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**The Role of Information and Communication Technology (ICT)  
in Developing the Students' Communicative Proficiency (CP)  
The case of EFL students at CIEL - Biskra University**

Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of the  
Requirements for the Master's Degree in Science of Language.

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## **Dedication**

In the Name of Allah, the Most Gracious, the Most Merciful  
May Peace and Blessings of Allah Be Upon his Prophet Mohamed  
(PBUH).

I dedicate this work.

To my shining diamonds; to the ones who gave birth and sacrificed for my happiness, to the  
persons who filled me up with love and hope:

To my late father who motivated and encouraged me all the way along my studies

“Allah. may have mercy on his soul”

To my lovely mother who raised and pushed me to do my best

To my sympathetic supervisor

To my sisters and brothers

To my brothers in law

To my nephews and nieces

To my dear friends

To my best friend: Majda.S. who has always been a sister and a friend

To all my friends and colleagues at work.

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## **Abstract**

This study is conducted in order to investigate the issue of information and communication technology (ICT) and its impact on learners' oral performance in their learning process. It aims to achieve three main objectives. First, it searches how language learners deal with the use of ICT in their learning. Second, to investigate what are the factors which cause learners' use ICT, and what is its impact on their performance, as well as, their achievement. Third, is to discover the appropriate modern learning processes that teachers and learners can follow to reduce some of the speaking problems. In this work the following hypothesis is going to be investigated as first If ICT incorporates in CIEL classes, it will be more motivating and pleasant, and the learners will be also more efficacious and enhanced their CP. Second If the teacher integrates ICT in his/her class, ICT will aid the performance of learners to speak fluently and accurately. The research depends on one main data gathering tool which is a questionnaire that was addressed to fifteen (15) teachers from the centre of intensive English language, and another one administered to fifty eight (58) learners of English at the same centre. The study revealed that most foreign language learners have a great amount of obstacles, especially in the speaking skill. Moreover, there are many causes that increase the learners' speaking troubles which affect their learning and lead to a weak performance in the classroom. The results also illustrate different strategies in which the students and teachers can rely on to minimize or alleviate foreign language speaking problems and help students' develop and promote their oral performance.

### **List of Abbreviations**

**ALT:** Advanced Learning Technologies

**CALL:** Computer Assisted Language Learning

**CIEL:** Centre Intensif des Langues Etrangères (intensive foreign languages centre)

**CP:** Communicative Proficiency

**CPU:** Central Processing Unit

**DVD:** Digital Video Disk

**EFL:** English as Foreign Language

**ELLS:** English Language Learners

**FL:** Foreign Language

**FLL:** Foreign Language Learning

**ICT:** Information and Communication Technologies

**IT:** Information Tool

**IIT:** Interactive and Information Technologies

**PPT:** Power Point

**VCD:** Versatile Compact Disc

**Vs:** Versus

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## **General Introduction**

Actually Information communication technology (ICT) is integrated as a major factor in every aspect of human life; almost in all houses, companies and universities, and it is especially uses by the young English Foreign learners (EFL) “digital generation”. Due to the rapidity of the computer in transmitting information easily as well as for the fantastic support of the machine’s multimedia features that help the learners understand huge amounts of data through audiovisual presentations, illustration easily in the learning process. This integration also motivates teachers to help them in their courses in an enthusiastic way.

Learning a language means speaking it well, fluently and accurately. Hence, communicative proficiency is a delicate issue in EFL teaching/learning domain. EFL learners panicked speaking for many reasons. As a matter of fact, the improvement of the speaking competence is weakened by unfavourable ordinary learning. Most EFL learners depend entirely on their teacher who should focus on modern teaching process. Then it should be clear that ICT stands for information and communication technology plays a major role and present a large affect on complete learning process of speaking skill today and in the future.

Many scientists like Barr,D. Becta. Beatty,K. agreed that classes that are integrating various kinds of computing and networking tools do better during the course, because of the length of the EFL syllabus and much data, are reasons to make the atmosphere of the classroom very bored. In order to motivate those learners and feel more enjoyable in speaking courses, the situation should use the technological materials of learning by the teachers to achieve the development EFL level of their learners and enhance their speaking proficiency. Up to that, teachers have to use effective tools and strategies to be more convinced and persuaded.

In addition, ICT takes a big challenge that can change oral classes, improve EFL learners and develop their speaking proficiency.

### **Statement of the Problem**

In the light of increasing evidence, information and communication technology (ICT) for education development assistance at the institution or college level will likely have a limited impact on communicative proficiency (CP). In fact the modern learning process is considered to facilitate and support efficient use of ICT for education at these levels. In order to motivate English foreign language (EFL) students and enhance their speaking proficiency, teachers have to use effective tools and strategies to be more convinced and persuaded. Then it should be clear that ICT will affect the complete learning process today and in the future.

### **Aim of the study**

Information and Communication Technology (ICT) has a key role to play in this study work, as it should aim to develop the general achievement typically in the communicative proficiency inside EFL classrooms. In order, to improve the quality of Communicative Proficiency (CP) and consequence of ICT benefits, also the advantages of such materials and their influences on the EFL learners and how teachers use these materials which reduce disadvantages appropriately for developing the teaching/learning process.

### **The significance of the study**

The current study of is to discussed the impact of ICT tools in education, in the strong enhancement of students' communicative proficiency. Communication is a process in that ICT occurs and should be used; moreover it is significant for both teachers who should pay the required attention to integrate this technology in their education system, in so doing for the students to make themcompetent.

### **The hypotheses**

In this work the following hypothesis is going to be investigated as:



H1: If ICT incorporates in “Centre Intensif des Langues Etrangères”, which means intensive foreign languages centre (CIEL) classes, it will be more motivating and pleasant, and the learners will be also more efficacious and enhanced their CP.

H2: If the teacher integrates ICT in his/her class, ICT will aid the performance of learners to speak fluently and accurately.

### **Research Questions**

Specific questions explored in the study in the case of EFL students and teachers at CIEL – Biskra University Include the following:

- 1-What are the appropriate ICT tools that make the students more interested inside an EFL classroom?
- 2-What is the major factor that influences EFL learners in the use of ICT in oral production?
- 3-How can the use of ICTs' kinds improve students' English speaking skills?
- 4-To what extent EFL teachers can help their learners to develop their CP and become autonomous learners beyond the courses?

### **Research instruments**

Our research will rely mainly on quantitative data collection method (questionnaire) as an appropriate method or way of analyzing the information gathered within this research. The type of questionnaire that will be used is semi-structured questionnaire. Is directed to fifteen member of teachers and fifty eight member of students that are chosen randomly as a sample for this study.

This research method will be more helpful to facilitate the link between two variables (the independent variable is Information and Communication Technology and the dependent variable is the enhancement of EFL student's Communicative Proficiency). The present study will include students of CIEL of Mohamed Kheider University Biskra (central university and Chetma polar university). The setting is selected based on the availability of ICT facilities for integrating technology in the teaching-learning process, and the readiness to participate in the

research. Members of the sample will be selected haphazardly, regardless their age, level, and background. Because People who come to CIEL for an urgent need to learn English in a specific time at the expense of each learner joint, distinguish them as weaknesses in this language along the lines of university students where specialists.

### **Structure of the dissertation**

The research is divided into two main parts: descriptive part which includes two main chapters, and an empirical part which includes one chapter, the data analysis of the student's and teacher's questionnaires.

Chapter one is devoted to general overview of ICT and CP. It consists of terms determination, types and its uses and benefits, and their importance. Whereas the second chapter emphasizes in order to make a link between role and impact of ICT on EFL learners CP. its aspects and main principles. Finally, The third chapter is devoted to field work is purely concerned with analyzing and interpreting data gathered from both student's and teacher's questionnaires, steps of the description will be mentioned and each procedure will be clarified in details. The findings will be analyzed and interpreted before and after the description.

# **Chapter one: Elaboration of the Notions**

## **Introduction**

Nowadays, it is very important to talk about the implementation of Information and Communication Technology (ICT). Anderson, A & Lynch, T. (1988). the latter has been recommended computer and projectors as most the best tools in the domain of foreign language learning. Although, Communication takes place where there is speech and without communicative proficiency, we cannot exchange ideas with one another. Speaking is at the heart of a foreign language learning. The present chapter discusses the concept and the nature in a one side the Information and Communication Technology (ICT) and in the other side the Communicative Proficiency (CP). This chapter is divided into two sections: one section is devoted to the explanations of ICT and CP, their types, ICT as new tool for education, the significance of speaking skill, also the importance for each one in EFL teaching/learning process.

### **Part one: What is ICT?**

#### **1. Definitions - What does Information and Communication Technology (ICT) mean?**

Anderson, T.G. (1988), Information and communications technology (ICT) refers to all the technology used to handle telecommunications, broadcast media, intelligent building management systems, audiovisual processing and transmission systems, and network-based control and monitoring functions. These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephone.

Leon & Vega, (2010), asserted that Information and Communication Technology (ICT) is a term used to describe a wide array of tools that not only facilitate the communication of information, but in recent years there has been a groundswell of interest in how computers and the Internet can best be harnessed to improve the efficiency and effectiveness of education at all levels and in both formal and non-formal settings. But ICTs are more than just these technologies; older technologies such as the telephone, radio and TV, they have a longer

and richer history as instructional tools. For instance, radio and television have for over forty years been used for open and distance learning, also print remains the cheapest, most accessible and therefore most dominant delivery mechanism in both developed and developing countries. Furthermore, a degree in ICT is considered as a first step toward a career that will continue to evolve as technology continues to expand the way we create, store, and share data.

For Richards (2008), Education Technology is defined as “the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources”. It defined ICT as the study of the use of computers, the internet, video, and other technologies as subject at school.

According to Bialo and Sivin-Kachala (1995), Information and communication technology greatly facilitates the acquisition and absorption of knowledge, offering developing countries unprecedented opportunities to enhance educational systems, improve policy formulation and execution, and widen the range of opportunities for business and the poor. One of the greatest hardships endured by the poor, and by many others, who live in the poorest countries, is their sense of isolation.

Referring to Hawkins et al. (1985). The new communications technologies promise to reduce that sense of isolation and to open access to knowledge in ways unimaginable not long ago. However, the reality of the Digital Divide (the gap between those who have access to and control of technology and those who do not) means that the introduction and integration of ICT at different levels and in various types of education will be a most challenging undertaking. Failure to meet the challenge would mean a further widening of the knowledge gap and the deepening of existing economic and social inequalities.

UR, P. (1991). introduced ICT as stands for Information and Communication Technology which include digital technology such as computer and internet which are potential tools for

educational change and reform, Although They are the computing and communication facilities and features that variously support teaching, learning and a range of activities in education. For instance we know that technology changes (rapidly) and newer, more cost effective and more powerful technologies will continue to emerge of potential use in education. At the same time, evidence shows that, once installed in schools, ICT continue to be used for the life of the functioning life of the technology, whether or not newer, more cost effective and powerful technologies emerge (especially as upgrade paths are seldom part of initial planning).

According to Anderson, A & Lynch, T.(1912)“ICT stand for information and communication technologies are defined, for the purposes, as a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information”. While it is clear that it is the application of various ICT that are the most important determinants of the effectiveness of such tools in education, the choices of tools are quite varied and each has its own advantages and disadvantages.

Brown, D.H. (2001). ICT is not just regarded as a tool, which can be added to or used as a replacement of existing teaching methods. ICT is seen as an important instrument to support new ways of teaching and learning. It should be used to develop student’s skills for cooperation, communication, problem solving and lifelong learning.

There isn’t much difference in the definitions above. However, Brown, J. D. (2008) goes further to explain ICT as applying to software, and not only hardware as seems to be the case in the other definitions. This difference isn’t so obvious, as one can argue that, in order for the equipment mentioned in the other definitions to serve their purpose; software (or an engine) is needed to run them. In otherwise the definitions share a similar notion that, information has to be generated and shared. They also assert that, such information must be digital or electronic.

The definitions generally do not restrict ICT and IT for only computers, they mention telecommunications equipment (mobile phones, printers, scanners etc) as well.

Conclusively, ICT /IT (Information Tools ) is a general term, that describes the process of creating, modifying, storing, transmission of information, in varied formats, between humans and machines alike globally, use simply several different electronic technologies, to achieve an outcome (be it recreational, or otherwise.)

Brown (2001), “Schools and teachers are asked to integrate Information and Communication Technology (ICT) in their everyday practice. It is often argued that technology in education will make schools more productive and efficient, will improve teaching and learning, will provide authentic and engaging learning experiences, and will better prepare students for the workforce”. So Both teachers and students that possessed computing skills do not know how to apply these skills in learning and teaching situation. According to the American Web-Based Education Commission they mentioned that training helps teachers transform lifeless equipment into useful tools. Creating high-tech educational tools without training teachers to use them would be as useless as creating a new generation of planes without training pilots to fly them.

## **2. Kinds of ICT:**

Different types are suggested to use in different domains, and each type has its own characteristics and function, such as:

### **2.1.Computer:**

“A programmable electronic device to accept data, performs prescribed mathematical and logical operations at high speed, and displays the results of these operations. Main frames, desktop, and laptop computers, tablets, and smart phones are some of the different types of computer”

Computer is helpful device that is used to facilitate communication between people and provide, store and process data which can be words or numbers or program according to specific system. There are several types of computer and they consist of many components that are divided into software and hardware components. There are many kinds of computer which are available nowadays. Tomei, L.A. (2003, p.1: 1-25).

## **2.2. Connections:**

Beatty, K. (2003).The Central Processing Unit (CPU) is one of the important components of computers. CPU (also called a microprocessor). It is very suitable name, because it describes exactly what the CPU does it processes instructions that it gathers from decoding the code in program and other such files.

## **2.3. White board:**

Or what it is called also the magic board. Becta. (2005), It is an easy to use device, it is used to write in by a special pen, easy to be cleaned, and it works also as a computer screen when the teacher uses the projector to present the lesson.

## **2.4. Projector:**

According to Becta the projectors is defined as an apparatus for throwing an image on a screen; it is a device that shows pictures, images or films on a screen by connecting it to a computer for instance. (Becta, 2003, p 107-137)

## **2.5. Internet:**

Parrott, M, (1993). "A vast computer network linking smaller computer networks worldwide. The internet includes commercial, educational, governmental, and other networks, all of which use the same set of communications protocols."It is the most important tool; it serves us in all the domains. The use of the net dominates the whole world and it is used in all the fields. The Internet becomes a necessity not just a complementary device in our daily life and it is considered as a crucial tool of communication and a new face of technology.



According to the Internet is defined as a global network connecting millions of computers. More than 190 countries are linked into exchanges of data, news and opinions.

### **3. ICT as New Tool for Education**

Globalisation and technological change processes that have accelerated in over the past years have created a new led by information and global economy powered by technology, fuelled by information knowledge. The emergence of this new global economy has serious implications for nature and purpose of educational institutions (Bates, 2005, p.43).

In this connexion, ICT has been touted as potentially and powerful enabling tool for educational change and reform. When used appropriately, ICT is said to help expand access to education, strengthen the relevance of education to the increasingly digital workplace, and raise educational quality, among others, helping make teaching and learning into an engaging, active process connected to real life. However, the effective integration of ICT into the educational system is a complex, multifaceted process that involves not just technology, indeed, given enough initial capital, getting the technology is the easiest part - but also curriculum and pedagogy, Institutional readiness, teacher competencies and long term financing, among others. ICT in education is any educational technology that is applied in the educational process. It encompasses Hardware approach like use of machines and materials, Software approach like use of methodologies and strategies of teaching learning and systems approach that uses the management technology that deals with the systematic organisation of the hardware and the software. Also, ICT in education is the processing of information and its communications facilities and features that variously support teaching, learning and a range of activities in education.

Richards (2006). Education Technology is defined as “the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources”

Educational Technology can be used by all educators who want to incorporate technology in their teaching as well as educational administrators. The emergence of different educational tools and software has motivated many learning organisations to integrate them into the curriculum as they can have a great impact on student learning (Hawkins et al., 1996).

