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Section of English

The Use of ICTs in Teaching English as a Foreign Language: The Case of the Digital Language Laboratories Effects on the Oral Skill of 1st year LMD Students of Naama University Centre.

Extended Essay submitted to the Department of English as a Partial Fulfilment of the Requirements for the Master's Degree in Linguistics.

Presented by: Aouragh Khaled **Supervised by:** Nabila El Hadj Said

Board of Examiners:

Mrs. Khadem Gouabi	**President**	Naama University Centre
Dr. Nabila El Hadj Said	**Supervisor**	Naama University Centre
Mrs. Wahida Sebbagh	**Examiner**	Naama University Centre

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This work is dedicated to :

My Parents.

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Abstract

Finding a proper and a faster way of teaching a foreign language is on demand more than any time before, as the world's countries are establishing relations because of and mostly as the world is becoming a global small village with technology, foreign language learning became a worldwide industry and TEFL is its supplier of goods. The increasing demand on foreign language learning is frequently focused on the communicative skill, mainly the speaking skill that avails any comparisons with other skills, thus, this research is yet another account seeking speech proficiency using technology particularly the digital language laboratory and its effects on the oral skill of learners, it aims at exploring how digital language laboratories effect learner's oral skill? whether or not language laboratories can improve pronunciation as well as the possibility of teaching other modules within such setting. In order to put these research questions to a test, the investigator hypothesized that digital language laboratories have a positive effect on the learner's oral skill, and that the latter can improve pronunciation and host other modules. Hence a research was realized as an exploratory case study in Ahmed Salhi Naama University Centre as a setting and having its LMD first year students as a sample who provided data for the assignment collected by means of a questionnaire, an interview and a listening-speaking activity. Data are then subjected to analysis and interpretation the end results of which support the idea of the digital language laboratory as having positive effects on learner's oral skill, that it can improve pronunciation and even solve some related issues such as negative language transfer. Other modules can be taught in the digital language laboratory but not all of them ; therefore proving the hypotheses.

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List of acronyms and abbreviations:

CMC: Computer Mediated Communication

E-knowledge: electronic knowledge

E-learning: electronic learning

ICT: Inforamation communication Technology

LMD: License Master Doctorate

TEFL: Teaching English as a Foreign Language

General Introduction

The overwhelming need for communication especially with foreign languages has set the ground for research on the efficient method a learner can use to acquire languages. Such need has been created by achieved peace, diplomatic relations between countries and mostly technology as we live in the digital world of satellites and internet where distances are shortened and connections overseas are easily built without the need of physical travels. Computational devices are opening windows and doors to Europe at a second or to Australia in another according to the wishes of the user, thus, learning foreign languages is emphasized.

Addressing this demand is not far off from employing the major factor that necessitated it in the first place, technology, as long it is considered only as a partial solution, as an ordinary tool just like any other techniques within the confines of education.

Amongst, technology used for language learning namely speaking proficiency is the language laboratory, the digital multimedia language laboratory, as theatres and cinemas are not present in the Arab world in abundance , not even for the native language, as public libraries do not offer a space for carrels or booths with headset for listening activities to foreign languages and as foreign language classes is more theoretical than practical and as institutions of education does not even mention the idea of investment of purchases of laptops that can be carried on carts to classes and as a practice of speaking outside the classroom with a different tongue might be met with laughters ,teasing or strange looks the digital language laboratory becomes the solace for the language learner where he or she is amongst peers who share the same study objective and understand and offer the opportunity for interaction in the foreign language.

Therefore, this dissertation was designed to put the digital language laboratory back to front, suggest an increase in the timing scheduled for it and to use this latter in a modern rather than traditional sense alongside with suggestions for the adoption of future practices and emerging technologies all of which are dependent on how the digital language laboratory effect student's oral skill which is why the followings questions were addressed:

1/ How may digital language laboratories effect student's oral skill?
2/ can digital language laboratories improve pronunciation?
3/ can other modules be taught in the language laboratory?

And as a testable hypothesis, the following is formulated:

1/ Digital language laboratories effect on the oral capacity of learners is Positive.
2/ Digital Language laboratories do improve pronunciation and even offer a solution for negative language transfer.
3/ Other modules can be taught in the digital language laboratory but not all of them.

Thus, the research was put forward as an exploration of a case study that Naama University Centre served for as a setting, and LMD first year students as a sample. As instruments, a questionnaire, an interview with teachers and an activity of listening-speaking with students were employed.

Data then were analysed and interpreted to make a conclusion on the assignment.
The work was set to be divided to two chapters, the first is devoted to theoretical part and the second for the practical facet of the study

The first chapter culminated readings on the written literature pertinent to the area of inquiry where ICT was identified, related ICT notions and their nature and a discussion over the oral skill and language laboratories development through time.
As for the second chapter, the sample of study was introduced as profiles of students namely the third group and three students were picked for a listening-speaking activity while teacher's profile included 7 teachers and an interview with the head of the department.

The questionnaire was set to contain fifteen questions of both opened and closed questions organized in three sections .
The first section included demographic and background input while the second section involved the relationship of students with ICTs and the last section entailed questions about the oral skill and the language laboratory.

The interview on the other hand was semi structured and involved 11 questions except for the interview with the teacher of the translation background (9 questions) and the head of the department (8 questions).

The last chapter was ended by the listening-speaking activity that had three students' pronunciation tested before and after watching authentic videos as well as addressing suggestions and recommendations for the digital language laboratory usage and future studies that can be carried out by other researchers.

Chapter One

Chapter One

Literature Review

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1.2- Information Communication Technology

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1.6- The Language Laboratory

1.6.1- From Traditional to Modern and Digital Language Laboratories

1.6.2- The Digital Language Laboratory

1.7- Conclusion

Chapter one

1.1 Introduction:

This chapter is devoted to the theoretical background, literature review, where key words related to the subject of study are defined including literature on technology, its usage in education (information communication technology) accompanied with a history of technology use in education and the nature of this knowledge called "e-knowledge" then an identification of the oral skill nature and the language laboratory between modern and traditional trends.

Learning a language is an ever developing process that correlates to the speaker and how he / she regards that language whether it is a mother tongue, a second language or a foreign language .

A consideration of a native speaker learning about his/her mother tongue would land us in literacy where the areas of studies and focus would differ from those learning the same language as their second or foreign language.

The educational system in Algeria considers English as a foreign language , thus the subject involved would be TEFL or in other words Teaching English as a Foreign Language.

The process of language learning follows the needs of the learner and the contemporary tools and means of information delivery within the confines of what is highlighted and accepted by society, and today's communities are imposing technology in different domains such as business, healthcare, agriculture and so does education where upcoming generations tt grow up surrounded and using technology unlike those who only adopted it as adults.

In fact, Marilee Sprenger suggested a table listing generations according to the technology available at their time:

Figure I.1	**Generations of Technology Users**	
Year of birth	Popular Name	Learning Environment
1946-1964	TV Generation (Baby Boomers)	Passive
1965-1976	Generatin X	Holds the highest education levels
1977-1998	Generation Y (Net Generation or Nets Gens)	Grow up using computers
1999-	Generation Z	First generation to have seen their parents embrace technology as they do

Table 1.1: Generations of Technology (qtd in Sprenger Marilee 2010, p xiii)

1.2 Information and Communication Technology (ICT) :

The use of technology in teaching has become synonymous with information communication technology (ICT) in the UK or as it is also known as Digital Age in the US and Canada and with initials TIC in French.

ICT is the acronym for Information Communication Technology, however, following the three words previously mentioned with a full stop would be insufficient and too simple in relation to what the concept underlies and signifies.

ICT is composed of three words mainly technology, information, communication each with its own meaning.

a- Technology:

Every mean or tool used to optimize human being's power either physically or mentally in terms of performance, productivity, creativity and speed opening doors of opportunities beyond human capacities to redefine and shape the world. Away from the substantive materialistic trend it is both the experiences of knowledge (ex: system of irrigation) and its practical side passed from generations

b- Information:

refers to the raw data that is later processed into information , hence any device or tool that does process data is linked to the concept of information and informatics naming calculators and computers as examples**.**

c- Communication:

Any reciprocal exchange of ideas through written, verbal or non-verbal language whether conducted face to face or via a third party such as telephony, internet, satellites and even television for Wikipedia defines Television as a telecommunication medium where tele from Latin means "far"…etc.

According to Antonio Cartelli ICT is (2009: p. 370) :

> **A wide term that includes any communication device or application, for example, Internet, radio, television, cellular phones, computer and network hardware and software, satellite systems, and so on, as well as the various software services and applications associated with them, for example, the ERP systems ,data warehouses, and so forth.**

In other words, any information delivery medium or tool counts as ICT suggests the idea that technology usage in teaching is not new or recent but rather has been employed for a long time beforehand and that the final "s" in ICTs is that of technologies in the plural form; such technologies employment has a history in education as well as other domains where it can be cited like medicine, economics….etc.

Thus, scholars sometimes use the term ICT accompanied with words like education, digital age, development, teaching and learning , ICT enhanced learning or educational technology and e-learning to draw borders of distinction from the other domains.

- Theodore Roosevelt[1] once said:

"I believe that the more you know about your past, the better you are prepared for the future".

An understanding of the past utilizations of technology is pivotal to sort out what should be adopted from what should be dropped or modified to ensure better results.

1.3 History of Technology Integration in Education:

Keeping track of technology employment in education was a mission that some scholars embarked into such as Richard Caladine, Chris Abbot and Mark Warschauer.

1.3.1 Richard Caladine and Chris Abbot's History of Technology Accounts:

Richard Caladine distinguished two types of education where technology was employed: Regular learning , Distance Learning .

a) Regular Learning:

Regular learning strictly speaking considers formal learning that takes place in educational settings.

As an introduction the scholar introduced a thoughtful citation:

> **For over 3000 years from Homer, Moses and Socrates onwards , the teacher in direct , personal contact with the learner, has been the primary means of communi-cating knowledge […] until the fourteenth century. When the invention of the printing press allowed for the first time the large-scale dissemination of knowledge though books. (Bates, 1995)** [2]

Richard Caladine argued that there are three major dates following up tracks of technology usage : 1960-1970s , 1980s, the late 1980's and the early 1990's.

a.1- The 1960s-1970s:

During this period in addition to traditional way of teaching sound , image and video were added to knowledge delivery and most popular materials and means were the radio and television along aside other apparatuses that were not available in abundance to every educational setting .

Chris Abbot (2001: p. 5) talked about some of these technologies witnessed in the 1950s to draw a picture of past utilization of machinery in the classroom depicting the following: **"The epidiascope, a Heath Robinson-like assemblage of lights and mirrors, had enthralled me as a 1950s primary pupil. It had the ability, for example, to project on to large screen images of constellations that totally absorbed me and my fellow New Elizabethans."**

[1] Theodore Roosvelt: the 26th president of the United States from 1901 to 1909.
[2] Quoted in Richard Caladine 2008 p 15.

The mentioned above is an example of an archaic teaching materiel which is the equivalent of what we know today as Data Show Projector for images only, listening too had an old device called phonograph invented in 1877 , another old apparatus mentioned by Abbot (ibid) is :

"It was the Banda, the spirit copier, which formed for teachers in that period the height of technological aspiration. [...] the ability it gave to teachers to make multiple copies of a printed text or even image."

The Banda machine is yet another device mentioned that resembles today's photocopier, other devices might include: The Language Master (an electronic dictionary), The Ricoh Synchrofax (written texts to audio format device), Overhead Projector (to display images), 16 mm Film Projector (projector of videos), televisions and audio recorders.

The teaching materials discussed above were difficult to operate (epidiascope , 16 mm film projector) and the fact that they were not produced in massive quantities made their prices increase that schools had to specialize one or two rooms which the entire classes had to move to for lectures requiring these materials.

Nowadays, the market is flooded with state of the art apparatuses that are much easier to use than any time before with different sizes and shapes that does not take much space or time to function.

a.2- The 1980s:

before this period large oversized desktop computers occuppied the rooms and were not available in abundance.

However, the 1980s famous with the invention of the Personal Computer or the laptop offered what desktop computers provided, solved the space issue and added the option of mobility and the chance to use computers at any place.

a.3- The Late 1980s to The Early 1990s:

Around this time was the starting point of the three W's : the world wide web , the so called " internet" invented by Tim Berners-Lee and controlled by the United States according to protocols and procedure agreed upon by different countries worldwide .

b) **Distance Learning:**

Distance learning first started in 1874, it refers to that type of learning undertaken with remote access to education in a setting that is essentially not an educational institution , such setting could be a working place, home …etc.

c) Distance Learning vs Correspondence Learning:

Distance learning in a way could be analogous to corresponding courses although not really the same for the latter tends to be confused by many to be a synonymous notion while in fact correspondence learning might share the feature of remote access to education, however, in a more old fashion like manner mostly via mail or e-mail (asynchronous) with limited or no student-teacher interaction which on contrary distance learning possesses profusely at any

given time to merit a categorization as real time communication (synchronous) with chat services and social medias .

