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The Impact of ICT in Enhancing Speaking:

The Case of Second year EFL Students at Tlemcen University

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Statement of Originality

I declare that this dissertation represents my own work and that it has not been previously included in another dissertation, or written by another person submitted for the qualification of any other degree or diploma of any university or other institution. I also certify that the present work contains no plagiarism, and it is the result of my quest, unless otherwise stated.

Mr. Addou Adel

Dedications

I dedicate this research work to all whom I know, and to all the members of my family.

I also dedicate this work to my mother who helped and supported me during all the stages of my life. I dedicate this study to my brothers Abdellatif and Zineddine whom I love and my best friend Hichem.

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Abstract

In our daily life, the existence of different technological tools has a great impact on different fields. On the other hand, in the educational system the availability of new technologies will change the method of learning and enhance the students' participation in the learning process. Technology is believed to have a positive impact on the learners. Thus, the present study is carried out to explore the influence of ICTs on improving learners' oral proficiency. The main hypotheses adopted in this work set out that technology is a great motivator to help students speak fluently and accurately as well as make them active and autonomous in their studies. The method used in this study is descriptive, and its target was to describe the role of information and communication technology in developing EFL learners' speaking skill. The data were gathered through the use of two data collection instruments; a teacher interview directed to oral expression EFL teachers and students' questionnaire administered to second year EFL students at the Department of English University of Tlemcen. The obtained results have shown that the integration of technology was the best technique to improve the students' speaking ability. Therefore, the language laboratories need to be well equipped with ICT tools in order to improve the speaking ability of the students, as well as create a relaxed atmosphere during the session. In other words, the existence of ICTs and their effective use will lead to better teaching-learning process.

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List of Abbreviations/ Acronyms

ICT **:** Information And Communication Technology **EFL :** English As a Foreign Language

UNESCO **:** United Nations Education, Science and Culture Organization **OS :** Operating System

IWB : Interactive White Board

CALL : Computer Assisted Language Learning

FL : Foreign Learner

General Introduction

General Introduction

In the present century, ICT is playing a significant role in building the current global economy, as well as producing a big and fast change in the society. Indeed, modern technology has transformed the world into a small village. This development is seen in different fields, one of them is the field of education. In addition, the nature of education and the role of both the teachers and the students can be changed through what ICT provides to the teaching learning process. Thus, the ICT use changes the way we live, work and spend our spare time. ICT equipments are known by another term, i.e., teaching and instructional aids, which includes different materials such as data-show, computer, TV, radio, cell phones, etc.

In teaching the English language, more precisely oral expression module, teachers have been using different methods and techniques with the development of technology, i.e., the classical method and the new method. In addition, apart from the availability of the blackboard, different visual aids should be introduced. At Tlemcen University, teachers have to become familiar with the ICT equipments in order to cope with the challenges that the teaching/ learning processes encounter, as well as to know the way ICT may impact learners' motivation and speaking skill, because many studies have shown that ICT brings better results for the educational system such as enhancing the teaching learning process. Thus students may be involved and motivated to compete with each other in acquiring the language inside and outside the classroom in order to develop their speaking skill. Hence, it is recommended to encourage the teachers and students to be in touch with the new technology in order to practice and raise their knowledge in different research areas.

Oral expression module becomes one of the most challenging courses for both EFL teachers and learners at Tlemcen University, Algeria, because nowadays it requires sophisticated equipments. Therefore, ICT appears to be a clue to help the teachers and learners in enhancing the quality of the course.

In this work, two research questions have been raised and are as follows:

1. Does the use of ICTs in EFL learning improve students' English speaking proficiency?
2. How do ICTs affect teaching oral expression in EFL classrooms?

The research hypotheses that have been derived are:

1. The use of ICT in oral expression sessions will help the students develop their speaking skill.
2. The good integration of ICTs in the EFL classes would lead to promoting learners' motivation, autonomy and collaboration; as well as creating active students and making different data resources available.

The current study is very important as it tries to investigate the way ICT is used in teaching oral expression at Tlemcen University, Algeria. Furthermore, it explores whether the ICT use can truly help the students develop their speaking ability.

This research work aims at discussing the role of using ICT equipments in teaching EFL oral expression module. Thus, the researcher tries to focus on the modern ways of teaching oral expression. In addition, the investigator tries to look at the effectiveness ICT provides in raising students' motivation to speak.

The current study is arranged into two interrelated chapters to inform the readers about the field of study. The first chapter of this work is entitled literature review and it is divided into two parts. The first part tries to give some definitions related to ICT, while the second part attempts to look at the literature regarding the speaking skill inside EFL classes. Thus, the literature review covers the main concepts concerning ICT and the speaking skill; hence, the benefits of ICT in teaching speaking inside oral production module. On the other hand, the second

chapter of this work is entitled research methodology and deals mainly with the methodology of research for conducting this study. In other words, it deals with the analysis and interpretation of the collected data from the two data collection tools namely the teachers' interview and the students' questionnaire. In addition, this chapter contains the discussion and interpretation of the main results in relation with the hypotheses. Finally, it gives some suggestions and recommendations for further research related to the current study.

Chapter One

Literature Review

Chapter one : Literature Review

1.1 Introduction

It is noticeable that technology is dominating the whole world, where we find different technological tools such as computers, internet, video players and others in almost all houses, companies and universities. These new technologies are influencing young learners, who are being seen as digital natives; technology for these young learners is a symbol of civility (etiquette) that holds modern ideas and thinking, since these youngsters would only want to deal with new invented technologies.

When talking about learning a foreign language, the major aim of the learners is to be competent speakers of the target language. This implies that speaking is always the priority than the other language skills. We often hear utterances like "he/she speaks good English"; however, we should keep in mind that learning a second/ foreign language is not as easy as the learning of the mother tongue, because the majority fails to speak the target language accurately and fluently. Thus, many scholars believe that the appropriate integration and use of ICTs in the language classrooms can reduce the obstacles that prevent EFL learners from mastering the speaking skill.

This chapter is divided into three parts. The first part of this chapter starts by defining ICT and its main components. Moreover, it states the use of ICT in language teaching and learning. The second part, however, includes a brief history of speaking as well as some definitions. Besides, it speaks about the types and functions of speaking. Finally, the third part states the relationship between speaking and other language skills, as well as some learners' speaking problems. Furthermore, it includes the use of ICT in teaching the speaking skill.

1.2 Definition of ICT

Generally speaking, ICT refers to the new technologies that help in communicating, creating, and storing information. In addition, it can be defined as a set of tools including computers which help to process and transmit huge amount of data easily and quickly. In this respect, Ramesh Chandra (2003, p.184) defines ICT as a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information."

The previous quotation implies that ICT includes different devices such as: television, radio, cellular phones, satellite systems, computers and network hardware and software, as well as other services related to these materials like videoconferencing and distance learning, which help in disseminating, storing and managing data. ICT has been referred to by the UNESCO(2007) as sorts of technology that are employed in transmitting, processing, storing, creating, displaying, sharing or exchanging information through the use of electronic means.

According to Ann Jackson (2003) ICT refers to the computing and communications facilities and features that diversely support teaching, learning and many other activities in education. ICT can be interpreted into three ways, namely: Information and Communication technology, Information and Communications Technology, and Information and Communication Technologies. In its singular form, communication refers to the process of communicating between people; whereas, communications i.e., the plural form, refer to the whole field of data communications infrastructure. On the other hand, Technologies refer to the specific devices or processes which make up the Technology. A useful definition of ICT is:

…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 devices); software applications; and connectivity (e.g. access to the Internet, local networking infrastructure and video conferencing). The most significant about ICT is the increasing convergence of computer-based, multimedia and communications technologies and the rapid rate of change that characterizes both the technologies and their use.

(Toomey, 2001, Para. 3 qtd in Llord, 2005, p. 3)

However, it is important to know that ICT has a great impact on education since it provides a number of technological tools that help the teaching-learning process. There have been many studies that elucidated the different ICT tools used as a support of the teaching and learning processes in classrooms, as it boosted the opportunities for interaction between students and the accessing for information, etc. ICT can have a positive effect on the teaching and learning processes if it is used appropriately, since it helps the teachers to meet the individual needs of the students as well as gives equal opportunities for the students.

1.3 Components of ICT

ICT works as a means of storing, processing, transmitting and retrieving all kinds of information. Moreover, ICT has a large effect on the social changes of the 21st century, in which distance is no longer a problem in accessing information from all over the world with an internet connection. ICT includes two broad different categories, namely: Hardware and Software.

1.3.1   Hardware

It refers to all the new technological devices used nowadays, such as: computer, projector, video camera, cell-phones, interactive whiteboard, etc.

1.3.1.1   Computer

Computer is a device used to accept and manipulate information based on some programs. According to Williams and Easingwood (2004, p.6) computer is a very puissant and adjustable device that has the ability to process a huge amount of different types of data at the same time with a very high rate. Moreover, Morgan (1997 as cited in Al-Zaidiyeen, 2010, p.212) claimed that when computers are utilized, many processes are involved such as gathering information, facilitating the teaching, involvement in experimental learning, face to face communication, expanding creativity, and the testing of new knowledge.

1.3.1.2   Data-Show/ Projector

The projector is a device used to display pictures, videos, graphs …on a screen when connecting to a computer or a supported device. It is defined by the Advanced English Dictionary as: "An optical instrument that projects an enlarged image onto a screen"

1.3.1.3   Video Camera

It is a device used to take and store photos and record videos. According to the Advanced English Dictionary, it is an instrument used to record videotapes often used by amateurs. While, according to the Oxford dictionaries it is a device used for recording or transmitting videos to a monitor.

1.3.1.4   Cell-Phones

Unlike the standard wired telephone, a cell phone is a small mobile wireless device used for communication either by using a service provider which requires either a pre-paid or monthly billing setup ; or a bunch of communication applications which require internet connection. Moreover it can be defined as a small telecommunicating device that is to link people with each other from different places, shortens the distances and conserves time too.

1.3.1.5   Interactive Whiteboard

The interactive whiteboard is also called "the magic board". It is an easy to use device, since there is a special pen to write on it and it is easy to be cleaned. Moreover, the interactive whiteboard works as a screen when the projector is used during the lesson. The first interactive whiteboard was manufactured by SMART Technologies Inc. in 1991.

1.3.2   Software

It refers to the programs used to manage the computer such as the operating system (OS), internet, Microsoft tools like Word, PowerPoint, etc.

1.3.2.1   The Operating System

The operating system (OS) is the most important program that runs on a computer in order to run other applications and software. There are different names of the operating systems such as Windows (XP, VISTA, 7, 8, and 10) and MAC.

1.3.2.2   Internet

It is the most important tool that dominates the whole world as it is used in all fields. It becomes a sine qua non condition in our life as it plays a crucial role in communication in the new era. It is defined by the Oxford Dictionaries as: "a global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols."

1.3.2.3   Microsoft Word

Microsoft Word is word processing software that allows users to create and edit text documents. It comes under the Microsoft Office suit with other software such as Excel.

1.3.2.4   Microsoft Power Point

It is a Microsoft Office product that provides users with an interface to design multimedia slides to be displayed on a projection system or personal computer. The software incorporates images, sounds, videos, text, and charts to create an interactive presentation.

1.4 The Use of ICT in Education

Education is the central emphasis in the era of economic development and social justice. Even though, the worldwide illiteracy has been declined in the last few decades, the emphasis on knowledge is always increasing. In the past, though the half of the population was illiterate, societies could prosper economically. However, in this new era, i.e., the information era, most of the population has to be literate in order to remain economically competitive and prosper in this widespread knowledge-driven economy.

In order to develop education, it is highly recommended to integrate new technologies to encourage the learners who have been excluded from schools or universities for either cultural or social reasons. In some cultures like the Algerian culture, according to some traditions the interaction between the two genders i.e. male and female, is forbidden; thus, girls might be forced to leave the schools. In this case, ICT may play an important task as a new technique that helps the excluded students fulfill their studies.

Different devices that support the internet connection such as the computers and the cell phones have created a good atmosphere for the learners who had left the schools based on the cultural traditions to continue their studies from their homes or small learning centers. To sum up this part, one can say that the new technologies play an important role as a facilitator of communication and schooling for the excluded learners especially women, who have to follow strict traditions.

1.5 The Significance of ICT in Language Teaching

ICT is becoming widespread in university classrooms, as it allows teachers to diversify their lectures, display more information and enhance their students' learning. Moreover, the use of different technologies in the classroom may help the teachers to save time and energy, as well as make students pay their attention to the course content. In this vein, Joke Voogt and Gerald Knezek (2008, p.335) argue that "technology has become a powerful catalyst in promoting learning, communications, and life skills for economic survival in today's world." According to them, technology is a powerful tool capable of paving high-speed highways from the outdated educational systems to a new system that gives opportunities for all learners, and serves the needs of the 21st century work, communication, learning and life.

Technology is one of the main drivers of both social and linguistic changes, as it provides numerous options in terms of improvements. For instance, technology is making the teaching-learning process more interesting and productive.

1.6 The Appropriate ICT to be Used Inside an EFL Class

There are many ICT tools used in different areas. However, when talking about education not all the tools have to be used. There are specific set of ICT tools that can be used inside the classrooms to help in the development of the teaching-learning process. The "digital natives" challenge the teachers to integrate the ICT in the classrooms in order to facilitate the teaching, break the routine, as well as to create the sense of creativity and innovation.

In the same line of thought, Padurean and Margan (2009) state:

The application of ICT gives more opportunities for communication between peer learners: they can exchange information in real time, they can participate in blog discussions, work in teams on different projects, exchange emails, search for information, etc. By using the authentic material provided by the Internet, we will have a better insight into the culture of the country and people whose language we study. (p.98)

The first ICT tool that should be used inside the EFL classrooms is the computer. Teaching the language needs to occur inside a language laboratory, that should contain a number of computers i.e. at least one computer for each student. In this case, the students can use their computers to follow the lecture with the teacher using the word program, and at the same time check the dictionary for difficult words. This technology i.e. computer, helps the students in saving their works as well as using the different applications to share files and documents; thus, a sense of participation and co-operation will be enhanced.