Recently, Educational Technologies have been considered as a crucial factor in improving the quality of education and enhancing the level of student educational learning performance (Bialo and Sivin-Kachala, 1995). It has demonstrated a significant positive effect on student achievement and the teaching and learning processes as a whole (Bialo and Sivin-Kachala, 1995).

Byagata, M. (1991). Today, technology of education is being developed with the aim not only of making education more widely available, but also of improving the quality of education which is already available i.e; Educational technology is concerned with providing appropriately designed learning situations, which hold in view the objectives of teaching. It modifies the learner's environment through the varied techniques of presentation, arrangement of learning activities and organisation of social and physical surroundings. The purpose of educational technology is to improve the quality of language learning.

### **3.1. Media and Technology in Teaching and Learning Process**

There is a wide range of terminology when we deal with technology used for learning. Media, multimedia, ICT, Information Tool (IT), Interactive and Information Technologies (IIT), Advanced Learning Technologies (ALT) are all umbrella terms that cover all advanced technologies in manipulating and communicating information within the learning process. It is referring to media which is described by Bates (2005: 43) as “generic forms of

communication associated with particular ways of representing knowledge. Texts, audio, face to face communication and video are all media” So in education, according to Bates, there exist five main media: direct human contact, text, audio, video, and digital multimedia. Technology is used to deliver this knowledge or media like (satellite, cables, videoconferencing, telephone, and mobile, CD, computer, e-mail and so on.). These technologies are different in being either one-way or broadcast “like TV and print, and two ways or communicative” like videoconferencing and mobile (Bates, 2005, p.43).

### **3.2. Computers and Teaching**

Davies, G. (2003). With the rapid development of technology, more and more language teachers and learners are eager to use technologies such as computer and the Internet for language learning and teaching. Undoubtedly, the use of technology in education has a positive effect on the achievements of language learners, but it is a necessity to consider all aspects of this application.

Davies, G. (2003). A great distinction between two philosophical approaches: teaching from computers and teaching with computers. Teaching from computers includes things like computer-based instruction, computer-assisted instruction, and integrated learning systems. It can be a tutorial, game or independent learning programmer. Its goals focus on more effective delivery of knowledge and increased skills.

Davies, G. (2003). Also they argued that teaching from computers alone could only improve access or efficiency. In contrast teaching from computers, teaching with computers has a wide variety of impacts. Because the values embodied by teaching with computers are generative and transformative, the nature of the goals and the resulting impacts can be felt in many areas.

### 3.3. The Use of ICT in Education

Barr, D. (2004). The economic developments and social justice turned attention to expanding access to education. It is true that worldwide illiteracy rates have declined in the last decades. But it is also true that the emphasis on knowledge is now much higher than forty years ago. In the past societies could flourish economically even when more than half of the population was illiterate, but this is no longer possible in the Information societies. To remain economically competitive and prosper in this widespread knowledge-driven economy, countries cannot find large sectors of their population to be excluded from education, or at the lower level of the educational process.

Barr, D. (2004). The development of education means integrating new ways of technology to allow and attract the population who have been excluded from education for cultural or social reasons. In cultures- such as Algeria- with strict rules and traditions regarding interaction between genders, girls may be forced to leave school before puberty for a simple reason i.e. avoiding contact with male colleagues and teachers. For girls who remain in school, the rule regarding with whom they may or may not talk make it difficult to succeed and reach further degrees. One of the techniques regarding the fulfilment of this task i.e. expanding access to education is the use of ICT. Home schooling, the Internet and cell phones have created a proper atmosphere to make the different genders familiar with the field of education that is to say, technology can promote alternatives for educating women that are more cost effective than all-female schools without disrupting cultural traditions.

Communication owes a great and particular debt to technology as television and radio broadcasts or Internet-based technologies enable girls to continue their studies from home or small learning centres.

To conclude this part, one can say that technology functions as a neutral agent without gender or cultural allegiances, thereby facilitating communication and learning.

### **3.The importance of ICT**

According to Williams, D. (1997), “the important thing of ICT lies less in the technology itself than in its ability to create greater access to information and communication in underserved populations”. Various countries have established organisations for the promotion of ICT, because it is feared that unless less technologically advanced domains have a chance to catch up, the increasing technological advances in developed nations will only serve to exacerbate the already-existing economic gap between technological "have" and "have not" areas.

Williams, D. (1997). It is not difficult to find references to the need to change our educational system. As we approach the third millennium there is a focus on the one hand for a need to enhance ‘basic’ numeracy and literacy by teaching learners more rigorously, and on the other to produce more independent learners’ ability of using information sources to construct their own knowledge. In both cases it is possible to find supporters of IT who feel that the ‘right IT’ in the classroom will do the job, that given enough exposure to IT all ills will be cured.

#### **Part two: communicative proficiency**

##### **1. Definition - What does Communicative Proficiency (CP) mean?**

Leon and Vega, (2010). Communicative proficiency is often specified as an integrated control of language reflected in the speaker's capability to understand and employ language appropriately for communication in different situations. Communicative proficiency can be characterised as many systems of knowledge and skills. Scientists look at it as grammatical, psycholinguistic, discourse, and strategic competence; others take it as a combination of roles, settings, topics, functions, notions, and language activities. Measurement of communicative proficiency faces many problems that are compounded by the fact that the usual measurement of communicative competence is based on total rating scale approaches, while linguistic

competence is generally measured by a discrete item method. The presumed difference between measured linguistic and communicative competence may actually reflect a difference in measurement techniques.

### **1.1 What is oral communicative proficiency?**

Richard, J.C. (2001). claimed that most people, are being able to claim that knowledge of second language means being able to speak and write that language. Oral expression aspect involves taking the properly choices when functioning language forms, by following the right order, sounding in a way that is similar to that of native speakers, and producing the right semantic that might be understood by the listener. For him, the interaction process between people need to use the speaking skill; therefore, speaking is seen as the most necessary skill that learners refer to make them able to speak fluently in the classroom situation.

Felicitous communication is founded on the speaker's ability to transmit messages and transfer information effectively, and on the listener's ability to comprehend what is said being heedful to it. On the concept of speaking, speakers use some elements, such as pauses, tone and volume change, and intonation to organise talk. They speak either aware or unaware reflecting their personality or creating a self-image which is depending to their talk (Luoma, 2004, p. 10).

According to Widdowson, (1994) speaking is the active productive skill and use of oral production. It is the ability of the person to interact orally with others. It requires the process of communicative competence, grammar, vocabulary, and pronunciation. He defines it also as performed face to face interaction and occurs as a part of dialogues for other form of verbal exchange.

The speaking skill aims at developing abilities in producing oral discourses, has various concepts referring to every teachers or either authors view point. Learning English as a

foreign language requires learners to learn the four skills: listening, speaking, reading and writing. Widdowson (1980, p.58)

Furthermore according to Bygate (1987) the major concern behind learning a foreign language is to speak, and communicate in the language fluently; speaking is a fundamental skill that language learners should master with the rest of other language skills, and it is defined as a complex process of sending and receiving messages via verbal forms of expressions, but it also includes non verbal forms and symbols such as gestures and facial expressions, which form the communication process among the peoples' interaction.

Adding to the precedent definitions, the communication needs special process towards successful speaking. The process starts with a source or the speaker who encodes the message which goes through the channel to be decoded, and received by the hearer. The hearer then responds to it through giving a background. Speaking moreover, is assisted to be a dynamic and productive skill. Speaking is "A skill by which they [people] are judged while first impressions are being formed". (Hedge, 2000, p.261) This means that speaking is an crucial skill because it has given more attention in foreign language and because it reflects peoples' ideas and point of view. That is to say, speaking is a important skill which needs more attention in both first and foreign language because it reflects people's thinking and personalities.

Speaking is the productive skill in the oral mode. It is more complicated like the other skills than it seems at first and involves more than just pronouncing words.

## **2. Types of Speaking Skill**

Since speaking is regarded as one of the language productive skills, Brown (2004, p.271-272.) listed five taxonomy for oral production, that student are expected to carry out in the classroom. Which include six basic types of speaking and are: imitative, intensive, responsive, interactive (dialogue), and extensive (monologue).

### 2.1. Imitative Speaking

Many students tend to parrot back or repeat the others, they pronounce the word in the same way they heard them. These actually help learners and improve their speaking skill. This kind of repetition may include different properties of language as grammar and lexis in order to convey a meaning or even to interact in a conversation, by paying attention to pronunciation as an attempt to help learners to be more comprehensible.

### 2.2. Intensive Speaking

The student practises some phonological or grammatical aspect of the language. Instead to include any speaking performances that are designed to practise some phonological or grammatical aspects of language such as intonation, stress and rhythm; here the speaker must be aware of the semantic properties in order to be able to respond. This type of speaking also includes some assessment tasks like reading aloud, sentences and dialogue completion, and so on.

### 2.3. Responsive Speaking

The students in the language class are responsive; need to be brief talk, comprehensible, and short in which he/she gives answers to the teacher's questions or peers' comments. These answers, therefore, should not extend to long conversations, rather; it should be meaningful and authentic like shown in the following short conversation:

A. Alex: Excuse me; could you bring me the book?

B. John: Absolutely. That is my pleasure.

### 2.4. Interactive Speaking

Interactive speaking differs from responsive speaking in terms of length and complexity of interaction, this type involves two forms of languages; **transactional** language and **interpersonal** language.



### **2.4.1. Transactional (dialogue)**

Transactional dialogues are an extended form of responsive language, they are accomplished for the purpose of exchanging knowledge and specific information in a form of long conversations where the major concern is in sharing views and ideas and it could be a part of group or pair work. Like in the example below:

- 1- Excuse me. Can you tell me the time, please?  
 2- Yes, of course. It's seven o'clock.  
 1- Thank you.  
 2- No problem. You seem that you have extra courses?  
 1- Actually, 4 courses for today.  
 2- Okay, I wish you a good luck. Take care of yourself

### **2.4.2. Interpersonal (dialogue)**

Interpersonal dialogues are carried out in order to maintain social relationship rather than the transmission of knowledge and information. Students may encounter difficulties in performing these dialogues since they include colloquial language, slang, ellipses, a causal register, colloquial language, emotionally charged language, sarcasm, and covert agenda. Which are not easy to be worked from students.

The following example shows a kind of interpersonal conversation:

Jack : Hello, Nattily, What's up?

Nattily: Oh, so-so.

Jack: Not a great day, huh?

Nattily: Well, far be it from me to criticize, but I was pretty miffed about last day.

Jack: Oh, wow, this is credible, amazing. Back to square one. For crying out, loud, Nattily, I thought we'd settled this before. Well, w Well, what more can I say?

### **2.5. Extensive Speaking (monologue)**

Students in the intermediate or the advanced level are required to give oral reports, summaries or short speeches where students get more opportunities for classroom interaction.

This form of speaking can be more deliberative, and the language should be more formal and comprehensible. This monologue can be planned or improvised.

### **3. The Significance of Speaking Skill**

Unlike listening and reading which are receptive skills of a given language, speaking and writing skills are widely classified by many researchers as productive and active skills (Richards et al, 2002 p.293).

In fact, Harmer (2001, p.154) asserted the crucial aim of language study is to enhance both the receptive and productive skills. This meaning allows us to conceptualise that all language skills are integrative, and one cannot teach or learn a language with a solely skill.

Though, speaking skill is most complex process and non-evaluated in the educational context, it is considered by many teaching and testing experts to be developed among all learners as advocated by Luoma (2003).

Speaking contains three domains of knowledge, namely mechanics which refers to pronunciation, grammar, and vocabulary. At this level, students are involved to use the right terms in the right order with the correct pronunciation. Secondly, the transactional and interaction functions in which the students know when clarity of message is necessary for transaction or information exchange, and when precise comprehending is not required for interaction and relationship building. Lastly, social and cultural norms, that is, students need to understand how to take into account who is speaking to whom, in what circumstances, about what, and for what reason. Part from that, a good speaker synthesises this achieve of skills and knowledge to succeed in a given speech act (Burkart, 1998).

### **4. The Importance of oral performance**

Richards, &Renandya, (2002).To be confident to Learn speaking English is nowadays a necessary. It is not a matter of status however it can be crucial ability for a good quality job and to flourish in one's career. In the international companies are seek for who are the best

competent in English language to be lucky with the concern job. Even in the management jobs the high profile people also require a fluency in English. Yet again, it is not just to leave an impression of stylishness furthermore it is must be to converse your main points in a smart way. Actually English language enables people to make their point work at ease in their own goodwill, if they are able to engaged appropriately and present their points in an open platter.

### **Conclusion**

There are many types of ICT tools that are used in different domains and there specific tools as well that are used especially inside classes; to serve educational fields that are used by the EFL teachers. ICT differs from the types; each one has its specific elements and its determined objectives which can held the teaching learning process. And has a important affect on communicative proficiency Despite, the use of technological tools has some down points; its advantages cover these weaknesses.

# **Chapter Two: The ICT Impact on EFLs' CP in the Classroom**

## **Introduction**

In the pitch of instruction, the integration of technologies is considered as a conceptual revolution and an innovative practical tool in foreign language classroom. The purpose of this chapter is to achieve the value of using such material and to make the teacher more familiar with that technology and learners as well. Although, towards improving the teaching/learning process particularly assisting the EFL learners to master the target language for the speaking skill. Therefore, as 4 the main objective behind this investigation, it is to spot the light on the usefulness of ICT in improving students' oral language proficiency.

### **1. Purposes of using ICT on CP inside classroom**

It aims to help students to improve their level of competency when they are using such material and master the bog standard knowledge and skills that will help them in their daily life too. Also, it teaches them the flexibility and trains them to the future. ICTs give the chance to the learner to be more experienced, and empower those who have no idea about the use of these equipment to use it effectively. In addition, technology facilitates communication between students, thus promoting better social comprehension. Information and Communication Technology aims to assist students to appreciate and the diversity of communicative proficiency.

### **2. Benefits of ICT Usage in EFL Classrooms**

While it is clear that it is the application of various ICTs that are the most important determinants of the effectiveness of such tools in education, the choices of tools are quite varied and each has its own advantages and disadvantages. “The mastery of speaking skills in English is a priority formany second-language or foreign-language learners” (Richards, 2008, p.19). As well as the speaking performance in the classroom is a critical area in the development of language learning. Likewise, in EFL classrooms, learning a language requires

an interaction between the teacher and students. It involves participation on the part of learners and establishing discussion on the part of the teacher. (ibid)

### **2.1. Benefits for Students**

It supports courses quality through planning which collaborates the preparing and to present teacher resources. It improves a higher level speaking learning skill. A main advantage is the development of oral competence, fluency, accuracy and elaboration; technology enhances setting more stimulation and student-centered. In addition, it increases self-confidence and self-esteem because the most of students feel ease and so comfortable.

### **2.2. Benefits for Teachers**

ICT facilitates sharing information and resources, as well as it has a great flexibility in temporal and setting these issues are applied. Teachers may easily plan and prepare their lessons about speaking skill and also the design and the choice of materials. Furthermore, it improves the professional image projected to colleagues. Moreover, the usage of ICT during the lessons motivated students to continue using it in academic purposes.

## **3. The Speaking Skill Elements**

### **3.1. Grammar**

This term refers to the set of structural rules that govern a particular language. It is the ability to use the language being committed to its rules. One has to learn the grammar of a language in order to speak it. “Learner grammar is handy for judging proficiency because it is easy to detect in speech and writing” (Luoma, 2004, p.12). Grammar may also refer to the ability of combining words to form phrases, clauses and sentences. , and this fields includes morphology, syntax, and phonology, often complemented by phonetics, semantics, and pragmatics. Thus, it is the study that involves the construction of certain structures, which results in producing language.

