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# مَجَلَّةُ إِحْوَالات

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بِاللُّغَةِ العَرَبِيَّةِ والإِنْجِلِيزِيَّةِ والْفَرَنْسِيَّةِ والإِسبانيَّةِ

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**Preparing Learners at the Age of Technology with New Competencies and Skills  
in Teaching Foreign Languages**

قسم اللغة الإنجليزية - معهد الآداب واللغات

المركز الجامعي مغنيّة - الجزائر

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## قواعد النّشر في المجلّة

تُرَجَّب مجلّة "إحالات" بنشر البحوث الأكاديمية الرّصينة في اللّغة والأدب والنّقد، باللّغة العربيّة والإنجليزيّة والفرنسيّة والإسبانيّة، مع الالتزام بقواعد النّشر الآتية:

1. ألا يكون البحث قد سبق نشره، أو قُدِّم للنشر في مجلّة أو أيّ شكل من أشكال النّشر الأخرى.
2. ألا يتجاوز عدد صفحات البحث 30 صفحة.
3. أن يُرفَق البحث المكتوب باللّغة العربيّة بملخّص في حدود (100) كلمة والكلمات المفاتيح في حدود (05) كلمات باللّغتين العربيّة والإنجليزيّة. وأن يُرفَق البحث المكتوب بإحدى اللّغات الأجنبيّة (الإنجليزيّة أو الفرنسيّة أو الإسبانيّة) بملخّص في حدود (100) كلمة والكلمات المفاتيح في حدود (05) كلمات باللّغة الإنجليزيّة.
4. أن يُكْتَب البحث باللّغة العربيّة بخطّ Sakkal Majalla قياس 16 في المتن و12 في الهامش، والبحث باللّغتين الإنجليزيّة والفرنسيّة بخطّ Times new roman قياس 12 في المتن و10 في الهامش.
5. أن تُفرد للأشكال والجداول والصّور والرّسومات صفحات خاصّة داخل البحث نفسه.
6. أن تُكْتَب الهوامش في آخر البحث آليًا.
7. أن يُراعى في كتابة الهوامش ترتيبُ البيانات، كما يلي: اسم المؤلّف ولقبه، وعنوان المؤلّف، ودار النّشر، ومكان النّشر، وعدد الطّبعة، وتاريخ صدور الطّبعة، ورقم الصّفحة.
8. أن يُخْتتم البحث بقائمة للمصادر والمراجع المعتمّدة.
9. أن يُراعى في كتابة قائمة المصادر والمراجع ترتيبُ البيانات، كما يلي: لقب المؤلّف واسمه، وعنوان المؤلّف، ودار النّشر، ومكان النّشر، وعدد الطّبعة، وتاريخ صدور الطّبعة.
10. أن يلتزم المؤلّف بإجراء التّعديلات التي يطلبها المراجعون في أجل أقصاه (15) يومًا.
11. أن يلتزم المؤلّف بإدراج المراجع في المنصّة الجزائرية للمجلّات العلميّة وإمضاء التّعهّد في أجل أقصاه (07) أيّام، وذلك بعد قبول المقال للنّشر.

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## افتتاحية العدد

أثر فريق تحرير مجلة "إحالات" أفراد عدد خاص لأعمال الملتقى الوطني الأول الموسوم "Preparing Learners at the Age of Technology with New Competencies and Skills in Teaching Foreign Languages"، والذي أشرف على تنظيمه قسم اللغة الإنجليزية، بمعهد الآداب واللغات، بالمركز الجامعي مغنية، يومي 01 و02 ديسمبر 2021. وقد جاء تخصيص هذا العدد لأعمال الملتقى، الذي ترأسته الدكتورة حنان رباحي؛ عضو هيئة التدريس بقسم اللغة الإنجليزية وعضو فريق تحرير المجلة، تقديراً لجهود الباحثين الذين قدموا جملة من المداخلات المحكّمة والمُحكّمة حول إعداد المتعلّمين بكفاءات ومهارات جديدة لتدريس اللغات الأجنبية في عصر التكنولوجيا، وتثميناً لدراساتهم الرّصينة التي تستأهل النّشر بين دفتي مثل هذا المؤلّف الدّوري، ابتغاء إشاعة الفائدة العلميّة بين المشتغلين والمهتمين بتعليميّة اللّغات الأجنبية من جهة، وحتّى لا تنصرم رؤاهم المعرفيّة وخلصات أبحاثهم العلميّة بانصرام زمن المداخلة أو أجل الملتقى من جهة أخرى.