One of the most effective ICT tools that should be used in the classroom is the internet, as it provides different resources for the process of research for both the teachers and the students. Moreover, these resources help the students to build a kind of critical thinking.

Besides, Projector is a very important device to be used inside the EFL classrooms. In order to use the projector, the teacher should connect it to a computer i.e. either his/her personal computer or a desk computer belonging to the institution, and project the computer screen to the white board designed for the projection. While projecting the documents such as Pdf, PowerPoint or Word, the students may take notes about the lecture while the teacher is explaining.

Interactive whiteboard (IWB) is a sensitive screen that works with touching or a designed pen. In order to use the IWB, it should be connected to a computer and a projector. Using IWB is an effective way to interact with different digital contents during the teaching-learning process. Moreover, the teachers can design

different activities using the IWB, such as: manipulating text and images, taking notes using the digital ink, and viewing web sites as a group.

Blogging is a new tool for sharing common interested written works with the students, the teachers and even the public audience thus the readers will give their comments on the written works. A fifth grade student at St-Joseph in Stephen Downes, (2004, p.14) writes:

> The blogs give us a chance to communicate between us and motivate us to write more. When we publish on our blog, people from the entire world can respond by using the comments link. This way, they can ask questions or simply tell us what they like. We can then know if people like what we write and this indicate[s to] us what to do better. By reading these comments, we can know our weaknesses and our talents. Blogging is an opportunity to exchange our point of view with the rest of the world not just people in our immediate environment.

Furthermore, the teacher can use the blog in order to share some lectures, as well as give some appointments to his students so that the students will solve them and put the results on the same blog.

Besides, the headsets and the speakers are considered as important tools inside the oral EFL laboratory. They are directly connected to the computer/s. Generally every student in the classroom should have a headset in order to listen to some audio sketches and record their voices during an oral exam. On the other hand, there should be at least one speaker inside an EFL laboratory in order to listen to some audio materials in group during a presentation or during the teacher's lecture.

CALL, Computer Assisted Language Learning, can also be used as a tool in education. It can be defined as any process in which the learner uses a computer to improve foreign language competencies. It includes not only computers but also smart phones, tablets, MP3 players, etc.

There are numerous ICT tools that can be used inside the EFL classrooms. However, there is discrimination when moving from one institution to another, because this depends on the availability of ICTs as well as the students' need and the method used by the teacher. Moreover, there are teachers who allow the use of the cell phones and tablets as learning devices inside the classroom.

1.7 The Advantages of ICT

In the 21st century, no nation can prosper without the use of ICT in education, since ICT is considered as the fuel of educational development. ICT based education is an important part in developing new ideas in the course content as the curriculum, and creating new materials and methods of learning and teaching. ICT brings numerous advantages for both the language teachers and learners. Here, we can site some of them. According to www.intel.com, the advantages of ICT for the teachers and learners can be summarized as follows:

To enable personalized learning.

To enhance teamwork and cooperation.

To enhance stem learning.

To measure teacher outcomes.

To bridge the gender gap.

To increase global collaboration.

To involve greater population.

To invest in sound education programs.

To improve academic reporting.

1.8 Brief History of Speaking

Public speaking history dates back many years ago, when ancient civilizations used it to deliver messages. One of the earliest public speakers was the

Old Testament Prophet Moses, who had addressed Hebrew slaves to get them out of Egypt en route to the Promised Land. Moreover, throughout history civilizations have depended on eloquent speakers to inform and uplift audiences for various causes. In fact, some Ancient Greek and Roman speeches continue to be read and studied as literature.

In the period of direct method, speaking started to determine the aim of language. In this era, communication became the basis of grading the language teaching programs. (Richards and Rodgers, 1986, p.10). Once again, oral communication had been interested on in the era of the Audio-lingual Method as there was an emphasis on the structural analysis of spoken language (Savignon, 1983).

1.9 Definition of the Speaking Skill

Citing it broadly, speaking is a daily life interaction between two people or more; however, it can include only one person in the interaction, such as in monologues. In this regard, Trigon et al. (1998, p. 7 as cited in Rayhan, 2014:517) consider speaking as a skill of conveying words, sounds of articulation to express or deliver ideas, opinions or feelings. Moreover, according to Webster (1980, p.1 as cited in Rayhan, 2014, p. 517), speaking has a variety of meanings. First, it is to tell, to say, to make known or as by speaking, to declare or to announce. Second, it is to proclaim or to celebrate. Finally, it is to use or to be able to use a given language in speaking.

Speaking can be seen as a way of generating abstract ideas and thoughts into speech that is understood by the listeners in different situations. In this respect, Widdowson (1994) considers speaking as the physical realization of the abstract systems of the language using the aural medium during a face to face interaction, dialogue or other forms of verbal exchange.

Likewise, Byrne 1986 states:

Oral communication (or speaking) is a two way process between the speaker and the listener and it involves the productive skill of speaking and the receptive skill of understanding. This means that speaking is a process of sharing with another person's knowledge, interests, attitudes, opinions, ideas or feelings which are important aspects of the process of speaking.

(Cited in Rayhan, 2014, p. 517)

Moreover, inside the classroom, speaking is seen as a fundamentally instrumental act that is considered as an interactive process of constructing meaning which includes producing, receiving and processing information. Nilsson (2011) states that speaking is the essential part of English lessons, because when we speak we ask for attention, share our thoughts and feelings with others, and it is important for the teachers to speak as much possible as they can inside the classroom.

Speaking skill is the learner's ability to express himself/ herself orally, coherently, fluently and appropriately in a given meaningful context. Moreover, learners consider speaking ability as the measure of knowing the language, thus they should master it effectively. According to D.Nunan (2002) people who speak and write a second language can aver that they have knowledge about that language.

1.10 Types of Speaking Skill

Speaking is considered as one of the two productive skills of a language. From this point, Brown (2004) has introduced five types of speaking according to the speakers' intention, namely: imitative speaking, intensive speaking, responsive speaking, interactive speaking, and extensive speaking.

a. Imitative Speaking

It is the ability to repeat the speech of others such as words, phrases, sentences. This type of speaking may include different linguistic levels such as

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syntax and lexis in order to convey a meaning or interact in a given conversation, by taking into consideration the pronunciation as an attempt to help learners to be more comprehensible (Brown, 2004, p. 141).

b. Intensive Speaking

Intensive speaking is defined as the production of short stretches of discourse which demonstrate competence in a narrow band of grammatical relationships such as intonation, stress and rhythm; here the speaker must be aware of the semantic properties in order to be able to respond. This type of speaking also includes some assessment tasks like reading aloud, sentences and dialogue completion, and so on (Brown, 2004, p. 141).

c. Responsive Speaking

It involves brief interactions such as short conversations, small talk and simple requests to preserve authenticity with only one or two following up questions as Brown (2004, p, 142) shows in his example:

Marry: excuse me, do you have the time?

Doug: yeah. Nine-fifteen.

d. Interactive Speaking

Interactive speaking is different from responsive speaking in terms of the length and complexity of the interaction. This type of speaking includes two forms of the language, namely: transactional language and interpersonal language. The transactional language aims at exchanging specific information, however, the interpersonal language aims at maintaining social relationships. In the interpersonal language, oral production can be more complex with the use of colloquial language, ellipsis, slang and so on. On the other hand, interactive speaking involves some activities such as interviews, role plays, and discussions (Brown, 2004, p. 142).

e. Extensive Speaking

The extensive speaking is the last type of speaking mentioned by Brown (2004, p, 142). According to him, extensive speaking or monologue includes speeches, oral presentation and story-telling in which the language used is pre-planned and formal, but we cannot rule out certain informal monologues such as casual delivered speeches.

1.11   Speaking Functions

Different attempts have been made in order to classify speaking in human interaction. Brown and Yule (1983) made a useful distinction between the interactional function of speaking, which is related to the establishment and maintainability of social relations; and the transactional functions which focus on the exchange of information. However, Richards (2008) states that there is another framework done by Jones, 1996 and Burns, 1998 which consists of three types of speaking: talk as interaction, talk as transaction, and talk as performance.

a. Talk as Interaction

It refers to conversation which leads to sharing information with others such as recent events, in order to establish a comfortable friendly zone. In this talk function, the emphasis is on the speakers rather than on the message. The interaction may be formal or non-formal depending on the circumstances. As Jack C. Richards (2008:22) claims that there are different features of talk as interaction which can be summarized as follows:

Has a primarily social function.

Reflects role relationships.

Reflects speaker's identity.

May be formal or casual.

Uses conversational conventions.

Reflects degrees of politeness.

Employs many generic words.

Uses conversational register.

Is jointly constructed.

According to Jack C. Richards (2008, p. 23) there are different skills in using talk as interaction; some of them are the following:

Opening and closing conversations.

Choosing topics.

Making small talk.

Joking.

Turn taking.

Interrupting.

Reacting to others.

Using an appropriate style of speaking.

b. Talk as Transaction

In this type of speaking, the focus is on what has been said. The central concern is that the message should be clearly understood, whereas the participants and the social interactions are not of a great importance. In such transactions,

> …talk is associated with other activities. For example, students may be engaged in hands-on activities (e.g., in a science lesson) to explore concepts associated with floating and sinking. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding.

> (Jones, 1996 cited in Jack C. Richards 2008, p. 24)

According to Jack C. Richards (2008, p.25), there are different examples concerning talk as transaction:

Classroom group discussions and problem-solving activities.

A class activity during which students design a poster.

Discussing needed computer repairs with a technician.

Discussing sightseeing plans with a hotel clerk or tour guide. Making a telephone call to obtain flight information.

Asking someone for directions on the street.

Buying something in a shop.

Ordering food from a menu in a restaurant.

Burns 1998 (as cited in Jack C. Richards 2008) distinguishes between two types of talk as transaction. The first one includes situations where the focus is on the process of receiving and transferring information in which the participants are interested primarily on what has been said or achieved. This means that the emphasis is on the way of sharing information and the results of the speech or the act, such as asking for directions. Moreover, the emphasis is on the understanding of the message, and not on the correct use of grammar inside the utterance. The second type deals with obtaining goods or services such as checking into a hotel, or ordering food in a restaurant.

c. Talk as Performance

The third and the last speaking function is talk as performance. It refers to public talks made in order to share information such as classroom presentation, public announcements and speeches. According to Jones 1996 (as cited in J. C. Richards 2008:27) spoken texts of this kind

> …often have identifiable generic structures and the language used is more predictable… because of less contextual support, the speaker must include all necessary information in the text – hence the importance of topic as well as textual knowledge. And while meaning is still important, there will be more emphasis on form and accuracy.

This means that the language in this type of talk should be predictable and all the information should be included. Moreover, accuracy is as important as the meaning of the message. This type should be in the form of monologue rather than dialogue, and it should follow a recognizable format. In fact, it is like the written language that is evaluated according to its impact on the listeners. As Jack C. Richards (2008, p. 27) claims there are some examples of talk as performance:

Giving a class report about a school trip.

Conducting a class debate.

Giving a speech of welcome.

Making a sales presentation.

Giving a lecture.

According to Jack C. Richards (2008, p. 28) the main features of talk as performance are:

A focus on both message and audience.

Predictable organization and sequencing.

Importance of both form and accuracy.

Language is more like written language.

Often monologic.

According to Jack C. Richards (2008, p. 28) some of the skills involved in using talk as performance are as follows:

Using an appropriate format.

Presenting information in an appropriate sequence.

Maintaining audience engagement.

Using correct pronunciation and grammar.

Creating an effect on the audience.

Using appropriate vocabulary.

Using an appropriate opening and closing.

1.12   The Relationship Between Speaking and Other Skills

Speaking is one of the four skills of the language, and cannot be learned without the other skills. In other words, the language four skills can be regarded as a set of complementary skills, in which one skill depends on the other. In addition, the speaking skill is very important in combining the other skills.

a.   The Relationship Between Speaking and Listening

Brown (2001) suggests that there is a natural link between speaking and listening. This means that whenever there is speaking there is listening. Moreover, language teachers inside the classroom should focus on both skills in order to reach the aim of teaching the language, because speaking and listening complete each other.

b.   The Relationship Between Speaking and Writing

Speaking and writing are both seen as important aspects in the teaching and learning of the foreign language (FL). Even the fact that they are seen as the productive skills of the language, they are different in many aspects, such as the oral language might include incomplete sentences, incorrect grammar or a number of repetitions; while, the written language should be well structured and include complete sentences. Though historically, socially and even politically it has been proven that speech occurs before writing, the two language skills are considered as "two facets of the same coin", thus complementary.

Communication using languages can be achieved in two different ways: either spoken or written. In the language learning context, it is commonly believed that the written form is more difficult than the spoken form. However, according to Halliday (1985 as cited in Artini 1998:40) "speech and writing are different but we cannot say that one is superior than the other." This means that each skill has its own complexity, and cannot be better or worse than the other.

1.13 Learners' Speaking Problems

Speaking is a challenge to the majority of foreign language learners, even those who have spent years in studying the foreign language. This implies that there are some obstacles that we should shed light on. One of the most recognizable speaking problems is students' mistakes. Harmer (2001) states three types of mistakes, namely: slips, errors and attempts. Slips are the category of mistakes that students can correct, because they know the rules; however, in the case of errors, students have wrong rules and cannot correct themselves. The last type of mistakes, attempts, refers to the case where the students want to express ideas but cannot utter them. Another problem is the lack of motivation. Generally, students are de-motivated and they do not pay attention to oral courses. This is the result of the repetition of uninteresting topics and activities, as well as the use of traditional materials and techniques that should be refreshed.

