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**The Role of ICT in Enhancing EFL
Students' Speaking Skill:**

Case of Private Schools in Algeria

Submitted by:

Ms. KHLIL Wissem Fatima Zohra

The Board of Examiners:

Chairperson: Dr. BENSTAALI Lila

Supervisor: Dr. BENOSMANE Naziha

Examiner: Ms. ADNANI Rajaa

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Dedication

I dedicate my humble work to my beloved family, the reason of what I have become today. I am thankful for their continuous and unparalleled care, help and support.

A special feeling of gratitude to my loving parents, whose words of encouragement and push for tenacity will always ring in my ears. They selflessly encouraged me to live new experiences that have made me who I am today, and for that I will be forever thankful.

To my one and only sister Hafsa, thank you for standing by my side, for all the laughs and lame jokes to cheer me up during hard times.

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I dedicate this work to you,

May Allah bless you all.

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Abstract

Language teaching and learning is considered to be a complex process. To make such complexity easier, well-advanced teaching aids are required to be present in every class. The recent development of Information and Communication Technologies (ICT) led to a massive technological revolution in all fields, and teaching and learning are no exception. This research work aims at highlighting the role of ICTs in improving learners' oral proficiency. It focuses on integrating different types of these tools to enhance speaking skill, and create an enjoyable atmosphere as an attempt to make students use the target language effectively. The main hypotheses adopted in this work are that ICTs are a great motivator, and help students by creating a comfortable environment that provides them with extensive language use and oral performances. To confirm these hypotheses, three research instruments: classroom observation, teachers' interview, and both teachers' and students' questionnaires; were administered to EFL teachers and their students who attend private schools. The practical outcomes of the study offer an analysis of the collected data from the questionnaires, interviews and observation, and a discussion of the main results. Consequently, the findings of this study show that students and teachers both support the use of technology in the classroom as a practical and multipurpose tool for teaching and learning. On that account, the integration of ICT is considered to be the best technique for enhancing students' speaking ability.

Key words: *ICT, Technology, EFL class, Speaking skill, Integration, Oral proficiency.*

List of Abbreviations

ICT: Information and Communication Technologies.

IT: Information Technologies.

CALL: Computer Assisted Language Learning.

TELL: Technology Enhanced Language Learning.

ESL: English and a Second Language.

EFL: English as a Foreign Language.

E-Learning: Electronic Learning.

ELT: English Language Teaching

FLL: Foreign Language Learning.

FL: Foreign Language.

TL: Target Language.

L1: First language.

L2: Second Language.

UNESCO: United Nations Educational, Scientific and Cultural Organization.

CD: Compact Disc.

PC: Portable Computer.

TV: Television.

NET: Internet.

VS: Versus.

3G, 4G: Generation 3,4.

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General introduction

The twenty-first century has brought into focus the importance of evolution that needs to be established in the teaching-learning domain. Teachers nowadays need to change their usual conventional methods into more advanced ones. In addition, it is important to note the constant evolution of technology which has brought in new mediums to share and create knowledge, therefore it led students to demand for better learning experiences, and for teachers to introduce innovation in their methods of teaching.

Being a lingua-franca; globalized language; English necessitates the implementation of technology in class, due to it being a quick and effective tool to assist teachers and students in their classroom performances. Therefore, teachers tend to use ICT as an aid in EFL classes to enhance their teaching methods, facilitate the flow of the lesson, and gain more time and energy. There is evidence that the use of technological tools empowers learners to transcend the traditional concept of the classroom (Drexler, 2010), and can lead to learners' taking greater ownership of their learning (Terrell, 2011), especially through being actively involved together outside the classroom.

Indeed, technology is an essential part of the teachers' profession through which they can use it to facilitate their learners' learning process. It is often argued that technology in education will make schools more productive and efficient, will improve teaching and learning, will provide authentic and engaging learning experiences, and will better prepare students for the workforce (Cuban, 2001).

On the other hand, speaking is a crucial part of second/foreign language learning and teaching; it is an art of communication and one of the productive skills that must be mastered in learning a foreign language. Good speaking skills are the act of generating words that can be understood by listeners. Therefore, it is the need of the hour to integrate modern technologies in EFL classes to upgrade the level of English. Learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Modern technological tools are much more interesting and provide enjoyable learning, motivating the students, and help them to enhance their language learning in a fruitful way, students learn at their own pace and promote autonomy in them.

Various reasons gave birth to the desire to conduct this research, such as previous observations taken back while a student. For instance, it has been noticed that the use of ICTs in class, by both learners and teachers, may impact the teaching- learning process. It makes learners more motivated and interested.

The present study, that investigates the use of ICTs in EFL classes and its impact on students' speaking skill, aims to achieve the following objectives:

- To investigate the outcomes of using ICTs in EFL classes in private schools.
- To shed light on the progress of students' speaking skill by implementing ICT tools in their daily language classes.
- To find out the appropriate ICT tools that teachers tend to use in EFL classes to make students more involved.

The adoption of ICT in the teaching/learning process has become widely used nowadays, as it might have a positive impact on students. This study is an attempt to investigate how ICT tools actually have affected these EFL classes, especially students' speaking skill. Throughout this study, three questions were raised:

- How can the use of ICTs help to improve the EFL students' language proficiency?
- To what extent can teachers help their EFL learners to develop their speaking skill using ICT tools?
- What are the appropriate ICT tools that make the students more interested inside an EFL classroom?

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

- ICT will have a vital role in improving the EFL learners' speaking skill. Students use ICT as a learning means to enhance their performance in the classroom, mainly their listening and speaking skills. It may also motivate them and push them to achieve better performances.
- Teachers find the use of ICT tools beneficial to help them deliver the lesson smoothly, as well as gain time and energy.
- Computers and Projectors are the main ICT tools that are used most frequently in EFL classes.

The present research work consists of three chapters that will enlighten the reader about the current investigation. Being the literature review of this research, the first chapter will

attempt to explain some key-concepts concerning ICT, including its benefits, the teacher's role in using it, and its effect on the four skills. Then, it focuses on speaking, its importance, types, criteria, and activities using ICT. The second chapter contains a theoretical explanation of the data collection tools such as the questionnaires, interview, and observation, and is also concerned with data analysis and interpretation. The third and final chapter is dedicated to suggestions and recommendations for further related researches.



Chapter One:

The Role of ICT in Developing Students' Speaking Skill

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1.1 Introduction

Technology plays an important role in fulfilling the daily needs. Apart from its time and labor-saving functions, technology can inspire creativity and bring new opportunities to people, connecting them to new ideas and innovations. It can also be a highly engaging and interactive tool, providing a source of real language, both written and spoken.

It is very important to talk about the implementation of technology in the educational environment. Technology in language teaching is not new, it has been around for decades. In the 1980s, Computer Assisted Language Learning (CALL) provided language teachers and learners with authentic input through the use of CD-ROMs to enhance their level. However, as access to Information and Communication Technology (ICT) has become more widespread, CALL has moved beyond the use of computer programs to embrace the use of the Internet and web-based tools. The term TELL (Technology Enhanced Language Learning) appeared in the 1990s, in response to the growing possibilities offered by the Internet and communications technology.

When we talk about technology in teaching and learning or E-Learning, the word integration is used. With technology being part of everyday lives, there is a need to rethink the idea of integrating it into the curriculum, and aim to embed technology into teaching to support the learning process. That is to say technology becomes an integral part of the learning experience and a significant issue for teachers, from the beginning of preparing learning experiences through to the teaching and learning process. (Eady & L. Lockyer, 2013)

Furthermore, speaking is considered to be an important skill in learning a second or a foreign language (FL). According to Brown and Yule (1983), speaking is the skill that the students will be judged upon most in real-life situations, it is an important part of everyday interactions. Therefore, students have to update their knowledge by using modern technologies. Though technology cannot play the crucial role of a teacher, it can be used as an additional tool for improving teaching methods in the classroom. So, teachers have a responsibility to prepare students as much as possible to be able to speak in English outside the classroom.

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1.2 Definition of E-learning

In recent decades, the use of information and communication technologies (ICT) for educational purposes has increased, and the spread of network technologies has caused e-learning, or Electronic learning practices to evolve significantly. It is considered to be one of the most means that helps L2/FL learners to live with the language for the course delivery, interaction, and facilitation. The term E-learning has witnessed many different definitions. However, JISC (Joint Information Systems Committee) uses a definition whose meaning is deemed to be most accurate:

“E-learning can be defined as ‘learning facilitated and supported through the use of information and communication technologies.’ It can cover a spectrum of activities from the use of technology to support learning as part of ‘blended approach’ (a combination of traditional and e-learning approaches), to learning that is delivered entirely online. Whatever the technology, however, learning is the vital element.” (JISC, 2011, p. 256)

Thus, the term ‘E-learning’ essentially covers the use of computers and technology as a vehicle for knowledge exchange within teaching and learning.

1.3 Definition of ICT

Different researchers have defined technology, according to İŞMAN (2012): “it is the practical use of knowledge in a specific area, and is a way of doing a task especially using technical processes, methods or knowledge. The usage of technology includes not only machines (computer hardware) and instruments, but also involves structured relations with other humans, machines, and the environment.” (p. 207). According to the UNESCO (2010): “ICT has become, within a very short time, one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering its basic skills and concepts as part of the core of education, alongside reading, writing and numeracy.”

ICT is an acronym that stands for Information and Communication Technology that Toomey and Clarkson (2001) defined as follow:

“...generally, relates to those technologies that are used for accessing, gathering, manipulating, and presenting or communicating information. The technologies could include hardware (e.g. computers and other devices), software applications and

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connectivity (e.g. access to the Internet, local networking infrastructure, video-conferencing...). What is most significant about ICT is the increasing convergence of computer-based, multimedia and communication technologies and the rapid rate of change that characterizes both the technologies and their use.” (p. 03)

According to Hennessey, Ruthven, and Brindley (2005) and Gilakjani (2017) technology integration is defined in terms of how teachers use technology to perform familiar activities more effectively, and how this usage can re-shape these activities. While Dockstader (2008) defined technology integration as the use of technology to improve the educational environment. It supports the classroom teaching through creating opportunities for learners to complete assignments on the computer rather than the normal pencil and paper. The United Nations Development Program have provided another definition of ICT which is:

“ICTs are basically information-handling tools, a varied set of goods, applications and services that are used to produce, store, process distribute and exchange information. They include the ‘old’ ICTs of radio, television and telephone, and the ‘new’ ICTs of computers, satellite, wireless technology, and the Internet. These different tools are now able to work together, and combine to form our networked world, a massive infrastructure of interconnected telephone services, standardized computing hardware, the internet, radio and television, which reaches into every corner of the globe.”

(UNDP, 2001)

1.3.1 Types of ICTs used in EFL classes

The technological update challenges teachers to integrate technology inside their classes in order to facilitate their teaching methods and break the routine. There are many different types of ICTs used by both teachers and students inside the classroom, and they are as follow:

- **Computers:** also known as Pc, it is defined as “a programmable, usually electronic device that can store, retrieve and process data.” (Merriam Webster Dictionary). A computer is a machine that can be programmed to accept data (input), process it into useful information (output), and store it away for later reuse. Equipment associated to that computer is called “hardware,” whereas the instructions that tell the computer what to do are "software."

Computers are one of the most valuable resources in a classroom, because they serve so many useful functions, such as providing various useful data and resources and help maximize

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students' engagement. Using computers with Internet has plenty of benefits for developing listening, such use can provide various authentic audio and video resources to listen to, and develop the associated language skills. It also can contribute in developing EFL learners' reading comprehension by providing a variety of authentic reading material.

