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The Integration of ICT in EFL Classrooms for Teaching Speaking Skill

A Case Study of Third Year Students of English

at Biskra University

A Dissertation Submitted in Partial Requirement for the fulfillment of the Master Degree in English in Language Sciences

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Dedication

To everyone I love,

To everyone loves me,

I dedicate this work.

Acknowledgment

I am most grateful to my supervisor Tayeb Bouhitem for his help, guidance, patience, and valuable advice through the writing of my dissertation. Without his thoughtful comments and encouragements, this work would have never been completed.

I owe a lot of thanks to all the students and teachers who have helped me in conducting the questionnaire.

Abstract:

This work highlights the important role of information and communication technologies in enhancing students' speaking skill in EFL classes. Firstly, we give a general overview on speaking skill. Secondly, we provide a theoretical description of different materials and resources that were and are still used in teaching the speaking skill. Thirdly we describe a successful integration of ICTs in the classroom. It has been hypothesized in this study that if teachers integrate ICTs in class then students' speaking skill will be improved and consequently they will be interested in learning. Also, if students make use ICTs as an aid in developing their oral proficiency, then they will be competent speakers of the target language. To confirm this hypothesis, we administered questionnaire to both third year students of English and teachers of oral expression in EFL classes, in order to see the extent to which they use ICTs, in what context and whether they have the susceptibility to integrate it in their classrooms. In addition to the main issues that prevent teachers from using this strategy. Thus, we administered two questionnaires to be full filled by students and teachers. The practical outcome of the study provides an analysis of data collected from the questionnaires. The study confirms the hypotheses according to the interpreted results and suggests some recommendations that help in achieving a successful implementation of ICT.

Résumé:

Ce travail met en évidence l'importance du rôle des TIC dans l'amélioration de L'expression orale des étudiants dans les classes d'enseignement de l'anglais comme langue étrangère. Premièrement, nous donnons un aperçu général sur cette expression orale. Ensuite, nous proposons une description théorique des différents matériels et des ressources qui étaient et sont toujours utilises dans l'enseignement du langage. En troisième lieu, nous décrivons une intégration réussie des TIC en classe. Il a été suppose, dans cette étude, que si les enseignant n'intègrent pas les TIC dans l'enseignement des modules d'expression orale, le niveau des étudiants ne s'amélioreront pas et par conséquent ils perdront tout intérêt a l'apprentissage de la langue. En outre, si les étudiants n'utilisent pas les TIC le développement de leur langue parlée alors ils rateront leur objectif d'être des orateurs compétents dans cette même langue. Pour confirmer cette hypothèse, nous avons prépare un questionnaire adressé aux étudiants et un autre adressé aux enseignants de l'expression orale dans quel contexte et aussi s'ils ont des prédispositions pour l'intégrer. En plus des principaux problèmes qui empêchent les enseignants d'utiliser cette stratégie. Donc, nous avons administre deux questionnaires pour être renseignes par les étudiants et les enseignants. Les résultats pratiques de l'étude fournit une analyse des données recueillies à partir des questionnaires. L'interprétation des résultats confirme les hypothèses de l'études et suggère quelques recommandation qui aident l'étudiant et l'enseignant a parvenir a une bonne application des TIC.

List of Abbreviations

CA: Communicative Approach

CALL: Computer Assisted Language Learning

CLT: Communicative Language Teaching

DVD: Digital Versatile Disc

EFL: English as a Foreign Language

FL: Foreign Language

ICT: Information and Communication Technology

L1: First Language

L2: Second Language

N: Number

OE: Oral Expression

OHP: Overhead Projector

PDA: Personal Digital Assistant

Q: Question

SL: Second Language

SLA: Second Language Acquisition

TL: Target Language

TEFL: Teaching English as a Foreign Language

URL: Uniform Resource Locator

%: Percentage

List of Tables

List of Figures

x

Table of Contents

Chapter One: General Introduction

I.   Chapter one: General Introduction

"Another language is another soul"
Charles V

Introduction:

Nowadays, it is very important to talk about the implementation of Information and Communication Technology (ICT) in the educational environment especially in the teaching and learning of foreign languages. In the 1980s, Computer Assisted Language Learning (CALL) provided language teachers and learners with authentic input through the use of CD-ROMs to enhance their level. However, the invention of the internet and web-based tools gave birth to ICT which is considered as "Garden of Eden" if it is integrated successfully in the language classrooms.

When debating about learning foreign languages, it can be said that the ultimate aim of many learners is to be competent speakers of the target languages. Speaking is always given the priority and this is not a baseless claim for the one who attends EFL classes and see how students pay more interest to their oral performance. We often hear statements like "S/he speaks good/bad English". However, we should keep in mind that learning to speak English as a second or foreign language is not as easy as speaking a mother tongue, the majority of learners fail to speak the target language fluently and accurately. Thus, many scholars believe that the appropriate use and the successful integration of ICTs in the classroom can reduce the impediments that prevent EFL learners from the mastery of the speaking skill.

I.1. Research Objectives:

Through this research, we attempt to shed light on the important role of information and communication technologies in the teaching of speaking skill to EFL students. We aim at drawing interest from both teachers and learners to use ICT as an attempt to raise awareness about its great effects in improving students' oral performance. Then, our aim is to explore insights into the world of ICTs to understand how it can contribute to the teaching of speaking skill.

I.2. Research Questions:

We have noticed that many students of English courses cannot speak the target language fluently and accurately. They usually claim to have difficulties when they are speaking English, though they consider speaking as the major skill to be developed. Therefore, information and communication technologies were suggested as the best betterment for students' oral performance. Through this study we seek to answer the following questions:

1. How can ICTs develop students speaking proficiency?
2. How can teachers of English integrate these technologies inside the classroom?
3. What do third year students of English think about ICTs?
4. What do teachers of oral expression think about ICTs?
5. What can teachers do to maximize advantages of ICTs?

I.3. Hypotheses:

Many students of English in the English section at Mohamed Kheider University of Biskra face many problems when learning to speak English. We hypothesize that if teachers of oral expression integrate information and communication technologies

inside the classroom then students' speaking skill will be improved. Or if both teachers and learners are aware of the usefulness of ICTs in the teaching and learning of speaking skill then students will be able to speak the target language fluently and accurately.

I.4. Tools of Research:

Concerning data collection, we have taken as a sample third year students of English and teachers of oral expression in Mohammed Kheider University of Biskra. A questionnaire was elaborated for collecting data.

Teachers' questionnaire aims at taping into their experiences and opinions about the implementation of information and communication technologies as a pedagogical strategy to enhance learners' speaking skill. As for students' questionnaire, it aims at finding out whether students make use of ICTs and in which context. Both questionnaires consist of twenty questions. Teachers and students are asked either to tick the appropriate answer or to give their own views about a certain question whenever needed. Briefly, questionnaires distributed are intended to figure out whether teachers or learners give importance and value to ICTs when teaching / learning speaking skill.

I.5. The Structure of the Study:

The present research is organized into four chapters. The first one is devoted to introduce the whole research. The second and third chapters are devoted for the literature review. The last chapter is concerned with the analysis of the data obtained from the teachers and learners questionnaires.

In the second chapter, we look carefully at speaking skill from different dimensions. This chapter is composed of eleven elements that aim at covering the most important points concerning the teaching of speaking skill. This chapter provides teachers with different information that help in making successful oral lectures to motivate learners enhance their speaking skill. Also, it supplies learners with concepts of how to progress a better speaking skill. In addition to a historical review on four language' teaching methods that helped in the teaching of foreign languages.

The third chapter presents a detailed description of different materials and resources that were used and still used in the teaching of EFL. This chapter is divided into three sections; the first section is about old resources such as the black board and the text books. The second section is about new resources pointing to audio visual resources such as the OHP (overhead projector). The third section is the most important one; it deals with the newest materials that are recommended by many scholars; ICTs which are considered as the core subject of this dissertation. Thus, we make a considerable light on the integration of information and communication technologies in language teaching classrooms to develop students' oral performance. In this chapter we provide teachers with the best design of an ICT classroom. Also, we determine the role of both teachers and students in an ICT environment. Finally, we state barriers of using ICTs.

The last chapter represents the analysis of the questionnaires handed to both third year students of English and teachers of oral expression. This chapter provides an investigation about the extent to which teachers and students are aware of the benefits of ICTs and whether they use them or not.

Chapter Two: Speaking Skill and Approaches to

Language Teaching

I. Chapter two: Speaking Skill and Approaches to Language Teaching:

Speech is power.

Speech is to persuade.

To convert, to compel. (Emerson)

It is a true fact that speaking skill is the favorite skill among foreign language learners. The majority of EFL students learn the target language mainly to speak, they try hard to achieve high developed abilities in their oral performance. In this chapter we look carefully at speaking skill. Firstly, we define speaking and we state the main characteristics of speech. Secondly, we highlight four methods in language teaching. Then we show the relationship between listening and speaking. After that, we identify the importance of speaking skill, and we outline the main characteristics of oral performance and difficulties that face EFL learners when speaking the target language. Then, we state criteria that teachers should consider when organizing oral tasks. Also, we suggest the most effective classroom speaking activities that are of great importance in maintaining communication among learners and their teachers. Then, we provide students with oral communicative strategies to help them overcoming the issue of breakdowns. Finally, we discuss the issue of error correction, which errors that teachers are supposed to correct and how it should be done.

1. Definition of Speaking:

In defining speaking, it can be said that it is in its broadest sense a language of human production. It is the verbal communication to express oneself, interact with others and communicate with them. Jones wrote "In speaking and listening we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together" (12). Indeed, when we speak we do not make any remarkable effort, according to

Petrie, speaking is an "activity which most of us spend a great deal of time engaged in, apparently without any effort and with not very much effort" (336). as for Chaney, speaking is the process of building and sharing meaningful thoughts and feelings through the use of both verbal and non-verbal symbols in different speech situations(13) which means that in speaking we require more than the verbal use of language we need also to use non-verbal symbols as gestures and face expressions to convey our messages effectively.

2. Characteristics of Speech:

When speakers use the target language we notice that speech differs from the written form of the language. Harmer (49-50) outlined the following features that characterize Speech:

2.1. Incomplete sentences: when speakers use the language verbally, they usually do not produce the whole sentence structure for the reason that listeners will infer or understand the meaning, so they save time when it comes to simple discourse that does not require the whole production of utterances often in informal speech situations.

2.2. Repetition: another common characteristic of speech is repletion speakers usually repeat their words or the words of other speakers for example one may say "it's hot" and another repeats what have been said "Yap hot".

2.3. Common words in speech: there are words which are more common in speech than in writing. Sometimes speakers prefer to use certain items in the spoken language and not in the written one such as the word begin rather than start, and so instead of very …etc.

2.4. Paralinguistic features: Spontaneous speech is influenced by many non-linguistic factors such as tone of the speakers' voice, speed (faster/slower), louder, softer

and they are connected to meaning. These paralinguistic features differ from one speaker to another.

2.5. Body language: an estimated 93°/° of what we say is conveyed through our body language. When we speak we always use our body language, like using our hands, eye contact, facial expressions and many of us don't pay attention to our body language, therefore it is very important for speakers to know how to use their body language to convince, persuade….etc.

II.2.6. Pronunciation: another feature of speech is pronunciation which has three main aspects; sound, stress, pitch (the level at which you speak) (50) and intonation. These three aspects differ from one speaker to another.

3. Language Teaching Methods:

It is important for us to provide a historical overview of the basic principles and procedures of the most well known methods of teaching foreign languages, with more focus on teaching speaking skill. Therefore, we will present briefly and separately the different methods and approaches used in teaching EFL.

3.1. The grammar translation method/The prussian method:

Grammar translation method (GTM) or Prussian method (PM) was very popular in the western world due to the growing interest in learning foreign languages as Latin and Greek. Its fathers were German scholars Plotz, Meidenger, Ollenorf, and Seidenstucker and it was practiced between 1840s-1940s, and the main focus was on learning grammatical rules, memorizing vocabulary, declensions and conjugations. Freeman (12) notes the following remarks about GTM teaching class:

1. The ability to communicate in the target language is not a goal of languages instruction.

2. The primary skills to be developed are reading and writing. Little attention is given to speaking and listening and almost none to pronunciation.

3. It is important for students to learn about the form of the target language.

4. Learning is facilitated through attention to similarities between the target language and the native language.

5. Vocabulary and grammar are emphasized.

6. The teacher is the authority in the classroom. It is very important that the student get the correct forms.

7. Deductive application of an explicit grammar rule is a useful pedagogic technique.

Although there was a lot of&²²² reading, Grammar Translation Method gave no attention to pronunciation. As a result, learners' communicative abilities in the foreign languages are neglected. So, the development of speaking skill is neglected.

3.2. The audio-lingual method/The army method:

The root of this method is dated back to the Second World War when the United States of America funded special language courses to develop the speaking skill of its soldiers. These courses at that time where called "the army method" which was developed later on to be known as "the audio lingual method".

According to Schank (13), audio-lingual method played a tremendous role in the teaching of languages for two main reasons. Firstly it stresses the importance of oral proficiency and secondly it combines most accepted theories of language teaching and learning. He summarizes its principles in three main points:

1. Foreign language learning is similar to other learning.

2. We can learn from experience.

3. Language learning is a mechanical habit formation.

Audio-lingual method is famous of its emphasis on speaking skill. Therefore, a great deal of oral activity is devoted to develop oral proficiency. It provides language learners with authentic language input and pattern drill to improve pronunciation. In audio-lingual method, teachers teach grammar by inductive analogy rather than deductive explanation and learners induce the rule. Vocabulary is learnt in context. Lindsay and Knight (18) states that "correct pronunciation was strongly encouraged from the beginning" through the use of imitation, repetition and the use of minimal pair drills.

After a period of time, scholars discovered that audio-lingual method is not effective for it is based on the process of habit formation and errors were not tolerated.

3.3. The direct method:

The Direct Method was originated in the 19th century as a product of the work of important scholars as the Frenchman Lambert Sauveur. This method is based upon the principle that second language learning should be more like first language learning. This method concentrated hugely on learners' oral interaction and spontaneous use of language. The direct method excludes Translation between first and second languages excluded and little focus was given to grammar rules. The main characteristics of the direct method are listed as follows:

1. Stresses both listening and speaking comprehension.

2. Gives instruction exclusively in the target language, and teaches everyday vocabulary and sentences.

3. The teacher develops oral communication skills in a careful progression.

4. Explains new teaching points through modeling and practice.

5. Excludes the use of the mother tongue.

The direct method which was also known as the natural method was the best method for teaching the spoken language. However, it was weak in syllabus design and classroom techniques (Davies and Pearce 190).

3.4. Communicative approach:

In the 1980" s, western countries emphasized communicative properties of language and real world simulating tasks. Therefore, Communicative Approach which was based on theories developed by Steven Krashen about language acquisition was the best method to be applied since learners study the target languages mainly to communicate.

Communicative approach underlies that the teacher's job is to motivate learners develop communicative skills by practicing the target language inside and outside classrooms. Thus, students need to work on activities similar to those in real-world situations. So interaction in the target language is necessary and the use of authentic materials is important.

According to Richards and Rodgers, there are three main features that characterizes communicative approach:

> "*One such element might be described as the communication principle:*
>
> *Activities that promote real communication promote learning. A second*
>
> *element is the task principle: Activities in which language is used for*
>
> *carrying out meaningful tasks promote learning. A third element is the*
>
> *meaningfulness principle; Language that is meaningful to the learner*
>
> *supports the learning process*" *(Richards and Rogers 72).*

11

Communicative approach is seen as the best method for developing learners' oral abilities because it emphasizes communication through interaction using the target language. So, all of the four skills are activated in this approach to enhance the speaking skill of foreign language learners.

4. Integration between speaking and listening:

A part from the fact that 80% of what we know is acquired through listening skill. Listening remains the most important skill in learning speaking EFL. There is a strong relationship between these two basic skills. Thus, to achieve a communicative competence, learners should integrate between the two processes: the more we listen the more we develop our speaking skill.

5. Speaking importance in EFL classes:

Undoubtedly, the ultimate goal of foreign language learners is to speak the target language successfully and competently. They all concentrate on their oral performance for it is "a skill by which they are judged while first impressions are being formed" (Hedge 261). The speaking skill is always given the priority in EFL classes, Vanlier stated:

> *"Of all the four skills (listening, speaking, reading, writing)*
> *speaking intuitively the most important: people who know a*
> *language are referred to as "speakers" of the language as if*
> *speaking included all other kinds of knowing"(120).*

Thus, we often judge language learners from the way they speak though they are not good in other skills. Nunan believes that the success of foreign language learners is measured in terms of their ability in mastering speaking skill i.e., holding a conversation in different

contexts(13). Fulcher stated that "speech is about making choices" (24). Learners are required to choose how to express themselves, how to express their ideas and how to reflect their personalities and abilities when interacting with others using the same language. For Fulcher, the choices that learners make when speaking are both internal and external. Internal choices in correlation to the language structures and rules, also the psychological state of the learners, and external choices in relation to the talk situation, which means, the context and the participants of the speech (24).

Speech is limited in time. Bygate describes it as "a real time phenomenon" (24) which means that speakers think what to say, how to say it, and then saying it in a very short period of time, all of this depend on a set of factors which are: the knowledge of the structure of the language, the lexical range, the capacity to formulate expressions and the ability to convey the intended meaning to the listener.

6. Characteristics of Oral Performance:

The mastery of the speaking skill is based upon the mastery of fluency and accuracy. Richards and Rodgers agree that "fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context" (157). Thus, competent learners of the foreign language are not those who know the language system but are those who use what they know in oral performance. Accuracy which is represented in the triangle of grammar, vocabulary and pronunciation is very important to develop communicative competence; learners are expected to achieve both fluency and accuracy.

6.1. Fluency:

The fluency is considered as a very important characteristic of speakers' performance. Hughes believes that fluency is the ability to express oneself in a comprehensible, logical and correct manner without too much hesitation, otherwise the communication process will break down because listeners will not be interested in the speech any more (22). To overcome the issue of hesitation, teachers should encourage their students to use what they know about the target language in order to be fluent speakers, this is considered as a practice and by time they will produce a fluent speech without hesitating. According to Hedge, fluency is related to the oral production, it indicates speakers' ability to link units of speech smoothly (50). In other words, fluency is the ability to respond appropriately in a coherent way by linking the linguistic items of the language successfully in addition to the clear production of sounds using stress and intonation.

Many of us consider fluency as being quick when using language, but for Thornbury pauses are as essential as speed (67) which means that speakers of English should make pauses to help the listener understand the message and have sufficient time to think about it and also allow him to give his opinion. However, frequent pauses shows that the speaker has problems in conveying his/her message. As a solution, Thornbury (67) suggests something as tricks i.e., productive strategies as "um" and vagueness expressions like "I mean". This may help to fill those pauses.

6.2. Accuracy:

It is crucial that teachers build their students' accuracy because it is very important in the mastery of speaking skill. Many speakers of English give importance to fluency and exclude the role of accuracy, but being fluent is not sufficient. Speakers must produce a correct and comprehensible speech because frequent mistakes or errors will make it difficult for the

14

listener to understand the speaker. Skehan (23) defines accuracy as the extent to which the target language is produced according to its rule system. Thus, grammar, vocabulary, and pronunciation should be taken into consideration when learning or using the target language.

