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# Exploring EFL Learners' Attitudes towards Using Chat Room Conversation for Improving their Speaking Skill

*Dissertation Submitted to the Department of English Language in Partial Fulfillment of the  
Requirements of a Master's Degree in Didactics*

Submitted by:

- Aymen Boutalbi
- Maissa Lattef
- Souad Djadi

Supervised by:

Dr. Mohamed Laoubi

Board of Examiners	
Dr. Mohamed Laoubi	Supervisor
Mr. Abdennour Benhamimid	Chairperson
Mrs. Kenza Nezzar	Examiner

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*By Maissa Lattef*

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## **Abstract**

The present work is concerned with exploring EFL students' challenges in speaking, and their attitudes towards using online chat rooms conversation for improving their speaking skills. It attempts to highlight the role of using online chat rooms conversation. These learners have been selected from the English department at Mohamed El Bachir El Ibrahimi University in Bourj\_Bou\_Arredj. The present study aimed to explore master one learners' perspectives and attitudes towards using online chat rooms conversation to improve their speaking skills and to shed light on the significance and effectiveness of using chat rooms in improving EFL students' oral performance. The research instruments employed were based on a pre-questionnaire gathered from 65 students who were selected randomly. We selected out 20 students from among the 65 students for observation through an online treatment, at the end of which we administrated a post-questionnaire that was designed for them. After collecting the relevant data and analyzing it qualitatively, the results showed that the students face many linguistic and psychological difficulties in their speaking performance. In addition, the results obtained suggest that the use of online chat room conversation is effective in developing students speaking abilities and helpful in improving their speaking skills.

**Keywords:** Online Chat Rooms, Speaking Skill, Master One Students' Perspectives, Attitudes, Oral Performance, Speaking Performance, Speaking Abilities

## List of Abbreviations

**App:** application

**EFL:** English Foreign Language

**ELT:** English Language Teaching

**EPIC:** English Proficiency in Conversation

**ESP:** English as a Specific Language

**FP:** Female Participant

**GIF:** Graphic Interchange Format

**ICQ:** (I seek you) Intent messaging client

**ICT:** Information and Communication Technologies

**IEN:** Intensive English Program

**IOs:** iPhone Operating System

**IRC:** Internet Relay Chat

**L1:** First Language

**L2:** Second Language

**MP:** Male Participant

**Pcs:** Personal Computers

**SD:** Self-directed

**URLs:** Uniform Resource Locator

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# **General introduction**

## **1. Background and Context**

The main objective of learning a language is to communicate and share ideas, beliefs, and culture, as well as express opinions and feelings. In order to do so, the learner of this language should improve their speaking skills. According to Kunning (2009), speaking skill is an important part of everyday interaction, and most often, a person's first impression is based on his/her ability to speak fluently and comprehensively. Consequently, in order to communicate efficiently in English, students should first master both grammar and vocabulary, which are the most important aspects of any language, and then they can effectively practice their speaking skills with this knowledge. In fact, there are several definitions of speaking ability. "Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of contexts," writes Chaney (1998, p. 13). Correspondingly, Noll (2006) stated, "Speaking is an interactive process that involves another person, unlike listening, reading, and writing" (p. 70), implying that learners cannot start practising their speaking skills unless there is another person with whom they can communicate. Despite great attempts, efforts, and money being spent on adjusting the curriculum and teacher training, some students struggle to speak the language for a variety of reasons, including barriers faced by the students, such as a lack of vocabulary, fear of making a mistake, shyness, anxiety, lack of confidence, and lack of motivation. Many theories suggest that fear of making a mistake is a major factor in students' unwillingness to speak English in the classroom Nunan (1999) ,Htwe (2007) and Robby (2010). According to Baldwin (2011), speaking in front of people is one of the more common phobias that students face, and the feeling of shyness causes their minds to go blank or they will forget what to say. Other researchers, such as Horwitz E. K (1991), as cited in Nani I. Tiono (2004), believe that anxiety plays an important role in students' learning. He believes that students' output can be affected by their anxiety about speaking a foreign language. In terms of students' lack of confidence, Nunan (1999) claims that students who are unsure of themselves and their English will experience communication anxiety. Nunan also emphasises the importance of motivation in influencing students' reluctance to speak in English. Furthermore, since traditional teaching methods may provide some opportunities for learners to interact within the classroom, Richards and Rodgers (2001) stated that the speaking skill was ignored in classrooms where the emphasis was on reading and writing skills. The lack of

opportunities for learners to practice speaking outside of the classroom, as well as the fact that English is not part of their daily social life, has also contributed to the progression of the problems. However, the incorporation of technology and authentic materials into the educational process has produced a positive outcome, facilitating the learning and teaching process in all disciplines, especially second language teaching. Information and Communication Technologies are extremely crucial in the field of education since they can affect the classroom environment and make the subject matter more accessible to the learner Mishra (2006). Some both theoretical and empirical studies have been conducted to confirm the importance of ICTs in the teaching and learning process. It has been indicated that the use of technology increases students' interest in the topics being studied Ilter (2009). Various technological materials are used to assist English language students in improving their speaking skills. English language learning websites, Computer-Assisted Language Learning applications, presentation software, chatting and email messaging training programmes, and learning video clips are among the tools worth mentioning Nomass (2013). Using present social media apps like Skype, YouTube, WhatsApp, Facebook, and online chat platforms can help to fill the target language environment gap. An online video chat language exchange was started to create an innovative and interesting approach for increasing oral communication and motivation. It enables students to engage in authentic interactions with English language speakers, and many Algerian EFL students do not have this option outside of the classroom. As a result, using social media, chat platforms, and specifically online chat conversations in English is an effective way for EFL students to improve their English oral communication skills. These tools enable students to practice speaking in an intercultural context outside of the classroom and improve their speaking ability, which increases their confidence in speaking. Seeking a strategy to allow students to improve their English authentically beyond the classroom is critical, as most students in Algeria do not have regular contact with English. Algerian EFL students only exercise English in class, which does not help them comprehend the language or motivate them to improve their skills.

## **2. Problem Statement**

EFL students in Algeria do not have many opportunities to practise English outside of the classroom; this lack of practise reduces EFL learners' ability to improve their communication and speaking skills. EFL learners are always looking to improve their speaking skills because English as a foreign language, According to our experience as EFL students, speaking in Algeria is primarily taught in terms of grammar and structures, thus less attention is paid to speaking skills. Besides, English is typically taught in a traditional manner without the use of modern technology that could improve students' oral skills. Moreover, psychological and sociological factors such as courage to speak in front of others, lack of confidence, fear of making mistakes, and shyness of speaking English outside of the classroom and in real life situations are the main reasons why EFL learners do not practice English. This study is based on introducing or suggesting online chat conversation to EFL learners, and demonstrating its importance in improving speaking skills while overcoming psychological and sociological barriers, as well as the possibility of incorporating online conversation as a method of teaching oral skill in the curriculum of second language education based on the students' attitudes toward it.

## **3. Aim of the study**

The overall goal of this study is to explore master one EFL students' perspectives, and attitudes toward using online chat rooms conversations to improve their speaking skills. In addition, the objective is to understand the prevalent challenges that EFL students face when they speak English. Moreover, we aim to shed light on the significance and effectiveness of using chat rooms in improving EFL students' oral performance.

## **4. Population and Sampling**

The participants in this study were master one student from Mohammed El Bachir El Ibrahimi University of Bordj Bou Arreridj, during the academic year 2022/2023. Out of the population of Master One students at the department, we randomly selected 65 students was. The method followed was systematic random sampling. Twenty participants out of the 65 selected students benefited from online speaking sessions through online chat rooms.



## **5. Research Questions**

The following questions will be addressed in this study:

- What are EFL learners' attitudes and perspectives towards using online chat conversations for improving their speaking skills?
- What are the challenges that EFL learners encounter in speaking?
- Do EFL students have positive perspective toward using online chat rooms conversations?

## **6. Methodology**

A descriptive approach was adopted because it is suitable to our study. This type of research approach is appropriate due to the nature of the problem being examined, which is introducing or suggesting online chat rooms conversation to EFL learners, and questioning its importance in improving their speaking skills.

The descriptive technique is employed since it makes our study issues more understandable. Moreover, it allows us to calibrate the attitude of students towards using online chat rooms conversation in order to improve their speaking skills. In addition, it permits us to understand what are the challenges that learners handled while they speaking English.

## **7. Significance of the study**

The importance of this study is to identify the best and most motivating way to improve English language students' oral skills through online chat conversation, which may be a successful tool to help students improve their abilities to communicate successfully without fear or hesitation and give them the opportunity to practice English outside of the classroom authentically. Curricula designers can benefit from the findings of this study if the online chat conversation is truly beneficial for improving oral performance and the possibility of incorporating it into the curriculum. In addition, this new method is significant because it promotes students' freedom of expression and autonomous learning.

# **Chapter One: Theoretical Background**

## **Introduction**

Since the study is about exploring English as a Foreign Language (EFL) learners' attitudes towards using chat rooms conversation and its relation to improving their speaking skills, it is important to have a clear image about what speaking is, and why it is important. It also necessary to highlight the definition of online chat rooms and its role in enhancing student-speaking skills. Thus, the main purpose of this chapter is to review the literature related to the whole topic of exploring EFL learners' attitudes towards using chat rooms conversation for improving their speaking skills.

In the first section, we reviewed different experts' viewpoints. We mentioned speaking subskills which are very important, and whose mastering has a big effect in helping EFL students meliorate their speaking performance. Then we discussed five types of speaking that were stated by Brown H.(2004) imitative speaking, responsive speaking, intensive speaking, interactive speaking and extensive speaking.

The second section, the difficulties that EFL student Face in oral performance, deals with different factors that EFL Students face in oral performance such as linguistic factors, affective factors and learner factors.

The fourth section is about Autonomy and the role of technology for autonomous learners. We gave an overview of the term autonomy, its definition and the main characteristics of learning autonomy. In addition, we also shed light on the importance of technology and its role in students' communicative skills and autonomous activities.

The final section deals with social media definition, types and the most popular platform. It seeks to provide an overview about what chat rooms are and their importance in enhancing the speaking skill. It also lists the most popular chat platform, and highlights the benefits of online chat room platforms.

# 1. Section One: Speaking Skill

## 1.1. Definition of Speaking Skills

Speaking is one of the four basic language skills (listening, writing, reading and speaking) with which human beings can share information and communicate with each other by expressing their opinions, feeling, hopes, intention and viewpoints. According to Oxford dictionary of current English. (2009, p. 415), “Speaking is the action of conveying information or expressing one’s thoughts and feelings in spoken language.” Speaking is the most frequently used language skill as Leong and Ahmadi (2017, p. 35) stated, “speaking is used twice as much as reading and writing combined”.

There are multiple definitions of the speaking skill according to many experts. According to Harmer (2007, p. 284), speaking is the ability to speak fluently and it requires both the knowledge of language features and the ability of processing information. The same viewpoint is shared by Florez (1999, p. 1) who declared that:

“Speaking is an interactive process of constructing meaning that involves producing and receiving the and processing information, it’s form and meaning are dependent in the context in which occurs, including the participants themselves, their collective experience, the physical environment.”

This means that speaking involves in not only pronouncing words but also the ability to produce and receive information.

According to Quianthy (1990), speaking is the process of transmitting information and ideas verbally based on the situation. Therefore, speaking is a crucial skill and it is considered as a productive skill since it used to communicate others and to know how to deal with different daily life situations by expressing thoughts, feelings and opinions in different speech act. As Cora and Knight (2000), viewed that speaking is the process of producing spoken language in order to deliver a message in different kind of context.

Moreover, Hedge (2000, p. 261) points out that speaking is “a skill by which [people] are judged while first impression is being formed.” This point means that speaking is an important

skill in people's life because it transmits other people's points of view and it reflects their ideas and thoughts. As Widdowson (1998, p. 59) declared, "an instance for us, therefore, is part of reciprocal exchange in which both reception and production play a part. The speaking skills involves both receptive and productive participants". Furthermore, learners need to be aware of the appropriate use of the language in speech.

Florez (1999, p. 3) Stated some skills and knowledge that the speaker might address include the following:

- Producing the sound, stress patterns, rhythmic structures and intonations of the language.
- Using grammar structures accurately
- assessing characteristics of the target audience, including shared knowledge, shared points of references or difference in perspective
- Selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed and the settings in which the speech act occur
- applying strategies to enhance comprehensibility, such as emphasizing key words , rephrasing, or checking for listener comprehension
- using gestures or body language
- Paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener comprehension and involvement

According to the different definitions of the speaking skill from different experts, it was noticed that the definition has two important approaches, which are the bottom up and top-down model. The bottom-up approach deals with the production and combination of sounds in organized way to in order to have meaningful speech.in the other hand, there is the top-down approach includes participants in which they are communicate by each other in order to receive information or knowledge. Nazara (2011, p. 31) indicated , "Speaking is a specific spoken discourse that is primarily social and engaged in for social purposes and in social context." Overall, speaking is a crucial skill, which needs a lot of practice in order to be competent in it.

## **1.2 The Importance of Developing Speaking Skills in EFL Context:**

Speaking is a very important skill in foreign language. As Ur (2000, p. 121) cited in Zhang (2009) identified:

Of all four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: People who know a language are referred to as ‘speakers’ of that language, as if speaking includes all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak.

It is the crucial part in language learning because it helps learners acquire English as a foreign language, where the learners can speak spontaneously and smoothly with native speakers. Littlewoods (1981, p. 1) Argues that the speaking skill is “an important part of the curriculum in language teaching and this makes it an important object of assessment as well”.

To develop speaking skills, EFL learner should develop their oral interaction. As Nunan (1991) held that speaking is the same as oral interaction in which we present information, expressing our ideas and thoughts that we have in our mind in imitative way. This means that by using the target language, people can share ideas, opinions, feeling directly in an interaction with others. Many researchers like Glover (2011), Burkart and Sheppard (2004) believed that success in language learning is measured by making conversation in the target language. Also Nunan (1991, p. 39) declared that “To most people, mastering that art of speaking is the single most important factor of learning a second or foreign language and success is a measure item of the ability to carry out a conversation in the language”. Thus, to be competent in a foreign language, one should be able to use the language in different contexts and situations in order to be able to speak effectively because mastering the speaking skill is a crucial element for foreign language learners due to its value in evaluating the students’ performance and achievements. In this context, Bygate (1987) stated, that speaking skills entails making the appropriate choices when utilizing language form, following the right order, copying native speakers’ communication abilities and providing the correct meaning that the audience can comprehend. This means that the speaking skill is an essential skill; the mastery of it necessitates the learners to possess precise knowledge of the language. This skill also requires more attention and a lot of practice to be developed. In addition, most of people consider that mastering a language and speaking as synonyms. As Celce-Murcia

(2001) indicated that, the capacity to speak a language is synonymous with knowing that language because speech is the most essential means of human communication.

Moreover, Hedge (2000) declared that for many students, learning to speak competently in English is a main concern, they may need this skill for a diversity of reasons, for example to keep up a rapport in relationship, impact people, and win or lose negotiations. Therefore, learning speaking skills is a fundamental part of EFL curriculum, and that is why most of EFL learners give the speaking skills priority in their learning process. Developing this skill takes a long time as Luoma (2004) argues that speaking in a foreign is challenging and competency in speaking takes a long time to develop.

Furthermore, speaking can support other language skills. Recent researchers have declared that oral interaction is a main factor in the shaping of the learner's developing language Gass & Varonis (1994). For example, it was proved that learning speaking can help the development of reading competence Hilferty (2005), the development of writing Trachsel and Severino (2004) As well as the development of listening skills Regina (1993).

In addition, Speaking is a productive oral skill and it is one of the difficult skills. As a foreign language, the use of English seems to be a coordinative part of the language acquisition process. Students must participate speaking during the classroom and the teacher here should give them opportunities in order to gain their interest and in order to improve their speaking. This is because when the learner talks more, they can enhance their grammar and learn new vocabulary in each lesson; the more learners speak in English, the better speakers they become. The speaking skill is something learned through an oral medium.

EFL university students need chances and opportunities to use the target language in communicating to achieve certain goals or to express their ideas, information, opinions, feeling, intentions, hopes and viewpoints. That is why the researchers suggest using online chat rooms to develop and enhance learners' speaking skills, while the effect of using online chat rooms in different aspect of language (e.g.: it helps learner meliorate their vocabulary, grammar, rise their confidence which lead the learners to speak communicatively without hesitation).

### **1.3. Speaking Sub-skills**

In speaking, learners must master some subskills well due to their importance in facilitating the way of speaking orally. Those subskills are fluency, pronunciation, Grammar, vocabulary and appropriacy.

#### **1.3.1. Fluency**

Fluency is described as the ability to speak smoothly and communicatively. It refers to conveying oral language freely without any interruption. As proposed by Hedge (2000) “the term fluency relates to the production and it is normally received for speech. It is the ability to link units of speech together with facility and without strain or inappropriate slowness, undue hesitation.” Hughes (2002) defined Fluency as the capacity of learner to speak in rational and accurate way without hesitation in order to gain auditors attentiveness. This means that fluency is the ability to speak coherently and quickly through the effective linking of speech units, clear pronunciation of sounds, and appropriate use of stress and intonation in order to avoid speech mistakes. Therefore, fluency is a main feature of speaking performance and it is the primary objective of teaching speaking skills.

#### **1.3.2. Pronunciation**

Pronunciation is an important component of language. It includes all aspects of speech like rhythm, intonation, stress... etc. These components help EFL learners to speak effectively. As Gilakjani (2012) declared, “learners with good English pronunciation are likely to be understood even if they make errors in other areas, whereas learners with bad pronunciation will not be understood, even if their grammar is perfect.” Pronunciation is a way of producing a clear language while speaking, in which learners can communicate successfully when their pronunciation is good. Therefore, their speaking will be understandable. As stated by Redmond and Vrchota (2007, p.104): “It is imperative that you use the correct word in the correct sentence and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted and understood.” In addition, even though some learners have limited grammar and vocabulary, they have a good pronunciation; this can help them improve their speaking.

### **1.3.3. Grammar**

Grammar can be described as the way of arranging the words into the correct sentence. Ur (1996) confirmed that grammar is how to put words together in order to have correct sentences. Moreover, James (2005, p.2) detailed, “grammar is a study of the structure of the language and describes the way of putting words together to make meaningful sentences”. Grammar does not focus only on the written language but also the spoken one; if the speaker has known about the grammatical rules for arranging words in the right sentence, this can make it easier for him/ her to speak in English. Harmer (2001, p.12) said that “the grammar of a language is the description of the ways in which words can be change their forms and can be combined into sentences in that language”. This means that this means that the function of grammar is to arrange the correct meaning of sentences based on the context.

### **1.3.4. Vocabulary**

Vocabulary is the basis of language. Hunt and Beglar (2005, p.2) assumed, “The heart of language comprehension and use is the lexicon”. Vocabulary is the main thing in language especially in speaking because it refers to someone’s knowledge about words and meaning. Therefore, without general vocabulary we will not be able to say anything. There are two forms of vocabulary: Oral vocabulary, which is the words that we understand when we speak and read orally, while the second form is printed vocabulary that refers to the words that we understand when we speak and read silently. Knowing many vocabularies will make it easier to express our ideas or opinions both in oral and written form. In addition, to be able to communicate well, learners need to know a lot of vocabulary.

