

Salhi Ahmed - University Centre, Naama

المركز الجامعي - صالح أحمد-النعامة

Institute of Letters and Languages

Department of English

Learners' perspectives on enhancing speaking skills out-of-class through technology in the Naama environment

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Presented by:

SLIMANI NAWAL

Supervised by:

Dr . MONCEF BENDEBICHE

Board of Examiners:

Dr . SAHNOUN Ikram	Chairperson	Naama University Centre
Dr . MONCEF BENDEBICHE	Supervisor	Naama University Centre
Dr . KOURICHI Meryem	Examiner	Naama University Centre

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Statement of Originality

I, Slimani Nawal , hereby declare that my master thesis entitled, " lernner' s prespectives on enchancing speaking skills out of class through technology in the naama environment"

is entirely

our own work and that we have written it in our own words, it contains no material that has been submitted previously, for the award of any other academic degree or diploma except where otherwise indicated. We also confirm that the present work contains no plagiarism and that any information taken from published or unpublished sources has been acknowledged.

DEDICATIONS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

{وَأَخِرُ دَعْوَاهُمْ أَنْ الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ}

I dedicate this work:

To my dear parents,

With all pride and gratitude, I dedicate this work to you for being the greatest support in every step I took and every success I achieved.

Thank you very much for your efforts that made this success possible.

To my Shining diamonds, Hayat and Fatiha, thank you for your support.

To my older brother, Fateh, because of your hard work, I am here today achieving my dream. Thank you and all my appreciation.

I dedicate also this work to my sisters.

I also dedicate this work to my brother Mohamed and his family, and to my little man Marwan.

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To myself,

Thanks you for being here and don't give up in the hard moment I am proud of you.

I dedicate this work as the beginning of a new journey towards a future full of challenges and achievements.

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ABSTRACT:

Technology has revolutionized education by providing tools such as computers, tablets, and online resources, which support learning both inside and outside the classroom. This out-of-class learning enables personalized, self-paced education, fostering critical thinking, collaboration, and flexibility. Tools like educational websites and mobile apps enhance engagement and practical skill development. Effective use of technology also prepares students for a technologically advanced future, emphasizing its importance in modern education. Additionally, speaking skills are crucial for effective communication, involving fluency, pronunciation, and body language. Developing these skills requires practice and supportive learning environments. Understanding students' perspectives, shaped by their unique experiences and backgrounds, are vital for creating inclusive and motivating educational experiences. Acknowledging and integrating these perspectives into teaching practices can improve engagement, motivation, and academic success, fostering lifelong learning and critical thinking skills.

The present study aims at investigating the impact of using technology to enhance speaking from learners' perspectives. To construct this work, a case study was conducted at Salhi Ahmed University Center in Naama where students from second year license L2 at English department were selected as the sample population. The researchers chose the questionnaire and structured interview as a research instrument to collect data in which distributed to students. The data collected were analyzed quantitatively and qualitatively. The findings of the study showed that the using technology allows learners to do better by making them working in flexible manner, independently at their ownpace .They did however , express dissatisfaction at the lack of training on some technology tools, and other different difficulties an challenges related to the use of the technology programs. Therefore, it was recommended to work better by adopting new effective methods to promote the productivity and the effectiveness of technology in improving speaking in the future.

Key words: speaking skills, learner perspectives, technology.

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LIST OF ABBREVIATIONS AND ACRONYMS

VR: Virtual Relit

L1: First language

L2: Second language

SLM: Speech learning model

LPS: Learner's perspectives study

Q: Question

N: Number

%: Percent

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General introduction

General introduction

Using technology to improve verbal skills outside of the four walls of a regular classroom is nothing short of a revolution in the field of language learning.

Language study applications, virtual reality locations, online social platforms, and even augmented reality environments all provide unique opportunities to practice speaking.

Some give structure, while others immerses; some provide real-time feedback, while others connect you with worldwide networks. All of this will assist in navigating the seas of pronunciation, gaining fluency, and fine-tuning conversational cadence at speed and tastes. This technology tango complements classroom instruction, resulting in a dynamic duet that makes language learning not only easier, but also more entertaining.

Despite the fact that using technology to improve speaking skills is beneficial, they still face many challenges to deal with. Thus, it is very important to have a good and complete understanding about its effectiveness. The majority could not determine whether the use of this learning tool is useful or not; since their experiences in utilize technology for enhance speaking vary according to different circumstances.

Thus, the present research is an attempt to investigate the impact of out of class learning through technology to develop speaking skills . First, it seeks the learner perspectives about the use of technology, its tools ,its importance in order to improve speaking skills In order to have a reliable answer to the problem statement, the researchers introduced the following research questions:

The main questions:

How do the learners perceive the use of technology in enhancing their speaking skills?

Sub- questions:

Questions 01: What challenges have the participants faced when learning communication in their environment?

Questions 02: What resources have the participants used to improve their speaking skills?

Questions 03:How do the participants feel about using technology to improve speech?

General introduction

The above-mentioned questions, led the researchers to propose the following hypotheses:

The main Hypothesis: It may be learners perceive technology as a valuable tool for enhancing speaking skills. While it provides for them convenience, personalized learning.

Hypothesis 01: It could be participants face some challenges when learning communication skills in their environment. Its can considered in: lack of feedback, lack of motivation or limited resources, or fear of making mistakes.

Hypothesis 02: It can be participants use different resources and technologies to improve their speech skills as YouTube, podcasts, language learning apps, platforms.

Hypothesis 03: Maybe, Participants have positive feelings about using technology to improve their speaking skills. And see it as an effective way to improve their abilities

To find out to what extent the hypotheses are true, the researchers designed case study

research with students from second year license L2 at the English department of Salhi Ahmed University center. For the data collection and procedure, the researchers depend on the use of questionnaire and structured interview directed to learners of L2 , thus the results will be analyzed quantitatively and qualitatively.

To carry out this dissertation, the present work is divided into two (02) chapters the first chapter includes a theoretical overview about out class learning using technology and its importance and its tools.

Including speaking skills, definition, teaching and learning, studies on learning speech

includes also a description of learner perspectives, definition, and learner perspectives study ,and tries to highlight the of learner perspectives importance.

The second chapter includes the research design and methodology

It includes a description about the research instruments and gives information about the respondents' profile, research procedures and the different methods of data analysis.

General introduction

At the end, it discusses the most important results. It includes also some suggestions to improve and enhance speaking by using technology tools.

These recommendations are given in accordance with the obtained results.



*literature
review*

1-1 /Introduction:

Speaking skills are an important part of communication that is important for everyday life, academic pursuit and career. They include expressing words and ideas clearly, capturing an audience, and being more compelling. Good speaking skills can positively affect personal communication, public speaking, and surveys. With these skills, people can better understand each other and work together.

The digital partnership is also very good. Let us find out how technology is involved in growing your public speaking skills and what are the available digital resources that can provide public speaking assistance. TECH IS READY TO BUILD YOUR PUBLIC SPEAKING SKILLS IN MANY WAYS. As we all know, there are some digital tools and systems that help us build our speaking skills step by step by providing the latest information, latest information, and up-to-date news. These tools include: Voice recognition software: Much voice recognition software can provide you with real-time feedback to ensure that your grammar pronunciation is correct. Virtual Reality (VR) Simulation: Virtual Reality (VR) provides occipital feedback by creating an environment for practicing public speaking.

Online communication tools: Video conferencing, social media and other online communication tools will help you master public speaking skills by talking to people from different parts of the world. ONLINE LEARNING GUIDES: There are various online public speaking guides and tools that can help you avoid language differences, text-to-speech disorders, and other challenges that may make communication difficult.

