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The Use of ICTs to Enhance EFL Learners' Oral Language Proficiency: The Case of First-Year LMD Students at Tlemcen University

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for the 'Master' Degree in Language Science

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Dedication

I dedicate this research work to all whom I know, to all the members of my family especially my uncle Mustapha and all my friends: Hayet, Amariya, Hanane, Fatima, Amina, Hakim and Zaki.

I also dedicated it to my dear parents who have helped and supported me during all the stages of my life. The wonderful parents that I respect sincerely from the bottom of my heart. My brothers Oussama and Aymen as well as my sister Ikram.

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Abstract

With the current trend in our daily activities, the use of technology is no doubt has created positive impacts in our life. It speeds up information transfer, enables faster processes as well as creates enjoyable and fun learning atmosphere. However, with the invention of technology such as computer, internet and video camera, learning is no longer a linear process. It is used to enhance students' interest and involvement in the learning process. Technology is believed to be able to make students respond positively in a language classroom. Therefore, this research work highlights the important role of Information and Communication Technologies (ICTs) in enhancing EFL learners' oral language proficiency. Firstly, it gives a general overview on ICT and speaking skill. It provides a theoretical description of its integration as a new tool for education that is used in EFL classes then students' speaking ability will be improved and consequently they will be interested in learning oral production module. Then, they will be competent speakers of the target language. To confirm these hypotheses, two research tools: interview for teachers, questionnaire for first year in the English Department students at Abou Bekr Belkaid University were used to investigate this topic. The practical outcome of the study provides an analysis of data collected and discussion of the main results which have shown the significance of ICT in oral production lectures. Moreover, some suggestions and recommendations those help in achieving a successful implementation of ICT in order to offer a relaxing atmosphere and to develop the students' participation in the classroom.

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List of Abbreviations

ICT: Information and Communication Technology

Call: Computer-Assisted Language Learning

EFL: English as a Foreign Language

UNESCO: United Nations of Education Science and Culture Organization

NIC: Network Interface Card

CALI: Communication Assisted-Instruction

IT: Information Technology

ALT: Advanced Learning Technologies

IIT: Interactive and Information Technologies

TEFL: Teaching English as a Foreign Language

ELLs: English Language Learners

CLIL: Content and Language Integrated Learning

CD-ROMs: Compact Disc Read-Only Memory

DVD: Digital Versatile Disk

M-Learning: Mobile Learning

IWB: Interactive Whiteboard

PPT: PowerPoint

VC: Video Conferencing

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General Introduction

General Introduction

Over the last century, the teaching profession has been regularly confronted with change in the form of new methodologies, approaches, organisational structures and a wide range of technological innovations. From the technological promises of radio, television and audio-cassettes of the last century, the computer now offers educational systems a broad based electronic medium with the potential to radically transform and enhance education programmes.

Current education models and measures are taught to reflect the social, political, economic and philosophical values of the period with the increasing technological development and the growing popularity of e-learning all over the world, our educational era is portraying a definite shift in how higher education should be delivered. Not only is the delivery of educational programme different but other things in the educational environment are shifting accordingly such as faculty rules, course management and learning resources access.

In this vain, Information and Communication Technology (ICT) is a major factor in shaping the new global economy and producing rapid changes in society. It also has the potential to transform the nature of education where and how learning takes place and the roles of students and teachers in the learning process. When looking at the current widespread diffusion and use of ICT in modern societies, especially by the young-the so-called digital generation. Then it should be clear that ICT will affect the complete learning process today and in the future.

EFL students in general and first year in particular find that oral courses represent an area of defeat for them. So to facilitate the task, the use of ICT represents a crucial link to enhance the quality of oral production course content.

Specific questions explored in the study include the following:

1) How can the use of ICTs help to improve the EFL students' language proficiency?
2) What is the major factor that influences EFL learners in the use of ICT in oral production?

3) To what extent oral production teachers can help their EFL learners to develop their speaking skills and to become autonomous learners beyond the courses.

The research hypotheses that were derived are:

1) ICT will have a significant impact on teaching oral production for EFL students.
2) ICT will have a vital role and effect in improving the EFL learners' oral skills.
3) When EFL expression teachers make ICTs so interesting; they may enhance their learners' speaking performance.

The present research is organized into three chapters that are intertwined to enlighten the reader about the field of research. Being the literature review of the present thesis, the first chapter discusses some key-concepts used in the work, including a theoretical overview of ICT, its evolution in foreign language learning, speaking skill and the teaching of oral production in EFL classes. Then, it describes the importance of using ICT in oral courses to enhance EFL learners' speaking abilities. At last but not least, the second chapter deals with the analysis and interpretation of the data collected from teachers' interview and students' questionnaire. Next, the main results are discussed and interpreted by making reference to the major findings of the gathered information. Finally, chapter three provides some suggestions and recommendations for further research related to the effective role and impact of ICTs in oral expression lectures.

Chapter One

Chapter One: The Use of ICT in Oral Production Courses

Introduction

Nowadays, it is very important to talk about the implementation of Information and Communication Technology (ICT) in the educational environment especially in the teaching and learning of foreign languages. In the 1980s, Computer Assisted Language Learning (CALL) provided language teachers and learners with authentic input through the use of CD-ROMs to enhance their level. However, the invention of the internet web-based tools gave birth to ICT which is considered as "Garden of Eden" if it is integrated successfully in the language classrooms.

When debating about learning foreign language, it can be said that the ultimate aim of many learners is to be competent speakers of the target languages. Speaking is always given the priority and this is not a baseless claim for the one who attends EFL classes and see how students pay more interest to their oral performance. We often hear statements like "s/he speaks good/bad English" However, we should keep in mind that learning to speak English as a second or foreign language is not as easy as speaking mother tongue, the majority fail to speak the target language fluently and accurately .Thus, many scholars believe that the appropriate use and the successful integration of ICTs in the classroom can reduce the impediments that prevent EFL learners from the mastery of the speaking skill.

The first section of this chapter starts by defining the key concepts of ICT and its main components. The second part is a considerable light on the evolution of ICT in foreign language learning. Finally, the third part describes the influence of implementing ICTs in oral production courses in order to develop students 'oral performance.

1.2What is ICT?

There are many definitions given to the term ICT .However, we can simply say that ICT or ICTs stand for information and communication technology or technologies where the computer plays a central role.ICT is defined as a diverse set of tools and resources used to communicate and to create, disseminate, store and manage information.

These equipments include television, radio, cellular phones, satellite systems, and internet or computer and network hardware and software. In addition to different applications and services related to these materials like videoconferencing and distance learning. While according to UNESCO, the term ICTs refers to forms of technology that are used to transmit, process, store, create, display, share or exchange, information by electronic means.ICT can be used in various contexts such as ICT industry, ICT law, ICT education…etc.

In literature, while different definitions of ICT are put forward, it can be broadly defined as technologies that facilitate, by electronic means, the acquisition, storage, processing, transmission, and disseminating of information in all form including voice, text, data, graphics and video. This definition mainly focuses on the importance of the intersection of information technology, information content and telecommunications in enabling new forms of knowledge production and interactivity. ICT allows many people to generate and disseminate information, thus playing an active role in the process of interaction between professionals, learners, policy makers, peers and etc. (qtd in. Michiels & Van Crowder, 2001). In the definition of the ICT in education, four main elements can be taken into consideration; ICT as an object that refers to learning about ICT, an assisting tool, a medium for teaching and learning and finally a tool for organization and management in schools (cited in Jager & Lokman, 1999).

Additionally, the acronym ICT is taken to stand for Information and Communication Technology or alternatively Information and Communications Technology. The differing number of the word (Communication) is significant in that the singular form is concerned with human interaction while the plural is generally taken to refer to the whole field of data communications infrastructure. At its simplest,

the former or singular form is the process or outcome while the latter or plural is about the technology itself. The acronym ICT can also take a plural form (Technologies) where it is understood to entail the specific devices or processes which collectively make up the (Technology). This pluralized form (particularly in Queensland) is sometimes written as ICTs. The term ICT must be seen as an evolution from the antecedent and more narrowly defined term IT (Information Technology) with maintains its usage in government, business, and industry in relation tertiary and other academic courses dealing with such areas as programming, database design and expert systems. In the United States, synonymous term such as (Technology) and (Educational Technology) are used. A useful definition of ICT is that:

> *… 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)

Yet, it should be noticed that ICT has very strong effect in education and it provides enormous tools for enhancing teaching and learning. There have been many studies that highlighted the various ways that ICT may support teaching and learning processes in a range of disciplinary fields such as the construction of new opportunities for interaction between students and knowledge; accessing information and etc.ICT can have a useful effect on teaching and learning if it is used under right conditions including suitable sources, training and support. ICT also offers the potential to meet the learning needs of individual students, to promote equal opportunity, to offer learning material and also promote interdependence of learning among learners.

1.2.1 Components of ICT

ICT deals with the use of electronic computers and computer software to convert, store, protect, process, transmit and retrieve information. It involves transfer and use of

all kinds of information. ICT is the foundation of economy and a driving force of social changes in the 21st century. Distance is no longer an issue when it comes to accessing information; for example, working-from-home, distance learning, e-banking, and e-government are now possible from any place with an Internet connection and a computing device.

1.2.1.1 SOFTWARE

The software is the set of instructions that cause a computer to perform one or more tasks. The set of instructions is often called a programme or, if the set is particularly large and complex, a system. Computers cannot do any useful work without instructions from software; thus a combination of software and hardware (the computer) is necessary to do any computerized work. A programme must tell the computer each of a set of minuscule tasks to perform, in a framework of logic, such that the computer knows exactly what to do and when to do it. There are two major types of software: system software and application software. Each kind performs a different function.

- ❖ **The System Software**: System software is a set of generalised programmes that manage the computer's resources, such as the central processor, communications links, and peripheral devices.
- ❖ **The Application Software**: Application software describes programmes that are written for or by users to apply the computer to a specific task. Software for processing an order or generating a mailing list is application software.

1.2.1.2 HARDWARE

Hardware is the mechanical and electronic parts that constitute a computer system, as distinguished from the computer programmes (Software) that drive the system. The main hardware elements are the Computer Hardware, Connection devices and microphones.

❖ **Computer Hardware**

A computer is a machine that can be programmed to accept data (input), process it into useful information (output), and store it away (in secondary storage devise) for safekeeping or later reuse. Equipment associated to that computer is called hardware and consist of the central processing unit, primary storage, secondary storage, input devices, output devices, and communications devices.