### **3.2. Vocabulary**

It is the set of words that are common to a particular person, which are used in a particular context for a certain purpose. Also it refers to the words that are used by the speaker to communicate his/her ideas. For this reason, is being knowledgeable about that language in terms of meanings. vocabulary concerns studying the function of words.

In other means, vocabulary refers to all the words that are produced language by people. Thus, having sufficient vocabulary leads the speaker to communicate effectively. Indeed, learning a language implies learning its vocabulary as a first stage of language development.

### **3.3. Pronunciation**

It is the appropriate spelling words. “Pronunciation or, more broadly, the sound of speech, can refer to many features of the speech stream, such as individual sounds, pitch, volume, speed, pausing, stress and intonation” (Luoma, 2004, p.11). Furthermore, argued that speaking a language is based on pronouncing the sounds of that language and that there exists an evident relation between speaking and pronunciation. Uttering words correctly and using stress and intonation appropriately are essential for EFL learners. Moreover; “Of all the aspects related to the speaking skill, pronunciation appears to have the closest link to our self-concept, to whether we have positive or negative feelings about hearing ourselves sound(ibid., p.54).

Accordingly, pronunciation is related to the phonological aspect of the language and is based on the production of sounds using some body organs, mainly the tongue and mouth.

### **3.4. Comprehension**

As defined the ability to understand something” the term refers to the ability of comprehending what is received as information; in order to comprehension that is not only related to receptive skills, but also concerned with oral understanding. In one side, Teachers may adopt speaking comprehension as a way of motivating students to understand the

vocabulary within language learning process. In other side, Teachers integrate speaking comprehension as a part of the classroom activities to enable students to speak accurately and fluently, by training them to understand what is being said by the teacher, as well as what they are saying when discussing a certain issue. Also, comprehension works on hearing operation. In fact, language progress is based on comprehension. Briefly, the understanding of language that is used by people, and being familiar with the vocabulary used and grasping the ideas precedent.

#### **4. Students VS Teachers**

##### **4.1. The students' Role**

Richards and Renandya (2002), the digital or technological literacy is presented today as an essential element for the education of university students which, when articulated in relation to the ICT, involves the need of being knowledgeable in the use of new and old codes, symbolic systems and ways of interaction.

Richards and Renandya (2002), depending to teachers, students also have a crucial role inside the class, they have to be more responsible and take on the new roles, and they are often using the materials without any control. So classes will become much more learn-cantered, with learners' time and effort that devoted to authentic reading and writing tasks related to authentic communication with (native speaker) partners. So Learners become more active members during the lesson and being creators of the target language rather than just passive recipients. The discrimination of the activities supports students to generate new ideas. They use and apply what they are already known about technology in their studies and then raising the degree of participation. Thus, the collaboration between both the teacher and the learners appears to be general consensus that both teachers and students feel the ICT use greatly contributes to student motivation for learning.

##### **4.2. Teacher roles and responsibilities in EFL classes**



Richards and Renandya, (2002), ICT supports access to online resources that use a powerful combination of audio, video, text and graphics, prepared by specialists in a centralised facility and delivered to individuals or groups by technology. Besides, it aids the teacher to teach a whole class or part of a class, assisted by technology as appropriate for all students' oral production and comprehension to learn the same way or to choose ways that suit their individual communicative proficiency using ICT. It also allows students to move independently between learning areas as necessary in large screen video display projectors.

#### **4.2.1. Oral Production**

Any teacher of English Language Learners (ELLs) has a responsibility to enable her/his students to communicate the spoken language effectively. Which concern the Teachers teaching process is that spoken language that must address this question: why is it so difficult to teach learning oral proficiency?

It is well known, teachers believe desperately attempting to teach in the classroom what is best learned outside. The classroom, of course, is a convenient situation for prolonging information and enhancing education skills. Wherever, teachers' worry is not only to inform but also to improve learners' capability to utilise the target language for communicative goals and needs. So as to get a better understanding of these purposes, it is crucial to realise oral production. A various definitions of Oral Production are suggested as follows:

Hymes (1972), "The capacity to communicate effectively within a particular speech community that wants to accomplish its purposes". Speaking is more than making the right sounds, choosing the right words or getting the constructions grammatically correct. According to Bygate (1987) speaking is "a skill which deserves attention as much as the literacy in both native and foreign languages".

Additionally as cited in Leon & Vega (2010), learners of English as a foreign language (EFL) are often preoccupied to enhance their speaking skills than any other language skills, where

they have been asked to reflect on their language needs and learning. However, this need to speak English, particularly for business and travel has emerged from advances in the speed of communication systems and mobility, which have encouraged globalisation and have command to the exponential growth of the use of English as a lingua franca.

#### **4.2.2. Information and Communication Technology**

Youssef, A. &Dahmani, M. (2008).“Professional English in use ICT is designed for intermediate to advance level learners who need to use the English of computing and the Internet for study and work.” The teacher can use the ICT for self- study or it can use with the learners in classroom which can involve so rapidly that thousands of new words are used to characterise devices that didn’t exist before.

Youssef, A. &Dahmani, M. (2008).“Teacher becomes increasingly aware of the benefits of technology, and begins to incorporate it into teaching often “replacing” former activities with ICT alternatives”. A teacher becomes familiar with appropriate use of ICT, and can integrate it into many aspects of their outstanding teaching. “Educational technology is not; and never will be transformation on its own, ICT tools cannot replace teachers-teaches are the key to whether technology is used appropriately and effectively” In fact, technology does not delete the role of the teacher and never exclude it as many people thought, because the teacher is the tutor and the instructor and the guide who control these materials as well as the students.

Barr, D. 2004.To present technology and talk about its different kinds will not change the process of learning and teaching; should practise it in reality. The great roles of teachers have to determine ICT tools are functioned, and they have to design the staff developmental process that trains them that the teacher must be a part of the planning for technology integration. Although, they have to be aware of which tool will fulfil that lesson and make it more understood, thus, the well choice of the appropriate technology.

Youssef, A. & Dahmani, M. (2008). The teacher must be creative and try to move smartly to use each tool for making the student more active and to eliminate the routine inside the classroom. Moreover, Teachers can support the pair and group work and that technology facilitates the process which is recording a role play, investigating a phenomenon, search new findings using the net, and so on. In addition, Teachers should create a real environment and comfortable atmosphere and asking for a help of their students in installing the material to get a close vision and a good idea about what they are really doing.

Youssef, A. & Dahmani, M. (2008). learning English as a foreign language is aimed to speak and communicate .EFL students speak for many reasons: to be sociable, the ability to communicate confidently and appropriately with other: with those who are older or younger, with those in positions of power, with peers and family, with small and large groups. Students will learn how to interact productively with their peers, to speak confidently in class discussions, to listen strategically, to listen with comprehension, and to product well structured and coherent context.

### **4.2.3 Activities**

Speaking skill is said to be an active or productive skill. This is why EFL teachers should use some activities such as group work, pair work, role-play and discussion which encourage students to take communicative initiatives. These previous mentioned examples of teaching activities are describes as following:

#### **4.2.3.1.Group Work**

A group work is a classroom setting where learners are working within smaller units or groups. It is a form of learner activation that is of particular value in the practise of oral fluency (Ur, 2000, p.32).

Group work performance is seen as an activity that increases the amount of learner's talk as it was mentioned by Ur (2000) in his book "A course in language teaching" saying that: "Group

work increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class “(p.121) That means there are teachers fear to lose control over their classes since there will be too much noise, and students may over-use their mother tongue. Whereas oral performance, in group, is based on a real attempt to find a collective solution to problems. For instance group work is a meaningful activity because the students need to focus on meaningful negotiation and information exchange. For this reason, students should be familiar with the discussion topic. The main concern of the teacher is, of course to get the students to talk and to stimulate their interest and imagination. To conclude, group work involving communicative subjects is important to develop oral proficiency because it is need to maximum students’ participation in an orally purposeful activity.

#### **4.2.3.2. Pair-work**

Dörnyei, Zoltán. (2001). A pair work activity in classroom, is one of the effective strategies to raise the level of learners’ oral performance, where two students (i.e. pair) maintain a language together, listen to a passage and discuss about it, and speaking practise of play or dialogues. So, they can have more chance to share their knowledge with others and feel independent and autonomous. Then it is, seen as quick and easy to organise. However, pair work activity is highly considered as a noisy process since, it increases the student’s talking time, the fact that led many teachers to avoid pair work activity simply because most of them lose control over their classes

#### **4.2.3.3. Role Plays (Simulation)**

Many learners greatly benefit from simulation and role plays activities since, they simulate real life situations (such as: business meeting, interviews and the like).The Simulation and role plays, can be used to encourage oral fluency or to train students for specific situations especially where they are studying English for specific purpose (ESP).

Revel (1979, p.16) sees role-play as: “individual’s spontaneous behaviour reacting to other in a hypothetical situation”. This implies that role-play invites students to speak through a fictitious identity in an imagined situation to present the view of a person without necessarily sharing them. There is a dynamic movement as the role-play progresses with students who lack self-confidence or have lower proficiency levels. Topics for role play should be taken from students’ current interest and anticipated experiences. This will contribute to increase the students’ self-confidence as a speaker and his motivation to participate more. Students find simulation and role plays activities good fun, and thus motivating and more importantly enhances their language development and performance.

#### **4.2.3.4. Discussions**

Byrne (1976), Discussion is any exchange of thoughts, opinions, arguments and points of views and opinions either on a class basis with the teachers’ role as a mediator and to some extent as participator, or within the context of a group, with the students talking among themselves. It may last for just a few minutes or it may continue for a whole lesson.

It is proposed a solution for teachers which allow them to avoid such difficulties which are the buzz group: where students have a chance for quick discussions in small groups before any of them is asked to speak in public. While discussion has many advantages, some benefits for second language learners include: increased comprehension levels; opportunities to improve listening skills and develop spoken language proficiency; increased participation of quiet and shy students and more time for teacher observation of students learning. Moreover discussion creates a great English atmosphere Harmer (2001, p.272).

### **5. Speaking Error Correction Strategies**

Hedge (2000, p.290- 291) observed different teacher’s corrections during controlled practise, and listed six main strategies as follows:

- a. The teacher frowns and says “No”, you don’t say that. What do you say? Can anybody help Juan? “
- b. The teacher repeats a sentence the student has just said, with rising intonation up to the point of the mistake, and waits for the student to self correct.
- c. The student has just produced a present-tense answer to past-tense question from the teacher. The teacher repeats the question, stressing the past tense form, and waits for the student to self correct.
- d. The student uses incorrect intonation in a question. The teacher asks the class for an accurate version, then repeats it, asks the class for choral repetition, an individual repetition, and finally returns to the original student.
- e. The teacher looks puzzled and requests clarification by asking “what did you say?” while the students recognise as indication of an error. Then the teacher waits for the student to self correct.
- f. The teacher moves his or her hand to indicate error, gives the correct version, and asks the students to repeat after him/her.

As a result, the strategies used above are basically used when the error takes place during a conversations or discussions, which may cause some disturbances in the task being prepared or to the student’s way of talking. In addition, sometimes when the learner is interrupted each time for the sake of correction will drive them away from the main goal of the activity and cut the flow of their ideas while performance.(ibid).

Consequently, the author discusses another strategy, in which the teacher listens to students’ discussion and starts taking notes. After that, the teacher asks learners about their opinions of the discussion before the feedback is given. At the end, all the mistakes are either written on the board, discussed with the whole class or given to the learners who make the mistakes individually. Harmer (2001, p.131)

### **5.1. Using ICT Techniques in the Classroom**

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

### **5.2. Using CD-ROMs and DVDs**

Teachers of oral expression may use these devices in classroom, to teach the speaking skill for its great advantages.

Dundey and Hockly (2007, p.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 independently as they called "autonomous learning". So its use can be somehow a source troubles for teachers who are not yet experienced with the implementation of these technologies. Therefore,

Dundey and Hockly (2007, p.115) suggested the following activities that may give a help to teachers with a start direct to use of CD-ROMs in their teaching process:

- a. If you (teachers) have access to a data projector ( or beamer) and one computer, CDROM 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.
- b. If the centre has a computer room or self-access centre, the teacher can program in regular short sessions, for example once a week, in which learners work alone or in pairs on CD-ROMs materials during class time.

DVDs is much greater capacity in storing data and in the high quality of audio and video.

\*There are some ideas suggested by Dundey and Hockly (2007,p.114) that may help teachers work with these technologies in order to enhance their students' oral performance:

**a.** 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, and the dialogue played a final time with the subtitles.

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

**c.** 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.

Thus, it is essential to integrate this tool in the teaching of speaking skill. Note that these sessions should be kept short so that learners do not get bored or lose focus.

### **5.3. Using Power Point**

Phipps, R. & Merisotis, J. (1999). asserted that Power Point (PPT) is presentation software that comes with Microsoft Office; it is capable of producing presentations of great sophistication, with a combination of text images, sounds and even videos. The effective use of PPT in a speaking classroom presentation is important to note that PPT is widely used in higher education in the United Kingdom and in the United States by teachers as the standard way of presenting. Students also use it as the major form of undertaking a class presentation and as a learning tool as well. As long as they claimed that technology and pedagogy form a melting pot of motivation, personal productivity, developing opportunities and enhance understanding among participants.

### **5.4. Mobile-Learning**

Mobiles can be used in teaching language skills; for instance, audio recordings may facilitate the listening process, voice recording may help the learners develop their speaking



performance and also camera can be a useful source to audiovisual activities. “The way to bring a language to life is to be able to converse in it every day” Hanafin (2013). In this globalised time in which technology governs every life areas, it is natural for teachers to insert technological aids to motivate their learners. Also he described that mobile learning as “any educational provision where the sole or dominant technologies are handheld or palmtop devices”. He agreed that Mobile-learning may include mobile phones, smart phones, personal digital assistants (PDAs) and their peripherals. On the other hand, mobile learning can also be defined as “any sort of learning that happens when the learner is not at a fixed, predetermined location, or learning that occurs when the learner takes advantage of the learning opportunities offered by mobile technologies” (O’Malley et. al., 2003: p.6). Thus, in a speaking course, Mobile-learning or Mobile Learning appears to be a newly adopted technique within the teaching and learning of languages, it can be used also as electronic dictionaries applications, voice recording and playing back, using the camera to film the learners’ progress over time, and even note taking in its agenda.

## **6. Techniques for Developing Fluency in Speaking**

There are many techniques that teachers may use as pedagogical tools to develop fluency on their students speaking. Nation and Newton (2009, p.161) highlighted some of these techniques by mentioning the four fundamental ones: the 4/3/2, the best recording, ask and answer, and rehearsal talks techniques.

### **6.1. The 4/3/2 Technique**

This technique contains the features of focusing on the content of a message, the amount of the student’s oral production, the student’s ability to control the chosen topic and the nature of the language used, imitation-repetition, and time pressure to reach a high rate of oral production through reducing the amount of time available for each student’s talk.

## **6.2. The Recording Technique**

The recording is a useful fluency activity involving the use of authentic materials like tapes or digital recorders or even the language laboratory. The technique reinforces the student to use these materials by telling a story, or reporting an event, or describing an incident, etc. The student then listens to himself narrating through replaying the recording and trying to focus on the development made. The learner therefore, keeps repeating the same operation till he figures out that he made an improvement. To sum up this technique, though, emphasis on the process of repetition, this in turn encourages the student to make efforts.

## **6.3. Rehearsal Talks Technique**

It necessitates students to use the hierarchy process of first preparing the piece of talk individually, then rehearsing it with a partner, and later with a small group, and finally presenting it in front of the whole class. This activity works as a scaffold before presenting the work, and it also helps student to reduce anxiety and reinforce self-confidence.

## **7. The Advantages of ICT Usage in Classrooms**

Anderson (2010) assumed that ICT creates new teaching and learning atmosphere especially in classroom. So ICT offer various advantages and present opportunities to learning for ease and effective for young learners who have different speaking learning styles and abilities, concerning slow learners, and involving more senses in multimedia tasks. He also claimed that is provided approaching problems as well as being more sensitive response to local needs (Anderson, 2012, p.5)

ICT is regarded as based education, is an important unit in developing new ideas, in program content and curriculum and in the creation of materials and methods of learning and teaching. Additionally, it encourages the team works either in peers or small groups that allows the exchange of different ideas and improve the level of the sense of self-correctness.