The grammatical accuracy is defined as one's ability to use the linguistic rules or the grammatical structure of the language appropriately which involves both the length and the complexity of the utterance also the ability to use these rules in any speech situation. However, we should bear in mind that the grammar of the spoken language differs from the written form of that language. Thornbury enumerates seven things that characterize spoken grammar:

- Clause is the basic unit of construction.

- Clauses are usually added (co-ordinate).

- Head + body + tail construction.

- Direct speech favored.

- A lot of ellipsis.

- Many question tags.

- Performance effects (hesitation, repeats, false starts, incompletion, syntactic blends).

Teachers should focus on the construction of the grammatical accuracy of their students in order to be competent speakers of English (such as in our case).

6.3. Vocabulary:

The appropriate and correct selection of words according to different speech situations is also considered as accuracy in terms of vocabulary. It is very important for students to possess a rich vocabulary in order to be able to participate successfully in different contexts and to

avoid issues such as lack of appropriate words and incorrect use of synonyms. Therefore, knowing a wide range of words is essential for effective communication.

6.4. Pronunciation:

Achieving good pronunciation is always considered as a difficult task for many EFL speakers. However, to accomplish a high level of competency in using English, learners should focus on the way the words are uttered by native speakers; know how and where different sounds are made in one's mouth, in addition to stress and intonation. Redmon and Vrchot (104) wrote that the correct use of words in the correct moment with the correct pronunciation is necessary in the mastery of the speaking skill; pronunciation for them is to utter words in a generally accepted or comprehensible way.

7. Criteria for Choosing Speaking Tasks:

Undoubtedly, many teachers of English select and organize the oral activities without taking into consideration some effective criteria that play a very important role in enhancing learners oral performance. Those criteria for Thornbury are the base for successful speaking tasks in EFL classrooms in order to meet students 'needs and at the same time provide enough speaking opportunities so that students will be able to use the target language independently inside and outside classrooms

7.1. Productivity:

When we say speaking tasks we mean those activities that are based mainly on the oral production of the language. For Thornbury, productivity is very important to score the maximum language production by learners in order to achieve the independent use of the target language. He thinks that if an information gap or group discussion activities are determined by the exchange of isolated words and by the participation of few number of

students using their native language then the teacher's goals behind such a task will not be achieved (90). Thus, productivity is worthy to help students accomplish proficiency and competency in using the target language.

7.2. Purposefulness:

Here, teachers should determine the aim behind the task that is going to be practiced. Thronbury suggests that language productivity increase and development depend on the well clarification of the task (90). Therefore, learners should be aware of the reasons for practicing a certain task, so that they perform better in different contexts. "For example the aim of having to reach a jointly agreed decision can give a discussion more point and encourage the participation of all members" (Thronbury 90). He continued "requiring learners to report to the class on their discussion is also an effective way of ensuring a greater degree of commitment to the task" (90). Therefore to achieve a more language production, the purpose of the task should be determined and clarified in EFL classes.

7.3. Interactivity:

By this term it is meant that teachers must make learners aware of the effect of the importance of their performances on the audience, or let us say their peers. This encourages them to do their best in a certain activity. Here, teachers are supposed to stress interaction between students, in other words, they select tasks that need to be performed in front of all members of the classroom. In order to open the door for questions, comments, declarations, clarifications and understandings. Thronbury wrote "Even formal monologic speaking tasks such as talks and presentations should be performed in situations where there is at least the possibility of interaction (91). So interaction is the core of the task and the more students interact with each other and with the teacher as well their speaking skill is improved.

7.4. Challenge:

This criterion suggests that the selection of the task depends on student's needs and preferences. The task should be about something that students like or enjoy and at the same time are able to do. This of course encourages and motivates them to be more creative and brilliant in what they are doing as a result they will do their best to produce a better comprehensible output. For Thronbury "if the degree of challenges is too high, this can be counterproductive, inhibiting learners or reducing them to speaking in their L1" (91). So the activities which are to be practiced should not be very complex and difficult in order not to impede students 'speaking skill development.

7.5. Safety:

In addition to the importance of learners' challenge, learners should have self- esteem when practicing any task. The teacher as a guide or instructor is supposed to

make a reliable atmosphere for his students, and must show them that he will always be there when they need help, or when things get seriously out of control. By this, learners will feel secure. Tronbury stated "the classroom should provide the right conditions for experimentation, including a supportive classroom dynamic and a non judgmental attitude to error on the part of the teacher" (91). So, safety criterion has a positive effect on learners' psychological state which makes them improve their outcome.

7.6. Authenticity:

Teachers in EFL classes should know that speaking activities must have some relation with the language used in the world outside. Thronbury explained "in order to become

autonomous, learners need to experience a quantity of communication in the classroom" (91).This indicates that the topics, roles, and talk situations need to be similar to those in real life. This for sure will make students motivated towards the task. For example, the teacher suggests a free discussion task about a football match. Here, students will use a real life speech and they will be exited. Therefore, authenticity is a very important criterion to develop and improve speaking skill.

8. Types of Speaking Tasks:

Under this title we make a considerable light on four effective types of activities that would serve as much as we hope oral courses to go forward. However, before choosing what task to practice in the classroom, teachers must give priority to their students needs which means that they should do what students like and enjoy and not what the teachers want. Therefore, teachers should take into account their students' needs and attitudes towards the target language also their level, whether they are beginners, intermediate, secondary, or university learners, in addition to their psychological state, whether they are motivated to be involved in a task or not. Now we tackle to four important types of activities.

8.1. Role Play Task:

Role play is one of the most well known activities in EFL classes. Here, students start first performing simple dialogues in pairs or groups. Then, they move to complex ones, the teacher chooses the setting and the roles to be performed, but the language to be used is the student's choice. The role play activity has many advantages in developing students' speaking skill. Hedge believes that role play activity improves students' fluency because in this task unlike free discussion they are obliged to talk (280). Therefore, they will do their best to speak good English in front of their peers. According to H. Douglas Brown role play activity gives learners their freedom in choosing what to say and how to say it, whereby creativity will

19

characterize their linguistic output (174). In addition to these advantages, H. Douglas remarked:

> *"play allows some rehearsal time so that students can map out what they are going to say and it has the effect of lowering anxieties as students can even for a moments, take on the persona of someone other than themselves"* (174).

This is another important point that should be well understood about the most important advantages of role play activity. However, the success of the role play depends on whether students are motivated to take over a role or not and whether the role suits their preferences and attitudes or not. Therefore, teachers are expected to be aware of these barriers in order to achieve successfully their goals behind a role play.

8.2. Information gap activity:

In EFL classes, fluency is commonly required. Therefore, information gap activity for many scholars and researchers is very interesting, where the teacher asks his students to work in pairs or groups, each group shares specific information that the other groups do not know anything about it in order to achieve an outcome.

Information gap activity has many advantages; students are required to exchange the information, so negotiation of meaning will play a good part when interacting. Students will not move to information till they understand each other. Therefore, Hedge believes that "there will be a comprehension and confirmation checks, more clarification requests, and more repetitions" (281). Here, learners are excited to know each other's information; this motivates them to speak English.

However, information gap activity has also its own limitations. It is not like role play where all the students are obliged to speak; there might be some students who do not this issue to enhance students' speaking skill.

8.3. Free discussion task:

When the free discussion task is mentioned, the first thing that comes to mind is an oral interaction between students in the classroom. Here, students give their opinions about a certain theme that the teacher has already selected. Free discussion allows students to express themselves, state their preferences and communicate with each other.

Free discussion has many advantages, Hedge believes that the greatest advantage that free discussion offers is that it helps students to practice the strategies required in interpersonal communication indirectly as turn taking, introduce a topic, and change a topic (277). So, it is a very important task that helps students to enhance their speaking skill.

However; free discussion needs some support to accomplish its objectives because in the classroom not always all the students participate in the discussion. The quantity of information that the teacher gives to his students is considered as a support in which the teacher provides them for example with a picture and a quotation that serve the discussion and provide learners with linguistic resources. Another support, the teacher may use, is to ask students to write down some ideas and then discuss them in front of all the members of the class. Also he may clarify the objectives behind a certain discussion; this would motivate the learners to speak.

8.4. Storytelling task:

This type of activity is considered to be one of the most effective means to practice speaking skill in the classroom that aims at helping students to be able to tell stories in

English. Thronbury comments "story telling is a universal function of language and one of the main ingredients of casual conversation" (95). It usually happens spontaneously. However, teachers should be aware that students need some time to think about what they are going to say in front of their peers.

In storytelling activity, students may tell about themselves, their families or friends, they may also tell about a film they watched, a book they read, or a place they visited. For Harmer, the best stories are those which are based on a personal experience (130). Their classmates would ask them different questions to know more about what happened.

Storytelling task has many advantages. In addition to the well practice of grammar rules as tenses and the acquisition of new vocabulary, students as they interact during this activity, they will better know each other. Thronbury stated "though their stories learners not only practice an essential skill (speaking), but they can also get to know one another: we are our stories"(131). Therefore, this type of activity has been recommended by many scholars in EFL classes to meet learners' needs and interests.

9. Difficulties in Speaking EFL:

There is no doubt that learning to speak a second or foreign language seems to be quite difficult than learning to speak the mother tongue. This issue is widely spread among EFL students, they all try to speak good English but unfortunately they fail. We often hear statements like:

"...when it comes to communication, I feel lacking (laughs)(...) quite
a bit, although I'm sure everybody (in my class) feels like that. We don't
do a lot of speaking and everybody feel awkward when they speak"
(Ortega43).

Many of students of English fail to communicate, to express ideas and feelings when communicating with either native or non native speakers of English. Luoma agrees that "speaking in a foreign language is very difficult and competence in speaking takes a long time to develop (1)". There are many factors that play an important role in that failure the most common one is the nature of the language itself. Brown identified eight difficulties that most non native speakers of English encounter in the learning process.

9.1. Clustering:

Speakers of English may face difficulties in pronouncing the cluster of sounds/ letters as in the name of the British actor: Peter Postlethwaite. Or they may divide their speech in terms of words by making pauses. Brown (270) believes that fluent speech is "phrasal" but not "word by word" utterance.

9.2. Redundancy:

The spoken language contains redundant forms such as (you see/ I mean/ well/ you know/ sort of/ oh then/ etc). Those forms are used to manage a spoken discourse i.e., to rephrase, hold a turn, take a turn, pass a turn or close the conversation. However, EFL students can make use of these redundant forms in their oral performance for more comprehension.

9.3. Performance variables:

Oral performance of EFL learners is characterized by hesitation, false starts, and self-correction.

9.4. Reduced forms:

In the learning process, students are taught the full forms of the target language. However, English language (in our case) is famous of reduced forms; those forms can be phonologically, morphologically, syntactically or semantically reduced into shorter ones. Native speakers tend to shorten their speech for example; won't you do me a favor? Is pronounced "wontchyuh do me…" which make it difficult for learners to cope with all of those reduced forms. So, they need also to be taught the reduced forms of the target language.

9.5. Colloquial language:

Students are often taught the formal use of English, but the target language contains what we call colloquial language (slang words, cultural knowledge, idioms…) which is used in every day speech situations by native speakers, and the ignorance of this language prevents learners to develop their oral performance.

9.6. Rate of delivery:

Rate of delivery refers to how fast or slow speakers talk, students of English may find themselves unable to produce and understand a fast or slow speech.

9.7. Stress, Rhythm, Intonation:

Another challenge that face students using English is stress, for example the meaning of a certain word can change whenever we stress that word differently as in the word present, when the stress is on the first syllabus it becomes an adjective, and when we put it on the second syllabus it becomes a verb, small changes in stress, rhythm, and intonation may confuse learners of English in both cases either when they listen or when they speak the target language.

9.8. Interaction:

Interaction is very important in developing learners speaking skill for the fact that the more they interact in different speech situations (formal and informal) the more they become competent speakers. However, if interaction is not there, their oral performance progress cannot be developed.

1O. Oral Communication Strategies:

Learners of foreign languages often try to achieve a communicative competence because the main goal is the oral use of that language in different speech situations. However, the appropriate and independent use of foreign languages seems to be difficult for many. Thus, scholars and researchers suggest what they call "communicative strategies" as a solution for the communicative issues that face learners. According to Ellis and Burkhuizen (170-71), communicative strategies are "speakers-oriented; that is they are used by learners to compensate for lack of L2 knowledge or their inability to access the L2 knowledge they have". Therefore, communicative strategies are essential in communication. Bygate (19) divided communicative strategies into two types and each strategy of the two includes other sub strategies. Achievement strategies involve guessing strategies, paraphrase strategies, and co-operative strategies. Reduction strategies include avoidance strategies.

1O.1. Achievement strategies:

These strategies are used as a compensation when speakers lack a certain item of the language for example a noun, an adjective…etc so they attempt to convey their messages without changing or losing it. This helps to maintain the flow of communication without breaking it down. Achievement strategies include the following sub strategies:

1O.1.1. Guessing strategies:

Speakers have the opportunity to use different guessing strategies. First, they can borrow a word from their native language without changing it hoping that listeners will understand it such as "it is an auto" auto instead of car. Second, they may pronounce a word from their mother tongue as if it belongs to the target language. For example; a germen can say doppelzimmer meaning double room or he may say "how much is the fahrt" meaning the fare and pronounce it as if it is English. Third, speakers can use another guessing strategy that is creating a new target language word based on his previous knowledge of the language such as using green lemon meaning lime.

1O.1.2. Paraphrase strategies:

In paraphrase strategies, speakers use synonyms or more general words as an alternative for the one they ignore or miss and this is called "lexical substitution strategy". In other situations, speakers may explain the meaning of a word or the meaning of something by making some sort of phrasing and this is referred to as "circumlocution strategy" for instance light black for grey.

1O.3. Co-operative strategies:

Co-operative strategies mean that speakers get help from their interlocutors by asking them directly, using mother tongue, or by indicating the object…etc.

1O.1.4. Reduction strategies:

Reduction strategies refer to the situation where speakers give up the topic or abandon a certain message.

1O.1.5. Avoidance strategies:

Such strategies are often used to avoid some particular sound sequence for example an English man may avoid the German word "raghts" because it is difficult for him to pronounce the sound /kh/. Also, to avoid some difficult structures as the conditional in English or words whose gender is unknown or when the speaker is not sure about it, but using these strategies speakers may sacrifice part of their intended meaning. Finally, guessing strategy can be used to avoid expressing opinion due to the lack of vocabulary by changing the topic or by keeping silent.

11. Error Correction:

For full comprehension, we should clarify the difference between mistakes and systematic errors. The former occurs because of various factors. For example, a student in EFL class during oral course may say; "the old man meet the old lady with flowers". Normally, the correct word is "meets", however, the student mistook on purpose, and the reason behind this mistake is that he may feel anxious or unconfident. Hedge wrote "mistakes which are caused through inability to perform that knowledge in production because of factors to do with carelessness, tiredness, distractions or difficult circumstances" (289). This means that students are able to correct their own mistakes. Hedge believes that in this case learners can probably correct their mistakes by themselves if their attention is drawn to them (289). Therefore, mistakes do not mean students' failure to use the target language since they can be self corrected.

On the other hand, systematic errors mean the ignorance of the language rules or the language knowledge. For Hedge "systematic errors are evidence of learners' current stage of inter language and are to do with incomplete or faulty knowledge of English" (289). This means that learners in EFL classes especially during speaking activities, when there is plenty of speaking opportunities, they may mix between L1 and L2, and they make errors deliberately, because they lack information or linguistic competency about the target language. This distinction might help teachers in EFL classes deal more effectively with their students' errors in order to reach a comprehensible correct output.

Since our main concern here is error correction, we prescribe or list the main points that teachers in EFL classes should be aware of when correcting their students' errors:

1.   Teachers should understand whether the student has mistaken or erred.

2.   For Harmer "constant interruption from the teacher will destroy the purpose of the speaking activity" (131). So, if the teacher's correction will impede the speaking flow, it is better to wait the learner till he finishes his speech in order not to interrupt him.

3.   Teachers should not criticize students when they make errors, but try to correct them gently to encourage them to speak.

4.   It is better to make students correct their own errors. Hedge suggests that teachers should encourage self-correction; this makes learners gradually responsible and independent when speaking the foreign language (291). Therefore; self-correction is more appropriate.

As we have seen, error correction is a difficult task to deal with, because teachers are often confused about what errors to correct, when and how to do so. Therefore; to overcome this issue, Harmer stated:

"Perhaps the best way of correcting speaking activities

appropriately is to talk to students about it. You can ask them how

and when they would prefer to be corrected; you can explain how

you intend to correct during these stages, and show them how

different activities may mean different correction behavior on your

part" (131).

Hence; students may co-operate with their teacher to achieve a successful error correction and enhance their speaking skill.

Conclusion:

In a nutshell, this chapter is devoted mainly to discuss speaking skill from different angles. Speaking as an important skill in EFL classes requires effective tasks to develop students' speaking proficiency and at the same time make them responsible for their own learning process. Thus, when teachers organize oral expression activities they are supposed to consider certain criteria in order to create a reliable atmosphere which motivates students to work more. In addition to these important points, teachers should not neglect the role of listening skill which is essential in providing students with a real language use not just theories. Therefore, teachers should encourage students activate their listening skill in order to facilitate the process of language learning and make them aware of the different communicative strategies to overcome the issues they face when using the target language. These are the main points through which the chapter aims at bringing insights into the area of speaking skill in EFL classes.

Chapter Three: Language Teaching Materials and ICT Integration in Teaching Speaking Skill

I. Chapter three: Language Teaching Materials and ICT Integration in Teaching Speaking EFL

For centuries, the teaching of foreign languages was a very important area that was supported by different materials and resources to obtain a successful education. As for the field of EFL, Producing competent speakers of English was always challenging. This chapter presents a brief description of different materials that contributed to the teaching of EFL in general and speaking skill in particular. This chapter is divided into three sections; the first one outlines traditional resources. The second one presents new resources and the third section deals with the newest resources that is the core of this dissertation. We discuss each one separately for more comprehension.

1. Section One: Old Language Teaching Materials

Under this title we mention the main old resources used in the teaching of EFL. Teachers of oral expression need a wide range of materials in the classroom for their students' development in the teaching/learning process. Therefore, the following resources are often found in EFL classes.

1.1. The blackboard:

In the distant past, the first material that was used over the world was the blackboard, and it is used till now even in developed countries. It was considered as a support for teachers' explanation. It is considered as the most useful material for it is always available. But there are many teachers who misuse it. Therefore, Teachers who use these materials should consider the following points:

- When the teacher is writing he should stay on a side so that everyone can see what he is writing.

- It is essential to write clearly and large enough so that all students are ble to see and understand what the teacher is writing.

- It is better for the teacher to talk and write at the same time in order to engage students in the learning process.

1.2. Realia:

Realia are a set of materials and objects that are used in the classrooms in order to make the teaching process more real. Brown (143) states that "realia are probably the oldest form of classroom aid, but their effectiveness in helping students connect language to reality cannot be underestimated". Thus, this old material is seen as an important support for the teaching of speaking skill in EFL classes. It makes English lessons memorable and it creates a link between the objects and the word or phrase they show.

