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Faculty of Letters and Languages
Department of English
Section of English

**Investigating the Influence of the Global Virtual Exchange on
EFL Learners' Oral Proficiency: The Case of Fall and Spring
(2021-2022) Sessions at the English Department at Tlemcen
University**

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the requirements for Master's degree in Didactics of Foreign Languages

Presented by:

Ms. Rabia MEGHNINE

Supervised by:

Dr. Kamila GHOUALI

Board of Examiners

Prof. Nouredine MOUHADJER	Professor	President
Dr. Kamila GHOUALI	MCB	Supervisor
Dr. Imane BERROUBA-TANI	MAB	Examiner

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Declaration

I hereby declare that I have personally penned this dissertation, and I affirm that all the data used in this study have been properly recognized and cited as per the authorised academic standards.

Ms. Meghaine Rabia

01/09/2023

Dedication

To my dear family
and friends

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Abstract

Global Virtual Exchange, or GVE, is an online educational program that allows learners to test and experience their knowledge and culture with the world, away from the traditional classroom. The main objective of the present work was to introduce learners who have never been part of the GVE to the benefits of interacting with foreigners, to identify the obstacles that EFL learners may face in this course and how to deal with them. In addition, it sought to evaluate the GVE program. To achieve these aims, the researcher used an exploratory case study where three research instruments were employed. First, two questionnaires were administered to 28 students and one for an Algerian EFL teacher at Tlemcen University who enrolled in GVE Fall and Spring 2021-2022 sessions. The last one was a semi-structured online interview with the Associate Director for Global Affairs and Director of Global Academic Initiatives at East Carolina University, Jami Leibowitz which held via ZOOM platform. The study sought to test the influence of the GVE on the students' oral proficiency. The results revealed positive instances due to the effect of the GVE sessions on the improvement of learners' oral proficiency level. The study also spot promising paths for future research inquiry in the same sphere, such as directing one's gaze to the inactive learners during the sessions and engage them so as to interact with their colleagues. At the same time, students should work on their inner development and believe in their strengths and learn from their flaws.

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List of Abbreviations and Acronyms

- AAUA:** American Association of University Administrators
- ACTFL:** American Council on the Teaching of Foreign language
- BICS:** Basic Interpersonal Communicative Skills
- CALP:** Cognitive Academic Language Proficiency
- CNRSE:** Conseil Nationale de la Réforme de L'Éducation
- DVC:** Digital Video Camera
- ECU:** East Carolina University .
- ESAN:** Escuela de Administración de Negocios (Mexicain University)
- FL:** Foreign Language
- GCC:** Global Climate Change
- GPE:** Global Partners in Education
- GPEJ:** Global Partners in Education journal
- GVC:** Global Virtual Classroom
- GVE:** Global Virtual Exchange
- ICEP:** International Course Exchange Project
- ICT:** Information and Communication Technology
- IIE:** Innovation in International Education
- ILEP:** International Lecture Exchange Project
- IRC:** Internet Relay Chat
- IREP:** International Research Exchange Project
- ITU:** International Telecommunication Union
- MPITC:** Ministry of Post, Information Technology and Communication
- NAFSA:** (The original name was National Association of Foreign Students Affairs, nowadays becomes Association of International Educators)
- NESTs:** Native English Speaking Teachers
- NITICT:** National Institute of Telecommunications and Information and Communication Technology
- NSDO:** National System of Documentation Online

OPI: Oral Proficiency Interview

PCET: Post-Compulsory Education Sector

SL: Second Language

TL: Target Language

UABT: University of Aboubekr Belkaid Tlemcen

UISFL: Undergraduate International Studies and Foreign Language

US: United States

VC: Virtual Classroom

WQSSREA: Wharton-QS Stars Re-imagine Education Award

General Introduction

General Introduction

Many language applications and videos have emerged recently to help non-native speakers with English language learning. The increasing number of English learning tools has pushed several learners to take such courses. However, in many situations, this type of online education does not satisfy those learners. Among the reasons, the absence of real human interaction on computer screens has also surfaced as a disadvantage of social media in English language learning (Botan et al.,2020).

The lack of having a real opportunity to interact face to face with English native speakers is what is happening today for most Algerian EFL students. Expanding on the work of Braine (2010) and Kirkpatrick (2010), Walkinshaw and Hoang Oanh (2014) claim that the presence of native English-speaking teachers is seen as “ the ideal model of language production”. In fact, they are viewed to be the natural and authentic source for improving pronunciation as well as exchanging culture in order to facilitate the process of learning.

Fortunately, the English Department at Aboubekr Belkaid Tlemcen University has the chance to work with foreigners under the name of Global Virtual Exchange (GVE), which represents an online organized programme among distinct universities around the world. In a nutshell, this present research investigates the influence of the Global Virtual Exchange on the oral proficiency of the Algerian English as a Foreign Language (EFL) learners at the Department of English who participated in Fall and Spring 2021-2022 training sessions. In other words, this research could open the door for new insights based on the feedback that will be provided by those students. It aims to introduce the benefits of interacting with foreigners to learners who have never been part of the GVE. Moreover, it seeks to identify the obstacles that EFL learners may face in this course and the way to deal with them, as well as, evaluate the program provided by the GVE. To achieve these aims, the following research questions will gear the study:

- RQ1: To what extent did the GVE improve the oral proficiency of EFL students of the 2021/2022 Fall and Spring sessions at Tlemcen University?
- RQ2: What type of difficulties did the EFL students of the 2021/2022 Fall and Spring sessions at Tlemcen University encounter during the course?

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- RQ3: How can the GVE program be improved?

The previously mentioned questions are triggered by the formulation of the following research hypotheses:

- Hyp1: The GVE enabled most of the EFL learners at Tlemcen University, who participated in the 2021/2022 fall and spring sessions, to improve their oral proficiency due to the close contact with foreigners.
- Hyp2: The majority of the EFL learners at Tlemcen University, who participated in the 2021/2022 GVE fall and spring sessions, had difficulties understanding the accent used by foreigners during the meeting because it was different from the formal English language.
- Hyp3: The GVE program requires adjustments in terms of having extra sessions in order to interact much more with foreigners, tackling diverse spheres so as to improve the oral proficiency of the EFL students who participated in the 2021/2022 fall and spring sessions at Tlemcen University.

In order to test the validity of the above-cited hypotheses, the researcher relied on an exploratory case study research employing three research instruments, two questionnaires were used one for the learners and the other one for one teacher of Fall and Spring 2021-2022 GVE sessions at Tlemcen University. In addition to a semi-structured interview is also conducted with Mrs. Jami Leibowitz, an Associate Director for Global Affairs and Director of Global Academic Initiatives at East Carolina University. This case study embraces quantitative and qualitative data based on distinct sources. The outcomes are analysed quantitatively and qualitatively.

The present work is divided into two chapters. The first part provides a theoretical review concerning the oral proficiency and the GVE. It aims at introducing the concept of language and oral proficiency and exploring the history of English language in Algeria, it also sheds light on the development of Information and Communication Technology in Algeria that to introduce the concept of the GVE. The second part of the work focuses on the research design and methodology. It provides a detailed description of the research instruments and procedures, an analysis of the

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data collected and a discussion of the main findings. The chapter aims to raise awareness of the GVE atmosphere among learners and teachers by providing recommendations based on the obtained results. It proposes ideas to make the GVE more visible in the students' learning sphere.

Chapter One: Literature Review

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1.1. Introduction

This chapter reviews the theoretical perspective under the heading of the concept of oral proficiency and GVE, and aims at shedding light on certain terminologies considered to be the cornerstone of this study. At first, it defines language and oral proficiency by mentioning the main pillars and exploring the way oral proficiency is assessed. Next, it presents a historical overview of the English language in Algeria by highlighting its progression over the years. Then, it discusses technology in Algerian education, paving the way for the GVE. Accordingly, it supplies its historical background before shifting to its introduction at Tlemcen University providing additional details concerning its purposes and benefits.

1.2. Language Proficiency

Many scholars like Sapir (1921) and Hornby (2000), to name a few, strived to define the concept language. From their standpoint, it is a natural object and system composed of symbols, signs, gestures which can be written and oral. Chomsky (2006, p.15) believes that “it should directly reflect the characteristics of human intellectual capacities, that language should be a ‘direct mirror of mind’ in ways in which other systems of knowledge and belief cannot”. In this quotation, the author endeavours to go beyond the classical definition of language, and refers to language as the practical side of the human’s mind. Namely, language represents and performs what the mind is desirous of expressing. That is to say, language seeks to transmit feelings, emotions and thoughts in the shape of messages or actions. Chomsky (2006, p.15) highlights the pivotal role of language which is unlike any other systems of knowledge. In other words, the humans are responsible for their way of reacting towards people. Accordingly, the more they attempt to reach eunoia and show it through their behaviour, the more the message will affect positively heir life, in particular, and the society in general. However, reaching such a level is neither accessible for everyone nor impossible and is assessed by a person’s language proficiency.

The Council of Europe (2001, p.183, as cited in Harsch, 2016) declares that the word proficiency refers to “what someone can do/ knows in relation to the application of the subject in the real world”. To clarify, it refers to the ability of

applying what the person knows about the use of language in authentic situations. Further, Hadley (2001, as cited in Boukhari, 2014) points that the term proficiency is when the user can function effectively, adequately, and accurately with different functions in specific context. As far as the educational sector is concerned, Cloud et al. (2000 as cited in Slavitt and Egbert, n.d.) define language proficiency as it is the appropriate and accurate use of language orally and in writing in different situations

Further, Kern (2000) claims that language proficiency involved three scopes of academic literacy: linguistic, cognitive, and socio cultural. Slavitt and Egbert (n.d.) note that being proficient in a language demands background knowledge, skills; employing linguistic components, critical thinking, metacognitive skills, being aware about cultural nuances; beliefs and practices in context. At the end, Kern (2000, as cited in Slavitt and Egbert, n.d.) adds that acquiring proficiency in a language needs skill in applying accurately the four language dimensions: listening, speaking, reading and writing. In this respect, the following sections will be devoted to a detailed definition of the oral proficiency.

1.3. Oral Proficiency

According to Hadley (2001), oral proficiency is considered as the ability to perform verbally in the target language in an accurate way. In the same line of thoughts, Oliver (2001, p.01) states that it refers to “how well a person can speak a language”. To be specific, it describes the learner’s appropriateness in using and applying the language in distinct contexts. Additionally, Iwashita (2010, p.32, as cited in Boukhari, 2014) posits that it includes some characteristics that can be carried out by the speaker such as “good”, “fluent”, “knowledgeable”, “bilingual” and “competent”.

One can conclude that oral accuracy seeks to show the correct and appropriate function of the language in terms of spelling, structure and connection of its units, so as to transmit an exact and proper oral message (Boukhari, 2014, p.31). Consequently, it requires greater attention on the part of teachers, who attempt to correct any mistakes made by their learners. Indeed, these errors cannot be ignored and can be

spotlighted through their evaluation of the activities proposed to learners (ibid). Oral Proficiency embraces two main pillars: fluency and accuracy.

1.3.1. Fluency versus Accuracy:

Gower et al. (1995, as cited in Patterson, 2013) note that fluency and accuracy embody disparate notions. On the one hand, fluency is the ability to maintain unrehearsed speaking free from any disruption in real situations, far away from pauses and hesitation. In other words, fluency refers to the skill where an individual expresses his/her thoughts freely, smoothly and immediately in diverse fields, without taking into consideration the mistakes or the correctness of the grammar rules (ibid). In the opinion of Hedge (2000), oral fluency represents a combination of speech units which are easily connected together without irrelevant slowness, stress, and hesitation. On the other hand, accuracy represents the right utilisation of grammar, vocabulary, and pronunciation (Gower et al., 1995).

1.3.2. Assessing Oral Proficiency

Apelgren and Oscarson (2011, as cited in Smit, 2020) state that measuring oral proficiency without knowing the appropriate and applicable method that corresponds to the new curriculum, is a daunting task. According to them, one of the most common measurement tasks for oral proficiency is the classroom observation. However, they believe that teachers are not enough aware of those assessment methods. Sundqvist et al. (2018) disclose that one of the difficulties teachers face in testing learners' oral proficiency is assessing conversations, as they are difficult to monitor. However, it is still important to assess them in order to get an idea of how their level is progressing and to look for gaps or needs that should be addressed or to keep the same teaching method in case of improvement.

Assessing oral proficiency can take different shapes. Stansfield and Kenyon (1992, as cited in Malone & Montee, 2010) declare that oral proficiency can be assessed immediately through a face-to-face assessment, telephonic instruments, or in form of semi-direct measures without any live interviewer. For instance, in peer-to-peer or group interaction, the test-takers are assessed in listening, speaking and co-

constructing the dialogue through applying several communicative skills (Brooks , 2009; May, 2011, as cited in Frisch, 2015, p. 36). Ur (1996, as cited in Hadjira, 2011, p.30) additionally mentions that the learners can also be interviewed and tested through some techniques like group discussion, monologue, or picture-description. Furthermore, among the common techniques that measure students' oral proficiency is the Oral Proficiency Interview (OPI). According to the American Council on the Teaching of Foreign Languages (ACTFL), OPI measures how well person can use language spontaneously in authentic situations. ACTFL (1982) subtracts a criterion that rates speaker's foreign language proficiency from "no knowledge" of EFL to "total mastery" through large of application.

