

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA**  
*Ministry of Higher Education and Scientific Research*  
*Belhadj Bouchaib University Centre - Ain Temouchent*

**Institute of Letters and Languages**  
**Department of Letters and English Language**

**The Impact of ICT Tools on Improving EFL Learners' Speaking Skill**

The Case of First Year EFL Students at Belhadj Bouchaib University Centre  
Ain Temouchent

*An Extended Essay Submitted in Partial Fulfillment of the Requirement for a  
Master's Degree in Linguistics*

**Submitted by :**

Ms. Belmokhtar Karima  
Ms. Badra Ikram Abderrahmane

**Supervised by :**

Dr. Hassiba KORICHE

**Board of Examiners**

<b>President</b>	<b>Dr. MEBARKI</b>	<b>Grade MCB</b>	<b>Belhadj Bouchaib University Centre</b>
<b>Supervisor</b>	<b>Dr. KORICHE</b>	<b>Grade MCB</b>	<b>Belhadj Bouchaib University Centre</b>
<b>Examiner</b>	<b>Dr. BENGHALEM</b>	<b>Grade MCB</b>	<b>Belhadj Bouchaib University Centre</b>

Academic Year: 2019/2020

## ***Dedication1***

*Every challenging work needs self-efforts as well guidance of elders especially those who were very close to our heart.*

*I dedicate this work to:*

*My dear parents "Rahmouna" And "Rayah"*

*Thank you for all your love, encouragement, and confidence.*

*My beloved aunt "Khadija"*

*Thank you for your help and support during all the stages of my life.*

*My brother "Mohamed", my sister "Meriem" and my cousin "Nadia" and her kids for their care, motivation, and encouragement.*

*To all my loyal and truthful, loving friends especially, Taqieddine Seghari and Karima for their unconditional help whom I wish the best for them.*

*This humble work is a sign to my love for you!*

*Ms. BadraI kram ABDERRAHMANE.*

## *Dedication2*

*My humble effort I dedicate to my lovely family*

*To my mother*

*The strong and gentle soul who taught me to trust in Allah, believe in hard work*

*and so much could be done with little*

*To my father*

*For his unconditional love care and support*

*To my sweet sisters*

*Khadija Maya and Sarah Nour El Houda*

*To my friends Ikram and Zahra*

*For their serious and unconditional help whom I wish all the success in life*

*To the loving memory of my cousin*

*Ikram*

*Ms. Karima BELMOKHTAR*

## *Acknowledgments*

*Our deepest gratitude goes to our supervisor Dr. Hassiba KORISHÉ for being kind enough to accept guiding this work, for her support and patience.*

*We are enormously thankful to the members of the jury Dr. GUARDAOUI and Dr. BENGHALEM who accepted to read and correct our work,*

*A special thanks to all the teachers who have collaborated in answering the questionnaire.*

*We also would like to express our gratitude to first year students who have kindly cooperated in this study.*

## **ABSTRACT**

In the current digital age, technology becomes increasingly the vehicle of every single part of our lives. As a matter of fact, it is very necessary to state that ICTs are very important to education in general and to English language in particular. Thus, the process of integrating these technologies in the education field is inevitable. Since the ultimate goal that every language teacher seeks is to adopt an effective way of transmitting knowledge and information to his/her students so that they become competent speakers of that language, ICTs have recently been the ideal means that could help both teachers and students meet their needs. This implementation of ICT tools has long been a real challenge for many EFL teachers since this process requires both teachers and students to have the basics of ICT knowledge and skills in order to efficiently incorporate these technological tools within EFL classes mainly in oral expression courses. From this perspective, the researchers of the current study came with their thoughts to make an investigation about the impact of the use of ICT tools on improving EFL learners' Speaking skill. Thus, this dissertation is a total of three chapters that are devoted to emphasize the impact of integrating ICTs within EFL classrooms as a process to develop students' English language oral proficiency. It is by the means of two questionnaires administrated to both OE teachers and first year license students in addition to classroom observation that took place at the Department of Letters and English Language at Belhadj Bouchaib University Centre of Ain Temouchent that we have explored our hypotheses which predict the great role of ICTs on empowering students' oral proficiency. The research paper did confirm the significant progress that ICT tools can provide to EFL learners in speaking skill. Eventually, this study aims at offering teachers, students and stakeholders some recommendations to encourage the integration of ICTs within EFL classes as to improve students' speaking skill.

## **List of Abbreviations and Acronyms**

**B.B.U.C:** Belhadj Bouchaib University Centre.

**CD-ROMs:** Compact Disc Read-Only Memory.

**CLT:** Communicative language teaching.

**COE:** Comprehension Oral Expression.

**COVID-19:** Severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2).

**DLP:** Digital Light Processing.

**DVD:** Digital Versatile Disk.

**EFL:** English as a Foreign Language.

**ICT:** Information and Communication Technology.

**I.e.:** That is to say.

**IT:** Information Technology.

**L1:** First Language.

**L2:** Second Language.

**Lab:** Laboratory.

**LCD:** Liquid Crystal Display.

**LMD:** License Master Doctorate.

**MHE:** Saudi Ministry of Higher Education.

**Net:** Network.

**OE:** Oral Expression.

**TCP/IP:** Transmission Control Protocol/ Internet Protocol.

**TEFL:** Teaching English as a Foreign Language.

**TFL:** Teaching a Foreign Language.

**TPCK:** Technological and Pedagogical Content Knowledge.

## List of Tables

<b>Table 2.1:</b> Students' choice to learn English.....	33
<b>Table 2.2:</b> Speaking Task .....	36
<b>Table 2.3:</b> The students' rate of participation in classroom.....	38
<b>Table 2.4:</b> The effectiveness of ICT tools .....	41
<b>Table 2.5:</b> Participants' degree .....	44
<b>Table 2.6:</b> The number of students in each group.....	46
<b>Table 2.7:</b> ICT tools access in oral expression courses .....	47
<b>Table 2.8:</b> Observation Check-List .....	50

## List of Figures

<b>Figure 2.1:</b> Students' perception of their level in English.....	34
<b>Figure 2.2:</b> The importance of the four language skills .....	35
<b>Figure 2.3:</b> The language skill to be improved .....	35
<b>Figure 2.4:</b> Oral expression courses attendance .....	37
<b>Figure 2.5:</b> Oral expression courses.....	37
<b>Figure 2.6:</b> The difficulties faced by the students when speaking skill .....	39
<b>Figure 2.7:</b> ICT tools integration in oral expression courses.....	40
<b>Figure 2.8:</b> The use of ICT tools by teachers .....	40
<b>Figure 2.9:</b> Display of ICT tools.....	42
<b>Figure 2.10:</b> Teaching devices and students' interest .....	43
<b>Figure 2.11:</b> Teachers' experience in teaching English .....	44
<b>Figure 2.12:</b> Teachers' experience in teaching oral expression.....	45
<b>Figure 2.13:</b> Students' speaking skill level .....	46
<b>Figure 2.14:</b> The use of ICT tools when teaching.....	47
<b>Figure 2.15:</b> The obstacles faced by teachers when using ICT tools.....	49



## Table of contents

Dedication1.....	I
Dedication2.....	II
Acknowledgments .....	III
Abstract .....	IV
List of Abbreviations and Acronyms .....	V
List of Tables .....	VI
List of Figures.....	VII
Table of Contents.....	VIII
General introduction .....	1

### Chapter One: ICT in a Learning Setting

1.1 Introduction .....	7
1.2 Language Skills.....	7
1.3 Definition of Speaking.....	8
1.3.1 Types of Speaking .....	9
1.3.2 The Importance of Speaking in EFL Classes .....	10
1.4 Learners' Speaking Deficits .....	11
1.5 Definition of ICT .....	11
1.5.1 Types of ICT .....	13
1.5.1.1 Computers .....	14
1.5.1.2 Internet	14
1.5.1.3 Projectors .....	15
1.6 ICT in Education.....	15

1.7	The Different ICT Techniques Used in EFL Classes.....	16
1.7.1	Using CD-ROMs.....	16
1.7.2	Using DVD/ Videos.....	17
1.7.3	Using Chats.....	18
1.8	Difficulties to Integrate ICT into EFL Classrooms.....	18
1.9	ICT and the Teaching of Oral Production.....	19
1.10	Conclusion.....	20

## **Chapter Two: Methodology and Data Analysis**

2.1	Introduction.....	24
2.2	An overview on the institute of letters and foreign languages.....	24
2.3	Research Motivation.....	25
2.4	Research Methodology.....	25
2.4.1	Quantitative Research.....	26
2.4.2	Qualitative Research.....	26
2.5	Data Collection.....	27
2.6	Setting and Sample Population.....	27
2.7	Research tools.....	28
2.7.1	The pilot study.....	28
2.7.2	Questionnaire.....	28
2.7.2.1	Students' Questionnaire.....	29
2.7.2.2	Teachers' Questionnaire.....	30
2.7.3	Classroom Observation.....	31
2.8	Data Analysis.....	32

2.8.1	Questionnaires Analysis .....	33
2.8.1.1	Students' Questionnaire Analysis.....	33
2.8.1.2	Teachers' Questionnaire Analysis .....	43
2.8.2	Classroom Observation Analysis .....	49
2.9	Conclusion .....	53

### **Chapter Three: Data Interpretation and Recommendations**

3.1	Introduction .....	56
3.2	Interpretation of the students' questionnaire.....	56
3.3	Interpretation of the teachers' questionnaire.....	61
3.4	Interpretation of the classroom observation.....	63
3.5	Findings .....	65
3.6	The main recommendations.....	66
3.7	Conclusion.....	68
	General Conclusion.....	69
	References .....	70
	Appendix I.....	75
	Appendix II.....	78
	Appendix III .....	80

## General Introduction

---

The modern world is witnessing a massive development in every single phase of life that it became challenging and overwhelming to keep track of all its changes and to cope with their pace especially in science and technology. Today, the 21<sup>st</sup> century is regarded as the age of information technology, where technology is being a powerful influence within the educational sector resulting in a shift in education from being passive and reactive to a highly active and interactive.

Information and Communication Technology (ICT) is increasingly becoming an essential and an integral part of the educational system. In fact, the integration of ICT has fundamentally brought about tremendous changes within all forms of educational institutions as a way to foster education quality. The use of ICT in the teaching learning process has a greater impact on increasing the acquisition of knowledge for both teachers and students through motivating students and promoting engagement, interaction, and collaboration among them in a learning setting.

Being a well-rounded speaker of a foreign language requires developing oral communication skills. Therefore, teaching oral expression module needs extra progressive efforts since it is the ultimate goal for every English language learner. For this reason, integrating ICT within COE courses as a way to improve EFL learners' speaking production has long been a big challenge for teachers for this implementation requires teachers to have an advanced knowledge on how to properly select these technological devices and efficiently use them to successfully match the learners' needs.

It is believed that integrating Information and Communication Technologies in a real language context can radically change the language learning environment due to the significant contribution to the teaching learning process. A numerous researches have been conducted to explore the benefits of implementing technology within EFL classrooms.

## General Introduction

---

Therefore, the use of different ICT instruments such as computers, projectors and internet will significantly improve EFL learners' speaking skill.

The aim of this research paper is to investigate the impact of Information and Communication Technologies on improving first year EFL learners' speaking skill. In this respect, two research questions are raised as follows:

1- How can the use of ICTs help in improving EFL students' language skills, mainly speaking?

2- To what extent oral production teachers can help their EFL learners develop their speaking skill?

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

1- The use of different ICT tools such as personal computers, data shows and audio records stimulates the learners' cognitive processes of speaking skill.

2- When EFL expression teachers make ICTs so interesting; they may enhance their learners' speaking performance.

To answer the research questions above, a descriptive analytical investigation of the main impact of the use of ICT tools on improving EFL learners' speaking skill has been adopted. In the present study, various tools have been used to collect data and gather a great deal of information for testing the truthfulness of the mentioned hypotheses. One of the major means is students and teachers' questionnaire, and classroom observation. These instruments are believed to reveal various aspects that help the researchers reach the answers to their questions. This study targeted first year EFL students at Belhadj Bouchaib university centre of Ain Temouchent.

## General Introduction

---

The recent thesis is a total of three chapters, intended to emphasize the impact of the use of ICT tools on improving EFL students' speaking skill. The first chapter is devoted to the theoretical overview which provides a great deal of information concerning the key elements of the research study. The literature review defines the concept of speaking skill and shows its importance in EFL classes besides it highlights the main deficits that learners encounter when speaking. Moreover, it states the different types of ICT tools and their role in the education sector. Afterwards, the rest of the chapter is restricted to the different ICT techniques and the difficulties to integrate these technologies in EFL classes in addition to the major role that these tools play in the field of education.

The second chapter is exhibiting the methodology and data analysis of both students and teachers' questionnaire and classroom observation. The obtained data will be analyzed quantitatively and qualitatively in order to emphasize the vital role of using Information and Communication Technologies on EFL students' speaking skill improvement.

In the third chapter, the investigators tend to provide an adequate interpretation for both students and teachers' questionnaire, in addition to classroom observation. Moreover, some recommendations are proposed for both teachers and students to improve their ICT knowledge and skills in addition to encouraging the institutions to supply EFL classrooms with the sufficient ICT tools.

This thesis is written in order to highlight the significant impact of the use of ICTs on enhancing EFL learners' oral production skill and to encourage teachers to integrate ICTs in their education curriculum through raising their awareness of the importance of these technologies in the teaching learning process since this implementation has always been an overwhelming challenge for many of them.

# Chapter One

ICT in a Learning Setting

---

## Chapter One: ICT in a Learning Setting

<b>1.1 Introduction.....</b>	<b>7</b>
<b>1.2 Language Skills.....</b>	<b>7</b>
<b>1.3 Definition of Speaking.....</b>	<b>8</b>
<b>1.3.1 Types of Speaking .....</b>	<b>9</b>
<b>1.3.2 The Importance of Speaking in EFL Classes .....</b>	<b>10</b>
<b>1.4 Learners' Speaking Deficits.....</b>	<b>11</b>
<b>1.5 Definition of ICT .....</b>	<b>11</b>
<b>1.5.1 Types of ICT .....</b>	<b>13</b>
<b>1.5.1.1 Computers.....</b>	<b>14</b>
<b>1.5.1.2 Internet.....</b>	<b>14</b>
<b>1.5.1.3 Projectors.....</b>	<b>15</b>
<b>1.6 ICT in Education .....</b>	<b>15</b>
<b>1.7 The Different ICT Techniques Used in EFL Classes .....</b>	<b>16</b>
<b>1.7.1 Using CD-ROMs.....</b>	<b>16</b>
<b>1.7.2 Using DVD/ Videos.....</b>	<b>17</b>
<b>1.7.3 Using Chats .....</b>	<b>18</b>
<b>1.8 Difficulties to Integrate ICT into EFL Classrooms.....</b>	<b>18</b>
<b>1.9 ICT and the Teaching of Oral Production.....</b>	<b>19</b>



**1.10 Conclusion .....20**

## **1.1 Introduction**

Information and Communication Technologies are elaborating a major role in enabling self-paced learning through the implementation of a variety of equipments such as assignments, computers, and many other technological devices, as a result of this integration, the teaching-learning process has become more productive and fruitful. This integration has brought about significant changes in the field of education which resulted in improving the quality of education. The use of ICT in learning a foreign language has raised sharply among the education community for enhancing speaking skill for learners is a necessity. Speaking skill is one of the most important skills especially in learning a foreign language. To improve the speaking that needs to be required abilities among EFL learners, ICT can be used by English teachers in a learning setting. This chapter mainly focuses on defining the concept of ICT and the effective role it plays in the teaching learning process, mainly, on improving EFL learners speaking skill in which many techniques will be highlighted to show the impact of ICT tools on developing learners' oral production.