### **1.3.5. Appropriacy**

The term "appropriacy" describe the use of language that is suitable for a certain context. Our spoken language needs to be appropriate, thus when we speak, we should use appropriate sentences, in order to be more suitable in their use of English, learners must practice speaking and get over their fear of making mistakes. Appropriacy is a crucial part of oral language. According to Collins English dictionary «the condition of delicate and precise fittingness of a word or expression to its context, even when it is chosen from a number of close synonyms".



## **1.4. Types of Speaking**

Speaking is considered as one of the productive skills in language learning. Brown (2004) listed five types of speaking according to the speaker's intention: Imitative speaking, interesting speaking, responsive speaking, interactive speaking, and extensive speaking.

### **1.4.1. Imitative Speaking:**

Imitative speaking is the ability to imitate and repeat others' words, phrases or sentences. This type of repetition consists on lexical and grammatical properties of language in order to understand or convey meaning or even to participate in an interactive conversation. The only role here is focusing on pronunciation that gives the learners the opportunity to repeat words easily and help them to be more comprehensible. Brown (2004).

### **1.4.2. Intensive Speaking**

This type of speaking that was stated by Brown (2004) is the intensive one. For him, intensive speaking is the production of short stretches of oral language in order to demonstrate competence in a narrow band of grammatical, lexical and phonological relationship in which the speaker needs to be aware of semantic properties to be able to respond. Intensive speaking includes assessment tasks such as reading paragraphs, reading information, sentence, dialogue completion...etc.

### **1.4.3. Responsive Speaking**

The responsive type includes interaction and text comprehension but at the somewhat limited level like very short conversation, standard greetings, small talk, simple requests and comments. Those responds are usually authentic and meaningful as Brown (2004, p. 141) illustrations in the following conversation:

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

**Stef:** Not bad, and yourself?

**Jeff:** I'm good

**Stef:** Cool. Okey gotta go.

#### **1.4.4. Interactive Speaking:**

In this type, Brown (2004) declared that interactive speaking is different from the responsive speaking in terms of the length and complexity of the interaction. This type of speaking has two forms of language; transactional language which has the purpose of exchanging and conveying specific information. While interpersonal language has the purpose of maintaining social relationships. In this form of interpersonal language, oral production can become more pragmatically complex with the use of colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions. Interpersonal speaking performance has some forms such as interview, role-play, discussion, conversation...etc.

#### **1.4.5. Extensive Speaking:**

According to Brown 2004, extensive speaking includes speeches, oral presentation, and storytelling. According to him, "this type of speaking language style is frequently more deliberative and formal for extensive tasks, since we cannot rule out certain informal monologues like casually delivered speech" (2004, p. 142).

## **2. Section Two: EFL Students' Difficulties in Oral Performance**

There are various factors that hinder EFL learners throughout their learning process of English, and those factors impede learners from performing their speech with proficiency. Some factors are explained below.

### **2.1. Linguistic Factors**

Speaking represents a challenge to most language learners. Thornbury (2005) Mentioned in his book that speaking was treated as a skill and it should be developed and practiced like any other skill. The more you practice the more you get because it takes an essential role in learning a foreign language. EFL learners must have a solid base of linguistic knowledge. Thornbury (2005) Stated, "being skillful assumes having some kind of knowledge base...knowledge that is relevant to speaking can be categorized either as knowledge of features of language (linguistic knowledge) or knowledge that is independent of languages" (p. 11). He also claimed that linguistic knowledge helps learners to develop their speaking skills and produce skillful speech. Moreover, it helps to overcome problems that learners may encounter through their speaking, such as lack of vocabulary.

Therefore, vocabulary represents a fundamental segment in any language. In addition, there are grammar elements that play an essential role in the structure of language. Then the third obstacle is pronunciation mistakes, which is the most challenging problem that English learners face during their speaking. Therefore, those are the three linguistic problems that stand up against EFL learners when they do not have adequate knowledge or a linguistic base in the English language components.

### **2.1.1. Grammatical Mistakes:**

Grammar has massive importance in producing correct language. It is one of the most valued aspects that the learner should master because it gives the ability to speak proper English. Moreover, it informs learners about how they can differ in the use of tenses in a sentence. Furthermore, grammatical knowledge gives the chance to know how words can be arranged in a sentence, and makes learners avoid using ungrammatical sentences. In addition, the lack of syntactic knowledge leads EFL learners to grammatical mistakes. It is one of the major linguistic problems that hinder EFL learners from participating in conversations and, as it is argued by Middleton (2009), most EFL students are reluctant to make the effort to communicate in the second language that they are learning, due to the fear of being ridiculed in front of the other learners. So, the fear of making mistakes makes them prefer to keep silent or not have the courage to participate rather than use unstructured sentences or the wrong tenses because a simple change can alter the entire sentence and its meaning also. According to Lindita Kaçani (2014)," mistakes are an unavoidable part of the foreign language learning and teaching "(p. 323). Moreover, according to the Albanian study University of Korca (2014), they mentioned that Albanian learners made many mistakes during their learning process. Among the most basic problems were verb agreement, tense use, question, and negative forms, verb patterns, and elliptic structures, articles, and propositions. Those mistakes emerge due to the lack of grammatical knowledge of EFL learners. (Moli, University faculty of Philosophy and Education. English department, p. 323).

### **1.1.2. Lack of Vocabulary**

For English language learners speaking in English can be tough if they do not have a good command of the language. Limited vocabulary is the main obstacle for learners because it forces

them to use the same words at various times and inappropriate mistakes and it impedes communication so they cannot speak fluently. As Meara states, “Students have mentioned that foreign language vocabulary acquisition is the main source of trouble learning the language” (p.221). Therefore, learners should have a strong background vocabulary knowledge and it should be used in an appropriate way to achieve accuracy. Learners should select adequate terms to express a concept. According to Schmit “a large vocabulary is necessary to function in English” (2008. p. 329). Thornbury (2005) claims that “spoken language also has a relatively high proportion of words and expressions”(p. 22). Moreover, learning a language means learning its vocabulary. According to Wilkins 1972 "while without grammar very little can be conveyed, without vocabulary, nothing can be conveyed" (p.97). This show how important is it to have a vocabulary base and how it affects the continuity of a conversation and, as Becker (1997) said, the lack of vocabulary is the main cause of students' failure.

### **1.1.3. Pronunciation Mistakes**

Mispronunciation of words prevents EFL learners from taking part in the performance. Moreover, it is one of the main barriers that learners face during their learning process of a foreign language. That is why it is very essential to use clear pronunciation. Furthermore, learners master pronunciation and annotation effectively only by practicing the language, being aware of the rules of sounds as stress, and annotation patterns to overcome these mistakes. So according to Harmer (2001) “For all these people, being made aware of pronunciation issues will be immense benefit not only to their own pronunciation but also to their understanding of spoken English” (p. 183). Moreover, Hedge (2000) views that speaking as a “skill by which they are judged while first impressions are being formed” (p. 261). This shows that when making a speech or making a performance the first thing that would be noticed is the pronunciation of words and it will be judged and evaluated by others. This gap negatively affects EFL learners, which leads them to refuse to participate in any kind of conversation and urges them not to speak and silence will be the best solution for them. Besides, mispronunciation of words can be difficult even for the listener because it is hard to interpret what the speaker means.

## **2.2. Affective and Psychological Factors**

EFL learners may encounter other obstacles besides linguistic factors as psychological problems that hinder them from performing English as a target language. Oxford (1996) Argues that the affective side of learners is one of the most important aspects of learning a language. According to Elhadi (2015), these psychological factors affect EFL learners when rehearsing their speaking. In this part, we will deal with four crucial affective factors: The affective filter of Krashen's hypothesis, the lack of self-confidence, anxiety, and inhibition.

### **2.2.1. Krashen's Affective Filter Hypothesis**

The affective filter hypothesis is a part of Krashen's theory of second language acquisition; which was retrieved from his well-known book titled by '*Second Language Acquisition and Second Language Learning 1988*'. This hypothesis describes the affective factors that can act as a filter that blocks the acquisition. The major factors that impede this acquisition are a lack of motivation, low self-confidence and anxiety. Krashen (1988), believes that learners need to obtain comprehensible input for language acquisition to take place. Moreover, learners also need to let that input in. This is the role of an affective filter that determines how receptive to comprehensive input a learner is going to be. The affective filter hypothesis states that learners with a low affective filter seek and receive more input or information and interact with confidence. Thus, Krashen claims that learners with high motivation, self-confidence, and low levels of nervousness are better equipped for success in second language acquisition, and vice-versa; those who maintain low motivation and anxiety can increase the affective filter and form a mental block that prevents comprehensible input from being used for acquisition. In addition, when the filter is 'up' it impedes language acquisition because the negative emotions cause a high affective filter and the ability to receive the input and produce that input is limited.

### **2.2.2. Anxiety and Inhibition**

Spielberger (1983, Cited in Brown 2007) describes anxiety as "the subjective feeling of tension apprehension, nervousness, and worry associated with an arousal of the automatic nervous system". Anxiety is one of the most important aspects that affect learners in their speaking performance and as Ramirez (1995) states "anxiety is defined as a state of apprehension, a vague fear that can have a negative effect on motivation and that can result in a poor performance which

produces more anxiety "( p. 167). The feeling of anxiousness makes EFL learners not take the risk to participate in public speaking. That is due to the fear of hesitation or wrong judgment from others and getting ashamed. Therefore, anxiety can prevent learners from mastering their speaking skills. According to Horwitz E, Horwitz M and Cope, J et (1986), the main causes of anxiety are communication apprehension, fear of negative evaluation, and test anxiety. These reasons make learners create weaker communicative behaviors patterns. Therefore, anxiety negatively influences the learner's performance and makes them less fluent as they lose terms and prefer being quiet and speechless. On the other hand, inhibition is also considered as another significant barrier that frustrates speaking proficiency in a foreign language, and Ur (2000, p. 111) noted that "learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face or simply shy of the attention that their speech attracts".

### **2.2.3. Lack of Self-confidence**

Self-confidence is considered an indispensable factor and it plays a crucial role in developing EFL learner's performance as Preston (2007) states that "confidence is crucial to a happy and fulfilling life, it influences your success at work, your family life, relationships, and leisure activities it affects your performance in everything you do"(p. 7). Lack of confidence occurs when learners feel that they do not know how to transmit the information well to the listeners and fear not being comprehended or when they do not understand others' discourse. Ni (2012) States that "lack of confidence leads learners to be enormously fearful and worried, reluctant to express their thoughts and even incapable to utter a complete a meaningful sentence in class" (p. 150). The main reason for this happens is the incapacity in speaking English. Moreover, learners believe that they cannot have the ability to speak English adequately and fluently. Therefore, this is due to the lack of encouragement from others because it plays a vital role in enhancing their speaking skills. Hence, the lack of encouragement results in a lack of confidence that drives learners to lose themselves and makes them more motivated. Encouragement is vital to boost learners' success in their performance.

### **2.3. Learner Factors**

Learner's factors are divided into three categories as they are mentioned below.

### **2.3.1. Lack of Motivation**

Motivation is a fundamental element and it is an excellent factor that results in effective communication. Motivation shows the desire for how much learners want to accomplish things. According to Gardner (1985) Motivation is “the extent to which the individual works or strives to learn the language because of the desire to do so and the satisfaction experience in this activity” (p. 10). Furthermore, motivation urges learners to be more curious and have great attention that keeps them motivated to learn. Therefore, as Ellis (1997) States, “motivation involves attitudes and effective state that influence the degree of effort that learner makes to learn a L2”(p. 75). Hence, numerous researchers noted that learners with high motivation could achieve better in their learning of the target language rather than those who lack motivation. Dornyei (2008) Pointed out that” without sufficient motivation, however, even the brightest learners are unlikely to persist long enough to attain any real useful language” (p. 5). Moreover, there is a connection between motivation and successful learning because motivation supports learners in retaining great success in learning and improving their abilities Nunan (1999) states that motivation can affect the reluctance of learners to speak in the target language.

### **2.3.2. Lack of Interest in the Subject**

Interest acts as a catalyst for learning and exploration. It ensures learners' development in a wide and varied set of knowledge and skills. It facilitates and encourages learning and performance. Moreover, the lack of engagement in the subject means neglecting or not giving attention to a certain topic, or when a person is not excited or maintains a specific theme, a certain activity or specific situation will occur, this is not interesting. Lack of interest may appear in different ways, from the lack of focus during the discussion to the inability to interact with this theme. According to Hidi and Harackiewicz (2000) “most attention theorists agree that interest is a phenomenon that develops through individuals' association with what they encounter” (p.152). In addition, according to them, self-interest stems from an innate drive to understand specific topics or subjects and it is generally associated with high levels of knowledge and worth, reasonable sentiments, and a higher referential value. (Krapp, Hidi and Renninger 1992).

### **2.3.3. Mother Tongue Use**

Mother tongue is a language learned from family or community when a person is young.

Occasionally, when learners have a conversation with others, they cannot communicate in a second language and express themselves. Therefore, they utilize words from their mother tongue language due to the lack of vocabulary or lack adequate knowledge of a foreign language. It means that there is insufficient exposure to the second language and inadequate second-language proficiency due to the social and cultural norms that encourage the usage. Therefore, because of this, it leads to a disability of sentence composition in the target language. According to Baker and Westrup (2003) “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language” (p. 12).

#### **2.3.4. L1 interference**

First language interference is a critical factor that stands as a hindrance to improving oral performance and fluency. It can influence all varieties of language including articulation, grammatical structures, lexis, and sentence construction because they differ in structure between the first and the second language. Therefore, learners struggle to find the right words to express their attention. They directly use terms from their first language (L1) and this may cause a negative first-language grammar rule transfer and a failure to interact with others. This failure is due to the lack of vocabulary knowledge or sometimes because they feel more comfortable and unstressed when conversing in their native language. Hence, they can better express their thoughts and attention and deliver information without errors. In this sense, Taylor (1982) emphasizes that the interference of L1 still be the main reason learners deteriorate in performing English as a foreign language. Besides, it boosts low self-esteem and lack of confidence in learners.



## **Section 3: Social Media and Chat Room Conversation**

### **3.1. Definition of social media**

Nowadays, people use the term *social media* frequently to refer to the content users share on websites and applications like Facebook, Twitter, Instagram, Snapchat, and others. Therefore, it follows that social media are websites that enable online interaction between consumers. Certain people share more constrained understanding of social media, frequently confusing it with social networking (also known as Facebook, Twitter, etc.). Opponents disagree, saying that blogs do not qualify as social media.

Everyone appears to have their own unique perspective on what social media is and is not. To have a clearer and more accurate understanding, let us proceed better into the overall idea. Perhaps breaking things down into simpler terms would help us comprehend it more clearly.

The term "social" implies connecting with others, exchanging, and receiving information from them as well. While TV, radio, and newspapers are examples of more conventional types of media, the word "media" usually refers to a tool of communication, such as the internet. We may put together the following basic definition from both of these distinct terms: social media are web-based communication platforms that let users share and consume information with one another. Actually, it is a broad meaning, but social media is a phrase with a broad definition in general. Moreover, the Cambridge Dictionary (Thesaurus, n.d.) Defines social media as “web pages and software applications that enable people to communicate and share information on the internet using a computer or cell phone.”

### **3.2 Types of social media**

The type of content is the primary characteristic that sets apart the various social media platforms. As a result, we will now explore the various social media platforms according to (Biteable, 2018).

### **3.2.1. Social Networking Sites**

This type emphasizes talks with individuals more. In addition to encouraging private chats, these platforms promote knowledge exchange. These systems can handle a variety of content formats, including text, images, videos, and other original sorts of information. They are regarded as a master of all crafts and the hub of communication. Users may express their opinions, establish groups based on shared interests, and generate original, fascinating material. These websites are user-centered and designed with the users' social requirements and priorities in mind.

### **3.2.2. Image-based Sites**

Recent years have seen an increase in the popularity of image-based content categories. Users are more drawn to content with infographics, drawings, and photos. The purpose of social media applications like Pinterest, Instagram, and Snapchat is to increase the sharing of photographs. The adage "*a picture is worth a thousand words*" is true and may be used to great use. Businesses may publish photographs that are connected to their shoppable merchandise on sites like Instagram and Pinterest. Users are informed when they come across a post with a link to a retailer's store and may go there to finish their purchase.

### **3.2.3. Video Sharing/Streaming Platforms**

One of the most alluring and interesting types of material is video. Video sharing and streaming platforms can be very helpful in learning and speaking English. By watching videos of native speakers, learners can improve their pronunciation and listening skill. Additionally, many video sharing platforms offer educational content specifically designed to help people learn English, such as grammar lessons and vocabulary exercises. Moreover, many video sharing platforms offer the ability to interact with other learners from around the world, providing a unique opportunity to practice speaking English with others. Some examples of video sharing and streaming platforms that can be helpful for improving the speaking skill include YouTube, Netflix and TED Talks. There are also specialized platforms such as English Central and Fluent U, which are specifically designed to help learners improve their English language skill.

### **3.2.4. Discussion Forums**

Discussion boards are crucial because they let users post queries and receive responses from a variety of individuals. These online forums are designed to encourage talks between users who have common interests or just out of curiosity. These websites include Quora and Reddit, among others. These platforms may not be as easily identified as others may, but the knowledge and value they offer are what keep them useful.

### **3.2.5. Blogs and Community Platforms**

Blogs are a fantastic tool for companies and marketers to connect with and enlighten their target market. Users may build communities on websites like Tumblr and Medium where other users who share their interests can follow them and read what they have to say about particular subjects.

## **3.3. Some Popular Social Media Websites**

There are many social media platforms; however, the following websites might be the most commonly used by people. Due to the large number of active users from all age's background

### **3.3.1 Facebook**

According to Kerner (2021) The Harvard University students Chris Hughes, Andrew McCollum, Dustin Moskovitz, Eduardo Saverin, and Mark Zuckerberg established the social networking site Facebook in February 2004. Facebook was created with the intention of giving college students a place to network and exchange information. It started out as a social network exclusive to Harvard University and then became available to all universities. In the end, it developed into a global social network accessible to everyone.

### **3.3.2 Twitter**

According to Forsey (2019), Twitter, a social networking service created in 2006, is without a doubt one of the most popular social media platforms accessible today, with 100 million daily active users and 500 million tweets posted every day. It may be used to follow prominent celebrities, remain in touch with former high school pals, and get news. One would develop an SMS-based messaging system that would enable pals to stay in touch by updating statuses.

### **3.3.3 Instagram**

According to Holak (2017) Instagram is a free online photo-sharing service and social media network that Facebook purchased in 2012. Through a smartphone app, Instagram users may edit and publish pictures and short videos. In addition to adding a description to each post, users may utilize geotags and hashtags to index their content and make it searchable by other app users. When tagged with hashtags or geotags, a user's posts are visible to the public and show up on their followers' Instagram feeds. In order for just their followers to see their postings, users can also choose to make their profiles private.