- **Internet:** it is a global wide area network that connects computer systems across the world, or according to TechTerms dictionary: "it is a network of networks that consists of private, public, academic, business and government networks of local to global scope, linked by a broad array of electronic, wireless, and optical networking technologies. It carries a vast range of information resources and services."

Having access to the net inside the classroom gives both teachers and students the ability to benefit from all types of information from across the globe by using various websites such as blogs, YouTube videos, podcasts, google...etc. And also improve class community by facilitating communication outside the classroom.

- **Televisions:** according to Princeton's WordNet dictionary, television system or TV is a telecommunication system that transmits images of objects (still or moving) between distant points. In other words; it is a device shaped like a box with a screen that receives electrical signals and changes them into moving images and sounds.

TV shows can make for a fun alternative to regular classroom activities, they provide students with realistic conversations, which aids in improving their listening skills by offering a diverse range of accents for them to hear. They can also provide a detailed explanation on topics that can be quite difficult to explain. In this case, Flint (1989) remarks that printed texts cannot keep pace with linguistic change, Tv is often the best source of current vocabulary, pronunciation, and idioms.

- **Smartphones:** according to Oxford learner's dictionary, a smartphone is basically a cellphone that has some of the functions of a computer such as Internet access, and an operating system that is capable of running downloaded apps. Whereas Cambridge dictionary defines it as a mobile phone that can be used as a small computer and that connects to the Internet.

Smartphones are a great tool to help both teachers and students to stay organized. Texting the instructor or another student, following instructions to take pictures or record a video, calling to obtain information, leaving a voicemail message, and using language apps and online dictionaries are some of the language activities that teachers can assign their smartphone-equipped EFL students to do in or outside of class. Finally, using the learners' smartphones in language practice tasks constitutes a valuable means of assisting EFL learners to connect, both culturally and socially, with fellow immigrants, classmates, and new acquaintances.

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- **Tablets:** a wireless, portable personal computer with a touchscreen that is smaller than a notebook computer and larger than a smartphone. Since tablets are portable, they are easy to take along for learning experiences that students document by taking photos, videos, and voice recordings. It is basically a larger smartphone; therefore, it serves the same purpose as the cellphone by giving access to the Internet and using various applications... etc.

- **Projectors:** are defined as a device or machine that uses light to create an image on a flat surface. In other words, and according to Oxford dictionary, a projector is a device that can be used to project rays of light with the help of a system of lenses for projecting slides or films onto a screen.

By using projectors, teachers take less time in writing on the board and more time on explaining, just a simple click of a button is enough to switch over to the next PowerPoint slide to explain any other concept in the lesson. And it makes it easier for students to take notes through the slides while the teacher is explaining.

- **Digital cameras:** generally known as a device that is used for recording visual images in the form of photographs, films, or videos. That is to say, it is an electronic device that captures pictures, movies, or other visual images digitally.

Digital cameras are one of the basic features of smartphones that help students in the classroom by taking pictures of lecture notes from the board, scanning documents and handouts, and even creating presentations.

- **Smart board:** also known as “interactive whiteboard,” it is a large touch-sensitive board that is connected to a computer and a digital projector, used for teaching in the classroom. It can either be a standalone touchscreen computer used independently to perform tasks and operations, or a connectable device used as a touchpad to control computers from a projector.

The smart board takes place of traditional chalk board or white board. It is a combination of a projector, a computer, and the internet. It is essentially a white board with technological capabilities that encourages teachers and their students to interact with language on the display in different ways. For example, in an EFL classroom a student can be asked to use an interactive pen to highlight, and thus identify, a given grammar structure or part of speech in any text. There also is a click-and-drag function that allows learners to manipulate words and phrases. For instance, a student can move adjectives from a list and insert them in a sentence to practice adjective order.

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1.3.2 Benefits of using ICTs in the language classroom

Nowadays, ICT has gone through innovations which are apparent in the fact that it has changed the way people think, work and live. Technology has been adapted to language classrooms because “it is said to enhance the language acquisition process and keep learners motivated and boosts autonomous learning” (Azmi, 2017, p. 117). In general, the use of ICT is said to help learners “acquire linguistic skills, establish contact and interaction with other language users and broaden their minds about different cultural practices, values and contemporary lifestyles.” (ibid, p.111).

ICTs provide the help and complementary support for both teachers and students inside EFL classes, because it involves effective learning with the help of the computers to serve the purpose of learning aids. “Computers and technology do not act as a replacing tool for quality teachers but instead they are considered as an add-on supplements needed for the better teaching and learning.” (Ghavifekr, Wan Athirah, & Wan Rosdy, 2015, p. 176) .

The use of IT in the EFL classroom can improve and enhance students' language acquisition, and substantially motivate them to continue their learning and stimulate their creativity and passion, maximizes targeted outcomes, motivates learners, and helps them improve their performance.

Azmi (2017) states that positive language learning can be achieved with the integration of technology. Hence, many educationists start using ICT to monitor and accompany their teaching and learning session. Therefore, “Due to the fact that students are familiar with technology, and they will learn better within the technology-based environment, the issue of ICT integration in schools, specifically in the classroom is vital. This is because, the use of technology in education contributes a lot in the pedagogical aspects in which the application of ICT will lead to effective learning with the help and supports from ICT elements and components.” (Jamiseon-procter, et al., 2013, p. 23)

The purpose of integrating ICT is to improve and increase the quality, accessibility and cost-efficiency of the delivery of education, while taking advantage of the benefits of networking learning communities together to equip them to face the challenges of global competition (Bruniges, 2003). Many teachers already use computers to enliven teaching and inspire students. In other words, “In order to build a 21st century schooling system..., we need

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teachers to understand how ICTs promote higher order thinking skills and deepen understanding in all key learning areas.” (Margaret, 2005, p. 02).

1.3.3 Teachers' role in using ICT

Today teachers are required to be facilitators, helping their learners to make judgments about the quality and validity of new sources and knowledge, be open-minded and critical independent professionals, be active co-operators, collaborators, and mediators between learners and what they need to know, and providers to scaffold understanding. (Weinberger, F. Fischer, & H. Mandl, 2002).

Technology does not eliminate the role of the teacher and never exclude it as many people thought, because the teacher is the tutor, instructor and the guide who controls these materials. Lentell (2003) outlined the roles of teachers as knowledge experts, effective listeners, and communicators in addition to coaches, facilitators, mentors, problem solvers, designers, supporters, and resource coordinators. ICT helps teachers to update the knowledge and skills to use the new digital tools and resources. ICTs are seen as important tools to enable and support the move from traditional 'teacher-centric' teaching styles to more 'learner-centric' methods. The teacher, aided by ICTs, can challenge pupils' understanding and thinking, either through whole-class discussions or individual/small group work using ICTs.

1.3.4 Effect of ICT on the language skills

Undoubtedly, ICT is proving to be a valuable and innovative teaching tool for enhancing EFL learning. Students in technology-intensive language classrooms learned both language skills and valuable information/communication literacies simultaneously. (Warschauer, 2002).

Another potential benefit of ICT use in the English language classroom is the abundance of authentic teaching materials. Evans (2009) states that “The Internet provides a wealth of information which can support and extend pupils' knowledge and skills within English lessons” (p. 43). CALL software stimulates the natural language learning process, focusing on listening comprehension, reading comprehension, speaking, and writing which all offer authentic and real-world content. They provide learners with real life images, written text, and voices of native speakers (Reksten, 2000).

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1.3.4.1 Writing skill

Research on the use of ICT tools in EFL writing classrooms has shown that ICT makes a supportive and encouraging environment for the students to increase their writing skills in terms of quality and quantity (Lam & C. M. Pennington). Consequently, Jones (2008) states that:

“Learners are already writing regularly online, therefore, one of the challenges that language teachers face is to help learners extend their ‘Internet world beyond their first language’, and a way to meet this challenge is to use the Internet as a language-learning opportunity” (p. 13).

Writing on social networks is an area that should not be ignored. Social-networking sites, such as Facebook and Twitter, have become important to many learners' lives, and teachers may find that some of their learners are already using the target language (TL) to communicate with others on these sites. If this is the case, then using it in class could as well be an option that will be popular with learners. (Stanley, 2013).

1.3.4.2 Reading skill

Reading is a complex and multifaceted skill, and notions of how best to teach reading have been in constant revision, especially with the rise of the Internet. The International Reading Association (2009) has said that “to be fully literate in today's world necessitates proficiency in the new literacies of information and communication”.

In a related study on the use of IT in the teaching of reading specifically, Yuksel & B. Tanriverdi (2009) explored the effects of watching captioned movie clip on vocabulary development of EFL learners. When the findings of this study are interpreted, it can be argued that viewing the movie clip has helped the participants of the study to develop their vocabulary knowledge, and this would facilitate the reading process.

The advantages of using ICT in the teaching of reading include gaining students' interest and allowing effective peer feedback, giving positive interactivity within the teaching and learning, increasing student engagement with the language, allowing the utilization of new technology to communicate and collaborate in an educational context and improving learners' vocabulary knowledge. (Melor , Norazah, Hadi, Choo, & Mohamed Amin, 2013).

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1.3.4.3 Listening skill

Listening is usually neglected or undervalued in the classroom (Field, 2008), and it is often the skill which teachers cut when there is pressure on class timing, because it is viewed as the least manageable of the four skills. However, teachers can use technology, especially the Internet, to prepare learners to take advantage of the source of information in the real world, by getting them to engage with language and tasks which have personal relevance to them. As an example, nowadays it is easy to record teachers speaking in lectures or conferences, as most mobile telephones have built-in voice recorders as well as many web tools that enable students to do such recordings to later listen to.

Technology advancement provides support to learning environment for students' listening comprehension through multimedia which consist of visual, auditory, and textual information. Teachers can help students develop their listening techniques by selecting different kinds of materials, using visual options on the screen, maximizing the interactivity of computer control. Lynch (2009) points out the main benefits of using advanced technology in teaching listening is that technology offers more choices and control to students. Moreover, it allows students to adapt it in accordance with their own interest along with their learning styles in terms of content, mode (audio/video) activity, task type, difficulty, support (subtitle), sequence, time, and pace.

1.3.4.4 Speaking skill

Many students equate being able to speak a language as knowing the language and therefore view learning the language as learning how to speak the language, or as Lawti (2004) wrote: "success is measured in terms of the ability to carry out a conversation in the (target) language." (p. 229)

The goal of teaching speaking skill is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. In other words, students need as much as language support and exposure as possible. Language learners need a variety of language experiences. They need to hear the language, write the language, speak the language, and read the language. Technology has provided richer resources, greater access to resources, greater interactivity, and greater opportunities for the students to manipulate and use the language.

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It is worth mentioning that the technological generation challenges teachers to integrate technology inside their classes in order to facilitate the learning process, therefore, teachers should take this into consideration and try to provide it for their learners. For example, using projectors whether for explaining lectures, or watching movies participates a lot in developing students' speaking skill as this action helps visual learners to absorb a great deal of data while watching it. Meanwhile, using computers within an oral expression class is very necessary for transmitting the information to the students' brain in an easy way. Furthermore, Digital camera is one of the tools that have a great influence on the student from a psychological way. For instance; the teacher can integrate it as a part of his lecture and suggest to his students to perform their tasks orally then record it. In this way, students become more enthusiastic about appearing great within the recording as well as they can encounter their mistakes once watching the video then correct them.