## **1.2 Language Skills**

In broad terms, any language is based on four skills which are composed of reading, listening, writing and speaking to form one particular language that is used by people as a medium to communicate with each other and as a way for a successful communication in a foreign language, these basic skills must be blended together. In this sense, Peregoy and Boyle stated "Listening, speaking, reading and writing also occur naturally together in learning events in school at all grade levels, even though traditionally they were taught separately" (2001, p.107). The four skills (reading, writing, speaking and listening) spontaneously occur together in every EFL class that allows for well-rounded development and progress in all areas of language learning. Listening and reading are regarded as the

receptive skills for learners do not produce a language but instead they receive and understand it while speaking and writing are the productive skills in which learners actually have to produce language themselves. First, listening skill is a receptive language skill in which it is an act of hearing attentively which is very important for an effective communication. Second, reading is also regarded as a receptive language skill through which we receive information. It is the process of looking at series of written symbols and extracting the intended meaning from them. Third, speaking skill is the productive language skill in the oral mode which gives us the ability to convey one's message in a passionate, thoughtful, and convincing manner to communicate effectively. Fourth, writing is a productive language skill in the writing mode which is the ability to convert thoughts into words and is often believed to be the hardest of the skills for it is not graphics representation of speech, but the process of developing and presenting one's thoughts in a systematic way.

### **1.3 Definition of Speaking**

Speaking among the other foreign language skills (listening, reading and writing) plays a major role in improving EFL learners' oral achievements as Bygate quoted that:

Speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is also the medium through which much language is learnt, and which for many is particularly conducive for learning. Perhaps, then, the teaching of speaking merits more thought. (1987, p.1)

Speaking as an art of communication is a productive skill which provides us with the ability to communicate effectively. This skill has been defined by other scholars as for Cameron who claimed that "Speaking is the active use of language to express meaning so that other people can make sense of them" (2001, p.40). It means that speaking consists of producing

systematic verbal utterances to convey meaning which makes other people know what we are talking about clearly. Furthermore, speaking is one of the most directive ways to communicate with people, as Yunzhong states, “Many language teachers consider speaking as the most effective means of gaining a fluent reading knowledge and correct speech as the foundation for good writing” (2002, p.133). Those teachers also argued that any person shall probably talk more than anyone shall write. Thus, to an EFL teacher, achieving a high level of competency and fluency in speaking is regarded as an issue of paramount importance in EFL classrooms.

### **1.3.1 Types of Speaking**

Speaking is a complex cognitive and linguistic skill. According to Brown (2004, Pp. 141-184), there are five types of speaking skill. Firstly, Imitative speaking which is regarded as the ability to parrot back or repeat instances of speech such as a word, a phrase or a sentence. One common example of this is a ‘repeat after me’ experience in the classroom. Secondly, Intensive speaking, which involves producing a limited amount of language in a highly control context. It includes, directed response tasks, reading aloud, sentence and dialogue completion or limited picture-cued tasks. Thirdly, Responsive speaking which is more complex than the intensive in which at this level the tasks include interaction and test comprehension but at the limited level of short conversations, small talks, greetings, requests or comments to preserve authenticity with only one or two following up questions or retorts as Brown exemplified in the following short conversation :

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

B. Doug: yeah. Nine –fifteen

Fourthly, Interactive speaking which differs from responsive skill in terms of the length and complexity of the interaction. It is usually more interpersonal than transactional. By interpersonal it is meant speaking for exchanging and sharing information as it is common at the responsive level. Finally, Extensive speaking as stated by Brown refers to some sorts of monologue that for instance includes speech, story-telling, oral presentation and so on. Oral interaction from listeners is either highly limited or ruled on altogether.

### **1.3.2 The Importance of Speaking in EFL Classes**

The four language skills of listening, speaking, reading and writing are all interconnected. Proficiency in each skill is necessary to become a well-rounded communicator, yet the ability to speak skillfully comes along with enormous distinct advantages for the speaker. The mastery of speaking skill is a priority for many EFL learners. Thus, learners often test their progress and enhancement in language learning on the basis of how much they think they have improved in their spoken language proficiency. Therefore, speaking is arguably the most important language skill to be enhanced. Recently, improving EFL learners' oral skill is taking a great deal of interest. Communicative language teaching approach emphasizes the major roles that speaking skill plays in developing learners' communicative competence.

Traditionally, EFL classes have been focused namely on reading and writing almost ignoring speaking and listening skills. Therefore, a growing significance is attributed to communicative approaches and learners' development of communicative competence and ability. Ur (2000) stated that "Of all the four skills (listening, speaking, reading and writing) speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of the language as if speaking included all other kinds of knowing" (p.12).

Today, learners often value and give more attention and importance to speaking skill more than the other skills of language learning. They relate the ability to speak a language to the amount of knowledge gained of that language and they consider learning the language is learning how to speak that language. In this respect, Noonan (1991) viewed that the improvement in learning a foreign language is measured in terms of being able to carry out a conversation in that language. Developing such capacity to put words together in a meaningful way to reflect opinions, feelings and thoughts provides the speaker with the ability to inform and persuade which gains him / her much more attention of audience.

Furthermore, well-developed verbal skill can increase one's negotiation skills. West Rup (2003) viewed that "A student who can speak English well may have a greater chance for further education, of finding employment and gaining promotion" (p.05). In this sense, a great sense of self-satisfaction and self-confidence is developed, in addition to a career enhancement and success as well.

#### **1.4 Learners' Speaking Deficits**

The importance of speaking competence for a second or foreign language communication has been underlined for decades; however, research has shown that EFL learners face many obstacles in their attempt to speak a foreign language. Ur (1996) claimed that there are several reasons that cause EFL learners' speaking problems. Besides, there are some psychological factors that hinder students from practicing their speaking in EFL Classes. One major factor that causes learners' deficits in speaking is the fear of making mistakes (Inhibition). The primary reason of fear of making mistakes is that learners are afraid of how will teachers and other learners judge their oral production. This fear is related to the issue of correctness and negative evaluation. Shyness is another factor that affects learners' speaking skill. Baldwin (2011) explains that speaking is regarded as one of the common

phobias that many students face due to their feeling of shyness which passively affects their mind which goes blank causing them to forget what they are about to say. They are also worried about their peers' laughing reaction upon their performance.

Furthermore, anxiety stands out as one of the main blocking factors for effective language learning. Horwitz (2004) views that anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral production and make students sound less fluent than they really are. Lack of confidence can also affect students' speaking skill. Speaking deficits can be caused by another factor which is the students' lack of motivation that is one of the more complicated problems of speaking. Motivation as defined by Gray Et.al (2010) is "The reason underlying behaviour" or "The attribute that moves us to do or not do something" (p.712).

Low and even participation can prevent students from making progress in speaking for it offers a chance for students to express themselves effectively. Participation is the context in which teachers and students get involved together that makes it more effective to set the learning objectives. Many scholars in the English language teaching field emphasized the significance of students' oral participation in the classroom in which they agreed that low students' participation in classroom is one of the blocking factors to the progress of EFL learners' speaking skill for it hampers the teachers' ability to effectively assess their progress.

Mother tongue usage inside EFL classroom is affecting students' oral proficiency. Communicative language teaching (CLT) and methodology have always emphasized the well-known "English only" approach. According to the proponents of CLT, using mother tongue affects L2 acquisition ( English) i.e there is no merit in using the mother tongue (L1) while learning the target language for it is widely believed that students or teachers'

overreliance on the mother tongue (L1) in the teaching learning process is one of the underling factors for students' low proficiency in speaking skill.

### **1.5 Definition of ICTs**

ICT stands for Information Communication Technologies and involves a set of technological tools and resources that aim at storing, transmitting, creating, disseminating and managing information. In the classroom, these technologies can comprise all sorts of equipments from computers and internet to broadcast technologies and telephony. Margaret Rouse (1946) stated that "Under the broad umbrella of ICT there are many tools that we implement for instance the projectors, presentation software ( power point and prezi), video, audio-visual records, conference tools (skype), blog, interactive whiteboard, YouTube, google and even games" (Pp.34-42). In this sense, ICT is regarded as the digital processing and usage of information by the employment of various electronic devices.

ICT has also become integral to the teaching learning environment since these devices are considered as essential means of support for improving the learning process. According to the writer Chunfang Zhou of "*Handbook of Research on Creative Problem-Solving Skill Development in Higher Education*", he stated that:

ICT can be seen as a set of information technology tools that can be chosen as supporting educational environment. The technological resources can support the creation and development of ideas by stimulating the learners to engage in deeper learning process and activities. (2016, p. 23)

Although, there is no single universal definition of Information Communication Technology (ICT), the term is generally used to refer to all devices, networking components, applications and systems combined that offer people the opportunity to interact in the digital world.



## **1.6 Types of ICT**

Information and Communication Technologies englobe a bunch of various tools that can be used in an effective way by a well proficient and creative teacher inside the classroom to enhance the understanding and improve the quality of learning process. The major equipments that are most highly effectively used are :

### **1.6.1 Computers**

Computer is a programmable device that has the ability to store, retrieve, and process data. This electronic device is used to type documents, send emails, play games, and browse the web as well. Furthermore, it can edit or create spreadsheets, presentations, and even videos. There are various types of computer for instance a personal computer such as desktop, laptop or tablet. The different kinds of these computers have main components in common which are Hardware and Software. Hardware represents any part of the computer that has a physical structure for instance the mouse or the keyboard. It consists of all the internal concrete parts that are seen. Software represents the set of instructions that tell the hardware what to do and how to do it. To illustrate, software encompasses word processors, web browsers, and games.

### **1.6.2 Internet**

Internet is also commonly called “Net”, is a worldwide system of computer networks as stated by Murugappan (2000), Internet is a “Network of networks” ( P.26). It basically works much like the postal system, only at sub-second speeds. Just as the postal service enables envelopes’ sharing that are containing messages between people, the internet allows computers to send one another small packets of digital data. In this process, a specific language called TCP/IP (Transmission Control Protocol/ Internet Protocol) must be used.

According to Cambridge Dictionary: the internet is “The large system of connected computers around the world that allows people to share information and communicate with each other”(“Internet,”n.d.). Thus, internet has changed the way people communicate in so many ways and facilitated information sharing with each other.

### **1.6.3 Projector**

Projector is an output device that uses rays of light to project an image (or moving images) onto a surface such as white screen or wall. Projectors are mainly used in concerts, conferences and corporate meetings, classroom and home theatres. There are two common types of projectors: LCD (liquid crystal display) and DLP (digital light processing). LCD projectors are more popular for they have excellent color production. DLP projector uses tiny mirrors to reflect light towards the screen. They are considered to have several features that are mainly concerned with portability, higher contrast, reliability and durability.

## **1.7 ICT in Education**

In the modern era of science and technology, the world is witnessing a massive and rapid evolution in all sectors and education sector is no exception. It is basically the vast inventions that have contributed to facilitate the processes of handling things and make it more easier than before. These inventions are helping with a great deal in the education process for they have become an important component of the educational institutions. ICT in education has become the mode of education that is integrating information and communications technology to support, enhance, and optimize the delivery of information. This integration to the curriculum has a vital and positive impact on students’ achievements. According to Kainth and Kaur (2014), the embedment of ICT is regarded as the usage of technology as an integral part of educational processes as to be integrating to the curriculum content and achieving high levels of students’ authenticity.

Therefore, Students who are regularly exposed to an educational setting endorsed by technology acquire and enhance presentative skills. Actually, they are more willing to improve their learning qualities as compared to their counterparts. The learning process becomes easier and effective when technology is positively integrated. Thus, ICT is ultimately the path to take for institutions because development is directly aligned with technology and the field of education is no exception. According to Shariatmadari (2019) “ICT plays an effective role via creating motives, deepening and expanding learning and sustaining learning as well as removing pervasive boredom and creating subjective skills for accounting” ( p.197). Through developing a sense of critical thinking among learners which helps them interact, cooperate and participate in learning, ICT tools prosper the learners and instructors' thinking skill; therefore, ICT, encourages information and knowledge sharing with others through social communication for instance emails, messenger, viber, WhatsApp and many other social networks.

## **1.8 The Different ICT Techniques Used in EFL Classes**

The implementation of ICT is based upon a set of techniques which are significantly supportive to the mastery of EFL learning speaking skill. Therefore, these techniques can be highlighted as follows:

### **1.8.1 Using CD-ROMs**

The CD-ROM is a short form of “Compact Disc Read-Only Memory”. It is an optical disc which contains audio records that are widely used in the educational field especially inside the oral classes since it plays an effective and positive role in enhancing EFL students’ speaking skill for they will be exposed to the target language by an authentic material. Therefore, scholars Dundey and Hockly (2007) stated some activities that provide teachers with a good start in their usage of CD-ROMs in their teaching process. First, these CD-ROMs

can be integrated in the classroom if the teacher has access to a projector and computer in which the CD-ROM content will be exposed and projected onto a screen where all the students can collaborate with their teacher to discuss the lecture's content and work together. Second, these CD-ROMs can be used if the department provide computer room or self-access center in which the teacher programs a regular short sessions where students can either work separately or organize workshops.

### **1.8.2 Using DVDs/Videos**

It is a similar technique to the CD-ROMS and it stands for "Digital Versatile Disk". The DVD is used to store digital videos which replaced the CD due to its high storage ability of videos. The DVD is an effective technique for improving EFL learners' speaking skill. According to Dundey and Hockly (2007) these technological tools may help teachers of oral expression to enhance their students' oral production. One of these activities implied is the hidden subtitles of a dialogue. In these kinds of activities, the learners are supposed to figure out the hidden parts in the light of once view or twice to access to what extent learners understood, and the dialogue played a final title with the subtitles. Another activity is all about listening to a short part of a DVD dialogue in which they are supposed to transcribe all what they heard and upon their attempt an assessment is done to check their version of the transcript with the real subtitles of the dialogue. Moreover, learners may watch a short DVD dialogue between two or more characters with the audio switched off, reading the subtitles several times. Learners are then supposed to take a given character role, and rehearse it several times while the audio is still switched off. This attempt helps learners to keep up with the lip movements of the characters then the dialogue is played with the audio switched.

### 1.8.3 Practice chats

A well organized and timed chats are considered as one of the most effective techniques in developing learners' oral performance. Dudney and Hockly (2007) stated that "Chat is a tool that allows for synchronous, i.e. real time, communication over the Internet" (p.71). There are many kinds of chats for instance the free topic chats. In free topic chats, learners may work in pairs or organize small groups via an instant messaging program to practise English together, and they are not supposed to talk about a specific subject or at a particular time. Another kind is the text chat which is a chatting by typing messages in different programs as messenger application, etc. Another type is the audio chat which is a communication that takes place by using an audio like phone conversation or messenger calls.

