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The Use of ICT in Developing the Speaking Skill in EFL Classes:
Case of First Year EFL Students at the University of Tlemcen

Research work submitted to the Department of English as a partial fulfilment of the requirements for the Master's Degree in Language Studies.

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DEDICATIONS

To *my shining diamonds, to the ones who gave birth and sacriffied for my*

happiness, to the persons who filled me with love and hope.

First, I would like to dedicate this work to my father who motivated, encouraged

and helped me.

To my lovely mother who raised and pushed me to do my best

To my sympathise supervisor

To my beloved brothers the artist ABDERRAHIM and the gentle one ISLAM

To my nephew and his mother

To my lovely aunt Fatna who supported me all the way long

To all BENMEDDAH and SALHI families.

To all my loyal and truthful, loving and secretive friends, who supported me

every second

May god bless you all

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ABSTRACT

Nowadays, the development of modern technologies mainly Information and communication technology has impressively changed many sides of human life. ICT helps to store, transmit or receive information electronically in a digital form in a quicker way. With the rapid development in society, computer technology and network now play a prominent role in facilitating learning. For instance, the traditional learning environment have been transformed into new learning environment with the existence of different ICT materials. With the invention of technology such computers, internet and e-mail learning become joyful and easier especially for learners because it facilitated the learning process. As well as, created a suit-full atmosphere for teachers to improve learners speaking, listening, reading and writing skills. Consequently, this research aims at highlighting the main role that ICT plays in increasing learners speaking skill in EFL classes. Firstly, we give a general overview on ICTs and speaking skill. We provide a theoretical description of ICT and it different materials and their roles in enhancing EFL learners speaking in COE courses. Research instruments used in administrating two questionnaires to be fully filled by first year students and teachers of oral expression in the English department at Abou Bekr Belkaid University. The practical outcome of the study offers an analysis of data collected from the questionnaires, and discussion of the main results. The results have shown that adding ICTs is the best method for increasing students speaking capacities. Hence, some suggestions and recommendations were given to EFL teachers that help them reaching a successful implementation of ICT in oral classes in addition role of ICT equipment's in developing students speaking skill.

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LIST OF ABBREVIATIONS AND ACRONYMS

CD-ROM: Compact Drive Read-only Memory

CL: Collaborative Learning

CLT: Communicative Language Teaching

COE: Comprehension Oral Expression

CRT: Cathode Ray Tube

DLP: Digital Light Processing

DVD: Digital Versatile Disk

EFL: English as foreign language

FB: Facebook

ICT: Information and Communication Technology

ISDN: Integrated Services Digital Networks

LCD: Liquid Cristal Display

TL: Target Language

UNSCO: United Nations Educational, Scientific and Cultural Organization

VC: Videoconferencing

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GENERAL INTRODUCTION

General Introduction

ICT stand for Information and Communication Technology and is a magic bullet that had changed many aspects of life and teaching. The use of ICT in any field particularly teaching has significantly changed methods of learning and teaching especially in Algerian universities. The acronym ICT includes the range of hardware and software devices and programmes such as personal computers, assistive technology, scanners, digital cameras and image editing software. It also includes the communication equipment's through which people seek and access information including the internet, email, and video conferencing.

The use of ICT help to improve the quality of education in several ways by increasing learners motivation and engagement by facilitating the acquisition of basic skills, and by enhancing teachers training. The appropriate use of ICTs in education can add a value in teaching and learning by enhancing the effectiveness of learning, or by adding a dimension to learning that was not previously available. It may also be a significant motivational factor in students learning and support them for collaborative learning.

Learning a language means speaking it well; smoothly and correctly. COE module is very important to be a target that teachers should focus on it. For that reason, ICTs is a big challenge for teachers to use it in order to change oral classes atmosphere and motivates learners utilise the different tools since ICT represent a crucial link to enhance learners speaking proficiency. Many scholarships had revealed that classes, which are using different types of computing and networking materials, students, perform better and interact successively from those students who do not.

Since EFL programmes are too long and boring for EFL learners, teachers must find ways to draw the interest of learners. For that reason, they should change the materials that are used in the presentation of lectures; the use of ICT in developing the speaking skill in EFL classes created the need for suitable programme to develop the learning process and getting learners attentions.

The present work strives to answer the research questions:

1-What are the appropriate ICT tools used in an EFL classroom?

2-To what extent COE teachers can help their learners to develop their speaking skill?

3-What are the difficulties faced by both teachers and learners using ICT?

These questions may lead to the formulation of the following hypotheses:

1-ICT tools such data show, computers, e-mail may help EFL learners to enhance their speaking skill.

 2- When teacher reach the limit of teaching process they may implement ICT to enhance student speaking skills in oral courses.

3- Teachers may have limited background knowledge on ICTs, while students may have less self-confidence to use it.

The present research work consists of three chapters that will enlighten the reader about the current investigation. The first chapter will attempt to define the main concept of ICT and the different types of it. Then, it focuses on speaking and its role in EFL classes by mentioning difficulties that can be raised, without forgetting the appropriate tools used in oral classes and the roles of both teachers and learners in using ICT. The second chapter is divided into two main parts, remarkably a theoretical part explaining the research tools such as the questionnaire. Whereas, the second part is concerned with data analysis and interpretation. The third and final chapter is dedicated to suggestions and recommendations and furthermore the main advantages and drawbacks of using ICTs in EFL classes, and the different social networking site applied for integrating speaking skill like YouTube, video conferencing, Facebook and Skype.

Chapter One: Literature Review

1.1.   Introduction

Nowadays**,** it is very important to talk about the development of Information and Communication Technologies (ICTs) in the educational learning process. Belgium & law (2000) stated, "From the beginnings in 1980, ICT has facilitated all aspect of life, work, leisure and education". ICTs are diverse sets of technological tools and resources used to create, store, and communicate. The newest Information and Communication Technologies are used in teaching especially in the EFL classes to help learners develop their speaking skills.

When talking about learning a foreign language we can say that the learners aim at speaking the target language fluently. Speaking is a very important skill; learners attend EFL classes to enhance their oral proficiency. Speaking a language means learning it well; hence oral production is a major language activity, which teachers should focus on. Many researchers believe that Information and Communication Technology tools play a major role and present a big challenge that can change oral classes and motivate EFL learners to speak.

The first section of this chapter, aims at defining the main concept of ICT and the different types of ICT. The second part focuses on speaking and its role in EFL classes by mentioning the opportunities and difficulties that it can raise. Finally, the third part, we will explain the appropriate tools used in oral sessions during oral classes and the roles of both teachers and learners in using ICT.

1.2. Definition of ICT

The acronym ICT stands for Information and Communication Technology. ICTs play an increasingly important role in the way we communicate, learn and live. Information and Communication Technology used to transmit ,store ,create ,share or exchange information .This broad definition of ICT includes computers, internet , and electronic delivery systems such as radio , television and projectors among others that are widely used in today's education field as well as in the everyday life .For example , it enables people to communicate in real time with others as if they were living next door and

create global village. ICT can be used in several circumstances such as ICT industry, ICT law, health, care …etc. As Margaret Rouse stated that

"ICT (information and communications technology – or technologies) is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network (…) ICTs in education, health care, or libraries. The term is somewhat more common outside of the United States". (1946, P 34-42)

Toomey (2002) also provides a definition for ICT,

"ICT generally relates to those technologies that are used for accessing, gathering, manipulating and presenting or communicating information. The technologies could include hardware (e.g. computers and other advice); software applications and connectivity (e.g. access to the internet, local networking infrastructure, and videoconferencing)" *(Toomey, 2002 p.3).*

A more technical definition was given by the UNESCO (2002) Information and Communication Technology (ICTs) may be regarded as the combination of Informatics Technology with other related technologies, specifically Communication Technology. In another words, UNESCO defines it as the science dealing with the design, realization, evaluation, and maintenance of information processing systems, including hardware, software, organization and human aspect. Therefore, we can say that Information and Communication Technology have become one of the basic building blocks of modern societies.

Up to here, Information and Communication Technologies have decisive impact on education because it allows the use of a wide range of materials to develop Teaching and Learning.

1.2.1. Types of ICT

Information and Communication Technologies (ICT) consist of various tools and categories that can be used by a capable and creative teacher or learner to improve teaching and learning process. Here is a list of major ICTs and their definitions:

* Computers:

A computer is an electronic device that manipulates information, or data. It has the ability to store, retrieve and process data. We can use a computer to type documents, send email, play games, and browse the web, also we use it to edit or create spreadsheets, presentations, and even videos. There are several types of computers and they consist of many components namely; software, which is set of instructions, that tells the hardware what to do and how to do it. For examples, the software include web browser, games and word processors. While Hardware is any part of your computer that has a physical structure, such as the keyboards or mouse, it also includes all of the computer's internal parts.

*Internet

Is a very useful tool had been spreading all over the world in different fields. The net turn out to be not just essential in the daily life but also considered as a tool of communication and a new face of technology. According to (Murugappan , 2000,26) " *Internet is a "network of networks" that consists of millions of private and public , academic , business , and government networks of local to global scope that are liked by copper wires , fibres-optic cables , wireless connections and other technologies".* According to the Oxford Dictionary**,** the internet is **"**A vast computer network linking smaller computer networks worldwide. The internet includes commercial, educational, governmental, and other networks, which use the same set of communications protocols."

*Projector

Are electronic device used to project rays of lights. An apparatus with a system of lenses to project images or film into a screen, widely used for many applications such as conference room presentation, classroom training, home theatre and concerts. There are three different types of projectors namely CRT (Cathode Ray   Tube), LCD (Liquid Cristal Display) and DLP (Digital Light Processing).

