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**The Integration of Information Communication Technologies
to Enhance Learners Speaking Skill:
The Case study of Third Year English LMD Students and Teachers
at Sétif 2University.**

A Dissertation Submitted in Partial Fulfilment of the Requirements

for the Master's Degree in Science of Languages

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DEDICATION

First and foremost, I am thankful to GOD for the strength that keeps me standing that this work would be possible and more interesting.

This piece of work is dedicated to the adorable sympathetic Mom, I want to tell you thank you for being my mother, if I had to choose a mother, she would be you, and may the Almighty grant you for everything you need.

To the memory of my father
To all the members of my family,
To all my friends,
To all those who love me,

To my supervisor who gave me an incredible moral and work support, truly thank you is not enough, I shall be forever grateful.

Deepest gratitude is also to the members of the jury Mrs HASSINA, Mrs REBHI, Mr BACHAR, a special thank for them.

Lastly I offer my regards and blessing to all those who supported me in one way or another during the completion of this dissertation.

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ABSTRACT

This research project, entitled **"The Integration of Information Communication Technologies Enhance Learners Speaking Skill: The Case of Third Year English LMD Students and Teachers at Sétif 2University"**, Shed light on foreign language learners' inability to communicate in the target language particularly in the field of Teaching English as a Foreign Language. The case of the study is about third year LMD students and their teachers; the participants were fifty students and five teachers of the oral expression module who have at least a Magister degree. The data were collected through using both qualitative and quantitative methods: classroom observation and focused group discussion. Therefore we have utilized two questionnaires; one is administered to students and the other one to teachers to collect their opinions about ICTs' integration in the EFL classroom to overcome learners' challenges in oral communication. This study recognizes the barriers that inhibit students to communicate orally in a successful way through raising their awareness about their preferences while learning how to communicate orally. Teachers also are concerned by raising awareness about their methods and preferences in the EFL teaching in order to explain how the integration of Information Communication Technologies would enhance learners' speaking skills.

ACRONYMS & ABBREVIATIONS

2D	Two Dimension.
3D	Three Dimension.
CALL	Computer Assisted Language Learning.
CCTC	Cyber Teacher Training Centre.
CD/ROM	Compact Disc Read Only Memory.
CD	Compact Disc.
DVD	Digital Video Disc or Digital Versatile Disc.
E-LEARNING	Electronic Learning.
E-mail	Electronic mail.
ES2	English as a Second Language.
FLL	Foreign Language Learning.
TL	Target Language.
ISDN	Integrated Services Digital Network.
LAN	Local Area Network.
MP3	Media Player Layer Three.
OECD	Organization of Economic Cooperation and Development.
PC	Personal Computer.
RTVU	Radio Television University.
TEFL	Teaching English as Foreign Language.
TPACK	Technology Pedagogy for Education Technology.
UKOU	United Kingdom Open University.
US	United State.
VLE	Virtual Learning Environment.
WAN	Wide Area Network.
WCEA	World of County Education Association
WWW	World Wide Web.
CLT	Communicative Language Teaching.
CMC	Computer-Mediated Communication.
ICT (s)	Information and Communications Technology or Technologies.
L1	First Language.

L2	Second Language.
NNSs	Non-Native Speakers.
NSs	Native Speakers.
OC	Oral Communication.
OEC (T)	Oral Expression Course / Teacher.
TL	Target Language.
FGD	Focus group discussion.

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Introduction

Literacy in Information and Communication Technologies (ICTs henceforth) is fundamental to life in our modern technological society. To equip students to be literate lifelong learners and global citizens of the 21st century we must successfully integrate ICTs into both the English curriculum and English pedagogical practice.

ICTs are a valuable tool to enhance teaching and learning. For teachers ICT is a professional resource, a mode of classroom delivery, and a source of valid and valuable text types. For students, ICTs provide opportunities to communicate more effectively and to develop literacy skills including skills in critical literacy. It is a valuable tool for researching, composing and responding, and viewing and representing in English.

1. Background of the study

Nowadays, from the time we awaken in the morning until the time we sleep the media surrounds us like: cell phones, television, computers, and radios…etc. In the most of time we are not even aware, that we are surrounded by all this media which come under the umbrella of what is named Information and Communication technologies (ICT's hence forth) which include any communication device or application: radio, television, cellular phones, computer and network hardware and software, satellite systems…etc. besides the different applications and services associated with them such as video conferencing and distance learning

No one can ignore the importance of ICT's especially in the domain of education; it provides a new framework that can foster the improvement of teaching and learning process. In addition, it gives an opportunity to a dynamic learning environment to settle and offers many new remarkable facilities and new ways of communication. As we are teachers and learners of English as a foreign language and because language is a matter of communication and the ultimate goal of EFL learners is to speak that language fluently and be communicatively competent in doing so; it is very important to give a great attention to the speaking skill which undoubtedly later on helps learners to master all of the language skills through using ICT's and the various application and services associated with them in order to reach the great challenge which sums up in devoting the advantages of these technological tools to foster the process of learning a foreign language and fully master it.

2. Statement of the Problem

In general, ICTs improve the efficiency and the effectiveness of the learning and teaching processes in academic or non-academic situations. But what is noticeable is that almost students of foreign languages especially EFL students have a poor speech delivery even if they have a rich vocabulary, they cannot speak the language fluently and accurately like producing coherent sentences in a complete manner without any pauses or discontinuity .

The main reason behind this situation is that EFL students do not use ICTs in their classroom appropriately or even in the outside environment to support their knowledge or to improve their speaking skill. All these factors elevate the contradiction of an E-generation and at the same time the misuse of ICTs and the lack of their benefits.

3. Aims of the Study

The study aims at improving students' speaking skill through the integration of ICTs in order to create a more authentic learning environment and reach the degree of competence in the learning process of English language, therefore the study aspires to implement strategies that would develop the ability to speak the English language supported by the integration of ICTs tools. The scope of this research is moving consistently in the development of speaking skill of third year English LMD students in the Department of English Language and Literature at Sétif 2 University. It is assumed that if teachers implement a strategy to develop the ability to speak the English language though the integration of ICTs, it will help eliminate the weaknesses that are manifested in the speech delivery of students in the oral sections classes and even in everyday life speech

In the English language classrooms, third year LMD students are able to develop their speaking skill through managing modern technological tools and therefore the teacher in this situation becomes more acknowledgeable about the different subjects in the classroom environment and fosters his pedagogy and performance to guide the learners. Actually, the main aim of this investigation is to make ICTs use more beneficial especially in the speaking skill class and how we would make it more beneficial in the learning process.

4. Research Questions

This research will seek to answer the following research questions:

1 What are the barriers that make students unable to use ICTs in their learning process?

    1.1 Do ICTs foster the ability to mitigate the native speakers as well as changing the way of students' interaction?

    1.2 Do ICTs lead to a noticeable increasing of students' motivation to develop their speaking during the oral sessions?

    1.3 Does the integration of ICTs help promote the speaking skill?

2 What is the ultimate aim behind the integration of ICTs by teachers in their oral cessions?

    2.1 Does the integration of ICTs involve a series of plans and measurements by teachers?

    2.2 Do students consider that teachers should select a random subject based on some ICTs to make it as a test of students' level?

    2.3 Can we consider teachers who use ICTs in their classroom as a motivational factor in the process of developing the speaking skill?

The above research questions led to the following hypothesis:

5. Hypothesis

If teachers integrate ICTs appropriately in the oral classroom environment then students are likely to develop their speaking abilities and consequently become more fluent and use the language itself with ease.

7. Significance of the Study

We hope that this research will have some benefits in the learning of English especially in teaching the speaking skill. There are two kinds of benefits in this investigation: theoretical and practical benefits

7.1 Theoretical Benefits

a) The results of this research could be used for other researchers, who are interested in teaching the speaking skill

b) The feedback of this research could be used as a model for implementation of the teaching of the speaking though using ICTs

7.2 Practical benefits

By seeing the outcomes of this research, the behaviour and methods of teaching the speaking skill will be changed positively, the students could also be fostered to gain more insights and better practice from an effective use of ICTs and reach the level of competence in English language communication and therefore the process of teaching the speaking skill will be facilitated and simplified.

8. Research Methodology and Tools

Leedy (1993), research methodology forms an integral part of any research that is undertaken methodology therefore assists in explaining the nature of data, and highlights the methods employed that will lead to the generation of appropriate conclusions through applicable data processing.

8.1 Choice of Method

8.1.1Case Study Design

In this investigation, a case study research design will be considered useful as it may be envisioned to lead to detailed ,discoveries and interpretations of the third year LMD students and teachers' perceptions about the integration of ICTs in enhancing the speaking skill especially in the oral expression cessions .In the case of my research ,the perceptions of different participants (namely third year LMD students and teachers) were envisaged to learn more and better meet the needs of LMD students of the third year within the context of learning English by means of ICTs .

8.1.2 Explorative Research Design

Neuman, (2003) indicates that an exploratory design is employed when the study topic either new, or when relatively little has been written about it, as it the case with the particular study "the integration of ICTs in enhancing learner's speaking skill ".

8.1.3 Interpretive Research Design

Besides the explorative nature of the research, it will also adopt an interpretive research. Interpretive research attempts to interpret and understand the meaning perspectives of the participants, i.e. teachers and students in the in the classroom, in the search for patterns of meanings-in-action and for building up new theories. (Patton, 1990).In this study quantitative data (questionnaires) will be analysed and interpreted using the interpretive research methods.

8.1.4 Descriptive Research Design

In this research we will use a descriptive method in order to see to what extent ICTs enhance the learner's speaking skills if teachers use this tools appropriately.

8.1.5 Quantitative Research

According to Leedy (1996), quantitative research pertains to cold research that manipulates and controls variables. For Monton & Marias, (1996) the quantitative approach displays the following characteristics:

- It displays a higher level of formalization and control,
- The range is defined in a more exact manner,
- It is relatively close to physical science.

De Vos et al, (2002, p. 79) define quantitative research as "an enquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers, and analysed with statistical procedures".

8.2 Research Locale

This research is a single-site study based on post-graduation 'third year English LMD students and their teachers, in the Department at Sétif 2 University Algeria.

8.3 Participants

This study will contain two groups of participants who are the third year English LMD students and their teachers of the oral modules at "Sétif 2 University" Sétif for the academic year 2012-2013.

8.4 Sampling

A sample is a small proportion of a population selected for observation and analysis (Best & Kahn 1986:12). The population chosen for the study is a mixture of variety of different individuals from different respects: origin, gender, age, linguistic background, culture, in our study, we will select 80 students from the whole population of third year English LMD following a randomized sampling, and we will choose all the teachers of the oral expression course.

8.5 Methods of Data Collection

As an exploratory study, different techniques and multi method means of research will have to be used. Questionnaire and observation will be utilized for the sake of gaining prevalence and save much effort and time besides the validity and reliability of the outcomes of this research.

In addition we will rely on the technique of FGD i.e. focus group discussion which can lead to insights that might not have come to light through the one -to-one conversational interview.

8.5.1 Questionnaire

For the purpose of building a ground for the topic the questionnaire will be the most suitable method to be used which will be based on a set of questions or statements highlighting students' and teachers' perception of the integration of ICTs in enhancing the speaking skill.

8.5.2 Observation

This is our second tool resorted to in gathering data and facts hence this means is needed to make a friendly environment with participant, to this effect it will be hoped that most of the sample participants will act, behave, and respond naturally.

8.5.3 Focus Group Discussion

The focus group discussion is according to Witkin & Alschuld (1995:171) "a structured process of interviewing a small group of individuals, obtaining consensus is not a goal. Rather it is to elicit how the participants feel about the topic and how to identify the range of perspectives regarding it".

So the focus group in this study will lead us to insights that might not come to light through using other methods.

8.6 Data Analysis

After having set up a ground as to how and which techniques and methods be used regarding how data will be collected .The research mode chosen for the study is fixed design, the analysis then is to take place only at a delayed stage after all data will have been safely gathered; quantitative procedures for so doing are more suitable rather than qualitative ones.

9. Limitations

As with all studies of this nature, there will be various limitations. The very fact that the study is intended to be of exploratory nature means that certain controls possible in a practical environment will not be possible in this case. Yet the factors that will operate in this study will seem more reflective of a genuine classroom situation.

The major limitation of the study will be the small sample size (N= 80). Thus, similar studies of larger scope are needed to draw stronger conclusions and make generalizations.

10. Organization of the Work

My dissertation is initiated with theoretical chapters, chronologically, the one of general introduction in which the study is introduced within the background of the study, the aims, the research questions, the hypothesis, the significance of the study and the limitation of the study and others, The first chapter will be the Review of Related Theories, which consists of two major parties:

1. General Study about ICTs
2. ICTs and Speaking Skills.

In which the study's background is presented with reference to valuable and targeted works and studies, and the second chapter will be about the research methodology, in within the basis on which the whole study is built-up and constructed are explained. Unlike the initiation our research comes to end with a practical chapter of data collection that sets, analyses, and organizes the surveys' findings, and the general conclusion in which recommendations, suggestions are proposed**;** in a sequence to give the study its significance.

Current educational trends internationally call for language teachers and learners to be competent in ICTs use. The benefits of ICTs practices such as VC, language laboratories, internet, data show… etc. which all allow access to native speakers; global communication and cultural exchange are becoming evident from projects undertaken so far. Clearly time and money will have to be invested in promoting ICTs use in both FLL and FLT. Problems exist as long as language teachers are untrained to use these new media. If teachers are to equip students with the skills to be autonomous, independent, life-long learners of language, using technology and the Internet to enhance this process, it follows that teachers and learners must be given ample support and commitment by the relevant parties, in terms f training, equipment and time resources; and that is what our research aspires to shed light on.

Chapter One: Review of the Literature

Introduction

No one can ignore the immense contribution of ICTs in developing the discipline of education. ICTs stand for supporting and promoting the basic skills of listening and speaking, it also involves reading and writing which are he basic element to learn any language .Besides this ICTs implementation not only increase the student learning ,understanding and achievements but also augments motivation to learn, encourages collaborative learning and supports the development of critical thinking and solving problem skills (Schacter & Fagnano,1999).Moreover ICTs help teachers in designing and evaluating the curriculum by knowing when and where and how to put it, furthermore they bring insights, values and challenges for directing future research design in order to reach the maximum goals in the process of learning .

So this chapter will be the review of related theories, which consists of two major parties

1. General study about ICT

2. ICTs and the speaking skills

1.1 What are ICTs?

In 1998, the Organization of Economic Cooperation and development (OECD) member countries agreed to define the ICT sector as a combination of manufacturing and services industries that capture, transmit and display data and information electronically. This definition, based on an international standard classification of activities (ISIC), was considered to be a first step towards obtaining some initial measurements of ICT sector core indicators. Sheridan (2002. p.81).

ICTs stand for information and communication technologies and are defined as a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information". Sheridan (2002. p.81). So ICTs include any communication device or application, encompassing radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the

various services and applications associated with them such as video conferencing and distance learning.

ICTs are often spoken in a special context for instance ICTs in education, healthcare, or libraries for instance radio and television have been used for more than forty years for open and distance learning moreover the use of computers and the internet is still in its infancy in developing countries because of limited infrastructure and the high costs of access. Whereas in developed countries different technologies are used in combination rather than as the sole delivery mechanism in order to facilitate the sharing of information and provide more educational opportunities in rural community in Sirilanka as the case in the Indira Gandhi National Open University in India. It uses the combination of recorded audio and video, print, broadcast radio, television, and audio conferencing technologies.

