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Integrating ICTs to Improve EFL Learners' Speaking Skill

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Dedication:

I dedicate this work first to my grandfather may God bless him “I wish you were here”.

To my mother who devoted all her time and her efforts for me during my preparation of this work, and to my father for his trust, love and support. For my brothers: Chamso, Mohamed and Salah.

To the person who encouraged me to study English, who always stand helping me whatever the matter. I am thankful to you Nabil.

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Abstract:

The present study aims to explore the influence of ICTs on improving learners' oral proficiency. It is focused on integrating different types of these tools to enhance speaking skill, also concerned with the importance of technological materials to create an enjoyable and relaxed atmosphere as an attempt to make students use the target language effectively. The main hypothesis adopted in that work sets out that ICTs are a great motivator, and these instruments help the student to speak fluently and accurately as well as create a comfortable environment that provides learners with extensive language use and oral performance. The method of this research is descriptive, its target is to describe two variables; the independent variable which is the use of information and communication technologies and their role, the dependent variable which is developing EFL learners' speaking skill. The data were gathered through two tools; a students' questionnaire administered to second year and teachers' interview directed to oral expression teachers at the Department of English, Tarf University. The results have shown that integrating ICTs is the best technique for enhancing the students' speaking abilities. Consequently, EFL learners need to be provided by an effective techniques and tools to improve their oral competency and to create a relaxed atmosphere when they can use language. In other words, students learn better, therefore they learn in an enjoyable environment through the integrating of ICTs.

List of Abbreviations:

?: Percentage

CALL: Computer Assisted Language Learning

CPU: Central Processing Unit

DVD: Digital Video Disk

EFL: English as Foreign Language

F1: First Language

FL: Foreign Language

FLL: Foreign Language Learning

FLT: Foreign Language Teaching

HTML: Hypertext Markup Language

ICT: Information and Communication Technologies

OHP: OverHead Projector

PC: Personal Computer

Vs.: Versus

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Chapter 1: General Introduction

Background to the Study:

It is noticeable that technology dominated the whole world, in which we find computers, internet, video players and others almost in all houses companies and universities. the most influenced population are young learners; technology for them is an indicator of etiquette holds modern ideas and thinking, would only want to deal with modern tools and technologies.

Learning a language means speaking it well; fluently and accuracy, hence, oral production is too important to be a target that teachers should focus on. ICT which is an acronym that stands for information and communication technology plays a major role and present a big challenge that can change oral classes and motivate EFL learners.

Many studies had shown that classes which are using different types of computing and networking materials perform better and the students interact more during the course. EFL programs are too long and charged , too much information , most of EFL learners feel so bored and tired , up to this sleeping easily in the classroom . In order to enhance the interest of the learner and make the class more enjoyable and moreover, increase such level of learning we should change the materials that are used in the presentation of the lectures. Which ones fit certain situation and to participate in the development of the learning process.

In order to motivate EFL students and enhance their speaking proficiency, teachers have to use effective tools and strategies to be more convinced and persuaded.

Significance of the Study:

This study is significant to both teachers and students of English. Actually, it attempts to shed the lights on the importance of integrating information and communication technologies as a strong motivator in improving students' speaking ability. This latter plays a major role in learning-teaching process.

Aims of the Study:

This research paper aims to encourage the use of information and communication technologies inside EFL classrooms and tries to list the benefits as well as the advantages of such materials and their influence on the learners of a foreign language; it studies how teachers use these tools appropriately. In other words, to improve teaching and learning EFL process and then education in general.

Research Questions

- What are the appropriate ICT tools that make the students more interested inside an EFL classroom?
- How can the teacher make the EFL students react positively towards ICTs?
- What are the methods and techniques as well as the ways of using ICTs during the oral class?
- Does learning English through different kinds of ICTs improve student's English speaking skills?
- Does ICT provide positive opinion toward teaching English language?

Research Hypotheses

H1: If ICTs were used in our classes, they will be more interesting and enjoyable, and the students will be also more active and motivated to learn the target language.

H2: If the teacher integrates ICTs in his/her class, they will help students to speak fluently and accurately.

Methodology

The type of research is descriptive and the methods will be used to analyze data are both the quantitative and the qualitative methods. Data will be collected by using different types of questionnaires and interviews in order to notice learner's attitude towards using ICTs inside an EFL classroom and to test how much they are motivated to these materials. The sample is a group of 2nd year. Besides, an interview with four teachers to see how much they are familiar with such materials and what are the difficulties that they are facing inside the oral class. The results will show us to what extent ICTs make the classroom interesting and if it enhances or hinders the speaking activity of the EFL students during the lesson and thus its impact on their learning process of that language.

Limitation of the Study:

It should be noticed that in addition its theoretical and practical importance, this study also has some limitations that should be taken into consideration when interpreting the findings. First of all, this research analyzes EFL second year students' speaking skill and how it can be developed through integrating ICTs at TARF University. Then, the data will be analyzed to investigate to what extent technology is influencing the development of EFL students' oral proficiency. This study provides important, helpful and useful information.

Review of Literature:

Victoria L. Tinio(p4) in her work ICT in Education suggested that ICTs stands for information and communication technologies and are defined for the purpose of this primer, as « a diverse set of technological tools and resources used to communicate, and create, disseminate, store and manage information ». This definition was general and it attempted to explain the main uses of ICT tools in our daily lives as new materials for providing and saving different data. Another definition of ICTs had been provided by the United Nations Development Programme(UNDP) «ICTs are basically information-handling tools- a varied set of goods, applications and services that are used to produce, store, process, distribute and exchange information. They include the ‘old’ ICTs of radio, television and telephone, and the new ICTs of computers, satellite and wireless technology and the Internet. These different tools are now able to work together, and combine to form our networked world, a massive infrastructure of interconnected telephone services, standardized computing hardware, the internet, radio and television, which reaches into every corner of the globe. » Here they talked about the history of ICTs by illustrating some examples of old materials such as radio and television and then the new tools which include computers, the internet and so on, moreover, their main uses in processing information in which they are working as a facilitator means of information. Many researchers studied the impact of using information and communication technologies on learning a foreign language as T.J.Ajit in «Use of ICT for Effective Teaching and Learning (p 11) » when he affirmed that the use of such tools focuses on the learner and summarized them as notes « ICT motivating, engaging the learner. ICT offering personal approaches to learning. ICT unleashing creativity in learning. ICT allowing independence in learning. ICT developing collaborative and team skills » He included many functions of ICT materials inside classrooms and he integrated indirectly some of the learners ‘differences

as motivation in which these tools will increase the desire of learners to learn a foreign language .

Future courses may not be examined by testing the limits of an individual's memory but instead may challenge a student's strategies for obtaining information quickly, for ordering it into a logical sequence, for arriving at conclusions from given facts and for accurate and rapid problem solving. (Hills 1980, 45)

ICT is a very rapidly changing field. What can you learn, and what can you help your students learn, that will last for decades or a lifetime, rather than just until the next "new, improved, better, faster, more powerful" ICT product appears on the market? This book will provide you with some answers. (David Moursund 2005). The purpose of integrating ICT has been stated as being "to improve and increase the quality, accessibility and cost-efficiency of the delivery of education, while taking advantage of the benefits of networking learning communities together to equip them to face the challenges of global competition" (Bruniges, 2003, para. 6). Many teachers already use computers to enliven teaching and inspire students. In order to build a 21st Century schooling system ..., we need teachers to understand how ICTs promote higher order thinking skills and deepen understanding in all key learning areas. (Margaret Lloyd 2002)

"Information and communication technology (ICT) has become, within a very short time, one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education, alongside reading, writing and numeracy" (UNESCO)

Computers have been used systematically in the teaching and learning of foreign languages (FL T/FLL) in universities since the 1960s, but it was the introduction of the personal computer (PC) in the late 1970s that made computers accessible to a wider

audience. By the mid-1980s computers were in widespread use in American and European schools and the acronym CALL had been coined. Today, experts in the field prefer to talk about information and communication technology (ICT) and FLT/FLL rather than CALL, emphasizing the important role that computers play in enabling teachers and students of languages to engage in worldwide exchanges and communication. The growing importance and globalization of ICT in FLT/FLL was reflected in the establishment in 1986 of EUROCALL and in 1998 of WorldCALL, European and global organizations of professional associations that aim to outreach to nations currently under-served in the area of ICT and FLT/FLL.

Structure of the Study:

The present research is divided into two main parts, a theoretical part which includes three chapters and a practical part which concerns the field work and the analysis of the results. The first chapter is the general introduction that includes a background to the study. The second chapter contains an overview about ICTs and their definition, kinds of ICTs, advantages and disadvantages. The third chapter is devoted to highlight the skill of speaking; History of speaking, definitions of speaking, the importance of speaking, the relationship between speaking and other skills. Then, we will discuss the difficulties of students' inability to speak well in English also activities used for teaching speaking. In this chapter, different activities for developing speaking proficiency are presented. The second part is the field of investigation which includes students' questionnaire and teachers' interview, the analysis of data and the discussion of the results.

Chapter 2: ICTs inside an EFL Classroom

Introduction :

The purpose of this chapter is to achieve the value of using such material and to make the teacher more familiar with that technology and learners as well. This chapter deals with a brief overview then, the definition of the information and communication technologies as well as its different types, and which ones are appropriate to use in teaching a foreign language. Moreover, benefits of these tools and their drawbacks.

1.Brief Overview:

Each generation has its brilliant new technology which is supposed to modify education and change some prescriptive. To innovate new methods as well as new techniques in 1920 s it was radio books, in the 1930 s television lectures. Today, we are using different types of technology such as computer, camera, video players and the like

On May 20, 1938 an NYU professor named Dr. C.C. Clark took his students to the 62nd floor of the RCA Building in New York. They were there to see the future of education a future filled with TVs.

Dr. Clark's students sat quietly as they watched him projected on 15 TVs, all set up in one long room.

Dr. James Rowland Angell, an education consultant at NBC who was there for Dr. Clark's experiment, was quite optimistic: "Five years from now, I expect to see television used very frequently in the classroom."

"Teachers have long used the media--and particularly film--to accomplish various instructional objectives such as building background for particular topics or motivating student reaction and analysis. The appeal of visual media continues to make film, video, and television educational tools with high potential impact; and they are now considerably more accessible and less cumbersome to use"

The use of film in the classroom has become more popular since the arrival of the videocassette recorder (VCR) with its relative economy and ease of operation. The opinion of one teacher probably echoes the opinion of many others: "The VCR gave us flexibility. We could watch the first exciting twenty minutes, stop the tape and discuss elements of introduction, mood, suspense, and characterization--and view it again....The VCR is simple to operate, portable, and less expensive." (Farmer, 1987) Another educator who has considered the potential of the VCR believes that "one of the pedagogical tasks of the next decade may well be discovering the most efficacious ways of employing this omnipresent piece of technology."

2. Definition of ICTS:

ICT is an acronym that stands for Information and Communication Technology/Technologies that include different communicating tools, devices, and applications such as computers, social networking (as facebook, twitter, messenger, youtube and the like), cell phones, television, radio and many other services which enable people to communicate in real time with others as if they were living next door, and create global village.

UNESCO introduced ICT as "ICT stands for Information and Communication Technology which include digital technology such as computer and internet which are potential tools for educational change and reform."

"They are the computing and communication facilities and features that variously support teaching, learning and a range of activities in education."

"ICTs stand for information and communication technologies and are defined, for the purposes, as a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information." These technologies include

computers, the Internet, broad casting technologies (radio and television), and telephony.”
(Rashmi Ranjan Mohanty, 2001)

3.Kinds of ICTS:

There are different types used in different domains, and each type has its own characteristics and function. They are:

3.1.Computers: “a device, usually electronic, that processes data according to a set of instructions” (British Dictionary)

“A programmable electronic device to accept data, perform prescribed mathematical and logical operations at high speed, and display the results of these operations. Main frames, desktop, and laptop computers, tablets, and smart phones are some of the different types of computers” (Dictionary)

Computers are a helpful devices that are used to facilitate, first, communication between people and provide, store and process data which can be words or numbers or programs according to a specific systems. There are several types of computers and they consist of many components that are divided into software and hardware components. There are many kinds of computers.

3.2. Degital Cameras: they are tools which are used to take and store photos and record videos.

“A boxlike device for holding a film or plate sensitive to light, having an aperture controlled by a shutter that, when opened, admits means of lens, on the film of plate, thereby producing a paragraphic image” (British Dictionary)

3.3. Projectors: the projector according to the British dictionary is defined as an apparatus for throwing an image on a screen, as a monitor-picture, projector magic lantern.

“A device for projecting a beam of light”

It is a device that shows pictures, images or films on a screen by connecting it to a computer for instance.

3.4.The Television: according to Oxford Dictionary it is a system for converting visual images(with sounds) into electrical signals; transmitting by radio or other means; and displaying them electronically.

The television is a medium of communication that is associated to several accessories, used to transmit movies, programs, images; sounds, and provides various news and information.

3.5.The Radio: “is the wireless transmission of signals through free space by electromagnetic radiation of a frequency significantly below that of visual light”

The radio is an old means of media that had been used since the 18th century, it is used in order to provide news and information about what is happening around us by only the transmission of sounds without images.

3.6.Internet: it's the most important tool, it serves us in all the domains. The use of the net dominates the whole world and it is used in all the fields. The internet becomes a necessity not just a complementary device in our daily life and it is considered as a crucial tool of communication and a new face of technology.

According to webopedia the internet is defined as a global network connecting millions of computers. More than 190 countries are linked into exchanges of data, news and opinions.

"A vast computer network linking smaller computer networks worldwide. The internet includes commercial, educational, governmental, and other networks, all of which use the same set of communications protocols." (Dictionary)

3.7.Cell Phones: “small wireless device that has at least the same functions of a standard wired telephone but is smaller and more mobile. A cell phone requires a subscription to a service provider and requires either a prepaid or monthly billing setup.

Generally they have more functions than the traditional land lines and need to be charged after a period of time. Also called mobile phone or mobile device”

The cell phone is a small telecommunicating device that is to link people with each other from different place, shorten the distances and conserve time too.

3.8.White board: or what it is called also “the magic board”. It is an easy to use device, it’s used to write in by a special pen, easy to be cleaned, and it works also as a computer screen when the teacher uses the projector to present the lesson.

3.9.Connections: the CPU which is an acronym the refers to the central processing unit that is one of the important components of computers. “CPU (also called a microprocessor) stands for ‘central processing unit’. It is very suitable name, because it describes exactly what the CPU does: it processes instructions that it gathers from decoding the code in programs and other such files. A CPU has four primary functions fetch, decode, execute and writeback.”

4. The Appropriate ICTs which needed to be used inside an EFL class:

There many other tools of information and communication technology that are used in different fields, whereas, when we talk about education as one of these fields we do not need to use all of them. There are a set of specific devices that are especially used inside the classrooms in order to help the development of the teaching-learning process.

The technological generation challenges teachers to integrate the technology inside their classes in order to facilitate the way of teaching and break the routine, moreover, to create the sense of creativity and innovation.