❖ **Connection Devices**

Partially because of the popularity of the Internet, more and more computers of all kinds have some means of connecting to other computers. For desktop computers in schools and businesses, a Network Interface Card (NIC) is frequently used. Portable computers and home desktop units typically use a modem as a connection device. Modems connect a personal or portable computer to dial-up networks through a regular telephone line. This connectivity has served as a boon to telecommuting and changed the way work is performed in organizations. Modems and NICs can serve as both input and output devices, depending on whether the computer is receiving or sending information.

❖ **Microphones**

Microphones transform sounds into electric signals for storage or transmission. Different types of microphones and different ways to work with them are described below:

*A microphone can be fixed in a stand in front of a speaker who is standing or sitting.

*Speakers can hold a microphone in their hands.

Information converted by a microphone into electrical signals can be transmitted via a wired or wireless channel to other devices.

1.2.2 The Evolution of Technology Use in Language Learning

Shifting from pedagogical paradigm is not always necessarily successful. Language teaching and learning has the same position. With the wide spread and development of technology in our daily lives, it provides lots of opportunities for language teachers and learners to benefit or suffer from. Learning a foreign language, such as English, French, etc., has increased in popularity, and also became a necessity in our communicative world, therefore, the need to combine both technology and language became a vital part of language scholars and researchers' jobs. Literate, communicative, and technology-based world has to accept the challenges of applying new movement in education either negative or positive. Several e-learning technologies are available for use in educational context. Although its forms are different in distinct context based on the economical situations of that context, almost all of the settings are trying to apply technologies in their education to meet the demands of learners and teachers.

Applications of technology in education are not a recent story, but applying technology in language learning is very new for language learners, teachers and scholars. The literature on the use of technology and, more specifically, computers in language learning, has centred largely on discussions and debates of pedagogical merits of technological devices (Stern, 1983). Approaches, typologies, and phases, methods: all have served as focal points for organizing the past 50 years (1950-2000) of technology use in language learning. Garrett's (1991) discussion of the computers' role in language teaching, she cautions against thinking of it in terms of a method. Instead she argues that it is a medium or an environment in which a wide variety of methods, approaches or pedagogical philosophies may be implemented. Grammar - translation activities, audio-lingual drills, or cognitive analysis of language, or a communicative syllabus: any of these, according to Garrett can comprise Computer-Assisted Language Learning (CALL).

Levy (1997) defined CALL as *"the search for and study of applications of the computer in language teaching and learning"* (Levy, 1997, p.1). Although the name includes computer, the term CALL embraces any applications of ICT to teaching and

learning foreign languages. Two different terms such as CALI (Computer-Assisted Language Instruction) and CAI (Computer-Assisted Instruction) was used instead of CALL before the early 1980s (Davies & Higgins, 1982). Around the early 1990s, alternative terms such as TELL (Technology-Enhanced Language Learning) also emerged.

The development of CALL is a mere reflection of computer technological advances along with the evolution of linguistic approaches to language learning (Delcloque 2002, Warschauer: 2002 in Wang & Kaplan: 2004). The development in computer technologies and the pedagogical shifts in language learning have influenced to a great extent the evolution of CALL and it started to be implemented from the 1960's.Consequently, CALL arose from the combination of two separate factors: educational needs and technological means. One must not focus exclusively on the technology side of CALL and neglect the pedagogical issues that are extremely important for a successful language learning process. Technology integration in foreign language teaching demonstrates a shift in terms of learning theory from behavioural toward constructivist learning approach (Evans & Nation 2003).

1.3. ICT: New Tool for Education

Globalization and technological change processes that have accelerated in tandem over the past years have created a new led by information and global economy powered by technology, fueled by information knowledge. The emergence of this new global economy has serious implications for nature and purpose of educational institutions.

In this connection, ICT has been touted as potentially and powerful enabling tool for educational change and reform. When used appropriately, ICT is said to help expand access to education, strengthen the relevance of education to the increasingly digital workplace, and raise educational quality, among others, helping make teaching and learning into an engaging, active process connected to real life.

However, the effective integration of ICT into the educational system is a complex, multifaceted process that involves not just technology, indeed, given enough initial

capital, getting the technology is the easiest part - but also curriculum and pedagogy, Institutional readiness, teacher competencies and long term financing, among others.

ICT in education is any educational technology that is applied in the educational process. It encompasses Hardware approach like use of machines and materials, Software approach like use of methodologies and strategies of teaching learning and Systems approach that uses the management technology that deals with the systematic organization of the hardware and the software. Also, ICT in education is the processing of information and its communications facilities and features that variously support teaching, learning and a range of activities in education. Education Technology is defined as *"the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources" (Richey, 2008).* Educational Technology can be used by all educators who want to incorporate technology in their teaching as well as educational administrators. The emergence of different educational tools and software has motivated many learning organisations to integrate them into the curriculum as they can have a great impact on student learning (Hawkins et al., 1996). Recently, Educational Technologies have been considered as a crucial factor in improving the quality of education and enhancing the level of student educational learning performance (Bialo and Sivin-Kachala, 1995). It has demonstrated a significant positive effect on student achievement and the teaching and learning processes as a whole (Bialo and Sivin-Kachala, 1995).

Today, technology of education is being developed with the aim not only of making education more widely available, but also of improving the quality of education which is already available.i.e; Educational technology is concerned with providing appropriately designed learning situations, which hold in view the objectives of teaching. It modifies the learner's environment through the varied techniques of presentation, arrangement of learning activities and organisation of social and physical surroundings. The purpose of educational technology is to improve the quality of language learning.

1.3.1 Media and Technology in Teaching and Learning Process

There is a wide range of terminology when we deal with technology used for learning. Media, multimedia, ICT , IT , Interactive and Information Technologies (IIT), Advanced Learning Technologies (ALT) are all umbrella terms that cover all advanced technologies in manipulating and communicating information within the learning process.

Media is described by Bates (2005: 43) as *"generic forms of communication associated with particular ways of representing knowledge. Texts, audio, face to face communication and video are all media"* (Bates, 2005, p.43). So in education, according to Bates, there exist five main media: direct human contact, text, audio, video, and digital multimedia.

Technology is used to deliver this knowledge or media like (satellite, cables, video-conferencing, telephone, and mobile, CD, computer, e-mail and so on.).These technologies are different in being either one-way or 'broadcast' like TV and print, and two ways or 'communicative' like videoconferencing and mobile.

1.3.2 Computers and Teaching

With the rapid development of technology, more and more language teachers and learners are eager to use technologies such as computer and the Internet for language learning and teaching. Undoubtedly, the use of technology in education has a positive effect on the achievements of language learners, but it is a necessity to consider all aspects of this application.

A great distinction between two philosophical approaches: teaching from computers and teaching with computers. Teaching from computers includes things like computer-based instruction, computer-assisted instruction, and integrated learning systems. It can be a tutorial, game or independent learning programme. It values transmission of information and is supplantive in nature. Its goals focus on more effective delivery of knowledge and increased skills. (Ringstaff & Kelley, 2002).

Also they argued that teaching from computers alone could only improve access or efficiency. In contrast teaching from computers, teaching with computers has a wide variety of impacts. Because the values embodied by teaching with computers are generative and transformative, the nature of the goals and the resulting impacts can be felt in many areas (Ringstaff & Kelley, 2002).

1.3.3 The Use of ICT in Education

The economic developments and social justice turned attention to expanding access to education. It is true that worldwide illiteracy rates have declined in the last decades. But it is also true that the emphasis on knowledge is now much higher than forty years ago. In the past societies could flourish economically even when more than half of the population was illiterate, but this is no longer possible in the Information societies. To remain economically competitive and prosper in this widespread knowledge-driven economy, countries cannot find large sectors of their population to be excluded from education, or at the lower level of the educational process.

The development of education means integrating new ways of technology to allow and attract the population who have been excluded from education for cultural or social reasons. In cultures- such as Algeria- with strict rules and traditions regarding interaction between genders, girls may be forced to leave school before puberty for a simple reason i.e. avoiding contact with male colleagues and teachers. For girls who remain in school, the rule regarding with whom they may or may not talk make it difficult to succeed and reach further degrees. One of the techniques regarding the fulfillment of this task i.e. expending access to education is the use of ICTs. Home schooling, the internet and cell phones have created a proper atmosphere to make the different genders familiar with the field of education that is to say, technology can promote alternatives for educating women that are more cost effective than all-female schools without disrupting cultural traditions. Communication owes a great and particular debt to technology as television and radio broadcasts or Internet-based technologies enable girls to continue their studies from home or small learning centers. To conclude this part, one can say that technology functions as a neutral agent without gender or cultural allegiances, thereby facilitating communication and learning.

1.4 What is Speaking Skill

Teaching English as a foreign language (TEFL) requires students to learn the four skills:listening,speaking,reading and writing.The speaking skill aims at developing abilities in producing oral discourses, has different meanings according to each teacher's or author's point of view.

According to Bygate (1987), the term oral expression involves making the correct choices when using language forms, following the right order, sounding in a way that is similar to that of native speakers, and producing the right meanings that can be understood by the listener. For him, speaking is a skill that all people use when they are interacting among each other; therefore, speaking is regarded as the most important skill that learners require in order to be able to speak fluently in the classroom situation.

In addition to the previous definitions, Hedge (2000, p.261) considers speaking as **"a skill by which they [people]are judgedwhile first impressionsare being formed".** This means that speaking is an important skill because it has given more attention in foreign language and because it reflects peoples' thoughts and opnions.

1.4.1 Types of Speaking Skill

Since speaking is regarded as one of the language productive skills, Brown (2004) has stated five types of speaking according to the speaker's intentions ; imitative speaking, intensive speaking, responsive speaking, interactive speaking and extensive speaking.

1.4.1.1Imitative Speaking

Imitative speaking is the ability to parrot back or rpeeat the others' speech as a word, phrase or a sentence. This kind of repetition may include different properties of language as grammar and lexis in order to convey a meaning or even to interact in a conversation, by paying attention to pronunciation as an attempt to help learners to be more comprehensible (Brown, 2004, 141).

1.4.1.2Intensive Speaking

Intensive speaking is defined as the production of short stretches of a discourse through which they 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).

1.4.1.3 Responsive Speaking

This type of speaking involves brief interactions like short conversations, small talk and simple requests in order to preserve authenticity with only one or two following up questions or retorts as Brown (2004, p. 142) shown in the following short conversation:

A. Marry: Excuse me, do you have the time?

B. Doug: yeah. Nine- fifteen.

1.4.1.4 Interactive Speaking

Interactive speaking differs from responsive speaking in terms of length and complexity of interaction, this type involves two forms of languages; transactional language and interpersonal language. The former is aimed at exchanging specific information whereas the latter has the purpose of maintaining social relationships. In this form of language (interpersonal), oral production can become more complex with the use of colloquial language, ellipsis, slang and so on. Interactive speaking includes some assessment tasks such as interviews, role play and discussion activities (Brown, 2004, p. 142).