### **3.3.4 Snapchat**

Snapchat is a free messaging and social networking app for cell phones. You may send text messages, images, and gifs to your loved ones using Snapchat, which is available for iOS and android. The majority of these communications are transient, which is what makes Snapchat special. A photo or video you have posted, for instance, will vanish after it has been seen and cannot be accessed again.

### **3.3.5 WhatsApp**

According to Stegner (2023) WhatsApp Messenger is a free instant messaging program. You may text individuals individually or in groups using this tool. WhatsApp talks are important since they occur online. In-chat features on WhatsApp include the ability to exchange photographs, disclose your location, look for and send GIFs, and other things you would expect from a contemporary messaging software. WhatsApp provides phone calls, video calls, and recorded voice messages in addition to the basic messaging feature. That does not even address WhatsApp's numerous hidden gimmicks. Two former Yahoo workers created the app in 2009.

### **3.3.6 Skype**

Microsoft, a global American company, owns Skype; a remote communication tool that supports text, voice, and video chats. You may converse using PCs, mobile phones, tablets, and other devices thanks to this cross-platform tool.

## **3.4 Using social media for Chat Room Conversation**

With the rise of social media platforms, people have found new ways to connect with each other, including through chat room conversation where individuals can connect with others who share similar interests and engage in discussions of variety of topics using the following platform:

- Facebook: Users may talk by text, audio, and video. Additionally, users may publish content to Facebook. Users may access Facebook in a wide variety of languages. Currently, Facebook owns a number of messaging apps. Instagram, Facebook Messenger, and WhatsApp.
- WhatsApp: One of the most popular platforms is WhatsApp. The Facebook group is the owner of it. Text, voice, and video chatting are all available on WhatsApp. It is offered in a wide variety of languages.
- Skype: Mostly live meetings are conducted using it. 101 distinct languages support it.
- Telegram: is a well-liked chat program that is used by millions of people worldwide. Additionally, both individual and group chats are permitted. It is a cross-platform programs that works on a variety of platforms, including Mac, Windows, Linux, iOS, and Android.
- Snapchat: is a smartphone app available for iOS and Android devices. One of the fundamental ideas behind Snapchat is that any communication sent, whether it be a video, text, or voice message, will only be received for a brief moment.

### **3.4.1. Definition of Online Chat Platform**

Nowadays, internet is widely utilized, inexpensively accessible to everybody, and useful as a communication tool. With the help of the internet, we can text anybody. Instant messaging is the practice of sending a message to anyone and receiving a response. With the use of a camera, you may also conduct video calls or video chatting with anybody via the internet, which is referred to as voice talking. Chatting is a term used to describe a kind of online communication that allows for real-time text message transfer from sender to recipient. One sender to one receiver, one sender too many receivers, and point-to-point are all terms used to describe online talking. Additionally, it offers web, audio and video conferencing services. Both text-based and video-based (using webcams) chats are possible. Today's chat has developed in a distinctive way. There are several websites and programs available now that are popular worldwide. Having a discussion with anyone has become much simpler

thanks to online chat. Now, anyone in the globe may communicate with the person on the other edge.

### **3.4.2. Chat Room Definition**

A chat room is a feature of an online chat platform service where users may communicate with one another online. Another name for it is a virtual chamber. Users must first register on the server before being able to log in using a username and password. Users are free to communicate in the chat room via a variety of channels, including text, audio, and even video calls. Multimedia (videos, photos, etc.) can also be sent in the chat room.

### **3.4.3. Importance of Chat-room Conversation in Enhancing the Speaking Skill**

Chat room conversation can be an effective way to enhance speaking skills, this because they provide learners with an opportunity to practice speaking in a low-stakes environment, which can help build confidence and fluency. Additionally, chat room conversation can expose learners to a variety of accents and speaking styles, which can help improve their listening comprehension and pronunciation, Liu (2012) in his study published in the journal of language teaching and research, which its aim was to investigate the effect of chat room conversation on students' oral proficiency in English. The study used quasi-experimental pretest-posttest design, which involved measuring the students' oral proficiency before and after participating in the chat room conversation. The participant in this study were 40 Chinese university students who were studying English as a foreign language. The students were divided into two groups: a treatment group, which participated in chat room conversation with native English speakers, and a control group, which did not participate in the chat room conversation. The chat rooms conversations were conducted over a period of 10 weeks, with each session lasting for 50 minutes. The students in the treatment group were paired with native English speakers, and they discussed a variety of topics, such hobbies, travel and culture. After the 10- week's period, the students' oral proficiency was measured using a standardized test. The results showed that the students in the treatment group had a significantly higher level of oral proficiency than the students in the control group. The study concluded that chat room conversation could be an effective way to improve students' oral proficiency in English. Similarly, another study conducted by Kessler and Bikowski (2010), that examined the effectiveness of chat room conversations

on speaking skill, the study involved a group of intermediate-level Spanish learners who participated in online chat room discussions with native Spanish speakers. The researchers found that the students' oral level improved significantly after participating in the chat room conversations, as they were better able to use complex grammatical structures and vocabulary. Therefore, chat room conversation is essential and can be an effective way to improve language learners' oral proficiency and provide them with authentic language input.

#### **3.4.4 Types of Chatting**

The most popular method of communication is instant messaging. Text-based communication is used. It occurs between two individuals or groups of individuals. It is referred to as Internet Relay Chat (IRC). It is a text-based chat as well. IRC requires a client program in order to be used, and any firm does not own it. We can connect with only two partners or users using IRC, or we can take part in discussion channels. Seek you is how ICQ is known. The best communication program is this one. We may transmit files, URLs, and more via ICQ. Similar to instant messaging, but with the added ability to enter a chat room and engage in multi-person conversations. In addition to writing, we can also communicate through voice. It is referred to as voice chatting. Internet voice chatting in the same way as a phone call. All you need for an unlimited, free internet voice call is a solid internet connection. Video chatting is a type of face-to-face communication that may also be done via the internet. It also requires a webcam because it takes place in real time. Compared to text and video chatting, video chatting requires a faster internet connection. Moreover, a decent camera, of course.

#### **3.4.5. Some Popular Chat Platform**

There are many chats platform that provide services like; random chat, knowing people, and for learning and practicing speaking a language. The following are the popular and the most widely used by people:

##### **3.4.5.1. Extent World**

It is a new free social media platform, which contains different services including chatting and earning money by using these services. It is divided into three parts: dating, private and public accounts and each one of them has its special characteristics.

### **3.4.5.2. Free4talk**

It is the best website of practicing English speaking. It is easy for to find a conversation partner, improve English-speaking skills, make friends and make language exchange. It contains private and public rooms and each user can create a room or join one with other participants. Each room can contain many users and subjects to discuss between them. This platform is the one, which will be used in this study because it is easy to use and more formal, and academic compared to other platforms.

#### **3.4.5.2.1 Characteristic of free4talk website:**

There are different characteristics of free4talk website in term of formality, security, user interface and other features which makes it the most suitable website for the study, including:

- a- Level of security: it is power by google and have security certification as results all users' data are reserved and secured.
- b- Level of Formality and violent content: This website relies on the feature of checking before displaying. Where before the other partner appears to the user, it will be checked whether he shows an immoral or violent image and if does so, he will be banned before the user see anything.
- c- In term of subscription: it is completely free website, which is good for many students whom cannot afford other paid websites and applications.
- d- Multilanguage: This feature enhances the value of Free4Talk. If you are here, you are undoubtedly an English student, however, this does not mean you do not learn other languages or already speak one and want to keep practicing. If this is the case, you will be able to communicate with individuals from all over the world in several of the world's most widely spoken languages.
- e- Levels of proficiency: The language level provided in each group is another tool that helps you make the most of your time while using Free4Talk. This is the degree of linguistic skill that the group's creator expects you to have in order to participate in the chat. This is advantageous since it saves you time. If you are an advanced English



speaker, you will most likely wish to meet other advanced students. If you are a beginner, you generally do not want to hang around with intermediate English speakers. Being aware of your own level as well as the level required in each of the groups allows you to locate acceptable language partners, ensuring that the conversation experience is enjoyable for all parties involved.

- f- Topics you want to talk about: you may also select the subjects you wish to discuss on Free4Talk. The developer of the group illustrated above, for example, want to discuss IELTS speaking exam subjects or practise speaking activities at this level (or both).

### **3.4.5.3. Azar**

According to Kyle (2018) Azar is a video-chatting app that randomly connects users with people from all around the world. Azar is a friend finding software that facilitates communication and interaction between users worldwide. The program allows users to connect in real time via video, text, and images.

### **3.4.5.4. Omegle**

According to Childnet (2021) the platform known as Omegle was created primarily to let users chat with random people. It functions by randomly pairing users for one-on-one text or video conversations. It is anonymous, does not need account registration or age verification and is free to use. Not only that, but it also provides opportunity for users to speak with individuals from other nations, especially during times of lockdown when travel and face-to-face interactions are restricted. Users may engage in meaningful dialogues about significant issues. There are two ways in which users are particularly encouraged to engage in conversation with strangers. Despite the fact that chat is initially anonymous, many users decide to provide personal information such names, ages, places, emails, phone numbers, or social network handles.

## **3.5. Advantages and Disadvantages of Online Chat Rooms**

Chat rooms are an excellent means to interact with new individuals as well as to stay in contact with old ones. They offer a secure and welcoming setting where you may speak openly with one another. However, when deciding whether to use chat rooms, there are benefits and

drawbacks that should be taken into account. We will begin with advantages and then move on to discuss the disadvantages.

### **3.5.1. Advantages**

Hudson and Bruckman (2002) cited in Abdollah and Ahad (2009). in their study titled “The impact of online chatting on EFL Learners oral fluency” where it was conducted to investigate the effectiveness of using chat rooms and a newly developed technique on the oral fluency of EFL learners, where among of 81 junior students of English, 52 were selected based on their performances, using two proficiency tests where the results. Reported several benefits of conversation in their research. Despite the best efforts of the instructors engaged, they indicated that throughout the regular semester, classroom engagement was mostly teacher-oriented. Even though teachers started the conversations online in the same way they did in the classroom, the subsequent interaction was student-driven and significantly more interactive.

Numerous other studies support the benefits of chat rooms in English Language Teaching in addition to those already mentioned. The following are a few instances of these:

- Giving the student the opportunity to develop language that falls midway between commonly spoken English and the written version of the language Simpson (2008).
- Giving students the chance to communicate with native speakers in a real-world setting Skinner and Austin (1999) without being constrained by geography Wilson and Whitelock (1998).
- Making it possible for real-time communication to occur Mynard (2002).
- Encouraging active participation and encouraging conversation among participants while allowing for withdrawal when desired Sullivan and Pratt (1996).
- Supporting the growth of language learners' group abilities by fostering interactive learning and collaboration among them Su (2007).
- Giving people the chance to negotiate meaning, which facilitates language learning Hegelheimer and Chapelle (2002).

### **3.5.2. Disadvantages**

Despite the fact that online chat has many advantages, it also has some disadvantages. According to Team (2022) users cannot always depend on others to be truthful or genuine. If someone seems vulnerable online, people might try to take advantage of them. Building ties online instead of spending less time with friends and family is another major drawback of online chat.

Although the majority of online users genuinely want to assist, we can never be certain of their motivations. For instance, the problem of internet bullying is well known. Some people may use deception to gain the trust of others. Users should never provide too much personal information until they are comfortable with someone. If they feel uncomfortable because of someone, users are advised to quit the conversation for their personal safety.

## **Conclusion**

In this chapter, we discussed what speaking skills hold as a position, how vital it is for EFL students to acquire this talent, diverse expert opinions, speaking subs kills, and various speaking kinds.

Additionally, there are a number of linguistic barriers that EFL students must overcome when performing orally, including grammatical errors, poor pronunciation, and a lack of vocabulary. As for affective factor, we spoke about Krashen's affective filter concept, as well as anxiousness and lack of confidence. The last element relates to learner obstacles such as low motivation, disinterest in the subject, usage of mother language, and L1 interference.

We also provided information on what autonomy is and the function of technology for autonomous learners. We illustrated the concept, key features, and a brief history of autonomy as it relates to learning. Along with the significance of technology, students' communicative abilities and independent activities are also affected.

Finally, we discussed social media means, categories, and prevalent platforms. We also provided details about chat rooms, the most popular ones, and how important they are to improve speaking ability. We concluded with a set of advantages and conveniences that come with using a virtual conversation platform.

## **Chapter Two: METHODOLOGY**

### **Introduction**

This chapter discusses the practical part of our study. It describes and analyses the data gathered from the pre-questionnaire and post- questionnaire. The purpose of this study is to explore master one degrees EFL learners' perspectives and attitudes towards using online chat rooms conversation to improve their speaking skills. Moreover, the challenges that students face through their speaking performance.

This chapter presents a description of the research methodology. It highlights the research approach, which is descriptive, the research design and moves through the research method, which is a qualitative method. It also describes population and sampling of the study and the data collection tools. At the end, it comes to the data analysis.

### **2.1 Research Approach**

A descriptive approach was adopted because it is suitability to our study. This type of research approach is appropriate due to the nature of the problem being examined that is introducing or suggesting online chat rooms conversation to EFL learners, and questioning its importance in improving their speaking skills.

The descriptive technique is employed since it makes our study issues more understandable. Moreover, it allows us to calibrate the attitude of students towards using online chat rooms conversation in order to improve their speaking skills. In addition, it permits us to understand what are the challenges that learners handled while they speaking English.

### **2.2. Research Design**

This study followed the descriptive research, which focused upon gaining a summarized description about exploring EFL students' attitudes towards using online chat rooms conversation for improving their speaking skills. And to explore EFL students challenges while speaking English, This type of research is used to describe attitudes, reactions, behaviors and understanding

a particular social phenomena, which serves this study that aims to understand speaking challenges and EFL students attitudes, we used Pre- questionnaire about the challenges of EFL learners encounter in speaking then an observation through online treatment and then post questionnaire. In addition, the collected data helped us in answering the research questions.

### **2.3. Research Method**

Our study employed the qualitative technique in order to answer research questions and to complete the post-questionnaire. A pre- questionnaire was distributed to the participant students with the objective of exploring the challenges they encounter in speaking, and their attitudes towards them. In order to gain insights into the learners' attitudes towards the use of online chat rooms in enhancing the speaking skill, a smaller group of students benefited from a period of regular chat-room conversations and they were observed during the treatment that lasted from 15 April to 15<sup>th</sup> may. Finally, a post- questionnaire was administered to the group, which received the online observation.

The qualitative method was applied because the pre-questionnaire, which is about the challenges EFL learners encounter in speaking, addresses the participants' opinions and attitudes; it seeks to investigate the phenomenon in its natural setting. In order to gather more data that could be helpful in interpreting the results, we also used non-structured observations to monitor the participants' behaviors in the chat rooms and find out how they might change from the first to the last conversation.

### **2.4. Population and Sampling**

The participants in this study were master one student from Mohammed El Bachir El Ibrahimi University of Bordj Bou Arreridj, during the academic year 2022/2023. A sample of 65 students was selected randomly out of the whole population of 172. Using systematic random sampling, in which we started to distribute 65 questionnaires starting from student one in the first line until the student 65 in the amphitheater.

## **2.5. Data collection**

### **2.5.1 The Pre-questionnaire**

In this section, we will describe the pre-questionnaire that was administered to the Master One student. Its objective was to find out about the challenges they face in speaking.

#### **2.5.1.1 The Description of the Pre-questionnaire**

The entire questionnaire consists of fifteen questions. It is divided in two sections or parts, and it includes different types of questions: Open-ended questions and close-ended questions. The first section is devoted to questions about the general or the background information of the participants and it contains five questions. It means that questions from 1 to 5 deal with the age, gender, the years of studying English, the speaking performance and the English level. The second section includes 10 questions and it has two mixed types of questions. These have been used to reach the research objective and the type of data needed. Therefore, particular questions in this section allow participants to select multiple answers to the same question or to select the right answer from a group of choices and with justification or explanation about their choices. Besides, the main question is to figure out what are the obstacles that they face during their speaking performance and it is an open-ended question to express their opinions voluntarily.

#### **2.5.1.2. The Aim of the Pre-questionnaire**

The objective from this questionnaire is to highlight the elements that hinder students from participating and to explore the challenges that Master one student face through their speaking of English as a foreign language.

#### **2.5.1.3. The Administration of the Pre-questionnaire**

The pre-questionnaire was collected in April, in the spring semester of the academic year 2022 -2023 and it was designed to be distributed to 65 students of master one of English at the department of English language of Mohamed El Bashir El Ibrahimi University. The questionnaires were administered during the students' regular sessions with the presence of the students, their teacher and the researchers too. So, as a first step, the teachers were asked for their authorization

in order to have 15 minutes before the session terminates to distribute the questionnaire. Second, for the purpose of privacy, the respondents were asked not to include their names on the questionnaire and every participant was promised of confidentiality; they were assured that the information they provided would be treated with confidentiality and kept strictly private. In the third step, the researchers suggested help when the participants demanded aid and the help of teachers when they encountered difficulties in understanding some questions. At the end, the students completed all the questions that were mentioned in the questionnaire so they had full answers and it was collected at the end of the regular classes. It means that the questionnaires were given hand on hand, and this enabled the researchers to gain relevant and large amounts of information quickly to opinions and attitudes.

## **2.5.2. Observation through Online Treatment**

### **2.5.2.1. Description of the Observation**

The other method used to collect the data is the observation, which is one of the research tools in this qualitative research. It involves the collection of information by the method of investigators' own observation without questioning the respondents. Therefore, any information received from this observation was linked to what was happening during this online treatment. It was a short-term observation to gather data quickly due to the time limitation. Moreover, the kind of the observation that has been used in this research was the unstructured or natural observation. In this period of observation, the researcher was a complete participant and according to Scott and Medaugh (2017), it means the researcher was fully integrated in these discussions but without knowing that this participant is an observer. Besides, through this online treatment the researcher took exact and clear notes to what was occurring during these discussions.

### **2.5.2.2. Aim of the Observation**

The general and the main objective of this observation is to observe the process of participants through online virtual conversations and how their performance might change session after session.



### 2.5.2.3. Online Conversations

The observation was done through an online treatment, which took the period of one month. That took place from 15 April to 15 May. The program consisted of three sessions a week of online conversations over the period of a month, that is, 12 sessions. Each session lasted from 30 minutes to an hour; from 10 pm to 11pm. Twenty Master one students were selected randomly out of the 65 of students who answered the pre-questionnaire, and they accepted to take part in this program too. Besides, those participants were allowed to pick three days in a week and choose the time that is convenient for them. The chat platform that was carried out during this treatment was the Free-talk platform where the participants could share a room. Furthermore, a list of topics was proposed to the participants and they were freely asked to select any topic, which they were inquisitive about and start chatting and exchanging disputes and opinions in English without any limitations or rules. During this weekly program, the participants dealt with many significant and compelling topics and matters that are associated with their society and even culture to facilitate and motivate participants to speak out. The following table indicates the list of topics for each session.

