

**People's Democratic Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**  
**University of Mohammed khider Biskra**  
**Faculty of Letters and Languages**  
**Department of Foreign Languages**  
**English Division**



**INVESTIGATING THE EFFECT OF USING LEARNING  
MANAGEMENT SYSTEM IN ENHANCING EFL LEARNERS'  
SPEAKING COMPETENCE IN ENGLISH:**

**The Case of Bacha private School in Biskra**

**Dissertation Submitted in Partial Fulfilment of the Requirements for the Master's  
Degree in Sciences of language**

**Submitted by:** HADDANA Oumaima

**Supervised by** Mr LAALA Youcef

**Board of Examiners**

**President:** Mrs BENCHAREF Sakina

University of Biskra

**Supervisor:** Mr LAALA Youcef

University of Biskra

**Examiner:** Mrs MESSAIBI Samira

University of Biskra

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## **Dedication**

*I dedicate this work to my parents, who have taught me that the best kind of knowledge, believed in my abilities, guided me for the best and pushed*

*me forward, I want to give a special dedication*

*To my lovely MUM, who has taught me that even the largest task can be accomplished if it is done one step at a time.*

*To my brothers Amine & Zaki, who never hesitate to help me.*

*To my sister Sabrina, and of course without forgetting my cute nephew Yahiya*

*To my friend NADJI Yamina, my kind students, and my colleague: Amine.*

*To the special Promotion of Master 2017,*

*I dedicate this work.*

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## Abstract

The speaking skill is one of the essential parts in learning the English language to help the learners to improve it. However, the majority of learners bear various difficulties to master this skill. The present research aims to investigate the effects of Learning Management System to enhance learners' speaking performance. For that purpose, quasi-experiment research was used to check out the hypothesis to support the experiment outcomes. Hence, one group of 20 learners was used in this study. This research was conducted through the comparison of pre-test and post-test results obtained at different levels (Middle, High, and University) levels via an American program called ACCESS at a private school. Thus, according to the outcomes obtained in this investigation, the incorporation of learning management system helps learners to improve their speaking skill. As a result of that, Learning Management System is recommended to be used in and outside the classroom to teach the speaking skill.

*Key terms:* EFL, speaking skill, learning management system,

# **List of Acronyms**

LMS: Learning Management System

ICT: Information and Communication Technology

EFL: English as a Foreign Language

E-learning: Electronic Learning

L1: First language

L2: Second Language

FL: Foreign Language

LCMS: Learning Content Management System

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## **General Introduction**

1. Statement of the problem
2. Aims of the study
3. Research question
4. Hypothesis
5. Research methodology
- 5.1 Research Method
- 5.2 Population and Sample
- 5.3 Research instrument
- 5.4 Structure of the Study

## **General Introduction**

Technology has become an essential part of learning and teaching. It has a large role in enhancing EFL students' skills effectively. Thus, the prompter integrates it in order to try to find solution to language students' problems by means of its characteristics which may enter it in developing the speaking ability, listening, reading, and writing by opening windows at world learning. This study shed light on the effect of the Learning Management System to enhance EFL students' speaking competence. Furthermore, it seeks to support teachers to determine students' speaking issues, and facilitate the way how to test their progress.

### **1. Statement of the problem**

Speaking is the active use of language to express meaning. EFL learners encounter a variety of difficulties in improving their speaking competence more than other skills. In practice, we have observed that oral communication is neglected inside and outside the classroom by the teacher. For that reason, in our research, we will investigate this phenomenon to find the solution in order to augment the learning process of the student. We think that there are many reasons to why students find it difficult to be folded in the speaking skill. In teaching and learning processes there are a number of ways in which the teachers and students in themselves may enhance their problems. To overcome this problem, we suggest the Learning Management System as an appropriate solution that needs to help teachers and students in managing and improving their speaking problems.

### **2. Aims of the Study**

Based on the raised problematic, in our study, we aim to find out:

- What EFL students speaking difficulties are;

- What factors affect negatively students' speaking skill;
- The benefits of technology in teaching foreign language; and
- See what the role of LMS to enhancing students speaking skill is.

### **3. Research Questions**

Through this work, we try to answer the following questions:

- How can students come close to their difficulties to enhance their speaking Skill through using technology?
- How can LMS be beneficial to students?

### **4. Hypothesis**

In the present study, we hypothesise that:

LMS can provide an opportunity to teachers/ students to communicate and improve their speaking skill.

### **5. Research Methodology**

The present section tackles the following procedures in order to complete this study. It indicates the design, population, and sample that will be used in this investigation.

#### **5.1 Research Method**

Answering the previous research questions will give clear eyesight to this research. Thus, the suitable method that was used is according to the nature of this research and its pertinence. Hence, the quantitative method is convenient, based on a quasi-experiment study. The latter does not describe the variable, but it manipulates the effects of the independent variable on the dependent one. The followed method requires a non-random sampling as one group which will be submitted to one material of Learning Management System, which is a software application or Web-based technology used to plan, implement, and assess specific learning process. As data gathering tools, we adopted two instruments: a test and questionnaire.

## **5.2 population and Sample**

The conducted research was primarily designed to test the effects of Learning Management System on teaching speaking skill. The population of this study consisted of 30 participants in an American Access Program at Bacha private school that includes three levels (Middle, High, and University) levels. The sample is a mixture of males and females between 14, and 20 years. It was difficult to take the whole population because they were all the time non-available. The experimental group consists of 20 students.

## **5.3 Research Problems**

In order to test the hypothesis and compare the students' outcomes at a level of pre-test and post-test. The objective was to examine the student fulfilment and if their vocabulary, pronunciation, grammar, accuracy, and completeness of content are improved through the use of learning management system. The students were used the LMS between the classroom members and teacher by putting lessons and open discussions.

## **5.4 Structure of the Dissertation**

This dissertation includes Two Parts: Theoretical and Practical parts. The theoretical part consists of two chapters that comprise the necessary literature review to accomplish this dissertation.

The first chapter is about EFL students' speaking difficulties. It presents the speaking skill definition, importance, elements, characteristics, and strategies. The major focus is on the factors that cause speaking difficulties to EFL students and the differences between L1 and L2. It ends with assessing speaking. The Second Chapter is about the effectiveness of learning management system. It starts by the role of technology in learning and teaching languages. Then, LMS growth, features, and models. After that, show the components of LMS. Finally, we end by the role of LMS on student/teacher and its

advantages. The Third Chapter is the fieldwork of the study. It consists of the collected data, test, and questionnaire as an instrument from. Throughout this chapter, we revised to conquer the effective use of LMS to enhance EFL speaking skill.

# Chapter One

## The Speaking Skill

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# **Chapter One**

## **The Speaking Skill**

### **Introduction**

Speaking skill is the essential part in language learning and teaching. English language learners find difficulties to master this skill. In this chapter, we are going to deal with one of the essential parts of learning the English language which is speaking. The spoken form is considered as a priming source of language learning in EFL classroom. However, speaking problems can affect the effectiveness of foreign language learning and communication. In this chapter, we will discuss speaking as a skill, its characteristics, elements, importance, differences between L1 and L2 speaking, and the major difficulties that speaking is hindered by.

#### **1. Speaking as a Skill**

According to Ur (1991), ‘many if not the most foreign language learners have an interest in learning to speak’ (p.120). Language learners give much heed to the speaking ability as a measurement in knowing the language. As Luoma (2004) points out “to master the speaking skill means being able to communicate and apply its rules” (P.11). Otherwise, our personality, self-image, knowledge of the world also reflects our spoken act. In addition, she determines some elements that are classed as important in mastering the spoken form by becoming proficient in the sound system of the language, accessing to fitting vocabularies, putting words together logically and having no hesitancy. Otherwise, the ability to understand what is being said, and responds suitably.

#### **1.1 Elements of Speaking**

According to Harmer (2001, p.169), in order to be fluent in speaking, we need not only to focus on features of language knowledge. But, also the ability to process information and language. For that, he states two elements helping learners in their speaking fluency which are language features and Mental-social processing.

### **1.1.1 Language Features**

Harmer (2001) states the spoken production in as follows:

- **Connected Speech**

The effective speakers need to produce individual phonemes, as well as to connected speech which sounds modified (assimilation, elision, linking, weakened) by adjusting, omitting and adding them

- **Expressive Devices**

Native speakers reach the effective communication by changing the pitch and stress of particular parts of utterances, vary volume and speed, as well as the use of paralinguistic means; those devices participate in conveying meaning.

- **Lexis and Grammar**

Students may engage in many specific speaking contexts as a job interview or interpretation and translation. For that, teachers should provide their students with a variety of useful lexical phrases in the performance of certain language functions by equipping them, such as agreeing, surprise, shock or approval.

- **Negotiation Language**

Effective speaking should avail from the negotiation language, by meaning when we require clarification or show what we are saying because we often need to ask for clarification when we listen to someone. For that, teachers should submit their students to such phrases “I’m sorry I didn’t quite catch that, I don’t understand or could you explain that again, please?”.

### **1.1.2 Mental-social Processing**

In addition to what has been discussed above effective speaking entails a rapid processing skill as Harmer (2001) suggests:

- **Language Processing**

Effective speakers as Harmer (ibid) is in using the language processing which that by the process the language and put it in coherent order also convey the meanings that are intended. The latter includes the recall of words and phrases from the memory correctly with an appropriate and fast manner; so teachers need to apply such speaking activities in the classroom in order to develop these habits successfully.

- **Interacting with Others**

Speaking links to listening because it needs to interact with participants. That is why, we should understand others' feelings, and when to take the floor and to allow others to do so.

- **Information Processing (on-the-spot)**

The importance of collecting and producing speeches to fast the responses of their speech takes a quite significance as well.

## **1.2 The of Oral Communication**

Speaking seems one of the important skills in language learning. Ur (1991) explains oral communication as a process of sending and interpreting the verbal message or body language that occurs between a speaker and listener. Diverse to written skill, speaking is full of grammar mistakes, repetitions, etc.

### **1.3 Reasons for Teaching Speaking**

Speaking is the key in learning the English language. Thus, students are using it to master the language which Harmer (2007) affords three reasons to teach speaking. First, it opens the opportunities to students to use the language in class with their teacher and classmates to express themselves better in different subjects. Second, teachers apply a series of instructions, activities and assignment which attract learners to participate in a talk by expressing themselves generously. Thus, they could have a chance to recognize their weaknesses to solve and strengths to reinforce. Third, in speaking sessions, students should put grammar rules and structures under practice, which allow them to be fluent. Teachers have the responsibility in activities and tasks selection because it helps the students to absorb the maximum knowledge.

### **1.4 The Importance of Speaking**

The majority of teachers were neglecting speaking in language learning approaches and gave a large attention to literacy skills (reading and writing), for instance, grammatical competence which focuses on building blocks of sentences (part of speech, clauses, tenses, phrases and sentence patterns); but it is clearly not enough to master the language and reach the expressive communication. As result, today communicative language teaching take a great space in language learning which gives importance to speaking that occurs with other skills and shows them how should language in a large range (Richards, 2006). EFL learners give some main interests to the speaking skill rather than others. That is why according to (Ur, 1991), “Many if not most foreign language learners are interested in learning to speak” (p. 120). While speaking is important since it opens the door to students to promote grammar, vocabulary, as well as express language functions. Otherwise, it gives opportunities to express feelings, viewpoints, and beliefs.

Speaking also is important outside the classroom by using the language with people who can boost students' ability, also many companies and organisations are looking for a good speaker in order to create relations through using it. Hence, Baker and Westrup (2003, p. 5) say that the good speaker in English has the priority to have a further education, finding employment and gaining promotion.

### **1.5 The Importance of Improving Classroom Speaking**

Johnson (1995, p. 63) states that 'reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another' which defines interaction and the conditions to achieve communication that happens between two people who share signs and semiotic rules that occur by sharing messages, ideas and thoughts.

Speaking also considers as an essential part in the classroom as well in teaching and learning processes. As Allwright and Baily (1991, p.23) state that the words speaking and interacting have a collaborative relationship because the teacher should manage the talk turn, what should say, to whom, and in what language. However, nothing can change the reality of that classroom depend on cooperative work. Otherwise, speaking requires group interaction because of the main characteristics to reach it needs the interlocutor and receiver. Also, language learners need to realise that speaking involves three areas of knowledge:

- Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
- Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).
- Social and cultural rules and norms (turn-taking, the rate of speech, the length of pauses between speakers, relative roles of participants): Understanding how

to take into account who is speaking to whom, in what circumstances, about what, and for what reason (Grace Stovall Burkart, 1998).

Second language acquisition and classroom interaction have an influence on speaking skill by focusing on two main types in order to clear the image between them that are. First, the classroom provides an environment that leads to SLA. The Second is what happens in classrooms involves communication; it means that there are receptions and production based theories of classroom interaction and SLA.

## **2. Characteristics of Speaking Performance**

Skehan and Robinson (1998, 2001, cited in Ellis & Barkhuizen, 2005, p. 139) suggest that learners have different goals when performing in a second language by focusing primarily on accuracy and fluency and adding complexity. Otherwise, Brumfit (1984, cited in Nunan 2004) profess that they are not opposites, but are complementary.

### **2.1 Accuracy**

Accuracy refers to “how well the target language is produced in relation to the rule system of the target language” (Skehan, 1996, cited in Ellis & Barkhuizen, 2005, p. 139). This means learners speak without making errors in time communication. In addition, grammar, vocabulary and pronunciation are the main part to achieve that.

#### **2.1.1 Grammar**

Thornbury (2005) states that the grammar of speech is identical to the grammar of written texts. Grammar needs to be enlisted in order to beget a much more advanced range of meanings and the resources of the language. In addition, in the feature of spoken grammar is the three-part division of utterance into a body plus optional head and tail are fewer rules there are a number of features in spoken grammar.

### **2.1.2 Vocabulary**

A vocabulary is an essential unit in speaking that can make the speaker send the message carefully incorrect manner either allows them to understand the listener or avoid the misunderstanding of the message. Otherwise, the word knowledge is used to avert repetition.

### **2.1.3 Pronunciation**

Pronunciation plays a pivotal role in the English language. As result of mispronouncing a word may mislead, the hearer of what you are saying. Harmer (2001) declares that teaching pronunciation is not just making the students aware of sounds and sound features but also may improve their speaking immeasurably, as well help them to achieve the goal of improved comprehension and intelligibility.

## **2.2 Fluency**

Language learners seek to reach the ultimate point in fluency. Hasselgren (1998 cited in Luoma, 2004, p. 89) defines fluency as:

the ability to contribute to what a listener, proficient in the language, would normally perceive as a coherent speech, which can be understood without undue strain, and is carried out at a comfortable pace, not being disjointed or disrupted by excessive hesitation. Speakers pause consider is equally important in fluency which contributes in drawing breath, allowing the utterance to grasp with its conceptualization. Thornbury (2005), states that though speed and pausing are key factors to determining fluency, recurring pauses are an indicator of speaker deficiency in speaking. So, he proposes production strategies, such as pause fillers (uh and um), vagueness (I mean...), and repeats.

### **3. Speaking Difficulties in Foreign Language Learning**

Zhang (2009) argues that speaking remains the most difficult skill to master for the majority of English learners; they still face problems to master communication orally. Ur (1999) lists four factors that hinder the progress of speaking ability naming as:

#### **3.1 Inhibition**

There are many students who remain silent in the classroom because of worrying of making mistakes, fearing of criticism, or simply shy. Ur (1999) states that, “Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts” (p.121).

#### **3.2 Nothing to say**

During the session, the teacher explains and asks questions. Students may misunderstand the course or have problems in some vocabularies that make them answer by ‘I have nothing to say’; the students have no motivation to express themselves.

#### **3.3 Low or uneven participation**

There are many reasons which prevent the students from participating in class, or have one talk a time; due to overcrowded classes, the participation is very low and even if they want to as Ur (1991, p. 121) comprises that Only one participant can talk at a time if he/she is to be heard; and in a large group. This means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

In some cases, there is a tendency of some learners to dominate; otherwise, there are others who do not talk to being sure of their readiness to utter correctly, while others stay quiet but they are absent mind, and for others they do not engage in speaking even if they know the answer unless they obliged to do so.