ويُجيدّ فريق تحرير مجلة "إحالات"، بهذه المناسبة، ترحيبه بنشر الأبحاث المقدّمة في الملتقيات العلميّة بشكل حضوريّ أو عن بعدٍ، في أعداد خاصّة، في صيغة ورقية، وأخرى إلكترونيّة على مستوى المنصّة الجزائريّة للمجلّات العلميّة التي تتيح لرؤساء التّحرير، بالتنسيق مع المحرّرين المساعدين، إمكانيّة إنشاء مثل هذه الأعداد الخاصّة المفردة لأعمال المؤتمرات والندوات والأيام الدّراسية العلميّة أو الاستكتابات الجماعيّة في موضوع بعينه. كما يتقدّم فريق تحرير المجلة بجزيل شكره وعظيم امتنانه للدكتورة حنان رباحي، لتحملها مشقّة مُراجعة المقالات من النّاحية الشّكلية مُراعاةً لقالب المجلة وقواعد النّشر فيها، وتجشّمها كبد مُتأبعة المراحل التي يمرّ بها تقديم المقال في المنصّة الجزائريّة للمجلّات العلميّة إلى غاية نشره، ويتمنّى لها التّوفيق والسّداد في مهامها البيداغوجيّة والعلميّة.

والله نسأل الإخلاص في النّية، والإخلاص في العمل. والله من وراء القصد.

رئيس التّحرير

## ديباجة الملتقى

بقلم الدكتورة حنان رباحي

### **Presentation**

Learning a second language has always been a passion of most learners around the world. The multi-faceted globalised movement acknowledges the need for new models and methods of learning to be added to worldwide education goals for the purpose of boosting the quality of learning. However, the question of how best to teach them and what skills to be taught is largely overlooked. Therefore, it has been argued that Rethinking Pedagogy is a crucial point to tackle the complex educational challenges and to provide learners with educational support. To develop higher order skills, today's learners must engage in real world experiences that have a value and relevance to their personalities and communities through collaboration, engagement in research and writing analysis, and the ability to communicate effectively and to solve learning problems. As a key step for educational transformation, Rethinking pedagogy needs to develop, and to specify, learners' competencies and skills.

### **Aims of the Conference**

The First National Conference on Teaching Foreign Languages aims to bring together leading academic researchers and research scholars to exchange and share their experiences and research results on all aspects of Teaching Foreign Languages. It also provides a premier interdisciplinary platform for researchers, practitioners and educators to present and discuss the most recent innovations and trends about teaching, and to develop learners' competencies and skills of this century.

### **Subject Fields**

Education, Language Contact, Linguistics, Literature, Psychology, Didactics, ICT.

### **Issues**

The conference provides the opportunity to explore research in a variety of disciplines where the following trends and issues will be of particular interest but are not limited to:

1. Communication skills and collaboration.
2. Creativity and innovation.
3. Social and cross-cultural skills.
4. Ethical Considerations and Plagiarism in Academic Research
5. Academic writing and Assessments.

## **Call for Contributions**

All honorable authors are kindly encouraged to contribute to, and help shape, the conference through submissions of their research abstracts, presentations and posters. Besides, high quality research contributions describing empirical, experimental, or theoretical work in all areas of teaching foreign languages are welcome.

All submitted conference abstracts will be blind peer-reviewed by competent reviewers (doctors and professors from different Algerian universities).