Richard Caladine summarized the development of technology utilized in distance learning as six generations which appear in the following table:

Models of Distance Education	Associated delivery technologies	Characteritics of delivery technologies				
		Flexibility			Highly Refined Materials	Advanced Interactive Delivery
		Time	place	pace		
First generation-The Correspondence Model	Print	Yes	Yes	Yes	Yes	No
Second Generation-The Multi-Media Model	Print	Yes	Yes	Yes	Yes	No
	Audiotape	Yes	Yes	Yes	Yes	No
	Videotape	Yes	Yes	Yes	Yes	No
	Computer –based learning (eg CML/CAL)	Yes	Yes	Yes	Yes	Yes
	Interactive video (disk and tape)	Yes	Yes	Yes	Yes	Yes
Third Generation- the Telelearning Model	Audio-teleconference	No	No	No	No	Yes
	Videoconference	No	No	No	No	Yes
	Audiographic Communication	No	No	No	Yes	Yes
	Broadcast TV/Radio, Audiotele-conference	No	No	No	Yes	Yes
Fourth Generation-The Flexible Learning Model	Interactive Multimedia	Yes	Yes	Yes	Yes	Yes
	Internet based access to www resources	Yes	Yes	Yes	Yes	Yes
	Computer-mediated communications	Yes	Yes	Yes	No	Yes
Fifth Generation-The Intelligent Flexible Learning Model	Interactive Multimedia online	Yes	Yes	Yes	Yes	Yes
	Internet based access to WWW resources	Yes	Yes	Yes	Yes	Yes
	Computer-mediated communication , using automated response systems	Yes	Yes	Yes	Yes	Yes
	Campus portal access to institutional processes and resources	Yes	Yes	Yes	Yes	Yes

Table 1.2: Distance Learning Generations (qtd in Richard Caladine 2008, p 19)

Models of Distance Education	Associated Technologies	Charateristics of Delivery Technology				
		Flexibilty			Highly Refined Materials	Advanced Interactive Environment
		Time	Place	Pace		
Sixth Generation-Web 2.0 e-learning 2.0	-social software -student creation of resources -sharing of experi-ences and resources -Media rich	Yes	Yes	Yes	Yes	Yes

Table 1.3: The Sixth Generation of Distance Learning (qtd in Rchard Caladine 2010, p 20)

1.3.2 Mark Warschauer's Industrial Revolutions of ICT:

Mark Warschauer wrote about the history of technology and presented it in a slightly different fashion under the subheading industrial revolutions making a lot of controversy as the idea of only one industrial revolution was popular , the following table portrays his view :

	First Industrial Revolutin	Second Industrial Revolution	Third Industrial Revolution
Beginning	Late 18th century	Late 19th century	Mid-to-late 20th century
Key technologies	Printing press, steam engine, machinery	Electricity, internal combustion, telegraph, telephone	Transistors, personal computers, telecommunications, internet
Archetypical workplace	Workshop	Factory	Office
Organization	Master-apprentice-serf	Large vertical hierarchies	Horizontal networks

Table 1.4: The Three Industrial Revolutions (qtd in Mark Warschauer 2003, p 13)

After tackling ICT notion and establishing the idea of how technology is used in teaching which is not a new trend but rather something that has existed before, a consideration of technology effects and influence on language learning might call into question the knowledge gained from , with and about technology and its nature leading way to an epistemological perspective .

Epistemology is the science that investigates knowledge (e-knowledge:digitalization) , its resources , truth and its certitude (e-knowledge: internet as full of correct and reliable knowledge as well as rumours, false information and propaganda).

Such perspective has been advocated by Antonio Cartelli (2009, p. 215)

> **The impact of technology on knowledge is remarkable.Diana Laurillard (Head of the e-Learning Strategy Unit, U.K. Government) notes in a book that we shall discuss, that there is a case for "a debate about epistemology— when the knowledge technologies change so radically, they change not just what we know, but how we come to know it" (Laurillard, p. 2003).**

1.4 E-Knowledge:

The type of knowledge achieved where technology or electronics(from which the "E-" extension is taken) plays a mediator role .

E-knowledge can be understood if compared with knowledge in the format of schemas where the letter displays it as follows:

Data ⟶ information ⟶ knowledge ⟶ wisdom

Where untreated data collected as notes and observation are meaningless without analysis, insights and interpretation found and portrayed in information.

Information would then be exposed to experience to become established knowledge and in a final stage knowledge would turn to wisdom with findings beyond experiences that leads ways to in-depth realization.

In E-Knowledge, data is digitalized and transformed to content with meaning as information is experienced electronically and shared to develop to wisdoms.

The term E-knowledge can be substituted (since ICT also exist as notion and will continue to be) with "knowledge 2.0" as suggested by some scholars. (Stumpel,2006).[3]

1.4.1 Learning "With, From and About" Technology:

It is often the case that the prepositions"with, from, about" are used with the term technology without a consideration of the hidden meaning they convey when paired with such a notion.

Hence, ANN Kovalchick distinguished between the prepositions in learning "with, from and about" computer in which learning about the computer has to do with technical skills whereas learning with the computer stands for learning lectures with the help and support of computers

Learning from computers denotes taking the lessons and the computer's program and is called CAI or computer assisted instruction , another synonymous term is CBI " computer based instruction although the former is linked more to a drill and practice prospect . (2004,pp. 217-220) , CAI is reminiscent or a part of what is called " CALL" that will be discussed further .

1.4.2 CALL:

CALL stand for computer assisted language learning, it's a field of study that concerns itself with language learning or teaching using computers and their applications, a similar term MALL (mobile assisted language learning) has also appeared where mobile are thought of as deserving its own field of study such as CALL ,however, experts of informatics considers phones especially smart phones as another development in the line computers and their processors evolution getting small in size and effective in use**.**

[3] Quoted in Antnio Cartelli 2009 pp 215-218.

According to Ann Kovalchick *et al.* (2004, p. 221) CALL can be defined as:
"Computer-assisted language learning is a rapidly evolving academic field that explores the role of computer technologies in language acquisition. The evolution of CALL mirrored developments in computer technology alongside the evolution of linguistic and instructional theories of language acquisition." (Delcloque 2002; Warschauer 2002).

Computers in CALL are essential and play a central role in the progress of language learning which have been molded and developed in a shape that reflects linguistic tendencies ranging from behaviourism, cognitivism to approaches such as communicative, integrative and constructivism all of which discussed by Warschauer (2000) , a development axis that Kovalchick displayed and extended in the following diagram:

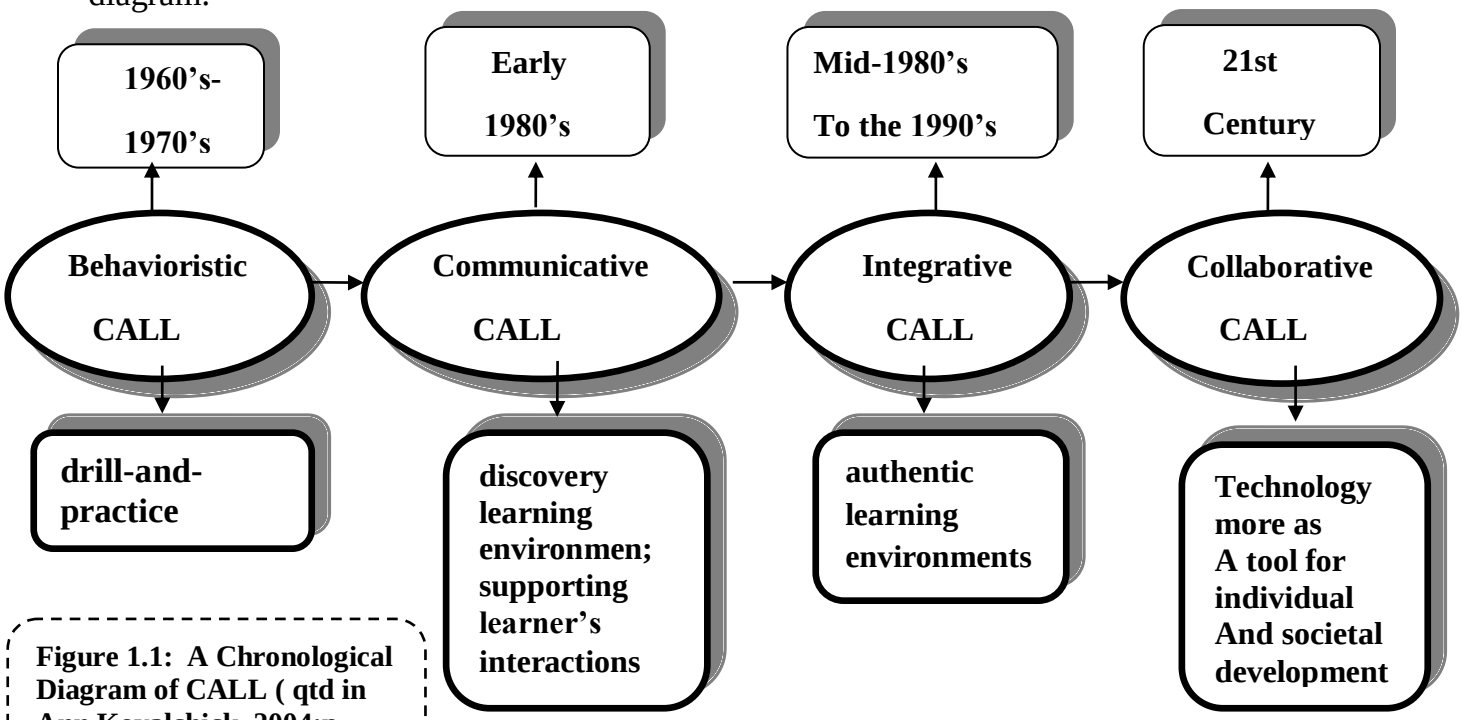


Figure 1.1: A Chronological Diagram of CALL (qtd in Ann Kovalchick, 2004;p 222)

1.4.3 E-Learning:

The notion of e-learning intersects with distance and correspondence learning to share the common ground of remote education and a use of technology ,however, the last two concepts are more affiliated to formal educational setting while e-learning tends to portray both traits of a school, university enrollment plus an informal , unaccredited type learning to everybody from different professions and ages …etc , which brought about the introduction of new terms such as flexible learning and open learning as well as open universities that takes healthy learners, disabled and even inmates.

E-learning is identified by some scholars as learning that requires some type of a network and they brand it in other terms such as online or web based learning but a

more comprehensive approach would consider anything that supports the "E" extension in e-learning located in all sorts of media.

According to Antonio Cartelli: "**E-learning can be defined as the delivery of content via all electronic media, including the Internet, Intranets, Extranets, satellite broadcasting, audio/video tape, interactive TV, and CD-ROM." (2009, p. 227).**

a- E-Learning VS Traditional Classroom:

Antonio Cartelli has also discussed the question of whether e-learning would end the classroom era and approached its answer from a developmental perspective relaying that e-learning can show some of the shortcomings of traditional classes that were hidden before and invoke an appreciation for face to face collective discussion of classmates and the more knowledgeable peer.

b- The Internet:

The internet (Tim Berners- Lee's invention , see 1.3.1, a, a3) is a link, a connection in the form of a signal that relate computers from all over the world .
Richard Caladine has provided some literature about the internet development introducing insights on terms like web 1.0, web 2.0 and the semantic web .
Web 1.0 is the oldest form of internet that had little to show with few colours, few or no movements and an abundance of written pages produced by experts, teachers and companies for the public to read with no reaction or comment permitted.
Web 2.0 on the other hand is more alive with colours, actions and stimulations and allows the public to be involved and even to create their own websites or share and post in social platforms, meanwhile, the semantic web is given such name "semantic" or meaning in relation to what the machine's intelligence has reached enabling an understanding of some data which it employs with the users consent to provide help and the auto-filling of the gap of e-mail handle is an example of such intelligence. (2008, pp.3; 5).

c- Internet, Intranet and Extranet:

Internet, intranet and extranet are different terms that all convey the meaning of a connectivity between computers, however, the degree of that connectivity is not the same for the internet connect all computers of the world unlike the intranet and extranet .

In an article[4] of the BBC Web Wise Jack Schofield, in the 9th of September 2010, wrote about the intranet and extranet where he pointed out that the first is a restricted

[4] http://www.bbc.co.uk/webwise/guides/intranets-and-extranets

network that is confined to connecting a certain number of computers at a company, an organization or institutions for security purposes and how "extranet" is also a restricted network but with a few supervised websites of the internet allowed access.

1.5 The Oral Skill and Language Laboratory:

It is well established amongst specialist of TEFL that teaching a language entails four skills ordered as follows (listening, speaking, reading, writing) and due to the importance of culture Kramsch has suggested the latter as a fifth skill.
These skills overlap each other but generally listening and speaking are more related as a pair the same way as reading and writing are connected.
In fact, Spolsky relayed that listening and speaking are so related that Wilkinson (1965) suggested the term "Oracy" to describe both oral and aural skills to be adopted with numeracy and literacy to make the three "Rs" in teaching programmes. (1999,p 178).