“Technology in the classroom is doing just that—keeping students stimulated by using the latest and greatest inventions in computers and digital media”

One of the most effective tools is the internet that provides a vast and various resources to the teachers and it facilitates the process of research to the students as well. The different information that is available to the learners develops a kind of critical thinking.

Secondly, projectors; the projector is an important tool to be used in the EFL classes, in which the teacher links the projector to his/her laptop and projects the screen from the laptop the board or to the wall. The documents that are projected enable the student to take notes while the teacher is explaining the lecture. The teacher can also present such documentary through the power point using the projector.

Besides, the PCs; computers become a necessity. The process of teaching the language needs to occur inside a language laboratory, the later contains a set of computers. Normally every student has his/her own PC. The teacher can for example allow learners to follow the lecture in the word program and at the same time check the dictionary. This kind of technology helps students to store their works and enable them to use many other applications and thus enhance the sense of participation and cooperative works due to sharing files and documents between mates. Almost PCs that are found in the classes are desktops and they are related to other tools such as CPU, keyboard, speaker, and printer and so on.

Then, smart boards; “the smart board takes the place of traditional chalk board or white board. It is essentially a white board with technological capabilities that allow you and your students to interact in ways they had previously not been able too.”

The digital camera is one of the tools that has not a great influence inside the classroom but the teacher can integrate it as a part of his/her lecture such as suggest to your students to perform a scene from Shakespeare’s Hamlet and record it. In that case students

will work hard because they enjoy interacting in front of the camera more than introducing a bored presentation.

The blog or the weblog which is a website that belongs to a particular person where they write about things that interest them and list other websites that they think are interesting. (Oxford Dictionary)

So students will find all academic assignments via that blog. It is very easy to manage and post data to a blog, because they have simple HTML editors.

Furthermore, microphones are used inside the big classrooms with huge number of students; that is the overcrowded classes when the teacher needs to transmit the voice. By using the microphone every student will hear the teacher clearly. Another function of that instrument is to make learners ask several questions and pass the role to one another by passing the microphone in order to participate in the classroom interaction with the teacher and to answer questions of their mates too or when they are presenting a subject during a classroom debate.

“Teachers and students can both use online streaming Medias to learn in the classroom, with the aid of projector, computer, internet and white board. A teacher displays a real-time example using sites like youtube.com.”

Youtube shows and presents videos that are can be used to serve the academic purposes. Let’s take a simple example: lyrics of songs that are found in the youtube, the teacher can ask the learners to listen to the song, follow the lyrics, try to sing and memorize in order to learn new words and improve also their pronunciation and fluency.

DVD; it is an acronym that refers to “Digital Versatile Disk”. It is a tool that is used to store digital data; some DVDs are formatted from video playback, while others include various kinds of data for example software programs and computers files. The

benefit of that instrument is that “set up and playback are easy especially when noting timecode during lesson planning and using remote control during the lesson.”

There are a huge number of ICTs that are used inside the classes differently, there is discrimination from one school another in using different tools that depends on the accessibility of each school and language laboratory and on the student’s need and the teacher methods of teaching.

There are many teachers allow the use of mobile phone inside the classroom as a learning device such as iPods

CALL as a tool for education, it is an acronym that refers to Computer Assisted Language Learning. "It is using computers to support language teaching and learning some way."

"They are the computing and communication facilities and features that variously support teaching, learning and a range of activities in education”

5.ICTs and Teacher’s Role:

"a teacher becomes increasingly aware of the benefits of technology, and begins to incorporate it into teaching often "replacing" former activities with ICT alternatives". A teacher becomes familiar with appropriate use of ICT? And can integrate it into many aspects of their ongoing teaching.

"Educational technology is not; and never will be, transformative on its own (...)
computers cannot replace teachers-teaches are the key to whether technology is used appropriately and effectively”

In fact, technology does not eliminate the role of the teacher and never exclude it as many people thought, because the teacher is the tutor and the instructor and the guide who control these materials as well as the students.

Talking about technology and presenting it and its different types will not change the learning and the teaching process; it needs practice by using it in reality. The teachers have the great role that's why it has to:

First of all, determine technology tools are used, and they must design the staff developmental process that trains them that is to say that the teacher must be a part of the planning for technology integration.

They have to be aware of which tool will fulfill that lesson and make it more understood, thus, the well choice of the suitable technology.

The teacher must be creative and try to move smartly from one tool to another to make his/her student active and to kill the routine inside the classroom.

Teachers can support the pair and group work and that technology facilitates the operation such as recording a role play, investigating a phenomenon, search new findings using the net.

Teaches crate a real environment and comfortable atmosphere and call for the help of their students in installing the material to get a close vision and a well idea about what they are really doing.

6.The students 'Role:

According to Llorente and Cabero (2005), the digital or technological literacy is presented today as an essential element for the education of university students which, when articulated in relation to the ICTs, involves the need of being knowledgeable in the use of new and old codes, symbolic systems and ways of interaction.

As their teachers, students also have a crucial role inside the class, they have to be more responsible and take on the new roles, and they are often using the materials without any control. "Classes will become much more learn-centred, with learners'time and effort

devoted to authentic reading and writing tasks related to authentic communication with (native speaker) partners” (Tinio,9)

Learners become more active members during the lesson and being creators of the target language rather than just passive recipients. The discrimination of the activities supports students to generate new ideas. They use and apply what they are already known about technology in their studies and then raising the degree of participation.

The collaboration between both the teacher and the learners appears to be general consensus that both teachers and students feel ICT use greatly contributes to student motivation for learning.

7.The advantages of ICTs:

No nation can develop without ICT based education. It is regarded as the fuel of development. ICT based education is an important ingredient in developing new ideas, in course content and curriculum and in the creation of materials and methods of learning and teaching. Students need ICT pursuing academic studies.

- Motivating, engaging learner by providing authentic and live information
- Offering personal approach to learning.
- It develops the collaborative and team working skills.
- It offers new ways of teaching the same courses.
- It helps the teacher in planning
- Offer more comprehensive approach to assessment
- Facilitating collection and analysis of information
- Facilitating acquisition of basic skills through drill and practice.
- Providing a vast resource online.

- Interactivity which is the way in which a person can relate to the content, forward and backward in the content, start at any depending upon prior knowledge instead of always a sequential way.
- High speed delivery, wide reach at low cost so there is delivery of information
- Greater efficiency throughout the University
- Communication channels are increased through email, discussion groups and chat rooms
- Regular use of ICT across different curriculum subjects can have a beneficial motivational influence on students' learning.
- Gains in ICT literacy skills, confidence and enthusiasm.
- Higher quality lessons through greater collaboration between teachers in planning and preparing resources.
- Development of higher level learning styles.
- The use of ICTs helps improve the quality of education.

A survey had been established at University of Shkodra "Luigj Gurakuqi" and Tirana university by Jozef BUSHATI et al , in order to answer the question “what are the advantages of using ICT in education and the results were as 26% of ICT use enables the students to learn anywhere and anytime all over the world. 17% enables more effectively in education as contributes to increase the academic skills and 16% promotes the study of individual students.

Research results indicate that internet use increases language use and acquisition of foreign language for example it was found that interaction in language helps learners to gain input in language learning process (Kitao, 1998)

Access to remote learning resources as the internet is one of the ICT materials, it is considered as a wealth of learning instruments. Additionally, it encourages the team works either in peers or small groups that allows the exchange of different ideas and improve the level of the sense of self-correctness.

To sum up, we may divide these benefits into two categories ones for teachers and the other for learners or students.

7.1. Benefits for Teachers:

ICT facilitates sharing information and resources, as well as it has a great flexibility in time and place these tasks are applied. Teachers can easily plan and prepare their lessons and also the design and the choice of materials. Besides, it improves the professional image projected to colleagues. Moreover, the usage of computers during the lessons motivated students to continue using it in academic purposes.

7.2. Benefits for Students:

It provides a high quality courses through greater collaboration between a planning and preparing and presenting a resources with the teacher. It develops a higher level learning styles. A main advantage is the development of oral skills, fluency, accuracy and elaboration; technology enhances setting more stimulation and student-centered. In addition, it increases self-confidence and self-esteem because the most of students feel ease and so comfortable.

8.Purposes of using these materials:

First, it aims to help students to improve their level of competency when they are using such material and master the basic knowledge and skills that will help them in their daily life too. Also, it teaches them the flexibility and trains them to the future.

ICTs give the chance to the learner to be more experienced, and empower those who have no idea about the use of these equipments to use it effectively. In addition,

technology facilitates communication between students, thus promoting better social comprehension.

“ICT aims to assist students to appreciate the beauty and diversity of culture.

9. Some drawbacks of using ICT in education:

First of all, the addiction of computer and students may trust blindly the material without checking what the computer for instance has done to find any errors. As well as, the learner can take the information but not really know what it means or how it was arrived at.

“Students may not fully engage in research and experimentation activities, but use search engines for resources. They miss out on a lot of information and interactions by doing. Manual research, like going into libraries, and talking directly to people is often better and helps them gain a better understanding of the information they are getting.”

Secondly, another disadvantage belongs to the use of digital camera is the storage space it means the size of a digital image can be substantially large and it won't be long before your designated storage space fills up. In addition, the problem of battery consumption in which the user has to pay attention of the charge especially while lengthy films. The complexity of the digital cameras can be another obstacle that the student may face

Other disadvantages of using video players such as computer or the projector (OHP), are equipment failures. May be they do not work which need time to be fixed and this will lead to delay explaining to some lessons. Also, may be the teacher does not know a lot about technology which lead to time spent learning new technologies. The role of the teacher will be reduced. As we know, students need their teacher to understand such

information. However, when teacher uses videos most of the time, the students may need to understand something they don't understand in the video and if the video continues, learners will grasp nothing from the lecture.

Many teachers are ill-equipped to use it as a teaching tool, the Internet can pose harmful material to students, and computers can prove to be a waste of time when software is not effective. Besides, the technical difficulties; in fact, with any form of technology, technical difficulties are bound to occur. In the context of using a video inside classrooms, problems may occur with software, hardware or networks. Technical problems may delay or interrupt lectures.

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

One of the noticeable drawbacks of integrating ICT in learning is that are too expensive. According to the IT learning exchange (2001), ICT will be the single largest curriculum budget cost, therefore, there will be a little money left over for other significant costs. Another barrier of using ICTs is the negative attitude from some teachers towards it.

Conclusion:

There are many types of ICT tools that are used in different domains and there specific tools as well that are used especially inside classes; to serve educational fields that are used by the EFL teachers. ICT differs from one kind to another; each one has its special components and its determined objectives which can support the teaching learning process. Despite, the use of technological tools has some down points; its advantages cover these weaknesses.

Chapter 3: Speaking Skill

Introduction:

Many points will be discussed in this chapter that will be deal with one of the most crucial skills in English language; speaking. This part will include a brief history about speaking, the definition of speaking according to many scholars, then, we will discuss the importance of that productive skill for EFL learners. Some speaking theories, moreover, the relation between speaking and the other skills; speaking/listening and speaking/writing as well. Then, how can the use of information and communication technologies influence speaking by illustrating the different effects of ICTs on that skill. Finally, how can we improve the speaking skill of EFL learners through the use of a varied set of speaking activities inside the class such as role playing, stimulation and the role of ICT tools used by the teacher.

1. Brief History of Speaking:

The history of public speaking dates back thousands of years when ancient civilizations used public speakers to deliver their messages. One of the earliest public speakers was the Old Testament prophet Moses, who had to regularly address multitudes of Hebrew slaves as he led them out of Egypt en route to the Promised Land. Throughout history civilizations have depended on eloquent speakers to inform and uplift audiences for various causes. In fact, some ancient Greek and Roman speeches continue to be read and studied as literature. (Vinice Kishura)

Speaking determined the aim of language when the Direct Method came. In the era of this method oral communication became the basis of grading the language teaching programs (Richards and Rodgers 1980, 10). The primacy of speech was once again insisted on in the era of the Audio-lingual Method based on the structural analysis of spoken language (savigon, 1983).

2. Definition of speaking skill:

According to Widdowson(1994) speaking is the active productive skill and use of oral production. It is the ability of the person to interact orally with others. It requires the process of communicative competence, grammar, vocabulary, and pronunciation. He defines it also as performed face to face interaction and occurs as a part of dialogues or other form of verbal exchange. Widdowson (1980 : 58)

Speaking is the productive skill in the oral mode. It is more complicated like the other skills than it seems at first and involves more than just pronouncing words.

J.C.Richard(2002) claims that “For most people, being able to claim knowledge of second language means being able to speak and write that language”

“Speaking fluently in a second/foreign language is often an indication that the speaker has a good command of that particular language. In second and/or foreign language classes, speaking usually refers to the learners’ ability to communicate their feelings, ideas, thoughts, and opinion fluently” (Bechar, 2014)

Speaking skill is the art of communications and one of the productive skills that has to be mastered in learning foreign language. It is the act of generating ideas that are transformed to words which can be understood by listeners. According to Horsby (1990: 1227) speaking is make use of words in an ordinary voice.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). According to Clark and Clark (1977: 233) speaking is fundamentally an instrumental act. We may say that speaking is a conversation or rather an interaction between two people or more. Speaking is so much a part of daily life that we take it for granted. (Scott Thornbury)

3. The Importance of Oral Skill (Speaking):

Generally, EFL learners speak more than write, they need to communicate inside the classroom, interact using different words. Hence, speaking is a competency; skill which is the most often used. Byaget says that speaking is the skill by which we are usually judged, it is the crucial tool that we can express ourselves through it. Speaking is too important that is why learning-teaching process should be concentrate on the development as well as the improvement of learning 'communication skills through the use of different techniques.

Jeremy Harmer stated in his book "The Practice of English Language Teaching" that a situation where students are not able to speak English is seeing as a teacher/students 'failure. He said "If students are not using English everyone is wasting their time". Harmer also argued that it is very important to stick to the target language in the classroom in order to develop the capability of using it not just in the class, but also outside. Learning any language for many students means they are speaking that language, for instance if someone says I know English, he/she means that he/she speaks English. The success learning FL then corresponds to how well a learner speaks and establishes as well as manages a conversation in the target language. According to McDonough the improvement of speaking skill has been found as a good source of motivation. In short, developing the learner's oral capacity in FL sees as an incentive to motivate learners, and control their interest inside the class.

Language is a tool of communication, we communicate with others in order to express what we are needed to say and to know other's ideas too. Obviously, we cannot communicate without speech so speaking skill is too crucial for the learners of any language. In order to communicate well, we should speak correctly and effectively, any gap in communication leads to misunderstanding and then communication breakdowns.

An effective speaker is the one who knows how to attract the audience and keep them listening to the speech till s/he conveys the message so speaking skill can also enhance the individual's personal life.

4.Speaking Theories:

The processing conditions (time pressure) in certain ways limit or modify the oral production; it means the use of production skills. For that reason, speakers are forced to use devices which help them make the oral production possible or easier through 'facilitation', or enable them to change words they use in order to avoid or replace the difficult ones by means of 'compensation', Bygate says (p.14).