The aim of the speaking skill is to enhance communicative efficiency. There is hesitation whenever learners want to express themselves; cliché expressions which fill in pauses, much repetition and frequent indefiniteness as the speaker seeks the most convenient combination of element to express his intended meaning (Rivers, 1968, p. 192-8). These problems are made because of the lack of self-confidence and the fear of making mistakes. Many students think that it is better to stay silent than to speak in front of the class with a language full of mistakes, because they have a belief that their oral participation may put them in trouble, such as embarrassment, and mocking from their classmates. They also fear being corrected frequently by the teacher.

Teachers should take notes about the students' pronunciation and grammatical mistakes during a discussion, rather than interrupting while the student is speaking. At the end of the discussion the teacher can mention the mistakes made by the students during the talk. Thus, the students will feel secure and comfortable to interact during the course without any problems. Foreign language teachers should be aware of the fact that most students are suffering from the lack of vocabulary, such as: students face difficulties in finding the appropriate words, they

struggle to express their thoughts orally, and they believe that they are unable to speak where they have limited choice of expressions. Hence, most of the time they use words that are not appropriate to fulfill the idea they want to transmit. In this case the job of the teacher is to encourage students to enrich their vocabulary through, for instance, reading small novels or stories. The teacher could also use different activities in which he/she gives the opportunity to the students to develop their limited amount of vocabulary.

The first language interference causes a big problem for many learners, as they start thinking and generating ideas in their mother tongue and translate them into the target language. Furthermore, they produce wrong utterances and often meaningless, which can lead to misunderstanding. In this situation, the teacher should put in his/her students' minds that they have to construct their ideas and thoughts in the target language instead of thinking in the first language and translate the ideas into the target language. Improving the oral proficiency in the target language can be realized through the establishment of comfortable and friendly atmosphere, where the students feel at ease with their teacher and classmates. Moreover, the teacher should motivate his students to make them want not just need learning.

1.14   Accuracy and Fluency

Accuracy and fluency are two factors that determine the success of English students in the future. Accuracy is the fact that the speakers can speak the language correctly, i.e., the speakers know the grammatical rules and phonology and can apply them in real communicative situations. In other words, the speakers are speaking accurately even though they make few mistakes. On the other hand, fluency is the fact that the speakers speak English quickly and easily i.e., it concerns how fast the speakers are talking the target language even with few breaks and pauses.

There are students speaking the English language fluently with few mistakes which do not cause problems to the flow of the discussion; however, there are others who know the rules but when it comes to speaking they cannot speak without pauses. In fact, it is great to speak English in a fluent and natural way, but it is better to know the other elements such as grammar, morphology and so on. Hence, it is important in real life situations if the students can make a balance between accuracy and fluency.

1.15   ICT and Speaking

The use of technology has a great impact on EFL learners' speaking ability inside and outside the classroom. Visual aids are effective tools in the student's presentations, as they give the student something to refer to, in order to make the presentation more organized. What is more, these tools give opportunity to learners to interact with the audience, while presenting the work. Thus, the student would feel more relaxed.

Digital camera is one of the technological tools to be used inside an EFL classroom; it is considered as a helpful tool to record role plays and presentations, which would be corrected later on by the teacher or by the student him/herself as a kind of self-evaluation. This technique breaks the ice between the students and the teacher, as well as it makes the students familiar with the technology.

In overcrowded classrooms, loud speakers are a necessity to make sure that all the students grasp what the teacher is saying. Normally, oral expression is taught in small groups, however in some cases the laboratory is crowded. In this case, the teacher should use the loud speakers to transfer his/her message effectively.

Almost every language laboratory contains computers and projectors, which are the most important tools used by teacher. Moreover, they are easily used by students, because they know how to use them. Teacher can use them (computers

and projectors) to display images and videos for the students, who will discuss them.

Through the use of ICT, the teacher can build a strong relationship with the students. However, the students will interact with the teacher thus they would be good speakers of the target language, and this is the aim of teaching foreign languages.

1.16   Conclusion

As a conclusion, ICT might introduce new things to the teaching learning process, and this requires the effective use of the computer as a teaching tool inside the classroom. Thus, the use of ICT leads to new pedagogical changes, which create new pedagogical roles. This chapter has been intended to introduce the effect of the use of ICT materials on the teaching of second/ foreign language classrooms. Moreover, this chapter focuses on the impact of using ICT in the teaching of oral production in EFL classes, in which the teachers might use some effective methods to improve the students' speaking skill.

Additionally, this chapter is devoted to discuss speaking skill, its types and significance from different angles. Speaking as an important skill in EFL classes needs the implementation of ICT in which there are a number of supporting techniques that help to develop the students' language proficiency, and at the same time make them responsible for their own learning process. All in all, this chapter has been intended to be a theoretical overture of the most important role of ICTs in teaching the oral production in order to evaluate the EFL learners' oral performance, before validating the hypothesis of the present work.

The following chapter will highlight a discussion of the rationale behind the choice of the case study as a research design, the choice of the methodology used to conduct the present work, as well as, analyzing the main research findings.

Chapter Two
Research methodology

Chapter two :Data Analysis and Interpretation

2.1 Introduction

In the field of instruction, the integration of ICT is considered as a conceptual revolution, and an innovative practical tool in foreign language classrooms. However, the presence of ICT in language classrooms is gradual and fragmentary, and sometimes even totally absent.

First of all, this chapter provides an overview about the use of ICTs and its importance at Tlemcen University, at the Department of English. Then, it describes the research methodology and followed by a full description of the data collection. To do so, teachers' interview and students' questionnaire will be used as instruments in this study to collect data. Finally, it concludes with the discussion and interpretation of the main results as well as some suggestions and recommendations.

2.2 Tlemcen University and ICT

Implementing ICTs in the field of education at the tertiary level becomes a necessity. In the department of English at the University of Tlemcen, ICT is available in different forms inside the English language laboratories such as the internet, the computers, the projectors and the speakers.

In implementing ICTs in teaching oral production, the teachers play the major role. In addition, in order to successfully implement the ICTs strong infrastructure and resources are needed. However, in the oral production module there are some issues such as poor connectivity as well as few learning materials. Besides teachers have just a basis knowledge concerning ICTs, and this is one of the main problems to be fixed through organizing teachers' training in the field of ICTs

2.3 Research Methodology

The first chapter presented the theoretical part related to the current study, while the second chapter presents something more practical. In this chapter, the research methodology is presented in detail including the rationale behind the use of the case study and a discussion of the advantages of using both methods, i.e., qualitative and quantitative approaches, which give a clear comprehension of the study.

This present research work is a case study involving both EFL teachers and students of Tlemcen University. According to Yin (1984, p.23 qtd. in Zaidah Zainal, 2007, p.2) "A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.".

Consequently, in the current study, understanding the importance of ICTs in oral EFL classrooms (the case under investigation in this work), combining both qualitative and quantitative approaches help to seek more reliable and valid results, so that data can be representative of a true and full picture of integrating ICT in oral production courses.

2.3.1 Data Collection

In conducting a research work, data collection is an essential component, and it is perceived as a hard task.

There are different data collection instruments, however, in this work the researcher worked only with two instruments namely interview with EFL teachers and questionnaire with EFL students. In this section, the setting and the participants profile involved in the study are highlighted, in addition to a detailed description of the instruments used.

2.3.2 Setting

The setting for this research work was the Department of English University of Tlemcen. The researcher deals with both EFL teachers and students as sample population during the academic year 2016/2017.

According to Polit and Beck (2003, p.50) "The term population refers to the aggregate or totality of those confirming to a set of specifications". Hence, the population is the group of people whom the study is about, and from which the sample is usually taken.

This research aims at drawing interest from both EFL teachers and learners to use ICT as an attempt to raise awareness about its great effects and contribution to the teaching of speaking skill.

2.3.3 Participants' Profile

This part of the work is meant to introduce the profile of the population the researcher worked with, the EFL teachers' and students' profiles.

2.3.3.1   Teachers' Profile

The main aim of dealing with EFL teachers is to give their points of view concerning the use of ICTs in EFL oral production courses. The teachers taking part in this study hold 'Doctorate' degree. All of them are sometimes at a loss because they have to design their own courses through using different methods in different situations, and this makes the task of University teachers including oral expression teachers a difficult one.

Since the present work deals with how ICTs stimulate EFL learners' oral skill, four EFL teachers of oral production module are selected with the present study, because they have more experience than novice teachers in this domain of speaking , and can discuss and comment matters of interest to the researcher to make more reliable conclusions about the topic discussed.

2.3.3.2 Students' Profile

The participants in the present case study are selected randomly as a sample of population from different EFL second year groups, who are required to deal with oral production module. What is striking is the high proportion of female students compared to males. Also, it is important to mention that the level of these learners was quite heterogeneous to their different knowledge, backgrounds and use of the target language.

2.3.4 Research Instruments

According to Zoltán Dörnyei and Kata Csizér (2011, p.75) "The backbone of any survey study is the instrument used for collecting data." Hence, based on a multi method approach, which requires multi resources of data collection, the present study has been designed. Furthermore, the collected data are based on two instruments, the teachers' interview as a primary instrument and students' questionnaire as secondary instrument.

2.3.4.1   Questionnaire

Questionnaire is an instrument used for data collection. It is a set of questions to be filled out by the respondents in order to obtain their personal views and interests (Brehob, 2001). In addition to this definition, the questionnaire is defined ina more structural way as "a method for the elicitation, and recording and collecting information". (Kirakowski, 1998).

In second language research, the use of questionnaire is one of the most often employed tools to collect data and information. The high popularity and main attraction of the use of the questionnaire is probably due to the argument that by administering a questionnaire to a group of people, one can collect a huge amount of information in less than an hour, and the personal investment required will be a fraction of what would have been needed for, say, interviewing the same number of people. Furthermore, if the questionnaire is well constructed, processing the data can also be fast and relatively straightforward, especially by using some modern computer software. (Dörnyei 2003, p.9)

2.3.4.2   Interview

The interview is one of the data collection instruments used between the interviewer and the interviewee(s), in order to obtain deeper understanding of a specific topic. Kval (1996, p.14) defines the interview as "an interchange between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situatedness of research data". (L. Cohen, L Manion, & K. Morrison, 2000, p. 267).

2.3.5 Data Analysis and Interpretation

In the field of education, the integration of ICT becomes a necessity inside the language classroom. This part of the research will deal with the analysis of the gathered data from the two research instruments used as well as the relationship between the results and the raised hypotheses.

2.3.5.1 Analysis of Teachers' Interview

Item one: Do you have some experience with the use of ICTs?

Teacher 1:

Yes, of course. I have been using ICT from the beginning of my career.

Teacher 2:

Yes, it was my first module to teach at the department and I use it in my teaching.

Teacher 3:

Yes, as I taught ICT as a separate module, and used it to certain extent in my oral class.

Teacher 4:

Yes.

This question is asked to know the level of experience teachers have concerning ICT. All the teachers claimed that they have some experience about ICT use. They stated that they have been using ICT from the beginning of their careers.

Item two: What kind of equipment are you using exactly inside your language laboratory?

Teacher 1:	Teacher 2:	Teacher 3:	Teacher 4:
Computer	Computer	Laptop.	Laptop
Data-show	Data-show	Data-show.	Data show
Head speakers	Head speakers	Loud speakers.	Head speakers.

This question is very important as it investigates the daily use of ICT inside language laboratories. All the teachers agreed that they use computers and projectors because these materials are easy to be used and they are available all the time and they can provide a sufficient amount of information. Videos and audios are used also as well as loud speaker. Different technological tools are used by different teachers according to their needs and to the course design too.

Item three: Do you think that you are familiar with all materials you are using?

Teacher 1:

Yes, it is a must to be familiar with the equipments.

Teacher 2:

Yes, I am familiar with the available equipments at the department. Teacher 3:

Yes, I am.

Teacher 4:

Yes**.**

This question tries to investigate the extent of EFL teachers' familiarity with ICT. According to the results, teachers are familiar with ICTs and they know how to use them appropriately. This implies that these teachers who have long experience using ICT became closer to these tools.

Item four: What are the necessary ICTs inside language laboratory?

Teacher 1:	Teacher 2:	Teacher 3:	Teacher 4:
Laptop.	Computer	Laptop.	Computer
Loud speakers	Head speakers	Loud speakers.	Speakers
Data-show	Data-show	Data-show	Qualified room
	Microphone		Headphones
	Tape recorder		Data-show.

The aim of this question is to know the suitable ICTs to be used inside the language laboratory. Teachers agree that the computer and the data show are necessary tools inside the language laboratory. Some teachers stated that the loud speaker is necessary, while others claimed that the head speakers, microphone and the tape recorder are necessary.

Item five: While using ICTs, did you face any difficulties inside the language laboratory? How did you solve them?

Teacher 1:

Electricity problem

Discussion or doing exercises

Teacher 2:

Functionality of the materials

Getting familiar with the equipments

Teacher 3:

The unavailability of the data-show and the loud speakers.

To do the lecture with printed materials.

Teacher 4:

Problems with the speakers, data-show.

To stop using the ICT and move to something else, for instance if I am doing listening, I move to speaking.

The question aims to investigate different problems that teachers are facing inside their oral classes; the question is open that is why the teachers answered differently. All teachers answered yes; they are facing difficulties. They focused on difficulties between the teachers and the ICT equipments. In order to overcome these problems, teachers suggest different ways and techniques such as having group discussions or getting familiar with the equipments.

Item six: How many lectures the oral expression module takes per week? Do you think they are enough?

Teacher 1:

There are two sessions of one hour and a half. They are not enough because it is impossible to make all the students speak.

Teacher 2:

There are two sessions and they are not enough because developing the oral proficiency needs many sessions.

Teacher 3:

There are two sessions per week and they are not enough.

Teacher 4:

There are two sessions per week, and they are not enough.