* Whiteboards

Is a shiny white board that can be wiped clean after being used for writing by markers. Also nicknamed as "the magic board" because the teacher used it as a big screen to project computer images during his lesson to a group of learners. Whereas, in foreign countries they use Interactive whiteboard. They are teaching while learning resources used for displaying and interacting with content, they are generally used throughout schools and workplaces. Interactive whiteboards display a computer screen via a projector, which can be manipulated by teachers and students using their hands as mouse or specialised pens, which are included with the software.

1.3. ICT Use in Education

Information and Communication Technology (ICT) can contribute to universal access to education, equal distribution of knowledge, the delivery of quality learning and teaching, teacher's professional development and more efficient education management. Worldwide research has shown that ICT can lead to improve students learning and better teaching methods.

A report made by the National Institute of Multimedia Education in Japan, proved that an increase in student exposure to educational ICT through curriculum integration has a significant and positive impact on students achievement, especially in terms of "Knowledge comprehension", "Practical skill", and "Presentation skill" in English.

Each of the different ICT print, audio / video cassettes, radio and computers or the internet may be used for presentation and demonstration, the most basic of the five

levels. Except for video technologies, drill and practice may likewise be performed using the whole range of technologies. On the other hand, networked computers and the internet are the ICTs that enable interactive and collaborative learning best; their full potential as educational tools will remain unrealized if they are used merely for presentation or demonstration.

Audio and radio based education have been used since the early 1920's and they accelerated form of learning. ICTs have an increased role in foreign language teaching, and especially in English teaching, because of the variety of tools they provide for learners and teachers, as far as practising language activities is concerned, ICTs can be used in each of the five language activities.

- In Oral production, the use of recorders to record the learner's oral productions can be relevant to provide them with efficient feedback on their errors.
- In Oral interaction, ICTs can also be useful to create and use oral exercises in which the students answer and ask questions to a virtual software in class or at home, to practise their ability to dialogue and interact with others, for example.
- In Oral comprehension, ICTs are necessary: whether it be through the Internet or with a CD Rom or DVD, you cannot listen to oral messages and work on them without using ICTs. Some websites provide Internet users with free oral recordings, such as npr.org, an American website on which you can read press articles but also listen to these articles to practise oral training.
- In Written production, ICTs are useful to send and receive emails, to write CVs and/or cover letters, etc.
- In Written comprehension, the Internet is a relevant tool to get media and newspaper articles, novel extracts, and short messages on social networks…

1.4. Definition of Speaking

Speaking is generally one of the most important four skills: listening, speaking, reading and writing in Teaching English as Foreign Language. Speaking is essential since it aims at developing learners abilities in producing oral discourses, and it has many different meanings according to different author's or teachers.

According to Chastain (1998, p101-107) **"***Speaking is a productive skill and it involves many components. Speaking is more than making the right sounds, choosing the right words or getting the constructions grammatically correct".*

In addition, to the previous definition, *"Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information".* (Brown, 1994; Burns & Joyce, 1997).

Cameron (2001:40) says, *"Speaking is the active use of language to express meanings so that other people can make sense of them ".*

This means that speaking is a way of communication that enables person to express his ideas, emotions and feelings to other person and it given more attention in foreign language .On the other hand, speaking is the skill by which people are judge while first impressions are being formed.

1.4.1. Types of Speaking

Since speaking is regarded as communicative skill, Brown (2004, 271) describes six categories of speaking according to the speaker intention. These categories are as follows: First, Imitative speaking *"Is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be included in the criterion performance"* Brown (2004, p141). Second , Intensive speaking skill is defined as the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical , phrasal , lexical of phonological relationship, and the hearer must be aware of semantic properties to be able to respond . For example, reading aloud sentence and dialogue completion, and limited picture-wed tasks. Brown (2004, p141). Third , Responsive speaking is type of speaking skill, it includes interaction and test comprehension but a limited level of very short conversations, standard greetings and a small talk, simple request and comments and the like in order to preserve authenticity . For example:

A – What is the most urgent environmental problem today?

B- I would say massive deforestation .Brown (2004, p141). Fourth, in the interactive speaking there is a difference between responsive and interactive speaking in the length and complexity of the interaction? This type or skill take the two forms transactional language which have the purpose of exchanges information , while the second interpersonal exchange have the purpose of maintaining social relationship. In this language exchange (interpersonal), oral production become grammatically complex with the need to speak in casual register and use colloquial language, ellipsis, slang and humour. Brow (2004, p142). Finally, Expensive speaking or "monologue". According to Brown (2004, p142) monologue speaking includes speeches, oral presentation and storytelling. In this respect, language style that is used in this speaking type is more formal and deliberative.

1.4.2. The Importance of Speaking in EFL Classes

Language is a tool for communication that is used between people in order to express or share information among each other. Communication takes place because without speech there is no communication. Speaking is always getting the priority in EFL classes because most of EFL learners prefer to speak rather than write. Vanlier stated (2000, p120) *"all the four skills [listening, speaking, writing, and reading] speaking intuitively the most important: people who know a language are referred to as speakers of the language as if speaking included all other kinds of knowing"*

Today, many EFL learners give much more importance to speaking in their learning, because if they master this skill then they will be considered as if they have mastered all of the other skills. For instance, we often ask foreign language learners the question "Do you speak English?" but not "Do you write English?" We understand that most of people consider speaking and language as synonyms.

Speaking can help learners to develop their vocabulary, grammar plus they can express their personal feelings, opinions or ideas, even more speaking can help them in their working life. West Rup (2003, p05) argues that: *"a student who can speak English*

well may have a greater chance for further education, of finding employment and gaining promotion".

Nevertheless, we often judge learners for the way they speak though they are not good in the other skills. Learner's success in learning foreign language is measured in holding a conversation in different context. The oral production class is indeed a difficult to manage and teach and many have spoken about according to Hornby (1995:37) teaching means giving the instruction to a person: give a person a (knowledge, skill). While speaking is giving instruction to a person in order to communicate.

Teaching speaking means teaching how to use the foreign language to communicate effectively and easily, for this reason EFL learners have to improve their speaking skill in order to master it in oral courses and even in real life situations.

Recently, many linguists and EFL teachers agree on that students learn to speak language by interacting. Two important approaches are included in the educational programme namely; Communicative Language Teaching (CLT) and Collaborative Learning (CL). The first approach is very important in EFL classes because it gives students the opportunity to speak with each other in the target language. In a few words, EFL teachers should create authentic activities and meaningful tasks that promote oral language. Hayriye Kayi provides teachers with some suggestions while teaching oral language:

- Try to involve each student in every speaking activity; for this aim, practice different ways of student's participation.
- Reduce teacher-speaking time in class while increasing students speaking time.
- Indicate positive sign when commenting on student's response.
- Ask eliciting questions such as "what do you mean? How did you reach that conclusion? In order to prompt students to speak more.
- Provide written feedback like "Your presentation was really great". "It was a good job". "I really appreciated your efforts in preparing the materials and efficient use of your voice….."

- Do no correct students pronunciation mistakes very often while they are speaking .Correction should not distract student from his/her speech.
- Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- Provide the vocabulary that student will need in speaking activities.
- Diagnose problems faced by students who have difficulty in expressing themselves in target language and provide more opportunities to practice the spoken language.   (2006, p16)

1.4.3. Learners Speaking Problems

Speaking is considered as a major challenge, because when EFL students are acquiring a new language, they may encounter some difficulties while dealing with such a hard skill. One of the biggest fear of learners is making mistakes, that is why Julian Edge (1989:chapter2) suggests three broad categories of mistakes: slips, errors, and attempts. Slips are mistakes that students can correct themselves once the mistake has been pointed out to them, whereas, in the case of errors students cannot correct themselves because of the ignorance of rules. Last type attempts; means that students make mistakes when they try to saying something but he/she cannot express it in a correct way.

Another obstacle is the lack of motivation, some EFL learners are demotivated to speak because they do not see the need to learn or speak English lack attention in the oral course due to several reasons such as repetition of uninteresting topics or activities, and the use of traditional tools by teachers. Speaking is an important skill that EFL students have to improve it in order to reach the wanted level of communication. When learners try to express themselves, they face different difficulties especially in oral courses. By mentioning some of these problems, first, in many classes we find students prefer to keep their ideas and opinions to themselves because they are not sure of their abilities to participate. Thus, the luck of self-confidence leads them to say a few words to avoid making mistakes that may lead them to such   embarrassment   lack of vocabulary is a psychological problem that most of students in EFL classes are suffering from, teachers need to pay attention on its effect . Learning a foreign language requires

a great knowledge of vocabulary, but our EFL learners find some difficulties when they try to express what they want, they found themselves struggling their limited words and expression. Hence, they would use an inappropriate words   to complete the idea .Therefore, these limitation affect the amount of their participation in speaking activities or making dialogue. Therefore, the teacher role is to encourage and support the learner by helping, advising in a peaceful way to enrich his vocabulary by reading books, watching movies, interacting with foreigners….etc.

Mother tongue: Use most of EFL students or the majority of them use the mother tongue. Especially beginners will use L1 (first language) as an emotional support at first, translating everything word for word   to check if they have understood the task before attempting to speak.   Baker and West Rup (2003, p12) state: "barriers *to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language"*. Therefore, the learner finds difficulties to use the target language (TL) because of vocabulary lacks.

Students in oral courses improve their foreign language due to the classroom atmosphere; feel relaxed with classmates, especially teachers' methods of teaching to enhance learners speaking skill.