There are four elementary ways of facilitating that Bygate distinguishes: simplifying structures, elipsis, formulaic expressions, and using fillers and hesitation devices

On the other hand, when a speaker needs to alter, correct or change what he or she has said, they will need to make use of compensation devices. These include tools such as substitution, rephrasing, reformulating, self-correction, false starts, and repetition and hesitation.

Bygate concludes that incorporation of these features, facilitation and compensation, in the teaching-learning process is of a considerable importance, in order to help students' oral production and compensate for the problems they may face: All these features [facilitation, compensation] may in fact *help* learners to speak, and hence help them to *learn* to speak . . . In addition to helping learners to learn to speak, these features may also help learners to sound normal in their use of the foreign language. (Bygate 1987, 20-21).

Facilitation and compensation, both devices which help students make the oral production possible or easier, or help them to change, avoid or replace the difficult expressions, besides these elementary functions also help students to sound more naturally as speakers of a foreign language.

To sum it up, there are two basic aspects that Bygate distinguishes when considering the skill of speaking. These include the knowledge of the language and the skill in using this knowledge. The knowledge of producing the language has to be used in different circumstances as they appear during a conversation by means of the skill. The ability to use the knowledge requires two kinds of skills, according to Bygate – production skills, and interaction skills.

The first aspect, language features, necessary for spoken production involves, according to Harmer, the following features: connected speech, expressive devices, lexis and grammar, and negotiation language. For a clearer view of what the individual features include, here is a brief overview:

- Connected speech – conveying fluent connected speech including assimilation, elision, linking ‘r’, contractions and stress patterning – weakened sounds);
- Expressive devices – pitch, stress, speed, and volume, physical – non-verbal means for conveying meanings (super segmental features);
- Lexis and grammar – supplying common lexical phrases for different functions (Agreeing, disagreeing, expressing shock, surprise, approval, etc.);
- Negotiation language – in order to seek clarification and to show the structure of what we are saying. (Harmer 2001, 269-270)

In order to wage a successful language interaction, it is necessary to realize the use of the language features through mental/social processing – with the help of ‘the rapid processing skills’, as Harmer calls them (p.271).

‘Mental/social processing’ includes three features – language processing, interacting with others, and on-the-spot information processing. Again, to give a clearer view of what these features include, here is a brief summary:

- language processing – processing the language in the head and putting it into coherent order, which requires the need for comprehensibility and convey of meaning (retrieval of words and phrases from memory, assembling them into syntactically and proportionally appropriate sequences);
- Interacting with others – including listening, understanding of how the other participants are feeling, a knowledge of how linguistically to take turns or allow others to do so;
- on-the-spot information processing – i.e. processing the information the listener is told the moment he/she gets it. (Harmer 2001, 271)

5. The Relation between Speaking and Other Skills:

5.1. The Relationship between Speaking and Listening:

According to (Brown, 2001) who stated that there is “a natural link between speaking and listening”(p.275) this means that teachers should pay attention to and should not hesitate to relate this two skills in the teaching process. Logically, both of them (speaking and listening) happen together; when teachers focus/ center their attention on speaking listening, listening is always there. So, the relationship between them is clear in almost all the activities used to teach speaking skill; both of them strengthen one another.

5.2. Speaking vs. Writing:

Both speaking and writing skills are deemed to be essential in teaching and learning a FL. Although they are both regarded as productive/communicative skills, they differ in many aspects. It is worth stating, also, that the spoken language includes incomplete sentences or incorrect grammar false starts and many repetitions as opposed to the written one which requires structured gathered and full sentences. To sum up, the

speaking skill is as important as the skill of writing, but we must consider the differences between them when learning. It is not a question of opposition, but rather a matter of priority that should be given to one aspect rather than the other. Speech and writing are two complementary aspects of the same subject; language. In other words, they are "two facets of the same coin". Historically, socially, scientifically and even politically, it has been proven, moreover, emphasized that speech occurs before writing and, thus, should be given a certain priority.

Communication using languages can be conducted in two ways: orally and in a written form. In the context of language learning, it is commonly believed that to communicate in a written form (writing) is more difficult than orally (speaking), suggesting that writing is a more complex language skill than speaking. Whereas, Artini points out though the complexity of both spoken and written form differs, that does not mean that one is easier over the other.

6. Learners' Speaking Problems:

Speaking represents a challenge to the majority of EFL students and even for those they took years learning the English language, they encounter different difficulties. Thus, we should shed light on these obstacles. One of the important speaking problems is learner's mistakes; Harmer states that there are three types of mistakes: slips, errors and attempts. Slips are the category of mistakes that students can correct themselves because of their previous knowledge of the rule, whereas, in the case of errors students cannot correct themselves because of the ignorance of the rules. Last kind attempts; which stand for the case of student who wants to express an idea but he/she cannot express it in correct way.

Another problem; the lack of motivation, in general students are de-motivated and they pay less attention to the oral course, they neglect their home works, up to this, they look passive and not interested in the course. That is because of many reasons that may include

the repetition of uninteresting topics and activities as well as the use of traditional materials and techniques which have to be refreshed.

The main target of the speaking skill is to enhance communicative efficiency. When learners attempt to express themselves, there is hesitation; cliché expressions which fill in pauses, much repetition and frequent indefiniteness as the speaker seeks the most convenient combination of element to express his intended meaning (Rivers, 1968: 192-8). These problems are because of first, the lack of self-confidence and the fear of making mistakes. Many students think that it is better to keep their ideas and thoughts to themselves and do not share them with others because they feel that their level of speaking ability is not good enough to talk in front of the class, they believe that their oral participation may put them in troubles such as embarrassment or they may be mocking from their mates. They also fear of being corrected frequently by the teacher; negative perception towards teachers' feedback in that the teacher might correct every slip they make.

Teachers should notice pronunciation and grammatical mistakes when students are communicating, but, try as possible as to do not interrupt the student while s/he is expressing his/her ideas to do not chock him/her or block the student forever. The teacher tries later on to treat these problems intelligently as direct students' attention; the whole class by using a later practice. Consequently, students feel more secure to interact during the course without any difficulties.

Lack of vocabulary is a psychological problem that most students are suffering from, teachers should be aware of this factor be conscious of its impact on the student. EFL students face difficulties in finding the appropriate words; they find themselves struggling to express their thoughts orally; they feel as they are unable to talk where their choice of expressions is severely limited. Hence, they will use such inappropriate words which could

not fulfill the idea they want to talk about in most of times. Here the teacher holds the responsibility to encourage learners to enrich their vocabulary for instance by providing new activities as well as support them to read more and suggest topics that the teacher sees they will be helpful to his/her students. Using different types of tasks, exercises and topics give them the opportunity to develop their limited amount of words/ ideas.

The interference of the first language also causes big problem to many learners; students who think and generate ideas as the way they exactly do with their mother tongue, consequently they produce wrong expressions and often meaningless sentences which can lead to misunderstanding. Students how to keep in their minds that in order to produce correct oral utterances as well as to speak accurately and fluently, they have to accumulate their ideas and think using the target language not any other language because the idea that can fit F1 may not fit FL. Teachers should inform their students to do not construct sentences in F1 and try to translate but just think in the target language and produce expressions.

Improvement the oral proficiency in the target language (FL) can be realized only by establishing comfortable and friendly environment where students feel relaxed with their teacher and with each other as well. The teacher have to work hard to motivate students to make them want not just need learning.

7. Accuracy Vs Fluency:

Accuracy is when you speak English correctly, when you know about the grammatical rules, phonology and syntax and apply this knowledge when you are communicating; you speak English with a high level of accuracy with very few mistakes.

Fluency is when you speak English quickly and easily, it concerns how fast you are talking in the target language with few breaks and pauses.

There are many students speak English very rapidly and do not stop too much but they make too much mistakes and errors and because they are so fast, the teacher do not pay attention to these faults. Others know about the rules but when they start talking cannot do it as fast as fluent learners do.

In fact, it is beautiful to speak English fluently in rapid way but it is better when you know about the other elements as grammar, morphology and so on. So it is important when learners create a balance between accuracy and fluency to become more accurate and fluent speakers.

8. ICT and Speaking:

The use of technology has a great influence on EFL learners' speaking ability inside as well as outside the classroom. Visual aids are effective tools in presentation for the speaker because they give him/her something to refer to in order to preserve the act of interacting and make it more organized. Moreover, they give learners the opportunity to move around and use different gestures when they are presenting the work and they make the presenter more relaxed since they shift the eyes of audience from time to time to focus on the video aid so reducing the impression at the learner.

The use of video-taping presentation provides new; it is used by many oral expression teachers and it reaches a remarkable success in EFL classes.

Digital camera usage presents endless chances for language profits and improvement across the most of subjects. It is very helpful tool to be used as a recorder of role playing or classroom presentations to be corrected later on by the teacher or even by the student him/herself as a kind of self-evaluation. That technique breaks the ice between the learner and the teacher and also it makes learners closer to technology.

Loud speakers in overcrowded classes are a necessary instrument to make sure that all students grasp what the teacher said. Normally oral expression taught in small groups but when it is not possible, the teacher has to be more active to make all students comprehend.

Almost oral classes or laboratories contain projectors and computers because they are the common ICT tools that are used by most teachers, the majority of students know well how to deal with the computer and its applications and they know also how to connect projectors and the way they are working so they will respond positively in front of an known device for them. Teachers can use images or videos through the projector and students discuss what they get from them or the instructor can distribute activities through computers and make students express themselves.

Teachers can build strong relationship between their students and the equipment they are dealing with to make them use the language effectively and being good speakers and in fact that is the main target of teaching FL.

9. Different Classroom Speaking Activities:

According to Biyaem (1997), teachers face many obstacles in English language teaching and learning, for instance, inadequately equipped classrooms and educational technology. As for the students, they are lack confidence to speak English with their teacher and classmates because of the effect from their mother tongue, particular in pronunciation.

Wongsuame (2006) beloved that speaking skill can be trained and it does not depend on the talent of the individual. According to Harmer (1984) there are stimulation activities in the classroom for motivating the students, they were increased the self-confidence of being a part in the classroom interaction including answering the questions, sharing the ideas, and also presentation. Harmer (1998) argued that those good speaking activities can motivated the students.

Digital storytelling can be used as a multimedia tool in language learning to help students improve their English speaking skills by using technology to tell the story in their own words and voice. Storytelling is the original form of teaching (Pederson, 1995). Many researchers believed that story learning plays an important role in students' language development (Hsu, 2005). All kinds of interesting storytelling are used in different situation which depend on the suitable of students' age and situation.

According to (Paula Hedgson, p13) teachers have to provide opportunity for creativity oral practice or presentation, for instance the student uses his/her own words to describe the places after viewing the movie. Another activity is the presentation of the projects with multimedatily in blog. Teacher may attempt to divide the class into small groups and apply synchronous voice conferencing and have group video conferencing (pair, trio, multi-party). The atmosphere in working in groups can lessen their fear in making mistakes when speaking English. Students in the group can support others in the team needing help. They can express themselves successfully while working in groups. (Thanyalak Oradee, 2012).

Practicing with web-based audio clips in order to check student's pronunciation, stress. Moreover, the process of recording such speech or discussion than reviewing it to reflect on communication skills.

There are many different activities that teachers may use inside their classes, such as the language games; the language games that are truly communicative according to Morrow (Johnson and Morrow, 1981) have the following features of communication: information gap and choice of feedback. The teacher divides the class into two groups A and B. students of group A teach those of group B subjects, already assigned to them; the topics maybe concerning with condition of life and different social issues... Students of group B

later on give reaction. This game allows the students to use vocabulary which is a wide range, they learn how to turn their thoughts into real words.

Role plays; in this technique the role of the researcher is that of a co-communicator. The researcher divides the students into different groups. In each group two students are selected for two different roles. Rest of the students watch their performance and listen to their dialogues. Later on the spectator students give them their feedback. This helps improve not only their inter personal relations, but also they learn to work together. When the learners are given feedback by their co-learners, they do not lose confidence rather they feel motivated to do better and learn more .The students may be assigned roles from different professions ,viz., doctor-patient , teacher-student, parent – teacher (in a school meeting), boss and his subordinate in a meeting etc.

Conclusion:

Speaking is the key to communication and then to learning the target language, by considering the importance of speaking inside the EFL classes as well as the different types of activities which teachers should include during their lessons. Speaking ability can be improved by integrating ICTs that new technology can offer new strategies and ideas to the teacher in order to make the class more creative and modify students' perceptions about oral expression classes in general and then raise the level of participation and communication inside the classroom.

Chapter 4: The Field of Work

Introduction:

As we presented in the literature review that is related to ICTs and speaking, we should move to something more practical. The method that our research will concern with is the descriptive method design which includes many procedures for gathering different data such as: observation, questionnaires, tests, interviews and so on. The choice of the tool depends on the aim of the study, the sample of investigating of the research, time and the nature of data collected.

The answer of the research questions requires the use of the following research tool, firstly, the questionnaire which is designed for the purpose of gathering further opinions into the situation, the students 'questionnaire constructed to make them contribute information using their background knowledge. A well prepared questionnaire enables the researcher to make more reliable clear and precise research. Secondly, teacher's interview that is designed to investigate and test such teacher's ability according to their actual state of experience.

This chapter explains the design of our investigation, its aim, description and procedures and it also includes the analysis and the interpretation of students' questionnaire as well as teachers' interview.

1. Students' Questionnaire:

1.1. Aim of the questionnaire:

It tests and evaluates the students' attitudes towards the use of information and communication technologies as well as the evaluation of their level of speaking skill. Moreover, the difference ICTs can make inside the oral class.

1.2. Population:

To investigate this topic we choose one group from the second year LMD at Tarf University belonging to the didactics major

1.3. Administration of the questionnaire:

The questionnaire took place in April, 2015 at the language laboratory that contained 25 students. The questionnaire was administered to the 25 students for one hour and half, it was the oral expression class in the language laboratory. All the copies were returned in the same day; the questionnaires were distributed in very relaxed atmosphere and the questions are concise and easy to understand so easy to be answered appropriately.

1.4. Limitation of the questionnaire:

Actually there are no problems or difficulties encountered this investigation, students accept immediately the demand in which they were very helpful and cute. They just were asking about difficult terms, their teacher of oral expression participate in the organization of the work and the distribution of the copies. In short, the environment was very friendly and kind.