### **3.4 Mother Tongue Use**

Students prefer to use their mother tongue in class (L1) because they think it is more expressive and comfortable. Harmer (2001) explains why students use their (L1) in a class by stating four reasons; first, students may find the discussion topic somehow difficult and they are incapable of responding in the foreign language (FL) so if they wanted to say something they will say it in their L1. Second, students use their L1 because it is totally the natural thing to do, learners may use translation unconsciously. Third, it is used for pedagogical matters tasks such when a student explains something to another student. Fourth, when the teacher uses the L1 much often, students will find it normal and even more comfortable to use L1.

Nevertheless, the non-use of foreign language leads to losing the ability to master the language. In addition, there are other factors that cause difficulties in speaking English among EFL learners as teaching strategies, to the learners themselves, curriculum, and environment. Rababa'h (2005)

Some students suffer from a lack of motivation which is considered as core to learn or master any language as ( Littlewood, 1984, p. 53) who declares that, “ motivation is the crucial force which determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he preserves.”

## **4. Factors that Contribute to the Existence of these Difficulties**

There are factors that contribute to the existence of these difficulties, which make the learning speaking process intractable. First, teachers' perceptions and tacit beliefs about teaching speaking, teachers do not give enough time in teaching speaking or give students turn to involve to the subject but they know the importance of such skill. Second, teaching strategies in classroom teachers focus on teaching grammar and vocabulary and neglect

speaking. Third, curriculum; the majority gives attention to reading and writing skills without giving particular tasks by integrating speaking into reading and writing.

## **5. Difference between L1 and L2 Speaking**

According to Thornbury (2005), who states the importance of clarifying the difference between first and second speaking process when to engage learning speaking skill, English language learners complain about the lack of L2 fluency, accuracy, and pronunciation and other dilemmas that affect face to face interaction or classroom oral practices. The latter wonder about the factors that can lead to the lack of confidence and often an acute sense of anxiety when it comes to speaking. English teachers discuss the contributing factors that cause to speaking failure. Thus, they consider that their grammatical and lexical knowledge is not quite enough, as well as the shortage of the opportunity in practising speaking inside or outside the classroom. (Thornbury, 2005)

The majority of learners still have problems in speaking even if they have the acceptable grammar and vocabulary, but they still confront a difficulty in mastering fluency, accuracy and pronunciation, for that the first procedure to find the solutions in order to catch the problems it is to know the difference between the first and the target language (L1, L2).

In result of the comparison at the level of speaking, there is no distinction between L1 and L2 because the mental process follows the same phase; therefore, L1 and L2 produce speech through a process of conceptualization, formulation, articulation and self-monitoring. As Thornbury (2005) states, “they will be attending to their interlocutors, adjusting their message accordingly and negotiating the management of conversational turns” (p, 28) means that L1 and L2 speakers have the same communication roles. In addition, speaking skill is the same in term of two languages.

“they are essentially the same and should, in theory, be transferable from the speaker’s first language into the second”( Thornbury, 2005, p. 28); but at what point the difference is, the answer be in the language itself, the knowledge of L2 speakers on L2 is not the same L1 speaker. This latter may be more clarified in availability examining in order to be insufficiently integrated into L1 speakers.

In another hand, the importance of consulting the overuse of translation into L1 to L2 will result negatively on self-monitoring process. “troubles in their intentional capacity between planning and articulation” (p. 29), but not all learners are bearing the extended mental deliberation, otherwise, there are speakers adopt different strategy which consists of “use the little language they have at their linguistic ‘fingertips’ so to speak rather than construct novel utterances from scratch”, this latter is used in L2 communication called ‘strategic competence’.

## **6. What L2 Speakers need to Know**

English language learning does not rely just on vocabulary and grammar, but also there are other aspects should the learner know which the proficient speaker draw on that knowledge. Sociocultural and genre knowledge, speech acts, register are important in applying to the second language speaking.

- **Sociocultural knowledge**

Teaching socioculture is debatable. Although nowadays learning such rules in speaking is seeing as unconnected, learning these rules develop intercultural competence.

- **Genre knowledge**

A speech event is a part of genre knowledge in a way is structured. Specifically is used by learners who focus on formal type which help in mastering speaking such as business, academic lectures. Also, it helps in communication transfer from the learners.

In the other hand, this knowledge is not neglected in general contexts because it serves in the familiar frame as well it makes more sense in dialogues.

- **Speech act**

Learners may ask about the specific discourse how is take a turn and ways of speech act. Such kind of knowledge is teaching in an explicit manner.

- **Register**

Learners should be exposed to the formulas of speech act for different situations, as well as knowing the various registers of speech.

## **7. Assessing speaking**

Assessing speaking is the difficult part in assessing language skills. It takes place differently from skill to another. As Luoma (2004) discusses that face to face interaction, real time are the ways which speaking ability judged by. The assessment process implements various aspects of what is being said as it is being said not just at grammar, vocabulary, pronunciation, fluency and accuracy.

Teachers should try to assess their students in class, thus help in determine their level and tasks choice to enhance speaking problems. Thornbury(2005) states that testing both informally and formally take place on the beginning and through or at the end of the course. In common types of spoken tests are: interviews, live monologues, recorded monologues, role-plays, collaborative tasks and discussions and at informal tasks are the CELS test of speaking. If those tests do not include spoken component the result will be inconvenient for assessing speaking. Fluency and accuracy is an essential part of assessing speaking.

## **Conclusion**

In this chapter, we have discussed the main points in speaking skill. Teachers need to give more importance to speaking by shedding light on learner's problems. The majority of language learners have the same weakness on taking the conversation in its appropriate manner.

## **Chapter Two**

### **Learning Management System**

#### **Introduction**

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#### **Conclusion**

## **Chapter Two**

### **Learning Management System**

#### **Introduction**

In this chapter, technology has a great role in developing learning/ teaching process and in introducing online education. Moreover, the dynamics of contemporary materials is specifically learning management system in promoting students speaking skill and facilitating teaching. The aim is to examine its potential role in simplifying learning and teaching process. In addition, we seek to spotlight on techniques of supporting and solve students speaking problems out of learning management system.

#### **1. The role of technology in teaching and learning**

Nowadays technology contributes positively to learning and teaching languages. Bransford et al. (2000) state that technological tools bring well organised curricula according to classroom needs, provide tools on enhancing learning, as well as give opportunities to students and teachers for giving feedback, reflection and revision. Otherwise, technology does not neglect teacher role but it helps in observe students results and identify their difficulties. Moreover, technology facilitates learners' interaction and accessibility.

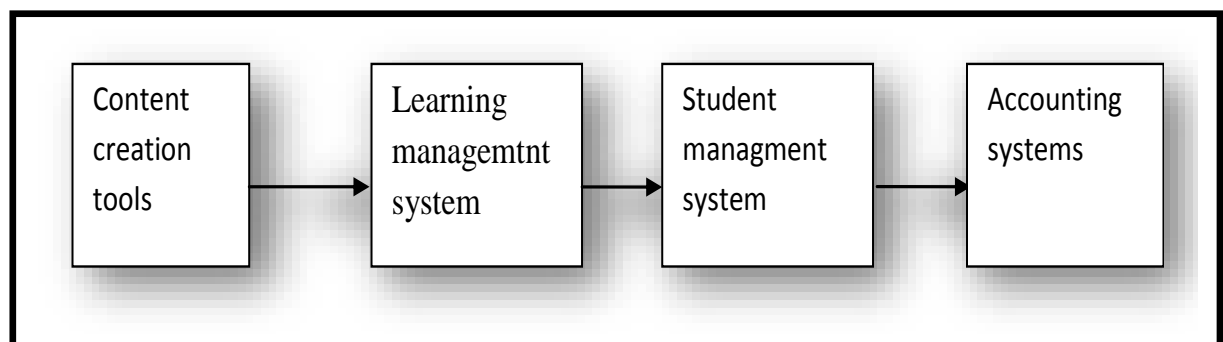
#### **2. Online education system**

Online education is kind of distance learning which can call it by different names like virtual education, internet based education, web-based education and education via computer-mediated communication. Desmond Keegan's (1988) defines online education as:

- the separation of teachers and learners which distinguishes it from face-to-face education
- the influence of an educational organisation which distinguishes it from self-study and private tutoring
- the use of a computer network to present or distribute some educational content
- the provision of two-way communication via a computer network so that students may benefit from communication with each other, teachers, and staff

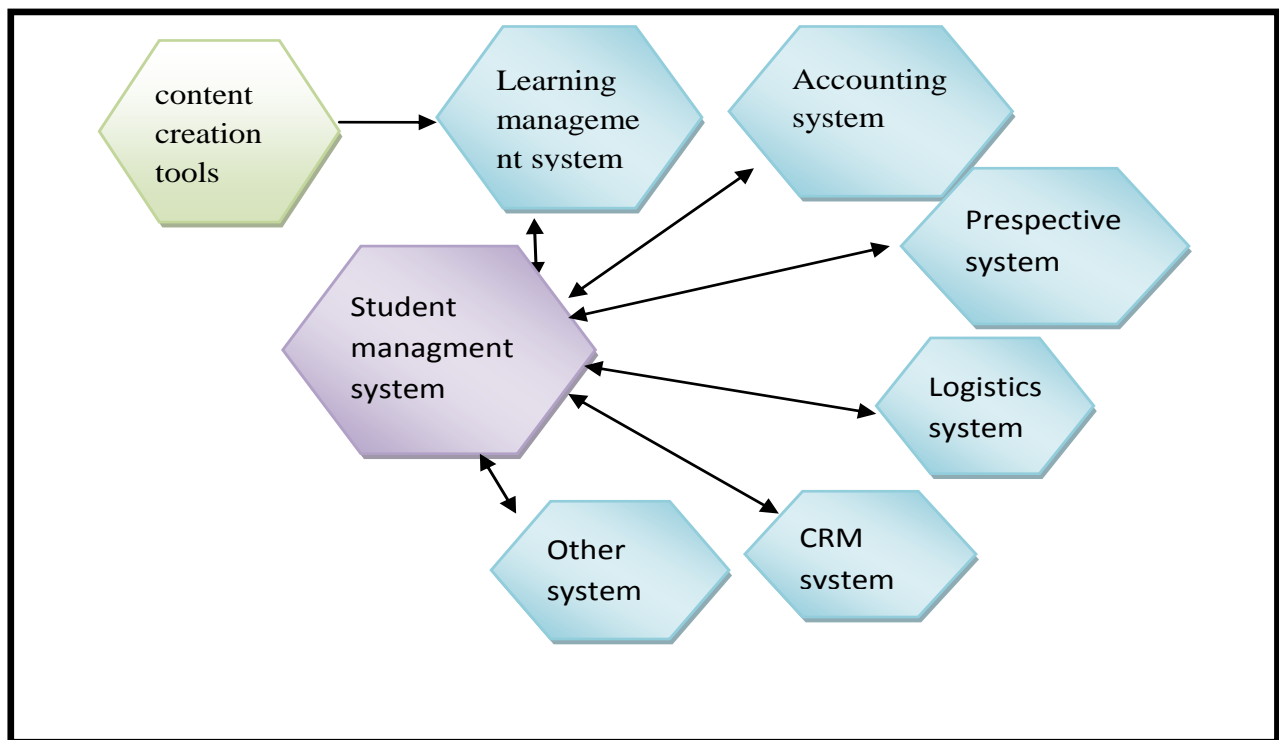
Moreover, there are two alternative models for online education systems developed in the web-education project by:

- **The Jigsaw model:** it is a model work together to exchange data fluently and it is consider as a simple shape using in Web-edu project. It presents in figure bellow:



**Figure 2.1: The Jigsaw model of online education systems (Jigsaw, 2002)**

- **The Hub model:** is more complex than Jigsaw model. It seeks to rationalise the operation by grasp a large number of online students and courses. It centralise student management system by relying all other systems upon this latter. It presents in the following figure:



**Figure 2.2: The Hub model for online education systems (Hub, 2002)**

## 1.1 Definition of learning management system (LMS)

Learning management system (LMS) is a learning platform that organises and provides access to online learning service for students, teachers, and administrators. Hall (2001) presents that the term Learning Management System is now used to describe a wide range of applications that track student training and may or may not include functions like: authoring, classroom management, competency management, knowledge management, Certification or compliance training, Personalization, Mentoring, Chat, Discussion boards.

From a pedagogical potentiality perspective:

- LMS can be seen as a flexible educational approach that includes several Web 2.0 tools and enables the reorganisation of these tools differently, depending on the personal interpretation of the teacher (Bates & Sangrà, 2011);
- By using the LMS, teachers will be able to experience modelling of elements of course design directly in the LMS itself, share in a safe environment with a known

audience and see examples of pedagogy from the showcase area, all of which are characteristics of effective professional development for teachers (Harlen & Doubler, 2007).

- By including and encouraging examples of teachers' LMS practice will demystify the unknown of what colleagues are doing, seen as a significant barrier to educators integrating b-learning approaches into their teaching practice (Diaz & Brown, 2010)

- By using LMS within the b-learning context, “emulation of the student experience” along with the provision of a home for a learning community could be achieved (Diaz & Brown, 2010).

## **1.2 Learning management system growth**

The growth of using LMS has spread through time which campus computer project results that in 2002 about three-quarters of U.S. colleges and universities adopt LMS, and nearly of one-fifth of all colleges use LMS in exposing their courses. Bassett and Burdt (2006) state that LMS adoption has increased to 90% in 2006, by the years 2004 and 2006 enjoyed a growth to 26%. Market saturation and economy in 2006 and 2008 the growth were 10.6%. LMS developments are changing according to some external influences.

## **3. Features of an LMS**

Dabbagh and Bannan-Ritland (2005) set the main features of LMS in pedagogical tools categorization as content creation, communication, assessment, administration:

### **3.1 Content creation**

Is a tool help the instructors to create course content as well in uploading videos, images, presentations, and documents, audio into the LMS hyper links, otherwise provide a students' post which submits assigned materials for getting their grading and feedback. The instructors have a chance to organise the content into folders.

### 3.2 Communication

This tool is based on making a blending interaction between student-instructors and student-student into the course. In non-real-time tools involve wikis, blogs, threaded discussion boards, file sharing, and course announcement; real-time tools is an ideal LMS which have text chat, whiteboard, and a group of students which include text chat file sharing. These tools have a positive ability in making the privacy just between the instructors and students.

### 3.3 Assessment

Assessment tools provide the instructor by different ways in testing students' progress. This latter help instructor in tracking students' achievements, in another hand, facilitate the way in creating exams tests and generating different questions ( true and false answer, essays, multiple choice), also may control exams time and type of feedback. Assessment may make a survey on student grade and results.

### 3.3 Administration

Administrative tool put the instructor as a controller. It is a manager of the accounts and courses by controlling instructor and student registration in courses. The administration is a content creation, communication and assessment setting.

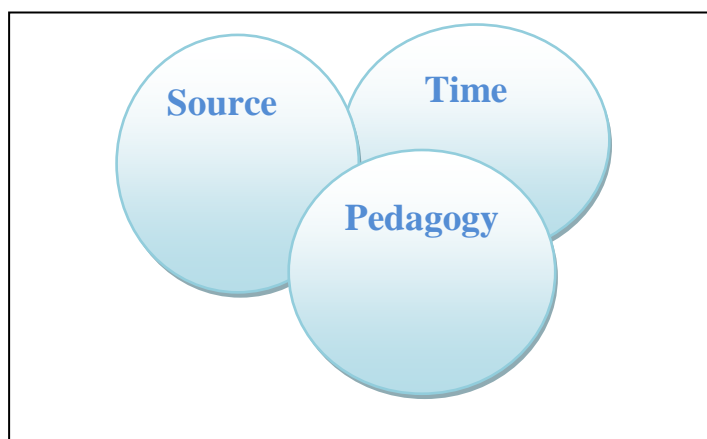
## 4 Models of LMS

The selection of LMS elements (source, time, and pedagogy) are the base of the diversity of LMS models. The application way to the LMS system and its users are also important to choose the needed model. Otherwise, there are other elements help to determine the LMS to another. These elements are explained as follow:

- **Time:** Babo and Azevedo (2012) state that, 'Time refers to whether the student and instructor are involved concurrently or separated by time, in other words, synchronous

or asynchronous'(p.18) it means that the application of the program from the students and the teacher can be in the same time or not. The majority of LMS programs are depends on asynchronous mode which allows the instructor to prepare their course content and interact with the students. Otherwise, the offline students have a chance to interact after being online. This system allows delivering the content synchronously and recording in asynchronous way.