1.4.1.5 Extensive Speaking

The final type of speaking that was stated by Brown (2004, p. 142) is the extensive one. For him, extensive speaking or monologue includes speeches, oral presentation and story-telling, but the language style that is used in this type of speaking is more deliberative and formal for extensive tasks, because we cannot rule out some informal monologues like a casually delivered speech and so on.

1.4.2 Significance of Speaking Skill

Unlike listening and reading which are receptive skills of a given language, speaking and writing skills are widely classified by many researchers as productive and active skills (Richards et al. (2002: 293). In fact, Harmer (2001: 154) recalled the important goal of language study is to improve both the productive and receptive

skills. This sense drives us to conceptualise that all language skills are integrative, and one can't teach or learn a language with a solely skill. Though, speaking is generally the most complex process and non-evaluated in the educational context, it is considered by many teaching and testing experts to be developed among our learners as advocated by Luoma (2003).

According to Burkart (1998), speaking involves three areas of knowledge, namely mechanics which refers to pronunciation, grammar, and vocabulary. At this level, students are required to use the right words in the right order with the correct pronunciation.

Secondly, the transactional and interactional functions in which the learners know when clarity of message is essential for transaction or information exchange, and when precise understanding is not required for interaction and relationship building. Lastly, social and cultural norms, that is, students need to understand how to take into account who is speaking to whom, in what circumstances, about what, and for what reason. Apart from that, a good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

1.5 Oral Production in EFL classes

One of the major responsibilities of any teacher working with English Language Learners (ELLs) is to enable them to communicate effectively through oral language. Teachers concerned with teaching the spoken language must address this question: why is it so difficult to teach learning oral proficiency?

To a large extent, it is because teachers are desperately attempting to teach in the classroom what is best learned outside. The classroom, of course, is a convenient place for providing information and developing education skills. However, teachers' concern is not only to inform but also to develop learners' ability to use the target language for communicative purposes. In order to have a better understanding of these purposes, it is necessary to define oral production.

There are several definitions of Oral Production. Hymes (1972) defines oral skill as *"the capacity to communicate effectively within a particular speech community that wants to accomplish its purposes".* Similarly, Chastain (1988, p.330-358), states that

"speaking is a productive skill and it involves many components". Speaking is more than making the right sounds, choosing the right words or getting the constructions grammatically correct. According to Bygate (1987) speaking is *"a skill which deserves attention as much as the literacy in both native and foreign languages".* (As cited in Leon & Vega 2010)

Additionally, learners of English as a foreign language (EFL) are often preoccupied with improving their speaking skills than any other language skills, something they often voice in the classroom and which has been revealed in several studies where learners have been asked to reflect on their language needs and learning.

This need to speak English, particularly for business and travel has emerged from advances in the speed of communication systems and mobility, which have spurred globalization and have lead to the exponential growth of the use of English as a lingua franca. Within the European community the standardization of academic practices and quality control assurance across member states has meant that learning English has become a major necessity. Several measures have been taken to encourage exchange between academic and professionals of the different European member state this need. These have been in the form of a member of linguistic and educational policies and projects, such as the European Language Portfolio and the implementation of CLIL (Content and Language Integrated Learning) in schools and the Comenius.

However,speaking still appears to be difficult skill to develop in the EFL classes because students not only need to be well prepared in English skills, they need also use them to build social relationships that allow them to interact with each other. An argument that supports this view is found in Gutierrez (2005,p.3) who states: *"learners often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged, and through which they make or lose friends".* This quote addresses the importance of real interaction which gives the learners the opportunity to demonstrate what they can do in the foreign language. So the teacher may use some pedagogical methods in the classroom in order to develop oral skills in his/her students. In this way, the teacher should use other students and him/herself in order to foster oral activities in class, he

should also encourage students to speak no matter the mistakes in grammar and pronounciation they may have.

1.5.1Oral Production Teaching Methods

As it was claimed before, the aim behind learning English as a foreign language is to speak and communicate .EFL students speak for many reasons:to be sociable, because they need to be able to communicate confidently and appropriately with people from all walks of life: with those who are older or younger, with those in positions of power, with peers and family, with small and large groups. Students will, for example, learn how to interact productively with their peers, to speak confidently in class discussions, to listen strategically, to read with comprehension, and to write well structured and coherent texts. Speaking skill is said to be an active or productive skill.This is why EFL teachers should use some techniques such as group work, role-play and discussion which encourage students to take communicative initiatives. Thus, they can provide them with a wide and richer experience of using the language as much as possible.These previous mentioned examples of teaching methods are describes as following:

- **Group Work**

Despite the need for whole- class teaching and individual work, or 'seat work' in laguage classroom,the use of group work has been emphesized as another interactional dynamics of language classroom. A group work is a classroom situation where students are working within smaller units or groups. Through interacting with each other in groups, students can be given the opportunity to oral exchange. For example, the teacher might want students to predict the content of reading a text of five paragraphs. Then, they are divided into five groups. Each group selects a paragraph of the text just reads and prepares to answer the questions put by the other groups. Each group has to scan a paragraph of the text for detailed comprehension and formulate questions to test the comprehension of the other groups. The aim is to get the students involved in oral interaction: asking and answering questions, agreeing and disagreeing certain points of paragraph and proposing modifications. Indeed, it is

through this kind of tasks that researchers believe many aspects of both linguistic and communicative competence are developed . Oral interaction, in group, is based on a real attempt to find a collective solution to problems. Group work is a meaningful activity because thestudents need to focus on meaningful negotiation and information exchange. For this reason, students should be familiar with the discussion topic. The main concern of the teacher is, of course to get the students to talk and to stimulate their interest and imagination. To conclude, group work involving communicative tasks is essential to develop oral proficiency because it is need to maximum students' participation in an orally purposeful activity.

- **Role-play**

Many students derive a great benefit from role-play. It can be used either to encourage general oral proficiency or to train students for specific situations especially where they are studying English for specific purpose (ESP). Role-play is an authentic technique because it involves language use in real interactive contexts. It provides a format for using elements of real-life conversation and communication (Forrest, 1992). Revel (1979,p.16) sees role-play as: ***"individual's spontaneous behaviourreacting to other in a hypothetical situation".*** This implies that role-play invites students to speak through a fictitious identity in an imagined situation to present the view of a person without necessarily sharing them.

Role-play is an effective technique when it is open-ended so that different people would have different views of what the outcome should be and consensus has to be reached. There is a dynamic movement as the role-play progresses with students who lack self-confidence or have lower proficiency levels. To succeed with role-pay, the teacher has to give each student who does not play his role appropriately a card that describes the person or the role played. The teacher needs not only to identify the situation which will stimulate the discussion but also give them the role that matches the requirements of their personalities. Topics for role play should be taken from students' current interest and anticipated experiences.This will contribute to increase the students' self -confidence as a speaker and his motivation to participate more.

- **Discussion**

Discussion is any exchange of ideas and opinions either on a class basis with the teachers' role as a mediator and to some extent as participator, or within the context of a group, with the students talking among themselves. It may last for just a few minutes or it may continue for a whole lesson (in case of advanced learners who have a right command of foreign language). It may be an end in itself; a technique for developing oral expression through exchange of ideas, opinions, arguments and points of views. We can say that this technique is student directed and teacher guided discussion. (Hill and Ruptic 1949; cited in Byrne, 1976). For example, all students can be asked to read a single book or story which can be discussed in one session upon completion of the reading. Discussion groups (also called literature circles and book clubs) can last from one to two or three session depending on the length of the book.

While discussion has many advantages, some benefits for second language learners include: increased comprehension levels; opportunities to improve listening skills and develop spoken language proficiency; increased participation of quiet and shy students and more time for teacher observation of students learning.Moreover discussion create an English atmosphere.

1.5.2ICT and the Teaching of Oral Production

Despite the fact that the implementation of ICT in the calssroom is difficult for many teachers and srudents as well, it is not only important but essential to use these technologies in the teaching of oral production.The integration of ICT in the educational environment is becoming increasingly important. Blair commented in 1991 that technology has revolutionized the way we work as it is now set to transform education.Learners cannot be effective in tomorrow's world if they are trained in yesterday's skill.Therefore, education in Algeria has to renew itself in order to be in line with the globalized society. As for the field of EFL, it is essential to adopt ICTs in the teaching of speaking skill since it is one of the most important skill to be mastered.Many scholars believe that when teachers integrale ICTs they bring the real world into classrooms. Thus, a careful planning and judicous use of ICTs can encourage students develop their speaking skill.ICTs can improve the quality of

teaching and learning. It offers teachers and learners a variety and authentic resources of the target language.ICT bridges the target language culture with the teaching and learning process.Thus the integration of ICTs is not only important but is essential for achieving a successful education.

1.5.3 Using ICT Techniques in The Classrom

The integration of ICT requires some effective techniques that help teachers to provide students with different opportunities to practice the speaking skill.therefore, it is important to suggest the following essential techniques that are seen by many scholars as the key factors for the mastery of the speaking skill.

- **Using CD-ROMs**

CD-ROMs is an abbreviation for 'Compact Disc Read-Only Memory' and it have been around since the 1980s and are becoming widely used due to the use of the newest technologies such as instant messaging , blogs…etc.The integration of CD-ROMs in the classroom is strongly emphasized by many scholars. Teachers of oral expression may use these devices to teach the speaking skill for its great advantages.Dundey and Hockly (2007,p.115) believe that the use of CD-ROMs in the classroom has a positive effect on students' performance because when they are exposed to authentic language independently as they called 'autonomous learning'.Thus, it is essential to integrate this tool in the teaching of speaking skill.The use of CD-ROMs in the calssroom can be somhow a source troubles for teachers who are not yet experienced with the implementation of these technologies.Therefore, scholars Dundey and Hockly (2007,p.115) sugested the following activities that may help teachers get started with the use of CD-ROMs in their teaching process:

1.If you (teachers) have access to a data projector (or beamer) and one computer, CD-ROM or DVD content can be projected onto a screen for the whole class to view and work on together, with learners taking turns to take control of the computer mouse.

2.If the school has a computer room or self-access center, the teacher can program in regular short sessions, for exemple once a week, in which learners work alone or in

pairs on CD-ROMs materials during class time.Note that these sessions should be kept short so that learners don't get bored or lose focus.

- **Using DVDs**

DVDs is an abreviation for 'Digital Versatile Disk' and they are similar to CD-ROMs in that a variety if data can be stored in them, but their capacity in storing data is much greater thatn CD-ROMs.DVDs.It was developed in the 1990s and were as an important device to be integrated in the language classroom and replace CD-ROMs for their storage capacity and the high quality of audio and video.There are some ideas suggested be Dundey and Hockly (2007,p.114) that may help teachers of oral expression work with these technologies in order to enhance their students' oral performance:

1.The subtitles of a dialogue are hidden during a first (and aven second) viewing.How much the learners understood can then be checked with comprehehsion, and the dialogue played a final tile with the subtitles.