1-2/Out of class learning through technology:

Technology has revolutionized classroom learning by providing computers, tablets, and other devices that allow students to learn at their own pace. It plays an important role in providing education to students outside of school. These students are considered the "technology generation".

They are also called "Generation Y" (Emeagwali, 2011). Teachers can use these tools to make learning more interactive and engaging. It also allows students to collaborate and develop critical thinking skills through online emails and video chats. Additionally, technology increases the convenience and flexibility of classrooms by allowing students to study at home or in remote locations

1-2-1/ Use of technology outside the classroom:

Technology has changed the educational experience both in and out of the classroom. The use of technology outside of traditional classrooms to enhance learning opportunities is highly recommended. .

This not only increases student motivation, but also creates opportunities for self-study .The use of technology in education has changed the way students learn. Students now have the opportunity to use computers, tablets, and other devices to advance their knowledge rather than relying solely on textbooks and the classroom (Stein, 2013).

Use of Technology in Non-formal Learning Specifically, the integration of technology and experiences that creates meaningful participation and engagement among students. (Dunleavy et al. 2009; Farnsworth et al. 2013).

Additionally, research has shown that when technology is integrated into informal experiences, students are later able to reflect on what they have learned at home and at school (Anderson et al. 2012; 2000; His 2004; Zimmerman and Land, 2014), Whether interactive, interactive, or online resources, technology allows students to investigate and explore topics in new and exciting ways that go beyond traditional classrooms.(Gilakjani, 2017), technology helps students change their

learning plans and access more information that their teachers cannot provide. With access to classrooms and online courses, students can continue their education from the comfort of their home or in places where attending a traditional school is not possible. This flexibility allows students to learn at their own pace and on their own schedule, leading to personalized and adaptive learning.

1-2-2/ Tools of study out class:

Out-of-school learning resources are invaluable in complementing traditional education and enhancing the learning experience (Mayhew and Finkelstein, 2008) use technology as a tool for teachers to communicate and engage students in the classroom. It arises from the use of words and images rather than the words themselves (Mayer, 2008). Additionally (Tomlison 2009, Gen Iter, 2015) shows that computer-based activities provide students with quick access to appropriate information and resources. And websites for practical materials and community-based programs (Clements and Sarama, 2003) state that “the use of appropriate technology can benefit students.” They provide opportunities for students to learn new subjects develop practical skills and gain hands-on experience. And in line with various theories (Larsen-Freeman and Anderson, 2011), it supports the idea that technology makes teaching easier and enriches the learning experience. Examples of such tools are educational websites and mobile applications.

As technology is increasingly used in the classroom (Ahmed and Parsons, 2013) examine the use of mobile technology applications to assess the retention of biological concepts as well as assess students' hypothesis generation skills. Applied arts programs, libraries, museums, maker spaces and special events. By using these tools, students can expand their imagination, enhance their creativity, enhance critical thinking skills, and foster lifelong learning.

1-2-3/ The importance of technology in school education:

The use of technology in education is changing the learning experience, especially in the classroom. This method has been shown to improve students' understanding and retention of material and encourage collaboration, independent learning, and rapid

feedback. Additionally, technology prepares students for a future driven by technological advances, encouraging critical thinking and teamwork in a mathematically relevant environment. To achieve this, it is important to go beyond the integration of technology and effectively integrate it into the curriculum, recognizing its importance in all aspects of teaching and learning (Eadyand Lockyer, 2013).

In short, technology and its associated tools outside the classroom play an important role in enhancing learning, expanding opportunities, and increasing diversity in our daily lives. Its importance lies in its ability to empower people, stimulate creativity and innovation, and connect people on a global scale

1-3/ Speaking skills:

Communication skills are an important part of effective communication. It refers to the ability to communicate effectively, safely and collectively through spoken language. Whether you're presenting to an audience, participating in a discussion, or interacting with others, public speaking skills are crucial to presenting your ideas and connecting with the audience. This skill requires many components such as fluency, pronunciation, intonation and body language

1-3-1/Describe speaking skills:

According to (Chastain, 1998), "Speaking is a productive and versatile skill. Speaking is more than making the right sounds, choosing the right words, or finding the right grammatical structure". Therefore, speaking skills are the ability to verbally express thoughts, ideas, and information in an engaging, clear, and coherent manner. According to (Ur, 1996), speaking includes all other language skills. Conversation is "the process of constructing and sharing meanings using verbal and non-verbal cues in different contexts".(Kameron, 2001) says: "Speech is the active use of language to express meaning in a way that other people can understand." In addition to the previous definition: "Speech is a communication process of creating meaning, involving the giving, receiving and processing of information". (Bruin, 1994; Burns and Joyce, 1997).Effective communication includes the ability to express oneself effectively, use language effectively, and convey messages that others can understand.

According to (Brown and Yule,1983), speaking is a skill that students will be assessed on in most real-life situations. It is an important part of daily communication, and often a person's first impression is based on their ability to speak clearly and completely.

According to (Ur,2000) , speaking is the most important of the four skills (listening, speaking, listening and writing) and is necessary for effective communication. The effective use of tone, inflection, and body language to reinforce the overall message and overall impact is part of effective communication skills. Presentation is an important life skill in a variety of situations, including public speaking, business situations, and interpersonal relationships.

1-3-2/ Learning to speak:

Speaking skills are an important part of language learning and communication. Good speaking skills are about producing words that listeners can understand. According to (Brown and Yule, 1983), students' speaking skills will be evaluated in real life. It helps improve speaking skills such as fluency, intonation, vocabulary, pronunciation and grammar.

As stated in (Ur, 1996), speaking includes all other skills that enable you to know the language. Being able to speak a foreign language requires more than knowledge of grammatical structures; it requires practice through speaking, which will lead to the development of oral skills.

Learning speaking skills creates a collaborative learning environment by giving students the opportunity to speak freely and express themselves. Teaching speaking also includes instructions on how to pronounce words correctly when speaking and how expressions are used incorrectly by many people. With systematic training and extensive practice, students can become fluent speakers with the confidence needed to communicate effectively in a variety of contexts

1-3-3/Research on language learning:

(SLM MODEL)

The Speech Learning Model (SLM) aims to understand how individuals learn or struggle to learn phonetic segments in a second language, g and consonants. It explores questions such as the learnability of certain L2 speech sounds, the impact of age on L2 speech learning, and the connection between difficulties in producing L2 sounds and inaccurate perception. Predictions generated by the SLM include the association of category formation with an increase in perceived phonetic dissimilarity of certain L2 sounds from the closest sound in the native language, and improvements in production accuracy with increased dissimilarity over time. Falsifying the SLM would involve observing an augmentation of dissimilarity between L1 and L2 sounds over time or in specific groups, leading to enhanced production accuracy of the L2 sound with increased dissimilarity.

Based on the results of the presented research, the research conducted by (Flege 1984) and (Flee and Hefting 1986) sheds light on the relationship between the first language (L1) and the second language (L2). (Flege 1984) has shown that native English speakers can recognize French letters as part of English speech by distinguishing the pronunciation of vowels such as /u/ and consonants such as /t/. This shows that native speakers can understand more than one language. The model (SLM), proposed by (Flege and Hefting, 1986) , shows that L1 and L2 systems work together but L1 language learning remains better. Building on the above definition, the Language Learning Model (SLM) is a framework that aims to understand how people learn or attempt to learn phonetic units, especially vowels and letters, in a second language (L2). 3. SLM shows that improvement in L2 speech can be seen as the difference between L1 and L2 speech increases.

In conclusion, speaking skills are important and necessary for effective communication in both personal and professional contexts. Students can develop these skills using teaching strategies, authentic materials, and personal support. A supportive environment, constructive feedback and flexible teaching methods are essential for successful learning. By learning at their own pace and pace, students can develop confidence and proficiency in their speaking skills.

