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On:

INVESTIGATING ENGLISH AS A FOREIGN LANGUAGE TEACHERS' AND LEARNERS' ATTITUDES TOWARDS THE USE OF VOICE CHAT IN DEVELOPING SPEAKING SKILL

**The Case of First Year Students of English at Mohamed Kheider University
of Biskra**

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Declaration

I , **AKSA Maimouna** , do hereby solemnly declare that the work I have presented in this dissertation is my own , and has not been submitted before to any other institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information.

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Dedication

I dedicate this work to:

My beloved **parents** for their support, help, prayer, understanding, and everything they have given to me.

My dear **sisters** and **brothers** who helped me a lot with support and guidance

All my **teachers, friends** and **colleagues**

Thank you all for your help and support.

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Abstract

The objective of this study is to probe the effectiveness of voice chat tool in developing students' speaking skill. This study aims to show that voice chat is one of the effective tools that could be implied in classroom as an innovative and updated technology asset to help students develop their speaking skill. The suggested hypothesis for this dissertation states that the positive attitudes of teachers and students towards the use of voice chat may contribute in developing learners' speaking skill. This research was conducted with 25 first year students of English and four teachers of oral expression at Biskra University to investigate the effects of this tool on developing students' speaking skill. The used data collection tools are two questionnaires for students and teachers to find their perspectives toward the use of voice chat in oral expression classes. The data gathered were analyzed with the descriptive method to describe students' and teachers' attitudes toward voice chat tool. The findings confirmed that voice chat tool could possibly help learners to improve their speaking. So, they have to take full advantage of this technology-based tool by practicing freely and independently the language to achieve their purposes to improve their fluency, accuracy and vocabulary.

Key words: Speaking skill, fluency, accuracy, social media, voice chat.

List of Abbreviations and Acronyms

API : Application Programming Interface

BBC: British Broadcasting corporation

BC : Before Christ

BBs : Bulletin Board system

CMC: Computer-Mediated Communication

EFL : English Foreign Language

ESL : English Second Language

IM : Instant Messaging

IP : Internet Protocol

IRC : Internet Relay Chat

LMD: Licence Magister Doctorate

PC : Personal Computer

TEFL : Teacher English Foreign Language

TOEFL: Test of English as a Foreign Language

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GENERAL
INTRODUCTION

General introduction

1. Study Background

Technology in the 21 century is defined as any kind of media. It is a broad and wide term. It helps support learning. Students use technology that teaches the same knowledge and skills that teachers teach in classroom. Therefore; essential difference that technology enhances to the learners' opportunities to complement the gaps of teaching strategies in important way (Maggioli,2009).

Either teachers and students prefer to use media tools, such as: e-mail, blogos, wikis and chat and so on. Due to that it allows to vary the quantity of time they spend, and the aid they demand, also the way they take through a learning activity (Maggioli,2009). One of these tools is the voice chat. It is a new media tool that you can communicate in real time with other people over the Internet. It may include a video and sound component or only text (Maggioli,2009). These may be seen as a beneficial tool that possibly develops the students speaking fluency and accuracy.

Students of English language require well competence in speaking skill, because it helps to perform themselves and to communicate in any context, but majority of students are still do not speak English naturally in and out of class, although they have tools that enhance their skill(Ali,2012). May be the tools that available do not motivate the students to communicate in real time with native speakers. Therefore, one of the effective tools to develop speaking well is voice chat that may be successful more than other media tools.

2. Statement of the Problem

Speaking a language well requires both fluency and accuracy. Learners are speaking English fluently means they are communicate easily without hesitation or think too much about what you are saying, learners are speaking accurately means they are exactly right and do not speak with errors of grammar and vocabulary. The two skills are very important and difficult to acquire it in the same time. Most of students want to focus on accuracy, they are fear to make mistakes that make them shy about speaking English. So the students do not improve their fluently in speaking even they know English well. On the other hand there are students who talk with making mistakes in attempt to practice their language. This can help to make them sound very fluent, however; it may be doing many mistakes fall into misunderstand of their ideas. So in order to speak a language well, it requires both fluency and

accuracy. Therefore; we suggest in this study a new media tool which is voice chat that may be developed both fluency and accuracy of English Foreign language learners.

3. Research Questions

This research seeks to answer the following research questions:

RQ1: What is the attitudes' of teachers and students towards the use of voice chat in developing speaking skill?

RQ2: In what aspects is the use of voice chat among Foreign language learners developing the speaking skill?

4. Research Hypothesis

Based on the above research questions, we suggest the following research hypotheses:

RH1: Teachers and students may have positive attitudes towards the voice chat tool.

RH2: The use of voice chat can be effective medium to improve the students' speaking skill.

5. Aims of the study

General aim:

This study aims to explore or investigate the attitudes of teachers' and students' towards the use of voice chat in developing speaking skill.

Specific aims:

- a. Investigate learners' and teachers' attitudes towards the use of voice chat.
- b. Provide the advantages and effective of voice chat to speak English language.

6. Research Methodology

It is exploratory in nature, qualitative approach will be conducted.

6.1. Research Design(s) / Strategy (ies)

The research strategy that will be adopted is a qualitative case study to explore the teachers' and learners' towards voice chat.

6.2. Data Collection Methods/ Tools

We will use questionnaires to collect the appropriate data because it is more comfortable and easy. The questionnaires will be used to investigate students'

attitudes voice chat, so we have chosen first year LMD students of English of Mohamed Kheider University of Biskra. Another one questionnaire will distributed to four teachers of oral expression to enhance the study results.

6.3. Data Collection Procedures

We will collect the data by using the questionnaire which is semi-structured to explore the perspective of students towards the new tool. The questionnaire will hand to 44 participants in a session of oral expression, also we intend to conduct a semi-structured questionnaire to enhance the result of this study by get more information about the participants' attitudes and opinions. We will choose four teachers randomly about 9 questions. The two first questions will ask in order to create a familiar and comfortable atmosphere. And will ask questions about their opinions' of important speaking skill. And the final section about attitudes' voice chats.

6.4. Data Analysis and Procedures

Data and findings which was gathered from the two questionnaires by using the qualitative method and the result was in terms of tables was manually, diagrams and figures in order to be easy and helpful at the analytical process.

7. Population and Sample

Speaking is important skill and need time to develop, so we have chosen first year LMD students at the department of foreign language section of English at Mohamed Kheider University of Biskra; the population consist more than 500 students of different ages and sexes.

As this research is descriptive, we will use a randomly chosen group in the first year level and to four randomly chosen teachers of oral expression.

8. Sampling Techniques

The sampling technique which has been selected for the present is a randomly sample.

9. Significance of the study

The present study will be significant in reviewing how students can become more fluent and accurate speaker of English. We will mention how to develop speaking a language well by media tool that is voice chat via study attitudes of teachers and students towards these media tool.

10. Structure of the Dissertation

The dissertation is basically divided into two main parts, the theoretical part and the practical part which contains two chapters. The first one is concerned with speaking skill, its definition, deficiencies, fluency and accuracy. The second chapter is about overview of social media, definition of chat, voice chat, advantages/ disadvantages. The practical part comprises the analyses of students' and teachers' questionnaires.

CHAPTER ONE:
GENERAL OVERVIEW ON
SPEAKING SKILL

Chapter one: General overview on speaking skill

Introduction

This chapter aims to shed light on speaking skill in English as a Foreign Language (EFL) context. First, we look at definitions of speaking skill. Second, we focus on fluency and accuracy in speaking, and which one is more important for EFL Learners. Then, we speak about the importance of pronunciation. Also, we look at some of the most common problems which face students in the course of learning to speak English. Finally, we suggest how learners can become more fluent and confident speakers of English, and finally we suggest some strategies that are needed for effective communication.

1. Definitions

Speaking is the oral aspect of communication that the speakers can express his ideas and give information in any context (Hefferin, 1998). It is simply any form of communication between people that it has verbal system (Bailey, 2005). In classroom or any situation, speaking is a link among people to communicate and share their feelings and ideas. According to Bygate (1987), speaking is a skill that attracts its importance as much as literacy skill in first and second language. Also, Bygate (1987) added that speaking is a way that we are judged and may make or lose friends.

Besides, learning to speak a foreign language requires more than knowing its grammatical and semantic rules. According to Richards (2008), the purpose of most second language or foreign language learners is to master the speaking skill. Thus, the success in language learning is evaluated by their improvement in their spoken proficiency. Speaking is the heart of second language learning. People need it in many fields as business, government or any personal enterprise. Speaking is very important, but it is not given the attention it needs in schools and universities due to logistical reasons (Egan, 1999).

Bachman and Alderson (2004) say that the ability to use a foreign language is as well as the ability to speak in a foreign language. Our spoken performance in a foreign language is represented by the ability to express our feelings and thoughts. Also, Luoma (2004) says that the speaking skill is a hard issue. It takes a long time to improve for many learners. To speak fluently and accurately means that the speakers have high degree of performance in conversation. “English Language proficiency refers to the ability to communicate in English” (Macquire University, 2014, P, 1).

Speaking English fluently is a goal for many learners of English. It shows their abilities to use their language and communicate with native speakers that what it is called proficiency of language.

According to Pye and Greenal (1996), people participate in conversation by speaking. When speaking the speaker listens and reacts to what the other say. People not only respond, but they are responsible for the way of conversation and for any change of a topic.

1.2. Speaking Fluency and Speaking Accuracy

1.2.1. Fluency

Fluency is the speakers' ability to speak smoothly, they have conversation skills without less perfectionism and they have natural talking (Joh, 2018). It refers to use English language fluently without difficulties, and the speakers can continue a conversation without too much hesitation (BBC's World service radio series, 2003). Also, Bailey & Nunan (2005) maintained that Fluency is the ability to speak running, confidently, within the use of the norms and of the relevant native speech community. Newton & Nation (2009, p: 152) state that, "Fluency is typically measured by speed of access or production and by the number of hesitation".

According to Schmidt (1992) Fluent language use involves the processing of language in real time. It means that fluency pays attention on message activity as conversation that does it with speed, smooth, and does not use hesitation. Moreover, fluent language use does not require a big degree of interest and worry from the learner (Newton & Nation, 2009).

Furthermore, Bailey (2005) states that fluency is the scope to which speakers' use the language quickly and confidently, with less hesitation on unnatural pauses and wrong introducers. Thus, Thornbury (2005) adds that fluency is the ability to speak fast, but speed here is not the most important element in fluency. Yet, pausing is as important as speed when speaking. Speakers who make pause, they have to draw breath and they require stopping from time to time in order to allow the listeners understand their speech. In addition, the frequency of pausing is more significant than the length of the pauses.

1.2.2. Accuracy

According to BBC's World service radio series (2003), accuracy in speech means that the person speaks without error of grammar and vocabulary. In fact, the learner requires a high level of accuracy. Likewise, Bailey & Nunan (2005) points out that accuracy among English Foreign Language Learners refers to the capacity to speak correctly. Thus, choosing the right words and expressions gets the purposed meaning, as well as using the right grammatical patterns of English.

Accuracy involves the correctness of vocabulary, grammar, and pronunciation. It is the ability to produce the sentence with correct grammar and vocabulary (Fajariyh, 2009). Newton and Nation (2009) believe that accuracy is measured by the amount of error, and complication by the existence of more difficult structure. Bailey (2005) says that accuracy is the case that the students use the target language to match between their speeches with what people say. The complete and correct structure in speech is an important in accuracy since the speakers will be able to understand the speech, and the listeners will not lose their interest (Khadidja , 2010).

According to Cheng (1985) developments in fluency are related to developments in accuracy. Therefore, Brown (1994) differentiates between accuracy and fluency. While accuracy means unambiguous, articulate grammatically and phonologically correct, fluency is talking naturally. He added that fluency is the prime purpose in language teaching but accuracy is gained to some extent to permit the learners in their spoken proficiency to concentrate on the elements of phonology, grammar and discourse.

1.2.3. Accuracy or Fluency

Springer (2014) says that fluency and accuracy are both necessary in mastering English. And the element that comes first is depending on the level of the learner in English. Bailey & Nunan (2005) add that one of the difficulties for EFL Learners in speaking is to make balance between accuracy and fluency. Also, One important notion that teachers should understand is when their students learn English and they are trying to improve it they face fluency and accuracy sometime work against each other. The most common causes that slow the learners 'speech and make them appear diffluent are the period before grammar rules fall spontaneous and the time that learners acquire basic vocabulary element, applying the rules, and mental processes to get the right words. Likewise, language learners can often speak quickly,

without hesitating to apply the rules they have learned, but doing so may decrease their accuracy.

According to TEFL (2017) speaking in the English as a Foreign Language (EFL) classroom, the discussion about accuracy versus fluency is sure to come up. Accuracy and fluency are the two cornerstones of assessing speaking in the target language. In addition, when in the classroom, in the speaking session, the first element that the teacher focuses on is to assess their students on accuracy or fluency. When deciding to concentrate on fluency let the students talk even they are making mistakes, however; if you tend to assess accuracy let learners try to produce accurate language.

1.3. The importance of pronunciation

"Pronunciation is an important issue across language groups because of its immediate effect on interaction" (Tanveer, 2007, p.47). Teachers and learners are complaining about issues in speaking, they are often talking about pronunciation. (Newton & Nation, 2009). According to BBC's world service radio series (2003), the pronunciation is often a hard area for students and teachers. Pronunciation is the sound of speech, it refers to many characteristics of speech stream, such as individual sounds, pitch, volume, speed, pausing, stress and intonation that can be covered under one rating criterion (Luoma, 2004).

Thornbury (2005) wrote that the lowest level of knowledge a speaker draws on is that of pronunciation. He explained that the way we pronounce individual words, and the sounds that they are composed of is not something that involves conscious choices, because words are stored along with their pronunciation and they do not need to be reconstituted from scratch each time they are used in normal case. Occasionally, the speakers will accommodate their pronunciation for listeners to be more worthy in their social context, but not to sound too class. BBC's (2003) world service radio series show that to improve the pronunciation in English involves many things: the learners should think about stress in words and sentences, to make a clear meaning in their speech, and they should also think about which syllables they are required to put emphasis on. Also, the learners need to think about intonation. Thornbury (2005) argues that the most significant choice in pronunciation is intonation. It signs to separate the stream of speech into blocks of information.