1.4.4. Different Activities to Promote Speaking

Speaking is a primary skill because it teach students how to think and suggest ideas. Freeman (1987) argues that: *"it appears that the goal of many language teacher is to prepare their students to communicate in English".*

Speaking a foreign language requires a degree of real time exposure means that, there are many activities to promote speaking skill in a dynamic interactive learning environment where both teachers and learners collaborate and cooperate with one another to create a safe comfortable and relaxed atmosphere and for a productive talk , and gives EFL learners the chance to develop their speaking ability to face the outside world not in the classroom only .

For that aim, EFL teachers try to develop their learners' communicative competence through the diversity of activities in their classes that must include the different types

and styles of expressions. According to Harmer (2001,p 271), in the oral expression course the most widely activities should *"fall at or near the communicative end of the communication continuum"*

Through classroom speaking activities, the learner can develop his own speaking performance, which gives the teacher the opportunity to know each learners difficulties. Harmer and Hayriye Kaye suggest different types of activities:

✓ **Discussion**

This activity aims at make a quick decision so that learners can debate and justify themselves quickly in a polite way. According to Thornbury (1998, p102): *"many teachers would agree that the best discussion in class are those that arise spontaneously either because of something personal that a learner reports or because a topic or text in the course book triggers some debates "*.

Discussion in foreign language classrooms generally help EFL learners develop their communicative abilities since it gives them practice in expressing ideas orally in an organized manner and enable them to arrive at conclusion , modify ideas , resolve differences and find alternative solution because through discussion , learners can bring their personal experiences in both. Students' aim of this discussion is to share ideas about an event or find solutions. Whereas,   EFL teacher form groups of students and each group work on specific topics for a given time period; and at the end they present their opinions to the class.

✓ **Role Play and Simulation**

Role-play is designed for students to be creative and put themselves in real life situation. The teacher   divides the students into different groups in each group two students are selected for different roles. While the rest watch their performance and listen to their conversations. Partin (2009, p23) explains role-play as: *"the role play can arouse interest in a topic, as well as encourage students to empathize with differing viewpoints. Because students become totally involved in their roles"*.   This special activity has an impact on learners because; it is a chance for them to practice their oral skills interpretation as they use the foreign language to describe perceptions emotions. Thus, it develop both their speaking and listening abilities.

While, simulation is type of activity, which is very similar to role-plays, but here, students bring items to the class to create a realistic environment. Ur (1998, p132) posits that "*In simulation the individuals participants speak about and react as themselves, but the group role, situation and task they are given is an imaginary one*".

Simulation differs from role-play and it is more difficult because it requires learners not to act as characters that are not their own but get more personally involved using their own background and knowledge to situation.

✓ **Reporting**

Reporting is a homework that teacher offers to his students. For instance, the teacher ask them to read a newspaper or magazine and report to their friends what they found as the most interesting news. Students can also talk about whether they have experienced anything worth telling in their daily lives before the course.

✓ **Interviews**

Many lessons can be enriched with the use of interview, which are best used as a homework assignment. Interview can be motivating for students because it gives them the chance to work with various groups on selected topics. The teacher provide students with titles and types of questions that must be used in the interview. This activity gives students the chance to practice their speaking ability in and outside the class, while finishing they present their work.

✓ **Formation gap activities**

Harmer (2002; p 88) states: "*where two speakers have different parts of information making up a whole, because they have different information, there is a gap between them*". Is a type of activity where the teacher asks his students to work in pairs, he provides them with unfinished story and it depends on the learner to guess the discussion and the way it ends ,or he gives them incomplete dialogue and they have to complete ,for example :

A- Good morning, can I help you?
B- ....
A- I will see what I can do.

B- Yes…

These information gap activities have two sides, the good one students will exchange information between them and the bad side is that students are not obliged to speak and participate unless the teacher asks.

1.5.   The Different Techniques Used in EFL Classes

The integration of ICT requires some effective techniques that help teachers to provide students with different opportunities to practice the speaking skill in their courses. Therefore, it is very essential to suggest some of the following techniques that are seen as the key for the mastery of the speaking skill.

CD-ROM stands for "Compact Disc Read-Only Memory" is widely used in today's world especially in the educational field. The use of CD-ROM in classroom is strongly emphasised by scholars. Teachers of oral expression use these devices to teach speaking skill for its great benefits. The use of CD-ROM in the classroom has a positive effect on learners' performance because when they are exposed to authentic language through videos and audio they will be more active to study the target language but sometimes CD-ROM can be damaging for teachers who are not yet experienced with these newest technologies.

The second technique that is DVDs is an abbreviation for "Digital Versatile Disk" and is almost similar to CD-ROM in the variety of storing data. Its capacity of storing is much higher. DVDs were seen as a very device to be integrated in the language classroom and replace the CD-ROM for their store capacity and the high quality of audio and video. For example, Dudney and Hockley suggested some ideas to help teachers of oral work with these technologies in order to enhance learner's oral performance. Learners listen to short section of a DVD dialogue several times, transcribe them and then check their version of the transcription with the subtitles.

The last effective tool to improve learners speaking skill is chatting especially if it is well organised and timed. Chatting is a very important tool in enhancing learner's accuracy and fluency. There are several types of chatting like; text chat this type is all about typing messages into chat programme. Audio chat is like phone conversation,

communication take place via audio. This task oriented chat, teacher ask students to complete a real task outside the classroom, and thus they meet via chat using the foreign language.

1.5.1. Roles of ICT Users

To implement ICT in education is not an easy task; the teacher has to fulfil many roles and becomes familiar with the appropriate ICT tools. To keep learning process stable the teacher has to make ICTs central point because these tools demand planning and focus because one balance can make the student unfocused and thus not follow the lesson. Another essential point is the teacher should to be aware of which tools will fulfil that lesson and make it more understood for students. In order not to kill, the routine teacher must be creative and try to move smartly from one element to another. ICT facilitates sharing information and resources. For instance, teacher that use computer in his course will motivate students to continue using it in academic purposes. Teacher can support the pair and group work using technology that facilitates the operation such as recording role-play and investigating using the internet.

Students also have a crucial role in using ICTs in the class because they have to be responsible. Learners become more active during the lessons; they use and apply what they already know about technology in their studies. ICT enables students to gather data that would be otherwise be time-consuming or, costly or both. For example, students can use the internet to get up to the minute information prices. In addition, they use ICTs to watch movies of old dictators speaking, or to listen to a piece of music.

1.5.2. Teachers and Learners Difficulties in Using ICT

The act of integrating ICT into teaching and learning is a complex process that both teachers and learners may encounter a number of difficulties:

- ❖ Teacher who depend more on ICTs will lose their performance as teachers, and must control the navigation of students during the course hour.
- ❖ Teachers who do not know a lot about technology, which lead them to, spent time in learning new technologies.

❖ Students feel lazy to attend the class if they can easily get the lesson from the web.

❖ ICT will change their behaviour to become more irresponsible. For instance, if the teacher gives an assignment to the students, they may not understand if they never attend that class or not.

❖ An essential negative point is if the internet is accessible during the lesson, while teacher explain the lesson students will not pay attention because they are connecting whether by Facebook or twitter.

❖ The EFL classroom will lack motivation from both teachers and learners because when teacher uses videos students might concentrate on other things.

❖ The internet is not always accessible by all learners and teachers and Internet unfamiliarity is another problem that causes lack of training in second language classroom. In other words, little experience on the internet is an anxiety source for both second language learners and teachers.

1.6. Conclusion

As a conclusion, Information and Communication Technology "ICT" plays an essential role in learning and teaching process. This chapter intended to show the different materials and resources that teacher may use in the language classroom. The integration of ICT is important in the teaching of speaking skill because it is widely used in COE courses by EFL teachers.

The use of technology has great influence on EFL learners speaking ability inside as well as outside the classroom. Speaking is very important process, and it becomes very essential in enhancing learning, because it gives learners chance to communicate using the target language. As well as the use of the different activities that EFL teacher may use in oral classes are good motivator for learners. Therefore, we presented the importance of speaking by focusing on the difficulties that students might face in speaking, and providing some activities to developing it.

The second chapter is divided into two main parts, remarkably a theoretical part explaining the research tools such as the questionnaire adopted from previous researches. Whereas, the second part is concerned with data analysis and interpretation

Chapter Two: Data Analysis and Interpretation

2.1. Introduction

This chapter is the practical part of the research work. It aims at providing a clear description of the steps and the methods used in the research. This chapter is designed to analyse the data obtained from the questionnaire given to both teachers of oral expression and first year students of English at the University of Tlemcen, the results obtained will be analysed from two angles using qualitative and quantitative. As for the objective behind the investigation is to find the usefulness of ICTs in developing speaking skills, and the difficulties faced by both teachers and learners in using ICTs.

2.2 Sample Population

The population we have investigated both teachers of COE courses, and first year EFL learners at Tlemcen University. Their profiles are presented as follow:

2.2.1. Students' Profile

The target sample consists of thirty-four students at the English department. They were selected randomly to answer the questionnaire.

2.2.2. Teachers' Profile

The target sample consists of six teachers, who were selected to answer the questionnaires. The contributor teachers are teaching different modules such as, dialectology, phonetic, and Comprehension Oral Expression (COE).

2.3. Research Tools

Research is a systematic, formal and intensive process of carrying on the scientific method of analysis. It provides any researcher with tools to deal with problematic. According to Clifford Woody states that *"Research comprises defining and redefining problems ,formulating hypothesis or suggested solutions, collecting ,organizing and evaluating data, making deductions and reaching conclusions and at last careful testing the conclusions to determine whether they fit the formulated hypothesis." (1988, P25)* In this case study, the questionnaire is the one research instrument that have been taken into consideration.