1-4/ Student perspective:

When it comes to understanding speaking skills from the learner's perspective, it is important to take into account the person's experience, preferences, and challenges. Students may feel differently comfortable with different types of speaking, such as public speaking, interpersonal communication, or persuasive speaking.

Understanding a student's mind involves identifying their unique strengths and developmental milestones and addressing the obstacles they face .can meet and improve speaking skills (Fahmi and Widia, 2021).Engaging Pinto students in developing their speaking skills requires a specific and targeted approach. It is important to create a supportive and inclusive environment where people feel comfortable expressing themselves.

1-4-1/Perspective definition:

According to the Oxford English Dictionary, perspective is "a particular attitude toward or way of regarding something; a point of view". "Perspective drives everything we are and do in our classrooms, and we integrate this definition into our instruction, classroom cultures, and relationships." Our individual mindsets form our perspectives, which are collections of ideas that influence how we perceive one another, our experiences, and the possibilities or lack thereof that lie ahead. Because emotions are contagious, our perspectives as instructors have a direct influence on students' emotions and learning. The "perceived" outcome of an event, or the collective attitude felt and acted on by a group of students or coworkers, is always determined by my feelings, understanding, or interpretation of it.

Any type of bad emotion narrows our viewpoints, forcing us to react and unknowingly generate more negative emotion as we cycle through conflict. When we are under stress, we feel limited and have fewer alternatives on how to respond. The brain's intrinsic ability to change anatomically and functionally in response to new experiences is known as neuroplasticity. Our perspectives have the potential to produce more of the experiences we desire. By adjusting our perspectives, we provide ourselves with a new perspective via a lens that can introduce us to a growth mindset,

which (Carol Dweck) characterized as the belief that our goals and the malleability of our mental processes can impact our emotional and cognitive abilities.

So perspectives refer to a person's unique way of thinking, perceiving, or knowing something. It comprises of an individual's faiths, beliefs, and experiences that shape his or her perception of the world. These perspectives are subjective and vary from person to person, influencing their findings, evaluations, and actions. In turn, this has a significant impact on how an individual interacts with people and behaves in a variety of settings.

1-4-2/Learner's perspective study:

The learner's perspectives study (LPS) is a research approach that centers on understanding the learning process from the viewpoint of the learners themselves. This type of study prioritizes the subjective experiences, perceptions, and reflections of students regarding their educational journey. According to Phillips and (Burbules , 2000), this method aims to "capture the nuances of learning that may be overlooked in more traditional, teacher-centered research methodologies"

Learner's perspectives studies often employ qualitative research methods such as interviews, focus groups, and reflective journals to gather rich, detailed data. These methods enable researchers to delve into how students make sense of their learning experiences, what challenges they face, and what strategies they employ to overcome these challenges. (Vermunt and Endedijk ; 2011) explain that this approach aligns with constructivist theories of learning, which emphasize the "active role of learners in constructing their own knowledge based on their experiences and interactions"

In the context of educational research, understanding learners' perspectives can inform the design and implementation of more effective teaching strategies, curricula, and learning environments. It provides insights that can help educators tailor their approaches to better meet the needs and preferences of their students, ultimately fostering more engaging and effective learning experiences.

1-4-3/Importance of Learner's perspectives:

According to (Hattie, J. 2008). The learner's perspective is critical in the educational context since it has a direct impact on their engagement, motivation, and overall learning results. When students can approach learning from their own unique viewpoint, they are more likely to actively participate in activities, share their thoughts, and take ownership of their learning experience. Educators may create a more inclusive and successful learning environment by embracing and appreciating their students' different opinions. When learners believe that their ideas are recognized and appreciated, they are more likely to have a good attitude toward learning and be driven to succeed. As a result, academic performance improves and students have a better comprehension of the subject

In summary, a student's perspective, including their perceptions, attitudes and beliefs about learning, is influenced by many factors such as past experiences, cultural milieu, aspirations and personal learning styles. It is therefore important to appreciate student perspectives, as this facilitates teachers in delivering instruction that addresses the needs of the learners to provide inclusive and effective lessons. To this end, appreciating and acknowledging the students' perspectives can lead to a richer educational environment by providing interesting and meaningful learning experiences that engage students in more meaningful and interesting lessons. It further develops intrinsic motivation that is essential to critical thinking and lifelong learning. Accordingly, this practice not only enhances teaching effectiveness, but can also significantly influence students' achievements, thus preparing them to deal with future tasks more effectively.

Conclusion:

This theoretical chapter has focused on how Technology transforms education with personalized learning and enhanced communication. Speaking skills, vital for effective communication, require tailored teaching. Understanding diverse perspectives fosters inclusive learning environments, empowering students for lifelong success.

After summarizing the essential points of using technology on speaking skills developments. This theoretical

Chapter, the researchers of this study move to introduce a new chapter which contains.

The practical side that includes the main challenges, possibilities, and attitudes of learners towards the use of technology out classroom.



Chapter one
Literature review

Chapter two: Research

2.1. Introduction:

The second chapter of this research work is devoted to an explanation of the research methodology and design focusing on data collection and analysis. It describes the questionnaire and structure interview the sample of them. It denotes the detailed analysis of the collected data and gives a discussion of the main findings. Taking into consideration the obtained results. This chapter aims at providing some recommendations that would help learners improve their ability of speaking using technology outside class and suggestions for further research.

2.1. Introduction:

This study was carried out with the aim of investigating and to explore learners perceptions on the use of technology in order to improve and enhance their speaking skills outside of the class learning.

It aims at:

1. Explore learners' perceptions of technology's role in enhancing speaking skills.
2. Identify challenges faced by participants in learning communication within their specific setting.
3. Investigate the resources utilized by participants to enhance their speaking abilities
4. Examine participants' attitudes towards the use of technology for improving speech.

2.2. Research Objective:

The target population of this research is mainly students in the English department at Salhi Ahmed University Center -Naama. The sample includes 33 students chosen randomly from Second year license L2.

2.3. The Sample

Population:

The students involved in this study was second year license L2 at Salhi Ahmed University Center -Naama. They were thirty-three (33), thirteen (30) female, and three (03) male aged between (18) to twenty-four (24) years old.

Chapter two: Research

2.4. Students Profile:

2.5.1. Research Methodology:

A Systematic Approach Research methodology is a structured approach to addressing research problems. It involves examining the various steps taken by researchers and the reasoning behind them. Researchers must not only be familiar with research techniques but also understand the underlying methodology.

This includes recognizing relevant and irrelevant methods, comprehending the assumptions behind different techniques, and determining which approaches are suitable for specific problems. Researchers must design and evaluate their methodology for each research problem before implementation.

To understand research, it is crucial to have a clear grasp of the scientific method, as they are closely intertwined. Research investigates the nature, causes, and consequences of particular circumstances, whether controlled experiments or naturally occurring situations. The goal is not merely to produce specific results but also to ensure that those results can be replicated and extended to more complex and general situations.

2.5. Methodology:

2.5.1. Research

Qualitative research delves into real-world issues by exploring and gaining deeper insights, in contrast to quantitative research which focuses on numerical data and interventions. Qualitative research investigates the "how" and "why" aspects, gathering participants' experiences, perceptions, and behaviors. The strength of qualitative research lies in its ability to elucidate human behavior patterns and processes that are challenging to quantify. While qualitative and quantitative approaches differ, they can complement each other, enhancing overall understanding.

