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Integrating ICT Tools to Enhance EFL Students' Speaking Skill :

The Case of The 1st year LMD students of English at the University Center Salhi Ahmed

Dissertation Submitted to The Department of Foreign Languages for The Requirement of The Master Degree in Linguistics.

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Dedication

I dedicate this humble work to my dearest family and freinds

for their constant support and love.

Acknowledgments

Accomplishing such hard work made me to interact with a lot of incredibly nice people that my work was not accomplished without their guidance.

I would like to express my gratitude to my supervisor, Dr. Karima BENDIMIA for her guidance and support through the process of this research.

In addition, I thank all the participants of this research for their contribution and willingness to support my work.

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Abstract

With the development of learning technologies in the late 20th century, education system has changed rapidly. This is due to the capability of technology to provide a proactive, easy access and comprehensive teaching and learning environment. The present study aims to explore the influence of ICTs on improving learners‘ oral proficiency. It is focused on integrating different types of these tools to enhance speaking skill, also concerned with the importance of technological materials to create an enjoyable and relaxed atmosphere as an attempt to make students use the target language effectively. This study attempts to shed the lights on the importance of integrating information and communication technologies as a strong motivator in improving students‘ speaking ability. The data were gathered through two tools; a students‘ questionnaire administered to first year LMD students and teachers‘ interview directed to oral expression teachers at the Department of English, university center Salhi Ahmed Naama. The collected data are analyzed both qualitatively and quantitatively. Consequently, EFL learners need to be provided with an effective techniques and tools to improve their oral competency and to create a relaxed atmosphere when they can use language. In other words, students learn better, therefore they learn in an enjoyable environment through the integrating of ICTs.

List of abbreviations and Acronyms

EFL: English as a Foreign Language.

ICT: Information Comunication Technology

CALL: Computer Assisted Language Learning

LMD: License, Master, Doctorate.

L2: Second language.

CMC: Computer-mediated communication

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General Introduction

GENERAL INTRODUCTION

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

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

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

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

Hence, the present work, by taking first year LMD students of English at the University Center Salhi Ahmed as a sample of study and using questionnaires and interviews as the research instruments attempts to answer the following questions:

1) What is the importance of integrating ICT in teaching speaking skill ?
2) How can ICT motivates students ?
3) What are the best ICT tools to be integrated ?

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

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

This work may help the students who feel the need to find a different platform to learn and practice the language skills due to the lack of time in the classroom, as it introduces the benefits of using ICT tools in learning and exploring cultures without depending on teachers and lectures.

4)

This research contains two distinctive chapters theoretical and practical. the first one which is theoretical is divided into two sections, section one is concerned with speaking skill , in section two, ICTS and its diverse set of technological tools , the practical describes the research methodology used in this work, the data collected and its discussion.

Chapter One:

Review of Literature

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1.1 Introduction

Language is a system for the expression of meaning. Its primary function is for interaction and communication. Language is used by human in order to know and understand each other. Speaking skills is one of the most important skills that needs to be required especially for the second language learner. It is such a waste if a student is only good on papers, but could not apply the language learnt in his/her communication.

This chapter is divided into two sections, in the first section light will be shed on the main concepts related to the speaking skill containing its definition, functions, Speaking theories, goals of teaching speaking and the obstacles faced by students in speaking. The second section introduce ICTs and its impact on devoloping oral performance as a main focus of the study.

1.2: Speaking skill

This section introduces the speaking skill and its importance for EFL students, the difficulties they encounter and some related terms.

1.2.1 Speaking skill definition

Language is a mean of communication that is used by people in order to express or share information among each other.

Speaking is considered as an essential element of Communication. Speaking has acquired great importance along the history of English teaching since it is referred as an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994; Burns & Joyce, 1997). English has become primordial worldwide for it has become a lingua franca. Therefore, it is the main source for communicating in many fields.

Speaking among the other foreign language skills (listening, reading and writing) seems intuitively the most important one. As the process of learning and applying the skills of oral English are so closely related, classroom should be a place where the use

of spoken language is sensitively supported since it enables students to make connections between what they know and

what they are learning, and it is the one through which they are going to be judged while the first impressions are being formed, that's why according to

(Ur, 1984): "Many if not most foreign language learners are interested in learning to speak" (P120)

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

Speaking skill is the art of communications and one of the productive skills that has to be mastered in learning foreign language. It is the act of generating ideas that are

transformed to words which can be understood by listeners. According to Horsby (1990: 1227) « speaking is make use of words in an ordinary voice ».