2.3.1 Questionnaires

Questionnaire is list of questions related to one topic and is mostly used and abused of the data-gathering device because it is easy to prepare and administer. Questionnaire is prepared and distributed to secure responses to certain questions that are filled by the respondents. Questionnaires have been used to find different viewpoints about the topic via students in English Department concerning using Information and Communication Technology in EFL classes to develop their speaking skill especially the module of COE.

2.3.1.1. Students' Questionnaire

This questionnaire was given to EFL students. Its purpose is to know more about the relationship between students and ICT tools: frequencies of use, opinion about them, level of knowledge of using ICTs. It is also to figure out whether ICT help them to enhance their learning process and speaking abilities . Students' questionnaire consists of fourteen questions; they are either closed questions demanding from students to choose Yes/No answers, or to pick up the fitting answer, or open questions in which they are permitted to response in appropriate way, or the multiple-choice questions.

- ✓ Question one: is asked   to know about Gender to see whether male or female are more proficient in using ICTs

- ✓ Question two: we asked in order to Check previous fields of students in high schools

- ✓ Question three: we enquired Looking for motivation behind the choice of English

- ✓ Question four: asked to know the level of English according to each student's opinion

- ✓ Question five: this question is about students personal opinion about oral production, the reason for these opinion.

- ✓ Question six: the aim behind this question to know students' preferable skill and I asked them to justify their choices.

✓ Question seven: this question is inquired to recognise whether the speaking skill is important or not.

✓ Question height: its aims to identify if students dare to use ICTs or not, by stating the reason behind it.

✓ Question nine: is asked to know students Personal opinion about using ICT to enhance their speaking skills, and to explain why.

✓ Question ten: asked to explain if students face difficulties when speaking, requested to report some of this difficulties.

✓ Question eleven: question to know whether students like classes with ICTs or whit out.

✓ Question twelve: asked to know how many times do students use ICTs to recap or study.

✓ Question thirteen: to know whether student feel afraid of speaking in front of their teachers even if they make mistakes.

2.3.1.2. Teachers Questionnaire

Questionnaire administered to teachers aim at finding their own thoughts' about the use of ICTs in teaching COE, in order to enrich EFL learners speaking skills. Teachers' questionnaire contains of thirteen questions, they are either closed questions requiring from teachers to choose Yes/NO answers, or to pick up the fitting answer from the number of options, otherwise open questions in which they are free to answer.

✓ The first three questions: (1.2.3.)They were asked about their background

✓ Question four: Enquiring if teachers use ICT during oral class, stating why to know if they support the use of ICTs.

✓ Question five: This inquiry is crucial to have an idea regarding the quantity of EFL students

✓ Question six: asked to know if the number of students in the classroom is important or not in order to achieve teachers goals, requesting to know the reasons.

✓ Question seven :Getting to know if the teachers face problems while using ICT tools during the course, by mentioning some

✓ Question height :This enquiry is probed if oral teachers follow any specific programme in teaching COE

✓ Question nine :Inquiring if ICT could be beneficial for the oral course by mentioning the reasons behind each answer

✓ Question ten: This was asked to see if the teachers see the student mistakes

✓ Question eleven: This was posed to know if ICT improve students speaking skill, by asserting how.

✓ Question twelve: Knowing whether student are motivated or demotivated during oral session while utilizing ICTs.

✓ Question thirteen: This was posed to see if the teacher support the student's usages of ICT in the presentation

✓ Question fourteen: Is an addition to the previous question to further shed light about the equipment employed by the students.

2.4. Questionnaire Analysis

The next part will provide a descriptive statistics and graphs of the collected data from teachers and students with detailed and understandable analysis of the results obtained.

2.4.1. Students Questionnaire Analysis:

The questionnaire of this research was well answered by participants from different EFL groups. We have given indistinguishable instructions, on how the questionnaire is prepared and for what motive it was planned. We have given them

remarks about the study; it is not a test and the answers will be kept nameless and will be used only for research purposes.

Gender: Male   Female

In this question we found that the number of female was outnumbered the male students. Eleven male was noted out of 34 making out 32.35%, and 23 female making up 67.65%. These findings are presented in the following table:

	Male	Female	Total
Number	11	23	34
Percentage	32.35%	67.65%	100%

Table 2.1: Students' Gender

The female outnumber the male, this is affirmation that female use ICT tools more than male that might explain why female are able to talk more.
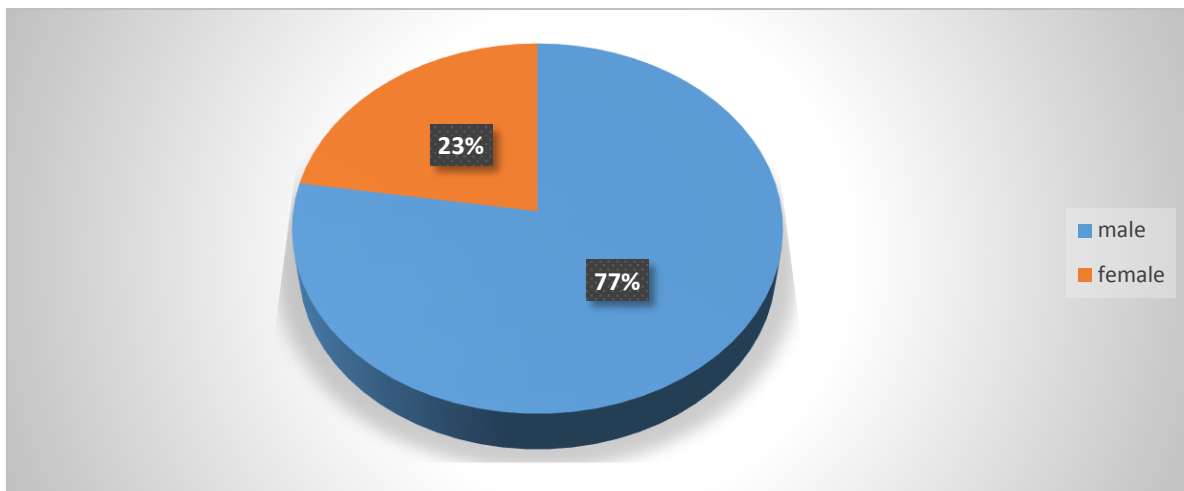
Pie Charts 2.1. Gender in ICT Usage

Question 2: Specify the Type of the Baccalaureate You Had?

This question is revolving about the type of baccalaureate. The results show that twenty-three participants making up 67.64% originate from literary branch. While only 32.35% were from other branches. These findings are presented in the next table:

Type of baccalaureate	Scientific	Literary	Mathematic	Philosophy
Number	10	23	0	1
Percentage	29.41%	67.64%	0	2.94%

Table2.2 type of baccalaureate

This was don: firstly to see if the students have specific contact with English and more proficient with it. Secondly, the scientific students had contact with ICT tools previously.

Question 3: was your choice of English: parental or personal?

In this question, the researcher suggested two options (personal, parental). The results reveal that thirty-three contestants making up 91.17% picked personal to study English. While 9% picked for parental choice. Indicating that they were either obliged or advised to study English.
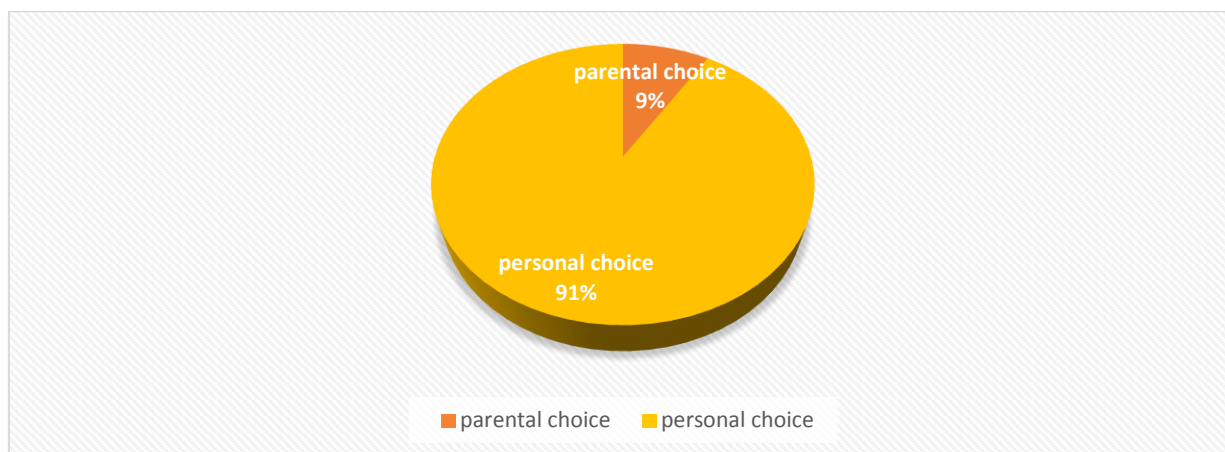
Pie Chart 2.2 Student Choices

Question 4: how do you assess your level in English?