Harris (1986) proposes five criteria that assess learners' oral skills, known as "Sample Oral English Rating Sheet". The latter involves: pronunciation, grammar, vocabulary, fluency, and comprehension. The earlier mentioned scales are only small sample that summarises the oral proficiency assessment framework. Subsequently, the words come up with fact that assessment is a necessary component in learning language and this can be obviously seen through the different criteria listed by many scholars. Once oral proficiency has been discussed, the present work shifts to English language in Algeria.

1.4. English Language in Algeria

Björkman (2013, as cited in Smit, 2020, p. 44) emphasises that the English language has become a lingua franca since it stands as the dominant language in the world. It is often dented to as a "vehicular language", which facilitates the use of this latter for non-native English speakers. In the same vein, the National Agency for Education (2011) says that familiarity with English language opens the door for the people to partake in diverse social and cultural contexts.

The introduction of English in the Algerian society took different directions and progressions over the years. According to what was authored by Lemine (2017) concerning "History of English in Algeria" in Prezi website, 1969 was the period when the English language begun to take a place in the Algerian educational sector with the establishment of the General Inspectorate of English. Furthermore, he adds

that in 1972, the Algerian government decided to “Algerianise” (Mize, 1978) the English teaching textbooks and methods (Hayane, 1989).

Belmihoub (2018) upholds that in the very outset of 1980’s, the British Council (1984) viewed English language as a third language in Algeria. Align with this, Belmihoub (2018) claims that this period witnessed several British expatriate teachers and the Algerian government wanted to receive more than it had. However, this desire encountered some problems such as lack of multiple exit visas (ibid). Moreover, he states that other Algerian organizations like la Radio Television Algérienne, the Ministry of Defence, and the Institute of Petroleum Studies started to teach their employees the English language in order to facilitate communication with other foreign colleagues. Furthermore, he states that English in Algeria gained an American and British support during this period which knew opportunities for Algerians in the form of scholarships to study in the US, as well as the emergence of two British radio programmes: “Follow Me” and “On We Go”, broadcasted on the Algerian radio.

Lemine (2017), Kheir Allah (1997), and El Nather (1999) mention that between, 1980 and 1991, the Algerian economic sphere spread beyond the French market to the other international market, particularly the United Kingdom and the United States of America. In 1990, the former Minister of Education, Ali Benmohamed, presented English as an option, besides French, as a first foreign language in the fourth year of some primary schools where the parents have to select one of them. This decision was part of the 2000’s National Commission for the Reform of the Educational System. Nonetheless, the experience was a failure (Gherzouli, 2019). Fuller (1996) and Ciment (1997) state that in the early 1990’s, the investments of the Algerian oil and gas witnessed a growing demand from Britain and America.

Starting from 1992, there was recession in the use of any foreign language in the official conferences and meetings stemming from the civil war between the Algerian government and the Islamic army forces (Belmihoub, 2017; Lemine, 2017). In the aftermath, during 1993, some Algerian schools embraced English language and

then it spread over the schools in all the country in 2005 (Lemine, 2017). By 2000, Matsuura (2005) expressed that there were new modifications in the content methods and the approaches of teaching. In 2012, new electronic entertainment and educational articles were printed as a result of collaboration between the British Council and the Echorouk newspaper. In addition to that, there was the free English learning program provided by the US Embassy in Algeria and Berlitz Centre to the learners of diverse levels and ages (Gherzouli, 2019).

Later on, Idir et al. (2019) mention that in 2019, the Minister of Higher Education and Scientific Research, Tayeb Bouzid, attempted to extend the English language in universities in order to improve teaching and scientific activities. However, his decision was criticised by many researchers (ibid). In 2022, new adjustments added in the Algerian learning sphere where the English language was extended to take place in the third year in the primary schools. Besides, the Algerian citizens are also engaged in spreading English language through the use of social media like Facebook and YouTube (Belmihoub, 2018). As a case in point, they share English lectures directly on Facebook pages like “Easy Peasy Dz”, “English corner”, “Algerian Potterheads”. Just like English, technology has impacted the Algerian educational field.

1.5. Technology in the Algerian Educational Field

Nowadays, the use of Information and Communication Technology (ICT) has become necessary in the human’s life since it makes daily activities easier and enjoyable. The World Economic Forum Report (2013, as cited in Gherbi, 2015, p. 02) states that ICT is also considered as a reference of development In the educational sector, Guerza (2015, as cited in Berbar & Ait Hamouda, 2023) advocates that ICT hardware improves learner’s speaking autonomy, reinforces learner’s motivation and questioning skills. It also improves school marks (Ghaznavi et al., 2011). Thus, it encourages the countries to implement it in their educational framework. As a case in point, the Algerian Educational System Arabian Campus (2016, as cited in Ben Hammadi, 2016) reports that the Algerian government authorised the Ministry of

Post, Information Technology and Communication (MPITC) to carry out and manage the national ICT policy in this field.

Hamdy (2007) unveils that in June 2002, the Algerian government spent three billion dinars in order to incorporate the ICT policy within the educational field. Moreover, some educational institutions like sciences and technology faculties gained the support to use ICT devices. However, according to Ben Hammadi (2016), the use of ICT already existed in the administration in primary schools. Later, in 2003, several projects were conducted by the Algerian government for the sake of providing each home with computers wired to the Internet. These projects include:

- The project of the Ministry of Education to equip all schools with computers by 2005.
- The distance Education Project.
- The Virtual University Project.
- The research network to be put in place by the Ministry of Higher Education and Scientific Research (Mansouri, 2014, p.07).

Moreover, Ben Hammadi (2016) mentions that a number of contributions conducted by the Algerian government so as to enhance the quality of the e-learning in teaching and learning process:

- Promoting the development of e-learning resources.
- Facilitating public -private partnerships to mobilise resources in order to support e-learning initiatives.
- Promoting the development of integrated e-learning curriculum to support ICT in education.
- Promoting distance Education and virtual institutions, particularly in higher education and training. In addition to other initiatives (Hamdy, 2007).

According to Ben Hammadi (2016), ICT does not receive enough support due to the Algerian infrastructure and the lack of professional and training experts in this domain. Furthermore, Kouninef et al. (2013) made a study that aims at knowing the significance and the constraints of ICT in the educational space and its utilisation in

terms of gender, age and level of knowledge. Thus, they administered a questionnaire to 91 teachers at Oran University, Faculty of Economics and Management Science besides the National Institute of Telecommunications and Information and Communication Technology (NITICT). The results indicated a series of challenges concerning the implementation of ICT in the schools such as the lack of training, unequipped classrooms, deficiency of ICT resources, and lack of administrative support.

Ladaci (2017) explores, in her thesis “Exploring the Status and Teachers’ Perceptions of Technology Integration in EFL Classrooms at Chadli Bendjedid University”, the reasons that impede EFL teachers to use ICT as part of their teaching process. To achieve this purpose, she directed a questionnaire to ten EFL teachers at El Tarf University. Similarly to the findings of Kouninef et al. (2013), Ladaci (2017) reports lack of time, training, unawareness of technology and support. To remedy these problems, a new project was presented by the Algerian government in 2020 which provided digital tablets to 5.000 middle schools and 18.000 primary schools (Gherbi, 2015). Moreover, the totality of Algerian universities is connected to the Internet via the international academic and research network to facilitate the interaction among students, 8 and the administration. Furthermore, the government authorised access to several websites such as the National System of Documentation Online (NSDO) to gain knowledge through various articles and books.

Algeria is determined to improve its digital devices despite the problems concerning the technological infrastructure (E-Governance Report, 2020, as cited in Benhammou & Merah, 2022). Therefore, the Algerian government still keeps going with an eye towards enhancing ICT in various sectors of Algerian society. Among the projects introduced by the Algerian government that supports ICT in the educational field in general, and at universities in particular, are those virtual exchange projects launched by East Carolina University (ECU).

1.6. Online Virtual Exchange Projects at East Carolina University

Mouhadjar (2010) claims in his thesis “The Effect of Online Cross-Cultural Conversation through Virtual Classroom on EFL Learners’ Pragmatic Competence

Development”, that FL and SL (Second Language) learners have been extensively used to online classroom for the sake of improving their communication strategies (Lam, 2000; Liu et al., 2002; Singhal, 1998). Additionally, some studies show that online peer interplay raises the learners’ awareness and use of language (Kern, 1995; Singhal, 1998; Warschauer, 1996). Accordingly, it provides learners with the latest strategies that seek to boost their thoughts (Beauvois, 1994; Forman & Cazden, 1985; Miller, 1995). That is to say, the cooperative exchange among learners opens the door for distinct benefits that the students can gain in the educational arena.

To confirm the reality of the afore-mentioned ideas concerning online education and peer work through international virtual courses, three people from East Carolina University (ECU) met together in 2002 to discuss the significance of being aware about other’s culture and beliefs. These people are Rosina Chia, a cross-cultural psychologist, Elmer Poe, an expert in computer-assisted learning, and Biwu Yang, an expert in network and information security. They attempted to train students to be internationally competent in knowing and respecting other’s culture and exchanging cultures, skills, and experiences. They believed that American learners lacked such knowledge and they are not aware enough about what is happening beyond their boundaries. For this reason, they decided to organise online and global sessions available to many countries (Chia et al., 2011, p. 03). To understand the details regarding the Online Virtual Exchange, one needs to know first its emergence.

1.6.1. Emergence

In 2003, the three experts started the first experience of the Global Understanding Course. They decided to separate the fourteen-week semester in ECU into three-four-week courses where every four weeks a foreign university joined in this collaboration. However, they argued that taking part in such training courses required particular norms such as the ability to have and access technology devices like the use of Digital Video Camera (DVC) and Internet Relay Chat (IRC) for individual debates (ibid). Also, they selected H.323 which is an International Telecommunication Union (ITU) that supplies norms for hardware and services for multi-channel communication via the utilisation of packet-based networks which

strives to transmit real-time video, audio and data details in an appropriate time (Rouse, 2012). In case the partners did not have such quality hardware, they suggested acquiring a frugal camera and videoconferencing software. Besides, they insisted on having technical experts alongside the teachers to ensure the effectiveness of the course (Chia et al., 2011).

In February 2007, China, Morocco, Peru, Russia and the ECU requested the annual conference of the Association of International Education Administrators in Washington DC for the possibility of increasing the number of partners. At the end of the meeting, ECU was given responsibility for achieving this goal. From 15 to 17 May 2008, representative partners and the University of South Carolina (USA) came together on-site and signed the Global Partners in Education (GPE) contract. That year, the GPE was founded at East Carolina University in Greenville, to offer students the opportunity to engage in and benefit from impactful global online interactions (Global Partners in Education, 2023). ECU has been selected to serve as the GPE Secretariat for the first five years. In May 2009, the participating universities and the ECU organised the second GPE conference during which they presented and debated ideas and tasks related to GPE in order to make it more fruitful (ibid).

In May 2010, fifteen partner universities representing nine countries, discussed the importance of having a GPE journal that would report and record what was happening in online courses. In the same year, the first Global Climate Change (GCC) course was launched and, in 2011, the Global Partners in Education (GPEJ) journal was created. Subsequently, a series of online projects sprang up over the years. They include the International Lecture Exchange Project (ILEP) and the International Course Exchange Project (ICEP), while the former enables two partners to discuss similar lectures in their countries or for one of them to give lectures to the other, the latter refers to the involvement of two faculties in an online classroom where they offer lectures for an entire semester. Additionally, there is the International Research Exchange Project (IREP), which represents a virtual exchange of thoughts and theories.

Over this period, the ECU created nine sections in which it integrated more than thirty partners from over twenty countries. ECU and its partners witnessed the emergence of other universal collaborations. They comprise the Global Issues Virtual Student Research Conference in 2015, the WorldWide Global Student Organization, the GPE World StoryMap Project in 2016, the Global Business Course in 2019 and, finally, the Global Education Course in 2020 (ibid).

ECU's continuous success and progress has been enhanced by the numerous awards it has received throughout its history. According to the Global Partners in Education website (2023), East Carolina University received the Andrew Heiskell Award for Innovation in International Education (IIE) in 2008, the American Association of University Administrators (AAUA) for Khaladjan International Award for Innovation in Higher Education in 2009, the Wharton-QS Stars Re-imagine Education Award (WQSSREA) in 2014 (3rd place for Presence Learning), the North Carolina Association for International Educators (NCAIE) Institutional Award in 2015, the NAFSA Senator Paul Simon Spotlight Award for Campus Internationalization in 2016, and the Undergraduate International Studies and Foreign Language (UISFL) Program Grant in 2018. These awards are a testament to ECU's ability to foster online educational exchange between diverse cultures around the world. Among the universities that had the chance to be member within this Global project was the Abou Bekr Belkaid University of Tlemcen (Algeria).


1.6.2. Global Virtual Exchange at Tlemcen University

According to Bader and Hamada (2015, as cited in Toulbi-Thaalibi, 2006 and Tawil, 2006), Algeria knew in 2002 different economic, political, and educational reforms. In the educational sector, Mansouri (2014, as cited in Ben Hammadi, 2016) mentioned that new projects were managed by the government. In the same vein Tawil (2006, as cited in Gherzouli, 2019) argued that those projects include the introduction of ICT in schools and it reinforced as it is observed by Ben Hammadi (2016), in higher education, for the sake of mutual exchange of sources, knowledge and skill among the learners. Therefore, Algeria has the chance to be in contact with

overseas universities and creates partnership with them. Within these universities is ECU in United State of America.