The aim of this question is to get an idea about how much time oral expression classes are taking and if that time is sufficient. The teachers answered "two sessions (three hours) per week"; all teachers agreed that it is not enough at all, because students could not realize enough success in the target language and they cannot express themselves. To learn a language, you have to learn how to communicate in it; improve the speaking abilities. Unfortunately, time is too short thus teachers cannot make all the students practice the language and benefit enough from the oral expression courses.

Item seven: Have you ever taught oral expression without using any ICTs?

Teacher 1:

No, I never taught oral production without ICT

ICT   is   a

must Teacher 2:

Yes, when there was no electricity or when we had just group

discussion. Teacher 3:

It depends if I need it or not, and I do not need it all the time.

Teacher 4:

Yes, when there are many students and less equipments.

Through this question the researcher attempts to know whether the teachers taught without the use of ICTs. From the teachers we asked one has answered that he taught oral expression without using ICTs when there is no electricity or he had group discussions. The second teacher said that he has never taught without ICT because simply it should take part in the teaching process. On the other hand, the third teacher stated that the use of ICT depends on the topic, while the last teacher claimed that the number of students and the lack of equipments led him to not use ICT.

Item eight: What is the difference that ICTs makes in your class?

Teacher 1:

ICT is a support.

It gives a vivid image about how the language is used by native speakers.

Teacher 2:

It brings a big difference from the old fashion of teaching. A class without ICT is a little bit boring

ICT creates an atmosphere of motivation

Teacher 3:

It motivates the students.

It shows real input about the native speakers.

It creates the real life environment.

It makes the input more authentic.

Teacher 4:

To attract the intention of the student.

The aim behind asking such question is to know the importance of the use of technological tools and the difference they make inside the oral class as well as its influence on learners. All the teachers agreed that integrating ICT makes a total change to the class. First of all it gives an authentic image about the native speakers, and it attracts students and helps them to become more motivated and they would enjoy learning. In addition, without the use of ICT a class would be boring.

2.3.5.2   Analysis of Students' Questionnaire

This questionnaire is a semi structured questionnaire consisting of 20 questions, which are arranged in a logical way. They are either closed questions requiring from the students to choose "yes" or "no" answer, or to pick up the appropriate answer from a number of choices or open questions requiring from them to give their own answers and justify them.

Section one is devoted to students' background information. The students are asked to specify their gender, age, and evaluate their level in English. In section two, questions are asked to know about students' attitudes toward learning using computers; while, the third section is about learners' attitudes towards the speaking skill.

The 30 EFL students who responded to the questionnaire were taken from different groups of second year license degree at Abou Bakr Belkaid University of Tlemcen.

Section 1: Background Information

1) Gender   Male ☐   Female ☐

Gender	Number	%
Male	13	43,33%
Female	17	56,67%
Total	30	100,00%

Table 2.1: Students' Gender
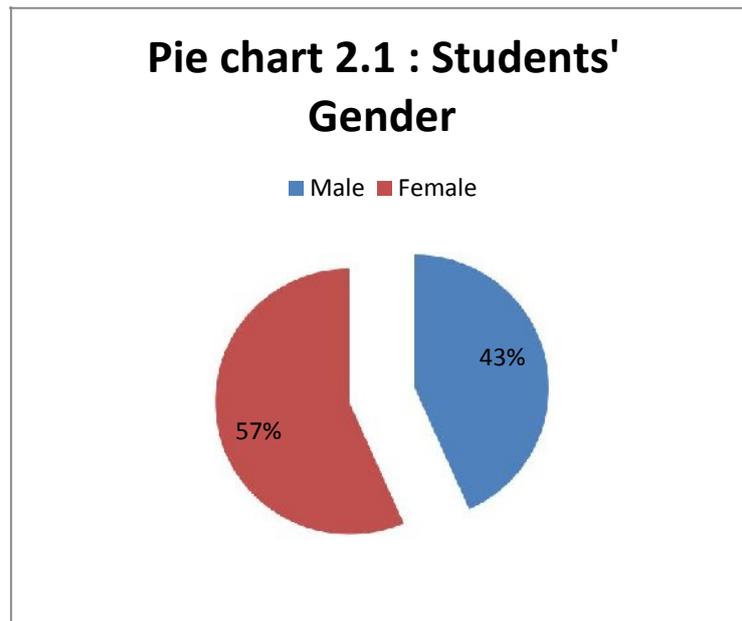
This question is asked to know the gender of the students participating in this research work. This pie chart reveals that female students are more than male. In fact; the examiner has recorded 13 (14.33%) male and 17 (56.67%) female subjects. This adds nothing to the work except that girls are to be more interested in using ICT tools.

2) Age: ....

Age	Subjects	%
18~20	21	6,67%
21~23	7	13,33%
24~32	2	3,33%
Total	30	100,00%

Table 2.2: Students' Age

Pie chart 2.2 : Students' Age
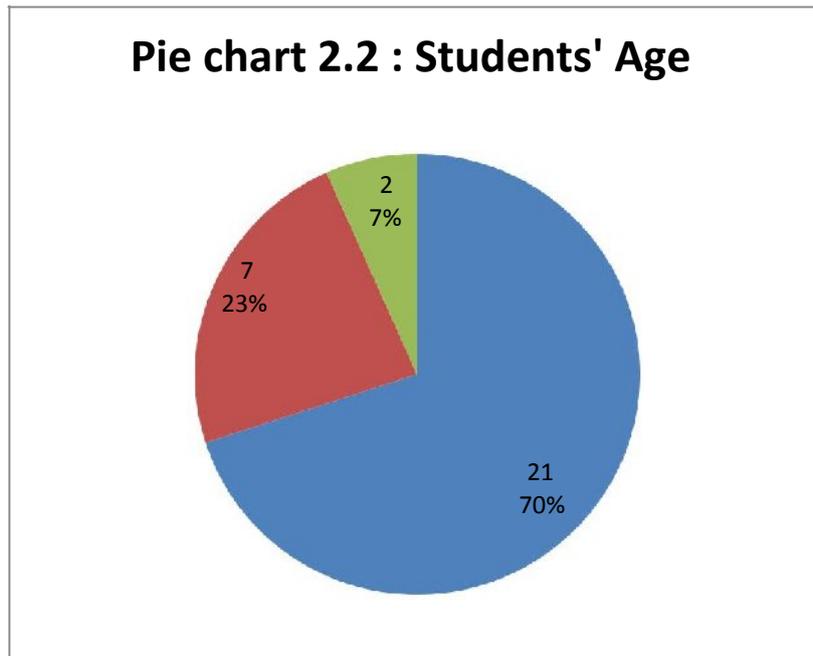
This question tries to look at the different age groups of the students in order to know if they are mature enough to be aware about the use of ICTs. The results show that there are three age groups. The first group includes 21 (6.67%) students who are between 18 and 20 years old, some of them started their studies when they were 5, i.e., students who are 18, others have never repeated the year and some others who probably repeated one year in either of the previous cycles or even the current cycle. The second age group includes 7 (13.33%) students whose age varies from 21 to 23 years old, and they have repeated two to four years. Whereas the last group includes 2 (3.33%) students one aged 24 and the other 32, who have either repeated many years or changed the specialty after finishing one specialty. Therefore, we may deduce that most of them are mature enough, and therefore conscious about their learning needs and their interests.

3) Your level in English is

Good ☐   Average ☐   Less than average ☐   I do not know ☐

Level	Subjects	%
Good	11	36,67%
Average	16	53,33%
Less than average	0	0,00%
I do not know	3	10,00%
Total	30	100,00%

Table 2.3: Students Level in English

Pie chart 2.3: Students' Speaking Level
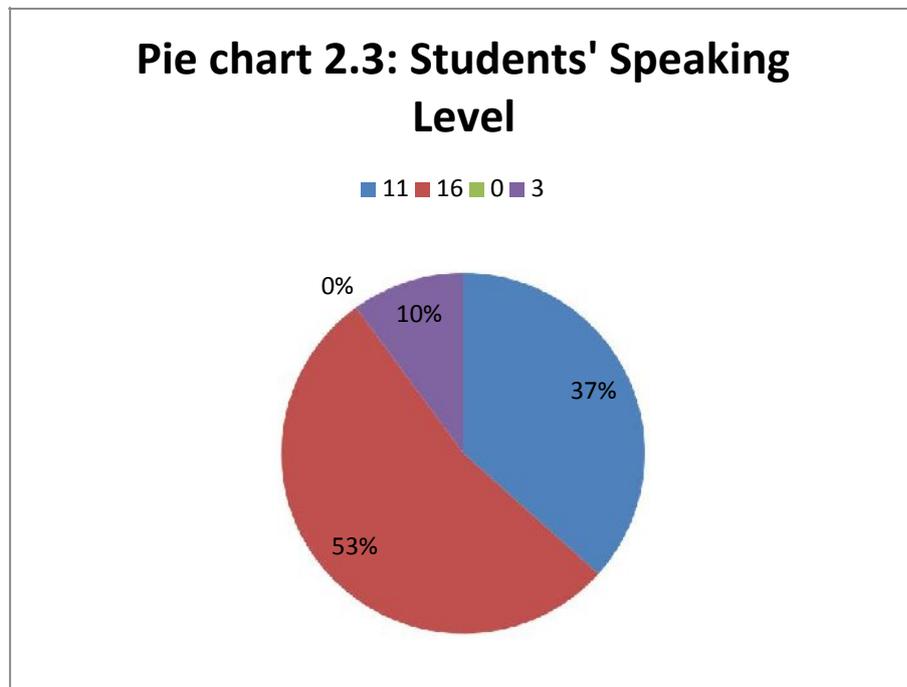
The aim of this question is to test the students' level in English. We can notice that the highest percentage of students 53.33% claims that their level in English is average. Others 36.67% show that they are good in English. Some others 10% say that they do not know their level at all. While, no one claimed that their level is less than average.

Section (2): Learners' Attitudes toward Learning Using Computers.

1) Have you worked in classroom with computers yet?

Yes ☐   **No** ☐

Options	Subjects	%
Yes	16	53,33%
No	14	46,67%
Total	30	100,00%

Table 2.4: Students' Rate of Working with Computers

Pie chart 2.4: Students' Rate of Working with Computers
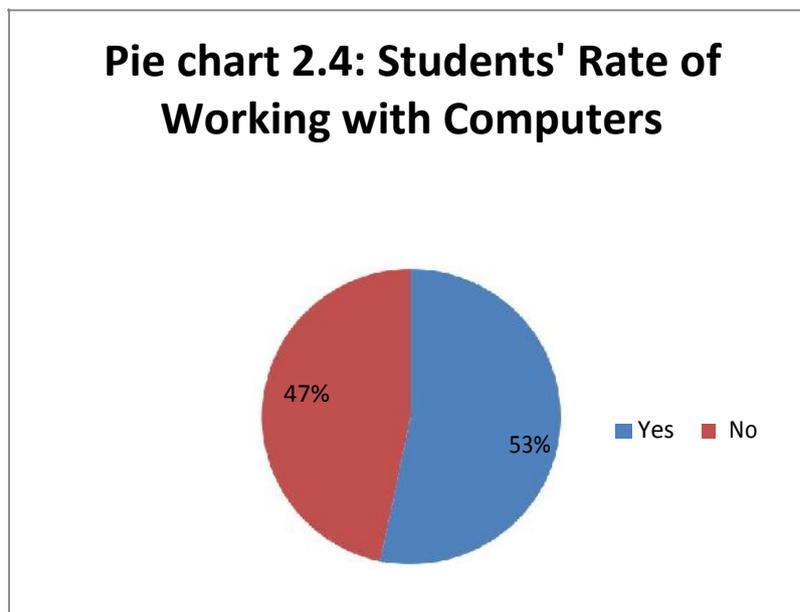
This question seeks to investigate whether students work with the computers outside the classroom. The pie chart above shows that 16 (53.33%) students have already worked in the classroom with computers while 14 (46.67%) of them have not experienced it. This data indicates that more than the half of the participants has used computers inside the classroom.

2) How often, if at all, do you use social networking, instant messaging, watch videos/live TV on websites, upload video/photo content to internet, use wikis/blogs/online networks?

Regularly ☐   Sometimes ☐   Rarely ☐   Never ☐   Do not know ☐

Options	Subjects	%
Regularly	14	46,67%
Sometimes	14	46,67%
Rarely	2	6,67%
Never	0	0,00%
I do not know	0	0,00%
Total	30	100,00%

Table 2.5: Students' Use of Computers

Pie chart 2.5: Students' Use of Computers
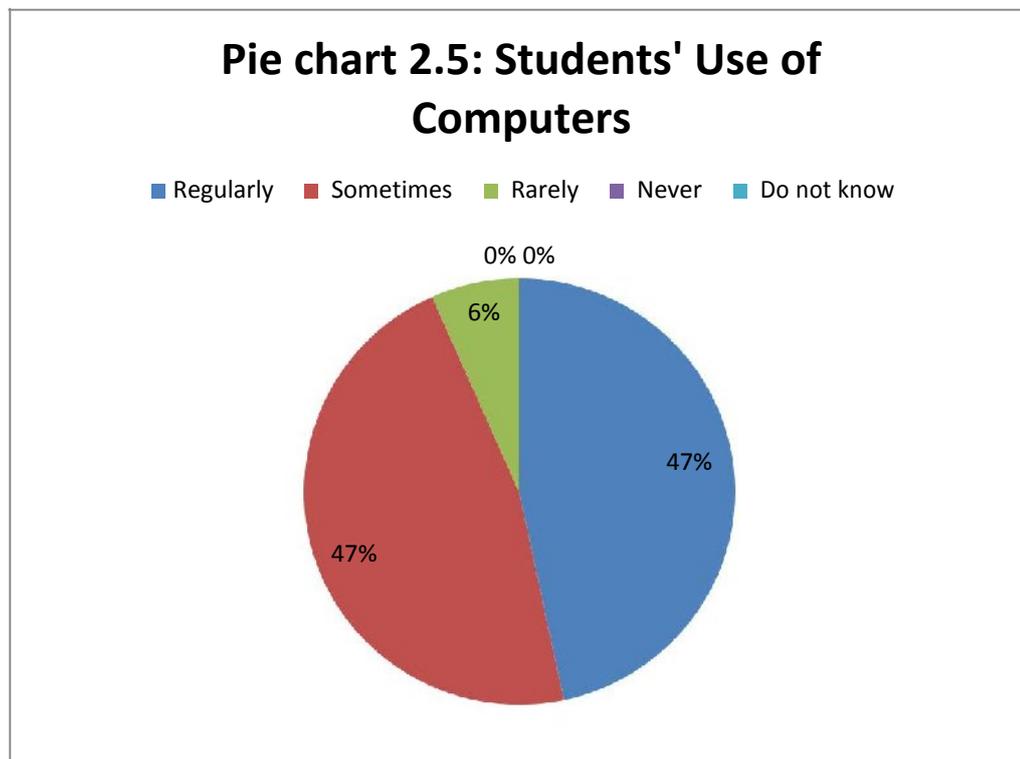
* What do you use much more?