1.2 ICTs for Communication

1.2.1 Video Conferencing

Is a set of telecommunication technologies that allow two or more locations to communicate, it has also known as a video conference or video teleconference. It uses a camera, microphone monitor, loudspeakers and the internet connection to bring people at different sites together.

Video conferencing can be considered very useful when:

- A live conversation is needed;
- Non-verbal(visual)information is an important component of the conversation;
- The parties of the conversation can't physically come to the same location; or
- The expense or time of travel is a consideration.

Like all communications technologies such as phone and internet, videoconferencing usage has made significant inroads in business, education, medicine and media and in the sign language (the language of deaf, hard of hearing and mute individuals).

1.2.2 Telephone conferencing

Telephone conferencing enables you to conduct your audio communication with other parties; the user of telephone conference will be fully integrated into a listen-only session

besides the option of that the listeners may participate. Participants are connected into a telephone conference by being phoned. At times, telephone and video conferencing may be combined when cameras and microphones are not available.1

1.2.3 Electronic Mail

Electronic mail, or email is one of the most common form of electronic information besides its feature to transmit and receive information, email can be used to send pictures and files in the form of attachments. So electronic mail does not simply speed up the exchange of information but leads to the exchange of new data as well. Furthermore, much of the information conveyed through electronic mail was information that would not have been transmitted through another medium.

1.2.4 Facsimile

Facsimile-fax for short- it appeared before the e-mail in businesses and organizations and even in many information transactions faxes are still considered the most preferred method of communication .A fax is sent over a telephone network goes through the phone line and is picked up by the receiving fax machine.

1.3 ICTs for Business

- The presence of ICT offers multiple choices for researching information and checking the quality of data before making decisions.
- ICTs facilitate the transfer of information from one party to another, furthermore it offers more information in the marketplace; general search engines like Google and Yahoo! help organize the data gathered about business and finance on the internet. In addition, those search engines are immediately updated with the latest business and financial information.
- ICTs allow people to reach one another directly and immediately, to verify information, resulting in a higher quality of information overall, furthermore ICTs provide a constant competition due to the business and financial news in particular.
- Since time in business and finance frequently translates literally into money; ICTs create a more organized business for instance mobile devices like iPhone and BlackBerry help the business men to organize their time to the last minute, programs like Microsoft office help to create order in the work place, Another example of the efficient role of ICTs in better organized world for business; the

programs of Microsoft Excel which organize the information, while Google help to keep business men being in touch and their engagements and schedules manageable.

1.4 What are ICTs and What Types of ICTs are Commonly Used in Education?

In 1998, the Organization of Economic Cooperation and development (OECD) member countries agreed to define the ICT sector as a combination of manufacturing and services industries that capture, transmit and display data and information electronically. This definition, based on an international standard classification of activities (ISIC), was considered to be a first step towards obtaining some initial measurements of ICT sector core indicators. Sheridan,(2002. p.81).

Therefore ICTs stand for information and communication technologies the application of these tools especially in English teaching and learning has become very popular for instance using the internet to learn a language can compensate the lack of communication with native speakers face to face and can create wide opportunities to enhance the process of education. Moreover, the internet activities promote learner self-monitoring ability, strengthen and develop students' cooperation, encourage the use of multimedia and network technology, allow to employ weblogs and wikis for online publishing foster participation in different thematic discussion groups and chat rooms and communication with foreign pen pals via e-mail as well as employ other interactive tasks such as podcasting Zhong, (2008).

Moreover, different technologies are typically used in combination, rather than a sole delivery mechanism, for example, the radio broadcasts, computers and internet are used together by the Kothmale community in SiriLanka. The Open University of United Kingdom (UKOU) established in 1969 as the first educational institution in the world wholly dedicated to open and distance learning, Similarly in Indira Gandhi National Open University. In India they combine the use of print, recorded audio and video, broadcast radio and television, and audio conferencing technologies. L. Tinio,(p.4).

1.4.1 What is Open and Distance Learning?

Open and distance learning is defined by the Commonwealth of Learning as "a way of providing learning opportunities that is characterized by the separation of teacher and learner in time or place, or both time and place; learning that is certified in some way by an

institution or agency; the use of a variety of media, including print and electronic; two-ways of communications that allow learners and tutors to interact; the possibility of occasional face-to-face meetings; and a specialized division of labour in the production and delivery of courses."

1.4.2 What is E-learning?

Although most commonly associated with higher education and corporate training, e-learning encompasses learning at all levels, both formal and non-formal, that uses an information network the Internet, an intranet Local Area Network (LAN) or extranet Wide Area Network (WAN) whether wholly or in part, for course delivery, interaction and/or facilitation. Others prefer the term online learning. Web-based learning is a subset of e-learning and refers to learning using an Internet browser (such as Netscape or Internet Explorer).

1.4.3 What is Blended Learning?

Another term that is gaining currency is blended learning. This refers to learning models that combine traditional classroom practice with e-learning solutions. For example, students in a traditional class can be assigned both print-based and online materials, have online mentoring sessions with their teacher through chat, and are subscribed to a class email list. Or a Web-based training course can be enhanced by periodic face-to-face instruction. "Blending" was prompted by the recognition that not all learning is best achieved in an electronically-mediated environment, particularly one that dispenses with a live instructor altogether. Instead, consideration must be given to the subject matter, the learning objectives and outcomes, the characteristics of the learners, and the learning context in order to arrive at the optimum mix of instructional and delivery methods.

1.4.4 What is a Learner-Cantered Environment?

The National Research Council of the U.S. defines learner-cantered environments as those that "pay careful attention to the knowledge, skills, attitudes, and beliefs that learners bring with them to the classroom." The impetus for learner- centeredness derives from a theory of learning called constructivism, which views learning as a process in which individuals "construct" meaning based on prior knowledge and experience. Experience enables individuals to build mental models or schemas, which in turn provide meaning and organization to subsequent experience. Thus knowledge is not "out there"

independent of the learner and which the learner passively receives; rather, knowledge is created through an active process in which the learner transforms information, constructs hypothesis, and makes decisions using his/her mental models. A form of constructivism called social constructivism also emphasizes the role of the teacher, parents, peers and other community members in helping learners to master concepts that they would not be able to understand on their own. For social constructivists, learning must be active, contextual and social. It is best done in a group setting with the teacher as facilitator or guide.

1.5 Advantages and Disadvantages of ICTs

1.5.1 Advantages of ICTs

First of all the world of information communication technology are an essential part of the broader ecology of life especially in this century. In such a context, we can no longer think only about how we use these technologies to teach language, we also must think about how we can extract the most beneficial parts in order to reach the maximum goals for the process of education.

Secondly, and even more importantly language educators now seek not only (or even principally) to teach students the rules of grammar, but rather to help them gain apprenticeship into discourse communities. And this only accomplished by creating opportunities for authentic and meaningful interaction both within and outside the classroom and providing students with tools for their own social, cultural and linguistic exploration.

In summary, ICTs as a world of online communication can be considered an effective tools in improving the quality of education by facilitating the acquisition of the basic skills and the absorption of knowledge, offering different opportunities for the educational needs without engagement in time consuming and expensive retraining for both educators and learners. For instance they can rely on internet and the world wide web which can cover the limited and the out dated library resources, moreover ICTs help in the preparation of students for the international cross-cultural interactions which become a necessity not only in the domains of education but in all domains of life.

1.5.2 The Disadvantages of ICTs

There are many aspects, which can obviously show the potential disadvantages of using new technologies in the process of education.

Firstly, technology has revolutionized the classroom but is not without its disadvantages, for instance hardware and software problems often disrupt lessons. Also provided access to damaging information through various websites, in any case and whatever the conditions and the areas where we use these tools, there are definite start-up expenses related to the implementation of this tools for example college language learning programs such as software, and hardware, staff training, maintenance cost too much. In addition to the need of technical support especially outside the classroom.

Secondly, just as technologies may save money over long term, they also may save time even experienced ICT teachers spend an enormous amount of time trying to figure out the best way to use ICTs in their classroom. In addition,

Thirdly, and even more importantly teachers and institutions are expected to invest large amounts of time and money without any guarantee of achieving particular results, so the cost and the complexity of integrating new technologies in the language programs should take into consideration.

All in all, we still believe that the use of ICTs does not only benefited education, but also continue to shape the field itself and develop it. So, these modern communication technologies ties humanity together like a nervous system; ties the parts of an organism together.

Despite the mentioned facts, ICTs still have many disadvantages that should not be underestimated in order to extract the positive sides of these tools.

1.6 What is Speaking?

Speaking or the medium by which the individual's personal concepts, ideas, thoughts, feelings and emotions can be expressed is an interactive process of constructing, receiving and processing information (Brown, 1994, Burns & Joyce, 1997).So speaking is a communication skill that enables a person to verbalize thoughts and ideas and produce sounds, words and utterances. Hedge (2000, 261) defines speaking as "a skill by which they judged while first impressions are being formed". That is to say, that speaking is an essential skill that deserves more attention in both L1 and L2 languages due to their

characteristic as a productive skill in the oral mode and that is why speaking is considered as an art in itself.

There are three kinds of speaking situation in which the speaker may find himself

- Interactive
- Partially interactive, and
- Non-interactive

The interactive speaking situation: which include face-to-face conversations and telephone calls, and in which there is an exchange of communication between two or more people besides the chance to ask for clarification, repetition, or slower speech from the conversational partner.

The partially interactive situation: This happens when there is a speaker and an audience such as in the case of delivering a speech where in the speaker usually does all the talking, while the audience listens and analyses the message, expressions, and body language of the speaker.

The non-interactive situation: this happen in some few speaking cases and the best example which obviously shown this situation is when recording a speech for a radio broadcast.

1.7 The benefits of being a Good Speaker

A good speaking skill is the act of generating words that can be understood by listeners; moreover, the ability to speak skilfully provides the speaker with several distinct advantages. The capacity to put words together in a meaningful way to reflect thoughts, opinions, and feelings provides the speaker with these important advantages:

- Ability to inform, persuade, and direct. Business managers, educators, military leaders, lawyers, and politicians, among others, seek to develop their speaking skills to such a level that they are transformed into master communicators. Speaking clearly and confidently can gain the attention of an audience, providing the golden opportunity for the speaker to make the message known .Wise is the speaker who gains and then holds the attention of an audience, with well-chosen words in a well-delivered presentation, forming a message that is effective, informative, and understood.

- Ability to stand out from the rest. When one thinks of speaking skills, one tends to think of it as a common skill. Think again. The ability to stand before others and

speak effectively is not an ordinary skill. Many are deathly afraid of public speaking; others have little ability to form thoughts into sentences and then deliver those words in believable way. The bad news is that any given moments the world has precious few with the speaking skills of Winston Churchill; the good news is that a speaker with skills that are honed and developed with constant application and hard work can stand out.

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- Ability to benefit derivatively. Well-developed verbal skills can increase one's negotiation skills. Self-confidence is improved. A growing sense of comfort comes from speaking in front of larger audience. A reputation for excellence in speaking skills can occur over time, thereby imparting a certain credibility to the speaker.

- Career enhancement. Employers have always valued the ability to speak well. It is, and always will be, an important skill, and well worth the effort in fully developing. In summary speaking skills can enhance one's personal life, thereby bringing about

the well-roundedness we all should seek. So speaking is a basic skill that language

learners should master with the other language skills and this can be realized by more practice and training, concerning this belief Harmer (2005:6) says that "speaking is

like any other skill such as driving or playing a musical instrument: the more practice you get, the more likely it is you will be able to chunk small into larger ones, with fewer units to assemble at the moment of articulation, there is a proportionally greater gain in fluency. Conversely , embarking on a completely untried speech genre , on an unfamiliar topic , with unknown interlocutors , is likely to make one " tongue-tied" at best , or at worst , completely mute".

1.8 Is Speaking the Only Needed Skill in the Process of a Foreign Language Learning?

The ultimate purpose of language learning is to let speakers be able to use the language itself in order to communicate, express themselves and fulfil their needs, moreover when we acquire own (native) language, learning to speak comes first, so speaking is the "real" language .But is the speaking skill the only recommended skill in the task of learning a FL?

Logically the answer of this question is No. So the four language skills including speaking, listening, reading and writing are all interconnected and the proficiency in each skill is necessary to become a well-rounded communicator, furthermore the aims of language learning is to improve the speakers' four skills for instance if a man is only good at listening and speaking, can people say that he is good at English? No and if a woman is only good at reading and writing, can people say that she is good at the language? No. Therefore, when the speakers want to use a language well they must exploit the abilities of both the productive skills speaking and "writing and speaking" and the receptive skills "listening and reading".

All this lead us to talk about the oral dichotomies:

1.8.1 Speaking versus Writing

When we learn our own (native) language learning to speak comes before learning to write. In fact, we learn to speak almost automatically. It is natural. However, somebody must teach us how to write. It is not natural, so writing is the presentation of speaking.

Brown and Yule (1983) differentiated between written and spoken language in terms of forms and function. Therefore, we usually write with correct grammar and in a structured way. We organize what we write into sentences and paragraphs, we use vocabulary that is more formal for instance we might write "the bus exploded" but in the

spoken language we say "the bus is blew up". Besides the use of punctuation marks in order to represent pauses or tone of voice in the speaking form. However the spoken language requires much less formal, less structured way, furthermore the vocabulary that we use is more simple and may include utterances with ellipsis, tags, slang such as "yeh" and "my Gosh" instead of "yes" an "my God" in the written form, moreover the spoken form accompanied with paralinguistic such as gestures, body movement, facial expression or tone of voice all these aspects are absent in the written form. Another important difference is that when we speak, our words live for a few moments but when we write, our words my live for year or even centuries, so writing is more durable and permanent than speaking and thus strength the fact that many regional dialects and words have disappeared.

To conclude writing has had an important influence on speaking and vice versa for example, most of the new words enter to the language through speaking, some of them do not live long and some of them become what we call "real words". Despite their different functions which have been specified by Brown and Yule (1983) as such : writing which is primarily a message-oriented has a transactional function aims to convey a message or information unlike speaking which is a listener-oriented has an interactional function aims to establish interaction which would be explained within the interaction of the second dichotomy

1.8.2 Speaking versus Listening

Since speaking is primarily a listener-oriented task, it is based on the interaction of at least two persons, or more. This idea of interaction could be compared by Pavlov's theory of the (stimulus-response) "to each action there is a reaction" and this present in the diagram below

Interaction

A speaks ⟵———————————⟶ B answers (reacts)

Stimulus response
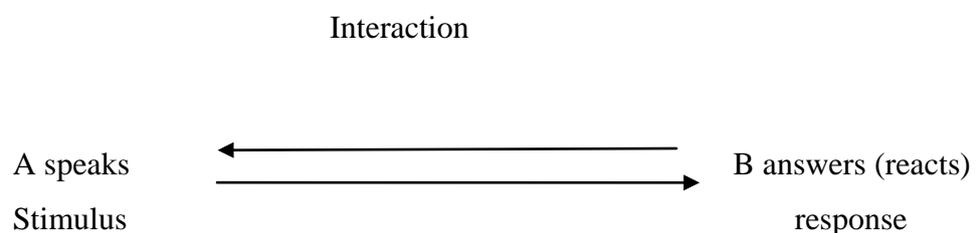
Figure 1.1: *Interaction's Mechanical Nature*

So, when A speaks B reacts in form of interactional conversation, therefore what the participant says next is related to what has been said before, this concept is more

explained in Piaget's theory who believes that learning is a process of maturation which is itself a process of equilibration that needs accommodation and assimilation to be achieved and this is what we are going to figure out from the following tips:

1. Receiving the information or the message which is produced by the speaker (A).

2. Capturing the information, then decoding what has been said by listening attentively and that's why Nunan (1989, 23) states that **"**we do not simply take language in like a tape-recorder, but interpret what we hear according to our purpose in listening and our back ground knowledge**"**. Therefore the speaker(B) decode this information according to two modals which are the "top down" and the "bottom up" ,the former occurs when the listener(B) use his previous knowledge to solve a linguistic problem, so the listener shift from the "top" which is the semantic aspect to the "down" which is the linguistic aspect, concerning the latter it occurs when the listener(B) use the linguistic information(sounds, words, clauses, sentences, discourse markers and phrases) to reach the meaning i.e. the semantic aspect which forms the new information or knowledge. However, incomprehensible input or understanding causes the majority of times nervousness which creates the speaking anxiety.