- **Pedagogy:** it deals with the way expose the course in instructional manner. In other hand, it affects the different interactions like student-content, instructor-student, and student-student. The first one work according to instructional information, whether the second student interact with the expert content to get the appropriate learning content. While the third, interaction take place to retrieve information or perform learning collaboratively. Pedagogy also helps students to know the nature of the course in specific setting.



**Figure 2.3: Elements of a learning management system (Babo & Azevedo, 2012)**

## **5 Components of a learning management system**

Wang and Chen (2009) state that ‘it is the overarching ICT that provides all of the functions necessary to provide learning in a digital format at a distance’; in addition, LMS avail blended learning environment. Technology is a part of learning theory which includes LMS as a part of a modern learning tool. It has a number of components which contribute to LMS application that are:

### **5.3 Course management system (CMS)**

CMS is the core of the whole system. Watson and Watson (2007) Daniels (2009) state ‘This system allows the appropriate individuals to add or remove courses, to sequence courses within a curriculum, add students to the course, assign instructors to individual courses or sections of courses, to monitor other processes of the system, etc’. It is the organiser that seeing it uses and needs be in sufficient manner.

### **5.4 Learning content management system (LCMS)**

Waston, W. and Waston, S (2007) state that ‘The primary purpose of the LCMS is to develop, store, organize, and distribute multimedia content to support the delivery of E-Learning’. This system is using by the teacher to design courses and upload the useful content; the stored tools are like learning objects. Using this process need to apply in function effectively in order to get an effective results.

### **5.5 Collaborative learning system (CLS)**

CLS system uses as a new aspect of Web deliver content. This latter use for email communication, discussion groups, newsgroups, instant messaging, blogs, search tools, etc. this part change rapidly, we may also control the account by mobile connections to be practical and easy to manage. An important part in this system, some practitioners believe that 20% of learning using formal instructions while 80% use informal that occur when students interact with instructor and classmates.

## **5.6 Assessment management system**

AMA is a subsystem that works as an assessor by tracking students learning achievement. Otherwise, this system using a different faces of assessment which are exams, quizzes, homework, projects, student submission , and participatory activities by providing instructors with an appropriate tools to assess students successfully. The aims that seek to get is to maintain the assessment results. Waston, W. and Waston, S (2007) state that “The assessment management system should enable the instructor to provide the student with adequate and timely feedback on their performance so that the student will benefit from the learning and be able to improve the desired outcomes of the learning experience ”.

## **6. LMS in higher education**

The development of technology influences the education system, especially among higher education institutions. Nowadays eLearning and LMS are widely used in higher education. Georgouli, Skalkidis and Gerriero (2008) state that LMS is an open source solution that provides a set of tools and services to support students and teachers communication and collaboration, otherwise there are other components may add to the platform. LMS features (real-time, non-real-time, assessment, course organising, test preparing) help in learning and teaching progress on higher education. Therefore, its' use support in solving problems and critical thinking functionalities. (Andronico et all, 2004; Monsakul, 2007)

## **7. Learning management system and students**

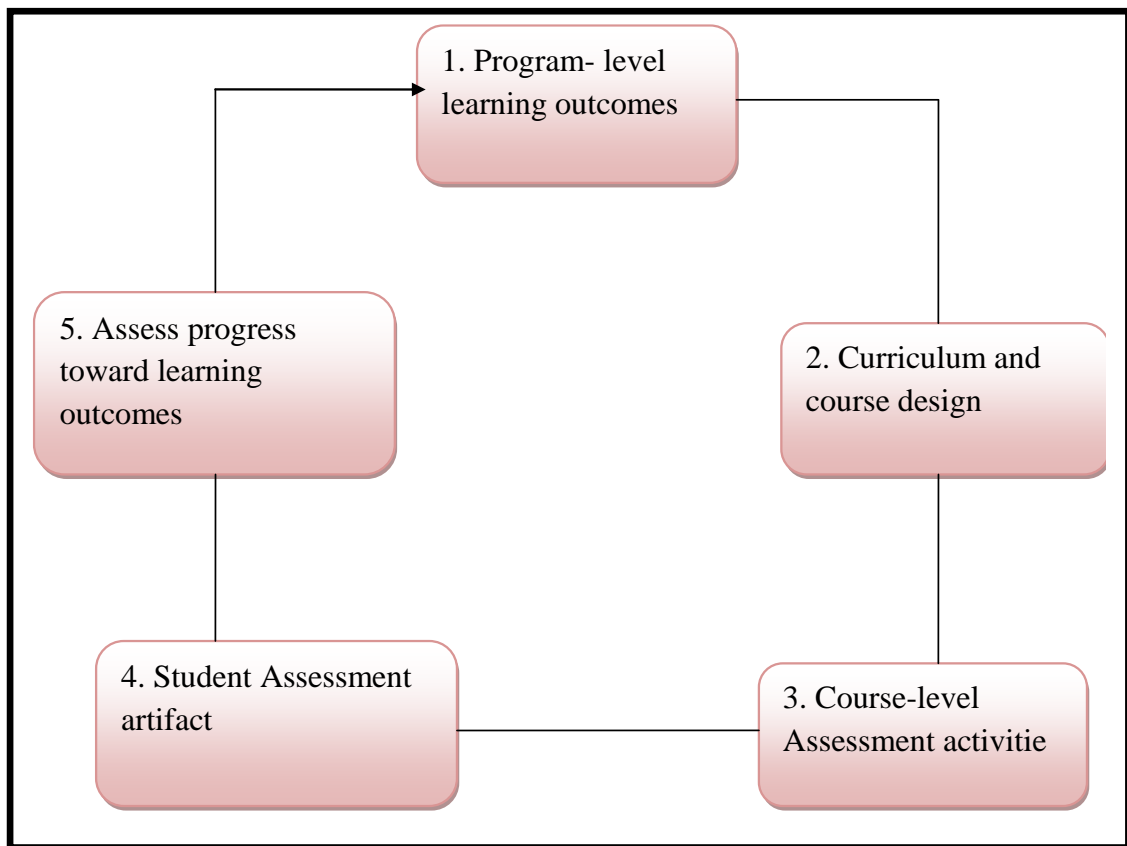
Teaching and learning are complex tasks. The majority of students have a problem in mastering the language skills specifically speaking skill, they still emphasise on factual learning and memorization rather than teaching and learning approaches based on active participation. EFL students have a lack in using the language in or outside the classroom that resulted in many speaking problems. Learning management system creates an imaginary line between space and time. In using LMS students open doors to:

- First, creating time to organise student thoughts and build their ideas that keep them away from being nervous and qualify them to build their self-confidence.
- Second, students may create a chat group that enables them to exchange ideas and large their thinking zone, otherwise, reach their vocabularies; that result positively on eliminates the superficiality.
- Third, extend the relation between the student and teacher in the classroom which the latter provides online courses and explanation which makes the student on contiguous placement that creates a close link between the student and course materials and navigates the course easily, thus minimise frustration.

In sum, the combination between learning management system and classroom activity may help student speaking achievement and solve problems at various perspectives and active engagement between student and teacher, otherwise enhance even the communication capacity outside the classroom which creates opportunities to practice pronunciation, vocabulary, fluency and accuracy at a large time.

## **8. Learning management system and teacher**

Technology is a new card on teaching and learning. Teachers' learning management system is created to design courses and tracking students' progress. A teacher from a school or college may create his own account on different disciplines. This technology is a distance and online education use as a tool to facilitate student-teacher communication (chat, polling, calendar, file dialogue, and forums) and making the exposing of lessons easily and smoothly by using images, videos, and audio. LMS also helps the teacher in assessing student progress toward program level learning outcomes, it allows collect student course material, classifying by program and course-level objectives as follow:



**Figure 3.4: Linking program-level learning outcomes to course-level assessment activities (Kats, 2010)**

LMS provides teacher by the survey, quizzes, workshop module, self-tests and tests which facilitate his work in designing exam questions. In short, LMS aid teacher in teaching at all levels.

## **9. Advantages of LMS**

Learning management system spread widely on education, it involves teacher and student to create a better relationship and make courses more easy and comprehensible. In adopting LMS we are capable of passing the traditional methods and moving to the synchronous and effective method in learning and teaching process. LMS has various advantages that (Yefim, 2010) sets:

- The ability of the student to navigate the site intuitively, the quality of the visual design.
- Instructional effectiveness of the course.
- Assignments generally involve e-mailing the professor, while the assessment is doing manually; with the results often enter into spreadsheets.
- It brings content delivery, communication, assessment and administration of online instruction into a single secure platform that could be accessed by anyone on the Internet (Dabbagh & BannanRitland, 2005, Ullman & Rabinowitz, 2004)
- the standardised interface of an LMS made it easy for students to navigate through different online courses and for faculty to put their content online
- The secure password-protected nature of an LMS limits access of instructional resources to users enrolled in the course, which permits instructors to take greater advantage of Fair Use and Teach Act protections for instructional use of materials than would be possible using the institution is public website (Gibbons, 2005)
- The ability of several LMS products to deliver instruction to mobile devices takes advantage of research indicating that many users are increasingly relying upon mobile devices, rather than computers, to access the Internet and perform other technology tasks (Ranie & Keeter, 2006).

## **Conclusion**

Technology and language learning create a new range in education world which transform it to Technology-education. Learning management system as a distance learning effect positively the EFL learners speaking and listening skills as well as on the way of teaching by builds a strong bridge between teacher and student. Therefore, it provides a concrete solution for learners to overtake their language problems. Moreover, it attracts learners to engage in the classroom language. Thus, the current chapter presents learning

management system as a dynamic tool for a teacher in exposing lectures and learners in speaking skill.

# Chapter Three

## Chapter Three: Implementation of the Experiment and Evaluation of the Findings and Questionnaire Result

### Introduction

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## Conclusion

## **Chapter Three**

### **The Implementation of the Experiment and Evaluation of the**

### **Findings, Questionnaire**

#### **Introduction**

The current study aimed to examine the effects of using Learning Management System in enhancing students speaking skill. Therefore, this chapter exhibits the experiment conducted at private school. The population, the sample, and the contents of the experiment will be presented and described followed by students' questionnaire to support the results. The significance of this study was to discover whether the implementation of learning management system as a distance method of learning and teaching may affect the speaking competence at classroom for all levels (School and University). Moreover, the research questions will be answered and the hypothesis will be tested due to the results obtained from the analysis.

#### **1. Aim of the Experiment**

The introduction of this research pointed out that the aim of conducting this study was to check the effectiveness of implementing Learning management system as a learning/teaching tool to enhance students' ability to speak fluently. As it is known learning management system is distance learning, which is a part of online education and teaching method. Thus, they intervene to be a part of teaching methods in order to improve students' learning capacity in English. Hence, one group of the mixed level (middle school, high school, university) of an American program at Bacha private school were taught speaking through the use of the mentioned technique. The experiment was dependent by using one group. The application was divided into three parts before, during and post which tests the group at their speaking level without using the method during four sessions

of two hours, then by applying the method. Through comparative analyses, we discovered on which phase the result was better on using speaking skill.

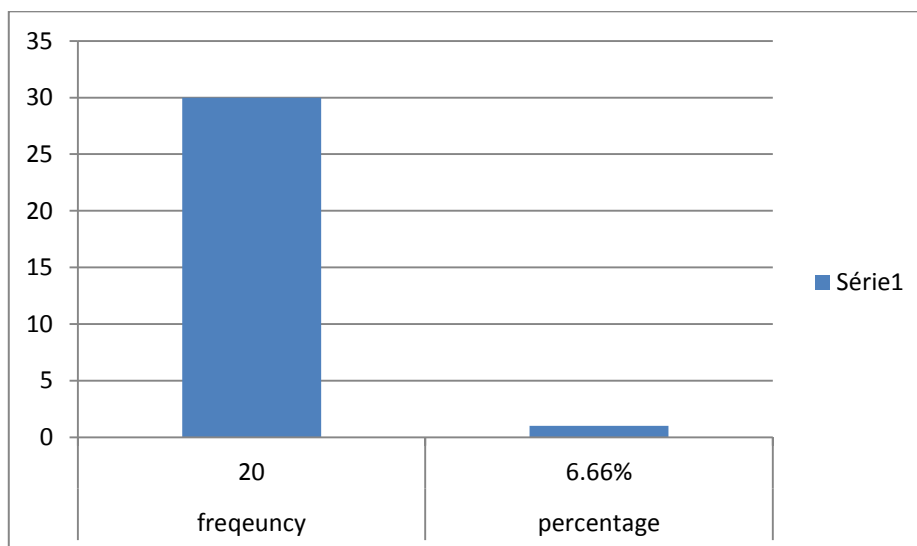
## 1.1 The population and Sample

The sample consists of one group of an American program (n=20). The group does not represent the whole population which consists of 30 students that because of their lack of assists. They are mixed between middle school, high school, and university. They are almost between 14 and 20 years. Furthermore, they have not the same level but have the same exposure to the English language estimated as more than one year and a half. Otherwise, they have the same objectives to master the English language.

As shown, the experimental group represents 6.66% from the whole population.

	Frequency	Percentage
<b>Experimental group</b>	<b>20</b>	<b>6.66%</b>
<b>Whole population</b>	<b>30</b>	<b>100%</b>

**Table 3.2: Distribution of Sample**



**Figure 3.2: The experimental group in graph**

## **1.2 Procedure of the Experiment**

The three main foci in structuring the test are familiarity, simplicity, and adequacy. Therefore, the test style was practical to engage students. The test dealing with the speaking skill which focuses on pronunciation, intonation and stress, grammar, vocabulary, cohesion, the relevance of content, and completeness of content.

The experiment comprises one group (n=20) which was divided into three stages: pre-test, treatment, and post-test.

### **1.2.1 Pre-test**

The test was administrated to twenty students. They were tested in speaking skill at three levels: the first one is concerning pronunciation, intonation and stress which researcher using a micro projector, in order to provide the instructions to the students. The latter is concerning reading aloud the text on the screen, by having 45 seconds to prepare (silent reading). Then they will have 45 seconds to read the text aloud. The second part was about describing a picture for checking students' grammar, vocabulary, and cohesion, at the level of third part was on relevance and completeness of the content, students were given the papers of the questions followed by a description. In addition to that, the use of smartphones, dictionaries, and other materials to check pronunciation or word meaning were forbidden to give more credibility to this research. Then, the copies were gathered by the researcher to avoid any kind of bias during the recording. This stage lasted four sessions (two hours). (See Appendix 1).

### **1.2.2 Treatment**

The experiment was applied at students who received a treatment throughout the use of learning management system. Therefore, the system was introduced to the students by showing some samples in order to close the image in how they should manage their account to facilitate the interaction between the students and teacher outside the classroom.

Moreover, at the beginning, the teacher created various courses and opened discussions through students' members and give instructions. The courses were various which depend on speaking parts; adding phrasal verbs course to enhance students' vocabulary and tenses course, a/an articles, passive/active voice, and reported a speech by providing explanation and quizzes to boost their understanding. In the classroom the teacher tries to open time for students in order to give them time to ask questions about unclear points and to use the language.

Furthermore, the teacher was also working at putting pictures and opens a group discussion to large the space in sharing ideas and thoughts between students that help in creating a large space interaction at the classroom.

Finally, the teacher also has benefits on this program by having a continuous monitoring and easiest the preparation of exams questions that by the benefits of LMS on giving each student survey on all courses and the result of quizzes as well as their daily progress.