Another method that EFL teachers can follow in order to teach their students speaking would be imitation. By using a projector, a computer, and the internet, they can display a reliable example using websites like YouTube videos containing native speakers. Thus, students can expose themselves into the listening comprehension to the native speakers so that they can imitate what they are hearing.

1.3.5 The application of ICTs in EFL learning

Undeniably, the application of ICT in foreign language learning is believed to be able to make students respond positively in a language classroom. It is of immense help in all areas of teaching and learning.

“In the field of language education, there is now so much emphasis on on-line learning, which has been seen as the great liberator by freeing both teachers and students to accomplish learning in new and exciting ways by sourcing information from the Internet.” (Schrum, 2000, p. 48)

The integration of ICT requires some effective techniques that help teachers to provide students with different opportunities to practice the speaking skill. Wongsuwana (2006) believed that speaking skill can be trained and it does not depend on the talent of the individual. However, according to Harmer (1998) there are stimulation activities in the classroom for motivating the students, they increase their self-confidence by being part of the classroom interaction including answering the questions, sharing ideas, and preparing presentations.

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There are many activities that teachers may use inside their classes, such as digital storytelling. It can be used as a multimedia tool in language learning to help students improve their English-speaking skill by using technology to tell the story in their own words and voice. "Storytelling is the original form of teaching" (Pederson, 1995, p. 02). Many researchers believed that storytelling plays an important role in students' language development (Hsu, 2005).

With a laptop, desktop or a tablet computer and a portable projector, the instructor can share anything that appears on a computer screen with a classroom of students. For example, EFL teacher-generated documents, such as grammar explanations, practice exercises and quizzes can be viewed in the classroom and completed by the learners. While student-generated word processing activities, such as editing for errors, sentence completion, writing sentences and paragraphs, or sequencing stories or dialogue can be performed with the cut and paste function. (Siskin, 2005).

Digital displays can be a source of comprehensible input and this setup can provide students with different learning styles, additional demonstrations or concrete examples of concepts being taught in the classroom. Multimedia CDs, DVDs, and the web provide nearly an endless source of sounds pictures, videos, animations, and multimedia that can help situate learning within a meaningful context and provide non-verbal clues to help learners understand what they hear. (Parrish, 2004) Finally, EFL instructors can create PowerPoint presentations that can be used to review, practice or test language usage and can be saved and used again. (Fisher, 2003).

1.4 The speaking skill

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts." (Chaney & T. L. Burk, 1998, p. 13). Speaking together with writing, are two of the four language skills which demand learners to be productive, that is why they are called "productive skills." Speaking is a crucial part of second language learning and teaching; it is an art of communication and one of the productive skills that must be mastered in learning a foreign language (FLL).

Speaking; same as other skills, deserves much attention in both first and second languages in EFL classrooms. Teaching speaking plays a great role for the learner's good oral achievement. Bygate (1987) stated that:

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"Speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is also the medium through which much language is learnt, and which for many is particularly conducive for learning. Perhaps, then, the teaching of speaking merits more thought." (p. 07)

1.4.1 The importance of speaking skill

Communication is not possible for people without using a language. As English is considered to be a global language, it serves the purpose of communicating with others. Among the four key language skills, speaking skill is deemed to be the most important skill in learning a second or a foreign language. Hence, the importance of speaking skill is enormous for EFL learners

Learners are often judged for the way they speak though they are not good at other skills. Learners' success in learning a foreign language is measured by how good they can hold a conversation in different contexts. Teaching speaking means teaching how to use the foreign language to communicate effectively and easily, for this reason EFL learners have to improve their speaking skill in order to master it in real-life situations.

Speaking can help learners to develop their vocabulary, grammar, and pronunciation, plus they can express their personal feelings, opinions, or ideas, even more; speaking can help them in their working life. (Westrup, et al., 2003) argues that "a student who can speak English well may have a greater chance for further education, of finding employment and gaining promotion."

1.4.2 Types of speaking skill

Brown D. H., (2004) described six categories of speaking based on the speaker's intention, they are as follows:

- **Imitative speaking:** It is the ability to imitate a word, phrase, or sentence by including a number of prosodic, lexical, and grammatical properties of language.
- **Intensive speaking:** It is defined as the oral production of short sentences designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships, and the hearer must be aware of semantic properties to be able to respond.

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- **Responsive speaking:** This performance includes interaction and text comprehension, but at somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments and short replies to questions.
- **Transactional speaking:** It is carried out for the purpose of conveying or exchanging specific information. It is an extended form of responsive speaking.
- **Interpersonal speaking:** It is carried out for the purpose of maintaining social relationships, such as interviews, discussions, conversations...etc.
- **Extensive speaking:** It is also known as “monologue,” it includes speeches, storytelling, and oral presentations. The style that is used in this speaking type is more formal and deliberative.

1.4.3 Speaking and the other language skills

- **Speaking vs Listening:**

A large percentage of the world's language learners study English in order to develop proficiency in speaking (Richard, C. Jack, & Willy A. Renandya, 2002). On the other hand, listening is acknowledged to play an extremely important position in the development of speaking ability. (Kang & Shumin, 2002). Therefore, according to Doff & Adrian, (1988), one cannot develop speaking skill unless she/he also develops listening skill, to have a successful conversation, students must understand what is said to them. Listening is vital in the language classroom because it provides input for the learner, thus it is fundamental to speaking. (Rost, 1994).

- **Speaking vs Writing:**

Both speaking and writing skills are deemed to be essential in teaching and learning a foreign language, they are two complementary aspects of the same subject; language. Although they are both regarded as communicative skills, it has been proven that speech occurs before writing, thus, it should be given a certain priority.

Given the reciprocal relationship between spoken and written language in the overall language development of EFL learners, teachers need to be aware of the opportunities there are for helping students develop oracy and literacy skills in an integrated manner. In situations where language learners may not have a well-developed verbal repertoire to support their thinking process in writing classes, teachers can also draw on linguistic and learning resources through reading. They should nevertheless continue to encourage language learners to develop

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greater facility with speaking and listening, as these are important avenues for acquiring a language which will ultimately have an impact on the development of more advanced forms of literacy.

1.4.4 Criteria of speaking

- **Accuracy:** It demonstrates the ability to use grammar according to the rules of the language. This means getting and keeping your tenses right, the correct use of prepositions and word order. It also includes developing a good grasp of vocabulary, understanding what words actually mean and using them in the correct contexts. In other words, a good English speaker is able to produce a well-controlled output.

- **Fluency:** It is the ability to produce language in a coherent effortless way, meaning being able to use and understand a language with little effort. People who are fluent in a language can hold a wide range of conversations at a good level, even though they are making grammatical errors. Besides, to be fluent in a language means to be powerful when speaking it. H. Douglas (2007) stated that: "fluent speakers can participate in any conversation with a high degree of fluency." (p. 407) It means that their speech should be accepted and well understood by native speakers.

- **Pronunciation:** Pronunciation is more than 'listen and repeat'. Pronunciation includes features of the language; vocabulary and grammar, and skills; and speaking and listening. It is considered as being a part of speaking and involves listening to how the language sounds. According to Oxford dictionary, it defines pronunciation as the way in which a language or a particular word or sound is spoken.

- **Lexical resource:** The meaning of the term lexis is a stock of words in a language, while resource refers to the range and the variety. Combining both these words together, it can be understood that lexical resource refers to the knowledge of a variety of words and their meanings, or the range of vocabulary that should be used while writing and speaking in English. Gaining a great deal of vocabulary words within the students' linguistic repertoire will facilitate the language learning fluency, proficiency, and accuracy.

1.4.5 Speaking difficulties

Despite its importance, for many years, teaching speaking has been undervalued and teachers have continued to teach speaking just as memorization of dialogues or a repetition of

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drills, Zhang (2009) argued that speaking remains the most difficult skill to master for the majority of English learners. According to Ur (1996), there are many factors that cause difficulties in speaking such as inhibition; students are worried about making mistakes, fearful of criticism, or may be shy. Also, not having a motive to express themselves can be considered as an obstacle, as Littlewood (1984) says: "the development of communicative skills can only take place if learners have the motivation and opportunity to express their own identity and relate with the people around them" (p. 93). Another problem is uneven or low participation; in large classes, only one participant can talk at a time and some learners tend to dominate, while others speak very little or not at all. In addition, mother-tongue use; Learners who share the same mother tongue tend to use it because it is easier and make learners feel less exposed if they are speaking their mother tongue.

Furthermore, Teaching strategies also contribute to this problem as they are inadequate, and they do not put emphasis on speaking, which results in a meagre development of this skill. Besides, vocabulary items are taught in isolation, and listening materials are not used by the majority of school teachers. Littlewood (1984) argues that some teachers use L1 for class management. Nevertheless, this can be another factor that contributes to the problem of speaking difficulties. This is because using L1 means sacrificing valuable opportunities for well-motivated foreign language use. In addition, it tends to devalue the FL use as a communicative language. Learners see it as a reserved language to only non-essential domains such as exercises and dialogue practice, while the mother tongue remains the appropriate medium for discussing matters of importance.

1.5 Conclusion

As a conclusion, ICT and its materials have allowed education to have more creative, more efficient, and more effective teaching and learning, therefore using ICT leads to new pedagogical changes, thus creating new pedagogical roles. Speaking skill is one of the four main language skills that can be developed through the use of ICT inside EFL classes.

This chapter discusses the impact of using different ICT tools inside the classroom and its effect on all language skills (speaking, listening, reading, and writing). It deeply stresses the importance of ICT which is essential in the teaching of speaking in EFL classes, where the teachers may use some effective methods to improve it. It also sheds light on the speaking skill specifically, its types, importance, and criteria from different angles.

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Finally, this chapter has been intended to be a theoretical overture of ICTs role in educational practices, teaching and learning processes, ELT (English Language Teaching) accessibility and motivation of both teachers as well as students to teach and learn in better conditions and boost their academic performances.



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2.1 Introduction

Regarding the educational system in Algeria, different methods and techniques are adopted to pave the way towards improving the teaching and learning process, particularly assisting the EFL learners to master the target language's four skills, especially speaking.

In the Algerian context of learning EFL, instructors regularly raise the query as to why the majority of students are unable to speak English confidently and correctly. Among many reasons to take into consideration, there is the lack of oral practices and interests. So, based on the question of how to integrate ICT in EFL classes to develop students' speaking competency, this chapter is designed to analyze the data obtained from different questionnaires and interview that were designed for EFL teachers and their students at different private schools.

This chapter is devoted to collect data about students' use of ICT and its impact as material and resource tool on their English language learning inside the classroom, along with, teachers' opinions about using these tools in their classes as an aid for various reasons. Therefore, knowing the importance of ICTs as a pedagogical strategy by teachers and students is essential.

2.2 Research methodology

Research is a methodological approach to collect and analyze data, and any research design contains a step to move onto the practical work of a given investigation. Data collection is an essential component for conducting a research, it is generally known as a complicated and hard task, this is why O'Leary (2004) remarks that:

“collecting reliable data is a hard task, and it is worth remembering that one method is not inherently better than another. This is why whatever data collection method to be used would depend upon the research goals and the advantages and disadvantages of each method.” (p. 150)

To gain reliability for this work, the present study is based on a combination of two different methodologies; namely quantitative and qualitative approaches. Accordingly, triangulation in data collection was adopted, and three data collection tools were chosen, a questionnaire for both students and teachers, an interview for teachers, and classroom observation. The results will show what the extent to which ICTs make the classroom interesting, and whether they might enhance the speaking activity of the EFL students.