1.3. Flash cards:

A small card printed with words, numbers, or pictures used as a teaching aid to facilitate the learning process. Inmaculada (12) wrote that "a flash card is a type of card in which some visual element appears: it can be a picture, a photograph, or even a text". Inmaculada believes that Flashcards have many advantages:

"The teacher can prepare them at home, so they can be more

attractive and colorful than a picture on the blackboard (…)they can

be used by the teacher more than once in classroom(it also happens

with most visuals aids, such as wall charts, slides, pictures, etc)"(12).

A flashcard then is helps teachers of English achieve rapid responses from learners.

1.4. Wall charts:

Wall charts are defined as a large piece of paper that contains information on a specific subject and is fastened to a wall. Trujillo et al think that "wall charts comprise a sequence of events related in time and/or space, which make them suitable for narratives or science-related presentations, among many other possible uses" (5). So, this material is considered as an important old material that contributed to the teaching of EFL.

1.5. Posters:

Posters are different from wall charts. They do not have a sequential structure. Posters contain letters, maps and numbers.

1.6. The textbook:

The textbook is a book designed for students to be used as a standard work.

2. Section Two: New Language Teaching Materials

Though it is usually a problem to find these objects available in EFL classes, new materials such as audio player and overhead projector are very useful in building students' fluency and accuracy, such material can be useful with large classes because the teacher can face his students as he is explaining something on the screen. Also, they save time because the teacher will not spend any time writing things on the board.

2.1. The audio player:

A portable consumer electronic device that was considered as very important equipment in teaching speaking skill for it provide learners with authentic language. It helps teachers to carry out listening activities and consequently it improves learners speaking skill.

2.2. The overhead projector (OHP):

This device is defined by Jones as "a well-built horizontal surface where mugs of coffee may conveniently be placed" (7). Teachers can OHP as a support because it is "capable of projecting enlarged images of written or pictorial material onto a screen or wall from a transparency placed horizontally below the projector and lighted from underneath. a projector that throws an enlarged image of a transparency onto a surface above and behind the person using it. Alterations and additions can be made to the material on the transparency while the projector is in use". Though it is difficult to integrate it in classrooms, OHP as technical equipment was recommended by many scholars for it can help teachers to improve and civilize their teaching methods.

3. Section Three: The Newest Resources ICT

Over the last few years there has been mach debate about the use of computers and the internet in foreign language teaching. Many attempts have been written to organize and determine the successful application of information and communication technologies (ICT) in the language classrooms. Since our main concern here is to stress the integration of the newest teaching materials ICTs, we should sale deeply into this subject.

3.1. Definition of ICT:

There are many definitions given to the term ICT. However, we can simply say that ICT or ICTs stand for information and communication technology or technologies where the computer plays a central role. L.Tinio defines ICT as " a diverse set of tools and resources used to communicate, and to create, disseminate, store, and manage information"(4). These equipments include television, computer, radio, cellular phones, satellite systems, and internet or computer and network hardware and software. In addition to different applications and services related to these materials like videoconferencing and distance learning. While according to UNESCO, The term "information and communication technologies" (ICT) refers to forms of technology that are used to transmit, process, store, create, display, share or exchange information by electronic means. ICT can be used in various contexts such as ICT industry, ICT law, ICT legislation, ICT education…etc.

3.2. Light on CALL:

In the 1960s, many researchers talked about the credibility of computer assisted language learning (CALL) in developing learners' mastery of the target languages. Levy defines CALL as "the search for and study of applications of the computer in language teaching and learning" (1) in other words, the computer was responsible for the presentation, reinforcement, and assessment of the task to be learned. Computer at that time offered language teachers and learners with authentic language input. Mcdougald believes that the computer served language teaching and learning in many ways, "it can be a tutor where everything that is heard has to be repeated, practice drills in order to help you perfect the language, As well as a starting point for discussion" (17). Therefore, the application of CALL played a tremendous role in developing learners speaking skill.

4. Utilization of ICT in EFL:

There is no doubt that computer assisted language learning (CALL) contributed to EFL area. However, in the last few years, scholars have been emphasizing the important role of ICT in education generally and in the field of EFL particularly. Methods of teaching EFL should be renewed in order to build a strong basis for education. The information age can enhance both teaching and learning processes and thereby accomplish a higher status. The integration of ICTs in the language classroom requires teachers and students as well to be aware of different types of learning through the use of information and communication technologies. The following kinds can offer teachers and students a variety of opportunities in improving the mastery of the target language.

4.1. Definition of e-learning:

E-learning is a type of learning where ICT tools such as the internet, CD-ROMs and portable devices like laptops mobiles are used in education in order to enhance the learning process. L.Tinio defines e-learning as a type of learning "that uses information network as a learning which encompasses learning- the internet (LAN) or extranet (WAN)- whether wholly or in part, for course delivery, interaction and/or facilitation"(4). Thus, the application of e-learning in education is growing rapidly.

4.2. Definition of online learning:

Online learning is another facet of e-learning, it works through the use of the internet.

4.3. Definition of blended learning:

Blended learning is another type of learning that is becoming popular in education. It is like e-learning depends on ICTs but it is a mixture of online and face-to-face course delivery. According to L.Tinio, blended learning "refers to learning models that combine traditional

classroom practice with e-learning solutions" (4). Blended learning may include different tasks. "For example, students in a traditional class can be assigned both print –based and online mentoring sessions with their teacher through chat, and are subscribed to a class email list"(L.Tinio 4). Thus, teachers of EFL should be aware of this type of learning and try to incorporate it within their methods of teaching.

4.4. Definition of distance and open learning:

Dudeney and Hockly wrote that "the term distance learning originally applied to traditional paper-based distance course delivered by mail (136). This type of learning includes technologies like CD-ROMs, Internet, mobile technologies as laptops, phones…etc. On the other hand, open learning refers to the extent to which students have opportunities to make decisions about the learning process. Dudney and Hockly believed that open learning is one aspect of distance learning. They stated that "the more open a distance course is, the more autonomy the learner has in deciding what course content to cover, how to do so and when"(136). Thus, the success of this type of learning depends on the opportunities given to students. While the commonwealth(1) of learning defines open and distance learning as:

> "a way of providing learning opportunities that is characterized by the
>
> separation of teacher and learner in time and place, or both time and
>
> place; learning that is certified in some way by an institution or agency;
>
> the use of a variety of media, including print and electronic; two-way
>
> communications that allow learners and tutors to interact; the possibility
>
> of occasional face-to-face meetings; and a specialized division of labour
>
> in the production and delivery of courses"(commonwealth of learning).

It is very important for teachers of EFL to understand how these new learning methods work in order to move towards a new teaching era. These types of learning can help in

developing learners speaking skill if both teachers and students work together in applying them.

5. Advantages of ICT:

Despite the fact that the implementation of ICT in the classroom is difficult for many teachers and students as well, it is not only important but essential to use these technologies in the teaching of speaking skill. These are the main advantages of Information and communication technology:

1. ICTs can make learning more available to students who want to study outside normal hours, or who need to work more on their speaking skill.

2. ICTs offer interesting resources of authentic materials on the internet, CD-ROMs, and DVDs.

3. ICTs can meet different needs and preferences of learners.

4. ICTs enhance both learners and teachers cognitive abilities.

5. ICTs motivates both teachers and students, it makes the learning process more enjoyable.

6. ICTs provide interaction which offer more opportunities for students to act as creators and manipulators in the learning process.

7. ICTs make students more responsible and more engaged in developing their oral performance.

8. ICTs enable students to interact with native speakers through emails, audio and videoconferencing.

9. ICTs support didactic or facilitative approaches, interaction and collaboration across time and place, develop a mind-map in different learning/teaching contexts.

10. The internet and the World Wide Web offer many learning materials with different subjects and in a variety of media anywhere and at any time, this new ways give more opportunities for practicing the target language and assessing students' oral performance.

6. Integrating ICT in the Teaching of Speaking Skill:

The integration of ICT in the educational environment is becoming increasingly important. Blair commented in 1991 that "technology has revolutionized the way we work as it is now set to transform education. Children cannot be effective in tomorrow's world if they are trained in yesterday's skill". Therefore, education in Algeria has to renew itself in order to be in line with the globalized society. As for the field of EFL, it is essential to adopt ICTs in the teaching of speaking skill since it is the most important skill to be mastered. Many scholars believe that when teachers integrate ICTs they bring the real world into classrooms. Thus, a careful planning and judicious use of ICTs can encourage students develop their speaking skill. ICTs can improve the quality of teaching and learning. It offers teachers and learners a variety of materials and authentic resources of the target language. ICT bridges the target language culture with the teaching and learning process. Thus the integration of ICTs is not only important but it is essential for achieving a successful education.

7. Building an ICT Classroom:

Many teachers of English in the 1960s and 1970s claimed that the utilization of technology in teaching language use is not helpful. They preferred simple or traditional materials such as chalkboard instead of language labs. However, Hewer and Davies believed that the failure of using technological devices is "largely due to human failure, a lack of investment in training teachers how to use it and a lack of imagination" (22). Training teachers how to use ICT equipments is necessary to achieve a successful integration of ICT. For teachers who are not experienced in ICTs, Dudeney and Hockly suggest that it is useful to start "with simple tools and projects in class, such as websites, or using ready-made materials for language learners, such as webquests" 12). As a start, this may help both teachers and students get used on this way of teaching and step by step they will be more able to deal with

these technologies. Dudeney and Hockly (13) outlined the following equipments which are essential in implementing technology with learners:

- At least one computer (preferably one per two).

- An internet connection.

- A printer.

- An audio card in the computer, and a headset (audio and microphone) for every computer.

- Basic software (a word processing program, a web browser like Internet Explorer, Firefox, Safari or Mozilla, and email program).

These remarks given by Dudney and Hockly are important, but if computers are not available, teachers and students can bring into the classroom their own PCs if they own ones in order to be actively engaged in the construction of an ICT classroom. Trujillo et al suggest the following design that gives teachers an idea about how an ICT classroom may looks like:
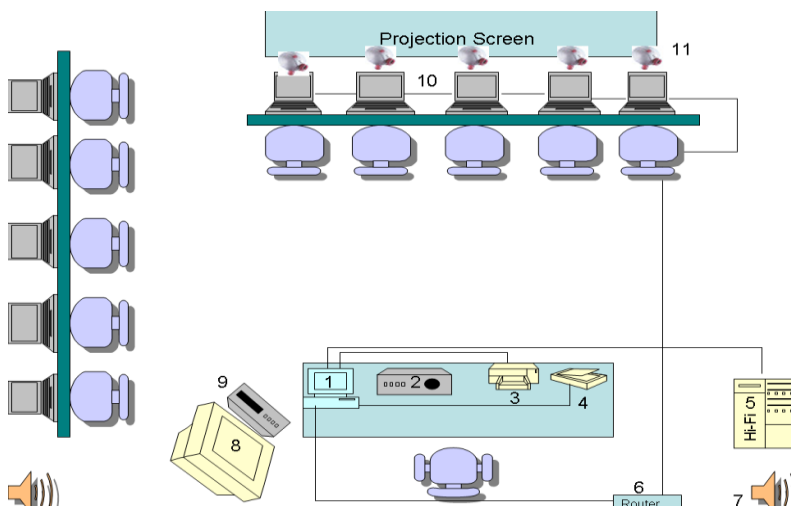
1. Teacher's computer.

2. Video projector.

3. Printer.

4. Scanner.

5. Hi-Fi equipment.

6. The internet.

8. Techniques for Using ICT with Students:

The integration of ICT requires some effective techniques that help teachers to provide students with different opportunities to practice the speaking skill. Therefore, it is important to suggest the following essential techniques that are seen by many scholars the key factor for the mastery of the speaking skill.

8.1. Using CD-ROMs with students in the classroom:

CD-ROMs is an abbreviation for 'Compact Disc Read-Only Memory' and it have been around since the 1980s and are becoming widely used due to the use of the newest technologies such as instant messaging, blogs…etc. the integration of CD-ROMs in the classrooms is strongly emphasized by many scholars. Teachers of oral expression may use these devices to teach the speaking skill for its great advantages. Dudney and Hockly (115) believe that the use of CD-ROMs in the classroom has a positive effect on students' performance because when they are exposed to authentic language via audio and video they will be more motivated to study the target language independently as they called "autonomous learning". Thus, it is essential to integrate this tool in the teaching of speaking skill.

The use of CD-ROMs in the classroom can be somehow troublesome for teachers who are not yet experienced with the implementation of these technologies. Therefore, scholars

Dudney and Hockly (115) suggested the following activities that may help teachers get started with the use of CD-ROMs in their teaching process:

1. If you (teachers) have access to a data projector (or 'beamer') and one computer, CD-ROM or DVD content can be projected onto a screen for the whole class to view and work on together, with learners taking turns to take control of the computer mouse.

2. If the school has a computer room or self-access center, the teacher can program in regular short sessions, for example once a week or fortnight, in which learners work alone or in pairs on CD-ROM materials during class time. Note that these sessions should be kept short so that learners don't get bored or lose focus.

8.2. Using DVDs with students in the classroom:

DVDs is an abbreviation for 'Digital Versatile Disk' and they are similar to CD-ROMs in that a variety of data can be stored in them, but their capacity in storing data is much greater than CD-ROMs. DVDs were developed in the 1990s and were seen as a very important device to be integrated in the language classroom and replace CD-ROMs for their storage capacity and the high quality of audio and video.

These are some ideas suggested by Dudney and Hockly (114) that may help teachers of oral expression work with these technologies in order to enhance their students' oral performance:

1. The subtitles of a dialogue are hidden during a first (and even second) viewing. How much the learners understood can then be checked with comprehension questions, and the dialogue played a final time with the subtitles.

2. Learners listen to short sections of a DVD dialogue several times, transcribe them and then check their version of the transcript with the subtitles.

41

3. Learners watch a short DVD dialogue between two characters with the audio switched off, reading the subtitles several times. Pairs are then invited to each take a character role, and to read the subtitles for their character at the same time the dialogue is played again, still with the audio switched off. This can be repeated several times. Can the learner keep up with the lip movement of characters? Finally, the dialogue is played with the audio switched.

8.3. Using Chat for teaching speaking skill:

One of the most effective techniques in improving students' speaking skill is chatting especially if it is well organized and well timed. It is considered as a very important tool in improving learners' fluency and accuracy. Thus, it is important to determine the reason of chatting for students. Dudney and Hockly stated that "chat is a tool that allows for synchronous, i.e. real time, communication over the Internet" (71). They outlined eight different types of chatting:

8.3.1. Text chat: this type is all about typing messages into the chat program.

8.3.2. Audio or voice chat: it is like phone conversation, communication takes place via audio.

8.3.3. Public chat: it offers an opportunity for any user to join, interlocutors may talk about a variety of topics and by time they get to know each other better. An example of public chat forum is yahoo.

8.3.4. Private chats: it defined by Dudney and Hockly as a chat which "requires the installation of a client program, which connect individual users over the internet. Alternatively, users may be linked over an intranet" (71). This operation offers text, voice

chat, video and web conferencing facilities which give the maximum choices when chatting.

8.3.5. Free topic chats: In free topic chats students may meet in pairs or small groups via an instant messaging program to practice English together whenever they have time all together, and they are not asked to talk about specific subject or at particular time.

8.3.6. Collaborative, task-oriented chats: here the teacher asks students to complete a real task outside class. Thus, they meet via chat using the target language.

8.3.7. Informative or academic chats: this type of chat works better with blended learning solution. Here, both the teacher and the students meet some of the time online and some of the time face-to-face in the classroom in order to ask and answer questions. It is called informative chat because information is disseminated.

8.3.8. Practice chats: it is called practice chats because students are asked to practice a specific language form, any telephone situation or communication strategies in order to develop their speaking skill and to be able to participate in different speech situations.

In addition to these chat programs; students can make use of Yahoo, Skype, Facebook…etc to make relationships with native speakers. This helps in testing their oral performance, enhance fluency and accuracy, and gain knowledge about the culture and norms of the target language community.

9. Prerequisites for a Successful Integration of ICT:

It is worthy to say that the integration of ICT in the classroom is a difficult task. Fitzpatrick wrote that "the vast potential of ICT should not blind us to the fact that quality, not quantity is required here" (14). Many teachers think that it is enough for them to integrate different technologies in the classroom. Consequently, they fail to achieve good results in the teaching process and they find that learners are not motivated to use such technologies. Hence, teachers of oral expression should know that the successful integration of ICT depends on the following points:

1. Teachers should be competent in using technological devices.
2. Teachers should determine the objective behind ICT integration.
3. They should train, guide and support students to use ICT in their learning.
4. They should be able to overcome issues raised when using ICT.
5. Teachers should emphasize communication among students as well as the use of language in meaningful ways.
6. Create activities similar to those in the real world.

1O. The Need for Sustained Training:

It is a true fact that the integration of ICT in the teaching of speaking skill is a hard work. The role of teachers will be greater especially in the beginning of ICT implementation. Many scholars and researchers believe that the successful use of ICT depends on whether and how it is effectively used and integrated not on technology itself. Thao stated:

"the success or failure of language learning/teaching using multimedia

tools can hardly be decidedly by the media themselves, but by other

determinants like teachers' creativity and adaptability, students' language

ability, the curriculums and the teaching goals as well''(7).

Therefore, the well selection of ICT tools is not sufficient, because other issues should be taken into consideration. There must be a proper guidance and training teachers to use these technologies is crucial.

11. Barriers of Using ICTs:

It is widely assumed that the successful integration of ICT is very difficult to achieve for many reasons. The following points are the main obstacles that face both teachers and students in using ICTs:

1. **Lack of familiarity with ICT:** some teachers and students are unfamiliar or unable to use ICT tools which make it difficult for them to construct an ICT classroom. Thus, they prefer to use traditional ways of teaching.

2. **Lack of interest:** some teachers and students are simply not interested in the use of ICTs in the learning process. Therefore, they do not want to bother themselves in applying them.

3. **Insufficient resources:** It is often remarked that ICTs tools are not available either from the part of the educational institution or from the part of teachers and the majority of learners.

4. **Lack of adequate planning:** many teachers find themselves unable to organize a successful plan for the integration of ICTs inside classrooms.

5. **Lack of English proficiency:** using ICTs in EFL classrooms must be in English language but some teachers and students are not competent in the target language especially when it is "technology English" or "technical English" which make it difficult if not impossible to use ICTs in teaching and learning.

6. **Teachers' beliefs and attitudes towards ICTs:** some teachers do not support the use of ICT tools in teaching; they prefer old methods of teaching over the implementation of ICTs.

7. **Insufficient human (face-to-face) interaction and communication:** using ICTs means using emails and chat programs in teaching the art of speaking. However many teachers and learners dislike this way of communication because they encourages face-to-face interaction.

8. **Lack of guidance:** some teachers are motivated to implement ICTs in their teaching however they need some guidance to achieve a successful integration of these materials. But unfortunately there is no training given to them by government.

9. **The cost of ICT tools:** many educational institutions cannot fund for providing such technologies for financial reasons especially in under developed countries.