Intonation is known as tone units. In English, there is a specific relationship between high pitch and new information. It means the information that is being added to the speech is made distinct through the use of a step up in pitch.

"One key to success in learning to speak a foreign language is the learners have a good pronunciation" (Bailey&Nunan, 2005.p,65).

Bailey & Nunan (2005) maintain that the students are not obliged to sound like native speakers, although it is important to be understood via developing their pronunciation. It is necessary also for students to comprehend some important information about how the sounds of English are produced.

In addition, Richards (1996) argued that the outcome of teaching the speaking skill is to improve learners' ability to express themselves. Also, the teacher should have background about phonology such as speech articulator to correct the wrong pronunciation; however, the role of the teacher is not teaching phonology to their learners, but to raise their awareness about stress and accurate pronunciation.

1.4. Problems of Foreign Language Learners in speaking skill

1.4.1. Sounding natural

Jynes (2017) says that the common goal of many learners is achieving to sound more natural. They want to sound accurate without mistakes. However, sounding natural does not indicate making no mistakes or speaking perfect. Furthermore, James and Kim (2016) said that sounding more natural is presenting expressions in learners' voice within the natural rhythm and tone of English, and evincing confidence while speaking. Thus, people do not remark that the learner is a non- native speaker. Normally, the learner commits mistakes because sounding natural is not about sounding perfect.

As Luoma (2004) insists, the sound of speech is a hard issue for Foreign Language Learners because native/ non- native speakers judge on the basis of pronunciation. Also, Luoma (2004) added that the native speaker standard for foreign language pronunciation is questioned on two main accounts; first, the hard problem is to choose the appropriate standard language that suffices as the native speaker standard for any language, because the standards are not the same. It differs according to its values. Second, very few learners are able of achieving a native like standard in all respects, despite the huge numbers of language learners who want to pronounce in effective manner.

1.4.2. Lack of confidence

Confidence is an important element to speak a language. As Justin (2012) adopts Peter T. McIntyre's definition who said that confidence refers not always to be right, but the person not fearing being wrong. Justin added that confidence is the belief in one's self and one's abilities. According to Ebata (2008), self-confidence includes learners' motivation and desire to be positive in their own learning. It guides them to acquire the foreign language more efficiently. However, many learners worry that they are going to make mistakes or they will not be understood by listeners.

As Ni (2012) found that students who lack confidence are usually anxious and hesitant, stressful to talk about their ideas and confused to speak. According to Jamila (2014) less confident learners are feeling annoyed during speaking activities. The oral tasks are the big threat for them and unpleasant challenges, since peers criticize and reject them so the learners lack faith in their own abilities. Also, Yoshitake (1991) added that the important cause is rooted from childhood to rest softly and listen to the teacher, and not to stand up and speak out unless called upon.

Nunan (1999) says that students who lack of confidence about themselves and their English especially experience from communication fear, which shows that building students' confidence is an important part of teacher's focus on their interests. And Juhana (2012) writes that lack of confidence of students refers to their situation with their colleagues when they do not understand them in conversation. They often keep silent while others talking.

1.4.3. Finding the right word

Vocabulary represents the words that learners should know in order to communicate effectively (Neuman & Dwyer, 2009). Selecting the right words is a necessary part in spoken language. Ian (2016) finds that words have significance and choosing the right ones can manage successful speech. To explain, each of the 600.000+ words in English dictionary conveys a variant meaning so when choosing the exact one you need to be confident about what it truly means. Also, it can make the message clearer and averted misclassification and lazy jargon.

Lamariello (2018) sees that vocabulary represents the most prominent structure in spoken language. It is attractive and still problematic to select it, such as the words of a foreign language that learners attempt to learn. In addition, majority of language learners finds it complicated to learn and memorize then remember the huge

number of words that are essential in order to be capable and convenient in a foreign language.

To achieve a satisfactory level in oral skills, students require suitable selection of words when they are speaking, and using these words and expressions precisely (Assma, 2015). According to Anderson (2015), people cannot always catch the accurate words at the exact while that they want. Then, they cannot always mind the words that they know cautiously. Furthermore; while learners of foreign language look for the right words, they will be more depressed, and more challenging. In speaking, learners cannot correct like they do in writing. Thus, any words that come to mind are often articulated the way they are.

1.5. Effective solutions to cope with speaking problems

1.5.1. Strategies to improve pronunciation

The first strategy is “**Notice the stress**”, it is very important to get the stress right since the listeners can understand the speaker from the stress used. According to Clare (2017), most English learners feel anxious to fall in a mistake with sounds in a word. But it is the most important to get the stress of a word right.

Clare (2017) adds that word stress represents the speaker’s focus on one syllable than the other in one word. It shows the syllable louder, longer and at higher pitch. Without word stress every syllable would have an equal weight. For example, the word “beautiful” has three syllables: beau- ti- ful. The stress is on the first syllable so we say **Beautiful**. In addition, TOEFL (2015) defines the word stress is to pronounce one syllable of a multisyllabic word with greater emphasis than the other syllables in the word.

Clare (2017) gives us the perfect way to sound well which is to listen as much as possible to native speakers; it is useful to hear how they stress the word. Then, the learners try to repeat new word as fully as possible, so they can exercise speaking the word. Indeed, TOEFL (2015) suggest that there are four general rules about word stress when practicing pronunciation:

- .Stress the first syllable of:
 - Most two-syllable nouns (for example: CLImate, KNOWledge)
 - Most two syllable adjectives (for example: FLIpant, SPAcious)
- Stress the last syllable of :

- Most two-syllable verbs (for example: reQUIRE , deCIDE)
- Stress the second to –last syllable of:
 - Words that end in –ic (for example: ecSTATIC , geoGRAPHIC)
 - Words ending in –sion and –tion (for example: exTENSION , retriBUtion)
- Stress the third from –last syllable of :
 - Words that end in –cy , -ty , -phy and –gy (for example: deMOCracy, unCERTainty, geOGRAPHy, radiOLOGy)
 - Words that end in –al (exCEPTional, CRItical)

The second strategy is **“Getting the rhythm right”**. According to (Fluent U, 2020, para 1) rhythm is defined as “a strong pattern of sounds, words, or musical notes that is used in music, poetry, and dancing”. However, the rhythm of English language relies on two types of stress which are related to learners emphasizing a syllable or word more strongly than the other parts of the word or sentence. Thus, the word or syllable can be more noticeable. In addition, English is a stress-timed language. It means the learners should know and exercise stress-timing that helps to improve English rhythm. It relies on some words that are pronounced louder, higher and longer, whereas other words are very short and quite. In English, they stress especially words depending on how important they are in the sentence.

1.5.2. Strategies to improve self-confidence

The first way to achieve speaking confidently is that the learners should **“practice often”**. Most people feel anxious before a difficult conversation, thus, they need to practice what they will say ahead (Fast company , 2015). Also, An easy way is to record your voice during a phone conversation with a friend. Then, listening to a recording of your voice will make you aware of some of the mistakes that can improve upon. These effective ways permit learners to cut out bad speaking habits and replace them with good ones (Art of Charm, 2020). Likewise, Kubo (2009) says that to build students’ confidence to speak English, teachers should fit regular ways to practice correct pronunciation and intonation and to speak freely. Second way is **“Take time to pause”**. According to (Life hacker, 2017), to come off as extra confident , it is often helpful to take a quick pause before speaking .” By pausing , you

allow time to get your thoughts in order, inciting confidence in your voice, and lessening the chances that you will inject ‘ums’ and ‘uhs’ into your conversation “. It also shows the listener that you are relaxed, which can help them feel more at ease, too.

Gross (2016) writes that to sound more confident **“know your goal”**, it means you should know what you desire to achieve as a result of the conversation or presentation and do not talk in circles so that you will not lose what you intend to say.

1.5.3. Strategies that help find the right words in English

Finding correct words and keep talking in a conversation, you may **“explain what you mean”** by using a helpful skill, which is paraphrasing. You can give a short definition about the word, or give a description, or the learner can demonstrate the meaning by using hands. According to Amy (2018), one secret to speaking fluency and improve the speaking flow is to learn talking without many pauses even if you make a mistake, because it does not have to be ideal English! Thus, learners of English need this strategy to keep their talking flow. It is to describe a word that they do not know the vocabulary for. So, instead of stopping to think about the word, you can say, “I do not know the word but

” and continue trying to describe the word. For example, describe the word “Sugar”: start by saying “I do not know what it is called but it is something used for cooking that is sweet. It is usually white and it looks like Salt. Small, white grains that is sweet. After these descriptions the other person in conversation will not remark the change in the topic or your ignorance of the vocabulary. Amy (2018) advises the learners to do this exercise while speaking out loud. And the learner will be a better story teller because native speakers love stories with many of details. It is funnier.

Another helpful strategy is **“focus on the meaning”**. Handle (2009) provides that people are distraught while they remember the right word in conversation. The solution is to focus on the meaning that they want to give, not the words. They should be confident and certain that the words will come spontaneous such as when they rehearse out loud. To build self-confidence in speaking can be also realized by emphasizing one idea at a time for thinking of what is coming next.

Conclusion

In this chapter, we focused on five elements. It first suggests strategies for Foreign Language learners to be fluent and confident in their conversation. We

selected some definitions about speaking skill as conception and as skill. Then, we considered both accuracy and fluency, which learners are supposed to consider them important and essential to balance them in speaking. In addition, we mention the importance of pronunciation and its difficulty to many learners. Indeed, we agree that foreign language Learners encounter three common problems. Finally, we concluded with some effective strategies to resolve these problems.

CHAPTER TWO:
THE VOICE CHAT

Chapter two: the voice chat

Introduction

In this chapter, we aim to shed light on synchronous voice chat to improve English as a foreign language learners' speaking. First, we look at social media and its history from a general overview with an emphasis on its effects on English EFL learners' academic performance. Second, we focus on voice chat by defining the concept of chat, and voice chat. Indeed, we explain the role of voice chat in language learning with reference to platforms of voice chatting besides its advantages, disadvantages on English Foreign Language (EFL) learners. Then, the relationship between voice chat and speaking proficiency is to be established. Finally, we suggest voice chat as an effective classroom teaching tool to encourage learners to practice their speaking skills.

2.1. Social Media

2.1.1. An Overview of Social Media

According to Barauh (2012) the term social media refers to the use of web-based and mobile technologies, in order to communicate as an interactive dialogue. Barauh (cited in Kaplan and Haenlein , 2010,P.2) social media was described as “a group of Internet – based applications that build on the ideological and technological foundations of web 2.0 , and that allow the creation and exchange of user generated content”. Accordingly, social media is broad concept covering a wide space of Internet applications that help social communication among individuals. It is whether direct or indirect, synchronous or asynchronous. It focus on interactions between users such as conversations or dialogue (Khoo, 2014)

In addition, social media involve variant forms which are magazines, internet forums, weblogs, social blogs,micro blogging, wikis, podcasts, photographs or pictures, video, bookmarking (Barauh, 2012,P.2). Indeed, Kaplan and Haenlein (2010) say that there are six different kindsof social media: collaborative projects as “Wikipedia”, blogs and micro blogs as “Twitter”, content communities as “YouTube”, social networking sites as “Facebook”, virtual game worlds as “World of War craft” and virtual social worlds as “Second Life”. They add that technologies include:blogs, picture-sharing, wall-postings, email, instant messaging, music

sharing, crowd sourcing and voice over IP. All of these social media services are unified by social network aggregation platforms.

Besides, Barauh (2012,P.3) shows that through social media, a user can publish any news and views by web. “Digg” is one prime example of these media. It is a social news website. Face bookconnect, Digg Dialog, Digg Bar, Digg API (Application Programming interface) are the most important features of Digg. Also, when the person need to discuss his issues can use “Skype”, “yahoo”, or “Google talk”, and there is the option of bulletin boards. It is faster to sharing information with others. Micro blogging is another way of posting messages online. Twitter is a famous micro blogging website. There is also live streaming of videos view it via web. It is known as “Mogulus”. It allows the users to see and view video content through using a camera and computer via internet.

Furthermore; a virtual world is an online space in order to communicate that take the shape of a computer- based. It allows the users to interact with one another and exchange and create objects. Virtual worlds are not limited to games, but it can be on the scope of immediacy presented, by encompass computer conferencing and text based chat rooms (Barauh, 2012,P.3). He explains that social gaming relates to play games as well as social interaction like some card games (solitaire) and the single – player mode of many video games.

Finally, Barauh (2012,P.3) concludes that there are social networks sites like Orkut, Myspace, YouTube and many other similar sites on the web aid the user to make new virtual communities in order to discuss and exchange of thoughts via words, images and sounds. Social network is the primary means of communication that most of people enjoy it. It is a new medium which allow broadcasting and receiving various information.

2.1.2. A History of Social Media

Researchers have demonstrated that the evolution of social media was developed by four stages. Barauh (2012,P.3) argues that the first period known as ancient history whereas, the people communicate through smoke signals by day and beacon fires by night in ancient china, Egypt, and Greece. Drums were used in different parts of the world to stretch the scope of the human voice for communication too. Likewise, the seeds of social were sown during 550 BC when the regular postal system was established in Iran. The mail was carried by horse riders and horse drawn

wagons. In fact, mail consisted of governmental dispatches and was delivered from one place to another.

The second period was on the beginning of the 18th and 19th century. It was permeation period, because it appears new devices. In this new era, people use the telegraph (1792), telephone (1890) and radio (1891). Since the rise number of exchanging messages among business, financial and legal offices and banks it gave growth to new methods of telegram and letter transportation. While combat the pneumatic post was introduced the shortcomings of the telegraphic network in Paris (Barauh, 2012,P.3)

The following period was attending the development of Internet on the 20th century. It comes the era of exchange of messages from one person to another via web. Email , ARPANET, USENET, BBS(Bulletin Board System) , IRC (Internet Relay Chat) , Listserv, Blogger, six Degrees, Live Journal and Napster were some of the important sites for social interactions and sharing (Barauh, 2012,P.3)

Finally, the 21th century was noticed the growth of social networking sites through launching of Fraudster, Fotolog, photo bucket, Flickr, Orkut, Face book, Ning, Digg, Twitter, Net log, YouTube etc. In fact, social media has come since the invention of telegraph until recent days of Internet relay chats. Almost social networks and social media websites make changes and developments on a purely regular basis (Barauh, 2012,P.3)

2.1.3. Effects of Social Media on the Academic Performance

Using of social media in our life is rising and it has impact in human expression and recognition (Desmal, 2017). Duncan (2012) provides that the availability of modern techniques of social media impacts on the social interaction with educational process. So these techniques of social media have effects on good learning outcomes among students since it has many channels that the students can be communicate with other group for gaining and improving the knowledge. Thus, social media has great benefits to raise the educational process.