### 1.7 Difficulties to Integrate ICT into EFL Classrooms

The act of integrating ICT into EFL teaching and learning process is not an easy task for there are a set of numerous difficulties that teachers and learners encounter. The barriers that the teachers face in integrating ICTs inside classrooms have been widely discussed by many scholars from a general perspective. According to Peggy Ertmer (1999) these barriers are basically classified into two main categories which are the extrinsic and the intrinsic barriers.

The extrinsic barriers are referred as the first-order barriers which are typically a consequence of an inappropriate configuration of ICTs access, time support resources and training while intrinsic barriers, second-order barriers, are extremely restricted to teachers and administrators' personal experience and awareness, including attitudes, beliefs, practices and resistance towards ICT adoption. According to Gulbahar & Guven, 2008; Prestidge, 2012, it is widely believed that the integration of ICT is a positive act for it influences the pedagogical practices in formal educational context and it makes learning process more effective and

teaching and learning resources available and more reachable. Therefore, Angeli and Valanides (2009) viewed that the lack of the integration of ICT tools is due to the lack of Technological and Pedagogical Content Knowledge (ICT-TPCK) to organize and exercise effective pedagogies in technology advanced learning settings besides providing the sufficient time and support for ICT use.

Another barrier in the use of ICT in EFL classrooms is namely related to material and non-material conditions. The material conditions may include the insufficient number of computers while under the non-material conditions fall teachers' limited ICT knowledge and skills, the challenges of implementing ICT as part of systematical instructions, and the insufficient teachers' time.

### **1.8 ICT and the Teaching of Oral Production**

The integration of ICT in EFL classrooms may come along with many difficulties for both teachers and students; yet, this implementation is highly of a paramount importance in the process of enhancing learners' speaking skill. Since recent times have seen a radical shift of power from the institution to the learner due to the continuous emergence of technological devices, these tools can help them reach new high levels with access to real time student data, longitudinal information, content, applications, and more. Therefore, technology can help build appropriate learning environments through providing different digital tools for formative and summative assessments, bringing new models for learning and teaching to classrooms. Technology in education, specifically, in oral sessions and the appropriate tools in students' hands help promote and enhance their oral production.

The use of ICT devices in the field of EFL teaching process strongly plays a significant role in developing learners' speaking skill. It can impact students' learning when teachers are digitally literate and aware of how to integrate it into the curriculum. Thus, the

use of ICT tools is an essential act for improving the teaching learning interaction and communication inside the classroom which results in a high level of competency of learners' oral production.

### **1.9 Conclusion**

To conclude, ICT; Information and Communication Technology, plays a major role in the education field mainly on improving EFL learners' speaking skill. This chapter intended to highlight the various ICT tools and their usage in COE classes which facilitate the teaching learning process and enable EFL learners to develop their oral production. Also, it tackles the influence of these equipments in the educational field especially in TFL; teaching a foreign language, the importance of the process of speaking in EFL classes and its major difficulties. Moreover, it sheds light on the difficulties of integrating ICT tools in EFL classrooms and the importance of these technological devices on teaching oral production. The second chapter is divided into two main sections, namely a methodological section explaining the research instruments for instance the questionnaires adopted from early researches, while the second section is restricted to the analysis of data.

# Chapter Two

## Methodology and Data Analysis



**Chapter Two: Methodology and Data Analysis**

<b>2.1 Introduction .....</b>	<b>24</b>
<b>2.2 An overview on the institute of letters and foreign languages.....</b>	<b>24</b>
<b>2.3 Research Motivation.....</b>	<b>25</b>
<b>2.4 Research Methodology.....</b>	<b>25</b>
<b>2.4.1 Quantitative Research .....</b>	<b>26</b>
<b>2.4.2 Qualitative Research.....</b>	<b>26</b>
<b>2.5 Data Collection.....</b>	<b>27</b>
<b>2.6 Setting and Sample Population .....</b>	<b>27</b>
<b>2.7 Research tools .....</b>	<b>28</b>
<b>2.7.1 The pilot study.....</b>	<b>28</b>
<b>2.7.2 Questionnaire .....</b>	<b>28</b>
<b>2.7.2.1 Students' Questionnaire .....</b>	<b>29</b>
<b>2.7.2.2 Teachers' Questionnaire .....</b>	<b>30</b>
<b>2.7.3 Classroom Observation .....</b>	<b>31</b>
<b>2.8 Data Analysis.....</b>	<b>32</b>
<b>2.8.1 Questionnaire Analysis .....</b>	<b>33</b>
<b>2.8.1.1 Students' Questionnaire Analysis .....</b>	<b>33</b>
<b>2.8.1.2 Teachers' Questionnaire Analysis .....</b>	<b>43</b>

**2.8.2 Classroom Observation Analysis.....49**

**2.9 Conclusion .....53**

## **2.1 Introduction**

This chapter is restricted to the methodology selected to perform this research and the practical side which includes the analysis of the data gathered through research instruments. This study takes place at Belhadj Bouchaib University Centre in the Department of letters and English language. Actually, the chapter is devoted to the description of the methodology adopted, the data obtained from the questionnaires submitted to both teachers of oral expression and first year EFL students. Moreover, a classroom observation has been undertaken to add necessary information on the impact of Information and Communication Technologies on students' communication and oral performance in a learning setting. The results obtained are both quantitative and qualitative data. These data are analysed in order to answer the raised questions and confirm or disconfirm the hypotheses. The major objective behind undertaking this investigation is to show the significant impact of Information and Communication Technologies on improving EFL learners' speaking skill, and the common obstacles encountered by both teachers and students in their usage of ICT inside the classroom.

## **2.2 An overview on the institute of letters and foreign languages**

The research study has been conducted at Belhadj Bouchaib University Centre, Ain Temouchent during the academic year 2019/2020. English Language has been introduced since 2012 under the LMD system which is composed of licence, master and doctorate. The institute of Letters and English Language, which represents the setting of this research study, includes thirty-one English teachers who are concerned with teaching different levels, licence and master. This latter includes two specialties: linguistics and literature. Regarding the students, the whole number is 529 including the licence and master levels which include

Linguistics and Literature stream. Actually, the research sample is restricted only to one group which consists of 40 English students from first year licence level.

### **2.3 Research Motivation**

Many reasons are at the basis of this research; in fact, the researchers have been interested in revealing the role and effectiveness of integrating Information and Communication Technologies in EFL classes especially speaking skill. Actually language skills are of a paramount importance in learning a foreign language and developing learners' speaking skill is a great preoccupation for both teachers and learners.

### **2.4 Research Methodology**

The research methodology is the practical part of this research paper as it shows the structure of the entire work. This research is conducted through the use of a triangulation in which both of quantitative and qualitative approaches are used to investigate the importance of Information and Communication Technologies in a learning setting. The researchers wonder to what extent this procedure can develop EFL students' speaking skill. Data collected quantitatively and qualitatively allows the researchers to gain an in-depth insight and a better understanding of the phenomenon.

A case study involving both EFL teachers and students at Belhadj Bouchaib University centre in Ain Temouchent. The case study as a research methodology is defined by Verschuren as:

A case study is a research strategy that can be qualified as holistic in nature, following an iterative-parallel way of proceeding, looking at only a few strategically selected cases, observed in their natural context in an open-ended way, explicitly avoiding (all variants of) tunnel vision, making use of analytical

comparison of cases or sub-cases, and aimed at description and explanation of complex and entangled group attributes, patterns, structures or processes. (2003, p.137)

It is an intensive study about a single individual, a group or a community in which an in-depth description and analysis of the phenomenon should be represented in its natural setting. Thus, in the case investigated which revolves around the significant utility of ICTs on improving EFL students' speaking skill through a mixed approach is useful for a deeper understanding and reliable results.

### **2.4.1 Quantitative Research**

Quantitative research is primarily a systematic and empirical investigation of an observable phenomenon which pertains to obtaining and analyzing data in a manner that is countable through the use of statistics, quantities and different units of measurement. Fellows and Liu (2008) claimed that quantitative research methods are scientific methods which provide immediate results. The aim of selecting such an approach lies on precision and control for samples collected from quantitative research which are generally large and representative. In fact, we can test hypotheses and clarify components, count and transform them into statistical models to provide an explanation to the phenomenon under observation.

### **2.4.2 Qualitative Research**

Qualitative Research is primarily a systematic and rigorous investigation of an observable phenomenon which pertains to obtaining and analyzing data in a manner that is non countable to answer questions about the 'what', 'how' and 'why' of the phenomenon under study through the use of a detailed description. According to Denzin and Lincoln (2000), qualitative research is conducted by naturalistic approach. This means that qualitative

researchers study things in their natural settings as an attempt to clarify or to interpret the phenomenon investigated.

## **2.5 Data Collection**

Data collection is an essential procedure for conducting any research. It is, generally, defined as the process of gathering data on variables of interest. O’Leary stated that:

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. (2004, p. 150)

Therefore, data collection is considered to be a hard task to realize for there are several features to be based on. In this sense, the researchers are required to select a range of different categories of the appropriate data collection instruments such as observation, interview and questionnaires. In this research, two of the above mentioned tools have been used: an observation and questionnaire.

## **2.6 Setting and Sample population**

The setting for this research is the Department of Letters and English Language at Belhadj Bouchaib University Centre, Ain Temouchent. The researchers have dealt with both EFL teachers and students as a sample population during the academic year 2019/2020.

The population concerned with this investigation are teachers of oral expression and first year EFL learners.

## **2.7 Research Tools**

Research is a systematic inquiry aimed at the discovery and interpretation of facts, revising current knowledge, obtaining valid data and then drawing conclusions to present an answer(s) to the question(s) raised. According to Waltz and Bausell (1981) “Research is a systematic, formal, rigorous and precise process employed to gain solutions to problems or to discover and interpret new facts and relationships” (p.8). In conducting any research paper, certain specific instruments are selected to be used, as a means to carry out the research, from which the required data are extracted. Dornyei (2011) believed that “The backbone of any survey study is the instrument used for collecting data” (p.34). Thus, this research paper is conducted through the use of two different research tools which are questionnaires and classroom observation respectively.

### **2.7.1 The Pilot Study**

A pilot questionnaire is designed as a first attempt to test to which extent the questions addressed to students are adequate, relevant and reliable to collect the data needed for the topic investigated. The pilot questionnaire has been submitted to a sample of (15) students at BBUC. Generally, all the questions included in the questionnaire are valid and answerable.

### **2.7.2 Questionnaire**

According to Merriam Webster dictionary questionnaire is defined as “A set of questions for obtaining statistically useful or personal information from individuals”. Therefore, it is a structured list which consists of formalized set of questions designed to gather information on the subject undertaken. In this case study, questionnaires have been designed for both teachers’ and students’ point of views on the impact of the use of ICT on improving EFL learners’ speaking skill inside oral expression sessions.

### 2.7.2.1 Students' Questionnaire

Students' questionnaire is addressed to first year EFL students which aims at revealing to what extent the use of ICTs can have a positive impact on EFL learners' speaking skill. Students' questionnaire consists of fourteen closed-ended questions which can only be answered by selecting from a set of multiple-choices, 'yes' or 'no', or a rating scale.

- Question one is asked to know whether learning English is students' personal choice or imposed on them.
- Question two is addressed to know about how do students consider their level in English.
- Question three is asked to classify the four language skills according to their importance
- Question four is raised to know which language skill is of a paramount importance to be improved.
- Question five is asked to show the level of difficulty of speaking the English language.
- Question six is raised to check whether students like attending oral expression courses or not.
- Question seven is to figure out how students find oral expression courses.
- Question eight is restricted to see how often students participate in classroom.
- Question nine is addressed to know what are the difficulties that students face when speaking English.
- Question ten is asked to see whether ICT tools are necessary to be a part of oral expression or not.



- Question eleven is raised to see how often teachers use ICT tools.
- Question twelve is addressed to see to what extent ICT tools can be effective.
- Question thirteen is asked to know what ICT tools are used for.
- Question fourteen is addressed to explore whether these teaching devices make students involved and more interested in class.

### **2.7.2.2 Teachers' Questionnaire**

The questionnaire designed for teachers of oral expression aims at obtaining their personal and professional points of view about the impact of the use of ICTs on improving EFL learners' speaking skill. Teachers' questionnaire contains eleven questions, they are as follows: eight closed-ended questions which can only be answered by selecting from a set of multiple-choices, 'yes' or 'no', or a rating scale, three open-ended questions in which teachers are required to elaborate on their points.

- Question one is addressed to specify the teachers' degree.
- Question two is asked to measure how long have teachers been teaching English.
- Question three raised to know how long have teachers been teaching oral expression.
- Question four is asked to know about the number of the students in each group.
- Question five is asked to know how teachers evaluate their students' speaking level.
- Question six is asked to know how often teachers implement ICT tools when teaching.
- Question seven is raised to know which ICT tools teachers have access to in oral expression courses.

- Question eight is addressed to know whether students get involved when ICT tools are implemented or not.
- Question nine is designed to see how teachers encourage their students to use ICT tools.
- Question ten is asked to know the teachers' opinion on teaching speaking skill through the use of ICT tools.
- Question eleven is designed to figure out the obstacles teachers encounter when using ICT tools.

### **2.7.3 Classroom Observation**

The researchers have used a systematic observation in order to emphasize the significant impact of Information and Communication Technologies (ICT) on improving EFL learners' speaking skill in oral expression courses at Belhadj Bouchaib University Centre. Observation is believed to be one of the most simple, yet effective methods of conducting a successful research for it is classified as a participatory study because the observers have to immerse themselves in the setting where the respondents are, while taking notes and/or recording since it provides a direct access to the phenomenon observed. As Cohen et al (2000) viewed observation to be one of the most powerful research tools for gaining in-depth sights of the phenomenon as it takes place in its natural setting. It provides the observers high levels of flexibility to generate a permanent records of the phenomenon to be referred to later. In the scope of this field work, the researchers have decided to be participants of the group being observed in order to get a deeper investigation of how students interact in OE sessions when ICTs are implemented.

Therefore, classroom observation is a method of measuring, evaluating and recording specific information about both students and teachers' behavior within a classroom. Gehard and Oprandy (1999) define classroom observation as the "Nonjudgmental description of classroom events that can be analyzed and given interpretation" (p.11). This classroom observation has many valid and important educational purposes. The fundamental purpose of this research dissertation is to describe what takes place in a classroom while ICTs are implemented to help measure whether these technological devices are meeting their goal as to improve EFL learners' speaking skill.

The observation is designed to include two parts. The first part covers all the most necessary details needed before starting the process of observing, initiating with the date, the time, the number of students, and the room in which the observation took place in addition to the level of the EFL students being observed within the COE courses. Furthermore, the second part of the observation is devoted to the practical framework. Therefore, it is divided into three columns as to get a detailed observation of this situation. In fact, in the first column, the focus is on the implementation of ICT tools within the lecture and how this is perceived by both teachers and students in classroom. The second and third columns are drawn for the observers to evaluate the situation by ticking Yes/No options. Furthermore, they check whether students get more active and participate when ICT tools are provided within the academic context in our EFL classroom at B.B.U.C.