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997).

1.2.2 Functions of Speaking:

There are a lot of functions of speaking in human lives every day. However, these functions can be divided into three main categories.

- Interaction
- Transaction
- Performance

1.2.2.1 Speaking as Interaction

The most important aspect of speaking is interaction, Long (1996) says that interaction facilitates comprehension, acquisition of semantically contingent speech and negotiation of meaning (cited in Wang, 2010, p. 176). Therefore, interaction provides both input and output. The role of speaking as interaction is mostly of a social conversation. It reflects the roles and the relationships of the speaker in a social setting. For example, chatting to a fellow passenger, telling a friend about an amusing experience, etc. are the interaction that we conduct through speaking.

1.2.2.2 Speaking as Transaction

The speakers' produced language reflects what they think at this time. Thus, speaking is mostly an unplanned process and the only preparation chance for the speaker to plan

are Time limitations or pauses.The role of speaking as transaction is to make someone understood the message that we want to give to him/her. The focus of this type of speaking is giving and receiving information and obtaining goods/services. For example, classroom group discussions, shopping, making a telephone call, ordering food from a menu in a restaurant, etc. use speaking as transaction of information. Keep the same style and size of writing.

1.2.2.3Speaking as Performance

The role of speaking as performance is to transmit information before an audience. It generally incorporates public speaking. It focuses on form, accuracy, organization, and sequencing, etc. of speaking. For example, political speeches, conducting a class debate, giving a lecture, etc. use speaking as performance.

1.3 Teaching Speaking

the aim behind learning English as a foreign language is to speak and communicate .EFL students speak for many reasons:to be sociable, because they need to be able to communicate confidently and appropriately with people from all walks of life,Speaking skill is said to be an active or productive skill.This is why EFL teachers should use some techniques such as group work, role-play and discussion which encourage students to take communicative initiatives.

1.3.1 Goals of Teaching Speaking

According to Bake and Westrup (2003 :5), teaching speaking can be beneficial for various reasons :

Firstly, it gives students the chance to use the new language they are learning. Secondly, in teaching speaking can reinforce the learning of functional language and diagnose their strengths as well as their weaknesses. Thirdly, teaching speaking lead them to speak fluently and without difficulty.

All this helps to improve students' communicative skills. In narrower sense , the rationale behind teaching speaking can be either for learning the language (MacCarthy, 1972: 9) "When people are learning to speak a language, they are concerned mainly with two things; first, knowing what to say- what words and phrases to use at any given moment, in any given situation- and second, being able to say it- able to perform

the required actions, the movement necessary, for saying those words and phrases aloud." ; or for the purpose of communication "To be more orally productive, learners would need to be more capable of responding in a relevant and socially appropriate manner to the communication of others." (Haley and Austin 2004: 189).

1.3.2 Learners' Speaking difficulties :

In teaching speaking , it is necessary to care about not going to extremes , either by being too exclusively concerned with theories and thinking about their application to teaching , nor by following a certain routines; playing the tape recorder , asking and answering questions …, but the teacher must have an overall understanding of what speaking is and what are the constraints or difficulties which may meet the learners to develop their speaking performances, and finally how to bring the gap between an analysis of speaking and the actual classroom teaching (Yang, 1993). Hence, foreign language students proclaim having obstacles in achieving a real and perfect oral performance and this is due to the following factors:

.1. Lack of motivation/ interest Speaking a foreign language can be a very uncomfortable task or experience in classroom. Yet, the majority of students find it hard to deal with it because of the non motivational atmosphere, as (Littlewood, 1999) stated. He expresses his perspective noticing that unless learners of a foreign language are giving full opportunities to express themselves, to present their ideas and to communicate and integrate with the world around them (classmates/ teacher), they aren't going to improve their speaking performance.

So, students' speaking skills develop best in a motivational atmosphere where dynamic interactive learning is highly valued to encourage learners to feel safe , comfortable and relaxed with little or no exposure to the target language .