In this section 59% of the students have good level in English as opposed to 41%whom are average as the previous chart showed that female are outnumbering the male; it should be noted that no student considered himself or herself to be bad**.**
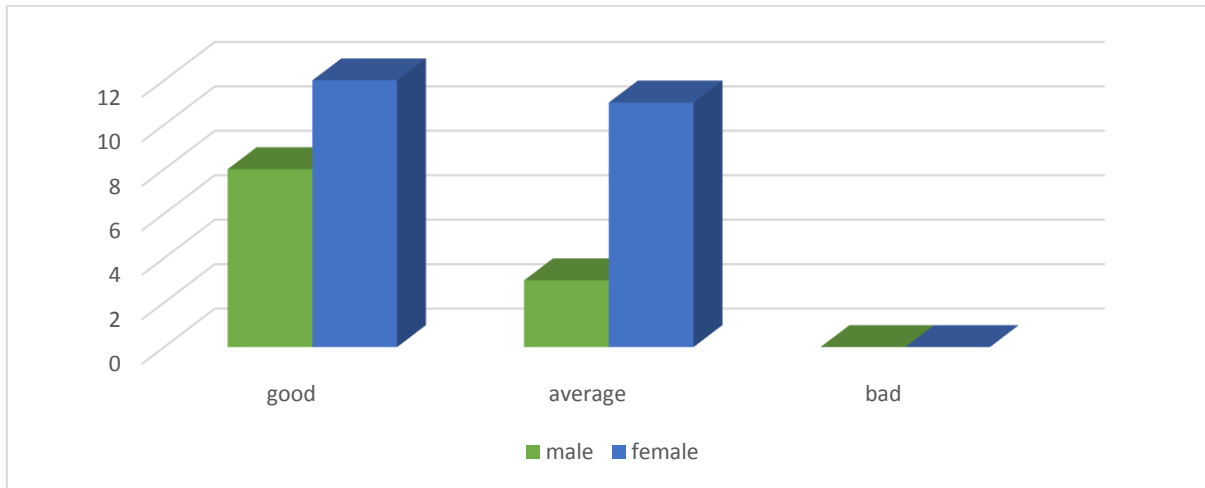
Bar graph 2.1 Level Ratio

All Yes / No questions
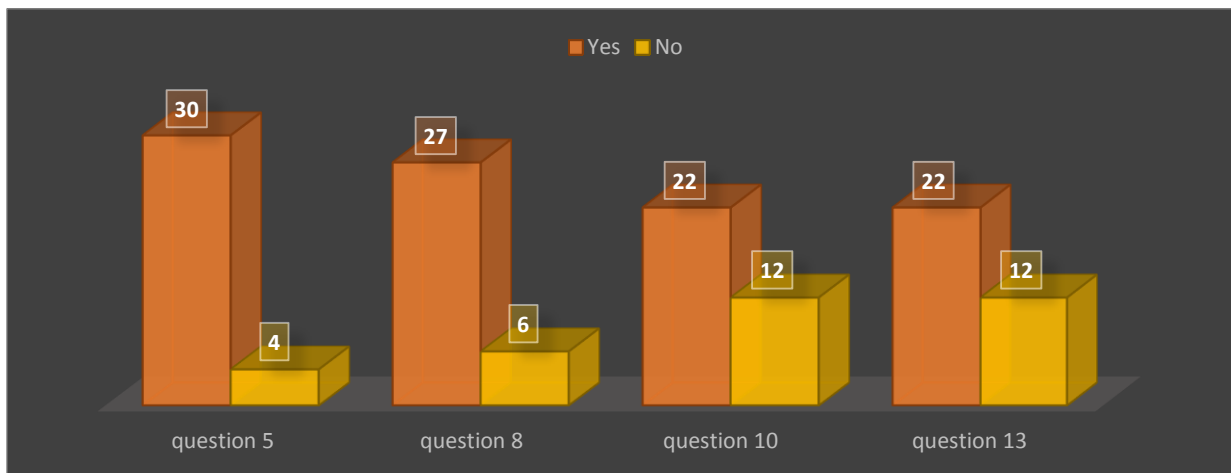
Bar graph 2.2. Charts for all the Yes No Question

Question5: do you like your COE courses?   State why?

The majority answered yes, it is a chance to expresses oneself, motivational chance to improve the oral. This shows that the majority of students do want to speak in this session

Question 8: do you have the courage to do an oral presentation using ICT tools? * state why?

The bulk answered yes again; they explained that they need the courage to talk in any community also to display the skills in their oral speech; while the rest who answered No blame it on shyness and stress

Question 10: have you ever faced difficulties when speaking?

*Mention some of these difficulties?

The results obtained show that 22 students out of 34 face difficulties in speaking. The most prominent difficulties found in the answers are for instance pronunciation mistakes, grammar, stress, lack vocabulary, lack of coherent sentences.

Question 13: does your teacher praise you when you speak correctly or wrong?

In this question, the results show that the majority answered yes that teachers do praise them, revealing twenty-two participants. While the rest twelve answered no. Indicating us that they like the oral course because it give them the chance to speak.

Question6: what is your favourite skill?

In this question, the results present that 21out of 34 making up 61.76%students represent that they admire speaking, ten participants making up 29.41%do like writing. While three participants making up 8.82% like listening; whereas reading show us that both male and female don't support or even try to take into consideration.

Skills	Male	Female	Percentage
Speaking	7	14	61.76%
Writing	2	8	29.41%
Listening	1	2	8.82%
Reading	0	0	0%

Table 2.3. Students' Skills

Question 7: Do you think in order to advance your English in COE course you need to speak?

This question show that 27 making up 79.41% participants agree that they are pushed to talk during the COE by the teacher. While 7 participants making up 20.85% they are not pushed by the teacher to talk during the course.

	Total	Percentage
Agree	27	79.41%
Disagree	7	20.85%

Table 2.4. Speaking in the Class

Question 9: what do you think about using ICT in COE courses in order to enhance your speaking skill?

This question show that 26 participants making up 76.47% agree that ICT plays a huge role in COE course to enhance their speaking skill. While the seven participants making up 24% their answers were in between not too sure. The follow up why was answered by students who answered it believing that ICT is a facilitator , ICT make them less stressful, it is part of technological advancement, this proves that student are more open to ICT tools usages.
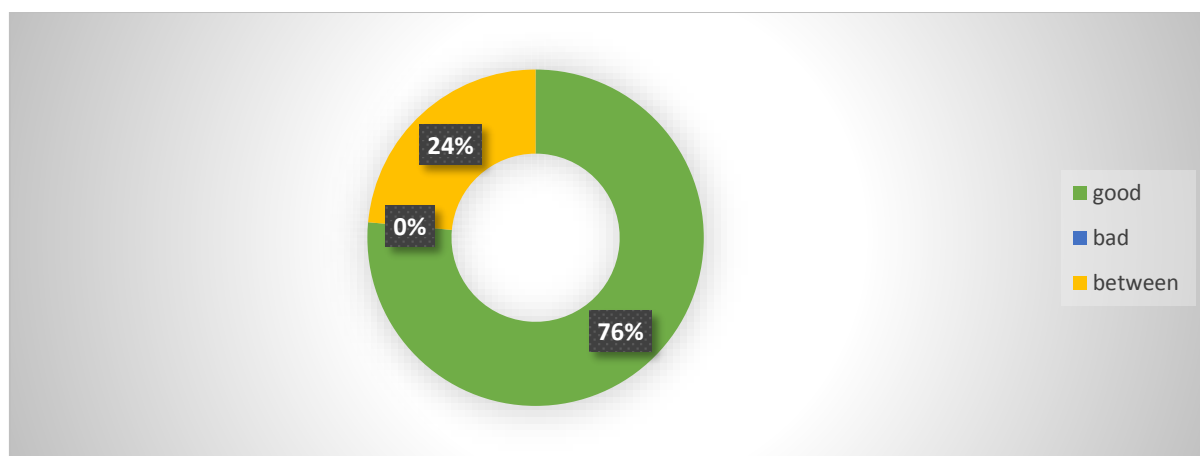
Pie Chart 2.3.Opinions about ICT Usage

Question 11: which is better classes with ICT or without?

This question show us that the researcher put an open question so that each student offer his\ her opinion. The results show that students have unique views about the role-play ICT in class, most said that COE are more interesting with ICT tools usages the ICT helps improving level; maybe making the lecture finer and interesting through multiple question the students are showing interest in ICT.

Question 12: how often do you use ICT to study or recap your lessons?

This question illustrate the participants use ICTs to recap or study in their daily life. The results present the bulk answered sometimes with 23 students from 34 and equal minority in both always and never were six in each.
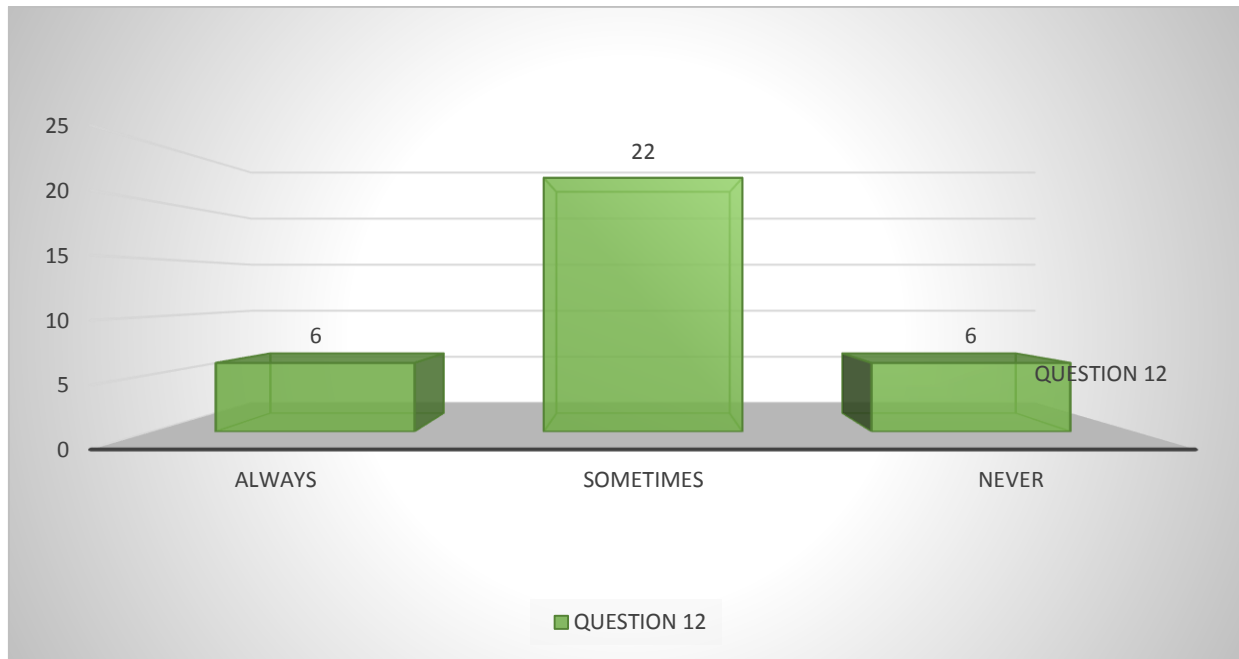
BAR-Graph2.3. Lessons Recap with ICT

2.4.2. Teachers Questionnaire Analysis

Only three teachers of COE answered the questionnaire, other teachers were given the questionnaire but they did not bring it back, while the others refused to answer. Hence, the sample is limited to three teachers. We have given identical instructions and remarks about the study. Finally, we mention that their help will be really appreciated.