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2.3 Educational context

Regarding the situation that the world is facing right now because of the Corona virus, the researcher was not able to gather the needed data in time before the obligatory lockdown, therefore, both teachers' and students' questionnaires were administered online because "it enables a wider and much larger population to be accessed" (Cohen, Lawrence Manion, & Keith Morrison, 2011, p. 280) . However, the interview was already conducted face to face with four teachers prior the quarantine, same as the classroom observation. Both teachers and students teach at languages private schools and come from different cities of Algeria such as: Algiers, Mostaganem, Constantine.... etc. The students' levels that were mostly targeted were beginners, elementary, intermediate, and upper-intermediate, and the teachers that were chosen to answer the questionnaires were the ones that often tend to use ICTs in their EFL lessons. The reason why the researcher chose private schools as case study is because the use of ICT tools as an educational means in Algeria is somewhat rare, and only can be found in some institutions, hence, because of the Covid-19 we were not able to search for the institutions in which they use these tools, therefore, we opted for private schools because of the easy online access to their social media accounts.

2.4 Target population

Both EFL teachers and students are the main participants in this study, and three research tools are used for data collection: a questionnaire for EFL private school teachers and students, an interview designed for teachers in different private schools, and a classroom observation. The common thing about them is that they all either teach or study English at a private school. The purpose of using more than one tool of research is to gather significant data, and also to provide credible information to this research.

2.4.1 Teachers' profile

This study involves (26) English teachers from various private schools in Algeria teaching different levels; beginners A1, elementary A2, intermediate B1 and upper-intermediate B2, who were selected to answer a questionnaire and conduct an interview, they all have a degree of Master or PhD. The selection of this sample focuses much more on teachers

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who work at private schools and use ICT tools to teach students, and how they impact, develop, and facilitate language teaching.

2.4.2 Students' profile

The questionnaire is chosen as a method for investigating the opinions of various students in different private schools, with regard to the variety of their utilization of ICT tools and their influence in learning. For that, thirty-six (36) participants were selected from different private schools in Algeria, and different EFL levels (A1, A2, B1...) to answer questions about the same topic of this research. Twenty-three (23) of those students answered the questionnaires with the presence of the researcher, whilst the other (13) student were sent the questionnaire online to answer it.

2.5 Research Tools

It is generally known that “the backbone of any survey study is the instrument used for collecting data.” (Dörnyei & Zoltán., 2011, p. 75). Thus, this study is based on multiple data collection instruments which are teachers' and students' questionnaires, teachers' interview, and classroom observation. The classroom observation, as well as teachers' interview were conducted face to face with the presence of the researcher inside the classroom, however, the questionnaires were administered online due to the circumstances.

2.5.1 Teachers' questionnaire

The essence of any scientific research is the attempt made to find out answers to questions in a systematic manner. Therefore, questionnaires have gained considerable attention as being the most common method of collecting data in foreign language researches. In this line of thought, Dörnyei & Zoltán. (2011) stated that: “questionnaires are certainly the most often employed data collection devices in statistical work.” (p. 03)

On his part, Brown (2001) reports a definition of the questionnaire as being: “any written instruments that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.” (cited in Dörnyei, 2003, p.6)

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The questionnaire administered to teachers aims at finding their own thoughts about the use of ICTs in teaching in order to enrich EFL learners' speaking skill. It contains (18) questions that are either closed questions requiring from teachers to choose yes or no, otherwise open questions in which they are free to provide and express their thoughts.

2.5.2 Students' questionnaire

The questionnaire is the most common tool that is employed in most research works used for collecting the necessary data. It is addressed to students from different levels that are interested in learning EFL in private schools, it contains (15) questions that vary from closed questions demanding from students to choose yes or no answers, open questions in which they are permitted to response in appropriate ways, or the multiple-choice questions. It tests and evaluates the students' attitudes towards the use of information and communication technologies as well as the evaluation of their level of speaking skill. Moreover, the difference ICTs can make inside the oral class.

2.5.3 Teachers' interview

The interview is used as a supporting material to collect data from individuals through conversations to understand a situation or a topic that the researcher is interested in. Cohen, Lawrence, & Morrison (2007) stated that: "Interviews enable participants be interviewers or interviewees to discuss their interpretations of the world in which they live in, and to express how they regard situations from their own point of view." (p. 349)

The teachers concerned with the present study are EFL teachers from different private schools, they were selected according to their frequent use to ICT in their classrooms. 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 they may evaluate their EFL students' oral language proficiency.

2.5.4 Classroom observation

Classroom observation can aid in collecting qualitative data through direct observance of the participants. The aim behind the use of this methodological tool is to provide enough information about the learners' attitude towards the use of ICT in class. The observation has

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taken place in two different classes of upper-intermediate B2 level, in which teachers specifically used various ICT tools in explaining grammatical lessons and providing activities. Hence, there was an opportunity to measure learners' interaction with the use of technology and their behavior towards it.

2.6 Data analysis

Data analysis refers to the process of bringing order, structure and meaning to the mass of the collected data. (DeVos, Strydom, Fouché, & Delpont, 2002). It is often a research procedure that refers to shifting, organizing, summarizing, and synthesizing data to arrive at the needed results and conclusions of the research. This section is concerned with the analysis of the information gathered from the three sources of data: students' and teachers' questionnaires, teachers' interview, and classroom observation. The analysis of this data will draw a suitable image on the impact of ICT tools on the developmental EFL learning process and more precisely on performing better orally.

2.6.1 Analysis of teachers' questionnaire

The sample is limited to 26 teachers, and it contains 18 questions. It starts with an introduction paragraph presenting teachers with the purpose of the study, and indicating any ethical considerations, including their anonymity and data confidentiality. It contains two main sections, the first one includes four questions related to the teachers' personal details, while the second section contains several questions that investigates teachers' opinion towards the use of ICT tools inside EFL classes and its effect on students' speaking skill. The questionnaires were administered online using the Google Form website, in which they can answer the questions comfortably, and send the answers directly into the researcher's e-mail.

Section one: personal information

Question 01: Gender

Gender	Male	Female	Total
Number	05	21	26
%	19.2%	80.8%	100%

Table 2.1: Teachers' gender

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Question 02: Degree

Degree	License	Master	Magistère	Doctorate	Total
Number	1	22	1	2	26
%	4%	84%	4%	8%	100%

Table 2.2: Teachers' degree

Question 03: What is the name of the private school that you teach at? and at what city?

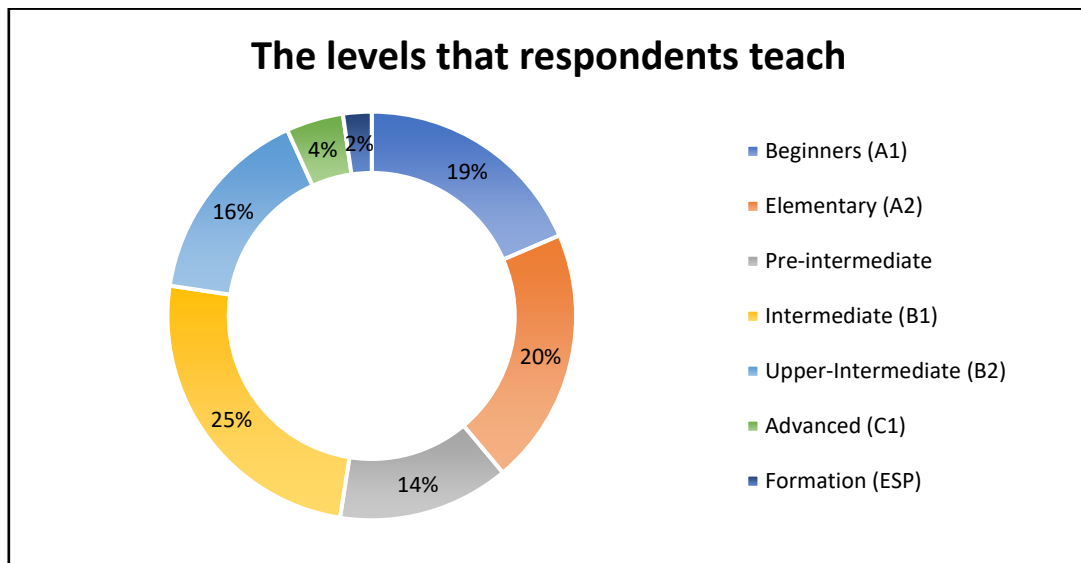
Each one of the respondents mentioned different schools from various cities in Algeria. However, some only mentioned the city, without giving the school's name. For further information, check the table and graph below:

City	Algiers	Constantine	El Oued	Oran	Mostaganem	Msila	Batna	Total
School	<ul style="list-style-type: none"> • Start school • Halo communication school • Horizon school • Royal school • Araida school • Go study abroad school • Archimad school 	• El badissiya school	• Update school	• Sibawaih school	<ul style="list-style-type: none"> • CEIL • Wafaa school 	/	• BTL training school	/
Number	14	02	02	03	02	01	02	26
%	40%	10%	10%	15%	10%	5%	10%	100%

Table 2.3: Schools and cities teachers work at

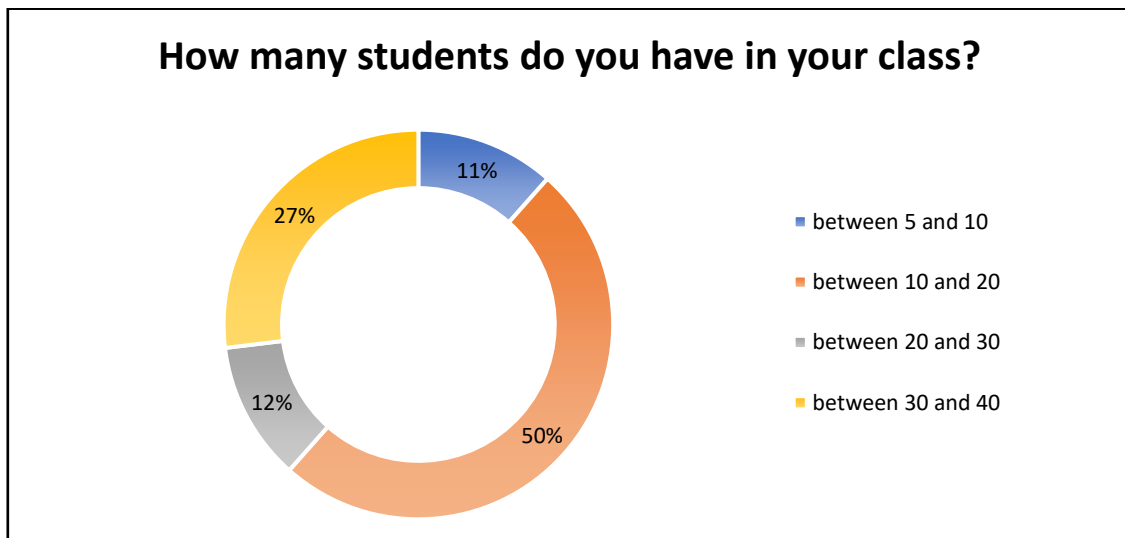
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Question 04: What are the levels you teach?



Graph 2.1: The levels that respondents teach.

Question 05: How many students do you have in your class?