### **1.2.3 Post-test**

It was another test about testing speaking skill. The test has the same structure of the pre-test but we have chosen new text, picture, and questions from the first test. The objective is to see whether learning management system improves students speaking skill abilities and solve its problem after intensive courses.( **See Appendix 2**).

## **1.3 The Content of the Experiment**

The experiment involves a series of lessons obtained from the 3<sup>rd</sup> Edition books which are prepared from linguists provided by the American embassy which include several topics and activities in different skills that organise by students' level that divided into three books: the beginner, intermediate, upper intermediate. Students were exposed to three lessons which are distributed according to the student's needs (Grammar, Vocabulary,

Accuracy, and Pronunciation) in order to improve their speaking skill. The lessons were put in LMS called *Schoology* which is used outside the classroom, on the other hand, the application of the program is inside the classroom.

## **Lesson N°1:**

### **The First Lesson: Phrasal verbs (take)**

The lesson is divided into two parts:

- The explanation part
- The activity part

### **Lesson Focus:**

- Improving speaking skill of the speaker and large the vocabulary backgrounds.
- Boost the learner understanding of native speaker conversations.

**Objectives:** by the end of the lesson; learners will be able to:

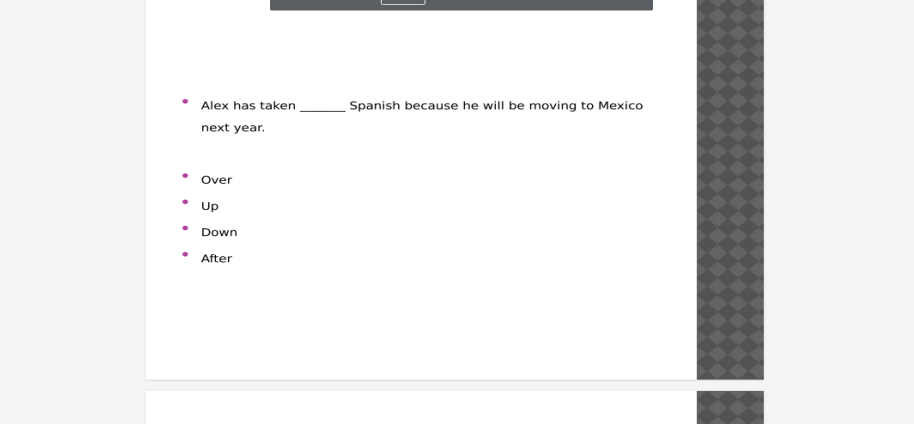
- Using the phrasal verb of the verb “take” correctly.
- Understand native speakers’ discussion while using the take phrasal verb without problems.

**Date:** 11/12/2016

### **Course 1**

**A phrasal verb:** is a verb that consists of two parts. The first part is always a short verb, like ‘give’ ‘go’ ‘come’ ‘get’ etc. and the second part is a preposition, like ‘in’ ‘up’ ‘down’ etc. Each phrasal verb usually has a non-phrasal verb synonym, for example, “You can give up smoking” or “You can quit smoking”.

The following lesson is the verb ‘take’:



Appuyez sur **Échap** pour quitter le mode plein écran.

Alex has taken \_\_\_\_\_ Spanish because he will be moving to Mexico next year.

- Over
- Up
- Down
- After

40

## **Lesson N°2:**

### **The Second Lesson: Violence**

#### **Lesson Focus:**

- Enhancing learners' speaking competence by extending their imagination and thoughts.
- Large learners' attention on their grammar mistakes and clear the idea on how complete the content.
- The exposure more to the language and fixed pronunciation, intonation and stress problems.

**Objectives:** By the end of the lesson the learner will be able to:

- Discover a different kind of violence. Also, find solutions on facing this issue.
- They develop Cohesion, Vocabulary, Relevance of content, Completeness of content, pronunciation.

#### **Time:**

- Three sessions are devoted (two hours)

#### **Course 2**

**Topic:** violence against man, woman, and children.

**Type:** Discussion/ comments.

**Date:** 14/15/16/12/2016.

**Aim of the lesson:** making learners accustomed to the Learning management system and giving time to build their ideas. Otherwise, build a collecting work to give a chance to learners for catch the way on how the experienced learners create, organise, and expose their thoughts.

**Task 1:** listen carefully to the video to explain:

1. What is the video talking about?
2. What the main idea of it?
3. Listen to it again, and explain briefly the main points that focus on?

**Task 2:** explain, and give comment on the pictures:

How you Violence against women is simply unacceptable.

God created men and women to love with one another,

To enjoy each other until the end of the last hour,

Until the end of time. It is despicable;

It is awful for men to abuse women,

To sell them like cheap hot cakes, to take advantage

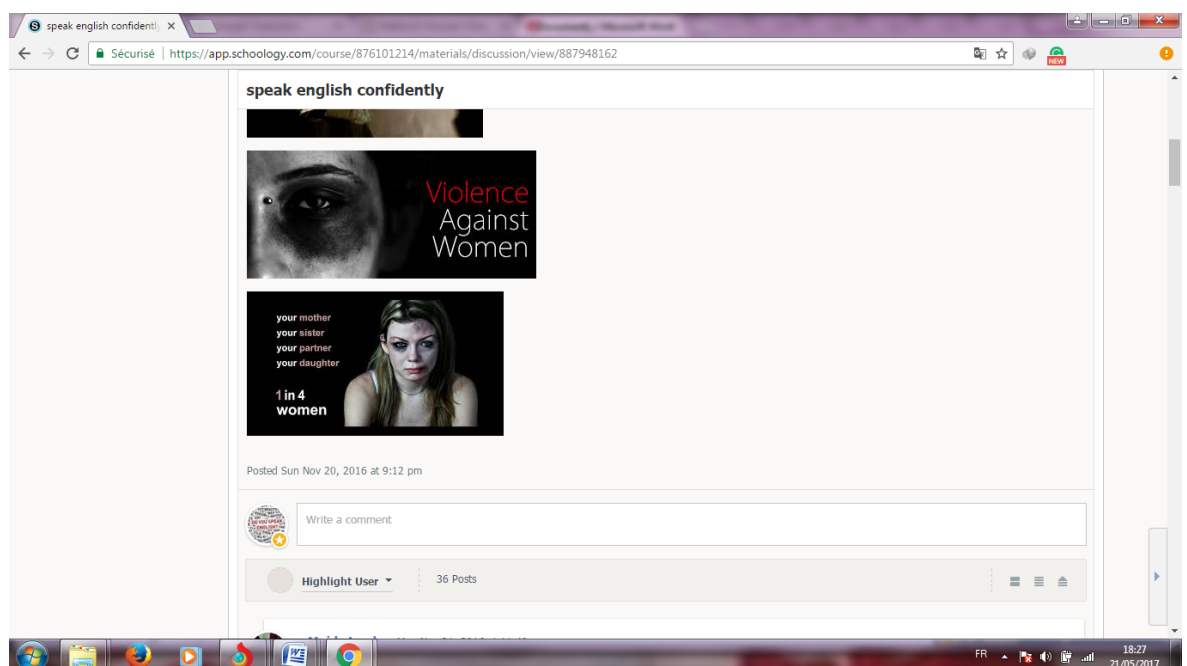
Of them, and to use so much force and rage

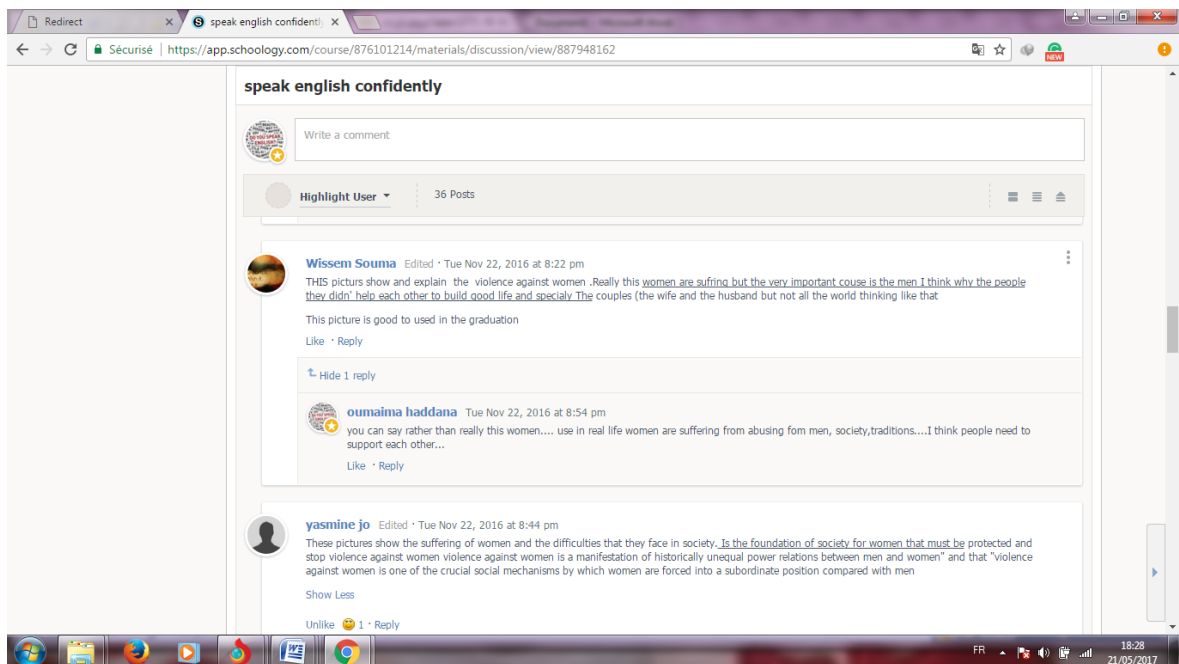
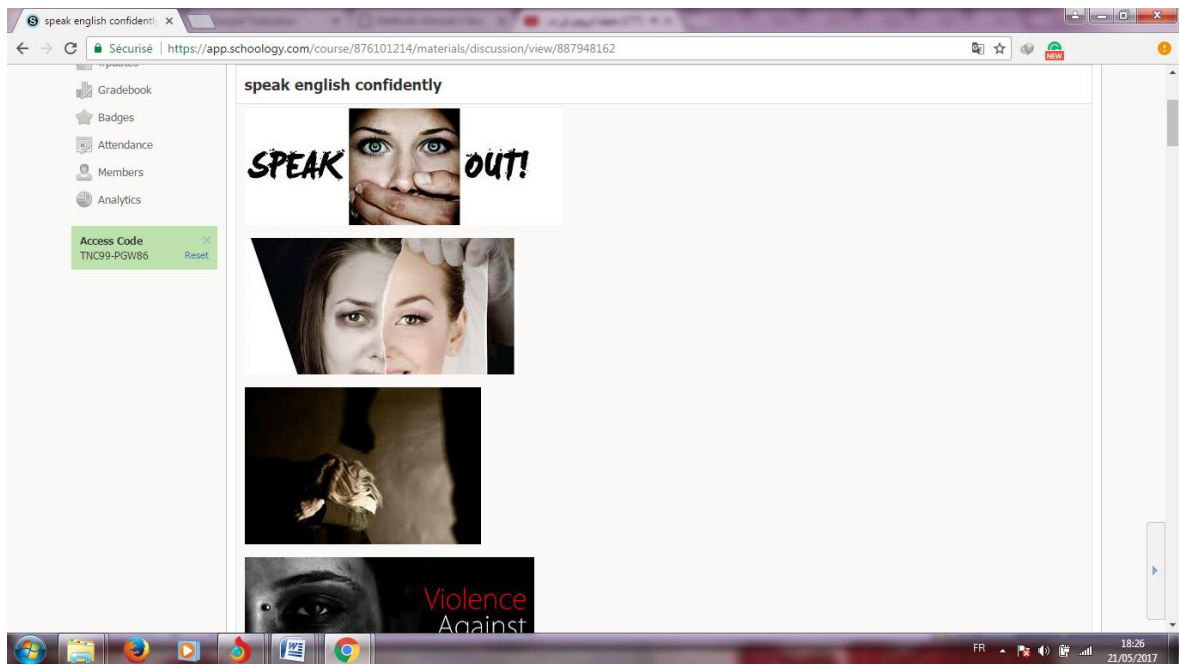
Against the most beautiful creatures in Eden.

Only cowards would mistreat the women and the flowers

Of the paradise that God took the time to create. explain, deep your vision and build

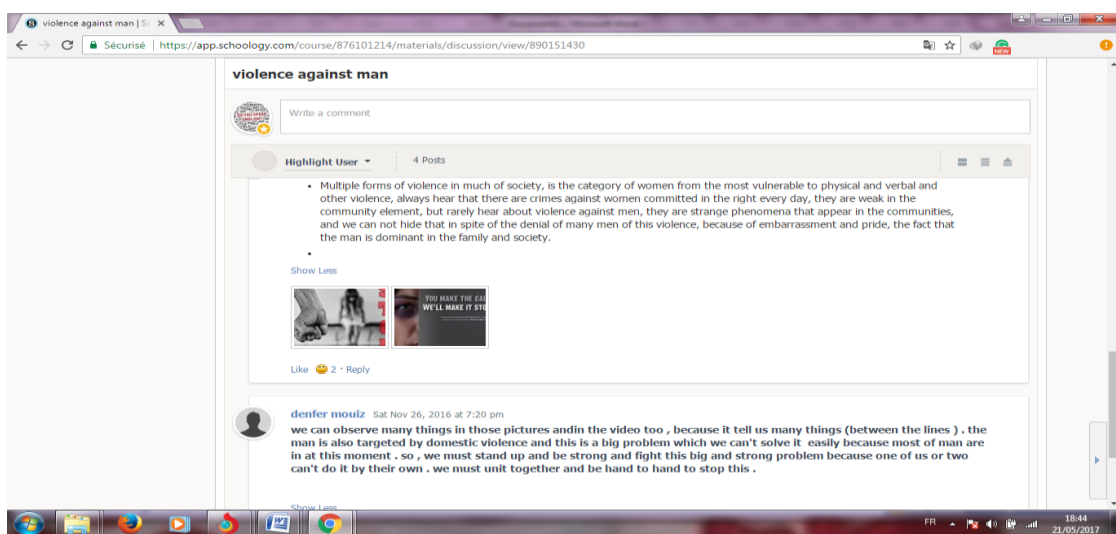
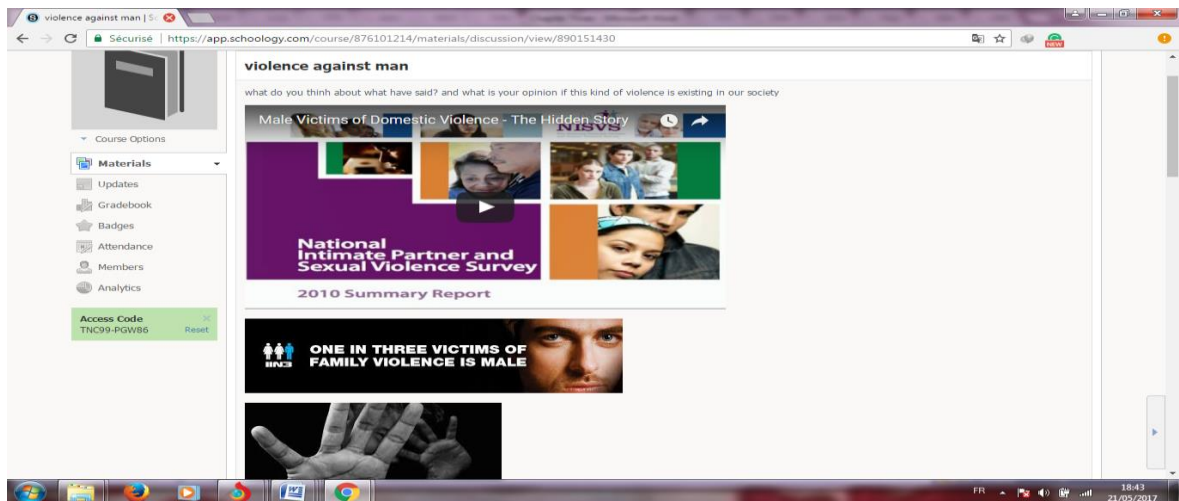
students self confidence