1. 5.1 The Relationship Between Listening and Speaking:

Listening is of paramount for the development of speaking skill and precedes the speaking phase to build the knowledge and comprehension needed for the speaking repertoire.
According to Dr Geoffrey Broughton:

> **Clearly, it is impossible to expect a student to produce a sound which does not exist in his mother tongue or a natural sentence using the stress, rhythms and intonation of a native speaker of the foreign language without first of all providing him with a model of the form he is to produce. It is not possible to produce satisfactorily what one has not heard. The logical first step, therefore, in attempting to achieve oral fluency or accuracy isto consider the learner's ability to listen. (1980, p. 65)**

Dr Geuffrey continues discussing about listening to tackle the idea of branding listening as a passive skill on the counter part speaking is considered as an active skill while in fact both skills are active for listening activeness can be tracked to the decoding process of speech messages. (1980, P. 65)
Listening might be passive when compared to speaking on the articulation and the production level .understanding ,however, is described as receptive despite the few instances during the discussion where cues of understanding is provided by the listener as Dr Geoffrey posits :**"This is usually overtly signalled to him in a conversation by the nods, glances, body movements and often by the non-verbal noises (mm, uh-huh, oh, etc.) of his listener." (ibid)**
Listening is active and it includes a receptive skill of understanding which requires focusing without which it is only hearing.
.indeed, listening is important but it needs to be met with speech production.
As stated by Bernard Spolsky:

"A discriminating ear does not always produce a fluent tongue. There has to be training in the productive skill of speech as well." (1999, p.76).

1.5.2 The Speaking Skill:

Speaking and talking share the same meaning of two persons or more communicating verbally to each other ,however, the first tends to be more formal according to the online Cambridge dictionary.
On the authority of Levelt :

> **Talking is one of our dearest occupations. We spend hours a day conversing, telling stories, teaching, quarreling, . . . and, of course, speaking to ourselves. Speaking is, moreover, one of our most complex cognitive, linguistic, and motor skills. Articulation flows automatically, at a rate of about fifteen speech sounds per second, while we are attending only to the ideas we want to get across to our interlocutors. (1993,p. xiii)**

1.5.3 Importance of The Speaking Skill:

The speaking skill is relevant and important just as do listening , reading and writing in theory and in practice.

David Nunan agreed with Bygate and other scholars in the consideration of how undervalued the study the speaking skill in comparison with reading and writing that occupied the entire curriculum.

In fact, Nunan explained that the oral skill were only appreciated as a discourse on its own with testing and evaluation in the last two decades (counting from the time the book was produced 2001) listing three main reasons the oral skill was not perceived as significant other than the fact it is taken for granted since it is used on a daily basis.

Nunan maintains that grammar translation method, technology and exploitation are the main causes.

First an adherence to grammar translation method which favours and emphasizes the reading and writing skills on the expanse of other language skills.
Second was technology which allowed listening and recording but was expensive and prices were not reasonable until 1970s.
The third reason was exploitation of the teaching methods and approaches(direct method ,audio-lingual, silent way, community language learning, suggestopedia) as part of the methodology rather than as lecture on its own with an evaluation system. (2001; p 14).
Indeed, oral skill alongside listening were first given credit in the 1990's when the **National Oracy Project** was realized by the UK and Wales, the latter called for teachers from 40 schools and invited them to address the speaking skill integration into the programme and made sure it was installed nationally and locally.

According to Jeremy Harmer(1999, pp 87, 88) their are three reasons why a teacher should consider the teaching of speaking mainly that of: **rehearsal, feedback and engagement**.

a- Rehearsal:

the practice of a speaking activity provide students with an output they realized in the classroom that can be used again by them outside school in order to get a satisfaction over a grasp of the learned language.

b- Feedback:

speaking is one the best and most frequent indicator of language progress providing by that invaluable evaluation for the teacher on language learning and the student him/herself.

c- Engagement:

speaking activities when successfully provoked include all the learners in the teaching process and overcomes the social gaps between the classmates and motivates further work in learning.

Language is relevant and is the source of knowledge as Bygate relayed:

> **It is the skill by which they are most frequently judged, and through which they might make or lose friends. It is the vehicle *par excellence* of social solidarity, of social ranking, of professional advancement and of business. It is also a medium through which much language is learnt, and which for many is particularly conductive for learning. Perhaps then, the teaching of speaking merits more thought. (1987, p. vii)**

1.5.4 The Characteristics of Spoken Language :

Identifying speaking characteristics reportedly by David Nunan (2001, p. 16) is approached frequently from the field of psycholinguistics, introducing Levelt's (1989) model that entails four processes: **Conceptualization, Formulation, Articulation and Self-monitoring.**

a- Conceptualization:

It resembles brainstorming in reading and it is the stage where the speaker work out the ideas intended for the speech; considering the subject, audience, situation and required vocabulary.

b - Formulation:

It is the level where the speaker applies structure to the conceptualisation and grammar rules. A preparation for the pronunciation of the sounds to be uttered also takes places in this phase.

c - Articulation:

The process of sound production that involves the articulatory apparatus or the speech organs with the presence of phonological features both segmental with phonemes and supra-segmental with stress and intonation in connected string of speech with no punctuations and for native speakers might include: elision (drop of letters in certain position ex: let's instead of let us), assimilation (when one of the letters is pronounced in way similar to a sound close to it in utterance /p/, /t/), intrusion (when a letter is added to make a link between words ex: I am writing this, /j/ is added to link "I" and "am").

d - Self-monitoring:

The checking process of wrong utterances and mistakes that if found corrected immediately by the speaker himself.

Nunan provided his view on characteristics of speaking adopting Bygate's 1987 model concerning information and interactions that are parts of routines accounting for recurring speaking that can be predicted.

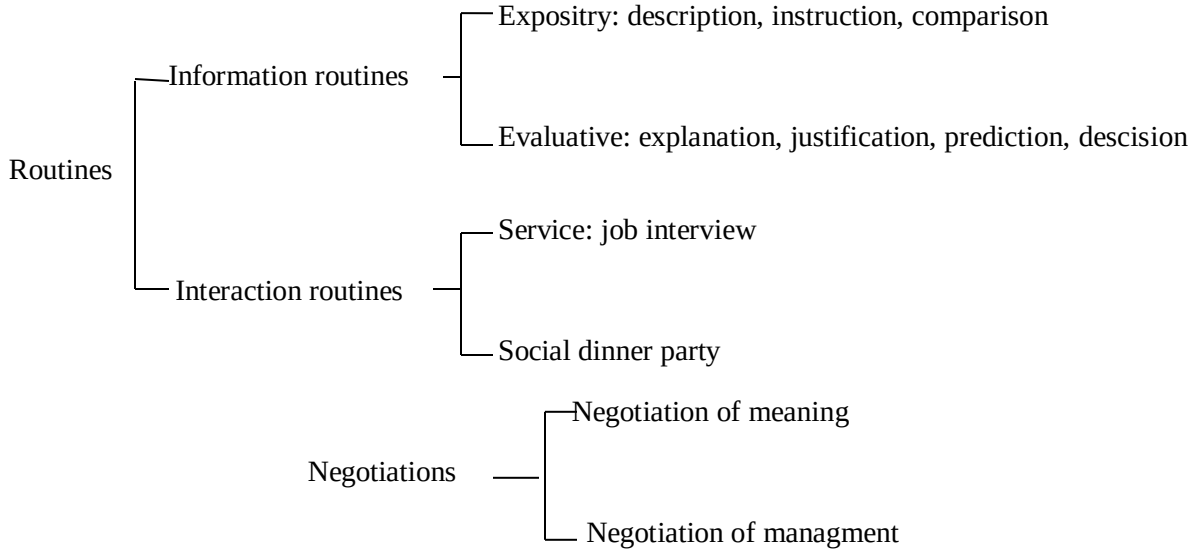


Figure1.2 : Bygate's Diagram of Speaking Charateristics (qtd in David Nunan, 1999; p 40)

Nunan would continue explaining that not all speech is recurring and predictable augmenting that should this be the case then there will be no need for listening since the interlocutor predicts what is going to be said, nor is speech entirely unpredictable

for the interlocutors intimacy or culture and shared beliefs are present suggesting that interactions falls within a continuum of relatively predictable and relative unpredictable.

e – Fluency:

Is one the speaking characteristics and the goal each EFL student desire to achieve; it is the ability to unconsciously form smooth uninterrupted flow of utterances.
Bernard Spolsky maintains that:

> **Speech processing at a normal rate is only possible if virtually all the necessary procedures function automatically. For most people speaking a second language, those procedures seem to require more conscious effort and attention and, in general, the more attention devoted to the task, the less fluent the performance. (1999, p. 302).**

Thus, the more consciousness of the speaking procedures and time consumption the less fluent is the speaker.
Yet even most proficient speakers of foreign languages are bound to have some sort of problems such as leaving tracks of their mother in the foreign output or a stammering in the pronunciation of words they were familiar with which begs the question of increasing oral activities and productions inside and outside the classroom.
On this strand, Spolsky added: **"Even in the speech of highly proficient second-language speakers, there inevitably remain traces of foreign accent, occasional difficulties with precise vocabulary, some unusual ordering of constituents, and phrasings which seem inappropriate to the general context of the utterance." (ibid).**

1.5.5 Communication:

Although language can be used in a variety of activities in life such as learning, documenting and having monologues …. etc, communication that takes place between a sender and a receiver (reciprocal) holds most of the attention whether it is verbal or non-verbal or in written form.

The process of a teaching a foreign language is not confined to a normative trend that ends at grammatical rules but supersede it to account for communication rooting for interactions that involves socio-cultural aspects in real situations or context Chomsky's ideal Listener-speaker in a homogeneous speech community does not manifest.

Thus, Firth, Halliday, Sinklair, Wilkins and Hymes moved to highlight a consideration to functions of language, social factors and culture to put language back into context under the idea of communicative competence.

However, communicative competence employed alone might lead to a modeling of native speakers on the expanse of the EFL learner's own culture and identity which is why Byram have introduced the term Intercultural communicative competence referring to the **" ability to ensure a shared understanding by people of different social identities, and the ability to interact with people as complex human beings with multiple identities and their own individuality" (Byram, Gribkova & Starkey , 2002, p.10)** portraying the norm of dealing with different cultures with tolerance and still keeping identity.

Developing a communicative competence extended by an intercultural approach and putting language in context with authenticity are all offers that technology promises to provide in language teaching.

Communication in Dr Geoffrey Broughton's words (1980, p. 32) can either be two way communication (where an exchange happens between two or more interlocutors face to face that might be near or away from each other , non face to face) or one way communication (delivery and reception with no feedback ex: TV, radio). NB: one way communication can easily become two communication for instance radio live show might open the door for question asking and feedback through telephones or television as well that are becoming smart TV's which allow running applications and internet to be branded the term interactive television.

1.5.6 - Computer Mediated Communication:

Both two and one way communication can be conducted using a computing device, In fact, it has its own field of study under the initials CMC and computer mediated communication.

According to Adams B Bodomo: "**Computer-mediated Communication (CMC) is an amazingly multi- and inter-disciplinary subject area that spans fields as diverse as computer science, information technology, communication studies, linguistics, literacy, education, business, ethics, and law." (2010; p. x).**
Ann Kovalchick tackled CMC from the perspective of education and relied that it can defined as : **"Computer-mediated communication refers to a range of functions in which computers are used to support human communication (Santoro 1995)."**[5]
Hence, CMC is delineated as communication through a computational apparatus whether it is a computer, a PDA or Smartphone …etc, to serve education as a bridge for the administration, students and educators.
CMC usage inside and outside classroom for language learning is supported by scholars without neglecting face to face aspect to give way of what is termed as Blended learning that incorporate both communication practices.

[5] Quoted in Ann Kovalchick 2004 p 230.

1.6 The language laboratory:

1.6.1 From Traditional to Modern and Digital Language Laboratories:

According to Elton Hocking: **"Sound brings language to life, and life to language"**
(in Huebener, 1965, p. 140).

Current language laboratories bring more than sound to language learning , however, modern language laboratories were not always the way they are nowadays for they have developed through several phases according to equipments and inventions available at the time under the blue prints drawn by the school of thoughts of language.

a- Pre-War Phonetic Language Laboratory:

in 1877 Thomas Edison invented a machine called the gramophone or the phonograph which is a record player used in the past to play music was the first apparatus used for the teaching of foreign languages as they early initiative made at their use dates back to 1893 for Spanish and English lessons in the classroom (as language laboratories were still not introduced) and home.

During this period 1880s phonetic science was established yet gramophones did not receive much attention.

It was not until 1908 that the first sighting of a language laboratory at the Grenoble university of France using the gramophone was reported by C. Chalfant an American native who made his studies of listening and pronunciation activities their and took the idea back to the States to establish the first language laboratory in Washington 1912 and later in other countries .

Waltz the scholar who is accredited for the building of Utah's language laboratory in 1930 and the coining of the term "language laboratory" has been preceded to the idea by France and C.Chalfant with the main difference between phonetic laboratory and language laboratory was the addition of booths or carrels (small desks for individual learners separating learners).

