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**The Use of ICT In Enhancing The First Year EFL
LMD Student's Speaking Skill :**
The Case study of first year students
At
Mohamed Kheider University of Biskra

A Dissertation Submitted in Partial Fulfillment of The Requirements for The
Master Degree Sciences of Languages

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Declaration

I hereby declare and sign below that the present master dissertation in science of language is only the fruit of my personal effort. Not any single word, phrase, clause, paragraph, text, or any other kind of others work is reproduced here without being cited, quoted and dated according to the scientific requirements of the research.

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Dedication

To my shining diamonds; to the ones who gave birth, meaning and love to my life

To my dear father who encourage me and gave me love

To my sweet husband who pushed me to do my best

To my mother who give me all the help

To my daughter “Rinad”

To my sisters and brothers

To my best friend who support me

To my sympathetic supervisor

To all my family

To all my classmates

I dedicate This Work

Acknowledgement

To Allah be the glory, for great things he has done, to give me health and ability to complete this work

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Abstract

This study is conducted in order to examine the issue of information and communication technology (ICT) and its impact on Learners' oral performance in their learning process. The intention is then to investigate what are the factors which cause learners' use ICT. and to discover the appropriate ICT tools that teachers and learners can follow to reduce some of the speaking problems also, to determine whether these ICT tools can help students to develop their speaking ability. In this work, the following hypothesis is going to be investigated If ICT incorporates in our classes, the student will enjoy and motivated to learn the target language, and the learners speaking skill will be enhanced and language mastery will be developed. The research depends on one main data gathering tool which is a questionnaire that was administered two formal questionnaires one for students and another for teachers in the department of English at Biskra university. The study revealed that, through the integration of ICTs, students can to speak fluently and accurately, they become more interested, and in the same time they foster their learning process and teachers follow their learners' progress. On the whole, our research brought many benefits to the students and teachers of our University.

LIST OF ABBREVIATIONS

#: percentage.

FL: Foreign Language.

ICT: Information and Communication Technology.

LMD: License, Master, Doctorate.

Q: Question.

ST: Student.

T: Teacher.

T.L: Target Language.

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المخلص

Chapter01: General Introduction

Introduction:

Nowadays we are living in what is called digital generation. So, information and communication technology play a great role in education especially in learning and teaching English as a foreign language. Over the last century teaching has known many changes in methodologies, approaches, organisational structures and a wide range of technological innovations. we find computers, internet, video players and others almost everywhere. Young learners are the most influenced because ICT is the indicator of thinking.

ICT is a major factor in installing new global economy and changing society rapide.in addition, it has the ability to transform in learning foreign language and the nature of education where and How learning takes place. When we looking to the increase of using ICT in modern society especially young people. Then, it means that ICT has a big influence on learning process today and future.

Learning a language means speaking well; fluently and accurately. So, speaking skill is one of the most important skill that student needs to be required, and in order to motivate them to speak fluently. ICT materials have a significant impact on oral proficiency. moreover, the teachers use many techniques (ICT techniques) such as using computers or brings the video projectors that will be very assistive in order to learn how to speak correctly. For example, the teacher read words loudly from the video projector and asks a student to repeat with him, this technique is very helpful for them to know how to acquire a new vocabulary as well as save time and effort.

EFL students and teachers in general and first year in particular find that ICT tools and techniques have a big impact in enhancing communicative competence. The most important view is to know how and when to use them very well to make sure that student have an effectiveness student's ability and level of speaking so this research study is an attempt to examine what have just claimed.

1.1. Statement of the problem:

The main problem in this study is using the traditional method in teaching process. for that reason, many teachers try to imply new and modern tools in their classes in order to promote their learners' speaking skill and changing the way the student grasp and motivate to comprehend and understand more because many EFL students suffering from problems and difficulties in their learning (with themselves) and with their teachers. among those problem there are: anxiety, inhibition, lack of motivation from the teacher and lack of correct method to transmit the knowledge to learners so that, the application of ICT plays a great role to solve their problems since it gives more opportunities for better communication between the learners when working in groups, exchanging ideas and points of views, and give them a chance to express their ideas. since ICTS in the field of education has effective impact in improving learners' speaking skill, for example using devices such as; laptops, computers and tablets to facilitate tasks for both teachers and learners.

1.2. Significance of the study:

This research is significant to both (EFL) teachers and students, it attempts to shed the lights on the importance of integrating information and communication technologies as a strong motivator in promoting students 'speaking ability. Which plays a great role in learning-teaching process.

It might serve as reference to future students as researcher. ICT is a new technology that is on the way to develop the scope of learning specially in large classes and teaching methods will be adapted when using such technological devices. thus, our work is humble contribution to enhance and increase EFL learning while using ICT.

1.3. Aims of the study:

The aim of this study is to introduce some of the useful technological tools that help (EFL) teachers in their teaching process and encourage them to integrate and to deal with ICT, it aims also to show the role of ICT and how can be used to improve student oral proficiency because integrating ICT tools can enrich learning in teaching environment.

1.4. Research Questions:

1. what are the different components of ICT that can be used in enhancing speaking skill?
2. In which the use of ICT help EFL learners to improve their speaking skill?
3. How can the teacher make the EFL students react positively towards ICTS?
4. What are positive and the negative effects of ICT on EFL learning and teaching process?

1.5. Research Hypothesis:

We hypothesize that:

H1: If ICTs were used in our classes, the students will enjoy and motivated to learn the target language

H2: if EFL teachers use ICT in the classroom the students' speaking skill will be enhanced and language mastery will be developed

1.6. Limitation and delimitations of the Study:

This research has some limitations that should be taken into consideration analyses EFL first year students at Biskra university and how can the use of ICT improve their oral proficiency and to what extent ICT tool influencing the improvement of EFL speaking skill.

1.7. Research methodology:

The type of research is quantitative method to collect data because we deal with ICT and speaking skill and we use statistics, calculation, number and percentage, we utilize (questionnaire) that administrated to EFL learners and teachers. The type of questionnaire is close-ended questionnaire «yes –no questions «in order to notice the student and teachers' attitudes towards ICT in enhancing speaking skill. This research method consists two variables: the independent variable is the role of technology and the dependent variable is the enhancement of EFL learners' speaking skill, the sample is two EFL different groups of first year LMD students. The result shows us how can ICT make the classroom interesting and how can it improve EFL students speaking skill.

1.8. Structure of the study

This research is basically divided into five main chapters. The first chapter is the general introduction; it contains the statement of the problem, the aim and the significant of the study, research questions and hypothesis, limitation and delimitation of the study, research methodology and finally the structure of the dissertation. The second chapter is literature review divides into two sections(dependent and independent variable); the first section (dependent variable)is defining ICT “information and communication technology” and its component, its advantages and the importance of ICT in Teaching English as a Foreign Language, the second section(independent variable) is about speaking skill, its definition, elements, characteristics, and speaking difficulties in foreign language learning. The third chapter is about the research methodology it presents the basic research method used to carry out the study and its purpose, it defines the population, the sample, the tools used to collect data. The fourth chapter is the field work includes the analysis of students' and teachers questionnaire and questions followed by tables and comments, the fifth chapters is related to where we confirm our hypotheses and answers our research questions.

Conclusion:

This study attempts to discuss the role of using ICTs in enhancing speaking ability and how the integration of these technologies tools in the classroom plays a great role in developing their oral proficiency. Moreover, in this study also we try to offer the tools of ICT in English as a foreign language classroom as a means in order to facilitate teaching and learning process and improving learners' speaking skill. Because the teaching and learning foreign languages needs powerful tools and techniques to improve it, also to raise the motivation of the student to practice.

Chapter two: Literature Review

Introduction:

There are many difficulties the student fight to be successful and to have the ability to produce the language in a good strategy , so the implementation of information and communication technologies (ICT) in the educational environment is very important especially in the teaching and learning foreign languages ,while speaking is of great importance in this last ,it is essential for academic success and for many jobs ,speaking is given the priority and this is not a baseless claim for the one who attends EFL classes and see how learners are more motivated to their oral performance. Many scholars find that the successful integration and the appropriate use of ICTS in the classroom can reduce the impediments that prevent EFL learners from the mastery of the speaking skill.

This chapter consists two sections, the first section of this chapter starts by defining ICT and its main components. moreover, benefits of these tools and their drawbacks. And its purposes in the classroom. The second section deals with the nature of the speaking skill as well as its elements, then it attempts to reveal some of the strategies and activities which may tackle the problems of EFL learners in speaking skill. finally, we will try to sheds the light on the use of ICT with the teacher to improve speaking skill

1.1. Brief Overview:

Each generation has its brilliant new technology which is supposed to modify education and change some prescriptive. To innovate new methods as well as new techniques in 1920 s it was radio books, in the 1930 s television lectures. Today, we are using different types of technology such as computer, camera, video players and the like

On May 20, 1938, an NYU professor named Dr. C.C. Clark took his students to the 62nd floor of the RCA Building in New York. They were there to see the future of education a future filled with TVs.

Dr. Clark's students sat quietly as they watched him projected on 15 TVs, all set up in one long room.