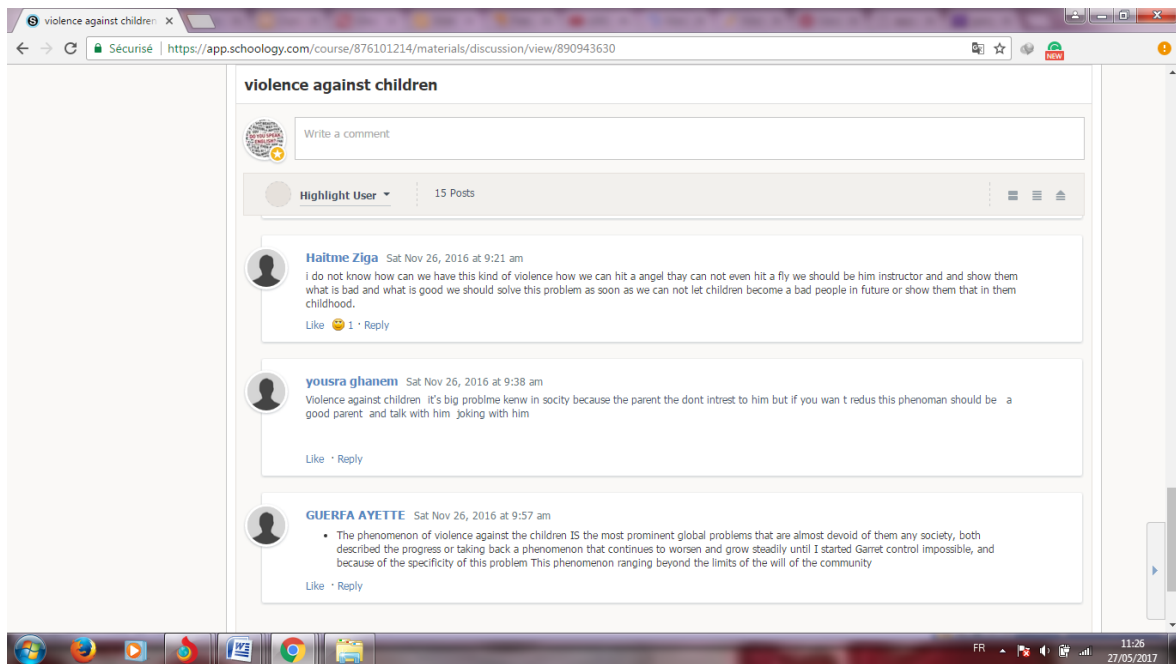
### Task 3: violence against man

The same procedure has taken of violence against woman to against man.

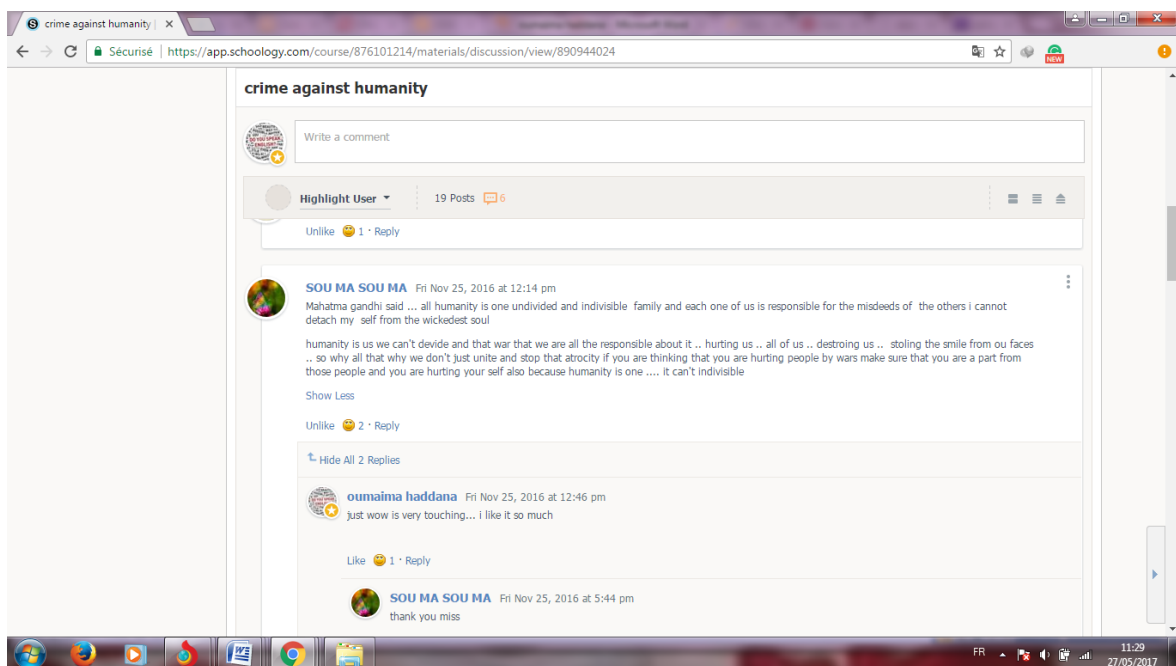


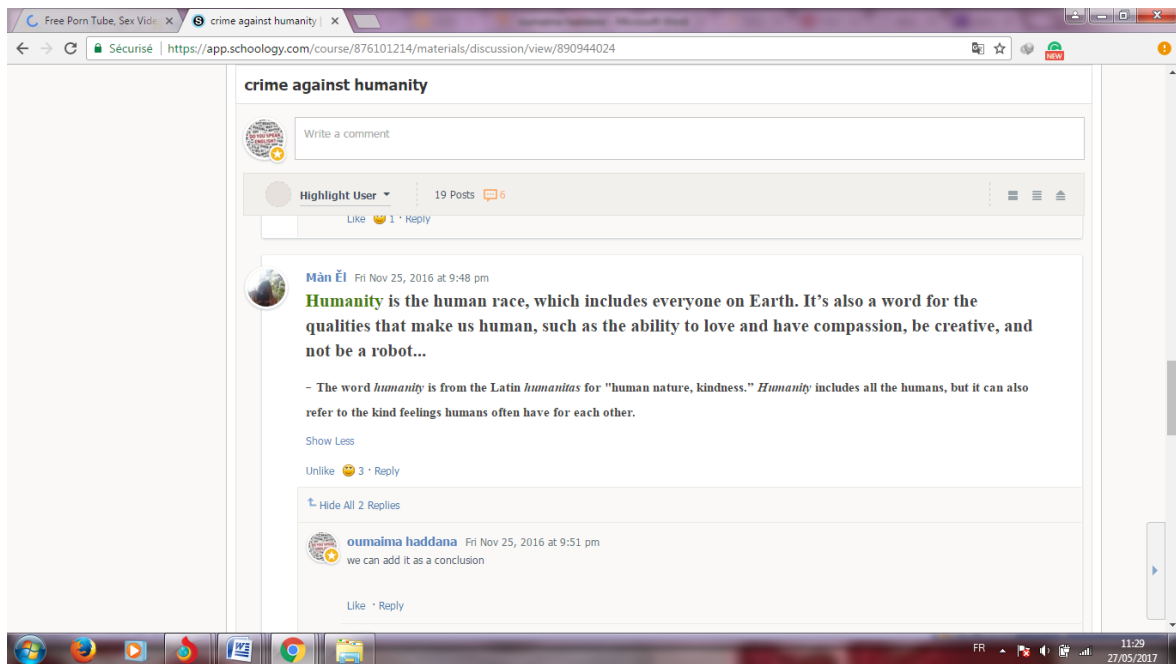
## Task 4: violence against children





## Task 5: crime against humanity





## At the end of the Lessons

The previous lessons presented the two lessons with various tasks. They were so serious in the class and in doing homework because everything was evaluated. Thus, they were competitive and involved during the time of the whole experiment.

## 1.4 Analysis of the Results

In this part, descriptive statistics of the experiment was computed for both pre-test and post-test.

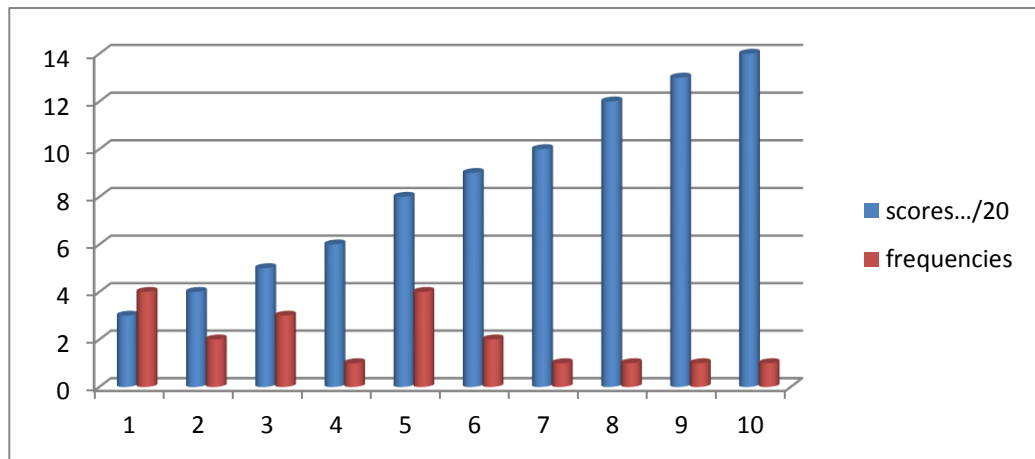
### 1.4.1 Pre-test Achievement

Before making the treatment, we recorded the students and we collect the data of the pre-test. The results are exhibited in the following tables.

<b>Scores.../ 20</b>	<b>Frequencies</b>
3	4
4	2
5	3
6	1
8	4
9	2
10	1
12	1
13	1
14	1

**Table 3.3: Pre-test scores, and Frequencies**

The table shows the scores gained by the participants. It takes the result by scored the pronunciation at 5, intonation and stress at 2.5, grammar, vocabulary, cohesion at 5, and relevance of content at 5, completeness of content at 2.5 points out of 20. The frequencies represent the number of students who scored the same mark. However, the unmarked scores in the table are not gained by any of the participants. The lowest score as shown in the table is 3 points and the highest score is 14 point out of twenty.



**Figure 3.3: The scores and frequencies obtained by students in the Pre-test**

This diagram represents the results of the participants and their frequencies. Hence, they have a different level from one another in speaking skill. It is obvious that the highest marks (13+14) are obtained by 3 students and 1 student has the average. However, the rest of scores are less than the average.

Scores	Mean	S. Deviation
3	8.5	3.2
3	8.5	3.2
3	8.5	3.2
3	8.5	3.2
4	8.5	3.2
4	8.5	3.2
5	8.5	3.2
5	8.5	3.2
5	8.5	3.2
6	8.5	3.2
8	8.5	3.2

8	8.5	3.2
8	8.5	3.2
8	8.5	3.2
9	8.5	3.2
9	8.5	3.2
10	8.5	3.2
12	8.5	3.2
13	8.5	3.2
14	8.5	3.2

**Table 3.4: The scores, Mean and Standard Deviation**

The previous table shows the scores, mean and the standard deviation. When calculating the mean of the whole group by gathering all the scores (3... till 14) and divide them into the number of the sample (N=20) it resulted in 8.5 which means that the general level of the students is average in speaking skill before making the experiment of using learning management system to teach speaking skill.

### **1.4.2 Summary of the Pre-test**

The founded outcomes in the pre-test show that the students' levels are weak in speaking skill. As a result of that, the traditional method of teaching speaking did not improve their competencies to use the English language fluently and confidently. In addition to that, the observation that took some students was successfully getting more than the average in the first test because of their large exposure to different materials as movies, stories. Moreover, the American accent is dominant rather than British one that likely because of the friction to the American movies that swept the world. Otherwise, the majority who get less the average are suffering in pronunciation, cohesion, completeness of the content, as well as making grammar mistakes and lack of vocabulary and self-

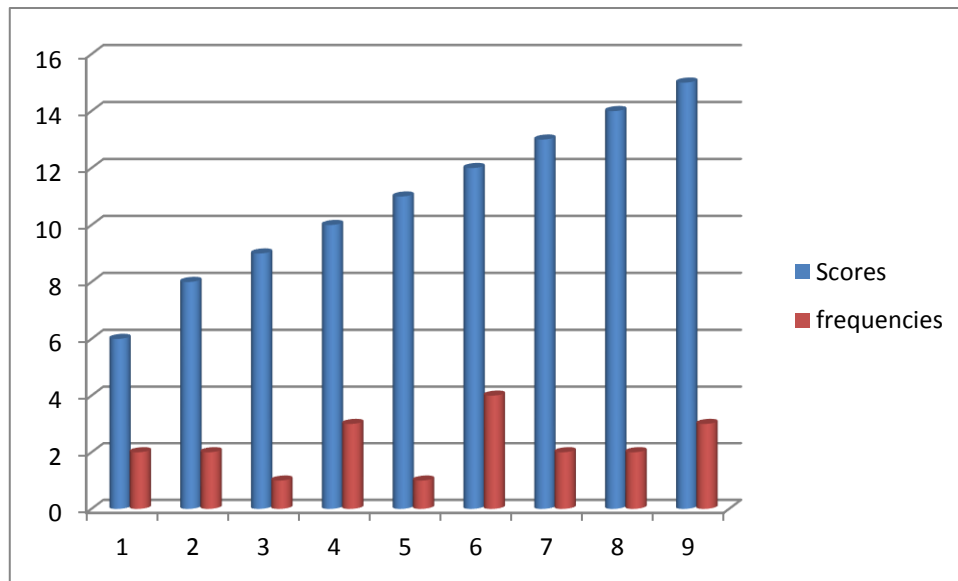
confidence. After making an observation, it becomes clear that their English language is highly influenced by the first language i.e. transferring their ideas from mother tongue to the English language by neglecting the difference in the origin of the language, and grammar. For that, by using LMS we tried to create a large time and opportunities to expose them to the language and clearer the image between the two. In sum, the difficulties vary from element to another according to students' capacity.

### 1.4.3 The post-test Achievement

Scores	Frequencies
6	2
8	2
9	1
10	3
11	1
12	4
13	2
14	2
15	3

**Table3.5: Post-test Scores and Frequencies**

The table above shows the scores of the post-test obtained by the participants. It is obvious that there is an improvement compared to the first test. 15 students scored more than the average in this test. However, the rest obtained less than the average.



**Figure3.5: The Scores and Frequencies obtained by students in the Post-test**

The results represent the scores of the post-test. It is obvious that there is an improvement in contrast to the pre-test. The high score is 15 scored by 3 students. 15 scored more than the average, and 3 students scored the average. However, just 5 students have less than the average.

Scores	Means	S. Deviation
6	11.25	2.65
6	11.25	2.65
8	11.25	2.65
8	11.25	2.65
9	11.25	2.65
10	11.25	2.65
10	11.25	2.65
10	11.25	2.65
11	11.25	2.65
12	11.25	2.65

12	11.25	2.65
12	11.25	2.65
12	11.25	2.65
13	11.25	2.65
13	11.25	2.65
14	11.25	2.65
14	11.25	2.65
15	11.25	2.65
15	11.25	2.65
15	11.25	2.65

**Table 3.6: the Scores, Mean, and Standard Deviation of the Post-test**

After making the experiment, the full participants were present during the post-test. The tables show the mean, the variance, and standard deviation of the students (11.25) which mean that the general level of the students is intermediate in speaking skill. However, in this stage students record an improvement in contrast to the pre-test.

#### **1.4.4Summary of the Post-test**

The result of students has recorded an improvement after the treatment because of the utility of learning management system. On the other hand, the majority of students face speaking skill problems in using the English language in a correct manner. On the other hand, the use of learning management system influences positively the students' outcomes because of the results obtained previously. Hence, students who could not perform well may not have an intensive exposure to LMS.