## **2.8 Data Analysis**

This part is devoted to the analysis of the data collected by the means of the research instruments which include teachers and students' questionnaires in addition to observation sessions that took place within comprehension oral expression courses.

### 2.8.1 Questionnaire Analysis

The next section will provide descriptive statistics and graphs of the collected data from both students and teachers with a deeper understanding and analysis of the results obtained.

#### 2.8.1.1 Students' Questionnaire Analysis

The questionnaire was well answered by first year EFL students who belong to different groups at the English department at Belhadj Bouchaib University Centre. Furthermore, it seeks to gather data about the students' knowledge and experience with the use of ICT in oral expression sessions and the impact of these devices on improving students' speaking skill.

- **Question one: Is learning English a personal choice or imposed?**

This question is addressed to know whether learning English is the students' personal choice or it has been imposed on them.

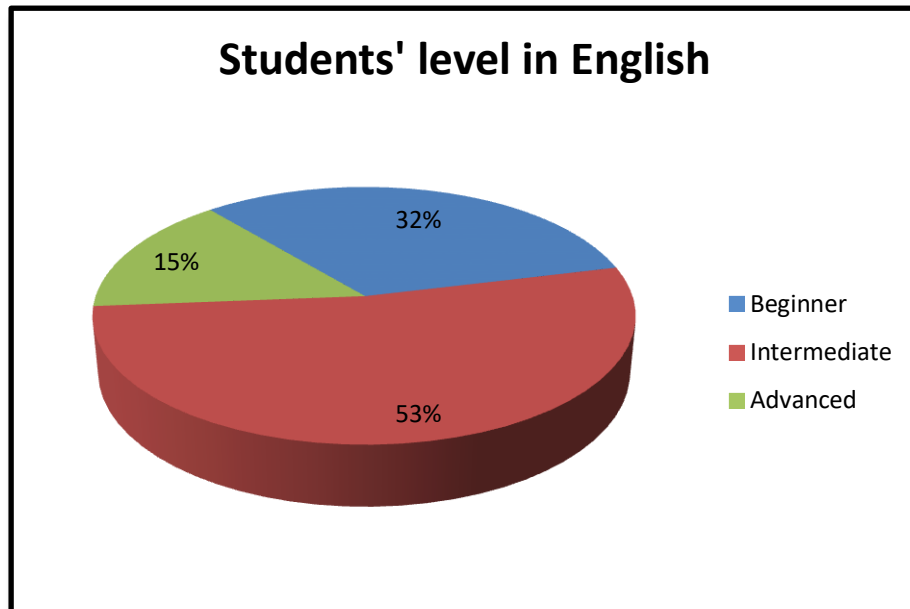
**Table 2.1: Students' choice to learn English.**

Option	Number	Percentage
A personal choice	38	95%
Imposed	2	5%
<b>Total</b>	<b>40</b>	<b>100%</b>

The results obtained from this question reveal that the majority of the sample chose to learn English and they rate (95%), while, only (2) students stated that it was imposed on them in the rate of (5%).

- **Question two: How do you consider your level in English?**

This question is designed to know the students' level in English.

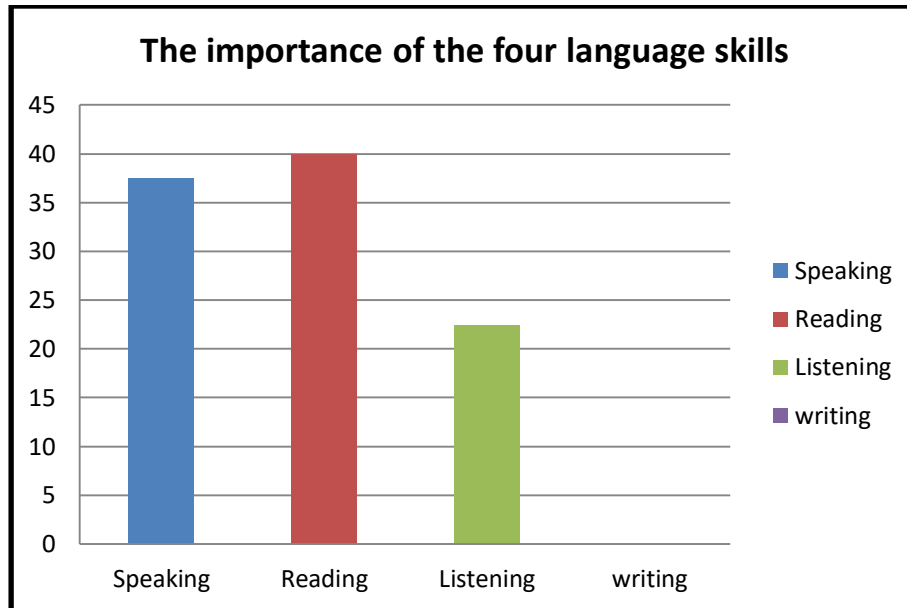


**Figure 2.1: Students' perception of their level in English.**

The results obtained show that (52.5%) of the sample have an in intermediate level, (33%) are beginners, while the advanced level rates only (15%).

- **Question three: Classify the following skills according to their importance.**

The aim of this question is to classify the four language skills according to their importance.

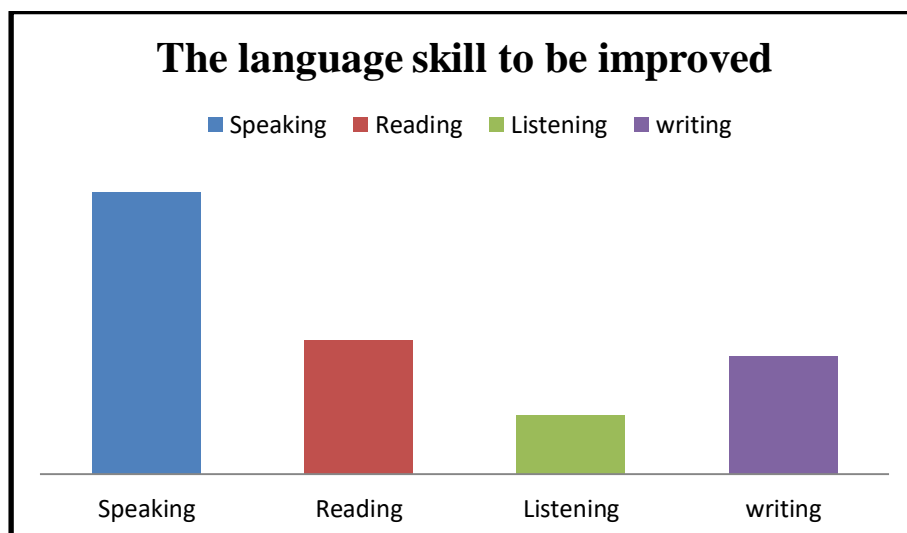


**Figure 2.2: The importance of the four language skills.**

According to the bar chart above, reading skill rates the highest Percentage (40%), followed by the speaking skill which rates (37.5%) then comes the listening skill which goes for (22.5%) while the writing skill rates (0%).

- **Question Four: Which language skill do you need to improve the most?**

This question aims to investigate which skill the students need to improve the most.



**Figure 2.3: The language skill to be improved.**

The bar chart above shows that speaking skill is the most important skill students need to improve as it rates (47.5%) followed by reading skill (22.5%), writing (20%) and lastly listening skill which goes for (10%).

- **Question five: Do you consider speaking English an easy task, difficult or very difficult?**

The aim of this question is to reveal how students perceive speaking skill in an academic context.

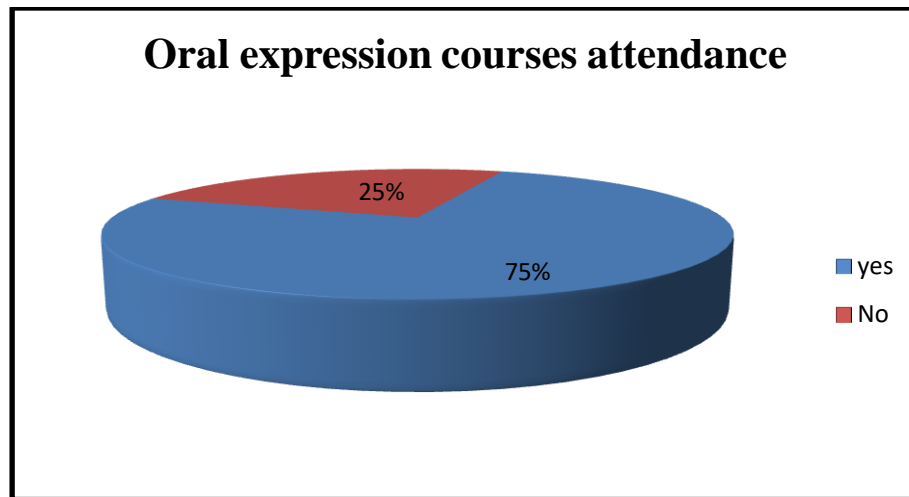
**Table 2.2: Speaking Task.**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
An easy task	20	50%
Difficult	19	47.5%
Very Difficult	1	2.5%
<b>Total</b>	<b>40</b>	<b>100%</b>

The findings reveal that (50%) of the students consider speaking skill an easy task, (47.5%) consider it to be difficult while the last (2.5%) find it very difficult.

- **Question six: Do you like attending oral expression courses?**

This question is addressed to see students' devotion to oral expression courses.

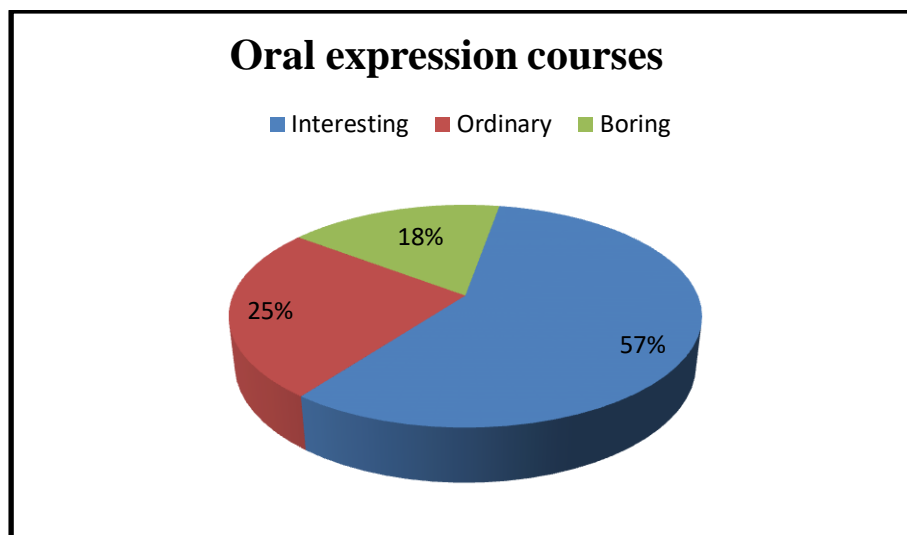


**Figure 2.4: Oral expression courses attendance.**

From the figure above, we can see that (75%) of the students like attending oral expression courses, whereas (25%) do not.

- **Question seven: How do you find oral expression courses?**

This question is designed to figure out how students perceive oral expression courses.



**Figure 2.5: Oral expression courses.**

The outcomes of this question show that (57.5%) of the students consider oral expression courses interesting, (25.5%) of them find them ordinary, whereas the last (17.5%) find these courses boring.



- **Question eight: How often do you participate?**

This question aims to know to what extent students are really integrated and involved in oral expression courses.

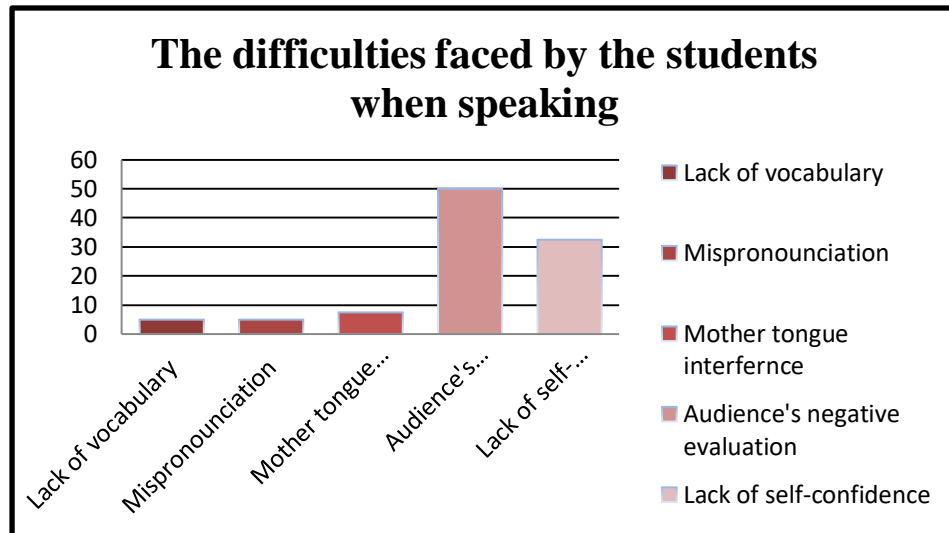
**Table 2.3: The students' rate of participation in classroom.**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
Always	12	30%
Sometimes	21	52.5%
Rarely	06	15%
Never	01	2.5%
<b>Total</b>	<b>40</b>	<b>100%</b>

The results represented in the table above show that (52.5%) of the students sometimes participate, (30%) of them tend to always participate while (15%) rarely do and (2.5%) of the students never take part.

- **Question nine: what are the difficulties you face when speaking English?**

The objective of this question is to figure out the difficulties faced by the students when speaking English.

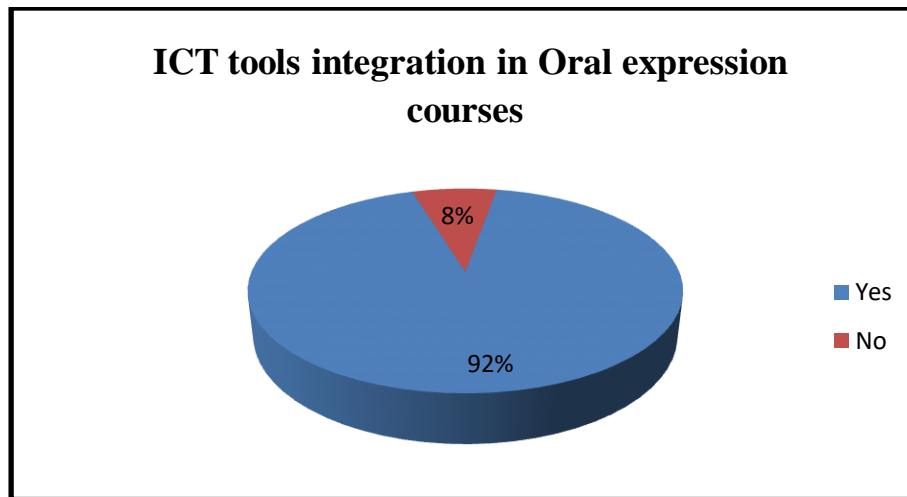


**Figure 2.6: The difficulties faced by the students when speaking.**

The results represented in the bar chart above show that (50%) of the students find audience's negative evaluation the main obstacle that the students face when speaking English, followed by (32.5%) of them who chose the lack of self-confidence, (7.5%) mother tongue interference while the rest (10%) are equally divided into the lack of vocabulary and mispronunciation.