2.Learners listen to short sections of a DVD dialogue several times,transcribe them and then check their version of the transcript with subtitles.

3.Learners watch a short DVD dialogue between two characters with the audio switched off, reading the subtitles several times. Pairs are then invited to each take a character role, and to read the subtitles for their character at the same time the dialogue is playes again, stil with the audio swithwhed off. This can be repeated several times.Can the learner keep up with the lip movement of characters?Finally,the dialogue is played with the audio swithed.

- **Using Chat**

One of the most effective techniques in improving students'speaking skill is chatting especially if it is well organized and well timed.It is considered as a very important tool in improving learners' fluency and accuracy.Thus, it is important to determine the reason of chatting for students.Dudney and Hockly(2007,p71) stated that ***"chat is a tool that allows for synchronous, i.e.real time, communication over the Internet".***They outlined different types of chatting such as:

1)Free topic chats: In free topic chats students may meet in pairs or small groups via an instant messaging programme to practice English together whenever they have time all together, and they are not asked to talk about specific subject or at particular time.

2)Collabirative, task-oriented chats: here the teacher asks students to complete a real task outside class.Thus, they meet a teacher,each other via internet or social network and other students from different universities.

3)Practice chats: it is called practice chats because students are asked to practice a specific language form, any telephone situation or communication strategies in order to develop their speaking skill and to be able to participate in different speech situations.In   addition   to   these   chat   programmes;students   can makeYahoo,Skype,Facebook…etc to make relationships with native speakers.This helps in testing their oral performance, enhance fluency and accuracy, and again knowledge about the culture norms of the target language community.

1.5.4 Evaluating EFL Learners' Oral Performance

Undoubtly, the ultimate goal of EFL learners is to speak the target language successfully and competently.They all concentrate on their oral performance for it is ***"a skill by which they are judged while first impressions are being formed"(***Hedge,2002.p. 261). They usually do not like or are afraid of speaking in the target language, and most of the time they exhibit a passive attitude in class, since they do not have the opportunity to express themselves naturally and spontaneously (Eckard & Kearny, 1981). As Cotter (2007) explains, training in oral skills which let them communicate and interact in a meaningful and fruitful form, (e.g. exchanging information, negotiating meaning, supporting ideas, facing oral defenses) is a way to motivate students to perceive the foreign language as a tool for social interaction. Hence, students use the target language in order to communicate confidently and appropriately with people from all walks of life. They will, for example, 'learn how to interact productively with their peers, to speak confidently in class discussions, to listen strategically, to read with comprehension, and to write well structured and coherent texts' (Cotter, 2007). Learning English language involves developing both the ability to use language effectively for a range of purposes and the ability to talk

about the language being used.   White (2004) explains that language is an integral part of learning, and oral language has a key role in classroom teaching and learning. It helps to encourage creativity, understanding, and imagination; it is a means of solving problems, speculating, sharing ideas and making decisions; language builds friendships and enhances motivation through social interaction.

Thus, we often judge language learners from the way they speak though they are not performant in other skills.Nunan (1991,p.13) believes that success of foreign language learners is measured in terms of their ability in mastering speaking skill i.e.,holding a conversation in different contexts.The mastery of the speaking skill is based upon the mastery of fluency and accuracy.Richards and Rodgers (2001) agree that fluency and acceptable language is the primary goal: accuracy is judged not those who know the language system but are those who use what they know in oral performance.Accuracy which is represented in the triangle of grammar, vocabulary and pronounciation is very important to develop communicative competence; learners are expected to achieve both fluency and acuracy.

Additionaly, teaching and guiding students to learn a foreign language is a hard job,therefore,teachers have to try to find other pedagogical tools in roder to help the students' learning process effectively.The EFL teachers need of integrate some oral activities in class in order to overcome their students' fears of speaking and use the target language even if they make mistakes, students cannot learn without making mistakes, the error makes them realize they are having success in evaluating their oral performance; it is a proof of their development.

El Karfa (n,d) proposes in his work some learner-centered activities to foster use that include:

> *Problem-solving activities in which learners are presented with a scenario and asked about their opinions, experiences, and what they would do in a particular situation. Role plays and simulations in which learners are assigned to play a role in a certain social situation. Opinion-gap activities, learners share or defend their attitudes or preferences about an idea with their partners.*

Consequently,these students centered activities are more likely to motivate them, and also provide the opportunity for students to engage in the type of negotiation and critical thinking that will help them develop the participatory and intellectual skills necessary for effective oral skills instruction and learning. Such activities expose students to each other's opinions with the final purpose of developing their communication strategies and skills; more importantly, these activities help students recognise that there are different ways of looking at things and that communication can be a process that is an essential element for the solution of a conflict.

1.6 Conclusion

As a conclusion, it is obvious that ICT introduce something new to learning and teaching foreign language and this requires new roles for both learners and the teachers and also for the computer as a teaching tool. So using ICT leads to new pedagogical changes which create new pedagogical roles. This chapter has been intended to show the effect of ICT on education and its different materials that a teacher may use in the language classroom.This chapter deeply stresses the impact of ICT which is essential in the teaching of oral production in EFL classes where the teachers may use some effective methods to improve their students' speaking skill and brush up the students' English mindfully.

Additionally,this chapter is devoted mainly to discuss speaking skill, its types and significance from different angles.Speaking as an important skill in EFL classes needs to 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 theoratical overture of the most important role of ICTs in teaching the oral production in order to evaluate the EFL learners' oral performance, before the validation the hypotheses of the present work. The following chapter will highlight a discussion of the rationale behind the choice of case study as a research design, the choice of the methodology used to conduct the present work.Then, analysing the main research findings.

Chapter Two

Chapter Two: Data Analysis and Interpretation

2.1 Introduction

In the field of instruction, the integration of technologies is considered as a conceptual revolution and an innovative practical tool in foreign language classroom. Yet, in language classrooms, it appears piecemeal, that is, gradual and fragmentary, and sometimes even totally absent. Regarding the educational system in Algeria, different methods and techniques are already adopted to pave the way towards improving the teaching/learning process particularly assisting the EFL learners to master the target language for skills not only in writing but also in speaking.

In the Algerian context of learning English as a Foreign Language (EFL), instructors regularly raise the query why the majority of the students are unable to speak English confidently and correctly. One among many reasons to take into consideration might be a lack of oral practice and interest, etc. So based on the question of how to increase the speaking confidence and competence ,this chapter is designed to analyze the data obtained from both EFL teachers of oral production and first year students at Abou Bakr Belkaid-Tlemcen University. As for the main objective behind this investigatin, it is to spot the light on the usefullness of ICT in improving students' oral language proficiency.Therefore, knowing the importance of ICTs as a pedagogical strategy by teachers and students is essential.

First of all,this chapter provides an overview about the use of ICTs and its importance in Algerian Education.Then, it describes the research methodology and followed by a full desription of the data collection.To do so, teachers'interview and students'questionnaire will be used as instruments in this study to analyze the obtained data.Finally,it concludes with the discussion and interpretation of the main results.

2.2 School in Algeria

In Algeria is compulsory. All the children have to receive an education.Primary education lasts for five years, middle school lasts up to four years according to the new reforms. Secondary education which is obligatory consists of three years. Higher education is provided by universties, specialized (private) and national institutions of

education.However, failure at school has become a wide issue. The failure is due to many reasons.

In order to reduce failure at school the Algerian authoroties must improve educational system by making it more attractive through the use of technology.They rehabilitate school leavers by giving them more chances ti involve in society and encourage them to study.As a result, modern technology enhances students to study and find of school an attractive place, not a boring one.

2.3 Algerian Education and ICT

This fact is being supported by both authoroties and learners. Besides teachers play a sensible and vital role in implementing ICT in the field of education.Yet, the policy for ICT exists, but to be successfully implemented it needs huge, strong infrastructure and resources because Algeria faces problems of poor infrastructure and connectivity issues ,besides ;there are not enough appropriate learning materials.However, the development and provision of tools and learning material are at the heart of the policy of ICT for educational development.

In general, the level of illiteracy is higher rural divisions.i.e, few shools are available.Therefore, the major concern of the national ICT policy is provision of access and connectivity to all areas and make ICT invade in all the programmes and projects.

In spite of the great efforts of the Algerian authorities, professianal development programmes and teachers training is still limited to basic ICT training with no connection or relevance to integration into the educational process. Several projects and in initiatives have been underway, but due to the obstacles posed by the political unrest, many of them have been discontinued if not disappeared.

In brief, ICT is set to strengthen the knolewledge acquired during the first steps in the Algerian educational system.Despite those obstacles ICT has taken much interest from students, learners than education in educational tasks.

2.4 Research Methodology

The next step of any research design is to move to something more practical. In this section a detailed account of the research methodology will be presented.It will do so by giving the rationale behind using the case study and a discussion of the advantages of using the combination methods i.e;qualitative and quantitative approaches that are regarded as a worthy method for a clear comprehension of the study. In practice, both of these mentiened methods are frequently considered to be appropriate within a single investigation.

This present research work is a case study involving both EFL teachers and students of Abou Bakr Belkaid University.The case study as a research methodology is defined by Adelman and Kemmis (1976: 140, qtd. In Nunan 1992) as a study where *" one selects an instance from the class of objects and phenomena one is investigating and investigates the way this instance functions in context".*

Consequently, in the case study of understanding the use of ICTs for EFL students (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 intgrating ICT in oral production courses.

2.5 Data Collection

Data collection is an essential component for conducting a research.It is, generally, conceived as complicated and hard task. This is why O'Leary(2004:150) remarks:

Collecting reliable data is a hard task, and it is worth remembering that one method is not inherently better than another. This is why whatever data collection method to be used would depend upon the research goals, advantages, as to the disadvantages of each method.

However, the researcher may have to draw a range of different categories for data collection such as observation,tests, interview and questionnaires.In this study two of the above mentioned tools have been used: an interview and questionnaire. A detailed

description of these insruments is provided bellow.This is proceded by highlighting the setting and the participants' profile (the sample population) involved in the study.

2.5.1 Setting

The setting for this research dissertation was the Departement of Foreign Languages (English Section) at Abou Bakr Belkaid University of Tlemcen. The researcher deals with both EFL teachers and students as sample population during the academic year 2014/2015.