The first two questions are about background information of teachers. Showing us that two EFL teachers from five have doctorate while one with magister degree**.**

Question 3: How long have you been teaching Comprehension Oral Expression?

The two EFL teachers that have doctorate degree were teaching COE from seven to 10 years. While the other one was teaching oral course for about 6 years. This question aimed at finding out the level at which EFL teachers are experienced in teaching COE module.

Question 4: Do you use some ICT tools during your COE courses?

Under this question, the researcher noticed that some EFL teachers do use ICT during their COE course. While the rest do not.

* state why?

The results show that they use them as support to the course, helpful, to motivate learners, and to raise their interest in attending the course.

Question 5: How many students do you have per group?

This question is very important to have a hint about the number of students. The results show that the number of students between 30 to 60 students attending the oral Class which seems difficult for teachers to adapt the course. COE course should offer students' a chance and abilities to express themselves orally but unfortunately it not our case in our classes. For further detail, check the pie chart under it.
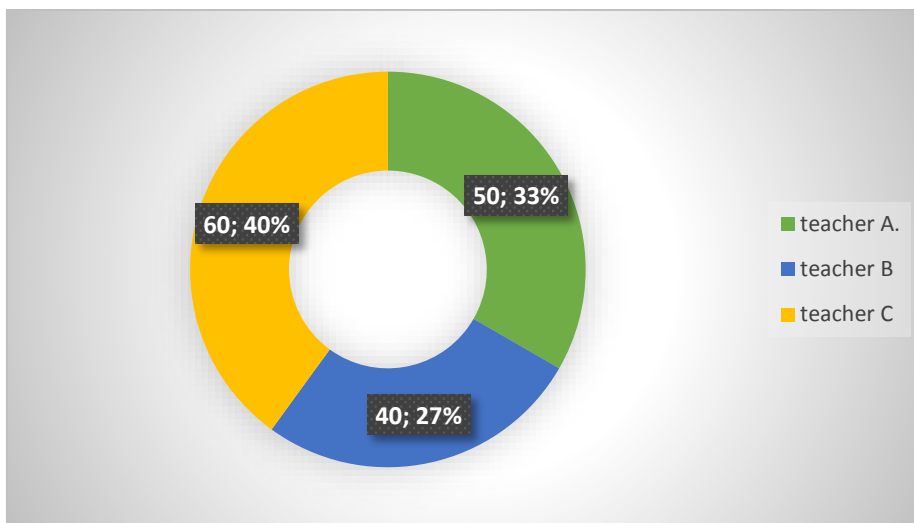
Pie Chart 2.4 Students Numbers

Question6: Do you think that the number of students is appropriate for achieving your goal in developing their speaking skill?

The results obtained from the answers show that some teachers agree that the number of students is important for fully enhanced learning process and speaking abilities in COE, while the rest said the opposite.

Question 7: Have you ever faced any difficulties inside the class using these materials?

This question indicate that most of EFL teachers do face difficulties while using ICTs. The answers provided by the some EFL teachers is yes while the added an extra answer which is sometimes.

*Mention some if yes?

The results show that oral teachers said yes by mentioning some of these difficulties namely; electricity, audio problems, to find the devices.

Question8: Do you follow any programme in teaching oral expression?

This question aimed at finding whether the EFL teachers have programme when it comes to Oral expression. All the EFL teachers said yes that they follow a programme in teaching COE module.

Question 9: Do you think that the use of ICT could be beneficial in COE courses?

The results show that all teachers were positive when it comes to the question that ICT is very beneficial to the course of COE.

* state why?

Quoting the teachers: *"Very much! It may be useful to cope with learners different styles". "Audio+ video support, listening to native speakers". "Sound and image"*

Question 10: According to you, why do students collapse in speaking EFL?

The question was open ended and the answers varied but the most common ones were lack of confidence , fear of making mistakes, lack of vocabulary , anxiety, shyness…

Question 11: do you notice any improvement in students after using ICT tools?

The question was unanimously answered yes by all the teachers of COE module. *How? They answered that students during the course become more motivated to speak and use the language freely.

Question12: Do students seem motivated during the use of ICT tools?

This question shows that teachers are noticing any difference in students' motivation while using ICT. They answered yes, as an exception one of them who answered that ICT is source of distraction.

Question 13: Do you ask for some presentation or homework using ICT tools?

This question allure the teachers if they ask for some presentation using ICTs. The results show that the majority answered Yes they ask for presenting, but except one say No because he\she has too many students and time is short. The question fourteen is follow up to the previous one.

If yes, what kind of equipment do they use in presenting their work? If No why?

The results show that the majority of students use PC, Data show, tablet to present their work.

2.5 Results Discussion and Interpretation

The main results that are collected from questionnaires devoted to both students and teachers will be discussed in relation to the already raised hypothesis. Teachers and students questionnaires have allowed the researcher to collect a bulky amount of data concerning the use of ICT in COE course; it main target was to develop learners speaking abilities with ICTs.

The main idea emerged from the first hypothesis, i.e., ICT tools such data show, computers, e-mail may help EFL learners to enhance their speaking skill. The affirmation was found in EFL teachers questionnaire were they said that ICT is important in COE course. In fact, they notice the use of various tools by students such as tablet, data show, and PC. Whereas, the main results related to the students questionnaire revealed that ICTs tools do enhance their speaking skills in COE course. Furthermore, there was no negative answer to the questions in relation to this hypothesis.

The second assumption when teacher reach the limit of teaching process they may implement ICT to enhance student speaking skills in oral course; through teachers questionnaires we discover that the teachers are overloaded with students which seem

inappropriate for achieving their goal in developing students speaking skills ;most of them suggested that fewer students are appropriate. Therefore, they can participate and the teachers will uses ICT tools to captivate the students' attentions in the large classes thus proving this assumption is correct.

The last one, i.e., Teachers may have limited background knowledge on ICTs, while students may have less self-confidence to use it. The results obtained in teachers' questionnaire, the part revolving about the negotiation of the teachers' problems is correct. This indicate that they face technical problems such as audio problems, finding the devices, no electricity. However, the rest of teachers added only sometimes that they face difficulties while using ICT tools. Concerning the second part of the hypothesis there is no concrete proofs about students being less self-confidence in using ICTs; the questionnaire showed the opposite 79.41% have the courage to use ICT tools in oral presentations. According to these results, we notice that students like and support the use of ICTs in their studies and daily lives.

Finally yet importantly, it would be noted that the main findings in both questionnaires of both EFL teachers and first year EFL students confirm most of the attained data collection. Furthermore, the use of tables, pi-charts will help the researcher to make the same conclusions.

2.6 Conclusion:

In this chapter, the researcher has analysed the collected data and results from the questionnaires devoted to both teachers and students in Tlemcen University. Concerning the use of ICT in Comprehension Oral Expression to enhance students speaking skill. The findings has shown that ICTs is essential in the teaching learning process to enrich the speaking ability. Based on the results obtained, the next chapter will include some suggestions and recommendations. Which are adapted to focus on the speaking skill using ICT in COE module for greater results.

Chapter Three: Suggestions and Recommendations

3.1. Introduction

The results of the current study showed that there are a number of features hold back students achievement in using ICTs to enhance their speaking skill. As well as teachers who face problems while using these materials which affect their teaching learning process. The third chapter will be the last part and is very devoted to some possible recommendations and suggestions regarding the use of ICT as an essential material to increase learners speaking capacities. In addition, EFL teachers need to create an extra task that will help learners to communicate with one another.

3.2. The Main Recommendations

Teaching Comprehension Oral Expression is tough talent that only few teachers can perform it successfully; also most of EFL students do not succeed in this module. Therefore, teachers and learners are advised to use ICTs in their learning teaching process. For that reason, some recommendations are cited:

❖ Teachers have a duty to create a comfortable atmosphere and being friendly in order to support learners to communicate.

❖ Oral sessions should be at least four till five hours per-week, because two times will never fulfil the needs of students, and will not advance their speaking skill.

❖ COE module should be taught only in laboratories not in classes, also in small groups so that teacher can control easily his\her class.

❖ It is automatically to teach teachers how to use different types of technological devices, because many teachers do not know how to deal with ICTs.

❖ Teachers have to invent activities and tasks and try to link classroom activities with the existing tools that will be used.

❖ EFL teachers should encourage learners to respond as much as they can the target language outside the class using different means of communication.

❖ All the materials that teachers need to use should supply teaching laboratories.