- **Question ten: Do you think that ICT tools are necessary in oral expression courses?**

The aim of this question is to see students' attitudes towards ICT tools integration in oral expression courses.

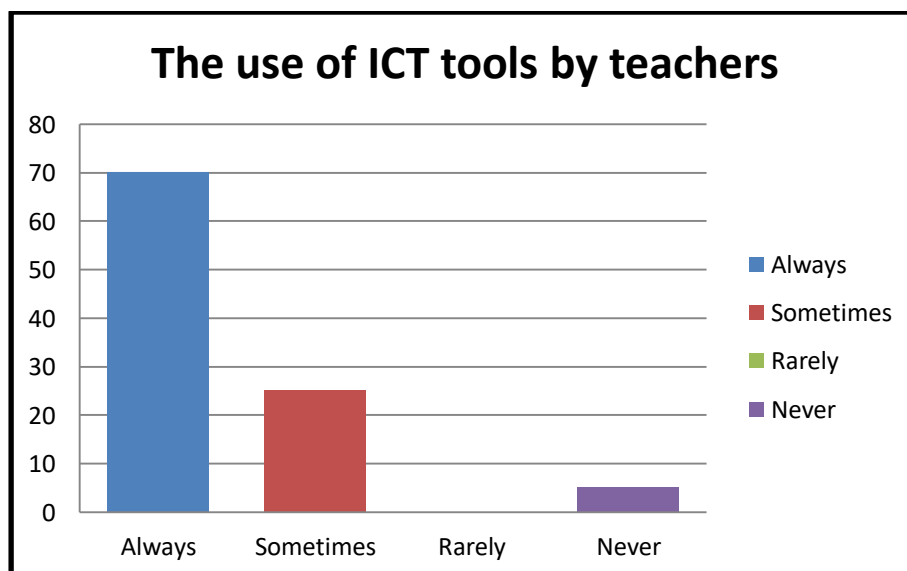


**Figure 2.7: ICT tools integration in oral expression courses.**

The results of this question show that (92.5%) of the students view that ICT tools are necessary to be employed in oral expression courses, while the rest (7.5%) find them unnecessary.

- **Question eleven: How often does your teacher use ICT tools?**

This question is designed to figure out how often do oral teachers use ICT tools.



**Figure 2.8: The use of ICT tools by teachers.**

The results from the bar chart show that (70%) of the teachers use ICT tools, (25%) of them sometimes do while (5%) of them never use these tools.

- **Question twelve: To what extent can ICT tools be effective?**

This question is raised to measure to what extent can ICT tools be effective inside the classroom.

**Table 2.4: The effectiveness of ICT tools.**

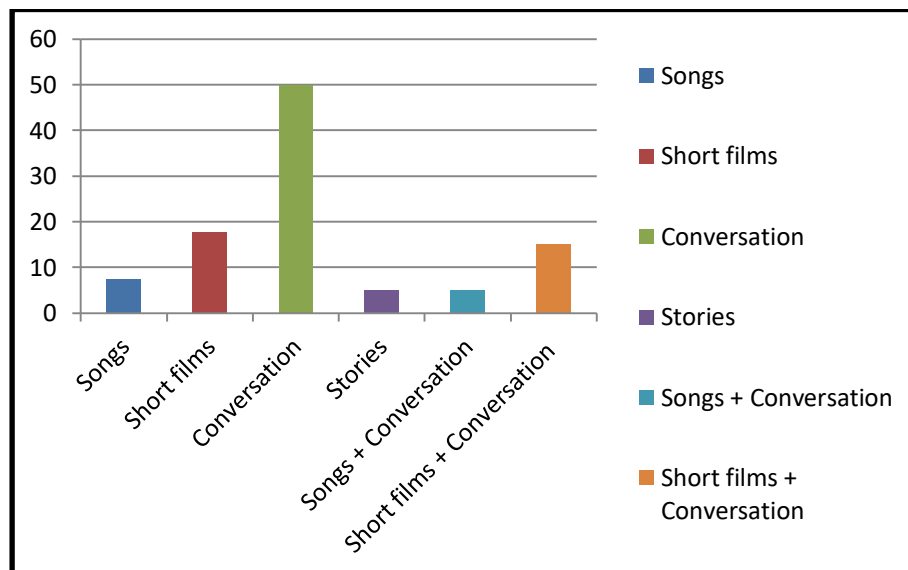
Option	Number	Percentage
Facilitating learning	02	5%
It increases students' motivation and interest	03	7.5%
Help students improving and enriching their vocabulary	01	2.5%
It increases students' motivation and interest + Bring the foreign language context into classroom + Provide the opportunity for students to be active and interactive	01	2.5%
It increases students' motivation and interest + Help students improving and enriching their vocabulary + Facilitating learning	01	2.5%
Facilitating learning + It increases students' motivation and interest + Provide the opportunity for students to be active and interactive	01	2.5%
All the mentioned above	31	77.5%
<b>Total</b>	<b>40</b>	<b>100%</b>

The results obtained show that (5%) of the students consider ICT tools to be effective as they facilitate learning, (7.5%) of them view that these devices can be effective in

increasing students' motivation and interest, (2.5%) believe that ICT tools effectiveness lies on improving and enriching the students' vocabulary, while (2.5%) of the students combine between increasing motivation and interest, bring the foreign language context into classroom and provide the opportunity for students to be active and interactive. One student (2.5%) considers it as to increase the students' motivation and interest, help to improve and enrich vocabulary and facilitate the learning process. In addition, one more student (2.5%) combines between facilitating learning, increasing students' motivation and interest and provide the opportunity to be active and interactive in the classroom while the majority (77.5%) choose all the mentioned options above.

- **Question thirteen: what ICT tools are used to display?**

This question shows what kind of ICT tools used to display.



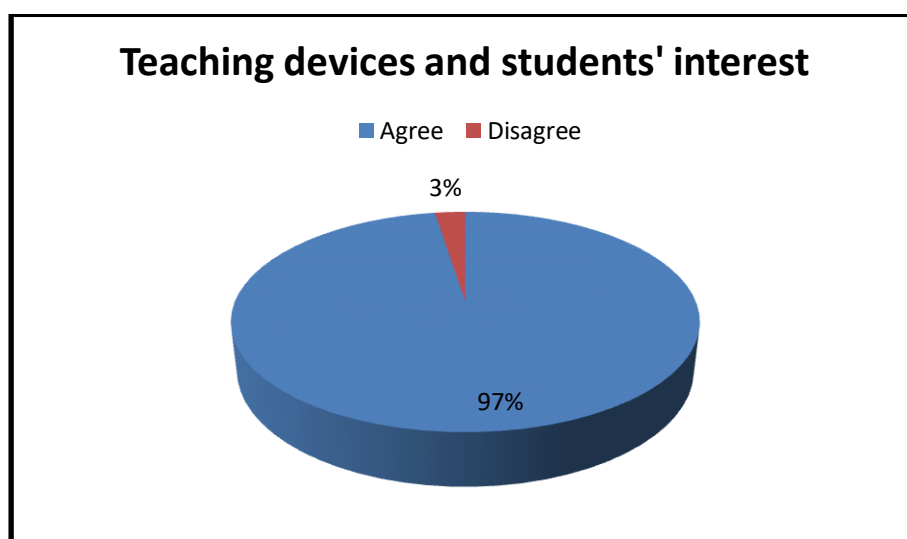
**Figure 2.9: Display of ICT tools.**

The results represented in the bar graph above show that three students (7.5%) consider ICT tools to display songs, seven students (17.5%) view that ICT tools are meant to display short films while two students choose stories as a type of display. In addition, two students (5%) combine between songs and conversations as displayed by ICT tools and six

students (15%) choose short films and conversations. Whereas, the majority (50%) believe that conversations are the most displayed by ICT tools.

- **Question fourteen: Do you agree that these teaching devices make you involved and more interested?**

This question is asked to know if these teaching devices make students involved and more interested inside the classroom.



**Figure 2.10: Teaching devices and students' interest.**

The results obtained from the graph indicate that (97.5%) of the students agree that these teaching devices (ICTs) make them involved and interested while only (2.5%) disagree.

### **3.1.1.2 Teachers' Questionnaire Analysis**

The questionnaire was submitted to six teachers from the English department at Belhadj Bouchaib University Centre. Furthermore, it seeks to gather data about the teachers' knowledge and experience with the use of ICT in oral expression sessions and the impact of these devices on improving students' speaking skill.

- **Question One: Would you please specify your degree.**

This question is submitted to have a general information about the research participants.

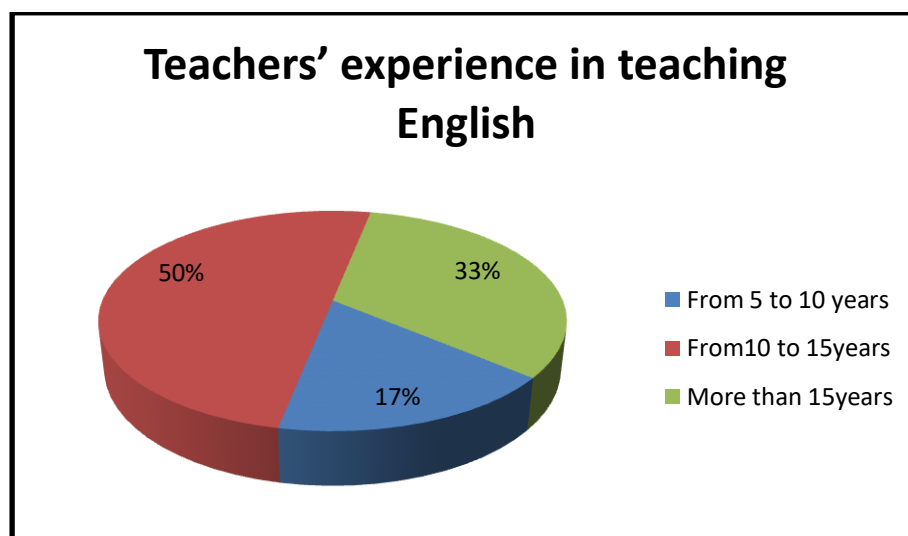
**Table 2.5: Participants' degree**

Option	Number	Percentage
Master	01	17%
Magister	02	33%
Doctorate	03	50%
<b>Total</b>	<b>06</b>	<b>100%</b>

According to the table above, (50%) of our participants have doctorate degree, (33%) have magister while (17%) of them have master degree.

- **Question Two: How long have you been teaching English?**

This question is asked to measure the teachers' experience in the field of teaching English.

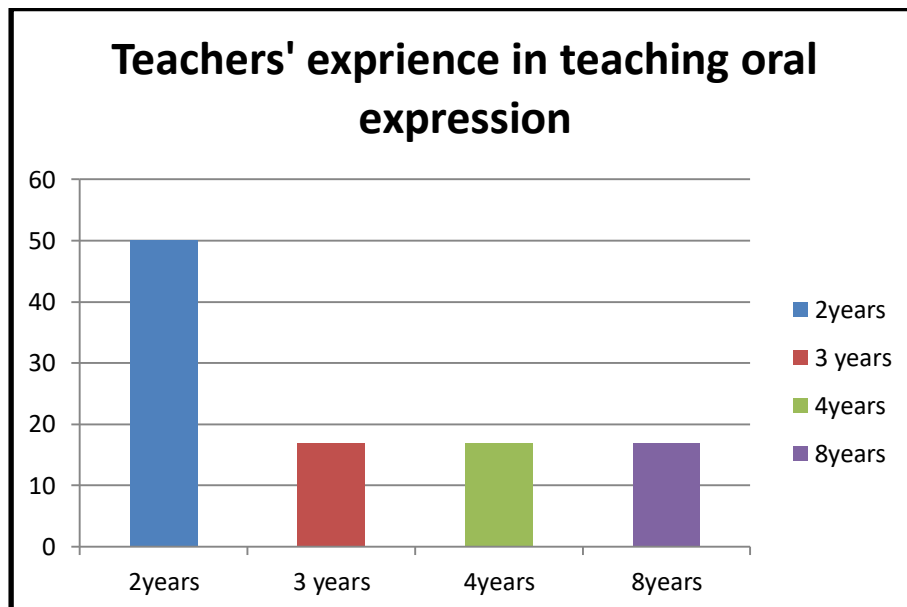


**Figure 2.11: Teachers' experience in teaching English.**

The results represented in the pie chart above show that one teacher has five to ten years of experience in teaching English, it represents the rate of (17%). Additionally, three teachers (33%) share the experience of ten to fifteen years in the teaching field, and the last two teachers have more than fifteen years of experience of teaching English which rates (50%).

- **Question Three: How long have you been teaching oral expression?**

This question is addressed to reveal the teachers' experience in teaching oral expression.



**Figure 2.12: Teachers' experience in teaching oral expression.**

According to the bar chart above, (50%) of the teachers ( three ) have an experience of two years in teaching oral expression, (17%) of them ( one teacher) has been teaching this subject for three years and another one (17%) has been teaching for four years while only one teacher (17%) has the longest experience among them which is 08years.



- **Question four: How many students do you have in each group?**

This question is designed to figure out the academic atmosphere of oral expression sessions.

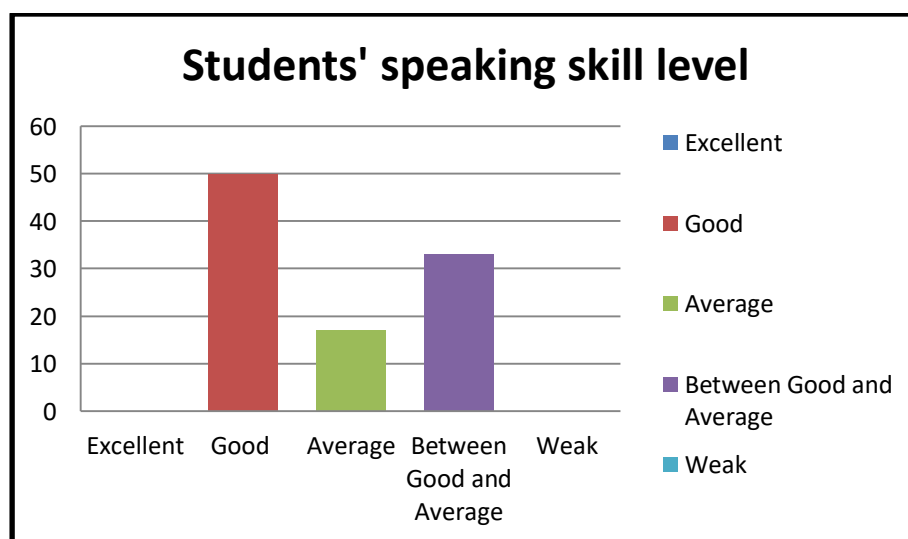
**Table 2.6: The number of students in each group.**

Option	Number	Percentage
30-40	02	33%
40-50	03	50%
More than 50	01	17%
<b>Total</b>	<b>06</b>	<b>100%</b>

The table shows that (33%) of the students range between 30 to 40 students in a single group and (50%) of them range between 40 to 50 while (17%) include more than 50 students in a group.