Flad (2010) shows that in the context of application of social media resources to the area of education, we should acknowledge that the web 2.0 and its focus on social dynamics, it has preferred to unified of virtual learning communities and multitude of networks, because the aim is reciprocity and cooperation as Facebook or Twitter and other social media that take advantage to their services.

Desmal (2017) argues that now, the social networking services would come to realize this general definition in order to allow people to contact through the network , and jointly exploit resources like the establishment of subgroups, public messaging or private or chat among others. In fact, as Montrieux, et .al.,(2015) say the origin of software is so heterogeneous as themselves, for example Face book made to help different congregations of students on American campuses, while the others are more professional as LinkedIn , it purposes make connections job type and trade via networking.

2.2. Voice Chat

2.2.1. Definition of Chat

A chat is a tool which the person can communicate in real-time over the internet. It may include a video and sound component or only text (Maggioli, 2009). Also, a chat defined as a real –time communication via key board between two or more users on a local network or over the internet. Non-verbal, a computer chat is like sending text messages totally. It relies on transmitting the participate after each key is pressed, or all the text is sent when the user presses Enter. The term chat became so pervasive in the computing world that a two- way audio communication is sometimes called a “Voice Chat” and video calling is often called “Video Chat” (Free Online Dictionary, 2019). A chat is real time conversation that takes place on a computer. The prime problem of learners is to interact face to face with other. Thus, the chat gives an opportunity to interact even with native speakers (Shelly et al., 2010).

2.2.2. Definition of Voice Chat

Voice chat is an audio conferencing capability via the internet. It enables two or more people to use the computer as a telephone conferencing system. Although voice and chat may seem additional because both words mean to speak, chatting in the computer field has traditionally meant an interactive communication via key board, and not voice. Thus, Voice is used to signify a verbal chat (Free Online Dictionary, 2019). Indeed, the voice chat is one of the latest incarnations of PC-to- PC telephony in which a group of people can tap into an on-line space and converse. Many voice chat rooms are public spaces like (Karaoke bars), but others are private rooms created for family gathering or conference calls. (Guernsey, 1999). Finally, to

do a voice conversation through an instant messaging (IM) application, also called “voice chat” or “IM voice”.

According to Shelly et al., (2010) Instant Messaging is one service of internet that allow people to communicate in real-time which is two people or more conversing are online at the same time. Some IM services support voice and video conversations. Instant Messaging can be used with all types of computers. Although, it is popular for all age groups, the Instant Messaging has become a staple of teenage life for tens of millions of middle and high school students from around the world.

2.2.3. Voice Chat in Language Learning

The problems' student that faced in English is as phenomenon. It has become fearing to the faculty and university performance which the students will not have the quality and invaluable in English after they are graduate. In purpose to teach speaking successfully, the important role of teacher is to motivate and pay attention's interests of students. Thus, the suggestion of using media may be or somehow help the students to reach the objective of teaching (Hamalik, 1993, Gerlach Vermon S.&D.P Ely, 1980, Long Van Ngyyen, 2010, Jie Xiaping,2011). In addition, Stevens(2002) finds that there is no strategy or tool has yet adapted to be the one to take it to solve all problems. Nevertheless, the online tool around gives the chance to communicate effectively. In order to develop the use of written and oral language to communicate in an authentic way. D'Eça (2002) suggests a synchronous communication tools, it is known as chat platform.

A chat is a two way form of computer-mediated communication (CMC), in real time a conversation happens through write via key board on computer or by use voice, it is an online conversation between two or more people (D'Eça, 2002) . Bin Tahir (2015) argues that enhance students' speaking skill by use synchronous “computer Mediated Communication” (CMC) that is Instant Messenger (IM) which is Voice Chat. He says that it is a free instant tools provided via Yahoo Inc. So, in order to chat through the internet orally and written among people over the world. It is an appropriate tool. It is easy and free of cost. Indeed, it raises the students' speaking achievement. D'Eça (2002) wrote that integrating chat in English foreign language / English second Language gives theme motivation and excitement on process-learning a language. The use of chat purposes other language by interacting with people from the real world in real time with language of real world, either they are native or non-

native speakers. Likewise, Veronica (2007) argues that the use of CMC for language learning and particularly at those studies that aimed to develop oral language.

Besides, computer –based chat has three modes: text, audio and video. The most common used in education has been text chat, but with faster connections and with time both audio and video conferencing will most used and become powerful language learning tools (D'Eça,2002). Bin Tahir (2015) shows that the Voice Chat was easy and enjoyable, the students should registered on Voice Chat already , thus, they can log in direct and they can practice their English orally or written with native or non-native speakers of English in comfortable without ashamed. Moreover; it develops other English skill as Listening, speaking, writing and reading fluently.

2.2.4. Voice Chat Platform

Chat rooms and Yahoo Messenger are two web – based chat tools with different scopes and audiences. They are a web site or server space on the Internet where live conversations take place.

2.2.5. Chat Rooms

Chat room which is web site that encourage interview and conversation via internet” refers to the communications medium, or channel , that permits users to chat with each other. Anyone on the channel can participate in the conversation , which usually deals with a specific topic”(Shelly et al, 2010, p. 93).

To start a chat session the user should connect to a chat server via a chat client, it is program on computer. How can students or any one take a chat client of chat room? They can download from a web, but today’s the browsers have these program. Some chat rooms support voice or video chats because permits to hear and see each other. After the student installs a chat client, he can create a conversation on a chat server. The topic of discussion is the name of channel. The channel operator is the one who create a channel acts and will be as responsible for the process of conversation. Many controlled chat rooms are available for K-12 students and teachers. Also, several web sites find to conduct chats (Shelly & al., 2010)

2.2.6. Tapped In

D'Eça’ 2002 study found that Tapped In:

Tapped In is one of these web; it is short for Teacher Professional Development Institute which is “ The online workplace of an international community of education professionals”. K-12 teachers, librarians, administrators, and Researchers gather here to learn, collaborate , share, and support one another. (Para, 8)

Thus, the teachers and students can benefit from it by share experiences and resources, students talk with teachers from any part of the world, they hear experts on any field or attend presentations by experts in different fields, talk to them, ask those questions and get immediate answer. All of these different activities are important in the learning process.

2.2.7. Yahoo Messenger

It is a popular chat platform for educational purposes. It allows for text and voice and even web available if want it. It can be used with peer or conference. Voice in these applications represents a very special element in the learning process. It makes realism and life to the interaction (D’Eça, 2002).

Yahoo Messenger is namely the ‘4 in 1tool’; because a single application permits practice, reinforcement and consolidation, with minimal fuss, of the four basic skills: reading, writing, listening, and speaking. One feature of these applications is let the students to work in pairs or in groups. The teacher has five groups of students working simultaneously and monitor them by telecommuting from one to the other as in traditional classroom. It allows automatically saving all text chats and conferences. Thus, the students, teachers refer to the site and carry out different activities, and the students can follow the part that did not understand, revise a topic for further debating, or ask for clarifications. The teacher can evaluate the participation of the students.

2.3. Advantages and Disadvantages

2.3.1. Advantages

According to Waejana and Rzak (2009) voice chat is a synchronous communication tool like chat working in real time with real people beyond the walls of the classroom. Thus, the students can talk/ chat for many people at the same time; they can talk with native or non- native speakers .

In addition, D’Eça (2002) finds that a Voice Chat allow various kinds of interactions:

- Student-to-student (to generate richer exchanges of experiences, viewpoints, ways of life, cultural traditions and customs, and peer correction);
- Student-to-teacher (to allow for individual or group help and guidance, and to foster peer or self – correction);
- Student-to-expert(to open up contact with the outside world, encourage discussion of real-world situations with professionals and to broaden horizons through qualified knowledge and know-how);
- Student-to-online-resource (to encourage timely analysis and discussion of materials available online) (para , 2).

Besides, a voice chat can be worked with group; it supports collaborative learning and team work. The students will learn the responsibility for their learning because they work together in their projects; also voice chat focuses on the process and on mutual support and guidance.

Additional advantages to be obtained from synchronous communication are increased computer literacy, it develops communicative skills that means the computer chatting improves interactive competence (Chun, 1994). The students will converse, interview and negotiate meaning. Likewise, they will know proper etiquette as greeting others, introduce oneself, leave taking, stating and reinforcing ones' own ideas, interacting politely and appropriately, showing respect ...etc.

Finally, According to Waejana and Rzak (2009) voice chat also develops other skills that are important in our life , such as individual skill (autonomy or independence), interpersonal skills (asking, interviewing, listening, discussing, debating, suggesting , and helping) , and organizational skills (setting objectives, time and project management). All of those advantages are enjoyable, entertaining social learning which add more pleasure for students. In fact, the students will be more interested in speaking class.

2.3.2. Disadvantages

According to D'Eça (2002) the disadvantages are frustrating at times, we focus on two types of disadvantages: Project/session management and technical problems.

2.3.2.1. Project / session management

The time management and number of participants are essential features on session and project management. As chat is a synchronous form of communication, the short and time can make it very difficult. It is impossible to communicate together at the same time for everybody. The students require pre-programming sessions to the class hours and leisure time. Indeed, in the case that such platform puts a limit to such people that can meet at one time; instead it is a space when exploring others.

2.3.2.2. Technical problems

On the practice or technical side there are many problems that could happen while chatting. First, limitations that relate to connection speed, such as the “2 in 1” mode (text and voice), application of yahoo messenger work well at slower connection speeds, even when in a conference with several participants. Nevertheless; the problems may increase with “3 in 1” mode (mixing text, audio, and video), especially when work with image and sound at the same time. Video can interfere with voice.

2.4. Relationship between Voice Chat and Speaking Proficiency

According to veronica (2007) the results of her study shows that the task interactions using voice chat with native speakers helped English Foreign Language learners to improve their fluency, to acquire new vocabulary and to feel more confident in speaking the target language and interacting with native speakers of the language. Nevertheless, she shows that dysfluency markers such as filled pauses and silent pauses played a necessary role in the development of fluency and the perception that native speakers have about the learners' speech. In addition, she suggests that the most reliable measurements of fluency are speech rate, articulation rate. Moreover, the filled pauses and the silent pauses are dysfluency markers, filled pauses bridge the gap between actual utterances silences which seem to be one of the key elements of fluid and smooth speech, and silent pauses seem to not disrupt the speech if their length does not cause excessive interruption of speech. The study also suggested that

voice chat is an effective classroom aid instructor may want to help teachers to practice the teaching language in a more informal meaningful and authentic form.

2.5.Integrating Voice Chat in Classroom

The use of voice chat in classroom is not easy, before practice teachers should take some advice that take before setting the voice chat. The teacher should be comfortable with the tool that will be used. In order to know more ideas about this tool should find a group of teachers have expert to take “hands-on approach” it is the best way to experiment with them, explore their potential and reflect on ways of using them in the EFL/ESL classroom (Stevens, 2002). Teachers should know what will expose students to do and what they will be going through are important and necessary, because teachers have understanding of the students’ situation, the difficulties, and problems which will face, and the negative attitudes and feelings that may arise. However; the teachers may advice their students to prepare themselves to deal with technical problems appropriately. The best aid is moral support that gives them a difference between persisting on a task and giving it up(D’Eça, 2002).

Besides, when teacher use voice chats for educational purposes, he should take care about platform. And public chat channels accessible to anyone, particularly those that youngsters use for socializing are out of the question because they let the chat without safe because dangers that openness and exposure can pose. Then, on the first virtual communication sessions of students is concern with the background ‘teacher about him class, the students’ age, language level and computer literacy. Finally, in each session the teachers should choose a specific task to be accomplished and topic to be discussed. And should monitor the students when they are online, then monitor their work offline through read the log, overview, and assessment of the work done (D’Eça, 2002).

Conclusion

Since the use of voice chat is a new topic in the field, a few researchers studied about it. In this chapter firstly we focused on social media because we cannot talk about voice chat without referring to the origin. We have taken the concept of chat, voice chat , then present the chat platform that allow to use these tool more effective way. Also, we mentioned the advantages / disadvantages, relationship between voice chat and speaking proficiency, and integrating the voice chat in classroom.

***CHAPTER THREE:
FIELDWORK AND DATA
ANALYSIS***

Chapter three: Fieldwork and data analysis

Introduction

This chapter is devoted to the analysis of the students' and teachers' questionnaire results. We seek through this chapter to investigate the use of voice chat to improve the students' speaking skill from the perspective of both teachers and students. The questionnaire seems as an appropriate way to conduct this research because we are limited by time. The questionnaire is given for first year LMD and divided into three sections, the first one is devoted to student's "General Information", the section two is for student's attitudes towards speaking skill and the last one is for their attitudes towards the use of voice chat. Indeed, teachers' questionnaire is given for teachers' oral expression and divided into three sections, the first one is to teacher's "General Information", the section two is for teachers' attitudes towards speaking skill and the last one is for their attitudes towards the use of voice chat.

3.1. Students and Teachers' Questionnaires

3.1.1. Aim of the Questionnaires

The general goal of conducting this research is to shedlight on the importance of using social networking tools in learning English language especially voice chat tool to improve the speaking fluency. In addition, it aims at investigating both students' and teachers' point of view toward using of voice chat.