Qualitative research conforms to the notion that reality is socially constructed and that inquiry is unavoidably value-laden. Reality cannot be measured directly - it exists as perceived by people and the observer, and is relative and multiple, perceived through socially constructed and subjective interpretations. Similarly, in the research process, different people have different views of the same thing depending on their

Chapter two: Research

upbringing, experiences, training, and professional background. Qualitative research is concerned with how the social world is interpreted, understood, experienced, or constructed. This aligns with the idea that reality is socially constructed and that inquiry is value-laden.

2.6. Research Approach: 2.6.1. Qualitative

Quantitative research techniques focus on gathering and analyzing structured data that can be expressed numerically. The primary goal is to create accurate and reliable metrics that allow for statistical analysis. This method is particularly suited for addressing the "what" or "how" aspects of a situation, as the questions are straightforward, measurable, and often include phrases like "what percentage?", "what proportion?", "to what extent?", "how many?", and "how much?".

Librarians can gain valuable insights about the demographics of a population, the usage of products or services, and attitudes and behaviors through quantitative research. This type of research allows for the documentation of trends and provides measurements such as frequencies, percentages, proportions, and relationships to quantify and provide evidence for these variables.

The findings from quantitative research can reveal behaviors and trends, but they do not explain the reasons behind people's thoughts, feelings, or actions. To gain insight into these motivations, qualitative studies like focus groups, interviews, or open-ended survey questions are more effective.

Quantitative research has six main characteristics:

1. It involves using numerical data to analyze information.
2. The data collected can be measured and quantified.
3. The primary objective is to maintain objectivity in the research process.
4. Statistical analysis can be used to assess the findings.
5. Complex issues are represented through variables.
6. The results obtained can be summarized, compared, or generalized.

Chapter two: Research

2.6.2. QUANTITATIVE

Mixed methods research refers to a research approach that combines qualitative and quantitative methods within a single study or across multiple phases of a study. This approach allows researchers to gather both numerical data (quantitative) and descriptive data (qualitative), providing a more comprehensive understanding of the research question or topic. It's often used when one method alone might not capture the complexity or depth of the phenomenon being studied.

In mixed methods research, qualitative methods are used to explore and understand the underlying reasons, motivations, and meanings behind a particular phenomenon. This often involves techniques like interviews, focus groups, observations, and content analysis. On the other hand, quantitative methods involve the collection and analysis of numerical data to measure and quantify aspects of the phenomenon, such as surveys, experiments, and statistical analysis. The integration of these methods can occur at different stages of the research process. For example, a study might start with qualitative data collection to develop theories or explore participants' perspectives. This qualitative data can then inform the design of quantitative measures, which are used to test hypotheses or generalize findings to a larger population.

One of the strengths of mixed methods research is its ability to provide a more holistic and nuanced understanding of complex phenomena. By combining qualitative and quantitative data, researchers can triangulate their findings, validate results, and gain deeper insights that might not be possible with a single method alone

2.6.3. Mixed method research:

This study was designed to address the following questions:

Q1: How do the learners perceive the use of technology in enhancing speaking skills?

Hypothesis 1: It may be participants perceive technology as a valuable tool for enhancing speaking skills. While it provides for them convenience, personalized learning, engagement it's come to be a valuable asset in their learning.

Chapter two: Research

Q2: What challenges have the participants faced when learning communication in their environment?

Hypothesis 2: It could be Participants face some challenges when learning communication skills in their environment. Its can considered in: lack of feedback, lack of motivation or limited resources, or fear of making mistakes.

Q3: What resources have the participants used to improve their speaking skills?

Hypothesis 3: It can be Participants use deferent resources and technologies to improve their speech skills as YouTube, podcasts, language learning apps, platforms

Q4: How do the participants feel about using technology to improve speech?

Hypothesis 4: Maybe, Participant has positive feelings about using technology to improve their speaking skills. And see it as an effective way to improve their abilities.

2.7. Research Questions and

Hypothesis:

2.3.1. The Questionnaire:

A questionnaire serves as a valuable tool for gathering insights from individuals by presenting a series of questions aimed at gathering specific data or opinions on a given topic. These questionnaires can take the form of structured, with fixed-choice responses, or unstructured, featuring open-ended questions, tailored to meet the objectives of the research. They find widespread use in surveys, assessments, and academic investigations, facilitating the collection of both quantitative and qualitative data.

The adoption of questionnaires for data collection enjoys popularity, particularly in large-scale surveys, attracting usage from various quarters including individuals, researchers, organizations, and governmental bodies. The method involves dispatching a sequence of questions, often through mail, to targeted individuals who are then tasked with comprehending and responding to these queries within the allotted spaces provided. This self-administered approach is notably prevalent in economic and business surveys due to its cost-effectiveness, especially when dealing with expansive and geographically dispersed populations. One of its primary advantages lies in its ability to eliminate interviewer bias, allowing respondents to furnish their responses in their native language and at their own pace, thus ensuring thoughtful and

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comprehensive inputs. Additionally, this method facilitates reaching even those who are geographically remote or difficult to access. Utilizing sizable samples further enhances the reliability and credibility of the resultant data. A prudent step often recommended before deploying this method extensively is conducting a pilot study or survey to refine the questionnaire and survey procedures, ensuring optimal outcomes, particularly in larger-scale inquiries.

The questionnaire of this research was answered by a sample of 33 participants From L2 English at Salhi Ahmed University Center – Naama.

2.8. Research

An interview is a structured conversation between two or more people, typically conducted to assess the suitability of a candidate for a job, admission to a school or program, or to gather information for research purposes. During an interview, one party, usually the interviewer asks questions while the other party, the interviewee, provides answers. Interviews can take various forms, including face-to-face meetings, phone calls, video conferences, or panel discussions. The purpose of an interview is to evaluate the interviewee's qualifications, skills, experience, personality, and suitability for the role or purpose at hand. It's a critical tool in decision-making processes for employers, admissions committees, and researchers, offering an opportunity to delve deeper into an individual's background, capabilities, and potential fit within an organization or institution.

In addition to assessing qualifications and skills, interviews serve several other purposes. They allow the interviewer to gauge the interviewee's communication skills, problem-solving abilities, critical thinking, and how they handle pressure or unexpected situations. Interviews also provide a platform for the interviewee to learn more about the role, organization, or program they're applying to and to ask questions to determine if it aligns with their goals and values. Furthermore, interviews can help both parties establish rapport and assess cultural fit within an organization or academic institution. Overall, interviews play a crucial role in the selection process, providing valuable insights for decision-making while also offering an opportunity for mutual understanding and engagement between the interviewer and the interviewee.

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In this study, a structured interview was administered to 3 volunteering students to gain their inner understanding of the topic at hand.

2.10. Finding and Data Analysis:

To analyze the data collection, the researchers chose a mixture of data analysis methods which are quantitative and qualitative data analysis. This helps the researchers to get better results.

2.10.1 / Analysis of Quantitative Data

Quantitative data analysis aims to draw broader conclusions from a specific sample. Then analyzed using statistical methods.

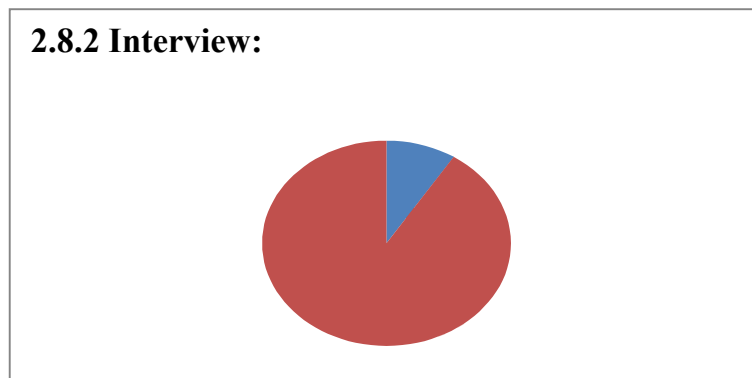
2.10.2 / Analysis of Qualitative Data

Qualitative research provides insight into human behavior, contrasting quantitative methods focused on numerical generalization. That offer non-numerical data.