Other terms then started to surface such as "conversation laboratory" and "language Studio" and the use of film strips was employed at some occasions.

b- Post-War Language Laboratory:

After WWII the Army Special Training Programme became popular and the audio-lingual method came into practice prohibiting any use of mother tongue and stressing the memorization of structures obtained from native speakers of the language learned.

The period witnessed the use of the phonograph, the wire recorder and the tape recorder and desktop computers where practices of listening and speaking took the form of drills.

After Chomsky's revolutionary LAD and his drastic change he brought to the perception of language as a natural capacity within the brain to be acqiured rather than an instructed behaviour, language laboratory fell a victim to the abandoned behaviouristic paradigm and the long hours of preparations teachers needed for recordings to a state of disuse.

c- Modern Language Laboratory:

an attempt to revive the use of language laboratories was initiated as cassettes become friendly user and other functions at 1970s were added to the recorder such as repeat, skip and back and speech compressor –expanded for fast and slow playing of recording, small Tvs and the VCR were used with the the already established in place use of computers. (qtd in David H. Johanson 2004, pp 223-229).

d- The Digital Language Laboratory:

The 1980s and the 1990s was the awakening of language laboratory as laptops were invented which allowed dispositionning of seats and even the room while the internet brought novelty to teaching materials and learning softwares production made increased in massive quantities.

1.6.2 The Digital Language Laboratory or the Multi-Media Language Laboratory:

According to the Longman Dictionary of Teaching and Applied Linguistics a multi-medai language laboratory is : "**a room containing computers, video players and other equipment designed to help students learn a foreign language, with or without a teacher.In many institutions the multi-media lab has replaced the traditional language laboratory."** [6]

a- The Digital Language laboratory Characteristics:

A language laboratory classification as modern or traditional depends on how it is used, however, certain tools and equipments according to present technology are considered including: computers, carrels or booths that allow face to face communication, a large room selected in isolated area from noises, Blurray CDs ;CD-ROMs and DVDs; wireless Bluetooth microphones and headsets, an interactive whiteboard, internet access, web cameras; VR box technology.

[6] Jack C. Richards, Richard Schmidt. *Longman Dictionary of :*LANGUAGE TEACHING AND APPLIED LINGUISTICS (2010, p.380).

Still under development: the hologram techniques, sound cancelation device (ex: Muzo).

b- Digital Language Laboratory Advantages:

Language laboratory with its technology meet some goals present in language theories and approaches, for instance one of Stephen Krashen model hypotheses is the comprehensible input can be found in listening as the language listened to and understood becomes a background for speaking, the low filter hypothesis is realized when the learner uses technology such as gaming that the concept of time alludes the learner from the fun established.

Krashen's hypothesis of language acquisition can be also realized as learners subconsciously acquire the language technology.

Maslow's Hierarchy of needs can be provided to some extent with technology for the disabled.

The digital language laboratory can also provide an eclectic teaching chances for different learning styles.

Digital Language laboratories can be a barrier to negative language transfer, overgeneralization and fossilization.

Computers allow mistakes, provide feedback and repeat as many times needed without complaints as well motivating students and providing autonomous learning and creativity chances.

c- Digital Language laboratory Disadvantages:

1. **Time:** digital language laboratories can take time to set.
2. **Electricty:** most of technology is run with electricity and when there is no power the lessons will be interrupted .
3. **The sensitivity of technology:** technology requires constant care, it can be easily damaged and it wears out over time.

1.7 Conclusion:

The first chapter provided an account of the previous research about technology and the digital laboratory in which concepts about ICT were delineated from initial instances about related terms to in depth look to the core of E-knowledge with an epistemological perspective that seeks certitude and knowledge resources and then the nature of speaking skill was discussed alongside with a distinction of modern language laboratory from the traditional. A drawing on the characteristics of the digital language laboratory with its advantages and disadvantages were addressed too. Thus, building a theoretical framework for the digital language laboratory to which its applicable counterpart is introduced in the next chapter.

Chapter two

Chapter Two

Data Aollection, Analysis and Interpretation

2.1 Introduction

2.2 Data Collection

2.3 The Sample Population

2.3.1 Student's profile

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2.5 Research Instruments

2.5.1 The Questionnaire

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2.6 Data Analysis

2.6.1 The Questionnaire

2.6.2 The Interview

2.6.3 The listening-speaking activity analysis

2.7 Data Interpretation

2.8 Suggestions and Recommandations

2.8.1 Future visions and areas for further works

2.9 Conclusion

2.1 Introduction:

The present chapter introduces the primary output of the data collection and analysis of the research that was started under the aim of exploring the effects of ICTs implementation in the oral classes, particularly the digital language laboratory.

An account of literature based on readings of books regarding the subject has already been established as secondary data to support, the primary output, which will be displayed in the next pages through the unfolding of the process of data gathering, instruments used and the results of data analysis accompanied with its interpretation to draw a conclusion about the research.

2.2 Data Collection:

In order to test the hypothesis of the assignment the investigator opted for a case study that entails an exploratory attempt at the description of the effects of digital language laboratory use on student's oral skill at the Salhi Ahmed University Centre during the academic year of 2017/2018.

2.3 The Sample Population:

The informants of this study are teachers who were interviewed to obtain their perspective based on their teaching experience of using digital language laboratories and LMD first year students as they are the closest to net generation picked randomly out of four groups to represent the whole population.
A listening-speaking activity was also conducted to use the triangulation method seeking more validity for the research.

2.3.1 Student's Profile:

The respondents chosen randomly for the study were LMD first year students from group 3 who received a questionnaire to answer and providing data on their experience in the digital language laboratory during oral sessions.
3 LMD first year students were also asked to volunteer for a listening-speaking activity.

2.3.2 Teacher's Profile:

An interview was conducted with 7 teachers who have taught the oral module at the language laboratory at some point of their career among them 3 are currently practicing and one of the teachers have a translation background.
Special interview was conducted with an administration representative from the foreign language department for inquiring about the language laboratory, scheduling and future possibilities.

2.4 Salhi Ahmed Language Laboratories :

The university centre of Ahmed Salhi in Naama provides students with the opportunity to use two language laboratories to foreign language learners of both French and English.

The language laboratories are equipped with a laboratory technician , carrels designed in 6 rows to hold 30 desktop computers and headphones with a built in microphone.

A desk for the teacher with two computers, a microphone with speakers in the room and swivel height adjustable chairs for both the teacher and learners.

One of the two computers of the teacher features a program called IDM Technology Lab that allows control of students computers and offers the option to link a certain number of them together or the possibility of displaying either the teacher's or one of the student's screen to other students and.

2.5 Research Instruments:

The research instruments employed are a questionnaire, an interview and a listening-speaking activity.

2.5.1 The Questionnaire:

As mentioned in student's profile, the third group were chosen randomly where the official number of the students registered is 28, however, the questionnaire was only handed to the 26 students present when the delivery took place.

The questionnaire is composed of opened and closed questions in a lay out of three sections where the first was devoted for demographical information and information on the respondents.

The second section held the title students and ICTs on technology related question whereas the third section involved data about the oral skill that includes language laboratory related inquiries designed in 14 questions as a total.

2.5.2 The Interview:

The interview was planned to be semi-structured having 7 teachers who taught the oral module in the language laboratory and a special interview with the head of the department of foreign languages (see 2.3.2).

The interview was composed of 11 questions for all teachers except for the teacher with the translation background (9 questions) and the administration representative from the department of foreign languages (9 questions each).

2.5.3. Listening-Speaking Activity:

The listening-speaking activity was a test of the influence of technology on student's speech where a software called "Tell me More" was used as it is claimed by its company to give a European acknowledged certificate if its activities are successfully completed, the latter provides native speech and allows it to be compared with the students production in the form of graphs.

The activity type is at pronunciation mastery where the investigator picked the word "architectural" assuming that the French background of Algerian students will influence the "CH" utterance in English as negative transfer and an overgeneralization.
The three volunteers were a young male and a female and an elder learner.

The young male and female were given a harder word "architectural" while the elder learner the word "architecture" .
They would then watch 2 videos about the profession of "architecture" as a song.

2.6 Data Analysis:

2.6.1 The Questionnaire:

2.6.1.1 Section One: Background Information

- **Gender:** Female: 22 Male: 4

Age: **17 – 22** ☐ **22 - 30** ☐ **30 or older** ☐

- Students ages answers were 22 ticks for 17-22 years and the remaining four out of 26 informants were 4 ticks for 22-30 years.

17-22	**22 - 30**
22	**4**

Table 2.1 Correspondents' Age

Item one: how long have you been studying English?

- Most student's answers were that they have studied 1-13 years of English (19 /26).

As for 1 – 3 years the answers were (6/26).
Only student relayed studying for 13 years and more (1/26).

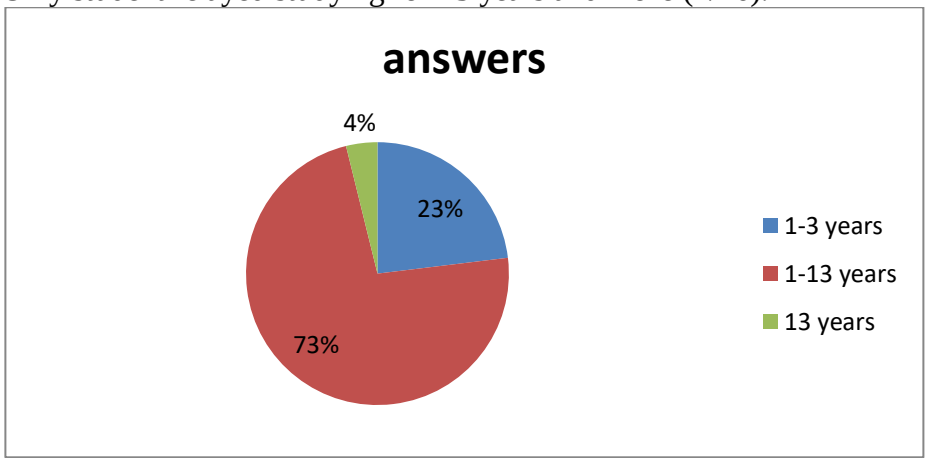


Figure 2.1: The Years Informants Studied English

Item Two: describe your level of English?

Excellent ☐ Good ☐ Average ☐ Beginner ☐

- This question was not answered by one of the informants making the total of answers 25 participant whose level of English favours good and average (good: 11/25, average: 9/25) ; for beginner:(4/25).

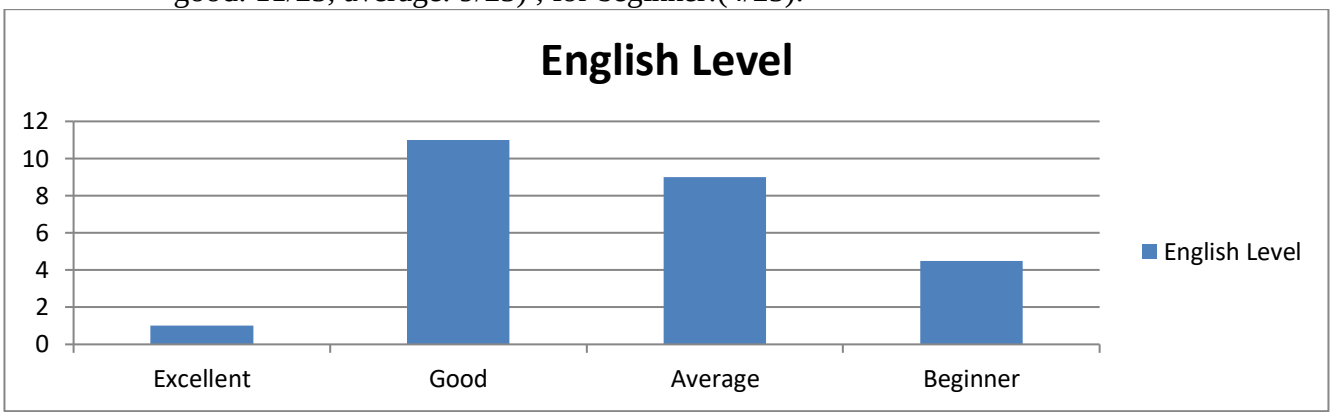


Figure 2.2: Student's English Level

2.6.1.2 Section Two: students and ICTs

Item one: do you enjoy learning when technology is used by the teacher?

Aim of the question: an inquiry about first thoughts of students about technology in the classroom in general.