3. Fitting the information told by the speaker to the previous knowledge to construct a new one which is appeared by means of speaking with the listener's (the B's answer).

To sum up, according to (Ehrlish, 1992) listening can be divided to two categories: "non-reciprocal" and "reciprocal", So when the information that is received by the listener is negotiated, understood and answered back by interlocutors or listeners; then this process is called "the reciprocal listening". However, when the listener is a passive receiver of the speaker's messages and that is the case of "non-reciprocal listening" where the information is transferred from the speaker to the listener.

1.8.3 Speaking Versus Reading

Reading can be defined as an interactive active, intentional, cognitive process, where the reader decodes symbols to construct meaning whereas; speaking is the audible, listened, forgotten, and temporary version of language because it is concerned with the spontaneity of accuracy.

However, Hilferty states the relationships between speaking and reading by his saying **"**there is a reciprocity between reading and speaking**"** ,because if a FL learner is

exposed to practice reading in the target language, he would have an advanced oral proficiency, gain more vocabulary, develop his grammar and pronunciation, concerning this belief (Schmidt, 1998) explains how reading can be an essential resource of input by improving the conversational skills or the comprehensible input within communication in addition to create an inner motivation for the FL learners towards using his acquired knowledge in a real communication situation.

Moreover, Hilferty adds that the process of reading and speaking are dependent on the same group of abilities needed to process phonologically difficult materials, she justify her claim by the example of poor readers who have many problems when they are exposed to a real communication situation, some of the expected problems may be: they have a poor speech perception, phonological deficits, insufficient vocabulary and so on.

To sum up the two processes of reading and speaking skills affect and complete each other in a harmonious and organized manner therefore reading can provide learners with requirements' availability in order to enhance the FL learner's speaking skill and making from him a fluent speaker in the TL.

1.9 What is the Importance of Speaking?

The main question often given to FL learners is "do you speak English?" or "do you speak French?" but not "do you write English?" we understand that most of people take speaking and knowing a language as synonyms. And that's why Celce Murcia (2001, p. 103) declares that for most people "the ability to speak language is synonymous with knowing that language since speech is the most basic means of human communication". However in the past and in the traditional approaches of language learning and teaching, the speaking skill was neglected in many classrooms where the focus was mainly on reading and writing. But latter on the CA (communicative approach), gives speaking more importance since learners are expected to interact verbally with other people. Moreover, the teachers talk will be increased that is to say learners are supported to talk more in the classroom. Moreover, many of FL learners today give the speaking skill more priority in their learning because if they master this skill then they will be considered as if they have mastered all of the other skills. Ur (2000, p. 12) claims that: "of all the four skills [listening, speaking, reading and writing], speaking seems intuitively the most: people who know a language are referred to as speakers of the language, as if speaking included all other kinds of knowing".

However, the importance of speaking is more revealed with the integration of the other language skills. For instance, speaking can help learners to develop their vocabulary and grammar and then improving their writing skill. With speaking, learners can express their personal feelings, opinions or ideas; telling stories; inform or explain; request; converse and discuss, i.e. through speaking, we can display the different functions of language.in addition Speaking is very important outside the classroom as well, many companies and organization look for people who speak English very well for the purpose of communicating with other people. So, speakers of FLs have more opportunities to get jobs in such companies. (Baker & Westrup, 2003, p. 05) support that **"a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion."**

Conclusion

To sum up, all skills are equally important, then speaking skill as a medium of communication considered as a pivotal point in the process of interaction with other people, in the normal life situations, moreover the FL learners cannot speak any language unless they are exposed to a great amount of this language, so if a FL learners are being trained in reading, writing and listening they are being prepared for speaking as well. So it is only through sheer listening and reading and then writing a learner may speak a language.

Chapter Two: Research Methodology

Introduction

According to Mouton & Marais (1996), the research methodology focuses on the manner in which the research was planned, structured and executed in order to comply with scientific criteria. For Leedy (1993), research methodology forms an integral part of any research that is undertaken. Methodology therefore assists in explaining the nature of the data, and highlights the methods employed that will lead to the generation of appropriate conclusions through applicable data processing.

Johnson (1994:172) identifies the following "stages of activity which must be worked through in carrying out and completing an investigation".

1. Establishing the focus of the study

2. Identifying the specific objectives of the study

3. Selecting the research method

4. Arranging research access

5. Developing the research instrument

6. Collecting the data

7. Pulling out of the investigative phase

8. Ordering the data

9. Analysing the data

10. Writing up

11. Enabling dissemination

Prior to presenting the rationale for the research design and associated methods adopted within this study, this chapter first outlines the overall approach adopted. The research questions are then revisited the implications for research design highlighted and links drawn with the conceptual foundations for this study.

This is followed by a detailed description of the participants in the study, a comprehensive review of the data collection process and an examination of the methods of

data analysis used to elicit the findings presented in Chapter three. The chapter closes with a discussion of possible limitations to the approach chosen, presentation of the proposed standards to use in evaluating research of the kind adopted in this study and touches on relevant trustworthiness and ethical issues.

According to Crotty (1998:216), the research method can be either qualitative, quantitative, or both, regardless of the type of research that is engaged in. The author further emphasizes that "as researchers, we have to devise for ourselves a research process that serves our purpose best, one that helps us more than any other to answer our research question".

This study utilized a modified exploratory single site case study approach, incorporating quantitative data

2.1 Research Design

Research design is defined as a plan or blue print according to which data is collected to investigate the research hypothesis or question in the most economical manner (Huysamen (1993) in De Vos & Fouche, 1998:76), Thyer (1993:94) defines a research design as being a blueprint or detailed plan for higher research studies to be conducted. Mouton (1996:107) adds to this by defining research design as being a set of guidelines and instructions to be followed in addressing the research problem. This includes the owner of the research, the selection and design of a particular method, the participants and considerations of reliability and validity.

The particular design type chosen is the "descriptor" of the manner in which the study is developed and gives an indication of the way the research findings will be presented to others (Henning et al., 2004:32).

2.1.1 Case Study Design

2.1.1.1 Grounds for Usage

As mentioned earlier, in the current research, a case study research design was considered useful as it was envisioned to lead to detailed insights, discoveries, and interpretations of the third year LMD students and teachers about the integration of ICTs to Enhance Learners Speaking Skill Case-based research leads to detailed data about the phenomenon being studied; no matter what particular research methods have been used (Henning et al., 2004:32-33). A case study is particularly useful when one is trying to

provide a wealth of details and a nuanced view of participants' experiences in a particular context, especially, when the research rests on the premise that the research participants' perceptions cannot be understood by theory alone, as it does for this research (Flyvbjerg, 2004: 421-423).

(Yin, 2003, p. 13-14) refers to the case study as an empirical inquiry that allows for investigation of a contemporary phenomenon within its real-life context when the boundaries between the phenomenon and the context are not clearly evident and in which multiple sources of evidence are used. Case studies are thus suited to situations in which it is impossible to separate a phenomenon's variables from their context. In the case of my research, the perceptions of different participants (namely, third year LMD students and teachers) were envisaged to learn more and better meet the needs of LMD students of the third year within the context of enhancing the speaking skill by means of ICTs. A case study design is well suited to explore the third year LMD students' needs and their importance to use ICTs in their assignments in helping professionals design specific needs based materials.

(Burns, 1990) listed six reasons for utilizing case studies:

1. As case studies tend to generate rich data that may suggest themes for broader inquiries, they are valuable as preliminaries to major investigations.
2. Since case studies "have the aim of probing deeply and analysing intensively" (Burns, 1990, p. 366) the intricate details of the phenomena under study, and ten generalizations may be possible.
3. Anecdotal evidence that is generated within case studies can illustrate general findings.
4. Case studies may serve to refute generalizations.
5. A case study approach is preferred when germane behaviours cannot be manipulated.
6. A case study may be the optimum description of a unique historical event.

2.1.2 Single-Site Study

This research is a single-site study based on under-graduation "third year LMD students" and their teachers at Setif 02 University, Faculty of Letters and Languages in the Department of English Language and Literature in Sétif.

I chose a single site study because of the following reasons:

- In a quantitative study, larger samples can only studied superficially. However, with the case of fewer samples, the researcher can studied these samples in depth in addition to the ability of generating the data that were found.
- In a single site study, the time and the financial resources are both reduced for instance, less travel was required.
- In most of time, participants are available, so you can reach them in ease.

2.1.3 Explorative Research Design

Neuman (2003) indicates that an exploratory design is employed when the study topic is either new, or when relatively little has been written about it, as is the case with the focus of this particular study. According to Rubin & Babbie (2001:92), the exploratory design is linked to the purpose of the study, with the main aim to explore a topic and to provide a certain level of familiarity with it.

Explorative research is done for the following reasons:
- To satisfy the researcher's curiosity;
- To have better understanding of the phenomena;
- To test the feasibility of more extensive research; and
- To develop methods to be employed in the subsequent research.

2.1.4 Descriptive Research Design

Neuman (2003:21-22) views the descriptive design as representing "a picture of the specific details of a situation, social setting or relationship". Moreover Bless and Higson-Smith (1995) validate the intention of the researcher when stating that a descriptive research design will be utilized when the researcher is interested in determining the opinion of a group of people towards a particular issue at a particular time. So the main aim of this study remains descriptive in nature furthermore, the exploratory design in this study was further employed in order to explore the needs of respondents with the aim to direct the study towards a descriptive design.

2.1.5 Interpretive Research Design

Interpretive research attempts to interpret and understand the meaning-perspectives of the participants, i.e., teachers and students in the classroom, in the search for patterns of meanings-in-action and for building up new theories Patton,(1990). In this study,

quantitative data (questionnaires) were analysed and interpreted using the interpretive research methods.

This research aimed at exploring third year LMD students' ICTs needs besides the explorative nature of the research it also adopted an interpretative research approach (Erickson, 1986, 1998; Gallagher, 1991) with a case-based design (Merriam, 1988; Yin, 1994).

De Vos et al. (2002:79) define quantitative research as "an enquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers, and analysed with statistical procedures". In addition, for Mouton & Marais (1996), the quantitative approach displays the following characteristics:

- It displays a higher level of formalization and control,

- The range is defined in a more exact manner,

- It is relatively close to physical science.

So the quantitative research employs numbers (statistics) in order to describe the characteristics of the unit of analysis. The research describes variables and the relationship between these variables. Theoretical explanations and concepts are essential in the planning of the research design, since it represents the basis of variables and its interdependency Neuman,(2003).

2.2 Research Questions

The aim of the current study is to explore the important role of ICTs in improving students' speaking skill besides, it shed lights on the crucial role of their teachers in completing this process.

The following are the research questions this study sought to address:

1. What are the barriers that make students unable to use ICTs in their learning process?

    1.1 Do ICTs foster the ability to mitigate the native speakers as well as changing the way of students' interaction?

    1.2 Do ICTs lead to a noticeable increasing of students' motivation to develop their speaking during the oral sessions?

    1.3 Does the integration of ICTs help promote the speaking skill?

2. What is the ultimate aim behind the integration of ICTs by teachers in their oral cessions?

    2.1 Does the integration of ICTs involve a series of plans and measurements by teachers?

    2.2 Do students consider that teachers should select a random subject based on some ICTs to make it as a test of students' level?

    2.3 Can we consider teachers who use ICTs in their classroom as a motivational factor in the process of developing the speaking skill?

2.3 Participants

The study involved two different groups of participants who were the third year LMD students taking the Oral Expression course in the Academic Year of 2012-2013 and Oral Expression teachers.

2.3.1 Participants in the Exploratory Stage

A group of 50 students were observed because of their relation to issues under investigation as well as one Oral Expression teacher for purposes of gaining insights about what is actually happening in an oral lecture.

2.3.2 Respondents in the Quantitative Stage

2.3.2.1 Third year LMD Students

Only, 50 out of 320 third year LMD students who were taking the Oral Expression course in the two semesters of the Academic Year 2012-2013 were included in the quantitative stage of the study. The students were males and females.

2.3.2.2 Oral Expression Course Teachers

The 05 out of 08 Oral Expression teachers selected for the study have less than 35 years old. They were teaching or had taught Oral Expression to the LMD students for at least two years; therefore, they were expected to give accurate and valid responses to the items in the questionnaire. They all have a Magister Degree.

Table 2.1: Participants in the Study

EXPLORATORY STAGE	**Students**	**42**	
	Teachers	**01**	**Total: 43**
QUANTITATIVE STAGE	**Students**	**50**	
	Teachers	**05**	**Total: 55**
		Stages 1&2	**Total: 98**

2.4 Development of Data Collection Instruments

The quality of any research depends to a large extent on the types and quality of the data collection tools to be used. Various data collection techniques can be used such as:

- Observing
- Focussed group discussion
- Administering written questionnaires

2.4.1 Classroom observation

Systematic classroom observation is a quantitative method of measuring classroom behaviours from direct observations that specifies both the events and behaviours that are to be observed and how they are to be recorded. Generally, the data that is collected from this procedure focuses on the frequency with which specific behaviours or types of behaviour occurred in the classroom and measures their duration. There are several elements that are common to most observational systems.

- a purpose for the observation
- operational definitions of all the observed behaviours
- training procedures for observers
- a specific observational focus
- a setting
- a unit of time
- an observation schedule
- a method to record the data
- a method to process and analyse data (Stallings and Mohlman, pp. 469–471)

Some of the major strengths of using classroom observation is that it allows educators to do the following:

1. Permit researchers to study the processes of education in naturalistic settings;
2. provide more detailed and precise evidence than other data sources; and
3. stimulate change and verify that the change occurred.

The descriptions of instructional events that are provided by this method have also been found to lead to improved understanding and better models for improving teaching.

A final strength of this research method is that the findings from these observational studies have provided a coherent, well-substantiated knowledge base about effective instruction.

2.4.1.1 Purposes of Classroom Observation

Classroom observation has many valid and important educational purposes. This section summarizes three important purposes or areas where systematic classroom observation has been widely used: (1) description of instructional practices; (2) investigation of instructional inequities for different groups of students; and (3) improvement of teachers' classroom instruction based on feedback from individual classroom or school profiles:

- **Description of instructional processes:** One of the fundamental purposes of classroom observation research is describing the current status of instructional practices and identifying instructional problems. As Tom Good puts it, "one role of observational research is to describe what takes place in classrooms in order to delineate the complex practical issues that confront practitioners" (p. 337).
- **Investigation of instructional inequities:** Several studies have found that some groups or types of students are treated differently by teachers in classrooms, and that these inequitable patterns of teacher–student interaction in classrooms result in differential learning outcomes for students. There have been many studies, for example, that have found gender imbalances in teachers' interaction patterns in the classroom.