Dr. James Rowland Angell, an education consultant at NBC who was there for Dr.

Clark's experiment, was quite optimistic: —Five years from now, I expect to see television used very frequently in the classroom.”

“Teachers have long used the media--and particularly film--to accomplish various instructional objectives such as building background for particular topics or motivating student reaction and analysis. The appeal of visual media continues to make film, video, and television educational tools with high potential impact; and they are now considerably more accessible and less cumbersome to use.

The use of film in the classroom has become more popular since the arrival of the videocassette recorder (VCR) with its relative economy and ease of operation. The opinion of one teacher probably echoes the opinion of many others: "The VCR gave us flexibility. We could watch the first exciting twenty minutes, stop the tape and discuss elements of introduction, mood, suspense, and characterization--and view it again.... The VCR is simple to operate, portable, and less expensive." (Farmer, 1987) Another educator who has considered the potential of the VCR believes that "one of the pedagogical tasks of the next decade may well be discovering the most efficacious ways of employing this omnipresent piece of technology."

1.2. What is ICT?

ICT (information and communication technology -or technologies) is an umbrella term that includes any communication device or application encompassing :radio, televisions, cellular phones, computer and network hardware and software ,satellite systems and so on ,as well as the various services and applications associated with them ,such as video conferencing and distance learning, ICT are often spoken of in a particular context, such as ICTS in education, health care ,or libraries, the term is somewhat more common outside of the united states(whatis .com)

ICT is short for information and communication technology; it is the study or business of developing and using technology to process information and aid communications(webpedia.com), While according to UNESCO, the term ICTS refers to forms of technology that are used to transmit, process; store, create, display, share or exchange, information by electronic means. ICT can be used in various contexts such as ICT industry, ICT law. ICT education ...etc.

In literature, while different definitions of ICT are put forward, it can be broadly defined as technologies that facilitate by electronic means the acquisition, storage, processing, transmissions, and disseminating of information in all form including voice, text, data, graphics and video. This definition mainly focuses on the importance of the intersection of information technology, information content and telecommunications in enabling new forms of knowledge production and interactivities is being applied successfully in instruction, learning and assessment. ICT is considered a powerful tool for educational change and reform. A number of previous studies have shown that an appropriate use of ICT can raise educational quality and connect learning to real-life situations(Lowther , et al .2008;weert and tatnall 2005) as weert and tatmal (2005) have pointed out, learning is n on going lifelong activity where learners change their expectations by seeking knowledge which departs from

traditional approaches as time goes by, they will have to expect and be willing to seek out new sources of knowledge, skills in using ICT will be an indispensable prerequisite for these learners.

1.3. Components of ICT:

ICTS plays a crucial role in developing the EFL students speaking skill, and it determines what learning opportunities they may get. So there are different types are suggested to use in different domains and each type has its own characteristics and function. They are:

1.3.1. Computer: computers is a machine that can be programmed to accept data (input), process it into useful information (output), then it is defined “a programmable electronic device to accept data, perform prescribed mathematical and logical operations at high speed, and display the result of these operations. Main frames, desktop, and laptop computers, tablets, and smart phones are some of the different types of computers” (dictionary)

Computer can be used by teachers to assign work to student and study group in classroom, it is helpful device that is used to facilitate communication between people and provide. Equipment associated to that computer is called hard ware and consist of the central processing unit, primary storage, secondary storage, input devices, output devices, and communications devices

1.3.2. Internet:

Internet is the most important tools because it provides instant availability of vast stores of information in real time. parrott,M,(1993).”A vast computer network linking smaller computer networks worldwide .the internet includes commercial, educational, governmental , and other network, all of which use the same set of communications protocols. «internet serves us in all the domains especially the student, it helps then to develop their skills such as speaking skill, improve their level thinking. The internet becomes a necessity not just

complementary device in our daily life and it is considered as a crucial tool of communication and new face of technology.

1.3.3. Projectors:

“a device for projecting a beam of light «the projector is defined as “a device for throwing an image on a screen, it is a system that shows pictures, images films on a screen by connecting it to computer for instance “. (becta,2003, p107-137) the projector allowed the teacher to deliver lessons to the whole class from the pc.

1.3.4. Cameras:

“a camera that records images in digital form by means of device that converts the optical image to an electrical signal” British dictionary, there are two kind of cameras: the photographic camera stores a still image on photo graphic film. While a digital camera record and store photographic images in digital form.

1.3.5. Cell phone:

Mobile telephones are based on the cellular radio technology mobile phone provides the facility to dial connections anywhere in the world. (ICT in library article) the small phone is a small tele-communicating device that is to link people with each other from different place, shorten the distances and conserve time too.

1.3.6. White board:

Or what is called also the magic board. Becta2005), 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.

1.3.7. Microphones:

the microphone is ubiquitous piece of equipment. It transforms sound into electronic signals for storage or transmission different types of microphones and different ways to work with them are described below:

- A microphone can be fixed in a stand in front of speaker who is standing or sitting
- Speakers can hold a microphone in their hands
- A light weight microphone can be attached to a speaker's clothes information converted by a microphone into electrical signals can be transmitted via a wired or wireless channel to other devices.

1.3.8. Connections:

The CPU which is an acronym that refers to the central processing unit that is one of the important computers. CPU (also called a microprocessor) stand for 'central processing unit' 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.

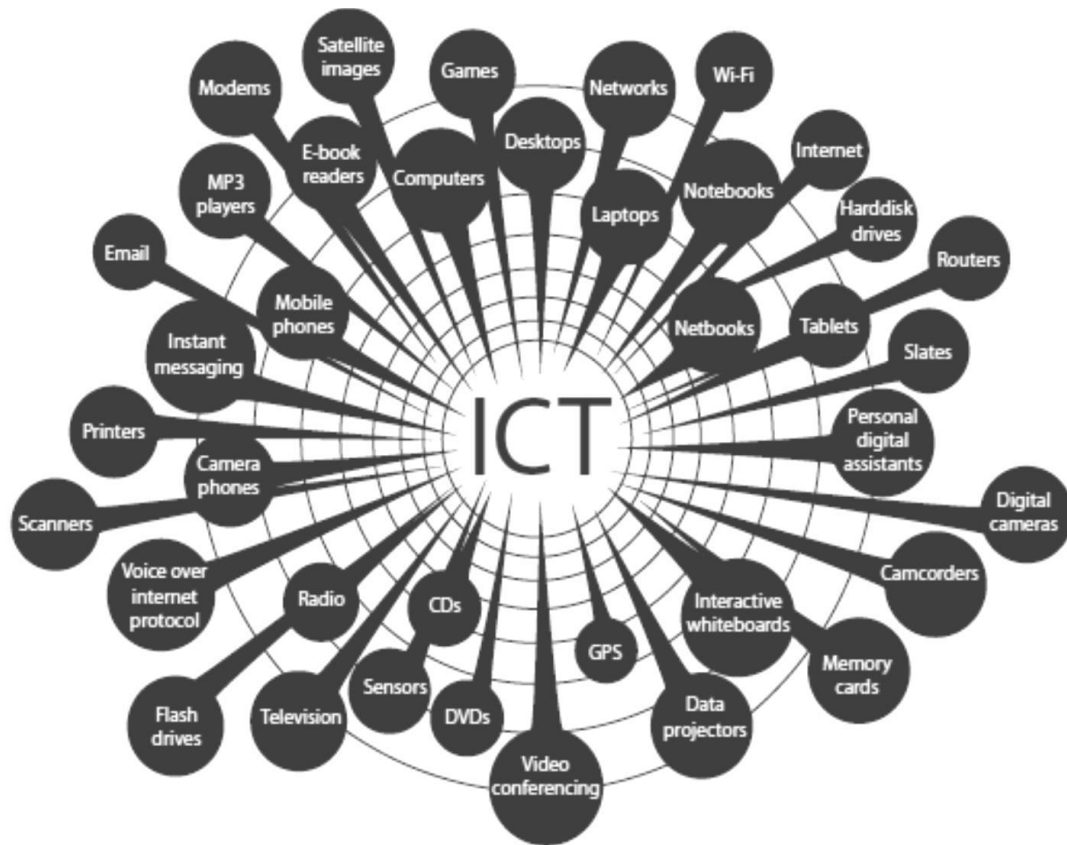


Figure 1.1: Different ICT Tools. (Anderson, 2010, p. 4)

1.4. The advantages of ICT:

Anderson (2010) claimed that ICT creates new teaching and learning environment, So ICT open the door for both teacher and student to facilitate learning for young learners who have different learning styles and abilities and teachers in developing new idea, in course content and curriculum in the creation of methods of teaching. Knnewell and beauchamp (2003; cited in kennewell,2004, p15) identified the advantages of ICT for both learners and teachers, they viewed that ICT help learners to:

- The use of ICT helps to improve quality of education
- Motivating, engaging learner by providing real and live information
- It helps the teacher to teach a whole class or part of a class
- Facilitating collection and analysis of information
- Its creates new teaching and learning environment

- Its enables teachers and student to construct rich multisensory
- Its improves a higher-level speaking learning skill
- Facilitating acquisition of basic skills
- ICT help teacher to plan his lessons
- Engage in activities similar to those carried out by professional and academics in the subject; work to gather in group, work independently of their teacher
- It produces more independent learners, ability of using information sources to construct their own knowledge
- The kidnapping of student attention
- Prepare high quality material for student to see as a class and to interact with individually
- Make student progress on task from the advantages presented above, ICT provides positive impact on learning and teaching and learning of English in particular.