3.1.2. Description of the Questionnaires

Both students and teachers' questionnaires are divided into three sections, the first one is devoted for students' "General Information" which consist of two questions which are the students' choice to study English at University, and the level of students While teachers "General Information" as grade, and years' teaching oral expression at university. In the section two, for both questionnaires it is about "Attitudes' speaking skill" yet it differs in terms of some questions. In this section, some questions provide the opportunity to choose more than one answer to the same question. Section three is about "Attitudes towards the use of voice chat", the questions vary in terms of the use of social networking tools in learning English language and voice chat for specific. The purpose of this study is to find out the importance of voice chat with all of its advantages in improving learning English

language. An open question was the close of the questionnaire for students to add their points of view.

3.1.3. Participants

To explore this topic, we have chosen first year students of English language at Mohammed Khieder University Of Biskra . The group was randomly chosen regardless to the student background of using voice chat.

3.1.4 .Piloting and Validating Stage

The main aim of the piloting stage of the questionnaires was to check the questions difficulty , ambiguity ,to verify the attractiveness of its layout and check if there were any repeated questions.

After designing the first draft of both students' and teachers' questionnaire , the researcher pre-used it to verify its validity before administration to both participants. Fundamentally; the piloting drafts were submitted online to three (3) students from our population on first year LMD students at Biskra University, and one teacher from the department of English Section.

3.1.5. Results

Statistical findings have shown that both teachers and students encourage the use of voice chat because it develops students speaking fluency, more than that, psychological factors such as lack of confidence, fear to make a mistake can affect student speaking and express themselves. Finally, the use of voice chat differs from one person to the other, for example: voice chat can be enjoying for a student, motivating ,and efficient for another yet it is helpful for three cases.

3.1. 6. Students' Questionnaire

3.1.6.1. Section One: General Information

1. The Choice of Studying English Language

- a. Personal
- b. Imposed

Table (3.1)

The Choice of Studying English

Option	Percentage:	Respondents
Personal	92%	23
Imposed	8%	2
Total	100%	25

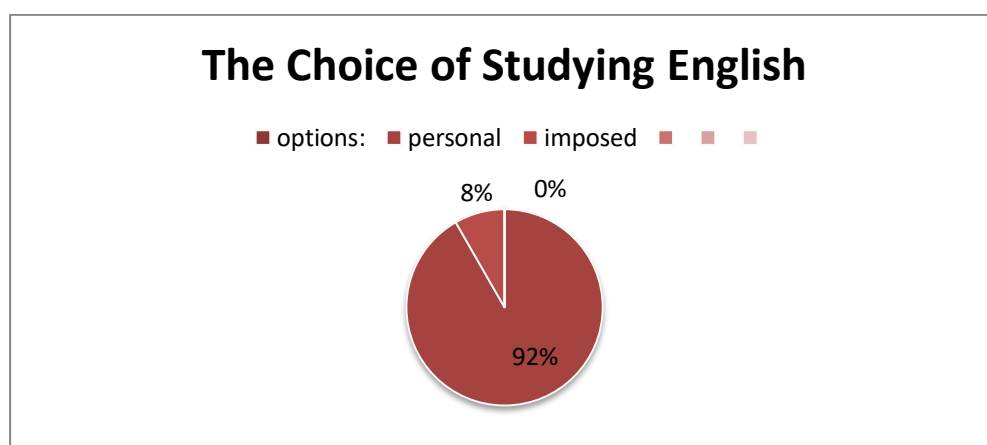


Figure 3.1. The Choice of Studying English

In this study, the result in (table 3.1) one may notice that most of the sample respondents the choice to study English at university was personal with percentage of 92% while imposed represent 8% from the sample. These result shows that the students were motivated to learn English language.

2. Students' Level in English

- a. Intermediate
- b. Upper-Intermediate
- c. Advanced

Table(3.2)

Students' Level in English

Option	Percentage	Respondents
Intermediate	36%	9
Upper-Intermediate	36%	9
Advanced	28%	7
Total	100%	25

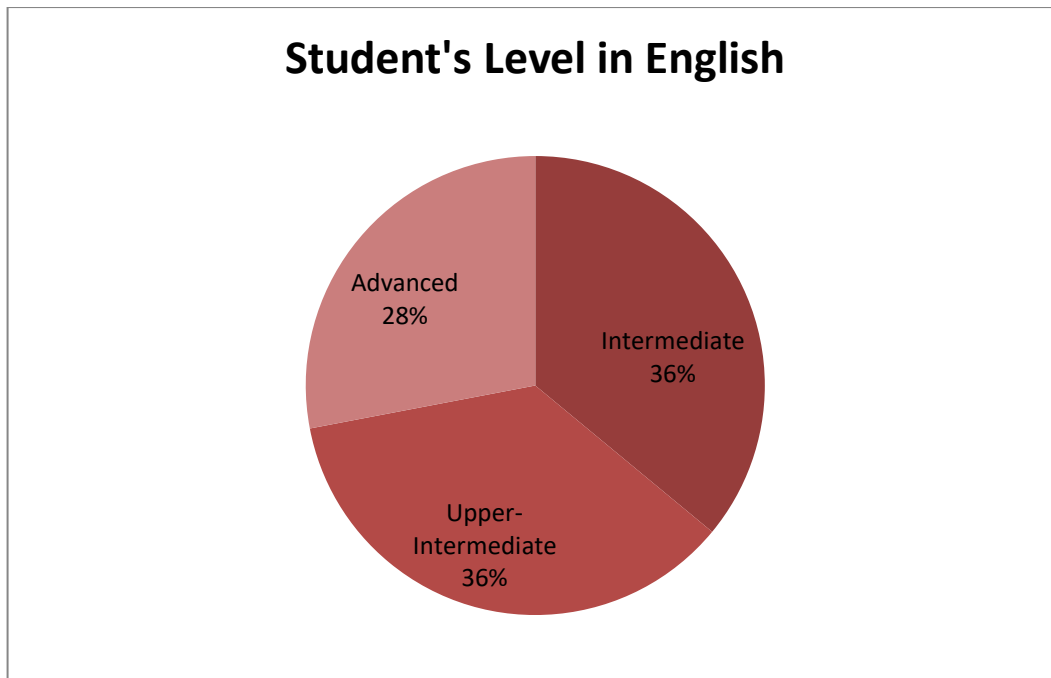


Figure (3.2) Students' Level in English

The purpose of this question is to recognize students' opinions toward their level in English language. The results obtained in (Table 3.2) have shown that 36% of the sample have an intermediate level in English, in addition we notice the same percentage for the level of upper-intermediate, 28% from the sample as an advance level in English.

3.1.6.2. Section Two: Attitudes towards Speaking Skill

3.Student's Opinion toward the Important Skill for them

1. Listening
2. Speaking
3. Writing
4. Reading

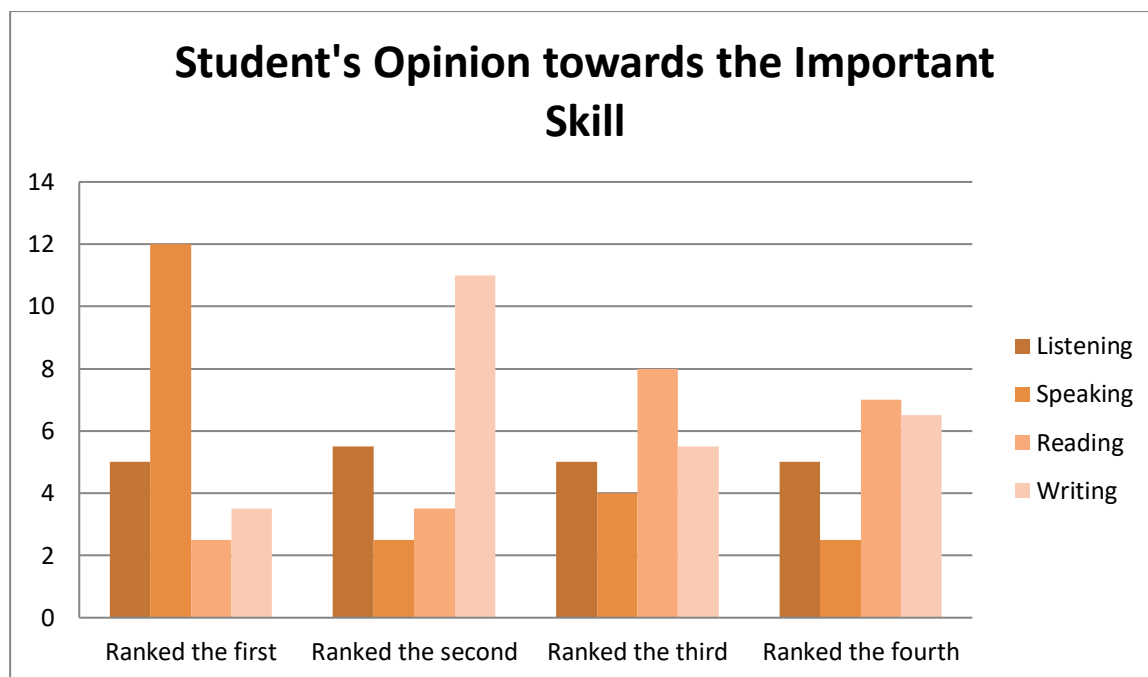


Figure (3.3) Student’s Opinion towards the Important Skill

The purpose of this question is to recognize the student’s opinion toward the important skill for them the participants were asked to indicate their priorities by placing numbers in the boxes to indicate their ordering of view about students’ important skill. According to the results the increased proportion in first line was speaking skill as important to them , however; in second line was writing skill, in the third line was reading. Finally, the increased proportion In the last line was the reading skill. So, the results show that the students interested for speaking and writing skills, then reading and listening skills.

4. Student’s Opinion towards the Difficult Skill for them

Most of the participants claim that Speaking and Writing are the most difficult skills to be improved and as an argument for choose these two skills due to they are two productive skills which need more practice. Speaking for example is difficult because of several reasons, the most popular was they had difficulty to acquire good and correct pronunciation, intonation and variety of vocabularies. It needs fluency and accuracy. While the other students of the sample refereed to the skill of writing, as being difficult because the development of ideas and organizing them is hard, and it is difficult to create their style. Also, the writing skill needs reading more than one book and they are bored when read.

5.The Student’s Attitudes towards Speaking Skill

Table (3.3)

The Student’s Attitudes towards Speaking in English

Option	Percentage	Respondents
Very easy	12%	3
Easy	52%	13
Difficult	36%	8
Very difficult	00%	00
Total	100%	25

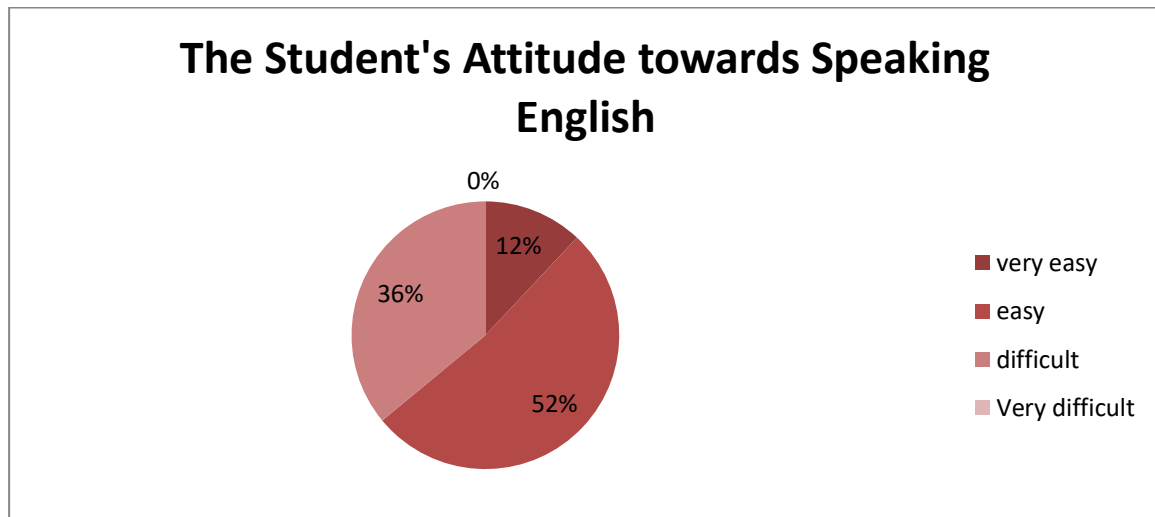


Figure (3.4) The student’s Attitude towards Speaking English

Results reveal that 12% of the respondents said English is “very easy” to speak as an argument for these choice they do not have any problem and they feel at ease when speaking in English. However, other answered by giving 52% to the option of “easy” because they said if you can gather the most common expressions and words you can speak easily, and they said that should have good accent and enough vocabulary, or just need to listen to native speakers carefully and speak. Then, 36% of them answered that English is “difficult” to speak for several reasons. They feel that English language has difficult pronunciation, interference of the mother tongue. Lastly, no one said that is “very difficult” to speak in English. The highest percentage

is giving for the option where English considered as easy to speak, demonstrates that those students have knowledge about the nature of the language and its structure.