1.5. Description of the questionnaire:

This questionnaire includes two types of questions; it divided into two sections, first section required answers with dichotomies (yes/no questions) and section two contained closed question items; the reading scale that provides a range of responses to a given question or statement (ordered categories: strongly agree- agree- disagree- strongly disagree)

2. Analysis and Interpretation:

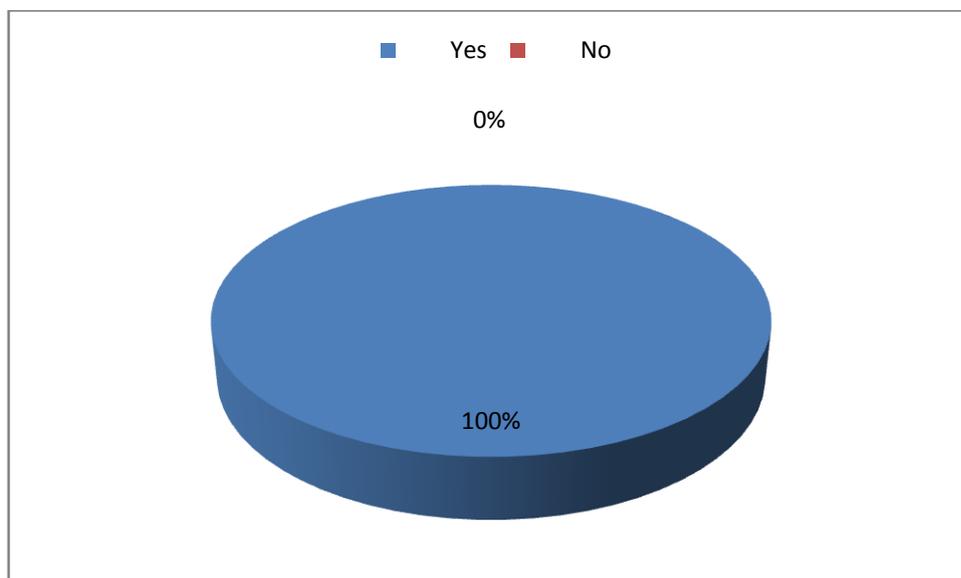
Section One: Integrating ICTs in EFL classes

This section seeks information about some aspects of the use of ICTs inside the classroom/ language laboratory and students are asked to say yes or no and justify their answers if it is needed.

Q1: Do you listen to the radio or watch the television at home?

	Subjects	%
Yes	25	100
No	0	0
Total	25	100

Table 01: The use of ICTs in students' daily life



Graph 01: The use of ICTs in students' daily life

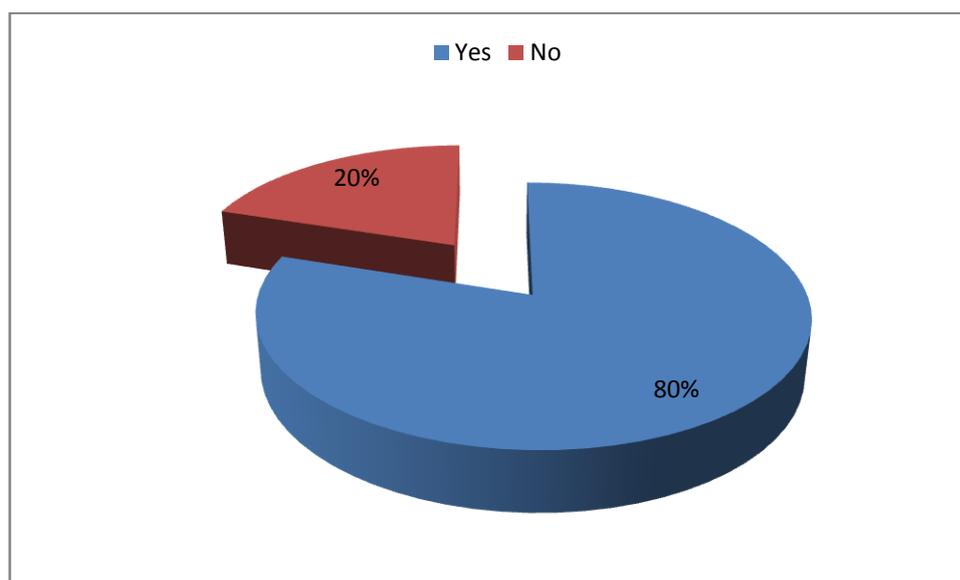
Subjects here are asked to mark a tick in the appropriate box (es); to say yes or no and put their justification if they asked to. The whole population answer yes and no one answer no or 100% reply that they listen to the radio and also watch the television at home when 0%

It is general question that can notice the great impact or rather the necessity of using these tools daily and they are included in the everyday learners' activities.

Q02: Do you think that ICTs can be used effectively for learning?

	Subjects	%
Yes	20	80
No	5	20

Table02: Students' opinion about the effectiveness of ICTs on learning



Graph02: Students' opinion about the effectiveness of ICTs on learning

The results show that 20 students answered yes for the advantages of using information and communication technologies in learning in general and only 5 students answered no ICTs cannot used effectively for learning. The majority about 80% consider the use of these materials important in the learning process whereas 20% think the reverse.

Students who think that ICTs is a crucial way in the learning-teaching process may put into consideration the different advantages of these tools and their influence on them or rather on their amount of the acquisition of the target language as EFL learners. Also these subjects might think about the different types of technologies which are dealing with in

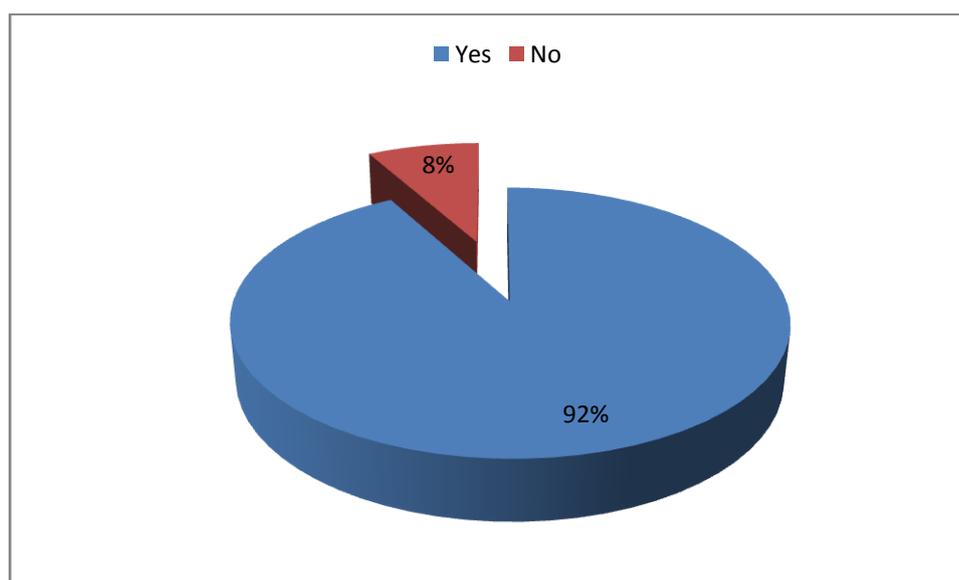
their classes and how they are using them, up to this the difference that these materials made in the learning process.

In the other hand, others who do not see ICTs from the same side might encounter some difficulties using these instruments or they have not much information about them. Another point; students who do not agree with that statement maybe they have bad experiences in their current studies with ICTs and they do not notice any development in their level of learning or for them ICTs does no difference in their learning.

Q03: Do you feel comfortable when using a computer in the language laboratory?

	Subjects	%
Yes	23	92
No	2	8
Total	25	100

Table03: The attitudes of EFL students towards the use of computer in the language laboratory



Graph03: The attitudes of EFL students towards the use of computer in the language laboratory

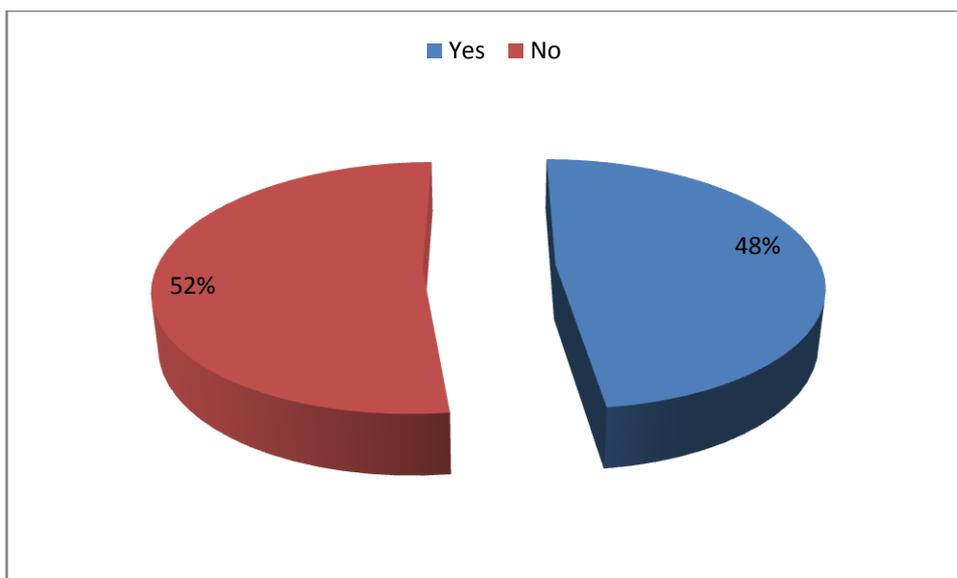
The question tests how much students like/dislike using computer and studying inside the language laboratories. It is noticeable from the results that almost students 23 learner feel comfortable while using computer inside the laboratory, they represent 92% from the population. 8% do not feel relaxed and they represent only 2 students out of the 25 subjects. Consequently, almost students feel ease and relaxed dealing with the most used kind of technology.

Such results is due to many reasons; the majority who support the use of computers pay more attention to that they can gain time and reduce efforts as well and acquire new applications and processes that they need to use them later on their studies, moreover, knowing about technology is a great chance and an opportunity to be learned freely inside the class students have to explore. Whereas, the minority who do not feel so relaxed probably because of the lack of knowledge of using computers that lead to a kind of fear that is to say anxiety towards the material and the difficulty of being familiar with the device even with the easiest applications. In addition, students who are not motivated to attend their courses can react negatively towards that because in general they do not want to study neither in simple class nor in a laboratory of language using computer.

Q04: Do you ever heard about blogs? If yes give brief definition.

	Subjects	%
Yes	12	48
No	13	52
Total	25	100

Table04: Student's different definitions and information of blogs



Graph04: Student's different definitions and information of blogs

The answers were varied from one student to another, first the results were almost alike; more than the half 52% answered no; 13 student from the whole have no idea about the blogs, the rest which represents 48% said yes; 12 student and they give different definitions of the blogs, the definitions were too short, concise and precise. This question aims to test the level of students' knowledge about ICTs and its common types.

A student defined it as "a website that people use to share their ideas, pictures, videos, articles and so on". Another answer was "I think that I heard about blogs which is a site of advertising or publicity of products, services". Other student gave that definition "it is a device of communication and contact with the world". "It allows users to reflect, share opinions and discuss various topics". A full answer has been done by a student; s/he defined them as pages that are created by the interested, when s/he can put pictures, videos or poems so it is an opportunity to express him/herself, it is a chance to add and meet friends from many different places around the world.

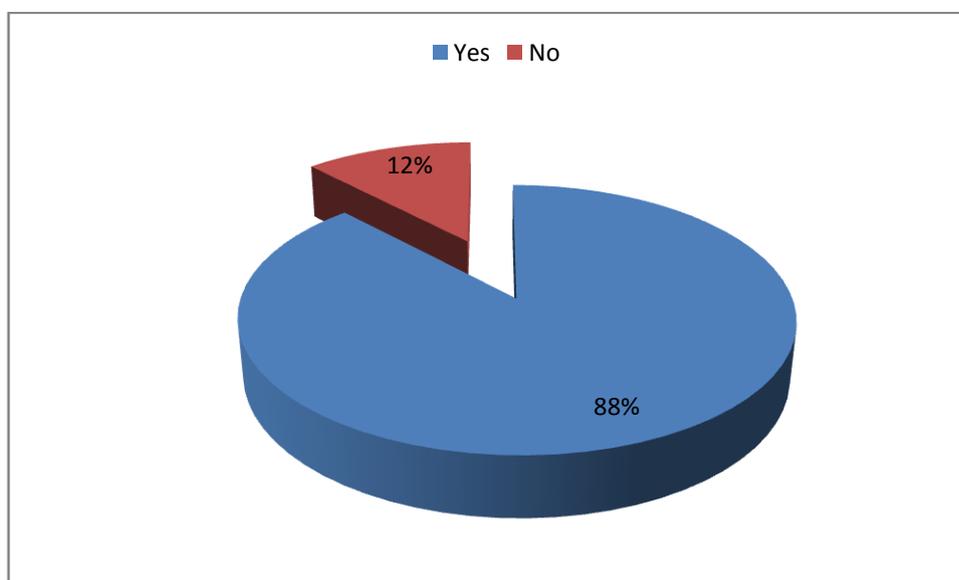
The answers were nearly the same talking about posting diaries and sharing videos and pictures with each other. In this question exactly we made sure that no one check his/her dictionary to get the answer and that is because we need to check their real level in

knowing such technological terms. As we mentioned before 48% have no idea about blogs while the rest gave various statements about them and some general definitions. Thus, we can say that there is an awareness about these tools, although, no one of the 12 students' answers at least mentioned the blog's role in education or their contribution inside the EFL classes.

Q05: Did you ever use your cell phone in learning for instance to check words in the phone dictionary?

	Subjects	%
Yes	22	88
No	3	12
Total	25	100

Table05: The use of cell phone as a helpful tool inside the classroom



Graph05: The use of cell phone as a helpful tool inside the classroom

This question seeks to investigate to what extent students are using their cellular phones and integrate them to achieve an academic purpose. 22 students are using this quick checker to get some synonyms, having a fast look to identify new words during the

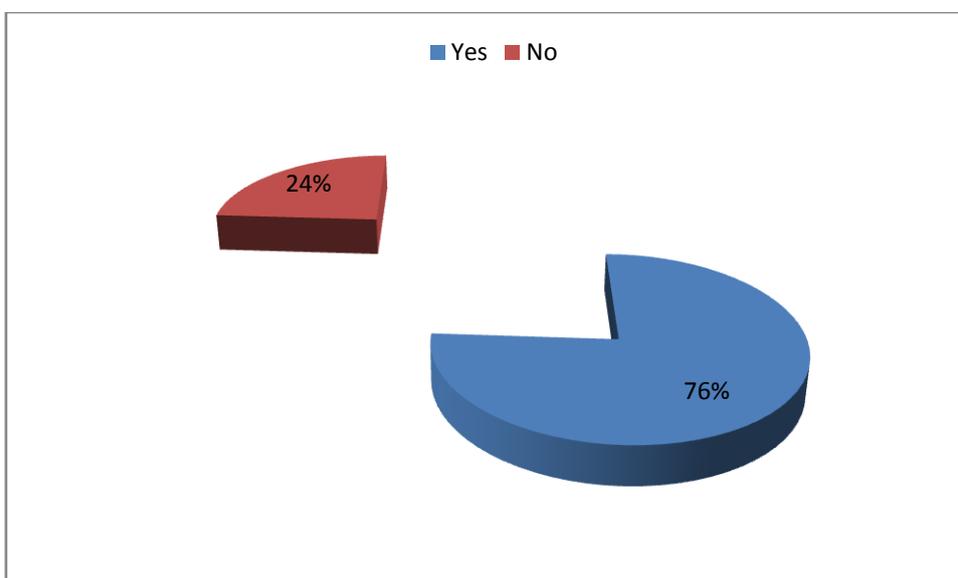
course; they represent 88% out of the population. However, 12% or rather only 3 students do not use it.