Conclusion:

This chapter has intended to show the different materials and resources a teacher may use in the language classroom. This chapter deeply stresses the need for the integration of ICT which is essential in the teaching of speaking skill because it is important for teachers of oral expression in EFL area to integrate information and communication technologies in their sessions in order to be in line with the most developed methods of teaching. Thus, we have suggested some teaching techniques that teachers of oral expression may use to improve their students' speaking skill and that may help them to get started with the most developed materials that are considered as a solution for the obstacles that face EFL students when speaking the target language. This chapter has outlined the advantages of ICTs as well as the barriers that prevent teachers from the utilization of ICT equipments. All in all, this chapter has tackled the most important points concerning the important role of ICTs in teaching the speaking skill.

Chapter Four: Data Analysis

IV. Chapter four: Data Analysis:

Introduction:

This chapter is designed to analyze the data obtained from the questionnaire administered to both teachers of oral expression and third students of English in the English branch at the University of Mohammed Kheider. As for the objective behind the investigation, it is to spot the light on the usefulness of ICTs in improving students' speaking skill. Therefore, knowing the use of ICTs by teachers and students is essential.

1. Population/Sample:

The population we have investigated is a sample of both teachers of oral expression and third year students of English in the English branch in the department of foreign languages at the University of Biskra. The sample population consists of fifty nine students, and five teachers of oral expression who have answered the questionnaire.

2. Methodology/ Tools:

The questionnaire administered to the students and the teachers seeks to gain preliminary their utilization of ICTs and in what domain. The questionnaire is organized into three sections; the first section seeks to gather background information about the participants. The second section is about general information about speaking skill. The third section is about general use of ICTs. The participants are required to answer by picking up the appropriate answer from a series of choices, state the answer using their own words, or pick the appropriate answer and also give their explanation or justification.

3. Teachers' Questionnaire:

Questionnaire distributed to teachers aims at finding their perspectives about the integration of ICTs in the teaching of speaking skill. The questionnaire given to teachers consists of nineteen questions. Two questions are concerned with the experience of the teacher in teaching oral expression module. Eleven questions deal with the way teachers teach oral expression. Six questions are devoted for exploring teachers' use, application, and whether they support ICT tools in their teaching process.

4. Students' Questionnaire:

Questionnaire administered to students of English aims knowing the extent to which students use ICTs and in what context; we want to figure out if they use ICT equipments and whether they utilize them in their learning in general and to develop their speaking skill in particular. The questionnaire is composed of twenty questions. Three questions seek to gather background information about the participants. Thirteen questions about students attitudes towards speaking skill.

5. Results:

Analysis of Teachers' Questionnaire:

Only five teachers at the English branch answered the questionnaire, other teachers were given the questionnaire but they didn't bring them back while other teachers refused to answer and hence the sample is limited to five teachers.

Q01: How long have you been teaching oral expression?

One teacher have been teaching oral expression for three years, three teachers have been teaching oral expression module for two years and one teacher for four years. We

49

have asked this question to find out the extent to which teachers are experienced in teaching oral expression.

year	2	3	4	Total
Number	3	1	1	5
%	60%	20%	20%	100%

Table01: Teachers' experience in teaching oral expression
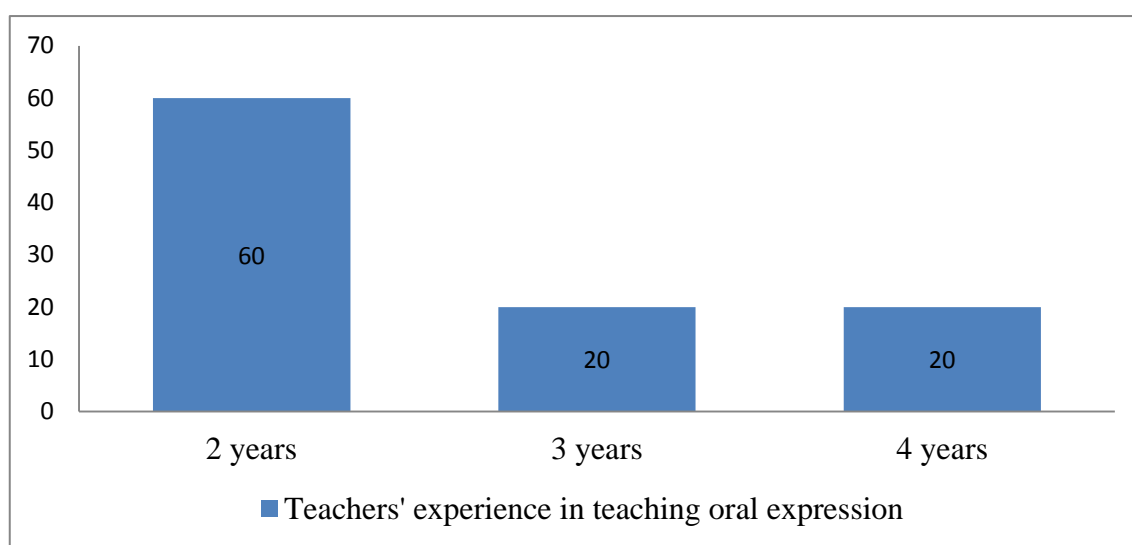
Figure01: Teachers' experience in teaching oral expression

Q2: Have you been trained or carried out a research on teaching oral expression module?

Normally, teachers of oral expression must pass some kind of training to teach that module before they start their work in order to be competent in the subject matter. However, the results show that none of the five teachers have received any training. While only one teacher has carried a dissertation.

	yes	no	Total
Number	1	4	5
%	20%	80%	100

Table02: Teachers' training/ carrying out a research paper about teaching oral expression
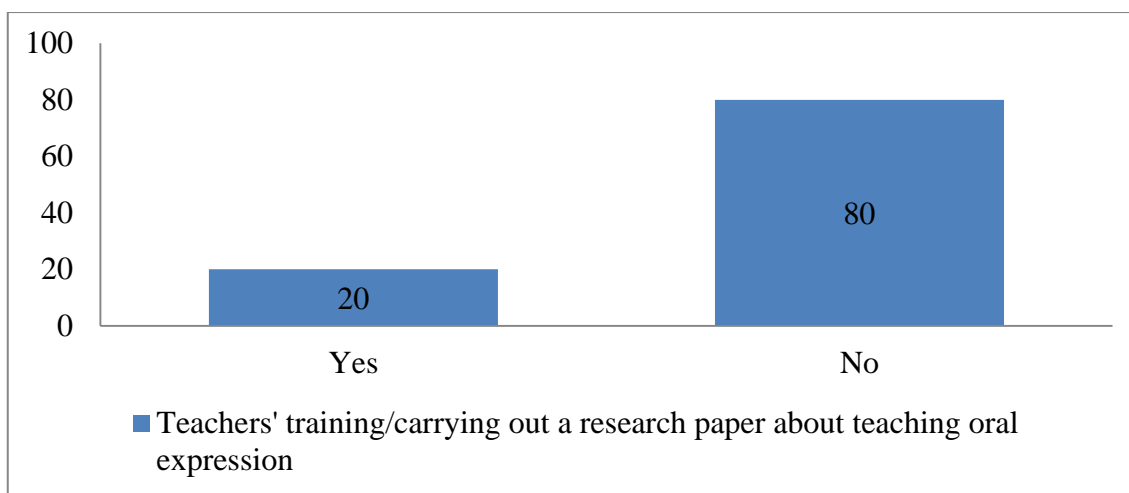
Figure 02: Teachers' training/carrying out a research paper about oral expression

Q3: If yes what was it about?

As mentioned before, only one teacher has carried a dissertation about the use of audio visual aids in teaching the speaking skill which means he may have a better idea about the teaching of oral expression using audio-visual aids.

Q4: Which method you rely on in teaching oral expression?

One teacher out of five stated that he follows the audio-lingual method in teaching oral expression. The other four teachers wrote that they don't follow any specific method.

Please state why

None of the four teachers stated why he doesn't follow any specific method in the teaching process which indicates that they are either not aware of the different teaching methods or they just like to work spontaneously. While the other teacher who stated that he follows an audio-lingual method he wrote that he applies this method for two

main reasons; firstly, students should listen to authentic language in order to develop their speaking abilities. Secondly, with audio-lingual method, learning is more real, motivating and effective.

Q5: Which technique you use for teaching speaking skill?

Under this question we have suggested some techniques for teachers to opt, and we give them the choice to write other techniques. The aim behind this question is to know which technique is used by the sample study and why, and to find out whether they all use common techniques or each one uses techniques which are different from the others. One teacher wrote that he uses drills, dialogues, and role plays. While four teachers claimed that they use dialogues and role plays. None of the five teachers stated other tasks.

	Drills	Dialogues and role play	Others	Total
Number	1	4	0	5
%	20%	80%	0%	100%

Table03: Teachers' techniques in teaching oral expression
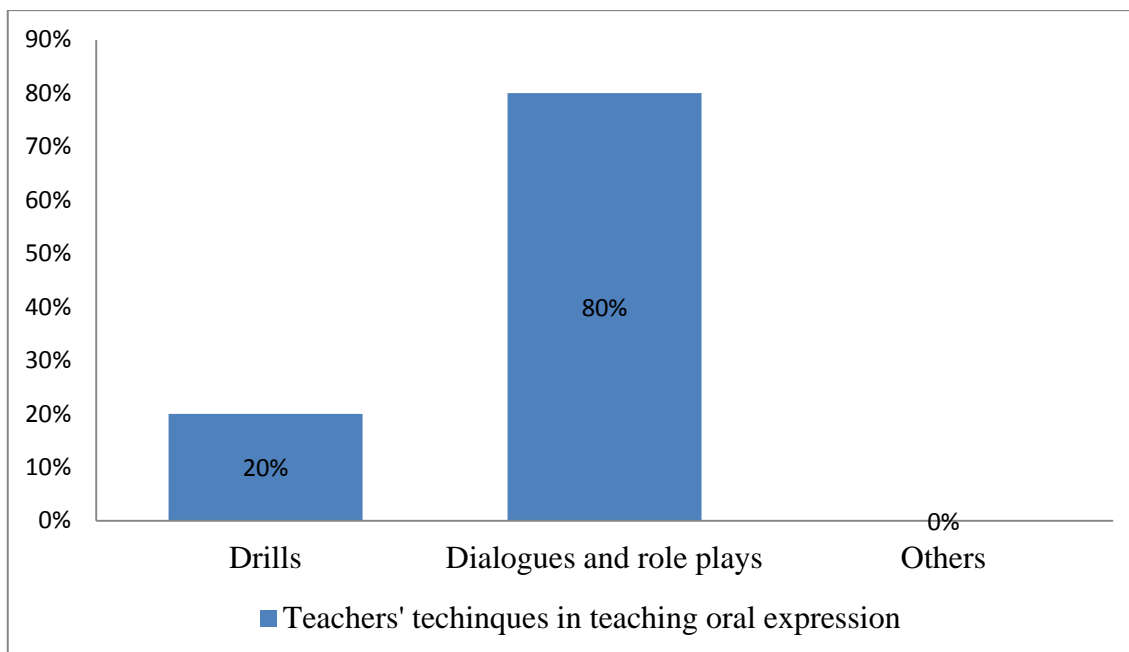
Figure 03: Teachers' techniques in teaching oral expression

Please state why

The teacher who uses drills stated that drills are based on repetition which helps in teaching vowels and consonants. Therefore they help students pronounce the target language correctly. The opted answer for dialogues and role plays, all teachers stated that these techniques help students practice English in a communicative way. They can practice many things through dialogues.

Q6: In your opinion, why do students fail in speaking EFL?

We have asked this question to know the extent to which teachers are aware of the reason behind their students' failure in speaking English, this helps us to understand more about this issue especially that teachers are more competent in noticing their students' errors.

All of the five teachers stated that the reason why students fail sometimes to speak the target language is due to lack of practice. One teacher added that they fail because

53

they are not taught the lectures are boring because teachers usually use the same way each session, while another teacher claimed that students are not good in basic modules such as grammar, phonetics, and they lack vocabulary.

Q7: How many students do you have per group?

We asked this question because we think it is very important to know an idea about. The number of students is between fourteen and forty five. We believe that this is an over-load of students' population per group which makes it not only difficult but impossible to teach such a module. Oral expression sessions should offer students potential opportunities to practice the target language in meaningful ways because the numerous students are, the less chances they will have to speak and participate in the classroom.

Q7: Is it necessary to use language laboratory to teach oral expression?

The aim behind this question is to know whether teachers can teach the spoken language without a language laboratory. From the answers we found that all teachers believe that using a language laboratory is very important in teaching speaking skill.

	Yes	No	Total
Number	5	0	5
%	100%	0%	100%

Table04: The necessity of language laboratory use in teaching oral expression
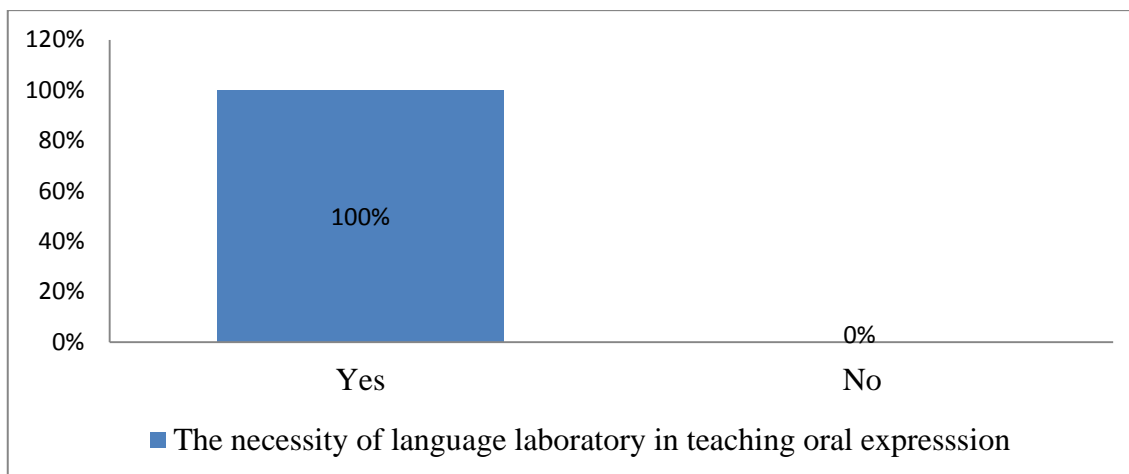
Figure 04: The necessity of language laboratory use in teaching oral expression

Please state why

Four teachers wrote that language laboratories provide students with authentic language which is more helpful than the language of the teacher or other peers. One teacher stated that language laboratory motivates learners to master and perform the target language much better.

Q8: Do you follow any specific program in teaching oral expression?

All the teachers stated that they do follow a specific program in teaching oral expression.

	Yes	No	Total
Number	5	0	5
%	100%	0%	100%

Table05: Program followed for teaching oral expression
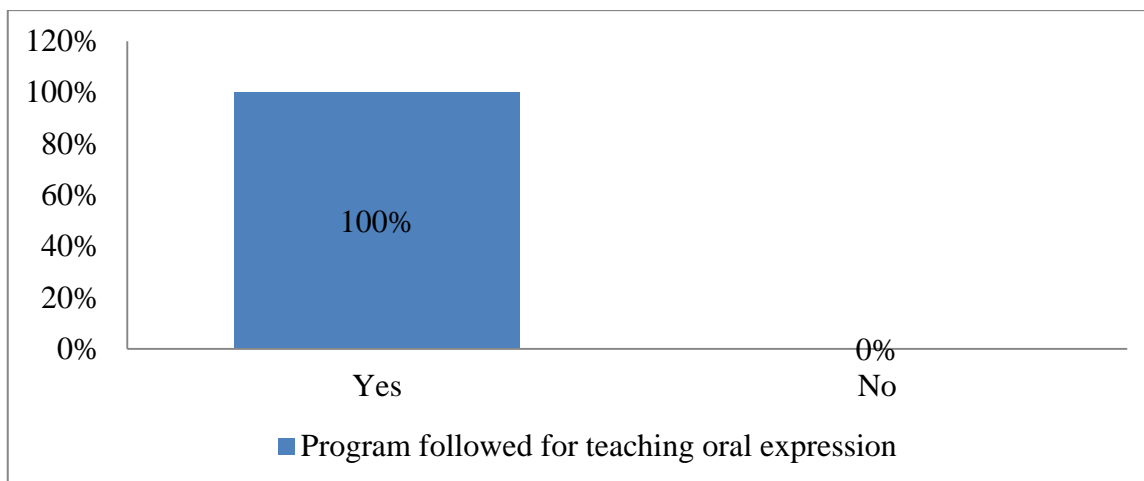
Figure 05: Program followed for teaching oral expression

Q9: If yes, which program you follow?

We have asked this question to know whether teachers design their own program to teach their students or they are given one by the administration. All teachers wrote that they follow a program given by the branch of English at the University of Biskra.

Q10: Does this program require any use of materials?

All teachers stated that the specific program given by the administration requires the use of some pedagogical materials to enhance students' speaking skill.

	Yes	No	Total
Number	5	0	5
%	100%	0%	100%

Table06: Program requirements of teaching materials
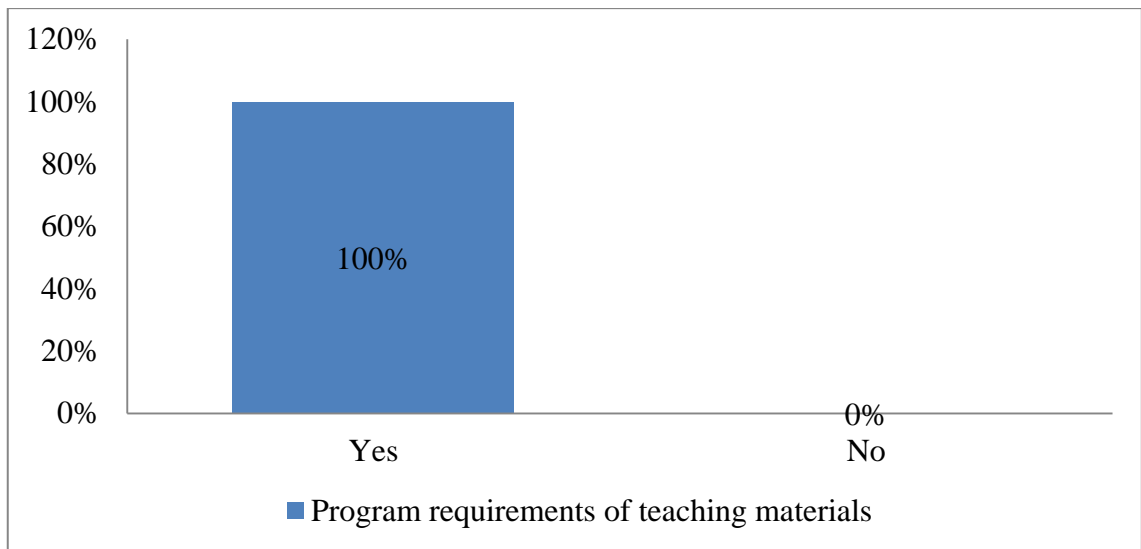
Figure 06: Program requirements of teaching materials

Q11: If yes, mention which material(s) you need in order to improve your student's speaking skill?

We asked teachers to specify the material(s) that the program emphasizes to teach oral performance in order to achieve a better results, The data shows that all of the five teachers wrote that they use language laboratory to teach oral expression.

Q12: Which of the following devices do you own?