6.Student’s Speaking Difficulties When Interact with Others

Table (3.4)

The Student’s Speaking Difficulties

Option	Percentage	Respondents
Lack of confidence	20%	5
You worry to make a mistake	48%	12
Failure to make listeners understand you	16%	4
Difficulty to find the right words	32%	7
Inability to sound natural	36%	9
All of them	20%	5
Total	100%	25

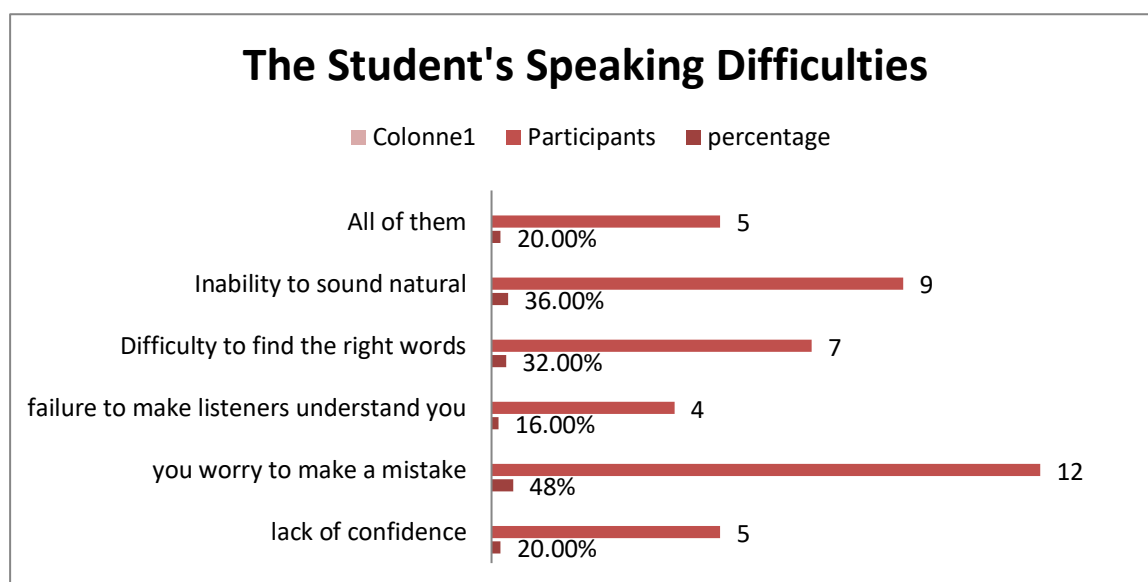


Figure (3.5) The Student’s Speaking Difficulties

According to the table (3.4) 20% of the students have lack confidence, while 48% of the participant feel fear of making mistakes. And 32% of the students feel difficulty to find the right words, and 36% have inability to sound natural. In addition, 16% of the participant failure to make listeners understand them. And 20% of the students feel for all the difficulties. As a result to these findings , the speaking difficulties above are interrelated to each other which need to be solved. And we ask if they have other difficulties, some participants said that they become stressed when they speak to native speakers, lack of fluency and cultural understand.

7.How do you try to overcome these difficulties ? explain briefly.

Most of the respondents wrote that they use the following tips: watching English spoken movies, listening to songs to acquire the right pronunciation, reading books to enrich their vocabulary ,watching educational videos, practicing it with friends, and speaking to native speakers using social networks .

8. Student’s Aspects that Focus More When Speaking

Table (3.5)

Student’s Aspects they need toFocus More When Speaking		
Option	Percentage	Respondents
Fluency	8%	2
Accuracy	12%	3
Both	80%	20
Total	100%	25

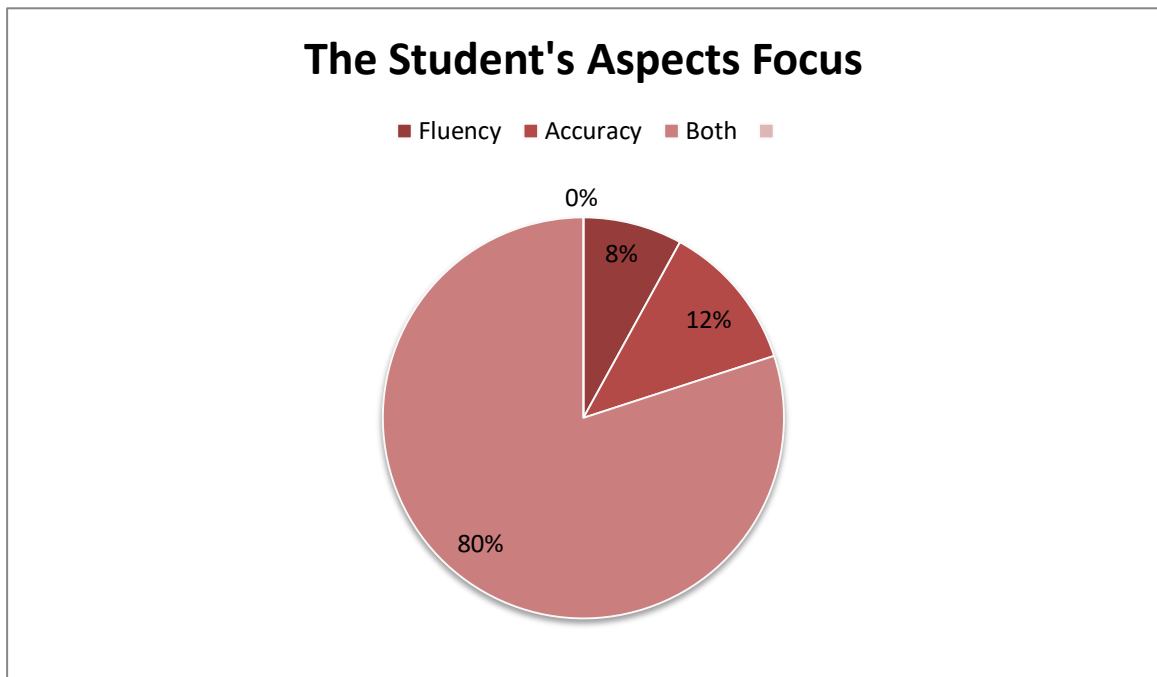


Figure (3.6) The Student’s Aspects they Focus More when Speaking

In this question, students were required to answer the question by ticking the aspects that they focus on more while speaking choosing one among three given options: fluency, accuracy, or both. The students’ results shown that the majority answered both with percentage of 80% while 12% others answered accuracy and 8% giving them to fluency.

9. Different Types of Social Networking Tools Used by the Students

Table (3.6)

The Different Types of Social Networking Tools Which Is Used by Students

Option	Percentage	Respondents
Messenger	48%	12
Video Calls/ Visio- conferencing	28%	7
Voice Chatting	56%	14
Skype	8%	2
Zoom meeting	28%	7
Total	100%	25

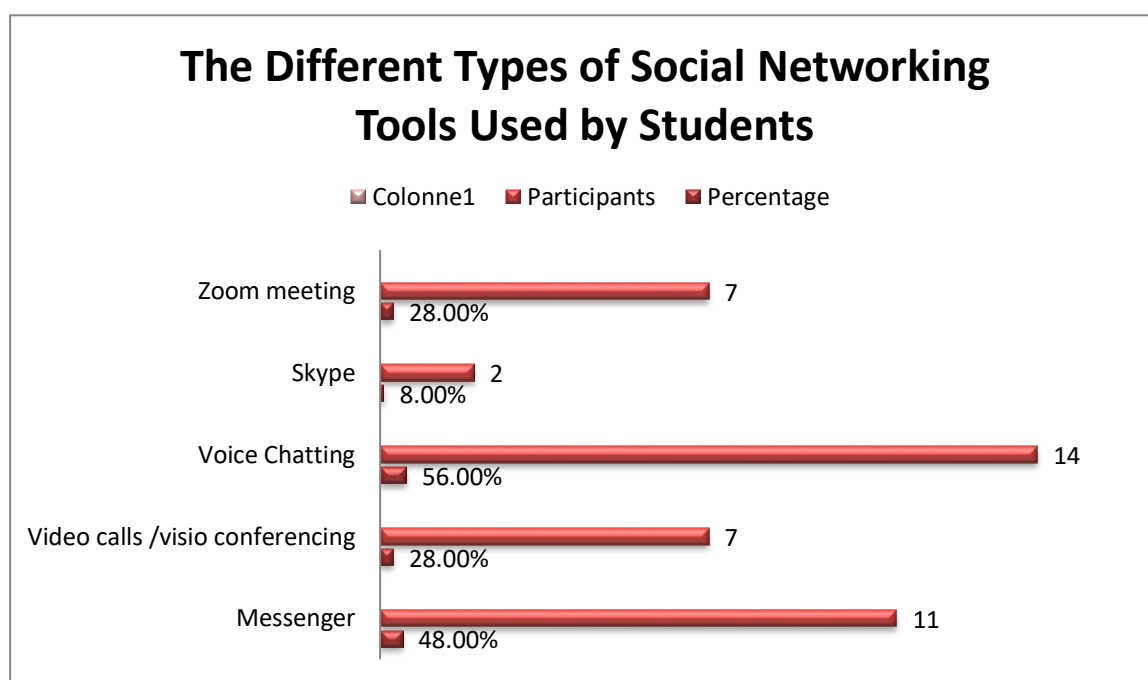


Figure (3.7) The Different Types of Social Networking Tools Used by Students

When the participants are asked which types of social networking tools are used to develop speaking fluency, 56% of the student’s answer were voice chatting as a high percentage, while 48% were Messenger while 28% was video-calls/visio-conferencing, in addition as the same percentage 28% was Zoom meeting, and 8% was Skype. And when asked them if use other tools they said that were: Chatango, halloapp, Youtube.

10. Student’s Opinion About the Improvement of Speaking Fluency Through the Use of Voice Chat

Table (3.7)

Student’s Opinion about the Improvement of Speaking Fluency Through the Use of Voice Chat

Option	Percentage	Respondents
Very useful	40%	10
Useful	56%	14
Useless	4%	1
Total	100%	25

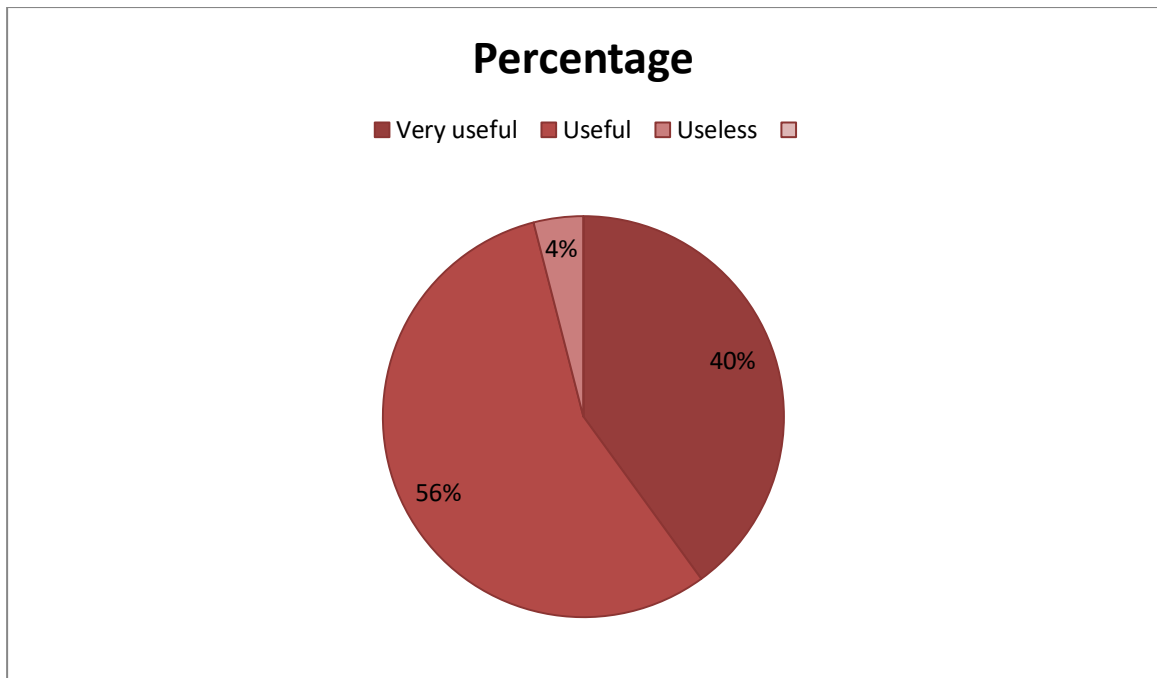


Figure (3.8) The Student’s Opinion about the Improvement of Speaking Fluency through the Use of Voice Chat

Most of the student think that social networking tools can improve student’s speaking fluency, but it differs from one person to the other, for example from the table (3.8) 40% of the participant think that is very useful improve while 56% of the participant think that it is useful help them improve their speaking fluency, because of several reasons. It permits them to get in touch with native speakers in which they can practice their language more and discover their weaknesses alone to work better on them. In addition, other students said that it helps them to improve the speaking skill pronunciation and overcoming the fear of using English with people. It is useful since it has given them the opportunity to be exposed to the way native speakers speak English. They provide us with authentic conversations. Finally, one student from the sample said that it will useless to improve their speaking fluency for personal reasons.

3.6.1.3. Section Three: Attitudes towards the Use of Voice Chat

11. The Frequency of Using Voice Chat

Table (3.8)

The Frequency of Using Voice Chat

Option	Percentage	Respondents
Always	16%	4
Often	32%	8
Rarely	44%	11
Never	8%	2
Total	100%	25

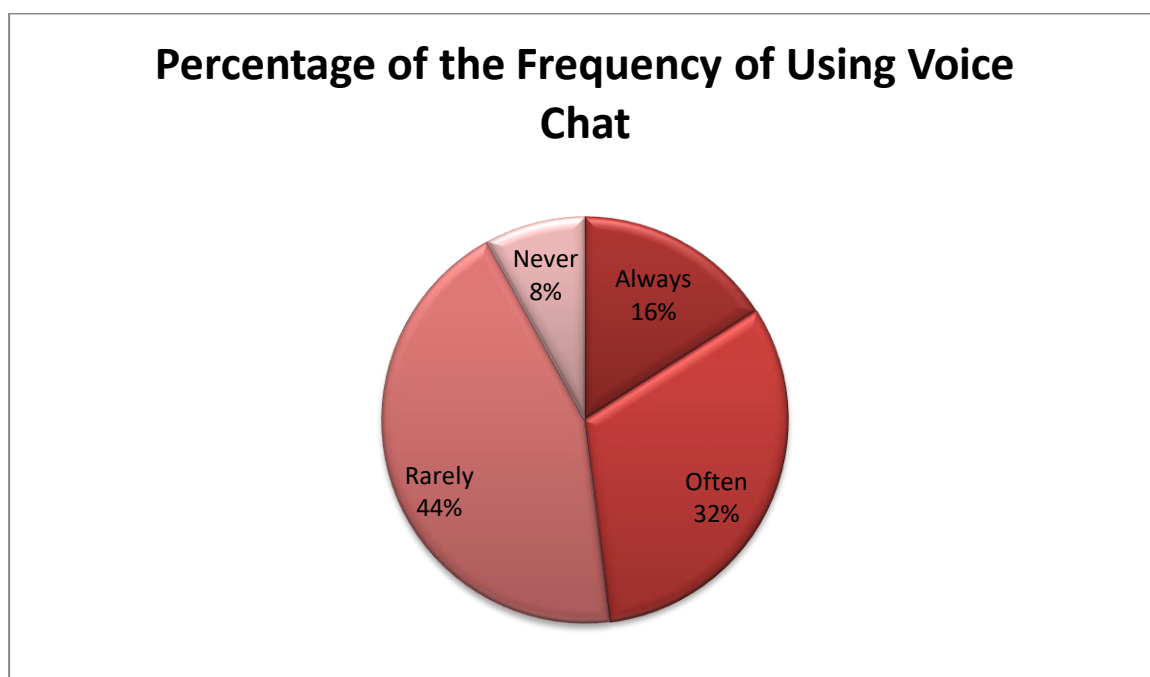


Figure (3.9) The Frequency of Using Voice Chat

This question according to the table (3.8) shows that 16% of the participants always use voice chat, while 32% of them often use voice chat, and 44% of them argue that it is not sufficient and considered it as rarely use it. In addition, 8% of the never use of voice chat.