Table

*Online conversation sessions*

Time from 10 pm until 11 pm	
Sessions	Topics
Session 1	1- Consumerism and its positive and negative effects. 2- The physical appearance of people whether it is important or not.
Session 2	1- Culture and traditions in Algeria 2- Manners.
Session 3	1- Violence in the world today. 2- Social networking.
Session 4	1- Fake news. 2- News coverage in the Today.
Session 5	1- Games. 2- Movies.
Session 6	1- Work. 2- Job interviews.
Session 7	1- Shopping on the internet. 2- Traveling.
Session 8	1- Technology. 2- Inventions

Session 9	1- The Internet is an essential communication tool in today's world.
	2- Is life today better than in the past?
Session 10	1- Coronavirus.
	2- Online learning.
Session 11	1- Healthy food.
	2- Sports.
Session 12	1- Pollution.
	2- Weather changes.

This table reveals that participants discussed two topics during each session. The observer attended and participated in these sessions to observe their behaviors when discussing those topics.

### 2.5.3. Post-questionnaire

#### 2.5.3.1. Description of the Post-questionnaire

This questionnaire consists of nineteen questions. It is divided into two sections, and each section encompasses a number of questions. In the first part, there are seven questions that deal with personal background which are age, gender, English level and speaking performance and the last two questions in this part are about the existence of the participants during the speaking program and the personal aim behind participating in the online treatment. Then in the other part, there were twelve questions, few were closed ended questions and the rest were open-ended questions. For example, as the first question and the second question that were mentioned in the second part:

1. What was your first impression about the program?
2. How was your first session? Describe...

Therefore, this type of questions allows the respondents to describe their views and opinions voluntarily.

### **2.5.3.2. Aim of the Post-questionnaire**

The aim of the post-treatment questionnaire was to explore first year master learners' attitudes toward using online chat room conversations to enhance their speaking skill.

### **2.5.3.3. Administration of the Post-questionnaire**

When the observation program has completed, those twenty participants participated in answering the post-questionnaire that was mailed to them in a word form with the request to return it after completing it. They were asked to provide credible answers. The day of distribution was on Wednesday, (May) and the day of receiving was on Friday (May) during the academic year 2022-2023. Therefore, each participant had answered with fully satisfied responses, which helped the researchers to gather as much data as possible to conduct this study. In addition, we openly informed them that everything would be confidential. Therefore, they were free to express their opinions.

## **Data Analysis**

When analyzing qualitative data, all the focus was on the words and the themes and in order to get a conclusion. This would guarantee a clearer understanding of the words and their deep meaning, and allow for making relationships, and finding out patterns to link all the parts together. In our study, we collected data from participants through two questionnaires and an observation during a speaking program. In order to answer the research questions, we need to organize our data and analyze them effectively and put all things together to draw conclusions. Therefore, we collected 65 papers for the first questionnaire; we omitted uncompleted answers and corrupted ones. After that, we used the software Microsoft office Excel to organize and classify the answers, because it makes the process easier. We put all students' answers for the first question together and for the second together and so on in an ordered way. In addition, we started coding the answers and writing up themes inductively to explore the frequent patterns. In addition, we created another file for the notes that we took from the observation sessions and we put similar ideas together. Finally, we did the same thing with the second questionnaire. We have collected 20 questionnaires from the participants and classified them in the same way as if we did with the pre-questionnaire and started to link things together from the two questionnaires and the observation notes to find out patterns and logical explanation of particular causes and results and formulating a final answer.

## **Conclusion**

This chapter discussed the methodological part of this study in term of the research design, methods, approach, and data collection tools, sampling, and data analysis producers. The study follows a qualitative and descriptive design using surveys for collecting data from master one students by using an observation of an online treatment and two questionnaires to collect more valuable and sufficient data, which was analyzed qualitatively, and quantitatively in order to answer research questions.

## **Chapter Three: Results and Discussion**

### **Introduction**

This chapter is dedicated to the practical part of this research work. It focuses on the analysis of the pre-questionnaire that was administered then the analysis of the observation that was conducted during the online chat room conversations. Then, we move to the analysis of the post-questionnaire results. this prequestionnaire and post \_ questionnaire was Both questionnaires were administered to the master one students at the department of English, the Mohammed Al Bashir El Ibrahim University of Bordj Bou Arreridj .

The collected data will be analyzed and organized systematically in tables and graphs for the purpose of discussion. This chapter also emphasized the main results and gives a conclusion for them. It describes the statistical procedure that was employed to test our hypothesis, in addition to the qualitative analysis of the students' participation responses.

### **3.1. Analysis of Pre-Questionnaire**

After collecting students' answers, we omitted the biased ones, which are corrupted and uncompleted papers, and classified them according to gender. Then, we classified them according to age using these two codes (MP1.MP2.MP3...), which mean "Male participant and his number" and (FP1.FP2.FP3...), which means "Female participant and her number". After that, we used Microsoft Excel to analyze them easily and quickly. We entered each paper of the questionnaire in the software as a sheet and named by the first code that we have mentioned before (MP1.2.3..., FP1.2.3....) to make it easier when we need to call cells from sheets. For the number, we entered the questions in column a and the answers in column B. For example, if we want to call the answer of first question from the second male participant, will use this formula (= 'name of the sheet which is MP2' and the first cell of the column B which contains the first answer of the first question of the second male participant and so on. If we scroll down the cells, the rest of the answers of the same participant will be presented in an organized from the first answer to the last one. We used the method with all participants.

After having all participants' answers together on the same Excel sheet, we designed a table that contains the frequent patterns or the answers of each question separately, and beside it the number of the participants who answered in the same way. In addition, after that, we designed a *Figure* or a graphic for each question as it is demonstrated in the next section.

### 3.1.1 Part one: General information (Q1-Q5)

#### **Question 01:** How old are you?

Table 1

*Students' Age*

<b>Age ranges</b>	<b>Numbers</b>	<b>Percentage</b>
From 20 to 21	22	33.84%
From 22 to 23	33	50.76%
From 24 to 25	8	12.30%
More than 25	2	3.07%

The results displayed in the table (*Table 1*), show that EFL the students who participated in this study are aged between 20 and 25.

This data represents the age of students, which varies from 20 to 25 old. Twenty-two (33.84%) of the participants are aged from 20 to 21. Moreover, 33 (50.76%) are aged from 22 to 23. In addition, 8 (12.30%) are aged from 24 to 25 and finally above 25 there are only two (3.07%) participants.

#### **Question 02:** What is your Gender?

The results displayed in the pie chart (*Figure 1*) show that (32%) of the EFL students are males and (68%) are females.

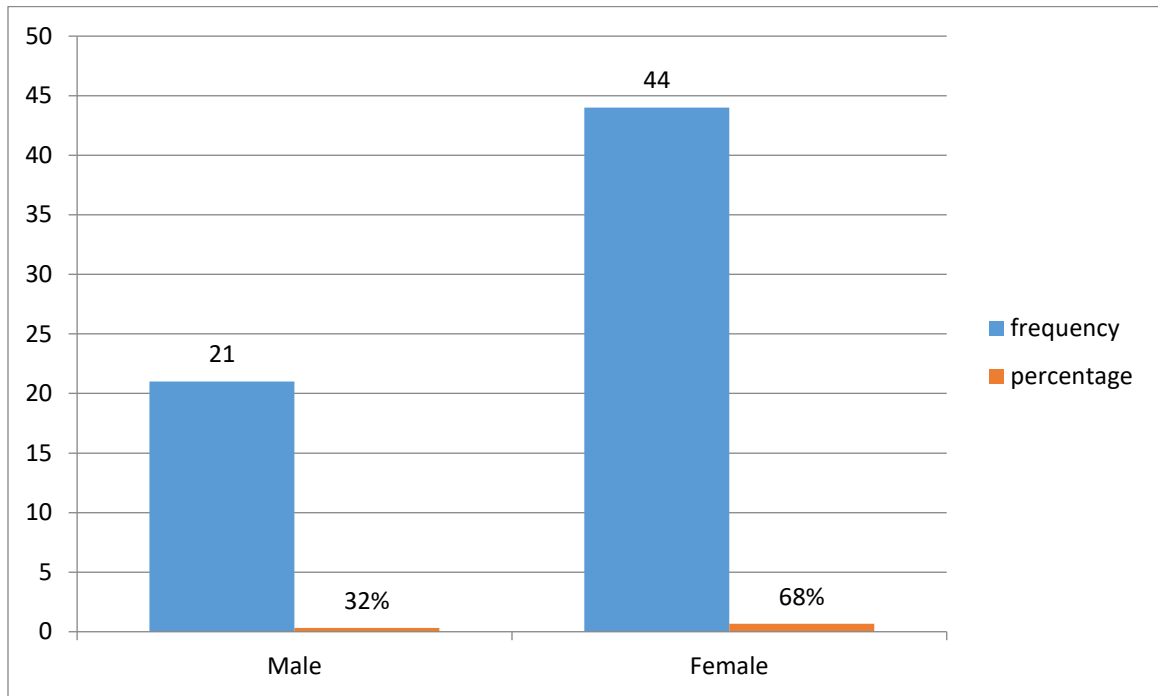


Figure 1. Students' Gender

This bar chart reveals that 21 (32%) of the respondents were males and 44 (68%) were females. Therefore, the majority of respondents in this data were females.

**Question 03:** How many years have you been studying English?

Table 2

*Number of Years Studying English*

years	Numbers	Percentage
11 years	61	93.84%
12 years	4	6.15%

This table shows the number of respondents who have studied English for 11 years was 1 (93, 84%) respondents and those who studied English for 12 years were only 4 (6, 15%) respondents.

**Question 04:** How do you consider your English level?

Table 3

*Students' English Level*

Level	Numbers	Percentage
A1-A2	11	16.92%
B1-B2	45	69.23%
C1-C2	9	13.84%

This table indicates the students' English level, which is divided into three levels. The majority of participants 45 (69.23%) were in the second level B1-B2. Whereas the other levels A1-A2 includes 11 participants (16.92%) and C1-C2 includes only nine (13.84%) participants. These results represent the students' own estimations of their levels.

**Question 05:** How do you consider your speaking performance?

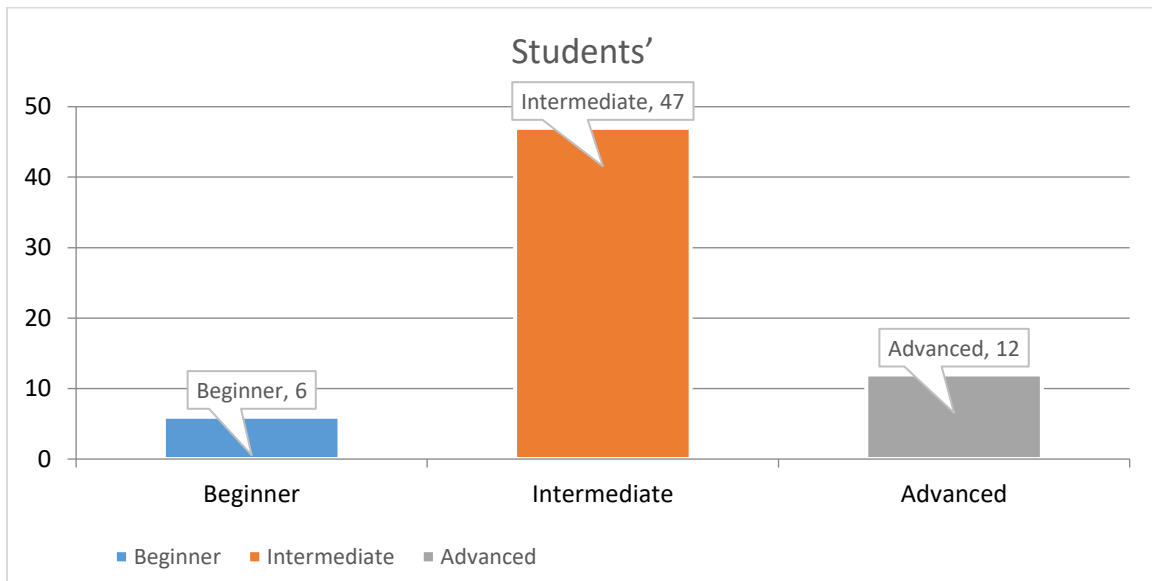


Figure 2. Students' Level in Speaking



Based on the results, it appears that the majority of participants (72, 30%) are at the intermediate level in speaking, while (18, 46%) are at the advanced level and only (9, 23%) are at the beginner level, this indicates that most participants have a good foundation in speaking

**Question 01:** Do you like to speak in front of people?

3.1.2 Part two: Students' challenges to speak in front of people

Table 4

*Students' Challenges When Speaking In Front Of People*

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
<b>yes</b>	<b>43</b>	<b>66%</b>
<b>No</b>	<b>22</b>	<b>34%</b>
<b>Total</b>	<b>65</b>	<b>100%</b>

These results showed that the majority of the participants 43 (66%) said yes about if they like speaking in front of people and the rest of the participants 22 (43%) said no which means they don't like speaking in front of people. Based on the results, it appears that the majority of participants (66%) enjoy speaking in front of people, while (34%) do not, for those who enjoy speaking in front of people it might be because of having the opportunity to share their ideas and knowledge with others. For those who do not, there might be several reasons because some participants may feel anxious or nervous while others feel uncomfortable with public speaking in particular.

**Question 02:** What are the difficulties you face when you are speaking generally and when speaking English specifically?

**A- Difficulties in speaking in general:**

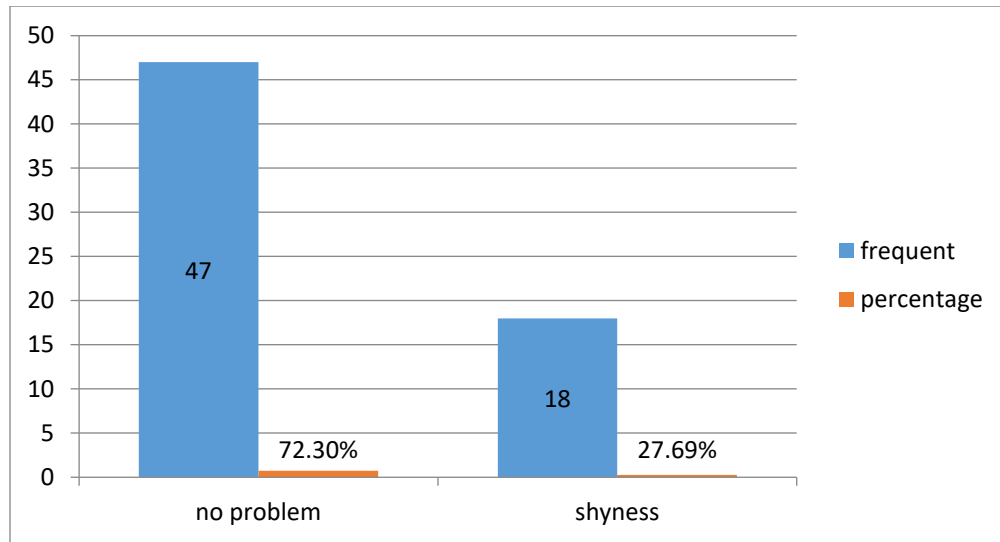


Figure 3. Students' Difficulties in Speaking in General

This data reveals that 47 of respondents have no problem in speaking in general but the other 18 respondents have a problem, which is shyness. Therefore, the majority of the master one student has no problem in speaking in generally.

### B- Difficulties in English specifically:

Table 5

#### *Students' Difficulties in English Specifically*

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Pronunciation</b>	17	26.15%
<b>Shyness</b>	18	27.70%
<b>Lack of vocabulary</b>	12	18.46%
<b>Grammatical mistakes</b>	5	7.70%
<b>No problem</b>	3	4.61%
<b>Stress</b>	10	15.38%
<b>Total</b>	65	100%

The results obtained from this table show that participants face a range of linguistic and psychological factors that can affect their ability to speak English. In terms of linguistic factors,

respondents reported facing difficulties with pronunciation (17%), lack of vocabulary (12%), and grammatical mistakes (5%). these factors can impact learners' ability to communicate effectively with others and may make them hesitant to speak in front of others. In terms of psychological factors, respondents reported facing difficulties with shyness (18%), and stress (10%). These factors can influence learners' confidence and willingness to participate in-group discussions. It appears that shyness is the biggest obstacle that students face.

**Question 03:** How often do you participate in class?

Table 6

*How often Students Participate in Class*

Answers	Frequency	Percentage %
Often	<b>18</b>	<b>27.69%</b>
Sometimes	<b>15</b>	<b>23.07%</b>
Rarely	<b>14</b>	<b>21.53%</b>
Always	<b>12</b>	<b>18.46%</b>
Never	<b>6</b>	<b>9.23%</b>
Total	<b>65</b>	<b>100%</b>

According to the data, a significant proportion of students may not be participating actively in class discussions, with (23, 07%) of participants reporting that they only participate sometimes, and (21, 53%) reporting that they participate rarely and this could be due to a range of factors, including anxiety, lack of confidence or lack of interest in the subject that was discussed in the theoretical part. However, (27, 69%) of respondents reported participating often, and (18, 46%) reported always participating which indicates that participants are actively engaging and willing to participate in class discussions.

**Question 04:** In an oral task, do you usually like to volunteer:

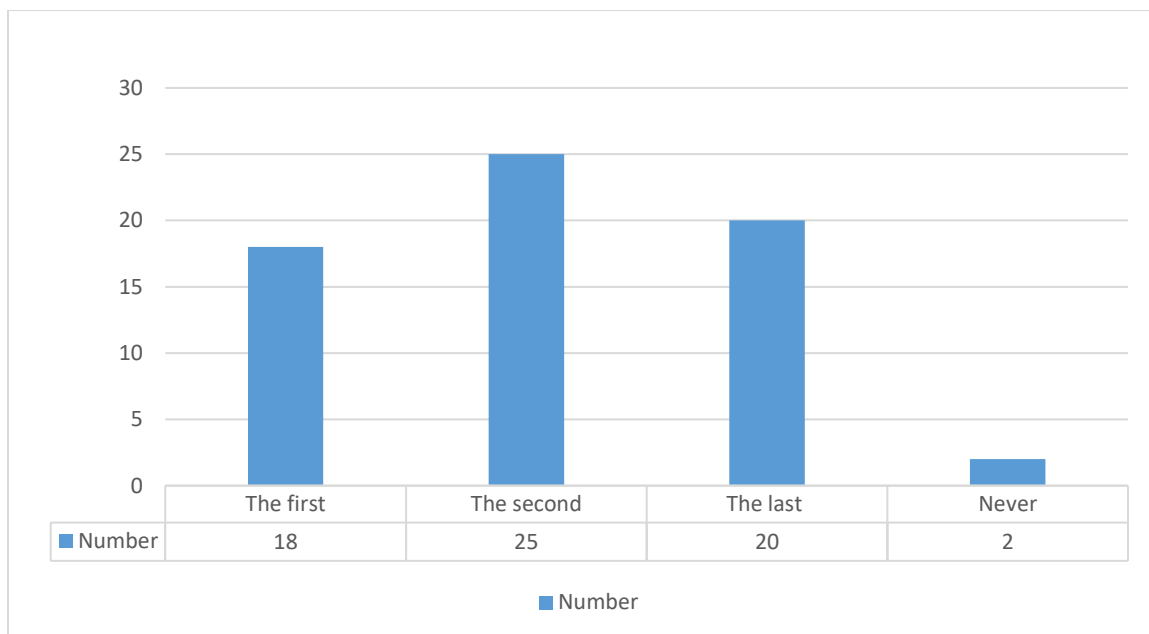


Figure 4. How Students Volunteer in Class

Based on the data provided, a relatively low percentage of participants (27, 69%) volunteer on the first to respond to an oral task, while a larger percentage of participants volunteer on the second (38, 46%) or last (30, 76%) and the remaining (3, 07%) they do not usually volunteer to respond an oral task and this could be due to a range of factors such as shyness, lack of confidence, or lack of interest in the topic.