- **Question five: How do you evaluate your students' speaking skill?**

This question is asked to evaluate students' speaking skill.

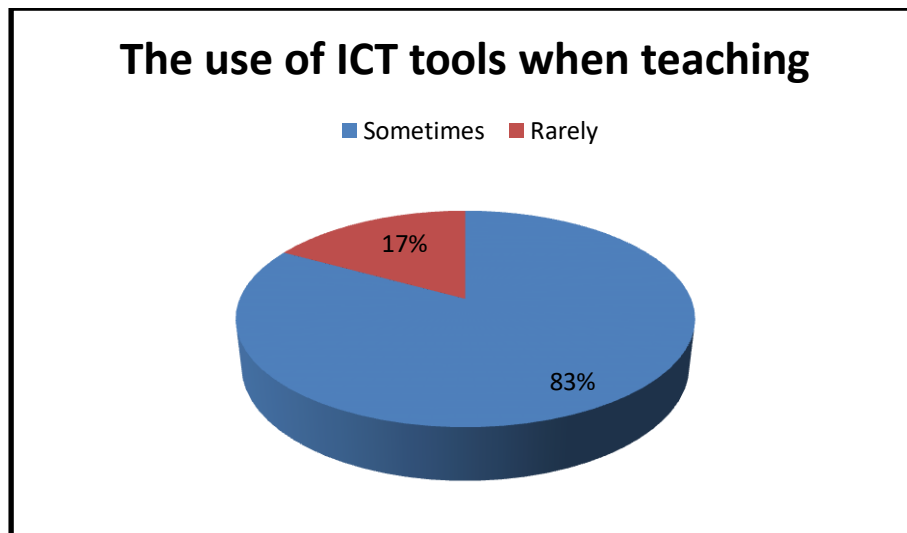


**Figure 2.13: Students' speaking skill level.**

The bar chart above indicates that (50%) of the students are good at speaking skill, (17%) of them are average while (33%) range between good and average level.

- **Question six: How often do you use ICT tools when teaching?**

This question is raised to know how often do teachers use ICT tools when teaching.



**Figure 2.14: The use of ICT tools when teaching.**

The results shown in the pie chart above indicate that (83%) of the teachers tend to sometimes use ICT tools while (17%) of them rarely do.

- **Question seven: What ICT tools do you have access to in oral expression courses?**

This question is designed to figure out what ICT tools the teachers have access to in oral expression courses.

**Table 2.7: ICT tools access in oral expression courses.**

Option	Number	Percentage
Computer laboratory	01	17%
Online broadcasts	03	50%
Video	02	33%

Total	06	100%
-------	----	------

The table above shows that (17%) of the teachers have access to computer laboratory, (50%) of them have access to online broadcasts while (33%) of them claim that videos are the only tools available in oral expression courses.

- **Question eight: Do your students get positively involved when ICT tools are used?**

This question is asked to see whether students get positively involved when ICT tools are used or not. The results of this question indicate that all of the teachers (100%) agree that students indeed get positively involved when ICT tools are used.

- **Question nine: Do you encourage your students to use ICT tools?**

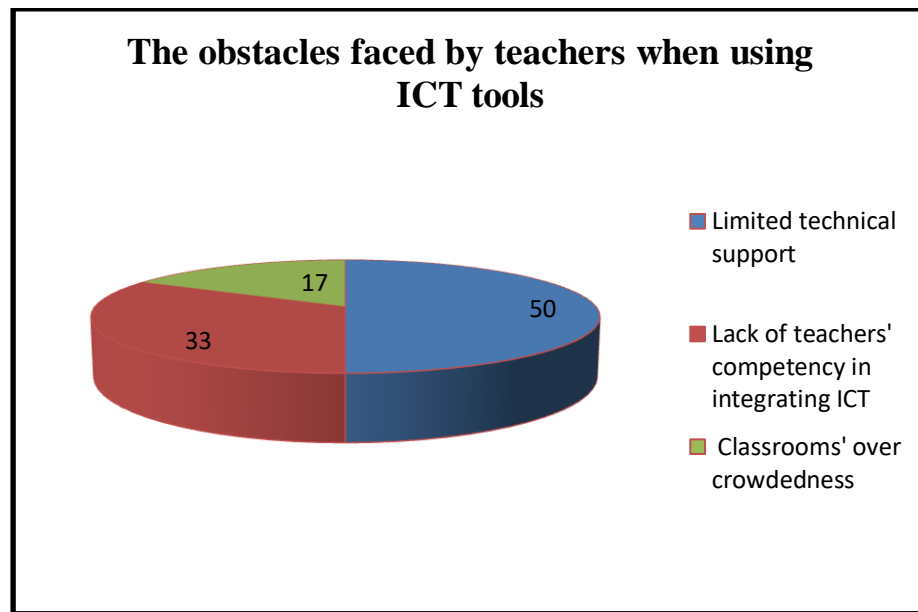
This question is raised to know whether the teachers encourage their students to use ICT tools or not. The results show that (100%) of the teachers do encourage their students to use ICT tools through creating more 'learner-centric' learning environments, allowing them to use their smartphones in class to find out more information and facts about the lecture's content or to use these tools as a reference source of a course.

- **Question ten: What kind of implementation can ICT tools be?**

This question is designed to see what kind of implementation ICT tools can be. The results of this question show that all the teachers (100%) consider teaching speaking skill through ICT tools can be both educational and entertaining strategy.

- **Question eleven: What are the obstacles you face when using ICT tools?**

This question is asked to acknowledge us about the obstacles faced by teachers when using ICT tools.



**Figure 2.15: The obstacles faced by teachers when using ICT tools.**

According to the bar chart above, (50%) of the obstacles that the teachers face when using ICT are represented in the limited technical support, (33%) are caused by the lack of teachers' competency in integrating ICTs while (17%) are due to the crowdedness of classrooms.

### **3.2 Classroom Observation Analysis**

The research study was undertaken in EFL classrooms at Belhadj Bouchaib University Centre in order to check the impact of the use of ICT tools on improving EFL learners' speaking skill through observing how students and teachers perceive such an integration and how they react and make use of these tools in oral expression sessions. The attached check list below described the criteria that have been observed in the classrooms. This observation aimed at emphasizing the effectiveness of using ICT tools inside EFL class as a main way to

enhance the students' oral productive skill. It was then sub-divided into three columns; the first column focused on the implementation of the ICT tools within the lecture and how it is perceived by both teachers and students in the classroom. The second and the third columns are devoted for the observers to evaluate the situation by ticking Yes/No options. Only one level took part in this observation (L1).

**Table 2.8: Observation Check-List**

Statements	Yes	No
<b>1- The teacher implements different types of ICT tools.</b>	✓	
<b>2- EFL learners prefer oral sessions with ICT devices.</b>	✓	
<b>3- Learners are more involved When ICT tools are being part of the session.</b>	✓	
<b>4- Learners are highly motivated to participate in the different activities provided.</b>	✓	
<b>5- Learners pay more attention to the lecture's content when being projected.</b>	✓	
<b>6- A successful interaction takes place among students where they openly share knowledge.</b>	✓	
<b>7- ICTs break down the boredom that many students feel inside the oral sessions.</b>	✓	
<b>8- Learners show more like hood to use these technological devices to perform their oral tasks.</b>	✓	

The observation task was taken in two sessions only with one level as already mentioned (L1). Because of the availability of only one language laboratory and the advanced spring holidays, it was somehow impossible for the researchers to attend many oral sessions. The research study examined the available data which helped having an idea about the impact of the use of ICT tools among EFL teachers and students. The check list covered all the most important criteria that the observers aimed to assess in which each criterion is analyzed separately.

**Criterion 1: The teacher implements different types of ICT tools.**

The findings reveal that “yes” the teacher uses different types of ICTs in the EFL classroom.

**Criterion 2: EFL learners prefer Oral sessions with ICT devices.**

From the observation we can say that ‘yes’ EFL learners do prefer oral sessions with ICT devices.

**Criterion 3: Learners are more involved When ICT tools are being part of the session.**

The results showed that ‘yes’ learners are more involved within the session when ICT tools are being part of it for it stimulates the students’ interest.

**Criterion 4: Learners are highly motivated to participate in the different activities provided.**

The observation reveals that the learners are indeed highly motivated to participate in the activities provided.

**Criterion 5: Learners pay more attention to the lecture’s content when being projected.**

The findings confirm that the students’ attention is indeed paid to the lectures’ content when this later is being projected.

**Criterion 6: A successful interaction takes place among students where they openly share knowledge.**

It has been observed that a successful interaction is boosted among students when ICT is integrated which helps them share their knowledge openly with one another.

**Criterion 7: ICTs break down the boredom that many students feel inside the oral sessions.**

The findings reveal that 'Yes' ICTs break down the boredom that students feel within the oral sessions.

**Criterion 8: Learners show more like-hood to use these technological devices to perform their oral tasks.**

The results show that many learners like to use ICT tools to perform their oral tasks.

To sum up, this part is restricted to the analysis of data gathered during the classroom observation, which was designed to provide a realistic picture of what occurs inside the foreign language learning classrooms. The results obtained from the classroom observation revealed the positive attitude towards integrating Information and Communication Technologies in first year EFL classes and its effectiveness on improving EFL learners' speaking skill.

## **2.8 Conclusion**

This chapter has attempted to describe the methodological procedures followed to conduct this research paper which are presented in both qualitative and quantitative approaches in which a detailed description has been provided about how data has been collected and target population tackled. Besides, it has provided a detailed analysis of the

obtained data through the use of questionnaires that are designed for both teachers and students, in addition to a classroom observation within COE courses. The feedback of these instruments revealed that a number of students considered ICT a very important part to be integrated in OE courses since it facilitates, stimulates their interest, and thus get them more involved within their lectures. These supported instruments will be interpreted in the next chapter in addition to some possible recommendations for future implementations.



# **Chapter Three**

## **Data Interpretation and Recommendations**

**Chapter Three: Data Interpretation and Recommendations**

**3.1 Introduction .....56**

**3.2 Interpretation of the students’ questionnaire .....56**

**3.3 Interpretation of the teachers’ questionnaire.....61**

**3.4 Interpretation of the classroom observation .....63**

**3.5 Findings .....65**

**3.6 The main recommendations .....66**

**3.7 Conclusion.....68**

### **3.1 Introduction**

The ultimate objectives of this chapter are to provide the interpretation of the results extracted from the students and teachers' questionnaires in addition to the classroom observation. Furthermore, some recommendations are provided to both English language teachers and students in addition to the English department in order to emphasize the role of ICT on improving EFL learners' speaking skill.

### **3.2 Interpretation of The students' questionnaire**

The outcomes of students' questionnaire clearly show the significant impact that ICTs play on improving first year EFL students' speaking skill. The findings of the first question demonstrate that (95%) of the students claimed that they have chosen to study English based on their personal choice. This can be interpreted as that English language is the most dominant and influential language in the world that everyone seeks to master since it is essentially the mother tongue of the modern technological world besides it is regarded as the universal medium of communication.

In the second question, the students were asked about how they perceive their level in English. Most of them (53%) stated that they have an intermediate level in English for they have basic knowledge of English grammar besides having a good grasp on the previously accumulated English knowledge. Indeed, (32%) consider themselves as beginners and that might be due to their very limited grasp of the basics since many students belonged to the scientific stream at secondary school and time allocated for English in this stream is different from literary stream or foreign language stream. Whereas, (15%) of them perceive themselves as advanced level students for they are more interested in and extended their knowledge as a personal initiative besides the learning setting.

In question three, when the participants were asked to classify the four language skills according to their importance, the majority of them (40%) regard the reading skill to be the most important skill and that can be clarified as it expands and enriches their vocabulary followed by the speaking skill (37.5%) where the participants consider it to be a vitally significant medium of communication, then comes the listening skill with lesser percentage (22.5%) although it exists a vise-versa relationship between the two skills, students are not aware of the importance of this relation. In fact a good listening leads to a good communication. In a learning setting, students' lack of listening stamina for their minds reach a certain saturation point where they get blocked and lose concentration. The writing skill seems to be totally ignored because many students believe that learning a foreign language is all about acquiring the conversational skills as to speak it fluently. This unbalanced attribution of importance for language skills explains why some students perceive their level as beginners. Actually, language skills are correlated and the mastery of each skill is of a paramount importance for the mastery of the language as a whole.

In the following question, the majority of our participants (47.5%) believed that speaking to be the most important language skill they need to improve because developing the ability to communicate in a foreign language fluently and efficiently comes along with stupendous success for the students not only in a learning setting but also success later in every phase of life. Some students (22.5%) chose the reading skill because this permits the acquisition of a considerable amount of vocabulary. They also consider it as to foster their level of the comprehension needed in the different tasks they deal with. Another part of the sample (20%) chose the writing skill since it is really needed in the academic cursus while only (10%) of them selected listening skill. In fact, they want to overcome the different hindrances of this skill for instant listening stamina as already mentioned in the previous question.

Question five is devoted to show how students perceive their speaking skill where the majority of them (50%) regarded it as an easy task and that can be related to their extra progress in their conversational skills and communication methods, (47.5%) found it difficult as they lack vocabulary in addition to the pronunciation aspect. Conversely, only one student found speaking task very difficult and that is due to his/her rare practice and interaction with speakers of English language besides the possible impediments such as lack of self-confidence and shyness issues.

In the sixth question, the majority of the participants (75%) showed a positive attitude towards attending oral expression courses and that can be interpreted to their big interest in taking part in oral debates and conversations. However, few students (25%) do not like attending such courses because of lack of interest. These results can influence the interpretation of the seventh question as how students find oral expression courses in which the majority (57.5%) found these courses interesting. In fact, this result reflects learners' strong will to achieve a high level of oral competence. Another portion considers oral expression courses ordinary because their level is not improved and they do not believe that their efforts and active participation is a successful path towards maintaining a good conversation. A minority of the sample (18%) seemed to be prone to boredom since they can be demotivated by the unsupportive classroom climate where the teachers do not make a good use of the technological tools as part of the lecture to get them engaged.

In the following question, students were asked how often they participate in classroom. The results showed that (52.5%) sometimes participate and that is due to the anxiety of delivering a short talk or a presentation in front of the whole class while it is not the case for (30%) of students who tend to always participate. Indeed, this portion feels more confident and they are characterized by a high self-esteem, they also possess a considerable amount of adequate vocabulary which facilitates their educational engagement. On the other

hand, (15%) of them rarely participate because of their fear of losing face in front of their classmates besides lacking the opportunity for practicing English outside the classroom. Only one student claimed that he/she never takes part of any classroom discussion and that can be interpreted as being much more introverted and afraid of making mistakes and being laughed at.