The cell phone normally became too necessarily and almost students possess this mobile device. Students who said yes are including it as a part of their course and always try to use it not just for dictionary but also in many other functions belonging to the learning process. Others who said no, they do not check their phones during the class possibly because of two main reasons; firstly, they do not own developed phones such as the digital quality that includes too much applications and instructions that the simple phones do not include them, and secondly, the neglect of the course; they do not care about the course at all that is why they do not participate or even get the curiosity to cooperate with others or attempt to know new words which are given by the teacher.

Q06: Have you used a computer/laptop outside the class?

	Subjects	%
Yes	19	76
No	6	24
Total	25	100

Table06: The use of computer outside the university



Graph06: The use of computer outside the university

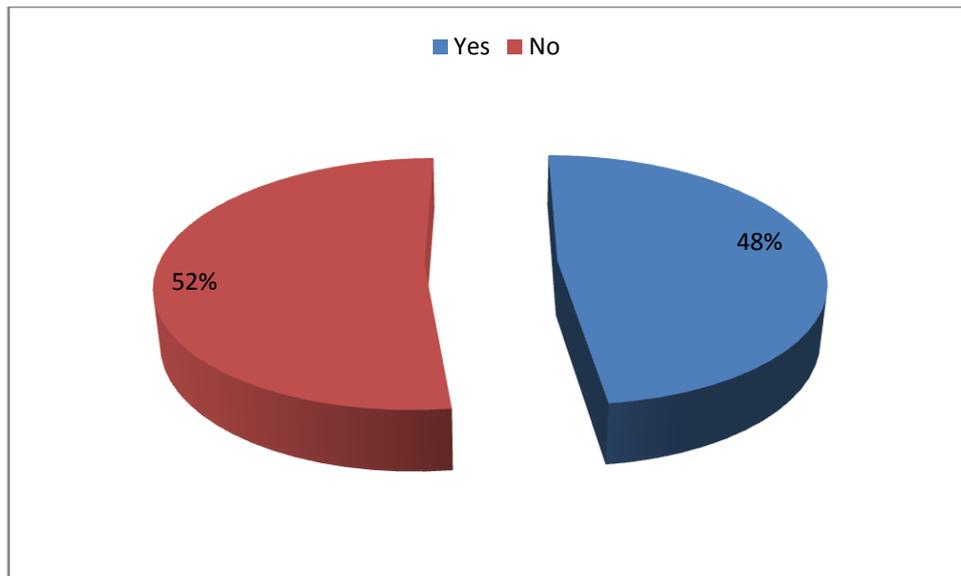
We noticed from the results that 76% of the students are using computers out of the university; 19 students, whereas, the rest (6 students) that represents 24% do not use it out of the class. Asking such question in that investigation is crucial to be answered because knowing how to use the computer at home or wherever; helps the students using it effectively inside the classes and breaks the ice between the learner and the equipments s/he is dealing with.

We can easily remark that students who are using computers outside the classes have not problems to deal with computers during the courses even teachers do not find difficulties with them. These students can contribute also in the course with their teachers by helping them and try to help other students. As we noticed too there are students who answered no and they certainly find obstacles during the course; they answered no because they do not possess computers or laptops at home or they do not support the use of computers anywhere.

Q07: Do you spend long time reading books in the library in order to conduct a research or to make homework? If yes how much?

	Subjects	%
Yes	12	48
No	13	52
Total	25	100

Table 07: The rate of attending library in the purpose of conducting a research



Graph07: The rate of attending library in the purpose of conducting a research

52% answered no when the rest 48% said yes. Mentioning books and library is because of many reasons; first, library is the opposite of technology and searching in the internet. Students who said yes their answers of how much time they spend time in the library ranged between 2 to 4 hours per week.

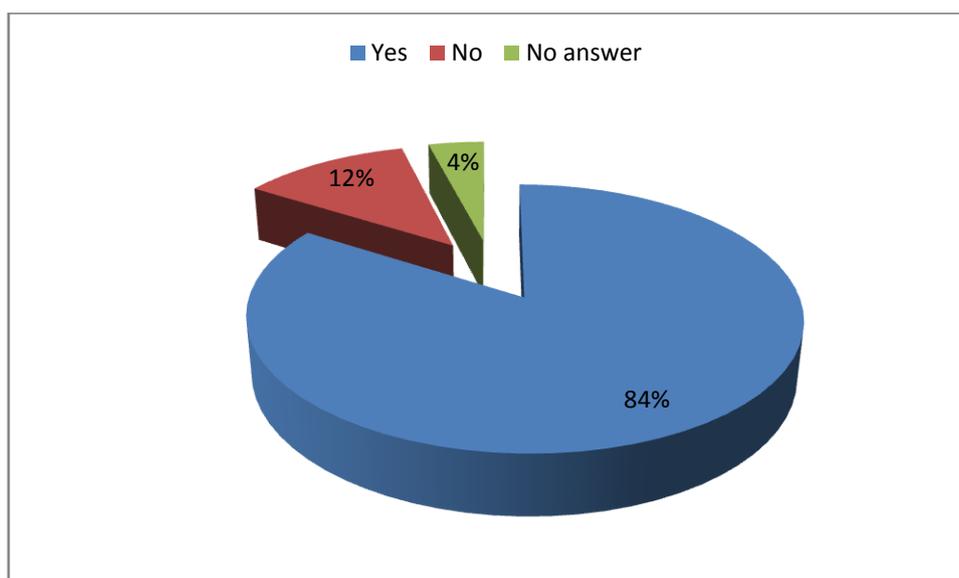
There are many students who really care and like the act of reading as a way of gaining different information and enriching their current level of knowledge. There is a student answered yes I am sitting always in the library but to use my personal computer not to read books. From the 13 students who replied no, there are two students justified that they spend short time because when they want to seek for any information they like surfing in the net and they enjoy doing that more than taking a book and read it.

In fact most of the students and even who attend the library, they use their laptops to conduct different researches and deal with different home works' activities.

Q08: Do you think that the use of technology inside the classroom in a necessity?

	Subjects	%
Yes	21	84
No	3	12
No answer	1	4
Total	25	100

Table08: The need to integrate technology inside the EFL classroom



Graph08: The need to integrate technology inside the EFL classroom

It is a general question to investigate the importance of technology, and if EFL learners consider it a necessity element inside the class. The answers were as the following 21 students said yes; 84% while 3 students said no; 12% and only one student did not answer the question; 4% from the whole. According to the table the majority are with integrating technology in the EFL classes or rather ICTs should be found as a vital element inside the classroom.

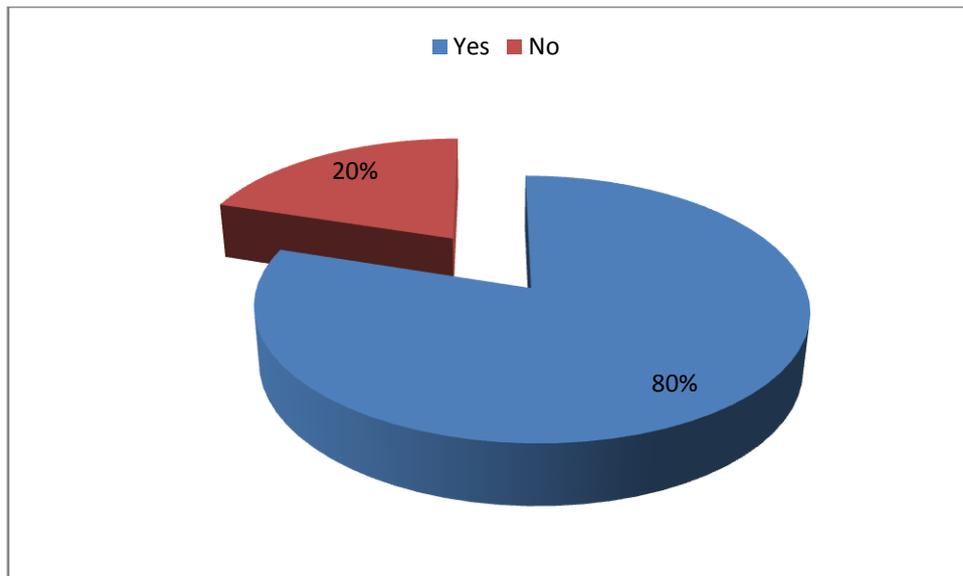
Students who answered no are those who have negative attitude towards technology as well as anxiety; the fear of using ICT or the fear of being mistaken when using the material in front of their teachers. Another reason, do not like to integrate technology means the need to study inside simple class with the ancient tools of teaching.

The student who did not put neither yes nor no, illustrated a statement “Before there were excellent teachers without knowing technology. The book is the best way to learn a language ,that is a direct answer that wants to say that the student is refusing completely ICT and supporting the use of books as well as it is easily to notice that s/he has an idea that teachers before are too different from the actual ones and technology changed the way of teaching.

Q09: Do you lose track of time when I am working with the laptop?

	Subjects	%
Yes	20	80
No	5	20
Total	25	100

Table09: The time students spend responding to the computer



Graph09: The time students spend responding to the computer

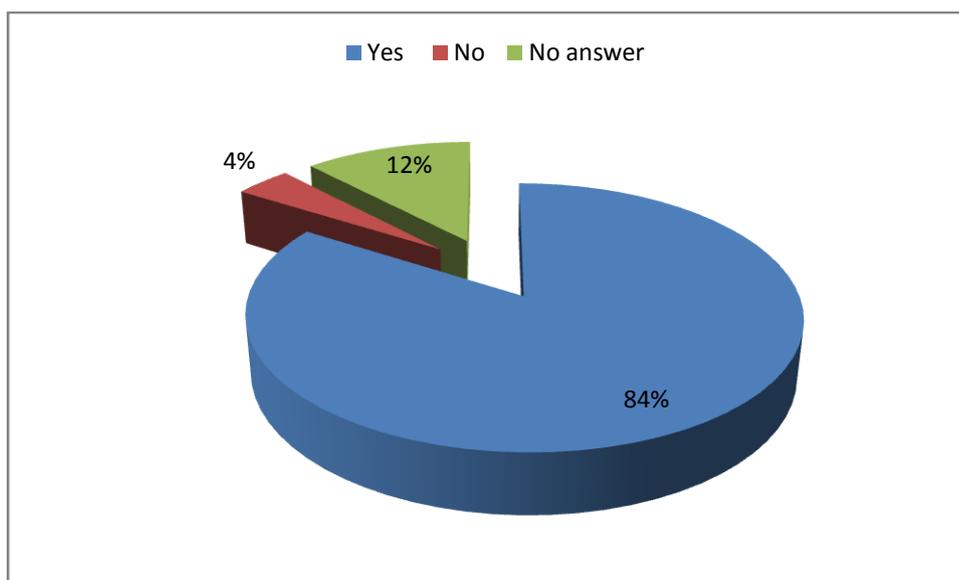
The table shows that 20 students are losing track of time when they stand in front of their computers whereas 5 students do not do so. Students who spend a long period of time using computers according to the graph represent the majority 80%. Consequently, they are too interested and the rest represents only 20%.

In nowadays the internet and the computer are so demanded and learners need these tools in learning to look for different information. Actually, computers facilitates the process of research, too enjoyable and helpful in gaining time and decreasing the stress as well as making the classroom more relaxed and it has a great link with motivation in which it increase motivation of the learners by the diversity of activities.

Q10: Do the use of facebook, youtube or any other social networking tool improved your language?

	Subjects	%
Yes	21	84
No	1	4
No answer	3	12
Total	25	100

Table10: The effects of social networking on students' learning



Graph10: The effects of social networking on students' learning

A question that investigates the influence of social networking tools on EFL learners' language. 84% had been influenced by at least one tool of them while only 12% did not influenced and about 4% had not an answer to that question.

The table n°10 shows that only one student replied no that these tools do not influence his/her level in the target language, hence, s/he do not use them. In addition, 3 students did

not answer the question and only one out of three mentions that “I cannot answer since I do not experience them”.

The 21 students who answered yes are those who use different types of social networking tools frequently and thus they became more familiar with them and as they answered yes means they benefited from such tools. In fact we can consider them as types of ICTs which are used outside of the classrooms; at home or anywhere but they contribute in the development of students’ learning inside classes. The majority of learners have facebook count or e-mail, twitter and so on and EFL learners, normally they will try to use English to chat and communicate with native speakers that will certainly improve their communicative competences.

Section Two: Students’ speaking skill and the influence of ICTs.

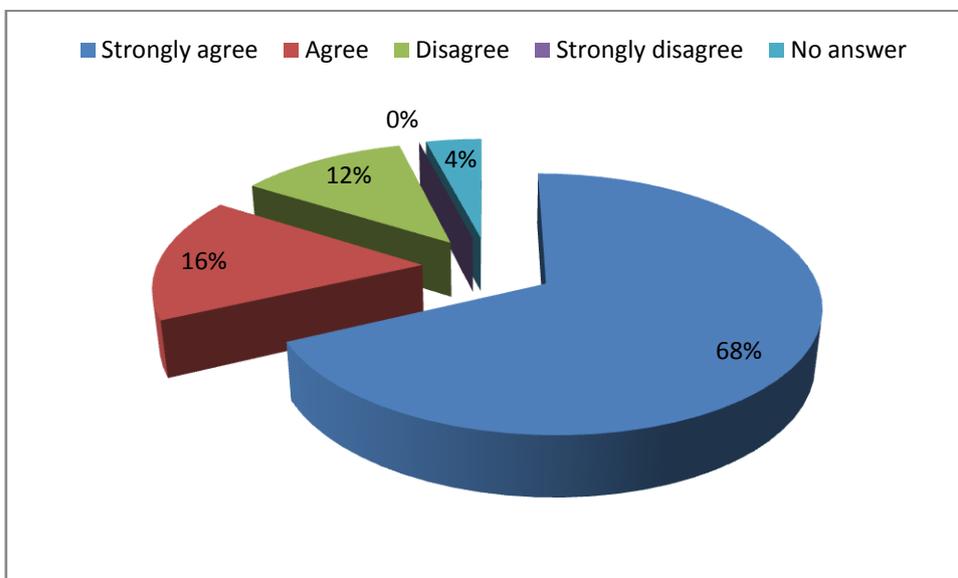
This part investigates information about students’ perceptions on speaking skill as well as its importance in learning and the influence of integrating ICTs on them, that is to say how can the use of technological tools improve speaking ability of EFL learners; in short how it affects the oral classes.

Q11: To learn a language, you have to learn first how to speak that language fluently and accurately. Whatever your answer please justify.

	Subjects	%
Strongly agree	17	68
Agree	4	16
Disagree	3	12
Strongly Disagree	0	0

No answer	1	4
Total	25	100

Table11: The importance of speaking skill in learning English



Graph11: The importance of speaking skill in learning English

The chart above shows that 68% (17 students) are strongly agreed that in order to be competent in English you have to speak it well; the focus is on the oral ability. 4 students (16%) agreed that to learn a language you should master its communication capacities. In the other hand, 12% (3 students) did not agree with the statement and only one student (4%) did not answer.