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- **Dr. Nouria BENADDI**, *Director of the Institute of Letters and Languages.*

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**Scrutinizing Students and Teachers Attitudes towards Virtual Collaboration**  
**Djahida ABDERRAHMANE & Nawal MEBITIL**

**Scrutinizing Students and Teachers Attitudes towards Virtual Collaboration**

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*Abstract*

Since we are living under the shadow of Globalization, internet-based learning environments are the mainstream of education. Audio and video conferencing, online applications, wikis, and Open Online Educational Resources (OOER) in general are the tools used to create collaboration and interaction among students and teachers and form supportive instructional milieus. An avalanche of literature gives attention to the role of virtual collaboration in developing students' and teachers' skills and competencies. Yet, the acceptance of learning via such online environments is

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# Scrutinizing Students and Teachers Attitudes towards Virtual Collaboration

## Djahida ABDERRAHMANE & Nawal MEBITIL

still problematic. In this regard, the present paper aims to measure students' and teachers' attitudes towards virtual collaboration. Online students' questionnaires and teachers' interviews were used as the main research tools. Results indicate that respondents acknowledge the usefulness of online learning formats, though many students have generated favourable reactions to face-to-face classes due to instructors' and classmates' physical presence. Results also reveal that teachers' negative attitude is mainly linked to their lack of ICTs training and expertise. In this vein, some competencies need to be further developed, such as getting to deal with others and solving problems collectively without forgetting to reinforce teachers' information literacy skills to help them manage online learning environments and groups.

**Keywords:** Attitudes, e-learning, skills and literacies, students, teachers, virtual collaboration.

### Introduction

The field of education has been witnessing a huge change due to constant innovation and integration of technology. This latter has led to the emergence of online learning. New paradigms, pedagogies, and teaching-learning tools with practices have been introduced to course design and development. To enhance students' learning and engagement, teachers and decision-makers fuse over the use of audio and video conferencing, virtual worlds, wikis, or blogs to create collaborative learning environments and promote interactions. This has been done via platforms to interchange information and thoughts with peers, reflect on their work, and forward their strategies and autonomy in learning.

Creating an intellectually stimulating learning environment is challenging. The integration of different learning/teaching approaches and online media to achieve specific educational outcomes in the most effective and efficient learning process that brings students to a common learning community in higher education is a prerequisite. To put it differently, it is believed that teachers and students are the key components in such milieus and their attitudes have a direct impact on facilitating collaboration in online learning networks. Therefore, this paper aims to investigate these attitudes and how to successfully engage students in constructive, supportive collaborative learning environments.

### **1.1 Collaboration in E-learning Environments: Teachers' and Students' Attitude**

Throughout literature, the use of the available synchronous and asynchronous communication technologies is believed to open new possibilities of approaching teaching and learning. In this vein, limited educational practices are being challenged by modern online modalities. Nowadays, students' ways of learning and communication put into question the traditional transmission of large quantities of information from the teacher to students' short-term memory without a clear understanding and a deep comprehension. Hence, Engaging students in an online learning environment are becoming increasingly a necessity and seen as a pleasant way to pass the course, much more to create a supportive learning community (Haythornthwaite, 2019).

Garrison (2019) asserts that collaboration is a focal factor in building an online learning community where students; being stimulated and motivated, should have full consideration and insightful understanding of the significance of the material being presented and develop their meaning to be transferred and shared with others and confirmed collaboratively. Harasim (2012: 60) states that:

Online Collaborative learning 'OCL' provides a model of learning in which students are encouraged and supported to work together to create knowledge: to invent, to explore ways to innovate, and, by so doing, to seek the conceptual knowledge needed to solve problems rather than recite what they think is the right answer.....In the OCL the teacher plays a key role not as a fellowlearner, but as the link to the knowledge community.

Nothing comes by chance, the foundation of such educational experiences encompasses a set of appropriate elements of design, facilitation, and direction that support ongoing collaborative learning and bridge the boundaries of the classroom. As such, it is the role of the teacher to put things together. In a similar line, addressing collaboration in online or asynchronous learning, it is essential to consider teachers' and students' attitudes towards OCL, i.e., to check whether they have positive or negative inclinations.