(ibid)

## **Conclusion**

There are many types of ICT tools that are used in different domains and there specific tools as well that are used especially inside classes; to serve educational fields that are used by the EFL teachers. ICT differs from one kind to another; each one has its special components and its determined objectives which can support the teaching learning process. Despite, the use of technological tools has some down points; its advantages cover these weaknesses.

## **Chapter Three: Field Work**

## **Data Analysis and Discussion**

### **Introduction**

The target population consists of 58 students of intensive foreign language centre (CIEL) at Mohamed khieder University of Biskra. The selection of this sample was random; by distributing the questionnaire including their view points that are concerning the subject under investigation. They show their collaboration through the complete answers, including close-ended questions that will help the researcher in completing the work.

### **1. The Students' Questionnaire**

This questionnaire includes two types of questions; it is divided into two sections, first section required answers with dichotomies (yes/no questions) and section two contained closed question items; the reading scale that provides a range of responses to a given question or statement (ordered categories: strongly agree/ agree/ disagree/ strongly disagree), likewise ( frequently, sometimes/ seldom/ never).

#### **1.1. Description of Students' Questionnaire**

The questionnaire used in this research is divided into four sections of fifteen question directed to fifty eight participants. The close-ended questions are required from the students to choose "yes" or "no" answers, or to pick up the appropriate answer from a number of choices.

**Section One:** The first section aims at collecting information on the sample. In this section there are two questions which are related to study stream (Q1), the choice of English branch (Q2), their level of education.

**Section Two:** This section deals with ICT in learning process. Its main aim is to give students' an opportunity to know their level in learning English. In this section there are five questions which are related to, "Do students think that learning English as a foreign language is difficult" (Q3), "Are they actively encouraged by your teacher to use ICTs' tools in English lessons"(Q4) If any answered the previous question with "yes", has the ICT contributed

positively in students' foreign language learning obstacles(Q5),“How often do they use ICT in English lessons” (Q6), last but not least; “How are computer activities organized in the classroom”(Q7).

**Section Three:** This section deals with ICT and learners' communicative proficiency. In this section there are three questions which are related “what extent has ICT directed the students level of oral performance (Q8), “Do ICT tools help students reduce any of the different difficulties when asking them to speak in class”(Q9), also; knowing whether the courses of oral production easy or difficult to understand (Q10).

**Section Four:** This section deals with the impact of ICT on students' speaking skill. In this section there are five questions which are related to What do students think about using ICT inside the classroom (Q11), “Do students think that collaboration with themselves by using ICTs' activities”(Q12), as well; “In which kind of speaking activities you feel more enhanced when ICT is engaged in oral lesson”(Q13), likewise; As an EFL student, how much do agree with ICT to learn the speaking skill (Q14), at last; what do students want from their teacher to use in order to improve self oral comprehension (Q15).

## 1.2. Analysis of the students' questionnaire

### Section one: personal information.

#### Q 1: Your choice to study English at CIEL

Options	Subjects	%
For pleasure	14	4
To obtain a good job	16	54
English is universal language	28	51
Total	58	100

Table 1: Students' encouragement to learn English.

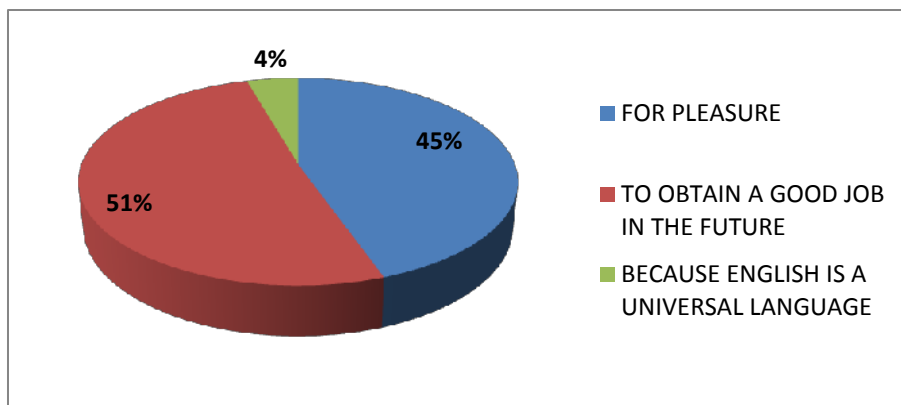


Figure 1: Students' encouragement to learn English.

From the 1st figure, most of the students (51%) study the English language to obtain a good job in the future, and 54% said for pleasure, 4% of the students who choose because English is a universal language. Despite the differing proportions of these results, the students were going to study English for their own goals as long the university offer that intensive centre.

#### Q 2: What is your level of high education?

Options	Subjects	%
None	9	16
License	17	29
Master/Magister	26	45
Phd/Doctorate	6	10
Total	58	100

Table 2: Students' consideration of education level.

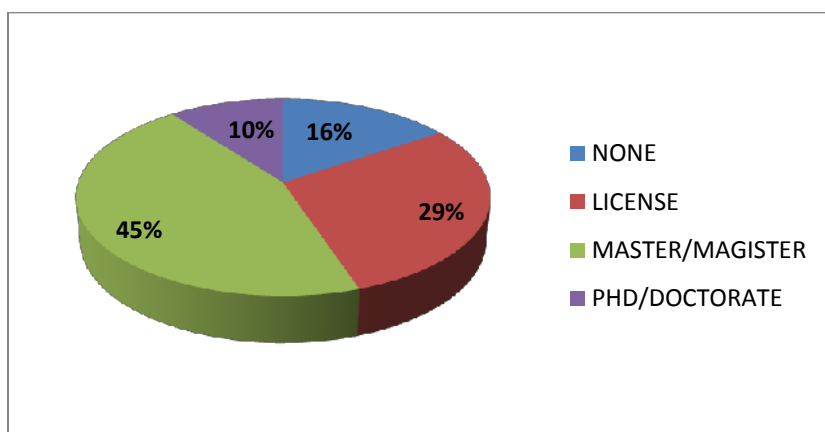


Figure 2: Students' consideration of education level.

In the second graph, the question was aimed to assess the students' level of education. Forty five per cent of the students are studying to master (magister) graduate. Followed by twenty nine per cent of the students who were studying to license graduate. Mean while sixteen per cent of the students who were going to hold PHD/ doctorate degree. And the

participants who marked ten per cent for none level at university. These results set out the students who are considered to graduate in master (magister) degree, mean most likely get English intensive education for their appropriate goals.

### Section two: ICT in Learning Process.

#### Q 3: Do you think that learning English as a foreign language is difficult?

Options	subjects	%
Yes	13	22
No	45	78
Total	58	100

Table3:students' evaluation on learning English.

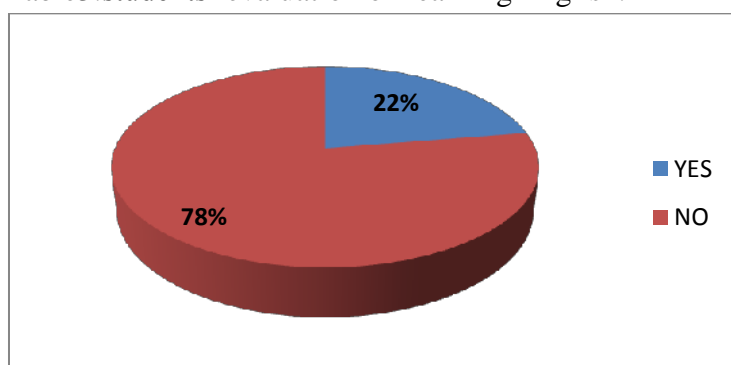


Figure 3:students' evaluation of on learning English.

In the third graph, since the teacher's encouragement plays a major role in enhancing the learning process, most of the students (78%) said English is Easy to learn, and whereas a third (22 %) of students said that it is Difficult to learn. The findings set that the most of the learners have no difficulties to learn that language as long as to develop well their ones because they support the English language and they have the passion to learn it any time.

#### Q4: Are you actively encouraged by your teacher to use ICT tools in English lessons?

Options	subjects	%
Yes	53	91
No	5	9
Total	58	100

Table 4: Students' speaking encouragement by their teacher.



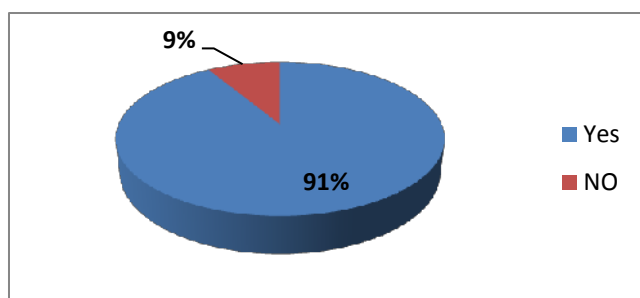


Figure 4: Students' speaking encouragement by their teacher.

The question (4), aimed to know whether the teacher encourages the students as much as possible to speak. Fifty eight Participants of the whole sample making up 100%. Only ninety one per cent opted for yes. In the other side; a small portion of students the equivalent of 9% opted for "no". We assume that the teachers motivate their learners by creating a pleasant atmosphere, choosing the topics that the students are interested; so long as the students who are not motivated will never speak.

**Q5: If yes, has the ICT contributed positively in your foreign language learning obstacles?**

Options	subjects	%
Yes	46	59
No	12	41
Total	58	100

Table 5: ICT contribution on students' English obstacles.

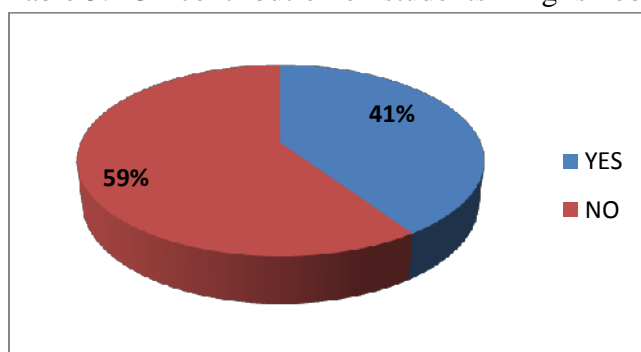


Figure 5: ICT contribution on students' English obstacles.

In respect of this, the students opted for "Yes" that 59% asserted positively where ICT can reduce one's English learning obstacles to produce language clearly. Negative answer "no" was provided, which means that 41% contended that ICT did not contribute in ICT aid for clear English learning. As an aspect of EFL learning, oral performance was proved to be enhanced

through ICT tools to reduce the students' language obstacles. In contrast for those who preferred to learn as an old fashion.

This question was raised to identify where learners use the ICT. We wanted to know either the students participate or are reluctant to participate, practise the language in positive use of ICT.

**Q6: How often do you use ICT in English lessons?**

Options	Subjects	%
In every lesson	38	65
Once a week	18	31
Once or twice	1	2
Never	1	2
Total	58	100

Table 6: Frequency of students' ICT use in English lessons.

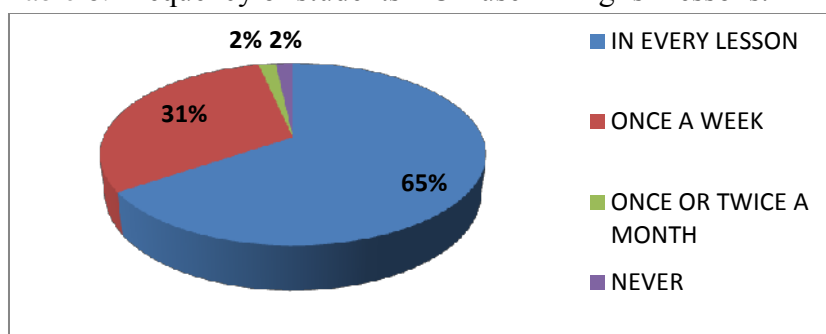


Figure 6: Frequency of students' ICT use in English lessons.

In the above graph, sixty five per cent of the students used ICT in every single lesson, and 31% of the students used ICT once a week. In contrast, two per cent stated for both options; once or twice a month and never options. Moreover, the first option is more significant of the students. These results seem to correlate that the number of ICT tools available in the classrooms for speaking skill.

**Q7: How are computer activities organized in the classroom?**

Options	Individually work	%	Pairs work	%	Group work	%	Whole class	%	Total rate
Frequently	12	21	7	17	8	12	25	50	100%
Sometimes	10	11	17	27	11	17	13	45	
Seldom	7	14	11	19	13	22	6	45	
Never	29	43	23	23	26	10	14	24	
Participants	58								

Table 7: The organization of computer activities at CIEL-EFL classes.

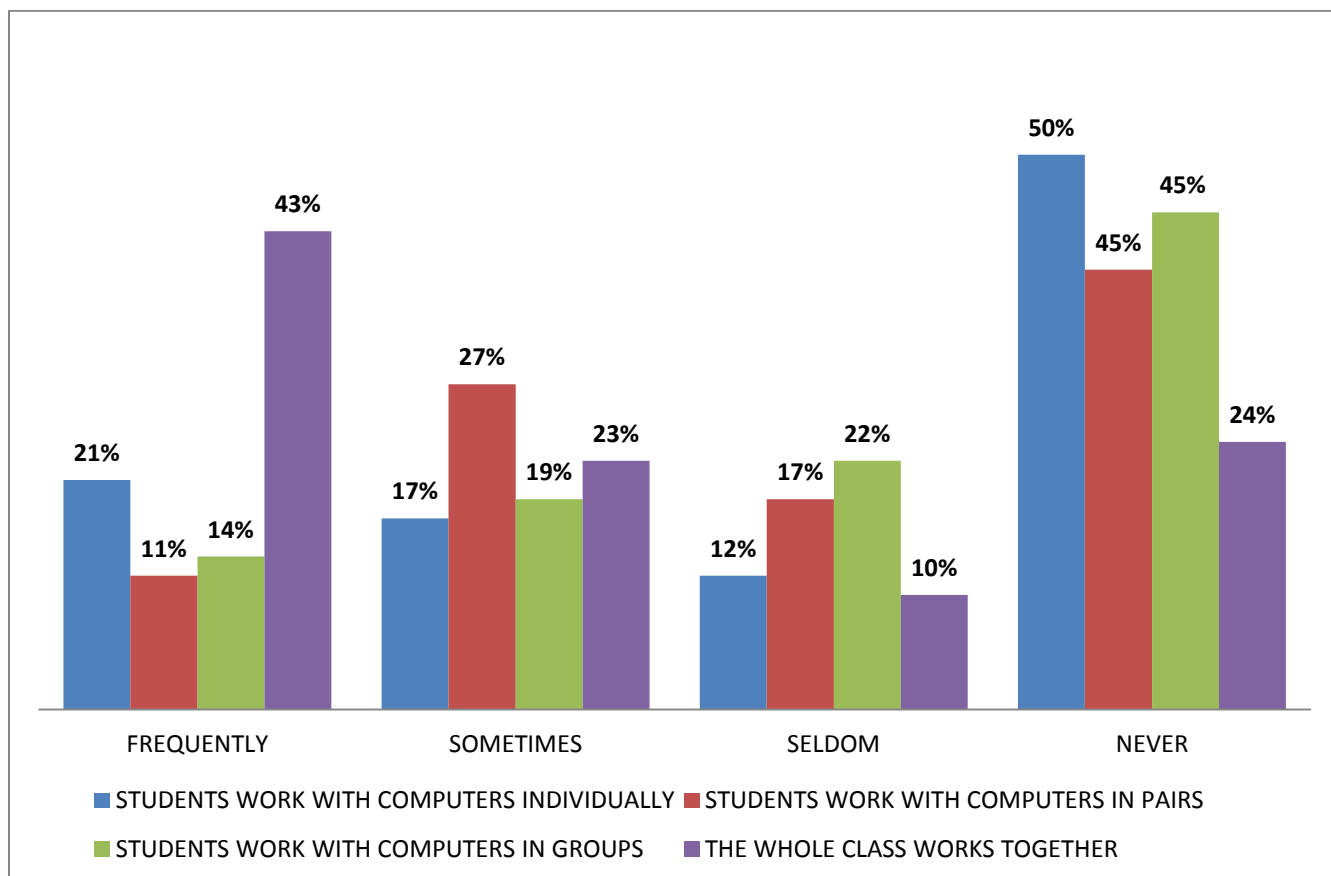


Figure 7: The organization of computers activities at CIEL-EFL classes

According to the results in the seventh Figure, most common practices of using computers in English classes were either working individually, in pairs, working in groups, or the whole class works together. Hence, 21 % of students are worked individually with ICT frequently. Seventeen per cent they sometimes did so, (seldom) few (12%), and 60% who never worked individually. Eleven per cent of the students are worked in pairs with ICT frequently and 27% did so sometimes, 17% seldom, and 45% never did. Fourteen per cent of students frequently are worked with ICT in groups whereas 19% did so sometimes, 17% seldom, and 45% are never used. For the whole class when they are worked together recorded the highest percentage among all organised activities: 43% frequently sometimes did so 23%, seldom 10% and 24% are never worked together. These results seem that the students are more

organised with ICT activities when they are frequently working together as their teachers' favourite method of teaching-learning process.