12. Student's Opinion About the Improvement of Speaking Skill Through the Frequency of Using Voice Chat

Table (3.9)

Student's Opinion About the Frequency of Using Voice Chat to Improve the Speaking Skill

Option	Percentage	Respondents
Yes	92%	23
No	8%	2
Total	100%	25

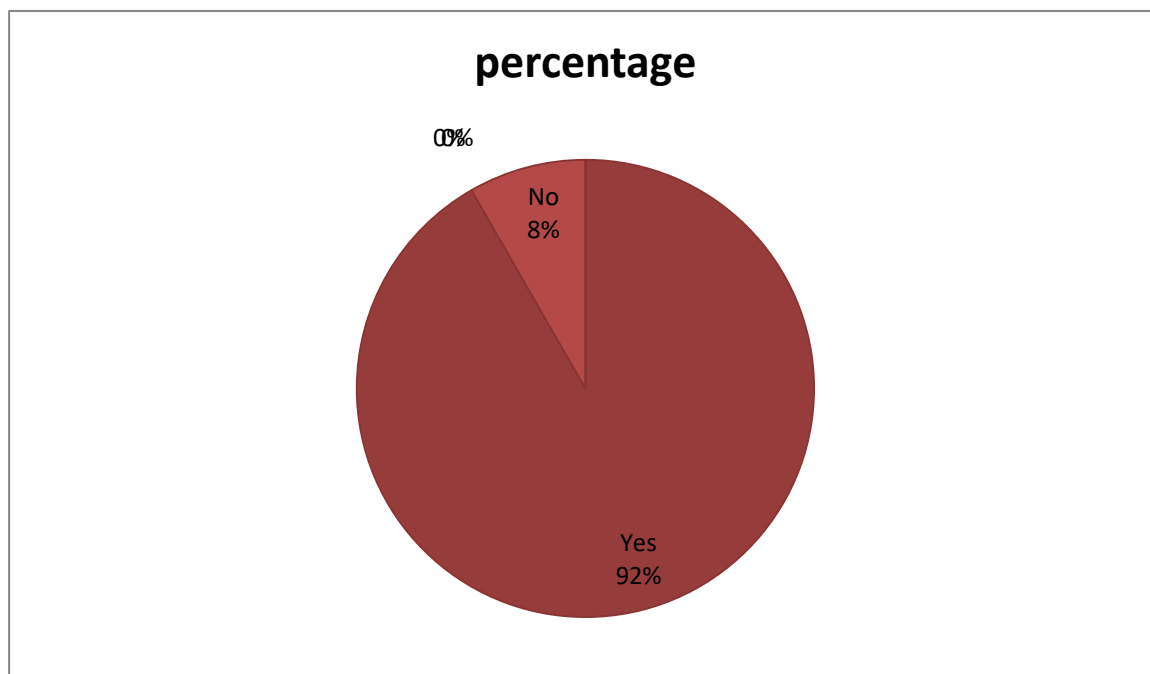


Figure (3.10) Student's Opinion About the Frequency of Using Voice Chat

When they have been asked about the using voice chat to improve speaking skill, findings in the table (3.10) show that 92% of the participants are argue with, while 8% had a negative answer.

13. Student's Voice Chat – Platform That Prefer Most

Table (3.10)

Student's Voice Chat-Platform that they Prefer Most

Option	Percentage	Respondents
WhatsApp	28%	7
Instagram	32%	8
Viber	40%	10
Skype	00%	0
Total	100%	25

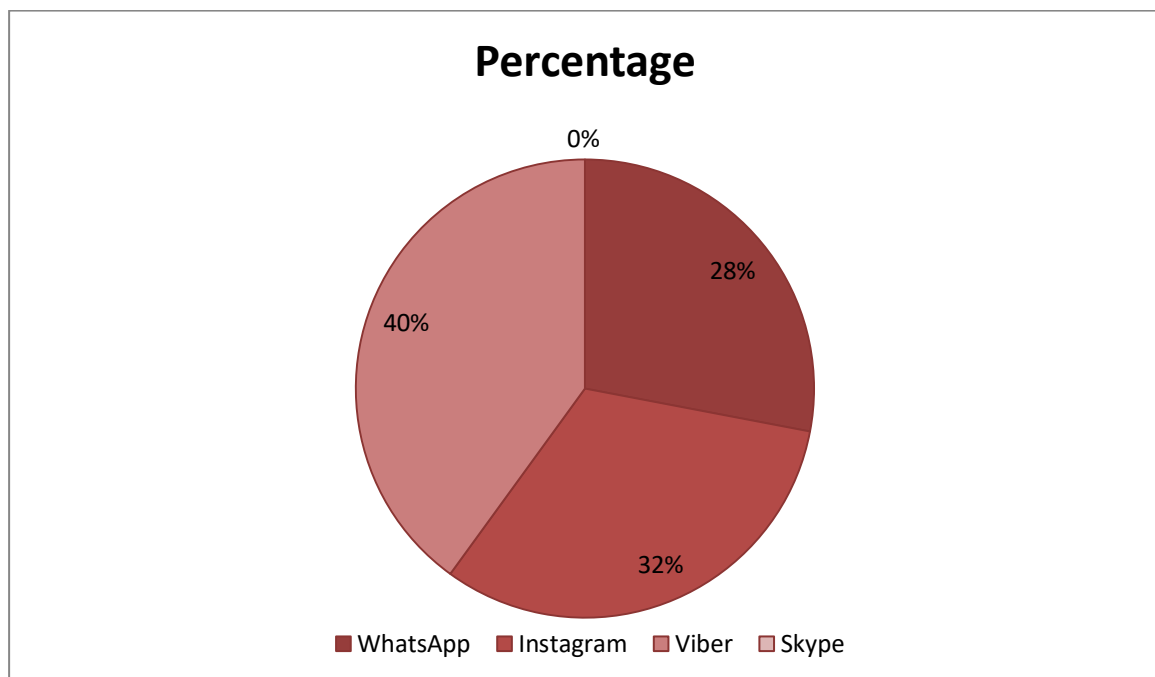


Figure (3.11) Student's Voice Chat –Platform That Prefer Most

When the participants are asked which types of voice chat-platform are prefer most according to the table (3.10) 28% the student's answer were WhatsApp, due to is easy to download and does not require a large space, it allows to contact the foreigners. And it is fast and fun. While 32% were Instagram because it has more items to talk about, or to comment on pictures. In addition, 40% from the sample has chosen Skype. And we asked them if there other platform, the respondents add that they use usually Messenger such as Facebook Messenger, and they use Telegram.

14. The Use of Voice Chat

Table (3.11)

Option	Percentage	Respondents
Enjoyable communication	88%	22
Powerful communication	12%	3
Effective communication	48%	12
Total	100%	25

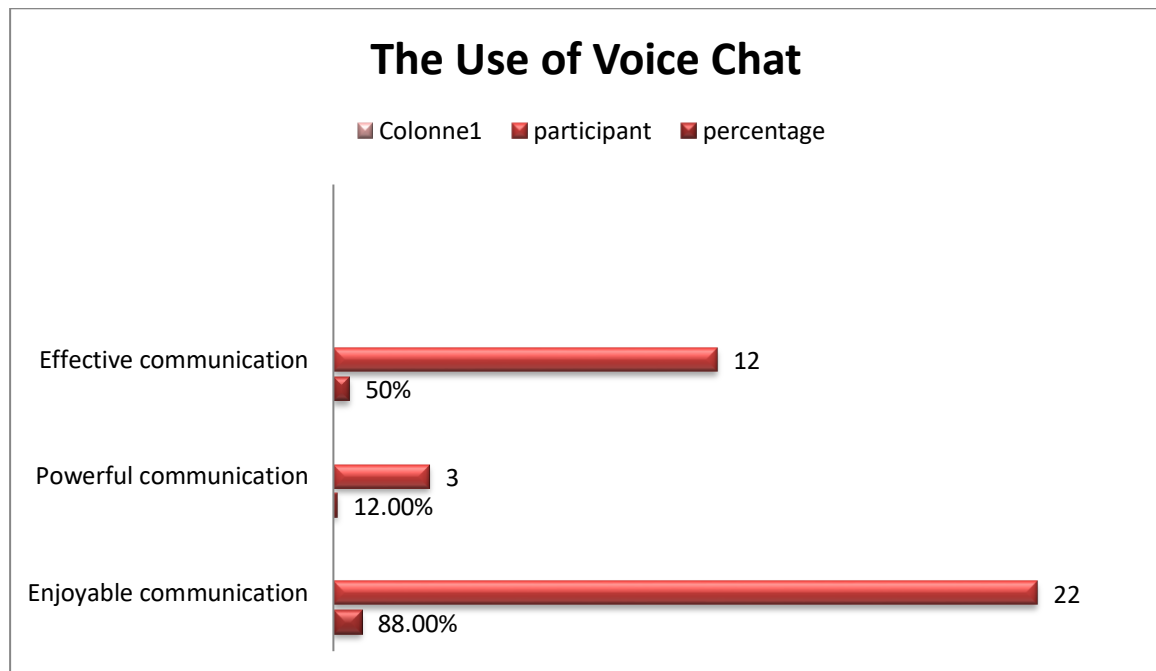


Figure (3.12) The Use of Voice Chat

When the students are asked about their experience with using of voice chat, result obtained from table (3.11) shows that 88% of the participants enjoy chatting via voice chat with their mates and with native speakers and it is useful for beginners for motivate them. While 12% believe that the use of this latter can be powerful for their learning. Meanwhile, 48% of the participants use voice chat as an effective for struggled learners in order to develop their speaking.

15. Student's Opinion about Improvement Learners' Speaking Skill through Voice Chat

Table (3.12)

Students Attitudes towards the Effectiveness of Voice Chat

Option	Percentage	Respondents
Yes	96%	24
No	4 %	1
Total	100%	25

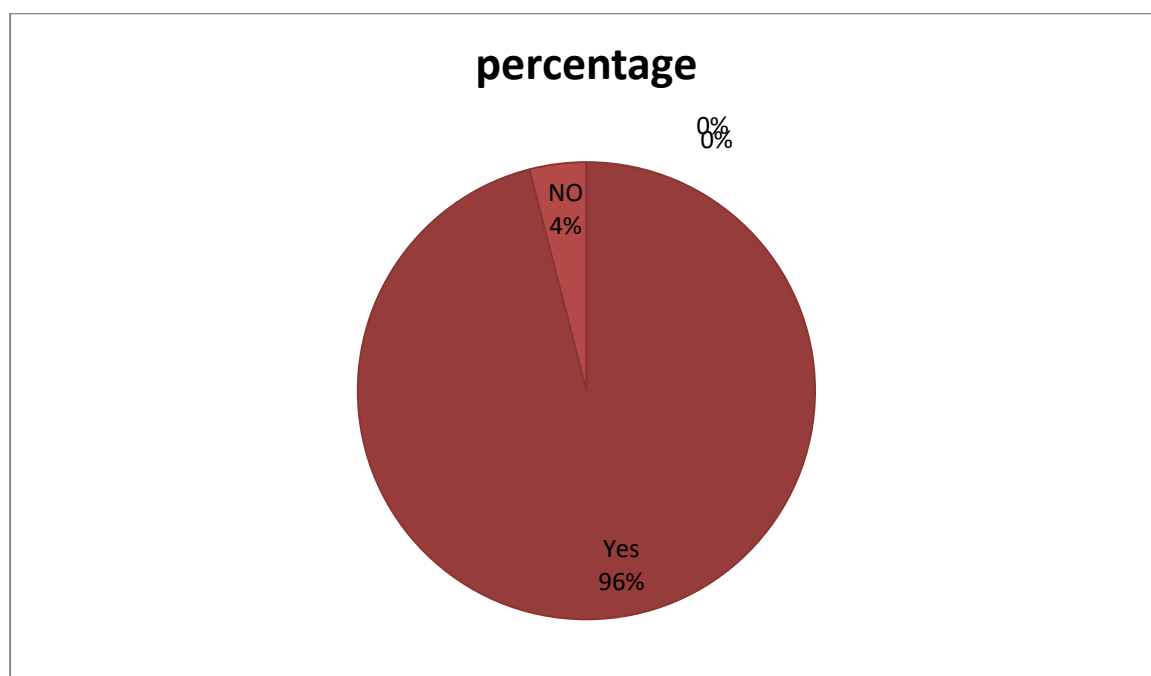


Figure (3.13) Students Attitudes towards the Effectiveness of Voice Chat

The last question of student's questionnaire was the effectiveness of voice chat in the improvement of the learners' speaking skill which is the main concern of the current study. Students were asked whether voice chat does really affect English Foreign Language learners' speaking skill or not, the results obtained in table (3.12) show that 96% of the participant answered "yes", while only 4% others answered "No".

If yes, how can voice chat be effective for Language learning

The respondents who answered "yes" justified their answer by writing that voice chat provides learners with opportunities to listen to their voice for correct and

improve their speaking and it is the best way between learners and native speakers. In addition, it helps them to overcome shyness and fear to making mistakes, they may sound more confident and natural and even more fluent, some others said that speaking is a skill based on practice, and that is exactly what voice chat provided to the learner, and the frequent of using voice chat helps to improve the pronunciation of words.