Yes ☐ No ☐

- The feedback for this question favours yes answers (yes: 24/26, no: 2/26)

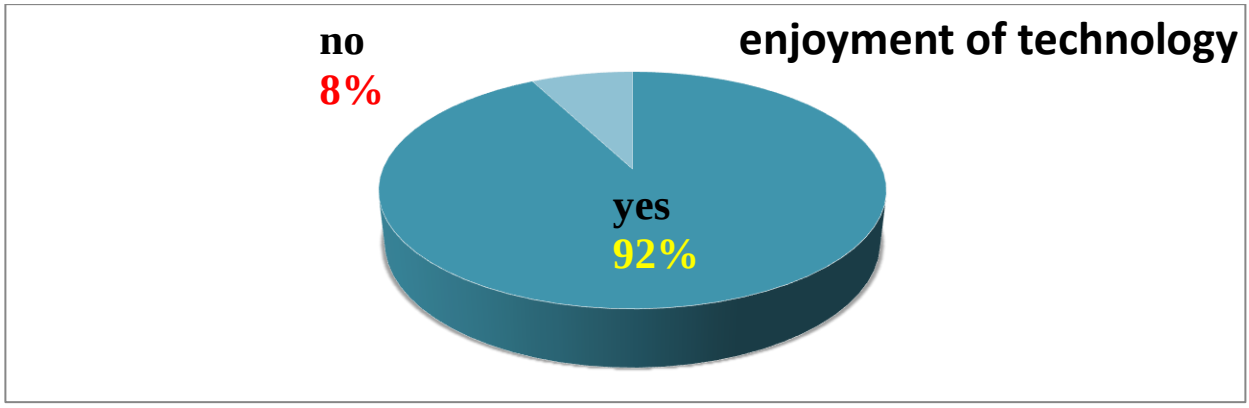


Figure 2.3: Student's Enjoyment of Technology in Learning.

Item two: choose one of the following :

You have a desktop computer used by the entire family ☐
You have your desktop computer ☐
You have a laptop shared by the entire family ☐
You have your own laptop ☐
You do not have any computers but in possession of a Smartphone ☐
None of the above but able to use such device whenever available ☐

Aim: confirming that students are digital natives and making a relationship between the possession of technology and the student's reported level of English with a consideration for laptops that can be carried away in travels for those who reside in the campus.

- The replies displayed that most students had a computer either a laptop which had the biggest share of responses or desktop computer , the minority in this question have no computers (only a smartphone) or no devices at all but they can use them if available.

In relation to background question that asks about the level of English those who reported excellent, good and average level all have a computing device namely a laptop in the case of excellent and good levels of English.

On the other hand, most of beginners (3/4) reported of not having any computers but they can use them if available .

Technology owned	Desktop Computer shared by familhy	Your own Desktop computer	Laptop shared by family or owned individually	No computers just a Smartphone	None but able to use whenever Available
percentage	(3/26) 11.5%	(7/26) 26.9%	(12/26) 46.1%	(4/26) 15.3	(2/26) 7.6%
Level of English	good: 1 Average:2	good: 2 average: 3 beginner: 1	excellent: 1 good: 7 average: 4	good: 1 average: 1 beginner: 2	good: 1 beginner: 1

Table 2.2: The Possessions of Technology in Relation with English Level

Item three: Do you have internet access at home or the campus?

Yes ☐ Yes, but with low speed connection ☐ No ☐

Aim: internet is one of the ICTs that is used for learning and can be employed in the language laboratory.

- This question was not answered by one of the informants, the replies it provided gives the upper hand to internet access while a minority has no internet access (yes: 12/25 , yes, but with low speed: 7/25 , no :6/25)

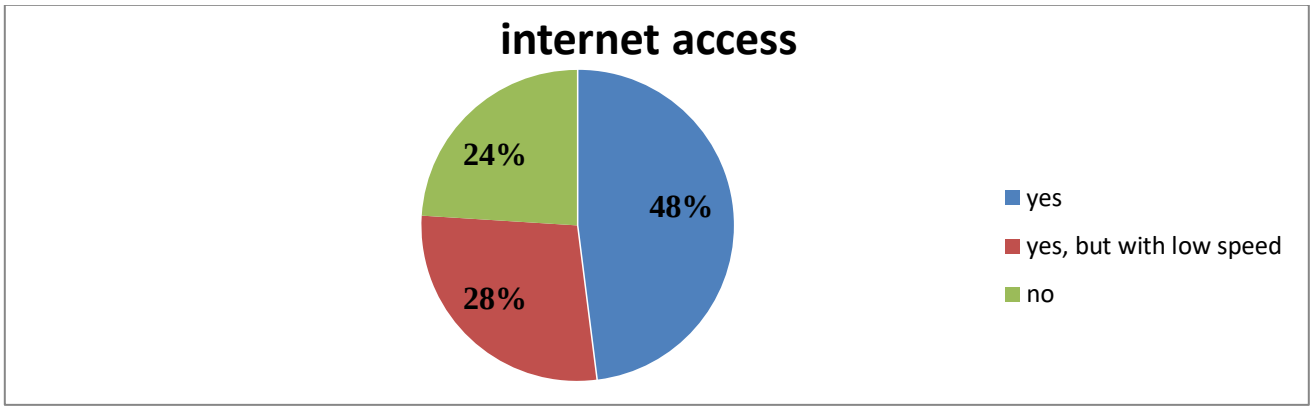


Figure 2.4: Internet Access

Item Four: Circle the right answer: you had lectures of informatics in

a-elementary school b- middle school c- secondary school e- still having lectures at university

Aim: to eliminate concern over those who answered that they do not have computers (item two, section two) and to ensure familiarity with computer and internet use.

- This question was not answered by two correspondents making the total 24 , feedbacks suggest that the majority of informants have studied informatics at some point during their education(elementary: 2 , middle school: 14 , secondary school: 7, university: none , no studies of informatics: 4).

School grade	elementary	middle	secondary	university	No studies at any of these grades
Studies of informatics	2/24	14/24	7/24		4/24

Table 2.3: Lessons in Informatics Learned in Grades Before Enrolling To University

2.6.1.3 Section three:

Section three questions were answered by 25 informants as one of the correspondents did not answer them.

Item one: Do you practice your English with friends outside university?

Always ☐ sometimes ☐ Never ☐

Aim: to have an idea of how frequent speaking is done outside university.

- It turned out that this question was answered by one informant and that most of participant's replies were: sometimes (16/24), as for who answered always and never(always:5/24, never: 3/24), those who answered with always are all as they claim have good and excellent level of English.

Frequency	Always	sometimes	never
answers	5	16	3
Level of English	Excellent: 1 Good: 4	Good: 7 Average: 5 Beginner: 3	Average: 2 Beginner: 1

Table 2.4: The Frequency of Speaking Done Outside University.

Item two: How do you practice your speaking skill?

Listening to Music and podcasts in English
Watching authentic videos in English
Using electronic dictionaries for pronunciation and recording yourself
Using computer software and internet
Communicating with friends

Aim: to address whether students are actually using technology for learning English since the latter could be owned but used for leisure or different purpose.

- Feedback on this inquiry rooted for listening, watching videos and communicating while only few said they use software and internet.

Practices of speaking	Listening	Watching videos	Electronic Dictionaries and recording	Software and internet	Communicating with friends
answers	15 /25	13 /25	3 /25	6 /25	10 /25

Table 2.5: Speaking Activities

Item three: do you prefer:

Face to Face communication communicating with technology both

Aim: to find out what type of communication students prefer for usage in the language laboratory.

- Answers of one informant were short but all answers are in favour of both face to face and technology communication: (face to face: 6 /24 , with technology:3/24 , both: 15/24).

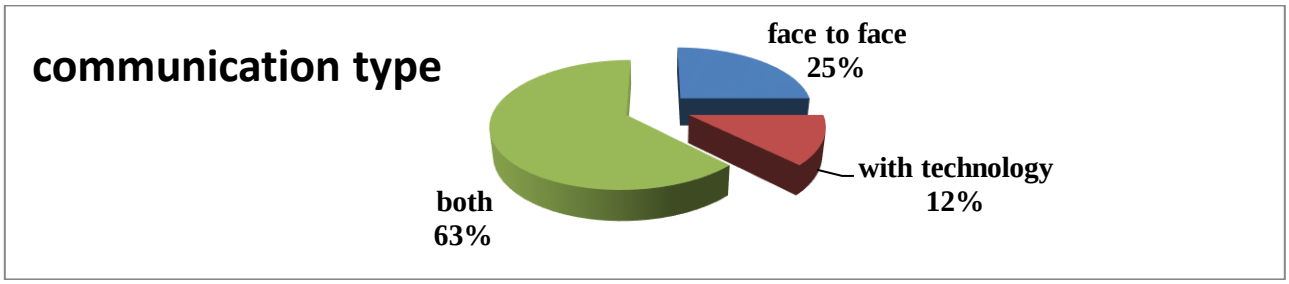


Figure 2.5: Communication Preference

Item Four: Do you believe data show presentations can help improve your speaking skill and would you like to see the PowerPoint appear on your screen to follow in language the laboratory ?

Yes No

Aim: to find whether there are students who have short sightedness or can not take notes quickly especially when a teacher is in a hurry to meet a certain syllabus lessons and their reflections on data show presentation as speaking practice.

- ❖ The replies root for : yes (yes:22/25) ; (no: 3/25)

Item Five: Can language laboratories provide all these practices mentioned above?

Yes ☐ to some extent ☐ NO ☐

If the answer is "no" or "some extent" tell us what is missing

Aim: to find out about what students do in the language laboratory and whether any suggestions they wish have, are present in the language laboratory.

- ❖ Answers were in favour of yes the language laboratory provides speaking activities

(asked in item two, section three).

	Yes	To some extent	no
Answers	17/25	4/25	4/25

Table 2.6: Item Five Replies

Suggestions by those who answered to some extent and no:

- a demand on lessons in phonetics and Grammar in the language laboratory
- Face to face communication

Item six: Describe some of the activities you do in the language laboratory and whether or not it motivates you?

Aim: to inquire about the activities practiced in the language laboratory

- ❖ About 14 informant refrained from answering this question while 11 only provided examples of the activities(although these 11 study in the same group with those who did not answer).
- ❖ **The examples of activities:**

Listening to BBC, Free Talk; listening and reading; topic discussion, peer correction of mistakes (though not an activity).

Item seven: would you consider going to language laboratories to practice your speaking skill in your free time if they are opened for use?

Yes ☐ No ☐

Aim: an indirect question to get the opinions of the informants about the language laboratory as it is the deciding question of the research, built implicitly to avoid misleading question and getting honest intakes; as well as getting an answer for the question itself which motivates another question to the management dealt with in the interview with the head of the department.

- ❖ This question was not answered by one of the respondents; the results are in favour of going to the language laboratory in student's free time.

	Yes	no
Answers	20/24	4/24

Table 2.7: Willingness To Go to Language Laboratory in Students' Free Time

2.6.2 The analysis of the interview:

Teacher A

Q1: What is your teaching qualification?

A1: Magister (Doctorate)

Q2: how long have you been teaching?

A2: 24 years (6 years teaching oral expression)

Q3: Have you taught the oral skill in the language laboratory?

A3 : yes (for 3 years).

Q4: Do you use ICTs in your courses?

A 4 : yes, in every session

Q5: Do you think language laboratories are well equipped?

A5: yes, but we need more space because the room is not large enough.

Q6: Why is language laboratories chosen to teach oral skill in Naama university centre?

A6: language laboratory are chosen because students need to listen to native speakers, they are also motivated by the use of technology, in using the microphone for instance to speak, to watch pieces of movies, conversations, songs, plays…etc.

Q7: Do you believe language laboratories actually improve speaking skill?

A7: yes, language laboratories improve the speaking skill since students are interested in listening and imitating the language of the native speaker whether it be American or British English.

Q8: What is the difference between laboratory and normal class in teaching oral?

A8: the difference is the use of ICT is easier and facilitated in laboratories than in classes.

Q9: Do you think language laboratory can be used to teach other modules other than oral?

A9: yes, other modules can be taught in the language laboratory like: phonetics, phonology, listening- speaking, literature, grammar, culture …etc.

Q10: Can culture be taught with technology?

A10: yes

Q11: can internet be used as a teaching material and should its use be extended to students?

A11: of course, it is useful and needed for educators inside and outside the classroom, however, students should not have internet access in the classroom.

Teacher B

Q1: What is your teaching qualification?

A1: Assistant professor of English at Naama university centre (4th PHD student).

Q2: how long have you been teaching?

A2: 8 years .

Q3: Have you taught the oral skill in the language laboratory?

A3 : yes.

Q4: Do you use ICTs in your courses?

A 4 : yes, I can't teach without them.

Q5: Do you think language laboratoriess are well equipped?

A5: yes, but they need a technical expert regularly.

Q6: Why is language laboratories chosen to teach oral skill in Naama university centre?

A6: language laboratories are chosen because they contain audio-visual aids necessary for teaching listening and speaking.

Q7: Do you believe that language laboratories actually improve speaking skill?

A7: yes, they can.

Q8: What is the difference between laboratory and normal class in teaching oral?

A8: the difference is that language laboratories bring authenticity to communicative tasks

Q9: Do you think language laboratory can be used to teach other modules other than oral?

A9: yes, other modules can be taught in the language laboratory like: phonetics, grammar.

Q10: Can culture be taught with technology?

A10: yes, multimedia computing can visualize the cultural context be it native or target in authentic way.

Q11: can internet be used as a teaching material and should its use be extended to students?