### Section three: ICT and learners' communicative proficiency.

#### Q8: To what extent has ICT directed your level of oral performance?

Option	subjects	%
To a high extent	23	40
To an intermediate extent	32	55
To a low extent	3	5
Total	58	100

Table 8: Students' ICT affect extent on direction oral performance level.

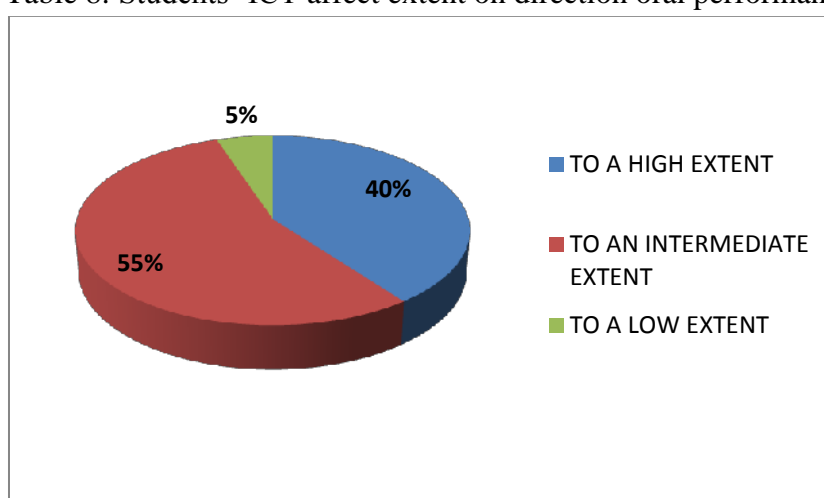


Figure 8: Students' ICT affect extent on direction oral performance level.

This question aimed to give teachers especially in oral course a global idea in order to know to what extent ICT use was successful, then how it enables them to check students' oral performance. Fifty five percent of the students are indicated their level to an intermediate extent in using ICT that is a too simple matter for them. While forty per cent asserted that their oral level is directed to a high extent when using ICT. A minimum percentage recorded (5%) for those where ICT directed their oral course level to a low extent. Thus, to what extent the students are developed their abilities to communicate, ICT caused to encourage them to speak and since it was in oral expression course. So they had to express themselves as well as expressing their opinions as a part of the learning-teaching process.

**Q9: Do ICT tools help you to reduce any of these difficulties when asking you to speak in class?**

Option	Subjects	%
Shyness	12	13
Pronunciation mistakes	43	46
Lack of vocabulary	16	17
Grammar mistakes rules	23	24
Total	58	100

Table 9: Students' speaking obstacles.

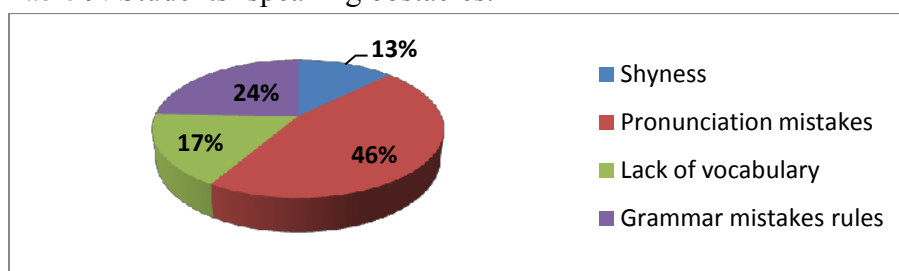


Figure 9: Students' speaking obstacles.

The question of table (9), it directed the students who had different speaking problems, which the lack of vocabulary represent 17%. On the one hand, 13% of the students asserted that they had speaking problems because of their Shyness. On the other hand, 46% of them stated that the latter was due to pronunciation mistakes. In contrast, 24% of the students claimed that their problem was related to incorrect use of grammar rules. There were students who chose to vary their selection between the given choices of the presented speaking problems. The highest rate (46%) represents the pronunciation problem on students which is referred to the learners' thinking to fail when speaking in front of their classmates when feeling of others' scorn looks.

**Q10: Are the courses of oral production easy or difficult to understand?**

Option	Subjects	%
Easy	48	83
Difficult	10	17
Total	58	100

Table 10: Students' comprehending measurement for oral production courses.

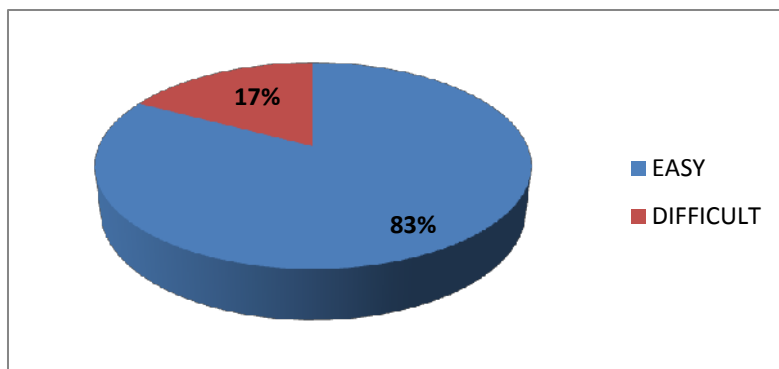


Figure 10: Students' comprehending measurement for oral production courses.

According to graph 10, most (83%) of the students could understand easily the courses of English oral production, only a third (17%) of students find difficulty to understand them. Thus students have mostly comprehended what the teacher presented in the speaking lesson without problems.

#### Section Four: impact of ICT to your speaking skill.

##### Q11: What do you think about using ICT inside the classroom?

Option	Subjects	%
Positive	90	90
Negative	3	5
Neutral	3	5
Total	58	100

Table 11: Student s' opinion of using ICT at CIEL.

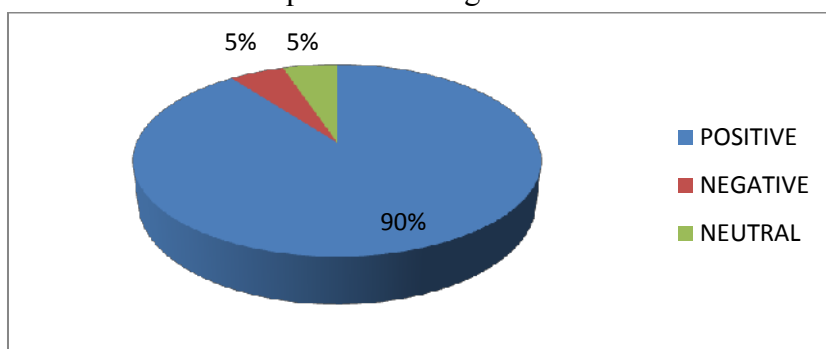


Figure 11: Student s' opinion of using ICT at CIEL.

This question where students are required to answer, it seeks to investigate how they did think about using ICT inside the classroom during learning English at CIEL. Their responses were as follows: ninety per cent of the students indicated the positive role, and five per cent who

indicated for both negative and neutral options. Thus the students' impression is that they liked to use ICT tools during speaking lesson to facilitate the learning process.

**Q12: Do you think that collaboration with other classmates by using ICT activities?**

Options	Subjects	%
Hinder your progress	9	14
Motivate you to work hard	49	86
Total	58	100

Table 12: ICT impacts on students' collaboration.

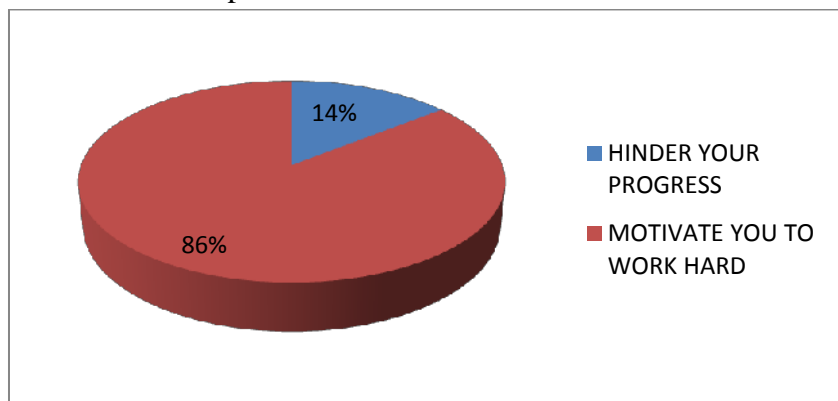


Figure 12: ICT impacts on students' collaboration.

According to the table above, the results show that 86% of the students opted for the 2<sup>nd</sup> choice which means that most students find the collaboration with each other while using ICT activities which gave them a positive result to work hard. But, in contrast; others (14%) indicated that collaboration hinders their learning progress. We assume that these students have no problem with participation with classmates even with the presence of ICT so long as improving the speaking competences.

**Q13: In which kind of speaking activities you feel more enhanced when ICT engaged in oral lesson?**

Options	Subject	%
Role play	14	18
Free discussion	29	37
Present a prepared dialogue	25	31
Information gap activity	11	14
Total	58	100

Table 13: ICT engagement effects on speaking activity progress.

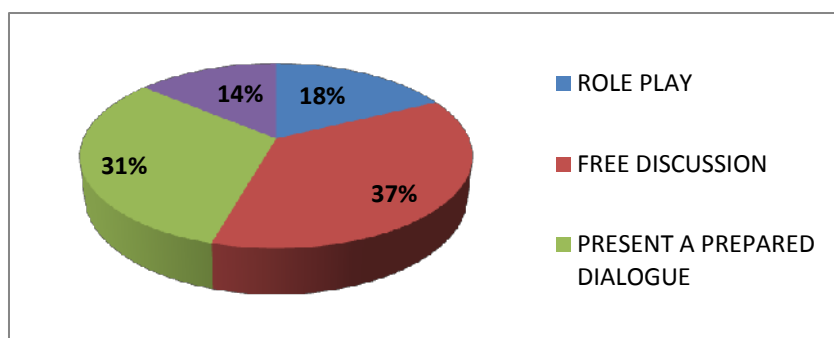


Figure 13: ICT engagement effects on speaking activity progress.

A quick look at the graph above shows that the majority of students preferred discussion activity. From 58 Students' answers translated to: 37% opted for 'discussion'. From here; we can say that discussion activity is the most enhanced activity when ICT engaged, because it gave the students the opportunity to use the language and express their different opinions. Followed by 31% of the students who stated that 'the present a prepared dialogue' activity which seems motivating the students more to speak while using (ICT). Eighteen per cent of students declared "role play" is a motivating activity when done through ICT. And a minimum of participants (14%) preferred the information gap activity rather than the other activities. When teachers engaged the ICT activities in the classroom, it plays a central role to raise the speaking level of the learners.

**Q14: As an EFL student, how much do you agree with ICT to learn the speaking skill?**

Options	Subjects	%
Strongly agree	24	40
Agree	33	55
Disagree	2	3
Strongly disagree	1	2
Total	58	100

Table 14: Students' agreement with ICT in speaking process.



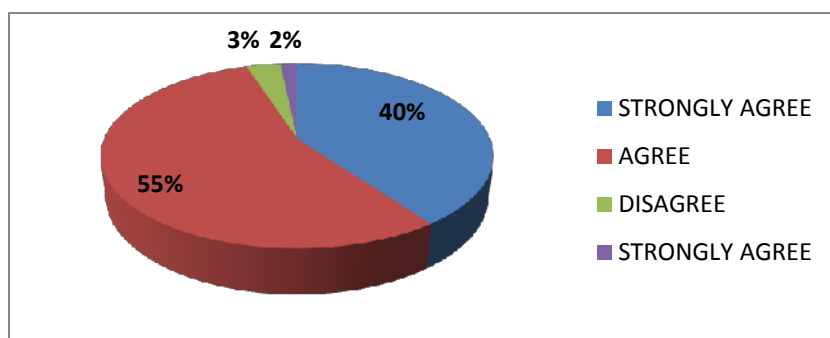


Figure 14: Students' agreement with ICT in speaking process.

The table shows that the learners' agreement toward the learning of the speaking process in general. Many students (55%) have agreed that ICT helps them to improve their oral performance; ten respondents equivalent of 40% have answered that they strongly agreed with the statement in that the ICT developed somewhat their performance. The rest are chosen the reverse in other words, 3% of the students are disagreed and did not find them so helpful. Other students (2%) are strongly disagreed, that is to say; that oral courses are not helpful at all. This confirms that EFL learners regarded ICT as an effective classroom tool to communicate and learn easily the English speaking skill.

**Q15: what do you want from your teacher to use ICT in order to improve your oral comprehension?**

Options	Subjects	%
Electronic dictionaries	12	10
Educational games	27	23
Grammar exercise	23	19
Pronunciation	36	31
Vocabulary	20	17
Total	58	100

Table 15: Teachers' fill students' oral performance needs.

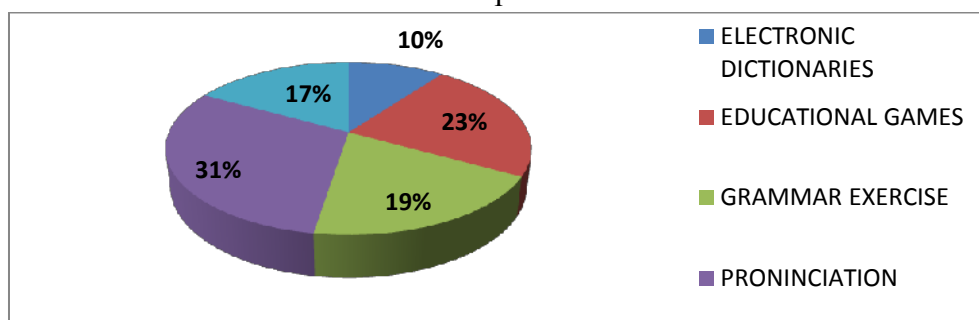


Figure 15: Teachers' fill students' oral performance needs.

According to graph15, students are asked to mention such oral comprehension activities needs from their teacher and might choose more than one answer to improve their speaking level. The convergent results of their request are: starting with 10% for electronic dictionaries, although 23% of the students opted to educational games option. Ninety per cent are wanted the grammar exercise program. Moreover 31% opted pronunciation program. Then 17% to vocabulary program activity.