**Question 05:** What are the main reasons preventing you from participating in class?

Table 7

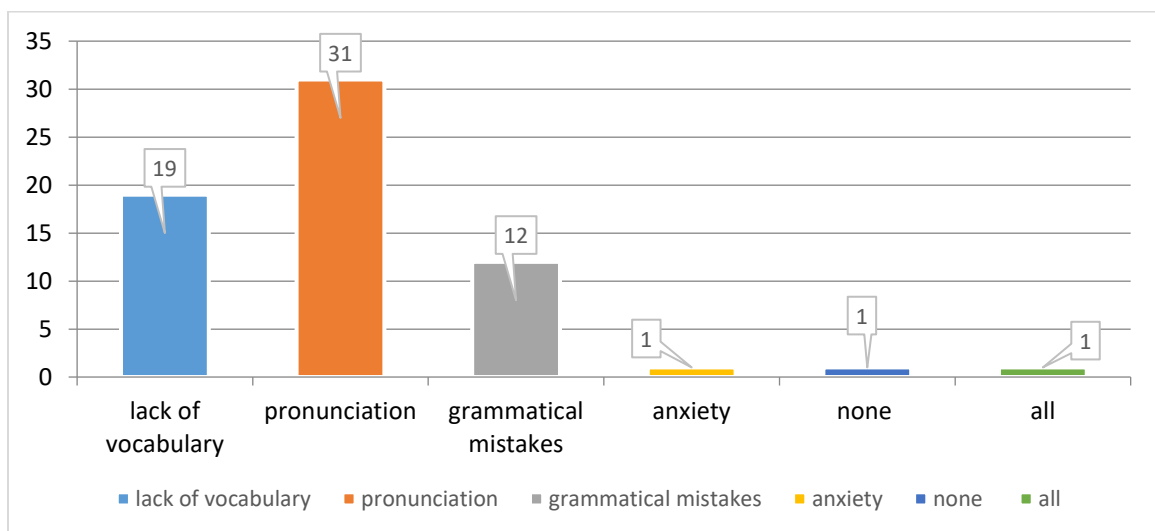
*The Main Reasons that Prevent Students from Participating in Class*

Answers	Frequency	Percentage
Shyness	<b>24</b>	<b>36.92%</b>
Fear of making mistakes	<b>13</b>	<b>20%</b>
Lack of confidence	<b>4</b>	<b>6.15%</b>
Anxiety	<b>12</b>	<b>18.46%</b>
Do not like to participate	<b>1</b>	<b>1.54%</b>
Witting for the others to participate	<b>1</b>	<b>1.54%</b>

Laziness	<b>1</b>	<b>1.54%</b>
Nothing	<b>6</b>	<b>9.24%</b>
All	<b>3</b>	<b>4.61%</b>
Total	<b>65</b>	<b>100%</b>

Based on the data provided, it appears that students face several different challenges that prevent them from participating in class. The most common challenges reported were shyness with (36, 92%) of respondents selecting this option. Fear of making mistakes was the second (20%), and anxiety was a significant factor (18, 46%), and only a small number of participants (3, 07%) reported having no reason for not participating in class. These results show that most students are aware of the challenges they face during their class participation and those challenges appear when students are shy, anxious, or are more likely to avoid speaking in class. It is also worth noting that some students (4, 66%) reported experiencing all of these challenges.

**Question 06:** In terms of language aspects, which problems do you encounter in speaking.



*Figure 5.* the problems that students encounter in speaking

Based on the data provided in this bar chart, the most linguistic problems students face when speaking are related to pronunciation (47,69%) of respondents selecting this option, lack of vocabulary was also a significant factor with (29, 23 %) and only a smaller percentage of students (18,46%) reported issues with grammar mistakes. Concerning these results show such a large

number of students reported challenges with pronunciation and vocabulary as these are both critical components of effective communication.

**Question 07:** How would you feel if you are assigned an oral task?

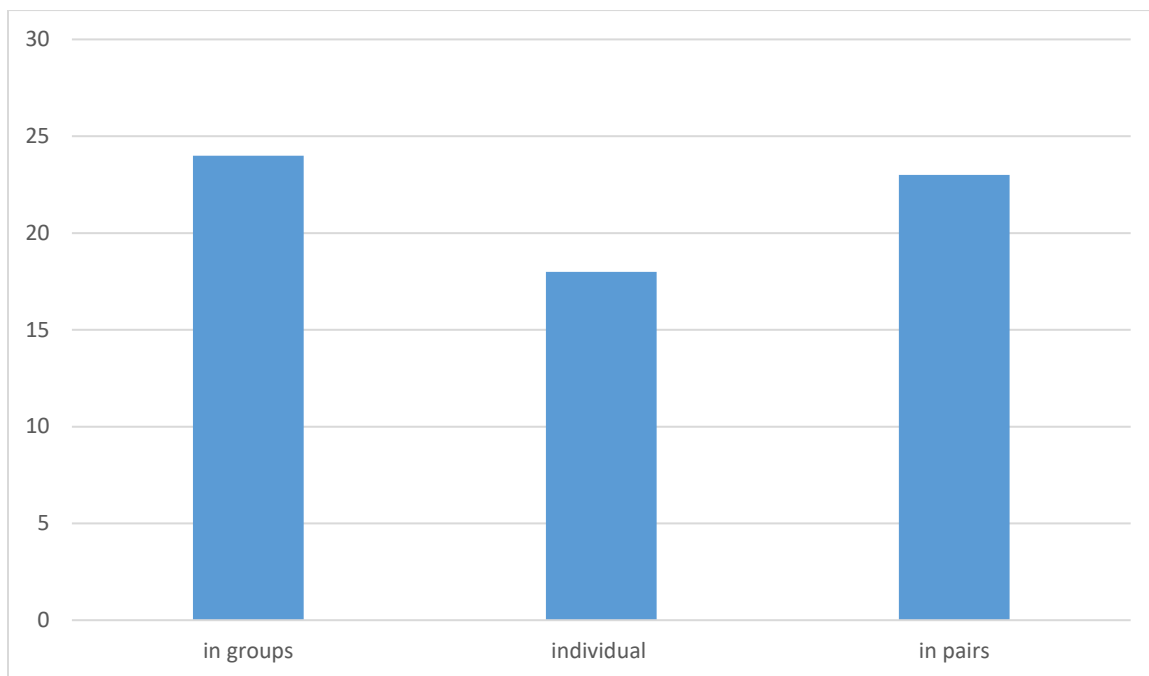
Table 8

*Students' Feeling when they are Assigned an Oral Task*

Answers	Frequency	Percentage
scared	<b>12</b>	<b>18.46%</b>
stressed	<b>22</b>	<b>33.85%</b>
nervous	<b>8</b>	<b>12.30%</b>
comfortable	<b>15</b>	<b>23.07%</b>
Confused	<b>6</b>	<b>9.24%</b>
Excited	<b>1</b>	<b>1.54%</b>
No thing	<b>1</b>	<b>1.54%</b>
Total	<b>65</b>	<b>100%</b>

Based on these results, a significant percentage of students reported feeling stressed 22(33, 35%) while a smaller percentage reported feeling scared 12 (18, 46%) and nervous eight (12, 30%) respondents. Fifteen students (23, 07%) reported feeling comfortable with the oral task. While others reported feeling confused six (9, 24%), one excited and one did not report any feeling about the task.

**Question 08:** In an oral session, would you prefer to work:



*Figure 6. how students prefer to work in oral session*

These results showed that the majority of the participants 43 (66%) said yes about if they like speaking in front of people and the rest of the participants 22 (43%) said no which means they don't like speaking in front of people and that suggest that participants value collaboration in the learning process because working in groups can provide opportunities for students to exchange ideas receive feedback and learn from each other which can enhance their learning outcomes.

**Question 09:** What do you do if you cannot express your ideas in English?

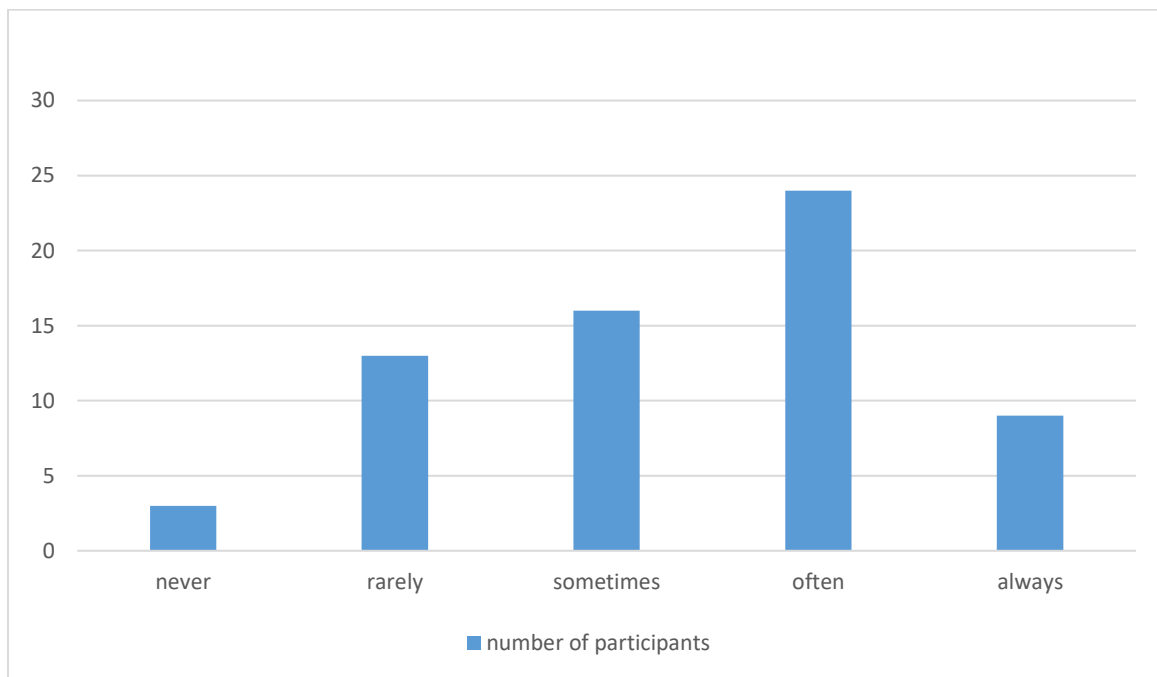
Table 9

*What Students do if they cannot Express their Ideas In English*

Answers	Frequency	Percentage
Use mother tongue	<b>28</b>	<b>43.08%</b>
Body language	<b>21</b>	<b>32.30%</b>
synonyms	<b>15</b>	<b>23.08%</b>
All	<b>1</b>	<b>1.54%</b>
Total	<b>65</b>	<b>100%</b>

This result demonstrate that the largest group of participants, 48,08%, use their mother tongue when they find it difficult to express themselves, while 32,30% of the participants use body language and 23,08% use synonyms. Only one participant reported using all of these strategies together.

**Question 10:** How often are you given the opportunity to speak in class?



*Figure 7. The Opportunity in Speaking Class*

Based on the data collected in this question about how often students are given the opportunity to speak in class, 24 participants with a rate of 36, 92% said often. Sixteen participants with a rate of 24, 61% opted for sometimes, 13 participants with a rate of 20% said rarely, nine participants with a rate of 13, 84% said always, and only three participants with a rate of 4% said never. Therefore, the high rate was opted for often. Moreover, the results obtained from the frequency of participation and the results of opportunity given in the class are approximately similar which means each time they are given a chance to participate they participate,

### 3.1.3 Discussing results of the pre-questionnaire



The objective of this questionnaire is to highlight what elements hinder students from participating and to explore the challenges that students face when they speak English as a foreign language. Therefore, based on the results gained from the pre-questionnaire that was administered to master one students of Mohamed el Bashir El Ibrahimi University, it was noticed that students face difficulties in term of linguistics factors, such as lack of vocabulary, pronunciation and grammatical mistakes, which lead to a unsatisfied level of speaking and communication, the main cause of these challenges are the lack of knowledge and practice, and not being exposed to speaking.

These findings also reveal that the majority of participants participate in class often or sometimes. A substantial proportion of participants rarely never participate. Which might be caused by the psychological factors and level of confidence, and their level of comfort with material and their interest in the subject matter. Additionally, the results revealed also that the majority of the participants volunteer either in the second or in the last. Due to the lack confidence, they may feel less pressure to be the first to speak or they may want to hear what others have to say before offering their answers. Moreover there are other psychological factors prevent students from participating in class vary from these results such as shyness, fear of making mistakes, and anxiety being the most reasons. Besides, when it comes to speaking in English specifically, they have linguistics challenges, which were lack of vocabulary and mispronunciation of words.

This data also indicated that students of master one experience stress when it comes to performing oral tasks, which may negatively affect their ability to speak effectively. Furthermore, it was reported that a range of emotions were felt by students during oral tasks such as nervousness and being scared, that could be due to the fear of public speaking and lack of confidence in their abilities, or passed a negative experience. Whereas some students reported being comfortable and excited. Because they have, confidence and they enjoy speaking in front of the other, which also finds them like public speaking and presenting.

From this data, we noticed that students generally prefer to work collaboratively with others during oral sessions. Therefore, the majority of participants preferred to work in groups or pairs it might be to reduce the fear of making mistakes. Share ideas, learn from others and divide the workload. Moreover, when students are unable to express their ideas in English the majority reported participants using their mother tongue and body language. Finally, this data collection

allows us to gather quick and credible information about the difficulties that master one-degree faces during speaking.

## **3.2 Analysis of the Observation Results**

This part deals with the analysis of the observation data collected during the online treatment sessions. So, these sessions are categorized into three stages.

### **3.2.1. The First Stage**

From the first session until the fourth session, some participants were having technical complications, which made it difficult for them to listen to other participants. This may have been due to a poor or slow internet connection. Others were having difficulties accessing the platform, which led to frustrations. They were also discouraged from participating in the chat. Some disengaged from the discussion directly. In addition, most of the participants did not participate. Moreover, some did not even dare to say a word or speak due to shyness that prevented them from engaging in the chat room discussions. This may have been because the program was a new experience for them. Some research shows that people are often hesitant and shy to speak up in new or unfamiliar situations. For example, the study conducted by Elizabeth Clark and Michael Chouinnard at the University of Michigan published in 2011 in the journal "social psychological and personality science" found that people are more likely to remain silent in groups when they feel insecure or uncertain about their own knowledge or abilities. Additionally, the duration of discussing the topics was not long enough. Besides, most of the participants were hesitant and tense to speak up during these sessions, which may be attributed to a lack of self-confidence, which can include fear of making errors and feeling self-conscious about their language abilities. It may also be due to the fear of being judged and criticized by others. Furthermore, some participants were having difficulties keeping up with others' conversations, which could have been due to the speed of the chat. This led to stress, and some stopped participating while others remained quiet. Additionally, during these sessions, when someone asks a question, others took a long time to respond, which means they were not active participants, and if they responded, they would use short answers or one-word answers. This may be linked to having difficulties in understanding other speakers and difficulties in expressing their ideas and opinions. So those participants tended also to use their mother tongue language. Based on the questionnaire and what we had observed in

the first sessions of online conversation. Results show that many participants tend to use their mother tongue language when they cannot express their ideas effectively in English. This may be due to limitations in their vocabulary and grammar knowledge; correspondingly, they were not able to use appropriate vocabulary. In addition, mispronunciation of words might have been the reason for struggling to understand others' expressions and ideas and expressing their ideas clearly.

### **3.2.2. The Second Stage**

From the fourth session to the eighth session, some improvements were observed. However, in the beginning, some participants looked like they were still holding back, which means they did not participate all the time. It could be because they were shy and worried, but they were trying to engage with others and participate voluntarily from time to time. They also had some language-related issues, which means difficulties in understanding and communicating with others. This stage had a positive side as the participants were urged to seek help and raise questions if they did not understand. They were negotiating meaning by asking for clarifications and even repetitions if these discussions were moving too fast. This demonstrates how much they were interested in these conversations, and how their behaviors changed after few sessions. This could be a reflection of their psychological state as they were able to overcome their affective filter that had prevented them from performing in a similar way in the previous stage. Moreover, most participants were trying to speak up once during the session, and that might be to build their confidence gradually. In terms of language, they were using uncomplicated language, clear vocabulary and arguments, and they were engaging much well than before in-group discussions. Besides, when asking a question, they would answer according to the question that was asked, neither quickly nor slowly as they did before, and they were trying to make sure to not use inappropriate vocabulary by carefully selecting expressions. Furthermore, in terms of self-confidence, we noted some progress. For example, when discussing topics, they would ask for the topic to be changed if it is not interesting, or if the conversation were going too fast, they would ask for a slower pace, which means that they wanted to slow down the speed of the conversation to keep up with it. This was a major change compared to the previous stage in which they would directly stop participating in such situations.

### **3.2.3. The Third Stage**

The eighth session to the twelfth session was the last stage. Therefore, during these sessions, the students were completely changed and a significant improvement was observed. In terms of participation, most participants contributed more through the discussions. Their level of self-confidence was notably increased compared to the previous stages because they were appealing to more questions and offered more insights. They seemed more comfortable and relaxed during the conversation. Because they were responding promptly and sometimes, they were also sharing their personal information, using humor, and asking to follow-up questions. Moreover, they engaged in the group more effectively. The participants listened to each other's ideas and built on their discussions. They also asked for feedback on their ideas, and they were actively participating in these chat room conversations. In addition, in terms of having difficulties in understanding and keeping up with others' conversations, participants considerably progressed because they were asking for clarification and repetition; they were also trying to guess the meaning from the context it means they understood what other participants were saying without asking them to explain. For example, when discussing a familiar topic, they were able to understand what others were trying to say by picking up certain keywords and phrases that help them to *Figure* out the meaning.