❖ Teachers should take responsibility that all of students have to talk and participate during the oral class, because the participation of some students and the rest keep calm will never serve teaching and learning process.

❖ Students should be proficient surfers in the web in order to get know other cultures and achieve proficiency and accuracy.

❖ Students should read newspapers in English, watch movies and series in English in order to improve their speaking and comprehension skills.

❖ Teachers should try to meet classes from English-speaking countries in order to set Internet sessions (Skype or other devices) with both classes to improve the student's ability to speak English.

❖ Teacher should put students into interaction session in labs (interaction activities, for example: interviews, debates, surveys…) to help them communicate in English and become better speakers of the target language.

3.3. Integrating Speaking in EFL Classes Using Video Conferencing

Technology in language teaching is not new. In fact, it has been around for decades but it is becoming important more and more in both our personal and professional lives. The technology itself demands different techniques of presenting data. For instance, video conferencing seems to be a substitute for the common classroom communication, therefore, is appealing as a teaching medium. The use of VC within teaching enables better teacher-student interaction.

Video conferencing is the real time oral and visual interaction among students. In an EFL classroom, video conferencing "*motivates students to prepare projects and presentations for a real out-of-the classroom audience*". *(Roux, 2000, p.1).* In addition, it gives students the opportunity to interact and practice their speaking skills with native speakers of the target language, as well as to gain cultural insights and awareness. Video conferencing provides EFL students the opportunity to participate in genuine conversations with native speakers. In addition, VC helps students find new methods for improving their speaking and decrease the use of translation inside classroom. Video conferencing can depend on a range of technologies that have been developed and updated through different phases. There are three types of videoconferencing based on capabilities, cost, and quality of audio and video transmission, like VC held in special meeting rooms, VC supported by picture, telephone and computer-supported video conferencing between offices so-called desktop video conferences.

3.4. Using Social Networks to Develop EFL Learners Speaking

Social networks have gained a status in nowadays people's life because of the huge benefits; it serves to the society in general and the educational process in particular. Within the learning process of a certain language, students need to be completely involved in the practice of the target language for an effective and rapid enhancement of language competency. Therefore, the exposure to the target language input constitutes a core-tone in learning operation. This is what social networks can provide for students in enjoyable way. Students who are learning English as Target Language can easily experience, and encounter it once they log into their social networks. We can say that this new generation are lucky because of the different available social networks that develop their speaking abilities. These web sites help lot learners to express themselves in authentic way. Therefore, EFL teachers can support students with this type of social networking activity by practicing a speech that they want to record before sharing it with the rest of the online community.

There are various sites of social networks that are widely used by EFL learners and even teachers, narrowing down some of them;

3.4.1. Using Skype to Develop Speaking Skill:

Skype is such an online source of social media that EFL learners can use for speaking skills proficiency through audio and video call with their friends, colleague, class-fellows, and teachers. Skype considered as one of the most important tools of communication that enables the EFL learners to create a suitable environment for them and discuss different type of topics like homework, class assignment that may help them to feel at ease to speak. Through Skype EFL, learners are able to exchange their views and ideas with others without any fee or resistance of speaking English. Skype was considered as less important social media but he changed the views because of the huge role played in teaching learning process of English language. There are some features of Skype use of English language learning:

1. It is used for conference call that can be used for speaking practice with friends, native speakers, and teachers.
2. The other function of Skype is that of file sharing. This feature of Skype is useful for English language learners to share files with other English language learners.
3.   The next one is screen sharing, this is also one of the most important features of Skype. For example, in video call the students may share screen during the call for more explanation.

Skype is an important tool for English language learning, because it motivates learning proficiency. Similarly, some researchers highlighted that Skype chat is not only useful for speaking skill development of English learners but it is also beneficial for reading skill development. Thus, it may be concluded that using Skype enhance EFL learners speaking ability and motivate them for further study and correction of various mistakes in their pronunciation and speaking fluency.

3.4.2. Using Facebook to Develop Speaking Skill:

Facebook is one of the most famous sites on the internet; "Mark Zuckerberg" creates it in 2004. It allows registered users to create profiles, upload photo and video, send messages and keep in touch with friends, family, classmates and even teachers. Several studies have been conducted to investigate whether social networking can be used as a tool in the educational field. Many studies have revealed positive impacts from the use of FB as an online learning community and a successful tool for formal teaching and learning activities. The findings revealed that FB as online learning environment facilitates, supports, and encourages students English language learning. In addition, student's motivation and confidence towards English language learning improved via Facebook as Blattner and Fiori (2009, p15) state, "*FB can be used to improve students' performance of English language, increase motivation and trigger authentic language interaction*".

Hence, in EFL speaking class, Facebook is used as a platform to enhance students speaking skill, and build their confidence in speaking English and allow them to develop their learning goals and strategies. There are groups dedicated to learning English languages in EFL and ESL contexts on Facebook. These groups have been set up specifically for learning English and vocabularies. For instance, there is a page on FB that is named "Improve English Vocabulary», it contains thousands of EFL Followers who post every day words with their images that can reduce their spelling errors during their speaking. Similarly, for EFL teachers should incorporate the use of Facebook in their teaching activities in order to make the lessons more fun and interactive. Hanafi, ET all (2013, p23) identify some advantages for using Facebook as an EFL tool as follows:

1) It enables students to use L2 for real life purposes.

2) It exposes students to authentic materials.

3) It allows students to communicate with native speakers.

4) It provides students with access to unlimited resources online (news, audios, videos, etc.).

5) It allows students to understand L2 culture

3.4.3. Using YouTube to Develop Speaking Skill

YouTube is another popular social network site and vast resource for educational content. YouTube launched in 2005 as a video sharing website which has allowed millions of people to easily upload, download, view, and share video clip through several different platforms. Using YouTube both inside and outside the classroom can enhance conversation, listening, and pronunciation skills, improve vocabulary development, stimulate learner autonomy, promote L2 cultural competence and increase exposure to World English's. YouTube is a widespread website that can be used by teachers and students as an online learning tool to create forums where questions are asked using voice recordings or videos instead of texts only. It can be used to help students develop their oral skills by having them reply to questions using voice-recorded answers or videos and by hearing the recorded answers from other students. This online language-learning tool is particularly useful in language teaching, where teachers can post questions in the Target Language and their students respond orally to those questions. In this free online language-learning course, students will learn how to create talk-groups and initiate discussion forums to get people discussing a topic, and how to be notified when someone responds. This free language-learning course will be

of great interest for teachers who would like to see how this new technique could help them improve their students' oral skills. Burke, ET all (2009) identified some advantages for using YouTube as an instructional tool as follows:

1) It provides a wealth of authentic and reliable video materials.

2) It offers real-life examples and visual demonstrations of the topics and concepts covered in class.

3) It provides lesson/lecture launchers to promote discussion and critical thinking.

3.5. The Advantages of Using ICT in EFL Classes

Today, information and communication technologies have gained a groundswell of interest in the world, has changed the face of teaching and learning. The use of ICT in education becomes a priority during the last decade; however, implementing these ICT tools in the classroom are tough for many EFL teachers and students. Yet, Applying ICT in teaching learning process is not only important but also essential in order to enhance learners speaking skills; many scholars believe that when teachers integrate ICTs they bring the real world into classroom. These are the main advantages of using Information and communication technology:

- ICT develops the collaborative and team working.

- It offers teachers new ways of teaching in order to enhance learners speaking capacities.

- ICTs motivates both teachers and students, and makes learning process more enjoyable.

- ICTs offers interaction that provide more occasions for pupils to act as inventors and manipulators on the learning process.

- It makes students in the oral session more responsible to develop their speaking skill.

- ICT allows students to interact with native speakers through e-mail, audio and video conferencing.

- ICT helps a teacher to guide his students about the English language learning materials available on internet, e-books, e-journals, e-magazines and social sites like linked-in, which are helpful in better learning of English language skills.

- ICT is helpful in the professional development of the teachers. A teacher can learn various language skills with the help of information and communication technologies. He can do various certification programmes in teaching COE run by the famous educational institutions like Cambridge University, British Council etc. These programmes help in enhancing his capacity to create new activities for learners in order to enhance their speaking abilities.

- ICT places all learners on equal footing. Given the right hardware, software and curriculum activities, even severely disadvantages pupils can achieve the same degree of success as anyone else.

- ICT has been shown to have benefits in terms of motivating pupils. That comes about partly through factors like being able to produce nice work with no teachers red marks all over it, and partly because the computer is seen as being impartial and non-judgemental in its feedback to the pupils.

- ICT enables pupils to experiment with changing aspects of a model, which may be difficult or even impossible for them to do. For example, pupils can use webcams to capture the development of their oral skills through time.

3.6. Drawbacks of Using ICT in EFL Classes

Regardless of the positive impact that ICT has on the teaching learning process, yet there are some drawbacks or disadvantages. One of the major barriers that ICT causes on the level of students is the addiction of computers, students may trust blindly on the information obtained without knowing what it means or how it is arrived. An additional issue is that staying a long interlude time or with incorrect position front of the computer, they will accidently get in the way of their own health like eyesight or injury in their brain.

Secondly, another disadvantage belong to using video players such as computer or the projector, are tools catastrophes. For instance may not work during the session, which need time to be fixed, this technical problem, will take a long time to be fixed; then this problem will delay or interrupt lecture. In addition, a serious dilemma is may be the teacher do not know a lot about technology which lead to time spent learning new technologies. Teachers who use many videos during their lessons, the students may need to understand something they do not understand and if the video continues, learners will grasp nothing from the lecture.