Under this question we have given eight choices and teachers are supposed to choose any device they possess. The results were as follows; three teachers possess a desktop computer, no one of teachers possess a personal digital assistant, all the five teachers own a cell phone, three teachers own a digital camera, all teachers have a laptop, none of the teachers own a smart phone, two teachers have camcorder, and finally three teachers own an electronic music devices.

Electronic devices	Number	%	
Desktop computer	3	60%	
Personal digital Assistant	0	0%	
Cellphone	5	100%	
Digital camera	3	60%	
Laptop computer	5	100%	
Smartphone	0	0	
Camcorder	2	40%	—
Electronic music device	3	60%	

Table07: Ownership of electronic devices
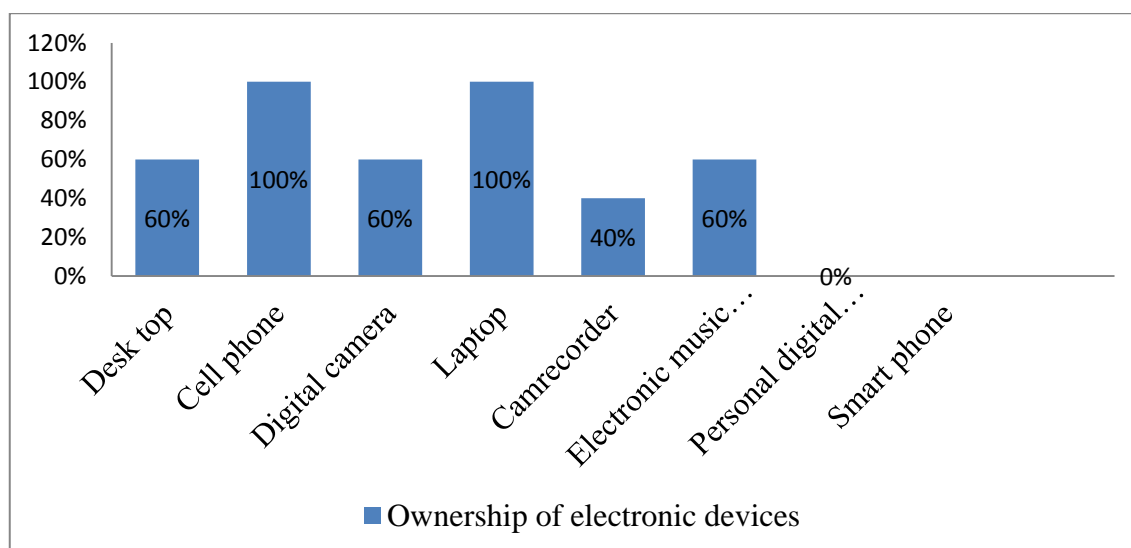
Figure 07: Ownership of electronic devices

Q13: If you own, do you use it in teaching speaking skill inside the classroom?

Out of five, only two teachers use their laptop computers to teach oral expression while all of them wrote that they don't use the other equipments with their students.

	Yes	No	Total
Number	2	3	5
%	40%	60%	100%

Table08: Use of electronic devices in teaching speaking skill

58
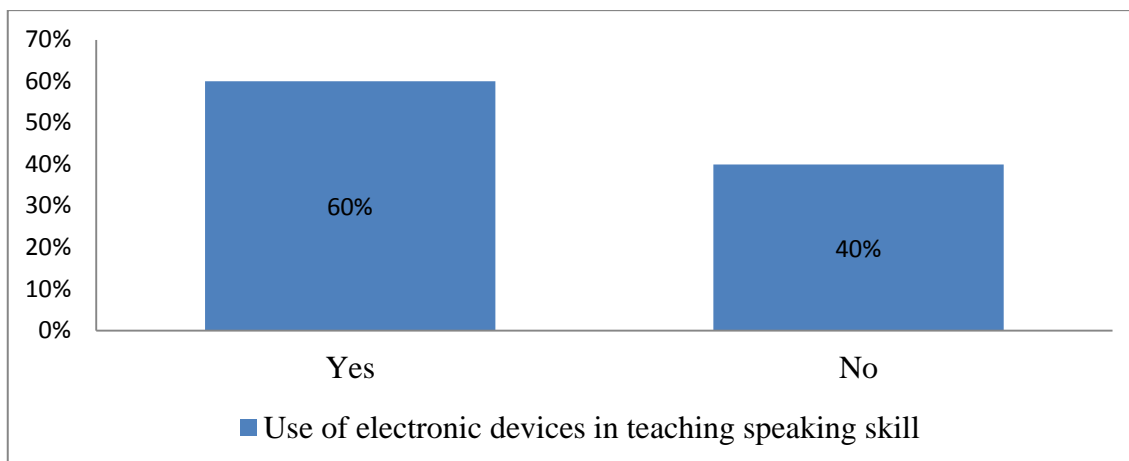
Figure 08: Use of electronic devices in teaching speaking skill

If Yes/No, please state why

Teachers who stated that they use the laptop computer to teach oral expression they utilize it because it is effective especially when they make their learners listen to authentic language. The other teacher stated that when he uses the laptop computer he combines audio with visual which is very motivating. As for the other three teachers who do not use any material, one of them stated that it is difficult to apply any kind of material because the class size is huge, another teacher wrote that he supports traditional ways like role plays. The third one claimed that the use of language laboratory is enough and that students need to other tasks such as role plays.

Q14: For teaching speaking skill, do you have access to?

For this question we suggested seven choices for teachers to choose one or more for the devices they choose. All of the five teachers stated they have access to a fully equipped computer laboratory shared with other departments, CD player/audio cassette recorder, and DVD/ video recorder. All of the five teachers stated that they don't have access to the other choices.

	Fully equipped Computer Laboratory Shared with other departments	Fully equipped Computer laboratory dedicated to FLL/EFL	Computer in class for all learners	Computer in class for the teacher only	A portable computer for all classes linked to a multimedia projector	CD player/audio cassette recorder	DVD/Video recorder	Total
N	5	0	0	0	0	5	5	5
%	100%	0%	0%	0%	0%	100%	100%	100%

Table09: Teachers' access to different materials
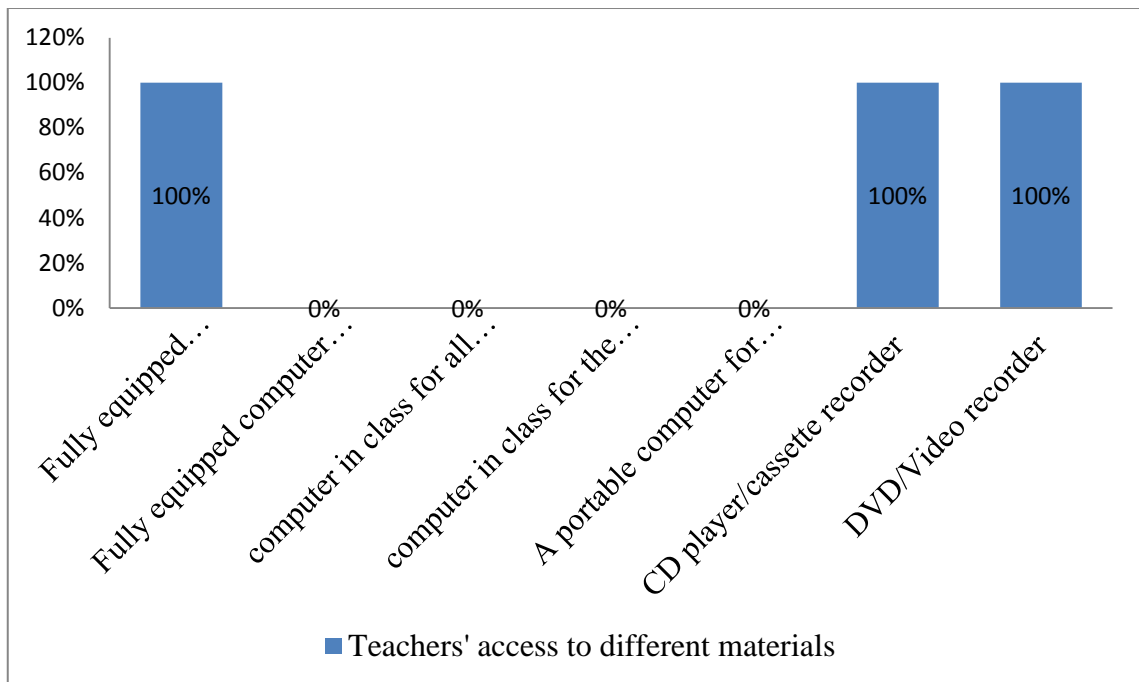
Figure 09: Teachers' access to different materials

Q15: If you have access to one of these materials do you use it in teaching oral expression?

The objective of this question is to know if teachers use any materials in teaching oral expression. All teachers claimed that they use language laboratory to enhance their students' speaking skill, in addition to CD player/audio cassette recorder.

	Yes	No	Total
Number	5	0	5
%	100%	0%	100%

Table10: Teachers' use of materials in teaching oral expression
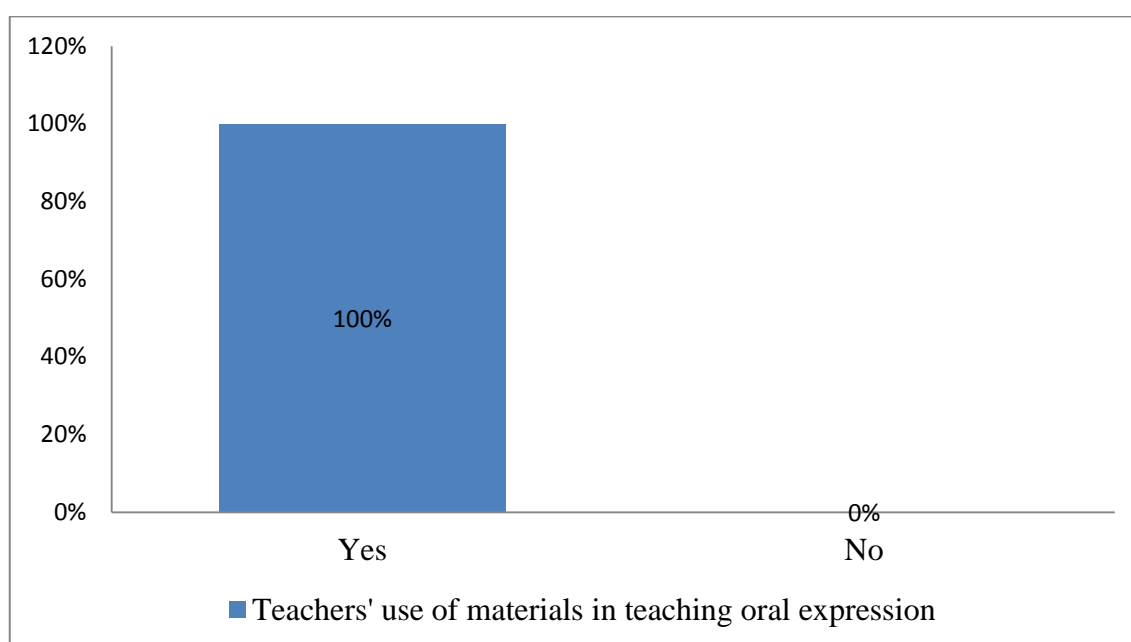
Figure 10: Teachers' use of materials in teaching oral expression

Q16: How often do you use these materials?

All teachers wrote that they use language laboratory ones a week and two teachers use CD player/audio cassette recorder to improve the level of their students.

61

Q17: Do you support the integration of ICT in teaching oral expression?

Through this question we attempt to find out whether teachers support ICT use inside the classroom with their learners or not. Three teachers supported the integration of ICT in teaching speaking skill. While the other two teachers stated that they don't support the use of ICT in their lectures.

	Yes	No	Total
Number	3	2	5
%	60%	40%	100%

Table11: Teachers' support of ICT integration in teaching oral expression
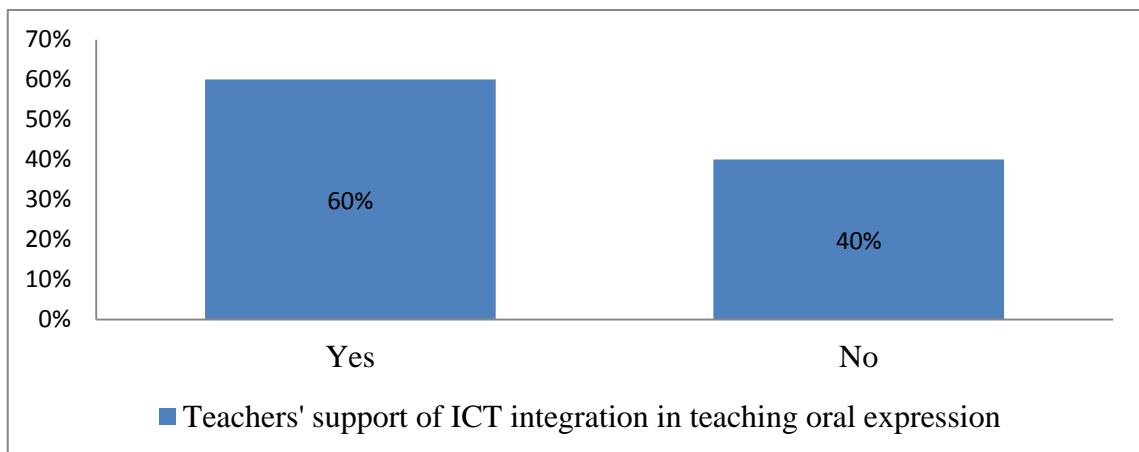
Figure 11: Teachers' support of ICT integration in teaching oral expression

Please state why

Teachers who support the integration of ICT explained that the use of ICT can help them vary their teaching techniques and motivate learners to interact with each other. As for teachers who refuse to use ICT they wrote that they prefer to use role plays and dialogues. Which means that they are not motivated themselves to utilize these technological tools in their teaching of oral expression. But they didn't state precisely

why they do not support the integration of ICT. We may consider their answer as one of the barriers that impede the implementation of ICT inside classrooms.

Q18: In your opinion, what are the barriers of integrating ICT in oral courses?

We suggested four barriers and all teachers agreed that lack of sufficient resources, lack of familiarity with ICT, lack of adequate programs, dislike/fear of ICT are considered as barriers that impede teachers to use ICT tools. In addition to these barriers teachers suggested other barriers; class size, students' disability to work with ICT, lack of interest from both sides (the teacher and students).

Q19: In your opinion, what are the advantages of ICT?

This was an open question for teachers to state their views about the benefits of using ICT in the teaching/learning process. Teachers stated that ICT can provide students with authentic language, emphasize communication between students, meet students' preferences, and motivate students to work more on their oral performance. This means that they are aware of the credibility of using ICT equipments in improving students' oral performance.

Q20: In your opinion, does ICT have disadvantages?

This question was asked to know teachers' attitudes towards ICT and to understand why they think that ICT has advantages. This may play an important role of the the use of these technologies. As for the results, four teachers stated that ICT has no disadvantages while only one teacher believes that ICT has disadvantages.

	Yes	NO	Total
Number	1	4	5
%	20%	80%	100%

Table12: Teachers' agreement/disagreement on ICT disadvantages
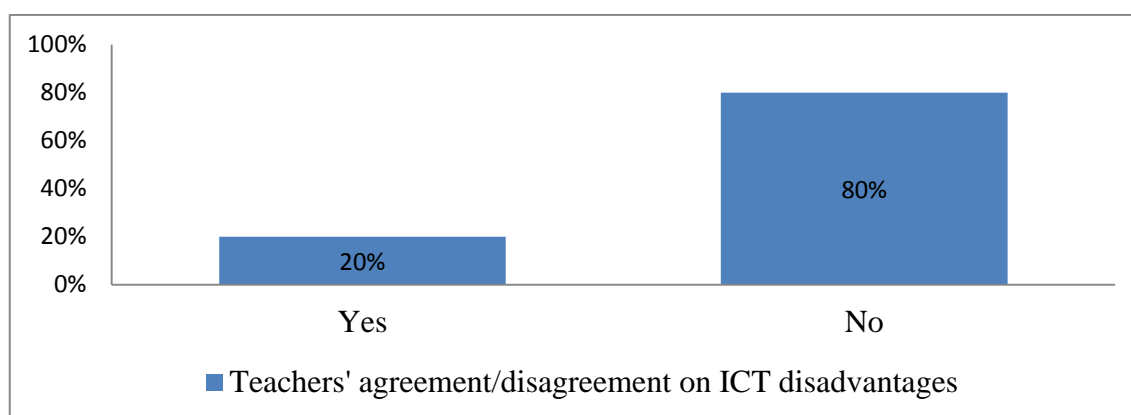
Figure 12: Teachers' agreement/disagreement on ICT disadvantages

Please state why

Two teachers wrote that ICT has no advantages with one condition if they are well used. One teacher stated that ICT has disadvantages because it is difficult to make use of it and require more efforts. One teacher explained that the problem is not in ICT equipments but in those who are not experienced in using these tools. Therefore, different perspectives were known concerning ICT.

Analysis of students' questionnaire:

Students sample consists of fifty nine students who have answered the questionnaire. The participants are from two different groups. We have given identical instructions to both groups before they answer the questions, on how the questionnaire is organized and for what reason it was designed. We have given them the following remarks: a) it is a study. b) It is not a test. c) They should answer all the questions. d)

The answers will be kept anonymous and will be used only for research purposes. e) What ICT means. f) Their help will be really appreciated.

Q1: Sex

We have found that female students outnumber male students, 37 females were recorded out of 59 student making up 62, 71% , and 19 male making up 32,20. This adds nothing except to the question of motivation and seriousness. Males are expected to be more interested in using ICT tools.

	Male	Female	Total
Number	19	37	59
%	32,20%	62,71%	100%

Table13: Students' gender
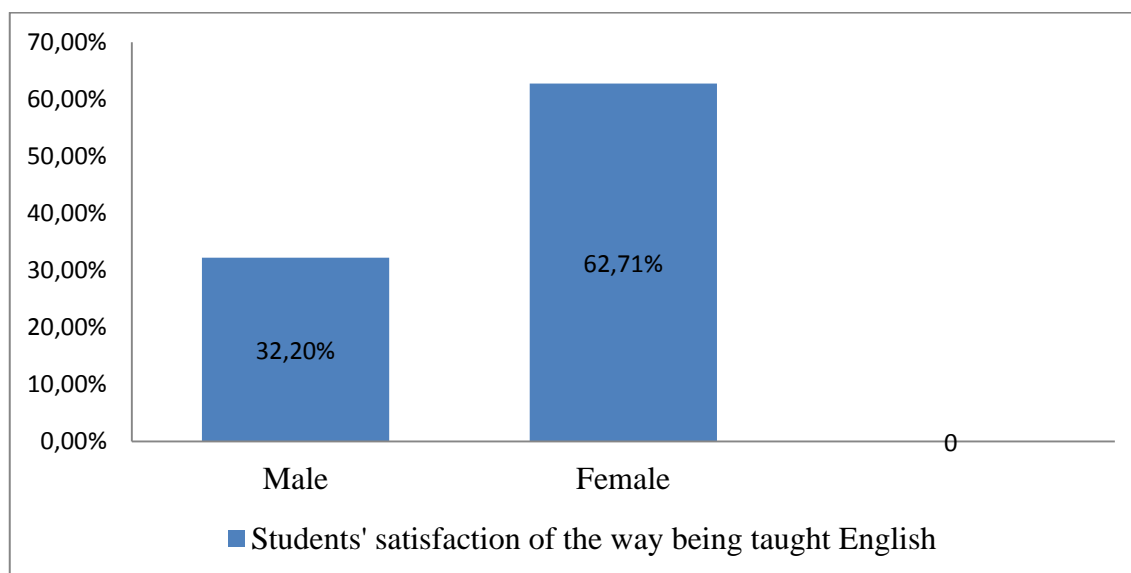
Figure 13: Students' gender

Q2: How long have you been learning EFL?