. In addition, if they were not interested in a topic, they would insist on changing it. Besides, while in the previous stages discussing a topic did not take that much time (only a few minutes) during these last sessions the topics discussion time lasted for approximately 20 to 30 minutes, and sometimes even more, until there was not enough time. Furthermore, most of the participants discussed the given topics with each other in an ordered way because they were taking turns in speaking which means each one had his turn to express their ideas. This helped to create a supportive and organized way for discussing, besides being a collaborative learning environment. Moreover, these participants showed improvement in their speaking skills such as using clear vocabulary and structuring ideas more coherently. They did not repeat the same mistakes that they used to make in the previous sessions.

### **3.2.4. Discussing of the Results of the Observation**

Based on the observation analysis provided, the results of the three stages show that at the end of the online treatment, there was an observed significant improvement in speaking skills during chat room discussions. In the first stage, the observation analysis revealed that most participants did not participate in chat room discussions due to shyness and anxiety. This finding

is consistent with the study that was done by Ramirez (1995) which defines anxiety as a state of apprehension that can have a negative effect on motivation and performance. So according to Ramirez, anxiety can result in poor performance, which in turn can produce more anxiety. Furthermore, it was found that many participants were hesitant to speak up during these sessions due to their lack of self-confidence. This goes in line with research by Ni (2012) which stated that a lack of confidence could lead to fear, worry, and even prevent them from expressing themselves. Moreover, this analysis indicated that participants struggled linguistic problems. For example, they were unable to use appropriate vocabulary and it was the main problem that hindered them from expressing their ideas clearly in a foreign language. This finding matches the results of the questionnaire reported previously in this chapter. It is also invariant with the search done by Meara 1980, which found that foreign language vocabulary acquisition could be a major challenge for language learners. Moreover, according to Meara 1980, students in her study reported that vocabulary acquisition was a primary source of difficulty in learning a foreign language. During this online treatment, participants also tended to use their mother tongue language in their speaking and this is due to the limitation of vocabulary and grammar knowledge; as Baker and Westrup (2003) mentioned in their research, language learner often rely on their mother tongue as a fallback when they encounter difficulties in speaking in the target language. Nevertheless, in the second stage and the third stage, the observation analysis revealed such remarkable progress because participants were highly engaged in the discussions and demonstrated a strong interest in the topics being discussed and the participants who were actively looking for help and asking for clarification and repetition showed that. This finding is compatible with research by Hidi and Harshbarger (2000) who noted that students who are interested in the topics are more likely to engage in deep learning strategies such as seeking help and actively processing information. Participants using this chat room conversation affirmed improved communication skills during group discussions because they used uncomplicated language and clear vocabulary, and were able to make coherent and well-supported arguments. This finding is constant with the research by Huppel and Day (1993) who stated that vocabulary knowledge is a prerequisite for effective communication. Besides, Participants also improved their self-confidence, which was shown by their willingness to ask questions without being afraid of others' judgments and criticism and speaking fluently without any distractions; as Preston (2001) noted, self-confidence is a key factor in promoting effective communication. A comparison between the first stage and the third stage observations suggest that

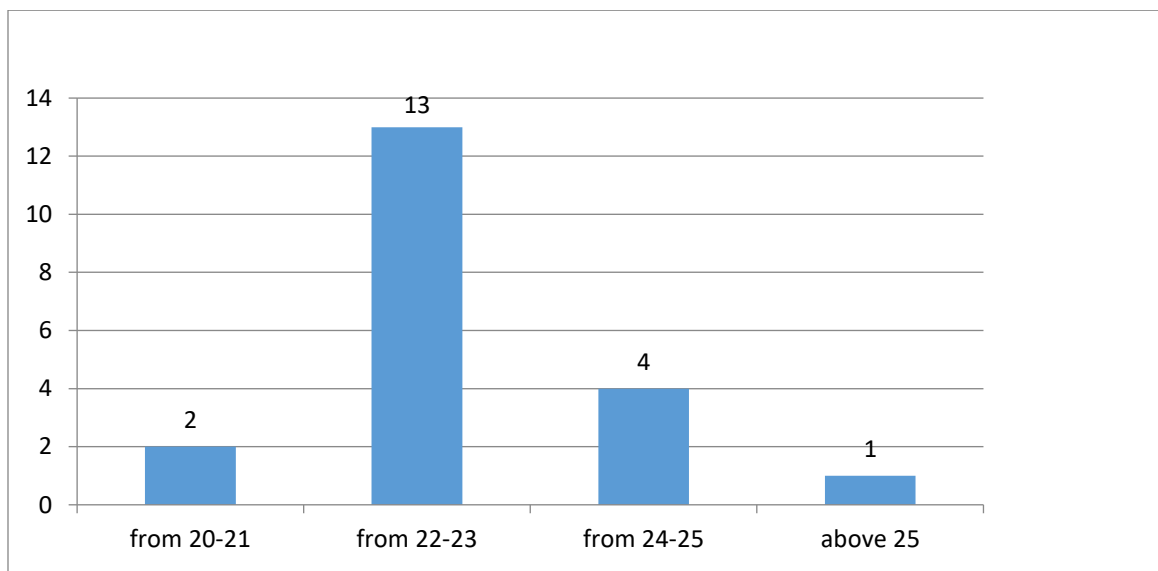
the participants made significant progress in terms of participation, vocabulary use, pronunciation, and self-confidence, which led to more effective and productive chat room discussions.

### 3.3. Analysis of the post-questionnaire

After collecting the responses from the emailed questionnaire that we sent to the participants who attended the treatment, we organized them and followed the same producers as in the pre-questionnaire analysis. We sited all the answers of each participant together and coded them in order to *Figure* out the themes. We classified them in different themes and quantified them. Finally, we displayed them in tables and *Figures* to show the results in an organized and clear manner, as it is demonstrated in the following section.

#### 3.3.1. Part one: General Information (Q1-Q5)

**Question 01:** How old are you?



*Figure 8.*Students' Age

The results displayed in the bar chart (*Figure 1*), show that the EFL students who participated in this study are aged between 20 and 27.

The above diagram shows that the majority of students' age is between 22 and 23 years old with a percentage of (65%). Whereas (20%) of this sample their age is between 24 and 25 years old. A rate of (10%) of the sample represents two students who are aged 20 and 21. While only one participant (5%) was aged 27.

**Question 02:** What is your Gender?

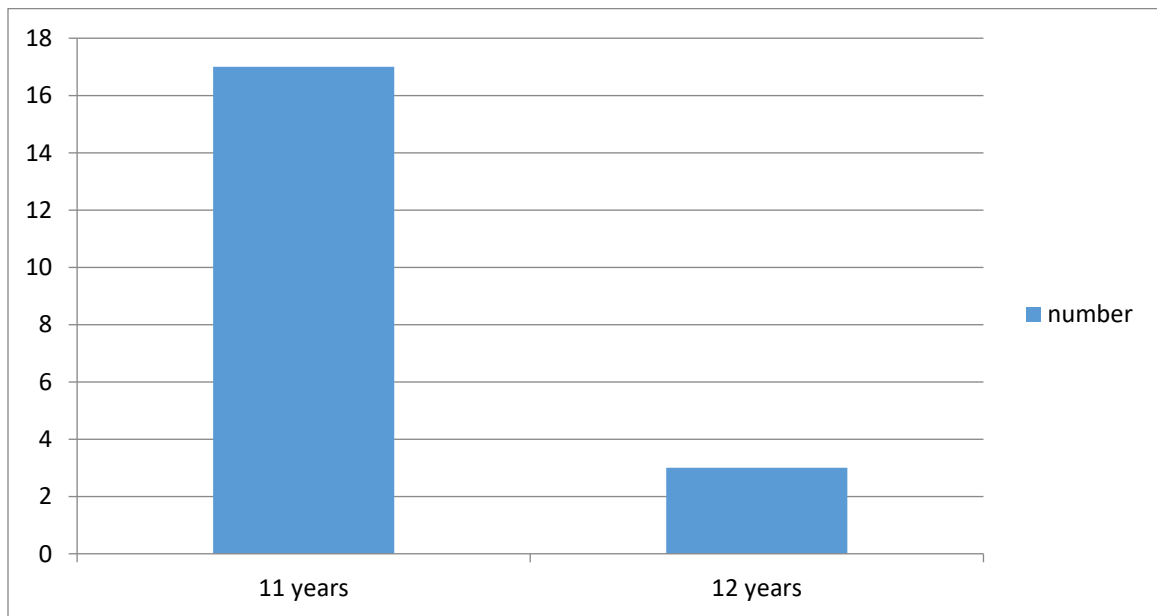
Table 10

*Students' Gender*

Gender	Numbers	Percentage
Male	10	50%
Female	10	50%
Total	20	100%

The above table shows that female participants, with a percentage of (50%), were equal to the male participants, with a percentage of (50%).

**Question 03:** How many years have you been studying English?



*Figure 9.* Number of Years Studying English

The above diagram shows that the majority of the students have studied English for 11 years, with a percentage of (85%). While only three students who provided an answered with 12 years with a percentage of (15%).

**Question 04:** How do you consider your English level?

Table 11

*Students' English Level*

Level	Numbers	Percentage
A1-A2	2	10%
B1-B2	14	70%
C1-C2	4	20%

From the table and the pie chart above, we can notice that most of students, with a percentage of (70%) of the sample, answered by the level B1-B2. On the other hand, (20%) from the total percentage considered that, their level in English is C1-C2, while only 2 students provided an answered with the level A1\_A2 with a percentage of (10%). This means that most of students have the level b1 b2. The individual results helps us to know other students level in English and which is construed that there is a varying between students levels in English.

**Question 05:** How do you consider your speaking performance?



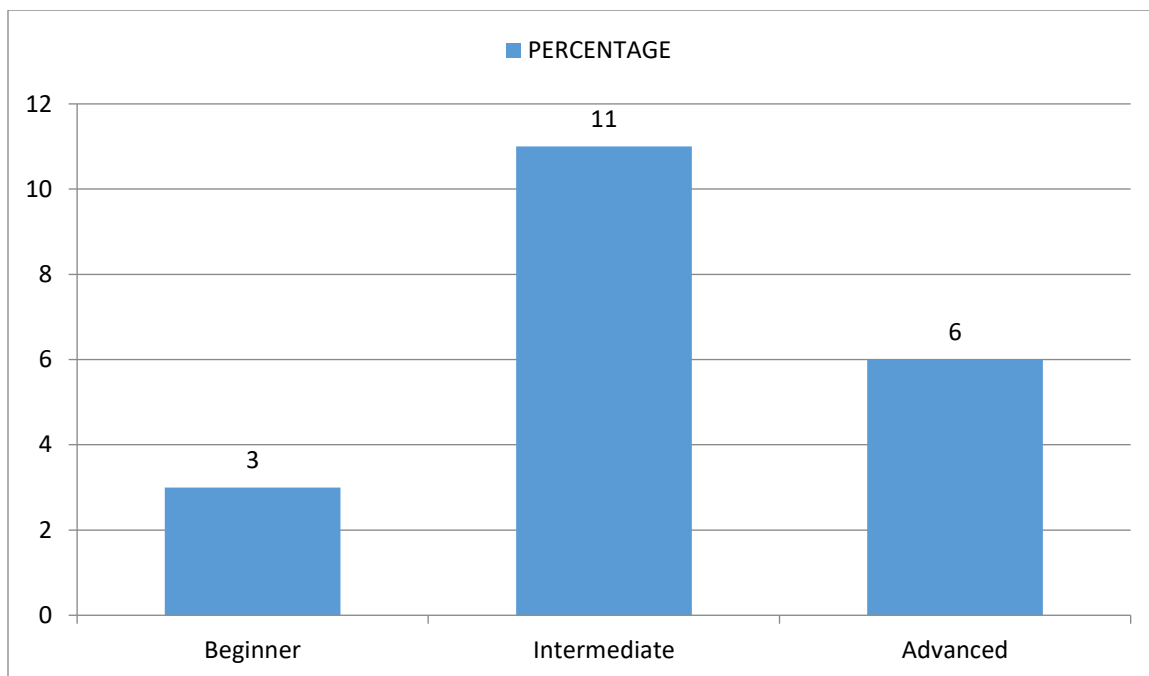


Figure 10. Students' Level in Speaking

In this question, students were asked to evaluate their speaking performance. The results above reveal that (55%) of the sample, population reported having an intermediate level in their speaking performance, whereas (30%) of this, sample students' consider their speaking performance as advanced. A rate of (15%) of the sample represents the students how considered their speaking performance as *beginner*. From this we can noticed that there are just a few students who considerate their speaking performance on this level.

**Question 06: How many sessions have you attended in the speaking program?**

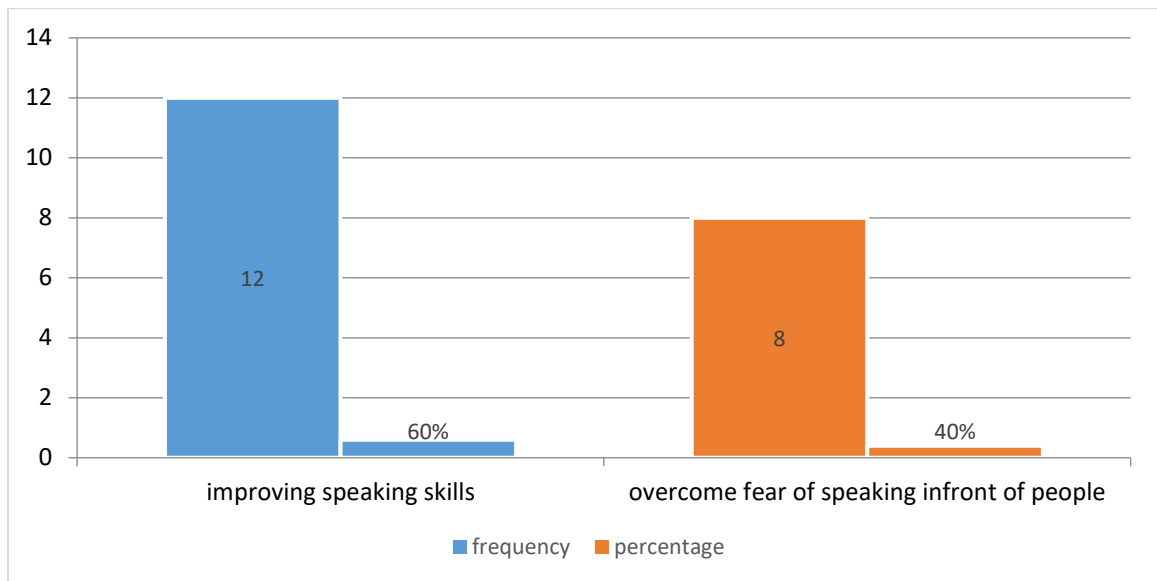
Table 12

*Percentage of Attendance*

Answers	Numbers	Percentage
All session	9	45%
More than five	11	50%
Less than five	1	5%

From the table, we can observe that most of the students attended more than five sessions in this program with a percentage (50%). On other hand, (45%) from the total percentage said that they attended all the sessions, while only 1 students answered by less than five with a percentage of (5%)

**Question 07:** what was your aim behind participating in this program?



*Figure 11.* The Aim from Participating in the Program

The responses of most students show that the main aim behind their participation in this program is improving the speaking skills, with a percentage of 60%. While the other students answered that, their aim behind participating in this program is to overcome fear of speaking in front of people with a percentage of (40%).

### 3.3.2. Part two: Students' Attitudes toward using online chat conversation to enhance their speaking skill (Q1-Q10)

**Question 01:** What was your first impression about the program?

Table 13

*the first impression about the program*

answer	frequency	Percentage %
excitement	5	25%
curiosity	3	15
Recognition of a high level of English speaking	2	10%
Positive feedback	7	35%
skepticism	3	15%
total	20	100%

Most of the respondents answered with positive answers, for example; “it was great”, “awesome”, “it was fantastic” ...etc. We put them under the theme positive feedback, with a percentage of (35%). On the other hand, five students provided an answer with excitement, whereas (15%) of this sample said that their impression is curiosity, while only three students responded with skepticism. A rate of (10%) of the sample represents the students who answered with recognition of a high level of English speaking.

**Question 02: how was your first session? Describe in few words what was your feeling?**

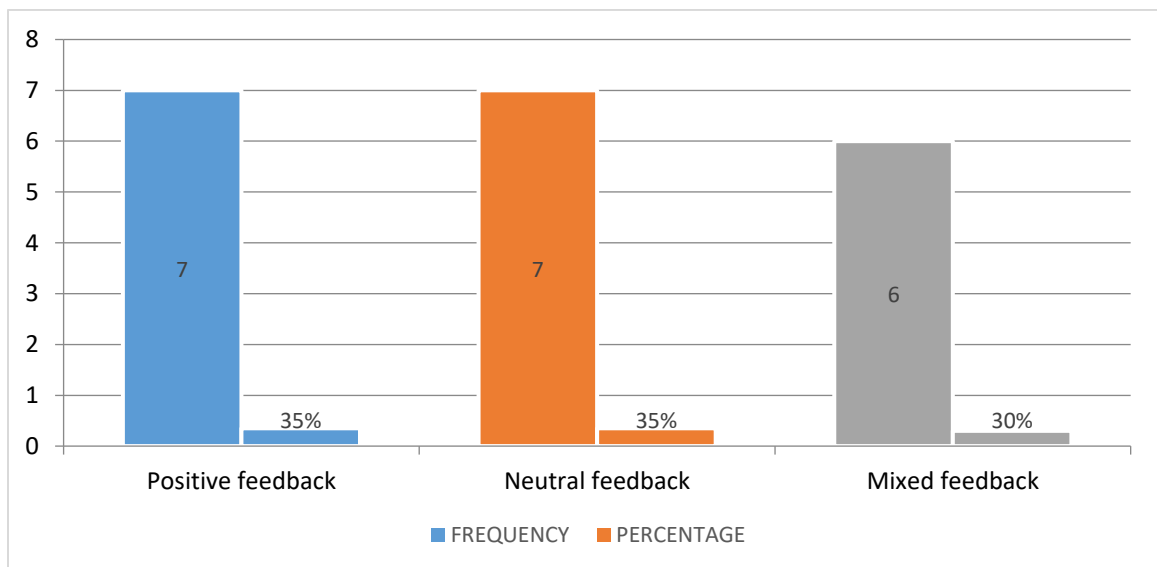


Figure 12. First Session Feeling

The purpose of this question is to know how this program was for the participants. The respondents provided some common responses. Some students described the first session as a positive feedback with a percentage of (35%). While the other students have described it as neutral feedback with a percentage of (35%). Whereas six students' respondents have described it as a mixed feedback, which means it contains of both positive and negative feedback.

**Question 03: what was your first difficulty that you face during speaking in the first session?**

Table 14

*The First Difficulty Students Faced in the First Session*

<b>Answer</b>	<b>Frequency</b>	<b>Percentage%</b>
shyness	6	30%
Lack of vocabulary	4	20%
anxiety	1	5%
Fear of speaking in front of people	5	25%
Lack of internet connection	1	5%
No difficulty	3	15%
<b>Total</b>	<b>20</b>	<b>100%</b>

This question aimed to know the main difficulties that students faced when they participated in the first sessions in the platform. The results reveal that the highest difficulty that was stated by the students was shyness, with a percentage of (30%). Five respondents, who represent (25%), said that they had fear of speaking in front of people, whereas four students indicated that their difficulty was lack of vocabulary, and they represent (20%) of the whole sample. On the other hand, three students reported facing no difficulties during the speaking in this platform with a percentage of (15%). Additionally, one student mentioned anxiety, with a percentage of (5 %), and another had a lack of internet connection, with a percentage of (5%).