2.9.1.1/ The Questionnaire analysis:

The next part will give a descriptive statistics and graphs of the collected data from participants with detailed and understandable analysis of the results obtained.

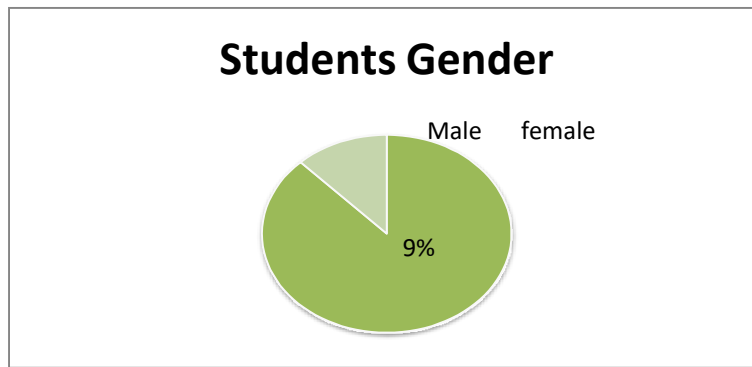
Q1/ Gender



Graph 01: students Gender

In this question we found that the number of females was greater than the number of males. 30 female and 3 males.

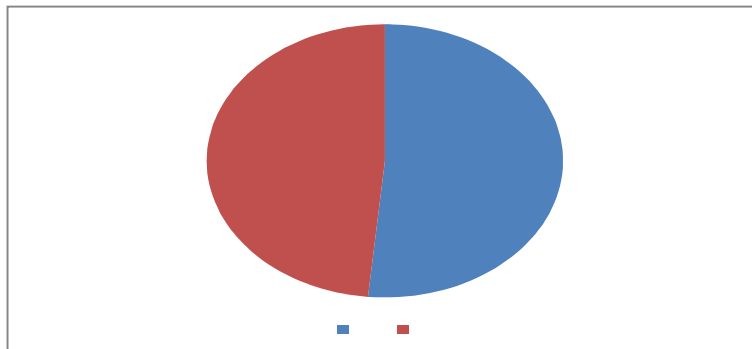
Q2/ Age



Graph02: students Age

This question is revolving the students age .as the results show that age between 18-24 making up 12% .and age between 25-34making up 88% from the all participants sample .and there is no participants with age under 18.

Q3/DO you have difficulties in speaking in class?



Graph 03: facing difficulties in speaking class

As show above, 51% from the participants represent YES and the rest participants are making up 48% chose NO. Check question 07.

Q3/if yes what way have you tried to improve your speaking?

36%are reported and montioned some ways to improve their speaking such as: listening to podcasts; engaging in conversations with friends ; watching videos ;watching movies; listening music; practicing shadowing.

Q3/Which of these tools do you use?

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Statement	N	%
Language learning apps (e.g, Duolingo, Babbel, Rosetta Stone)	19	57%
Social media platforms (e.g, Instagram, Facebook, twitter)	24	72%
Voice or video calling apps (e.g, Skype, Face time, Zoom)	8	12%
Other	12	36%

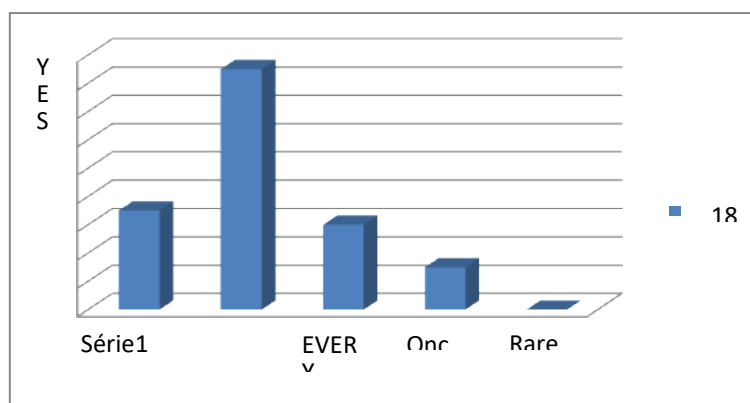
Table 01: Tools use to improve speaking

This questions was addressed to know what tools the participants use .It is noticed that the majority of the selected participants 72% prefer the social media platforms (e.g: twitter, instagram, Facebook). Unlike the rest 57% of them chose to use language learning apps such as Duolingo, babble. 12% of participants are like to use voice or video calling apps.

Whereas 36% are prefer to use other tools such :

Tiktok, YouTube, whatsApp, online games in forging languages, music, podcasts.

Q4/How often do you use technology to practice speaking outside the classroom?

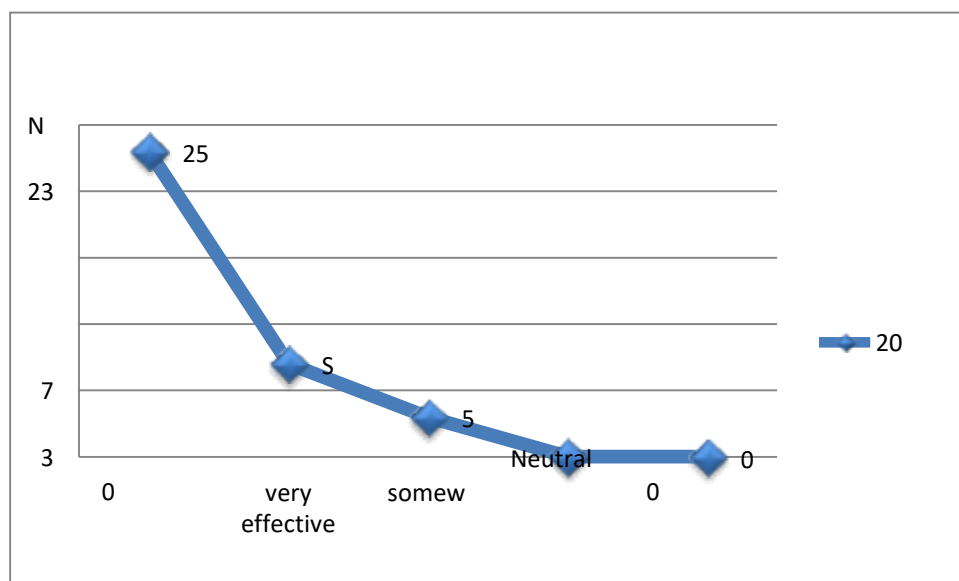


Bar graph: the use of technology times

In this question the results show in that the majority of use the technology in several times a week it chosen by 17 participants .while the chose A it represent 7 participants. And the option C & D are consider 6 and 3 From the participants Where option F is not chose by any one from all the sample

Q5/How effective is using technology to enhance your speaking skills outside classroom?

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Graphic curve for the effective of technology

As the results show the majority of participants consider that technology is very effective and the rest are chose the option B & C by 7 and 3 from participants.

Whereas the last are not chose from any one.

Q6/ what advantages do you perceive when using technology to enhance your speaking skills?

<i>Options</i>	<i>N</i>	<i>%</i>
<i>Convenience(ability to practice anytime, anywhere)</i>	17	51%
<i>Access to native speakers for language exchange</i>	17	51%
<i>Increased exposure to natural spoken language</i>	05	15%
<i>Opportunity to receive immediate feedback on pronunciation and fluency</i>	05	15%
<i>Engaging and interactive learning experience</i>	02	6%
<i>Other</i>	02	6%

Table 02: Advantage of using technology

In this question the participants were asked about what they advantage prefer when using technology

51% of them prefer convenience and access to native speakers for language exchange advantages.