The overall results show that the majority of the CIEL-EFL students need much time for pronunciation program where they need to be relatively well equipped with a variety of supportive ICT tools. So Teachers are obliged to fill the learners' needs of oral performance, and should use different activities to motivate their students to use the language and break the routine of the classroom activities to let the students speak and learn in an enjoyable way. Also giving the students the opportunity to express what they are thinking about the lesson. Indeed it is a valid method to be more familiar with the students, and break the ice and give them the chance to talk and communicate because that is the real role of oral expression classes.

## **Conclusion**

To conclude this chapter, we can say that according to the results which obtained in the questionnaire, students are aware about the importance of speaking in their learning process. But they need a strong motivator such as ICT tools since the majority of them have been experienced these materials.

## 2. Teachers' Questionnaire

### Introduction

Our target population consists of 15 teachers from a total number of teachers in the intensive foreign languages centre (CIEL) at the University of Biskra. The selection of this sample was based on the consideration of teachers who teach the intensive English language. They show their collaboration through the complete answers, and through adding comments and suggestions when it is necessary that had helped us completing this work.

### 2.1. Description of Teacher's Questionnaire

The questionnaire used in this research consisted of 15 questions and is divided into four sections. The questions are either close-ended questions, are requiring from the teachers to choose yes" or "no" answers, or to pick up the appropriate answer from a number of choices, or open-ended questions where teachers are requested to give explanations or suggest other alternatives.

**Section One:** The first section aims at collecting information on the sample. In this section there are four questions which are related to study stream (Q1), Gender (Q2), their Degree held (Q3), looking for the number of years the teachers have been teaching English at CIEL (Q4),

Do teachers have any specific training about ICT, and they can put a cross in more than one box if necessary, as well as an open-ended question to add other ICT training if are available. Also a sub question; How well do teachers cope with using some technologies (Q4-1).

**Section Two:** This section deals with ICT Resources. Its main aim is to give teachers' an opportunity to know their ICT acknowledgment. In this section there are three questions which related to, by referring to the last question, teachers are asked an open-ended question of what other equipments are available for English lessons (Q5), in the other hand, how often

do teachers use ICT in English lessons (Q6), moreover how often are ICT activities organized in the classroom (Q7).

**Section Three:** This section deals with teachers' feedback communicative proficiency. In this section there are four questions which related to as teachers do they explain to their students that they are learning the speaking skill (Q8), in the other side, choosing between two features which one is more affective for lecture comprehension(Q9), also; knowing whether these techniques are used by teachers to enhance their learners to speak (Q10), followed by others suggestions and specifying them in empty gaps. Likewise, when students make mistakes or errors in speaking production; how often do teacher interrupt them to correct their mistakes (Q11).

**Section Four:** This section deals with ICT benefits on communicative proficiency. In this section there are four questions which related to what extent do teachers feel ICT -assisted activities influence students to develop their speaking skill (Q12), as well; teachers point view about using ICT inside the classroom (Q13), likewise; teachers opinion about the kinds of ICT programs that their students use often in English lessons (Q14), and others suggestions are mentioned in the gaps. At the end; doesteacher remark the differences between different classes where students using of ICT(Q15).

## 2.2. Analysis of the teachers' questionnaire

### Section one: Background.

#### Q1: Gender?

Options	Subjects	%
Male	4	44
Female	11	56
Total	15	100

Table1: The teacher's gender.

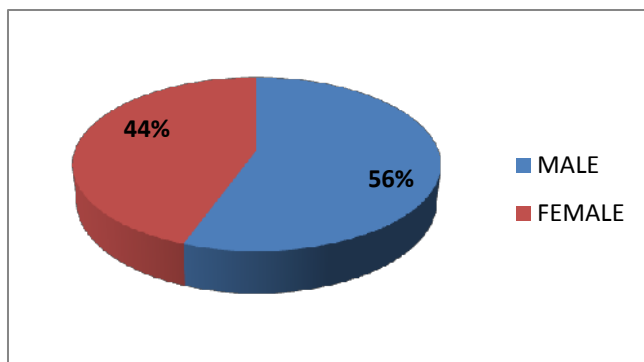


Figure 1: The teachers' gender.

A quick look at the graph above, we can notice that female teachers are numerous than males. A clear notice might be taken that the target population consists of four male teachers presented with percentage of 44%, and eleven female teachers with the percentage of 56%. This implies that females have the desire to teach English language more than males, maybe because boys prefer to teach other branch.

#### Q2: Degree (s) held?

Options	Subjects	%
License	5	33
Master/Magister	10	67
PHD/Doctorate	0	0
Total	15	100

Table 2: Degree (s) held.

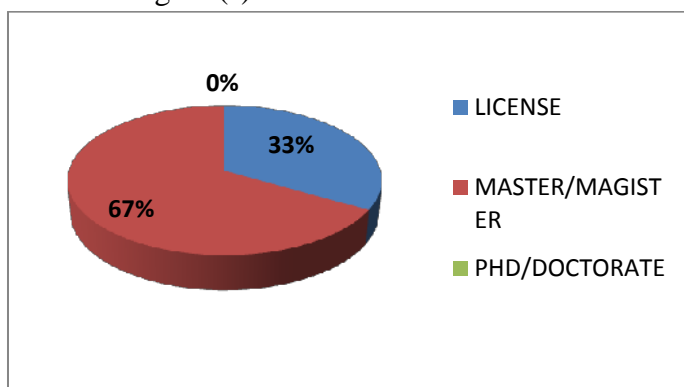


Figure 2: Degree (s) held.

In an attempt to seek information about the teacher's degree held, a question was addressed to them and the results obtained show that 67% of them have Post- graduate master(Magister degree) while 33% have license (BSc/ Bachelor's degree). None for Phd(Doctorate) teachers.

The results indicate that the teachers who have an MA or magister degree are the more engaged to teach at the CIEL.

**Q3: How many years have you been teaching English at CIEL?**

Options	Subjects	%
1 to 2 years	12	80
3 to 5 years	3	20
More than 5 years	0	0
Total	15	100

Table 3: Teaching duration at CIEL.

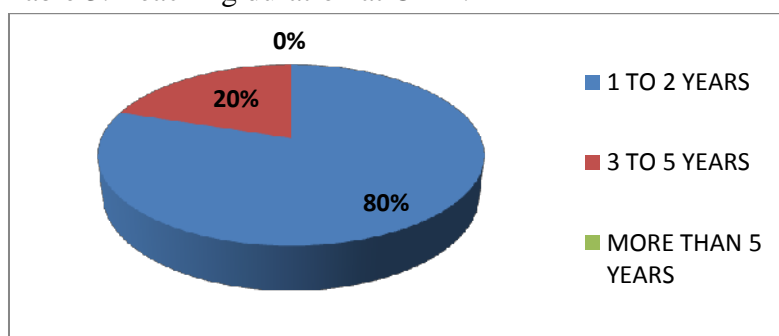


Figure 3: Teaching duration at CIEL.

The third question, the teachers are required to answer the question which seeks to investigate the number of years they have been teaching English at the CIEL, their responses were as follows: twelve teachers (80%) have been teaching English from one to two years, and the other three teachers (20%) from three to five years, and zero per cent of the teachers more than 5 years of teaching experience. This denotes that the majority of the teachers have some sort of experience in the field of teaching which in fact helps the quality of teaching to be improved in the centre.

**Q 4: Do you have any specific training in ICT? Put a cross in more than one box if necessary.**

Option	Subjects	%
None	10	67
Course(s) a week or less	3	20
Higher education	2	13
Total	15	100

Table 4: ICT training.

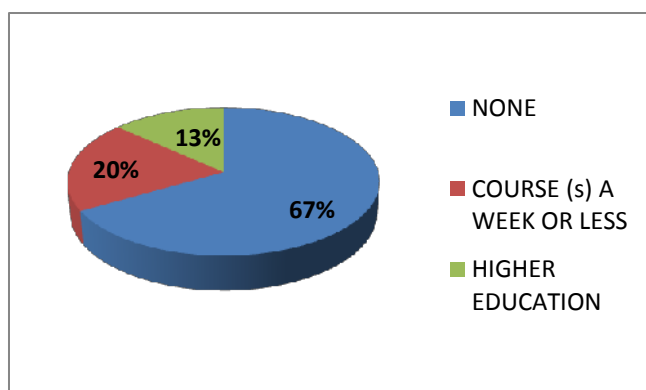


Figure 4: ICT training.

The forth question was open-ended question where teachers are required to answer in the blanks left below, the question which seeks to investigate other suggestions for ICT training.

As there is no ICT training in particular, this shows rather a significant lack of ICT competence among English teachers in the CIEL. Over these days, this lack of training might lead to major problems with helping students to acquire ICT competence.

#### - Other? What?

There is just one teacher who added other kinds ICT training which are the sanako study 1200 LAB training, and the use of multimedia language LAB software and classroom management to enhance his ICT competent to raise the English teaching process and to be more practical for EFL learners.

#### Sub Q4: How well do you cope with using the following technologies?

Option	Projector	%	Power point	%	DVD /VCD players	%
Very well	12	80	5	34	10	67
Moderately well	2	13	5	33	1	7
Poorly	1	7	5	33	2	13
Not used	0	0	0	0	2	13
Total	15	100	15	100	15	100

Table 4-1: Teachers' proficiency in a variety of ICT technology.

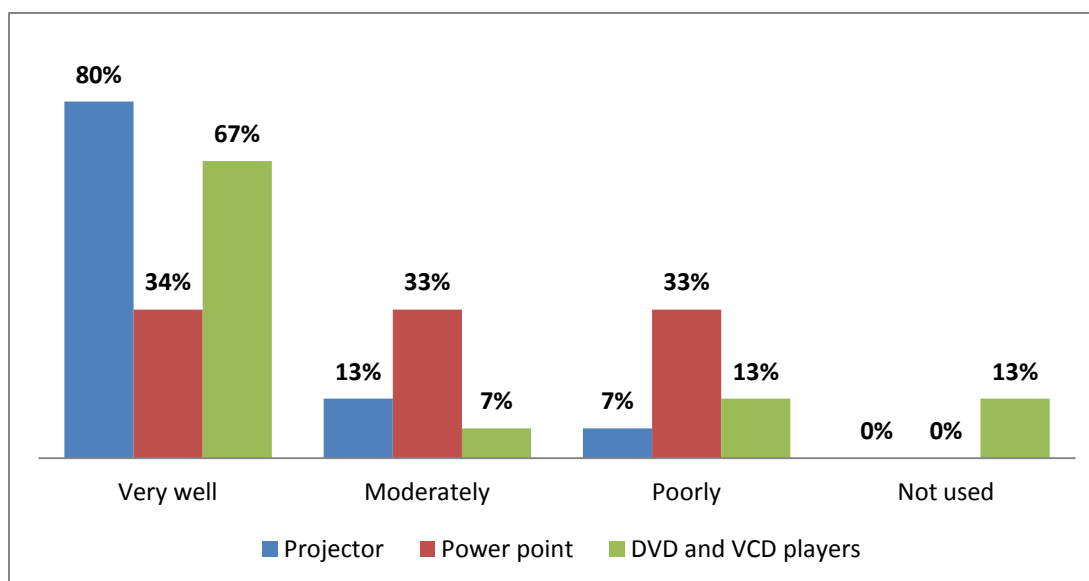


Figure 4-1: Teachers' proficiency in a variety of ICT technology.

According to graph 4, one respondent felt at ease handling most of the ICT instruments. The majority of the teachers did not seem to experience many difficulties using “conventional” technological support; 80 per cent of the teachers coped very well with projectors (over head), DVD-VCD players; sixty seven per cent of the teachers are preferred to work with the latter tools. And thirty four per cent of the teachers manipulated power point. Moderately and poorly managed power point is only represented by 33 per cent. Thirteen per cent moderately used projectors. And seven per cent are poorly, which is the contrast for DVD-VCD players. Zero per cent of all the teachers handled projectors and power point completely not used. Only 13 per cent who agree with DVD-CD-players. However, two ICT devices were used little by the majority of the teachers: these were projector and DVD-CD-players. All the teachers appeared to be experts in managing them rather than the power point in an English classroom.



## Section Two: ICT Resources

### Q 5: Referring to the last question, what other equipments are available for English lessons?

In that open-ended question where teachers are required to answer in the blanks left below, the question which seeks to investigate other equipments which are available for English lessons. There are four teachers who mentioned the video player whereas three teachers mentioned the audio player, further two teachers indicated eBooks, furthermore three teachers indicated TV, also five teachers pointed the computer, as well as two teachers pointed out LAB, likewise two teachers suggested channel, otherwise two teachers invoked games, moreover two teachers invoked smart cell phones, and on the other hand one teacher indicated head phone and another one indicated tablet else.

### Q6: How often do you use ICT in English lessons?

Options	Subjects	%
In every lesson	11	68
In most lessons	2	12
Sometimes	2	12
Hardly ever/never	0	0
Total	15	100

Table 6: Frequency of teachers' ICT use in English lessons.

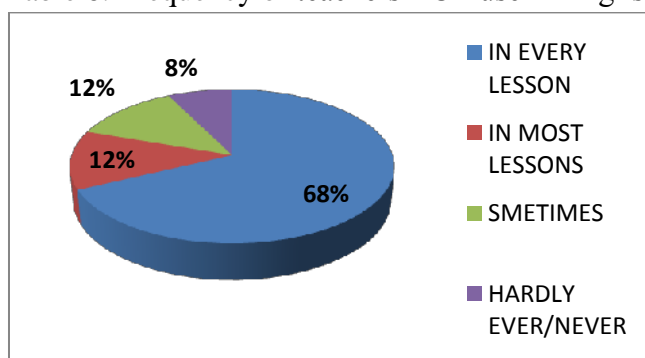


Figure 6: Frequency of teachers' ICT use in English lessons.

Only 8 per cent of the teachers used ICT in every single lesson, and 12 per cent of the teachers are used ICT in most English lessons. In contrast, 12 per cent stated that they sometimes used ICT in their English teaching process. However, perhaps more significant

was that almost all of the teachers stated that they hardly ever or never used ICT in their English teaching with 68 per cent. However, these results seem to correlate somehow with the ones on the number of ICT tools available in the classrooms for the speaking skill.

**Q 7: How often are ICT activities organised in the classroom?**

Options	Pairs work	%	Group work	%
Frequently	5	34	7	46
Sometimes	5	33	6	40
Seldom	2	20	1	7
Never	3	13	1	7
Total	15	100	15	100

Table 7: The organisation of students' ICT related activities.

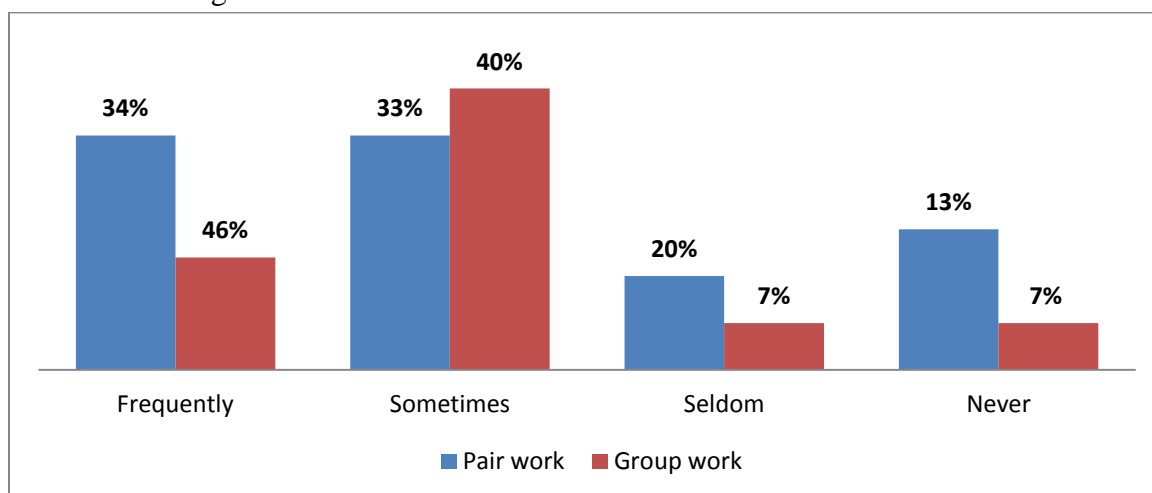


Figure 7: The organisation of students' ICT related activities.