**Question 04: How did you find the topics?**

Table 15

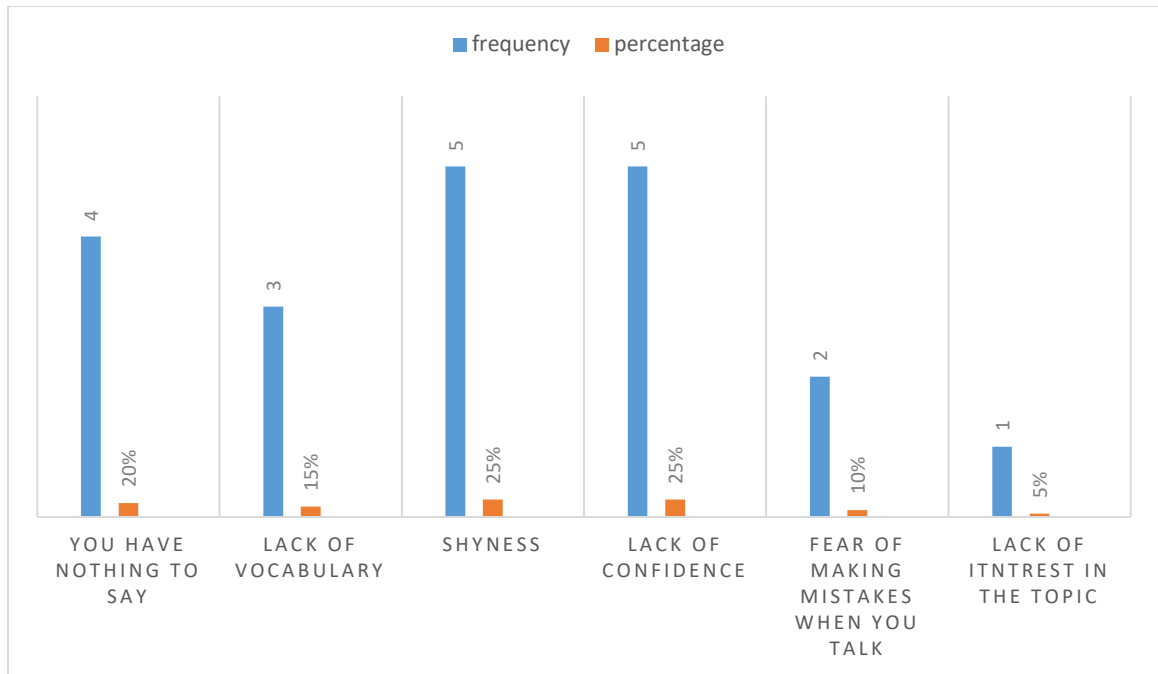
*The Participants Opinions about the Topics*

Theme	Frequency	Percentage%
Interesting	6	30%
Good	3	15%
Helpful and useful	2	10%
Motivate to speak and rich of ideas	4	20%
Exciting joyful	2	10%
Informative and significant	3	15%
Total	20	100%

From The table above, we can notice that the majority of the students responded about this question by:

- . Very interesting topics and they did like it.
- . They were so rich with information.
- . Useful.

**Question 05: what were the main reasons behind your silence during the session?**



*Figure 13. Main Reasons of Silence*

This question attempts to highlight the major problem behind the silence of students during the sessions. From the results obtained above it is shown that some students responded with shyness with a percentage of (25%), and some students answered with lack of confidence with a percentage of (25%) which are considered the most influential obstacles of speaking for most students. Whereas (20%) of the answers represents the students who have nothing to say, and (15%) lack vocabulary. Another (10%) of the sample confirmed that they are afraid of making mistakes. The rest of the participants represent (5%) of the sample, and they answered that they refrained from participating due to a lack of interest in the topic.

**Question 06: How did you find yourself when interacting with others via this platform?**

Table 16

*The Interaction With Others Via The Platform*

<b>Answers</b>	<b>Frequency</b>	<b>Percentage %</b>
Confidant	7	35
Comfortable	6	30
Excited	2	10
Capable	5	25
Total	20	100

The objective of this questioning was to know how the students felt about interacting with other participants in this program. We can notice from the table above that the majority of students they were so confident in participating in this program with a percentage of (35%). On the other side, 30% of the sample said they felt comfort with no stress during participating, while 25% responded that they were capable of interacting with others on this platform. The rest of students with a percentage of (10%) responded that they were excited about engaging with others in this program **Question 07: How often did you speak in treatment?**

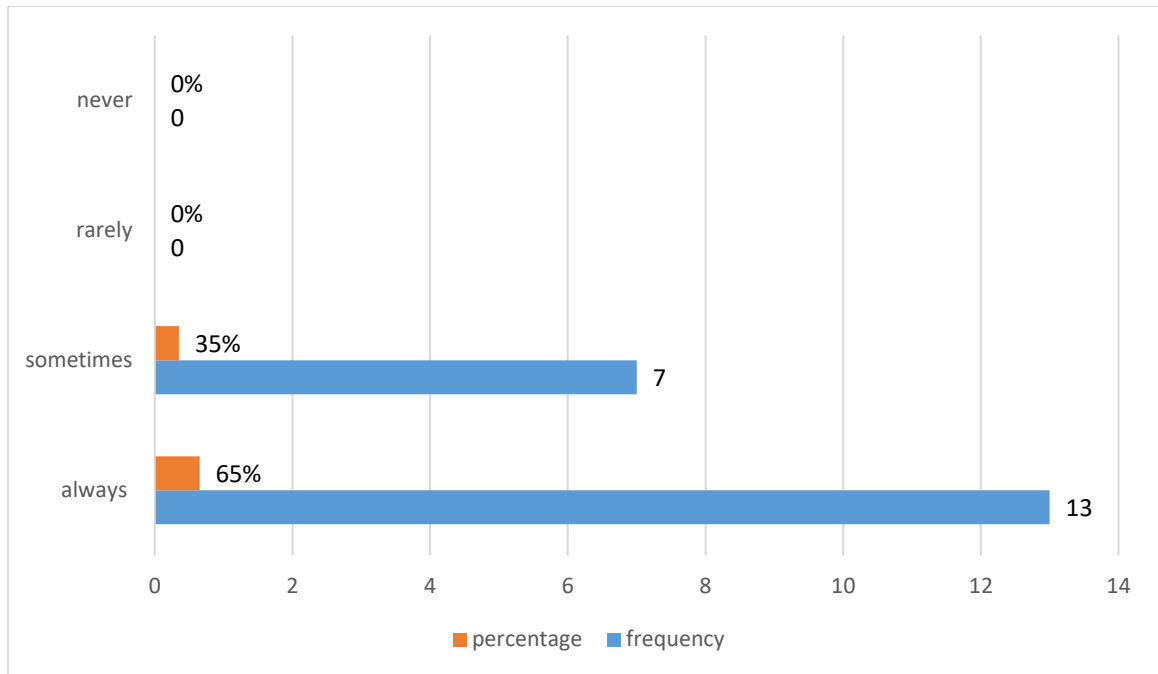


Figure 14. Frequency of Speaking

From the table and the pie chart we can notice that most of students, with a percentage of (65) of the sample, answered by sometime. On the other hand, (35%) from the total percentage said that they always participate. On the other hand, no one of the participants said that he / she does not participate in this treatment and no one of the participants provide an answer with rarely.

**Question 08: Did this program help you to overcome your shyness, anxiety and lack of self-confidence and motivate you to speak with others?**

Table 17

*Was This Program Helpful*

Answer	Frequency	Percentage %
Yes	20	100%
No	0	0%
Total	20	100%

**Explanation:**



Table 18

*Explanations About Why The Program Was Helpful*

<b>Answers</b>	<b>Frequency</b>	<b>Percentage %</b>
Overcoming shyness and anxiety	6	30
Improving speaking skills	6	30
Boosting self-confidence	5	25
Effectiveness of the program	3	15
Total	20	100

To determine if students engage in conversation in online chat rooms. The findings demonstrated that all pupils (100%) utilize this program. According to the results, a percentage of (30%) shows that the students that have successfully overcome shyness and anxiety, while a percentage of (30%), responded that they were working on improving their speaking skills. Whereas only (25%) responded that, they were boosting their self-confidence. In the other hand, there is just a (15%) they were indicted that this program is effective.

**Question 09: Do you feel that your speaking skill was enhanced after participating in the speaking program?**

Table 19

*Speaking Enhancement After Participation*

<b>Answer</b>	<b>Frequency</b>	<b>Percentage %</b>
yes	20	100
no	0	0
Total	20	100

## **Explanation:**

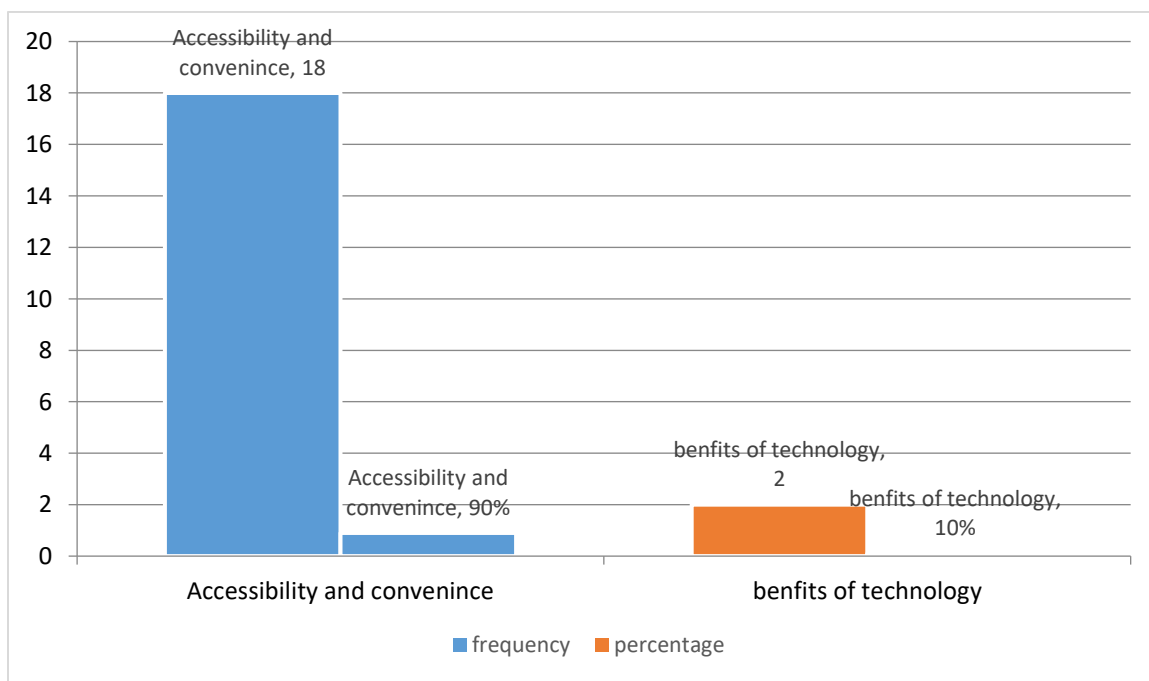
Table 20

### *Speaking After This Program*

<b>Answer</b>	<b>Frequency</b>	<b>Percentage %</b>
Improved vocabulary	8	40%
Speaking with confidence	6	30%
Better communication with others	6	30%
Total	20	100%

This question aims at determining whether or not the students enhanced their speaking skills after using this program through participating and speaking. The obtained results showed that the majority of respondents felt much better with the use of this program and they improved their vocabulary after using it; they represent (40%) of the whole sample. Six student reported being able to speak with confidence with a percentage of (30%). The rest of the participants (30 %) answered that the program gave them the ability to communicate better with others.

### **Question 10: What do you think about using technology in learning speaking skill?**



*Figure 15. Using Technology in Developing the Speaking Skill*

Most students agreed with the use of technology in learning speaking skills. The students were requested to provide the reasons behind using technology in learning speaking skills. The results showed that the majority of the students (90%) of the whole sample used technology in learning speaking the skills because of accessibility and convenience and only (10%) because of the benefit of technology.

**Question 11: Chat room conversation creates opportunities for the learner to practice speaking skill outside the classroom. What do you think about that?**

Table 21

*Chat Rooms Opportunities To Practice Speaking*

<b>Answer</b>	<b>Frequency</b>	<b>Percentage %</b>
Allows practicing speaking any time	11	55 %
Effective, easier, and accessible	4	20 %
Help learners gain confidence	2	10 %
Valuable tool and helpful	3	15 %
Total	20	100 %

This question aimed to uncover the viewpoints of the students about whether chat-room conversation creates opportunities for the learners to participate in speaking. From the table and the diagram above, the obtained results show that the majority of the students answered that chat rooms allow for participating and speaking anytime; they represent (55%) of the whole sample. Whereas, four students answered that chat rooms are effective, easier, and accessible with a percentage of (20%). On the other hand, some participants responded that chat rooms are valuable and helpful tools, with a percentage of (15%). The rest of the participants who represent (10%) of the sample asserted that this platform helps learners gain confidence.

**Question 12: Do you think that using chat rooms conversation as a tool to practice and teaching speaking skill is a good idea? Why?**

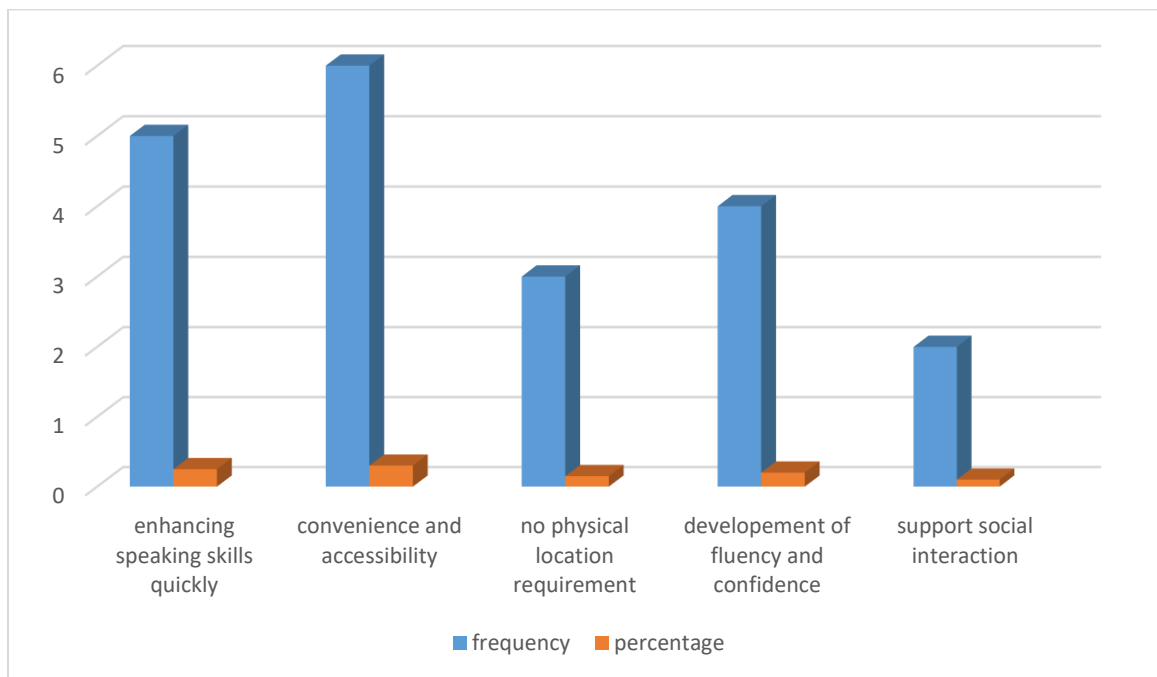
Table 22

*Online chat room as a Tool for Practicing and Teaching*

Answer	Frequency	Percentage
yes	20	100%
no	0	0%
Total	20	100%

This question aimed to know whether this program is good for the students to practice speaking from the participants' perspectives. The respondents provided some common responses; all of students said yes, with a percentage of (100%). In addition, no one provided an answer with no.

**Explanation:**



*Figure 15. Chat Rooms as a Tool to Practice and Teaching the Speaking Skill*

Students were requested to provide the reasons behind this participation in this program and why they considerate it as a tool. From the table above, we can notice that most of students

responded with convenience and accessibility with a percentage of 30%, and (25%) explained that chat rooms enhance speaking skills quickly. On the other hand, (20%) of the sample said that chat rooms allow for fluency development and confidence. Whereas (15%) of the sample justified their answers with reference to the no physical location requirements. In addition, the rest of (10%) represent the students who asserted that this platform supports social interaction.

### **3.3.3 Discussing Results of post-questionnaire**

In this section, we discuss the main findings that were obtained through the research tool used in this study, which consists of a post-questionnaire that was administrated to master one student. The main aim behind students' post-questionnaire was to explore the attitudes of master one student toward using online chat room conversations.

From the students' answers, it was noticed that the students faced many challenges, which may prevent them from developing their speaking skills. These challenges include different factors such as psychological obstacles. Speaking about psychological factors, we can confirm from the results of the pre-questionnaire that most of the students faced shyness and lack of confidence, which disrupted their participation during this program. This is in addition to the linguistic problems, such as lack of vocabulary.

After participating in this program, the student were relatively able to overcome their shyness and anxiety; they were improving their speaking skills.

Additionally, from what was previously discussed regarding the challenges that Master One students encountered in their sessions and how they overcame it, since to the use of this platform in improving their speaking skills In the end, we can say that online chat room conversations are such a useful, helpful, and very effective modern method because of their potential in solving learners' speaking difficulties and improving the students' interest.

### **3.4. Overall Result Discussion**

Finally, after analyzing the results of the pre-questionnaire, it was demonstrated that first-year master students at Muhammad Al-Bashir Ibrahim University faced different types of obstacles. Most of the problems were psychological, including shyness and anxiety, as well as problems of lack of self-confidence. Similarly, linguistic problems, including the incorrect pronunciation of words and a lack of vocabulary, also represent a major challenge for the students in speaking. The validity of the students' statements was noted in the pre-questionnaire through the English language program that we did online. The results of our observations notes that we wrote down in each session of the program, were consistent with what was mentioned in the theoretical part of our study and the previous studies related to our topic. Likewise, after analyzing the last questionnaire in which we looked for students' opinion about the efficiency of online conversations in improving their speaking skill, and for their attitudes towards it, we got the result that they have a positive attitude about it as we expected. The results show that chat room platforms slightly improved their oral level by a significant percentage. They contributed in removing the psychological barriers of anxiety and shyness. Moreover, according to their answers, they became more confident to speak in English.