All students who choose to strongly agree and agree on the statement did not justify their answers except one student who said that speaking is the important skill because we need to talk and actually we are speaking more than writing. Most of students who did not agree, listed several causes as they can write correctly and they know the grammatical as well as phonological rules very well but they do not speak that is to say that they have enough amount of vocabulary and they master English rules but they do not speak fluently

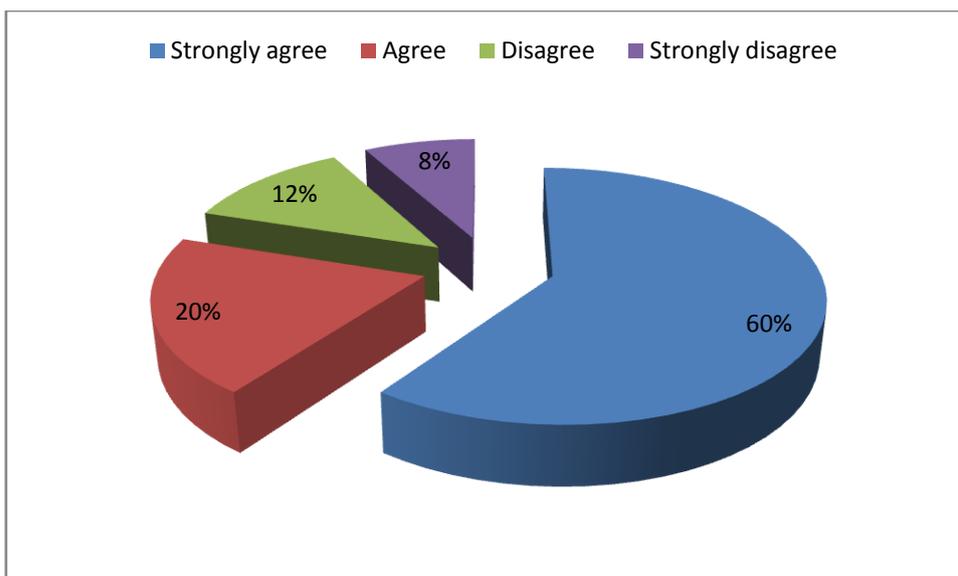
and accurately, others replied that they are studying English in order to get their diploma so the matter is not speaking or even writing it. Two students answered that how can we speak English fluently where our teacher do not do!

It is noticeable that most of EFL learners had negative perception towards the language and deeply speaking especially towards the oral classes as well as the answers show that they have a negative attitude towards the teacher him/herself.

Q12: I cannot speak English well because I do not feel comfortable in the oral class.

	Subjects	%
Strongly agree	15	60
Agree	5	20
Disagree	3	12
Strongly disagree	2	8
Total	25	100

Table12: The influence of the classroom on students' oral production



Graph12: The influence of the classroom on students' oral production

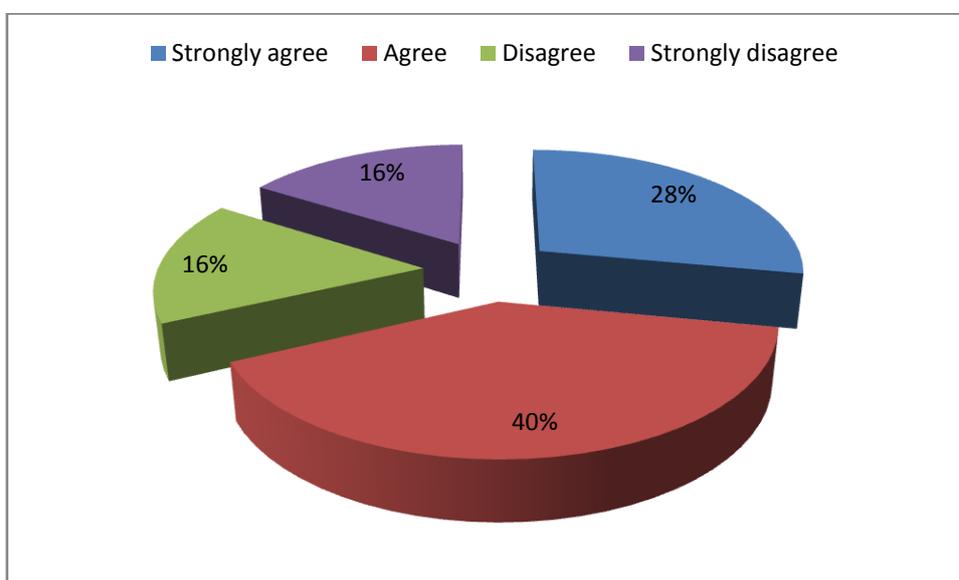
The aim of this question is to test how much students feel comfortable inside the oral class as well as how can the class atmosphere influence their speaking ability and then their oral production. The table above shows that the majority 15 students (60%) do not feel fine inside the oral class and thus prevent them to speak English. 20% (5 students) agreed too that they cannot speak but that does not mean that they are weak speakers or do not have that ability. 20% (5 students) disagreed with the above statement; they feel relaxed inside the oral class and they can communicate easily but that is not certainly that they are good speakers.

These results shed the lights on that most of students do not speak or rather participate during the session because of several reasons so teachers should build a strong relation between them and their students as well as create a comfortable atmosphere. Up to this, focus on learners' need and learning styles.

Q13: The oral expression course helps me to improve my oral performance.

	Subjects	%
Strongly agree	7	28
Agree	10	40
Disagree	4	16
Strongly disagree	4	16
Total	25	100

Table13: Students' attitude towards oral expression course



Graph13: Students' attitude towards oral expression course

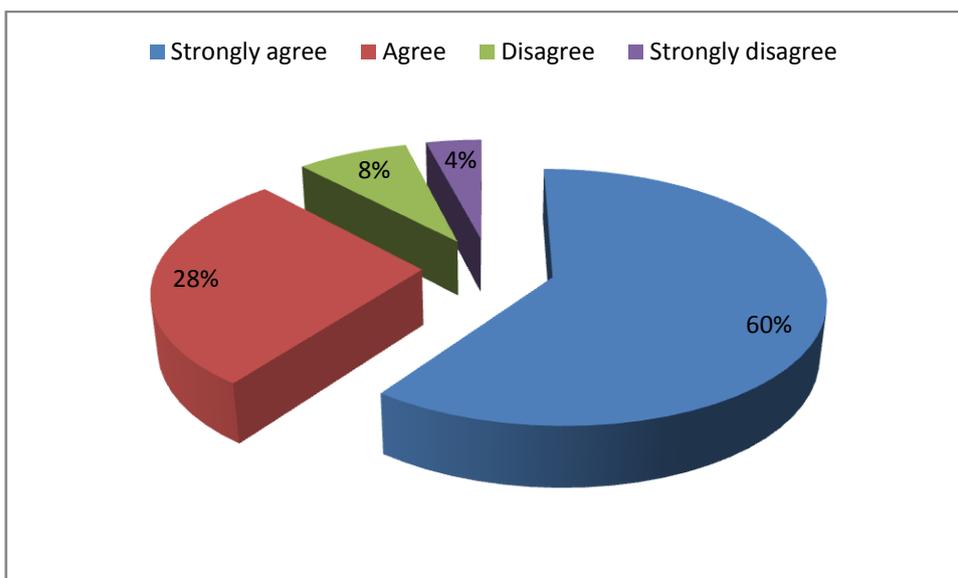
The question shows the learners' attitudes toward the teaching-learning process in general. Seven students (28%) have strongly agreed that the oral course helps them to improve their oral performance; ten respondents (40%) have answered that they are agreed with the statement in that the oral courses developed somewhat their performance. The rest choose the reverse in which 4 students (16%) disagreed and do not find them so helpful, same number of subjects; 4 students (16%) strongly disagreed that is to say that oral courses are not helpful at all.

Some students do not participate in the course and others do not show interest or even pay little attention to the oral courses because the classes are boring and do not motivate or stimulate them to contribute to the sessions, hence, learners prefer to keep their ideas and opinions than expressing themselves.

Q14: I feel afraid to talk. Why?

	Subject	%
Strongly agree	15	60
Agree	7	28
Disagree	2	8
Strongly disagree	1	4
Total	25	100

Table14: Confidence in speaking English



Graph14: Confidence in speaking English

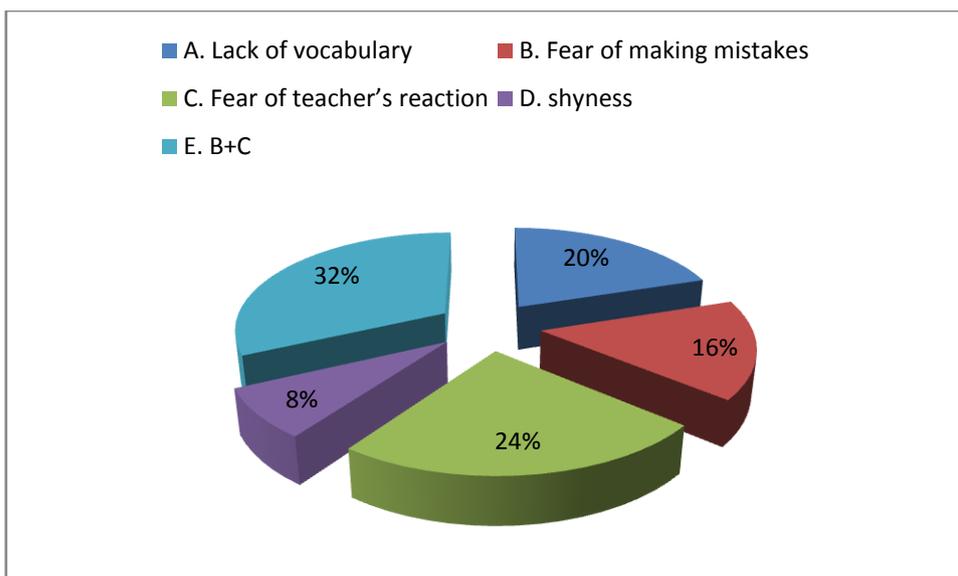
The goal of that question is to determine whether learners are scary to talk or not. The results of the above table show that the majority of students feel afraid to speak the target language in which 15 students (60%) strongly agreed and 7 students (28%) agreed that they do not feel ease to interact inside the class; that is to say they just keep calm during the course. 2 students (8%) disagreed, also 4% (only one student) strongly disagreed thus they remain talkative and they participate and interact with their teacher. Being silent cannot be only because of the lack of knowledge or the low level of the student but it can be due too many other reasons. The second part of the question gives us a deep insight on some elements which can represent a barrier between the student and the use of the foreign language.

The answers are listed in the following table:

Q15: Why do you feel afraid to talk?

	Subjects	%
A. Lack of vocabulary	5	20
B. Fear of making mistakes	4	16
C. Fear of teacher's reaction	6	24
D. shyness	2	8
E. B+C	8	32
Total	25	100

Table15: Factors prevent students from speaking English



Graph15: Factors prevent students from speaking English

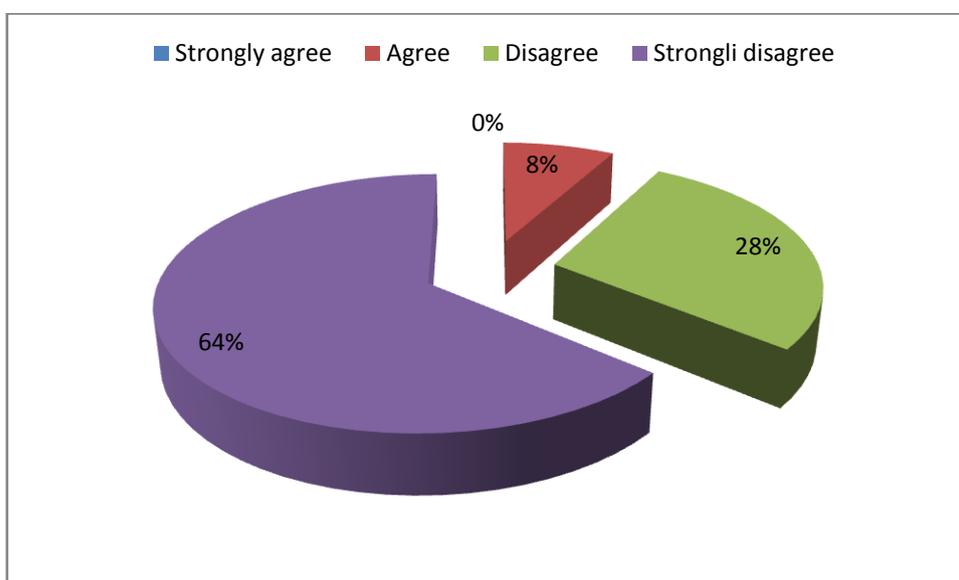
In this question are asked to why do they feel afraid to talk and do not participate in the classroom. 20% (5 students) of the students indicated that they do not contribute in the session because they fear of making mistakes and they may being mocking from their mates, 4 students (16%) do not talk because they have not enough amount of vocabulary to use, 24%(2 students) their fear is because of the teacher who can show a negative respond towards their answers. Shyness; 8% (2 students) feel shy so they do not participate in the course though they have the full answer. 32% (8 students) their fear is mixed up of making mistakes and shyness, because these two causes are closely related to each other; often, when students make either grammatical or pronunciation mistakes, teacher correct them and show a negative feedback.

Consequently, the teacher has a great role to help students to participate and express themselves by creating kind and friendly environment or by innovating techniques and tools as well as the diversity of activities that can motivate them to speak.

Q16: It is sufficient to have only two sessions of oral expression per week.

	Subjects	%
Strongly agree	0	0
Agree	2	8
Disagree	7	28
Strongly disagree	16	64
Total	25	100

Table 16: Students' opinion towards the number of oral expression sessions



Graph 16: Students' opinion towards the number of oral expression sessions

Almost of students 64% (16 subjects) strongly disagreed that is to say that they do not think that it is enough to study only 2 session oral expression per week; 2 sessions per week equals three hours included the pauses. As well as 28% (7 students) did not agree so, and just only 2 students (8%) see that two sessions are sufficient no need to extra ones.

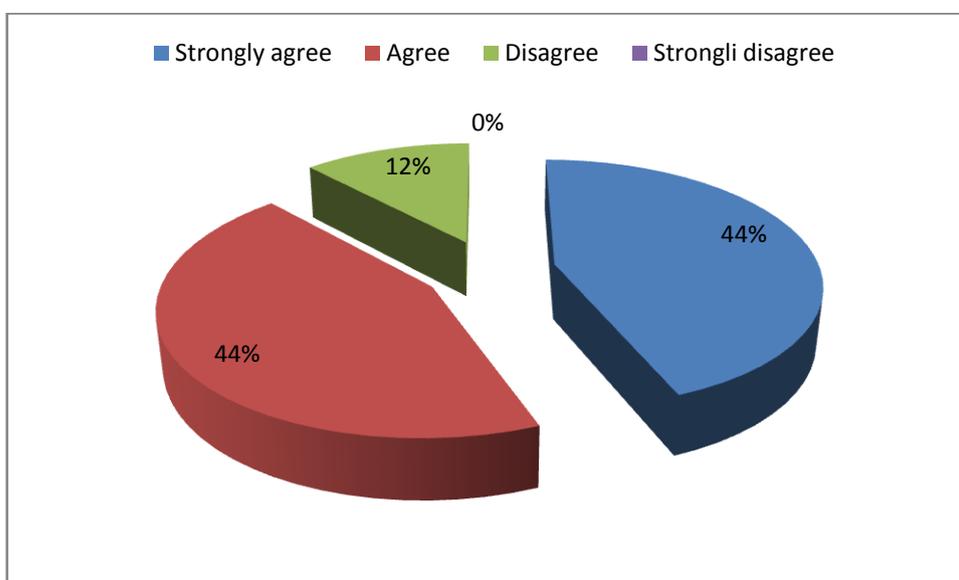
Although, most of them do not like the oral expression course in general but almost of them indicated those three hours are not enough to acquire all the basics of full oral abilities. Too few students as the results showed think that this short period is enough to

speak English well; these students are first novice learners and they are not motivated enough to study and we can say that they do not want to spend time studying in which few hours can fulfill their need from the target language.