According to Sapsford and Jupp (2006:27) a population consists of *" individuals, or elements, and these could be persons , or events […] anything at all of research interest , including observations,judgements, abstract qualities,etc".* Thus, the population is the group of people whom the study is about , and from which the sample is usually selected.

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 into the world of ICTs to understand how it can contribute to the teaching of speaking skill.

2.5.2 Participants' Profile

❖ Teachers' Participants:

The main aim of dealing with EFL teachers is to give their points of view concerning the use of ICTs in EFL oral production course sand also it helps the researcher to find out how ICTs influence the students' speaking qualities.The teachers taking part in this study hold either the degree of 'Doctorat'or 'Magister'. Some of them have been recently recruited and they were specialized in different fields.But, few or some 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 to use ICTs as a springboard for stimulating EFL learners' oral skill, five EFL teachers of oral production module are selected with the present study relibrately because they have more experience than novice teachers

in this domain of speaking , and can discuss and comment matters of interest to the researcher in making more reliable coonclusions about the topic discussed.

❖ **Students' Participants:**

The present study takes place in the Deparetmant of Foreign Languages (English Section) at Abou Bakr Belkaid University.The participants randomly selected as a sample of population for the present case study are from different groups of the first year.The are requied to deal with oral production module in order to reinforce from scientific streams and literary as well as foreign languages.What is striking is the high proportion of female students compared to that males.Also, it is important to mention that the level of these learners was quite hetorgenous to their different knowledge,backgrounds and use of the target language.

2.6 Research Instruments

It is often believed the *" the backbone of any survey study is the instrument used for collecting data"*(Dornyei,2011).Thus, based on a multimethod approach,which requires a multiple resources af data collection, the researcher has designed the present study.Furthermore, the collected data are based on teachers' interview as a primary instrument and students' questionnaire as a secondary instrument.

2.6.1Teachers'Interview

The interview is used as a supporting material to collect data from individuals Through conversation either to understand a situation or a topic that the researcher is interested in.Cohen et al (2007:349) state that:

> *Interviews enable participants be they interviewers or Interviewees to discusstheir interpretations of theworld in which they live in,and to express how they regard situations from their own point of view.*

Since the interview is concerned with only five EFL teachers, the researcher used a semi structured interview because it is *"feasible for smaller groups"* (Richards,2001:61).The teachers concerned with the present study are from Abou Bekr Belkaid University. They were selected by purposive sampling in order to investigate how they perceive using ICTs as a resource in EFL oral classes in one hand, and to develop their students' speaking skills on the other.The semi structured interview provides a mutual interaction.It enables the interviewer to rearrange the sequence or

wording of her questions according to the answers, and for the interviewee to develop his/her ideas without restrictions . In addition to that , it is conceived to be of great help to the investigator.

The interview consists of fourteen questions.Three questions are concerned with the experience of the teacher in teaching oral production, seven questions deal with the way teachers teach and four questions are devoted for exploring teachers' use, application and wether they support ICT tools in their teaching process.

2.6.2Students'Questionnaire

One of the most common methods in collecting data in foreign language research is to use questionnaires of various kinds, since the essence of any scientific research is the attempt made to find out answers to questions in a systematic manner. Therefore, questionnaires have gained considerable attention in the social sciences.In this line of thought, Dörnyei (2003:3) states: *"questionnaires are certainly the most often employed data collection devices in statistical work, with the most well-known questionnaire type - the census - being the flagship of every national statistical office"* . On his part, Brown (2001:6) reports a definition of the questionnaire as being: *"Any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers".*

The questionnaire is adressed to first year EFL students aims at knowing the extent to which students use ICTs and in what context;the researcher wants to figure out if they utilize ICT equipements in their learning and to develop their oral language proficiency in particular.The questionnaire includes three parts: while three questions seek to gather background information about the participants,six questions about students' attitudes towards speaking skill in one hand and oral production courses in the other. Finally, six questions aim at knowing wether EFL students use ICT resources in improving their oral performance or they prefer to utilize other learning methods.

2.7 Data Analysis and Interpretation

Once the research data have been collected, data analysis is often a research procedure that refers to shifting, organising, summarising and synthesising those data.

So as to arrive at the results and conclusions of the research. As it is widely acknowledged, data analysis may help looking at and summarizing different results obtained throughout the research process with the intention to extract some useful information that may answer the researcher's problematic and help drawing conclusions. In this sense, data analysis refers to the ***"process of bringing order, structure and meaning to the mass of the collected data"*** De Vos (2002:339).

This section is concerned with the analysis of the information gathered from the two sources of data: the teachers' interview and the students' questionnaire. Furthermore, these information disscussed earlier enabled the researcher to collect a large amount of data about the use of ICTs in the EFL oral production classes.Moreover, main findings of the study are presented, and translated into tables to make the explanation clear.

2.7.1 Analysis of Teachers' Interview

The interview is addressed to five EFL teachers of oral production ,it mainly aims at reporting their opinions concerning the effective role of ICTs in EFL speaking classes.In addition to that, its basic purpose is to show their impressions about how the may evaluate their EFL students'oral language proficiency and how they would react of ICT equipements are to be used as a teaching material in the oral production courses.This interview includes fourteen questions that will be analysed and presented as bellow.

Item one: How long have you been teaching oral production?

Two EFL teachers have been teaching oral production for one year, other one for two years and the remained teachers;one of them for five years and the second one have been teaching this module for eight years.This question is to find out the extent to which EFL teachers are experienced in teaching oral expression.

Item two: How many students do you have per group?

This question is very important to have an idea about the number of EFL students. They are between thirteen and fifteen.And this is and over-load of students sample per group which makes it difficult for EFL teachers to manage the hole class.Oral

expression sessions should offer students' potential opportunities to practice the target language in meaningful ways because the numerous students are less chances, they will have to speak and participate in the classroom.

Item three: According to you, why do some students find it difficult to deal with EFL and speaking in particular?

This question asked to know the extent to which EFL teachers are aware of the reason behind the students' difficulty in speaking English, this helps the researcher to understand more about the issue especially when teachers are more competent in noticing their students' errors. All five teachers stated that the reason why some students find it difficult to speak the target language is due to the lack of vocabulary and pronounciation.One teacher added that some of learners are not competent because of some psychological problems such as anxiety,self confidence,doubting about their level…etc.

Item four: Which method you rely on in teaching oral production?

Two teachers stated they follow the audio-video method /ICT and the three other teachers said that they use a mixture of techniques such as debates, dialogues and CBA approach.

*Please state why?

The two teachers who utilize ICT method in their courses ,they beleived that it creates an appropriate atmosphere and authetic situations in their teaching process and with the application of this technique, learning will be more real, motivating and effective. While the other teachers stated that using a mix of teaching methods in order to develop their EFL students' speaking skills which help them to communicate with foreigners in a suitible way.

Item five: Do you take into consideration any specific programme in teaching oral production?

This question is asked if EFL teachers follow any specific programme in teaching oral expression while three teachers answered that they follow a programme in their teaching process in contrast to the two other ones.

*If yes,wich programme do you follow?

This question is to know wether EFL teachers design their own programme to teach their students or they are given one by the administration.But, all the respondants said that they follow many programmes in order to push their learners to work and speak in the target language.

Item six: Does this programme require any use of materials?

This question stove to analyze technical details or information, specifically the materials while following a programme in teaching oral production.All teachers stated that they are in favour of the adoption of materials.

*If yes,mention which material(s) you think it is better to improve your students' speaking skill?

The researcher asked EFL teachers to specify the material(s) that programmes emphasize to teach oral performance in order to achieve a better results.The data show that all of the five teachers use audio-video materials,data show and language laboratory to teach oral expression.

Item seven: How long have you been using these materials?

All the teachers answered that they use these mentioned materials most of the time to improve their EFL learners'level.

Item eight: Which of the following devices do you own?

Under this question, the researcher proposed three choices, and teachers are supposed to choose any device they possess.The results were as in the following table where three teachers own all of them but the two others have just desktop :

Electronic Devices	Number	%
Desktop	2	40%
Digital Camera	0	0%
Electronic Music Device	0	0%
All of them	3	60%
Total	5	100%

Table1.2:Ownership of electronic devices

Item nine: If you own one,do you use it inside the classroom?

All EFL teachers of oral production stated that they use all of these mentioned electronic devices inside the EFL classes with their students and the major findings are described as follow:

*If yes or no, please state why?

The two teachers who owned just desktop, they support the use of traditional ways ar they present their lectures in the oral expression laboratory.But, the three other teachers whi have the electronic devices, they prefer to utilize them in their sessions in order to motivate their learners and evaluate their oral skill.

Item ten: In teaching speaking skill, do you have access to?

For this question, the researcher suggested six choices: computer laboratory, power point presentations, online songs and games,group work, role play and discussion for EFL teachers to choose.Three teachers select all of them but the two others prefer to specify just three teaching techniques that are:computer laboratory,power point presentations as well as online songs and games.

Item eleven: Is it necessary to use language laboratory to teach oral production?

The aim behind this question is to know wether EFL teachers can teach their oral expression courses without language laboratory.Four teachers believed that it is a very useful way in enhancing their EFL students' speaking skill and just one said that it is better to teach in classrooms which help to improve their learners' vocabulary.The results gathered are presents as follow:

Item twelve: Are you for or against the use of ICT in teaching oral production?

Through this question,the researcher attempts to find out wether EFL teachers support ICT use inside the oral production classes with their learners or not.And all of them are in favor of implemending ICT as a pedagogical tool.

*Please state why?

All the EFL teachers support the use of ICT inside the oral production courses;it can help them vary their teaching techniques and motivate learners to interact with native speakers in the target language.And as one teacher stated that ICT can not replace totally the role of teacher but it may facilitates his job.

Item thirteen: Does ICT have drawbacks in enhancing EFL students' oral language proficiency?

The researcher asked this question in order to know if ICT equipements impede the EFL teaching process or not.Three teachers answered that it has drawbacks while the two others are with utilizing ICT as a useful method in enhancing their oral language proficiency.

*Please state why?

Two teachers said that ICT has no drawbacks because for them it is very useful for students to be updated in order to learn new things and to evaluate their oral performance. While the others who are against ICT using in oral production courses,they explained that it is considered as an additional tool.Also, access is not always available due to its difficulties and it requires more efforts.

Item fourteen: In your opinion, what are the advantages of ICT?

This was an open question for EFL teachers to show their views about the benefits of using ICT in oral production classes.Teachers stated that ICT can provide students with authentic materials, motivate them to increase their knowledge and develop their oral performance.Moreover, it helps the teacher in gaining time and effort in addition to facilitate his teaching /learning process.