### **Conclusion**

The third chapter has consecrated on the practical part of the research work. This chapter has dealt with the analysis of the pre-questionnaire, the analysis of the observation, and the analyses of the post-questionnaire data.

The pre-questionnaire and post-questionnaire were administered to master one students. According to the findings, it has been observed that master one students faced many problems, especially from the first session until the fourth session. The sessions enabled them to improve their speaking skills and improve their participation during this treatment. From the fourth session to the twelfth session, there was very good participation from the students who interacted with others by discussing the topics that were suggested for them. They were able to overcome their fears through using it.

## General Conclusion

This study has investigated an important factor that influences master one student. The main aim is to explore master one students' perspectives and attitudes towards using online chat room conversations to improve their speaking skills, and the challenges they face in listening.

This research work was divided into three chapters; the first chapter included an overview of speaking skills and clarified the importance of developing speaking skills in the EFL context in learning English as a foreign language. Then, the difficulties that EFL students face in their oral performance were discussed in detail. The chapter also explained the notion of autonomy and the role of technology for autonomous learners. Then it moved through expanding the use of social media and online chat rooms platform to enhance speaking skills. The second chapter defined and explained the methodology adopted and the procedures followed in this research study. It introduced the research approach and research design, as well as sampling and population. The research tools, which included a pre \_ questionnaire and post-treatment questionnaire, were also described.

The third chapter consecrated on the practical part of our study; it dealt with qualitative analysis of the data collected using the pre-questionnaire and then the analysis of the observation through online chat rooms conversation. The analysis of the post-treatment questionnaire was presented as well.

Based on the results of the pre\_ questionnaire and post-treatment questionnaires' analyses, , it was found that that students face some problems in speaking, such as lack of vocabulary, lack of grammar, and lack of self-confidence.

In addition, the same results that were obtained from the analyses of the observation data obtained during the treatment. It was revealed that most students have some difficulties in speaking which led them to disrupt participation and interaction, especially from the first sessions until the eighth session in this program; among those difficulties, we can highlight shyness, anxiety, lack of confidence and being afraid of making mistakes while speaking as the observably most prevalent ones.

In addition, both the results from the pre-questionnaire and the post-questionnaire have confirmed that many Masters Student encounters during speaking.

Another important finding is that, during the online chat rooms conversation from the first session until the fourth session, the students faced some difficulties such as shyness; they hesitated because of a lack of confidence, which includes fear of making mistakes, lack of vocabulary, and grammar all of that prevented them to engage in this program. While from the fourth session to the eighth session, the students started to engage with the topics even though they have some language-related issues. From the eighth session to the twelfth session, the students' performance completely changed, as they interacted more interacted with the topics that have been designed for them. They seemed very interesting for them and they were so comfortable during the sessions that increased their level of self-confidence and overcame their shyness. They were able to overcome some of their speaking obstacles and improve their speaking skills.

Finally, this research work has ended up with a positive effect due to the significant role of using online chat room conversation, in which the students' speaking improved. The conversations helped them to enhance and promote their oral performance.



## **Limitation of study**

- We have limited resources and we did not have access to some websites.
- We did not work in a lab because there was no network.
- We have difficulties in gathering 20 students to participate in the online conversation sessions.
- We attend to do an interview after the online conversation session but the participants were occupied by their exams and project.
- We have limited time because we did not start from the beginning of the year.
- We wanted the treatment to be longer for example 3 months but we did not have time to accomplish that.
- When we were in treatment, we have low internet connection.

## **Recommendations and suggestions**

As suggested by the results of this study, online chat rooms are effective in the development of speaking skills. Therefore, concerning the importance of online chat rooms in enhancing speaking skills, we recommend and suggest the following:

-Practitioners should boost and encourage learners to communicate with native speakers via chat rooms so that they can practice their speaking and improve their speaking skills in the future.

-anxiety, lack of confidence, and shyness can all impede the students' learning process; therefore, they should use this online chat to help them overcome their challenges.

-Students should also use online chat to practice speaking in real-life circumstances and to gain speaking confidence by practicing in a low-pressure environment

- The students are urged to determine a language exchange companion who speaks the target language and practice with them over online chat.

- Teachers should teach and support students on how to use online chat successfully and responsibly.

- Students need to establish achievable objectives for their online conversation practice and monitor their improvement gradually.

- Students should use a variety of online chat platforms to improve various areas of their speaking abilities.

- Students should be inspired to join online speaking groups, such as language learning communities or conversation clubs, where they have the opportunity to speak with other learners and get ideas for improving their speaking abilities.

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## Appendices:

### Appendix 01

#### Pre- Questionnaire



**Mohamed El Bachir El Ibrahimi University -BBA**  
**Faculty of Letters and Languages**  
**Department of English Language and Literature**  
**Specialty: Didactics**



### *Questionnaire*

This questionnaire aims to explore what are the challenges that master one students encounter in speaking and oral performance.

Dear student we would be grateful if you would answer this questionnaire, which will provide invaluable data to our research.

Note: All participant's answers will be anonymous and confidential.

Part one:

1- How old are you?

2- What is your Gender?

Male  Female

3- How many years have you been studying English?

4- how do you consider your English level :

A1-A2  B1-B2  C1-C2

5- How do you consider your speaking performance?

Beginner  Intermediate  advanced

Part two:

1- Do you like to speak in front of people?

Yes  No,

Justify.....  
.....  
.....

2- What are difficulties you face when you are speaking generally and when speak English specifically?

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

3- How often do you participate in class?

Always ften ometimes rely ver

4- In an oral task, do you usually like to volunteer :

The first  the second  the last

Other:

.....  
.....

5- What are the main reasons preventing you from participating in class?

Anxiety  Shyness  Fear of making mistakes  lack of confidence

Other:

6- In term of language aspects, which problems do you encounter in speaking.

Lack of vocabulary  Pronunciation  Grammatical mistakes

Others:

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



7- How would you feel if you are assigned an oral task?

Nervous  comfortable  stressed  scared  confused

Others:

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

8- In an oral session, would you prefer to work:

Individually  In pairs  in groups

Why?

.....  
.....

9- What do you do if you cannot express your ideas in English?

Use your mother tongue  Body language  Synonyms

Others:

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

10- How often are you given opportunity to speak in class?

Always  Often  Someti Rarely  Never

**Thank you**

## Appendix 02

### Post- Questionnaire



**Mohamed El Bachir El Ibrahimi University -  
BBA**

**Faculty of Letters and Languages  
Department of English Language**

**Specialty: Didactics**



### *Questionnaire*

This questionnaire aims to explore first year master learners' attitudes toward using online chat room conversation to enhance their speaking skill.

Dear student after participating in our speaking program, we would be grateful if you answered this questionnaire, which will provide invaluable data to our research. The data collected will only be used for research ends. That is, all your answers will be anonymous and confidential.

Part one:

1- How old are you?

2- What is your Gender?

Male  Female

3- How many years have you been studying English?

4- How do you consider your English level:  
A1-A2  B1-B2  C1-C2

5- How do you consider your speaking performance?

Beginner      Intermediate      advanced  
                                           

6- How many sessions you have attend in the speaking program?

All Session  more than five  less than five  other

7- What was your aim behind participating in this program?

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

Part two:

1 – What was your first impression about the Program?

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

2- How was your first session? Describe in few words what was your feeling?

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

3- What was the first difficulty that you faced during speaking in the first sessions?

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

4- How did you find the topics?

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

5- What were the main reasons behind your silence during the session?

- 1- You have nothing to say
- 2- Lack of vocabulary
- 3- Shyness
- 4- Lack of confidence
- 5- Fear of making mistakes when you talk
- 6- Lack of interest in the topic
- Other .....

6- How did you find yourself when interacting with others via this platform?

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

7- How often did you speak in this treatment?

Always  sometimes  rarely  never

8- Does this program helped you to overcome your shyness, anxiety and the lack of self-confidence and motivated you to speak with others?

Yes  No

Explain?.....  
.....  
.....

9- Do you feel that your speaking skill was enhanced after participating in the speaking program?

Yes  No

Explain?.....  
.....  
.....

10- What do you think about using technology in learning speaking skill?

Yes  No

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

11- Chat room conversation creates opportunities for the learner to practice speaking skill outside the classroom. What do you think about that?

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

12- Do you think that using chat rooms conversation as a tool to practice and teaching speaking skill is a good idea? Why?

Yes  No

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

**Thank you**

# Appendix 03

## Samples of Data Analysis using Excel

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	Q1	21																		
2	Q2	MALE																		
3	Q3	4																		
4	Q4	B1-B2																		
5	Q5	INTERMEDIATE																		
6	Q21	YES /I DO THIS EASILY																		
7	Q2	I HAVE ONE DIFFICULTY IN SPEAKING GENERALLY																		
8	Q23	ALWAYS																		
9	Q24	THE FIRST																		
10	Q25	SHYNESS																		
11	Q26	PRONUNCIATION																		
12	Q27	STRESSED																		
13	Q28	INDIVIDUALLY																		
14	Q29	USE YOUR MOTHER TONGUE																		
15	Q210	OFTEN																		

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
22		intermediate	intermedia	intermediate	intermediate	beginner	intermedi	intermedi	intermedi	intermedi	intermediate								
23																			
24																			
25		part two																	
26	Q/PN	mp1	mp2	mp3	mp4	mp5	mp6	mp7	mp8	mp9	mp10								
27	q1	YES /I DO THIS YES /BECAL NO/I HAVE A PRYES/TO BE MOR NO/BECAUSE	yes/i see	yes/ becat	yes/ to lea	yes/ becau	yes/ to impro	my speaking skill											
28	q2	I HAVE ONE DI PRONOUNK LACK OF EXPERI	THE DIFFICULTIE	i don't have ar	the prono	as a non n	generally i	grammati	trying to copy a native english speaker is a bit hard										
29	q3	ALWAYS	NEVER	NEVER	RARELY	never	always	always	sometime	often	often								
30	q4	THE FIRST	THE FIRST	THE LAST	THE SECOND	the last	the first	the first	the secon	the secon	the second								
31	q5	SHYNESS	SHYNESS	SHYNESS	ANXIETY/SHYNE	shyness	shyness	i don't hav	fear of ma	none	i don't have any of these issues								
32	q6	PRONUNCIATION	LACKE OF V	LACKE OF VOCA	LACKE OF VOCA	grammatical n	grammati	pronuncia	pronunci	none	grammatical mistakes								
33	q7	STRESSED	NERVOUS	CONFUSED	STRESSED	stressed	comfortat	comfortat	nervous	none	comfortable								
34	q8	INDIVIDUALLY	INDIVIDUAL	IN GROUPS	IN PAIRES	in pairs / for s	in groups	individual	in groups/ individual	in pairs / pair	work can be more coherent and organized								
35	q9	USE YOUR MC SYNONYME	SYNONYMS	SYNONYMS	SYNONYMS	body language	use your r	synonyms	body lang	body lang	use of mother tongue								
36	q10	OFTEN	NEVER	NEVER	OFTEN	often	always	always	often	often	always								
37																			
38	Q/PN	mp11	mp12	mp13	mp14	mp15	mp16	mp17	mp18	mp19	mp20	mp21							
39	q1	yes/ because i	no/ i don't	yes/ because i	no/ because i'm	yes/to improv	no/ i feel	yes	yes/ beca	no/ becau	yes/ because	yes/ i see as a	good methid to improve my level in english						
40	q2	problem of pri	shyness an	lacke of vocabul	the way i prono	lack of vocabu	many diffi	nothing	in english	when i spe	in english som	the pronunciation has always been my problem i use other languaes							
41	q3	often	never	often	sometimes	sometimes	rarely	sometime	rarely	always	always	rarely							
42	q4	the first	the second	the second	the second	the second	the last	the first	the secon	the secon	the second	the second							
43	q5	fear of making	anxiety/ sh	none	shyness	anxley	shyness	shyness	anxiety	shyness	anxiety	waiting for the others to participate							
44	q6	prnunciation	prnociatic	prnociation	lack of vocabula	lack of vocabu	prnuncia	prnuncia	prnounci	prnounci	grammatical n	prnunciation							
45	q7	stressed	stressed	comfortable	stressed	stressed	comfortat	comfortat	comfortat	comfortat	comfortable	comfortable							
46	q8	individually / i	n pairs	in pairs / becau	in pairs / becau	in groups bec	in groups	in pairs	in pairs	in pairs / to	in groups , i like to share works with my friends								
47	q9	body lanaguag	body langu	mother tongue	synonyms	synonyms	body lanaj	body lang	use mothe	use mothe	body lanaguag	synonyms							
48	q10	often	often	often	often	sometimes	sometime	rarely	often	somtimes	often	often							

Fichier Accueil Insertion Mise en page Formules Données Révision Affichage Aide Rechercher des outils adaptés

MODE PROTÉGÉ Attention aux fichiers provenant d'un emplacement Internet, car ils peuvent contenir des virus. Il est recommandé de rester en mode protégé sauf si vous devez effectuer des modifications. Activer la modification

L19

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
7																			
8			27	1															
9		question 01																	
10	Q/PN	<b>mp1</b>	<b>mp2</b>	<b>mp3</b>	<b>mp4</b>	<b>mp5</b>	<b>mp6</b>	<b>mp7</b>	<b>mp8</b>	<b>mp9</b>	<b>mp10</b>	<b>mp11</b>							
11	q1	21	21	21	21	22	22	22	22	22	22	24							
12	q2	MALE	MALE	MALE	MALE	M	m	m	m	m	m	m							
13	q3	4	4	4	12	4	4	4	4	4	4	4							
14	q4	B1-B2	A1-A2	B1-B2	B1-B2	B1-B2	a1-a2	c1-c2	b1-b2	c1-c2	a1-a2	b1-b2							
15	q5	INTERMEDIATE	BEGINNER	INTERMEDIATE	INTERMEDIATE	intermediate	advanced	advanced	intermedi	advanced	intermediate	intermediate							
16																			
17		<b>p12</b>	<b>p13</b>	<b>p14</b>	<b>p15</b>	<b>p16</b>	<b>p17</b>	<b>p18</b>	<b>p19</b>	<b>p20</b>	<b>p21</b>								
18		24	24	23	23	23	23	23	25	25	27								
19		m	m	m	m	m	m	m	m	m	m								
20		4	4	4	11	5	11	12	4	4	4								
21		c1-c2	b1-b2	b1-b2	b1-b2	a1-a2	b1-b2	b1-b2	b1-b2	c1-c2	b1-b2								
22		intermediate	intermedia	intermediate	intermediate	beginner	intermedi	intermedi	intermedi	intermedi	intermediate								
23																			
24																			
25																			
26																			
27																			
28																			
29																			
30																			
31																			
32																			
33																			
34																			

Activer Windows  
Accédez aux paramètres pour activer Windows

Male answers MP1 MP2 MP3 MP4 MP5 MP6 MP7 MP8 MP9 MP10 MP11 mp12 mp13 ...

Prêt 115%

## Abstract in Arabic

### الملخص:

تناولت هذه الدراسة استكشاف مواقف الطلاب حول تعلم اللغة الإنجليزية كلغة أجنبية تجاه استخدام غرف الدردشة لتحسين مهاراتهم في الكلام، حاولت الدراسة إبراز دور استخدام غرف الدردشة الإلكترونية في تحسين مهارات الكلام لدى هؤلاء المتعلمين المختارين من قسم اللغة الإنجليزية في جامعة محمد البشير الإبراهيمي في برج بوعرييج. هدفت هذه الدراسة إلى استكشاف وجهات نظر ومواقف الطلاب السنة الأولى ماجستير اتجاه استخدام غرف الدردشة الإلكترونية لتحسين مهاراتهم في الكلام وإلقاء الضوء على أهمية وفعالية استخدام غرف الدردشة في تحسين الأداء الشفوي لطلاب اللغة الإنجليزية كلغة أجنبية. تم استخدام أدوات البحث على أساس استبيان مسبق تم جمعه من 65 طالبا وتم اختيارهم عشوائيا، وتم اختيار 20 طالبا من بين الـ 65 طالبا للملاحظة من خلال العلاج الإلكتروني، وفي النهاية تم إجراء استبيان ملحق الذي تم تصميمه لهم. بعد جمع النتائج ذات الصلة وتحليلها بشكل نوعي، أظهرت النتائج أن الطلاب يواجهون الصعوبات عديدة مثل الصعوبات اللغوية والنفسية في أدانهم اللفظي بالإضافة إلى ذلك أثبتت النتائج المتحصلة أن استخدام غرف الدردشة الإلكترونية كان فعالا في تطوير قدرات الطلاب على الكلام وساعدهم في تحسين مهاراتهم اللفظية.

الجمهورية الجزائرية الديمقراطية الشعبية  
وزارة التعليم العالي والبحث العلمي

جامعة محمد البشير الابراهيمي برج بوعريريج

تصريح بالالتزام بقواعد النزاهة العلمية لإنجاز البحث

أنا الممضي (ة) أسفله،

السيد (ة) ..بو.ع.البي.أ.أ.بيمن. ....الصفة: طالب

الحامل (ة) لبطاقة التعريف الوطنية رقم: ...2.8.2.6.6.4.5.4. والصادرة بتاريخ: 20.2.3../02.1.12.

والمكلف (ة) بإنجاز مذكرة ماستر،

عنوانها:

...Exploring...EFL...Learners'...Attitudes...Towards...Using...  
...Chat...Room...Conversation...for...improving...their...Speaking...  
...Skills.....

أصرح بشرفي أنني ألتم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة  
الأكاديمية المطلوبة في إنجاز البحث المذكور أعلاه.

التاريخ: 2023/07/18

توقيع المعني (ة)





الجمهورية الجزائرية الديمقراطية الشعبية  
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جامعة محمد البشير الابراهيمي برج بوعريريج

تصريح بالالتزام بقواعد النزاهة العلمية لإنجاز البحث

أنا الممضي (ة) أسفله،

السيد (ة) ..... العا. لطف ..... ما. يس. .... الصفة: طالب

الحامل (ة) لبطاقة التعريف الوطنية رقم: 40.10.22.877... والصادرة بتاريخ: 2022/03/15

والمكلف (ة) بإنجاز مذكرة ماستر،

عنوانها:

...Exploring EFL Learner's Attitudes towards Using...  
...chat Room conversation for improving their speaking  
...Skill.....

أصرح بشرفي أنني ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة  
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توقيع المعني (ة)



الجمهورية الجزائرية الديمقراطية الشعبية  
وزارة التعليم العالي والبحث العلمي

جامعة محمد البشير الابراهيمي برج بو عريريج

تصريح بالالتزام بقواعد النزاهة العلمية لإنجاز البحث

أنا الممضي (ة) أسفله،

السيد (ة) ..... جعدي ..... د. سعد ..... الصفة: طالب

الحامل (ة) لبطاقة التعريف الوطنية رقم: ..... 40.54.52.4.54 والصادرة بتاريخ: 2023/04/05

والمكلف (ة) بإنجاز مذكرة ماستر،

عنوانها:

Exploring EFL Learner's attitudes towards Using .....  
chat room conversation for improving their speaking  
Skill.

أصرح بشرفي أنني ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة  
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