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Than 15% like to increased exposure to natural spoken language and opportunity to receive immediate feedback on pronunciation and fluency.

6% from them prefer engaging and interactive learning experience.

While other 6% prefer other advantages:

As flexibility, feedback Mechanism's, Self-paced learning.

Q7/What challenges or disadvantages have you encountered when using technology to enhance your speaking skills?

	<i>Limited opportunities for face-to-face interaction</i>	<i>B. Difficulty finding reliable language exchange partners</i>	<i>Technical issues (e.g., poor audio/video quality, connectivity problems)</i>	<i>D. Difficulty staying motivated and disciplined while self-studying</i>	<i>E. Lack of personalized feedback and guidance</i>	<i>F. Other</i>
<i>N</i>	7	11	8	10	4	0
<i>%</i>	21%	33%	24%	30%	12%	0%

Table 03: Challenges & disadvantages

This question was asked to know which type of challenges or disadvantages face the participants when use technology .the answer were close somewhat between the given choices with varying percentages .while the all participants population have difficulty finding reliable language exchange partner.

Than 30% from them have problems in staying motivated and disciplined

While self-studying

24% They suffer from the technical issues; e.g.: the quality of audio/video.

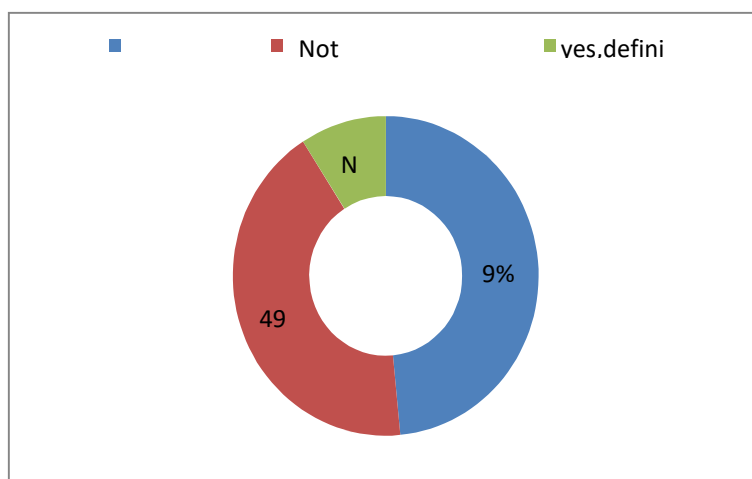
21% of participants they complain about the limited opportunities face –to- face interaction.

12% suffering from weakness personalized feedback and guidance. All this challenges

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and disadvantages make the participants have difficulties that stood as an obstacle to them when they use technology to enhance their speaking skills.

Q8/ Would you recommend using technology to other language learners who want to improve their speaking skills?



Graph 04: opinions about recommend use technology

This question is done about if participants recommend the use of technology to improve the speaking abilities, as the results show the majority answered yes, definitely. This show that the majority are grateful on the use of technology .and the rest was also answered yes; but with some reservation. While 3 participants from all the sample are not agree with recommend the use of technology and answered by , No ,not really.

Q9/ What improvement or additional feature would you like to see in technology –based tools for enhancing speaking skills?

In this question the participants was asked about the improvement and additional feature which them want to see on technology in future.

The opinions of participants was drive from many thing the majority see that technology is getting better day after day, and they are grateful for this.

And the most of them see that .in the future ,technology will be help us to speak

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better by translations during online interview, add offline podcasts , creating speaking apps easy to use, helping to find language partners ,making dictionary apps more accurate, removing ads, improve the quality of video and audio.

42%

2.9.1.2/The interview analysis:

The interview responses were analyzed through a simple thematic analysis. This section shows the results

2.9.1.2/The interview analysis:

Q1:=>What do you think about using technology to improve speaking skills outside of the classroom?

Interviewee 1:

I see technology as an effective and importance way to improve speaking out Classroom.

Interviewee 2:

I think it's essential tool for a good results in speaking abilities.

Interviewee 3:

I see using technology outside Classroom to improve speaking skills it is beneficial because it facility learning process and accessibility.

In this question interviewees were confirm that using technology to enhance speaking skills outside the classroom is widely acknowledged as beneficial by many educators and experts. It offers an effective and essential tool for improving speaking abilities, making the learning process more accessible and facilitating practice beyond traditional classroom settings.

Q2=>.What sources or tools have you utilized to improve your communication skills?

Interviewee 1:

I use social media as source and YouTube as tool.

Interviewee 2:

I use What Sapp. Google translation. YouTube. ChatGPT. Listen to video to

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know how words are pronunciation.

Interviewee 3:

Personally I have utilized various sources and tools to enhance my commemoration such as language learning apps .social media. .

The question seems to inquire about the methods or resources individuals have used to enhance their communication skills. Each interviewer mentions different platforms or tools like social media, YouTube, language learning apps, and Google translation. These sources provide exposure to language, pronunciation, and communication styles, aiding in skill improvement.

Q3.What are the benefits of using technology for speaking preparation over typical classroom settings?

Interviewee 1:

One of the benefits of using technology is that I feel comfortable and motivated to learn.

Also I can learn at anything and anywhere.

Interviewee 2:

I see technology as importance in learning especially in speaking. And it makes all the time learn more information and more things.

Interviewee 3:

Technology allows individuals to access to speaking resources anytime and anywhere.

Allowing learner's to identify and correct mistakes.

The question explores the advantages of utilizing technology for speaking preparation compared to traditional classroom settings. Interviewers highlight benefits such as flexibility in learning location and timing, increased motivation, access to a wealth of information, and the ability to identify and correct mistakes independently. Overall, technology offers convenience, motivation, accessibility, and self-correction features that enhance speaking preparation.

Q4: What challenges have you faced in your environment in your attempt to improve your speaking skills?

Interviewee1:

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My environment it lack motivated especially in quality of internet.
I don't have a guide.

Interviewee 2:

Lack of feedback in language itself. e.g.; I have Lack of synonyms for searching for information.

Lack of experience to deal with some applications or website.

Interviewee 3:

Lack of self-confidence. Issues in pronunciation.

This question delves into the challenges individuals have encountered while trying to enhance their speaking skills within their environment. Interviewers mention obstacles such as a lack of motivation, poor internet quality, absence of guidance, insufficient feedback on language usage, difficulty finding synonyms, lack of experience with certain applications or websites, issues with self-confidence, and pronunciation challenges. These challenges can hinder speaking skill improvement and require targeted strategies to overcome.

Q5. Based on your experience, how would you advise someone who wants to use technology to improve their speaking skills?

Interviewee 1:

Yes I advise them use it and stay motivated to get a good results and getting a good speaking abilities.

Interviewee 2:

I advise them to use as a tool because it's necessary and have great importance to getting better Educational skills especially in speaking.

Interviewee 03:

I advise them to choose the tools
Consistent practice and focus on listening to get a good speaking

The question seeks advice from individuals based on their experiences regarding using technology to enhance speaking skills. Interviewers suggest staying motivated, utilizing technology as a tool for better educational skills, choosing appropriate tools, consistent practice, and focusing on listening to improve speaking abilities. Overall, the advice emphasizes the importance of motivation, consistent practice, and utilizing technology effectively to enhance speaking skills.

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2.10. Suggestions and recommendations:

The results achieved in this research work led to suggest some of recommendations to help and solve the challenges and problems faced the learners to improve their speaking skills to have a successful learning .Here are a few suggestions and recommendations:

Language Learning Apps:

- Duolingo, Babble, Rosetta stone: They offer speaking exercises that are step-wise, pronunciation practice and role-plays.
- Tandem, Hello Talk: These apps enable learners to connect with native speakers for language exchange in real-time.