## 1.5 Comparative Evaluation of Achievement

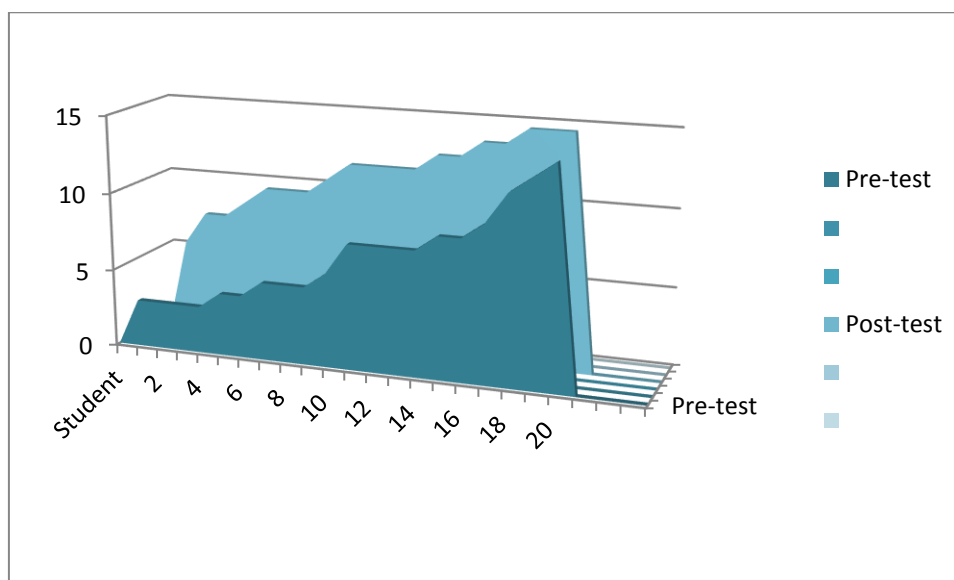
In this section, the results obtained will be compared in terms of the pre-test and post-test achievement. The objective is to check whether the improvement occurred while teaching students with the integration of learning management system. Hence, the hypothesis will be confirmed or refused regarding the effect of the independent variable (the effect of using learning management system) on the dependent variable (speaking competence). This table shows the performance of students in both tests:

### 1.5.1 Comparison of Pre-test and Post-test Achievement

Student	Pre-test			Post-test		
	Scores	Mean	S. Deviation	Scores	Mean	S. Deviation
1	3	7	3.36	6	11.25	2.65
2	3	7	3.36	6	11.25	2.65
3	3	7	3.36	8	11.25	2.65
4	3	7	3.36	8	11.25	2.65
5	4	7	3.36	9	11.25	2.65
6	4	7	3.36	10	11.25	2.65
7	5	7	3.36	10	11.25	2.65
8	5	7	3.36	10	11.25	2.65
9	5	7	3.36	11	11.25	2.65
10	6	7	3.36	12	11.25	2.65
11	8	7	3.36	12	11.25	2.65
12	8	7	3.36	12	11.25	2.65
13	8	7	3.36	12	11.25	2.65

14	8	7	3.36	13	11.25	2.65
15	9	7	3.36	13	11.25	2.65
16	9	7	3.36	14	11.25	2.65
17	10	7	3.36	14	11.25	2.65
18	12	7	3.36	15	11.25	2.65
19	13	7	3.36	15	11.25	2.65
20	14	7	3.36	15	11.25	2.65

**Table 3.7: Comparison of Pre-test and Post-test Achievement**



**Figure 3.7: Difference of Pre-test and Post-test scores**

The figure shows the difference in results before the test and after the test. As shown, the line of post-test is above the line of pre-test which means that the scores obtained in the post-test are more significant.

<b>N</b>	<b>Tests</b>	<b>Mean</b>	<b>S. Deviation</b>
<b>20</b>	<b>Pre-test</b>	<b>7</b>	<b>3.36</b>
	<b>Post-test</b>	<b>11.25</b>	<b>2.65</b>
	<b>Difference</b>	<b>4.25</b>	<b>0.71</b>

**Table3.8: Overall pre-test/post-test difference**

The table shows that the mean score and standard deviation obtained changes totally from the pre-test and the post-test. The mean of pre-test was 7 and increases to 11.25 with a difference of 4.25 between both tests. Also, the standard deviation records an improvement of 0.71. Therefore, this test records a valid and significant improvement in speaking skill.

Consequently, after the data analysis and from the data obtained in this experiment; it results that the treatment was efficient to the majority of the students. Using learning management system improves their pronunciation; reach their vocabulary, low grammar mistakes, build their self-confidence, and cohesion.

For getting more credibility of the obtained results. We need to calculate the mean, range through the use of the following equations:

Calculate the two samples range using the formula:

Range= Maximum Value – Minimum Value

Range<sub>1</sub>= 14-3= 11

Range<sub>2</sub>= 15-6= 9

## **1.6 Interpretations**

In the final stage, it is clear that our research is quasi-experimental, and the sample is 20 students. The obtained results from the mean, standard deviation, and the range show the progress of students' from the pre-test to post-test which the comparison is in the table

explain that the score after the treatment is higher than before. Otherwise, the calculated mean of the pre-test (7) is less than post-test (11.25). Since standard deviation register progress (0.71). Furthermore, the found range show the distance between the value which at the pre-test was major (11) while post-test was (9). As result of the obtained results, learning management system is contributing to solve students' speaking problems and improve their communicative ability.

## **Students' Questionnaire**

Students' questionnaire was given to twenty (20) students taken from the whole population of the total number (30) of different levels (middle school, high school, university) during the academic year 2016/2017. It had been administrated to two (2) students in order to be piloted first. Then, it had been re-administrated to twenty (20) students who have been chosen non-randomly because I have 20 students that regularly attend. The aim of the students' questionnaire was to support experiment results.

The questionnaire is composed of three sections. The first one is about background about the students 'gender, level, skill and speaking level'. The second one is about the effectiveness of time on speaking motivation; the impact of session number on practising speaking, teacher role and students efficiency on the classroom. The third one includes the role of distance learning at students and teachers on passing their speaking problems.

## **Results and interpretation of students' Questionnaire**

### **Section One: Background Information**

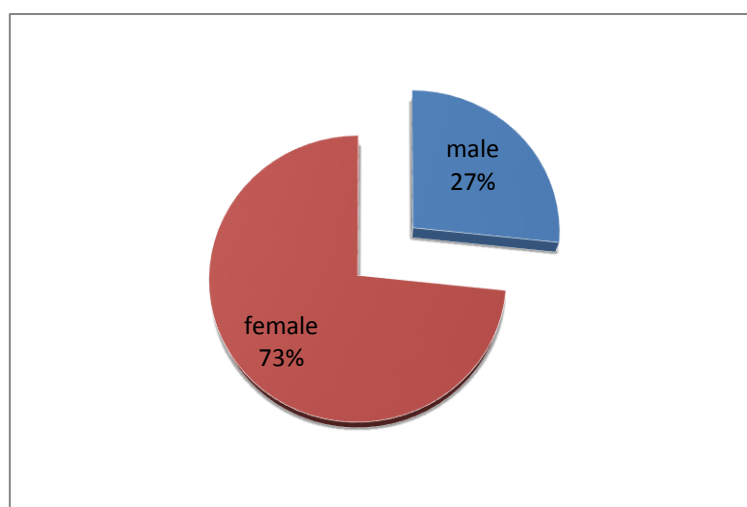
#### **1. Specify your gender:**

a. Male

b. Female

Option	N° of students	Percentage
Male	7	27%
Female	13	73%
Total	20	100%

**Table3.9: Students' gender**



**Figure 3.9 : Students' gender**

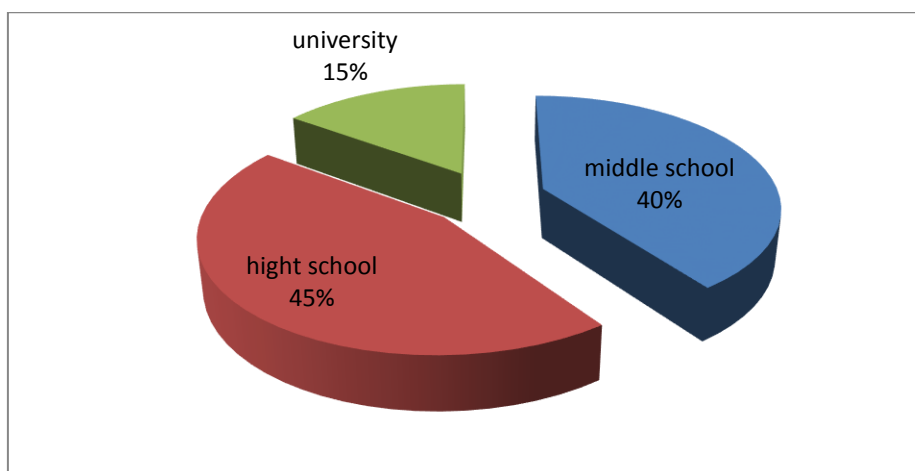
The table and graph show that female are (73%) of students while males represent (27%) of students. The female percentages are exceeding the male percentage due to females' interesting in studying languages.

## **2. Level :**

**Table 3.10: students' level**

Option	N° of students	Percentage
Middle school	8	40%
High school	9	45%
University	3	15%

Total	20	100%
-------	----	------



**Figure 3.10: students' level**

The results show the various levels of students. 40% of students represents the middle school, 45% represents high school while 15% represents university level. Because the sample has been taken from an American program which includes different levels.

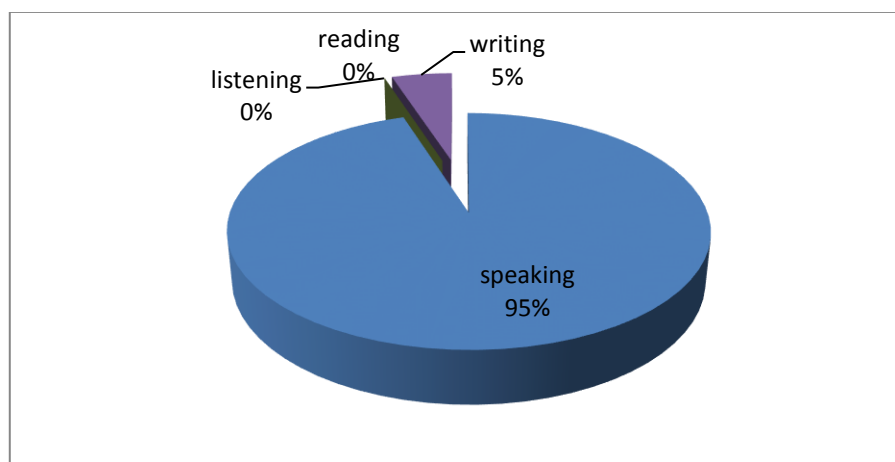
**3. According to you, what is the most important skill you want to develop?**

- a. Speaking
- b. Listening
- c. Reading
- d. Writing

**Table 3.11: students' skills**

option	N° of students	Percentage
speaking	19	95%
listening	0	0%
reading	0	0%
writing	1	5%

total	20	100%
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**Figure 3.11: students' skills**

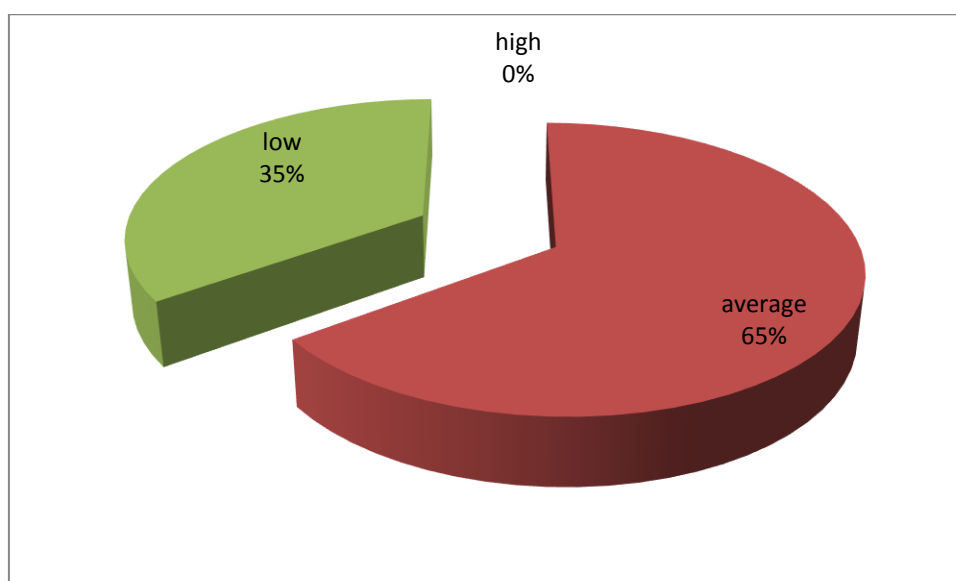
This question aims to know the most important skill that students want to develop. As it noticed, the majority of students (95%) think that they need to develop speaking skill. Otherwise, writing takes narrow range by (5%), while both listening and reading were ignored skills (0%). So the dominant skill to be developed by students is speaking skill.

**4. How do you consider your level in speaking?**

- a. High
- b. Average
- c. Low

**Table 3.12: students' level in speaking**

option	N° of students	Percentage
High	0	0%
Average	13	65%
Low	7	35%
total	20	100%



**Figure 3.12: students' level in speaking**

The results manipulate that (65%) of students argue that they have an average level, (35%) declare that their level is low. Hence, no one has a high level.

## Section two: Speaking skill

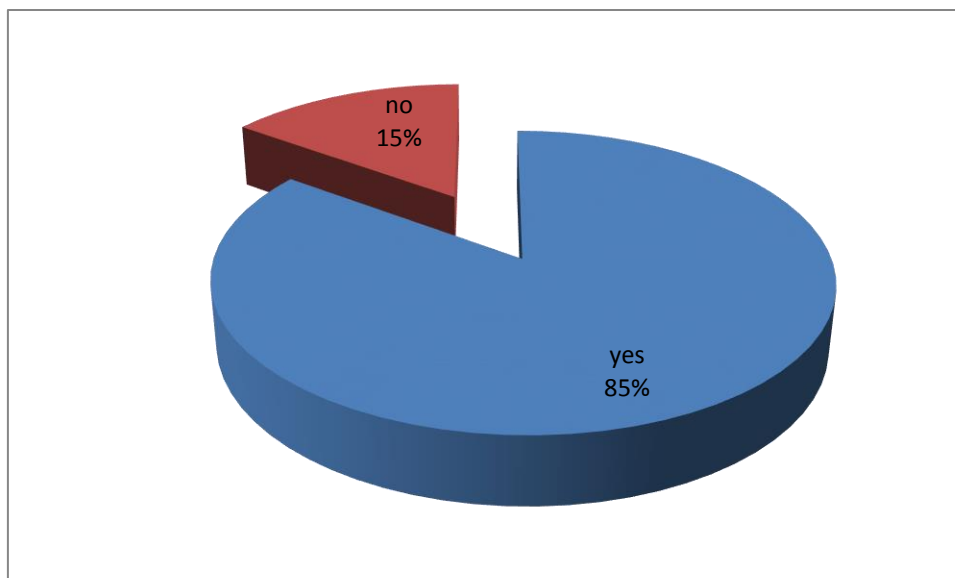
### 5. Do you think that the insufficient time to practice speaking may affect your motivation to speak?