Decades ago, researchers tried to determine the reciprocal relationship between attitudes, beliefs, feelings, and behaviours. From a psychological perspective, attitudes are "an individual's

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disposition to react favourably or unfavourably to an object, behaviour, person, institution, or event- or any other discriminable aspect; of the individual's world” Ajzen (1993, p. 42). However, a well-developed body of social studies defines an attitude:

as an everyday judgment, a normative view on a specific matter. It offers an evaluation rather than a descriptive statement of fact, and implicitly or explicitly involves notions such as good/bad, right/wrong, ought/ought not. An attitude may be expressed or unexpressed; it may motivate or be influenced by behaviour, but it is basically propositional.

(Voas, 2014, p. 132)

Understanding the psychological and social meaning of attitudes has a great contribution in scrutinizing attitudes towards collaboration as a social context where many people; teachers and students, with different attitudes are brought together to the same context of learning. Voas (2014) puts it together that either having descriptive statements or evaluative judgments, what matters is to recognise the difference between what we like to do and what we think that everyone should do, especially collectively. Understanding each ones’ preferences and roles in OCL environments is believed to provide positive outcomes.

## 2. Methodology

Bringing students together in a digital learning space is a challenging task. Therefore, the present study adopts a mixed-methods approach where quantitative and qualitative data are gathered to find answers to the following questions:

- What are students’ and teachers’ attitudes towards virtual collaboration?
- What kind of online learning pedagogical strategies and activities should teachers adopt to assure students’ full engagement in collaborative learning environments?

To meet this end, it is hypothesised that:

- Students’ and teachers’ attitudes are highly governed by their virtual collaboration’s perceived ease of usefulness.



- To foster students' appreciation and inclination towards virtual collaboration, teachers need to adopt a set of pedagogical tips related to course content, online learning materials, and activities.

### **2.1 Participants and Research Tools**

The participants of this study consist of 16 3rd year EFL learners and 5 EFL teachers from Tiaret University. Students: 81% female and 19% are males. Their age is ranged from 20-25 years old. Teachers: Four (4) to eleven (11) years of teaching experience. They have different areas of expertise including Didactics, ESP, Sociolinguistics, and American studies.

Web-based questionnaires and online semi-structured interviews are the main tools. The online questionnaire consists of five main rubrics. The first one includes three descriptive questions such as gender, age, and level. The second section sheds light on students' online collaboration frequency of attendance and aims. The third section is divided into two parts: Students' Perceived Usefulness and Perceived Ease of Usefulness, it consists of a five-point Likert scale scored as SD= Strongly Disagree, D= Disagree, N= Neutral, A= Agree, SA= Strongly Agree. The last section intends to gather information about students' online collaboration's effectiveness and challenges.

Online semi-structured interview encompasses open-ended questions which put teachers' attitudes towards OCL under scrutiny.

### **2.2 Data Collection and Analysis**

Students are given an online version questionnaire through e-mails, and teachers are interviewed online. Students' questionnaire is analyzed via a descriptive tabulation. Interviews also have in-depth analysis and interpretation.

## **3. Results and Discussion**

After collecting data, results are described and analysed in the following sections.

### **3.1 Students' Online Collaboration Frequency of Attendance and Aims**

Results of students' online collaboration participation and aims are presented in the figures below.

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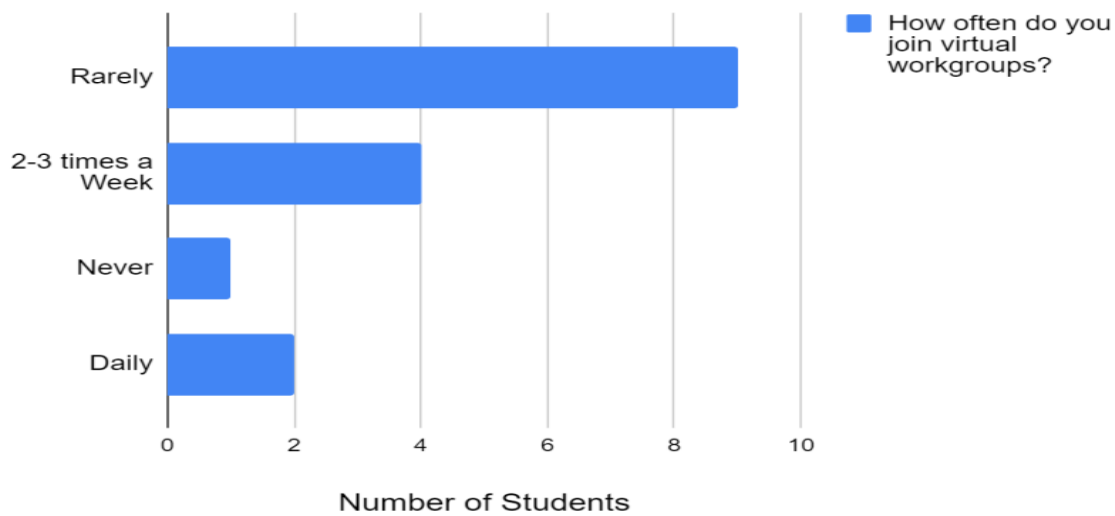