3.1.7. Teacher’s Questionnaire

In this study we selected four teachers of Oral Expression randomly in order to answer this questionnaire as a way to help this study and to know their opinion about the use of voice chat for developing student’s speaking skill.

3.1.7.1. Section One: General Information

1. Teacher’s Grade

Table (3.13)

Option	Teacher’s Grade	
	Percentage	Respondents
License	0	0
Master	0	0
Magister	50%	2
Doctorate (PHD)	50%	2
Total	100%	4

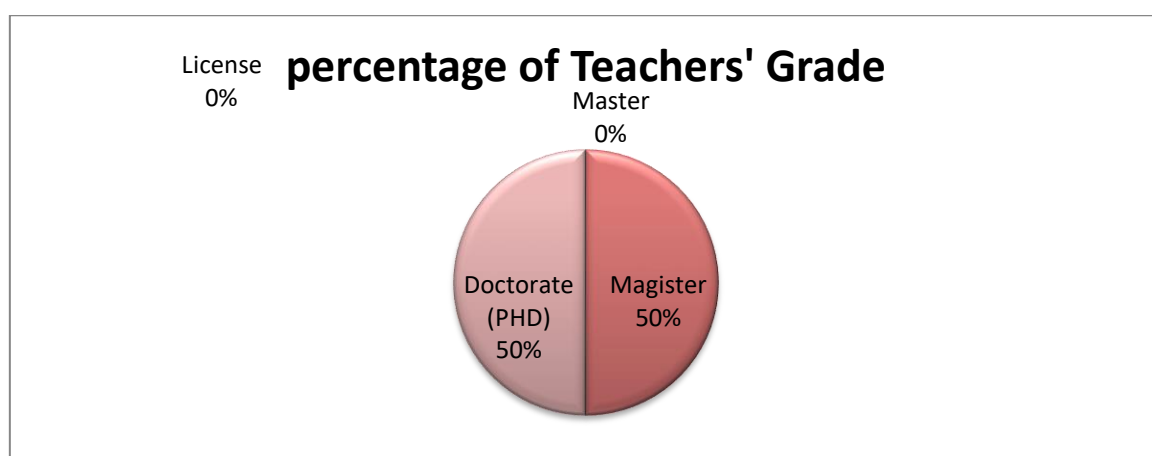


Figure (3.14) Teachers’ Grade

As it is shown in table (3.13), 50% of the chosen sample have a Magister grade as the same percentage 50% of the sample have Doctorate (PHD) degree.

2. Teacher’s Years in Teaching Oral Expression

Findings show that teachers have not same years’ experience, the first teacher has eight years’ experience, and a second teacher has two years’ experience while the third teacher said that has a years’ experience because she has been teaching phonetics for many years. Lastly, the fourth teacher has quit a long experience which is six years.

3.1.7.2. Section Two: Attitudes towards Speaking Skill

3. Teachers’ Agreement about Students Difficulties

Table (3.14)

Teachers’ Agreement about Students Difficulties

Option	Percentage	Respondents
Yes	100%	4
No	00%	0
Total	100%	4

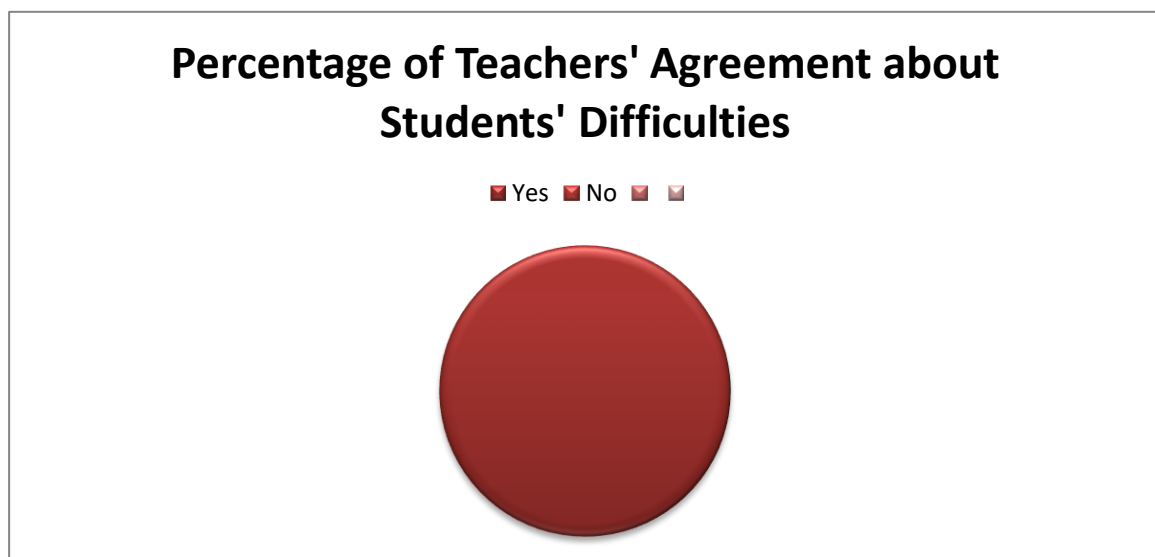


Figure (3.15) Teachers’ Agreement about Students’ Difficulties

Based on the table (3.14) of the participant believe that their students face difficulties during speaking task.

4. Students' Difficulties Faced in Oral Expression

The respondents wrote that their students' difficulties were as follow: the first participant wrote that the main problem is anxiety and lack of self confidence. The second participant from the sample added that anxiety, fear of making mistakes, and shyness. While the third teacher wrote that pauses when talking, inability to choose the right words, mistakes in pronunciation, fear to make mistakes. The last teacher was said that difficulty to express themselves fully in English because a lack of vocabulary, anxiety, shyness, lack of self confidence, and using the mother tongue. These results express that most students' difficulties speaking are due to psychological reasons.

5. Teachers' Techniques that are Used to Encourage Learners to Speak English as a Foreign Language

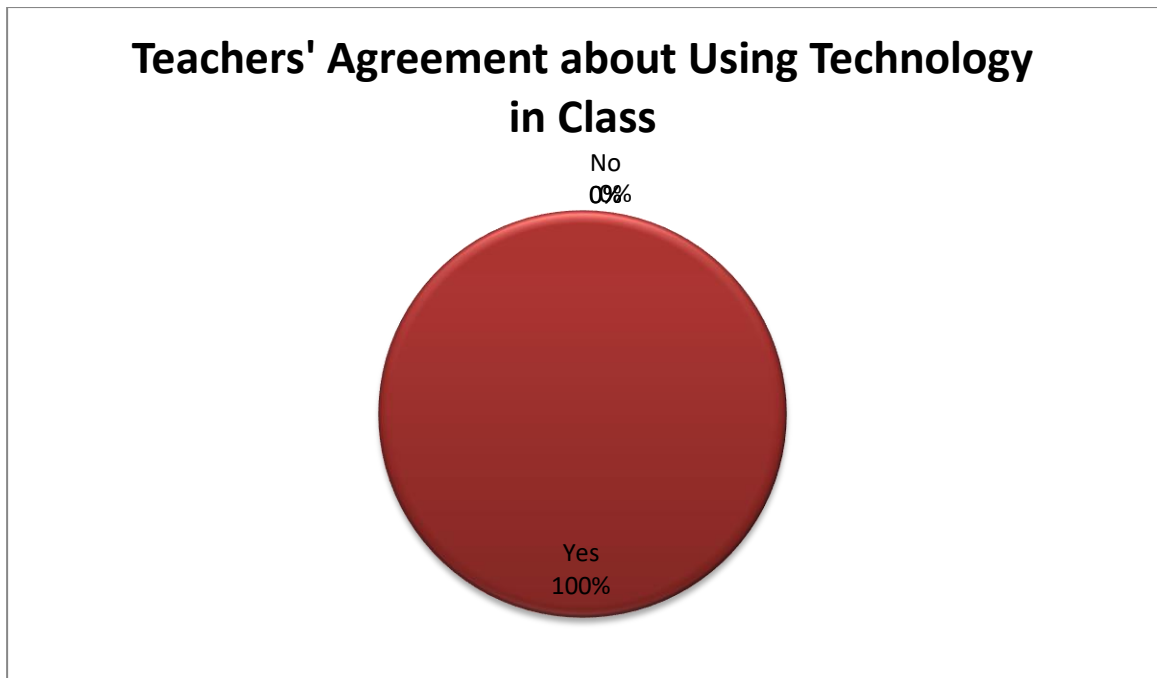
Because speaking skill is difficult skill to develop and encouragement is a teaching method used by the teachers in order to help their student. Findings show that all participants encourage their students by using different techniques. First one used role playing, classroom discussion while the second participant like the discussion by varying tasks, situation, and dialogues. However, the third participant used authentic materials, audio visuals, organizing group work through role plays-communication games, and relying on class discussion to foster interaction. Meanwhile, the last participant encourages them not to worry about mistakes as communicating is the main objective.

6. Teachers' Agreement Using Technology in Class

Table (3.16)

Teachers' Agreement Using Technology in Class

Option	Percentage	Respondents
Yes	100%	4
No	00%	0
Total	100%	4



Figure(3.16)Teachers' Agreement about Using Technology in Class

Technology motivate learners and teachers to be more creative that is why results obtained in table (3.15) shows that 100% which is all the participant use technology.

3.1.7.3. Section Three: Attitudes towards Voice Chat

7. Teachers' Type of Internet Tools that Used with Students in Oral Expression Course

In an investigation to know which type of technology teachers use in EFL classes, the results show that one teacher wrote that used Youtube,videos, and other participant used BBC videos, while other teacher from the sample used laptop/ Tectile Tablet, however, another teacher said that no one because the lack of availability of the net in our classrooms unfortunately.

8. Teachers' Opinion about the Using of Voice Chat to Improve their Speaking Skill

The results show of very important question in teachers' questionnaire, which is mainly about their opinions towards the improvement of speaking skill through voice chat. Results indicate that all participants have a positive answer .while the first teacher wrote that he cannot confirm because he has not used it, but it seems to be useful if it is practiced frequently and properly. However; the second teacher wrote that surely because it can allows them to be speak at ease , and this can lessen the fact

of being anxious and afraid of making mistakes, ultimately, these can result in making them fluent speakers. In addition, another teacher from the participant answered “yes” because students would listen to the teacher or to one another and correct their mistakes by learning correct pronunciation, word stress, intonation, and vocabulary use. He added that the interaction through voice chat makes students practice the language and see their strengths and weaknesses and learn from others. As students do not face their peers while voice chatting, they get more confident and are less shy and stressed so they tend to make efforts to improve their speaking. Lastly, the last participant wrote that it involves them in and exposes them to the learning process in context.

9. According to you, in what way does voice chat contribute to foreign language learning in general?

The respondents wrote that voice chat contributes to foreign language learning in general as follows: the first respondents believe that it might help in improving fluency, pronunciation and ideas generation. It might be a source of motivation to practice speaking offline with classmates and teachers in class. While the second teacher said that voice chat can enable learners to develop vocabulary which require to communicate, improve their pronunciation, be fluent speakers, widen their general knowledge, and most importantly lead them to be autonomous learners able to undergo life-long learning. In addition, voice chatting improves the fourth skills. It is easy to use, students can have contact with natives or non-natives and exchange ideas and experiences. Also, learners can learn in a non-threatening atmosphere where they cannot be mocked by their mates as they do not face them, so learners feel more secure and motivated to practice the language and learn it. Voice chat is actual ,modern, free, easy to use and benefit from. Learners like all what is related to technology and internet , so it is very effective in their learning process. Finally, the last participant added that it is a tool for motivating and it is realistic not theoretical.

3.1.8. Discussion and summary of the Results

We discuss the results of the questionnaires, and relate them to our hypothesis. As mentioned previously, the purpose of this study is to investigate the effectiveness of voice chat on the speaking skill. It includes the analysis of questionnaire for students and teachers. Initially, the analysis of the students’ questionnaire revealed that are majority of students interested to learn English language by using the voice

chat to improve the speaking skill. In the first part(General Information) about the participants such as their choice to study English and their level, the learners' answers indicate that students were motivated and willing to learn English language because majority of them choose to study English at university was personal while imposed represent 8%. And recognize students' opinions toward their level in English language. They have the same percentage intermediate and upper-intermediate, and less percentage for advance level in English. The second part (Students' Attitudes towards Speaking Skill), the learners' answers reveal that the speaking skill is important in learning, and in the same time difficult. The students have difficulties when speaking and a high percentage concerned with they worry to make a mistake. They try to overcome these difficulties. The learners focus both to fluency and accuracy when speaking. And to improve them they use different types of social networking tools, and they argue to use voice chat to improve their fluency .To third part (Students' Attitudes towards voice chat) the learners' answers show that learners differ from one student to another on the frequency of using voice chat, for example, high percentage considered it as the rarely use it, then "Often" use voice chat, then "Always", and less percentage to the option of "Never". Indeed, the majority of students argue to use voice chat to improve their speaking skill. they confirm the hypothesis the students like voice chat.

The teacher' questionnaire analyses similaire to the students' one affirm that the use of voice chat to improve their speaking skill. In the first part(General Information) the responses of the teachers showed that two teachers holding the Magister degree, as two teachers holding the Doctorate degree. And findings show that teachers have not same years' experience, they differentiate from a years' experience to eight years experience, it means the teachers have experience and awareness toward the important of speaking skill. In the second part (teachers' Attitudes towards the speaking skill), all of respondents believe that their students face difficulties during speaking task, and they add that their difficulties concerned with psychological factors, such as anxiety, lack of self confidence, shyness, pauses when talking, inability to choose the right words, and mistakes in pronunciation. In addition, the teachers motivate their students to speak English as a foreign language. And all of them use technology as helper way. In the third part (Attitudes towards voice chat), All of respondents have a positive answer about technology to help them

to teach in EFL classes , and they confirm to the usefulness of voice chat to improve the speaking skill.