Q17: Each student has the right to give his opinion about the lesson orally by the end of the session.

	Subjects	%
Strongly agree	11	44
Agree	11	44
Disagree	3	12
Strongly disagree	0	0
Total	25	100

Table17: Students' right to express their opinion about the course



Graph17: Students' right to express their opinion about the course

The aim of that question is to see how much students need to express their perspective about the course by saying their real opinion about it. 11 students (44 %)

strongly agreed as well as the same number of students agreed with the statement that they have all the right to say what they think about the course orally. However three (12%) students do not think so, one of them followed his/her choice by saying “some students are not interested at all, they have no level but they blame teachers even if s/he is a good teacher”.

This method can give teachers especially oral teachers a global idea about first to what extent their lesson was successful and second it enables them to check students' pronunciation. Thus, to what extent they developed their abilities to communicate, it also encourages them to speak and since it is an oral expression course, they have to express themselves as well as their opinion as a part of the learning-teaching process.

Q18: I feel so comfortable when I record my voice and then listen to my work and correct my pronunciation.

	Subjects	%
Strongly agree	13	52
Agree	10	40
Disagree	1	4
Strongly disagree	1	4
Total	25	100

Table18: Students' self-evaluation

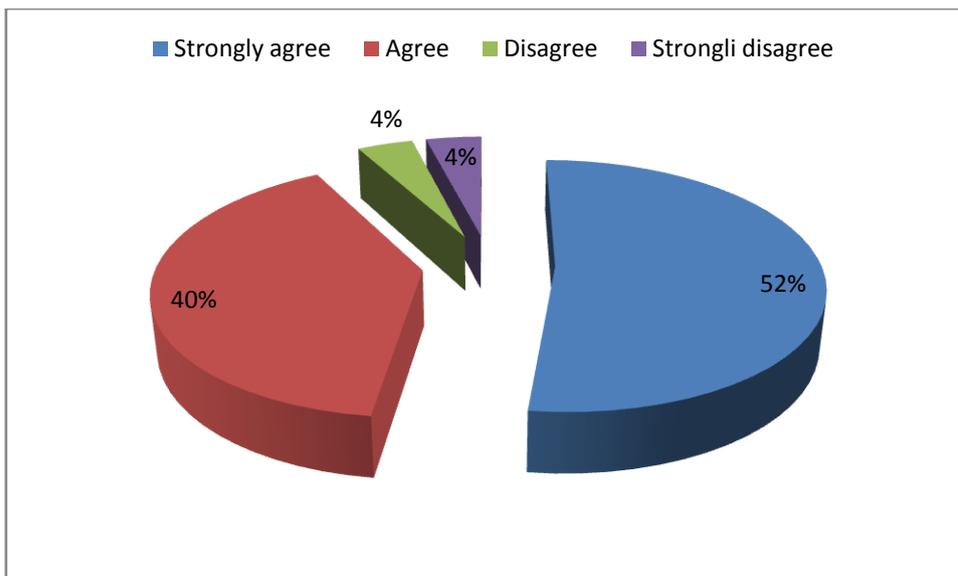


Table18: Students' self-evaluation

This question aims to check if students are evaluating themselves by using such ICT tools like a camera or any other recorded device even their phones. Most of them 13 students (52%) ticked strongly agree and 10 students (40%) are also agreed somehow with the statement while only one student (4%) strongly disagreed and also just one student disagreed that is they do not feel fine recording themselves speaking English and try to correct their mistakes and errors by themselves.

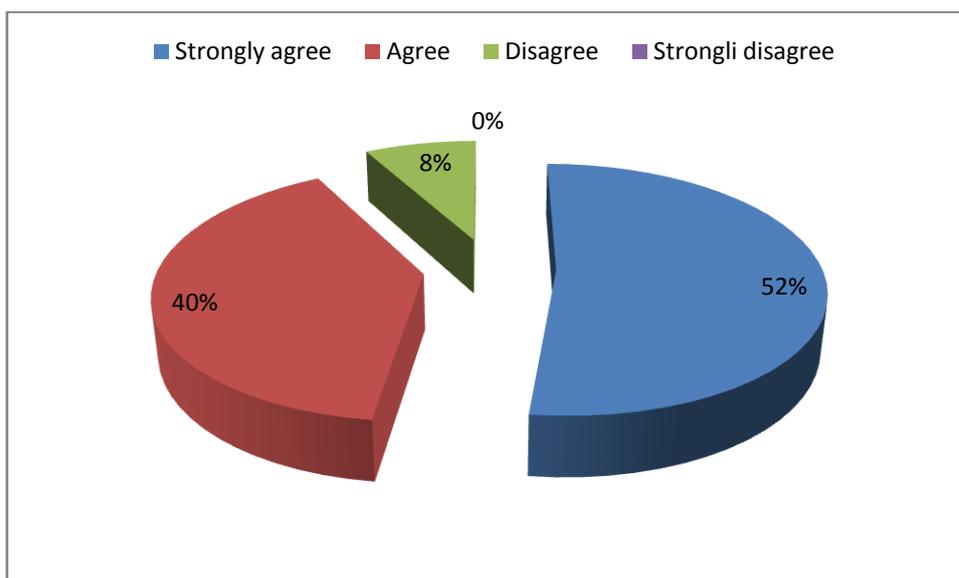
In fact, it is very effective method especially for EFL learners since pronunciation is a common problem which is not easy to overcome. It represents also the consciousness of learners towards their oral mistakes and it is a helpful way for them and for the teachers too. Teachers can use this technique even during inside the class as a new and different activity to help their students to be more motivated and interested and make them respond positively inside the oral class.

This questions deals too with the relationship between the use of ICT tools and students and how can technology help in the development of learners' speaking skill and then influence positively and contribute the learning process.

Q19: Listening to music and memorizing the lyrics help me to speak English well.

	Subjects	%
Strongly agree	13	52
Agree	10	40
Disagree	2	8
Strongly disagree	0	0
Total	25	100

Table19: The influence of memorizing lyrics of songs on the development of the target language



Graph19: The influence of memorizing lyrics of songs on the development of the target language

The question focuses on the development of speaking skill through music, 52% (13 students) strongly agreed that they can develop their language through listening to music as well as 40% (10 students) agreed that it is an effective method to improve learners'

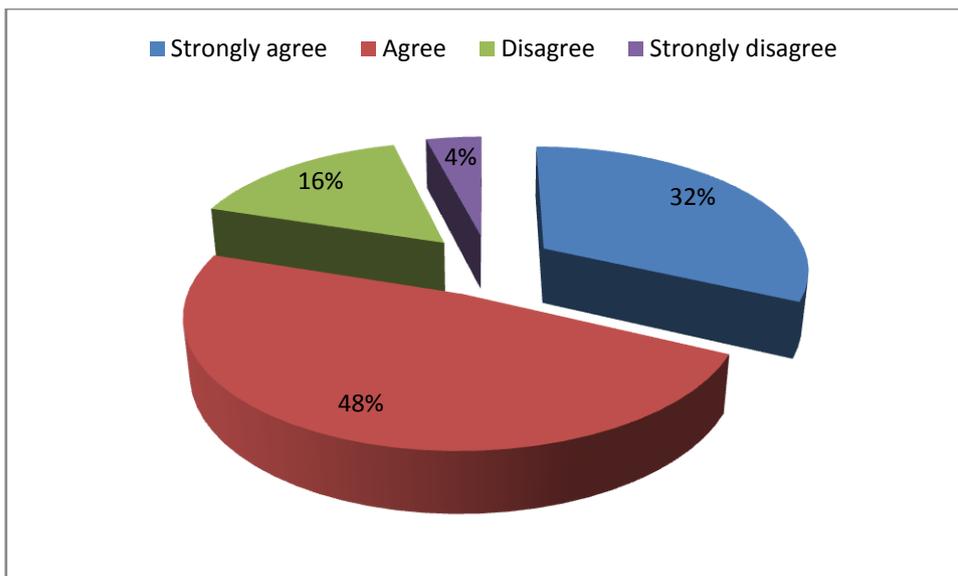
ability to speak. An answer followed by small comment “I learnt English and I can speak it well through”. In the other hand, the rest do not support that method; 8% (2 students).

We cannot deny the fact that almost students listen to music frequently, besides, they try to memorize different lyrics of different songs because they find it as easy as they can grasp their vocabulary and then speak the language frequently by repeating songs; fluency is the ability to express oneself readily and effortlessly. It also shows the great influence of ICTs and social networking on students’ ability to speak in which many teachers; oral teachers use it and it achieves good results.

Q20: Passing an oral exam is more enjoyable if it a kind of recorded film to submit it to the teacher than a simple direct presentation.

	Subjects	%
Strongly agree	8	32
Agree	12	48
Disagree	4	16
Strongly disagree	1	4
Total	100	25

Table20: Students’ evaluation/examination by using ICTs as a new technique



Graph20: Students' evaluation/examination by using ICTs as a new technique

Results show that 8 students (32%) strongly agreed that it is an effective way of examination, one of them argued that “it is very effective to enhance speaking skill” when 48% (12 students) agreed on that too; the degree of agreement is due to the experience of that technique, many teachers used this way of evaluation so students might have a previous background about it. 16% (4 students) disagreed, two of them followed their answers by “cameras are not available all the time”; and 4% (only one student) strongly disagreed as if it will be a challenge for them or something new.

That technique has been used by many teachers and it realized a noticeable success, recording a film, submitted to the teacher and the later evaluate students' oral performance. Actually, it has a strong Influence on the ability of speaking in front of the camera. The results also show their attitude towards the use of ICT; how to react in front of the camera as a tool of ICT. Many students do not like that idea because it costs when they have not a camera or developed phone to record the film, moreover, cameras are not available at the level of university.

Discussion:

1. Technology and different types of ICTs dominated the whole world; each home contains at least three types of ICTs or more; so EFL learners are exposure to technology everyday because it is a crucial element in nowadays that facilitates learning process.
2. ICTs are great motivators for the learners to improve their attention during the courses, to increase their interest and to make the classroom more relaxed and enjoyable. ICTs help teachers to innovate and create new activities and it suggests brilliant ideas as well as provides different options to both learners and teachers, hence, ICT contributes in the development of teaching-learning process.
3. A language should be taught inside laboratory not in just simple classes in order to make students feel the difference; these laboratories include varied technological tools that the teacher uses to present the lesson. Some students do not feel comfortable when they are studying at language laboratories because they find difficulties to deal with computers or because the carelessness of learning in general.
4. We can easily notice that most of students have a previous knowledge about many ICTs tools such as blogs, that is to say that they are using technology frequently, this will help them to integrate easily in the course; they will not find problems when using computers or any other instrument since they have strong experience with them.
5. The majority of students do not attend libraries, the act of reading books reduced through time. Now to conduct a research or to investigate such phenomenon, students look for information in the net using their computers. Many students sit at the library to do not read but to use their laptops because it makes them gain time

and efforts. Students lose track of time when using technology that is to say they are very interested and they enjoy using it.

6. Learning a foreign language is the act of acquiring knowledge and the rules of that language, but the most important goal is to make students communicate in the target language. In short, learning a foreign language is learning how to speak and interact in that language fluently and accurately.
7. In most cases, oral classes make a kind of fear to students and often students refuse to attend those classes. There are anxious students and others who cannot speak or participate during the class; here is the role of teachers, they should motivate them by applying new techniques and methods to relax the atmosphere.
8. There students who are so interested during the courses and they are too motivated to learn English but they feel scary to speak, to interact inside the class; that inability to talk is due to many causes: fear of making mistakes, lack of vocabulary, fear of teachers' reaction , psychological causes such as shyness. Here teachers should support them talk, express, themselves to break the ice between them and their students and also between students and the target language.
9. Oral expression takes two sessions per week including the pauses. Though most of EFL learners show negative perception to oral classes but they agreed that it is not enough at all to be good communicators since speaking is the core of learning because we need to talk more than write.
10. Giving students the opportunity to express what did s/he is thinking about the lesson, it is a valid method to be more familiar with your students, break the ice and give them the chance to talk and communicate because that is the real role of oral expression classes.

11. Students feel relaxed using ICTs in oral classes not only computers and projectors but also cameras to record films, better than being obliged from the teacher to talk about uninterested topics in direct presentation. That can enable teachers to evaluate their learners and it can be used as learners' self-evaluation too.
12. Another technique that can participate in the development of students' oral ability; music, memorizing lyrics and repeating them, check the new words in the dictionary. It can be used by the teacher because almost students listen to music so teachers will not face any difficulties to apply that technique.

2. Teachers' interview:

2.1. Aim of the interview:

The aim of this interview is to seek information about oral expression teachers' capacities of using information and communication technologies and to what extent these materials are influencing EFL classes and how teachers manage their classrooms using ICTs.

2.2. Population:

From all teachers we choose only four because of many reasons; teachers who do not included in this research are those who do not teach in language laboratories and those who do not integrate ICTs. Teachers are from TARF University.

2.3. Administration of the interview:

The interview took place on April, 2015 at the language laboratories and staff room. It is designed to be distributed to four among nine teachers; it spent two days because of teachers' programs, one teacher in the first day and the rest next day. First interview spent

nearly an hour, the second and the third half an hour to each one and the fourth forty five minutes. The answers differentiated from one another. There are teachers who did not answer all the questions. Questions are well prepared, direct and clear, teachers were too helpful and even the administration in which they did their best to provide calm atmosphere full of respect and kindness.

2.4. Description of the interview:

It contains eight direct questions prepared previously in a piece of paper and we wrote down the answers when they were replying. Questions are opened without any choices; they are free to answer and justify or add information when it is needed.

Analysis and Interpretations:

Q01: What kind of equipments you are using exactly inside your class or rather your language laboratory?

Teacher01: The equipments I am using in my language laboratory are:

- Computers “desktop” + software
- Video projectors
- Videos and audios

Teacher02: Sometimes I use projector

Teacher03: Actually I use the following materials:

- Computers
- Head projector and sometimes a tape recorder.

Teacher04: I use computer, data show and loud speaker.