1.5. The Importance of CT in Teaching English as a Foreign language

"People rarely succeed unless they have fun in what they are doing." (Dale Carnegie)

This proverb means that the way of teaching is the most important in teaching process. The teachers need tools that make their teaching operation successful and as we looked at the It considered important as claimed by Meenakshi (2013.p5).who sets the importance of ICT? in TEFL.asm

_ To implement the principle of life-long learning and education; it offers teachers and learners with valuable sources of materials that help them in their career

_ To increase a variety of educational services, medium and method; while there are a variety of educational methods the teaching process will be easy and not boring far from the routine and the traditional material

- _ To promote equal opportunities to obtain education and information;
- _ To develop a system of collecting and disseminating educational information.
- _ To develop distance education with national contents.
- _ To promote the culture of learning at school (development of learning skills, expansion of optional education, open source of education, etc.)
- _ To promote the culture of learning at school (development of learning skills, expansion of optional education, open source of education, etc.)

ICT offers education many ways and many tools for facilitating education in general and enhance teaching EFL because teaching EFL based on imitation that is mean imitate native speakers that will be happen just with the tools of ICT the audio, video...etc.

1.6. ICTs and Teacher's Role

Teachers have different roles, concerning the use of ICT in teaching English as a foreign language. Those roles have changed and continue to change from that of instructors to that of constructors, facilitators, coaches, and creators of learning environment. Many studies suggest the teachers' roles as followed:

1.6.1. Facilitators and Guides

The first role of teacher who use ICT in his teaching is to be a facilitator for students in EFL classroom. As facilitators, teachers must know in many ways more than they would as directive givers of information. In addition, the facilitator role is to introduce subjects of discussion, encourage, sharing of perspectives, and integrate students share experience. The teacher should know how to use the different tools of ICT effectively and they have to be responding to the student's needs. To success in this more flexible language classroom, teachers must be trained, so that they can use multimedia and other resources effectively (Kennewell et al, pp. 17, 18). A good facilitator is one who is connector and

integrator, the glue that bring the collective experience of the classroom together in shared learning experience.

1.6.2. Researchers

Teachers need to know how and where they can access information for their own and for their learners' use to keep in touch with the developments in the countries of the target language. There is a direction in teacher's professional development that promote the view of teacher as a researcher of his/her own educative experience as a way to think and absorb the invention promotes in classroom. ICT tools integrate in many classroom innovation; teachers alone, or as partners of research outcomes to help with planning and improving pupils' learning experiences with ICT, and to make them appropriate to their needs within the curriculum framework of the school (Barajas, 2003,p. 26).

1.6.3. Integrators of Media

Margaret Robertson, Ivan Webb and Andrew Fluck (2007) reported in their book "Seven Step to ICT Integration" that to ensure that teachers integrate ICT in their teaching, they should not only know and understand the functions of different media in an media rich environment, they must also know the best way to organize them. In the creation of shared projects with their students, they also need to guide learners in the use of word processing, graphics and presentation programs. In addition, integration of audio-visual elements make students like they are in home the fact that the foreign language environment of the target language is as exciting and many-sided as the society in which they live (Robertson at al,26) Resta and Patru (2010) describe how teachers' roles are changing as a result of implementing ICT in their classrooms (see Table 1.1).

Changes in Teacher Roles	
A shift from knowledge transmitter; primary source of information teacher controlling and directing all aspects of learning	To learning facilitator, collaborator, coach, knowledge navigator and co-learner teacher giving students more options and responsibilities for their own learning

Table 1.1: Changing in Teacher Roles (Anderson 2010, p 6)

In the table above we noticed that the use of ICTs instructions brings about changing in teachers roles in classroom that help them to interact with students.

1.7. 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.

1.7.1. 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.

1.7.2. 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 an integral part of motivation, personal productivity, developing opportunities and enhance understanding among participants.

1.7.3. 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 audio-visual 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.

2.1. Definition of speaking skill:

The speaking skill has a variety of views concerning the meaning and it can be defined in different ways; hedge (2000: 261) defines speaking as “a skill by which they (people) are judged while first impressions are being formed” That is to say speaking is an important skill which deserves more attention in both first and second language because it reflects people

thoughts and personalities According to the oxford(2009) pocket dictionary speaking is “the action of covering information or express ones thought and feeling in spoken language” another definition of speaking skill “ The process of building and sharing meaning though the use of verbal and non-verbal symbols into a variety of context .“(Chaney .1998:13) Therefore task, its mastery claims lot of experience and practice. The figure below illustrates the latter definition:

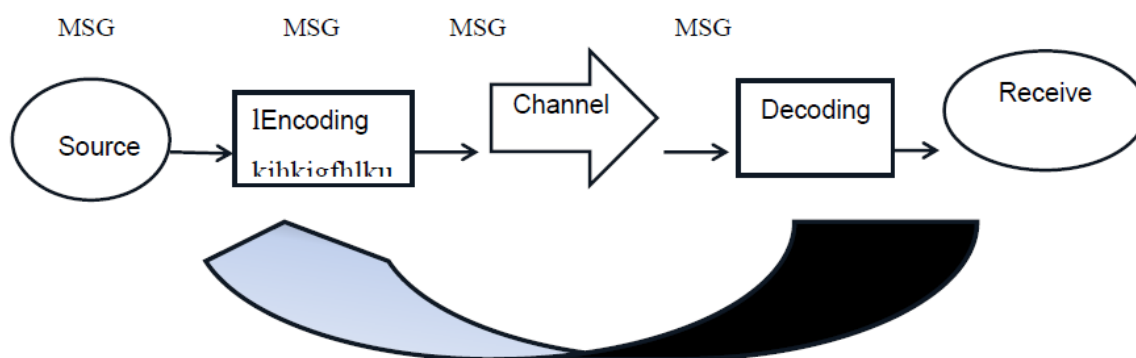


Figure02: The Communication Process

2.2. Elements of the speaking skill

For speak effectively there are some element which is very necessary to both learner and teacher in order to speak fluently language features speaking effectively requires the following language features as a necessary aspect for spoken production.

- **Connected speech:** this ability needs from the speaker of English to produce more connected sound not only separated phonemes these sound may be modified omitted or weakened in the connected speech
- **Expressive devices:** English native speakers use effectively the phonological rules which refer to the pitch stress, volume;speed with the use of non verbalmeans.such phonological rules enable them to convey their intended meaning to be effective commicators.

- **Lexis and grammar** :learners often use the same lexical structures when they produce some language functions .the teacher,therefore,should provide phrases with different functions that make students competence at various stages of interaction.learners also need to well perform their utterances if they seek to be understood and clear especially when they can see that the other interlocutors did not understand them
- **Mental/social processing**:the necessary processing skills of speaking are the following :
- **Language processing**: This refersto the ability of the learners/speakers to process the language in their minds through putting it in a coherent order.speakers also should able to retrieve words and phrases from their memories to use them when they communicate .
- **Interacting with others**:most of the speaking situations involve between two or more interlocutors,that is to say an effective speaker need to be able to listen and understand others talk then react through taking turns or allow others do so.
- **Information processing**: The speakers need to be able to respond to others talk the information in mind rapidly. Hamer's claimed ,The ability to wage oral communication is necessary that the participant possesses knowledge of language features and the ability to process information and language on the spot.

2.3.the importance of speaking:

- Language is a tool for communication and speech is a part of communication,and expressing our ideas because without speech we can not communicate with one another.the importance of speaking skills,hence is enormous for the learners of any language
- The effective speaker get the attention of the audience and he can transmit the message easily.also speaking skills are important for career success.

- In the communicative approach, speaking was given more importance since oral communication involves speech where learners are expected to interact verbally with other people, the speaking help student receive a new vocabulary through oral activities. In this context, Freeman (1981) says «the necessary practice is thought to be most successful when students are engaged in the meaningful exchange of information rather than repeating a teacher's model» according to GILLIS 52011° THE ABILITY TO SPEAK skilfully provides the speaker a variety of benefits, the capacity to inform.

2.4. Oral communication strategies

Bygate (1987) classifies two main types of communicative strategies. First, achievement strategies which include: guessing strategies, paraphrase strategies and cooperative strategies. Second, reduction strategies which involve avoidance strategies.