. Speech Recognition Tools:

- Google Assistant Siri: These voice assistants assist with pronouncing words properly and improving fluency by commanding them or asking questions.
- Speech-to-Text Features: To train yourself how to articulate well and see if the device understands you, use this function on phones or computers.

. Online Speaking Platforms:

- Zoom Skype Google Meet: You can arrange video calls with your language partner or tutor or just friends for speaking practice in an informal way.
- Virtual Language Exchange Programs: Also join programs like "Language Exchange Community" or "Conversation Exchange" to find someone to speak with

Websites that Promote Interactivity:

- BBC Learning English and Voice of America (VOA) Learning English: These websites offer you a chance to practice speaking; they have pronunciation guides and activities for interactive speaking.

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- YouTube Channels: You can follow some channels specially designed for language learning. They provide tutors who will give you exercises for speaking as well as tips on how to pronounce words correctly and conversation practice.

. Recording and Playback Tools:

- Voice Recorders; Record your speech frequently during practice and play it back. Apps such as Audacity or the in-built recorders in smartphones can be used for this reason.

Podcasts and Audiobooks:

- Language Learning Podcasts: Listen to and repeat after podcasts that focus on speaking practice, such as "The Fluent Show" or "Coffee Break Languages".

- Audiobooks: Listen to books in the target language and practice speaking by repeating phrases and sentences.

.Social Media and Forums:

- Facebook Groups and Reedit Communities: Join groups and forums dedicated to language learning where you can participate in voice chats and discussions.

.Gaming:

- Language Learning Games: Engage in games designed to improve language skills
- Online Multiplayer Games: Play games with a social component where you can interact with players using the target language.

By leveraging these technologies and tools, learners can create a rich, immersive environment for practicing and enhancing their speaking skills outside the classroom.

2.11..Research Limitations:

In this study, several limitations need to be considered. First, the sample size was relatively small, consisting of 33 participants, which may not be representative of the larger population. This limits the generalizability of our findings. Furthermore, the data were collected using self-reported questionnaire and an interview which may introduce response biases and inaccuracies.

The convenience sampling method used also poses a risk of selection bias, potentially affecting the study's validity.

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Methodologically, the reliance on cross-sectional data means we cannot establish causality between the variables studied. Future research could benefit from a longitudinal approach to examine changes over time.

Despite these limitations, this research provides valuable insights into using technology outside class learning to enhance speaking and sets the groundwork for future studies to build upon.

Conclusion:

This chapter includes an overview about the research design and data analysis. It deals with the research objective, research instruments, and data analysis methods. It lists the main challenges that learners face when using technology to improve their speaking. In fact, the analysis of students' questionnaires revealed that using technology is helpful and useful. However, every learner should learn how to employ technology in learning in order to avoid the main difficulties in its use.

Additionally, it provides recommendations for learners for a better education in the future.

General conclusion:

Out-of-class learning through technology has transformed the educational landscape, offering unprecedented opportunities for personalized, flexible, and engaging learning experiences. Technology enables students, particularly the tech-native millennial generation, to learn at their own pace and access a vast array of resources beyond the traditional classroom. This approach not only enhances student motivation and interaction but also fosters critical thinking, collaboration, and self-paced learning.

The use of technology in informal learning environments encourages active participation and reflection, facilitating a deeper understanding of the material. Digital tools and resources, such as multimedia presentations, virtual classrooms, and online forums, provide learners with rich, interactive experiences that complement formal education.

Moreover, effective speaking skills are crucial for communication and personal development. Teaching speaking involves more than grammatical correctness; it includes pronunciation, fluency, and the ability to engage an audience. Various studies suggest that learning to speak in a second language is influenced by the interplay between one's native and target languages, highlighting the complexity of language acquisition.

Understanding learners' perspectives is essential in education. By recognizing individual experiences, preferences, and challenges, educators can create supportive and inclusive learning environments. This personalized approach helps students develop confidence and competence in their speaking skills, enhancing their overall learning outcomes.

This chapter includes an overview about the research design and data analysis. It deals with the research objective, research instruments, and data analysis methods.. In fact, the analysis of students' questionnaires revealed that using technology is helpful and useful. However, every learner should learn how to employ technology in learning and improve speaking in order to avoid the main difficulties in its use. Additionally, it provides suggestions recommendations for learners for a better education in the future.

General conclusion:

As this study has already discussed; for this research work, the researchers introduced the following research questions:

The main questions:

How do the learners perceive the use of technology in enhancing their speaking skills?

Sub- questions:

Questions 01: What challenges have the participants faced when learning communication in their environment?

Questions 02: What resources have the participants used to improve their speaking skills?

Question 03:How do the participants feel about using technology to improve speech?

The main Hypothesis: It may be learners perceive technology as a valuable tool for enhancing speaking skills. While it provides for them convenience, personalized learning, engagement it's come to be a valuable asset in their learning

Hypothesis 01: It could be Participants face some challenges when learning communication skills in their environment. Its can considered in: lack of feedback, lack of motivation or limited resources, or fear of making mistakes.

Hypothesis 02: It can be Participants use deferent resources and technologies to improve their speech skills as YouTube, podcasts, language learning apps, platforms.

Hypothesis 03: Maybe, Participants have positive feelings about using technology to improve their speaking skills. And see it as an effective way to improve their abilities.

After the hypotheses presented regarding this study, the data analysis proved that using technology in developing students speaking skills is very useful and effective in giving a good results.

The study has started with a literature concerning how Technology transforms education with personalized learning and enhanced communication. Speaking skills, vital for effective communication, require tailored teaching. Understanding diverse perspectives fosters inclusive learning environments, empowering students for lifelong success.

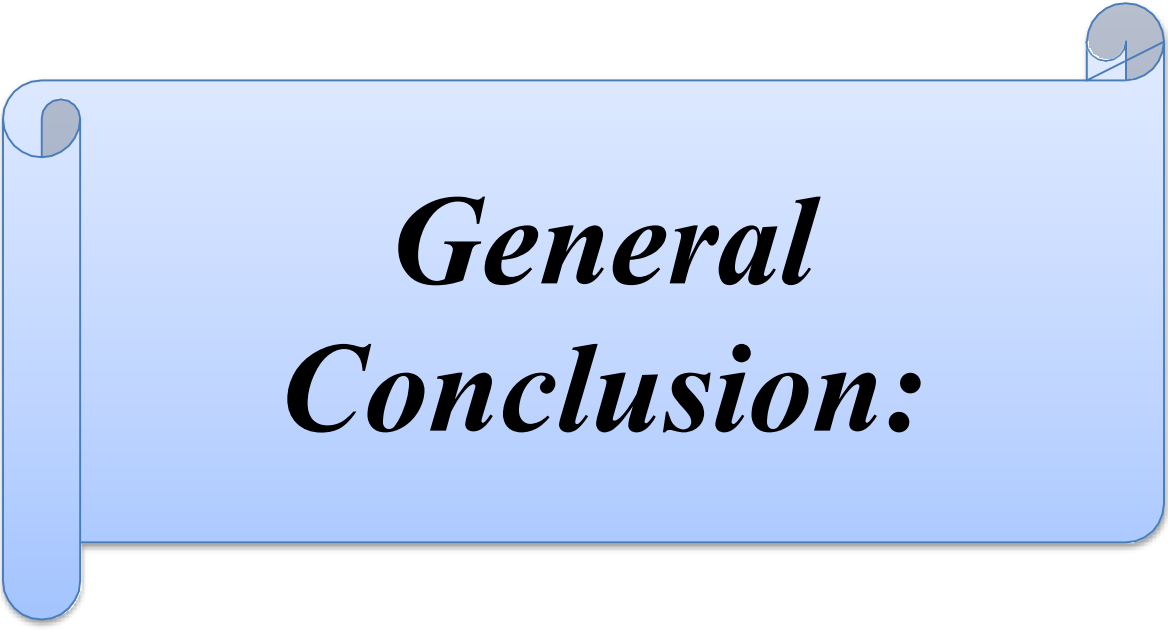
General conclusion:

After summarizing the essential points of using technology on speaking skills developments.