Options	Subjects	%
Listening	1	2,86%
Watch videos	15	42,86%
Instant messaging	8	22,86%
Wikis & blogs	11	31,43%
Total	35	100,00%

Table 2.6: Students' internet browsing activities

Pie chart 2.6: Students' Internet Browsing Activities

- Listening
- Watch videos
- Instant messaging
- Wikis and blogs

3%
31%
43%
23%
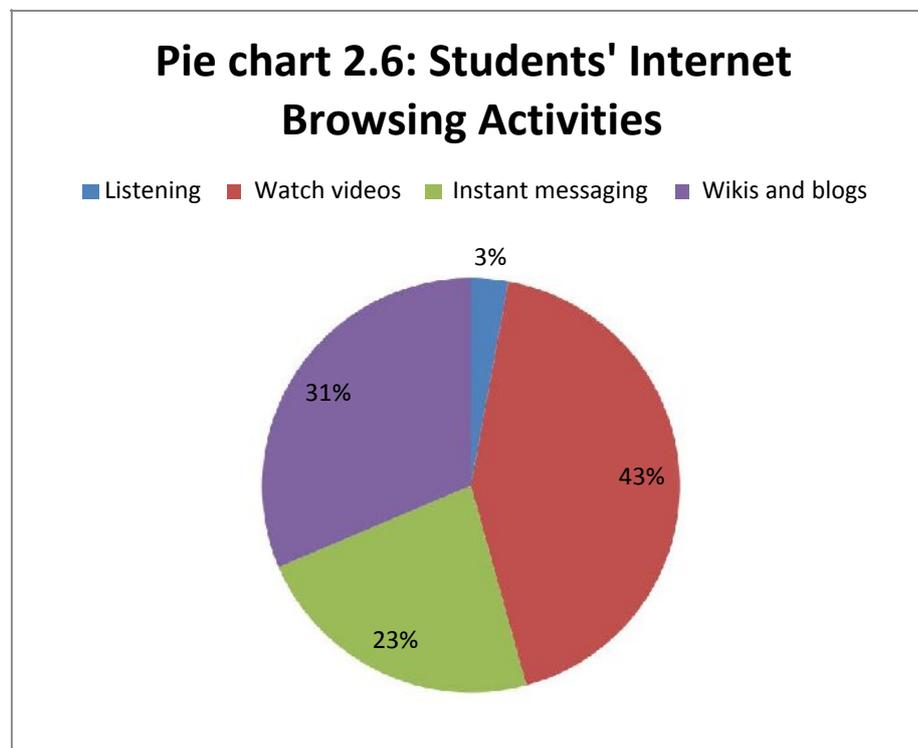
These two questions attempt at looking at rate of students' use of computer and for what purpose. The results show that students are familiar with technology and are usually able to judge its potential. Also, it shows that these students are likely to spend more time using ICT and use a wider range of techniques, hardware and software. Besides, the analysis of this question shows that 15 (42.86%) students

watch videos on the internet more than any other thing. In addition, 11 (31.43%) students of them use wikis and blogs for their research. Furthermore, 8 (22.86%) of the students use instant messaging like Facebook and other social networking applications to chat with their mates and friends as well as to publish pictures and videos and even having live broadcasts. Only one (2.83%) of the students mentioned that he/ she is using the computer for listening.

3) Do you enjoy learning using Information and Communication Technology inside the classroom?

Yes ☐   No ☐

Options	Subjects	%
Yes	29	96,67%
No	1	3,33%
Total	30	100,00%

Table 2.7: Students' Enjoyment of the Use of ICT

Pie chart 2.7: Students' Enjoyment of the Use of ICT
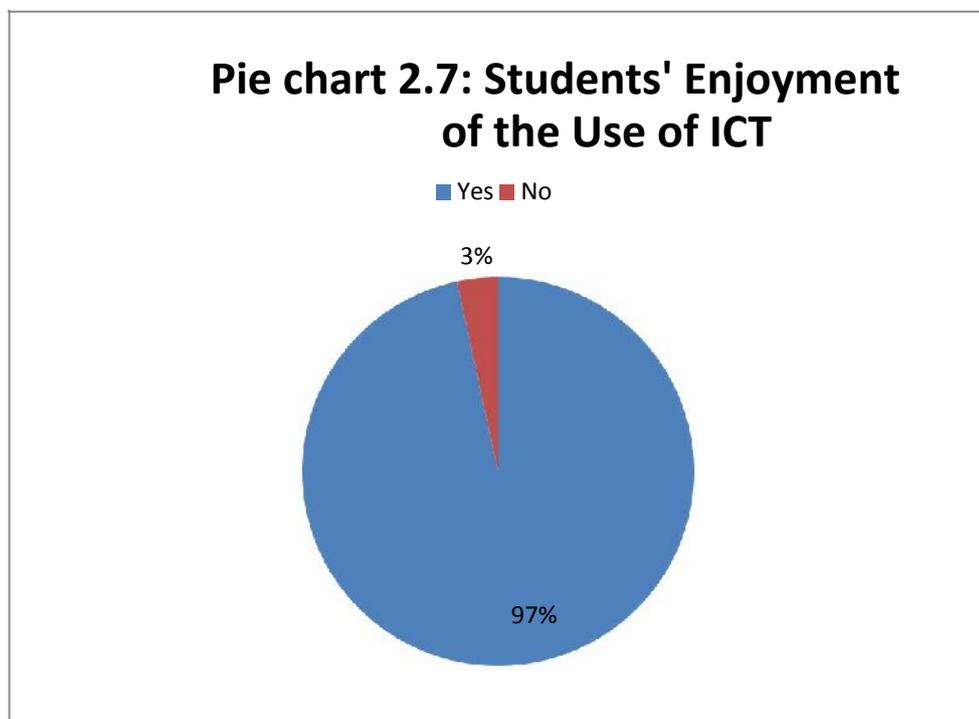
The aim behind this question is to look at the level of students' enjoyment when using ICT. The pie chart above indicates that most of the students 29 representing (96.67) enjoy working with Information and Communication Technology, while 1 student representing (3.33%) does not enjoy it. These results imply that working with Information and Communication Technology is really an important way to raise students' motivation to develop their speaking skill. This is may be because technology provides them with the opportunity to learn new vocabularies with their right pronunciation, discuss ideas, exchange opinions, and helps them feel at ease to do the activities by helping each other. However, 3 students representing (7.5%) do not enjoy it, because they cannot express themselves freely, i.e. some teachers ask their students to listen and repeat the dialogue they are listening to and some shy students cannot speak in front of their classmates.

4) How much do you think you have learned from using technology in the classroom?

Very much   ☐   Much   ☐   Little   ☐   Nothing   ☐

Options	Students	%
Very much	9	30,00%
Much	11	36,67%
Little	7	23,33%
Nothing	2	6,67%
Not specified	1	3,33%
Total	30	100,00%

Table 2.8: Students' Benefits from the Use of ICT

**Pie chart 2.8:Students' Benefits
from the Use of ICT**

■ Very much   ■ Much   ■ Little   ■ Nothing   ■ Not specified

3%

7%

30%

23%

37%
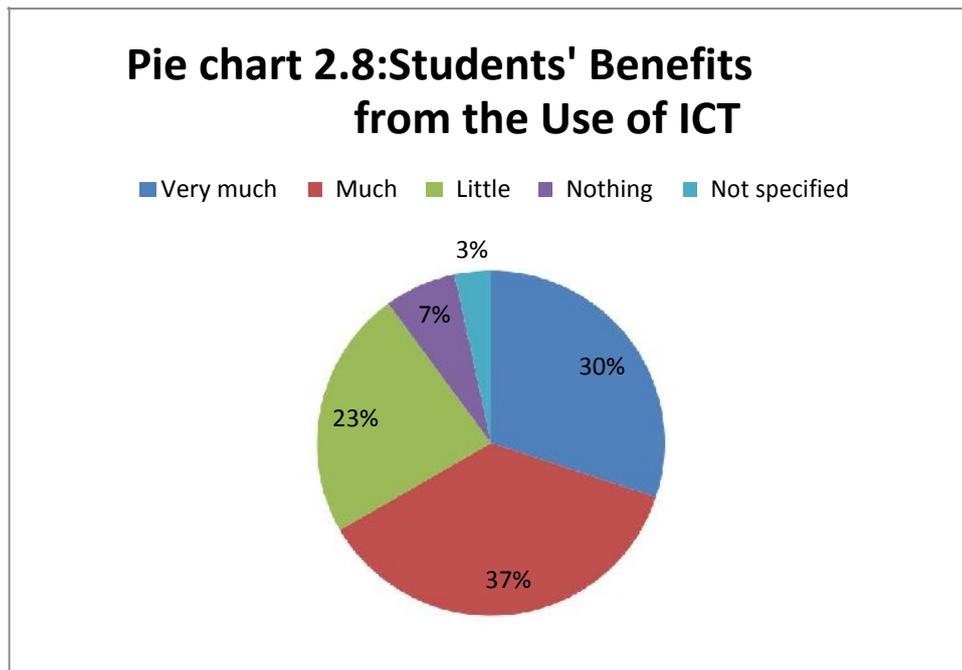
This question aims at revealing the students' opinions about the amount of knowledge that they may acquire while using ICT. The pie chart above shows that 9 students representing (30,00%) of population claim that ICT is useful because probably it provides them with the chance to learn more from it and motivates them to get much information about the subject matter. The pie chart reveals also that 11 students representing (36,67%) of the population have a positive attitude towards the use of ICT because they may have learned much from it. However, 7 students representing (23,33%) claim that they have learned just little. The 2 (6.67%) students who say that they learned nothing from the use of ICT possibly have a negative attitude towards it or they do not like it. This may also indicate that the atmosphere of the use of computers does not suit them. Finally, one (3.33%) of the students has not responded to this question.

5) If you do not speak, is it because?

You are not talkative   ☐

The topic is not interesting   ☐

The teacher does not motivate you   ☐

You fear to make mistakes   ☐

Options	Subjects	%
You are not talkative	7	19,44%
The topic is not interesting	8	22,22%
The teacher does not motivate you	8	22,22%
You fear to make mistakes	13	36,11%
Total	36	100,00%

Table 2.9: Students' Reasons Behind not Speaking
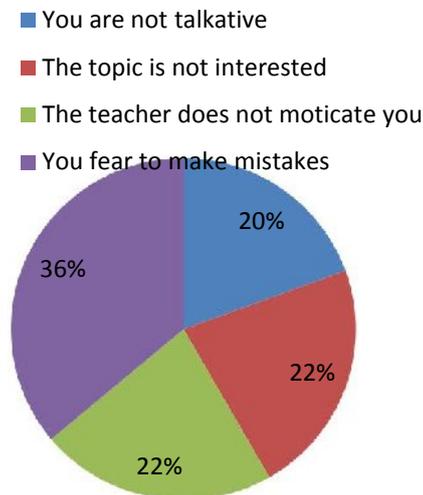
Through this question, the researcher tries to look at the reasons behind the low rate of students interactions. One can notice from the results obtained that 13 (36.11%) students do not interact because of the fear of making mistakes. Others representing 8 (22.22%) students state that the teacher does not motivate them to speak. In addition, other 8 (22.22%) students state that the topic does not interest them to participate. The remaining 7 (19.44%) students say that they are not talkative in the classroom that is why they do not participate.

6) Which skill do you develop more when your teacher uses Information and Communication Technology?