Yes

No

**Table 3.13: students' attitude towards the effect of time on their motivation**

option	N° of students	Percentage
yes	3	85%
No	17	15%
total	20	100%



**Figure 3.13: students' attitude towards the effect of time on their motivation**

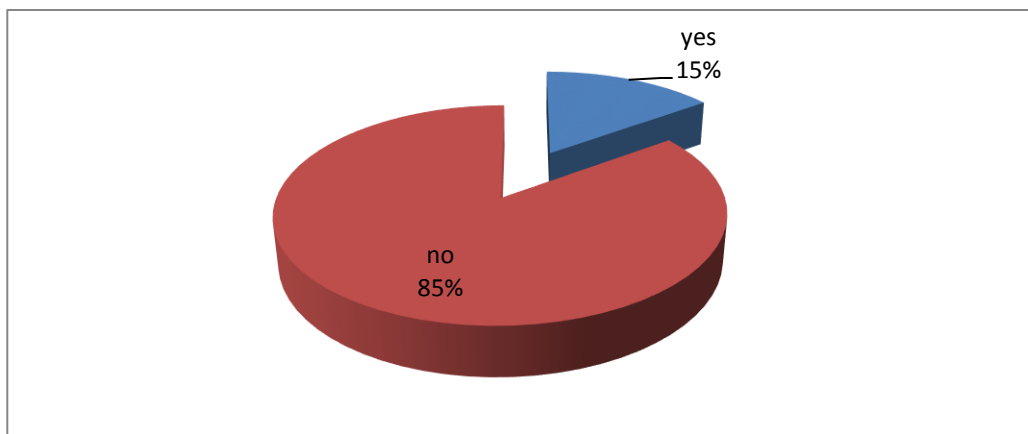
The results demonstrate that (85%) of the sample assumes that the insufficient time to practise speaking may affect their motivation to speak while (15%) argue the contrary. So to practise the English language for better communication needs more time.

**6. Do you think two English sessions per week are enough for you in practising speaking skill?**

- a. Yes                      b. No

**Table 3.14: students' attitude towards the number of English sessions**

Option	N° of students	Percentage
Yes	3	15%
no	17	85%
total	20	100%



**Figure 3.14: students' attitude towards the number of English sessions**

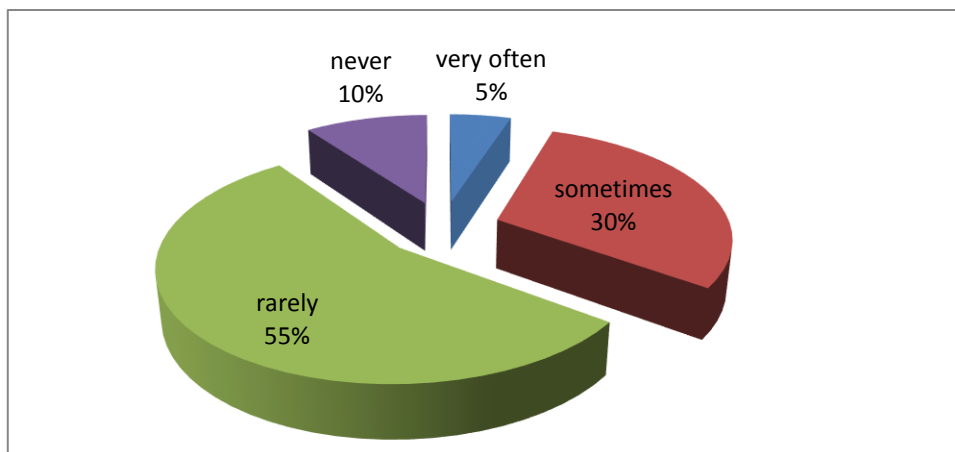
This question is related to the previous question, it seeks to know if the amount of English sessions per week is sufficient or not. (85%) of students argue that two sessions per week are not enough for them to practice the English Language. Whereas, (15%) of students disagree.

**7. How often your teacher interrupts you to correct your speaking mistakes?**

- a. Very often
- b. Sometimes
- c. Rarely
- d. Never

**Table 3.15: students' frequency**

option	N° of students	Percentage
Very often	1	5%
Sometimes	6	30%
Rarely	11	55%
Never	2	10%
total	20	100%



**Figure 3.15: teachers' interruption in correcting students speaking mistakes**

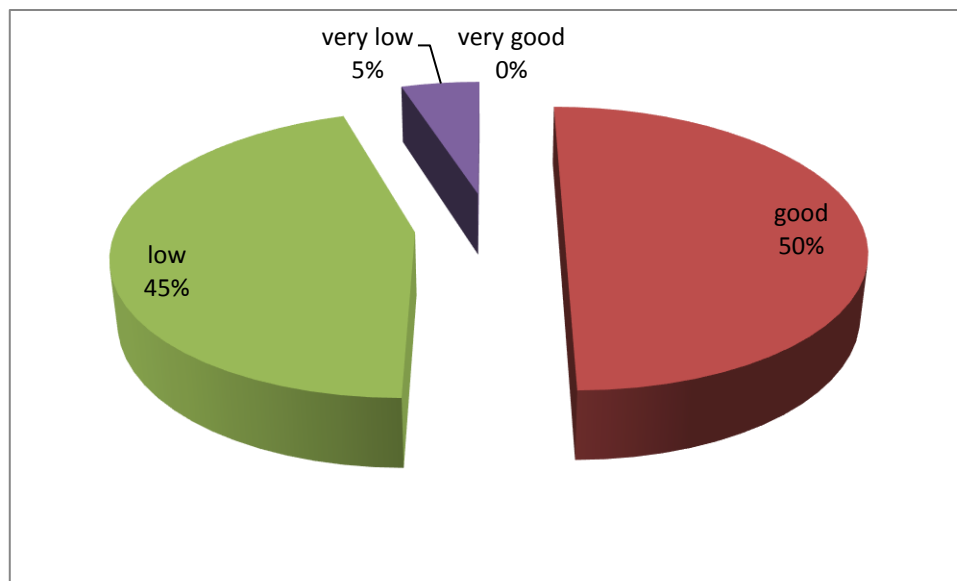
This important question seeks to identify whether teacher correct students' spelling mistakes and how often. (55%) of students answered that their teachers rarely fixed their mistakes. (30%) of students declare that their teacher sometimes correct them. Besides, (10%) say that they never correct to them and (5%) say that they very often correct their mistakes. Because of the overcrowded classes and limited time teacher prevent correcting students speaking mistakes.

**8. How do you judge your speaking ability as a result of classroom interaction?**

- a. Very good
- b. Good
- c. Low
- D. Very low

**Table 3.16: students' speaking abilities**

Option	N° of students	Percentage
Very good	0	0%
Good	10	50%
Low	9	45%
Very low	1	5%
Total	20	100%



**Figure 3.16: students' speaking abilities**

The answer reveals above (50%) of the students evaluate their speaking ability as being good as a result of classroom interaction, while (45%) of students deemed their level as being low level. In addition, (5%) declare that they have a very low level. Whereas, (0%) of students argue that they have a good level.

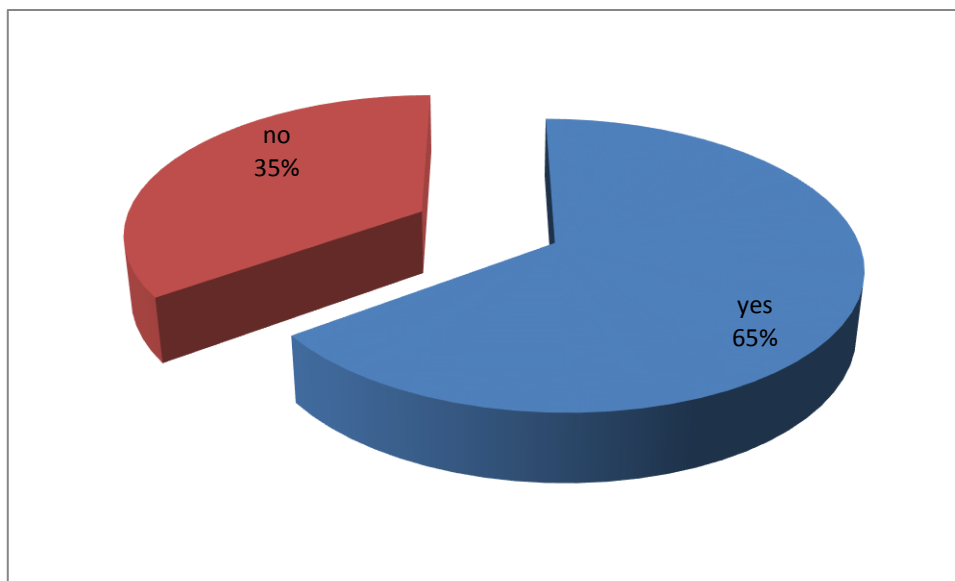
**9. Do you speak English with your classmates outside the classroom?**

a. Yes

b. No

**Table 3.17: students' agreement toward speaking English**

Option	N° of students	Percentage
yes	13	65%
no	7	35%
total	20	100%



**Figure 3.17: students' agreement toward speaking English**

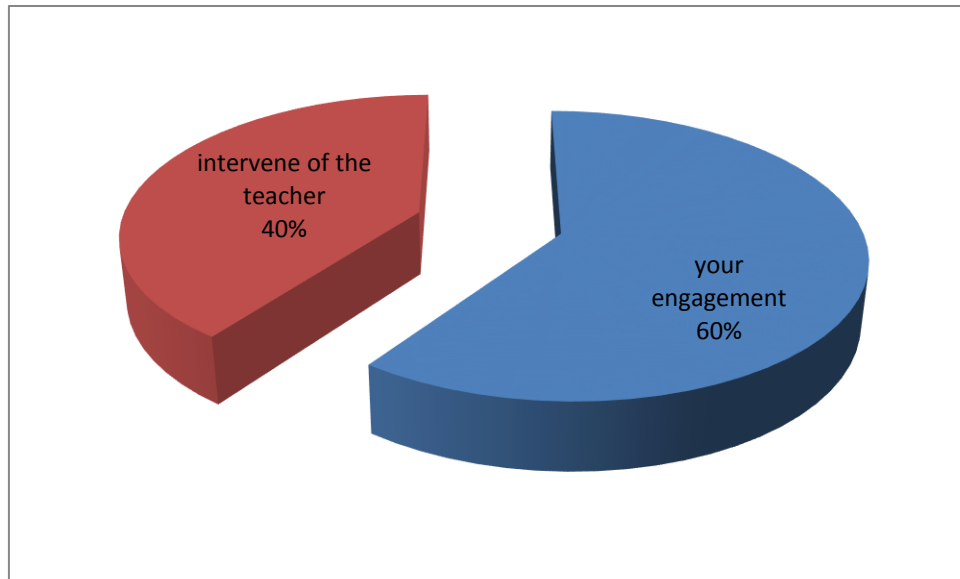
Regarding students' answers, (65%) say that they use English outside the classroom. whereas,(35%) of students are against using English outside. Because of the majority suffer from linguistic and psychological problems in speaking as shyness and fear of making mistakes.

**10. When you speak in the classroom, it is by**

- a. Your engagement
- b. Intervention of the teacher

**Table 3.18: students' interaction**

Option	N° of students	Percentage
Your engagement	12	60%
Intervene of the teacher	8	40%
Total	20	100%



**Figure 3.18: students' interaction**

This question aims to know the reason behind students' interaction. The majority (60%) declare that their involvement is their choice to engage. In contrast, (40%) of students assume that their involvement is because of the teacher' intervene. It is observed that students prefer to interact and be active by themselves

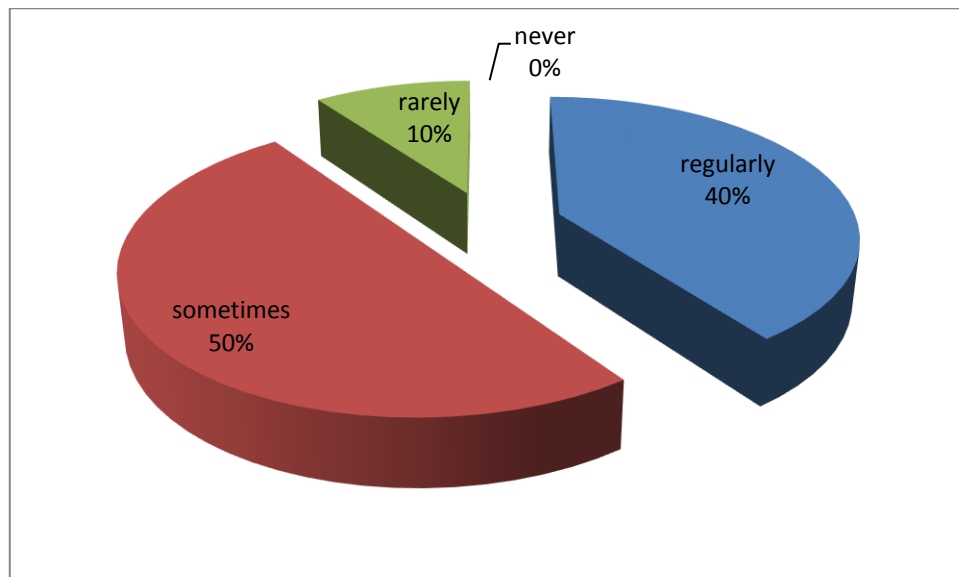
### **Section three: Learning management system**

**11. How often, if at all, do you use (watch videos, upload videos/photo, use wikis/blogs/online networks)?**

- a. Regularly
- b. Sometimes
- c. Rarely
- d. Never

**Table 3.19: students' frequency of using technology**

option	N° of students	percentage
Regularly	8	40%
Sometimes	10	50%
Rarely	2	10%
Never	0	0%
Total	20	100%



**Figure 3.19: students' frequency of using technology**

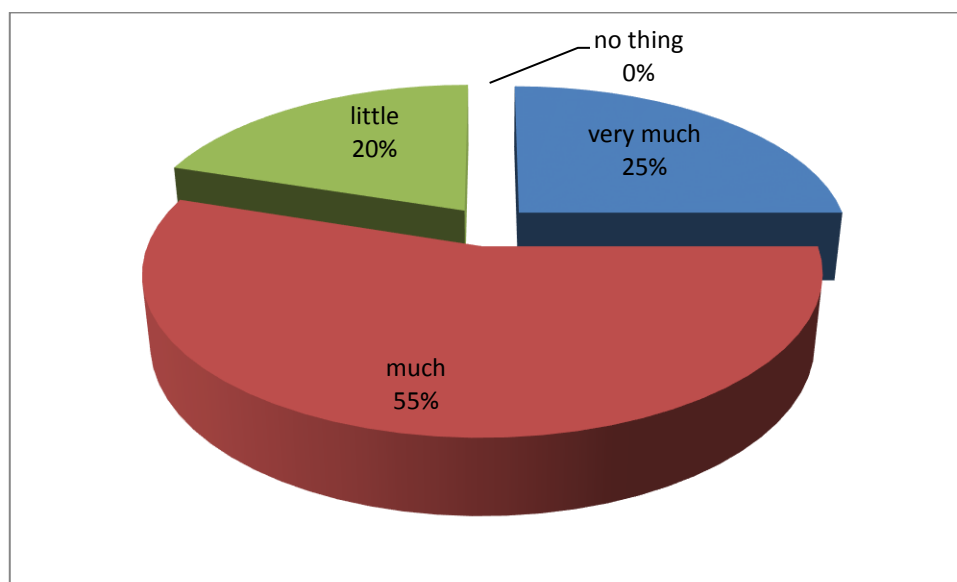
Using online technology in enhancing speaking ability in the classroom is beneficial. (50%) of students say that they sometimes use them, while (40%) of the sample argue that they regularly use them. In contrast, (10%) of students declare that they rarely use them. We conclude that online technology plays a major role in learning and teaching method nowadays.