Figure 1: Frequency of Virtual Workgroups Attendance

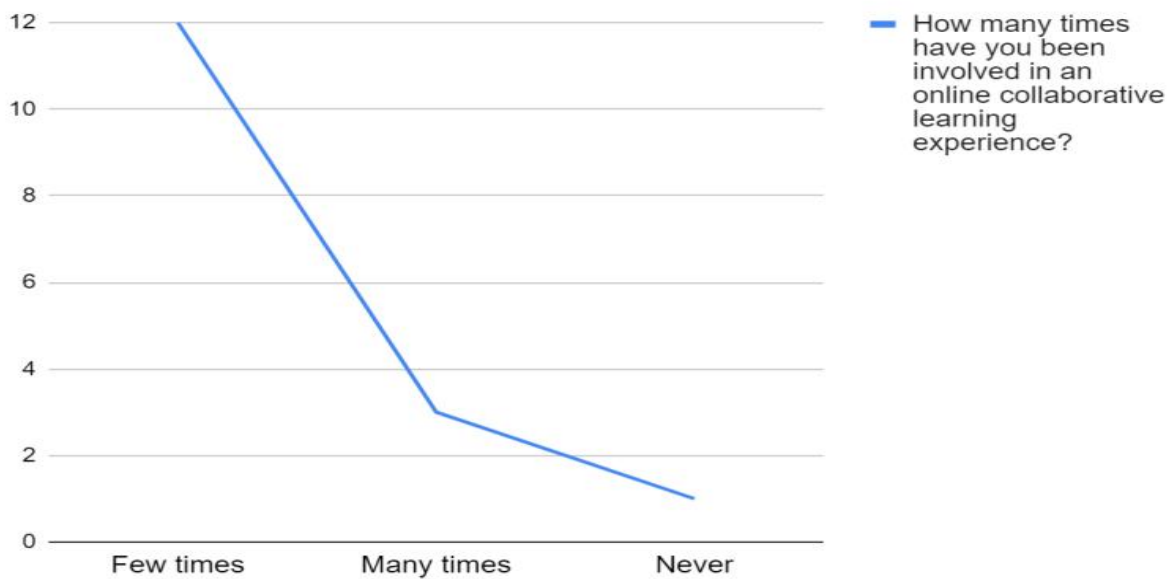
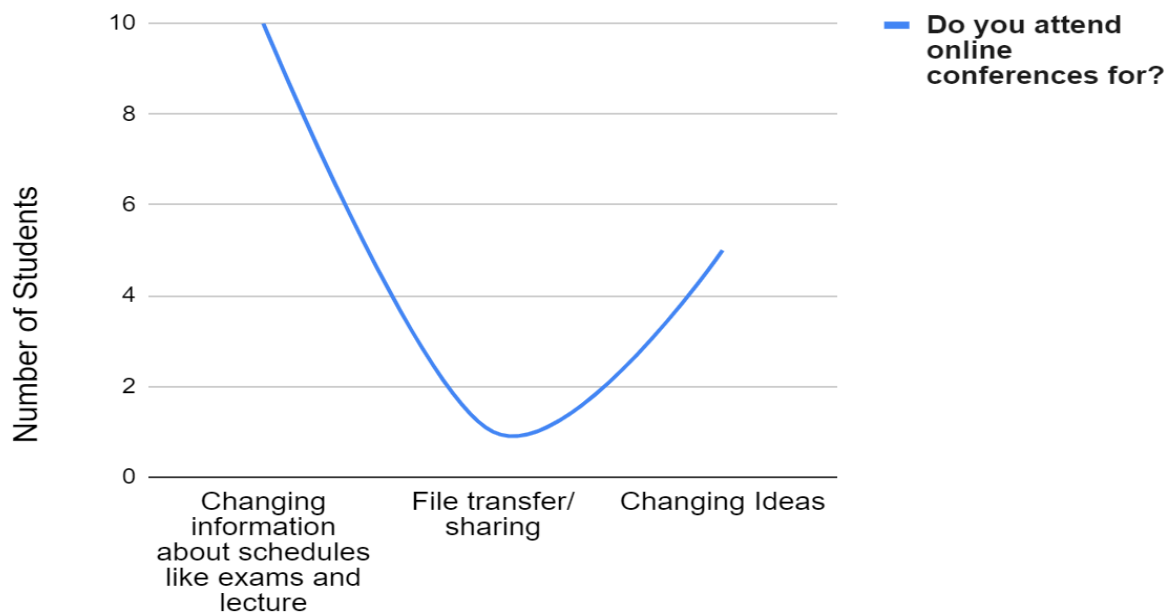