Motivation is very important and is the key concept for avoiding inhibition. it is closely related with interest , so the students' failure to participate orally may stem from their lack of interest which can derive from the learners' impressions that the activities they tackle in classroom are too difficult in one hand. In the other hand , they complain about the nature and types of topics in discussion and they describe them to be boring and uninteresting as to put them in critical status. It depends heavily on the teacher to ensure motivation as well as interest in his classroom, by choosing topics and issues that attract students' intention and interest as well as carrying out activities that do not put heavy demands on the learners and give them the chance to express themselves freely.

2.Inhibition Unlike the other skills, speaking requires what is called' real time exposure . Foreign language learners are noticeably inhibited to talk or express their ideas in front of the others using the target language (Ur ,19984).

"It is too easy for a foreign language classroom to create inhibition anxiety" (Littlewood, 1999,93). He adds that inhibition from one side results from learners' feeling of ignorance in front of their teacher or instructor who they consider as the main source of input and the principle possessor of knowledge. Hence, from the other side, inhibition appears closely related with students' shyness and fear of making mistakes as well as criticism. So , because of their feeling of linguistic inferiority and their inability to develop their communicative skills, they become ashamed when attempting to talk and they are cautious about making errors in their talk ;so they prefer to reduce their speaking time and participation .In some cases this inhibition pushes learners to prefer not to speak at all and remain silent.

3.Vocabulary and grammar constraints: A good knowledge of vocabulary and a correct mastery of grammar rules are very important to speak a foreign language . In our context , many students show the desire to speak and to participate but unfortunately they fail to present their messages verbally arguing that they are unable to find out suitable words to specific topics or haven't enough vocabulary in their linguistic repertoire Thus , not only vocabulary is essential in speaking, but grammar competence has also a great role to convey meaning .It is very important for learners so they will be able to combine words, sentences , phrases … correctly to communicate . "The learner must attain as high degree a possible of linguistic repertoire " (Littlewood, 1981, 6).

.4.Poor listening practice It is strongly shown, the relationship between listening and speaking .Thus, poor listening practice will lead automatically to a poor speaking competence. So, students' inability to produce speech isn't only due to their lack of motivation and interest, inability to find suitable words and use grammar correctly to combine them but it derives also from their restricted experience in listening to English, as they listen only to their teacher 's model of speaking and which isn't in fact the only model they encounter in their real life situation ,
5.Pronunciation 'problems A consideration of learner's pronunciation errors and how these can inhibit successful communication, it appears a crucial problem to consult. FL learners' inability to pronounce well may affect their spoken performance and classroom participation. In the case of the English language, a mispronunciation of one sound may lead to a big misunderstanding and a change in meaning. Unfortunately, many learners have developed habitual errors which cause an unrecognizability of certain words and in many cases the result is communication 'problems. "A learner who mispronounces a range of phonemes can be extremely difficult for a speaker from another language to understand. This can be very frustrating for the learner who may have a good command of grammar and lexis but have difficulty in understanding and being understood by a native speaker" (Kelly, 2000, 11).

To conclude, " all these problems are very real in our classrooms and worthy of investigation and remedial action in the classroom (Kelly, 2000, 12).

we have shown what is meant by a successful oral performance stating that it is the ability and right to speak freely and clearly , unashamed , to fully vocalize , to choose to make contact with a word and to communicate that word successfully . Besides, this oral performance is so complex to realize and the speaking skill is extremely difficult to practice where foreign language learners encounter many constraints. Therfore the next section introduces ICT for EFL students to motivate their speakinfg performance. Speaking ability can be improved by integrating ICTs that new technology can offer new strategies and ideas to the teacher in order to make the class more creative and modify students‘ perceptions about oral expression classes in general and then raise the level of participation and communication inside the classroom.

1.4 ICTs for devoloping oral performance:

Despite the fact that the implementation of ICT in the calssroom is difficult for many teachers and srudents as well, it is not only important but essential to use these technologies in the teaching of oral production.The integration of ICT in the educational environment is becoming increasingly important

1.4.1 Definition of ICTS:

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

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

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

ICTs stand for information and communication technologies and are defined, for the purposes, as a " diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information ". These technologies include computers, the Internet, broad casting technologies (radio and television), and telephony.‖ (Rashmi Ranjan Mohanty, 2001)

1.4.2 Components of ICT

ICT deals with the use of electronic computers and computer software to convert, store, protect, process, transmit and retrieve information. It involves transfer and use of all kinds of information. ICT is the foundation of economy and a driving force of social changes in the 21st century. Distance is no longer an issue when it comes to accessing information; for example, working-from-home, distance learning, e-banking, and e-government are now possible from any place with an Internet connection and a computing device.