The majority of the participants 41 making up 69, 41% stated that they have been studying English for 10 years and this is the normal years to reach out their academic

year (third year), while 11 students making up 18,64% stated that they have been studying English for 11 years and 7 making up 11,86 students declared that they have been studying the target language for 12 years which means that they have repeated the academic year ones or twice.

	10 years	11 years	12 years	Total
Number	41	11	7	59
%	69,41%	18,64%	11,86%	100%

Table14: Students' duration of learning English
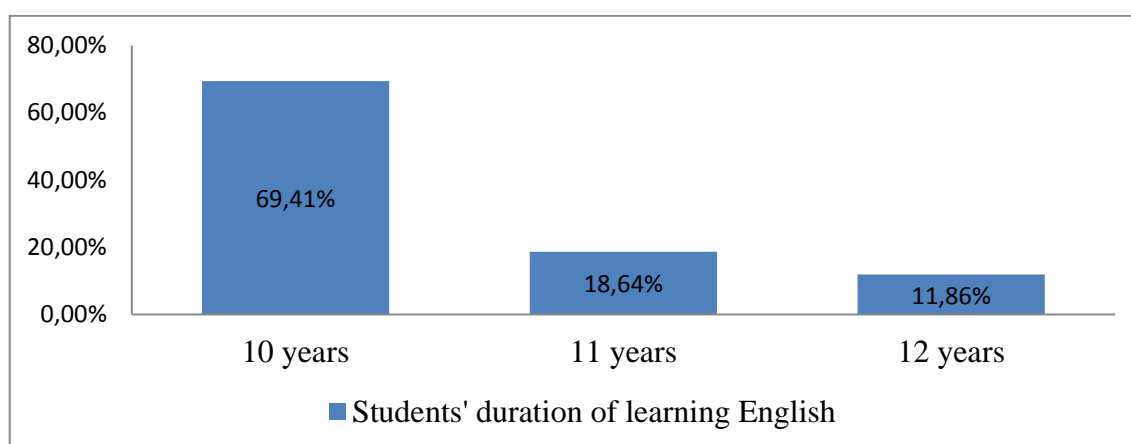
Figure 14: Students' duration of learning English

Q3: Your choice of English was?

For this question we have given students two choices (either personal or parental). The result shows that 45 participants making up 69,41% opted for personal choice for studying English. while only 11 participants making up 18,64% opted parental choice which may indicate that they were either advised or imposed to study EFL.

	Personal	Parental	Total
Number	45	14	59
%	69,41%	23,72%	100%

Table15: Choice of studying English
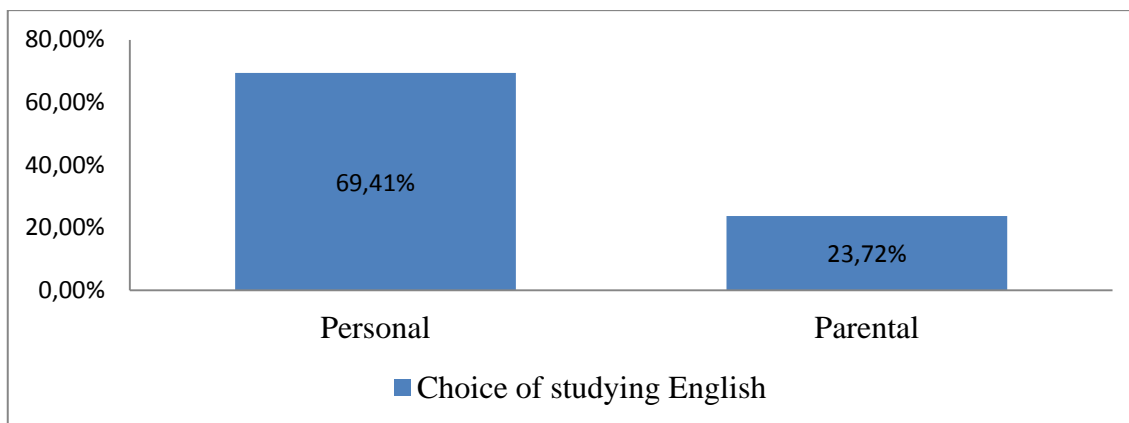
Figure 15: Choice of studying English

Q4: Specify the type of baccalaureate you had?

We have found that 18 students presenting 30, 50% had a scientific baccalaureate, 12 students making up 20,33% had a technical baccalaureate while 29 presenting 49,15% from the whole population had literary baccalaureate.

	Scientific baccalaureate	Technical baccalaureate	Literary baccalaureate	Total
Number	18	12	29	59
%	30,50%	20,33%	49,15%	100%

Table16: Type of baccalaureate
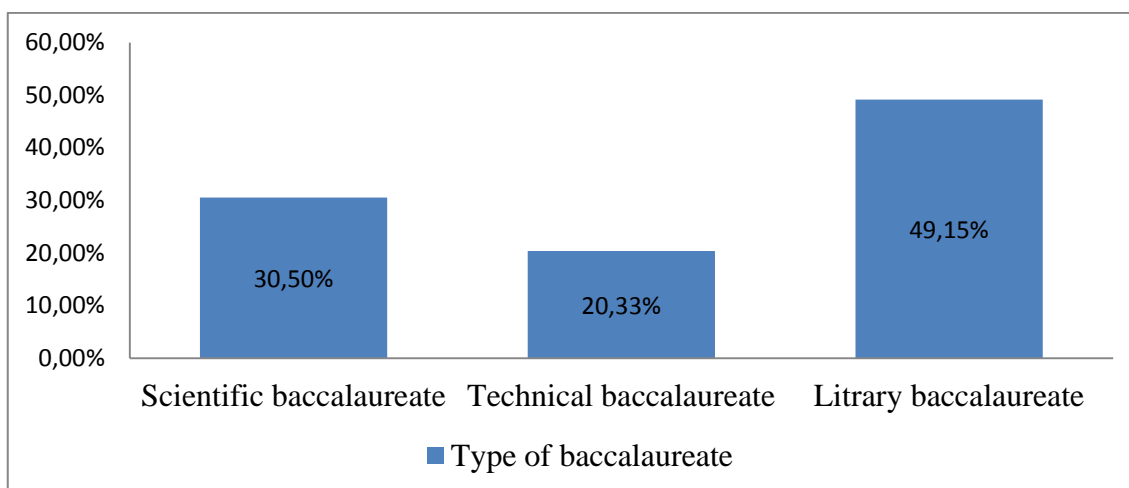
Figure 16: Type of baccalaureate

Section Two: General Information about Speaking Skill:

Q4: Do you like studying English?

By this question, we wanted to know students' attitudes and feelings towards English language. 81,35%   of the participants (48 students) declared that they like English which means that they are motivated to study the target language. 6,77% of the participants (4 students) stated that they like English somehow because they didn't want to study English as specialty. While 11,86% (7) of the population wrote that they don't like English because they are not motivated.

	Yes	No	Somehow	Total
Number	48	4	7	59
%	81,35%	6,77%	11,86%	100%

Table17: Students' attitudes towards studying English
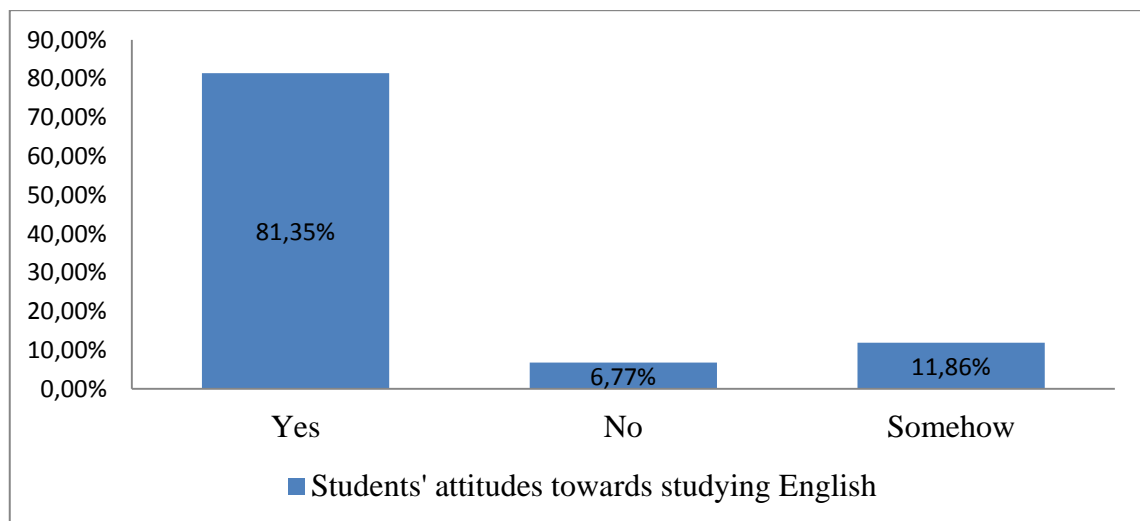
Figure 17: Students' attitudes towards studying English

Q4: What is your favorite skill?

This question is devised to understand the skill that students prefer most which indicates that they pay more interest to it. The results show that 47 students making up 79,66% of the population prefer speaking skill, 32 students making up 54,23% stated that they prefer listening skill, 15 students presenting 25,42% of the population like reading skill, only 15,25% (9 students) of the population prefer writing skill, while none of the students 0% declared that they like all the four skills.

	Speaking skill	listening	reading	writing	All of them	Total
Number	47	32	15	9	0	59
%	79,66%	54,23%	25,42%	15,25%	0%	100%

Table18: Students' favorite skill
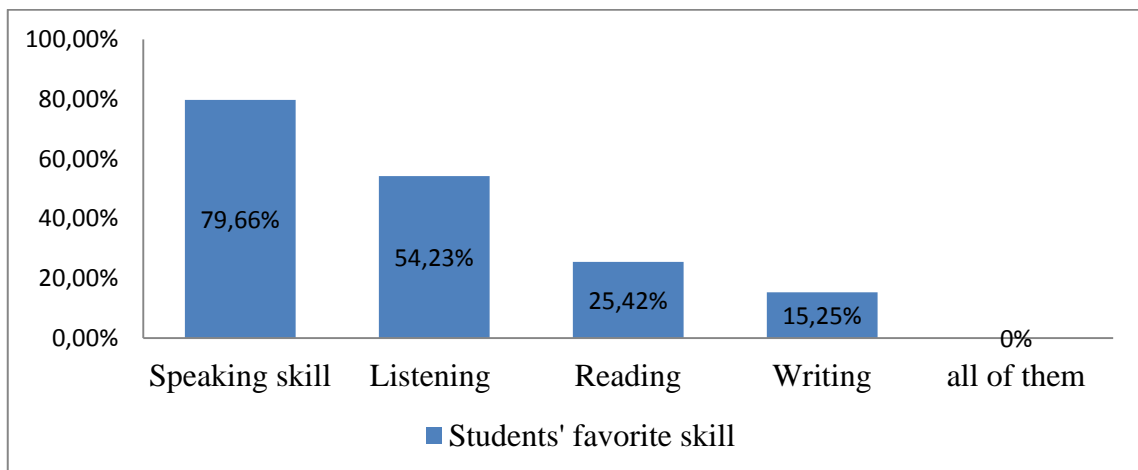
Figure 18: Students favorite skill

Please state why

We have collected different justifications, students who prefer speaking skill, they wrote they like speaking skill in order to communicate, to talk with teachers, to participate in the classroom, to master the speaking skill and improve it, and to talk to native speakers. As for students who like listening skill, they stated that like listening to native language, English songs and films, English TV shows, to enrich their vocabulary,

69

to improve their speaking skill, and finally they like listening because it doesn't require much efforts. Students who like reading skill they simply said that it is a habit to read novels and books. While students who prefer writing they stated that they are not good in other skills.

Q5: How good is your oral performance?

Six students making 10,16% claimed that they excellent in speaking English. 13 students presenting 22,03% of the population wrote that they are very good. 16 students making up 27,11% stated that they are good average in speaking EFL while 24 students presenting 40,67% of the participants declared that they consider themselves weak in speaking the target language. Which is a proof that the majority of EFL learners have difficulties in speaking skill.

	Excellent	Very good	average	Weak	Total
Number	6	13	16	24	59
%	10,16%	22,03%	27,11%	40,67%	100%

Table19: Level of students' speaking skill
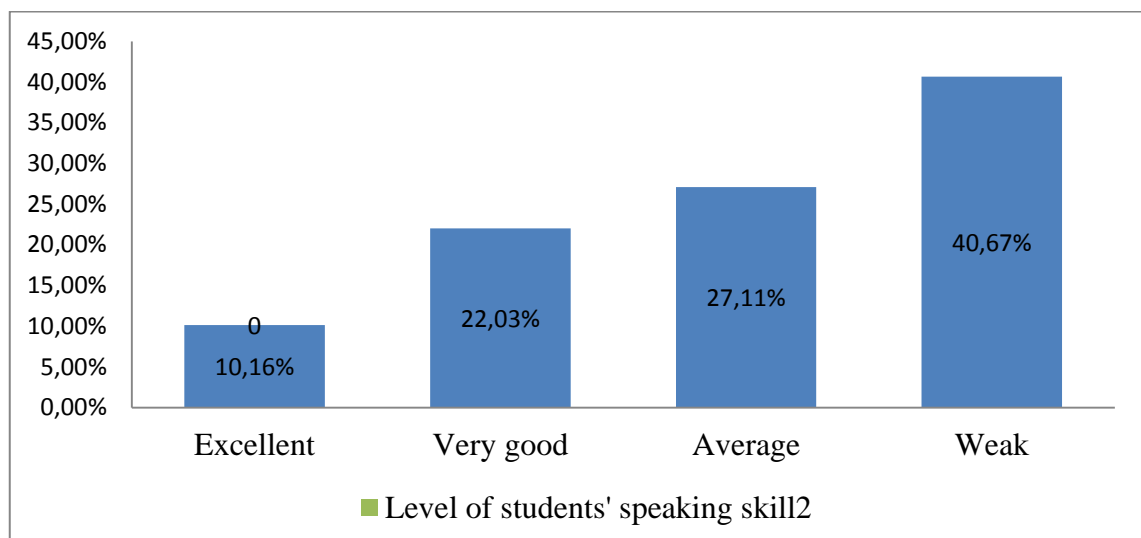
Figure 19: Level of students' speaking skill

Q6: Do you face any difficulties in speaking English?

From the results, we found that 40 students (67,79% of the whole population) stated that they do have difficulties in speaking English which is a huge portion, while 19 (32,20%) students wrote that they don't face any problems in speaking EFL.

	Yes	No	Total
Number	40	19	59
%	67,79%	32,20%	100%

Table20: Students' difficulties in speaking English
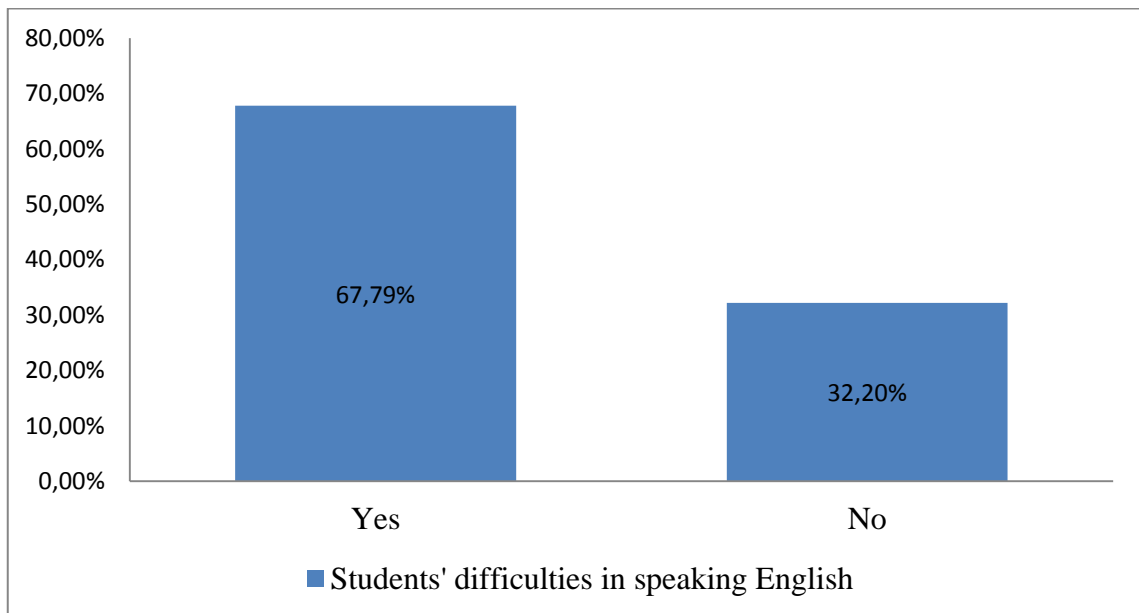
Figure 20: Students' difficulties in speaking English

If yes, what are these difficulties?

We have collected different answers concerning this question, lack of vocabulary, lack of participation, lack of fluency and accuracy, shyness, careless from the part of the teacher who works only with those who are competent are considered as difficulties that impede students from the mastery of the speaking skill.

71

Q7: How do you find the lectures of oral expression?

For this question we have suggested three choices and participants are required to opt the appropriate answer. 9 students making up 10, 16% think that the lectures of oral expression are interesting, 15 students making up 25,42% believe that these lectures are ordinary, while the greatest population 35 students presenting 59,32% of the participants stated that the lectures of oral expression are boring. Thus, we understand that the majority of students do not enjoy the sessions where they supposed to enhance and develop their oral performance.