Another reason for ICT being a disadvantage is internet. While internet has made life easier in many ways mainly for teachers and learners in developing learning and teaching process, it is also reflecting an uglier side. Internet unfamiliarity is a problem that causes lack of training in second language classroom. In other words, little experience on the internet is an anxiety source for both second language learners and teachers. Thus, since the internet offers all types of topics, some of them are not unsuitable for students who learn English as second language.

One of the important drawback in using ICT in teaching is the fact that ICT materials are expensive. According to the IT learning exchange (2001), in most schools ICT will be the single largest curriculum budget cost, for that reason there will be little money left over for other significant costs. Extra major barrier; ICT is not reaching its full potential in teaching learning process and some teacher's face negative attitudes. Blatchford and Whitbread (2003, P16) suggest that the use of ICT in the foundation stage is "unhealthy and hinders learning".

3.7 Conclusion

ICT plays a huge role in the teaching learning process. Therefore, researchers insists and support the use of ICTs in classes particularly in COE modules in order to advance EFL learners speaking abilities. This chapter provided some suggestions and some social networking sites that play a decisive role in enhancing students speaking skills in EFL classes. Also, the importance of video conferencing in education and how it helps learners to overlap their speaking abilities. Thus, we mention some of the advantages of ICT materials that is central in developing learners speaking capabilities, participation during the courses. In addition, how it help EFL teachers to present their lessons using these tool. We mentioned broadly some drawbacks of ICTs, revealing how it effect students learning even teacher teaching process without forgetting the technical issues they may face during the session.

GENERAL CONCLUSION

The purpose of this study is to emphasize the incredible role of ICTs in developing EFL learners speaking skills. In addition, it supports them express their ideas and communicate in the target language. Therefore, we believe that the implementation of ICT tools in EFL classes particularly in Comprehension Oral Expression course is very necessary, and teachers of oral are supposed to be aware of the use of these materials to reach a successful teaching and learning process. Through this study, we find out that ICT creates a joyful atmosphere where students are expected to respond positively towards these technological materials, enlightening us the value of COE courses will be enhanced by using ICT.

This study was carried out at Abou Bekr Belkaid- Tlemcen University in the English department. The role behind this investigation is to confirm or reject the hypotheses that the use of ICT improves EFL learners speaking skill and create a relaxed atmosphere that motivates students to use the target language effectively. This study dealt with three chapters; the researcher first provided general overview about the concept of ICT and the different types of it. Then, he focused on speaking skill and its role in EFL classes by mentioning difficulties that it can raise, without forgetting the appropriate tools used in oral classes and the roles of both teachers and learners in using ICTs. The second chapter comprised two parts theoretical one and practical one including the tools of research, questionnaires, administered to both EFL teachers and learners, as well as a full discussion about the results obtained have been analysed. Finally, in the last chapter the examiner proposed some suggestions and recommendations related to the importance of applying ICTs as a teaching method in order to enhance learners speaking skills.

To sum up the finding ensured that ICT equipments are essential in the teaching learning process to enrich students speaking abilities. EFL teachers should not count only on the traditional way of teaching oral but they need to include different ICT tools in the classroom. Then, ICT access will develop the students' participation during the COE lectures, which give them the opportunity to be in touch with native speakers out of Algeria. Therefore, the integration of ICT in EFL classes is obligatory and teachers of COE courses are expected to be responsive of the use of these equipment has to

achieve successful teaching learning process. In this study, the researcher attempt to explain the research problem. Therefore, three research questions were asked and in order to answer them three hypotheses were formulated and tested. The obtained data showed that ICT tools are important in the teaching learning process to develop student speaking abilities. Thus, the first and second hypotheses of this research, which state respectively that ICT tools such as data show, computers and e-mail, may help EFL learners to enhance their speaking skill, as well as when teachers reach the limit of teaching process they may implement ICT to enhance students speaking abilities in oral course, were confirmed. Therefore, the third hypothesis of this work which states that, teachers may have limited back ground knowledge on ICTS, while students have less self-confidence to use it. The first part concerning teachers was correct however, the second part of the hypothesis has no concrete proofs.

Finally, this research provides valuable insights to the use of ICT in developing the speaking skill in EFL classes, but the topic is vast and requires keeping the door open for further research. So hopefully this piece of research will pave the way for further investigations.

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APPENDICES

APPENDIX « A »

Students Questionnaires

The Use of ICT in Developing the Speaking Skill in EFL Classes

Dear students,

You are kindly requested to express your opinions about the use of ICT tools during the COE classes to develop your speaking skill. Please give sincere responses to the questions below.

1-Gender: Male ☐   Female ☐

2- Specify the type of the baccalaureate you had?

- Scientific ☐

- Literary ☐

- Mathematic ☐

- Philosophy ☐

3- Was your choice of English?

- Personal ☐

- Parental ☐

4-How do you asses your level in English?

- Good ☐

- Bad ☐

- Average ☐

5-Do you like your COE courses?

- Yes
- No

*Please state why?

....
....

6-What is your favourite skill?

- Speaking
- Writing
- listening
- Reading

*why?..
....
....
.

7-Do you think in order to advance your English in COE course you need to speak?

- Agree
- Disagree

8-Do you have the courage to do an oral presentation using ICT tools?

- Yes
- No

*Please state why?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

9-What do you think about using ICT in COE courses in order to enhance your speaking skill?

- Good

- Bad

- Between

*please state why?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
……………………………………………………………………………………………

10-Have you ever faced some difficulties when speaking?

- Yes

- No

*Mention some of these difficulties:

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

11-Which is better classes with ICT or without?

…………………………………………………………………………………………
…………………………………………………………………………………………

12-How often do you use ICT to study or recap your lessons?

- Always

- Sometimes

- Never

13-Does your teacher praise you when you speak correctly or wrong?

- Yes

- No

Thank you for your help

APPENDIX « B »

Teachers Questionnaire

The Use of ICT in Developing the Speaking Skill in EFL Classes.

Dear teachers,

   With all my respect, the main aim of this questionnaire is to know how and to what extent the use of ICTs can improve the speaking skill among first year EFL learners. I would be very grateful if you give me the time and energy to share your experience by answering the questions below.

1-Gender:

- Male
- Female

2-Degree:

- Master
- Magister
- Doctorate

3-How long have you been teaching Comprehension Oral Expression?

…………………………………………………years

4-Do you use some ICT tools during your COE courses?

- Yes
- No

*Please state why?

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………...................

5-How many students do you have per group?

……………………………………………………..

6-Do you think that the number of students is appropriate for achieving your goal in developing their speaking skill?

- Yes
- No

*Why?

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………….

7-Have you ever faced any difficulties inside the class using these materials?

- Yes
- No

*Mention some if yes

…………………………………………………………………………………………………
…………………………………………………………………………………………………
………………………………………………………………………………………………

8- Do you follow any programme in teaching oral expression?

- Yes
- No

9- Do you think that the use of ICT could be beneficial in COE courses?

- Yes
- No

*Why? …………………………………………………………………………………..;
…………………………………………………………………………………………………
………………………………………………………………………………………………

10 - According to you why do some students collapse in speaking EFL?

…………………………………………………………………………………………………
…………………………………………………………………………………………………
………………………………………………………………………………………………

11-Do you notice any improvement in students after using ICT tools?

- Yes [green box]
- No [green box]

*How?………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
…….

12-Do students seem motivated during the use of ICT tools.?

………………………………………………………………………………………………
………………………………………………………………………………………………
…………………………………………………………………………………………….

13-Do you ask for some presentation or homework using ICT tools?

- Yes [green box]
- No [green box]

14-If yes, what kind of equipment do they use in presenting their work?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
……………………………………………………………………………………………...

*If no why?

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....
....

Thank you for your collaboration.

ملخص

من خلال هدا البحث حاولنا التعرف على تأثير استخدام وسائل الاعلام والاتصال في تطوير اللغة المنطوقة وكيفية تحسينها في التعليم. الهدف هو العمل على تشجيع طلاب لغة الإنجليزية لاستخدام هده الوسائل وحث الأساتذة على تطبيقها من اجل تنويع النشاطات داخل حصة التعبير الشفهي. اعتمدنا في هدا المشروع على نظريات كمية ونوعية لأثبات دور الاعلام والاتصال في اتقان اللغة هادفين الى ابراز مدى استعمالها من طرف الاستاد والطالب.

الكلمات المفتاحية <u>   </u>:وسائل الاعلام و الاتصال، اللغة المنطوقة، حصة التعبير الشفهي

<u>Résumé :</u>

Tout au long de cette recherche, recherche, nous avons eu pour objectif de reconnaître l'impact de l'utilisation des technologies de l'information et de la communication dans le développement de la langue parlée et de trouver des moyens de l'améliorer en utilisant cette technologie dans l'éducation. Le but de cette recherche est d'encourager les étudiants à utiliser ces méthodes et insister les professeurs à l'appliquer afin de multiplier les activités dans leurs séances d'expression oral. Nous nous sommes appuyés dans le cadre de ce projet sur différentes théories pour démontrer le rôle des TIC dans le développement des capacités à s'exprimer à l'oral, afin de déterminer son utilisation par l'étudiant ainsi que par l'enseignant

Mots clés : Technologies de l'information et de la Communication, Langue Parlée, Séances d'expression Orale.

<u>Summary:</u>

Throughout this research, we aimed to recognize the impact of the use of information and communication technologies in the development of the spoken language and to find ways to improve it using this technology in education. The aim of this research is to encourage students to use these methods and to encourage teachers to apply them in order to multiply activities in their oral expression sessions. In this project, we relied on different theories to demonstrate the role of ICTs in the development of speaking skills, in order to determine its use by students and by teachers.

Key words: Information and Communication Technology, Spoken Language, Oral Expression Sessions