2.7.2 The Analysis of Students' Questionnaire

This questionnaire is mainly designed to diagnose the students' evaluation of their oral skill and for inviting them to contribute a general information on their actual state of learning oral expression.Moreover, its main objective is to show their attitudes towards the impact of ICTs in enhancing their language speaking abilities.After treatment of the teachers' interview, the present section is devoted to the analysis of the data collected from the students' questionnaire.In all, fourty three EFL students from different groups of first year answered this questionnaire in order to prevent any misunderstanding, the questions were explained to students who could ask for clarifications.The questionnaire consisted of fifteen questions and each one will be treated separately as follow.

Part one: The participants' background information.

*Gender?

This table will reveal that female students are more than male .In fact,the examiner has recorded just ten male subjects out of total fourty three (23.26%),whereas the rest is of a female sex,that is thirty three(76,74%) are female subjects.This adds nothing to work except that girls are to be more interested in using ICT tools.

Gender	Male	Female	Total
Number	10	33	43
%	23,26%	76,74%	100%

Table 2.2: Students' gender

Question One: How long have you been learning English as a foreign language?

The majority of the participants thirty four making up 79,07% stated that they have been studying English for eight years and this regular years to reach out their academic year (first year at university) ,while seven students making up 16,28% stated that they have been studying English for nine years and just two students making up 4,65% that they have been learning English for ten years ,which means that they have been repeated the academic year ones or twice.

Years	8 years	9 years	10 years	11 years	Total
Number	34	7	2	0	43
%	79,07%	16,28%	4,65%	0%	100%

Table 2.3: Students' duration of learning English

Question two: Your choice of English was?

For this question the researcher has given students two options (either personal or parental). For these results show that thirty nine participants making up 90,70% opted for persnal choice to study English language. While only four participants making up 9,30% opted for parental choice which may indicate that they were either adviced or imposed on them to study English as a foreign language.

Question three: Specify your kind of baccalaureate?

The researcher found that thirteen students presenting 30,23% had a specific baccalaureate ,twenty seven students making up 62,80% had baccalaureate in languages while three others presenting 6,97% from the whole sample had literary baccalaureate.

Type of baccalaureate	Scientific	Languages	Literary	Total
Number	13	27	3	43
%	30,23%	62,80%	6,97%	100%

Table 2.4: Kind of baccalaureate

Part Two: Students' level in EFL oral production

Question four: Do you like studying English?

By this question,the researcher wanted to know EFL students' attitudes and feelings towards English language.The majority of them .i,e.97,67% of the participants (42 students) declared that they liked English which means that they are motivated to study the target language whereas just one student liked studying English somehow making up 2,33% because he did not want to learn English as especially.

	Yes	No	Somehow	Total
Number	42	0	1	43
%	97,67%	0%	2,33%	100%

Table 2.5:Students' attidues towards studying English

Question five: What is your favourite skill?

This question is devised to understand the skill that EFL students prefer most which indicates that they pay more interest to it. The results show that eighteen students making up 41,86% of the participants prefer speaking skill, eleven informants presenting 25,58% like all of them,while 16,28% respondants (seven students) stated that choose reading skill.Five learners(11,63%) prefer writting skill and only two students (4,65%)declared that they like listening skill.The gathered results are presented in the following table:

Skills	speaking	listening	reading	Writing	All of them	Total
Number	18	2	7	5	11	43
%	41,86%	4,65%	16,28%	11,63%	25,58%	100%

Table 2.6: Students' favourite skill

*Please state why ?

The researcher has collected different justifications, students who prefer speaking skill, for the sakeof communicating with native speakers in the target language,to talk

with teachers, to participate in the classroom and to express themselves in order to improve their oral language. As for students who prefer listening skill, they stated that they enjoy hearing English songs and films in order to enrich their pronounciation.Whereas, the participants who choose reading they simply said that it is a habit to read novels and books in English language and those who like writing skill. For the ones who viewed that all the skills are interrelated since this can help the other in enhancing their performance in English language.

Question six: How good is your oral performance?

Four students making up 9,30% claimed that they are excellent in speaking English.Thirty six participants presenting 83,72% had an average level and only 6,98% respondants (three learners) declared that consider themseleves weak in the target language.These findings are described in the following table:

Level	Excellent	Average	Weak	Total
Number	4	36	3	43
%	9,30%	83,72%	6,98%	100%

Table 2.7: Students' level in oral performance

Question seven: Do you face any difficulties in speaking English?

From the results, the investigator found that twenty two EFL students (51,16%) stated that they have difficulties in speaking English,while twenty learners (48,84%) wrote that they do not face any problems.

	Yes	No	Total
Number	22	21	43
%	51,16%	48,84%	100%

Table 2.8: Students' difficulties in speaking English

***If yes, mention some difficulties?**

The researcher have collected different answers concerning this question, lack of vocabulary and participation, careless from the part of the teacher who works only

with those who are competent and these are the most dificulties that impede EFL learners from the mastery of the speaking skill.

Question eight: How do you find the lectures of oral production?

As presented in the following table for this question, the researcher has suggested three choices and informants are required to opt for the appropriate answer.Thirty five students (81,39%) thought that the oral production courses.While five of them (11,63%) believed that these lectures are ordinary, only three learners(6,98%) stated that they are boring.Thus, the data collected revealed that the majority of respondants enjoyed the oral production lectures of its importance in enhancing and developing their oral performance.

	Interesting	Ordinary	Boring	Total
Number	35	5	3	43
%	81,39%	11,63%	6,98%	100%

Table 2.9:Students' attitudes' towards oral expression courses

*Please state why?

The examiner has asked this question to understand precisely why most of EFL students find it oral expression sessions very interesting, many of them stated that these lectures help them to speak and participate freely and learning new things, then they can communicate and improve their oral language proficiency. For those who declared that oral courses are boring or ordinary because they usually partcipate in the same activities such as role play,dialogues…etc, and some of them stated that they need to do something attractive for enjoying the sessions.

Question nine: Do you think that oral production helps you improve your speaking skill?

EFL students are asked to answer this question by ticking up 'yes' or 'no' ,therefore, all fourty three participants which presenting 100% stated that speaking the target language helps them develop their oral abilities.

	Yes	No	Total
Number	43	0	43
%	100%	0%	100%

Table 2.10:Students'agreemant/disagreemant about oral expression improvent of speaking skill

*Please state why?

Most of participants believed that oral expression is very helpful in the mastery of the spoken language in order to develop their level.Then, they can express themselves and listen to different recordings at the same time.

Question ten: Are you satisfied with the way you have been taught oral production?

The majority of students 67,44% of the whole informants stated that they are satisfied with the method used by the teacher of oral production,only forteen students making up 32,56% are not satisfied as presented in the table bellow:

	Yes	No	Total
Number	29	14	43
%	67,44%	32,56%	100%

Table 2.11: Students'satisfication of the way being taught English

*Please state why?

It is very important to know why EFL students are satisfied or not with the way they are taught the target language.Thus, some respondants stated that they like the teacher himself ,so they like his way of teaching or even his techniques during session.While those who are not satisfied because they prefer the use of technology in order to listen and communicate with native speakers because they considered ICT techniques as the best source or example to improve their speaking skill.

Part Three: Use of ICTs in oral production courses

Question eleven: Do you have internet access(computer) at home?

By this question, the researcher wanted to know wether internet is available for students or not.Thirty students were making up 69,77% of the whole number stated that they have an internet access at home while thirteen learners (30,23%) claimed that they do not havecomputer at home and the gathered results are described in this table:

	Yes	No	Total
Number	30	13	43
%	69,77%	30,23%	100%

Table 2.12: Students' access to the internet

Question twelve: Do you use ICT resources with your teacher to improve your speaking skill?

The researcher wanted to check if ICT is implemented by the teacher himself inside the calssroom.The answer was twenty seven of the participants (62,79%) declared that the majority of teachers use ICT in their lectures while sixteen were presenting (37,21%) wrote that there is no use of ICT are not integrated inside classroom as it is described in the following table:

	Yes	No	Total
Number	27	16	43
%	62,79%	37,21%	100%

Table 2.13: Use of ICT with the teacher to improve speaking skill

*If no,please state others ?

For those who do not utilize ICT resources in improving their oral abilities, they justified that they are either not aware or they just do not care about the important role of these techniques in the mastery of the spoken language, while some of them state that it is not sufficient and helpful because they prefer other learning methods such as oral presentations, topic discussions, role play…etc. in developing their vocabulary in the English language.

Question thirteen: Do you support the use of ICTs in the classroom?

It is very essential to know EFL students' attitudes towards the use of ICT in the classroom, the data shows that thirty two informants were making up 74,42% support the use of ICT while only eleven partcipants were presenting 25,58% ,they are against the technological devices in the learning process as shown in this table:

	Yes	No	Total
Number	27	16	43
%	74,72%	25,58%	100%

Table 2.14:Attitudes towards the implementation of ICT in the classroom

*Please state why?

The researcher asked their participants to justify their answer,some of those who support the use of ICT tools stated that they are motivating and make learning more enjoyable,EFL teachers should renew their techniques because old activities are boring, while those who are against ICTs explained that it is difficult to work with these technologies and it takes a long time to get used on such activities.

Question fourteen: Does the use of ICT enhance your level in speaking?

In answer to the above question, a numerical minority of eleven respondants (25,58%) has indicated that ICT does not help them to improve their oral language skill.In comparaison, thirty two students have opted for the opposite situation.This translates into (74,42%). Yet, it communicates a deep fact that a high portion of the sample recognizes the benefit of ICT in developing their speaking level and the findings are presented in the above table:

	Yes	No	Total
Number	32	11	43
%	74,42%	25,58%	100%

Table 2.15: The use of ICT in enhancing speaking level

*If yes or no please state why?

For those who said that ICT can enhance the students' level, they think that it is a good way for helping them to improve their oral performance.Since ,they feel more comfortable and more confidence.So they can acquire new vocabularies which lead them to practice inside the classroom ,in the other hand, some students do not supply to the use of ICT tools because for them technology is not always interesting and enough to and it is not the only way to stimulate their verbal participation and communication

Question fifteen: According to you, what are the advatages and disadvantages of using ICTs in oral classes?

The majority of participants'answers indicated that ICT simply gives them the apportunity to talk with native speakers outside Algeria and helps them to acquire new knowledge which lead them to be successful in their future and even in learning the English language.But some of them refuse the use of ICTs because they are unaware of generalising it in improvement of their oral abilities.In the other word, they prefer the traditional learning methods such as group work, discussion…etc. which make them more comfortable.

2.8 Discussion and Interpretation of the Main Results

In the following section, the major results that are collected for each research instruments will be discussed in relation to the already raised hypothese.

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 help learners enhance and improve their speaking abilities, through using ICTs as a medium for language development.This is preceded by mentioning and drawing the readers'attention to the three hypotheses developed by the investigator, and thus confirms or informs them.