The following question revealed the difficulties that the participants face when speaking English in which (50%) of them struggle with audience's negative evaluation since they might get anxious about how their teacher and classmates would judge their oral performance. (32.5%) of them claimed to be less confident which contributes to their reluctance of participating in the class discussion due to underestimating their capacities and constant comparison with their peers. Furthermore, the rest of the sample believed that mother tongue interference, lack of vocabulary and mispronunciation to be the main obstacles that hinder them from being active participants. This situation is due to several reasons from which we can interpret the insufficient vocabulary which makes them silent listeners than active participants besides their reliance on words from their mother tongue when they fail to find their equivalent words in the foreign language. Mispronunciation is another hinder that prevents the students from speaking since they probably get embarrassed or criticized by others when delivering poor pronunciation.

Question ten was restricted to see if students think that ICT tools will be necessary in OE classrooms in which the majority (92.5%) of them believed that these tools are indeed necessary to be part of the class since they probably get much more engaged and motivated while only few students found these tools unnecessary and that can be due to their preference of traditional ways of learning.

When the participants were asked about how often do their oral teachers use ICT tools they stated that (70%) of the teachers always use these devices and that can be an interpretation to their high awareness of the massive impact of these tools on the students' achievements in oral production while (25%) of them claimed that they sometimes use ICTs for they might find difficulties to integrate these tools inside EFL classrooms. Only (5%) revealed that their teachers never use such tools and that can be due to their lack of knowledge and competency of incorporating ICT in their lessons.

The succeeding question was raised to measure to what extent can ICT tools be effective. Two students consider ICT tools as to facilitate learning since they believe that these technologies provide a new world full of easily accessible information for them. Three students perceive these technological devices to be a source of motivation and interest for they provide an environment that is full of all the required conditions for an ideal learning activity to be successfully done. Another student saw that these tools help improve and enrich students' vocabulary since they make use of several audio-visual aids where they grasp new words. Another student viewed that in addition to the fact that ICTs motivate and attract the students' interest, these tools bring the foreign language context into classroom due to the exposure to different educational, social and cultural nuances besides they provide the opportunity for students to be active and interactive through implementing different technological instruments that make the students much more involved and engaged within the class. Whereas, most of the students (77.5%) showed a total agreement on all the pervious mentioned features since they are probably acknowledged with the effectiveness of ICT tools on improving the quality of learning.

The next question was devoted to show what kind of ICT tools are used to display. The results revealed that three students consider ICT tools to display songs for they will be more interested in learning the foreign language through songs' lyrics, seven students viewed

that ICT tools are used to display short films since it is a useful pedagogical procedure to learn the language through the films' subtitles while two other students chose stories due to the possibility of reading or listening to them in a form of audiobooks or recordings. Whereas, most of the students claimed conversations to be the most displayed by ICTs since they can follow the core of the dialogue being exchanged between the speakers.

At the final stage, the students were asked about their perception of whether these teaching devices make them more involved and interested. The majority of them (97.5%) showed a total agreement on the fact that ICTs indeed stimulate their interest and engage them and that can be an interpretation to the crucial role that ICT tools play on increasing students' interaction and participation. While only few students disagreed for they seem to be fully unaware of the significant contribution of ICTs on classroom interaction.

### **3.3 Interpretation of the teachers' questionnaire**

The results revealed that the teachers are highly experienced in teaching as far as the teaching oral expression experience, the answers were varied. The least period is 2years, and the longest one is of 8years. In fact, well experienced teachers show greater productivity which helps them boost their students' achievement.

The following question was designed to figure out the academic atmosphere of oral expression sessions in which the results varied between 30 to50 students and more in each group and that overcrowdedness issue is caused by the lack of infrastructure mainly classrooms.

The teachers' evaluation of the students' speaking skill reveals that (50%) of the students have a good level at speaking skill which is probably due to their strong ambition to become well rounded speakers of English language, (17%) of them were considered to be an



average level since they may have a limitation of vocabulary proficiency while the rest of them (33%) were classified as between good and average level for they may be lacking exposure to the target language outside the learning setting. The teachers did not perceive their students' level to be excellent or weak and that can be interpreted as learners have a certain background knowledge of the English language but still not competent enough to speak it accurately and fluently for they have limited opportunity to speak to native speakers of the language besides the lack of effort and following ineffective learning strategies.

When it came to the use of ICT tools in teaching, the majority of the teachers (83%) claimed that they sometimes use these technological instruments and that can be due to the limited availability of the technological infrastructure in addition to the poor administrative support. Whereas, few of them (17%) stated that they rarely use ICTs and that can be interpreted as they may not have the sufficient knowledge to make a good use of these equipments as they may not be efficiently qualified and trained to do so.

The following question was designed to figure out what ICT tools the teachers have access to in oral expression courses. Three teachers claimed that they basically have an access to online broadcast, two teachers have an access to videos while only one teacher has an access to computer laboratory. The access to these three different equipments might depend on several reasons such as the non-availability of the sufficient ICT tools and the lack of language laboratories.

The teachers' perception of whether the integration of ICT tools make their students get positively involved showed the teachers' total agreement (100%) on these two variables which may clearly emphasize the vital role of ICT implementation and its positive effect on improving students' interaction and engagement within OE classes.

The next question was raised to see whether the teachers encourage their students to use ICT tools in which all the teachers (100%) claimed that they indeed do encourage their students to implement ICT tools and that can be through assuring to build more creative 'learner-centric' learning environments.

This question was designed to see what implementation can ICT tools be. The results revealed that all the teachers (100%) regard teaching speaking skill through the integration of ICTs to be both an educational strategy for it provides a better quality of learning and an entertaining strategy for it can create an environment full of fun and energy which successfully helps accomplish the different activities.

At the final stage, when the teachers were asked about the different obstacles they faced when using ICT tools, (50%) of them considered the limited technical support as a main obstacle they struggle with because of the poor administrative management to provide a suitable environment with all the requisite instruments for a better quality of learning. Other teachers (33%) viewed the causes of these obstacles to be concerned with the lack of teachers' competency in integrating ICTs since these competencies are needed to be developed to efficiently incorporate the technological tools within the educational curriculum. In fact, this can be achieved through providing sufficient training for the teachers while (17%) perceive it from the classroom crowdedness' issue which also relates to the poor management of the stakeholders of the university.

### **3.4 Interpretation of the observation**

The first criterion was designed to observe the teachers' implementation of different types of ICT tools. In fact, he did basically use several ICT devices in his lecture as a way to stimulate the learners' attention and make them more interested in the subject they are studying. This usage can be relied on since these technologies offer different opportunities

that create a more fun and enjoyable environment which improves students' engagement and participation.

In the second criterion, EFL learners showed preferences to oral sessions with ICT devices since they experienced a more advanced way of learning that is quite different from the traditional one.

In the third criterion, it has been observed that learners are more involved when ICT tools are being part of the session due to their encouragement for students to practice collaboration skills with one another in the same classroom.

In the fourth criterion, Learners are highly motivated to participate in the different activities provided since these technological instruments help creating an enjoyable learning atmosphere in class which keeps students alert.

In the fifth criterion, learners pay more attention to the lecture's content when being projected since this technological tool (projector) enables the teachers to use films, slides, and images to deliver lectures about a variety of subjects which results in greater teaching learning versatility.

In the following criterion, it has been observed that a successful interaction took place among students where they openly shared knowledge and that can be explained as that the implemented technological devices strengthen students' interaction and engagement which open the door for meaningful conversations where students can express and share their ideas with one another.

In the next criterion, it has been observed that ICTs broke down the boredom that many students felt inside the oral sessions since these tools attract their interest and motivate

them by creating a supportive classroom climate through the incorporation of appropriate ICT tools to make the students more active and productive.

In the final criterion, the learners showed a positive attitude toward the use of these ICTs to perform their oral tasks for they might probably realize the significant contribution of these tools on delivering successful presentations.

### **3.4 Findings**

In the light of the findings reached, the sample that we dealt with showed a great conviction towards the significant and crucial impact of ICTs on improving EFL learners' speaking skill. The participants supported their responses by emphasizing the like-hood to incorporate ICT in their OE classrooms besides the majority of the teachers hold a positive attitude towards the implementation of ICT tools in their teaching oral production courses.

The hypotheses that were introduced at the beginning of the research were completely proved; the first hypothesis, which states that the use of different ICT tools such as personal computers, data-shows and audio-records stimulates the learners' cognitive processes of speaking skill, was confirmed as all of the teachers and students agree on the utility of ICT as an integral part of enhancing EFL learners' speaking skill. While, the second hypothesis which predicts that when EFL expression teachers make ICTs so interesting, they may enhance their learners' speaking performance, was also confirmed as the teachers are more likely to incorporate ICT use in their OE classrooms and make it relevant to their instructions. Besides, they are convinced that this implementation is compatible with their educational goals and learners' needs as to improve the learning capacities. Moreover, the teachers' positive attitudes towards ICTs can determine the extent to which these instruments can greatly contribute in enhancing their learners' speaking performance when they are well acknowledged and possessing high skill levels of ICT which enable them to appropriately

select and integrate these technological tools within their curriculum in addition to boosting the needed technical support within the OE classroom.

### **3.4 The main recommendations**

Teaching Oral expression is one of the most challenging tasks that even more experienced teachers face some barriers to perform it well; also most students face some hindrances which prevent them from having any sign of progress in their oral production. Therefore, teachers and students are advised to integrate ICT in their classrooms. Educational institutions are also concerned with harnessing and using technology to complement and support the teaching and learning process. For that reason, some recommendations are designed:

- Teachers must be given an extensive on-going exposure and training of ICTs in order to know how to use these technological devices in the teaching learning process.
- Daily experience and continuous training help teachers become more confident users of ICT in the OE classrooms.
- Teachers should acquire the sufficient and requisite knowledge and skills which help them successfully select the appropriate technological tools in COE classroom.
- Teachers' policies should emphasize the basic literacy skills of ICT in order to integrate it as part of their educational curriculum.
- Teachers should shift from the traditional way of lecturing at students to design a more collaborative learning based environment where ICT is the fundamental medium of communication inside the classrooms.
- The 21<sup>st</sup> century teachers should be creative in implementing the authentic audio-visual materials that are adequate to oral expression sessions as Bahrani and Tam

(2012) claimed that the use of audio-visual aids such as TV programs provide various sets of authentic language materials that teachers can integrate in their class.

- Teachers need to be creative in designing OE activities and tasks which successfully match with the available set of tools.
- EFL teachers have to ensure that they create an atmosphere conducive to learning where all students get motivated and active participants.
- Students should develop the requisite ICT skills and be familiar with using computers and surfing the 'NET'.
- Students should habituate their ears on listening to native speakers because good listeners have been always regarded as good speakers for listening skill plays a principle role in developing the students' understanding of the target language.
- EFL students need to be well interactive with the different social media platforms such as YouTube, radio, songs, movies, English broadcast, etc. For these social networking technologies increase their interactivity in which they can openly express themselves and thus makes it easier for teachers to build up a group discussion.
- The institutions should ensure to equip the teachers with the adequate ICT infrastructure and technical support to better the teaching learning process as it is encouraged by the Saudi Ministry of Higher Education (MHE) and claimed by Alebaikan and Troudi (2018) to use Information Technology (IT) for teaching and learning among their universities through promoting projects that urge to provide sufficient IT infrastructure for students.
- The institutions should provide modern language labs that are based on a set of various ICT tools for instance computers, data-show, audio-visuals, headsets, and media player/recorder for listening to audio and recording speech which contributes with a great deal in enhancing EFL learners' speaking skill.

- EFL classrooms should contain a limited number of students besides increasing the hours of teaching COE subject which primarily influences the students' communicative skill.

### **3.5 Conclusion**

This chapter has been devoted to the interpretation of both students and teachers' questionnaires in addition to a classroom observation. In the lights of the findings that have been stated, ICT is proved to be very important and influential in oral expression classes for the fact that it has the potential to change the way students speak and interact within the classroom for the reason that these technologies support students' understanding and also facilitate their process of expressing and sharing their ideas with one another and thus enable them to effectively practice the foreign language and become fluent at it. As matter of fact, both students and oral expression teachers are so much interested and willing to integrate ICTs to their classes for they realized how strongly these tools could change and boost EFL students' way of speaking. In this respect, some recommendations have been suggested for both English language teachers and students in addition to the stakeholders in order to encourage the implementation of Information and Communication Technologies within the learning setting as to reinforce and improve EFL learners' speaking skill.

## General Conclusion

---

Technology has penetrated almost every aspect of our life today, and education field is no exception. The integration of information and communication technology (ICT) is considered to be the potential means for change, innovation and improvement in EFL teaching learning process due to its tremendous contribution to the outcome of education. Many learning settings are still dominated by traditional education because most of the teachers still do not utilize modern technologies in their teaching process. This dissertation highlighted the significant impact that ICTs contribute to the improvement of EFL learners' speaking proficiency. It has tackled first year LMD students at the Department of Letters and English Language in Belhadj Bouchaib University Centre. The main purpose of this study is to emphasize the crucial impact of implementing these technological equipments within EFL classrooms as to empower the students' speaking skill.

This research paper has been divided into three chapters. The first chapter has been dedicated to the existing body of knowledge that is concerned with the importance of the four language skills mainly the speaking skill. It has also stated the different types of speaking besides its importance in EFL classes and the common difficulties faced by learners when speaking. The rest of this chapter introduced the concept of ICT and its different types in addition to its prominent role in education. Furthermore, it set the different ICT techniques used in EFL classes in addition to the difficulties encountered in the integration of these technologies into classrooms. Finally, it has shown the importance of using ICTs in the teaching of COE module.

The second chapter has been devoted to describe the methodology followed to conduct this research study in order to analyze the data obtained from the questionnaires submitted to both EFL students and oral expression teachers in addition to classroom observation. The outcomes of this chapter revealed that many students showed a positive attitude towards the



## General Conclusion

---

implementation of ICT tools within their lectures for these technologies facilitate and improve their participation, engagement and interaction with OE courses.

The third chapter has been restricted to the interpretation of the different research instruments' outcome in which the importance of the use of ICT tools has been manifested for the great change that these technologies make on the way students practice the foreign language and interact within the classroom. This fact has positively increased the implementation of ICT within the teaching learning process. Furthermore, some recommendations have been provided for both English Language teachers and students in addition to the stakeholders as to encourage them to incorporate ICTs within the teaching curriculum as a way to enhance students' oral proficiency.

As a final point, and based on the data analyzed and interpreted from the questionnaires and classroom observation that were used to conduct this research study, the stated hypotheses that predicted for the great impact of the use of ICTs on the process of boosting students' speaking abilities have been proved.

This investigation has mainly encountered two constraining conditions which are represented in the advanced spring holidays and the national quarantine that has been imposed in response to the growing pandemic of COVID-19 in the country. These conditions deprived the researchers from attending more than two OE sessions to observe the case under study. If the researchers have attended several sessions, they could have enriched their observation process.

The present research paper has reviewed how ICT can be incorporated and used in developing the speaking skill of the learners. Therefore, the integration of ICTs in EFL classrooms precisely in oral expression courses becomes necessary in order to reach higher language quality and proficiency.