A11: yes, the internet is one of the major CALL materials that can facilitate the teacher and the student's learning.

Teacher C

Q1: What is your teaching qualification?

A1: PHD-MA

Q2: how long have you been teaching?

A2: 8 years .

Q3: Have you taught the oral skill in the language laboratory?

A3: yes.

Q4: Do you use ICTs in your courses?

A 4 : yes

Q5: Do you think language laboratories are well equipped?

A5: to some extent.

Q6: Why is language laboratories chosen to teach oral skill in Naama university centre?

A6: language laboratories are chosen because they contain the needed equipments for oral teaching.

Q7: Do you believe language laboratories actually improve speaking skill?

A7: yes.

Q8: What is the difference between laboratory and normal class in teaching oral?

A8: the difference is language laboratories help greatly and provide interactive programmes for listening and speaking authentically.

Q9: Do you think language laboratory can be used to teach other modules other than oral?

A9: yes, other modules can be taught in the language laboratory like: phonetics, ICT, civilization.

Q10: Can culture be taught with technology?

A10: yes.

Q11: can internet be used as a teaching material and should its use be extended to students?

A11: yes, as a teaching material for teachers as for students it can be used but carefully.

Teacher D

Q1: What is your teaching qualification?

A1: Magister.

Q2: how long have you been teaching?

A2: 15 years.

Q3: Have you taught the oral skill in the language laboratory?

A3: yes.

Q4: Do you use ICTs in your courses?

A 4 : no, for phonetics (theoractical phonetics) but I would use them oral sessions .

Q5: Do you think language laboratories are well equipped?

A5: yes.

Q6: Why is language laboratories chosen to teach oral skill in Naama university centre?

A6: language laboratories are chosen because it can help in the proficiency of student's pronunciation.

Q7: Do you believe language laboratories actually improve speaking skill?

A7: yes, of course they provide authenticity and the patterns of speech.

Q8: What is the difference between laboratory and normal class in teaching oral?

A8: the difference is the equipments which allow watching videos, movies and authentic material.

Q9: Do you think language laboratory can be used to teach other modules other than oral?

A9: yes, other modules can be taught in the language laboratory like: phonetics(practical side), reading ...etc.

Q10: Can culture be taught with technology?

A10: yes.

Q11: can internet be used as a teaching material and should its use be extended to students?

A11: yes for teachers and no for students.

Teacher E

Q1: What is your teaching qualification?

A1: Master in English, License in German language.

Q2: how long have you been teaching?

A2: 8 years.

Q3: Have you taught the oral skill in the language laboratory?

A3: yes.

Q4: Do you use ICTs in your courses?

A 4 : yes, I have using ICTs and I still use them.

Q5: Do you think language laboratories are well equipped?

A5: to some extent, some of the suggestions: interactive whiteboard.

Q6: Why is language laboratories chosen to teach oral skill in Naama university centre?

A6: language laboratories are chosen for students interactions and capturing their interest and enhance their communicative competence.

Q7: Do you believe language laboratories actually improve speaking skill?

A7: yes.

Q8: What is the difference between laboratory and normal class in teaching oral?

A8: the difference is language normal classes might be set for grammar and written expression, however, oral session need to be in the language laboratory for the motivating technology.

Q9: Do you think language laboratory can be used to teach other modules other than oral?

A9: yes, other modules can be taught in the language laboratory like: history, literature, civilization.

Q10: Can culture be taught with technology?

A10: yes.

Q11: can internet be used as a teaching material and should its use be extended to students?

A11: yes, as a teaching material it is helpful for teachers as well as for students especially during presentations but it must be controlled.

Teacher F

Q1: What is your teaching qualification?

A1: Magister.

Q2: how long have you been teaching?

A2: 4 years.

Q3: Do you use ICTs in your courses?

A3 : no for translation because it deals with theory except for preparing lesson ,however, it is useful for Interpretation courses to interpret spoken recordings.

Q4: Why is language laboratories chosen to teach oral skill in Naama university centre?

A4: language laboratories are chosen because they are useful to put students in the native speaker context and live cultural situations.

Q5: Do you believe language laboratories actually improve speaking skill?

A5: yes.

Q6: What is the difference between laboratory and normal class in teaching oral?

A6:language laboratories are modern and the number of students is holds is not overcrowded whereas the technology motivates students .

Q7: Do you think language laboratory can be used to teach other modules other than oral?

A7: yes, other modules can be taught in the language laboratory like: cognitive psychology, having presentations in different modules.

Q8: Can culture be taught with technology?

A8: yes.

Q9: can internet be used as a teaching material and should its use be extended to students?

A9: yes, for teachers and none for students since they are not responsible enough

Teacher G

Q1: What is your teaching qualification?

A1: Magister.

Q2: how long have you been teaching?

A2: 4 years.

Q3: Have you taught the oral skill in the language laboratory?

A3: yes.

Q4: Do you use ICTs in your courses?

A 4 : it depends on the module for oral classes yes.

Q5: Do you think language laboratories are well equipped?

A5: to some extent, some of the suggestions: the seat arrangement in rows should be changed to the U-from or a circle, virtual classes are needed too.

Q6: Why is language laboratories chosen to teach oral skill in Naama university centre?

A6: language laboratories are chosen for its equipments.

Q7: Do you believe language laboratories actually improve speaking skill?

A7: yes.

Q8: What is the difference between laboratory and normal class in teaching oral?

A8: the difference is computers (authenticity).

Q9: Do you think language laboratory can be used to teach other modules other than oral?

A9: yes, other modules can be taught in the language laboratory like: it can be used for presentations, it depends on the module, computer screens for instance can help for reading texts and gain time lost in printing.

Q10: Can culture be taught with technology?

A10: yes.

Q11: can internet be used as a teaching material and should its use be extended to students?

A11: yes, teachers can use internet and so do students but carefully.

The Interview with an Administration Representative from The Foreign Languages Department :

Q1: Do you think the digital language laboratory is well equipped?

A1: as a university centre yes it is well equipped but it is not used to its full potential in practice.

Q2: Do you believe that the digital language laboratories actually improve speaking skill?

A2: yes.

Q3: Do you think the digital language laboratory can be used to teach other modules other than oral?

A3: some modules to some extent but not the whole modules.

Q4: do think field trips can be organized to Tlemcen University to benefit from their Global Virtual Classes programme?

Q4: Naama University Centre will have its own virtual classes soon.

Q5: if virtual classes will be provided in Naama University Centre how is that going to work ? is going to take place with native speakers of the language?

A5: it is a potential as answered in the previous inquiry but the start would be locally, national then international.

Q6: can digital language laboratories be opened for use when they are not used for teaching?

A6: no.

2.6.3 The listening-speaking activity analysis:

The activity given to the three students achieved a 66.6% rate of success as two out of the three volunteers (the young female and male) picked up on their pronunciation error and corrected it without feedback from the investigator while the third ,volunteer the elder volunteer; could not get it right until the investigator provided correction.

The following graphs subtracted from the software "**Tell me More**" shows the results:

Student A: the female

Before watching the videos:

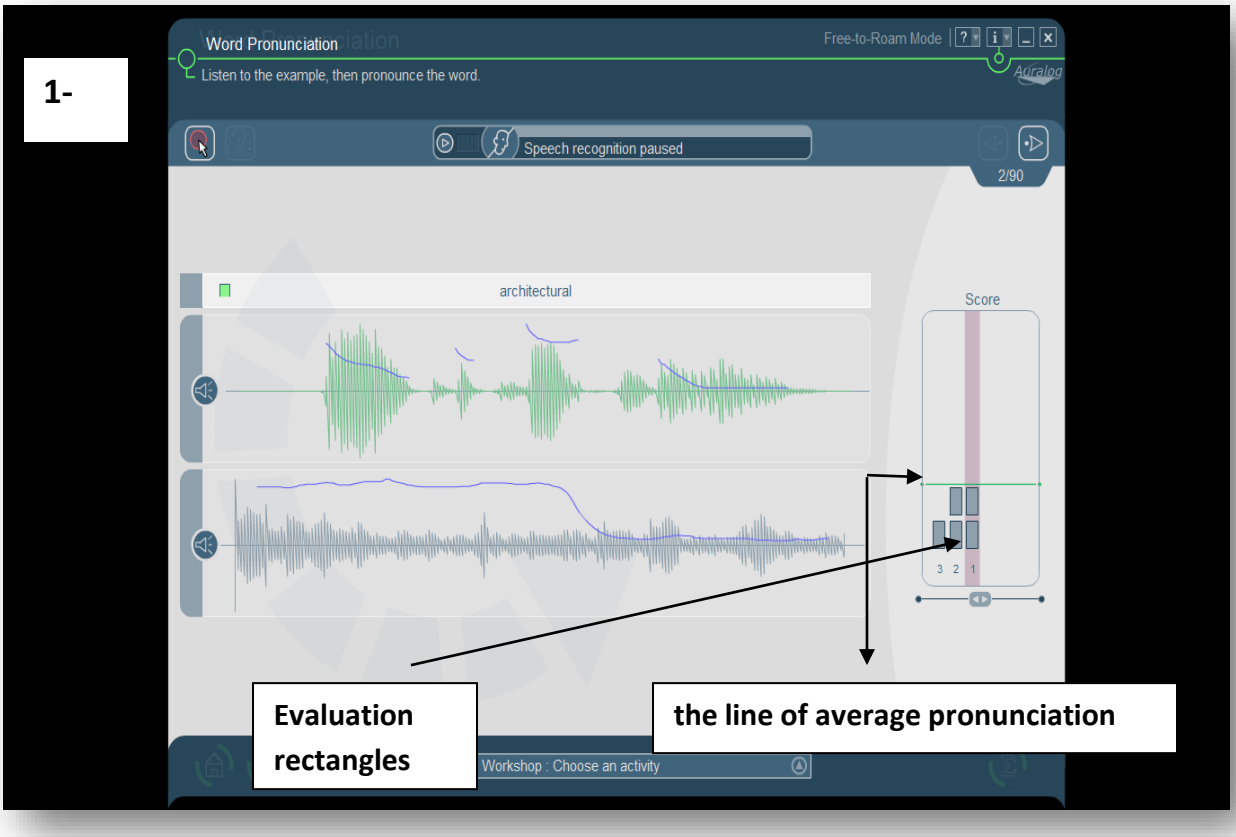


Figure 2.6: pronunciation analysis of "Architectural" 1st try

The line shown in Figure represents a border between correct/ acceptable and wrong utterances.

Hence, below the line evaluation with rectangles means under the average pronunciation or wrong utterance.

As it is shown student A could not pronounce the word "Architectural" correctly, mainly "CH" that was realized as [tʃ] instead of [K].

The following Figure is a second attempt out of three trials at pronouncing for the ensurance of proper result collection where student A still could not get the pronunciation right:

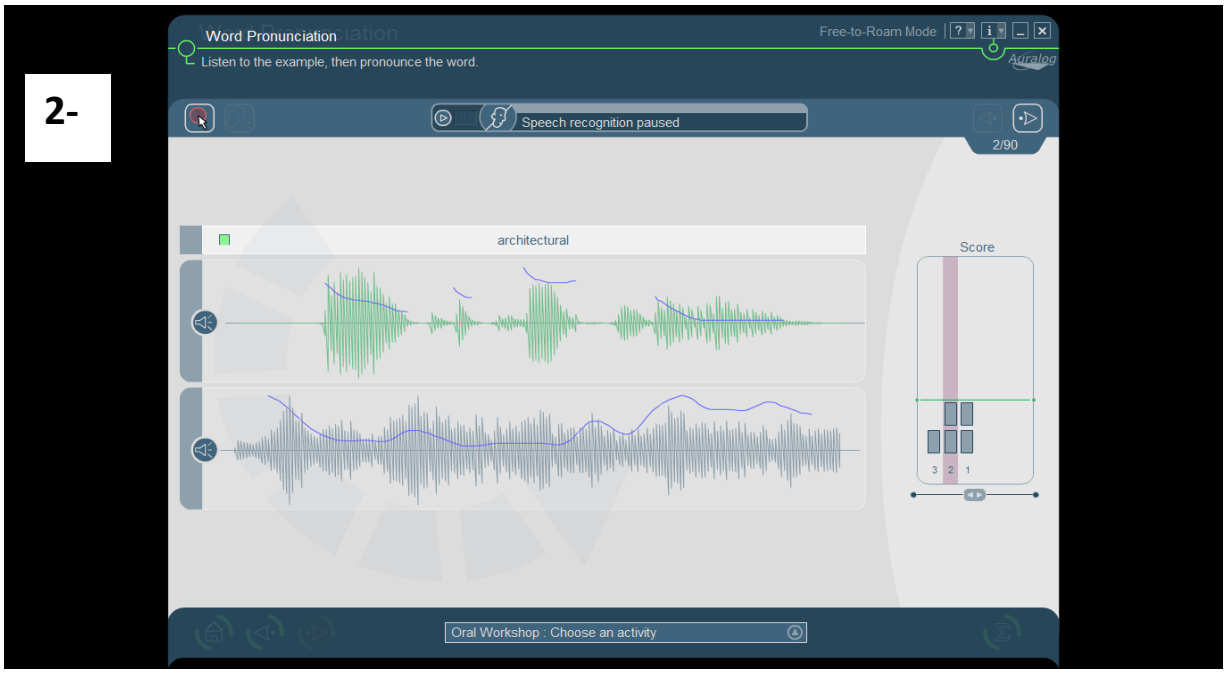


Figure 2.7: pronunciation analysis of "Architectural" 2nd try

After watching the videos:

Student A realized the "CH" should be pronounced as [K] instead of [tʃ] , thus, evaluation rectangles number rised above the average line to show good performance .