**12. How do you think using distance learning can enhance speaking skill?**

- a. Very much
- b. Much
- c. Little
- d. Nothing

**Table 3.20: using distance learning in speaking skill**

Option	N° of students	Percentage
Very much	5	25%
Much	11	55%
Little	4	20%
Nothing	0	0%
Total	20	100%



**Figure 3.20: using distance learning in speaking skill**

As shown, in the result above, (20%) of students declare that using distance learning can enhance a little their speaking skill. (25%) assume that using distance learning can enhance very much their speaking skill. While the majority (55%) argue that using distance

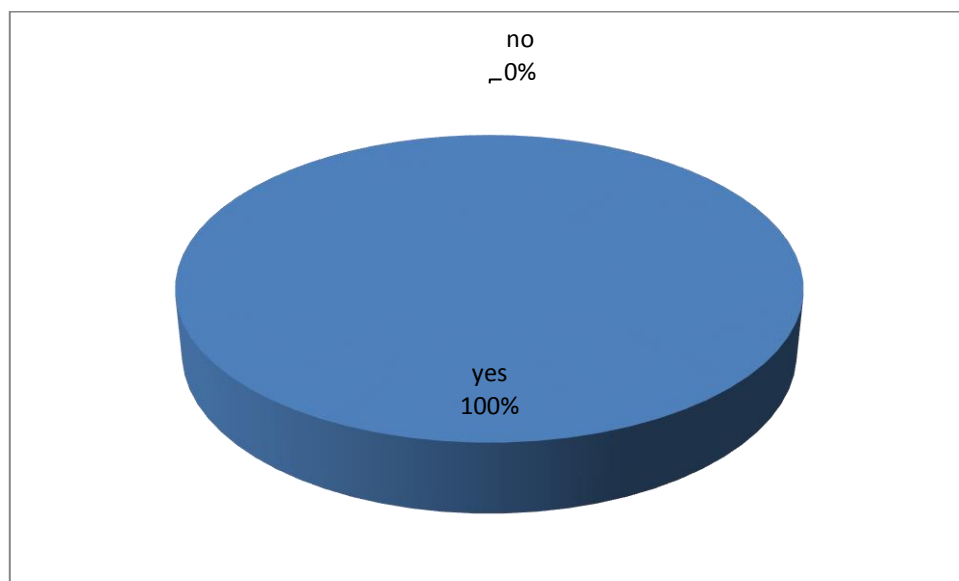
learning can enhance a much their speaking skill. For that using distance learning is very helpful in enhancing speaking skill.

**13. Do you think sharing thoughts and ideas between classroom members can boost your critical thinking?**

- a. Yes                      b. No

**Table 3.21: students' opinions about sharing thoughts between classroom members**

option	N° of students	Percentage
Yes	20	100%
No	0	0%
Total	20	100%



**Figure3.21: students' opinions about sharing thoughts between classroom members**

This question aims to know students' opinion about the effect sharing thoughts and ideas between classroom members can boost their critical thinking. The entire sample agrees that it is helpful for them; it helps enlarge and expose their critical thinking.

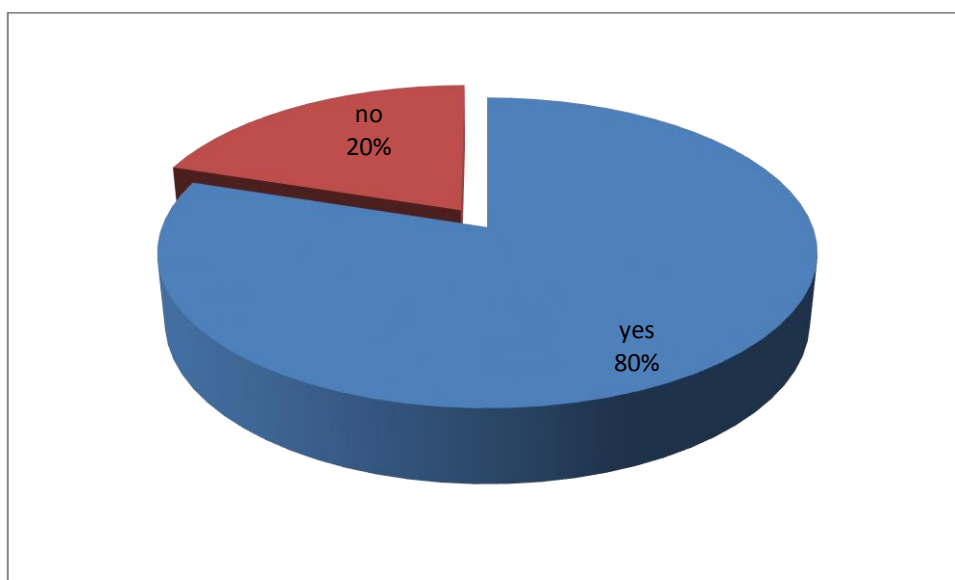
**14. Do you think teachers' instructions by using distance learning can reduce (shame, stress, nothing to say)?**

a. Yes

b. No

option	N° of students	Percentage
Yes	16	80%
No	4	20%
Total	20	100%

**Table 3.22: students' attitude toward teachers' instruction on learning distance**



**Figure 3.22: students' attitude toward teachers' instruction on learning distance**

(80%) of students see that teachers' instructions by using distance learning can reduce shame, stress and nothing to say while (20%) of students say the opposite. So, using teachers' instructions by distance learning is beneficial in passing communicative problems.

### **Discussion of students' questionnaire**

Based on the analysis of the students' questionnaire, we have noted that the sample chosen is between three levels (Middle school, High school, and University), to verify the usefulness of applying learning management system.

English students are interesting on developing their speaking skill. Therefore, they have an average level in practising speaking. In addition, the engagement and interaction are their choices rather than teacher intervenes. For that reason, classroom interaction as good, and they mostly use English outside the classroom.

Since using the distance learning is helpful in improving students' speaking skill they sometimes use Wikis, blogs, upload videos etc. classroom members work in sharing ideas to boost their critical thinking, as well as teachers' instruction by using distance learning encourage their speaking ability.

In sum, the findings show that using distance learning as a new tool for teaching is required from students to solve and enhance speaking competence.

### **1.7 Summary of the Result**

This study highlighted a number of issues relevant to understanding learners' speaking problems. First of all, the amount of English speaking the learners now seems to be a problem for them. This sounds to affect their motivation, self-confidence to speak English language. They do not seem to have reached the threshold. They feel to master the language hardly. Also, classroom factors contribute in raising this issue, learners' need a chance to assess his speaking capacity and improve it. Unfortunately, the Algerian community is poor in using the English language.

The present study suggests learning management system as one of the solution that can settle learners' speaking matters. The obtained results have proven the efficacy of LMS in enhancing EFL learners' speaking competence by comparing the means, standard deviation, and the range which offering learners' improvement on speaking skill. In other hand, students' questionnaire supports the previous results by providing their willingness to take LMS as apart in enhancing the spoken ability in and out classroom.

## **Conclusion**

In this chapter, we described the content, the procedures, and the aim of the experiment. In addition to this, descriptive statistics and inferential statistics of the scores gained by participants were computed. The obtained results were supported by learners' questionnaire. The goal was to see the effects of using the Learning Management System as a valuable tool to enhance learners' speaking problems. The program was applied for two months daily except the weekends. Since they got the application in their smart phones, we have come to conduct that technology motivates students to improve their communicative competence.

## **General conclusion**

In conducting this research our aim was to reach numerous results. First, as known by most of language learners there is a tendency to develop speaking skill more than the other skills. Furthermore, the majority of them were having a problem in using it correctly and confidently. Second, EFL learners are suffering from the confusion between the mother tongue and English language by translating the passages between the two languages. All those are due to the lack of awareness about the real differences between grammar and the origins of these languages. Hence, the dominance of French often makes the speakers mispronounce in communication.

This study was an investigation conducted at Bacha private school. We opted for the quasi-experimental as a result method. One group of twenty students was divided into three levels and were non-randomly chosen. Since technology has a great importance in the teaching-learning process, recent studies insert it in teaching procedure. Therefore, the Learning Management System may include other skills.

As it has been stated so far, this research was conducted using a quasi-experimental method. The result was to compare at a level a pre-test and a post-test which rested on a questionnaire in order to support the results and guarantee its credibility. The study was carried out in three phases. First, the pre-test in which the students were tested by several activities to measure their speaking ability. Second, a treatment was produced as the essential part to entail the students' uses of the Learning Management System. Such a step sought to solve their speaking problems. Third, a post-test was held to see how much the programs have succeeded.

Consequently, the Learning Management System is recommended to be incorporated in the classroom to boost students' involvement and motivation, as well as it

can contribute to building their self-confidence and develop their communicative abilities. The characteristics of the LMS have clear features to Facebook, but in an academic manner to attract students positively. Also, it can be manipulated to meet the needs of the learners to foster their curiosity, autonomy, and self-assessment.

## **Recommendations**

The major focus of this study was actually to analyze the impact of using Learning Management System in teaching and learning English language. According to this analysis, it is essential to make these recommendations:

First of all, teachers should take technology inconsideration in teaching foreign languages and try to large their knowledge on ICT, podcasts, blended learning and of course distance learning. Secondly, government should also create opportunities and provide to schools for investing in learning management system. Otherwise, it must encourage the curriculum to merge the use of computer and LMS. Furthermore, the necessity of existence the need equipment to applying ICT at schools. In addition, integrating teachers in seminars, conferences, workshops, and making a link with private learning programs as British centre and USA centre to teach them the modern technology, its uses and to acquaint about developments at the educational level.

Finally, create an information environment that incorporates libraries and laboratories and extends beyond their walls.

Using technology should be clearly understanding that is become an essential tool in teaching and learning process not as an additional one. Since it transfers information, sharing, and creating knowledge. As a result, the integration of LMS in education occurs style for teachers and students create a better relation between each other as well.

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# Appendices

## **Appendix 1**

### **The pre-test**

**Questions 1–2:** Read a text aloud

**Directions:** In this part of the test, they will read aloud the text on the screen. They will have 45 seconds to prepare (silent reading). Then they will have 45 seconds to read the text aloud.

#### **Act like a leader:**

Despite what you read in books and see in films, good leaders are not born that way, they learn to be that way. So if you do not feel like a leader, remember that you can become one. Here is how.

- Set goals. Present a vision and a path to achieve it. Let people know what you stand for.
- Stand up for what you believe in. In 1950s Alabama, black people were expected to give their seats on the bus to white people. One day in 1955, Rosa Parks, a black woman, refused to do this. ‘I do not think I should have to stand up’, she said, and in doing so she sparked the American civil rights movement. All leaders at some point have to stand up for what they believe in.
- Listen and learn. Leadership is about communication and building relationships. It is about finding out which ideas really unite people and then expressing those ideas clearly.
- Treat the people who follow you as equals. The only difference between a leader and lone voice in the wilderness is that the leader has followers, so treat them well.
- And finally, remember this. If you really, really want to be a leader and if you need other people to look up to you, then you are probably not a leader at all. You are a

narcissist. Leadership is not about other people serving you; it's about you serving other people.

**Question 3:** How you present a picture by describing it deeply?

**Question 4-6 : Respond to questions**

**Directions:** in this test, you will answer three questions. For each question, begin responding immediately after you hear a beep. No preparation time is provided. You will have 15 seconds to respond to Questions 4 and 5, and 30 seconds to respond to Question 6.

(Narrator): imagine that are inviting to American game firm to take a look at how they create and design games that are famous nowadays.

**Q4:** how often do you use games?

**Q5:** What are the questions that can ask to them?

**Q6:** describe your favourite game?

## Appendix 2

### The Post-test

**Questions 1–2:** Read a text aloud

**Directions:** In this part of the test, they will read aloud the text on the screen. They will have 45 seconds to prepare (silent reading). Then they will have 45 seconds to read the text aloud.

#### **Make an entrance:**

You only get one chance to make a first impression, so here is how to stand out from the crowd when you talk into a room.

- **Make eye contact:** Look other people in the eye-it is the key to creating a connection with people.
- **Be a good actor:** If you do not feel confident, pretend you are. Before you walk in, think to yourself, 'I own the room.' Then, walk in holding your head high and smile. Soon, you will feel as confident as you look.
- **Raise your status:** In his look for actors, *impro*, Keith Johnstone describes how we all play the status game, whether we know it or not. Our status is our social position compared to other people. When you walk into a room, it is a good idea to 'raise your status' if you want to be noticed. That means holding yourself upright but relaxed, keeping your head and hands still, smiling and speaking slowly and clearly. People will pay more attention to you if you do these things (although they will find you aloof and unfriendly if you behave like this all the time).
- Hold your breath when you walk in. Steve Cohen, the author of *Win the Crowd*, recommends this simple trip. Take a deep breath before you walk into a room and then hold it. It makes you 'more radiant and lively.' But remember not to hold it too long or you will pass out!

**Question 3:** How you present a picture by describing it deeply?

**Question 4-6: Respond to questions**

**Directions:** in this test, you will answer three questions. For each question, begin responding immediately after you hear a beep. No preparation time is provided. You will have 15 seconds to respond to Questions 4 and 5, and 30 seconds to respond to Question 6.

What if.....? In a world where science has made almost anything imaginable, think outside the box and imagine if the everyday things we all take for granted were different!

**Q4:** What if we had the power to read each other's thoughts- how life be different?

**Q5:** How would the world change if we learnt to communicate with other species, like dogs or cows?

**Q6:** What if people had to pass an exam before they could become parents how would society change?

# Students' Questionnaire

Dear students,

We are conducting a research about the ‘**The Effect of Using Learning Management System on Enhancing EFL Students’ Speaking Competence in English**’. In order to gather data for our research, you are kindly requested to fill in this questionnaire, your answers will be analysed and discussed, as such, we hope that you will help us and give us your full attention. Please, respond to the questions by ticking (✓) the appropriate box and answer whenever it is necessary. Thank you in advance.

## Section One: Background Information

1. Specify your gender:

b. Male ☐

b. Female ☐

2. Level: ☐

3. According to you, what is the most important skill you want to develop?

e. Speaking ☐

f. Listening ☐

g. Reading ☐

h. Writing ☐

4. How do you consider your level in speaking?

d. High ☐

e. Average ☐

f. Low ☐

## Section two: Speaking skill

5. Do you think that the insufficient time to practice speaking may affect your motivation to speak?

a. Yes ☐

b. No ☐

6. Do you think two English sessions per week are enough for you in practising speaking skill?

a. Yes ☐                      b. No ☐

7. How often your teacher interrupts you to correct your speaking mistakes?

e. Very often ☐

f. Sometimes ☐

g. Rarely ☐

h. Never ☐

8. How do you judge your speaking abilities as a result of classroom interaction?

c. Very good ☐

d. Good ☐

e. Bad ☐

f. Very bad ☐

9. Do you speak English with your classmates outside the classroom?

a. Yes ☐                      b. No ☐

13. When you speak in the classroom, it is by

c. Your engagement ☐

d. Intervention of the teacher ☐

### **Section three: Learning management system**

10. How often, if at all, do you use (watch videos, upload videos/photo, use wikis/blogs/online networks)?

e. Regularly ☐

f. Sometimes ☐

g. Rarely ☐

h. Never ☐

11. How do think using distance learning can enhance speaking skill?

e. Very much ☐

f. Much ☐

g. Little ☐

h. Nothing ☐

12. Do you think sharing thoughts and ideas between classroom members can boost your critical thinking?

b. Yes ☐

b. No ☐

13. Do you think teacher instructions by using distance learning can reduce (shame, stress, nothing to say)?

b. Yes ☐

b. No ☐

**Thank you**

## **Résumé**

L'habileté parlante est très importante dans la langue anglaise. Néanmoins, un grand nombre d'élèves ont des problèmes soit en vocabulaire, en prononciation ou en grammaire. Cette recherche a pour objectif d'étudier l'effet du programme qui s'appelle Learning Management System (apprentissage système de gestion) sur l'habileté parlante des apprenants. A cette effet, la recherche quasi-expérimental a été effectuée pour confirmé l'hypothèse. Par conséquence, un seul échantillon expérimental de 20 étudiants qui sont utilisé dans cette étude quasi-expérimentale. Notre recherche a été menée par la comparaison des résultats pré-test et post-test obtenus par les étudiants de trois niveau (moyen, secondaire et universitaire). Statistiquement, la comparaison a montré l'importance du trématent effectué pour l'échantillon expérimental. Donc, le résultat post-test significatif par rapport à pré-test. Ainsi, le résultat obtenu dans cette étude indique que l'importance de la Learning Management System (apprentissage système de gestion) aide les apprenants a améliorer l'habileté parlante. Par conséquence, LMS sont recommandés pour être utiliser en class pour enseigner l'habileté de communication parfaite.