The results of this study can be summarized into three points. The first point is the agreement of both participant on the important role of speaking in the learning and teaching. The second point concerns the use of social networking tools in learning and teaching. In addition, the problems faced by learners. The third point is devoted to the use of voice chat by both participants who confirm the hypothesis. Teachers and students encourage the use of voice chat for the purpose of developing speaking skill.

Conclusion

The findings revealed in this study can be outlined into two principle focuses, the positive point of view of both students and teachers toward the use of voice chat to develop speaking skill as well as a motivating tool which help the learners in the learning process. In this chapter, as a first step, we presented the data collection tools “ two questionnaire for both students and teachers”. Then, elaborate the aim of the study, and describe the content of both questionnaires. In addition, we presented the participants as our sample. Finally, we analyze the results and discuss it and elaborate the findings in general.

In a successful way of this chapter and according to the previous findings of both learners and teachers’ questionnaires, we can say that both of the two types of participants encourage the use of social networking tools especially voice chat as a way to bring the real life situation when they are learning in addition the closeness of native’s language to the learning process.

Limitations of the study

Due to time constraints , the subject of the study is limited only to 25 students of first year LMD students because they started to develop their level in target language , since they wish to build their speaking proficiency. Moreover, the result of the current study cannot be generalized because the sample was limited by 25 students from 44 , they did not respond to our questionnaire as well as the teachers refused to answer their questionnaire. The researcher wished if she has more number of students in the sample of the study to investigate the various attitudes of both students and teachers towards the usefulness of voice chat in developing their speaking skill.

***GENERAL
CONCLUSION***

General Conclusion

This study was an attempt to make teachers and learners aware of the need of using social networking tools especially voice chat because it gives a real life situation to practice English language with native speakers and non-natives alike.

This study was conducted for the aim of grabbing the teachers' attention to the problems which could be confronted by EFL learners in speaking. The principle aim is to spotlight the important role of technology tools in building up learner's speaking English fluency.

As a sample to this research we have randomly chosen first year LMD students of English of Mohamed Kheider University of Biskra regardless to their background knowledge about the use of voice chat. Learners had answered a questionnaire for the purpose of getting their points of view toward the use of voice chat in improving speaking skill. In addition to this questionnaire, another one was distributed to four randomly chosen teachers of oral expression in order to back up the study results. Teachers would offer their attitude based on their teaching experience of oral expression.

Results have shown that each of the learners and teachers complained about the learners facing problems especially due to psychological factors such as lack of motivation, anxiety or shyness and using mother tongue. In addition both of the two categories of the study participants agreed that social networking motivates to improve speaking skill. Moreover; both participants believe in the important role of social networking. Because of the numerous benefits that can be helpful for both learners and teachers. Henceforth, they have positive attitude toward the use of voice chat.

By analyzing both learners' and teachers' questionnaire, this study affirm the hypothesis stating that the use of voice chat can be effective medium to improve the students' speaking skill. Besides, it assures that voice chat could develop speaking fluency, in addition of being considered as a motivating, efficient and enjoyable tool for the learners' speaking.

The significance of the findings of this study can be summarized into two points. At first both learners and teachers already have a clear idea about the use of voice chat, and how it can be used in order to develop learners' speaking fluency. Second because of

the increasing number of the students' need to learn an international language such as English, the learners are able to maintain native speech. Thus, Voice chat is a way for speaking English.

Recommendations

As a result to this study we recommend the following:

- Encouraging the learners to speak to native speakers via voice chat can train their speech and develop their speaking fluency in the future.
- Psychological factors such as anxiety, and motivation can hinder students' learning processes, for that reason both teachers and learners should know how to overcome this issue
- Voice chat is beneficial social networking tool recommended for the struggled speakers
- which can also be recommended for further investigation in speaking and listening.

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APPENDICES

Appendixes

Appendix 01: Students' Pilot Questionnaire:

Dear students ,

The purpose of this questionnaire is to investigate EFL learners' attitudes towards the effectiveness of voice chat on EFL learners' speaking skill . All data obtained from your responses will be taken into consideration and the findings will help the researcher conducting this study .

Please , put a tick (✓) to indicate your chosen option , and justify your answer wherever it is needed.

Thank you in advance for your cooperation.

Prepared by :

AKSA Maimouna

Supervised by:

Dr. ASSASSI Tarek

2019/ 2020

Section One : General Information

Q1: How many years have you been studying English ?

.....

Q2: How do you consider your English language level ?

- a. Beginner
- b. Intermediate
- c. Upper – Intermediate
- d. Advanced

Section Two: Attitudes Towards Speaking

Q1: Which is of the following skill (s) that you think it is the most important and needs to be developed ?

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

Please, justify your answer?

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.....

Q2: Which one you think is the most difficult to improve ?

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Please, justify your answer .

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Q3: How do you find speaking in English ?

- a. Easy
- b. Very easy
- c. Difficult
- d. Very difficult

Justify your answer, please.

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.....

Q4: What are speaking difficulties that you face when interact?(You can choose more than one option)

- a. Lack of confidence
- b. You worry to make a mistake
- c. The people listening will not understand
- d. Difficulty to find the right words
- e. Sounding natural

If other (s) specify please.

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Q5: How do you try to overcome these difficulties ? explain briefly

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Q6: Which of these aspects do you focus on more while speaking?

- a. Fluency
- b. Accuracy
- c. Both

Justify your answer, please.

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Q7: According to you, what are the social networking tools that use to develop speaking fluency ?

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Why do you choose such tools ?

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.....
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Q8: To what extent is this tool useful in improving your speaking fluency ?

- a. Very useful
- b. Useful
- c. Useless

Justify your answer , Please

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Q9: How often does your teacher correct your speaking mistakes ?

- a. Always

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

Q 10: According to you , what is the tool most beneficial learn speaking skill?

- a. Voice chat
- b. Skype
- c. Instagram

Justify your answer, please.

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Section Three: Attitudes Towards Voice Chat

Q11: How can you define voice chat ?

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Q12: How would you best describe voice chat ?

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Q13: According to you, How often do you use voice chat ?

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

Justify your answer, please .

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Q14: To what extent do you think that voice chat improve your speaking skill?

- a. Well
- b. Very well

- c. Not so well
- d. Bad

Q15: In your opinion , how does voice chat help students to improve their speaking performance ? Explain briefly , please .

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Q16: what type of voice chat- platform do you prefer most?

- a. Whats App
- b. Instagram
- c. Viber
- d. Skype

Justify your answer, please .

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If you have others, please specify.

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Q17: How do you think voice chat is ? (you can choose more than one answer)

- a. Enjoybal communication
- b. Powerful communication
- c. Effective communication

Justify your answer.

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Q18: In your opinion , To what extent is voice chat effective for language learning ?

- a. Very effective

- b. Effective
- c. Not effective at all

Explain , Please .

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Q19: If you have further helpful suggestions feel free to state them briefly.

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Thank you very much

Appendix 02: Students' Final Questionnaire

Dear students ,

The purpose of this questionnaire is to investigate EFL learners' attitudes towards the effectiveness of voice chat on their speaking skill . The data obtained from your responses will be taken into consideration and the findings will help the researcher accomplish this study .

Please , put a tick (✓) to indicate your chosen option , and justify your answer wherever it is needed.

Thank you in advance for your cooperation.

required for the fulfillment of Master degree.

Prepared by :

AKSA Maimouna

Supervised by:

Dr. ASSASSI Tarek

2019/ 2020

Section One : General Information

Q1: How was your choice of English ?

- a. Personal
- b. Imposed

Q2: How do you consider your English language level ?

- e. Intermediate
- f. Upper – Intermediate
- g. Advanced

Section Two: Attitudes Towards Speaking

Q1: Rank from 1 to 4 the following skill (s) according to how important they are to you ?

- e. Listening
- f. Speaking
- g. Reading
- h. Writing

Q2: Which one you think is the most difficult to improve ?

.....

Please, justify your answer .

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

Q3: How do you find speaking in English ?

- e. Very easy
- f. Easy
- g. Difficult
- h. Very difficult

Justify your answer, please.

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.....

Q4: What are the speaking difficulties that you often face when interact with others?(
You can choose more than one option)

- f. Lack of confidence
- g. You worry to make a mistake
- h. Failure to make listeners understand you
- i. Difficulty to find the right words
- j. Inability to sound natural
- k. All of them

If other (s) specify please.

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Q5: How do you try to overcome these difficulties ? explain briefly

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

Q6: Which of these aspects do you focus on more while speaking?

- d. Fluency
- e. Accuracy
- f. Both

Q7: According to you, what are the social networking tools that use to develop speaking fluency ?

- a. Messenger
- b. Video calls / visio-conferencing
- c. Voice chatting
- d. Skype
- e. Zoom meeting
- f. Others , please specify

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Q8: To what extent is this tool useful in improving your speaking fluency ?

- d. Very useful
- e. Useful
- f. Useless

Justify your answer , Please

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Section Three: Attitudes towards Voice Chat

Voice chat is an audio conferencing capability via the internet . It enables two or more people to use the computer as a telephone conferencing system . Although voice and chat may seem additional because both words mean to speak , chatting in the computer field has traditionally meant an interactive communication via key board , and not voice. Thus , voice is used to signify a verbal chat (Free Online dictionary ,

- f. Often
- g. Rarely
- h. Never

Q10: Does the frequent use of voice chat improve your speaking skill ?

- a. Yes
- b. No

Q11: what type of voice chat- platform do you prefer most?

- e. Whats App
- f. Instagram
- g. Viber
- h. Skype

Justify your answer, please .

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If you have others, please specify.

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.....
.....

Q12: How do you think voice chat is ? (you can choose more than one answer)

- d. Enjoybal communication
- e. Powerful communication
- f. Effective communication

Justify your answer.

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Q13: Do you think voice chat improves learners' speaking skill ?

- d. Yes
- e. No

If yes , how can voice chat be effective for language learning ?

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Q14: If you have further helpful suggestions feel free to state them briefly.

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Thank you very much

Appendix 03: Teachers' Pilot Questionnaire

Dear Teachers ,

This questionnaire aims to investigate the effectiveness of voice chat on the speaking skill . To reach the purpose of the thesis , I would like you to devote some of your time to your experience to answer the questions below.

Thank you in advance for your time , effort and cooperation.

This questionnaire will be administered to group of teachers for gathering data required for the fulfillment of Master Degree.

Prepared by:

AKSA Maimouna

Academic Year:

2019-2020

Questions:

Section One : General Information

Q1: what is your qualification?

- a. Licence
- b. Master
- c. Magister

d. Doctorate (PHD) ○

Q2: How long have you been teaching English at University level ?

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Section Two: Attitudes Towards Speaking Skill

Q3: Do you teach oral expression ?

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Q4: During the speaking task, do your students face difficulties? If yes, what are those difficulties?

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Q5: How do you teach speaking?

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Section Three: Attitudes towards Voice Chat

Q6: Which techniques you use to encourage your learners to speak English as a foreign language?

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Q7: Do you think that using voice chat improves the students' speaking skill ?

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Q8: As an English teacher, do you find the need to use voice chat as a technique to learn English language ?

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Q9: In your opinion, to what extent does voice chat affect learner language? How?

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Q10: According to you , does voice chat contribute to foreign language learning? How ?

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Thank you very much

Appendix04: Teachers' Final Questionnaire

Dear Teachers,

This questionnaire aims to investigate the effectiveness of voice chat on the speaking skill . To reach the purpose of the thesis . I would like you to devote some of your time to your experience to answer the questions below.

Thank you in advance for your time , effort and cooperation.

This questionnaire will be administered to group of teachers for gathering data required for the fulfillment of Master Degree.

Prepared by:

AKSA Maimouna

Academic Year:

2019-2020

Questions:

Section One: General Information

Q1: What is your qualification ?

- a. Licence
- b. Master
- c. Magister
- d. Doctorate (PHD)

Q2: How long have you been teaching English Oral Expression?

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Section Two: Attitudes towards Speaking Skill

Q3: During the speaking task, do your students face difficulties? If yes, what are those difficulties ?

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Q4: Which techniques you use to encourage your learners to speak English as a foreign Language ?

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Q5: Do you use technology to teach speaking in class ?

.....
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Section Three: Attitudes towards Voice Chat

Q6: What Kind of internet tools do you often use with students in Oral Expression course ?

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Q7: Do you think that using voice chat improves the students' speaking skill? How?

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Q8: According to you , in what way does voice chat contribute to foreign language learning in general ?

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Thank you very much

المخلص

الهدف من هذه الدراسة هو اكتشاف فعالية المحادثة الصوتية لتطوير القدرة الكلامية لطلبة اللغة الانجليزية بناء على رأي الطلبة و الأساتذة . هذه الدراسة تهدف فيما إذا كانت المحادثة الصوتية هي احد أهم الأدوات الفعالة لتطوير المستوى الكلامي لطلبة اللغة الانجليزية. و الفرضية المقترحة لهذه الدراسة هي إذا قام الطلبة بتطبيق محادثاتهم عبر المحادثة الصوتية للغة المستهدفة فهذا ما يمكنهم من تطوير كفاءاتهم التواصلية. تتكون هذه الدراسة من جزئين نظريين . الجزء الأول يتضمن نظرة عامة عن القدرة الكلامية. الجزء الثاني يتضمن أداة المحادثة الصوتية. أما بالنسبة للجزء الثالث فهو يمثل القسم التطبيقي و الحقل العملي لنتائج الدراسة التي أجريت على 25 طالبا من السنة الأولى للغة الانجليزية و أربعة أساتذة في العرض الشفوي في جامعة محمد خيضر بسكرة لإيجاد ما إذا كانت هذه الأداة فعالة لتطوير القدرة الكلامية. الوسائل المستعملة لجمع المعلومات عن هذه الدراسة تمت بواسطة استبيان للطلبة و استبيان للأساتذة . و المعلومات المتحصل عليها من خلال ذلك حلت بالمنهج الوصفي و ذلك لوصف آرائهم حول فعالية هذه الأداة . النتائج المتحصل عليها أثبتت أن أداة المحادثة الصوتية ناجحة في تطوير مستواهم التواصلية لذا يجدر بهم التكتيف من تطبيق هذه الأداة فهذا فعال جدا لنجاحهم في اللغة المستهدفة و في تطوير الكفاءة التواصلية.