The speaking skill   ☐

The listening skill   ☐

The reading skill   ☐

The writing skill   ☐

Options	Subjects	%
The speaking skill	15	34,88%
The listening skill	21	48,84%
The reading skill	1	2,33%
The writing skill	6	13,95%
Total	43	100,00%

Table 2.10: Skills while Using ICT

Pie chart 2.10: Skills Developed While Using ICT
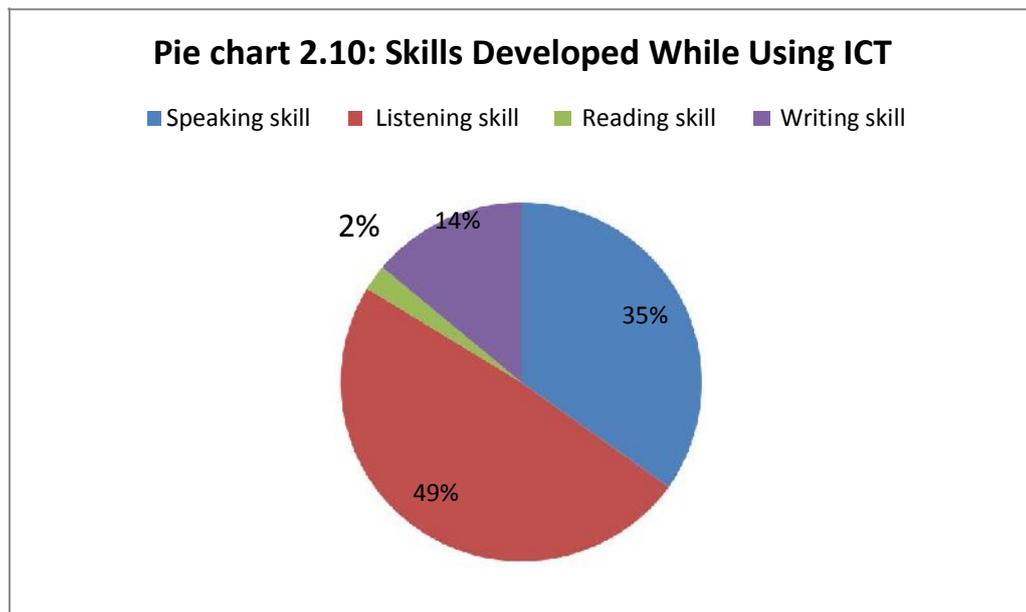
This question aims to know which language skill will be developed more when working with ICT. On the pie chart above, just 1 (2.33) student answers that his reading skill will be developed when using ICT. This student probably is interested in this skill. However, only 6 (13.95%) of the students' answers confirm that they develop the writing skill. On the other hand, 15 (34.88%) students state

that their speaking skill is developed more while using ICT. This indicates that ICT helps them to communicate in English while discussing topics with their teacher or classmates. Finally, the great majority of the respondents (48.84%) state that they develop the listening skill when the teacher is using the ICT equipments.

7) When using Information and Communication Technology:

You learn more   [   ]

You speak more freely than you used to speak   [   ]

You listen more to what is said   [   ]

You feel less shy to make mistakes   [   ]

Options	Subjects	%
You learn more	15	38,46%
You speak more freely than you used to speak	6	15,38%
You listen more to what is said	11	28,21%
You feel less shy to make mistakes	7	17,95%
total	39	100,00%

Table 2.11: Students' Perceptions When using ICT

Pie chart 2.11: Students' Perceptions When Using ICT

- You learn more
- You speak more than you used to speak
- You listen more to what is said
- You feel less shy to make mistakes
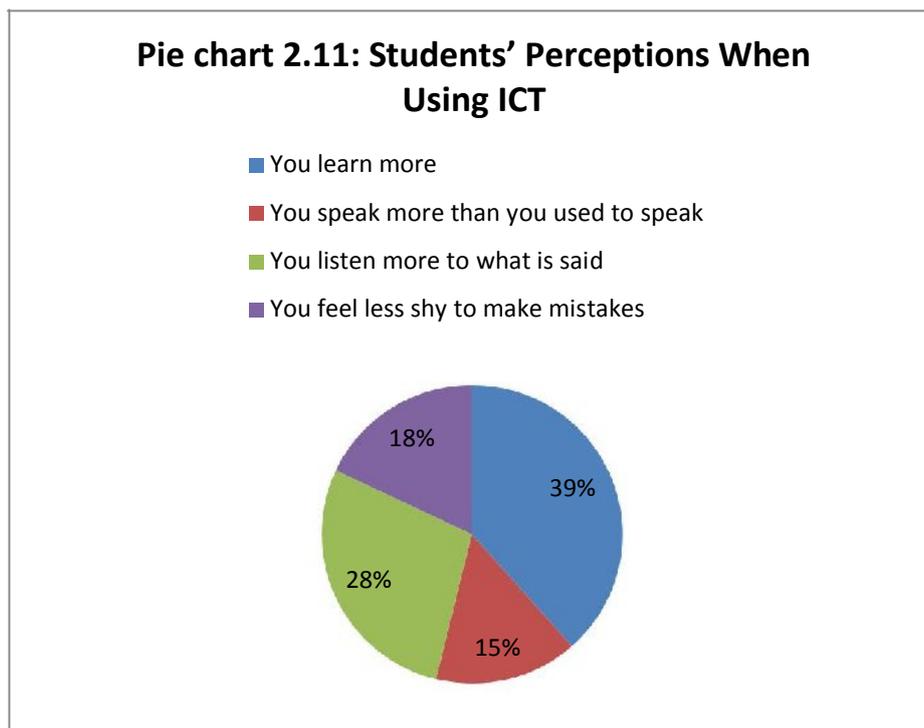
This question aims at finding out the students' perceptions towards working with ICT. In other words, what is the impact of using ICT while performing the speaking tasks? The pie chart shows that 15 (38.46%) respondents learn more when working with ICT. This implies that ICT is a good technique to acquire more information. Whereas, 6 (15.38%) students answer that ICT allows them to speak more freely than they used to speak. This implies that those students were shy and ICT helps them to overcome this problem. However, 11(28.21%) students claim that they listen more to what is said while using ICT. Those students probably do not like to speak by nature. Moreover, those students may have not the ability to express their ideas freely. On the other hand 7 (17.95%) students consider that ICT is a way that makes them feel less shy to commit mistakes.

Section (3): Learners' Attitudes toward Speaking Skill

1) Does regular interaction in the classroom help you to reduce your speaking mistakes?

Yes ☐   No ☐

Options	Subjects	%
Yes	28	93,33%
No	2	6,67%
Total	30	100,00%

Table 2.12: Regular Interaction as a Help to Reduce Speaking Mistakes

Pie chart 2.12: Regular Interaction as a Help to Reduce Speaking Mistakes

■ Yes ■ No

7%

93%
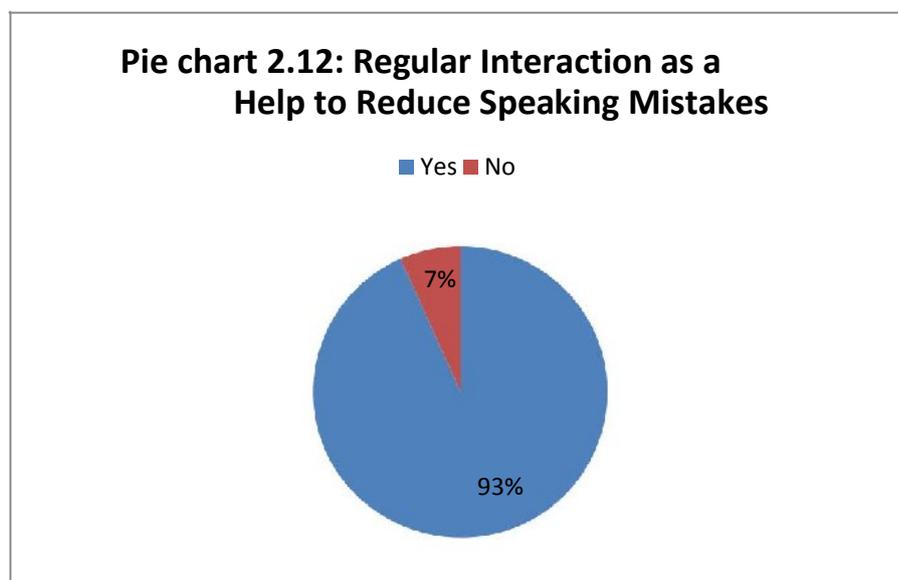
Through this question the researcher tries to know the rate of interaction to help reduce speaking mistakes. As the pie chart above shows, 28 (93.33%) students state that regular interaction in the classroom lead them to reduce their speaking mistakes, however, only 2 (6.67%) student say that there is no reduction in their speaking mistakes, and this probably because they are not talkative.

2) How often your teacher interrupts you to correct your speaking mistakes?

Very often [   ]   Sometimes [   ]   Rarely [   ]   Never [   ]

Options	Subjects	%
Very often	3	10,00%
Sometimes	12	40,00%
Rarely	13	43,33%
Never	2	6,67%
Total	30	100,00%

Table 2.13: Teachers' Interruptions for Students' Correction.

Pie chart 2.13: Teacher's Interruption for Students' Correction
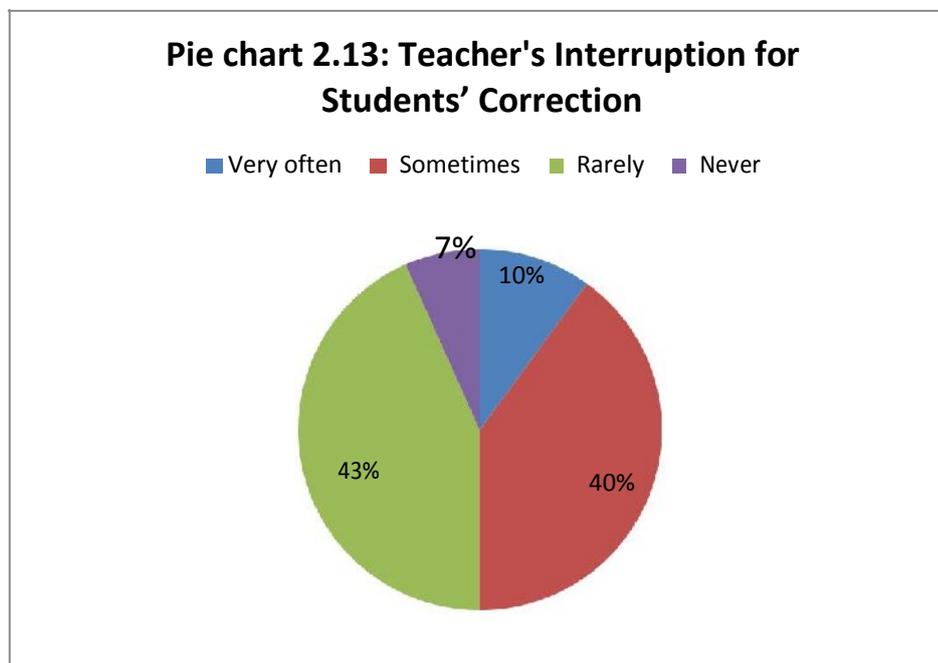
This question attempts to know the rate of teachers' interruption for their students during an interaction. The pie chart shows that 13 (43.33%) students are rarely interrupted by the teacher while 12 (40%) say that the teacher sometimes interrupt them. On the other hand just 3 (10%) students are very often interrupted by the teacher, whereas only 2 (6.67%) students state that they have never been interrupted and this is mainly because they do not participate in the discussions.

2) How do you react?

You like it ☐   You do not like it ☐   You are indifferent ☐

Options	Subjects	%
You like it	24	80,00%
You do not like it	3	10,00%
You are indifferent	3	10,00%
Total	30	100,00%

Table 2.14: Students' Reactions to the Teachers' Correction

Pie 2.14: Students' Reactions to the Teachers' Correction

■ You like it   ■ You do not like it   ■ You are indifferent
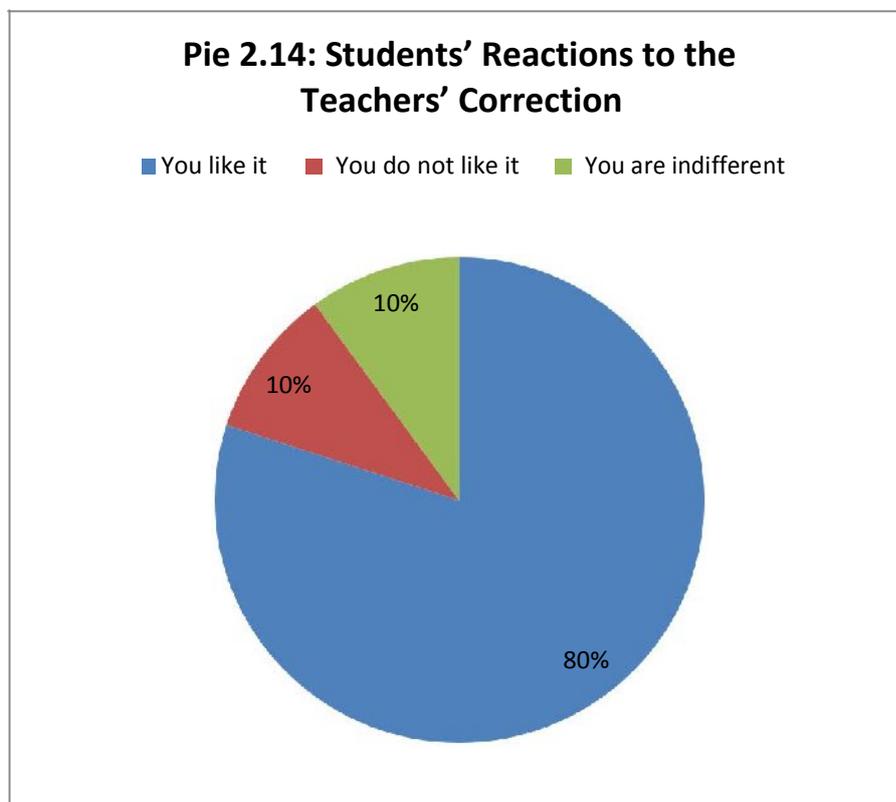
The aim behind this question is to know the students' reaction towards teachers' correction in an oral interaction. The common shared reaction between the majorities of students representing 24 (80%) students is that they like to be corrected by the teacher sometimes or rarely. Whereas 3 (10%) students state that they do not like to be corrected. While the 3 (10%) remaining state that they are indifferent.