Graph 2.2: Students' number in the EFL classroom.

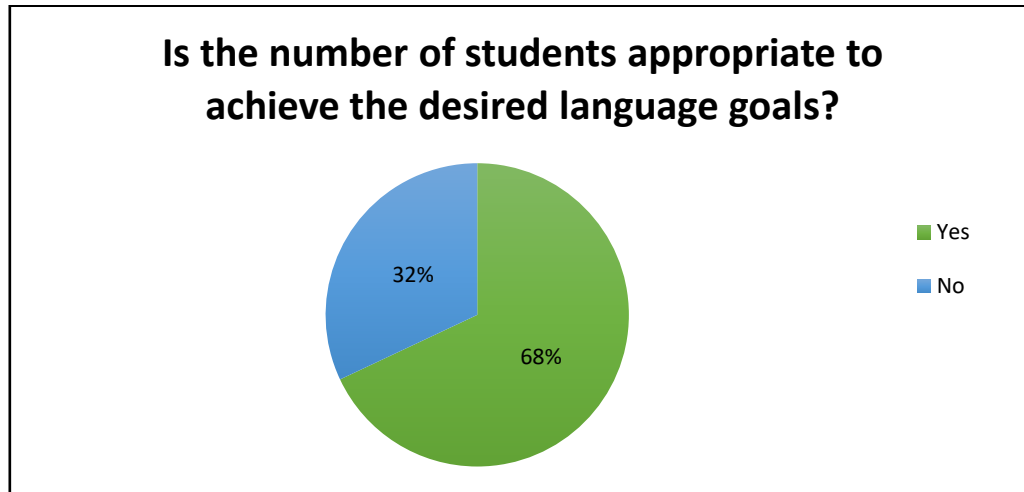
Students' number	Between 5 and 10	Between 10 and 20	Between 20 and 30	Between 30 and 40	Total
Teachers	03	13	03	07	26
%	11%	50%	12%	27%	100%

Table 2.4: Students' number in the EFL classroom.

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Section two: Teachers' perception about the use of ICT tools in EFL classes

Question 06: Do you think the number of students is appropriate to achieve your goal in developing their language skills?



Graph 2.3: Teachers' attitude towards the appropriation of the students' number.

Question 07: Please state why?

The answers differed from one teacher to another according to their levels of experience and their students' needs, but almost all teachers gave somewhat similar answers and reached one conclusion, for the (68%) of teachers who answered the question by Yes, they said that small size classes are way better to create harmony and balance for their students, by changing their seating arrangements and mixing them according to their abilities, which will give students the chance to practice communication skills either by participating, or giving peer feedback to each other, and assimilate better. It also allows teachers to identify their students' needs and manage them by devoting time to each student separately, and provide them with personal technology tools. As for the (32%) of teachers who answered the question by NO, they argued that having more than 20 students per class creates a lot of pressure on the teachers, it becomes crowded and demanding, therefore, there would be a lack of concentration, a lack of opportunities for weak students to participate and less time for teachers to engage with all their students.

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Question 08: According to you, why do you think some students face difficulties in speaking EFL?

In this question, all teachers agreed on the same reasons that push students to have difficulties regarding speaking English, the first reason would be anxiety, hesitation, and fear of being judged. Some teachers also added more reasons such as weakness in vocabulary, the lack of practice and the impact of the mother tongue. Another teacher argued that the methods of teaching that are used by most teachers promote reading and writing instead of listening and speaking, and focus on grammar activities rather than vocabulary and pronunciation.

Question 09: Do you use ICT tools in your courses?

Answer	Yes	No	Total
Number	23	03	26
%	88%	12%	100%

Table 2.5: Teachers' use of ICT tools in their EFL classes.

Question 10: If yes, what kind of equipment/tool do you use?

Tool	Computer	Projector	Internet	Smartphone	Speakers	Camera	TV	Total
Number	20	20	12	10	04	02	01	/
%	29%	29%	17%	15%	6%	3%	1%	100%

Table 2.6: ICT tools used in EFL classes.

Concerning this question, it gives the respondents the opportunity to answer freely and select more than one suggestion. The majority of teachers, 20 from total of 26 (29%) use projectors and computers, other 12 teachers (17%) tend to use the Internet, 10 teachers (15%) chose to use smartphones, other 4 teachers (6%) use speakers. Whereas 2 teachers (3%) use digital cameras to record and play videos, and finally only 1 teacher (1%) chose to use the television.

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Question 11: If no, please state why?

All respondents agreed that their lack of ICT use is because of the unavailability of equipment in their institutions.

Question 12: Do you think the use of ICT can be beneficial for students' speaking skill?

All teachers agreed that the use of ICT is beneficial for students' speaking skill. Hence, the answer was 100% yes.

Question 13: Please state why?

The teachers' answers almost poured into one particular jug. They confidently agreed with the implementation of technology in any EFL class for the reason that they believed that this latter holds many advantages for L2 students especially in terms of sustaining their brains for speaking the target language spontaneously. They claimed that ICTs provide students with visual and auditory clarifications, as well as making students exposed to different accents and authentic language.

Question 14: Do you notice any improvement in students after using ICT tools?

All teachers answered this question with a yes, meaning that they do notice some improvement in their students after they use ICT tools inside the classroom.

Question 15: If yes, how?

As it was expected, all teachers claim that after using audio-visual aids, they noticed that their students became more active and engaged in conversations on purpose, they also became motivated and focused and demonstrated a positive reaction towards the used tools.

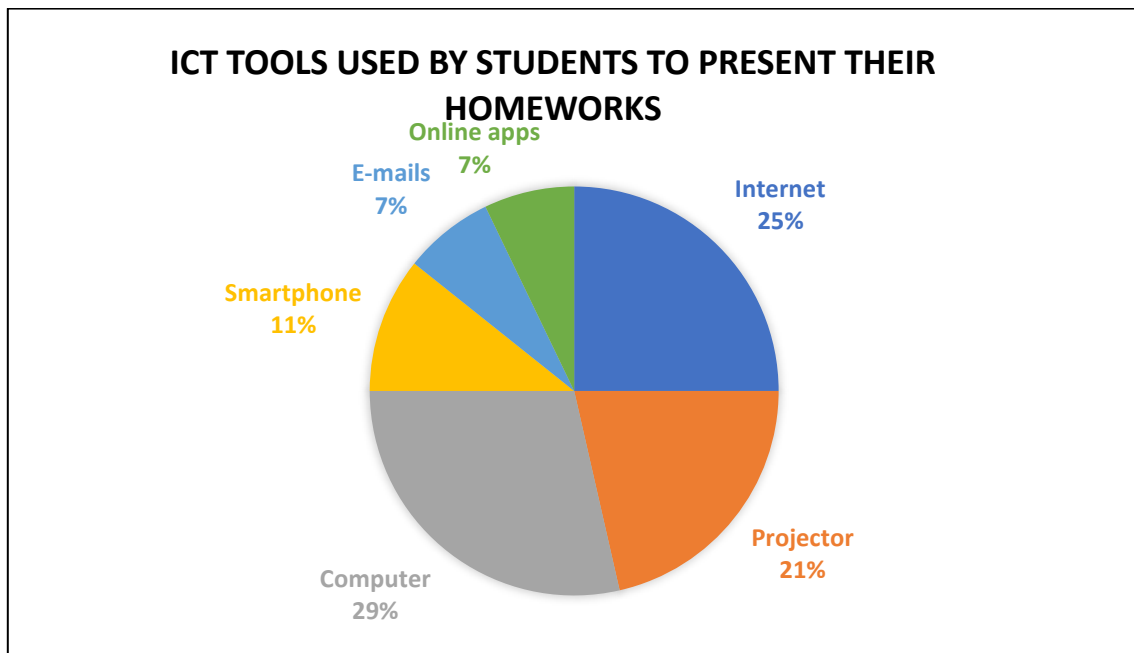
Question 16: Do you ask for homework using ICT tools?

Answer	Yes	No	Total
Number	13	13	26
%	50%	50%	100%

Table 2.7: Teachers' answer whether they ask for homework using ICT tools or not.

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Question 17: If yes, what are the tools they use in presenting their work?



Graph 2.4: ICT tools used by students to present their homework.

Question 18: In your opinion, what are the challenges faced when using ICT tools inside the classroom?

Each teacher expressed his/her opinion in great detail, they also almost agreed on the same reasons as to why using ICT tools can be challenging sometimes, for example they mentioned that the first and main reason would be the availability of material (computers, projectors, speakers...etc.) in which sometimes they have to use their own personal equipment. Another reason would be the slow or absence of the Internet or the unavailability of electricity, they also focused on the reason that some students face a number of difficulties in using these tools, especially if they were adults (30 years old and up) which can be very overwhelming for them.

2.6.2 Analysis of students' questionnaire

The students' questionnaire was administered online to various EFL learners who attend private schools, it contained (15) questions, and is divided into two main sections, the first being personal information about the student, while the second section is dedicated to their perception about the use of ICT tools in EFL classes. This sample of study makes up about thirty-five (35) student. They were given identical instructions on how to answer the interrogations and for

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what reason it was designed. They were notified that the questionnaire was for the sake of investigating the impact of ICT tools on their EFL learning, specifically on their speaking skill.

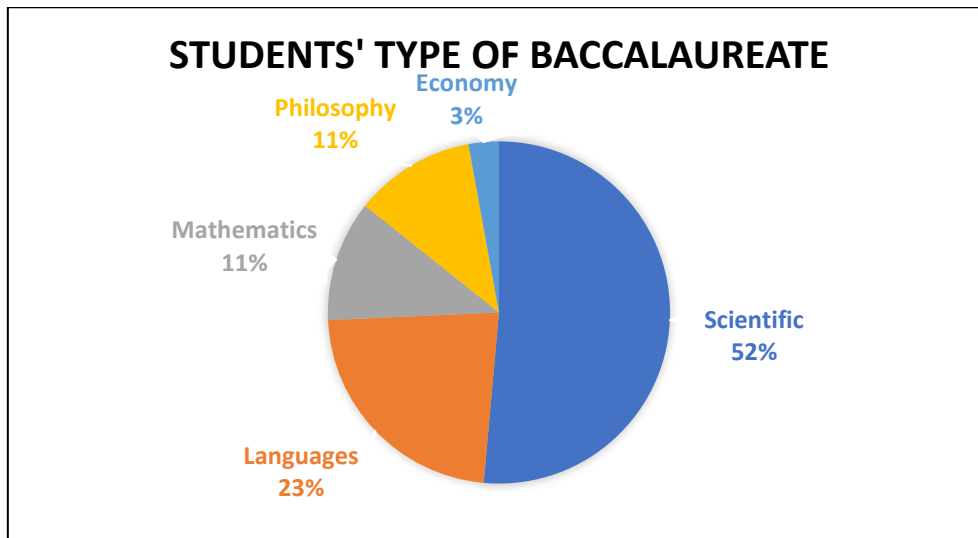
Section one: personal information

Question 01: gender

Gender	Male	Female	Total
Number	12	23	36
%	37.1%	62.9%	100%

Table 2.8: Students' Gender

Question 02: What type of baccalaureate do you have?