In a brief informal interview with Prof. Nouredine Mouhadjer, who is in charge of the GVE programme at the University of Tlemcen, he explained that in 2005, Abou Bekr Belkaid University (UABT), Tlemcen, received an invitation from ECU to become member in the Global Understanding. However, before commencing their first pilot, the Algerian EFL teachers at this faculty were trained in pedagogy and in technology by the ECU experts. Later on, the two universities started and pursuit their collaboration to become after that a partnership of an educational virtual meeting between ECU and UABT till today.

The GVE refers to online discussions under the heading of an international educational collaboration organised among distinct universities around the world. It was launched by the East Carolina University in 2000's (Chia et al., 2011). Based on the gathered information from the interview held with Prof. Mouhadjer, the GVE embraces three universities in each season (Fall and Spring), in each 3-4 weeks Tlemcen University deals with one of the foreign universities involving around sixteen students from each faculty. The GVE project illustrates a series of lectures covering many topics that are discussed by teachers and students at the meeting. These topics embrace college life, work and careers, family and traditions, meaning of life and religion, as well as the stereotypes and prejudices as shown in Figure 1.1.:



GLOBAL UNDERSTANDING

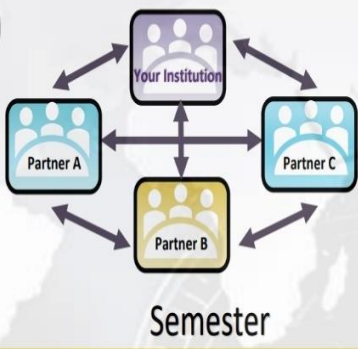
A Scalable and Sustainable Multi-lateral
Global Virtual Exchange Model



• 3 PARTNER INSTITUTIONS • 4 COMMON TOPICS • REAL-TIME DISCUSSION • COLLABORATIVE PROJECTS

A PROVEN MODEL:

- ❖ 15+ Years Experience
- ❖ Over 40 Partner Institutions in more than 20 Countries
- ❖ Over 20,000 Students Worldwide Have Participated in Global Understanding Since 2004.



“Taking a Global Understanding course is important because it definitely helps young people develop a better understanding for all cultures. It breaks the stereotypes that they had about others and it helps them see the world from a different perspective. In my opinion, if every young person takes a Global Understanding class or participates in a program with a similar goal then the world will definitely become a better place.”

– Student from Algeria

Local Preparation	<p style="margin: 0; font-weight: bold; color: #007bff;">3-4 Weeks - Partner A</p> <p style="margin: 0; font-size: 0.8em;">Link 1: Intros Link 2: College Life Link 3: Family & Traditions Link 4: Meaning of Life & Religion Link 5: Stereotypes & Prejudices Link 6: Collaborative Projects</p>	Local Synthesis / Preparation	<p style="margin: 0; font-weight: bold; color: #007bff;">3-4 Weeks - Partner B</p> <p style="margin: 0; font-size: 0.8em;">Link 1: Intros Link 2: College Life Link 3: Family & Traditions Link 4: Meaning of Life & Religion Link 5: Stereotypes & Prejudices Link 6: Collaborative Projects</p>	Local Synthesis / Preparation	<p style="margin: 0; font-weight: bold; color: #007bff;">3-4 Weeks - Partner C</p> <p style="margin: 0; font-size: 0.8em;">Link 1: Intros Link 2: College Life Link 3: Family & Traditions Link 4: Meaning of Life & Religion Link 5: Stereotypes & Prejudices Link 6: Collaborative Projects</p>	Local Synthesis / Assessment
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Figure 1.1. Our Model. Global Understanding -Global Partners in Education.
Retrieved from East Carolina University (P. 17)

The GVE course consists of two parts in one session. In other words, the students are divided into two group. While group A debates a particular topic with their teachers, group B is in the breakout rooms. Each room involves 4 or 5 students like in the ZOOM platform. The purpose behind establishing these rooms is to create a private atmosphere in which the partners can discuss in 15 min or 30 min freely the same given topic without the guidance of their teachers, and after that, they take turns their places. Later on, all the students meet together to provide their feedback concerning what they have comprehended from their partners. Before the students reach the end of this online classroom, they have to work with peers where they select specific topic provided by their teachers to discuss in front of their classmates (East Carolina University College of Education website, 2023). Those activities attempt to reach what the GVE held as purposes.

1.6.3. The Purpose behind Establishing the Global Virtual Exchange

The establishment of the GVE by the ECU offers the students from all diverse part in the world the opportunity to interact with each other (GE- Global Virtual Exchange – College of Education web page, 2023), trough bringing a virtual authentic international experience for students from all the cultures to become universally competent (Chia et al., 2011, p.03), to explore universal cultures of different nations, acquire a personal and global cultural consciousness and improve cross-cultural communication and teamwork skills (Virtual Exchange Courses – Office of Global Affairs web page, 2023). To sum up, the GVE was designed with specific objectives in mind, which helped to define the existence of the online classroom as well as the benefits that students can derive from it.

1.6.4. Benefits of the Global Virtual Exchange

Algeria is supporting the presence of ICT in the Algerian society in general, and the educational sector in particular (Ben Hammadi, 2016), to exchange knowledge, cultures, skills, and experiences with other learners, teachers and researchers. In this regard, the GVE seeks to reach such mutual exchange among the students. First, no need travel in order to interact with foreigners, because the GVE offers the opportunity to meet them visually from diverse parts in the world (Chia et al., 2011). In other words, the GVE provides to the learners the opportunity to practice English language in real situations where they are obliged to transmit a message without referring back to their mother tongue. Additionally, Virtual Classroom (VC) grants a broad outlook for the participants concerning other's culture (Walden University website, 2023). That is to say, a valuable exchange of cultures, thoughts, beliefs and skills will be shared and learned among the students. Moreover, the VC leads the students improve their digital skills (Walden University website, 2023).

According to the quality of education used in the GVE, students witness a development in their technological competence. It means that the learners meet a new learning experience where they react not only through using their voices or rising their hands but also recording videos, taping messages, reacting and commenting. It also emphasises the importance of the teamwork and the concept that knowledge does

not only exist in the mind of an individual (Tlemcen University website, 2014). Besides the above- mentioned information, the GVE provides the participants a certificate that indicates their involvement for sharing peace and understanding as shown in figure 1.2.:



Figure 1.2. Certificate Provided by East Carolina University. Retrieved from GVC | University of Tlemcen website

In other words, being part in the GVE provides learners with a beneficial educational experience. Since the main concern of this research was the effect of the GVE on the students' oral proficiency, the following section will be devoted to highlight the prior studies that were conducted in this context.

1.7. Previous Studies Related to Global Virtual Exchange

It should be borne in mind that some researchers have already discussed the subject of GVE, speaking skills, accent barrier, and online educational conversations with foreigners. As case in point, Mouhadjar (2010) tackles the influence of online

cross-cultural conservation on the progression of students' pragmatic competence. His research aims to determine whether e-interplay with native speakers helped learners to modulate their use of language with their partners, and to know how and when it is appropriate to use linguistic involvement. In addition, it sought to explore learners' awareness of appropriate pragmatic language, and the sufficient opportunities that the online classroom can provide for learners to produce, and the possibility of developing, appropriate pragmatic linguistic competence. To achieve these aims, he conducted a naturalistic observation with 14 Algerian EFL students at Tlemcen University and 16 students from ECU.

Based on what Mouhadjar (2010) found during this online course, the study showed positive results that indicate the importance of interacting with native speakers in raising the learners' performance as well as their pragmatic competence. The involvement of the socio-cultural theory in this study asserted the necessity of interacting with a 'more capable other' for 'the continuing development of communication-including pragmatic competence'. Despite the deficiency of grammar and vocabulary the learners achieved successful results in using their pragmatic knowledge.

Burgstahlar (1997, as cited in Mouhadjar, 2010) upholds that the peer assistance fosters mutual exchange among the learners. Moreover, learners acquire additional strategies and reinforce their own ideas through online peer interaction, as they deal with the same target language and share the same experiences in learning that language. Such possibilities are sometimes difficult to be achieved with teachers (Beauvois, 1994; Forman & Cazden, 1985; Miller, 1995, as cited in Mouhadjar, 2010).

Among the studies that discussed speaking skills was the one which was carried out by Alshammari (2022), called "The Effect of Online Learning in Developing English Speaking Skills". She reviewed many studies in her work to prove the positive effect of e-learning on supporting the ESL learners' s English speaking skills in Saudi Arabia. The study revealed fruitful findings which spotlighted the pivotal role of online classrooms on improving the students' speaking

skills, since it motivated them to express themselves orally, and linked between the classroom atmosphere and the students' authentic world. Namely, they exposed to a direct interplay with native speakers.

In spite of the positive results that were reached by Mouhadjer (2010) and which emphasised the effect of online cross-cultural conversation in offering the opportunity for the learners to formulate, adapt and improve their pragmatic and linguistic competence, other scholars found diverging results. As a case in point, Kuo (2011), in his work "Language Challenges Faced by International Graduate Students in the United States", states that the international students may face some challenges during their learning like comprehending the American English accent. He surveyed 716 Global graduate students at a southern university, Alabama, U.S. The study aimed at investigating the language difficulties encountered by foreign students. The results revealed that the students were not being able to understand the lessons in classes due to the accents were used by the other foreigners, especially the southern accent. The students found themselves experiencing a different usage of language from what they used to learn in their home country.

In the context of e-interplay with foreigners, for instance, Mohebi (2023, p. 03) noted that the majority of universities around the world shifted to online learning to deal with the crisis. She added that internet as a technology means is being used to facilitate the educational sector, and it is named by Rinekso & Muslim (2020) as online learning. Having an online discussion with native and non-native English speaking teachers and learners are beneficial experience for the EFL students who need a daily practice of English (Chi & Loi, 2020), since the learners can gain understandable input, produce modified output through discussion of meaning, and receive negative comment which simplify the language acquisition (Long, 1996). Moreover, Rammal, (2005, as cited in Chen, 2019) mentions that the involvement in online learning creates an empirical interaction with concrete materials and target language speakers that is to say, the learners engage in a sociable and encouraging space (Chang & Lehman, 2002; Chou, 2014; Codreanu & Celik, 2013; Wu et al., 2011).

Chen (2019) claims that the interaction is one of the major advantages of language e- learning (Swan et al., 2000). A study conducted by Razak et al. (2013, as cited in Chen, 2019) discussed the use of online peer interaction in enhancing the EFL learners' learning motivation. The sample embraced 24 EFL learners in Arab countries who partook in an e-interplay community. The findings of this case study showed that peer collaboration activities could prompt the language students, also improve their language skills.

1.8. Conclusion

In conclusion, the first chapter has been dedicated to present the theoretical structure of this piece of research through providing a general view of its key concepts. In the beginning, it has defined language proficiency and oral proficiency by identifying the major pillars and investigating the way oral proficiency is assessed. Following that, it has attempted to delve into the history, looking for the development of English language in Algeria. Later on, it has moved to review technology in the Algerian education, opening a discussion on the emergence of online virtual exchange projects at East Carolina University and their relationship with Tlemcen University. In this regard, it has offered historical overview, definition, purposes and benefits of the GVE and it has concluded with a discussion on the previous research studies related to oral proficiency and the GVE.

Chapter Two:
**Research Methodology, Data
Analysis, and Interpretation of the
Findings**

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2.1. Introduction:

This chapter presents the practical part of the research. It highlights the research design, sampling and research instruments for data collection. The data are going to be analysed quantitatively and qualitatively and the researcher will interpret the findings by using figures and discussing the main results. The last section provides certain points of recommendations of the study.

2.2. Research Design.

Creswell (2009) considers the research design as set of research plans and processes start from researcher's presumptions and end with full and precise instructions in guiding and analysing data collection. For Kumar (2011), it is a practical scheme that the researcher follows in his/ her research work in order to answer the research questions properly, objectively, exactly and inexpensively. To be more precise, Boru (2018) indicates that research design is the techniques for gathering, analysing, explaining and reporting information in research works (Creswell and Plano Clark, 2007). Further, the research design can take many forms, among these types is the case study (Crowe et al., 2011).

The present research work embraced an exploratory case study research that strived to explore the influence of oral proficiency on the EFL students of 2021-2022 GVE session at Tlemcen University. In this regards, Creswell (2009) states that it as an approach of an investigation that merges between qualitative and quantitative approaches in a study. Such type of design involves the utilisation of quantitative and qualitative data. The researcher utilised two questionnaires at the beginning to gather countable data concerning the research questions in this dissertation. After that, the investigator moved to collect qualitative data through carrying out an interview. After finishing the arrangement of the research design, the following move of this investigation is the sampling.

2.3. Sampling

The researcher worked only with a portion from the target population in this study, called a sample (Cohen et al., 2007). There are several types of sampling such

as probability sampling design, non-probability sampling design and mixed sampling design (Kumar, 2011). As for the current study, the researcher followed a non probability purposive sampling design.

Regarding the population in this study, it included 28 students, 12 males and 16 females, aged between 19 and 26 years old, from different disciplines, namely, literature and civilisation, didactics, linguistic sciences, translation and civil engineering. English language was the foreign language for them and their mother tongue was Arabic language except one of them who spoke French language. On the other hand, an Algerian teacher specialised in Literature and Civilization, his age ranged between 30 to 40 years old, who was in position of conducting the GVE sessions within the period of Fall and Spring 2021 and 2022. This sampling method embraces choosing participants according to specific attributes or standards decided by the investigator to satisfy the research aims (Tahderdoost, 2016). Once the sampling was addressed, the next step of this study is the research instruments.