A-SOFTWARE

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

- The System Software: System software is a set of generalised programmes that manage the computer's resources, such as the central processor, communications links, and peripheral devices.

- The Application Software: Application software describes programmes that are written for or by users to apply the computer to a specific task. Software for processing an order or generating a mailing list is application software.

B-HARDWARE

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

1.4.3 Kinds of ICTS:

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

- **Computers**: " a device, usually electronic, that processes data according to a set of instructions " (British Dictionary)

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

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

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

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

- **Projectors**: the projector according to the British dictionary is defined as an apparatus for throwing an image on a screen, as a monitor-picture, " A device for projecting a beam of light ". It is a device that shows pictures, images or films on a screen by connecting it to a computer for instance.

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

According to webopedia the internet is defined as a global network connecting millions of computers. More than 190 countries are linked into exchanges of data, news and opinions. "A vast computer network linking smaller computer networks worldwide. The internet includes commercial, educational, governmental, and other networks, all of which use the same set of communications protocols." (Dictionary)

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

PowerPoint & Video: video seemed to be supe rior to PowerPoint. However animated pictures or integrating flash animation can assist PowerPoint to enhance students' vocabulary retention. in addition,PowerPoint is a very effective ICT tools in many learning contexts. Clovis (1997) conducted a study in the US that investigated the usefulness of video in teaching English to foreign children. he found that video has positive impact on the students' learning and success.

Concerning PowerPoint ,Susskind (2005) argued that PowerPoint is more

efficient time management than writing on a whiteboard or using transparencies. The major finding of his study is; students who were taught in classrooms with PowerPoint presentation display more positive attitudes for PowerPoint presentations.Further, students were more confident for the exam that covered PowerPoint presentations.

1.4.1.2 What is CALL

Computer-assisted language learning (CALL) was the expression agreed upon at the 1983 TESOL convention in a meeting of all interested participants. This term is widely used to refer to the area of technology and second language teaching and learning despite the fact that revisions for the term are suggested regularly (Chapelle, 2001, p. 3).

Computer Assisted Language Learning (CALL) may be defined as the search for and study of applications of the computer in language teaching and learning (Levy, 1997, p.1).

Given the breadth of what may go on in computer-assisted language learning (CALL), a definition of CALL that accommodates its changing nature is any process in which a learner uses a computer and, as a result, improves his or her language (Beatty, 2003, p. 7).

1.4.1.3 Types of CALL Programs

CALL programs/materials include:

CALL-specific software: applications designed to develop and facilitate language learning, such as CD-ROMs, web-based interactive language learning exercises/quizzes. Generic software: applications designed for general purposes, such as word-processors (Word), presentation software (PowerPoint), and spreadsheet (Excel), that can be used to support language learning teaching.

Web-based learning programs: online dictionaries, online encyclopedias, online concordancers, news/magazine sites, e-texts, web-quests, web publishing, blog, wiki, etc.

Computer-mediated communication (CMC) programs: synchronous - online chat; asynchronous - email, discussion forum, message board**.**

1.5 ICT and speaking

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

The use of video-taping presentation provides new; it is used by many oral expression teachers and it reaches a remarkable success in EFL classes.
Digital camera us age presents endless chances for language profits and improvement across the most of subjects. It is very helpful tool to be used as a recorder of role playing or classroom presentations to be corrected later on by the teacher or even by the student him/herself as a kind of self-evaluation. That technique breaks the ice between the learner and the teacher and also it makes learners closer to technology.

Loud speakers in overcrowded classes are a necessary instrument to make sure that all students grasp what the teacher said. Normally oral expression taught in small groups but when it is not possible, the teacher has to be more active to make all students comprehend.
Almost oral classes or laboratories contain projectors and computers because they are the common ICT tools that are used by most teachers, the majority of students know well how to deal with the computer and its applications and they know also how to connect projectors and the way they are working so they will respond positively in front of a known device for them. Teachers can use images or videos through the

projector and students discuss what they get from them or the instructor can distribute activities through computers and make students express themselves.