The main point which emerged from the evaluation of the first hypothesis ,i.e., ICTs will have a significant impact on teaching the oral production for EFL students is

that main results related to the EFL students'questionnaire revealed that they were generally more concerned with . Most of them tended to compare the use of ICTs with the way they had studied English before and with other methods of distance learning including participating in some online devices as well as using language laboratory . This means that there was a general perception among all the students that it would be much more beneficial to learn about oral production using ICT.In spite of some shortcomings including the fact the participants lacks the confidence while speaking. The results indicated that students vastly prefer ICT. The patience of the students, their willingness to try something new, adapt their learning style, and maintain a positive attitude was important during the process and confirm the first hypothesis.

The second hypothesis was that ICT will have a vital role and effect in improving the EFL learners' oral skills. The discussion and interpretation of the results draws attention on: the effectiveness of ICTs as a pedagogical means of communication. As an integrated approach with classroom activities containing more than one component is achievable when using ICT if preparation is thorough. The results of this study revealed that two basic components of the English language were incorporated: basic communicative proficiency and language awareness. Therefore, the implementation of ICT in oral production classrooms is essential to confirm this hypothses.

The last discussion deals with the third hypothesis, i.e., When EFL expression teachers make ICTs so interesting; they may enhance their learners' speaking performance. The results of both the teachers' interview and students'questionnaire revealed the close relationship between teaching oral production and using ICTs.EFL teachers assert to promote ICT as being a greatest means to enrich learners'oral abilities.They see that if ICTs are appropriately selected, students may be attracted to the act of speaking. This confirms the second part of hypothesis stated that learners' speaking will be improved and developed after using ICTs as a pedagogical resource for learning oral production. Furthermore,nearly all the teachers claimed that most of their students are unable to speak in the target language.

Last but not least, it should be noted that the main findings in both instruments confirm the obtained data form substantial evidence.Furthermore,the use of tables

helped the researcher to make the same conclusions, and to describe adequately the contribution of ICTs in developing students'speaking performances.

2.9 Conclusion

In the current chapter, the researcher has attempted to analyse, present and discuss the findings of the main data gathered through two different research tools.First,an analysis of the data gathered from the teachers' interview were presented .Then, findings of students'questionnaires were discussed.They have revealed that ICT is an important strategy that the students should follow in order to improve their speaking skill.

As a conclusion, it is obvious that ICT introduce something new to learning and teaching foreign language and this requires new roles to each of the learner and the teacher and also for the computer as a teaching tool. So using ICT leads to new pedagogical changes which create new pedagogical roles.

Thus, on the basis of the results obtained,the next chapter will be devoted to some suggestions and recommendations which are supposed to contribute in the improvement of students'oral language proficiency.

Chapter Three

Chapter Three: Suggestions and Recommendations

3.1 Introduction

Findings of the current study revealed that there are a number of factors and contexts lying behind students' low achievement in speaking. They face a number of challenges such as lack of motivation and lack of vocabulary, which affect their development in English speaking. This chapter suggests the integration of technology in language teaching and learning; mainly ICTs at higher education.

The present chapter is entirely devoted to some possible recommendations and suggestions regarding the use of ICT as a teaching material to develop learners' speaking abilities.EFL teachers need to assign their learners with tasks that help them communicate and learn with one another. Moreover, new technologies can be incorporated in the language classroom to enhance teaching/ learning process.

3.2 The Main Recommendations

Teaching oral production is an art that only few teachers can perform it successfully. Therefore, teachers of oral expression are invited to transform their teaching techniques through the use of ICTs in the classroom. Teachers should learn how to enhance their abilities in teaching speaking skill in order to establish a good atmosphere in the classroom, so they must be more selective in choosing the appropriate teaching materials. Also, the use of ICT requires creative brains in order to apply various activities in teaching speaking so that students do not get bored.

On the other hand, students of English are advised to use ICTs to develop their communicative abilities because the mastery of the target language is based preliminary on authentic language and a lot of use of English. Therefore, students should be proficient surfers of the web in order to achieve fluency and accuracy and also to know the culture and norms of the English language community.

All in all, ICTs are strongly important not only for students of English but for all teachers and learners. These tools can be used by everyone who wants to teach or learn something.

3.3 The Advantages of ICT Usage in Classrooms

Many studies also assert that ICT provides positive impact on learning and teaching in general and teaching and learning of English in particular.

Anderson (2010) claimed that ICT creates new teaching and learning environment. In creating this new teaching and learning environment, ICT offer numerous advantages and provide opportunities to facilitate learning for young learners who have different learning styles and abilities, including slow learners, and to make learning more effective, involving more senses in a multimedia context. He adds that ICT also provides a broader international context for approaching problems as well as being more sensitive response to local needs. (Anderson, 5)

In summary, it is obvious that ICT enables teachers and students to construct rich multisensory, interactive environments with almost unlimited teaching and learning potential because ICT supports access to online resources that use a powerful combination of video, text and graphics, prepared by specialists in a centralized facility and delivered to individuals or groups by technology; moreover, it helps the teacher to teach a whole class or part of a class, assisted by technology as appropriate for all students to learn the same way or to choose ways that suit their individual learning styles. It also allows students to move independently between learning areas as necessary in large screen video display projector. (Scrimshaw, 9)

3.4 Designing a Speaking Lab-Based Course

Within this changing time of globalization where teachers have to deal with digital native learners, it seems crucial for them to be familiar with information and communication technologies to survive in this digital age. Thus, it is wiser to incorporate technology within the teaching/learning process in general, and speaking courses in particular.

In our English Department at Abou Bekr Belkaid University, two language laboratories equipped, designed and programmed for teachers to teach phonetics and oral production. Therefore, it is hoped that the proposed courses are outlined to give

our EFL students the opportunity to practise and improve their English language speaking skills. It provides an innovative speech-recognition technology where students receive immediate visual feedback on their speaking performance in a variety of activities. In order to design this course, attention should be driven on a number of variables and dimensions. Research has thrown considerable light on the complexity of spoken interaction, thus, in designing speaking activities or instructional materials, it is necessary to recognize the very different functions and purposes of speaking skills.

Among the very first important decisions teachers need to take before designing the speaking course, to consider the fact that carrying out activities which aim at developing speaking skills is inevitably connected with the use of different organizational forms, i.e., each speaking activity is bounded to a certain progress, within which there can be traced stages and areas that can be positively or negatively influenced by the teacher. Besides, activities need to fit the organisational form whether whole-class teaching, group work, individual work or pair works.

Bearing this information in mind, teachers need to think about material used to motivate, engage and enhance learners' self-confidence. The following section will demonstrate a variety of materials suitable to a lab-based speaking course.

3.4.1 Language Laboratory

Language laboratory, or lab for short, can be used in a variety of ways within the teaching/learning process. It acts as a platform for learning, practicing and enhancing language skills through interactive lessons and communicative modes of teaching.

Teachers, who wish to develop their learners' listening and speaking proficiency, may broadcast video or audio materials to all students via video streaming; at the same time, students can watch and listen the teaching material in their screen and earphones. This may add to the experience of listening and repeating the means of self-criticism by recording and playing back. In this way, each student works in a semi-private booth equipped with PCs, headphones and microphones which enhance their autonomy. Their self-confidence and motivation will be raised since they establish a non-threatening individual learning environment. Besides, while using the lab, teachers

may control learners' PC remotely, including turning on/off and restarting their computers, and even controlling their learning outcome and progress. In a language lab, the majority of students takes part in the learning process and does not play a passive role. In other terms:

- Students interact with multimedia materials in which native speakers of the target language are talking in an authentic context.

- Students record themselves and listen to themselves speaking the target language – comparing their responses to a model speaker.

- Students converse in the target language with their fellow students in pairs or in groups – giving every student sufficient time to practise their listening and speaking skills.   Whitepaper -Language Labs Demystified (2011:3)

3.4.2 Mobile-Learning

"The way to bring a language to life is to be able to converse in it every day" Hanafin (2013). Consequently, in this globalised time in which technology governs every aspect of life, it is vital for teachers to be able to insert technological aids to motivate their learners and keep pace with the latest technologies. Mobile-learning or Mobile Learning appears to be a newly adopted technique within the teaching and learning of languages. Traxler (2005: 262) describes that mobile learning as *"any educational provision where the sole or dominant technologies are handheld or palmtop devices".* He assumes that Mobile-learning may include mobile phones, smart phones, personal digital assistants (PDAs) and their peripherals. On the other hand, mobile learning can also be defined as *"any sort of learning that happens when the learner is not at a fixed, predetermined location, or learning that occurs when the learner takes advantage of the learning opportunities offered by mobile technologies"* (O'Malley et. al., 2003: 6).

Mobiles can be used in teaching language skills at large extent; for instance, texting may raise learners' writing and spelling competence, audio recordings may facilitate the listening process, voice recording may help the learners develop their speaking performance and also camera can be a useful source to audiovisual activities.

In a speaking course, mobiles can be used to make use of the electronic dictionaries applications, voice recording and playing back, using the camera to film the learners' progress over time, and even note taking in its agenda. Pronunciation application may also be found in learners' mobiles.

3.4.3 Using Interactive Whiteboard in EFL Speaking Classrooms

Tremendous changes have been observed in education with the incorporation of technological aids in different teaching and learning settings, such as engaging more students in the lesson, using multimedia sources flexibly, and motivating learners easily. Interactive Whiteboard, or IWB for short, can be a useful complementary tool for education providing ample opportunities to bring in different kinds of multimedia resources into the classroom setting. The British Educational Communications and Technology Agency (2003:1) defines IWBs as follows:

> **An interactive whiteboard is a large, touch-sensitive which is connected to a digital projector and a computer. The projector displays the image from the computer screen on the board. The computer can then be controlled by touching the board, either directly or with a special pen. The potential applications are: using web-based resources in whole-class teaching, showing video clips to help explain concepts, presenting students' work to the rest of the classroom, creating digital flipcharts, manipulating text and practicing handwriting, and saving notes on the board for future use.**

Therefore, interactive whiteboard systems consist of a computer related to a data projector along with a large touch-sensitive electronic board displaying the projected image which allows direct input through finger or special pen for objects to be easily moved around the board.

IWBs may be used in the classroom during speaking sessions to enhance learners' motivation degree and self-confidence; also, to build a relaxing atmosphere for learners to participate and engage in active learning process. In addition to this, IWBs can also help learners while their classroom speaking presentations (free talks) where

they can manage what they want to say and picture their thoughts on the screen. Besides, teacher can easily create a collaborative learning environment where the majority of learners take part in the lesson process.