2.4. Research Instruments

This study was done using three online research instruments: two questionnaires, one for students and the other one for teachers and a structured interview held with an Associate Director for Global Affairs and Director of Global Academic Initiatives at ECU. The collected data were analysed quantitatively and qualitatively to answer and discuss the main research questions. The questionnaire started by asking the students and teacher consent agreement to partake in the investigation, and after that, series of questions were given to them. Moreover, the design of the analysis of the interview and the questionnaire followed the lead of the ones of (Ghouali, 2022)

2.4.1. Students' Questionnaire:

A questionnaire is series of questions that is used to collect quantitative and/or qualitative data about respondents' perspectives and experiences (Bhandari, 2023). A questionnaire can reach a large number of people within a period of time, since it does not reveal any personal information about respondents, they can be more honest

Chapter Two: Research Methodology, Data Analysis, and Interpretation of the Findings

in answering questions and help the researcher to obtain accurate results (Lindemann, 2023). The investigator chose online questionnaire to answer and discuss the research questions, because it enhances time management as the participants can answer the questions at their convenience.

The investigator administered an online questionnaire to 28 students via Messenger. It consisted of 13 questions for learners (See Appendix A) including close-ended, multiple choice, and open-ended questions. The students' questionnaire includes of two parts; each part was devoted to answer particular research questions. The first part aimed at having an idea concerning the learners' background knowledge like age, gender and learning speciality. Concerning the second part was dedicated to gather information about the remaining research questions.

- **Question four:** Was designed to identify the informants of the GVE
- **Question five:** Attempted to know students' motivation towards participating in the GVE.
- **Question six:** Geared to gather information about the students' first involvement in the GVE.
- **Question seven and eight:** Endeavoured to know the students' level in oral proficiency before and after their engagement in the GVE.
- **Question nine:** Sought to identify students' perspectives concerning GVE
- **Question ten:** Was directed towards the learners' feedback concerning their journey in this online programme.
- **Question eleven:** Focused on the student's challenges during their participation in the GVE.
- **Question twelve:** Intended to know if the learners believed that the GVE program required any improvements.
- **Question thirteen :** Sought to propose advice to encourage students who never been members of the GVE to partake in this online sessions.

2.4.2. Teacher's Questionnaire

With respect to the teacher's questionnaire, it was administered via Email with one teacher who were enrolled in the GVE in Fall and Spring 2021/2022. The questionnaire included 16 questions (See Appendix B) and it was divided into two sections. The first one attempted to gather data about teacher's background information. The teacher was asked to identify his teaching specialty and age. For the second one, it embraced set of questions and each question was designed to look for particular answers for the development of this piece of writing.

- **Question three:** was designed to understand the level of experience and familiarity of the teacher with the GVE programme by asking him to mention his first involvement in the GVE.
- **Question four:** aimed at gaining insights into the teacher's personal motivations for joining this online platform, he was asked to identify the factors that encouraged him to join GVE.
- **Question five:** attempted to know whether being a teacher in the GVE needed specific skills and requirements.
- **Question six:** served to determine the criteria for selecting students who wished to participate in this educational programme.
- **Question seven:** sought to identify the concepts teachers prioritize when teaching at GVE.
- **Question eight:** looked for gaining insights into how GVE changed over time.
- **Question nine:** was used to ascertain whether the course was impacted by the COVID-19 outbreak.
- **Question ten:** included two sub queries that pursued to gain a better understanding of the learners' engagement, progress, and overall learning experience.
- **Question eleven:** endeavoured to determine if there were any disruptions in GVE sessions between East Carolina University and Aboubekr Belkaid Tlemcen University over the years.

- **Question twelve and thirteen:** intended to gauge the effectiveness of the language training programme in developing the learners' oral proficiency.
- **Question fourteen:** served to identify areas where students may have difficulties in this online programme.
- **Question fifteen:** aimed at looking for students' perceptions in enhancing the GVE.
- **Question sixteen:** attempted to provide recommendation and advice for students who never participated in the GVE programme.

2.4.3. Interview with Jami Leibowitz

The interview is a commonly research tool (Kumar, 2011). According to Cohen et al., (2007), the interview provides an exchange of visions on a subject within two or multiple individuals. According to Perry (2011), there are three types of interview: structured, unstructured and semi-structured interview. Concerning the investigation at hand, the researcher used an online structured interview, because it exclude the necessity for travel, is prone to be recorded and, can be carried out flexibly.

The investigator held an audio-visual recorded interview from 14 to 15 p.m. on ZOOM platform with Jami Leibowitz, an Associate Director for Global Affairs, Director of Global Academic Initiatives and Chair of Global Partners in Education Secretariat at East Carolina University. The purpose behind conducting this interview was to gain a deeper comprehension on the meaning, the origin and the function of the GVE The researcher pursued to bring to light some points that are not explained in details in the website of the organisers of the GVE. For this sake, the researcher administered to her seven questions (See Appendix C), each question aimed at looking for answers that help the progression of the literature review part.

- **Question one:** sought to discuss the difference among these names: The Global Understanding Course; the Global Virtual Classroom; the Global Virtual Exchange; Global Partners in Education; International Lecture Exchange Project; International Course Exchange Project; International

Research Exchange Project and the Global Climate Change, so as to have a clear image on how the GVE differs from the aforementioned terminologies.

- **Question two:** aimed at knowing to what extent the interaction within the GVE can be beneficial for the development of the EFL teachers and learners.
- **Question three:** explored the conditions that should be acquired by the participating universities in order to be part of the GVE.
- **Question four and five:** attempted to discover how and when UABT involved in this online educational collaboration with the United States of America.
- **Question Six:** attempted to narrow down the focus for the next questions by asking the timing of the introduction of the GVE in Aboubekr Belkaid Tlemcen University, and the reason behind choosing the Algerian University in general, and Tlemcen University in particular to be member in this partnership.
- **Question Seven:** Intended to comprehend if the GVE witnessed any changes or adjustments over the years in terms of time or the duration of the courses, the method of selecting students and teachers, the method of teaching or the content provided by the GVE.

2.5. Data Analysis

The data were analysed both quantitatively and qualitatively, using descriptive analyses on students' and teachers' questionnaires, while a qualitative analysis for the interview.

2.5.1. Students Questionnaire Analysis

First Part: Learner's Background Knowledge (Gender, Age and Learning Speciality)

❖ Learners' Gender

Females were the dominant gender in this sample since it included 16 respondents which represent 57% of the sample while the rest of the participants were 12 male students who represented 43% of the sample. The findings are shown in Table 2.1.:

Table 1.1. Learners' Gender

Gender	Number	Percentage
Males	12	42.85%
Females	16	57,14%
Total	28	100%

❖ **Students' Age**

As shown in Figure 2.1, students' age ranged between 19 – 26 years old. This means that being part in the GVE does not require specific age to partake.

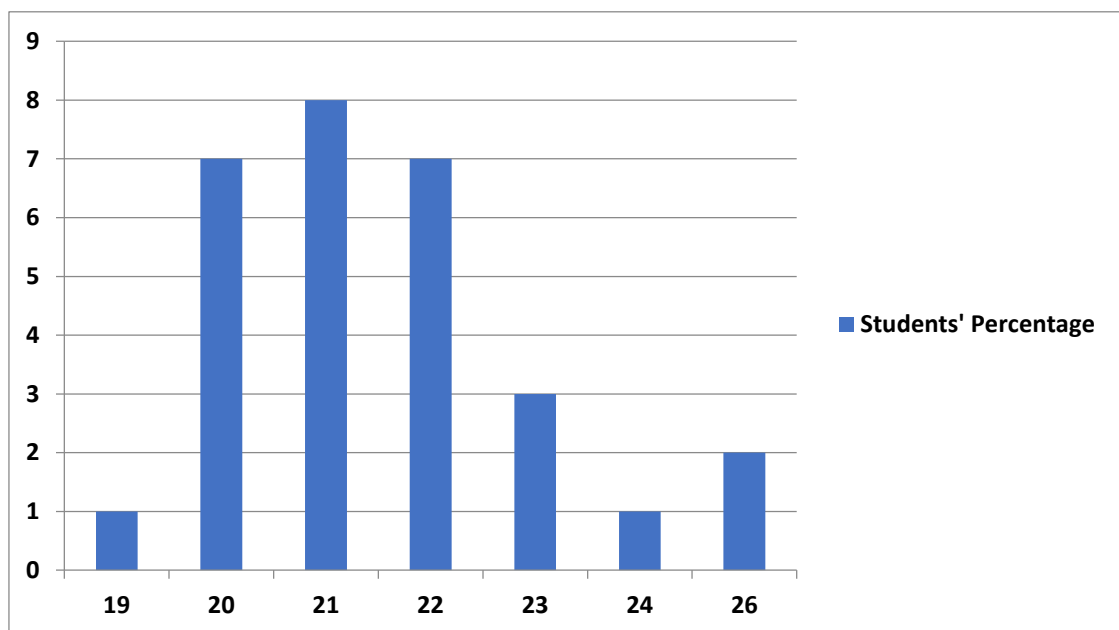


Figure 2.1: Sample Age

❖ **Learning Speciality**

The findings of this question revealed that the majority of the students were EFL learners. For the rest students preferred to name their specialities including literature and civilisation, didactics, linguistic sciences, translation and civil engineering. Based on the given data, it can be summarised that all the students at

Tlemcen University had the right to participate in the GVE no matter their learning field since they were able to speak English language.

❖ **Question 01 : Informants' Acquaintance with the GVE**

When the informants were asked how they heard about the GVE, 70% of them were informed by their friends, 18 % by their teachers, only 3% by the university and the same percentage (3%) by colleagues, Facebook groups and the rest by a post on Facebook as demonstrated in Figure 2.2.:

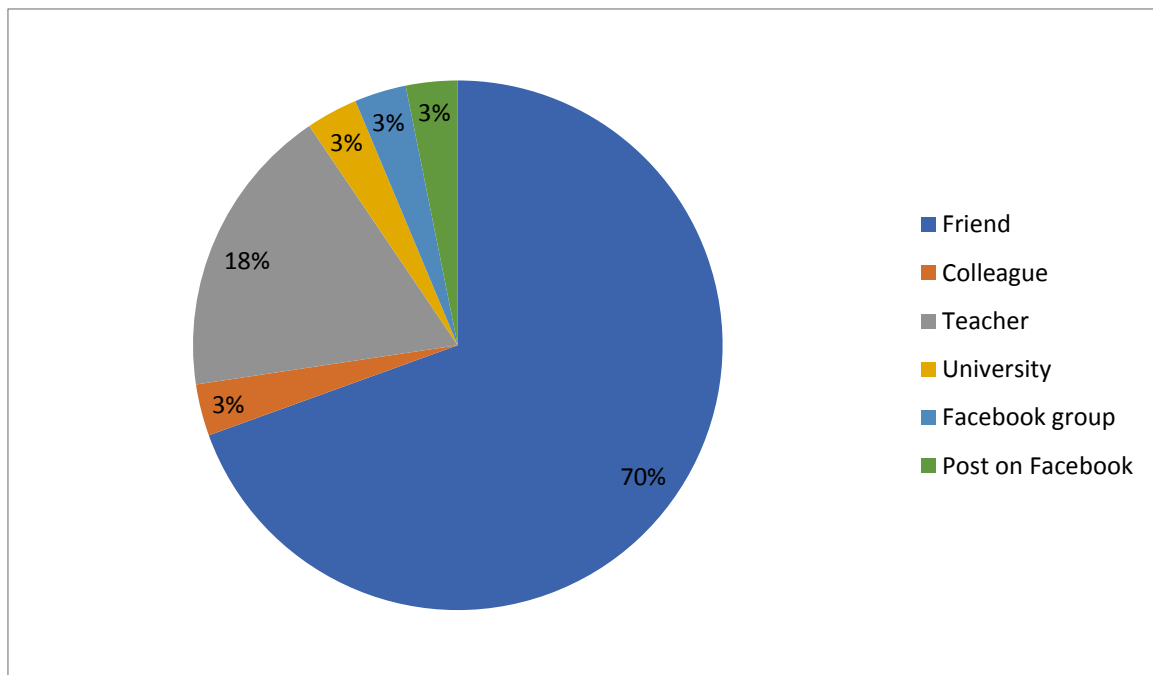


Figure 2.2: Identifying the Informants of the GVE

❖ **Question 02: Students' Motivation towards Taking Courses in the GVE?**

Students cited many reasons for joining this educational online classroom, including their desire to interact with people of different nationalities, the chance to know more about other people's cultures, and to receive a free certificate to show their commitment to the GVE. While other students claimed that having such a journey in their educational life helped them to cope with social anxiety disorder and enhance their speaking and listening skills. Among the students' feedback, one of them said that his partake in the GVE was because " I want to take a new experience and improve my oral proficiency". The remaining students stated that the credit goes back to their friends who supported them to participate in the GVE.