Figure 2: Students' Online Collaborative Learning Experience



**Figure 3: Aim of Online Conferences' Attendance**

Collaborative work, both in on-site and distance learning methods, is an educational investment that is raising great interest in the university context (Badruddin&RamadhanFebriani, 2020). Conversely, the illustrated results demonstrate that the great majority of the informants rarely join virtual workgroups with a low online collaborative learning experience. Their aim of online conferences' attendance is mainly to share and exchange information about schedules of exams and lectures. In the same vein, teachers rarely call their students to join online conferences.

### **3.2 Students' Perceived Usefulness (PU) and Perceived Ease of Usefulness (PEOU)**

PU and PEOU of virtual collaboration are assumed to have a positive impact on students' and teachers' attitudes. This could be explained by the fact that, first, the degree to which students believe that learning collaboratively in online settings will provide them with positive outcomes and better performance influences their inclination and participation in such online platforms. The degree to which they think OCL is free of difficulties and easy to take part in online conferences will highly motivate them.

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**Table 1**

*Students' PU towards Online Collaborative Learning*

What do you think?	S D	D	N	A	S A
Online teamwork is very interesting and motivating	6,25%	25,00%	31,25%	25,00%	12,50%
Online collaborative learning helps me understand course materials.	6,25%	31,25%	18,75%	31,25%	12,50%
Online Collaboration helps me to improve my academic performance	12,50%	43,75%	12,50%	31,25%	
I can learn more interacting online with my classmates than working alone.	18,75%	18,75%	37,50%	18,75%	6,25%
Contact with the group helps me continue my studies.	18,75%	37,50%	12,50%	25,00%	6,25%
Team work allows me to build up my knowledge through discussions and sharing inputs	12,50%	18,75%	31,25%	25,00%	12,50%
Online collaboration helps me to learn to work effectively in groups.	6,25%	25,00%	37,50%	25,00%	6,25%
I prefer face-to-face classes because teachers' presences helps me understand the course content better	12,50%	18,75%	37,50%	25,00%	12,50%

**Note. Scale: SD= Strongly Disagree, D= Disagree, N= Neutral, A= Agree, SA= Strongly Agree**

Results in table 1 illustrate that more than half of the participants disagree with the idea that online collaboration helps them in improving their academic performance or continuing their studies. Yet, via literature, it is found that the inclusion of collaborative activities in an online course leads to positive student performance outcomes and collaborative group interactions, facilitate active learning, shared knowledge, and promote social interaction and a supportive eLearning community

(Higley, 2018). In this regard, it can be noticed that respondents reveal a high rate of uncertainty towards OCL usefulness, whether such learning/teaching format is motivating,