- **Improvement of teaching practices:** Research using observational methods has yielded important information that has practical implications for the improvement of teaching practices. One of the traditional problems hindering teachers' classroom instruction has been the lack of valid and accurate information that teachers could use in order to facilitate their professional growth. Many teachers, even experienced ones, are not always aware of the nature of their interactions with individual students. Consequently, one of the most important purposes of systematic classroom observation is to improve teachers' classroom instruction. Feedback from individual classroom profiles derived from systematic observations has been found to help teachers understand their own strengths and weaknesses, and have consequently enabled them to significantly improve their instruction. Through feedback, teachers can become aware of how their classroom functions and thus bring about changes they desire. This process typically involves having trained observers systematically observe teachers and their students in their classrooms and later providing teachers with information about their instruction in clinical sessions. This approach is based on the assumption that teachers value accurate information that they can use to improve their instruction.

2.4.1.2 Limitations of Classroom Observation

There have also been several criticisms and cautions related to the use of structured observation techniques, according to Sara Delamont and David Hamilton. The criticisms and limitations of using structured observation techniques are categorized into two subsections: (1) theoretical and epistemological criticisms; and (2) methodological concerns.

- **Theoretical and Epistemological Criticisms:** Although observational research has produced a substantial body of important findings that can lead to improved teaching practices, there is still a lack of consensus or lack of confidence regarding the research. There have been many theoretical and epistemological criticisms of classroom observational, process-product research such as that of Maurice Galton in 1988. Several critics, for example, have argued that this research is devoid of theory and consequently cannot explain why some instructional behaviours impact student outcomes. There are also related concerns

about why some variables are selected to be observed at the exclusion of other variables. Because there is no model or theory behind the research, the critics argue that there is no justification for the selection of variables or meaningfulness associated with the interpretation of results. They further argue that the selection of events or behaviours may not be clear to anyone except the observer or instrument developer. In other words, classroom observation research has not dealt with the theoretical assumptions of why a particular style of teaching or set of instructional variables influences student learning.

- **Methodological Concerns :** Most observational techniques have limitations. Some of these concerns or limitations are related to methodological issues that can interfere with the drawing of valid conclusions. One of the primary methodological concerns or source of invalidity that needs to be addressed regarding the use of systematic observational techniques relates to the obtrusiveness of the technique. Observer effects may occur because teachers and students are aware that their behaviours are being observed. The presence of an observer may change teacher or student behaviours, perhaps resulting in reactive effects. Teacher anxiety or teachers performing less well than usual can interfere with the drawing of valid inferences about what normally occurs in the classroom. On the other hand, there is also some evidence that indicates that teachers' instruction may be slightly better than usual when they are being observed. Although some researchers like Donald Medley, Homer Coker, and Robert Soar maintain that observer effects are not serious concerns, the possibility that this threatens the validity and reliability of data collected exists.

2.4.1.3 Observational Schedules

The study also used some principles of Observational schedules in gathering data for analysis. Observation is hailed by Dooley (1995) as a key qualitative data gathering tool because of its ability to generate first hand data. In this regard it follows that there is need to use a method that appeals to the needs and interest of respondents/informants. Haralambos and Holborn (2006) credit this approach for its ability to involve the researcher as a key participant particularly through participant observation. However, the method may have a limitation that there is a possibility of the researcher to fail to bracket his or her own experience hence leading to ultimate bias. Non-participant observation may

make researcher all off and may make the informants become suspicious and behave artificially. In this case, the researcher intertwined both the principles of non-participant and participant observation to suit different situations and overcome the constraints and limitations she was coming across.

2.4.2 Focus Group Discussions

According to Shumba and Kaziboni (2005), the Focused Group Discussion (FGD) is a new approach / technique in which some discussion schedules are used to interview 5 to 10 respondents simultaneously. It is an effective tool for gathering public opinion. Against this background issues that are considered sensitive, controversial and delicate can be effectively debated. In applying this technique, the researcher categorically placed respondents into groups. Any four (4) communities were selected randomly for the aid impact assessment debate. The focused group discussion falls in the realm of qualitative research paradigm Lincoln & Guba (1985). This method is credited with the principal advantage of saving time as well as the ability to discuss issues democratically on an open debate forum Shumba & Kaziboni (2005). It allows the in-depth-study of issues and enhances cross-pollination of ideas and views Ngoepe,(2006). Focused group discussions usually stimulate interest among respondents through debates Ngulube, (2006). For it to yield valid results, the following limitations need to be guarded against: Such discussions only generate qualitative data hence there is over reliance on subjective rather than objective conclusions. As observed by AVERT (2007) that other respondents may be dominated by others in the debate and if not guided and controlled, the focus and objective may be defeated.

2.4.3 The Questionnaires Method

Administering questionnaires is probably the most commonly used research technique. Therefore designing good 'questioning tools' forms an important and time-consuming phase in the development of most research groundwork.

A more suitable method of conducting research among a large number of people is the questionnaire. Questionnaire methods are based on a set of questions or statements presented to a respondent in written form. This method is conducted on a less personal level than an interview. However, it can be conducted with a large number of people at the same time. For this reason, it is the most widely used tool in social research as it can provide a very efficient method for the collection of data from large numbers of people.

2.4.3.1 Advantages of Questionnaires

Using a questionnaire for conducting a survey has the following advantages:

1. Simplicity

- In handling large sample sizes or large geographic areas;

- Data entry and tabulation can be easily achieved with many computer software packages (SPSS);

- Most people are familiar with questionnaires.

2. Cost effectiveness

- The number of questions is increased compared to face-to-face interviews.

3. Reliability

- Questionnaires reduce bias as uniform questions are presented;

- Questionnaires are less intrusive than face-to-face surveys;

- The research instrument does not interrupt the respondents.

2.4.3.2 Disadvantages of Questionnaires

There are disadvantages to using questionnaires for conducting a survey (Kane 1985). These include:

- The inability to explore responses;

- Questionnaires are structured instruments;

- Little flexibility for the respondent with respect to the response format;

- Not using visual communication;

- Lack of personal contact may have an impact on sensitive issues;

2.4.3.3 Development of the Adopted Questionnaires

Items for the questionnaires were generated from previous literature that identified the language needs of learners studying English for academic as well as occupational

specific purposes. Questionnaires items were developed from the researchers' critique of these papers.

The literature was also consulted to determine how to construct a questionnaire and in seeking examples of those who described their journey in this role. (Dörnyei, 2003) gives a concise and clear description of how to construct, administer and process a questionnaire.

Dörnyei (Ibid.) described the steps involved in developing a questionnaire including:

1. Determination of the issues through the experience of those who know the problem well

2. consultation of the published literature on the investigated issue,

3. discussion of the draft of the questions giving consideration that each question will provide answers to the research question or problem, and trying to avoid seeking irrelevant data,

4. construction of a first draft

5. seeking experts opinions to determine face and content validity,

6. organization of a pilot study of the questionnaire, and finally

7. based on the outcomes of the pilot study, a re-examination and revision of the questionnaire.

The following factors were considered important in questionnaire design and item generation:

- Provision of space for the participants to add their own comments.

- Use of appropriate, comprehensible and unambiguous wording.

- Possibility of clarifying and explaining the questions is available.

2.4.3.4 Sampling Procedure for the Questionnaires

The sampling procedure involves selecting a number of study units from a defined study population. Generally, quantitative research focuses on large population that, for practical reasons, it is only possible to include some of its members in the investigation; we

then have to draw a sample from the total population. Often, however, some studies involve only small numbers of people and thus all of them can be included. In our case, only 50 out of the 320 LMD students were selected following a randomized sampling technique relying on the principle that every tenth student was drawn from the overall list. The 05 Oral Expression teachers were all included in the second phase of the investigation.

2.5 Research Instruments Pilot Testing

2.5.1 Why Conduct a Pilot Test?

The importance of conducting a pilot test is well documented (Dillman, 2000; Gliner & Morgan, 2000; Thomas, 2004).Thomas (Ibid.) states, "This step [pilot testing] is so critical that if you don't have time and resources to conduct a pilot test on all pieces of your research project, then you probably should not be doing the project" (108).
Pilot testing involves trying out the research instruments "or fine-tuning a questionnaire or an interview" with persons knowledgeable in the subject being studied (Gliner & Morgan, op. cit.:353).

A pilot test differs from a pilot study. Gliner & Morgan state that a pilot study occurs when "formal data are collected and analysed". A pilot study requires approval from an institutional review board because the data collected is used in a study. A pilot test does not require review and approval from an institutional review board because the data collected will not be used in the study. The data from the pilot tests in this study were only used to improve the data collection tools, and were not incorporated into the final results.

2.5.2. Pilot Testing for the Quantitative Phase

2.5.2.1. Pilot Test Design

The main target participants for this study are:
- three under-graduate students and
- two teachers one taught the module of (oral expression) and the other taught the module of (ICT).

Those participants were used to pilot test to the questionnaires and are described by research   position in Table 4.5 below.

	Research Participants	Total Number Of participants	Number of participants of the Pilot Test
Participants	Students	**50**	**03**
	Teachers	**05**	**02**

Table 2.2: Participants in the Quantitative Research and the Pilot Test

2.5.2.2 Pilot Test Implementation

A meeting was organized with five participants selected informing them of the pilot study and its purpose. The participants included three post-graduate Students and two Teachers. These five participants were selected because they were available and volunteered to provide feedback on the instruments.

- The students' questionnaire was pilot tested by administering it to 03 post-graduate students and was requested to provide feedback on it.

- The Teachers' Questionnaire was pilot tested by giving it to 02 teachers to be trailed at home and provide feedback on it the following day.

The instruments were refined based on feedback provided by all participants involved in the pilot test.

2.5.2.3 Pilot Test Results

Students: Comments from one of the students' respondent indicated that in last Part SECTION D included in the pilot survey needed to have a response option "I don't know" because some of the respondents simply do not know how to respond to the options. Comments from another student respondent indicated that at the start I must explain what the abbreviation of ICT mean.

 ➢ The survey instrument in its final form is in Appendix A.

Teachers: Comments from the two teachers of oral expression and IT module allowed me to introduce minor modifications to the initial questionnaire at the levels of wording and organization.

- Correction of some grammar; spelling and vocabulary errors in section A, background information (question3 highest qualification). (question 9 concern instead of concerning)
- I must title the section B and the section C.

2.6 Administration of Instruments

The following sections will detail the implementation of the research instruments and this by focusing on information about the participants, setting, and implementation procedure followed.

2.6.1 Students' Questionnaire

Students Questionnaire is composed of four different sections:

SECTION A: Background Information, age, gender, and E-mail

SECTION B: Availability of ICT resources and levels of ICT use in teaching and learning English

This section includes a series of 08 tick questions about the university financial support of Learning and teaching by ICTs and about the levels of these tools, which used in the process of education.

SECTION C: Attitudes of students towards ICTs use in teaching and learning English.

The section has 11 questions with five skills (strongly disagree, Disagree, Undecided, agree, strongly agree).

SECTION D: Problems facing students in the use of ICTs in learning English.

04 questions with three options YES, NO, DON'T KNOW and one question to be filled.

2.6.2 Teachers Questionnaire

Teachers' questionnaire is composed three main sections that aimed at finding out the effectiveness of ICTS integration in teaching English.

Section A: background information: The first section comprises 04 questions that dealt with general information about teachers like age; gender; qualification, experience.

Section B: is about the availability of ICTs: This section comprises 05 questions .We have two kinds of questions:

- ✓ YES and No questions.
- ✓ Tick questions.

The second question in this section was in form of box which includes the use of ICTS tools in teaching (in no classroom, in some classrooms, in all classrooms, upon request).

The third one is about the rate of the technological support which the university offers.

- Poor.
- Mediocre.
- Good.
- Very good.

Section C: is about the attitudes of teachers towards ICTs use in teaching English. This section contains 12 questions with (strongly disagree, Disagree, Undecided, agree, strongly agree).

2.7 Limitations of the Study

A crucial limitation of the present study concerns the quantitative nature of our survey. It has to be stressed that ICTs integration in education is a complex phenomenon and that it is not easy to gather information about this complex phenomenon on the base of questionnaires. Therefore, future studies need to undertake more qualitative interpretative research. Future researchers might wish to collect more in-depth information through interviews to explore why students teachers integrate (or refuse to integrate) ICTs in their classrooms in order to enhance their speaking skill.

Conclusion

In this chapter, the research process that worked as a motto for this study was discussed. The research design, pilot study, data collection and analysis, trustworthiness and the ethical considerations that guided the researcher in the study were included.

Chapter three will present the analysis and interpretation of the data obtained from all the phases of the research through the observations, questionnaires and focus group discussion.

Chapter Three: Data Analysis and Interpretations

Introduction

This chapter presents, categorizes, interprets and analyses the data that was gathered using the questionnaire, focus group discussions, and observation schedules. The analysis of the questionnaire administered to students and teachers (See Appendixes A&B) regulating criteria and reasons for integrating ICTs in the English language in order to enhance the speaking skill, guidelines and strategic plans are examined to understand perceptions of both parties as to the integration of ICTs as a learning tools as well as a teaching aid. Second, the questionnaires results (descriptive statistics) for students and teachers will be presented in the form of frequency tables and graphs. Some aspects of the data obtained from open-ended questionnaires were thematically analysed and supported by information obtained through the focused group discussion (See Appendix C) and the observational schedules.

3.1 Data Analysis

3.1.1 Teachers Questionnaire

Section A: Background Information

Table 3.1: Gender

Male	Female
00	05

All the participants in my sample are female (100%).

Table 3.2: Age

Age range
Below 35

All my participants are under the age 35 years.

Table 3.3: Highest qualification

Highest qualification	Magister	Professor	PhD
Number of teachers:	05	00	00

All the participants in my sample have a magister degree.

Table 3.4 Experience in teaching English:

Years of experience in teaching English	1-3 years	4-10 years	11-15 years	More than 15 years
Number of teachers:	02	03	00	00

Two teachers of my sample who represent 40% have (1-3) years in teaching English, and the three remains teachers who represent 60% have (1-4) years' experience in teaching English.

Section B: The availability of ICTs in the university.

Question 01: Is the internet available in your department or at least in the computer labs?

Table 3.5: Availability of the internet in the university.

yes	No
03	02

Diagram 3.1: Availability of the internet in the university
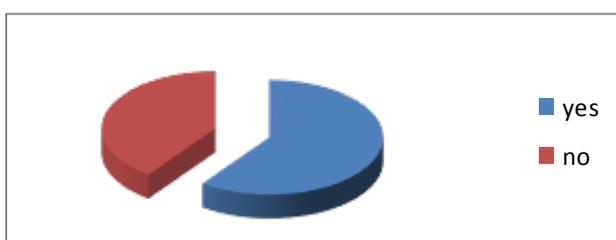
The analysis of table one reveals the following data:

The 03 teachers who represent (60%) have answered: **Yes** however the remaining 02 teachers who represent (40%) have answered: **No**

Table 3.6: Question 2: What kind of technological equipment are available in the classrooms you use.