According to the results in figure 7, most common practises of using ICT in English classes were either working in pairs or working in groups. Thirty four per cent of the students worked in pairs with ICT frequently and thirty three did so sometimes. 46% of students are frequently worked with ICT in group whereas 40% did so sometimes. Seldom and never with only 7% of the students who worked with ICT in group. 20% a few (seldom) of the students worked with ICT in pairs and 13% opted for never. These results seem that students are more organised with ICT when working in groups frequently.

### Section Three: Communicative Proficiency

#### Q 8: Do you explain to your students that they are learning the speaking skill?

Options	Subjects	%
Yes	14	81
No	1	19
Total	15	100

Table 8: The attention of teachers for booting to students about the lesson.

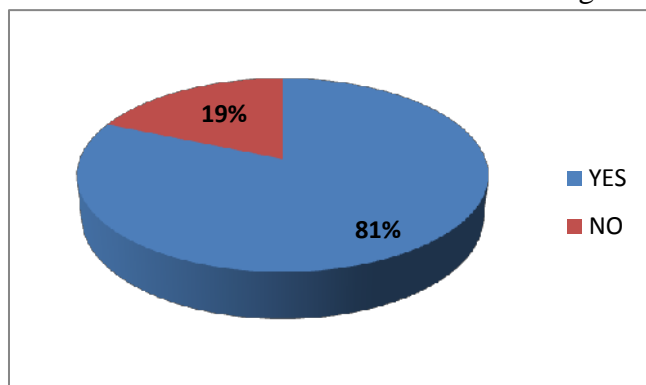


Figure 8: The attention of teachers for booting to students about the lesson.

In graph (8), the question was directed to CIEL-EFL teachers of speaking skill learning where 81 per cent of the teachers selected “YES”, and 19 per cent selected “NO”. This data shows that most teachers are completely ready to boot what are they going to teach as lesson for their students to attract their attention and explain how would be the session till its end.

#### Q 9: Which feature is more affective for lecture comprehension?

Options	Subjects	%
Auditory	5	39
Visual	10	61
Total	15	100

Table 9: Teachers' favourite feature for comprehend lessons.

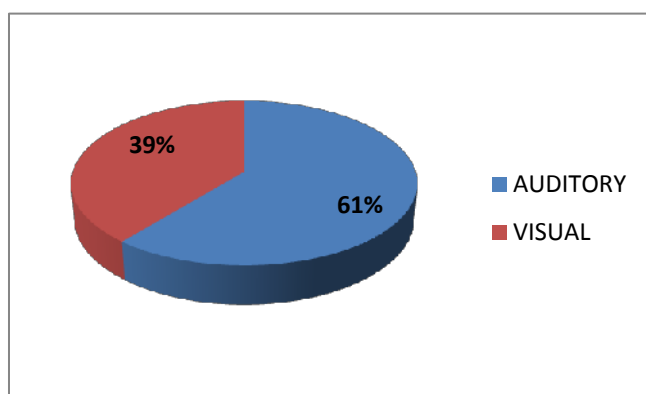


Figure 9: Teachers' favourite factor for comprehend lessons.

According to graph 9, the question aimed for teachers who are considered to choose the most affective feature to the speaking skill lesson for CIEL-EFL students. The majority of teachers 61% preferred auditory features, and the minority of teachers 39% preferred visual features. These results suggest that the teachers found easy handling with auditory features, but this does not prevent reliance on visual feature too, to make the speaking skill more understanding.

**Q 10: Which of these techniques do you use to enhance your learners to speak?**

Options	Subjects	%
Questioning	8	41
Collaborative learning	10	52
Scaffolding	3	7
Total	21	100

Table 10: Teachers' techniques encourage learners to speak.

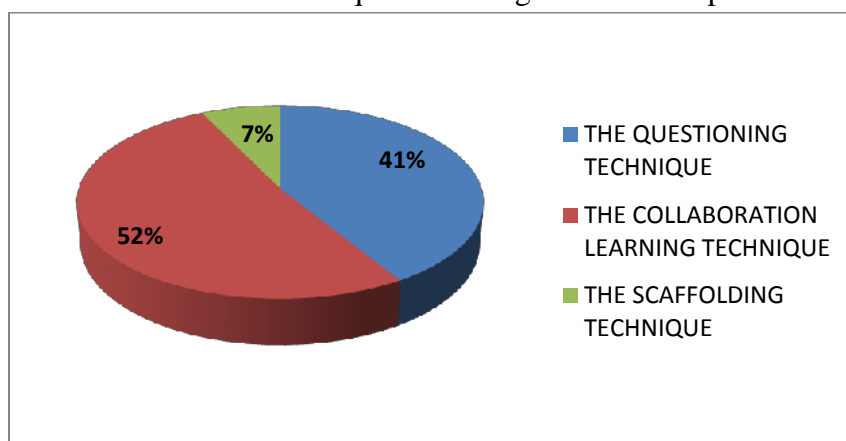


Figure 10: Teachers' techniques encourage learners to speak.

The graph illustrated the propositions that have been given by teachers of the techniques that they use in their CIEL – EFL classes to encourage their students to speak. Hence, 52% of teachers responded that they use the collaborative learning technique which means designing pair and group works as a tool to encourage their learners to speak in class. While, 41% of them use the questioning technique, and other(7%) use the scaffolding technique. Thus,

teachers prefer the collaborative learning technique to avoid learners' straying and lack of attention when working as a group, which create a sense of belonging to them.

**If others, please specify:**

Other techniques specified by one teacher such as: general topics, own opinions, dialogues.

**Q11: When your students make mistakes or errors in speaking production, how often do you do interrupt them to correct their mistakes?**

Options	Subjects	%
Always	6	40
Often	6	40
Sometimes	3	20
Rarely	0	0
Never	0	0
Total	15	100

Table 11: Teachers' interrupting correction student's mistakes.

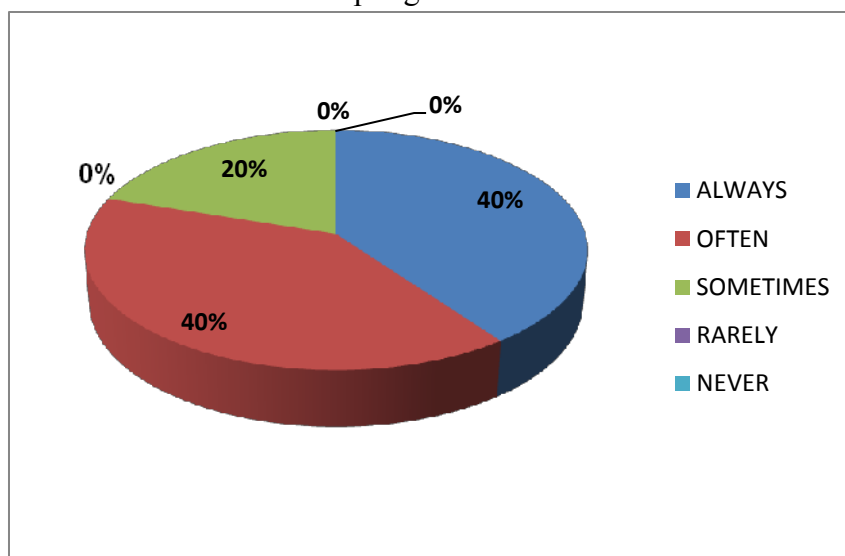


Figure 11: Teachers' interrupting correction student's mistakes.

Teachers were required to tick the frequency of how often they correct their students speaking mistakes. A range of options were set to this question: always/ often/ sometimes/ rarely/ and never. The two biggest proportions were given to the first and the second option "Often" and "Always" with percentage of 40% for each one, then 20% which was given to the option of "Sometimes", and none of our subjects declared "Rarely", and "Never". This implies that teachers usually correct the students' mistakes speaking mistakes, and shows that

teachers are aware of students' affective side because interrupting students each time to correct their mistakes increases the error and mistakes in students .

#### Section Four: ICT Benefits on communicative proficiency

**Q 12: To what extent do you feel ICT -assisted activities influence students to develop their speaking skill?**

**(Use a scale of 1 to 5 with 5=very much and 1=hardly at all)**

Options	Pronunciation	%	Vocabulary	%	Grammar rules	%
5	10	67	4	29	6	43
4	2	13	7	50	4	29
3	3	20	3	21	2	14
2	0	0	0	0	2	14
1	0	0	0	0	0	0
Total	15	100	15	100	15	100

Table 12: The ICT effect on students' development of speaking language skills in English lessons.

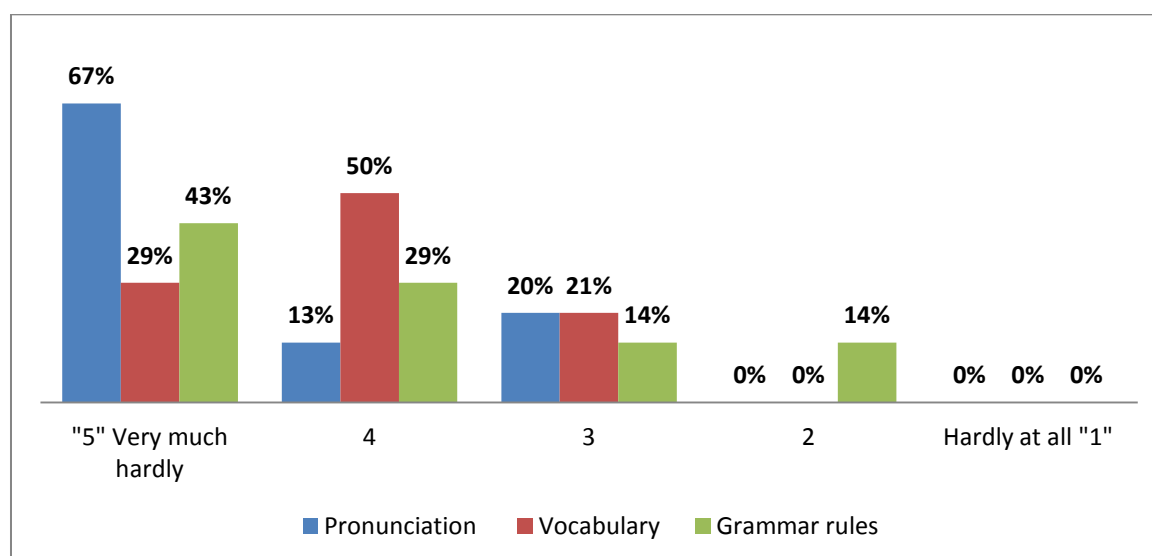


Figure 12: The ICT effect on students' development of speaking language skills in English lessons.

According to the figure 12, the teachers were invited to provide their assessment of the impact of ICT-assisted activities that are pronunciation, vocabulary, and grammar rules on the students' developing speaking skill. The respondents were again provided with a scale from "5" to "1", where "5" correspond to very much. And "1" is hardly at all.

According to the results, the majority of teachers believed that ICT are a rather powerful motivational tool. Almost one third of the teachers (67%) believed that pronunciation activity effect students, developing very much of the largest group of teachers. A half of the participants (50%) opted to vocabulary activity that answered in the 4 category (second most positive). The medium category “3” opted to vocabulary activity which effects with 21% on students’ enhancement more than the other activities. Only 14 per cent among the teachers assessed the effect of grammar rules on students in the 2<sup>nd</sup> category. Zero per cent of all the answers were in the lowest category (“1” hardly at all) where teachers believed that ICT-assisted activities hardly have any positive impact on students progressing.

**Q 13: What do you think about using ICT inside the classroom?**

Options	Subjects	%
Positive	14	93
Negative	0	0
Neutral	1	7
Total	15	100

Table 13: Teachers’ evaluating of ICT employment inside the classroom.

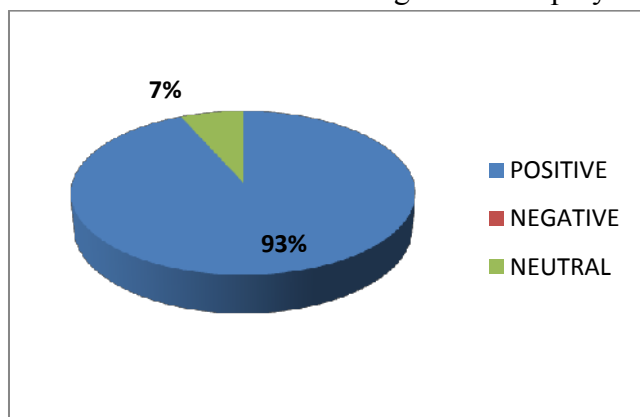


Figure 13: Teachers’ evaluating of ICT employment inside the classroom.

This question were teachers are required to answer the question which seeks to investigate how do they think about using ICT inside classroom during teaching English language at CIEL, their responses were as follows: 19 per cent of the teachers indicated positive role, and only 7 per cent who indicated the neutral role. None for negative effect, however the teachers

seem like to rely on the ICT tools as a first aid element in teaching process which due to the positive results obtained by oral quota students.

**Q 14: What kinds of ICT program do your students use most often in English lessons?**

Options	Electronic dictionaries	%	Educational games	%	Grammar exercise program	%	Pronunciation program	%	Vocabulary program	%
Frequently	10	67	4	47	9	60	10	62	8	53
Sometimes	3	20	7	27	2	14	3	19	6	40
Seldom	2	13	2	13	2	13	2	13	1	7
Never	0	0	2	13	2	13	1	6	0	0
Total	15	100	15	100	15	100	15	100	15	100

Table 14: The use of ICT programs in English lessons.

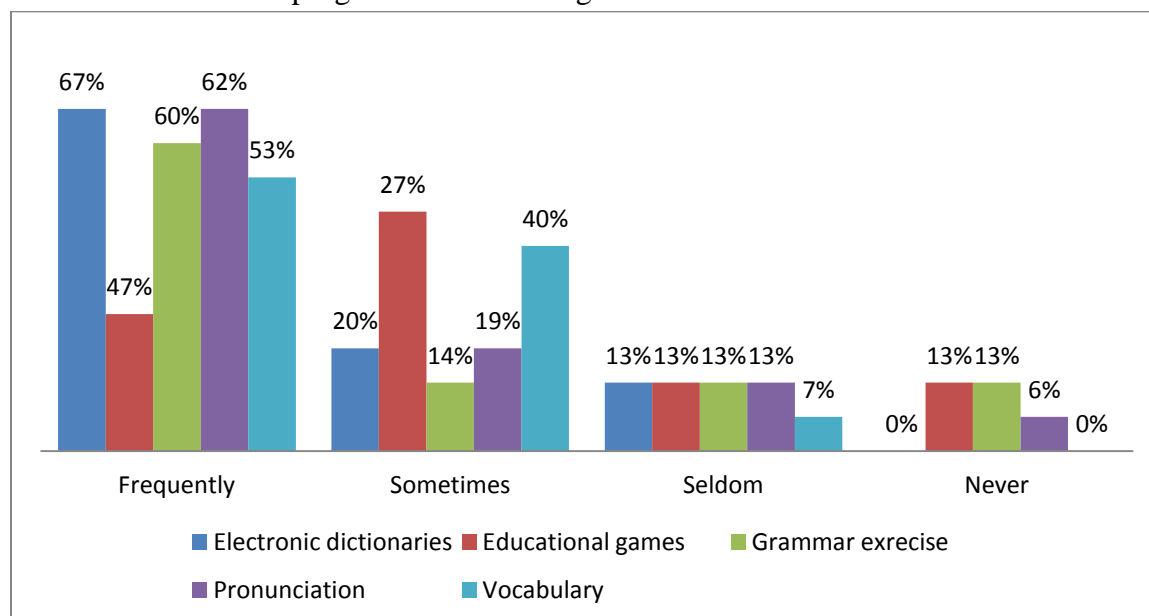


Figure 14: The use of ICT programs in English lessons.