❖ **Question 03: Students' First Experience with the GVE**

As exhibited in Figure 2.3., more than half of students (52%) had their first online educational meeting within GVE, whereas 48 % of students pointed out that they have already enrolled in other online educational courses. Those who said no, they explained that they had the opportunity to engage in online meetings where they met many English speakers as it is the case in the period of Covid 19 as exhibited in Figure 2.3.:

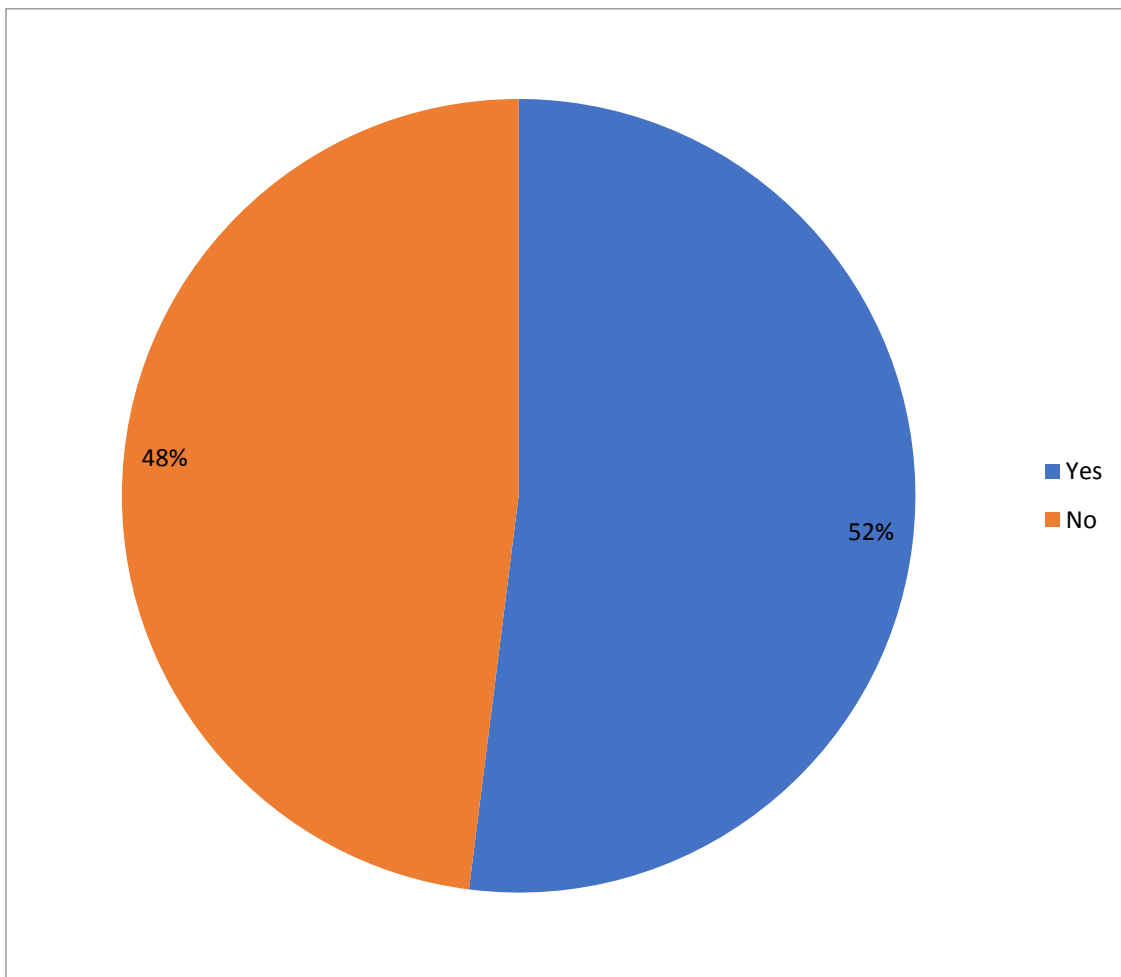


Figure 2.3: Students' First Experience with the GVE

❖ Question 04: Students' Level in Oral Proficiency before their Participation in the GVE

When questioning the students' stance about their level in oral proficiency before the GVE, 42 % of students declared that they had good oral proficiency before their engagement in the GVC, 31% were satisfactory, 17% were developing, and 10 % were superior for them , and no one was unsatisfied as illustrated in Figure 2.4.:

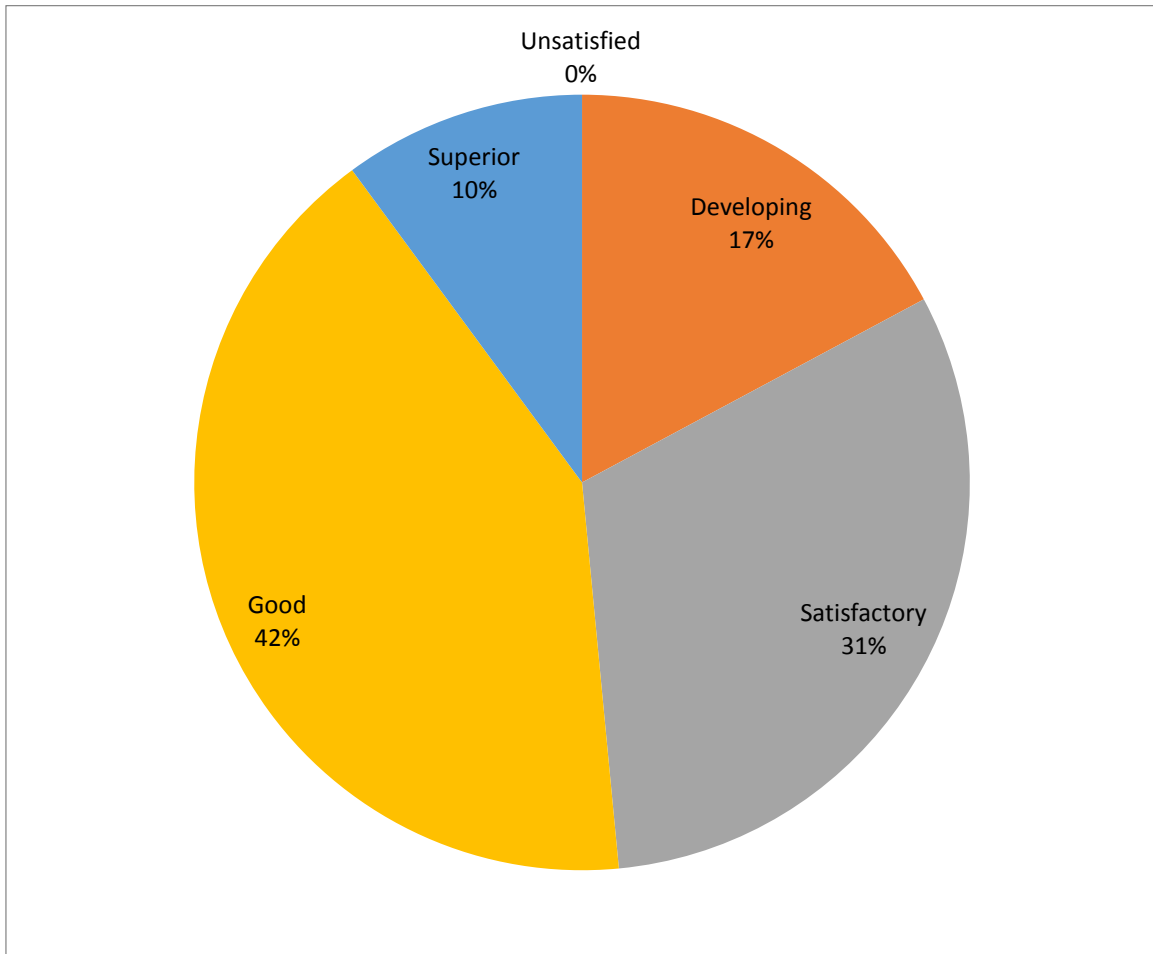


Figure 2.4: Students' Level in Oral Proficiency Before their Participation in the GVE

❖ Question 05: Students' Improvements in Oral Proficiency

Upon querying students about their improvements in oral proficiency, almost all the majority of the students (97%) had a great improvement in their oral proficiency at the end of the GVE experience while the remaining respondents (3%) did not share the same feedback as instanced in Figure 2.5.:

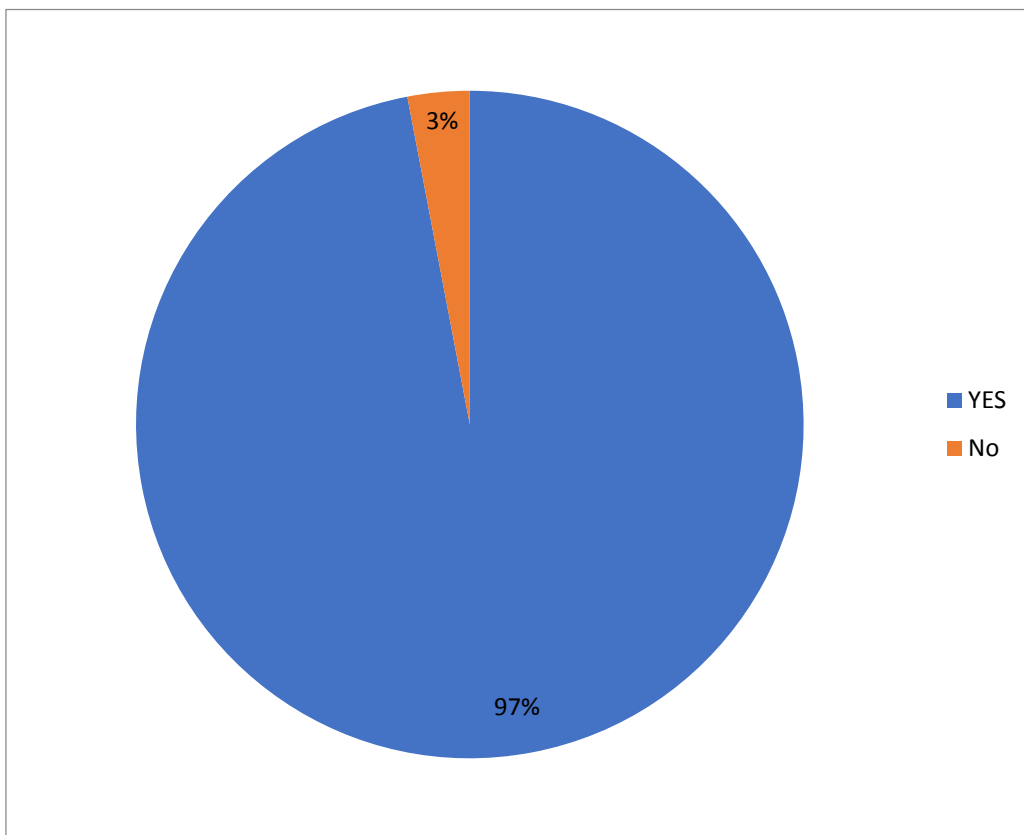


Figure 2.5. Students' Improvements in Oral Proficiency

- **Students' Oral Proficiency Rate after their Involvement in the GVE**

When probed about student's oral proficiency rate after their involvement in the GVE, 41% of students had good oral proficiency after the GVE experience, 21% of them considered it as developing, 31% as excellent, and only 7% became satisfactory, as shown in Figure 2.6.:

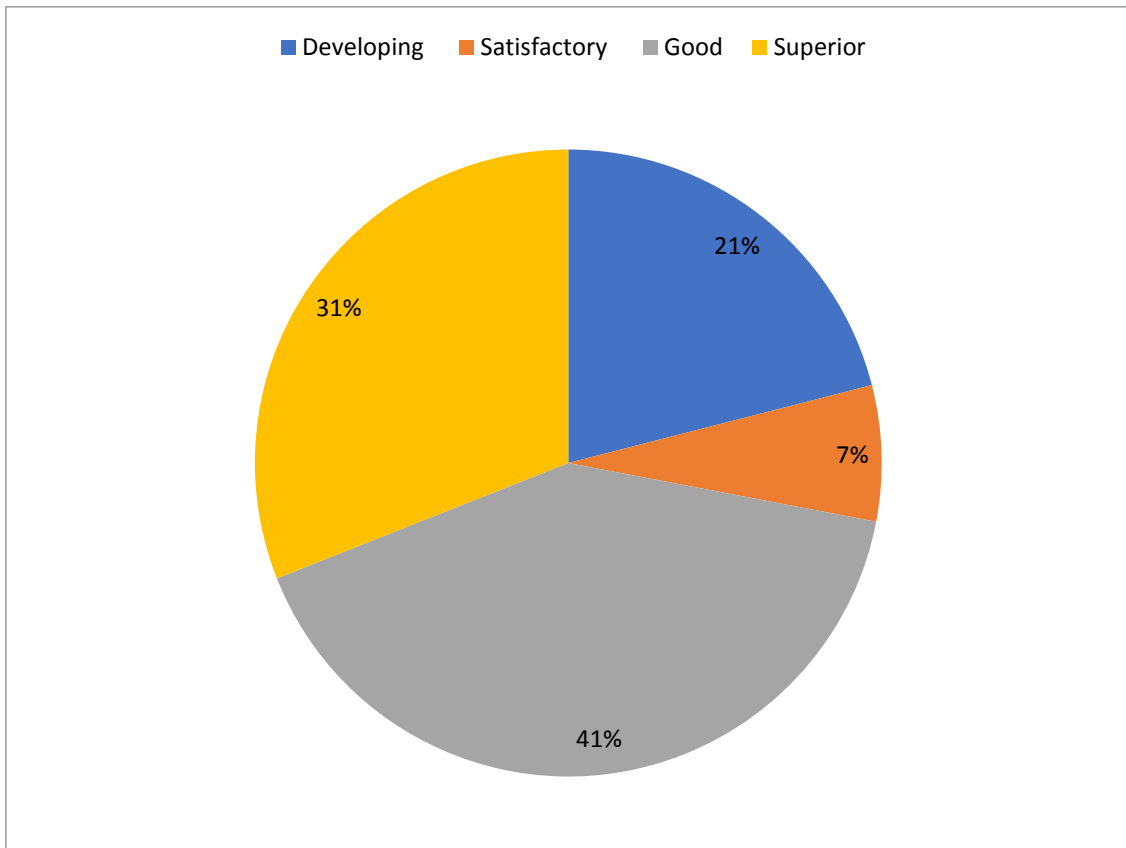


Figure 2.6. Students' Oral Proficiency Rate after their Involvement in the GVE

❖ **Question 06: Students' Perspectives Concerning GVE :**

For reasons of confidentiality, the participants were coded as P1, P2. Below are some of their responses regarding their perceptions of GVE:

- **P 01:** "All we have to decide is what to do with the time that is given to us". GANLAF- LORD OF RINGS.
- **P 02:** "We live to meet new people".
- **P 03:** "Experience is the teacher of all things".