Graph 2.5: Students' type of baccalaureate

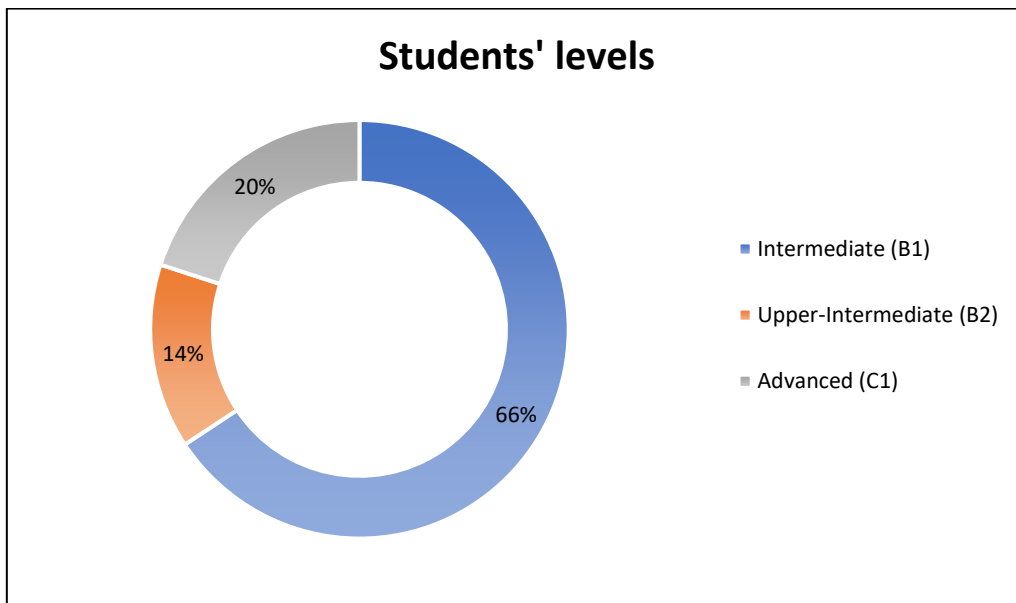
Question 03: What is the name of the private school you study at? and at what city?

City	Mostaganem	Algiers	El Milia	Total
School	• CEIL	• The British Center • Berlitz school	• Omega school	/
Number	24	10	01	35

Table 2.9: Students' private schools names and cities

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Question 04: What is the level that you are studying?



Graph 2.6: Students' levels

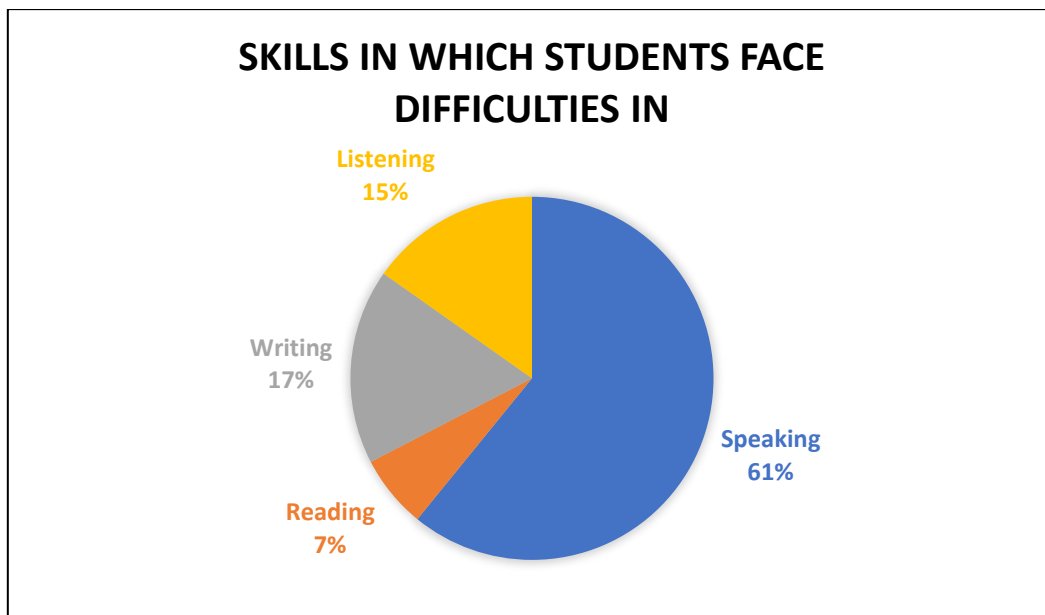
Question 05: Why do you want to learn English?

This was an open-ended question; therefore, respondents had the liberty to mention all the personal reasons that pushed them to learn the English language. After reviewing their answers, there was a total of (31%) of them who chose to study English because of either their work necessities or their field of study, whilst only (10%) are learning it for the soul reason to be able to communicate with foreigners while traveling abroad. Another (21%) of students are learning the language because they love it, and enjoy speaking it fluently. Finally, the majority of respondents (38%) chose to learn English because it is a globalized language, therefore, they want to improve their language as well as their communication skill.

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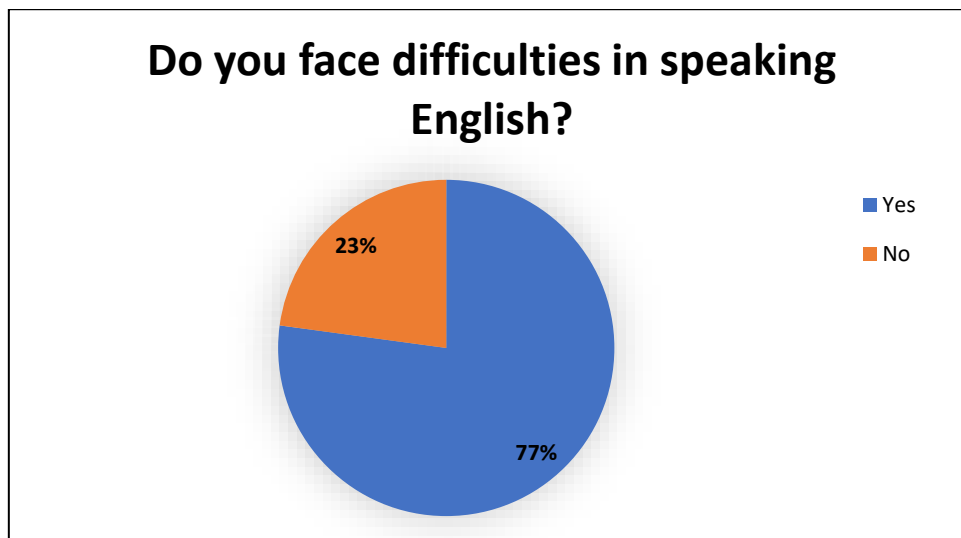
Section two: Students' perception about the use of ICT tools in EFL classes

Question 06: In which skill do you face problems the most?



Graph 2.7: Skills in which students face problems

Question 07: Do you face any difficulties in speaking English?



Graph 2.8: Students' difficulties in speaking English

Question 08: If yes, what are those difficulties?

The Majority of Students (33%) mentioned that their main struggle is the lack of vocabulary, while (28%) of them said that they have problems in speaking the language fluently, another (10%) of the respondents said that they find difficulties in pronouncing certain

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words correctly, and finally, (8%) said that the main reason they don't speak English is their feeling of anxiety, fear of being judged or being shy to talk in front of their classmates or others. However, (21%) of respondents did not provide any answers to the question.

Question 09: What do you think about using ICT tools in the class?

Opinion	Good	Bad	Between	Total
Number	32	1	2	35
%	91%	3%	6%	100%

Table 2.10: Students' opinion about using ICT tools in class

Question 10: Please state why?

The (91%) of students who responded with "Good" in the previous question managed to agree on four main reasons as to why using ICT tools inside the EFL class is beneficial, (22%) of them said that its use helps with time management, while (32%) mentioned that ICT tools makes studying easier and more fun. (23%) stated that using technology helps them with developing their language, and finally, (23%) agreed that the use of technology helps in improving their pronunciation. However, the (6%) of participants who answered the question with "Bad" argued that this use makes students lose their focus in the lesson, also there might be few problems, such as the bad knowledge of tools by the teachers, and the unavailability of the Internet.

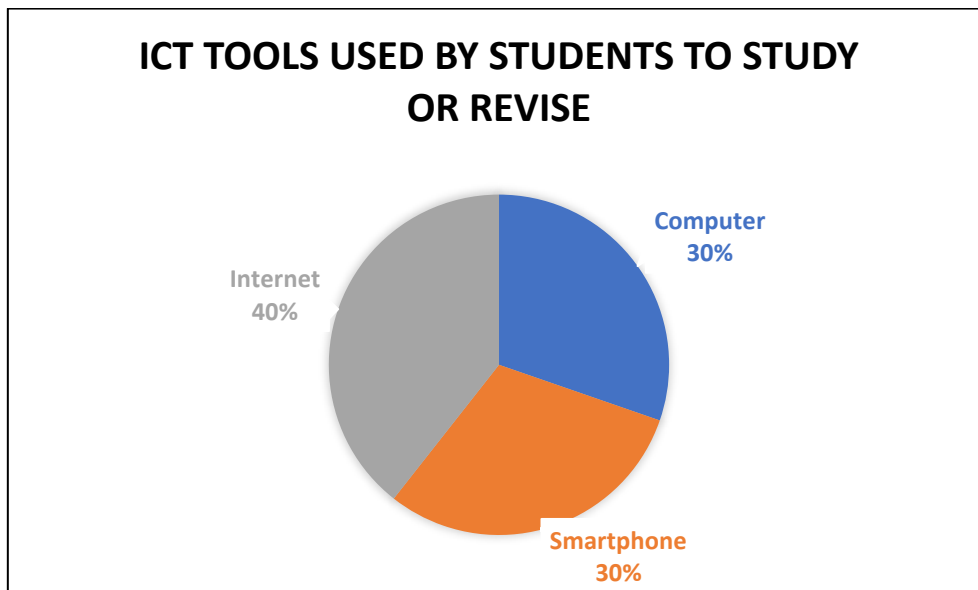
Question 11: How often do you use ICT tools to study or revise?

Opinion	Always	Sometimes	Never	Total
Number	21	14	/	35
%	60%	40%	/	100%

Table 2.11: students' rate of using ICT tools

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Question 12: What kind of ICT tools do you use?



Graph 2.9: ICT tools used by students

Question 13: Has the use of ICT tools helped you in enhancing your speaking skill?

Answer	Yes	No	Total
Number	31	4	35
%	89%	11%	100%

Table 2.12: students' opinion about the help of ICT in enhancing their speaking skill

Question 14: If yes, in what way?

While 11 respondents did not provide an answer to the question, the other students all gave various benefits that ICT provided for them to learn and ameliorate their speaking skill, such as watching movies, shows, YouTube videos and listening to podcasts and songs, using Google Translate website/app or other online dictionaries. They also use social media platforms to communicate with native speakers for a better learning experience.

Question 15: If no, please state why?

Out of the 4 respondents who answered question 13 by “No”, only 2 answered this question, and they both agreed that ICT tools did not help them to enhance their speaking skill because of their lack of practice.

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2.6.3. Analysis of the teachers' interview

The interview was addressed to four EFL teachers who worked at different private schools, they were interviewed in a period of time between 20-30min in order to discuss their own understanding about using ICT tools as a mean of enhancing their teaching, in addition to their students' language learning. All interviews were held individually and under comfortable conditions and locations, prior the lockdown that was caused by the Corona virus. The interview contained eight direct open questions without any choices, which made teachers feel free to answer and justify, or add extra information if necessary.

Question 01: What degree do you have?

Two out of the four teachers had master's degree, while one teacher had a PhD, and the other had a license degree.