	Interesting	Ordinary	Boring	Total
Number	9	15	35	59
%	10,16%	25,42%	59,32%	100%

Table21: Students' attitudes towards oral expression courses
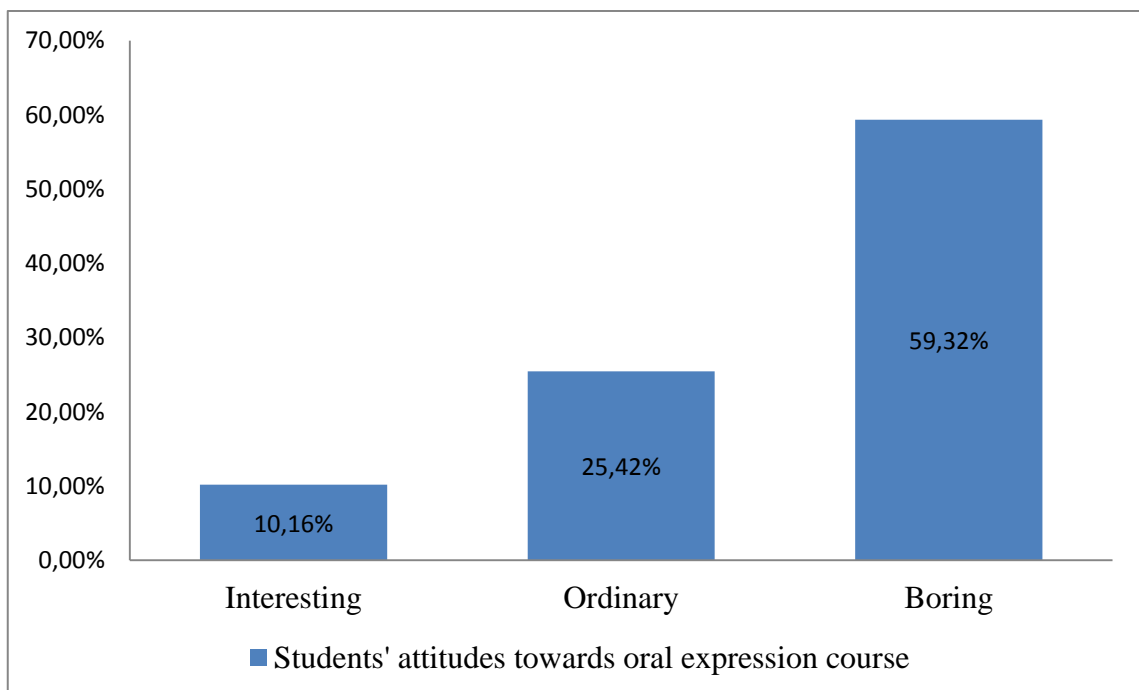
Figure 21: Students' attitudes towards oral expression courses

Please state why

We have asked this question to understand precisely what makes students feel boring during oral expression sessions, many of them stated that they find it boring because the practice the same activities very often like role play sand dialogues, also the majority of their peers are not competent in speaking EFL and others stated that even the teacher is not a good speaker of English, some stated that they usually work on simple if not silly subjects and they need to do something attractive to enjoy the sessions. These are the justifications of students who find that oral expression sessions are ordinary or boring. As for those who opted for "interesting" they didn't give any explanation.

Q8: What is your favorite task(s) during the lectures of oral expression   session?

Participants are given three different activities a teacher may use in teaching oral expression and given the choice to suggest others, or not to choose any. The data shows that 15 students making up 25,42% like role play activity, 5 students presenting 8,47% prefer dialogues, while a huge portion of 24 students making up 40,67% of the population like listening tasks, none of the students suggested other activities while 15 students making up 25,42% don't prefer any task from the suggested ones which means that they are not motivated to study oral expression.

	Role play activity	Dialogues	Listening tasks	None of the suggested tasks	Total
Number	15	5	24	15	59
%	25,42%	8,47%	40,67%	25,42%	100%

Table22: Students favorite tasks during oral expression lectures

73
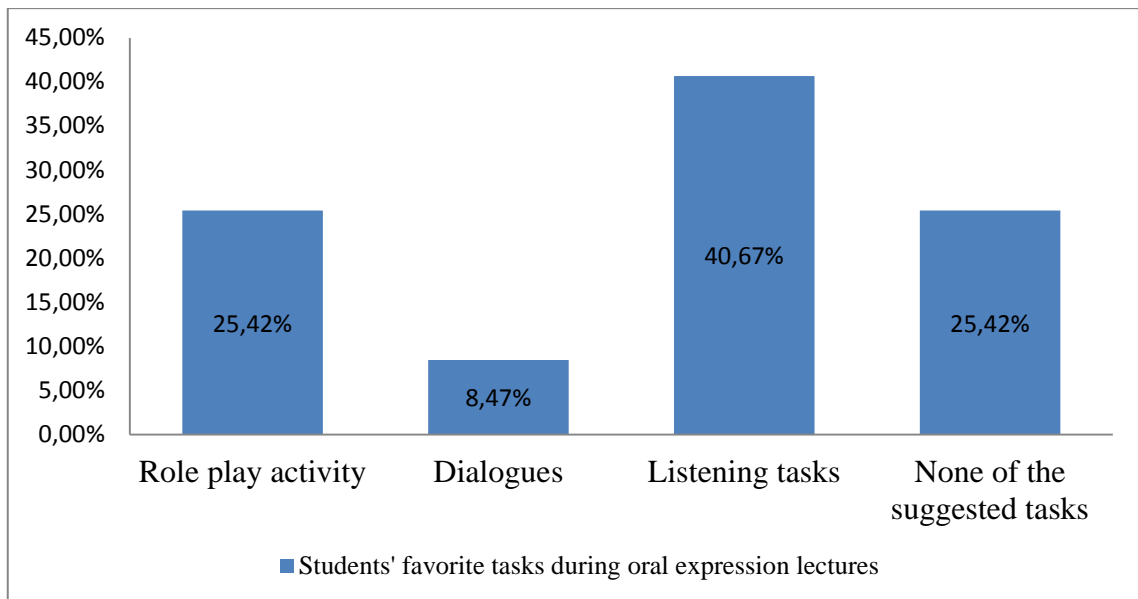
Figure 22: Students favorite tasks during oral expression lectures

Please state why

Some of those who opted for role pay task stated that they like it because they like acting while others think that role plays offer hem the opportunity to organize their own work especially when they are asked to perform an imaginative scene. Those who prefer dialogues they declared that they like interaction and communication with their peers and they like dialogue activity because it simulates situations in real life. As for participants who don't like any activity some of them justified that they are not motivated to practice any activity and the activities are boring, while others didn't state their explanation for their choice.

Q8: In your opinion, why do study oral expression?

All the participants (100%) declared that they study oral expression module to improve their speaking skill.

Q9: Do you think that oral expression helps you improve your speaking skill?

Students are asked to answer this question by ticking yes or no. therefore, only 10 participants making up 16,94% think that oral expression doesn't help them improve their mastery of the spoken language, while 49 students making up 83,05% stated that speaking the target language helps them improve their abilities.

	Yes	No	Total
Number	10	49	59
%	16,94%	83,05%	100%

Table23: Students agreement/ disagreement about oral expression improvement of speaking skill
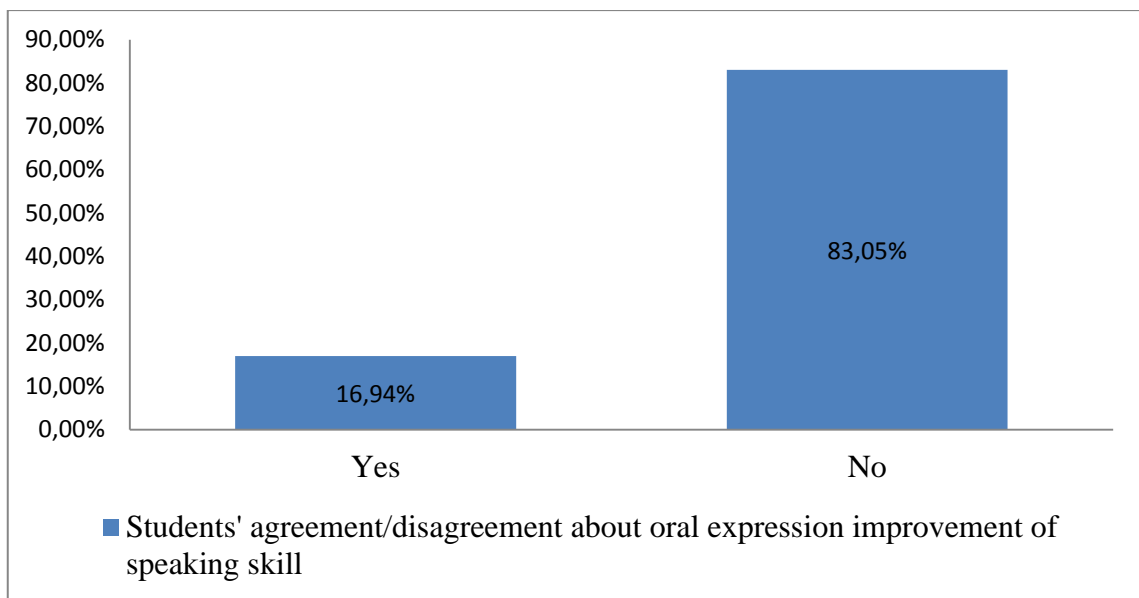
Figure 23: Students agreement/ disagreement about oral expression improvement of speaking skill

Please state why

Some of the students who neglected the role of speaking the target language in improving their oral performance didn't state why while others claimed that they really tried to express themselves using English most of the time but this didn't help them

improve their speaking skill. However, the other participants believe that oral expression is very helpful in the mastery of the spoken language, they wrote that the more they speak the more their level is developed gradually.

Q11: Are you satisfied with the way you have been taught oral expression?

We have given our participants this question to see how they value the way they are taught oral expression. Only 12 students making up 20,33% are satisfied while a huge number of students 47presenting 79,66%% of the whole participants stated that they are not satisfied with the method or technique their teacher follow to teach them speaking skill.

	Yes	No	Total
Number	12	47	59
%	20,33%	79,66%	100%

Table24: Students' satisfaction of the way being taught English
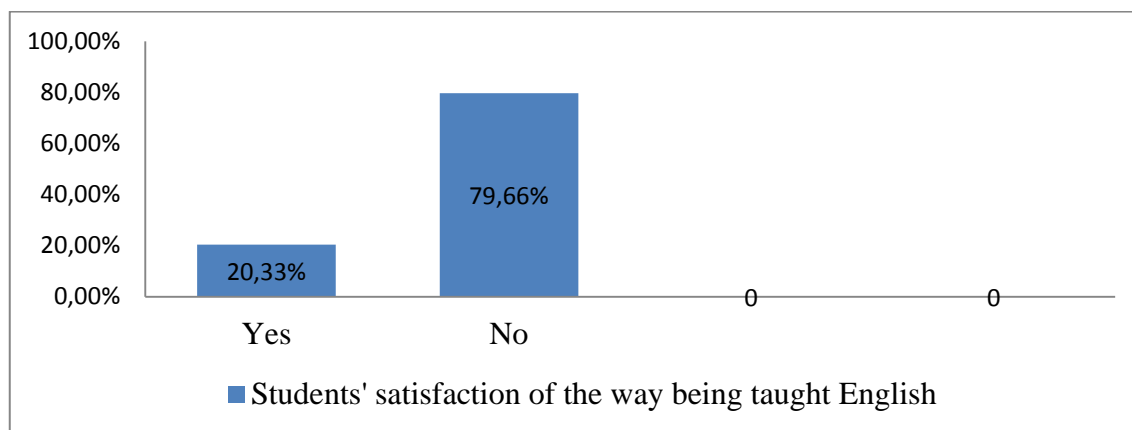
Figure 24: Students' satisfaction of the way being taught English

Please state why

We think that it is important to know why students of English are satisfied or not satisfied with the way they are taught the spoken language. Thus, we asked our

76

participants to justify their answers. Some sated that they like the teacher himself so they like his way of teaching, others stated that the teacher vary his techniques each session, while those who are not satisfied they declared that they find the teacher boring, they always practice these activities the same way each time (no diversity) and some stated that they prefer the use of technology and listening to native speakers which they consider as the best source or example to improve their speaking skill.

Section three: Ownership and Use of ICT Tools

Q12: Which of the following devices do you own?

We have given students nine different materials and asked them to tick the one they possess. 28 participant making up 47,45% possess a desktop computer, none of the students have a personal digital assistant, the majority of the participant (55 student) making up 93,22% own a cell phone, only two students(3,38%) have a digital camera, 22 students making up 37,88% own a laptop computer, only student possess a smart phone, 36 students presenting 61,06% have an electronic music device while none of them possess a camcorder(0%). From their answers we can see that the majority of them are aware of the use of different technological devices.

	Desktop	Personal digital assistant	Cell phone	Digital Camera	Laptop	Music Device	Camcorder	Total
Number	28	0	55	2	22	36	0	59
%	47,45%	0%	93,22%	3,38%	37,88%	61,06%	0%	100%

Table25: Students ownership of electronic devices

Q14: Do you use the following resources to enhance your speaking skill?

We suggested four types of equipments and we asked students to tick the appropriate answer. 3 students making up 5,08% uses CD-ROM, 4 students presenting 6,77% use DVD, video cassettes is used by 7 students making up 11,86% of th sample, and audio cassettes is used 4 students, while the majority àf students of 34 participant making up 57,62% wrote that they don't use any material ti enhance their speaking skill. In addition to these technologies,

	CD-ROM	DVD	Video cassette	Audio-cassettes	None of the suggested devices	Others	Total
Number	3	4	7	4	34	7	
%	5,08%	6,77%	11,86%	6,71%	57,62%	11,86%	

Table26: The use of electronic devices in enhancing speaking skill
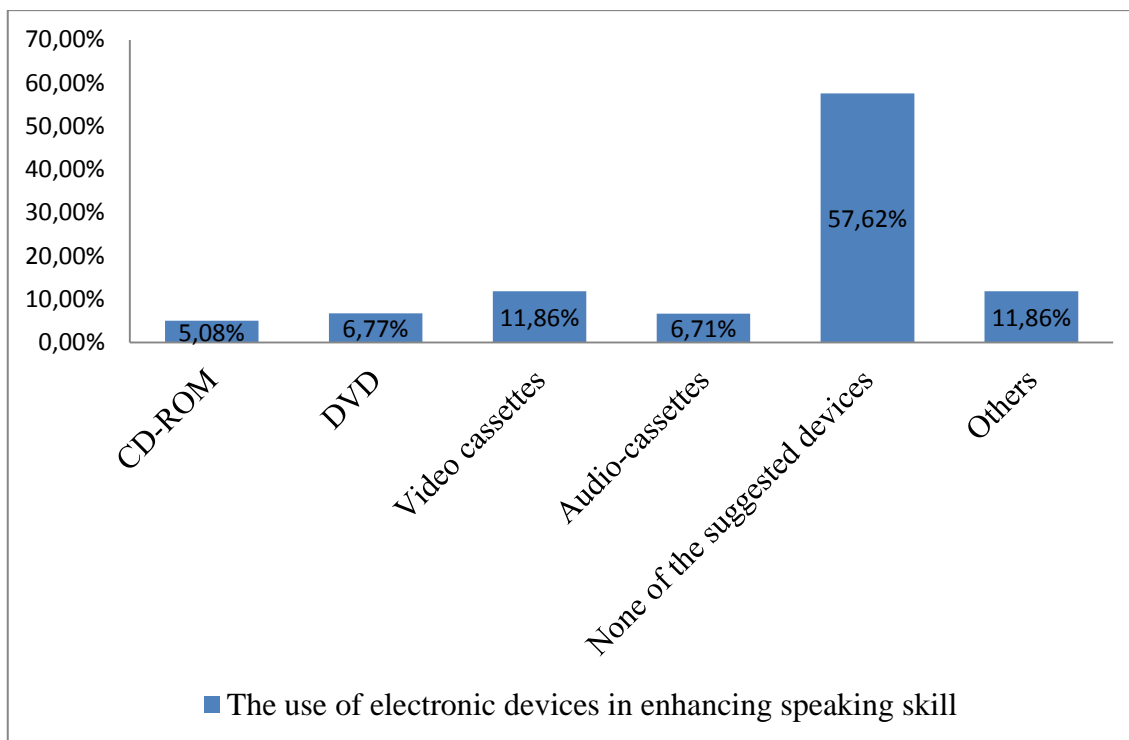
Figure 26: The use of electronic devices in enhancing speaking skill

Others (please specify)

we asked students to state others so7students making up 11,86% use MP3 for listening music and other things to improve their oral performance.

Q13: Do you have an internet access at home?

By this question we wanted to know whether Internet which is a powerful tool in learning is available for students or not. 31 students making up 52,54% of the whole number stated that they do have an internet access at home while 28 making up 47,45% participant claimed that they don't have an internet access at home.

	Yes	No	Total
Number	31	28	59
%	52,54%	47,45%	100%

Table27: Students' access to the Internet
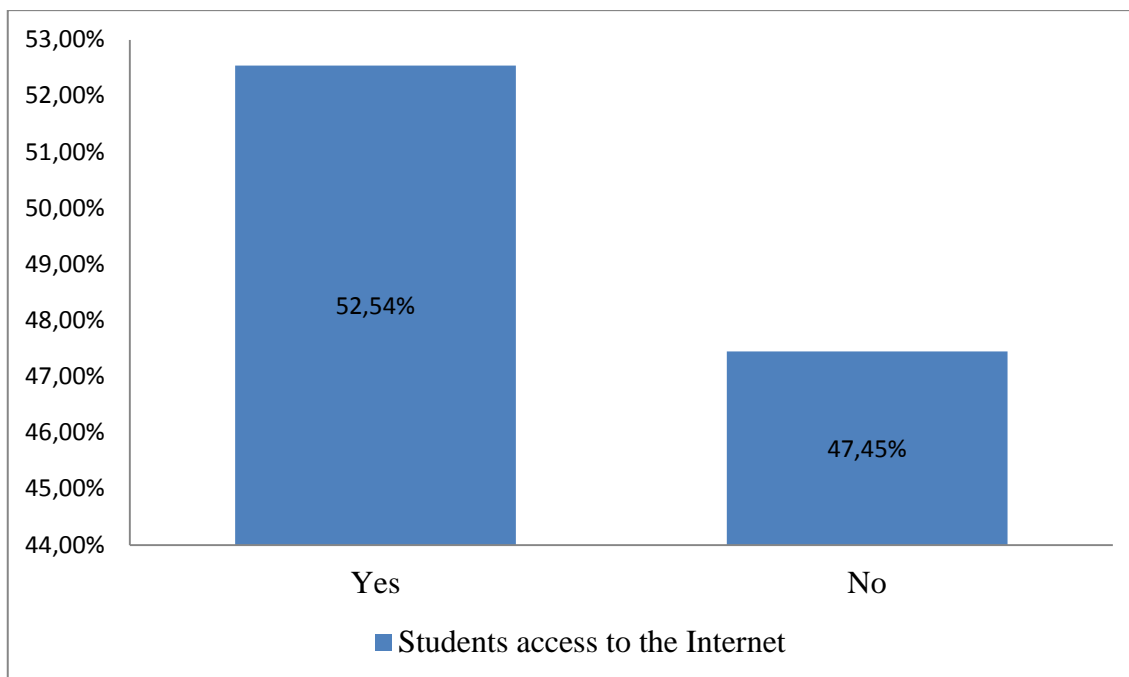
Figure 27: Students access to the Internet

Q15: Do you use online resources to improve your speaking skill?

We have given this question to check if students are aware of the effectiveness of the internet in learning foreign languages. The data shows that 12 participant making up 20,33% use online resources to improve their speaking skill while the majority of them 47 students presenting 79,66% don't utilize this resource in improving their oral abilities. This indicates that they are either not aware or they just don't care about the important role of online resources in the mastery of the spoken language.