All the teachers agreed that they use computers and projectors because these materials are easy to be used and they are available all the time and they can provide a sufficient amount of information. Videos and audios are used also as well as software, loud speaker and tape recorder. Different technological tools are used by different teachers according to their needs and to the course design too.

Q02: Do you have long experience and enough information about the appropriate use of these tools, in other words, do you think that you are familiar enough with all materials you are using?

Teacher01: Yes, I am familiar with all the materials I am dealing with in the laboratory.

Teacher02: Actually no because I am just a novice teacher.

Teacher03: Yes, I am familiar with such tools and I agree that it has a great effect in professional development.

Teacher04: No, I do not have long experience.

According to the results there are teachers who are familiar with ICTs and they know how to use them appropriately as there are others who cannot deal with all of the materials s/he is using. Consequently, expert teachers who have long experience using ICT became closer to these tools while novice teachers do not do so; still training them and through time they will learn how to use them effectively.

Q03: Are there any difficulties you ever face inside the class? If yes, how do you solve them?

Teacher01: For the difficulties I face in classroom, they are:

- a. Some students (few) have no back knowledge on computers.
- b. Some students are not motivated enough to use the ICT in classroom or even outside.

Teacher02: Yes, there are some problems such class size, resource quality and quantity and lack of time.

Teacher03: Yes, there are a lot of problems encountered my class. I am using varied strategies to overcome them such; asking specialists' help (IT teachers) who are more experienced in the field, even my students can help.

Teacher04: The problem of interaction, students could not answer sometimes because of lack of the code. I usually solve the problem by using hints or warm up activity at the beginning of the session; this will help them to communicate effectively.

The question aims to investigate different problems that teachers are facing inside their oral classes; the question is opened that is why the teachers answered differently. All teachers answered yes; they are facing difficulties. They focused on difficulties between students and ICT materials when others mentioned only students' problems. Only two teachers answered the second half of the question which asks about solutions to overcome these problems.

Problems that teachers face using ICT is the negative thinking that few students have toward ICTs and the lack of motivation not only during the courses even outside, other problems that are belonging to students themselves is the less of interest and thus they do not communicate inside the class.

In order to overcome these problems, teachers can use different ways and techniques such as make their classes more enjoyable as well as relaxed and interesting by using different types of activities and try to innovate them each time to get more attention and care. Give them the opportunity to be an important part of the lesson by taking their suggestions into consideration and let them express their own ideas and thoughts to do not feel boring.

Q04: Do students interact positively towards computers and projectors; their attitudes toward ICTs?

Teacher01: Most students' attitudes towards the use of ICT are quite positive, whereas some other few students are less motivated to use such ICT materials.

Teacher02: Yes I think they enjoy learning using technology and they are more motivated and interested.

Teacher03: Yes, they like using ICT and they enjoy most of the time.

Teacher04: They interact perfectly with ICTs.

The results show that all the teachers agreed that EFL learners have positive attitudes towards the use of ICTs because technology has a great influence on them outside the class to make them so interested inside the classroom, there are few students who do not feel comfortable using these tools and that is due to the lack of knowledge about how to use them or they are not interested at all with/without using ICT.

Q05: How do you manage your class; your lesson plan using ICTs?

Teacher01: My lesson is usually planned as follows:

- a. Warm-up

- b. Introduction to lesson
- c. Body of the lesson; how lesson is fashioned is such a way to meet the needs of the students (usually theoretical class). For practical class, students are asked to use the ICT as they are taught theoretically

Conclusion: usually I give my students a hint of what the next lecture will be like; also I usually give them a home work to be dealt with outside the classroom tradition.

Teacher02: Well, I choose a topic that interests my students.

-I brain storm their ideas using vocabulary exercises.

-Sometimes I expose them to listening exercises.

-I ask them to speak.

Teacher03: No specific answer because frankly I do not plan, when I come to the class ideas raised and I teach what they want to study not what I have been already planned.

Teacher04: By using pauses, if I am using ICTs that is to say if I have a data show I use at the beginning video to warm them up then I make pause, they interact with their different ideas then I introduce briefly the lesson through some other activities in which they can understand what the lesson is about.

The answers give us an idea that teachers do not use the same plan of lessons, a teacher divides his class into two parts; theoretical and practical, another plan by choosing such topics according to the students' need, and a teacher who do not plan just apply what her learners need.

To plan to the course is to design the way you will follow to present your lesson, planning according to what students need to learn is the best plan that is why teachers follow different methods to grasp their learners' interest and motivate them to learn.

Q06: How many lectures (hours) the oral expression module takes per week? Do you think it is enough?

Teacher01: Oral expression is one and half hour per week. It is not enough at all in the sense that students have a severe lack to express themselves in the target language.

Teacher02: Twice. No, I do not think so; it is not enough at all.

Teacher03: It takes two sessions per week, but it is not sufficient at all in my opinion because of the lack of practice in FL.

Teacher04: One session and it is not enough.

The aim of this question is to get an idea about how much time oral expression classes are taking and if that time is sufficient. The answers are between one to two sessions (about an hour and half to three hours) per week; all teachers agreed that it is not enough at all because they could not realize enough success in the target language and they cannot express themselves.

To learn a language, you have to learn how to communicate in it; improve the speaking abilities. Unfortunately, time is too short in that teachers cannot deal with all the oral basics, they cannot practice a lot of activities so students will not benefit enough from the oral expression courses.

Q07: Did you ever teach oral expression inside a simple class (not at language laboratory) without using any technological tool?

Teacher01: Yes, actually I have taught oral expression in classrooms without using any ICT tools, and those classes are usually based on students' oral performance.

Teacher02: Yes, I did so

Teacher03: Sometimes; because lack of time.

Teacher04: Yes.

All the teachers we asked have answered that they taught oral expression without using ICTs. Simple classes mostly based on simple presentation of learners' oral performance, topics suggested by the teacher and students try to develop subjects and express their ideas. That way of teaching did not get high success and even the teacher get rid of using same ideas and topics and even the activities, consequently, learners feel boring and do not concentrate on acquiring the target language.

Q08: What is the difference that ICT makes in your class?

Teacher01: ICT in classroom is a great motivator for students to learn the target language; it helps them to progress in foreign language learning.

Teacher02: It makes the class more enjoyable and comfortable.

Teacher03: The use of ICTs creates a kind of enjoyment and relaxations as well as enthusing which ameliorate the teaching-learning process.

Asking such question is to know the importance of the use of technological tools and the difference they make inside the oral class as well as its influence on learners themselves. All the teachers argued that integrating ICT makes a totally change to the class, students became more motivated and they enjoy learning as well as they respond

positively to their teachers and the device they are dealing with and thus ICT contributes in the progression of teaching-learning process.

Discussion:

From teachers interview we conclude that:

1. Most common ICT types used by oral expression teachers are: computers and projectors and sometimes audios and loud speakers. The teachers use of these instruments differently due to two main purposes; course design or what teachers need to use in each lesson and the availability of materials because the university cannot provide all instruments.
2. Teacher who has long experience and enough information about technological devices does not find difficulties to manage his/her class; expert teacher who can easily control the class as well as the material. Others; novice teachers who have not enough experience about all types of ICTs still find obstacles in their classes, these teachers will waste long time in trying to use such materials and time is too needed.
3. Most problems that teachers may face is that there are some students do not know how to deal with ICTs because the lack of knowledge and practice as well or there are students are not motivated to use ICTs neither in the class nor outside so they are reacting negatively towards them.
4. ICTs make students enjoying what they are doing not all of them but the majority certainly interact positively towards ICT.
5. The use of ICT suggests new course plans and it changes the classroom management, teachers who have been taught oral expression in simple classes without using technology and then with using it, can easily underline the difference

that ICT makes. Simple classes are based on the students' oral performance and topics are suggested by the teacher to be developed by learners, whereas, the integration of ICTs provide different activities and exercises.

Conclusion:

To conclude this chapter, we can say that according to the results obtained in the questionnaire, students are aware about the importance of speaking in their learning process but they need strong motivator such as ICT tools since the majority of them have been experienced these materials. They contribute in the improvement of EFL learners' speaking skill. The results of teachers' interview shed up the light on some students' difficulties in the oral expression class as well as different tool that teachers use and how they plan to the course since it became more practical.

Recommandations :

- ❖ The focus in the curriculum and the syllabus should be on the use of language; the priority should be given to communicative skills than to other modules.
- ❖ Teachers should create such relaxed atmosphere and being more friendly with their students in order to support the act of communication.
- ❖ Oral expression sessions should be expended to at least four sessions per week (six hours) because two sessions (three hours) will never fulfill students' needs and it will not improve their oral' proficiency.
- ❖ Oral expression sessions should be taught only in language laboratories not in classes, in small groups when the teacher can easily control his/her class.
- ❖ Language laboratories expected to be supplied by all the materials that teachers need to use.
- ❖ Teachers should encourage EFL learners to respond as much as they can to the target language outside the class using different means of communication.
- ❖ A special budget has to be specialized to information and communication technologies; computers, projectors, video players, electronic boards, and even the internet since it is needed in the research and investigation.
- ❖ It is necessarily to teach teachers (formation) how to use different types of technological devices because many teachers do not know how to deal with ICTs.
- ❖ Teachers have to innovate activities and tasks and try to link the classroom activity with the available tool that will be used.
- ❖ Oral classes needed to be authentic by exposure learners to native speeches and real communication.

- ❖ The teacher should hold the responsibility of that all students have to talk in the oral class and participate; the participation of some students (expert learners) and the rest keep calm will never serve teaching-learning process.

General Conclusion:

We are going to end this investigation which dealt with some crucial elements of the foreign language teaching-learning process. At the beginning of this study we hypothesized that the use of information and communication technologies improves EFL learners' speaking skill and creates a relaxed atmosphere that motivates learners to use the target language effectively. The integration of ICTs will certainly provide opportunities as well as it suggests activities and practices that participate in the diversity of exercises and tasks in the classroom, besides, it creates an environment where learners are expected to react positively towards these technological instruments.

That study dealt with three chapters; two theoretical parts; one of them talked about information and communication technologies, their types and influences on EFL classes and the other part included speaking ability and its importance. The third chapter: field work; we have administered a questionnaire for students and an interview for oral expression teachers and data obtained have been analyzed.

To sum up, the findings ensured our hypothesis that there are a positive link between ICT and learners' oral proficiency. The positive results show that the use of ICTs inside EFL classes contributes in the development of speaking skill.

Such study shed the lights on the importance of oral proficiency for learners to use FL and for teachers as well to motivate their students and do their best in creating comfortable and friendly class. Thus, this research is useful for both learners and teachers to get an effective learning-teaching process.

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Appendices

The Students' Questionnaire

Dear students:

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

Please, mark (√) the appropriate box (es) or give full answer(s) on the broken lines.

Section one:

1. Do you listen to the radio or watch the television at home?

Yes

No

2. Do you think that ICTs can be used effectively for learning?

Yes

No

3. Do you feel comfortable when using a computer in language laboratory?

Yes

No

4. Do you ever heard about "blogs"? If yes give brief definition to them.

Yes

No

.....

.....

.....

.....

5. Did you ever use your cell phone to serve an academic purpose? For example as a dictionary?

Yes

No

6. Have you used a computer/laptop outside the school?

Yes

No

7. Do you spend long time reading books in the library in order to conduct a research or make homework? If yes, how much?

Yes

No

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

8. Do you think that the use of technology inside the classroom is a necessity?

Yes

No

9. Do you lose track of time when I am working with the laptop?

Yes

No

10. Do the use of facebook, youtube or any other social networking tool improved your language?

Yes

No

Section Tow:

11. To learn a language, you have to learn first how to speak that language fluently and accurately. Whatever your answer please justify.

Strongly agree

Agree

Disagree

Strongly disagree

12. : I cannot speak English well because I do not feel comfortable in the oral class.

Strongly agree

Agree

Disagree

Strongly disagree

13. The oral expression course helps me to improve my oval performance.

Strongly agree

Agree

Disagree

Strongly disagree

14. I feel afraid to talk. Why?

Strongly agree

Agree

Disagree

Strongly disagree

15. Why do you feel afraid to talk?

.....

.....

.....

16. It is sufficient to have only two sessions of oral expression per week.

Strongly agree

Agree

Disagree

Strongly disagree

17. Each student has the right to give his opinion about the lesson orally by the end of the session.

Strongly agree

Agree

Disagree

Strongly disagree

18. I feel so comfortable when I record my voice and then listen to my work and correct my pronunciation.

19. Listening to music and memorizing the lyrics help me to speak English well.

Strongly agree

Agree

Disagree

Strongly disagree

20. Passing an oral exam is more enjoyable if it a kind of recorded film to submit it to the teacher than a simple direct presentation.

Strongly agree

Agree

Disagree

Strongly disagree

THANK YOU

Teacher's Interview

In order to study how much and to what extent the use of information and communication technologies are influenced the oral class and on the improvement of the speaking skill of the EFL learner, I would like to ask you some questions if you allow me.

1. What kind of equipments you are using exactly inside your class or rather your language laboratory?
2. Do you have long experience and enough information about the appropriate use of these tools in other words do you think that you are familiar with all materials you are using?
3. Are they any difficulties you ever faced inside the class? How did you solve them?
4. Do students interact positively towards computers and projectors i.e. their attitudes towards ICTs?
5. How do you manage your class it means your lesson plan using ICTs?
6. How many lectures (hours) the oral expression module takes per week? Do you think it is enough?
7. Did you ever teach oral expression inside a simple class without using any technological tool?
8. What is the difference that ICT makes in your class now?

I am thankful for giving me your full attention. I will gladly put your answers in my research paper to ameliorate my findings. Thanks.

المخلص :

لقد أجريت كثير من الدراسات التي تهتم بأهمية الصيغة المنطوقة للغة نظرا لصعوبتها وتعقيدها ، وهذا البحث كغيره يدرس في كيفية تطوير اللغة المنطوقة وتحسينها بإدماج وسائل الإعلام والاتصال ؛ واستعمال التكنولوجيا من اجل تحفيز طلاب اللغة الانجليزية على التركيز أكثر على اللغة وكذا تمكين الأساتذة من تنويع الوسائل والنشاطات المستعملة داخل حصة التعبير الشفهي . يضم هذا البحث ثلاثة فصول فصلين نظريين والثالث تطبيقي للنظريات المقترحة . من اجل التحقق من مدى نجاح استعمال وسائل التكنولوجيا كالحاسوب وغيرها وزعنا استمارة أسئلة على الطلاب وقمنا بمقابلة أساتذة منهج التعبير الشفهي بجامعة الطارف و طرحنا عليهم بعض الأسئلة ومنه توصلنا إلى تأكيد صحة الفرضيات المقترحة وهي أن هذه الأدوات التكنولوجية الحديثة تخلق جو من الراحة للطلاب إذ انه يتفاعل معها ايجابيا ويبدى اهتماما اكبر داخل الحصة ، كما أنها تساعد الأساتذة على التقرب أكثر من طلابهم وبالتالي خلق جو محفز للدراسة . الهدف الرئيسي من هذا البحث هو تحصيل مجموعة من الاقتراحات والنشاطات التي تساعد الأساتذة والطلاب على تحسين وتطوير حصص التعبير الشفهي .