Question 02: Do you have a good experience with the technological equipment you use in your class?

Three out of four teachers said that they were familiar with the new generation, meaning they use these technological tools almost all the time in their daily life, as well as their professional life, while the fourth teacher said that he cannot deal with all the ICT tools at hand. Consequently, expert teachers who have long experience using ICT became closer to these tools while novice teachers are still learning to use them effectively.

Question 03: Do students interact positively towards the use of technology? Does its use make them more interested in the lesson?

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

Question 04: Are you with or against teaching speaking using ICT tools?

All the EFL teachers support the use of ICT in speaking 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 cannot replace totally the role of the teacher but it may facilitate his job.

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Question 05: How can ICT usage impact students' speaking skill?

All teachers agreed on one significant answer, which is that in order for students to learn speaking they must practice listening to imitate the language, and ICT tools provide a variety of options to listen to. Human's oral expression is believed to be strongly linked to his listening comprehension the fact that can be controlled by audio ICT tools. Thus, if EFL students are exposed to technological means (ICT tools; such as head phones, speakers, data-shows...etc.) then the level of learners' participation, interaction and communication in English will be improved.

Question 06: Does ICTs have drawbacks in enhancing students' speaking proficiency?

Two teachers said that ICT has no drawbacks because for them it is very useful for students to be updated in order to learn new things and to evaluate their oral performance. While the others explained that it is considered as an additional tool, and they said that sometimes access is not available to these tools, and it requires more efforts.

Question 07: What difference does ICTs make in the class for you and your students?

Asking such question is to know the importance of the use of technological tools and the difference they make inside the oral class as well as its influence on learners themselves. All the teachers argued that integrating ICT makes a total change to the class, students became more motivated and they enjoy learning as well as they respond positively to their teachers and the device they are dealing with; thus, ICT contributes in the progression of teaching-learning process.

Question 08: As a teacher, do you think that the use of ICTs can be a main teaching tool?

The aim behind this question is to know whether EFL teachers utilizing ICT in the classroom consider it as a main teaching tool or not. Through collecting the opinions of the interviewees, three teachers said yes, adding that ICT provides many and different sources of information in a short period of time, and that students should have access to technology. It is important in the way it helps teachers organize the course and plan the lessons presentation to target students' motivation. Furthermore, it always makes teaching more interesting and dynamic. However, one of the participants stated that being teachers, we do not have to be slaves of technology in order to change the way of teaching and must be flexible according to the conditions of old teaching.

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2.6.4. Analysis of classroom observation

Observation was one of the key tools that helped too much in doing the current investigation. The researcher had the opportunity to attend two different EFL classes. Classroom observation was carried out first, followed by an in-depth interview, and online questionnaire. Zenong Yin (1998) explained that the observation is an opportunity for the researcher to gather evidence for a case study. Since the study was to look at technology at work, observation was crucial for further understanding of issues that emerged during the implementation. Besides that, classroom observation triangulated the findings with the findings from the interviews and questionnaires (Merriam, 1998).

The classroom observation looked at evidence of ICT access in the classroom, students' related ICT activities, software and courseware applications that were being used and teacher's teaching practices in using ICT. During the classroom observations, the researcher had written field notes which included the basic information of date, place of event, people involved, the physical setting, and occurrences of interaction and activities that had taken place.

What was noted from the observation is that the teacher was very dependent on technology to present her lesson, she used her personal computer and the institute's projector as presentation tools for both the lesson and the activities. She only used the white board to demonstrate some of the examples she gave while explaining. Students, on the other hand, were very respondent towards such use, they also opted to use their smartphones during the lesson either by taking pictures, recording the teachers' explanation, or using online dictionaries.

As noted, before, classroom observation findings were similar to the data obtained from both questionnaires and interview. Even though students were of different ages, they all seemed very comfortable with the use of these tools, they even have a social media group (Facebook) in which they communicate amongst each other, and the teacher has the chance to post several activities for them to work on. Therefore, we can say that ICT tools have created a very communicative atmosphere for both the students and the teacher to facilitate the EFL learning/teaching process.

2.7 Conclusion

This chapter dealt with the main objectives of this research work. Moreover, it described the research instruments. The researchers collected data using a questionnaire and an interview in order to enrich this work with different opinions about the use of technology

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for teaching EFL classes, the data collected were analyzed qualitatively and quantitatively, presented, and discussed.

The results of this part reveal that the usage of ICT tools is significant in developing and facilitating students' learning and there is the possible occurrence of difficulties when ICT is not employed in their habitual practices in class or for assignments. Accordingly, ICT has a positive effect and impact on students' EFL. As a conclusion, according to the present data analysis and the answers obtained concerning ICT usage in EFL contexts as a main tool for students, results are discussed subsequently along with teachers' and students' questionnaire analysis.



Chapter Three:

Discussions and Recommendations

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3.1 Introduction

On the basis of results obtained, this chapter still includes teachers' interview analysis, along with classroom observation analysis, hence, it is devoted to discussions of the main findings, plus some suggestions and recommendations which attract the attention of both students and teachers to the need of using ICT tools in the EFL classroom as an assisting tool to enhance language learning and teaching, and develop students' speaking skill. This chapter is the last part of this study research; therefore, it focuses on the analysis of teachers' interview plus classroom observation, and a detailed discussion of the findings of the obtained results. It also contains the limitations of the study, and the importance of ICT usage in the EFL classroom alongside some challenges that both teachers and students face with these tools.

3.2 Discussion of the findings

To accomplish the reliable results for this study and demonstrate a clear idea about the use of ICT and its impact on EFL learning and teaching, the results acquired from the previous analyses are discussed subsequently. The discussion of the findings is obtained from the analysis of data that was gathered by three main research instruments, the questionnaire for both teachers and students, the interview for teachers, and the classroom observation.

The main findings that were acquired from the analysis of data confirm that both teachers and students prefer to work with ICT tools. All the participating teachers reported that they did not learn English through ICT in their time. However, a great awareness was reflected as to the changing times and conditions that dictate the knowledgeable use of modern technological tools in the teaching/learning process. Besides, research has found that ICT can help students take ownership of their learning, make them autonomous and confident in their learning, enable introvert students to interact freely, acquire valuable study and time management skills with better intrinsic impetus for learning and teachers can have a more student-centered form of learning. (M. Y. Melor, 2009). Again, terms such as "time-saving," "peer-interaction" and "learning motivation" were repeated by both teachers and students to emphasize the benefit of ICT that they both share and agree on.

The results of both the teachers' interview and questionnaire, and students' questionnaire revealed the close relationship between teaching speaking skill and using ICTs. EFL teachers assert to promote ICT as being a great means to enrich learners' oral abilities.

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They see that if ICTs are appropriately selected, students may be attracted to the act of speaking. This confirms the hypothesis that states that learners' speaking will be improved and developed after using ICTs as a pedagogical resource for learning the speaking ability.

Moreover, in accordance with teachers' viewpoints, they resort to ICT as a main tool in teaching because it saves time and facilitates interaction and also retention of courses' contents. They see it as a way to improve and enhance students' learning process and motivates them to do their best.

It should also be emphasized that the younger generations of learners are technologically-oriented, yet there are still some students who face challenges in using ICT and are not enthusiastic about its use and incorporation in the teaching-learning curriculum. For this category of learners, the teacher's role cannot be diminished and using conventional methods and strategies such as lecturing, whiteboard and marker, pencil and paper provide them with comfort even if these are time-consuming.

3.3 Importance of ICT usage in EFL classes

The findings confirm the importance of integrating ICTs in the language classroom. Indeed, it becomes a truism to state that ICT tools are so vital in developing the process of teaching and learning of the English language for the reason that it proves to be better instructional aids in the language instruction. Using ICT tools is not something new, it is known that they were used by educators in world war II as training tools for soldiers to increase their motivation and enhance their learning. Thus, technology has developed since that time, educational tools appeared and the field evolved to newer devices with great potentials. Most respondents agreed on the advantages of using ICTs as summarized in the coming section.

3.3.1 Advantage of ICT use

✓ ICTs provide students with a lot of language practices through activities using radio, videos, movies, head-sets, Internet, etc., and tasks which develop their reading, writing, speaking, and listening skills.

✓ ICTs entertain students and encourage speaking English in general, both inside and outside the classroom, promoting extensive speaking skills by giving the students the confidence, the motivation, and the ability to continue their speech or talk outside the

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classroom.

✓ ICTs “inform, amuse, startle, anger, entertain, thrill, but very seldom leave anyone untouched.” (Biagi, 1996, p. 33)

✓ ICT tools’ aim is to enable EFL students to develop critical thinking, analyzing and reflecting on their experiences while using various audio-visual means.

✓ The use of ICT may provide a learning environment where motivation is maintained and enhanced, students are more likely to display positive attitudes when computers are used in the classroom.

✓ ICT tools and computers in particular have been used to implement a large set of innovative teaching practices in the language classroom. Standards-based approach, competency-based approach, project-based learning, and task-based learning have largely benefited from web technology and helped students develop a set of learning strategies and styles that promote autonomous learning and offer platforms for more individualized learning.

✓ ICT had promoted and enhanced interaction and authentic communication among English language users and learners. Other methods and approaches would simply not offer the ease and speed of communication that ICT can allow.

✓ The Internet can provide a wealth of information that stimulates the natural language learning process, focusing on listening comprehension, reading comprehension, speaking, and writing comprehension, which all offer authentic and real-world content. They provide learners with real life images, written texts, and voices of native speakers. (Reksten, 2000)

3.3.2 Challenges faced using ICT

Although the participants of this research claimed the necessity to use ICTs in the EFL teaching/learning process; yet, they raised some existing challenges that are summarized in the following points:

✓ The use of ICT might create an over-reliance problem for students. They might become completely dependent on ICT and the Internet and neglect the old-fashioned way of searching for information such as reading books.

✓ The easiness of plagiarism which is due to the easiness of searching for information, copying, and pasting. There are numerous cases of students downloading information from the net and using them in their homework without giving credit.

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✓ Both parents and teachers need to supervise students' online activities in order to avoid distraction like social media sites and surfing inappropriate websites.

✓ Availability of tools, not all schools have access to computer laboratories, as well as ICT tools, same as low-income students that might not have neither a computer at home nor Internet access.

3.4 Activities to teach/learn speaking using ICT

The application of computers in the teaching of EFL enabled language teachers to make the lesson practical and authentic. By combining texts, images, sounds, and videos in one device, learners are made to internalize more than one thing at a time. Experienced teachers can teach the four skills simultaneously as the students are automatically engaged in listening; acquiring speaking skills as they observe speakers; as well as reading and writing skills through the texts accompanying sounds and images. CD-ROM and DVD are also simple technologies that a language teacher even in the rural areas can utilize for facilitating teaching and learning of EFL. There are many programs that can be published on CD-ROMS to be used with computers. Also, there are many text books that are accompanied by CD-ROMS containing exercises/activities. Some CD-ROMS are complete lessons or texts that a language teacher manipulates to facilitate the learning and teaching of English Language. Audio Videotapes for a long time have been the most common device that language teachers used in the classroom for teaching oral English and reading comprehension.

Power point projector is also good for teaching spoken English. Documentation of formal speech or debate can be made on CD-ROMS. The students in a large class for instance can be taught the art of public speaking through slide presentations with power point projector. The use of power point projector enables almost all the students to see the points projected in slides and sometimes even images accompanying the texts. After the presentation, the students will be made to watch formal speech or debate on certain issue/topic that has been documented. This will offer them training in public speaking and expressing themselves in English. As an activity, the large class can be grouped in order to have formal speech presented by each group. Doing this will widen the students' vocabulary as well as elaborate sentence structures.