## References

- Ahlem, F.** (2015). The Use of ICTs to Enhance EFL Learners' Oral Language Proficiency. *The Case of First-Year LMD Students at Tlemcen University*. (unpublished Master extended essay).
- Bahrani , T., & Tam , S. S.** (2012). AUDIOVISUAL NEWS, CARTOONS, AND FILMS AS SOURCES OF AUTHENTIC LANGUAGE INPUT AND LANGUAGE PROFICIENCY ENHANCEMENT. *The Turkish Online Journal of Educational Technology*, vol 11(4). 1-9. Retrieved from <http://www.tojet.net/articles/v11i4/1145.pdf>
- Brown, H. D.** (2004). "Language Assessment: Principles and Classroom Practices". NY, USA. Pearson Education Company.
- Coppe,,J.** (2018). Teacher Training and Professional Development: Concepts, Methodologies, Tools and Applications. US: *IGI Global*.
- Chunfang, Z.** (2016). "Handbook of Research on Creative Problem-Solving Skill Development in Higher Education". Denmark: IGI Global. ( 1<sup>st</sup> ed.).
- Elfadil , A. A., Abdul Gadir , M. A., & Ienas, A. A.** (01-12-2018). INVESTIGATING THE STRATEGIES FOR TEACHING ENGLISH COMMUNICATIVE SKILLS TO SUDANESE SECONDARY SCHOOLS STUDNTS IN THE LOCALITY OF KHARTOUM. Retrieved from <http://repository.sustech.edu/handle/123456789/22242>
- Gani, S. A., Fajrina, D., & Rizaldy , H.** (2015). STUDENTS' LEARNING STRATEGIES FOR DEVELOPING SPEAKING ABILITY. *STUDIES IN ENGLISH LANGUAGE AND EDUCATION*, vol 2(1), pp. 1-14. Retrieved from [file:///C:/Users/lenovo/Downloads/Students\\_Learning\\_Strategies\\_for\\_Developing\\_Speak%20\(2\).pdf](file:///C:/Users/lenovo/Downloads/Students_Learning_Strategies_for_Developing_Speak%20(2).pdf)

## References

- Heriansyah, H.** (2012). SPEAKING PROBLEMS FACED BY THE ENGLISH DEPARTMENT STUDENTS OF SYIAH KUALA UNIVERSITY. *Lingua Didaktika*, vol 06(1).1-8. Retrieved from [http://ejournal.unp.ac.id/index.php/linguadidaktika/article/view/7398/5818?fbclid=IwAR3LKz1NBxiKdMCuVAehanfW3W9hYyjC8seih\\_rQb-WZtEs83axjnQA2DoQ](http://ejournal.unp.ac.id/index.php/linguadidaktika/article/view/7398/5818?fbclid=IwAR3LKz1NBxiKdMCuVAehanfW3W9hYyjC8seih_rQb-WZtEs83axjnQA2DoQ)
- Internet (10-01-2020).** In Cambridge. Com Dictionary. Retrieved from <https://dictionary.cambridge.org/dictionary/english-arabic/the-internet?q=Internet&fbclid=IwAR07RTCqvUQJqhD4oDvUBxMhimOC8X581Wvr6plNAwjvrBtZr3wSeqNBbBw>
- Juhana.** (2012). PSYCHOLOGICAL FACTORS THAT HINDER STUDENTS FROM SPEAKING IN ENGLISH CLASS. *A Case Study in a Senior High School in South Tangerang, Banten, Indonesia. Journal of Education and Practice*, 03(12). 1-11. Retrieved from [https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=2ahUKEwjwv5q386npAhXEy4UKHYozDNgQFjACegQIBBAB&url=https%3A%2F%2Fwww.academia.edu%2F12159176%2FPsychological\\_Factors\\_That\\_Hinder\\_Students\\_from\\_Speaking\\_in\\_English\\_Class\\_A\\_Case\\_Study\\_in\\_a\\_Senior\\_High\\_School\\_in\\_South&usg=AOvVaw2S-5Uw7\\_sEkVwZEPY83vIO](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=2ahUKEwjwv5q386npAhXEy4UKHYozDNgQFjACegQIBBAB&url=https%3A%2F%2Fwww.academia.edu%2F12159176%2FPsychological_Factors_That_Hinder_Students_from_Speaking_in_English_Class_A_Case_Study_in_a_Senior_High_School_in_South&usg=AOvVaw2S-5Uw7_sEkVwZEPY83vIO)
- Oprandy, R and Gebhard, J.** (1999). *Language Teaching Awareness: A Guide to Exploring Beliefs and Practices*. Cambridge University Press, Inc; (1<sup>st</sup> ed) .1-256.
- Robert, K. Yin.** (2017). “Understanding Case Study Research: Small-scale Research with Meaning”. UK: SAGE Publications Ltd ; (1<sup>st</sup>ed).

## References

- Sebastine, B. A.** (2014). USE OF NEW INFORMATION AND COMMUNICATION TECHNOLOGY INNOVATIVE METHODOLOGIES FOR VOCATIONAL AGRICULTURAL EDUCATION DELIVERY IN NIGERIA: IMPLICATIONS FOR ECONOMIC DEVELOPMENT. *World Educators Forum*. 4(01). 1-11. Retrieved from <http://www.globalacademicgroup.com/journals/world%20educators%20forum/BAMIDELE.pdf>
- SAFAKLI, O. V.** (2015). MOTIVATION OF STUDENTS STUDYING ABROAD: CASE OF FOREIGN STUDENTS IN EUROPEAN UNIVERSITY OF LEFKE (EUL). *International Journal of Academic Research in Progressive Education and Development*, vol 04(4). 1-10. 10.6007/IJARPED/v4-i4/1863
- Vinila, L., Wiselet, B., & Suji, J.** (2019). Innovative Trends in Teacher Education for the 21<sup>st</sup> Century. Chennai: *LULU.COM*.
- Wafaa, B.** (2017). The Use of ICT in Developing the Speaking Skill in EFL Classes. *The Case of First Year EFL Students at the University of Tlemcen*. (unpublished Master extended essay).
- Waghid, Y., Waghid, f., & Waghid, z.** (2016). EDUCATIONAL TECHNOLOGY AND PEDAGOGIC ENCOUNTERS: DEMOCRATIC EDUCATION IN POTENTIALITY. *Springer Link*, (1ed). vol 69. 35-88. [https://doi.org/10.1007/978-94-6300-546-3\\_3](https://doi.org/10.1007/978-94-6300-546-3_3)
- Wenli, C., Ashley, T., & Cheryl, L.** (2012). EXTRINSIC AND INTRINSIC BARRIERS IN THE USE OF ICT IN TEACHING : A COMPARATIVE CASE STUDY IN SINGAPORE. *National Institute of Education*. 191-196.
- Retrieved from: <http://hdl.handle.net/10497/15814>

# Appendices

## Appendix I

Dear Students,

We would be very grateful to tell you, dear students, that you are meant to be a part of the current masteral investigation which aims at exploring the impact of integrating information and communication technology in EFL Learning Process. We have designed this questionnaire, for 1<sup>st</sup> Year LMD students of English Language at Belhaj bouchaib University Centre of Ain Temouchent, to have authentic and reliable data. Thus, you are kindly requested to fill this questionnaire by ticking the appropriate box/boxes or make full statements whenever needed. Your answers are very important for the validity of this research.

Q1- Learning English is:

A personal choice  imposed

Q2- How do you consider your level in English?

- Beginner .....
- Intermediate.....
- Advanced.....

Q3- Classify the following skills according to their importance.

- Speaking .....
- Reading .....
- Listening .....
- Writing.....

Q4- Which language skill do you need to improve the most?

- Speaking .....
- Reading .....
- Listening .....
- Writing.....

Q5- Do you consider speaking English?

an easy task                       difficult                       very difficult

Q6- Do you like attending oral expressions courses?

Yes     No

Q7- How do you find oral expression courses?

Interesting                       Ordinary                       Boring

Q8-How often do you participate?

Always                       Sometimes                       Rarely                       Never

Q9- What are the difficulties you face when speaking English?

- Lack of vocabulary.....
- Mispronunciation.....
- Mother tongue interference.....
- Audience's negative evaluation.....
- Lack of self-confidence.....

Q10- Do you think that ICT tools are necessary in oral expression courses?

Yes     No

Q11- How often does your teacher use ICT tools?

Always                       Sometimes                       Rarely                       Never

Q12- To what extent ICT tools can be effective?

- It increases student's motivation and interest.....
- Help students improving and enriching their vocabulary.....
- Bring the foreign language context into classroom.....
- Facilitate learning.....
- Provide the opportunity for students to be active and interactive...

Q13- ICT tools are used to display:

Songs  Short films  conversations  stories

Q14- Do you think these teaching devices make you involved and more interested?

Yes

No

Thank you.



## Appendix II

Dear Teachers,

We would be very grateful to tell you, dear teachers, that you are meant to be a part of the current masteral investigation which aims at exploring the impact of integrating information and communication technology in EFL Learning Process. We have designed this questionnaire, for EFL teachers at Belhadj bouchaib University of Ain Temouchent, to have authentic and reliable data. Thus, you are kindly requested to fill this questionnaire by ticking (✓) the appropriate box/boxes or make full statements whenever needed. Your answers are very important for the validity of this research.

Q1- Would you please specify your degree

Master  Magister  Doctorate

Q2- How long have you been teaching English?

- .....

Q3- How long have you been teaching oral expression?

- .....

Q4- How many students you have in each group?

- .....

Q5- How do you evaluate your students' speaking skill?

Excellent  Good  Average  Weak

Q6- How often do you use ICT tools when teaching?

Always  Sometimes  Rarely  Never

Q7- In oral expression courses you have access to

- Computer laboratory
- Online songs
- Online games
- Conferences
- Online broadcasts
- Others.....

Q8-Do you students get positively involved when ICT tools are used?

Yes

No

Q9- Do you encourage your students use to ICT tools?

Yes

No

Q10-Do you consider teaching speaking using ICT tools as

- An educational strategy
- An entertaining strategy
- Both
- Waste of time

Q11- What are the obstacles you face when using ICT tools?

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

Thank you

**Appendix III**  
**The Impact of ICT Tools on**  
**Improving EFL learners' Speaking Skill.**

**Date:**

**Session number:**

**Time:**

**Number of the student:**

Observation Checklist
-----------------------

Statements	Yes	NO
<b>1- The teacher implements different types of ICT tools.</b>		
<b>2- EFL learners prefer oral sessions with ICT devices.</b>		
<b>3- Learners are more involved When ICT tools are being part of the session.</b>		
<b>4- Learners are highly motivated to participats in the different activities provided.</b>		
<b>5- Learners pay more attention to the lecture's content when being projected.</b>		
<b>6- A successful interaction takes place among students where they openly share knowledge .</b>		
<b>7- ICT break down the boredom that many students feel inside the oral sessions.</b>		
<b>8- Learners show more likelihood to use these technological devices to perform their oral tasks.</b>		

### ملخص

في تعلم أي لغة أجنبية ، الهدف النهائي للمتعلم هو اكتساب المهارات اللغوية الأربعة ، وبشكل رئيسي مهارة التحدث لتعزيز القدرات التواصلية وتحقيق طلاقة عالية في اللغة الشفوية وإتقانها. تحاول الدراسة الحالية التأكيد على أهمية استخدام تقنيات المعلومات والاتصالات (ICT) في تطوير قدرات متعلمي اللغة الإنجليزية. في هذه الدراسة البحثية، استخدمنا كلا من الأساليب النوعية والكمية لتحليل البيانات التي تم جمعها. لذلك، اعتمد الباحثون على الاستبيانات المقدمة لكل من طلاب السنة الأولى في اللغة الإنجليزية كلغة أجنبية و أساتذة التعبير الشفوي بالإضافة إلى الملاحظة الصفية التي جرت بالمركز الجامعي بلحاج بوشعيب، عين تموشنت في الجزائر. أكدت النتائج على التأثير الكبير لهذه التقنيات على الطريقة التي يصبح بها الطلاب متحدثين جيدين للغة الإنجليزية وكيف ينخرطون بشكل ايجابي في دورات التعبير الشفهي. من هذا الصدد، قدمنا بعض التوصيات من أجل تشجيع كل من الأساتذة والطلاب على دمج تكنولوجيا المعلومات والاتصالات في عملية التعلم التعليمية وكذلك أصحاب المصلحة لتزويد فصول اللغة الإنجليزية كلغة أجنبية بالبنية التحتية الكافية لتكنولوجيا المعلومات والاتصالات.

**الكلمات المفتاحية:** تقنيات المعلومات والاتصالات (ICT) ، قدرات التحدث ، متعلمي اللغة الإنجليزية ، اللغة الإنجليزية ، دورات التعبير الشفوي

### Summary:

When learning any foreign language, the ultimate goal of the learner is to acquire the four language skills, mainly the speaking skill as to foster the communicative abilities and achieve a high oral language fluency and proficiency. The present study attempts to explore the significance of using Information and Communication Technologies (ICT) on empowering EFL learners' speaking abilities. In this research study, we made use of both qualitative and quantitative methods as to analysis the collected data. Therefore, the researchers relied on questionnaires submitted to both first year EFL students and oral expression teachers in addition to classroom observation which took place at Belhadj Bouchaib University Centre of Ain Temouchent in Algeria. The outcomes emphasized the great influence of these technologies on the way students become well-rounded speakers of English language and how they effectively interact and get engaged within oral expression courses. From this respect, we have offered some recommendations in order to encourage both teachers and students to integrate ICTs within the teaching learning process and also the stakeholders to provide EFL classrooms with the sufficient ICT infrastructure.

**Key words:** Information and Communication Technologies (ICT), speaking abilities, EFL learners, English, oral expression courses

### **Résumé:**

En apprenant une langue étrangère, le but ultime de l'apprenant est d'acquérir les quatre compétences linguistiques, principalement la capacité de parler afin de favoriser les capacités de communication et d'atteindre une maîtrise et une compétence linguistiques orales élevées. La présente étude tente d'explorer l'importance de l'utilisation des technologies de l'information et de la communication (TIC) pour renforcer les capacités de parole des apprenants EFL. Dans cette étude, nous avons utilisé des méthodes qualitatives et quantitatives pour analyser les données collectées. Par conséquent, les chercheurs se sont appuyés sur des questionnaires soumis aux étudiants de première année de l'EFL et aux enseignants d'expression orale en plus de l'observation en classe qui a eu lieu au Centre universitaire Belhadj Bouchaib d'Ain Temouchent en Algérie. Les résultats ont souligné la grande influence de ces technologies sur la façon dont les étudiants deviennent des locuteurs de langue anglaise bien équilibrés et sur la façon dont ils interagissent efficacement et s'engagent dans les cours d'expression orale. À cet égard, nous avons formulé quelques recommandations afin d'encourager les enseignants et les étudiants à intégrer les TIC dans le processus d'apprentissage pédagogique ainsi que les parties prenantes à fournir aux salles de classe EFL une infrastructure TIC suffisante.

**Mots clés:** Technologies de l'information et de la communication (TIC), capacités d'expression orale, apprenants EFL, anglais, cours d'expression orale