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

1.5.1 ICTs and Teacher's Role:

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

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

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

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

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

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

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

1.5.2 The students 'Role:

As their teachers, students also have a crucial role inside the class, they have to be more responsible and take on the new roles, and they are often using the materials without any control.

Learners become more active members during the lesson and being creators of the target language rather than just passive recipients. The discrimination of the activities supports students to generate new ideas. They use and apply what they are already known about technology in their studies and then raising the degree of participation. The collaboration between both the teacher and the learners appears to be general consensus that both teachers and students feel ICT use greatly contributes to student motivation for learning

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

There many other tools of information and communication technology that are used in different fields, whereas, when we talk about education as one of these fields we do not need to use all of them. There are a set of specific devices that are especially used

inside the classrooms in order to help the development of the teaching-learning process.
The technological generation challenges teachers to integrate the technology inside their classes in order to facilitate the way of teaching and break the routine, moreover, to create the sense of creativity and innovation.
One of the most effective tools is the internet that provides a vast and various resources to the teachers and it facilitates the process of research to the students as well. The different information that is available to the learners develops a kind of critical thinking.
Secondly, projectors; the projector is an important tool to be used in the EFL classes, in which the teacher links the projector to his/her laptop and projects the screen from the laptop the board or to the wall. The documents that are projected enable the student to take notes while the teacher is explaining the lecture. The teacher can also present such documentary through the power point using the projector.

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

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

The digital camera is one of the tools that has an influence inside the classroom and the teacher can integrate it as a part of his/her lecture such as suggest to your students to perform a scene from Shakespeare‘s Hamlet and record it. In that case students will work hard because they enjoy interacting in front of the camera more than introducing a bored presentation.

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

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

There are many teachers allow the use of mobile phone inside the classroom as a learning device such as iPads and smartphones.

1.5.4 The advantages of ICTs:

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

• Motivating, engaging learner by providing authentic and live information .

• Offering personal approach to learning.

• It develops the collaborative and team working skills.

• It offers new ways of teaching the same courses.

• It helps the teacher in planning .

• Offer more comprehensive approach to assessment .

• Facilitating collection and analysis of information .

• Facilitating acquisition of basic skills through drill and practice.

• Providing a vast resource online.

• Interactivity which is the way in which a person can relate to the content, forward and backward in the content, start at any depending upon prior knowledge instead of always a sequential way.

• High speed delivery, wide reach at low cost so there is delivery of information

• Greater efficiency throughout the University

• Communication channels are increased through email, discussion groups and chat rooms

• Regular use of ICT across different curriculum subjects can have a beneficial motivational influence on students‘ learning.

• Gains in ICT literacy skills, confidence and enthusiasm.

• Higher quality lessons through greater collaboration between teachers in planning and preparing resources.

• Development of higher level learning styles.

• The use of ICTs helps improve the quality of education.

1.6 Conclusion

Throughout this chapter, the focus was on the basic elements related to the EFL learners' speaking skill by showing how important developing speaking is when it comes to effective communication. Furthermore, it showed how ICT tools can help in developing this skill.

Chapter Two
Data Collection and Analyses

Chapter two:

Data Collection, Results and Analyses

2.1 Introduction

2.2 The Aim of the Research

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2.4.1 Questionnaire

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2.5 Recommendations and Suggestions

2.6 Conclusion

2.1 Introduction

The first chapter presented the theoretical part related to the current study, we should move to something more practical.
This chapter explains the design of our investigation, procedures and its also includes the analysis and the interpretation of students‘ questionnaire as well as teachers‘ interview.
The answer of the research questions requires the use of the following research tool, firstly, the questionnaire which is designed for the purpose of gathering further opinions into the situation. Secondly, teacher‘s interview that is designed to investigate and test such teacher‘s ability according to their actual state of experience.