	Yes	No	Total
Number	12	47	59
%	20,33%	79,66%	100%

Table28: The use of online resources in improving speaking skill
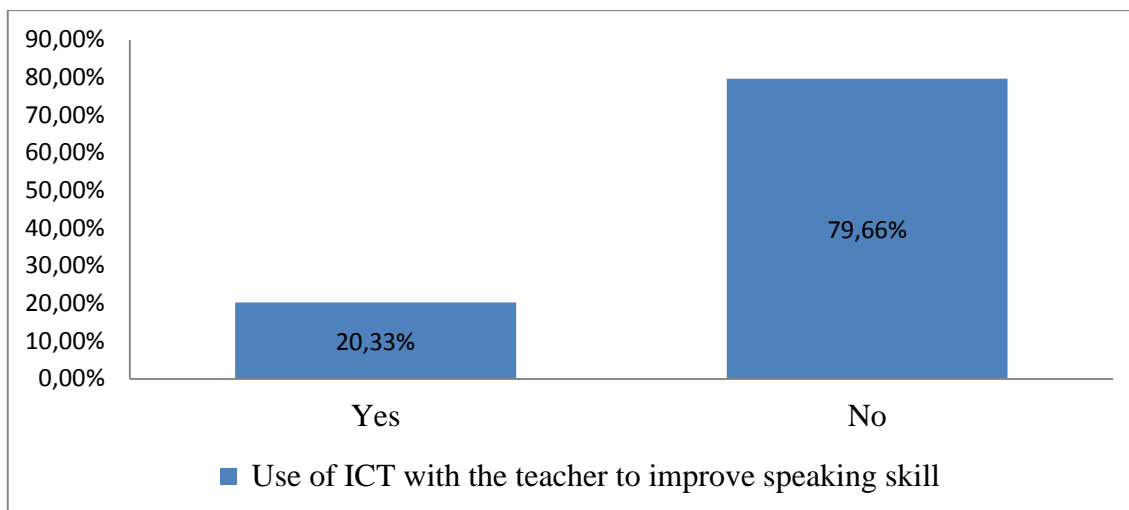
Figure 28: The use of online resources in improving speaking skill

Q16: Do you use ICT with your teacher to improve your speaking skill?

Through this question we aim at opening the door to another question, we want to check if there is a use of ICT by the teacher himself inside the classroom. The answer was that100% of the participants declared that there is no use of ICT in the classroom.

	Yes	No	Total
Number	59	0	59%
%	100%	0%	100%

Table29: Use of ICT with the teacher to improve speaking skill
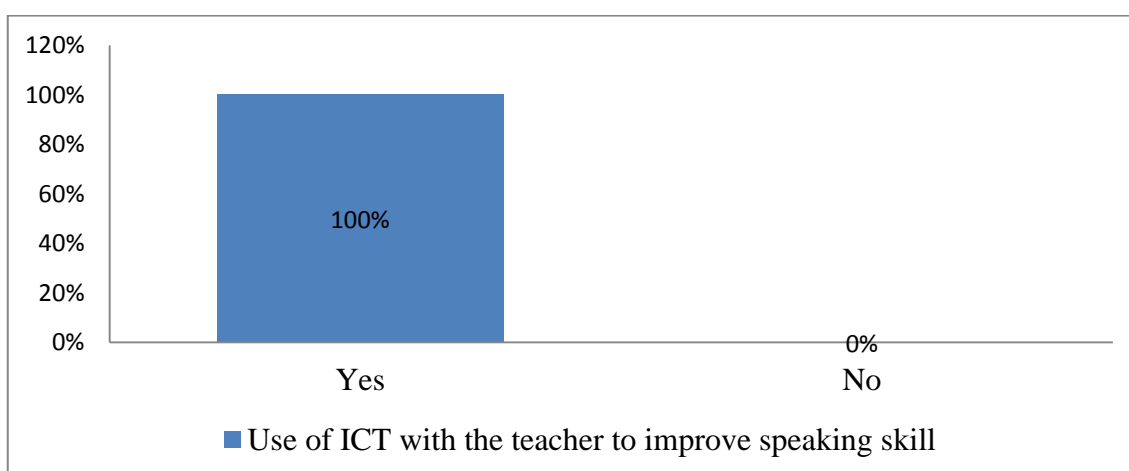
Figure 29: Use of ICT with the teacher to improve speaking skill

Q17: Do you support the use of ICT in the classroom?

It is very essential to know students' attitudes towards the integration of ICT in the classroom, the data shows that 51 students making up 86,44% support the use of ICT while only 7 students making up 13,55% don't support the use of technological devices in he learning process.

	Yes	No	Total
Number	51	7	59
%	86,44%	13,55%	100%

Table30: Attitudes towards the use of ICT in the classroom
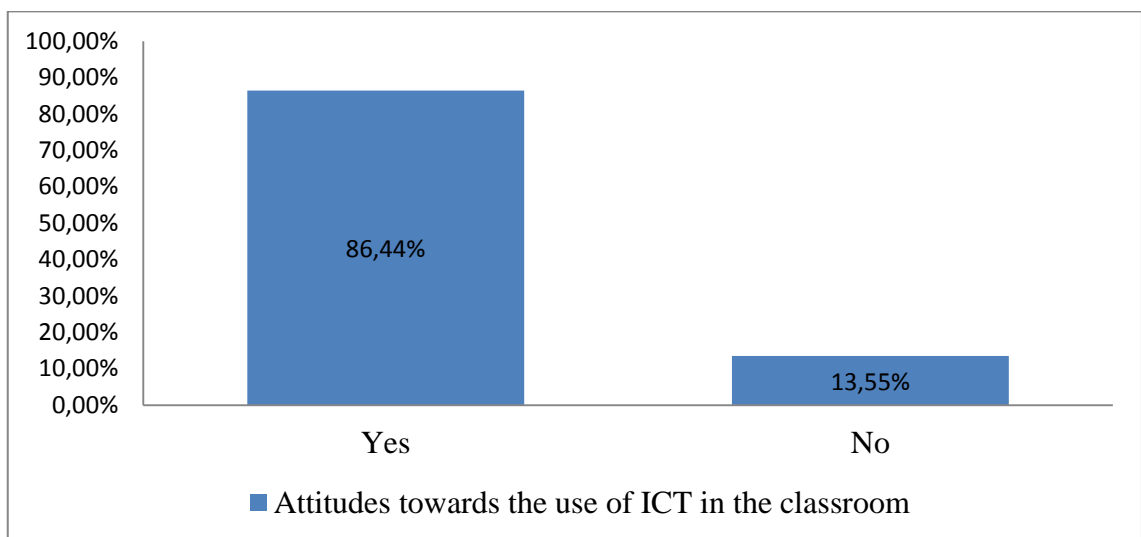
Figure 30: Attitudes towards the use of ICT in the classroom

Please state why

We asked our participants to justify their answer, some of those who support the use of ICT stated that ICT tools are very motivating and make learning more enjoyable, teachers should renew their techniques because old activities such as role plays are boring, while those who don't like the use of ICT explained that it is difficult to work with ICT and it takes a long time to get used on such activities.

Conclusion:

To conclude, the findings of the data show that teachers of oral expression are aware of the important role of ICT in improving students' speaking skill; however the lack of guidance and support make them not interested in using such technological devices. As for students' data, it is clearly that they are not motivated to study oral expression because they find their teachers using tradi. Therefore; the implementation of ICT in oral expression classrooms is essential which our hypothesis confirm.

Recommendations:

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

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

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

General conclusion:

The value of this study is to emphasize the tremendous role of ICTs in improving students' oral performance. Therefore, we believe that the integration of ICTs in the classroom is a necessity, and teachers of oral expression are supposed to be aware of the use of these materials to achieve successful teaching results. Through this study, we hope that we have given more ideas and suggestions for everyone interested in the subject matter.

Conducting this research paper we encountered three main difficulties. The first one is a difficulty to find related references because there is little number of studies concerning the use of ICTs in teaching the speaking skill. The second issue is time constraints because we are given short time to complete this work which pushed us to put aside some significant points about the teaching of speaking skill through ICTs. The problem is about the very small number of participants (teachers and students) which didn't give us a wider picture about the subject matter. The investigation is limited to teachers of Oral expression and an LMD class of third year students of English at the University of Biskra where three hours per week are devoted for the teaching of oral expression. The teachers' sample consists of five teachers of oral expression while the students' sample consists of forty students of English. The study has shown that there is not enough ICT tools in the teaching environment devoted for the teaching of speaking skill for many reasons such as lack of language laboratories and unfamiliarity with ICTs by both teachers and students which make it difficult for teachers to integrate these technologies inside classrooms during an oral expression session. The findings support the hypothesis that when teachers do not integrate ICTs in teaching speaking skill then students speaking' skill will not be improved.

85

As a solution for the failure and difficulties that face EFL students when speaking English in different contexts, we strongly emphasize the use of ICT equipments as a key factor in developing students' oral communicative abilities. Thus, both teachers of oral expression and students of English should collaborate to accomplish a successful integration of ICTs in class.

Glossary:

Blended learning: a type of learning that is combination of e-learning and face to face learning.

Browse: to visit web pages on the Internet.

CALL (Computer Assisted Language Learning): an approach to language teaching where the computer plays a central role.

CD-ROM: a circular disk which looks like a music CD, but can store a range of data such as text, video, audio files or images (Dudeney and Hockly183).

Chat: real-time communication over the internet.

Fluency: the ability to link units of speech together with ease. (Hedge 409).

Group work: is when students work together in groups .Groups larger than seven or eight students are often less effective than of five. Odd numbers are always better if there is a decision to be made. When students work in groups of two we call it pair work (Harmer 275)

Information gap activities: are those where students have different pieces of information about the same subject have to share usually without looking at what their partner has got in order for them both to get all the information, they need to perform a task(Hedge 276).

Input: the language , either written or spoken , which a learner is exposed to in the environment (Hedge 276).

Learning: in its technical sense , learning is the conscious focusing on the construction of language.(Hedge 276).

Learner autonomy: the stage when students are capable of taking their own learning decisions, using study skills and different resources on their own without the help of the teacher (Hedge 277).

Learning outcome: a term used both to describe what we hope the result of the lesson

 will be (what the students will have learnt , experienced or felt by the time the lesson is over)and also to say what the students actually did learn when the lesson has finished (Hedge 277).

Level: standard of English that a student has reached (Hedge 277).

Linguistic competency: A knowledge of spelling, pronunciation, vocabulary, word formation, grammatical structure, sentence structure, and meaning (Hedge 410)

Monologue: a spoken event in which only one person speak (as in a speech or one-woman show in the theatre) (Hedge 278).

Motivation: is the degree to which students, perceiving some goal, have a desire to do something (Hedge 278).

Peers: are people at the same level (Hedge 279).

Rehearsal: is when students do speaking as skill activities which are very much like the kind of speaking tasks they will have to do in real life (Hedge 281).

Database: a collection of information stored on a computer or a CD-ROM is connected to a computer, and projects what is seen on the computer onto a large screen. Often used for PowerPoint presentation (Dudeney and Hockly183).

Discussion group: an electronic list in which list members correspond by email to discuss issues of interest to the group. Discussion group will typically not only received and send emails, but will also have access to a group website where they can save and share files, use chat, and read other members' profiles (Dudeney and Hockly183).

DVD: an abbreviation for 'Digital Versatile Disc'. A circular disc which looks like a CD-ROM, but can store more data.

E-learning: an abbreviation for 'electronic learning', and refers to learning which involves the use of electronic media, such as the internet, CD_ROMs, DVDs, or mobile devices such as MP3 players PDAs(Personal Digital Assistants). E-learning can be distance or face-to-face (Dudeney and Hockly184).

ICT: stands for information and communication technology where technology is used for processing and retrieving information, as well as for communication.

Instant messaging: a form of electronic communication via text chat, in which users are online simultaneously, and communication takes place in real time. Many instant messaging programs also include voice chat, and one-to-one video-conferencing via web cameras. Well-known messaging programs are: Yahoo! Messenger, MSN Messenger, Google Talk, Skype, and AOL Instant Messenger (Dudeney and Hockly184).

Interactive whiteboard (IWB): an electronically enhanced whiteboard, used in face-to-face teaching, which allows content from a computer screen to be projected onto the

whiteboard. Images and text can be manipulated by using a special electronic pen (Dudeney and Hockly184).

Internet: Global networks of computers, which allow users to access websites, communicate and exchange information. Also, known as 'the web' or 'the net' (Dudeney and Hockly184).

Internet surfer: a person who spends time searching for something on the Internet.

MP3 player: learning a small portable device used for listening to audio files in a compressed format called MP3. You can download audio MP3 files from the internet onto your computer, or from a CD, and then transfer these files to an MP3 player to listen to later (Dudeney and Hockly185).

Offline: not connected to the Internet. One can write an email offline, for example, then go online (connected to the Internet) to send it (Dudeney and Hockly185).

Online: connected to the Internet (Dudeney and Hockly185).

Role-play: the activity of taking on a character.

Video conferencing: a meeting between people who are not physically present, via computers connected to the Internet, using technologies such as video cameras and audio tools, simultaneously (Dudeney and Hockly186).

Web: Global networks of computers, which allow users to access websites, communicate, and exchange information (Dudeney and Hockly186).

Websites: a collection of files on the Internet, which can be accessed by a user via a single 'url' or website address (Dudeney and Hockly186).

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Questionnaire for Teachers

Dear teacher, this questionnaire is a tool for investigating the role of ICT in the teaching of speaking skill, which is a master research work. We will be very grateful if you provide us with full answers or tick the appropriate answer. We reassure you that your answers will be kept anonymous and will be used only for research purposes.

Section one: Background Information:

1. For how long have you teaching oral expression……...years.

2. Have you been trained or carried out a research on teaching oral expression?

a. Yes

b. No

If yes, what was it about?

……………………………………………………………………………………….

Section Two: General Information about Speaking Skill

3. Which method you rely on in teaching oral expression?

……………………………………………………………………………………….

Please state why?

……………………………………………………………………………………………

……………………………………………………………………………………

4. Which technique do you use for teaching speaking skill?

a. Drills

b. Dialogues and role plays

Others…………………………………………………………………………….

Please state why?

…………………………………………………………………………………………………

………………………………………………………………………………...

5. In your opinion, why do students fail in speaking EFL?

…………………………………………………………………………………………………

…………………………………………………………………………………..

6. How many students do you have per group?

…………………………………………………………………………………

7. Is it necessary to use language laboratory to teach oral expression?

a. Yes

b. No

Please state why?

…………………………………………………………………………………………………

………………………………………………………………………………….

8. Do you follow any specific program in teaching oral expression?

a. Yes

b. No

9. If yes which program do you follow?

………………………………………………………………………………………….

10. Does this program require the use of materials?

a. Yes

b. No

11. If yes, mention the material(s) you need in order to improve students' speaking skill?

…………………………………………………………………………………………

……………………………………………………………………………..

Section Three: Ownership and Use of ICT equipments:

12. Which of the following devices do you own ?

a. Desktop computer

b. Personal digital assistant

c. Cell phone

d. Digital camera

e. Laptop computer

f. Smart phone

i.   Camcorder

j. Electronic music devices

13. If you own one of the mentioned devices, do you use it in teaching speaking skill inside the classroom?

a. Yes

b. No

Please state why?

…………………………………………………………………………………………

…………………………………………………………………………………

14. For teaching oral expression, do you have access to ?

a. Fully equipped computer laboratory shared with other departments

b. Fully equipped computer laboratory dedicated to FLL/EFL

c. Computer in class for all learners

d. Computer in class for the teacher only ☐

e. A portable computer for all classes linked to a multimedia projector ☐

f. CD player/ audio cassette recorder ☐

i. DVD/ video recorder ☐

15. If you have access to one of these materials do you use it in teaching oral expression?

a. Yes ☐

b. No ☐

16. How often do you use these materials?

……………………………………………………………………………

17. Do you support the integration of ICT in teaching oral expression?

a. Yes ☐

b. NO ☐

Please state why?

…………………………………………………………………………………………

………………………………………………………………………………….

18. In your opinion, what are the barriers of implementing ICT in teaching oral expression?

…………………………………………………………………………………………

…………………………………………………………

19. In your opinion, does ICT have disadvantages?

a. Yes ☐

b. No ☐

Please state why?

……………………………………………………………………………………………………

…………………………………………………………………………………….

ICT (Information and Communication Technology) means all technologies in which the computer plays a central role (CALL, the internet, and a variety of generic computer applications).

Questionnaire for Students

Dear Student, this questionnaire is a tool for investigating the role of ICT in the teaching of speaking skill, which is a master research work. We will be very grateful if you provide us with full answers or tick the appropriate answer. We reassure you that your answers will be kept anonymous and will be used only for research purposes.

Section One: Background Information:

1. Gender:　a. Male　☐

　　　　　　b. Female　☐

2. How long have you been learning English?..........years.

3. Was your choice of English?

   a. Personal　☐

   b. Parental　☐

4. Specify the type of baccalaureate you had?

   a. Scientific　☐

   b. Technical　☐

   c. Literary　☐

   Others ……………………………………………………………………..

Section two: general information about speaking skill:

5. Do you like studying English?

   a. Yes　☐

   b. No　☐

6. What is/are your favorite skill(s)?

   a. Speaking skill　☐

b. Listening skill ☐

c. Reading skill ☐

d. Writing skill ☐

e. All of them ☐

Please state why?

………………………………………………………………………………………

………………………………………………………………………………………

7. How good is your oral performance?

Excellent ☐

Very good ☐

Good average ☐

Weak ☐

8. Do you face any difficulties in speaking EFL?

a. Yes ☐

b. No ☐

9. If yes, what are these difficulties?

………………………………………………………………………………………

………………………………………………………………………………………

10. How do you find the lectures of oral expression?

a. Interesting ☐

b. Ordinary ☐

c. Boring ☐

Please state why

……………………………………………………………………………………………

11. What is/ are your favorite task(s) during the lectures of oral expression?

a. Role play ☐

b. Dialogues ☐

c. Listening ☐

Others………………………………………………………………………….

Please state why?

…………………………………………………………………………………………

………………………………………………………………………………

12. In your opinion, why do you study oral expression?

…………………………………………………………………………………………

……………………………………………………………………………

13. Do you think oral expression helps you improve your speaking skill?

a. Yes ☐

b. No ☐

Please state why?

…………………………………………………………………………………………

…………………………………………………………………………………

14. Are you satisfied with the way you have been taught oral expression?

a. Yes ☐

b. No ☐

Please state why

…………………………………………………………………………………………

…………………………………………………………………………………

Section Three: Ownership and Use of ICT Equipments:

15. Which of the following devices do you own?

a. Desktop computer ☐

b. Personal digital assistant ☐

c. Cell phone ☐

d. Digital camera ☐

e. Laptop computer ☐

f. Smart phone ☐

i.   Electronic music device ☐

j. Camcorder ☐

16. Which of the following resources do you use to enhance your speaking skill?

a. CD-ROM ☐

b. DVD ☐

c. Video cassettes ☐

d. Audio cassettes ☐

Others(specify) ……………………………………………………

17. Do you have an Internet access at home?

a. Yes ☐

b. No ☐

18. If you have, do you use online resources to improve your speaking skill?

a. Yes ☐

b. No ☐

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

   a.   Yes   ☐

   b. NO   ☐

20. Do you support the use of ICT tools in the classroom?

a. Yes   ☐

b. No   ☐

Please state why

…………………………………………………………………………………………

……………………………………………………………

ICT (Information and Communication Technology) means all technologies in which the computer plays a central role (CALL, the internet, and a variety of generic computer applications).