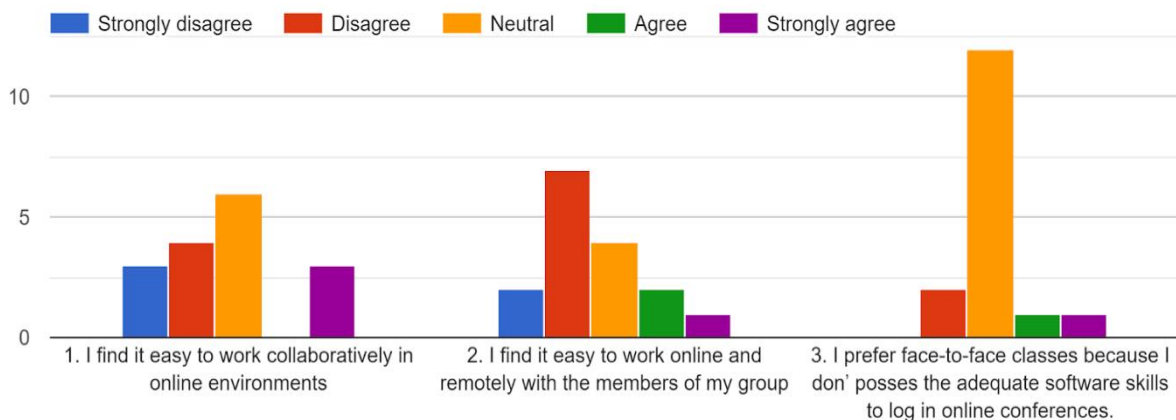
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improves students-students and students teachers interaction and discussion together with sharing ideas. The fact of neither accepting nor denying the benefits of OCL justifies their wish for future participation; all they need is to develop their ICT skills and literacies.

Figure 4 demonstrates that the great majority of the informants share the view that it is challenging to work collaboratively in online environments. In terms of preferring face-to-face classes, 75% of the respondents prefer to remain neutral. This determines that students need to improve their skills to meet high-tech educational era requirements. The present findings are inconsistent with results from a study conducted by Butnaru et al. (2020) which states that students' inclination to traditional classes is due to schoolmates and instructors' presence.

What do you think?



**Figure 4: Students' PEOU towards Online Collaborative Learning**

Results from the interview's open-ended questions revealed that the great majority of teachers appreciate and acknowledge OCL usefulness, however, a peer-to-peer exchange is time and effort-consuming, and well-developed ICT skills are required. Yet, amongst all these results, teachers have a central role in developing appropriate virtual collaboration materials, activities, and content. According to Garrison (2019) design, facilitation and direction are the three important categories of teaching presence. This latter is considered a crucial element in online learning because of its asynchronous and text-based form of communication. He specified that each level should address social and cognitive issues.

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- *Designing* an online learning experience, the content to be covered comes at the front-end, taking into consideration the strengths and weaknesses of communication's medium so that to increase interaction and a sense of belonging to assure group cohesion. Once this parameter is established, educational designers must create critical and reflective tasks to process course content in a systematic and meaningful manner.
- *Facilitating* such experience requires knowing when and how, to question students; in general and on matters related to the curriculum to maintain discussion and engagement, to provide feedback, and encourage students to develop their responsibility and understanding.
- *Directing* instruction in an online collaborative experience entails specific pedagogic strategies to achieve the assigned goals

(Winter &McGhie-Richmond, 2005, Joksimović et al., 2015, Garrison, 2019).

Overall, instructors are encouraged to understand collaboration principles and plan accordingly to develop positive online learning environments, appropriate content to be shared within the community, and promote collaborative work habits among students.

#### 4. Conclusion

Online collaboration provides access to education and access to different ways of communicating and working together with information exchange and processing. However, poor quality of discussion, contact, and interaction among students-students and students-teachers in addition to students' limited internet connectivity and ICT literacies are the most common challenges that hinder successful OCL implementation.

As a final element, it can be stated that interactive and stimulating e-content, convenient activities, appropriate teaching pedagogies, hardware and software infrastructure, internet connectivity, and teachers' and students' ICT skills' development are interrelated factors to be addressed in OCL creation and management.

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