The second chapter presents the processes of data collection and analysis. In this study, the researcher chose to deal with two research instrument which is the questionnaire and structured interview for students; the obtained data have been analyzed both quantitatively and qualitatively. The participants in this research are chosen randomly in which the researcher have dealt with questions concerning their attitudes towards the use of technology for developing speaking abilities.

The analysis of the collected data gave positive as well as negative perceptions in which all participants showed a positive attitude toward the usefulness of technology. However, some of them share a negative statement due to some difficulties that learners face. At the end, the researcher have provided some recommendations and suggestions for better speaking in the future.

As a conclusion to this research work, one might add that the present study has attempted to look for the impact of technology on the students' performance by including its advantages and challenges, Technology significantly impacts learners' performance by offering numerous advantages alongside several challenges. It enhances engagement and motivation through interactive tools and personalized learning experiences, making education more enjoyable and tailored to individual needs the vast resources available online provide students with extensive information and 24/7 learning opportunities, while collaboration and communication are improved through global connectivity and various digital communication tools. Additionally, technology helps develop essential digital literacy and critical thinking skills. However, the digital divide poses a major challenge, as not all students have equal access to technological resources, leading to disparities in educational outcomes. Distractions and misuse of technology can detract from learning, and the overwhelming amount of information available online requires students to develop strong evaluation skills. Over-reliance on technology may erode basic skills, and technical issues can disrupt the learning process. Furthermore, privacy and security concerns regarding students' personal information necessitate robust cyber security measures. Balancing these benefits and challenges is crucial for optimizing the impact of technology on enhancing learning speaking.



***General
Conclusion:***

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Appendices

APPENDIX 01

QUESTIONNAIRE

Dear students

In order to collect data about your own experiences and perceptions of using technology to improve your speaking skills out-of-class, you are kindly requested to answer the following questions

Your input and opinion will serve greatly in our study

Circle the right answer.

1. Gender:

- A. Male
- B. Female

2. Age:

- A. Under 18
- B. 18-24
- C. 25-34

3. Do you have difficulties in speaking in class?

Yes

No

If yes, what ways have you tried to improve your speaking skills?

3. which of these tools do you (you can circle more than one)

- A. Language-learning apps (e.g., Duolingo, Babbel Rosetta Stone)
- B. Social media platforms (e.g., Instagram, Facebook, Twitter)
- C. Voice or video calling applications (e.g. Skype, FaceTime, Zoom)
- D. Other (please specify):

4. How often do you use technology to practice speaking outside the classroom?

- A. Every day
- B. Several times a week
- C. Once a week
- D. Rarely
- E. Never

Appendices

5. In your opinion, how effective is using technology to enhance your speaking skills outside the classroom?

A. Very effective

B. Somewhat effective

C. Neutral

D. Somewhat ineffective

E. Not effective at all

6. What advantages do you perceive when using technology to enhance your speaking skills?

A. Convenience (ability to practice anytime, anywhere)

B. Access to native speakers for language exchange

C. Increased exposure to natural spoken language

D. Opportunity to receive immediate feedback on pronunciation and fluency

E. Engaging and interactive learning experience

F. Other (please specify)

7. What challenges or disadvantages have you encountered when using technology to enhance your speaking skills?

A. Limited opportunities for face-to-face interaction
B. Difficulty finding reliable language exchange partners

C. Technical issues (e.g., poor audio/video quality, connectivity problems)
D. Difficulty staying motivated and disciplined while self-studying

E. Lack of personalized feedback and guidance

F. Other (please specify)

8. Would you recommend using technology to other language learners who want to improve their speaking skills?

A. Yes, definitely

B. Yes, with some reservations

C. No, not really.

9. What improvements or additional features would you like to see in technology-used tools for enhancing speaking skills?

APPENDIX 02

WRITTEN INTERVIEW

1. What do you think about using technology to improve speaking skills outside of the classroom?
2. What sources or tools have you utilized to improve your communication skills?
3. What are the benefits of using technology for speaking preparation over typical classroom settings?
4. What challenges have you faced in your environment in your attempt to improve your speaking skills?
5. Based on your experience, how would you advise someone who wants to use technology to improve their speaking skills?

Résumé/ Summary : ملخص

ملخص

تهدف الدراسة الحالية إلى التعرف على أثر استخدام التكنولوجيا على أداء المتعلمين في تطوير مهارات التحدث. ولبناء هذا العمل، أجريت دراسة حالة في مركز الصالحي أحمد الجامعي بالنعامة، حيث قام طلاب رخصة السنة الثانية L2 من قسم اللغة الإنجليزية كعينة من السكان. ولجمع البيانات تم استخدام استبيانين تم توجيههما للطلاب. وأظهرت نتائج الدراسة أن التكنولوجيا تسمح للطلاب بأداء أفضل من خلال جعلهم يعملون بطريقة مرنة، بشكل مستقل وبالسرعة التي تناسبهم. ومع ذلك، فقد عبروا عن الصعوبات الناجمة عن نقص التدريب على أدوات التكنولوجيا، والعوامل المختلفة الأخرى المتعلقة باستخدام برامج التكنولوجيا. ولذلك يوصى بالعمل بشكل أفضل من خلال اعتماد أساليب جديدة فعالة لتعزيز إنتاجية وفعالية استخدام التكنولوجيا في تطوير التحدث في المستقبل.

الكلمات المفتاحية:

التكنولوجيا ، أداء المتعلمين ، مهارة التحدث

Résumé:

L'objectif de l'étude actuelle est de comprendre l'impact de l'utilisation de la technologie sur les performances des apprenants dans le développement des compétences en expression orale. Pour mener à bien cette étude, une étude de cas a été menée au Centre Universitaire Salah Ahmed de Naâma, où les étudiants en deuxième année de licence L2 du département d'anglais ont été échantillonnés. Pour recueillir les données, deux questionnaires ont été administrés aux étudiants. Les résultats de l'étude ont montré que la technologie permet aux étudiants de mieux performer en les rendant flexibles, indépendants et à leur propre rythme. Cependant, ils ont exprimé des difficultés liées au manque de formation sur les outils technologiques, ainsi que d'autres facteurs liés à l'utilisation des logiciels technologiques. Par conséquent, il est recommandé de travailler de manière plus efficace en adoptant de nouvelles méthodes pour améliorer la productivité et l'efficacité de l'utilisation de la technologie dans le développement de l'expression orale à l'avenir.

Mots clés : la technologie, performances des apprenants, expression orale.

Summary:

The present study aims at investigating the impact of using technology on learners performance in developing speaking. To construct this work, a case study was conducted at Salhi Ahmed University Center Naama, where students of second year license L2 of the English department were selected as a sample population. To collect questionnaire were used, in which was directed to students. The findings of the study showed that technology allows students to do better by making them working in flexible manner, independently at their own pace. They did however, express difficulties at the lack of training on technology tools, and other different factors related to the use of technology programs. Therefore, it was recommended to work better by adopting new effective methods to promote the productivity and the effectiveness of using technology on the development of speaking in the future.

Key words: technology, learners performance, speaking