	In no Classroom	In some classrooms	In all classrooms	Upon request
Personal computers	1	1	0	3
Video conferencing systems	3	1	0	1
Audio Equipment (including software)	1	2	0	2
Digital photo cameras (including editing software)	2	0	0	3
Digital video cameras (including editing software)	2	0	0	3
Mobile phones	1	0	1	3

Diagram3.2: What kind of technological equipment are available in the classrooms you use.
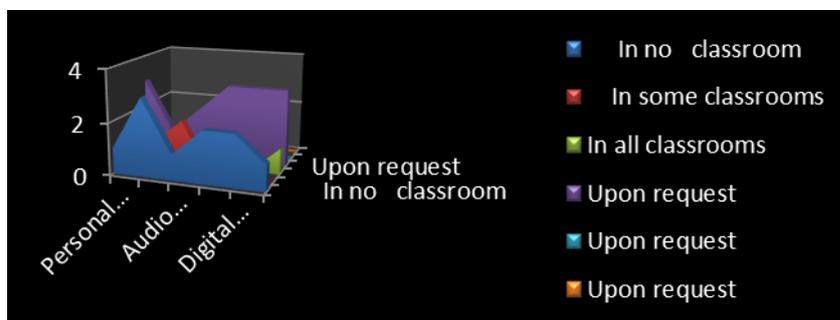
The table showed the following evidence:

Question one: Three teachers use the personal computer when it is needed, one of the teachers did not include this tool at all in her classroom, and the other one uses the personal computer in some classrooms. So most of the teachers use the personal computer only when it is needed.

Question two: Three teachers did not incorporate Video conferencing systems in their classes and One teacher uses this equipment in some classrooms, and one of the teachers use the Video conferencing systems only when it is needed. So Most of the teachers are not using video conferencing systems in their classrooms.

Question three: Two teachers use the Audio equipment in some of their classrooms, and two teachers use this tool when it is needed and one of the teachers did not use this equipment at all.

Question four & Question five: Two teachers did not teach with digital photo cameras and digital video cameras in their classes, the three remaining teachers use these equipment when it is needed. So, Digital photo & video cameras are used in almost teachers' classrooms when they are needed.

Question six: Three teachers have answered that mobile phones are used in their classes when it request, and one of the teachers has answered that she did not use this equipment at all in her classes. And the remaining one has answered that she uses the mobile phones in all her classrooms. So, more than half of teachers include mobile phones when it is needed in their classrooms.

Question Three: How would you rate the quality of the technological support in your university?

Table 3.7: The quality of the technological support in the university.

	Poor	Mediocre	Good	Very good
Teachers answers	04	01	00	00

Diagram 3.3: The quality of the technological support in the university.
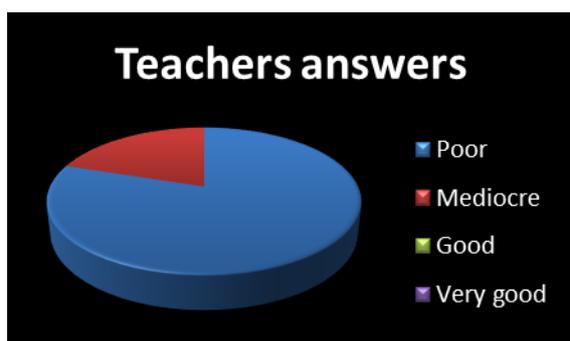
The analysis of table three reveals the following insights:

The 04 teachers who represent (80%) have answered that the quality of the technological support that the university offers is **Poor** and the remaining teachers who represent (20%) have answered that the quality of the technological support that is offered by the university is **Mediocre**.

Question Four: A number of changes must be implemented to optimize teacher use of ICTs.

Table 3.8: The changes that must be implemented to optimize teacher use of ICTs.

	Yes	No
Teachers answers	05	00

Diagram 3.4: The changes that must be implemented to optimize teacher use of ICTs.
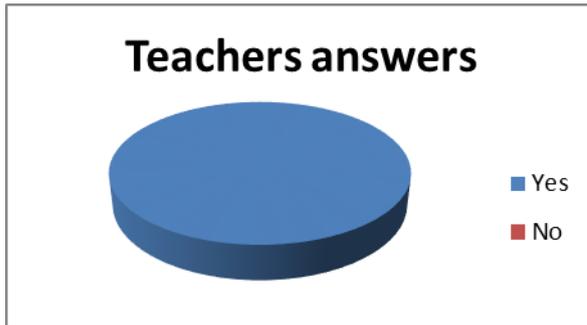
The analysis of table four reveals the following data:

The 05 teachers who represent (100%) have answered **yes**. So all of the teachers support the idea of a member of changes must be implemented to optimize teacher use of ICTs.

Question five: Have you ever been engaged personally in a project aimed at using ICTs in new and innovative ways in order to develop your students' speaking skill?

Table 3.9: Experience in using ICTs to develop students' speaking skill.

	Yes	No
Teachers answers	03	02

Diagram 3.5: Experience in using ICTs to develop students' speaking skill.
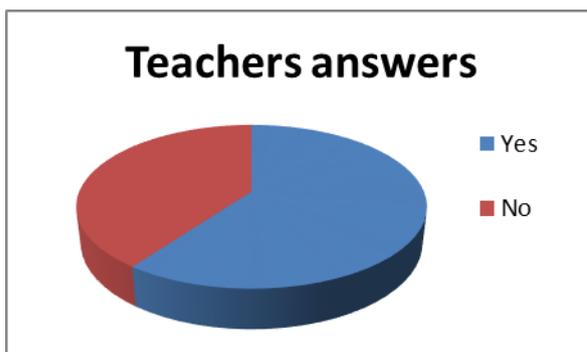
The analysis of table five reveals the following data:

The 03 teachers who represent (60%) have answered **yes**. And the other 02 teachers who represent (40%) have answered **no.** So more than of the half of teachers have engaged in a project aimed at using ICTs in new and innovative ways in order to develop their students' speaking skill.

Section C: Attitudes of teachers towards ICTs use in teaching English.

Table 3.10: Attitudes of teachers towards ICTs use in teaching English.

|	The statement	S.A	A	N.S	D	S.D
S1	The use of ICTs during the speaking lesson makes it more effective and beneficial.	04	01	00	00	00
S2	The lesson will be more interesting when using ICTs.	04	01	00	00	00
S3	My students will be motivated to learn English when I use ICTs in the class.	04	01	00	00	00
S4	When I integrate ICTs in my lesson, my students will be exposed to authentic language.	03	02	00	00	00
S5	In the future I will try to make my students get the most beneficial sides of ICTs.	02	01	02	00	00
S6	ICTs help teachers in the preparation of lessons before class.	02	03	00	00	00
S7	ICTs are very helpful in language group studies.	02	02	01	00	00
S8	Integration of ICTs in oral expression reduces the students' anxiety.	02	02	01	00	00
S9	Introducing technology alone will not change the teaching and learning processes.	02	00	01	02	00
S10	Teaching with ICTs is a waste of time.	00	00	00	02	03
S11	ICTs augment the ability to speak, interact outside and inside the classroom.	02	03	00	00	00
S12	ICTs can be used to support and extend the four skills.	02	02	01	00	00

(S.A) strongly agree   (A) agree   (N.S) not sure   (D) disagree   (S.D) strongly disagree.

Diagram 3.6: The effectiveness of integrating ICTs during the speaking lessons.
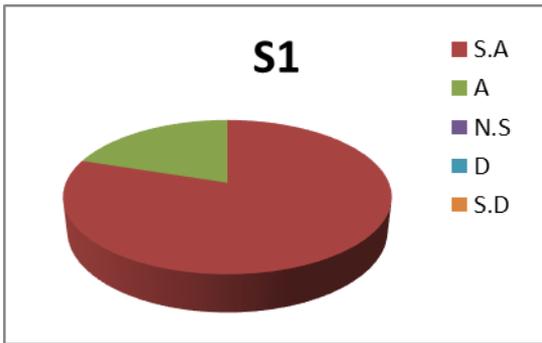
-One of the teachers who represent 20% has agreed on the first statement and the four others who represent 80% have strongly agreed.

Diagram 3.7: The lesson will be more interesting when using ICTs.
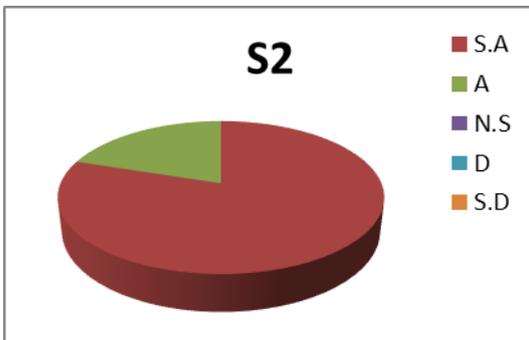
-One of the teachers who represent 20% has agreed on the second statement and the four others who represent 80% have strongly agreed.

Diagram 3.8: My students will be motivated to learn English when I use ICTs in the class.
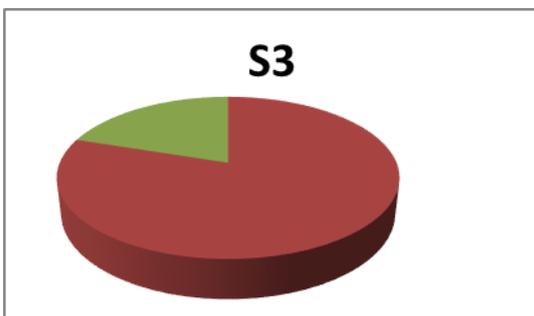
-Four teachers who represent 80% have strongly agreed on the third statement and the other remain who represent 20% has agree.

Diagram 3.9: When I integrate ICTs in my lesson, my students will be exposed to authentic language.
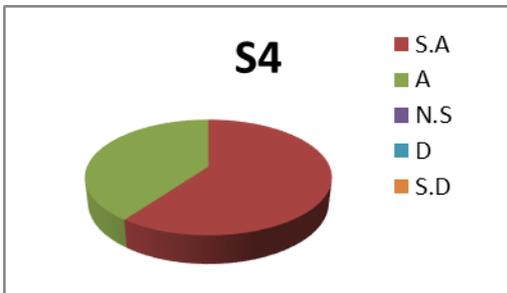
-Three teachers who represent 60% have strongly agreed on the fourth statement and the two remains who represent 40% have agreed.

Diagram 3.10: In the future, I will try to make my students get the most beneficial sides of ICTs.
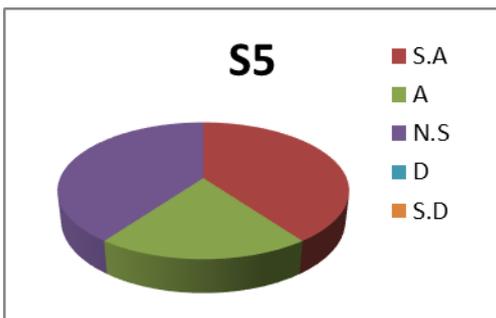
-Two teachers who represent 40% have strongly agreed on the fifth statement and the two others who represent 40% also have answered not sure. And the remain one who represent 20% has agree.

**Diagram 3.11: ICTs help teachers in the preparation of lessons before class.**
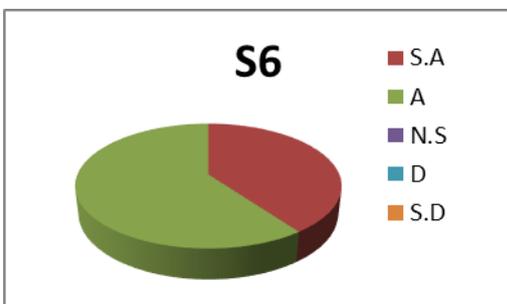
-Three teachers who represent 60% have agreed on the sixth statement and the two others who represent 40% have answered strongly agreed.

Diagram 3.12: ICTs are very helpful in language group studies.
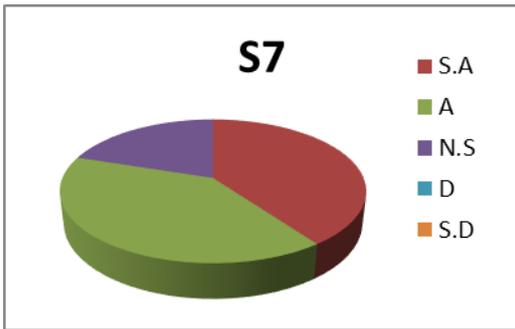
-Two teachers who represent 40% have agreed on the seventh statement and the two others who represent 40% have answered strongly agreed. And the one remain has answered not sure.

Diagram 3.13: Integration of ICTs in oral expression reduces the students' anxiety.
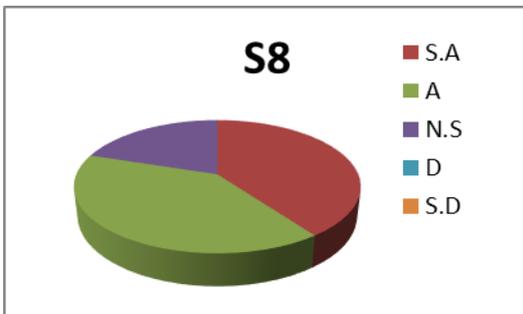
-Two teachers who represent 40% have agreed on the eighth statement and the two others who represent 40% have answered strongly agreed. And the one remain who represents 20% has answered not sure.

Diagram 3.14: Introducing technology alone will not change the teaching and learning processes.
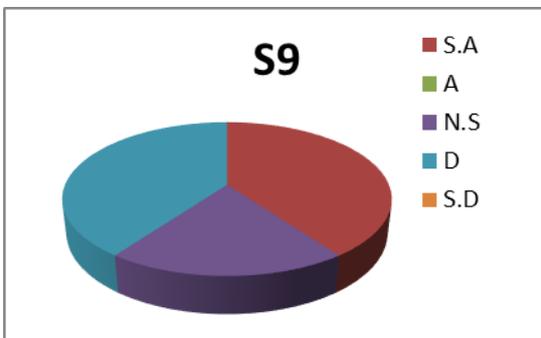
-Two teachers who represent 40% have disagreed on the ninth statement and the two others who represent 40% have strongly disagreed. And the one who remains that represents 20% has answered not sure.

Diagram 3.15: Teaching with ICTs is a waste of time.
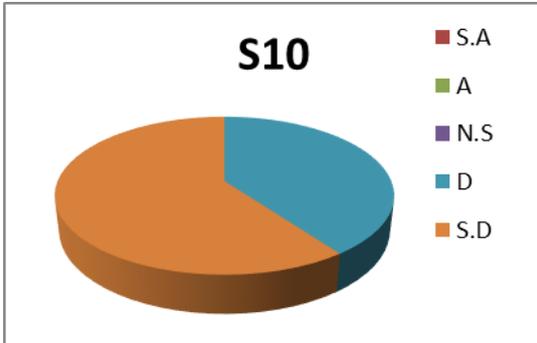
-Two teachers who represent 40% have disagreed on the tenth statement and the three others who represent 60% have strongly disagreed.

Diagram 3.16: ICTs augment the ability to speak, interact outside and inside the classroom.
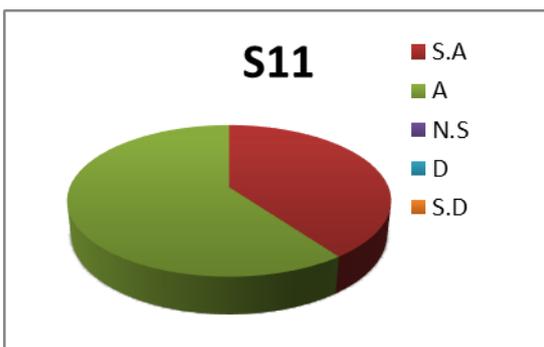
-Three teachers who represent 60% have agreed on the eleventh statement and the two others who represent 40% have strongly agreed.