According to the diagram above (14), frequently are convergent results with 67% in electronic dictionaries, 60% in grammar exercise, 62% in pronunciation, then 53% in vocabulary, and the lowest percentage (47%) of educational games. Sometimes option was in ICT-programs relatively irregularly that in the highest percentage (40%) in vocabulary program, 27% in educational games, 20% in electronic dictionaries which is near to the pronunciation program with 19 per cent, and the lowest percentage (14%) in grammar exercise. ICT-based programs for students most regularly introduced in CIEL- EFL classes were programs using in seldom



(13%) for other four options and only the fifth was (7%) in vocabulary program. Other programs relatively regularly used in English lessons were never. 13 per cent in educational games and grammar exercise in contrast zero per cent for both electronic dictionaries and vocabulary program.

The overall results show that the majority of the CIEL-EFL students are using most of the time ICT programs were relatively well equipped with a variety of supportive ICT tools.

### **-Others?**

This open-ended question was devoted by teachers to add extract ICT programs to their English lesson to raise the students' speaking skill development such as: group work vs listening act. Pair works vs reading act. Role play vs filling the gaps act. Discussion vs writing/ paraphrasing. In addition to audio and video players.

### **Q 15: Is your use of ICT different from one group to another?**

Options	Subjects	%
Yes	9	60
No	6	40
Total	15	100

Table 15: Different classes ICT use.

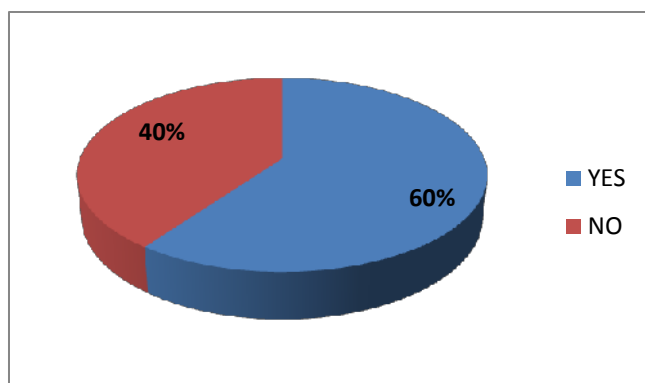


Figure 15: Different classes ICT use.

According to this last question was how teachers coped with differences about using ICT to learn speaking skill from class to another. 60 per cent of the teachers opted "YES", and otherwise 40 per cent of the teachers opted "NO". This result pose that the differences that might be found by most of teachers refer to the various categories and levels of

students; hence, other teachers did not find any difference between classes which refer to the generalisation method for teaching process of this of teachers.

## **Conclusion**

As conclusion of this part, we noted that the results obtained in the questionnaire, students have the knowledge about the importance of speaking skill in their learning process but they need strong motivator such as ICT tools since the majority of them have been experienced these materials.

## **3. Discussion of the findings**

In the following section, the major results that are collected for each research Instruments will be discussed in relation to the already raised hypotheses. The teachers' and students' questionnaires have enabled the researcher to collect a large amount of data concerning the use of ICTs in the oral performance courses. The aim was to aid students motivate and develop their speaking capabilities, through using ICTs as a medium for language development. This is preceded by mentioning and drawing the readers' attention to the three hypotheses developed by the investigator, and thus confirms or informs them.

The main point which emerged from the evaluation of the first hypothesis, i.e., ICT will be used to be inside the CIEL classes, it will be more motivating and pleasant, and the learners will be also more efficacious and enhanced their CP for EFL students that main results related to the EFL students' questionnaire revealed that they were generally more concerned with. Most of them tended to compare the use of ICTs with the way they had studied English and with other methods of learning as well as using language laboratory. This means that there was a general perception among all the students that it would be much more beneficial to learn about oral performance using ICT. In spite of some shortcomings including the fact the participants lack of speaking skill. The results indicated that students vastly prefer ICT. The

patience of the students, their willingness to try something new, adapt their learning style, and maintain a positive attitude was important during the process and confirm the first hypothesis.

The second hypothesis was that ICT will have a vital role and effect in improving the EFL learners' oral skills. The results of this study revealed that two basic components of the English language were incorporated: teacher ICTs integration in his/her class, that they will aid the performance of the learners to speak fluently and accurately. Therefore, the implementation of ICT in oral production classrooms is essential to confirm this hypothesis.

i.e., When EFL expression teachers make ICTs so interesting; they may enhance their learners' speaking performance. The results of both the teachers' and students' questionnaires revealed the close relationship between teaching oral production and using ICTs. EFL teachers assert to promote ICT as being a greatest means to enrich learners' oral abilities. They see that if ICTs are appropriately selected, students may be attracted to the act of speaking. This confirms the second hypothesis stated that learners' speaking will be improved and developed after using ICTs as a pedagogical resource for learning oral production.

Last but not least, it should be noted that the main findings in both instruments confirm the obtained data form substantial evidence. Furthermore, the use of tables helped the researcher to make the same conclusions, and to describe adequately the contribution of ICTs in developing students' speaking performances.

## **Conclusion**

To end this chapter; The results of teachers' questionnaire shed up the light on some students' difficulties in the oral expression class as well as different tools that teachers used and the method that they planned for speaking courses since it became more practical. They contribute in the improvement of EFL learners' speaking skill.

## General Conclusion

The main value of this research study is to emphasize the mainly important role of ICTs in enhancing EFL learners' speaking skill. In addition, it tries to raise the learners to express their thoughts and communicate in the target language. But, intensive English students find that learning oral production emphasise a very difficult scope for them. So through using ICTs, the value of oral production courses will be improved.

This investigation was carried out at Med Kheider University -Biskra in the CIEL. It aimed at whether confirming or rejecting the hypotheses that ICT has a significant impact on teaching oral production which effects in improving students' oral language proficiency.

The findings revealed the positive opinions of both the EFL teachers and students about the usefulness of using ICT as a teaching tool. Results have shown how helpful and advantageous were those equipments to the teacher and to the progress of the students in learning English and developing their oral performance. Whereas, the researcher started first by dealing with a general overview of using ICT as a pedagogical tool in teaching/learning process in the CIEL-EFL classes, in the second chapter; the investigator provide a detailed description of implementing technological equipments in communicative proficiency .the methodology, sample population and the research instruments that are utilised in the study. Moreover, it reviewed the analysis of data obtained from teachers' questionnaire and students' questionnaire, then a full discussion of the major results. Finally, in the last chapter, the examiner proposed some suggestions and recommendations related to the significance of applying ICTs as a teaching method in progressing EFL learners' abilities.

To sum up, this research dissertation has led to conclude that EFL teachers should use to teach through the use of ICTs as long as is offered not just the traditional way in the classroom. Then, it will access to increase the language activities and develop the students'

participation during the oral production speaking lectures. Therefore, the integration of ICTs in the classroom is a successful learning activities and EFL teachers of oral expression are supposed to be aware of the use of these techniques to achieve successful teaching results. Through this work, the researcher hopes to give more ideas and suggestions for everyone interested in the subject matter.

### **Recommendations**

On the basis of the present research findings, it is advisable to suggest these recommendations.

- Undoubtedly the integration of ICT will improve and enhance learning and teaching speaking skill.
- Training teachers to acquire the computing skills as a felicitous supporting tool, to reach a better teaching achievement because familiarity with the computers and the programs does not equal proficiency.
- Splitting students into small groups, and assembling the advanced learners with average ones for optimal learning outcomes.
- Teachers should reduce their speaking time to time during the session to offer a chance to the learners to do so and give more opportunities to the students; especially those who face problems in expressing themselves in the target language.
- All in all, ICTs are strongly important not only for students of English but for all teachers and learners. These tools can be used by everyone who wants to teach or learn something.

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## Appendices

### Appendix I

#### Questionnaire for students' of English about the Role of ICT in Developing the Students' Communicative Proficiency at CIEL

Dear student,

You are kindly requested to answer this questionnaire which is an attempt to gather information needed for the accomplishment of a master dissertation. We intend through this questionnaire to investigate **how Information and Communication Technology (ICT) have an impact on EFL Students**. We would be so grateful if you could sincerely, give as precise answers as you could. Tick (✓) your answer(s) in the corresponding box (es), and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

**Thank you in advance for your time and collaboration.**

**CIEL:** is a French abbreviation of Centre “Intensif des Langues Etrangères”, which means intensive foreign languages centre.

#### **Section One: Personal information**

**Q 1:** Your choice to study English at CIEL

- a. For pleasure ☐
- b. To obtain a good job in the future ☐
- c. Because English is a universal language ☐

**Q 2:** What is your level of high education?

- a. None ☐
- b. License ☐
- c. Post-graduate ( Master/ magister ) ☐
- d. Post-graduate ( Phd/ doctorate) ☐

#### **Section two: ICT in Learning Process**

**Q 3:** Do you think that learning English as a foreign language is difficult?

Yes ☐ No ☐

**Q4:** Are you actively encouraged by your teacher to use ICT tools in English lessons?

Yes ☐

No ☐

**Q5:** If yes, has the ICT contributed positively in your foreign language learning obstacles?

Yes ☐

No ☐

**Q6:** How often do you use ICT in English lessons?

a. In every lesson ☐

b. Once a week ☐

c. Once or Twice a month ☐

d. Never ☐

**Q7:** How are computer activities organized in the classroom?

Frequently Sometimes Seldom Never

a. Students work with computers individually ☐ ☐ ☐ ☐

b. Students work with computers in pairs ☐ ☐ ☐ ☐

c. Students work with computers in groups ☐ ☐ ☐ ☐

d. The whole class works together ☐ ☐ ☐ ☐

### **Section three: ICT and learners' communicative proficiency**

**Q8:** To what extent has ICT directed your level of oral performance?

a. To a high extent ☐

b. To an intermediate extent ☐

c. To a low extent ☐

**Q9:** Do ICT tools help you to reduce any of these difficulties when asking you to speak in class?

a. Shyness ☐

b. Pronunciation Mistakes ☐

c. Lack of Vocabulary ☐

d. Grammar Mistakes Rules ☐

**Q10:** Are the courses of oral production **easy**  or **difficult**  to understand?

**Section Four: impact of ICT to your speaking skill**

**Q11:** What do you think about using ICT inside the classroom?

- a. Positive.
- b. Negative.
- c. Neutral.

**Q12:** Do you think that collaboration with other classmates by using ICT activities?  
Hinder your progress  motivate you to work hard

**Q13:** In which kind of speaking activities you feel more enhanced when ICT engaged in oral lesson ?

- a. Role play
- b. Free discussion
- c. Present a prepared dialogue
- d. Information gap activity

**Q14:** As EFL student, how much do you agree with ICT to learn the speaking skill?

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

**Q15:** what do you want from your teacher to use in order to improve your oral comprehension?

- a. Electronic dictionaries
- b. Educational games
- c. Grammar exercise program
- d. Pronunciation program
- e. Vocabulary program

**Thank you!**

## Appendix II

### Questionnaire for teachers of English about the role of ICT in developing the students' communicative proficiency at CIEL

**Dear teacher,**

You are kindly requested to answer this questionnaire which is an attempt to gather information needed for the accomplishment of a master dissertation. My research is focused on **how Information and Communication Technology (ICT) are impacted on EFL Students**. Teachers who have previously answered the questionnaire say that it took about 5-10 minutes to do so. Your help would be very much appreciated.

Please answer the questions as accurately as possible:

You are kindly requested to answer the following questionnaire by ticking (✓) the appropriate box(s) or giving full answer in the space provided.

**Thank you very much in advance.**

**CIEL:** is a french abbreviation of Centre Intensif des Langues Etrangères, which means intensive foreign language center.

#### Section One: Background

**Q 1:** Gender:

- a. Male ☐      b. Female ☐
- b.

**Q 2:** Degree (s) held?

- a. License ☐
- b. Post-graduate ( Master/ magister ) ☐
- c. Post-graduate ( Phd/ doctorate ) ☐

**Q 3:** How many years have you been teaching English at CIEL?

- a. 1 to 2 years ☐
- b. 3 to 5 years ☐
- c. More than 5 years ☐

**Q 4:** Do you have any specific training in ICT? Put a cross in more than one box if necessary.

- a. None ☐
- b. Course(s) of a week or less ☐
- c. Higher education ☐

- Other? What? -.....

-.....

a. How well do you cope with using the following technologies?

	Very Well	Moderately well	Poorly	Not used
Over head Projectors				
PowerPoint				
DVD and VCD players				

## **Section Two: ICT Resources**

**Q 5:** Referring to the last question, what other equipments are available for English lessons?

-.....

-.....

-.....



**Q 6:** How often do you use ICT in English lessons?

- a. In every lesson
- b. In most lessons
- c. Sometimes
- d. Hardly ever/never

**Q 7:** How often are ICT activities organized in the classroom?

Frequently   Sometimes   Seldom   Never

- a. Students work with ICT in pairs
- b. Students group work with ICT

### **Section Three: Communicative Proficiency**

**Q 8:** Do you explain to your students that they are learning the speaking skill?

Yes  No

**Q 9:** Which feature is more affective for lecture comprehension?

- a. Auditory
- b. Visual

**Q 10:** Which of these techniques do you use to enhance your learners to speak?

- a. The questioning technique.
- b. The collaborative learning technique.
- c. The scaffolding technique.

If others, please specify.

\* .....

\* .....

\* .....

**Q 11:** When your students make mistakes or errors in speaking production, how often do you interrupt them to correct their mistakes?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

#### **Section Four: ICT Benefits on communicative proficiency**

**Q 12:** To what extent do you feel ICT -assisted activities influence students to develop their speaking skill?

(Use a scale of 1 to 5 with 5=very much and 1=hardly at all)

	5	4	3	2	1
a. pronunciation	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b. Vocabulary	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c. Grammar Rules	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Q 13:** What do you think about using ICT inside the classroom?

- a. Positive.
- b. Negative.
- c. Neutral

**Q 14:** What kinds of ICT programs do your students use most often in English lessons?

	Frequently	Sometimes	Seldom	Never
a) Electronic dictionaries	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b) Educational games	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c) Grammar exercise program	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
d) Pronunciation program	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
e) Vocabulary program	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Other?

.....

.....

.....

.....

**Q 15:** Is your use of ICT different from one group to another?

Yes  No

**Again, my thanks go to you for your time and collaboration.**

## Appendix III

### Résumé

Nombreuses études menées concerner par l'importance de la formule parlée en raison de la difficulté et la complexité. Cette étude vise à examiner le développement de la compétence communicative des étudiants Anglais du centre intensif des langues étrangères à l'université de Biskra grâce au rôle de l'information et de la technique de communication. Le principal problème qui sous-tend ce travail est que de nombreux étudiants sont incapables de mener une communication spontanée en utilisant la langue anglaise. La cause principale derrière ce problème est pour stimuler les élèves de langue anglaise à se concentrer davantage sur la langue, et ainsi que ; de permettre aux professeurs de diversifier les moyens utilisés et les activités au sein de la part de l'expression orale. Cette recherche comprend trois chapitres; deux théoriques et la troisième application des théories proposées. Afin de déterminer l'ampleur du succès de l'utilisation de la technique des médias et de l'ordinateur et d'autres, nous avons distribué des questionnaires aux étudiants et aux professeurs de l'Université de Biskra et nous sommes parvenus à confirmer la validité des hypothèses proposées ; ce qui est que ces outils technologiques modernes pour créer une atmosphère de confort pour les étudiants comme il interagit positivement et est plus intéressé par la leçon, il aide également les enseignants à se rapprocher plus de leurs élèves et de créer ainsi un catalyseur pour l'étude de l'atmosphère.

Le but de cette recherche est de recueillir un ensemble de propositions et d'activités qui aident les enseignants et les élèves à améliorer les séances d'expression orale.