2.2 The Aim of the Research

The research seeks to gain insight on how First year LMD students of English language at the University Center Salhi Ahmed can develop their speaking skill inside the classroom through using the appropriate ICT tools .In addition, the study investigate the effects of employing ICT tools on students' motivation. Therefore, the data collected of the study aims at the following:

- Figure out how can ICT aids be used to improve EFL students’ speaking skill.
- Know what best ICT tools integration to be considered as a strong motivator for EFL learners.

2.3 Participants

The sample of the research consists of 18 first year students of English and 5 teachers at the University Center Salhi Ahmed in Naama, Algeria. They were randomly selected for the sake of representativeness to make generalization

Students’ ages ranging from 20to 24, they were chosen as participants in this research to provide reliable answers.

2.4 Research Instruments

This study was carried out using two research tools to achieve its aims, the investigation was carried out using two research tools. First, a questionnaire was designed to first year student at the University Center Salhi Ahmed in order to identify their opinions concerning the use of ICT tools to enhance their speaking skill. And an 0interview was conducted with the teachers of English to know their attitudes towards the use of ICT tools in language learning. Hence, based on a multi-method approach, which requires multi resources of data collection, this research has been designed.

2.4.1 Questionnaire

Questionnaire is an instrument that can be used for collecting data which is usefull for collecting a large amount of information in a short period of time. It is a set of questions for the respondents to fill in order to obtain their points of view and interests on a particular issue. Brown (2001 p. 6) states "questionnaires are written instruments that present respondents with a series of questions or statements which they are to react either by writing out their answers or selecting from existing answers".

the questionnaire which is designed for the purpose of gathering further opinions into the situation, the students _questionnaire constructed to make them contribute information using their background knowledge. A well prepared questionnaire enables the researcher to make more reliable clear and precise research.

2.4.2 Interview

The interview is another data collection tool done between the interviewer and the interviewee(s), in order to get deeper understanding of a specific topic. It is considered as more reliable instrument. Therefore, Wray & Bloomer, 2006, p: 152) stated that "An 'interview' entails the researcher presenting the questions to the informant orally and recording the responses either in written notes or on an audio recording for later transcription and analysis". Which means it is an oral face-to-face conversation between the researcher and the participant seeking to discuss and get various viewpoints concerning the studied issue.

2.4.3 Data Collection and Design

This part of the chapter focuses on how the data collection was administered. It also denotes and gives further explanation on the content of the research questionnaire and interview.

2.4.3.1 Administration of Data Collection

The data collection has begun on the 28 th of Mai , by the researcher distributing 25 questionnaire papers among the students of the first year English at the University Center Salhi Ahmed .

2.4.3.2 Description of the Questionnaire

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

2.4.3.3 Analysis and Interpretation:

This section is devoted to present a qualitative and quantitative analysis of both learners' questionnaire and teachers' interview

A-The Analysis of Students' Questionnaire

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

Part one: The participants' background information.

*Gender?

This table will reveal that female students are more than male .In fact,the examiner has recorded just Five 27,77% male subjects out of total Eighteen ,whereas the rest is of a female sex,that is Thirteen 72,22% are female subjects.This adds nothing to work except that girls are to be more interested in using ICT tools.

Gender	Male	Female	Totale
Number	5	13	18
%	27,77	72,22	100%

Table 1.1: Students' gender

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

The majority of the participants Thirteen making up 72,22% stated that they have been studying English for eight years and this regular years to reach out their academic year (first year at university) ,while Two students making up 11,11% stated that they have been studying English for nine years and just Three student making up 16,66% that they have been learning English for ten years ,which means that they have been repeated the academic year ones or twice.

Years	8 Years	9 Years	10 Years	Total
Number	13	2	3	18
%	72,22%	11,11%	16,66%	100%

Table 1.2: Students' duration of learning English

Question two: Your choice of English was?

For this question the researcher has given students two options (either personal or parental). For these results show that Forteen participants making up 77,77% opted for persnal choice to study English language. While only four participants making up 22,22% opted for parental choice which may indicate that they were either adviced or imposed on them to study English as a foreign language.

Question three: Specify your kind of baccalaureate?

The researcher found that ten students presenting 55,55% had a scientific baccalaureate ,six students making up 33,33% had baccalaureate in languages while two others presenting 11,11% from the whole sample had literary baccalaureate.