2.4.1. Achievement strategies:

Learners use such strategies to compensate for language by using a substitute; they try to use a way to convey their messages without losing or changing it. This sort of strategies includes the following:

2.4.2. Guessing strategies:

This type of strategies is very widespread in oral expression and there are many types of guessing strategies that are used by the speaker. Hence, the speaker may foreignize a word from his mother tongue and pronounce it as it sounds in the foreign language. Like a French speaker talks in English, the word "manoeuvre" the speaker might also use a word from his mother tongue without changing it, to succeed in transmitting his speech to an English listener, the learners may borrow a word from their mother tongue and say it is, without any change and modification which the interlocutors will understand them. For example "an English speaker saying "ilyadeuxcandlees sur le chemenée" a last guessing strategy can be

used to coin a word ; the learner create a word in the target language, depending on his knowledge of language such as using “vegetarianisme for “vegetarian”

2.4.3. Paraphrase strategies:

This mainly involves looking for an alternative the word or the expression that the speaker needs in the target language.the speaker explain a word by describing the target object of action in order to express his meaning and covey his intended message;this is also called circumlocution.forexample,a mixing for beige and brown light brow

2.4.4. Co-operative strategies

This strategy is a kind of cooperation between speaker and listener which is used when the speaker asks for help from the interlocutors to find the word in the target language through using it in the mother tongue or through indicating the object that he means. **2.4.5. 2.4.5.**

Reduction strategies

learners reduce their messages or leave what they want to say and substute their chosen messages by other ones where they can't find difficulty and they can speak fluency.

2.4.6. Avoidance Strategies

The students often use this strategy to avoid phonemic, grammatical or lexical difficultiesthey can have, also they can avoid a problem of the lack of vocabulary in expressing their opinions by looking for other words or something else to talk about. Other strategy inavoiding communicative troubles simply is by keeping silent. The students must be aware that when using avoidance strategies, they will be sure thatthe meaning or the aim of their message totally will be lost.

2.5. Characteristics of the Speaking Skill

In the EFL classes the teacher needs to provide the students opportunities to speak quickly (fluency) and to use correct grammar, vocabulary and pronunciation (accuracy) in which are considered as the main features of the speaking skill.

2.5.1. Fluency

Fluency is an important feature in communication, because it makes listeners pay attention in the conversation in order to understand the speaker's talk, and it helps the speakers to express themselves without hesitation. (Baker and Westrup, 2003) Many speakers think that fluency is the ability to speak quickly, for that they speak rapidly without pauses. Thornbury (2005) states that speed and pause are important factors in fluency, because the native speakers or non-native speakers use pauses time to time to breath in order to let the listeners understand what they say. He suggests that the speaker uses tricks or production strategies which mean the ability to fill the pauses like: "uh" and "um", and he gives another type of the filling pauses is vagueness expression such as: "short of" and "I mean". He shows the last device of the filling pauses is the repetition of only one word when there are pauses. Hedge (2000) explains that fluency is the ability to speak easily through linking the ideas together and without efforts and hesitations. Richards, Platt and Weber (1985) observe that "fluency is the feature which gives speech

the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions.” (cited in Brown,2003, p.1). From this quote, we understand that the major characteristic of the speaking skill is fluency which makes the learner speaks in normal way by using pauses such: um or uh, intonations as rising or falling tone, interjections like: wow or oh and interruption someone speaks. Hence, in teaching the speaking skill the teacher should focus on the oral fluency, because it is the major characteristic of the speakers“ performance. The teacher should encourage the students to use their personal language to express their thoughts and feelings without imitations, and he should provide them opportunities to practice the language in different situations in order to become fluent speaker without making many stops.

2.5.2. Accuracy:

The goal of the teacher is to focus on the main features of the speaking such as: fluency and accuracy, because they help the students to speak precisely through sending and receiving messages. However, many students speak fluently in front of the whole class and they do not pay attention to speak accurately. Accuracy requires correct grammar structure, using useful words and clear pronunciation. Baker and Westrup (2003) state that accuracy makes the students speak without making mistakes in grammar, vocabulary and pronunciation. Speaking accurately is the ability to produce the correct use of grammar, vocabulary and pronunciation in which the utterances contain or do not contain errors

2.5.1Grammar

This component of accuracy means the ability of the learner to use the grammatical structures in an appropriate manner, in addition to the ability of using subordinating clauses.

2.5.2 Vocabulary:

EFL Learners often have difficulties in some situations, for example, when they want to express their feeling, attitudes or when they want to say something, they have a lack of choosing the appropriate words; however; sometimes they use inappropriate words as using synonyms which do not have the same meaning of the first word; so, processing accuracy in terms of vocabulary refers to the use of suitable choice.

2.5.3. Pronunciation

Learners should practice pronunciation correctly for example they should be aware of the words should be stressed; some scholars as Thornbury (2005), takes this point as a tool or standard to defer between the native speaker and non-native speaker ,for that some native students consider that the process to pronounce any foreign language as a very difficult act because they have to follow certain grammatical rules such as : knowing the correct case to put the stress in a words in one hand , in another hand learning how to transcribe the giving words in a correct form .

Activities to promote the speaking Skill:

In the foreign language context of learning, there is a problem which teachers have been aware of for a long time. It is the problem of the learners who cannot communicate appropriately, but they are structurally competent.

In order to overcome this problem, the processes involved in fluent conversational interaction need to be dealt with:

- **Discussion:** Teachers can suggest interesting, and important topics that students can discuss or talk about especially in the target language. The related topics should be easy and understandable. As a start, EFL teachers can relate the topics with learners' interests before moving to serious topics like social issues or the world politics. Lastly, in class or group discussions, whatever the aim is, the students should always

be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

- **Role Play:** another way of getting students to speak is role playing. Role Play gives a chance to learners to pretend that they are in different social contexts and have a set of social roles. In role play activities, the teacher gives information to the learners such as who they are and what they think or feel (Shrouf (n.d))
- **Simulation:** Simulations are very similar to role-plays, but what makes it different than role plays is that they are more elaborate. In simulations, learners can bring items to the class to create a realistic environment. For instance, if a learner is acting as a singer, she or he brings a microphone to sing, and so on. Simulation has many advantages because it is entertaining. It makes the students motivated and increases the self confidence of hesitant learners because of its activities which help them to be different people not themselves and feel freer.

- **Brainstorming:** This activity helps learners to produce ideas in a limited time; on a given topic. Learners generate ideas quickly and freely depending on the context, either individual or group. Brainstorming is effective for both. The good characteristics of brainstorming are that the learners are free to express themselves because they are not criticised for their ideas so learners will be open to sharing new ideas.
- **Storytelling:** This activity gives the chance to learners to summarise briefly a tale or story which they read or heard from somebody beforehand; or they even create their own stories to tell their classmates which make them more creative in their way of thinking and the way how they express their ideas.
- **Interviews:** Learners can select topics and manage interviews with various people about it. With interview, the teacher can show the learners what type of questions they can ask or what way to follow. After that learners should prepare their own interview questions. For learners, conducting interviews with people can give them a chance to practise their speaking ability inside and outside the classroom and help them to be closer from the society.
- **Story Completion:** Teacher can ask his/her learners to read a short story, newspaper or magazine before coming to classroom in order to report what they find it interesting to their classmates.
- **Picture Describing:** An activity makes learners using pictures in a speaking activity by giving the learners just one picture and giving them the freedom to describe what it is in the picture. In this activity learners discuss the picture in different groups, and then just a spokesperson for each group describes the picture to his/her classmates.

This activity can enhance the creativity and imagination of the learners as well as their public speaking skills (Shrouf (n.d))

1.4.2 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: 293). In fact, Harmer (2001: 154) recalled the important goal of language study is to improve both the productive and receptive skills. This sense drives us to conceptualise that all language skills are integrative, and one can't teach or learn a language with a solely skill. Though, speaking is generally the most complex process and non-evaluated in the educational context, it is considered by many teaching and testing experts to be developed among our learners as advocated by Luoma (2003).

According to Burkart (1998), speaking involves three areas of knowledge, namely mechanics which refers to pronunciation, grammar, and vocabulary. At this level, students are required to use the right words in the right order with the correct pronunciation.

Secondly, the transactional and interactional functions in which the learners know when clarity of message is essential for transaction or information exchange, and when precise understanding 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.

Apart from that, a good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

1. 5. Speaking Difficulties in Foreign Language Learning

Most of EFL learners master the language rules, but they often face some difficulties

in speaking the target language. Performance speaking requires some real tools that teachers should provide their learners with. In the same context, Parrott (1993: 105) asserts that teachers must perform a series of tasks that aim at providing learners with the confidence and the skills required to take advantage of the classroom opportunities in order to speak English effectively. Researchers point out some difficulties that could be an obstacle for EFL students in speaking the foreign language. Ur (2000: 121) for example, mentioned four main problems which are: inhibition, nothing to say, low uneven participation, and mother tongue use.