**Diagram 3.17:** ICTs can be used to support and extend the four skills.
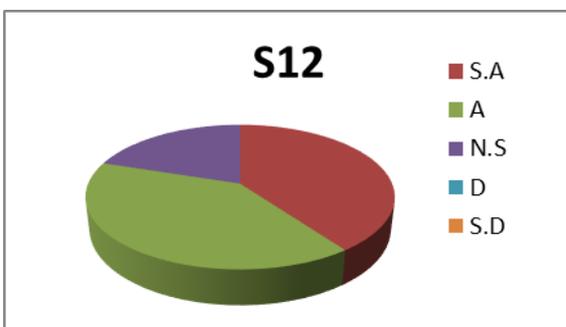
-Two teachers who represent 40% have strongly agreed on the twelfth statement and the two others who represent 40% have agreed. And the fifth one who represents 20% has answered not sure.

3.1.2 Students' Questionnaire

Section A: Background Information.

Table 3.11: Gender

Male	Female
05	45

My sample is formed from five males who represent (10%) and forty five female who represent (90%).

Table 3.12: Age Range

Age range male	Age range female
23,8	21,75

The age range of my participant is 23years old for male and 21years old for female.

Section B: Availability of ICT resources and levels of ICT use in teaching and learning English.

Table 3.13: Are the internet services available in your university?

Yes	No	No answer
45	04	01

Diagram 3.18: Are the internet services available in your university?
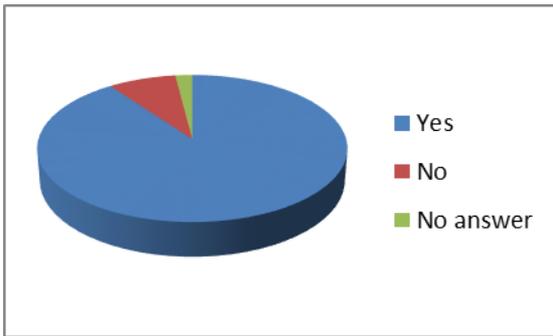
The analysis of table one shows the following evidence:

- Forty five students who represent (90%) have answered: **Yes,** four students who represent (8%) have answered: **No,** and one student represents (2%) has not replied at all.

Table 3.14: Do the computer labs offer enough opportunities to practice speaking the English language?

Yes	No	I don't know
05	33	12

Diagram 3.19: Do the computer labs offer enough opportunities to practice speaking the English language?
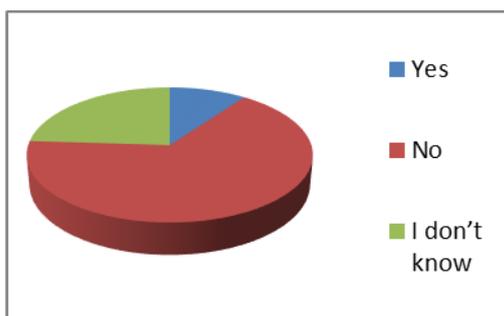
The analysis of table five reveals the following insights:

-Thirty three students who represent (66%) have answered: **No,** twelve students who represent (24%) have answered: **I do not know,** and five students who represent (10%) have answered **Yes.**

Table 3.15: In the lab during your sessions of oral expression, do you participate and speak?

Yes	No	I don't know
17	24	09

Diagram 3.20: In the lab during your sessions of oral expression, do you participate and speak?
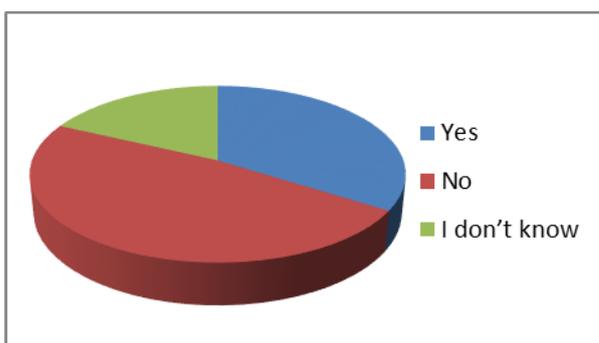
The analysis of table six reveals the following data:

-Twenty four students who represent (48%) have answered: **No,** seventeen students who represent (34%) have answered: **Yes ,** and nine students represent (18%) have answered **I do not know.**

Table 3.16: Do you try to speak English with your partner or your friends outside the classroom?

Always	Some times	Never	No answer
09	32	04	05

Diagram 3.21: Do you try to speak English with your partner or your friends outside the classroom?
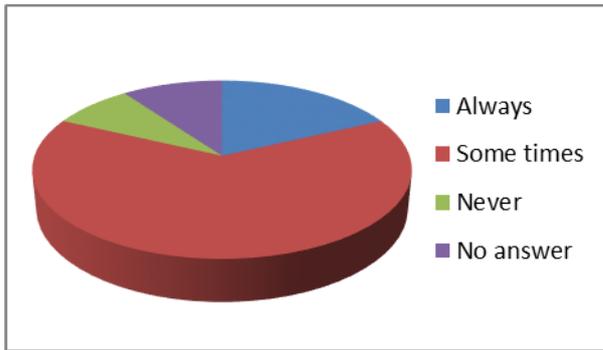
The table seven showed the following evidence:

-Thirty two students represent (64%)have answered: **Sometimes,** nine students who represent (18%) have answered: **Always,** five students who represent (10%)have not answered at all **Never,** and four student who represent (8%) have answered **Never.**

Table 3.17: Does your teacher depend on ICTs resource in his lesson?

Always	Some times	Never	No answer
02	37	10	01

Diagram 3.22: Does your teacher depend on ICTs resource in his lesson?
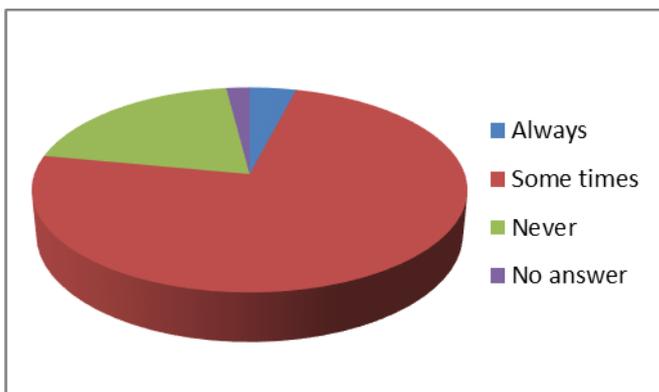
The analysis of table eight reveals the following information:

-Thirty-seven students who represent (74%) have answered: **Sometimes,** ten students who represent (20%) have answered: **Never,** two students who represent (4%) have answered **Always,** and one student who represents (2%) has not answered at all.

Table 3.18: Do you use the internet to look for information that concerns any of your subjects?

Always	Some times	Never
27	23	00

Diagram 3.23: Do you use the internet to look for information that concerns any of your subjects?
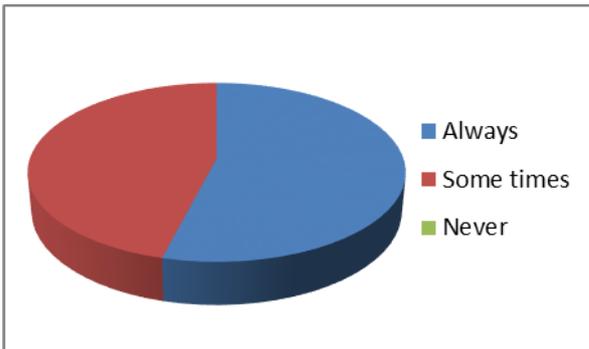
The analysis of table nine shows the following facts:

-Twenty-seven students who represent (54%) have answered: **Always,** twenty-three students who represent (46%) have answered: **Sometimes.**

Table 3.19: How often do you use the internet?

Daily	Twice a week	Weekly	Monthly	Never
28	09	10	03	00

Diagram 3.24: How often do you use the internet?
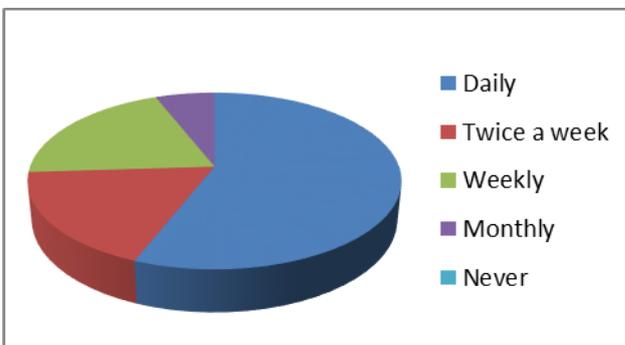
The analysis of table ten reveals the following insights:

54

-Twenty-eight students who represent (56%) have answered: **Daily,** nine students who represent (18%) have answered: **Twice a week** and ten students who represent (20%) have answered **Weekly,** and three students who represent (6%) have answered **Monthly.**

Table 3.20: What mainly do you use the internet for?

Chat	Study	Surf	Look for note	Other(indicate)
28	39	16	22	12

Diagram 3.24: What mainly do you use the internet for?
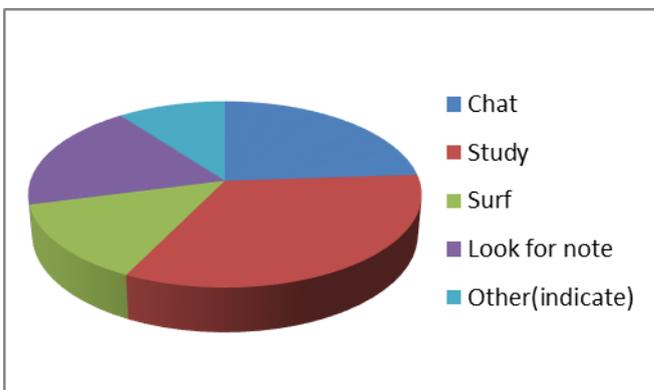
The table eleven showed the following facts:

-Thirty nine students who represent (33%) have answered that they use the internet for **Study,** twenty eight students who represent (24%) have answered that they use it for **Chat** and sixteen students who represent (14%) have answered for the option **Surf,** and twenty two students who represent (19%) have answered that they use it for **Look for note,** and the twelve remaining students have answered that they use the internet for **Other.**

Section C:

Table 3.21: Attitudes of students towards ICT use in teaching and learning English.

	Statement	SD	D	UN	A	SA
12	ICTs help promote our productive and perceptive skills especially the speaking skill.	00	00	06	26	18
13	I cannot learn English with ICTs alone (I need help from the teacher).	05	08	02	25	10
14	Integrating ICTs makes listening activities more enjoyable.	00	02	05	20	23
15	I did not know how to use ICTs in the right way in order to get the highest benefits from these tools.	10	16	16	07	01
16	The lesson will be more complex when using ICTs.	20	20	05	04	01
17	I find it time consuming to use ICTs in learning English.	21	13	05	09	02
18	I get distracted by ICTs in the learning of English.	08	19	15	08	00
19	ICTs are better than the library.	03	15	08	15	09
20	The use of ICTs during lesson, make it more interesting and enjoyable.	04	01	01	18	26
21	ICTs give you real opportunities to mitigate natives in order to get better pronunciation.	01	00	02	21	26
22	It is impossible to be fluent in English without ICTs.	07	23	06	12	02

SD Strongly Disagree   D Disagree   UN Undecided   A Agreed   SA Strongly agreed

Diagram 3.25: ICTs help promote our productive and perceptive skills especially the speaking skill.
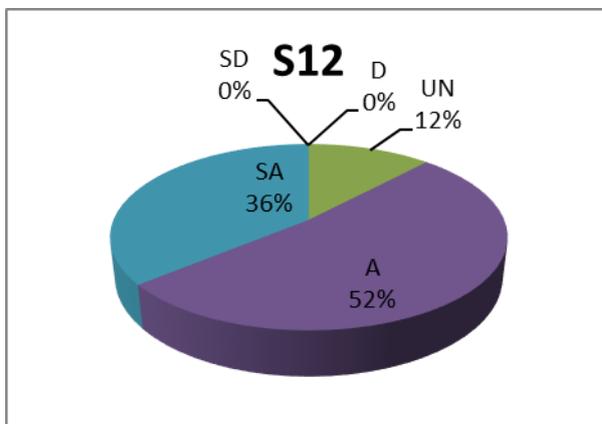
-Twenty-six students who represent (52 %) have agreed on the twelfth statement, eighteen students who represent (36%) have strongly agreed, and the six remaining students who represents (12 %) have not decided**.**

Diagram 3.26: I cannot learn English with ICTs alone (I need help from the teacher).
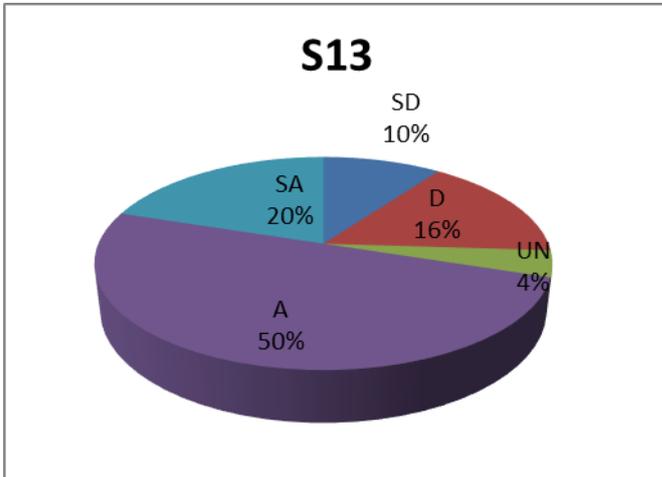
-Twenty-five students who represent (50 %) have agreed on the thirteenth statement, ten students who represent (20%) have strongly agreed, and eight students who represents (16 %) have disagree , five other students who represent (10%) have strongly disagree, and the remaining four student who represent(4%) have not decided**.**

Diagram 3.27: Integrating ICTs makes listening activities more enjoyable.
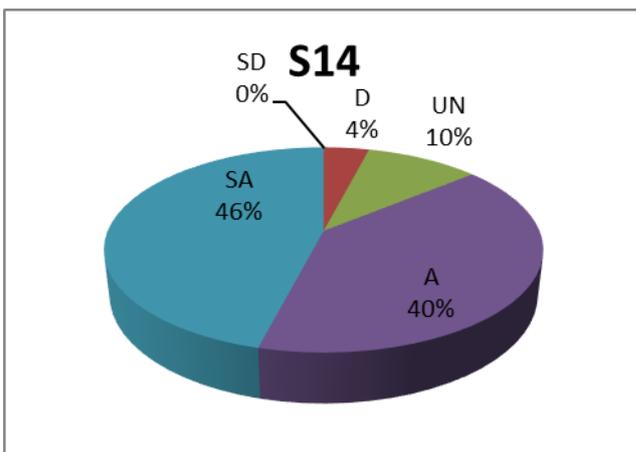
-Twenty three students who represent (46%) have strongly agreed on the fourteenth statement, twenty students who represent (40%) have agreed, and five students who represents (10 %) have not decided, weather the remain two student who represent(4%) have disagree**.**

Diagram 3.28: I did not know how to use ICTs in the right way in order to get the highest benefits from these tools.
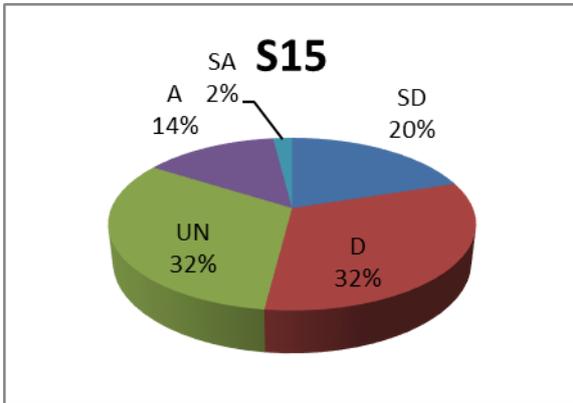
-Sixteen students who represent (32%) have disagreed on the fifteenth statement, and also sixteen students who represent (32%) have not decided, and ten students who represents (20 %) have strongly disagreed, seven students who represent (14%) have agreed. And the one student who remains has strongly agreed.