Type of baccalaureate	Scientific	Langages	Literacy	Total
Number	10	6	2	18
%	55,55%	33,33%	11,11%	100%

Table 1.3: Kind of baccalaureate

Part Two: Students' level in EFL oral production

Question four: Do you like studying English?

By this question,the researcher wanted to know EFL students' attitudes and feelings towards English language.The majority of them .i,e.94,44% of the participants (17 students) declared that they liked English which means that they are motivated to study the target language whereas just one student liked studying English somehow making up 5,55% because he did not want to learn English as especially.

	Yes	No	Somehow	Total
Number	17	0	1	18
%	94,44%	0 %	5,55%	100%

Table 1.4:Students' attidues towards studying English

Question five: What is your favourite skill?

This question is devised to understand the skill that EFL students prefer most which indicates that they pay more interest to it. The results show that nine students making up 50% of the participants prefer speaking skill, three informants presenting 16,66% like all of them,while 11,11% respondants (two students) stated that they choose reading skill.One student (05,55%) prefer writting skill and three students (16,66%)declared that they like listening skill.The gathered results are presented in the following table:

Skills	Speaking	Reading	Writing	Listening	All of them	Total
Number	9	2	1	3	3	18
%	50%	11,11%	05,55%	16,66%	16,66%	100%

Table 1.5: Students' favourite skill

*Please state why ?

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

Question six: How good is your oral performance?

seven students making up 27,77% claimed that they are excellent in speaking English.eight participants presenting 44,44% had an average level and only 16,66% respondants (three learners) declared that consider themseleves weak in the target language.These findings are described in the following table:

Level	Excellent	Average	Weak	Total
Number	7	8	3	18
%	27,77%	44,44%	16,66%	100%

Table 1.6: Students' level in oral performance

Question seven: Do you face any difficulties in speaking English? From the results, the investigator found that eleven EFL students (61,11%) stated that they have difficulties in speaking English,while seven learners (38,88%) wrote that they do not face any problems.

	Yes	No	Total
Number	11	7	18
%	61,11%	38,88%	100%

Table 1.7: Students' difficulties in speaking English

*If yes, mention some difficulties?

The researcher have collected different answers concerning this question, lack of vocabulary and participation, careless from the part of the teacher who works only with those who are competent and these are the most dificulties that impede EFL learners from the mastery of the speaking skill.

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

As presented in the following table for this question, the researcher has suggested three choices and informants are required to opt for the appropriate answer.Eleven students (61,11%) thought that the oral production courses is interesting.While five of them (27,77%) believed that these lectures are ordinary, only two learners(11,11%) stated that they are boring.Thus, the data collected revealed that the majority of respondants enjoyed the oral production lectures of its importance in enhancing and developing their oral performance.

	Interesting	Ordinary	Boring	Total
Number	11	5	2	18
%	61,11%	27,77%	11,11%	100%

Table 1.8:Students' attitudes' towards oral expression courses

*Please state why?

The examiner has asked this question to understand precisely why most of EFL students find it oral expression sessions very interesting, many of them stated that these lectures help them to speak and participate freely and learning new things, then they can communicate and improve their oral language proficiency. For those who

declared that oral courses are boring or ordinary because they usually partcipate in the same activities such as role play,dialogues…etc, and some of them stated that they need to do something attractive for enjoying the sessions.

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

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

	Yes	No	Total
Number	18	0	18
%	100%	0%	100%

Table 1.9:Students'agreemant/disagreemant about oral expression improvment

*Please state why?

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

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

The majority of students 77,77% of the whole informants stated that they are satisfied with the method used by the teacher of oral production,only four students making up 22,22% are not satisfied as presented in the table bellow:

	Yes	No	Total
Number	14	04	18
%	77,77%	22,22%	100 %

Table 1.10: Students'satisfication of the way being taught English

Part Three: Use of ICTs in oral production courses

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

By this question, the researcher wanted to know wether internet is available for students or not.Thirty students were making up 72,22% of the whole number stated that they have an internet access at home while five learners (27,77%) claimed that they do not have computer at home and the gathered results are described in this table:

	Yes	No	Total
Number	13	05	18
%	72,22%	27,77%	100%

Table 1.11: Students' access to the internet

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

The researcher wanted to check if ICT is implemented by the teacher himself inside the calssroom.The answer was eleven participants (61,11%) declared that the majority of teachers use ICT in their lectures while seven were presenting (38,88%) wrote that there is no use of ICT are not integrated inside classroom as it is described in the following table:

	Yes	No	Total
Number	11	07	18
%	61,11%	38,88%	100%

Table 1.12: Use of ICT with the teacher to improve speaking skill

*If no,please state others ?