1.5 1. Inhibition

In classroom participation, most of learners face what is called “inhibition”. Such students can say a lot, but something prevents them psychologically. Effective teachers never let a room for inhibition in their classes since inhibition and anxiety may be the most common factors that invade the foreign language contexts easily and that is what Littlewood (1999:93) tried to prove saying that “It is too easy for a foreign language classroom to create inhibition and anxiety”. Other factors refer to the feeling of shyness and fear of making mistakes and these are due to the weakness in communicative skills and the feeling of linguistic inferiority. Students fear to make mistakes, especially if they will speak to a critical audience. Ur (2000: 111) states that: “Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fear of criticism or losing face, or simply shy of the attention that their speech attracts. This view was also supported by Bowman et al. (1989:40) who argued that in teaching speaking, teachers usually ask their learners to express themselves in front of the whole class, the fact that makes them experience what is called «stress» while practicing some speaking activities and performance something. Stress and anxiety are two main psychological factors that may hinder the student’s speaking process

I. 5.5. Nothing to Say

The problem of “nothing to say” comes from imposed participation that teachers use in

their trial to reduce anxiety, but this strategy puts students in an awkward situation where they may say their common expression like “I have nothing to talk about”, “I don’t know”, “no comment” or they keep silent. When students lack motivation to express themselves or inchoosing topic they are likely facing the “nothing to say” problem. Rivers (1968 : 192) writes:“The teacher may have chosen a topic which is uncongenial to him [the learner] or aboutwhich he knows very little, and as a result he has nothing to express, whether in the natiuelanguage or the foreign language”Teachers help learners to choose topics which are familiarto avoid having “nothing to say” expressions.

Accordingly, Baker and Westrup (2003:75) support that many students find a difficultto answer when teachers ask them to present anything in the target language. Learners mayhave only some ideas and limited words to talk about; they may not know how to use somevocabulary or they are not sure of the grammatical correctness. Students, therefore, could notproduce evidence to discussion on topics that are not interesting for them.

1. 5.5. Low or Uneven Participation

Today foreign language class suffered many obstacles one of these classroom arrangement for students to practice their speaking activities effectively. Bowman et al. (1989: 40) support the idea by saying that “Traditional classroom seating arrangements often work against you in your interactive teaching”. The teacher’s motivation is an important factor to reduce low participation in learning contexts. Where teachers do not encourage theirlearners, the talkative ones also will show no interest.

Consequently, increasing and directing students’ motivation is one of the teacher’s responsibilities. Furthermore, amount of talking time giving to each student presented anotherproblem that some students talking without giving their classmates the floor to speak. Rivers(1968: 98) claim that some personality factors can affect participation in a FL and teachers, then should recognize them. And anther hand, other students may prefer not to talk at all, because fear to make mistake and some others keep silent that show no interest all

along the course. Harmer (2001: 120) claims streaming weak performers in groups and letting them work together. In such cases, they will not hide behind the strong participants, and they lack to effective teacher can help them to achieve a high level of participation.

1. 5.4. Mother Tongue Use

Problems of EF student prefers to use the same mother tongue tend outside and even inside the classroom because they feel more comfortable and less exposed to the target language. According to Baker and Westrup (2003: 12) “Barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.” Therefore, learners will not be able to use the foreign language correctly if they keep on been influenced by the use of their mother tongue. Lack of the vocabulary of the target language usually leads learners to borrow words from their native language. Students use their L1 when performing pedagogical tasks, especially when one student is explaining something to another. “This is a habit that in most cases will occur without encouragement from the teacher” (Harbor, 1992: 354). Another cause of mother tongue use can be teachers themselves. If, they frequently use the student’s language (whether or not they themselves are native speakers of that language), where students in the classroom will feel more comfortable doing it too. Teachers need, therefore, to be positive of the kind example.

(Harmer 2001: 131).

CHAPTER THREE: Research Methodology

Introduction

This chapter is devoted to show in detail the method that was used to carry out the study. At the beginning of the chapter there were some essential definitions and characteristics of the most frequently used terminologies; after that this chapter determined the choice of the method besides the population and the exact used sample, as well as the data collecting instruments, which were the questionnaires (close –ended questionnaires) for both students and teachers in order to notice the attitude of them toward ICTS inside an EFL classroom and to evaluate how they were interested in these materials that will be described from the layout point of view and the objectives behind each item of the questionnaires.

3. 1. What is a research?

Research is a test of the relationship between one or more independent variables and one or more dependent variables. More precisely we can define research as an examination of the effects of one or more independent variables on one or more dependent variables (Markzyk, Dematteo and Festinger 2005).

In addition to that scholars claim that Research is often seen as the cornerstone of scientific progress, to answer questions and acquire new knowledge is the objective of the research, Research is the primary tool to use in almost all areas of science to expand the frontiers of knowledge. For example, research is used in such diverse scientific fields as psychology, biology, medicine, physics, and botany, this is just a few of the areas in which research makes valuable contributions to what we know and how we think about things. Moreover, by conducting research, researchers attempt to reduce the complexity of problems, discover the relationship and make connections between events, and ultimately improve the way we live which is the general goal of any research, despite of the many diverse fields of science (Markzyk, Dematteo and Festinger 2005).

3. 2. Types of research:

According to Ranjit Kumar (2011) types of research can be conclude to three different point:

1. Applications of the findings of the research study;
2. purpose of the study;
3. Mode of enquiry used in conducting the study.

This classification of the types of a study on the basis of these perspectives is not mutually exclusive: that is, a research study classified from the viewpoint of ‘application’ can also be classified from the perspectives of ‘objectives’ and ‘enquiry mode’ employed. For example, a research project may be classified as pure or applied research (from the perspective of application), as descriptive, correlational, explanatory or exploratory (from the perspective of objectives) and as qualitative or quantitative (from the perspective of the enquiry mode employed).

3. 2.1. Qualitative research

Natasha et all (2005) claimed that “qualitative research is a type of scientific research in general terms, scientific research consists of investigation that seeks answers to a question systematically uses a predefined set of procedures to answer the question, collect evidence in advance, produces findings that are applicable beyond the immediate boundaries of study “(p.1) they added that “qualitative research shares these characteristics additionally, it seeks to understand a perspective of the local population it involves, besides that qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviours, and social context of particular population”(p.1)

Moreover, D.rchelli (2016) at the university of Biskra stated that “qualitative research is a process of inquiry with the goal of understanding a social a human problem from multiple perspective, conducted in a natural setting with the goal of building a complex and biolistic picture of the phenomenon of interest.it exploratory of diagnostic in nature usually involving a small number of people”.

3.2.2. Quantitative research: is an approach for testing objective theories by examining the relationship among variables. these variables, in turn, can be measured, typically on instruments, so that numbered data can be analysed using statistical procedures. the final written report has a set structure consisting of introduction, literature and theory, methods, results, and discussion. like qualitative researchers, those who engage in this form of inquiry have assumptions about testing theories deductively, building in protections against bias, controlling for alternative explanations, and being able to generalize and replicate the findings. Moreover, D. r chelli (2016) defined quantitative research in which we can identify, describe or test the relationship between variables, it's generally more specific"

whereas Creswell (2003) claimed that quantitative research involves the collection of data that information can be quantified and subjected to statistical treatment in order to support or refute "alternate knowledge claims" (p.153)

Leedy (1993) claimed that "quantitative research is a research methods dealing with numbers and anything that is measurable in a systematic way of investigation of phenomena and their relationship" (p.86)

Cheyenne church and mark rogers claimed that "quantitative research is a study involving the use and analyses of numerical data using statistical techniques. they pose questions of **who, what, when, where, how much, how many, and how.**" (p.4) they added that "quantitative research should be used under the following circumstances:

when trying to measure a trend such as 'do youth talk to their parents about issues important to them?'

- when data can be obtained in numerical forms such as 'number of children under 15 who participate in peacebuilding activities'.
- when simple objective responses can be received such as yes and no questions.
- there is no uncertainty about the concepts being measured, and there is only one way to measure each concept.

- you are trying to collect data in ratios, percentages and averages”. (p.5)

3.2.3. Mixed methods research: is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. The core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone.

3. 3.1 Population and Sampling:

The population is all individuals of interest to the researcher for example, a researcher may be interested in studying anxiety among lawyers in this example, the population is all lawyers. for obvious reasons, re-searchers are typically unable to study the entire population .in this case it would be difficult, if not impossible, to study anxiety among all lawyers.

Sampling: is group of people from the whole population whom researchers actually examine.

Polit (2011) stated that sampling involves selecting a group of people, events, behaviours or others elements which conduct a study”

The purpose of sampling in quantitative research is to draw inferences about the group from which the researcher has selected the sample.

We have chosen two populations, forty students selected randomly from first year LMD in branch of English at Biskra university; these students are aged between nineteen and twenty-three years old and a randomly selected five, oral expression teachers (three male and two female).

3. 3. 2. Data gathering tools (instruments):

O’Leary (2004) claimed that “collecting data is a hard task, and it is worth remembering that one method is not inherently better than another. This is why whatever data collection method

to be used would depend upon the research goals, advantages, as to the disadvantages of each method” (p.150).

So data collection is an essential part for conducting research, in this study we have to draw a range for data collection from questionnaires for both students and teachers of oral expression which we send it to them and collected their answers, then analysed them quantitatively in order to shed the light on the importance role of using ICT inside the classroom and its impact in improving speaking skill.

So we have administered two formal questionnaires one for students and another for teachers, both are designed to show whether the use of ICT has an effect in improving speaking skill.

3.4. Definition of instrument of the research: The Questionnaire

. Brown (2001) defined this instrument as: "Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers." (p. 6).