3.4.4 Using PowerPoint Effectively in a Classroom Presentation

PowerPoint, PPT for short, was designed in 1987, and the company which produced it was rapidly bought up by Microsoft. By 2007, PPT entirely dominated the world presentation software market, both in commerce and in education.PPT is presentation software that comes with Microsoft Office; it is capable of producing presentations of great sophistication, with a combination of text images, sounds and even videos. In this section, we will give guidelines on the effective use of PPT in a speaking classroom presentation.

It is important to note that PPT is widely used in higher education in the United Kingdom and in the United States by teachers as the standard way of presenting. Students also use it as the major form of undertaking a class presentation and as a learning tool as well.

3.5 Video Conferencing as a Source of Details and Facts

Video Conferences offer a diversity of viewpoints and check new sources. It is therefore a great challenge in education. New technologies have been growing up in our society; the most interesting one is Video Conference. Famous linguists, as Panteli and Dawson (2001) argue that VC is a powerful tool that educators can use to share and deliver instruction, it can also reduce barriers such as travel safety, costs, and time that may impede trips for interviews, visits to potential job sites and conference designs for intellectual exchanges. Additionally, according to the British Educational Communications and Technology Agency (BECTA, 2003) video conference allows people in different locations to see and talk to each other. It may also support the electronic exchange of files, sharing of computer applications.VC can rely on a variety of technologies which have been developed and updated through different phases. For BECTA (2003) there types of VC system are available: desktop units, roll-about and room systems. Desktop video conferencing involves each individual using a computer,

with one screen window for each site whereas roll-about system stores all the equipments required in a wheeled cabinet. However, a room system contains the same equipment, but housed in a permanent installation.

3.5.1 Video Conferencing Performance

Video Conference as a large meeting at which educators/ students come together for discussion or exchange of opinions. Moreover, VC can be a tool for improving student outcomes through meeting more needs of the diverse body of students by opening up possibilities for clarification, negotiation and thoughtful evaluation of teaching and learning (Laurillard 2000).In addition, VC fosters collaborative teaching and learning environments, facilitates communication with experts as experienced by EFL students at the university of Tlemcen with EFL and ICT experts and is easily tailored to individual or group needs. In the same line, Foreman (2003) points out that: "for *collaborative-based learning that requires brainstorming, planning, negotiation and problem solving synchronous communication optimizes performance because of its speed and immediacy.*"

Besides, VC arranges set of connections between rural schools, colleges and service centers giving them the capacity to transmit and receive live programming. Not only this, but many educational institutions also use VC to extensive course work at a distance. This leads to complete university degrees, high school equivalency and enrichment programmes which are some of the common use for VC. This system may enable students in different parts of the world to have a meeting by watching and listening to each other using video screens and enhance the students' knowledge as well.

3.5.2 Teachers and Learners as a Part of Video Conference

Most experts affirm that teaching / learning a foreign language is getting more and more difficult. This is totally right because of the changing in modern lifestyle and modernization of our society. Others say that education shapes the future generations. Therefore, VC is taking much interest as if it is the ling of educational operation. So, to achieve the purpose of working in collaboration teachers are recommended

participating in any online or face-to-face in learning networks whenever possible. This will facilitate the task of sharing ideas of successful teaching and supporting each other. Another advice is linked to increasing personal competency with video conferencing and other digital technologies. Furthermore, it would be preferable if any of activities focus on providing space and motivation for students depending on integrating the media into the lessons. Hence, learners will be able to acquire the skills of searching, personalizing and manipulating information from many sources to construct their own knowledge. Above all, learners considered as the basic element in sharing and exchanging information. This is why, they are recommended to learn how to use video conferencing technologies which will offer them new source of knowledge suitable to their classes and learning environment. Thus, insufficiently functioning technology leads to ineffective learning situations and a lack of communication. Well, the use of visual aids and VC in classroom is the passer by a better education. Additionally, (Phips and Mersotis 1999) agreed and claimed that technology and pedagogy form a melting port of motivation, personal productivity, developing opportunities and enhance understanding among participants.

3.6 Conclusion

As a resource, ICTs can be used to enrich learners' speaking abilities; teachers need then to be flexible to their students' needs, to allow them free express their ideas and develop their oral competence as well. The researcher has tried to present some suggestions that may help to improve EFL learners' speaking. Furthermore, she proposes a set of speaking activities aimed at providing learners with some practice that would help them achieve a certain proficiency in English language.

To sum up, it is clear that what brings ICT to the forefront of educational interest is the highly sophisticated delivery and interactivity now available with technological learning. In oral production courses, ICT plays a significant role. Because these courses revolve around technology, it is vital that ICT only be used when it is the best alternative for supporting course requirement. Teachers should have the competency required for building and operating technology based courses to achieve the designed

objectives. With proper use, technology offers a way to create or construct learning opportunities unlike ever before available.

General Conclusion

GENERAL CONCLUSION

General Conclusion

The main value of this research study is to emphasize the tremendous and important role of ICTs in enhancing EFL learners' speaking skill. In addition, it tries to help them express their ideas and communicate in the target language. But, first year students find that learning oral production characterize a very difficult task for them. So through using ICTs, the value of oral production courses will be improved.

This investigation was carried out at Abou Bekr Belkaid –Tlemcen University in the Department of English. It aimed at wether confirming or rejecting the hypotheses that ICT has a significant impact on teaching oral production which effects in improving students' oral language proficiency. The findings revealed the positive opinions of both the EFL teachers and students about the usefulness of using ICT as a teaching tool. Results have shown how helpful and advantageous were those equipments to the teacher and to the progress of the students in learning English and developing their oral performance. Whereas, the researcher started first by dealing with a general overview of using ICT as a new pedagogical tool in teaching/learning process in the EFL classes, in the second chapter ;the investigator provide a detailed description of implementing   technological equipments in Algerian Education, the research methodology, sample population and the research instruments that are utilized in the study. Moreover, it reviewed the analysis of data obtained from teachers' interview and students' questionnaire, then a full discussion as well as interpretation of the major results. Finally, in the last chapter, the examiner proposed some suggestions and recommendations related to the significance of applying ICTs as a teaching method in progressing EFL learners' abilities.

To sum up, this research dissertation has led to conclude that EFL teachers should teach by not only traditional ways but also through the use of ICTs inside the classroom. Then, it will access to increase the language activities and develop the students' participation during the oral production lectures which give them the opportunity to be in touch with native speakers out of Algeria. Therefore, the integration of ICTs in the classroom is a necessity and EFL teachers of oral expression are supposed to be aware of the use of these techniques to achieve successful teaching

results. Through this work, the researcher hopes to give more ideas and suggestions for everyone interested in the subject matter.

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Appendices

APPENDICES

Appendix 01:

Questionnaire: The Use of ICTs in English Oral Production Courses

Dear students, the main objective behind this questionnaire is to show the EFL students' attitudes towards the impact of ICTs in improving their oral language proficiency and if they prefer to utilize ICT equipments or they choose to use other learning methods in oral production courses. Please give your most thorough response to the questions below. Rest assured that the information you share here is confidential.

*Gender: - Male ☐   - female ☐

1. How long have you been learning English as a foreign language?

   -8 years ☐   -10 years ☐

   -9 years ☐   - 11 years ☐

2. Your choice of English was: -personal ☐   - Parental ☐

3. Specify your type of baccalaureate: -Scientific ☐

                       -Languages ☐

                       -Literary ☐

 4. Do you like studying English?   -Yes ☐

                      -No ☐

                     -Somehow ☐

5. What is your favourite skill? -Speaking ☐   -Listening ☐

   -Reading ☐   -Writing ☐   -All of them ☐

*Please state why? ……………………………………………………………………………

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6. How good is your oral performance? -Excellent ☐ -Average ☐
-Weak ☐

7. Do you face any difficulties in speaking English? –Yes ☐ -No ☐

*If yes, mention some difficulties? ………………………………………………………

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

8. How do you find the lectures of oral production?

-Interesting ☐ -Ordinary ☐ -Boring ☐

*Please state why?

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

…………………………………………

9. Do you think that oral production helps you improve your speaking skill?

-Yes ☐ -No ☐

*please state why?

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10. Are you satisfied with the way you have been taught oral production? -Yes ☐
-No ☐

*please state why?

……………………………………………………………………………………………

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

11. Do you have internet access (computer) at home? –Yes ☐ -No ☐

12. Do you use ICT resources with your teacher to improve your speaking skill?

-Yes ☐   -No ☐

*If no, please specify others?

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…………...

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13. Do you support the use of ICTs in the classroom? – Yes ☐   -No ☐

*please state why?

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....

14. Does the use of ICT enhance your level in speaking? –Yes ☐   -No ☐

*If yes or no please state why?

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15. According to you, what are the advantages and disadvantages of using ICTs in oral classes?

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APPENDICES

Appendix 02:

Interview: The Use of ICTs in English Oral Production Courses

Dear teachers, with my all respect. The main objective behind this interview is to show the EFL teachers' perspectives towards the effect of ICTs in the oral production courses and wether they prefer to choose other teaching methods in order to improve their students' speaking skill. Please give your most thorough response to the questions below. Rest assured that the information you share here is confidential and very useful to this field of study.

1. How long have you been teaching oral production?

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……………………………………………………………………………………………….

2. How many students do you have per group?

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3. According to you, why do some students find it difficult to deal with EFL and speaking in particular? ....

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4. Which method you rely on in teaching oral production?

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*And please state why?

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5. Do you take in to consideration any specific programme in teaching oral production? -Yes ☐   -No ☐

APPENDICES

*If yes, which program do you follow?

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

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

6. Does this program require any use of materials? - Yes ☐   -No ☐

*If yes, mention which material(s) you think it is better to improve your students' speaking skill? ……………………………………………………………………………

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

7. How long have you been using these materials?

…………………………………………………….

8. Which of the following devices do you own?   -Desktop   ☐

                                                -Digital camera   ☐

                                                -Electronic music device   ☐

9. If you own one, do you use it inside the classroom?

-Yes ☐   -No ☐

*If yes or no, please state why?

…………………………………………………………...

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

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

10. In teaching speaking skill, do you have access to?

-Computer laboratory   ☐   -Group Work ☐

-Power point presentations ☐   -Role Play ☐

-Online songs and games   ☐   -Discussion ☐

APPENDICES

11. Is it necessary to use language laboratory to teach oral production?

-Yes ☐   -No ☐

12. Are you for or against the use of ICT in teaching oral production?

-Yes ☐   -No ☐

*Please state why? …………………………………………………………………………...

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

…………………………………………………………………………………………………

13. Does ICT have drawbacks in enhancing EFL students' oral language proficiency?

-Yes ☐   -No ☐

*Please state why?

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14. In your opinion, what are the advantages of ICT?

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