- **P04:** “With the GVE you can improve your level “Education is not preparation for life; education is life itself”.
- ❖ **Question 07: Students’ Feedback Concerning their success of in the GVE Program**

All students (100%) found the GVE to be a successful experience. They explained that they explored new cultures, traditions and “very fruitful debates” (one of the student’s feedback), with their partners where they enjoyed and created new friendships. Moreover, they claimed that this online experience gave them the chance to know more about other regions and races from the citizens, not only from the internet. Some students stated that being a member in the GVE did not teach only the Algerian students the other cultures; it also made them dive into their own culture and traditions. Furthermore, the informants mentioned that the GVE helped them to deal with their social anxiety disorder and make them more confident in expressing their thoughts. Further, some participants had another perspective concerning the GVE and expressed their successful journey in the following points:

- **P 01:** “I proved my oral speaking”.
- **P 02:** “Yes, definitely it is a successful experience as I had the chance to communicate with native speakers, to hear their accents, their ways of thinking, and I got a lot about their cultures, traditions and education”
- **P 03:** “Very glad and thankful to be part of it”.
- **P 04:** “There are no words to describe it”.

❖ Question 08: Students' Challenges during the GVE Sessions

The results indicates that the majority of the students (90%) faced challenges during the GVE sessions, and only 10% expressed the opposite as indicated in Figure 2.7:

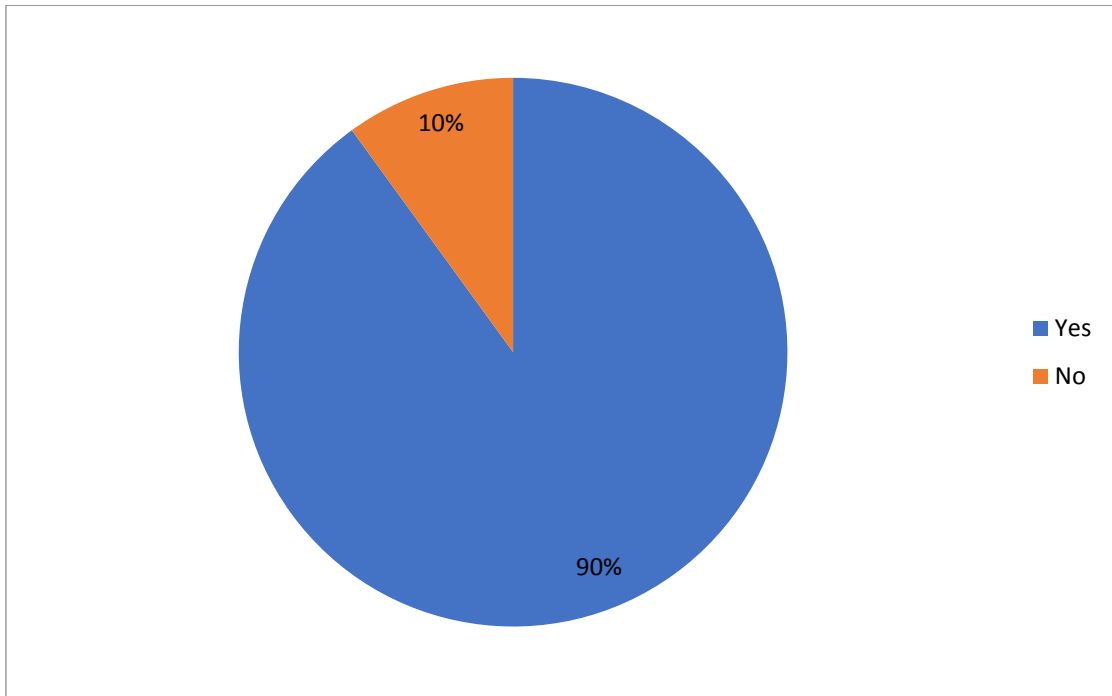


Figure 2.7. Students' Challenges during the GVE Session

- **Students' Challenges during the GVE Sessions**

Among the challenges faced by students during the GVE, 37 % of students had connectivity issues, 23% had difficulties in building connection with participants, 15 % had issues in understanding the accent of foreigners, 8% had difficulties in speaking in front of the audience, 8% were not satisfied with the duration of the session and, only 3% add that time as whole was an issue, other 3% added that they had issue with number of sessions, hearing people as demonstrated in Figure 2.8.:

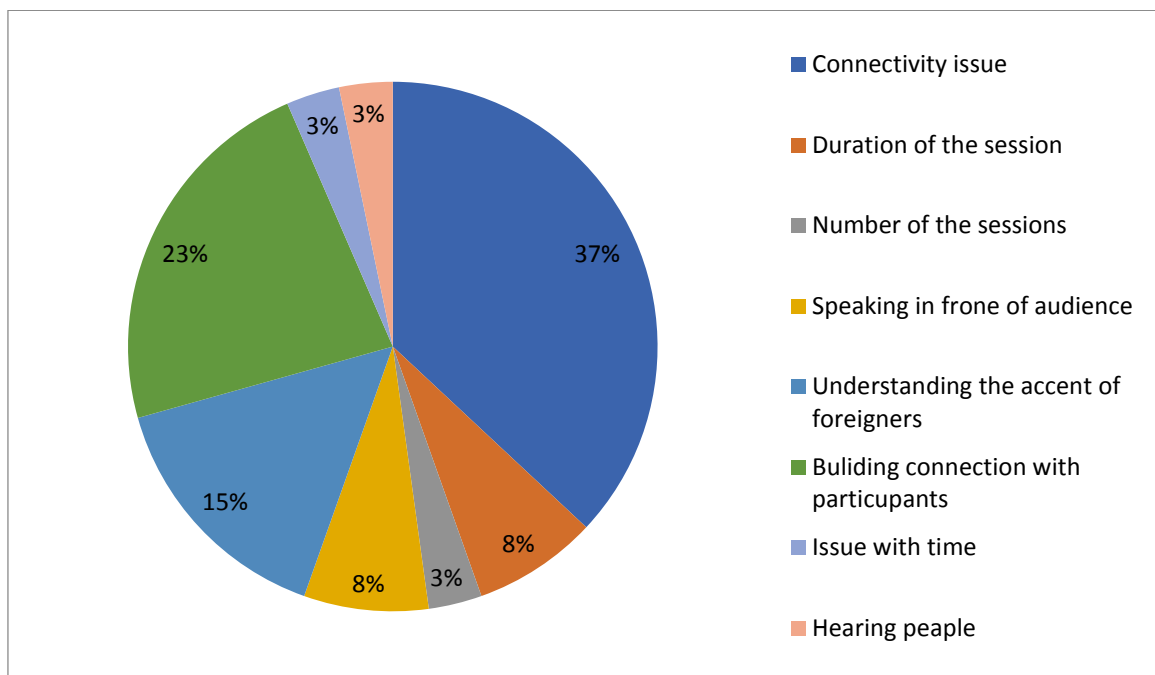


Figure 2.8. Students' Challenges during the GVE

❖ **Question 09: Students' Perceptions for Improving the GVE**

In the course of investigating student's perceptions for improving the GVE, 79% of the students found that the GVE needed to be improved, whereas only 21 % advocated the reverse as illustrated in Figure 2.9.:

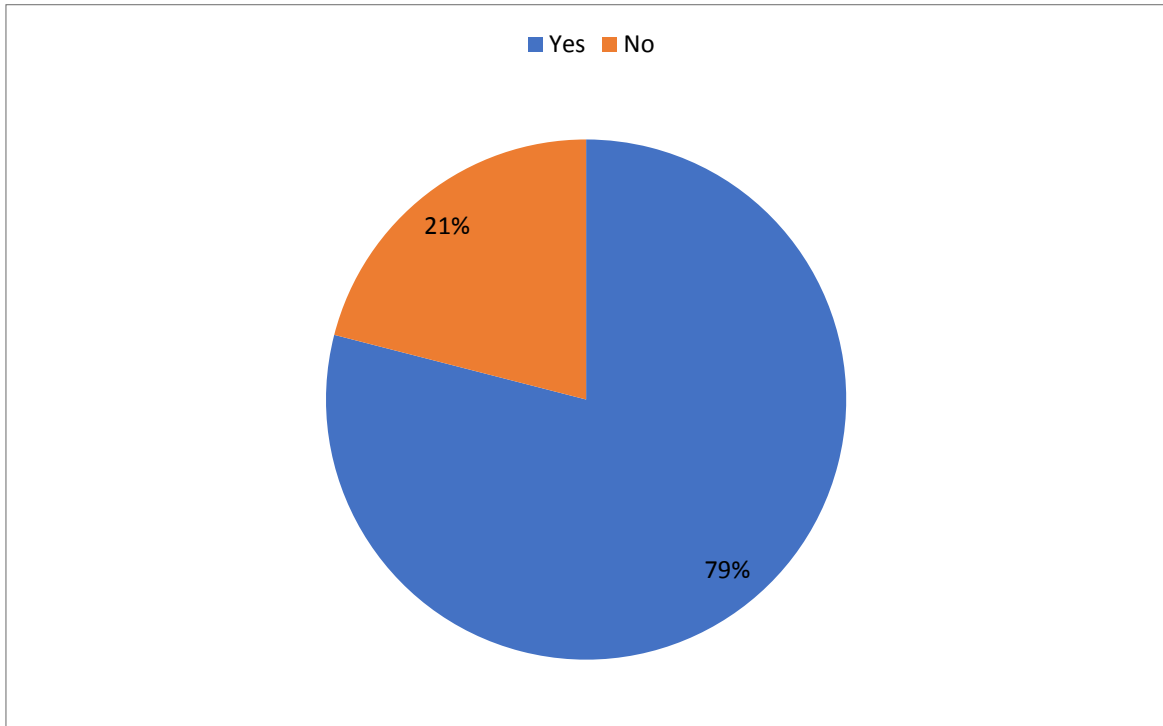


Figure 2.9. Students' Perceptions for Improving the GVE

- **Students' Proposals for Improving the GVE**

Regarding the students' suggestions for improving the GVE, 27 % recommended adjusting the session duration, 21% proposed changing the content, 18% suggested altering the frequency of sessions per week, and 13% deemed it necessary to revise the assessment of method, the use of easy-to-understand language was advised by an equal proportion of individuals, where only 4% of the respondents suggested allocating more time for one-to-one communication, and a further 4% proposed introducing additional topics, as depicted in Figure 2.10.

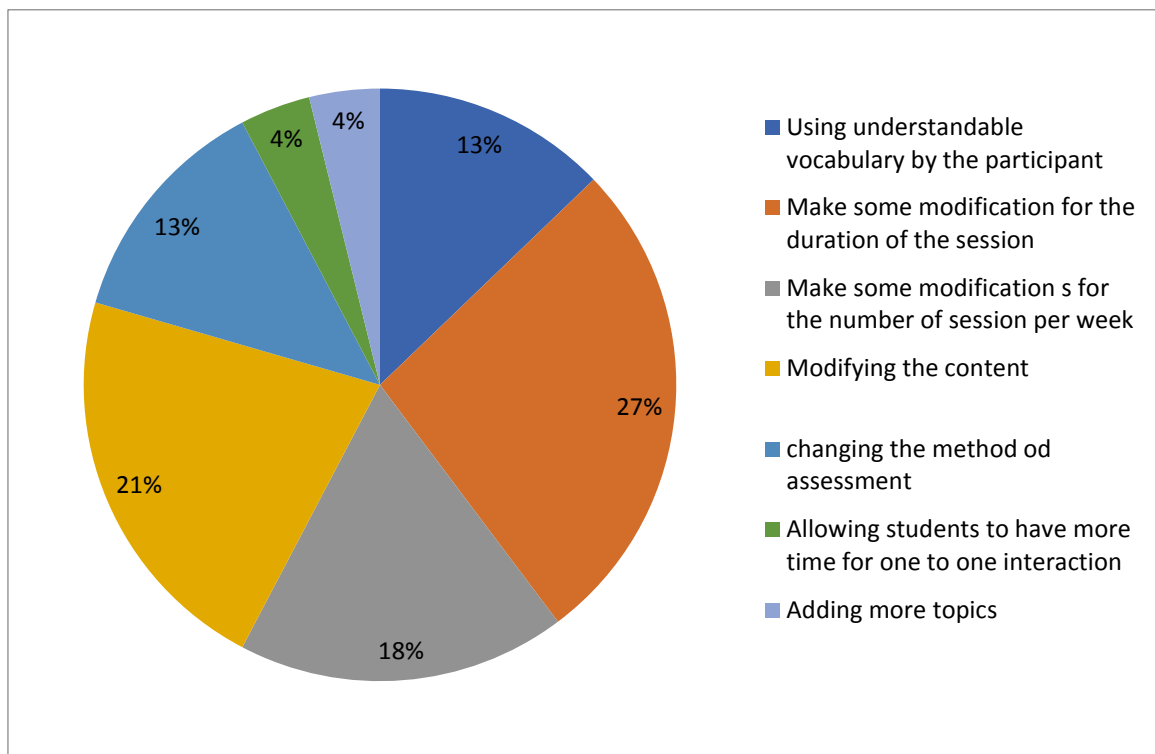


Figure 2.10. Students' Proposals for Improving the GVE

- ❖ **Q 10: Advice to Students who have never been Members of the GVE?**

Pieces of advice were recommended by the students to encourage the ones who had never been a member in the GVE. Among those recommendations, the investigator selected the following answers:

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P 01: “Effective communication is essential in GVE, foster teamwork and collaboration, utilize technology effectively, build relationships and reflect and learn from the experience”.