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

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

It is very essential to know EFL students' attitudes towards the use of ICT in the classroom, the data shows that fifteen informants were making up 83,33% support the use of ICT while only three partcipants were presenting 16,66% ,they are against the technological devices in the learning process as shown in this table:

	Yes	No	Total
Number	15	03	18
%	83,33%	16,66%	100%

Table 1.13:Attitudes towards the implementation of ICT in the classroom

*Please state why?

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

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

In answer to the above question, four respondants (22,22%) has indicated that ICT does not help them to improve their oral language skill.In comparaison, forteen students have opted for the opposite situation.This translates into (77,77%). Yet, it communicates a deep fact that a high portion of the sample recognizes the benefit of ICT in developing their speaking level and the findings are presented in the above table:

	Yes	No	Total
Number	14	04	18
%	77,77%	22,22%)	100%

Table 1.14: The use of ICT in enhancing speaking level

*If yes or no please state why?

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

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

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

b-Analysis of Teachers' Interview

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

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

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

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

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

language in meaningful ways because the numerous students are less chances, they will have to speak and participate in the classroom.

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

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

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

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

*If yes,wich programme do you follow?

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

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

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

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

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

Item six: How long have you been using these materials? All the teachers answered that they use these mentioned materials most of the time to improve their EFL learners'level.

Item seven: If you own one of these materials,do you use it inside the classroom?

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

*If yes or no, please state why? The teachers who owned just desktop, they support the use of traditional ways ar they present their lectures in the oral expression laboratory.But, the three other teachers have the electronic devices, they prefer to utilize them in their sessions in order to motivate their learners and evaluate their oral skill.

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

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

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

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

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

2.4.4.3 Discussion and Interpretation of the Main Results

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

The teachers'interview and students'questionnaires have enabled the researcher to collect a large amount of data concerning the use of ICTs in the oral production courses.The aim was to help learners enhance and improve their speaking abilities, through using ICTs as a medium for language development.

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

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

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

2.5 Recomandations

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

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

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

2.6 Conclusion

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

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

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

General Conclusion

General Conclusion

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

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

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

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Appendices

Appendix 01:

Questionnaire: The Use of ICTs in English Oral Production Courses

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

*Gender: - Male ☐ - female ☐

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

-8 years ☐ -10 years ☐

-9 years ☐ - 11 years ☐

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

3. Specify your type of baccalaureate: -Scientific ☐

-Languages ☐

-Literary ☐

4. Do you like studying English? -Yes ☐

-No ☐

-Somehow ☐

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

-Reading ☐ -Writing ☐ -All of them ☐

*Please state why?

……

……

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

-Weak ☐

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

*If yes, mention some difficulties? ……

…….

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

-Interesting ☐ -Ordinary ☐ -Boring ☐

*Please state why?

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…

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…

……

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

-Yes ☐ -No ☐

*please state why?

……

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……

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

*please state why?

……

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

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

-Yes ☐ -No ☐

*If no, please specify others?

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…

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

*please state why?

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

*If yes or no please state why?

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

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Appendix 02:

Interview: The Use of ICTs in English Oral Production Courses

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

1. How long have you been teaching oral production?

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2. How many students do you have per group?

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

……

……

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

……

……..

*And please state why?

……

……

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

*If yes, which program do you follow?

…….

……

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

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

……..

7. How long have you been using these materials?

…….

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

-Digital camera ☐

-Electronic music device ☐

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

Yes ☐ -No ☐

*If yes or no, please state why?

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……..

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

-Computer laboratory ☐ -Group Work ☐

-Power point presentations ☐ -Role Play ☐

-Online songs and games ☐ -Discussion ☐

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

-Yes ☐ -No ☐

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

-Yes ☐ -No ☐

*Please state why? ……..

……

……

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

-Yes ☐ -No ☐

*Please state why?

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……

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

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