3.4.1. Types of questionnaires:

A questionnaire with closed-ended questions (structured): where the respondents are provided with ready-made response options to choose from, normally by encircling or ticking one of them or by putting an 'X' in the appropriate slot/box. That is, these items do not require the respondents to produce any free writing; instead, they are to choose one of the alternatives, regardless of whether their preferred answer is among them. The major advantage of closed-ended questions is that their coding and tabulation is straightforward and leaves no room for rater subjectivity. Accordingly, these questions are sometimes referred to as 'objective' items. They are particularly suited for quantitative, statistical analyses because the response options can easily be numerically coded.

Secondly; there is a questionnaire with open-ended questions (unstructured): which include items where the actual question is not followed by response options for the respondent to choose from, but rather by some blank space (e. g., dotted lines) for the respondent to fill. And finally there is the mixed type of questionnaires: from its label, we can figure out that it is a Combination of closed-ended and open-ended questionnaires (semi-structured); where many questionnaires begin with closed questions, with boxes to tick or scales to rank, and end with open questions for more detail response.

3.5.1. Students' Questionnaire:

The students' questionnaire administered to the sample which consists of 40 students from two different groups of first year English classes at Mohamed Kheider University of Biskra. We have given for them clear answers which used for research purposes only. These questionnaires involve 13 questions include close-ended questions (yes/no questions).it's aimed to show whether the students supporting the integration of ICTs during the lesson, and to figure out if the use of ICTs help them to improve their speaking skill.

3.5.2. Teacher Questionnaire:

The questionnaire was administered to (05) EFL teachers of oral-expression at the department of English in Mohamed Kheider University of Biskra. It includes 14 questions, these questions are either close –ended questions, are requiring from the teachers to choose “yes” or “no” answers, and in other places were asked to tick the right box, its related to stream the degree held of teachers and how many years they have been teaching English also their opinions about the importance and implementations of ICTs as a vital element in enhancing speaking skill.

3.6.Piloting the research instrument:

The piloting is an essential step in any study since it evaluates the reliability, validity and practicability of any questionnaire. This what MANION and MORRISON (2005) mentioned

“ a pilot has several functions, principally to increase the reliability, validity and practicability of the questionnaire.” (p.206)

3. 6. 1. Piloting teachers’ questionnaire:

Piloting teacher’s questionnaire has a very importance and specific role in our questionnaire, we have submitted three questionnaires for three teachers of oral expression which they have different back ground and experiences in teaching although their points of view and contributions were the same, have agreed that our questionnaire was so simple to answer also they have advised me to change some out questionnaire and precise the rest.

3.6.2. Piloting student’ questionnaire:

Our pilot was sent for the first year EFL, LMD for four students which was close ended as “Yes” or “No” questions and they were limited to just tick up without any justifying, and we found some of them have chosen more than one multiples answers, until we have revised the student’s piloting we were obliged to cancel some questionnaire and we have modifying the manner of them to get understood ones, when we have given them the questionnaire, they were did not still much time to answer about them, their answers were immediate .

Conclusion:

We conclude this chapter, which is titled research methodology, we started with an introduction then we shed light on the corner stone of important elements definitions from the research and its types from both qualitative and quantitative also the mixed method, the population and the particular sample, used to gather the necessary data to conduct the study. As well as we spoken about the research instrumental (tools) which concern of questionnaire and the interpretation of it used to gather the necessary data to conduct the study, and we have mentioned the types of questionnaire structured and unstructured, the questionnaire was submitted for both teachers and students to gather the validity and the reliability for the rightness of our hypothesis also we have used the pilot which is very necessary to correct our

field work which is based on the questionnaire, next chapter be implemented of all the analysis of our suggestion that we have asked.

Chapter four: Field Work

Introduction:

This chapter represented the practical study which is devoted to the presentation and analysis of the data that is obtained from questionnaires of both students and teachers. The students' questionnaire aims at discovering students' attitudes towards the use of ICT as a benefit tool for enhancing speaking skill. The objective of teacher's questionnaire is implemented to gather their helpful opinion about the need and necessary of using the ICT in their lectures and the important points that work with them.

1. Analysis of the questionnaires:

1. 1. Analysis of students' questionnaire:

This questionnaire aims to spot the light on students 'attitudes toward the of ICT in oral proficiency and to invite them to contribute ICT on their learning oral expression. Moreover, this questionnaire deals with forty EFL students from different groups of first year, the questions explained to students who could ask for. The questionnaire consists of thirteen questions and consequently all of the copies will be analysed carefully.

ICT resources and speaking skill

Q1: Are you Male or Female?

Options	Male	Female	Total
Number	12	28	40
Percentage%	30%	70%	100%

Table01: Student's Gender

It is clear from the data recorded in the above table that the majority of first year students are female and they represent a sample of 70% of the whole population while a sample of males represent only 30% and this indicate that female students have tendency to learn a foreign language more that male students.

Q2: Do You Like Studying English?

Options	Yes	No	Total
Number	33	7	40
Percentage%	82.5%	17.5%	100%

Table02:Student’s Attitudes Towards Studying

This question aims to show the EFL students’ opinions and feelings toward studying English; from the table above the researcher found that thirty-three of the students making up (82.5%) declared that they like to study English which indicate that they are interested to study the target language in order to master English language in the future. only seven participants (17.5%) were opted “no” they did not want to learn English as especially.

Q3: For You Which Skill Is Difficult to Learn In EFL?

Options	Speaking	Reading	Listening	Writing	Total
Number	21	11	6	2	40
Percentage%	52.5%	27.5%	15%	5%	100%

Table03: Student’s Difficult Skill In EFL

From this question, the investigator’ desire to know which skill is difficult for EFL learners, from the results we have found that twenty-one of the participants (52.5%) have faced difficult with spoken language, the minority of students (5%) tick the last option

“writing” because they think that writing is easier than speaking whereas (27.5%) which represented 11 of participants have chosen reading as the difficult one after speaking, six students (15%) from our sample have agreed that listening is hard to learn. We have found that learners faced difficulties in speaking skill. These results indicate; lack of self – confidence, lack of vocabulary, shyness, loud anxiety of making mistakes.

Q4: How Do You Find the Lecture of Oral Production?

Options	Easy	Somehow	Difficult	Total
Number	09	09	22	40
Percentage%	22.5%	22.5%	55%	100%

Table04: Students’ Opinion About Oral Production Lecture

The previous table shows that many students reply this question by telling us that they understood the lecture of oral expression easily about 22 participants have made up (55%) because it is much easier than understanding other module while the last two choices are equal in the number of students that the researcher have found 09 participants (22.5%) between somehow and found difficulties in oral production because problem of careless of the teacher who work just with the active student.

Q5: Do You Use Any Kind of ICT In the Classroom?

Options	Yes	No	Total
Number	36	4	40
Percentage%	90%	10%	100%

Table05: Student’s Use of The ICT Tool

From the table above, the researcher has demanded to check if ICT implemented in the classroom or not, the data shows that most of the students (36) making up (90%) answered by “yes” i.e. that they are motivating and they are comfortable in using ICT because it helps them in their courses by saving time and effort and it is fast and efficient of getting information whereas, only 4 students making up 10% answered by “no” i.e. they not aware and not care about the important role of ICT.

Q6: Do You Think That the Use of ICT Inside the Classroom Is Necessary?

Options	Yes	No	Total
Number	31	9	40
Percentage%	77.5%	22.5%	100%

Table 06: The Necessity of ICT In the Classroom

from the table above, it is demonstrated that the majority of the students 31 (77.5%) have seen the use of ICT in classroom is necessary in contrast the other 09 participants (22.5%) have stated the opposite as shown in the table. which means that they see that ICT should be found as a vital element inside the classroom.

Q7: Are You Interested in ICT Classroom Activities?

Options	Yes	No	Total
Number	28	12	40
Percentage%	70%	30%	100%

Table07: Student’s Attitudes Towards ICT Classroom Activities

The objective behind this questions is to show the students attitudes toward ICT classroom activities; 28 of them making up (70%) ticking up “yes” while the rest 12

participants making up (30%) ticking up “no” as a consequence some who have supported ICT classroom activities they are motivating and enjoyable on using ICT and they see that they should renew their techniques because old activities are boring while those who are against they have found difficulties to work with these technologies and it takes a long time and efforts.

Q8: How Often Do You Use ICT In English Courses?

Options	In every course	once a week	Once or Twice	Never for all	Total
Number	21	07	09	3	40
Percentage%	52.5%	17.5%	22.5%	7.5%	100%

Table08: Student’s Use of ICT In English Courses.

21of the students (52.5%) claimed that they use ICT in every course ,07 (17.5%) of them said that they use it just time of a week, whereas 09 (22.5%) said they used ICT twice, only 03 (7.5%) of the students declared not at all.

Q9: Do You Rely on The Internet When Collecting Information?

Options	Yes	No	Total
Number	39	1	40
Percentage%	97.5%	2.5%	100%

Table09: Student’s Relation with The Internet When Collecting Information.