4) How do you judge your speaking ability as a result of classroom interaction?
Very well ☐   Well ☐   Not so well ☐   Bad ☐

Options	Subjects	%
Very well	4	13,33%
Well	22	73,33%
Not so well	4	13,33%
Bad	0	0,00%
Total	30	100,00%

Table 2.15: Students' Speaking Ability as a Result of Speaking Activities

Pie chart 2.15: Students' Speaking Ability as a Result of Speaking Activities
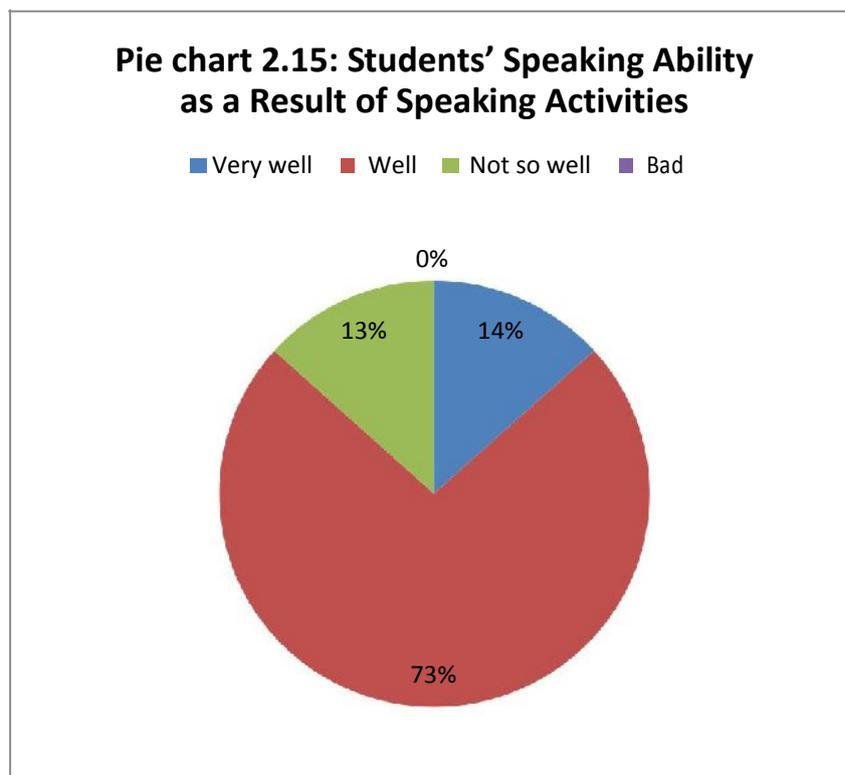
This question is asked to know how much speaking activities improve the speaking skill. The answer show above reveals that 22 (73.33%) of the students evaluate their speaking ability as being well, while 4 (13.33%) students state that their speaking level is very well, and the 4 (13.33%) remaining evaluate their speaking ability as not so well as a result of speaking activities and this might be because they fear making mistakes or are not talkative.

5) Which of the four language skills you wish to master most?

Listening ☐   Speaking ☐   Reading ☐   Writing ☐

Options	Subjects	%
Listening	6	15,79%
Speaking	23	60,53%
Reading	1	2,63%
Writing	8	21,05%
	38	100,00%

Table 2.16: The Most Desired Language Skill to be Mastered

Pie chart 2.16: The Most Desired Language Skill to be Mastered

Listening ■ Speaking ■ Reading ■ Writing
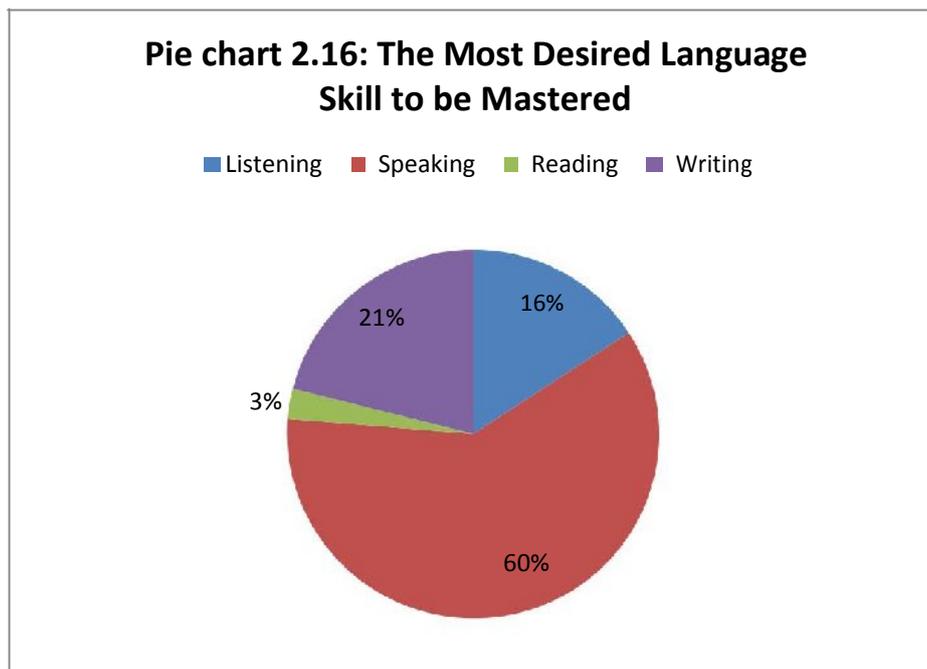
The researcher asked this question in order to know which language skill is the most wanted to be developed by the students. The pie chart indicates that 23 (60.53%) respondents prefer to master the speaking skill, other 6 (15.79%) respondents state that they wish to master the listening skill; while some others 8 (21.05%) of the respondents wish to master the writing skill. The remaining 1 (2.63%) respondent likes to master the skill of reading.

6) When you speak in the classroom, is it

You who want ☐   The teacher who asks you ☐

options	subjects	%
you who want	16	55,17%
the teacher who asks you	13	44,83%
Total	29	100,00%

Table2.17: Students' Contribution in Speaking

Pie chart 2.17: Students' Contribution in Speaking
■ You who want   ■ The teacher who asks you
45%
55%
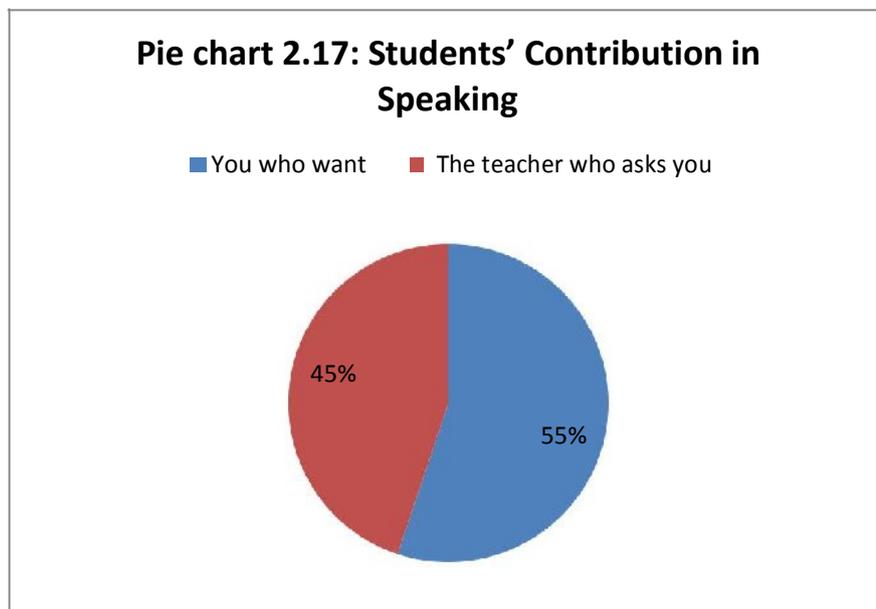
This question is asked to know the reason behind the students' communication inside the classroom. As shown in the pie chart above, 16 (55.17%) respondents want to interact by themselves to improve their English language, while

13 (44.83%) respondents are pushed by the teacher to do so. On the other hand one respondent did not respond to this question.

07) Do you speak in English with your classmates outside the classroom?

Always   [ ]   Sometimes   [ ]   Rarely   [ ]   Never   [ ]

Why?

Options	Subjects	%
Always	2	6,67%
Sometimes	13	43,33%
Rarely	13	43,33%
Never	2	6,67%
Total	30	100,00%

Table 2.18: Frequency of Outside Classroom Speaking

Pie chart 2.18: Frequency of Outside Classroom Speaking

■ Always   ■ Sometimes   ■ Rarely   ■ Never

7% 7%

43%   43%
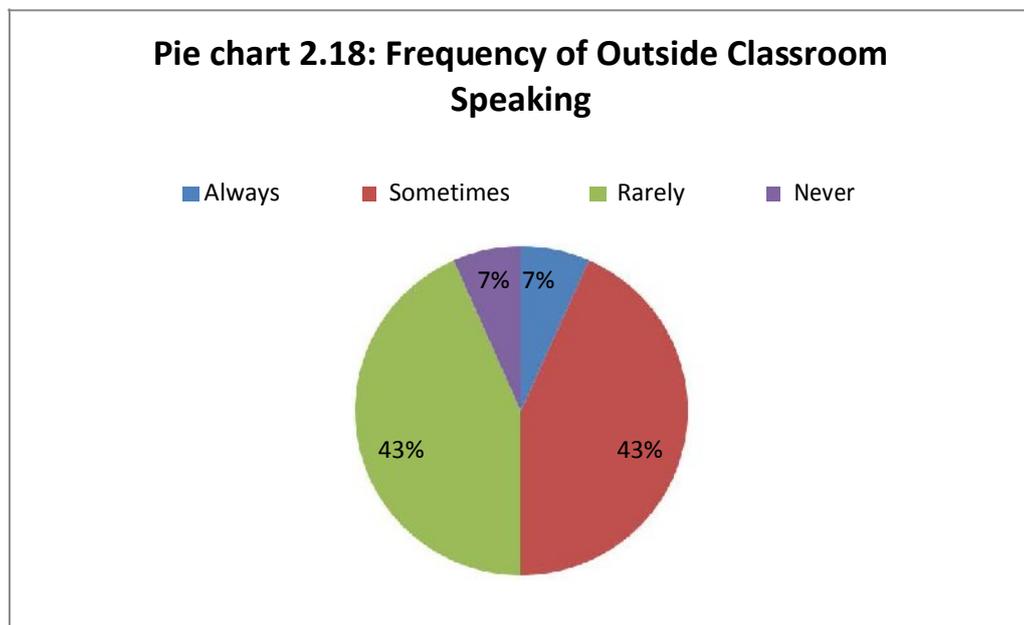
This question seeks to know how often students interact with each other in the target language outside the classroom. Regarding students' answers, 13 (43.33%) students say that they sometimes speak in English outside the classroom, while the same number of students state that they rarely do so. The remaining 4 (13.34%) students, the half of them respond that they never interact outside the

classroom. However, the other half state that they always interact in English outside the classroom.

The 30 students explained that they sometimes, rarely or never interact in English outside the classroom because:

- They do not have the same level 6.

- To improve the speaking skill 13 students.

- They feel shy 3.

- Some students are conservative 2.

- Some students do not have time to practice 1.

8) How often you speak with your classmates inside the classroom?

Always ☐   Sometimes ☐   Never ☐

Options	Subjects	%
Always	5	16,67%
Sometimes	25	83,33%
Never	0	0,00%
Total	30	100,00%

Table 2.19: Frequency of Learners' Interaction with One Another

Pie chart 2.19: Frequency of Learners' Interaction with One Another

■Always ■Sometimes ■Never

0%

17%

83%
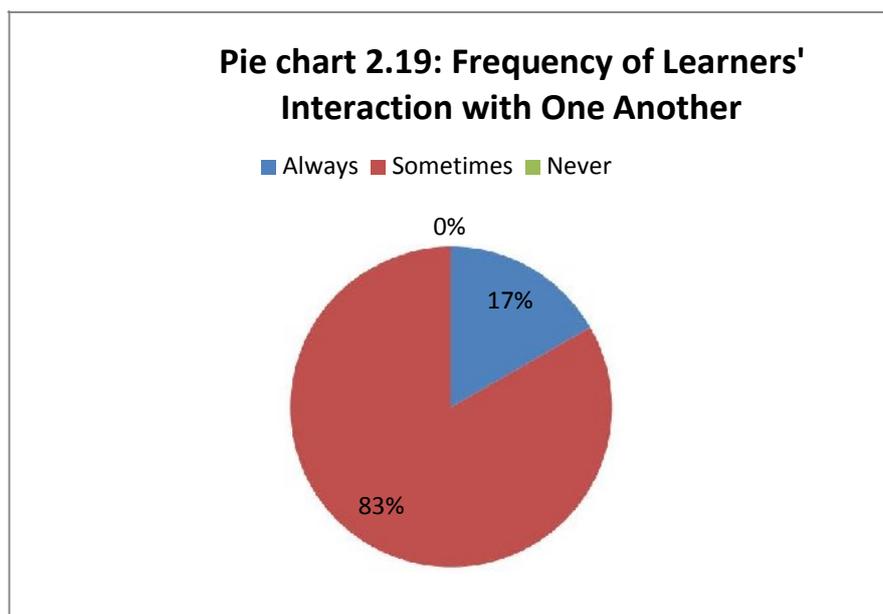
The reason behind asking this question is to know the rate of using the target language between the students inside the classroom. The pie chart above shows that 25 (83.33%) students sometimes speak with other learners in the classroom, while 5 (16.67%) students state that they always do that. This implies that the students want to improve their speaking skill.

9) How often does the teacher give you the opportunity to speak (give and take) with him?

Always ☐   Sometimes ☐   Never ☐

Options	Subjects	%
Always	2	6,67%
Sometimes	28	93,33%
Never	0	0,00%
Total	30	100,00%

Table 2.20: Frequency of Teacher-Learner Speaking.