Diagram 3.29: The lesson will be more complex when using ICTs.
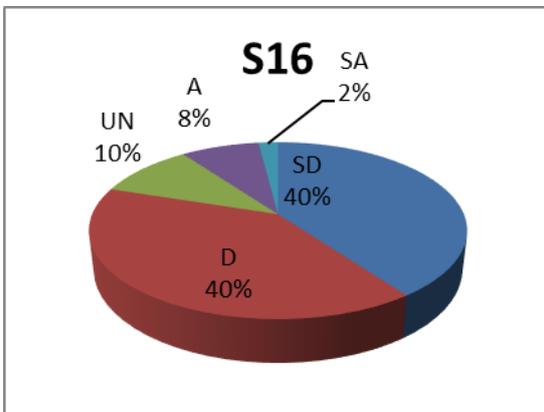
-Twenty-three students who represent (40%) have strongly disagreed on the sixteenth statement, also twenty students who represent (40%) have disagreed, and five students who represents (10 %) have not decided, Four students who represent(8%) have agreed. And the one student that remains has strongly agreed.

Diagram 3.30: I find it time consuming to use ICTs in learning English.
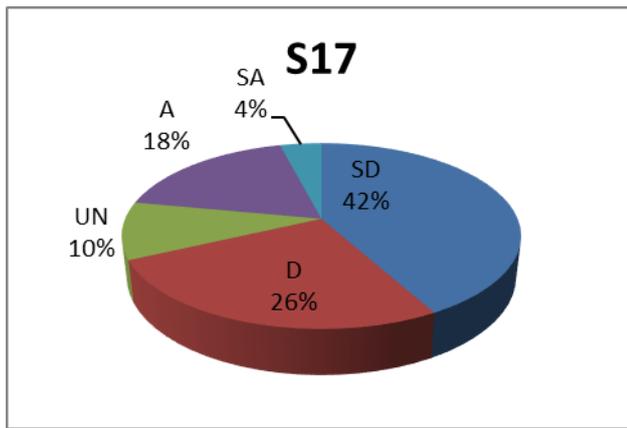
-Thirteen students who represent (26%) have disagreed on the seventeenth statement, twenty-one students who represent (42%) have strongly disagreed, and nine students who represent (18 %) agreed, Five students who represent (10%) have not decided**.** And the two students that remain who represent (4%) have strongly agreed.

Diagram 3.31: I get distracted by ICTs in the learning of English.
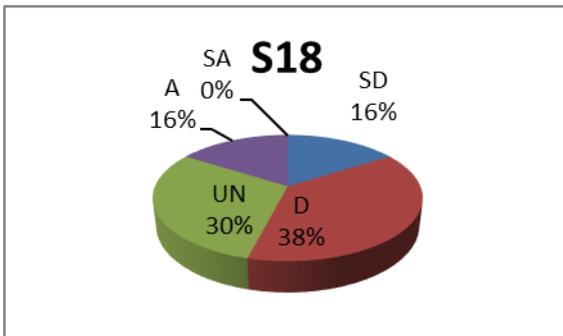
-Nineteen students who represent (38%) have disagreed on the eighteenth statement, while fifteen students who represent (30%) have not decided, and eight students who represents (16 %) have strongly disagreed, Eight students who represent (16%) have agreed**.**

Diagram 3.32: ICTs are better than the library .
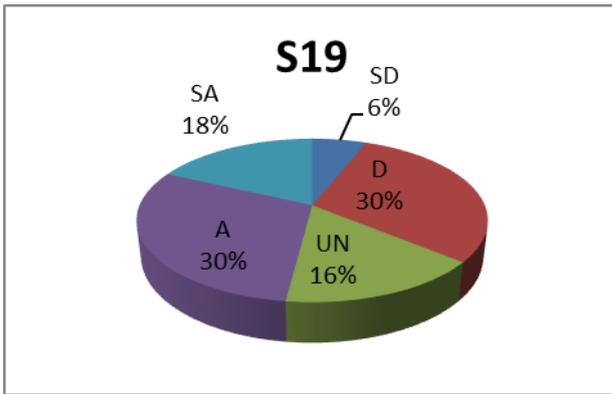
-Fifteen students who represent (30%) have disagreed on the nineteenth statement, by contrast fifteen students who represent (30%) have agreed, and eight students who represent (16 %) have not decided, Nine students who represent (18%) have strongly agreed and the three remaining students who represent (6%) have strongly disagree**.**

Diagram 3.33: The use of ICTs during lesson, make it more interesting and enjoyable.
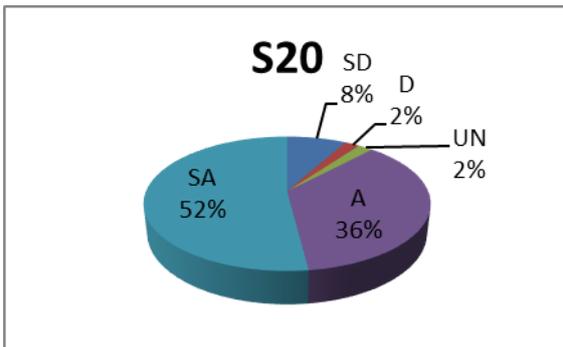
- Twenty-six students who represent (52%) have strongly agreed on the twentieth statement, in addition to eighteenth students who represent (36%) have agreed, and four students who represent (8%) have strongly disagree, Two students who represent (2%) have disagreed and the other two students who represent (2%) have not decided.

Diagram 3.34: ICTs give you real opportunities to mitigate natives in order to get better pronunciation.
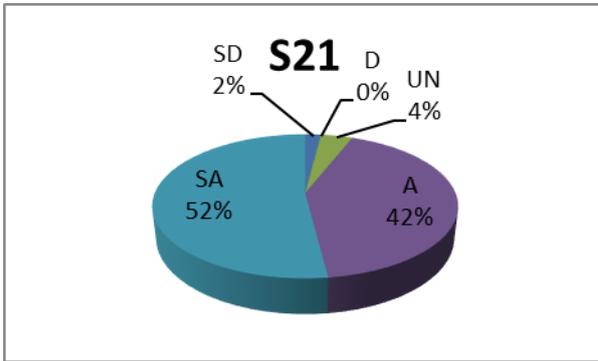
- Twenty-six students who represent (52%) have strongly agreed on the twenty one statement, in addition to twenty one students who represent (42%) have agreed, and four students who represent (8%) have strongly disagree, two students who represent (2%) have not decided and the remaining one student who represents (2%) has strongly disagreed.

Diagram 3.35: It is impossible to be fluent in English without ICTs.
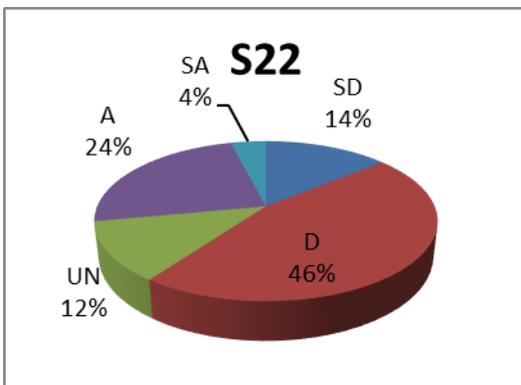
-Twenty-three students who represent (46%) have disagreed on the twenty two statement, in addition to seven students who represent (14%) have strongly disagreed, and six students who represent (12%) have not decided. Twelve students who represent (24%) have agree and the remaining two students who represent (4%) have strongly agreed.

Section D: Problems facing students during the use of ICTs in learning English.

Table 3.22: Are there enough ICTs resources for all students in your labs?

Yes	No	I don't know
00	35	15

Diagram 3.36: Are there enough ICTs resources for all students in your labs?
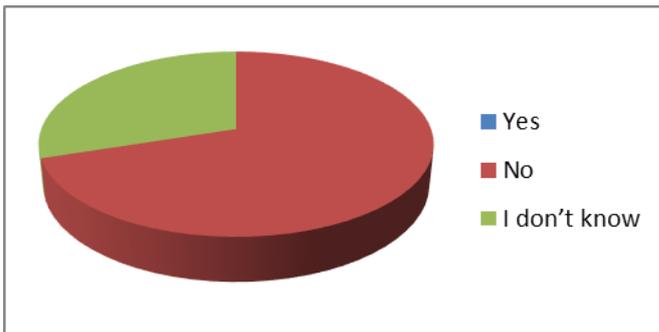
The analysis of table twenty-three reveals the following insights:

- Thirty-five students who represent (70%) have answered: **No,** and the fifteen remaining students who represent (30%) have answered: **I do not know.**

Table 3.23: Do you consider the oral expression sessions that are supported by ICTs, are sufficient to learn English as well as develop your speaking skill?

Yes	No	I don't know
26	16	08

Diagram 3.37: Do you consider the oral expression sessions that are supported by ICTs, are sufficient to learn English as well as develop your speaking skill?
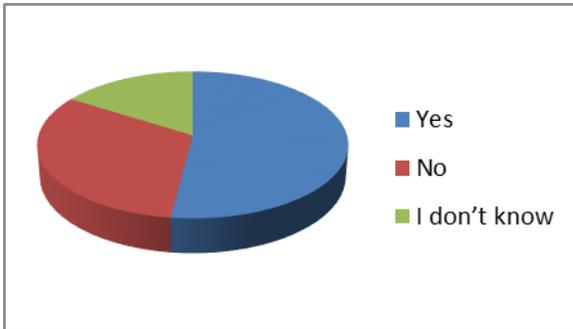
The analysis of table 3.23 reveals the following facts:

-Twenty-six students who represent (52%) have answered: **Yes,** whereas the sixteen student who represent (32%) have answered: **no,** and the remaining eight students who represent (16%) have answered: **I do not know.**

Table 3.24: Do ICTs reinforce the existing of pedagogical practices as well as changing the way of interaction of both student and teachers?

Yes	No	I don't know
36	00	14

Diagram 3.38: Do ICTs reinforce the existing of pedagogical practices as well as changing the way of interaction of both student and teachers?
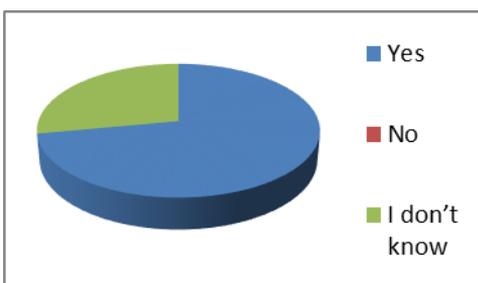
Table twenty-five showed the following evidence:

-Thirty-six students who represent (72%) have answered: **Yes,** and the fourteen remaining students who represent (28%) have answered: **I do not know.**

Table 3.25: Do your teacher have a comprehensive knowledge about the wide range of ICT tools?

Yes	No	I don't know
13	09	28

Diagram 3.39: Do your teacher have a comprehensive knowledge about the wide range of ICT tools?
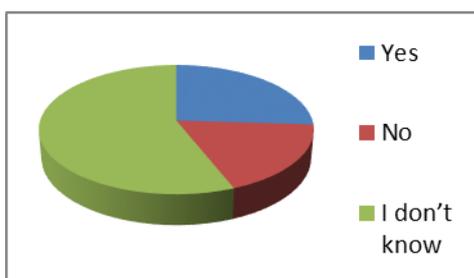
The analysis of table twenty-six reveals the following data:

-Twenty-eight students who represent (56%) have answered: **I do not know.** whereas thirteen students who represent (26%) have answered: **Yes,** and the nine remaining students who represent (18%) have answered: **no.**

Analysis of Question 27:

When I came to analyse question 27 I found the following facts:

15 of the students did not answer at all, and 07 answered that they did not know, and the 33 remaining students have answered they agreed on the following points:

Firstly, the lab is not used yet (it is not well equipped), so teachers deliver their lectures in classrooms using the available tools of ICTs that the university offers.

Secondly, when teachers come to use these tools students face lot of barriers:

- When the teacher brings recorded files of natives, not all students can listen because of the huge number of students (50).
- Students considered that ICTs are more related with the whole class work by contrast the individual work is quite neglected.

Another important point is that teachers do not use the mic in the amphitheatres, so ICTs are not available and sufficient enough for all students, and even when teachers come to use these tools it takes too much time, besides the lack of experience in using such tools by both teachers and students so ICTs seem more complicated and need a lot of training.

Despite the fact that Internet is not available at all times and when students come to use this source of information they face many problems like the low connection and even the connection is available the students cannot use it effectively for example they do not know how to search or surf appropriately in order to get the highest benefits.

3.2 Data from Observational schedules

The researcher attended a class of oral expression module with third year English LMD students and their teacher Miss Makhoukh on Wednesday 24April 2013, from 9:30 to 11:00.

Since labs are not well equipped, the session was in the classroom and the lesson was "a research about mystery", so students have prepared their subjects before class in forms of power point presentations.

A group of 04 students have presented the following topics:

- ✓ The three lost treasures of the world:
  - • The secret city of paititi (lost 1572).
  - • The crown jewels of the king Jon (lost1216).
  - • The amber room (lost 1943).
- ✓ Alians myth (U.F.O) "the undefined flying objects".
- ✓ Atlantis "the city under water".
- ✓ Permeda triangle.

During this session, they used the following ICT tools:

The data show and the personal computers.

The students were more motivated and well concentrated on the presentation, despite the fact that students who prepare these topics before class were read from a paper and they did not speak orally, this presentation was followed by discussion, questions and comments by all class numbers. From the beginning of this session until the end of it the teacher has guided her students, this session was concluded by a "Fun video" which is a

video made for enjoyment and pleasure, during it students were requested to listen carefully and spot the language mistakes, some of these videos were translated literally form Arabic to English .

3.4 Interpretations

In relation to the major research questions and the objectives set in the general conclusion of this particular study ,which conducted through the use of both qualitative and quantitative research methodologies ,this section will reveal the detailed results from the observation classroom, and the focus group discussion and the quantitative results from the two questionnaires namely students' questionnaire (Cf. Appendix A) and teachers' questionnaire (Cf. Appendix B) .And because of the combination of both the qualitative and quantitative methods, the principles of validity and reliability (credibility and trustworthy) were taken care of In this study, the two kinds of results revealed that the integration of ICTs in the oral expression sessions, help tremendously in developing the literacy skill especially when it concern with the speaking skill.

Furthermore, the insights obtained from this study revealed that in today's digital world, the use of ICTs become a necessity especially when it concern with teaching literacy skills reading, writing , listening and speaking .In addition to the fact that ICTs have contributed to an expanded understanding of all the literacy skills. Moreover, offering constant training, to teachers is very crucial in that they should adapt themselves in the emerging technologies, and the new learning and teaching environment by getting the best practices, searching for the new and the innovative ways and the resources that support the integration of this new technologies in order to get the positive sides of implementing such tools in the process of teaching and learning as well as improving the students oral communication and finally reach the goal of make the students be fluent the English language.