The researcher asked to check if students are relying on the internet or not. the majority of respondents 39 making up (97%) rely on the internet resources in collecting information. Only one student (2.5%) do not use these resources. the majority who rely to integrate the internet for gaining time and reducing effort as well as acquire new application.

Q10: Do You Use Computer in The Classroom?

Options	Yes	No	Total
Number	28	12	40
Percentage %	70%	30%	100%

Table 10: The Use of Computer in The Classroom

As shown in the table above 28 of the students (70%) are using computer in the classroom, the other 12 of students (30%) do not use it. we can easily remark that student who using computers inside classroom and have no problem to deal with, therefore teachers during the courses have not any difficulties with them.

Q11: Do You Like Lectures in Which Teachers Use Technology to Achieve the Courses?

Options	Yes	No	Total
Number	38	2	40
Percentage %	95%	5%	100%

table 11: The Use of Technology in The Achievement of The Courses

38(95%) of the learners like lectures in which teacher use technology and 2(5%) of the learners have not agreed with the use of technology in the achievement of courses. these results illustrate that not all students like technology in their studies.

Q12: Does the Use of ICT Improve Your Level in Speaking?

Options	Yes	No	Total
Number	36	4	40
Percentage%	90%	10%	100%

Table12: The Use of ICT In Improving Speaking Level

Thirty-six participant making up (90%) claimed that ICT improve their oral proficiency, because it give them the opportunity to acquire new vocabulary, while only four participants making up (10%) said the opposite because they do not interested about the importantrole of technology tools in improving the speaking skill and they preferred the traditional methods such as role play, oral presentation which make them comfortable.

Q13: What Are The Most Activities You Prefer To Practice In The Classroom?

Options	Discussions ,dialogues activities	Songs	Technologies Communication games	Total
Number	06	15	19	40
Percentage%	15%	37.5%	47.5%	100%

Table 13: Classroom Activities

Learners are given three different activities to choose, the data shows that most of the learners 19 making up (47.5%) like technologies communications games after that 15 of student presenting (37.5%) prefer songs while the minority of student6 (15%) choose

dialogues and discussion activities. From their answers, we see that the majority of them are motivated and interesting in technologies communication games.

1. Analyses of the questionnaires:

1.2 analysis of teacher's questionnaire: Like students, teachers were asked also to answer the questionnaire in order to discover their attitudes towards the effects of ICTs on students' speaking skill". data yielded from this questionnaire will be treated in tables, all of the five (5) participants have answered the questionnaire; consequently, all of the copies will be analysed carefully.

ICT Resources and speaking skill

Q1: How Many Years Do You Teach English?

Number of years	1 to 6 years	More than 10 years	Total
Number	03	02	05
Percentage%	60%	40%	100%

Table 01: Teacher's Experience in Teaching English

The aim of this question is to find out the extent to which teacher are experienced in teaching English, from the table above the data shows that three teacher's mag up (60%) have 1to 6 years teaching English at the university while the two other teachers making up (40%) have more than 10 years in teaching English at the university.

Q02: In Teaching, Which Skill You Focus On?

Options	Speaking	Reading	Listening	Writing	total
Number	04	00	00	01	05
Percentage%	80%	00	00	20%	100%

Table 02: Skills That Teacher Focuses On.

From the table above we noticed four teachers making up (80%) are focussed on proficiency skill when they presented their lesson whereas only one teacher making up (20%) is depend on writing skill in the classroom, in other hand no one is with reading and listening skill.

Q3: How Often Do You Use ICT In English Lessons?

Options	in every lesson	Most lesson	sometimes	Never	Total
Number of teachers	01	00	04	00	05
Percentage%	20 %	00%	80%	00%	100%

Table03: Frequency of Teacher's ICT Use in English Lessons

The objective behind this question is to show whether ICT is existed in English courses or not, from the table above we noticed that four teachers (80%) are stated that they use technologies tools sometimes in their English teaching process, only one teacher (20%) who included the ICT in every lesson.It seems to link somehow with the ones on the number of ICT tools available in the classroom for the speaking skill.

Q4: Do You Think That ICT Makes Learning Effective and Interesting?

Options	Yes	No	Total
Number of teachers	05	00	05
Percentage %	100%	00	100%

Table04: Teacher's Opinion Toward the ICT Effectiveness on Learning

The aim behind this question is to show whether EFL teachers support the ICT tools or not, the data shows that all the five teachers making up (100%) are interesting in these technologies because it can help them to vary their teaching techniques and motivate learner's to do contact with native speakers in the target language.

Q5: Do You Think That the Use of ICT In Teaching Inside Classroom Saves Time And Effort?

Options	Yes	No	Total
Number of teachers	05	00	05
Percentage%	100%	00	100%

Table 05: Teacher's Opinion Toward the Use Of ICT In Teaching

All of the teachers (100%) reply that the use of ICT inside classroom saves time and effort while no one said the opposite.

Q6: Is the Use of ICT Different from One Group to Another?

Options	Yes	No	Total
Number of teacher	05	00	05

Percentage%	100%	00	100%
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Table06: Different Classes ICT Use

The five-teacher's opted "yes" making up (100%)while no one opted "no". This result indicates that the differences which found by the five teachers refer to the various categories and levels of students.

Q7: Does ICT Make You More Interactive In Speaking Skill?

Options	Yes	No	Total
Number of teacher	05	00	05
Percentage%	100%	00	100%

Table 07: Teacher's Attitude Towards ICT In Speaking Skill

The table number 07 shows that05 teachers (100%) said "yes" while none of them said "no" at all. These means that ICT has an effect on speaking skill.

Q8: Are There Any Difficulties You Ever Face In Using ICT In The Classroom?

Options	Yes	No	Total
Number of teachers	03	02	05
Percentages%	60%	30%	100%

Teacher's Difficulties in Using ICT In Classroom

The research wants to know the problem that teachers have faced in using ICT classroom, the data shows that three teachers stated "yes" means that they have faced difficulties in using ICT in the classroom such as some students have no back knowledge on ICT and others are not motivated enough to use ICT in the classroom or even outside, while

the two teachers have no problem with the use of ICT because they know how they use it effectively.

Q9: What Do You Think About Using ICT Inside the Classroom?

Options	Positive	Negative	Neutral	Total
Number of teachers	05	00	00	05
Percentages%	100%	00%	00%	100%

Table 09: Teacher’s Evaluating of ICT Employment Inside Classroom

The investigator wanted from this question to know how EFL teachers think about using ICT Inside classroom during teaching, their responses follows, all five teachers (100%) have seen positive, these means that EFL teachers like to rely on ICT tools as first element in teaching process because it is positive elements.

Q10: Do You Think That ICT Improves Student’s Speaking Skill?

Options	Yes	No	Total
Number of teachers	05	00	05
Percentage%	100%	00%	100%

Table 12: Teacher’s Attitudes Toward ICT In Improving Student’s Speaking Skill

we can clearly deduce that the majority of teachers’ (100%) were with ICT in promoting oral proficiency; because it made them acquire a new vocabulary to speak freely.

Q11: Do You Think That ICT Makes Your Students More Interested In Lectures?

Options	Yes	No	Total
Number of teachers	05	00	05
Percentages%	100%	00%	100%

Table 11: Teacher's Attitudes Toward ICT In Lectures

The table number 11 shows that all five teachers (100%) have agreed that EFL students enjoyed and motivated in using technology this indicate that ICT has a great effect inside the class lecture because they do not feel boring since it saves time and efforts.

Q12: Do You Give Your Students Opportunities to Use Some Tools of ICT in Their Practice In The Classroom?

Options	Yes	No	Total
Number of teachers	03	02	05
Percentage%	60%	30%	100%

Table12: The Opportunities in Using ICT Tools in Classroom.

Three teachers (60%) admit That they gave their students opportunities to use ICT in their practices inside the classroom whereas two teachers (30%) claimed the opposite.

Q13: Which of The Following Materials Do You Usually Use In Oral Classes?

Options	The board records	Audio-visual aids	handouts	Facebook, Mobiles	Total
Number of	00	03	02	00	05

teacher					
Percentages%	00	60%	30%	00	100%

Table 13: The Materials Used in Oral Classes.

Three teachers (60%) stated that they followed audio material ICT and the other two teachers (40%) used the handouts, in addition to that; there is no one teacher have agreed with the board records and Facebook, mobile. we can understand that the three teachers who used ICT material in oral classes preferred to create a new atmosphere to be the student motivating and active in their teaching process.

Q14: To what Extent Can ICT Help the Student to Be a Good User of English Language?

Options	Less than 25% of importance	About 50% of importance	75% of importance	Total
Number of teacher	00	02	03	05
Percentage %	00%	30%	60%	100%

Table 14: Using ICT To Help Students in Improving English Language.

As shown in the table above three (60%) teachers stated that ICT help student, 75% to be good user of English language whereas the two (30%) other teachers mentioned that ICT can help student 50%. It means using ICT in classroom is very important to improve their language.

Conclusion:

To complete this chapter; we believed that the results obtained from the students and teachers questionnaire shows that students and teachers are aware of the importance role of ICT in enhancing speaking skill and it helped us to determine what really interests our learners and how they think of ICTS techniques as a new tool to help them face their speaking skills difficulties, in the other side the teachers help us much more than students because they see things from different angles, by giving us suggestions and clarifications that we need.