Pie chart 2.20: Frequency of Teacher-Learner Speaking

■ Always ■ Sometimes ■ Never

0%

7%

93%
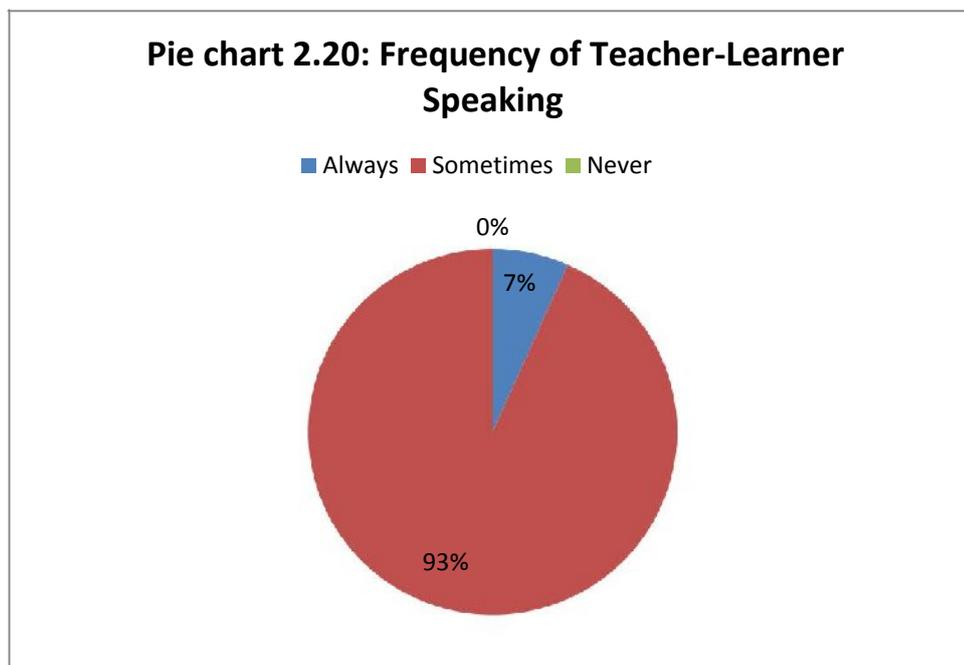
Through this question the researcher attempts to know how many times the teacher asks the students to speak. 28 (93.33%) participants say that they are sometimes given the opportunity to interact with their teachers, and those who say always are only 2 (6.67%) participants.

10) In your view, do you learn better when your teachers use computers? And do computers help you to develop your speaking skill or not? Justify.

Options	Subjects	%
Yes	26	92,86%
No	2	7,14%
Total	28	100,00%

Table 2.21: Students' Views about ICT Use inside the Classroom
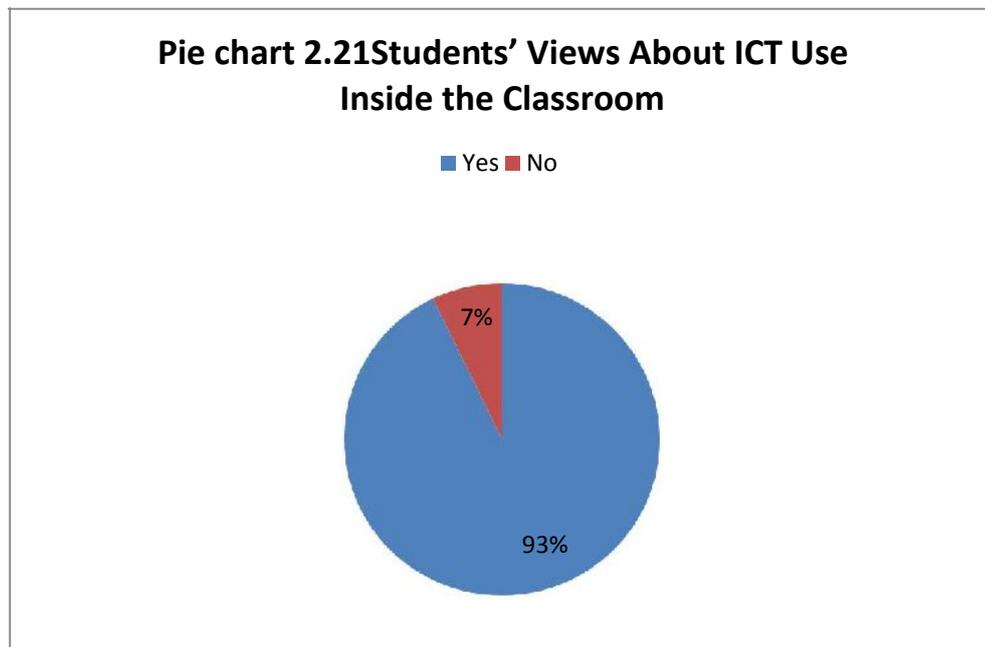
This question is an open question for the students to show their views about the help ICTs can provide to the teaching/ learning process. The pie chart above shows that 93% of the respondents find that the use of computers inside the classroom lead them to learn better and to reduce their speaking mistakes, through

the improvement of their speaking and listening skills. However, 7% of the respondents say no because they like the classical method.

2.3.6 Discussion and Interpretation of the Main Results

In this section, the major results that are collected for each research instruments will be discussed in relation to the already raised hypotheses. The teachers' interview and students' questionnaires have enabled the researcher to collect a large amount of data concerning the use of ICTs in the oral production courses. The aim was to know the degree of integrating ICT in teaching oral expression, and how can it help the students to develop their speaking skill. This is preceded by mentioning and drawing the readers' attention to the two hypotheses developed by the investigator, and thus confirms or disconfirms them.

The main points which emerged from the evaluation of the first hypothesis, i.e. ICT will help students develop their speaking skill in oral production sessions, is the main result related to the EFL students' questionnaire revealed that the use of ICT will make them develop the speaking skill as well as the listening skill (auditory skills). In this respect, the results derived from the students' questionnaire confirm the first hypothesis.

The second hypothesis was that when ICT is appropriately integrated it would provide a variety of data resources as well as create motivated and active students. The results of the teachers' interview revealed the close relationship between teaching oral production and the use of ICTs. EFL teachers assert that ICT is a great means to enrich learners' oral abilities with its diverse resources such as videos. They see that if ICTs are appropriately selected, students may be attracted to the act of speaking, and this confirms the second hypothesis.

Finally, it is necessary to point that the main findings of both instruments confirm the obtained data from substantial evidence. In addition, the use of pie charts helped the researcher to make conclusions, and to describe adequately the contribution of ICTs in developing students' speaking ability.

2.3.7 Suggestions and Recommendations

The major focus of this study was actually to analyze the impact of using ICTs in developing the speaking ability of second year EFL students. Hence, based on the analysis, it is considered very important to make the following recommendations:

a. *The language laboratory (vs.) students' number*

The language laboratory at Tlemcen University includes 20 computers for 20 students. However, the number of the students is very high which sometimes reach the triple size of the number of the computers. Hence, the number of students should be minimized in order to help the teacher in giving his lecture, through the use of ICT by exposing students to real input. In addition, the decreasing of the students' number will allow the oral production teachers make all the students speak during the session.

b. *The state of language laboratory*

The oral production sessions should be taught exclusively inside the language laboratories. However, the current laboratories are not well qualified. Moreover, the creation of qualified laboratories especially with good sound quality is required. Furthermore, during oral expression sessions the emphasis should be put on the production rather than on the reception, and this means that the oral production teachers have to develop new activities with the help of the new technologies in order to encourage the students to speak. In addition, more sessions have to be added in order to make the students practice more the target language.

c. *ICT materials inside the laboratory*

Inside the laboratory, the appropriate and authentic ICT materials such as the computer, data-show, the speaker, and tape recorder have to be used during the exact situations. In addition, the availability of the necessary ICT equipments, as well as good connection infrastructure will help the students develop their speaking ability. However, with the development and appearance of new technological

equipments it becomes a necessity to introduce new ICT equipments like the smart board and the document camera since it will be a plus to the development of the students' oral skill.

d. ICT and the teacher

With the development of ICT in education, and the broad availability of new equipments, the teachers are in need to be given a periodic training to be accustomed with the new available equipments as well as to create lectures and activities in analogy with the students' level in order to motivate and encourage them to practice the language during and even after the session.

2.4 Conclusion

ICT is considered to be a good resource for new information. In addition, it can help students to develop their speaking ability and believe in their potential. Furthermore, ICT can help teachers to design activities appropriate to their students' language levels in order to motivate them to improve all their language skills not only the speaking one.

Through the analysis of teachers' interview and students' questionnaire, the researcher found that both teachers and learners are aware about the necessity of ICTs in oral production module to enhance the students' speaking abilities. In addition, teachers are more concerned with the appropriate use of ICTs inside the language laboratory in order to provide the necessary need of the students.

<u>**General Conclusion**</u>

The current study has dealt with a crucial element in the foreign language teaching-learning process, which is the use of ICT in developing the students' speaking ability. At the beginning of the study the investigator put two research questions:

1. Does the use of ICTs in EFL learning improve students' English speaking proficiency?
2. How does ICTs affect teaching oral expression in EFL classrooms?

To answer the previous mentioned questions, the researcher hypothesized that the use of Information and Communication Technologies (ICTs) improves EFL learners' speaking skill, as well as creates a relaxed atmosphere that motivates learners to use the target language effectively, and this hypothesis is confirmed through the gathered data from the EFL students' questionnaire. In addition the second hypothesis, the integration of ICTs will provide opportunities and suggest activities inside the language laboratory, as well as create an authentic environment in which the students are supposed to react positively towards the new technologies, is confirmed by the data gathered from EFL teachers interview.

The present research took place at Abou Bekr Belkaid –Tlemcen University in the Department of English and it includes two chapters. The first chapter is a theoretical one entitled 'literature review', which is divided into two parts; the first part includes some definitions of ICT, its types and use, while the second part talked about the speaking skill, its types and function as well as its relationship with other language skills. On the other hand, the second chapter includes the methodology of research used; the administration of the teachers' interview and students' questionnaire, and the analysis as well as a discussion of the obtained data and finally some suggestions and recommendations were provided.

In this study, the researcher tried to investigate the impact of using ICT on the students' oral ability. In addition, the researcher analysed the two data collection

instruments used, the teachers' interview and the students' questionnaire. The findings revealed positive opinions of both teachers and students about the usefulness of ICT as a teaching tool. Furthermore, the results showed the positive impact of ICT on both teachers and students in the progress of students' oral skill. This study led the researcher to assert that with the help of ICT teachers have to create a variety of activities in order to make the students motivated and reach the high achievement in their speaking ability. Besides, ICT creates a relaxing and enjoyable atmosphere, as well as develops the level of participation in the classroom.

To sum up this research has been made in order to give more information and suggestions concerning the integration of ICT in teaching oral production, as well as its effect on the students' motivation to learning. In addition, through this study the researcher tried to give more ideas and suggestions to researchers interested in this topic for further investigation.

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Appendices

Appendices

TEACHERS' INTERVIEW

1. Do you have some experience with the use of ICTs?

2. What kind of equipment you are using exactly inside your language laboratory?

3. Do you think that you are familiar with all materials you are using?

4. What are the necessary ICTs inside language laboratory?

5. While using ICTs, did you face any difficulties inside the language laboratory? How did you solve them?

6. How many lectures the oral expression module takes per week? Do you think they are

7. Have you ever taught oral expression without using any ICTs?

8. What is the difference that ICTs makes in your class?

STUDENTS' QUESTIONNAIRE

Dear students,

You are kindly requested to express your opinion about the use of ICT tools inside the oral classes, your answers are very important for the validity of my research. Please try to give your full attention and interest.

Please, mark (√) the appropriate box (es) or give full answer(s) when necessary.

Thank you for your collaboration.

Section (1): Background Information

1) Gender: Male ☐   Female ☐

2) Age: ....

3) Your level in English is

Good ☐   Average ☐   Less than average ☐ I do not know ☐

Section (2): Learners' Attitudes toward Learning Using Computers.

1) Have you worked in classroom with computers yet?

　　　　　　Yes ☐ No ☐

2) How often, if at all, do you use social networking, instant messaging, watch videos/live TV on websites, upload video/photo content to internet, use wikis/blogs/online networks?

Regularly ☐ Sometimes ☐ Rarely ☐ Never ☐ Do not know ☐

What do you use much more: ……………………………..

3) Do you enjoy learning using Information and Communication Technology inside the classroom?

　　　　　　Yes ☐ 　　　　　　No ☐

4) How much do you think you have learned from using technology in the classroom?

Very much ☐   Much ☐ Little ☐   Nothing ☐

5) If you do not speak, is it because?

　　You are not talkative ☐

　　The topic is not interesting ☐

　　The teacher does not motivate you ☐

You fear to make mistakes ☐

6) Which skill do you develop more when your teacher uses Information and Communication Technology?

The speaking skill ☐

The listening skill ☐

The reading skill ☐

The writing skill ☐

7) When using Information and Communication

Technology: You learn more ☐

You speak more freely than you used to ☐

speak You listen more to what is said ☐

You feel less shy to make mistakes ☐

Section (3): Learners' Attitudes toward Speaking Skill

1) Does regular speaking/interaction in the classroom help you to reduce your speaking mistakes?

Yes ☐ No ☐

2) How often your teacher interrupts you to correct your speaking mistakes?

Very often ☐ Sometimes ☐ Rarely ☐ Never ☐

3) How do you react?

You like it ☐ You do not like it ☐ You are indifferent ☐

4) How do you judge your speaking ability as a result of classroom interaction?

Very well ☐ Well Not so well Bad

5) Which of the four language skills you wish to master most?

Listening ☐ Speaking ☐ Reading ☐ Writing ☐

6) When you speak in the classroom, is it

You who want ☐ The teacher who asks you ☐

07) Do you speak in English with your classmates outside the classroom?

Always ☐ Sometimes ☐ Rarely ☐ Never ☐

Why…..

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8) How often you speak with your classmates inside the classroom?

Always ☐   Sometimes ☐   Never ☐

9) How often does the teacher give you the opportunity to speak (give and take) with him?

Always ☐   Sometimes ☐   Never ☐

10) In your view, do you learn better when your teachers use computers? And do computers help you to develop your speaking skill or not? Justify.

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