Over the internet, students can find a lot of learning materials, for instance, audio, video, radio and TV shows, games, voice recordings, quizzes, podcasts and so on , in this way, students get exposed to a great amount of target language and this help them develop their

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speaking skills. To improve speaking, students can use social networks such as Skype, Messenger, Facebook, YouTube, and other applications where students can connect with friends, other students, teachers and even native speakers, these ways of learning have been observed to improve oral proficiency in students and make up for the lack of native speakers in the areas where students live and what is more, on line communication also enhance intercultural awareness, motivation and raise the level of interaction.

This is an example of a speaking/vocabulary lesson plan that is extracted from the notes that were taken from the classroom observation, the topic of this lesson plan is phrasal verbs, it was designed for upper-intermediate B1,B2 levels, and students need to use the language content learnt in giving real-life examples, which aims at teaching them new vocabulary and group work.

Lesson plan:

Topic: phrasal verbs

Class size: 20 students

Duration: 1 hour

Time (min)	Activity	Interaction	Rationale	Materials
0-2	By using the Microsoft word, the teacher types two different conversations and display them on the board using the projector.		By typing the conversations in a computer, it would save the teacher's talking time and it can be displayed to every student. Thus, they can see the writing clearly as the font size can be enlarged by the teacher.	Computer, Smartboard, Projector
2-5	The teacher would read the conversations on the screen aloud, and students can repeat some difficult words.	Teacher-Student-Teacher	By reading the conversations aloud, students would know the correct pronunciation. They would repeat back the difficult words so that they could practice on the correct way of the pronunciation, and then the teacher could correct their mistakes.	Computer, Smartboard, Projector
5-8	The teacher asks two students to volunteer and read the conversations aloud in front of the classroom.	Student-Student	Here students can participate more and build up their confidence in speaking in front of others. It also helps to develop their collaborative skills.	Computer, Smartboard, Projector
8-11	The teacher then starts the lesson by explaining some		Students here can learn the meaning of the phrasal verb	Computer, Smartboard, Projector

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	of the phrasal verbs in both conversations, and providing pictures to illustrate the meaning of each phrasal verb.		by looking at the pictures on the projector.	
11-13	The teacher plays an activity clip taken from the Internet and asks the students to watch it carefully.		The use of the Internet is essential here to in order to get access to the website. This kind of visual aid is important in grabbing students' attention and interest in the topic.	Internet, Computer, Projector, speaker, link: https://www.linguahouse.com/linguafiles/md5/5ef26ac73b61d63f308e24f23cdc831f
13-33	The teacher then writes several sentences on Microsoft word, and ask students to match each sentence with the appropriate clip.	Teacher-Student	The teacher gives students the opportunity to work in groups and do the activity freely.	Computer, Smartboard, Projector
33-40	Next, the teacher distributes worksheet to students with two lists, one contains sentences while the other contains meanings of phrasal verbs, then he asks them to match each phrasal verb with each meaning. They also can use the dictionary.	Teacher-Students	Students can solve the activity freely, and use the online dictionary for a better understanding.	Smartphones, worksheets, online dictionary
40-60	The teacher gives the students 20min to prepare for the task and put the digital stopwatch displayed on the board. Once they are finished, they correct the activity together.		Online stopwatch is displayed so that students would be alerted and not exceed the time limit given.	Smartboard, Projector, Internet, Computer, Stopwatch link: http://www.online-stopwatch.com/countdown-timer/

Table 3.13: Speaking lesson example about phrasal verbs

3.5 Limitations of the study

The main limitation of this study is the lockdown that was caused by the Corona virus, it obliged the researcher to work from home, hence, not being able to have face-to-face contact with the participants. It also created a limited access to teachers to conduct interviews, and obliged the researcher to perform online questionnaires for both teachers and students. Another limitation is the lack of awareness when it comes to ICT, some students could not understand

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and know what this term meant. There was also a noticeable lack of prior research studies on the current topic, which made writing the first chapter a bit challenging.

3.6 Suggestions and recommendations

Ultimately, the results achieved in this research are not definitive, consequently, some recommendations are suggested to help both teachers and students overcome the various challenges related to the use of information and communication technologies in the field of education.

✓ The administration should equip classrooms with sufficient ICT tools to provide a comfortable teaching and learning atmosphere.

✓ Students, teachers, and administrators should have easy access to the Internet connection in order to make researches and prepare their lessons.

✓ In case there was no Internet available, or no equipment the teacher must always provide a non-technology backup plan.

✓ It is necessary to teach teachers (training) on how to use different types of technological devices because many teachers lack the experience in that field.

✓ Students should avoid relying on ICT as a resource for cheating and plagiarism, instead, they should use the Internet and generation 3 and 4 (3G, 4G) in the right way as a necessary support in the classroom.

✓ Teachers should allow students to use ICT applications with activities if they face any difficulties.

✓ Students should use ICT tools to become proficient surfers of the web in order to achieve fluency and accuracy, and also know the culture and norms of the English language community.

3.7 Conclusion

There seems to be many advantages that ICTs provide to enrich learners' speaking ability, consequently, teachers need to be flexible according to their students' needs, and use these tools the appropriate way.

As a conclusion, and according to the results obtained from both teachers' interview, and classroom observation, we can say that some teachers lack the needed practice to deal with these tools, while others seem to use them on a daily basis and cannot discard them.

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In this last chapter, we discuss the findings that are obtained from the analyses of gathered information from three different research instruments; teacher's interview, students' and teachers' questionnaire and classroom observation. We also explained the importance of ICT usage by giving some advantages as well as challenges faced by both teachers and students while using these tools. A handful of suggestions and recommendations was presented to present a successful use of ICT as a useful tool in the educational system.

General conclusion

The implementation of Information and Communication Technologies (ICTs) has become a necessity in the language educational setting, mainly in EFL, for the sole purpose of continuously facilitating and enhancing the teaching and learning process. When debating about learning English as a foreign language, it can be said that the ultimate aim of many learners is to be competent speakers of the target language.

In other words, the EFL educational learning structure is built on too many factors that play a great role in creating a successful FL student. Besides, we should keep in mind that learning to speak English as a foreign language is not as easy as it seems, the majority of learners fail to speak the target language fluently and accurately. Thus, the researcher of the present study believes that the appropriate use and the successful integration of ICTs in the oral expression classroom can reduce the impediments that prevent EFL learners from the proficiency in the speaking skill.

The present study deals with an investigation conducted on the use of ICT in EFL classes and its impact on learning and teaching the speaking skill. The study focuses on how ICT devices affect EFL classrooms in different private schools, different EFL students and their teachers were selected to be the primary participants.

Consequently, based on the obtained results from the analysis of the tools employed in this study, the hypotheses mentioned in this work are to some extent correct. The results gathered from both participants, private school EFL students and teachers show that ICT is an important tool in English learning, and they use all its forms and resources, to achieve their objectives in class. ICT facilitates their learning; it enhances their performance in the classroom and improves their listening and speaking skills and even increases their interests and motivate them.

Moreover, students have positive attitudes towards ICT, and they feel more comfortable, dynamic, and confident while utilizing these tools, it tends to solve problems and difficulties facing them as well. For teachers, on the other hand, ICT provides a new and innovational way of teaching as it facilitates the way of teaching and motivates the students to get interested in the courses. Learning and teaching EFL needs ICT integration to help students develop their skills because it affects them positively so far.

This study shed the lights on the importance of speaking proficiency for learners to use in EFL and for teachers as well to motivate their students and do their best in creating

comfortable and friendly class. Thus, this research is useful for both learners and teachers to get an effective learning-teaching process.

To sum up, this research dissertation has led to conclude that EFL teachers should teach by not only the 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 which leads to the development of their speaking proficiency. Therefore, the integration of ICTs in the classroom is a necessity and EFL teachers are supposed to be aware of the use of these techniques to achieve successful teaching results.

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Appendices

Appendices

Appendix 01: Teacher’s questionnaire

Dear teachers, with all my respect, the main aim of this questionnaire is to know to what extent can modern technology help EFL students in developing their speaking skill. I would be very grateful if you give me the time and energy to share your experiences by answering these questions below, please rest assured that all the information you share here is confidential.

Section one: Personal information

- Gender:
 - Male
 - Female
- Degree:
 - License
 - Master
 - Magistère
 - Doctorate
- What is the name of the private schools that you teach at? and at what city?
.....
- What are the levels that you teach?
.....
- How many students do you have in your class?
.....

Section two: Teachers’ perception about the use of ICT tool in EFL classes

- Do you think the number of students is appropriate to achieve your goal in developing their language skills?
 - Yes
 - No
- Why?
.....
.....
.....

- According to you, why do you think some students face difficulties in speaking EFL?

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

- Do you use ICT tools during your courses?

- Yes
- No

- If yes, what kind of equipment/ tool do you use?

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

- If no, please state why?

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

- Do you think the use of ICT can be beneficial for students' speaking skill?

- Yes
- No

- Why?

.....
.....

- Do you notice any improvement in students after using ICT tool?

- Yes
- No

- If yes, how?

.....
.....

- Do you ask for homework using ICT tools?

- Yes
- No

- If yes, what are the tools they use in presenting their work?

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

- In your opinion, what are the challenges faced when using ICT tools inside the classroom?

.....
.....

Thank you for your collaboration.

Appendix 02: Teachers' interview

Dear teachers, this interview aims to find out about teachers' perception and expectation of ICT use to impact English language teaching, investigates how it enhances students' speaking skill, and aims to gather information to carry out this research. I would be very grateful if you give me the time and energy to share your experiences by answering these questions, please rest assured that all the information you share here is confidential.

- What degree do you have?
- Do you have a good experience with the technological equipment you use in your class?
- Do students interact positively towards the use of technology? Does its use make them more interested in the lesson?
- Are you with or against teaching speaking using ICT tools?
- How can ICT usage impact students' speaking skill?
- Does ICTs have drawbacks in enhancing students' speaking proficiency?
- What difference does ICTs make in the class for you and your students?
- As a teacher, do you think that the use of ICTs can be a main teaching tool?

Appendix 03: Students' questionnaire

Dear students, you are kindly requested to answer the following questions to reach the objective of knowing students' attitude towards the use of ICT in lectures and its impact on their speaking skill, rest assured that all the information you share here is confidential.

Section one: personal information

- Gender:
 - Male
 - Female
- What type of baccalaureate do you have?
 - Scientific
 - Literary
 - Mathematic
 - Philosophy
- What is the name of the private school you study at? and at what city?
.....
- What is the level that you are studying?
.....
- Why do you want to learn English?
.....
.....
.....

Section two: Students' perception about the use of ICT tools in EFL classes

- In which skill do you face problems the most?
 - Speaking
 - Listening
 - Reading
 - Writing
- Do you face any difficulties in speaking English?

Yes

No

➤ If yes, what are those difficulties?

.....
.....

• What do you think about using ICT in oral classes?

Good

Bad

Between

➤ Please state why?

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

• How often do you use ICT to study or revise?

Always

Sometimes

Never

• What kind of ICTs do you use?

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

• Has the use of ICT helped you in enhancing your speaking skill?

Yes

No

➤ If yes, in what way?

.....
.....

➤ If no, please state why?

.....
.....

Thank you for your time.