P 02: “It’s a good opportunity, the best way to practice and improve speaking is by engaging with native speakers”.

P 03: “You’re really missing out of an amazing experience it will help you develop your speaking and vocabulary”.

2.5.2. Teacher’s Questionnaire Analysis

The investigator conducted an online questionnaire and it administered to an Algerian teacher.

Question 01 and 02: Teaching Speciality and Age

The teacher was asked to identify his teaching specialty and age. The responding teacher stated that he is specialised in Literature and Civilization and his age range between 30 to 40 years old.

Question 03: First Involvement in the GVE

In the second question, the instructor was asked to mention his first involvement in the GVE. The responding teacher stated that he started his journey in the GVE as a participant in 2014, then he became an official instructor in 2017.

Question 04: Being Member in this Educational Online Environment

For the third question, the teacher was asked to identify the factors that encouraged him to join GVE. The teacher highlighted that he joined this online platform because of the positive results this class provides.

Question 05: Special Requirements for being a Teacher in the GVE Programme

Regarding the fifth question, the informant agreed and added that intercultural communicative was designed to promote cross-cultural understanding and communication.

Question 06: Specific Standards and Requirements for Selecting the Suitable Students for the GVE

It was clear from the teacher's answer that cultural awareness and a desire to develop one's skills was what he was looking for in students.

Question 07: Accuracy versus Fluency

In the sixth question, the respondent chose accuracy, claiming that fluency comes with practice while accuracy is paramount.

Question 08: GVE Sessions before and after COVID-19

Concerning the eighth question, the teacher maintained that the course was not significantly affected by the COVID-19 pandemic, as it was already being taught online.

Question 09 and 10: The Experience with the Algerian EFL Students of 2021/2022 Sessions / His Enjoyment of working with them

Regarding these questions, the respondent described the group of Algerian EFL students as talkative and enthusiastic learners, and expressed his enjoyment of working with them, which made the task of teaching relatively easy for him.

Question 11: Disconnection of having GVE Sessions between East Carolina University and Aboubekr Belkaid Tlemcen University over the Years

In connection with this question, the teacher stated that there were no interruptions in the GVE courses between the two universities.

Question 12/13: Rating the Oral Proficiency of the Algerian EFL Students' of 2021/2022 Sessions before Starting the GVE and the End of the Training

In response to the previous questions, the teacher answered the first question by saying that the students had a competent level of overall oral proficiency before the start of the training. However, at the end of the GVE sessions, the teacher noticed that the students had made great progress and had gone from being competent to being proficient in oral communication skills.

Question 14: Difficulties during this online programme

In consideration to this question, the teacher confirmed that the students were experiencing some difficulties with their participation in the online programme, and the main problems lay in scheduling of the sessions. That is to say, there were scheduling conflicts that made it challenging to find an appropriate time for everyone.

Question 15: Improvements to Add in this Online Programme

The teacher acknowledged that no adjustments could be made to the GVE.

Question 16: Advice to Students who never been Members of the GVE

The teacher gave one specific piece of advice to the students to come and explore new horizons.

2.5.3. Interview with Jami Leibowitz: Results

It is worth noting that the researcher conducted structured interview as an additional instrument besides the two questionnaires in order to have a comprehensive idea concerning the GVE. With this intention the researcher designed seven questions which were analysed qualitatively.

Question 01: The difference between the Global Understanding Course; the GVC; the GVE; GPE; ILEP; ICEP; IREP; and the Global Climate Change?

The answer to this question revealed that the earlier mentioned concepts have a particular function in spreading the online education. The interviewee claimed that the Global Understanding Course is “the core curriculum model”, works as an umbrella term that includes other online educational meetings. That is to say, it is the first online collaboration created by ECU to exchange cultures, experiences and skills. For the other projects like the Global Virtual Classroom and Global Virtual Exchange are indeed the same courses, the difference in their names is due to the way these courses are organised. Namely, in the earlier stage of launching these platforms the students were experiencing such kind of courses in a classroom provided by specific and appropriate technology to ensure the success of this process of learning. Later on, the learning atmosphere changed and the students became able to participate

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only from their houses. Concerning the Global Partners in Education, the interviewee added that it is an organisation embraces Tertiary Education Institutions across the world which upholds the students to engage in a fruitful online exchange. For the remaining projects, the researcher has already clarified them in 1.6.1.

Question 02: The Benefits of the GVE on the EFL Students and Teachers

The participant reported that the GVE breaks down the barriers for the students who are unable to travel abroad. The interviewee asserted that the GVE expands the horizons of learners through its sessions that support and foster the exchange of diverse topics among its learners.

Question 03: The Norms of Choosing the Participating Universities

The informant admitted that there was a change over the years concerning those norms. However, the main conditions are still required like inviting participants who have less chance to travel to the other countries as it the case in the countries who are not the top tourist destinations. Further, the interviewee added that the selection of the universities tends to highlight on the provincial cities not the capital one.

Question 04: The Way USA and Algeria Manage to Create such Educational Relationship

Regarding this question, the participant believed that the US Embassy invited the GVE leaders to visit the Algerian Universities since it was aware about the GVE activities.

Question 05: The First Pilot between ECU and Aboubekr Belkaid Tlemcen University

For this question, the interviewee stated that Aboubekr Belkaid Tlemcen University engaged as a member in the GVE project back in 2005.

Question 06: The Reasons for Selecting the Algerian University in general, and the English Department at Tlemcen University in particular, to be member in this partnership

The respondent mentioned that since Algeria was an attractive country for the GVE since it is a Muslim- based country. Thus, the GVE organisers wanted to know more about this religion through discussing it with the citizens, knowing their beliefs and traditions to get rid from the discrimination and misunderstanding. Concerning their partnership with Tlemcen University, the participant claimed that the passion, the responsibility, the reliability, and the accountability of Abou Bekr Belkaid Tlemcen University teachers who encouraged this partnership in its nascent were the reasons behind choosing ECU UABT.

Question 07: The Change in the GVE Courses in terms of Time or the Duration of the Courses, the Method of Selecting Students and Teachers, the Method of Teaching or the Content Provided by the GVE?

The participant mentioned that the GVE knew slight modifications over the years like adding new sessions per week (Monday- Wednesday, Tuesday- Thursday), opening night classes for the Asian partners and using the IRC chat.

2.6. Discussion and Interpretation of the Main Results

This part is devoted to discuss and interpret the major findings from the teacher's and the students' questionnaire. The gathered information from the two instruments revealed valuable stances toward the GVE program. The candidates expressed different perspectives concerning the development of their levels in the oral proficiency, the challenges that they encountered during their involvement in the GVE and their feedback concerning this program. As regards to the first proposed hypothesis, which stipulated that the Algerian EFL students at Tlemcen University improved their oral proficiency due to the learning classes provided by the GVE during Fall and Spring 2021/2022, the findings unveiled positive reactions. This was indicated by the participants' feedback which help the researcher reaching such result.

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That is to say, the majority of the students agreed that engaging in the GVE allowed them to improve their speaking skills, pronunciation, and oral proficiency due to the verbal interaction with native and non-native speakers tackling diverse topics. This fact was also confirmed by the answers gathered from the EFL teacher's questionnaire, which ensured the role of the GVE in enhancing the students' oral proficiency since the programme fosters a verbal exchange of experiences and skills through the use of English language in multi contexts. Moreover, in comparison with the previous studies, all of them were not far from the current findings, including Alshammari (2022).

Unlike the rest hypotheses including, the challenges of understanding the accent of the foreigners, and modifying the GVE program by increasing its learning sessions, both of them did not meet the researcher's expectations. This means that the students had different opinions concerning the previous mentioned hypotheses. With particular regard to the second hypothesis, the informants did not state a substantial issue with comprehending the foreigners' accent. The learners displayed a notable ability in understanding what their partners are discussing, which may be assigned to their prior experience with native speakers in other online programs led them to be familiar with some vocabulary and idioms.

The teacher also shared and supported the students' views concerning what the hypothesis predicted. The teacher believed that the learners did not face problems with understanding the foreigners' accent. According to him, the challenges lay in scheduling of the sessions in the GVE. Although certain difficulties were noticed, they were not sufficiently necessary to uphold the hypothesis. Therefore, it can be said that the findings do not endorse the results achieved by other scholars like Kuo (2011).

Regarding the third hypothesis, which indicated the necessary of augmenting the learning sessions in the GVE, its findings were also in opposition to the predicted view of the investigator since the teacher viewed that program did not need modifications. On the flip side, despite, the positive effect observed from the GVE in the first hypothesis, the learners perceived the suggestion of supplementary courses

failed to develop their oral proficiency since they found the already organised sessions are adequate for them. The students suggested a preference for additional topics to be debated within these online meeting, some recommended for adjustments for the duration of the sessions, while others stated that it required a change in the method of assessing students. Besides, these findings do not align with the previous research works of Mohebi (2023), Chi and Loi (2020), and Chen (2019).

2.7. Recommendations

In the light of the obtained results the researcher recommends the following points:

2.7.1. Paying attention to the inactive students during the GVE

The attendance of inactive learners during the learning process may affect the entire learning process. Markina and Gracia Mollá's (2022) work, which is built upon the research of De l'escola inclusiva al sistema inclusiu (2015), asserts that educators should engage and motivate the learners since such a support is considered as a primary concept of learning environment management and teaching methodology. This means that the teachers can involve a student-centred approach during their teaching process. In continuation with Markina and Gracia Mollá (2022) elucidate that despite the fact that numerous schools are still adopting teacher-centred approach (Conti, 2004; Liu et al., 2006), the learner-centred approach supposes that the students are dynamic and have abilities for individual development (Liu et al., 2006). That is to say, they explain that using such an approach in learning atmosphere make the students criticise, analyses, synthesise and evaluate the information provided by the instructor rather than just passively receiving it and memorizing it (king, 1993, p.31).

2.7.2. Boosting Students' Confidence in Learning Space during the GVE

In their article "self-confidence in metacognitive processes in L2 learning", Gojkov-Rajic et al. (2023) enrich the reader by the diversity of distinct definitions provided by different scholars who defined the term of confidence. Among these researchers were Lenney (1977) and Lenney et al. (1983) who state that self-confidence is one's beliefs for acts and self-assessment of abilities and prior

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performances. In the same article, Colman (2008) adds that confidence is when people can succeed in encountering everyday problems and demands. However, some learners still have lack of confidence.

Norman and Hyland (2003) undertook a research study under the name of “the role of confidence in lifelong learning”. The study attempted to provide certain suggestions for improving the administration and encouragement of learning, involving student teachers teach in the general Post-Compulsory Education (PCE) at Bolton Institute, within 1995 and 1997. The findings of the study revealed that within the reasons behind the lack of confidence of the participants were, as a first step, the neoteric of the activities which can create an obsession for them, since these tasks may pave the way for mistakes and prevent them from showing their skills and enhance their abilities again. Moreover, the findings yields that the negative thinking can also affect one’s confidence. They thought that they were not enough responsible of their acts and afraid to preform them in front of their colleagues, who can have a bad perception on them. Ultimately, some volunteers lacked the experience, hence, they scared to be judged.

The findings of Norman and Hyland (2003) display further some factors to increase student teachers’ confidence. Among these suggestions were the fact that participants engaged in a discussion with others to gain help. Next, the students learned to reduce stress through self-talk and appreciated what they were doing. Finally, self-management, the participants were aware about their lack of confidence in some situations and how to increase such confident, and involved in action scheduling and goal setting. From these aforementioned points concerning lack of confidence, one can conclude that although the students and teachers have not the same needs, self-assurance or the lack of confidence can affect both of them. Accordingly, the learners can also face the same prior points relating to the lack of confidence.

2.8. Conclusion

The second chapter has included research methodology. The first part has provided an overview about informants’ profiles and research instruments used for

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data collection. The second part has been dealt with data analyses. The third part has been focused on the discussion of the main results. The researcher has been suggested some recommendations for EFL students and teachers that can help them deal with GVE.

General Conclusion

General Conclusion

The GVE is still keeps going and gaining momentum. The success of such virtual programme is underpinned by plenty of factors such as: the partner it works with, its continuity and the desire of accomplishing its threefold purposes which were mentioned by Chia et al. (2011) including international awareness; improving positive universal attitude; and acquiring an authentic universal exchange of experience. This online platform enables students from different geographic locations to communicate and collaborate with each other in a virtual classroom setting. The use of the GVE in universities can enable learners to gain exposure to diverse cultures, while simultaneously enhancing their overall language skills, particularly speaking.

