teachers from outside Algeria as well.

As a second suggestion, the same study that may be conducted to investigate students' point of view from learning using CMC tools and their opinion of using such technology as an external aid to enhance their speaking skill and what could be the impact of CMC on their anxiety and motivation. As a third suggestion, a correlational study that seeks to explore the relation between CMC tools and speaking anxiety, motivation or fluency another suggestion is to implement an experimental study of CMC and its effect of enhancing the speaking skill for university students.

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# Appendices

## APPENDIX 01

### Teachers' questionnaire

Dear teacher,

You are kindly invited to answer a set of questions. This questionnaire is part of a study exploring the factors affecting EFL teachers use of computer mediated communication tools such as online classes, online meetings and online communication tools (Zoom, Google Meet, discord ...etc) in enhancing communicative competence.

Your participation in this study is voluntary and the answers you provide will be securely stored. Your personal information will not be featured in the final research.

Thank you,

The supervisor's email: [moustafa.amrate@univ-biskra.dz](mailto:moustafa.amrate@univ-biskra.dz)

The researcher's email: [wadiebean@gmail.com](mailto:wadiebean@gmail.com)

#### Abbreviations

**C.M.C:** Computer Mediated Communication

**C.A.L.L:** Computer Assisted Language Learning

#### Profile information

**Gender:** Male  Female

**Age:** .....

#### Teaching Qualifications:

BA (License) in English or a related field

MA in English or a related field

PhD in English or a related field

Other: , Specify: \_\_\_\_\_

#### Teaching rank/ position

Part-time

Permanent

If permanent, choose the rank:

M.A.B

M.A.A

M.C.B

M.C.A

Professor

**Institution:**

.....

**Teaching Experience**

1 to 5 years  6 to 10 years  11 to 15 years  16 to 20 years  21 to 25 years   
more than 26 years

**Modules taught**

Oral expression  Phonetics  Written Expression  Reading

Others (please specify):

.....

.....

.....

**PART ONE**

Familiarity with computer mediated communication tools (Zoom, Google meet,...etc)

1. On a scale from 1 being not familiar at all, and 5 being very familiar, how familiar are you with computer-mediated communication tools?

Not familiar at all				Very familiar
1	2	3	4	5
<input type="checkbox"/>				

2. On a scale from 1 being very hard, and 5 being very easy, how easy are computer-mediated communication tools?

Very hard				Very easy
1	2	3	4	5
<input type="checkbox"/>				

- **Why?**

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3. On a scale from 1 being not useful at all, and 5 being very useful, how useful are computer-mediated communication tools?

Not useful at all				Very useful
1	2	3	4	5
<input type="checkbox"/>				

- **Why?**

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## PART TWO

1. How often do you use C.M.C tools (zoom, Google meet ...etc.) in teaching speaking?

Never	Rarely	Sometimes	Regularly	Always
<input type="checkbox"/>				

2. What are the factors hindering your use of computer mediated communication technologies in teaching speaking?

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3. What are the factors that help your use of computer mediated communication technologies in teaching speaking?

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4. How can computer mediated communication technologies facilitate teaching speaking to EFL students?

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**End of questionnaire.**

## Appendix 02

### Appendix 02. Teachers' profile information

Teachers	Gender	Age	Teaching Qualification	Teaching position	Teaching rank	Institution name
Teacher 1	Male	...	PhD in English	Full-time	M.C.A	University of Biskra
Teacher 2	Male	36	MA in English	Full-time	M.A.B	University of Biskra
Teacher 3	Male	30	MA in English	Full-time	M.A.A	University of Biskra
Teacher 4	Male	40	MA in English	Full-time	M.A.A	University of Biskra
Teacher 5	Female	50	MA in English	Full-time	M.A.A	University of Biskra
Teacher 6	Male	34	PhD in English	Full-time	M.C.A	ENS Setif
Teacher 7	Male	33	MA in English	Full-time	M.A.A	Batna 2 University
Teacher 8	Male	36	PhD in English	Full-time	M.C.B	ENS Setif
Teacher 9	Female	42	PhD in English	Full-time	M.C.A	University of Biskra
Teacher 10	Female	35	MA in English	Full-time	M.A.A	University of Biskra
Teacher 11	Female	42	MA in English	Full-time	M.A.A	El Affroun University
Teacher 12	Female	37	PhD in English	Full-time	M.A.A	Batna 2 University
Teacher 13	Female	34	PhD in English	Full-time	M.A.A	University of Setif 2
Teacher 14	Female	37	MA in English	Full-time	M.A.A	University of Tebessa
Teacher 15	Female	42	MA in English	Full-time	M.A.A	University of Setif 2
Teacher 16	Male	36	MA in English	Full-time	M.A.A	University of Setif 2

## Appendix 03

### Appendix 03. Modules taught by teachers

Teachers	Modules Taught
Teacher 1	Linguistics
Teacher 2	Written Expression/ESP/Culture/ Methodology, Literary Texts, Civilization,
Teacher 3	Language Mastery
Teacher 4	WRITTEN EXP + LITERATURE
Teacher 5	Didactics and Academic Writing
Teacher 6	Reading
Teacher 7	Research Techniques
Teacher 8	Oral Expression
Teacher 9	Oral Expression
Teacher 10	Oral, linguistics, grammar, reading
Teacher 11	Study skills
Teacher 12	Reading and writing, listening and speaking, academic reading
Teacher 13	Linguistics
Teacher 14	Cross cultural communication and Civilization
Teacher 15	Oral expression and phonetics
Teacher 16	Linguistics