Teachers should bear in mind that they are just like bridges that students walk through, to achieve their needs, by giving good examples and bringing new activities including with ICT tools, because students feel bored quickly, however students also should make their best by responding and by being always thirsty for new activities because the world of ICT techniques is a world of technology that can transform the classroom into a mysterious motivated scene and students' speaking skill will be improved unconsciously.

CHAPTER FIVE: General Conclusion

Introduction :

The present chapter is devoted to the discussion of the result of our analytical study and to some possible recommendations regarding the use of ICTS as a teaching material to develop learner's speaking abilities in which an explanation and interpretations of the result answers our research questions and confirm our hypothesis. Also, we deal with summary that give a general overview of the study.in addition to that this chapters suggests the integration of technology in language teaching and learning; mainly ICTS at higher education.

5. 1. Discussion of the results:

The present study based on the data collected and analysed from both student's and teacher's questionnaire, it investigates to their attitudes toward using ICT in the classroom and it role in enhancing speaking skill. First of all, the analysis of the student's questionnaires begins with "information background". the sample that we choose reveals that females' students are four times number than males, that is mean the female student are more interested in learning the English language maybe it is a genuine desire.

In the next question, most of the respondents say that they like studying English may be because it is the international language and they are ready to improve it.

Furthermore, this current part confirms that most of the student find difficulties in oral classes which make a kind of fear to students they cannot speak or participate during the class; here is the role of teachers, they should motivate them by creating newtechniques andmethods to relax the atmosphere.

In addition, information and communication technology dominates the whole world; so EFL students support the use of ICTS in the classroom and they are interested on, because it is a crucial element that facilitates learning process and make it more effective, its

encourage them to improve the target language and motivate them to make learning process more enjoyable. ICTS are great motivator for learning to promote their speaking skill.

Besides most of the students rely on the internet when collecting information and they use computer in the classroom; they look for information in the net using their laptop which is more useful for them and it help students in many domains because it has many application where student find all the data and information that they want. So, these tool of ICT makes them gain time and efforts, student save a lot of time when using technology that is to say they are interested.

Finally, the last point is about the role of ICT in enhancing speaking skill, from the result we notice that the majority of students find that technologies help them to promote their oral proficiency because they are using common kind of ICT; laptop where the students using PowerPoint when they present their oral presentation in a good way.

5.2. Summary:

As a summary, the present study is designed to evaluate the importance of ICT tool for teaching and learning English as a foreign language. In addition, the integration of ICT in EFL classroom is necessity and teachers of oral expression are supposed to be interest of the use of these materials to improve successful teaching results. Through this study, we give an important ideas and suggestions for every one interest in the subject.

This investigation was carried out at Biskra Mohamed khieder university in department of English. The purpose of this research work whether confirming or rejecting the hypothesis that ICT has a big role in enhancing speaking skill.

The results revealed the positive views of both of EFL teachers and students about the usefulness of using ICT tools as a technique in teaching and improving speaking skill but

some of them viewed that is hard technique that require much more time and effort to improve speaking skill. the findings confirm also that using ICTS make student a teacher felt confident and more interest in classroom. Evenif they face many obstacles sheik limited time, class size and difficult of materials. Also, based on the gathered date, the hypotheses that mentioned when teachers do not integrate ICT intheir teaching, then students will not improve their speaking skill.

5.3. Recommendations:

- The use of ICT tools plays great role in improving speaking skill .so, EFL teachers should transform their teaching techniques through the use of communicative and information technologies (ICT).and they should create such relaxed atmosphere and being more friendly with their student in order to support the act of communication as well as teachers should use different communicative technologies materials in the classroom to present their courses and should encourage EFL learners to respond as much as they can to the target language outside the class using different means of communication.
- Teachers pay attention to the classroom activities ,they needs to choose different and interesting activities to engage their student in the learning process in order to promote their oral proficiency.
- As special budget should be specialized to information communication technologies inside the classroom ,computers ,projectors ,video players, electronic board and the internet since it is the means that needed in the research .

- The teachers should know how to use different kind of ICT in order to present their lesson in a good way because many teachers do not know how to deal with ICTS.
- Oral expression sessions should be easy and interested because student find them relax in enjoyable courses.
- Oral classes needed to be authentic by exposure learners to native speeches and real communication.

Conclusion:

From the result of analysis, both learners and teachers are claimed that ICT is the appropriate tool because of the teacher's equipment and student development through those tools. They confirm our hypothesis through the results of researching that the use of ICT as a tool imposes its benefits for teaching and learning English as foreign language.

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APPENDICES

THE TEACHERS'S QUESTIONNAIRE

Dear teachers:

you are kindly requested to fill in this questionnaire to express your attitudes towards the use of ICT(information communication technology) tools in enhancing the EFL speaking skill , your answers are of great help.

please, mark (√) to the appropriate answer

section one:: ICT RESOURCES AND SPEAKING SKILL

Q1:How many years have you been teaching English in university?

number of years: 1to 6 years

more than 10 years

Q2: In teaching do you focus on?

Speaking skill

Reading skill

Listening

Q3: How often do you use ICT in English lessons?

In every lesson in most lesson

Sometimes never

Q4: Do you think that ICT makes learning effective and interesting?

Yes

No

Q5: Do you think that the use of ICT in teaching inside classroom saves time and effort?

Yes

No

Q6: Is the use of ICT different from one group to another?

Yes

No

Q7: Does ICT make you more interactive in speaking skill ?

Yes

No

Q8: Are there any difficulties you ever face in using ICT in class ?

Yes

No

Q9: What do you think about using ICT inside the classroom?

Positive

negative

neutral

Q10: Do think that ICT improves student's speaking skill?

Yes

No

Q11: Do you think that ICT make your student more interest in the class ?

Yes

No

Q12: Do you give your students opportunities to use some tools of ICT in their practice in the classroom?

Yes

No

Q13: Which of the following materials do you usually use in Oral classes?

the board records audio-visual aids

handouts

Q14: How much can ICT help the student to be a good user of English language?

less than 25% of importance

about 50% of importance

75% of importance

THANK YOU VERY MUCH FOR YOUR COOPERATION

Students' Questionnaire

Dear student,

You are kindly requested to fill in this questionnaire to express your attitudes towards the use of ICT(information communication technology) tools in enhancing speaking skill, your answers are of great help to complete our work ,and we will be very pleased and thankful of your participation and your time devoted for your cooperation and time devoted to answer the questionnaire.

Please, mark (√) to the appropriate answer.

Gender: Male

Female

Age:

- **Q1:** Do you like studying English?

Yes

No

- **Q2:**For you which skill is difficult to learn in EFL?

Speaking reading listening writing

- **Q3:**How do you evaluate your level in speaking?

Good average weak

- **Q4:** How do you find the lecture of oral production?

Easy Difficult

- **Q5:** Do you use any kind of ICT in the classroom?

Yes

No

- **Q6:** Do you think that the use of ICT inside the classroom is necessary?

Yes

No

- **Q7:** Are you interested in ICT classroom activities?

Yes

No

- **Q8:** How often do you use ICT in English courses?

in every course

once a week

once or twice never total

- **Q9:** Do you rely on the internet when collecting information?

Yes

No

- **Q10:** Have you used computer in the classroom?

yes

no

- **Q11:** Do you like lectures in which teachers use technology to achieve the course?

Yes

Little bit

Not really

No

- **Q12:** Does the use of ICT improve your level in speaking?

Yes

No

- **Q13:** What are the most activities you prefer to practice in classroom?

Discussions/dialogues Activités

Songs technologique, communication games

THANK YOU VERY MUCH FOR YOUR COOPERATION

المخلص

يقوم هذا البحث على دراسة مسالة تكنولوجيا المعلومات والاتصالات وأثرها على الأداء الشفوي للمتعلمين في عملية التعلم. والقصد من هذا البحث هو التحقيق في العوامل التي تحفز المتعلمين على استخدام تكنولوجيا المعلومات والاتصالات وكذلك لاكتشاف الأدوات الملائمة التي يمكن للمعلمين والمتعلمين إتباعها للحد من بعض الكلام مشاكل ولتحديد ما اذا كانت هذه الأدوات تساعد الطلاب على تنمية قدراتهم الناطقة وفي هذا البحث تقوم الفرضية بتحقيق فيما إذا كانت صفوفنا الدراسية تستغل تكنولوجيا المعلومات والاتصالات وما اذا كان الطلاب يستمتعون ومتحمسين لتعلم اللغة المستهدفة وإتقانها. يعتمد البحث على احد البيانات الرئيسية وهو الاستبيان واحد للطلاب والأخر للمدرسين في اللغة الانجليزية في جامعة بسكرة. وكشفت النتائج النهائية من خلال إدماج تكنولوجيا المعلومات والاتصالات انه يمكن للطلاب التعلم بطلاقة ودقة وفي نفس الوقت تعزز عملية التعلم ومتابعة المعلمين طلابهم على التقدم.