The research was divided into two consecutive chapters. The first one tackled the theoretical framework of the research, which highlighted the notion of the GVE and its benefits on oral proficiency, in addition to the previous studies relevant to the topic. As for the second chapter, it was devoted to the practical side of the study, in which the researcher presents the research methodology including the research design, type of research, sampling method, data collection and analysis methods, and the findings that were reached through the use of the research instruments.

The aim of this piece of writing was to acquaint learners who have never been enlisted as students in the GVE to the virtues being in a collaboration with foreigners in general, and explore its influence in enhancing the students' oral' proficiency in particular. Hence, an exploratory case study was conducted to investigate the impact of the GVE on the oral proficiency of the Algerian EFL learners of Fall and Spring 2021/2022 training courses at Tlemcen University.

The methodological framework employed in the current study was an exploratory case study that embraced a sample of 28 students, one teacher specialised in Literature and Civilization at Tlemcen University, and an Associate Director of Global Affairs and Director of Global Academic Initiatives at East Carolina University, Jami Leibowitz. The instruments involved students' and teacher's questionnaires, which sought as foreigners, pointing the challenges that one can face during the GVE and searching for any improvements can be added in the GVE.

General Conclusion

In consideration of the results obtained from the two questionnaires in this study, it was found that the learners had a supportive attitude towards the GVE. They viewed their participation in such online educational exchange beneficial in improving their oral proficiency, besides other skills, due to the presence of a collaboration which reinforces a global exchange of knowledge based on using verbal communication among native and non-native speakers. In light of these findings, the first hypothesis formulated by the researcher was validated. Such results contribute to a growing body of evidence indicating that global virtual classroom has pivotal role in enhancing oral proficiency of the participants students.

Concerning the remaining hypotheses, it is necessary to note that both of them did not align with the results. The second hypothesis highlighted the challenges of comprehending foreigners' accent. The findings found that this issue did not seem to be an obstacle for the learners since they have already experienced certain virtual meetings. Moreover, such difficulty can be also addressed in traditional educational space. Similarly, the last hypothesis, which investigated the notion of modifying the program of the GVE, did not perceive sufficient support from the findings. While the results provided some suggestions to improve the GVE, they did not find essential evidence to completely validate this hypothesis.

The findings of this investigation provide a basis for two main pillars of recommendations that were given to refine the efficiency of the GVE program in improving the students' oral proficiency. These recommendations involve paying attention to the passive students who do not share their voices or show any participation or interaction during the GVE sessions, in turn those students should work on their own personal development and believe in themselves in order to make the learning process successful.

It is important to stress that the researcher experienced a set of limitations. The investigator had to access students and teachers several times to be able to end the process of data collection. Also, the researcher could not collect questionnaires with many teachers, only feedback from a single questionnaire. Moreover, the researcher attempted to organise an interview. However, many difficulties came across in

General Conclusion

reaching the interviewee at the beginning of the research process. Besides this, the investigator found that the lack of the availability of the information concerning some concepts in this research work also hindered the fulfilment of this study.

In conclusion, it is reasonable to state that this research study spotlights the transformative ability of GVE in honing learner's oral proficiency, while concurrently it is recommended to address the need for unceasing developments to point foreigners' accent comprehension difficulties and upgrade the journey in the GVE.

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Appendices

Appendix A:
Questionnaire to Students

Appendix A: Questionnaire to Algerian EFL Students

Thank you for accepting to fill in this questionnaire that aims to explore the influence of the Global Virtual Exchange in enhancing the oral proficiency of the Algerian EFL learners of Fall and Spring 2021/2022 sessions. All the answers that you provide for the sake of the study are appreciated. Be sure that your identity as well as your answers will be kept in total confidentiality. Prior to answer the following questions, you are kindly invited to put a ✓ in the small circle as first step of your engagement in this questionnaire.

1- Are you?

A male A female?

2- How old are you?

.....

3- What is your learning speciality?

.....

4- Who informed you about the GVE?

Friend

Colleague

Teacher

Other

5- What encouraged you to be member in this educational online exchange?

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

Appendices

6- Was do GVE your first online educational meeting?

Yes No

If yes, then explain

.....

.....

.....

7- How do you rate your oral proficiency in English before your engagement in the GVE?

Unsatisfactory

Developing

Satisfactory

Good

Superior

8- Was there any improvement in your oral proficiency at the end of the GVE experience?

Yes No

If yes, did become?

Developing

Satisfactory

Good

Superior

Appendices

9- If someone asks you to describe the GVE in statement or proverb you have seen or read in a book. What it would be?

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

10- Do you find the GVE a successful experience?

Yes No

Explain

11- Was there any challenges during the GVE session?

Yes No

If yes, which one of the one of following difficulties you have experienced? (You can choose more than one answer or add other suggestions)

Connectivity issue

Duration of the session

Number of the sessions

Speaking in front of audience

Understanding the accents of the foreigners

Understanding other cultures

Respecting other cultures

Building connections with the other participants

Other

12- Do you find that the GVE needs some improvements?

Yes No

Appendices

If yes, then which one among these suggestions? (You are free to choose more than one or propose new one):

- Using understandable vocabulary by the participants
- Making some modifications for the duration of the session
- Modifying the content
- Changing the method of teaching
- Changing the method of assessment
- Changing the method of selecting the students to be part in the GVE
- Changing the profile of teachers who teach in the GVE
- Other

13- Any advice would you share to students who have never been members in the GVE?

**Appendix B: Questionnaire to EFL
Teacher**

Appendix B: Questionnaire to EFL Teachers

Thank you for accepting to fill in this questionnaire that aims to explore the influence of the Global Virtual Exchange in enhancing the oral proficiency of the EFL students of Fall and Spring sessions 2021/2022 sessions. All the answers that you provide for the sake of the study are appreciated. Be sure that your identity as well as your answers will be kept in total confidentiality. Prior to answer the following questions, you are kindly invited to put a in the small circle as first step of your engagement in this questionnaire.

1- What is your teaching speciality

.....

2- How old are you?

Under 30 years old

Between 30 to 40 years old

More than 40 years old

3- When did you begin your first involvement in the GVE?

.....

4- What encouraged you to be member in this educational online classroom?

.....

.....

.....

5- Are there any special requirements for being a teacher in the GVE programme?

Yes No

If yes, please mention them

.....

.....

.....

Appendices

6- Do you have specific standards and requirements for selecting the suitable students for the GVE?

Yes No

If yes, what are they?

.....

7- Which of these concepts do you prioritise more when teaching in the GVE?

Fluency

Accuracy

Explain why?

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

8- What was the difference between the GVE session before and after COVID_19?

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

9- Can you describe in few words your experience with the Algerian EFL students of Fall and Spring 2021/2022 sessions?

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

Appendices

10- Did you enjoy working with them?

Yes No

Explain

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

11- Was there any disconnection of having GVE session between East Carolina University and Aboubekr Belkaid Tlemcen University over the years?

Yes No

If yes, then when was it?

.....

12-How do you rate the oral proficiency of the Algerian EFL students of Fall and Spring 2021/2022 sessions before starting the training?

Limited

Developing

Competent

Proficient

Exceptional

13-Did you feel that their oral proficiency has changed at the end of the GVE?

Yes No

If yes, did become

Developing

Competent

Proficient

Appendices

Exceptional

14- Did you think that your students encounter particular difficulties in their participation in this online programme?

Yes No

If yes, then what are these challenges? (You can choose more than one answer or add new one)

- Using technology
- Connectivity issue
- Duration of the sessions
- Understanding other cultures
- Respecting other cultures
- Understanding the accents of the foreigners
- Buildings connections with the other participants
- Speaking in front of audience
- Other

15- Are there any improvements you aspire to add in this online programme?

Yes No

If yes, then which one among these suggestions? (You are free to choose more than one answer or add other suggestions)

- Making some modifications for the duration of the session
- Making some modifications or the number of sessions per week
- Modifying the content
- Changing the method of assessment
- Changing the method of selecting the students to be part in the GVE
- Other

16-What advice would you offer to students who never been members of the GVE?

.....

.....

.....

**Appendix C: Interview with Jami
Leibowitz: Consent Agreement**

Online Interview Consent Form

I, Dr. Jami Leibowitz, Associate Director for Global Affairs and Director of Global Academic Initiatives at East Carolina University, agree to partake in an online interview with Meghnine Rabia on 6 July, 2023, from 14:00 to 15:00 via ZOOM Platform. The aim of this interview is to gather information for a research study on the Global Virtual Classroom.

I comprehend that my involvement in the interview is voluntary and I can withdraw my consent any time without recompense. I also comprehend that the interview will be audio-visual recorded and that the recording can be utilised for research purposes.

I agree that all the data I supplied during the interview will be treated confidentiality.

I have read carefully and understand each word in this consent form. Thus, I agree to its conditions.

I agree to be part in this interview.

Your Signature



Jami Leibowitz, Ph.D.
Associate Director Office of Global Affairs
Director of Global Academic Initiatives
Chair of Global Partners in Education Secretariat
East Carolina University

Appendix D:
Interview with Jami Leibowitz

**Interview Questions with the Associate Director for Global Affairs and
Director of Global Academic Initiatives at East Carolina University):**

Thank you very much for taking into consideration this research study and agreeing to be part of it. Be sure that this recorded discussion will be treated confidentiality.

The present interview aims at exploring the meaning, the origin and the function of the GVE in order to have a broader look at some points where the researcher is still ignorant of.

- **Question 01:** Would you please discuss the difference among these names: The Global Understanding Course; the Global Virtual Classroom; the Global Virtual Exchange; Global Partners in Education; International Lecture Exchange Project; International Course Exchange Project; International Research Exchange Project and the Global Climate Change?

- **Question 02:** How does the GVE can be beneficial for the EFL students and teachers?

- **Question 03:** Based on which norms you have chosen the participating universities?

- **Question 04:** How did you arrange for creating such educational relationship between USA and Algeria?

- **Question 05:** When did the experience with Aboubekr Belkaid Tlemcen University start?

- **Question 06:** What makes the GVE select the Algerian University in general, and the English Department at Tlemcen University in particular, to be member in this partnership?

- **Question 07:** Was there any change in the GVE sessions in terms of time or the duration of the courses, the method of selecting students and teachers, the method of teaching or the content provided by the GVE?

Thank you again for your joining

ملخص:

الهدف من انشاء هذا البحث هو تسليط الضوء على مزايا القسم الافتراضي العالمي التي يمكن للطالب اكتساب واثراء نموه الأكاديمي. لهذا السبب، سعى هذا البحث الدراسي لاستكشاف تأثيره في تحسين مستوى الكفاءة الشفوية للطالب. يفتح التحقيق العلمي بتعريف لهذه الحصص التعليمية عبر الإنترنت وأهدافها وفوائدها قبل الخوض في وصف الإطار المنهجي الذي جمع البيانات من 28 طالبا واستاذا واحدا مستخدما منهجية دراسة الحالة. أظهرت النتائج المتحصل عليها من استبيانات الطلاب والأستاذة فعالية هذه الدورة عبر الإنترنت وتأثيرها القيم على الكفاءة الشفوية للطلاب أثناء مشاركتهم فيها. في الختام، تم تقديم التوصيات كثمرة لهذا البحث مثل إشراك الطلاب الغير نشيطين والتركيز على تطوير شخصية الطالب لزيادة ثقتهم بأنفسهم.

الكلمات المفتاحية: القسم الافتراضي العالمي، الكفاءة الشفوية، جامعة تلمسان، جامعة شرق كارولينا،

طلاب لغة انجليزية كلغة أجنبية دورة خريف وربيع 2021/2022

Résumé :

Le but de cette étude est de mettre en évidence les avantages d'une Classe Virtuelle Mondiale (GVM) qui peut enrichir le développement académique, et à cette fin, cette étude cherche à explorer l'efficacité de CVM dans l'amélioration des compétences linguistiques orales des étudiants. Cette étude a permis de définir le cours en ligne, dans un premier temps son objectif et ses avantages, puis d'approfondir la méthodologie par laquelle 28 étudiants et un enseignant se sont réunis utilisant une étude de cas exploratoire méthode. Les résultats obtenus à partir des questionnaires transmis aux étudiants et enseignant ont montré l'efficacité du cours à distance et l'impact positif sur les compétences orales pendant le cours. En conclusion de cette étude, des pistes d'amélioration ont été suggérées, telles que l'engagement passif des apprenants et l'accent mis sur le développement de leur croissance personnelle pour renforcer leur confiance en soi.

Mots clés : Classe Virtuelle Mondiale, ALÉ (Anglais Langue Étrangère) étudiants de la formation Automne et Printemps 2021/2022 séances, la compétence orale, Université de Caroline de l'Est, Université de Tlemcen.

Summary

The aim behind establishing this research was to cast light on the advantages of the Global Virtual Exchange (GVE) that one can gain and enrich his academic growth. For that reason, this research study endeavoured for exploring the Effect of the GVE in improving students' oral proficiency level. The investigation begins with a definition to this online educational sessions and its purposes, as well as its benefits before delving into the description of the methodological framework which gathered data from 28 students and one teacher using an exploratory case study methodology. The results obtained from the students' and teachers' questionnaires showed the efficient of this online course and its valuable influence on students' oral proficiency during their partake within it. At the close, recommendations were provided as the fruit of this research such as engaging passive learners and focusing on the development of their individual growth to boost their self-confidence.

Key words: East Carolina University, EFL students of Fall and Spring 2021/2022 sessions, Global Virtual Classroom, oral proficiency, University of Tlemcen.