Warschauer & Meskill, (2000, p. 10). Declare that ICTs become "a part of the broader ecology of life at the turn of the century" .So it is widely assumed that technology has an enormous potential to improve learners' achievement by expanding students' learning experience, increasing motivation, facilitating collaboration, fostering learner autonomy, and promoting global understanding, not to mention developing language skills if it is used effectively in the context where learning takes place (Jurich, 2001; Lee, 2000 in Jung 2006).

3.5 Recommendation for Further Research

Research on a large scale is needed to see if the findings of this investigation can be generalized to all the third LMD students at Sétif 2 University first and then to all third LMD students in all Algerian universities for purposes of integrating ICTs as a tool to enhance the speaking skill. The following should be focused:

1. The existence of a relationship between ICT tools usage and ICT policy.
2. Effective training model of ICT tools usage in teaching and learning especially for teachers.
3. In relation to curriculum, teachers should consider existing ICT frameworks and determine whether integrating such a framework for third year LMD students would promote oral performance and the speaking skill of their students and make them more fluent in the English language.
4. A comprehensive study of barriers to the adoption of ICT identified in this study would promote the integration of ICTs at least in the oral skills course and identify ways to eliminate them.

Based on the findings and conclusion, the researcher hereby adds the following recommendations:

1. Regularly train and retrain staff to effectively use ICTs
2. Emphasis must be placed on the pedagogy behind the use of ICTs for teaching and learning.
3. Teachers need to adopt, develop and support a pedagogical culture that develops supportive practices for students' and encourages own theories in teaching and learning activities.
4. ICTs should be linked to the development of life-long learning and professional practices that enable teachers to keep in touch with ICT developments, new knowledge and research on teaching and learning. The most "affluent" ICT user still needs training from time to time as application programs are being upgraded every day.
5. It is also recommended that teachers should be given refresher courses in ICTs use, at least once a year. This will boost teachers' confidence in the use of ICTs.

3.5 Limitations of the Study

Despite the fact that using technology in teaching and learning English becomes "a fact of life" (Chapelle, 2001, p. 1, in Jung, 2006) moreover that documents and researches about ICTs education were most notably found in developed countries such as USA, Great Britain, Germany and Norway. And although the use of these tools still in its infancy in Algerian universities, and despite the lack of information about this subject, We still feel that the issue that we discussed in this particular study is probably relevant to most Algerian universities. In addition to the sample size, which is small which reduced from the comprehensive account of the issue under discussion.

Conclusion

This chapter presented the analysis of the data gathered from the different stages of the research with regard to the theoretical and practical aspects and the review of literature presented in Chapter one. The collected data came from questionnaires administered to students and teachers. Besides to the two qualitative methods; the observation and the focus group discussion.

All questions of the two questionnaires were analysed one by one and their responses were represented in tables and graphs. As (Wiener & Bazerman, 2000) explain, the purpose of a graph is to show how statistics compare with one another and since graphs present statistics visually, the analyses results and interpretations of the questionnaires are displayed in graphs, in percentages, as well as tables.

This chapter also presented a comprehensive summary of the results of the data analysis obtained from the use of the two methods adopted in this study. The qualitative part which was represented in classroom observation and the focus group discussion. The quantitative stage which was represented in the two questionnaires administered in line with the research questions for both students, and teachers. Recommendations for further research are then presented.

General Conclusion

General Conclusion

Information Communication Technologies (ICTs) have backed up in many different ways the teaching and learning of foreign languages. The technological and pedagogical advances that have been taking place in the Society of Information first, and the Society of Knowledge later, have reshaped in a progressive and constant way the current panorama in which research in English Language Teaching is confined. Many authors have underlined important changes in the methodological approaches of teaching foreign languages in Europe during the last twenty years, due to the integration of ICT into teaching and learning processes and because of the changes and advances in teaching and learning theories.

The possibilities and applications of ICT-based tools and resources are widespread: ICTs offer the possibility to access native speakers of the language and their culture, multimedia resources enable teachers to use a variety of audio-visual materials in the target language, providing the richness and multidisciplinarity of the language of the Internet. As it was mentioned previously, in the case of the utility of ICTs in modern foreign languages teaching and learning processes, there is the need of long-term academic studies in order to account for a clear picture of which are the uses and benefits of using ICTs in the teaching and learning of languages. Existing studies usually tend to reflect case studies or shorter experiences carried out and developed under very limited and restricted situations.

From this research, there appears the need to find alternative solutions together with adequate and specific programs, whose contents really provide effective response to the teacher's needs. The necessity to take the teachers training needs into consideration is urgent and it has to be done prior to the design, creation, and implementation of teacher training programs.

The necessity of including the needs of the different educational parties with their particularities and the necessities of teachers working there constitutes another consideration that we would like to suggest.

It is also indispensable and almost urgent that the university provides the means and necessary resources to start solid training actions to both train, but also update teachers in the didactic use of ICTs.

When considering the factors that can determine why ICT tools and resources are not integrated in the teaching and learning practices, both teachers and students attribute their reasons to:

1. the lack of both pedagogical and technical skill to implement the tools satisfactorily.
2. the lack of specialized training courses addressed to their collective, that is English as a foreign language teachers.
3. the insufficient equipments to which they have access.
4. difficulties to access resources.
5. difficulties in the teaching centres regarding access to computer rooms, lack of technical support…

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APPENDIXES

Appendix A

Students' Questionnaires

Students' perceptions about the integration of Information and Communication Technologies (ICTs hence forth) to enhance the speaking skill

Dear Participant,

I am preparing for a master's degree in the Department of foreign Languages, Faculty of Letters and Languages at Mohamed Kheider university of Biskra .Since I grow up in state of Sétif, I preferred to choose my sample from it. I am conducting a research study for my master's degree Dissertation. The objective of the current study is to learn about your perceptions about the integration of ICTs to enhance the speaking skill.

I kindly request you to fill out the attached questionnaire carefully. It will not take much of time. Your response is the most important part of the study. However, your response will be kept confidential and used only for the research purpose.

Thank you for your cooperation in filling out the questionnaire. If you have any questions or interests regarding this study, please do not hesitate to contact me.

I sincerely thank you for your consideration.

Your personal information will not be divulged to other parties; we will use it to contact you if we have follow-up questions.

This questionnaire is strictly confidential.

SECTION A: Background Information

1. Gender: Male [ ]   female [ ]

2. Age   [years]

3. E-mail:

SECTION B: Availability of ICT resources and levels of ICT use in teaching and learning English

Instruction: Please tick (/) to the appropriate answers.

4. Are the internet services available in your university?

[   ] Yes

[   ] No

5. Do the computer labs offer enough opportunities to practice speaking the English language?

[ ] Yes

[ ] No

[ ] I don't know

6. In the lab during your sessions of oral expression, do you participate and speak?

[ ] Yes

[ ] No

[ ] I don't know

7. Do you try to speak English with your partner or your friends outside the classroom?

[ ] Always

[ ] Sometimes

[ ] Never

8. Does your teacher depend on ICTs resource in his lesson?

[ ] Always

[ ] Sometimes

[ ] Never

9. Do you use the internet to look for information that concerns any of your subjects?

[ ] Always

[ ] Sometimes

[ ] Never

10. How often do you use the internet?

[ ] Daily   [ ] Twice a week   [ ] Weekly   [ ] Monthly   [ ] Never

11. What mainly do you use the internet for?

[ ] Chat

[ ] Study

[ ] Surf

[ ] Look for notes

[   ]   other   (indicate)

_____

SECTION C: Attitudes of students towards ICT use in teaching and learning English.
Instructions:

   Under this section, use the codes given by writing a letter of your choice against the question. The codes are given below.

[1] strongly disagree   [2] Disagree   [3] Undecided   [4] agree

[5] Strongly agree

12. ICTs help promote our productive and perceptive skills especially the speaking skill **[ ]**

13. I cannot learn English with ICTs alone (I need help from the teacher)   **[ ]**

14. Integrating ICTs makes listening activities more enjoyable   **[ ]**

15. I did not know how to use ICTs in the right way in order to get the highest benefits from   these   tools
        [ ]

16. The lesson will be more complex when using ICTs   **[ ]**

17. I find it time consuming to use ICTs in learning English   **[ ]**

18. I get distracted by ICTs in the learning of English   **[ ]**

19. ICTs are better than the library   **[ ]**

20. The use of ICTs during lesson, make it more interesting and enjoyable   **[ ]**

21. ICTs give you real opportunities to mitigate natives in order to get better pronunciation **[ ]**

22. It is impossible to be fluent in English without ICTs   **[ ]**

SECTION D: Problems facing students during the use of ICTs in learning English.

Instruction: Please tick (/) to the appropriate answers.

23. Are there enough ICTs resources for all students in your labs?

[ ] Yes   [ ] No   [ ] I don't know

24. Do you consider the oral expression sessions that are supported by ICTs, are sufficient enough to learn English as well as develop your speaking skill?

[ ] Yes   [ ] No   [ ] I don't know

25. Do ICTs reinforce the existing of pedagogical practices as well as changing the way of interaction of both student and teachers?

[ ] Yes   [ ] No   [ ] I don't know

26. Do your teacher have a comprehensive knowledge about the wide range of ICT tools?

[ ] Yes   [ ] No   [ ] I don't know

27. What are the major problems of ICT tools that you face during the learning of English?

_____

_____

_____

_____

_____

THANKS A LOT FOR YOUR COOPERATION

Appendix B

Teachers Questionnaire

Teachers' perceptions about the integration of Information and Communication Technologies (ICTs hence forth) to enhance the speaking skill

Dear teacher,

      The aim of this questionnaire is to learn about your perceptions about the integration of ICTs to enhance your students' speaking skill as foreign language learners.

      As you play a pivotal part on which the process of teaching and learning turns, your opinion is highly appreciated!

Thank you for your cooperation

Section A: Background Information

Instruction: Please tick (/) to the appropriate answers.

1. **Gender**   Male [ ]   Female [ ]

2. **Age**

   Below 35   [ ]

   36 – 45   [ ]

   46 and above   [ ]

3. **Highest qualification**

   PHD   [ ]

   Professor   [ ]

   Magister   [ ]

4. **Experience in teaching English**

   1-3 years   [ ]

   4-10 years   [ ]

   11-15 years   [ ]

   More than 15 years   [ ]

Section B: The availability of ICTs in your university.

Instruction: Please tick (/) to the appropriate answers.

1. Is the internet available in your department or at least in the computer labs?

   [ ] Yes

   [ ] No

2. What kind of technological equipment are available in the classrooms you use

	In no classroom	In some classrooms	In all classrooms	Upon request
Personal computers				
Video Conferencing system				
Audio Equipment (including software)				
Digital photo cameras (including editing software)				
Digital video cameras (including editing software)				

Mobile phones				

3. How would you rate the quality of the technological support in your university?

- Poor [ ]
- Mediocre [ ]
- Good [ ]
- Very good [ ]

4. A number of changes must be implemented to optimize teacher use of ICTs.

YES [ ] NO [ ]

5. Have you ever been engaged personally in a project aimed at using ICTs in new and innovative ways in order to develop your students' speaking skill?

	1	2	3	4	5
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

YES [ ]　　　　　　　　　　　　　　　　　　　NO [ ]

Section C: Attitudes of teachers towards ICTs use in teaching English.

Instruction: Please tick where necessary. Tick only one.　　　　　　　　[ ]**1-**

strongly agree　　[ ]**2**- agree　　　　[ ]**3**- not sure　　[ ]**4**- disagree　　[ ]**5**- strongly disagree

1. The use of ICTs during the speaking lesson makes it more effective and beneficial.

2. The lesson will be more interesting when using ICTs.

3. My students will be motivated to learn English when I use ICTs in the class.

4. When I integrate ICTs in my lesson, my students will be exposed

to authentic language.

5. In the future I will try to make my students get the most

beneficial sides of ICTs.

6. ICTs help teachers in the preparation of lessons before class.

7. ICTs are very helpful in language group studies.

8. Integration of ICTs in oral expression reduces the students' anxiety.

9. Introducing technology alone will not change the teaching and

and learning processes.

10. Teaching with ICTs is a waste of time.

11. ICTs augment the ability to speak, interact outside and inside the classroom.

12. ICTs can be used to support and extend the four skills.

THANKS A LOT FOR YOUR COOPERATION

Appendix C

FOCUS GROUP DISCUSSION

GUIDING QUESTIONS

- Do you think that the integration of ICTs in your teaching/ learning processes would bring positive attitudes?

- What specific skills do you think students need to progress through the integration of ICTs?

- What other skills do you think LMD students need to improve if ICTs were available?
- Do you feel that the regular traditional English class prepares LMD students for using English in a casual communication?
- What do you think of the best way of learning English

ملخص

هذا المشروع البحثي بعنوان"إدماج تكنولوجيا المعلومات والاتصالات لتعزيز مهارة المحادثة للمتعلمين :حالة طلاب السنة الثالثة الانجليزية LMD في جامعة سطيف"2، يلقي هذا المشروع الضوء على عدم قدرة متعلمي اللغة الأجنبية على التواصل في اللغة الإنجليزية وخاصة في مجال تدريس اللغة الإنجليزية كلغة أجنبية.كان الحال من دراسة حول طلاب السنة الثالثة LMD ومعلميهم، وكان المشاركين خمسين طالبا وخمسة مدرسين من وحدة التعبير الشفوي الذين لديهم درجة الماجستير على الأقل .وقد تم جمع البيانات من خلال استخدام كل أساليب الملاحظة النوعية والكمية والمناقشة الجماعية المركزة.ولذلك، فإننا استخدمنا استبيانين؛ واحد للطلاب والآخر للمعلمين لجمع آرائهم حول تكنولوجيات المعلومات والاتصالات في الفصول الدراسية للتغلب على مشاكل المتعلمين في الاتصال الشفوي .وتعترف هذه الدراسة بالحواجز التي تمنع الطلاب على التواصل شفويا بطريقة ناجحة من خلال رفع وعيهم حول تفضيلاتهم في حين تعلم كيفية التواصل شفويا .المعلمين أيضا معنيون برفع الوعي حول الأساليب والأفضليات في تدريس اللغة الإنجليزية كلغة أجنبية لشرح كيفية إدماج تكنولوجيات المعلومات والاتصالات التي من شأنها أن تعزز مهارات التحدث للمتعلمين.

Résumé

Ce projet de recherche, intitulé «**L'intégration des TICE pour améliorer les compétences d'allocution des apprenants : le cas desétudiants de la troisième annéeanglaisLMDet leurs enseignants del'université Sétif2**», Ce projet metla lumière surl'incapacitédes apprenantsdes langues étrangèresà communiquer dansla langue anglaiseen particulieret dans le domained'enseignement de l'anglais comme langue étrangère. Lapopulation de l'étudeétait 50 étudiants de troisième annéeLMDet 05 enseignantsdu module d'expression orale. Lesdonnées ont étaient recueilliespar l'utilisation deuxméthodesd'observationen classe et l'adoption d'approche qualitative et quantitative etdes discussions de groupeciblée.C'est pourquoi nous avonsutilisésdeuxquestionnaires, l'un est administré aux étudiantset l'autreaux enseignants pourrecueillirleursopinionssur l'intégrationdes TICEen classeEFLpour surmonterles problèmesdes apprenantsdans la communication orale. Cette étudierai connaît les obstacles qui empêchent les étudiants à communique oralement d'une manière adéquate. Les enseignants sont également concernés par cette sensibilisation au sujet dealeurs méthodes et leurs préférences dans l'enseignement de l'anglais comme une langue étrangère et ce pour démonté comment l'intégration des Technologies de l'Information de la Communication renforceraient les compétences orales des apprenants.