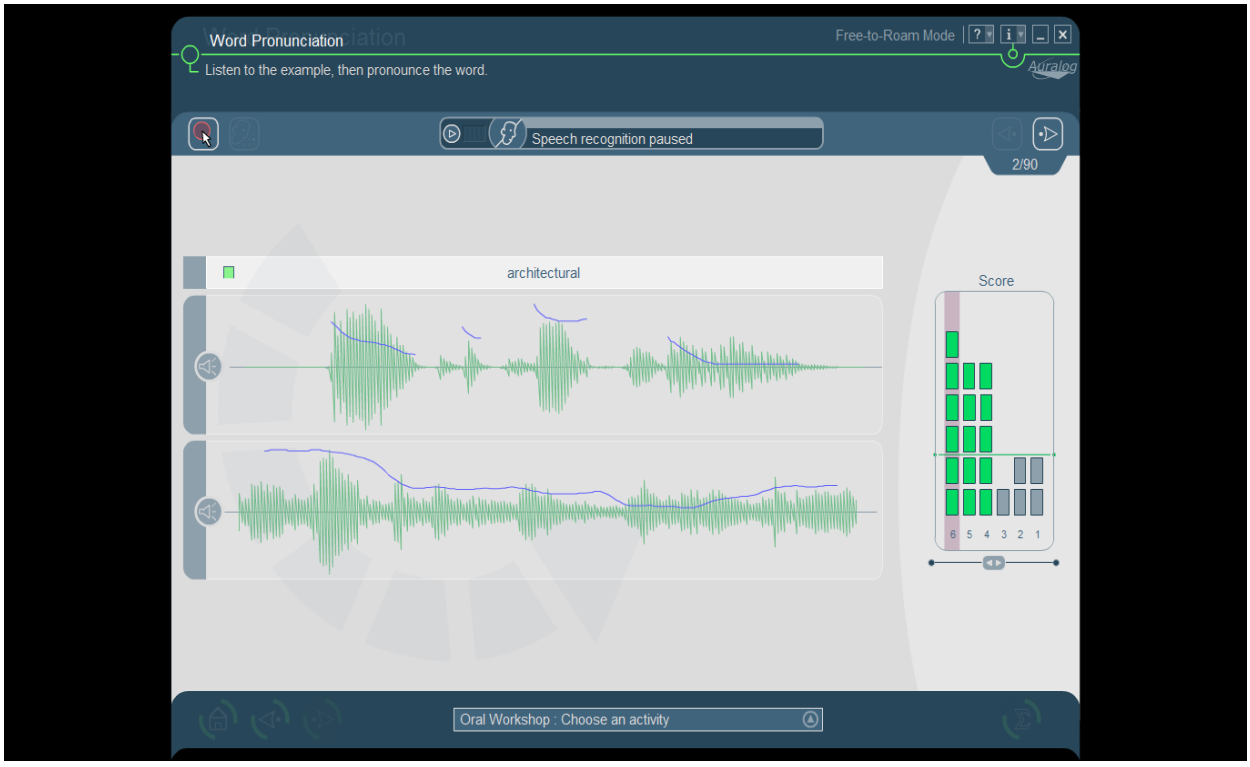


Figure 2.8: pronunciation analysis of "Architectural" correct pronunciation

Student B: the young male

Before watching the videos: the rectangles of evaluation are below average indicating wrong utterance in both first and second trials.

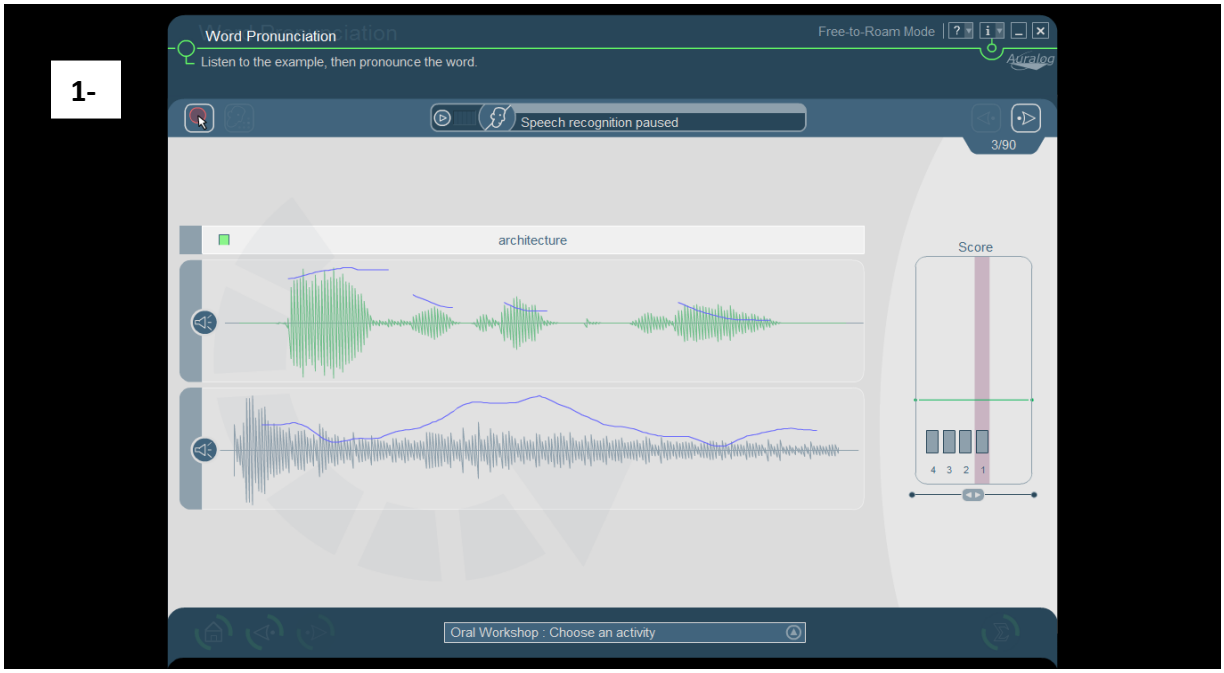


Figure 2.9: pronunciation analysis of "Architectural" 1st try

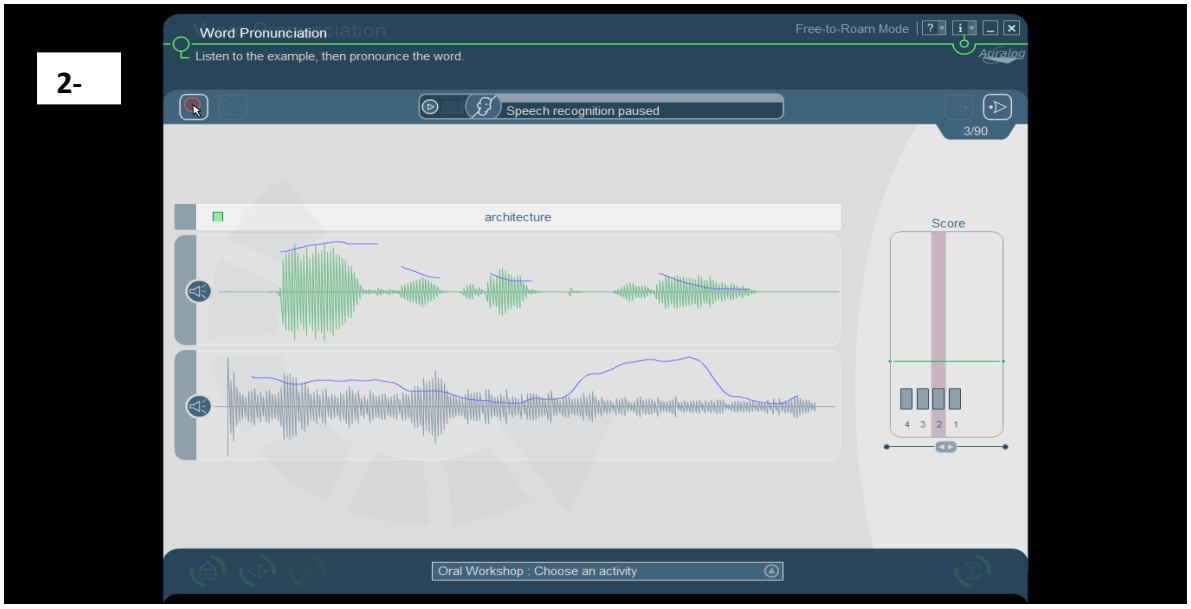


Figure 2.10: pronunciation analysis of "Architectural" 2nd try

After watching the videos:

student B asked for watching the videos again to get an acceptable correct pronunciation without any correction or feedback from the investigator.



Figure 2.11: pronunciation analysis of "Architectural" correct utterance

Student C: the elder learner: could not pronounce the word " Architecture" correctly, thus, evaluation rectangles are below average in both 2 trials.

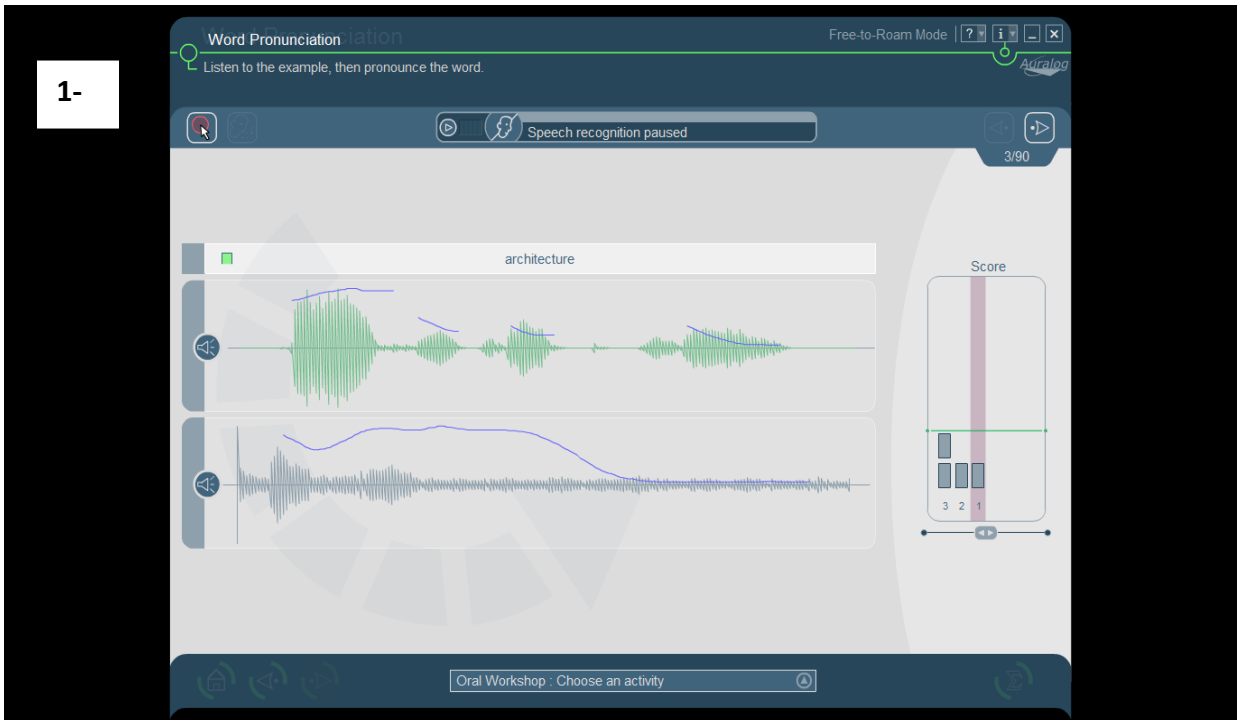


Figure 2.12: pronunciation analysis of "Architecture" 1st try

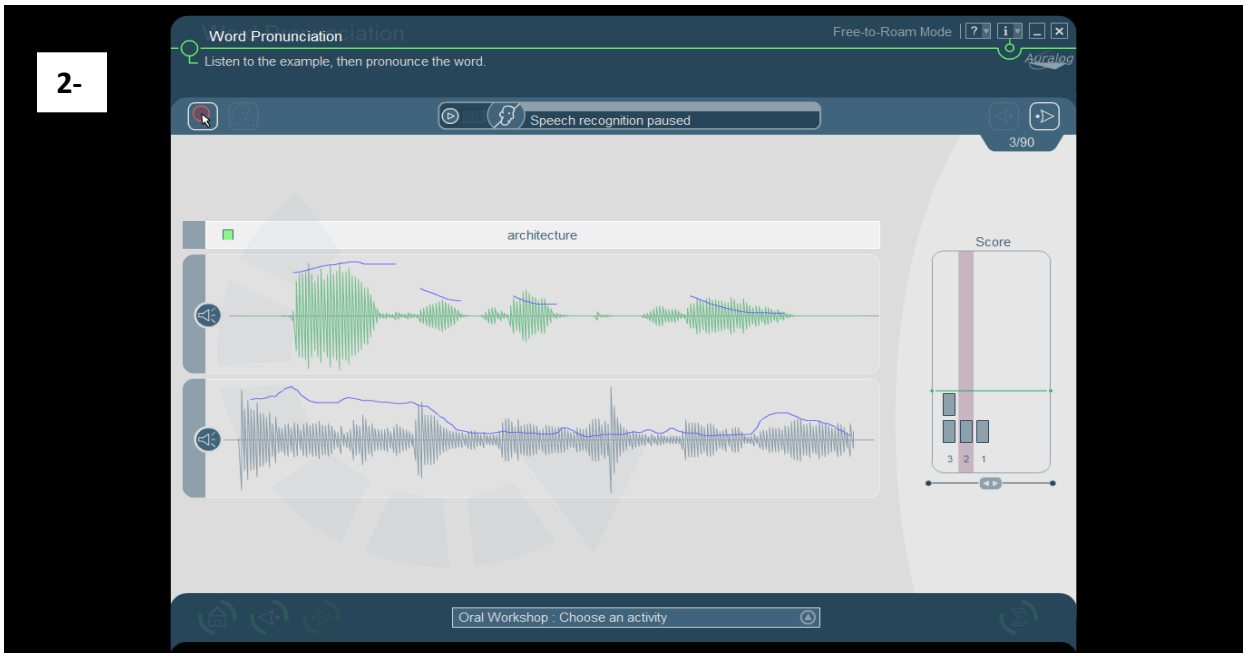


Figure 2.13: pronunciation analysis of "Architecture" 2nd try

After watching the videos: the elder informant after many tries and with a feedback from the researcher on the correct pronunciation finally made a correct utterance.

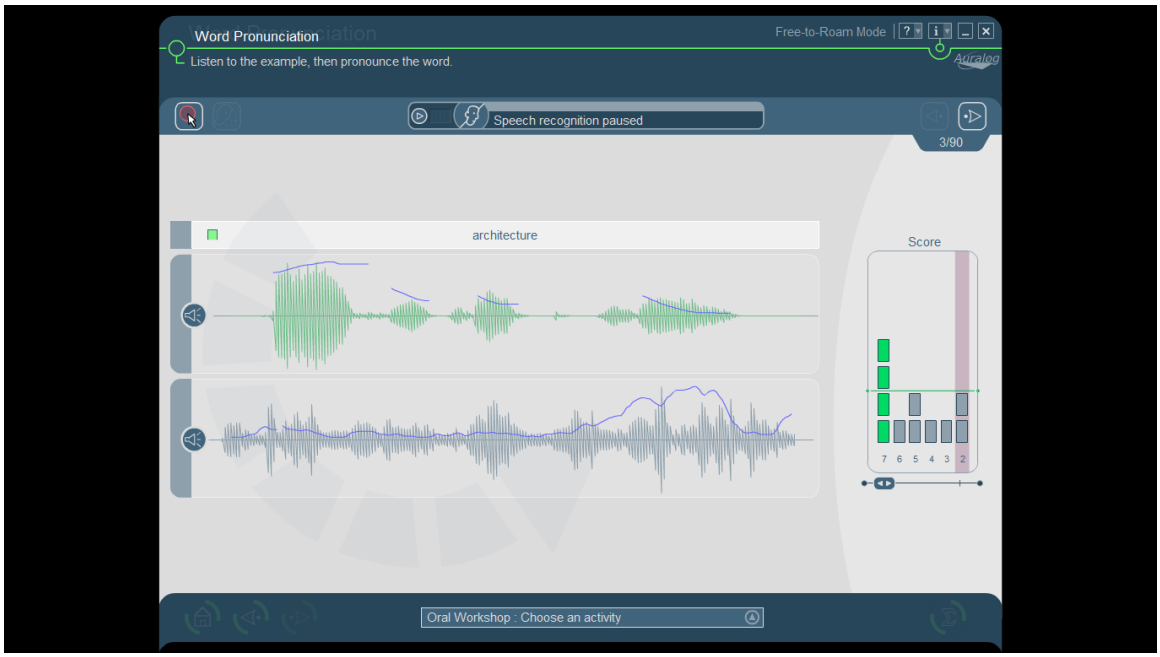


Figure 2.14: pronunciation analysis of "Architectue" correct utterance

2.7 Data interpretation :

The data analysis results shows that learners of foreign languages are indeed in possession of technology which they use to promote their speaking skill outside university where the listening comprehension is attained; however, the speaking practice is not considered or given its fair share as do listening ,thus, oral sessions is more required to give students the platform for interactions in a place that students welcome the idea of conversing: the digital language laboratory.

The digital language laboratory can improve the speaking skill especially when it is used for its full potential in a lay out that allows both face to face and technology mediated communication such as virtual classes within a large enough room supplied with internet access. It can also to some extent be used to teach other modules than oral such as : phonetics (practical), literature, civilization and cognitive psychology but all of them .

Digital laboratories can improve pronunciation and even work as a barrier to negative transfer, overgeneralisation and fossilization through time and practice whereas intercultural competence can also be achieved with the digital language laboratory where both identity

concept is kept and translation that includes thinking in the mother first will be surpassed to a direct target language capacity and put to use in situations where translation or interpretation to mother tongue required as a choice rather than a dependency .

2.8 Suggestions and Recommendations:

the unfair favouring of writing and reading skills on the expanse of listening and speaking should be dealt with an eye of concern to restore the balance of language skills teaching especially that the foreign language taught is not subjected to daily usage within society and medias digital language laboratories offer can be of great help to the educator for the the oral as well as other modules too.

According to David H. Jonassen (2004;p.523): **"Foreign language learning lends itself naturally to the use of media. Linguists stress the primacy of speech over writing inlanguage: children can listen and speak before they learn to read and write and all languages of the world are spoken, but not all have a writing system."**

Thus, the following is a set of recommendations to be considered:

- Students should have more time allocated for the speaking skill classes (at least 4 sessions per week).
- Digital language laboratories should be well equipped (Ahmed Salhi Language Laboratories might consider providing: CDs, DVDs, internet access ,web cameras interactive white boards, external storage drives and flash disks, educational softwares, paid antivirus; **optional**: Bluetooth headphones, microphones and speakers, a scanner, tape recorder; VR Box technology.).
- Other modules should be taught at the digital language laboratory especially to solve the problem of teaching rooms shortage. (ex: cognitive psychology: due to the abundance of scientific terms it has and a need diagrams, pictures and stimulations (human body anatomy) .
- Laboratory Technicians should be at digital language laboratory before the session starts 10 to 20 minutes early in order to set computers for both the teachers and learners and they should be also present at the end of the session to check the language laboratory after usage.
- Students should be banned from bringing food especially drinks to the language laboratory.
- Cleaning the digital language laboratory should be done more frequently than normal classes do.

2.8.1 Future Visions and Areas for Further Works:

the digital language laboratory can benefit in future platforms from virtual classes and VR Box technology both of which promising additions that can take language learning to a another level where studies such as virtual classes in relation to the speaking skill can be conducted or with VR Box technology in relation to the speaking skill and even a possible third factor like shyness for VR Box can provide virtual conversations opportunities where learners feel at ease to practice speaking ... etc.

2.9 Conclusion:

The chapter at hand introduced data collection procedures and the analysis of results with their interpretation that supports the idea of the positive effect of the digital language laboratory on student's oral skill and opens the door for further interest in more investments as technology is in constant development.

The environment of the language laboratory can offer distance learning to those who ca not attend physically and is ready for more equipment like VR box technology that can take the learner to a different virtual 3D world .

General Conclusion

Language laboratories use in the traditional sense of drills and old technology at the time dissipated reflections on studies of language laboratories for foreign language teaching until computers revived the idea under a new title of the modern language laboratory.

As societies embraced technology on an unprecedented level, communication opportunities increased and as a result more learners want to acquire foreign languages each with preset objective, which means an increase in demand in markets on foreign language teaching.

An abundance of tutoring softwares, numerous recordings of authentic material and a drop in the prices of computers were also an implication that brought back the subject of digital language laboratories.

The present dissertation discussed a research problem regarding the effects of digital language laboratories effects on learner's oral skill, and whether or not such setting with its equipments can improve pronunciation as well as its capability to hosting other modules.

The essay was built on two chapters to provoke the literature of the study and portray the practical element that plays a decisive role in the determination of the course of the research accompanied with suggestions for future attempts at the subject.

The data collected and analysed and subjected to interpretation of this paper proved the hypotheses that digital language laboratories in the Naama university centre show positive effects on students oral skill, that they improve pronunciation and can host other modules. Hence further work can be carried out on themes such as virtual classes or VR Box technology.

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Appendices

Appendix A

Student's Questionnaire

Dear informants

you are kindly invited to answer the following questionnaire by putting a tick (✓) in the box next to the answer of your choice or expressing your opinion in the space provided as the case may be.

Thanks for your collaboration !

Section one : background information

Age : 17 – 22 ☐ **22 - 30** ☐ **30 or older** ☐

Gender : Male ☐ Female ☐

1- How long have you been studying English?

1 - 3 years ☐

1 - 13 years ☐

13 years or more ☐

2- Describe your English level?

Excellent ☐ Good ☐ Average ☐ Beginner ☐

Section two: students and ICTS

1-Do you enjoy learning when technology is used by the teacher?

Yes ☐ No ☐

2- Choose one of the following:

You have a desktop computer used by the entire family ☐

You have your desktop computer ☐

You have a laptop shared by the entire family ☐

You have your own laptop ☐

You do not have any computers but in possession of a Smartphone ☐

None of the above but able to use such device whenever available ☐

3- Do you have internet access at home or the campus?

Yes ☐ Yes, but with low speed connection ☐ No ☐

4- Circle the right answer: you had lectures of informatics in

a-Elementary school b- middle school c- secondary school e- still having lectures at auniversity

Section Three: oral skill

1) Do you practice your English with friends outside university?

Always ☐ sometimes ☐ Never ☐

2) How do you practice your speaking skill?

Listening to Music and podcasts in English ☐
Watching authentic videos in English ☐
Using electronic dictionaries for pronunciation and recording yourself ☐
Using computer softwares and internet ☐
Communicating with friends ☐

3) Do you prefer:

Face to Face communication ☐ communicating with technology ☐ both ☐

4) Do you believe data show presentations can help improve your speaking skill and would you like to see the PowerPoint appear on your screen on your screen to follow in language the laboratory ?

Yes ☐ No ☐

5) Can language laboratories provide all these practices mentioned above?

Yes ☐ to some extent ☐ NO ☐

If the answer is “no” or “some extent” tell us what is missing

……

……

6) Describe some of the activities you do in the language laboratory and whether or not it motivates you? …….

……....

7) Would you consider going to language laboratories to practice your speaking skill in your free time if they are opened for use?

Yes ☐ No ☐

Appendix B: teacher's Interview

Teacher's Interview:

Q1: What is your teaching qualification?

Q2: How long have you been teaching?

Q3: Have you taught the oral skill in the language laboratory?

Q4: Do you use ICTs in your courses?

Q5: Do you think language laboratories are well equipped?

Q6: Why is language laboratories chosen to teach oral skill in Naama university centre?.

Q7: Do you believe language laboratories actually improve speaking skill?.

Q8: What is the difference between laboratory and normal class in teaching oral?

Q9: Do you think language laboratory can be used to teach other modules other than oral?

Q10: Can culture be taught with technology?

Q11: can internet be used as a teaching material and should its use be extended to students?

The interview of the teacher with the translation background:

Q1: What is your teaching qualification?

Q2: how long have you been teaching?

Q3: Do you use ICTs in your courses?

Q4: Why is language laboratories chosen to teach oral skill in Naama university centre?

Q5: Do you believe language laboratories actually improve speaking skill?

Q6: What is the difference between laboratory and normal class in teaching oral?

Q7: Do you think language laboratory can be used to teach other modules other than oral?

Q8: Can culture be taught with technology?

Q9: can internet be used as a teaching material and should its use be extended to students?

The special interview with the head of the department:

Q1: what is your teaching qualification?

Q2: How long have you been teaching?

Q3: Do you use ICTs in your courses

Q4: Do you think the digital language laboratory is well equipped?

Q5: Do you believe that the digital language laboratories actually improve speaking skill?

Q6: Do you think the digital language laboratory can be used to teach other modules other than oral?

Q7: can Naama university centre have virtual classes in the coming years?.

Q8: can digital language laboratories be opened for use when they are not used for teaching?