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The Role of Integrating High Technologies in Teaching Speaking English Language

A Case Study of Second Year LMD Students of English at Biskra University

Dissertation Submitted in Partial Fulfillment of the Requirement for Master Degree in Sciences of Language

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Dedication

To the most precious people to my heart; to the ones who gave birth and meaning to my life, to the persons who gave me strength and hope:

To my beloved father "Mohamed" and my dear mother "Fatma" I dedicate this work

To my brothers; "Slimane", "Mounir" and "Taher"

To my sisters: "Nadjet", "Chahinaz" and "Nesrine" and their husbands
To my sisters in law "Meriam" and "Amina"
To my dearest niece, nephews
To my grandmother "Magdouda"

To all my family "Reguig berra" and "Doudou"

To all my friends and whom I shared the university life with its lights and shadows.

To my best friend "Hassina ", " Manel ", " Chahra ", " Souria ", "Hanane", "Fatima" and " Soulef "

To all those who prayed for me and besought God to help me
To all those who love me.

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List of Abbreviations

ADSL: Asymmetric Digital Subscriber Line

EFL: English as a Foreign Language

ICT: Information and Communication Technology

OE: Oral Expression

3G: Third Generation Wireless

%: Percentage

Abstract

The present study aims at investigating the role of integrating high technologies in oral classes to teaching speaking the English language. Indeed, this work is done so as to show the importance of integrating ICTs in teaching English in oral expression classes in order to motivate students and improve their speaking proficiency. It also investigates to what extent technology is used by teachers of oral expression at the department of foreign languages at Biskra University. The study has been built on the hypothesis that if oral expression teachers use ICT in teaching English, students' motivation would be increased and their level of speaking would be improved. In order to check our hypothesis, we have opted for a descriptive method and have used two questionnaires as a means of collecting data of research: one was designed for oral expression teachers, and the other one for a representative sample of second year students at the division of English at Biskra University. After collecting data from the two questionnaires, we have found that the use of high technologies increases students' motivation and improves their oral performance. It also increases learning's effectiveness. Thus, there is a strong relationship between technology and progress of students' oral performance. That was obviously confirmed by the teachers when analyzing their answers. Finally, we could say that teachers should attract their learners' attention to the importance of using high technologies in learning English language. Moreover, they should create an enjoyable classroom by exchanging ideas, opinions, attitudes related to the content.

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General Introduction

Introduction

The current era of technological revolution and the explosion of knowledge has witnessed a tremendous progress in the field of information technology. Indeed, modern technology has transformed the world into a small global village. This development is reflected in many fields, but the field which benefited a lot is education. Therefore, Information Communication Techniques are increasingly integrating into our daily lives. They are changing the way we live, the way we spend our spare time and the way we work. They are known by other terms such as teaching and instructional aids. These include the use of slide projector, television, radio, and videos etc. Hence, the present research study will shed light on this new concept in education and investigate the use and effect of Information Communication Technology (ICT) in teaching English as a foreign language (EFL) in general and in teaching speaking more particularly.

1. Statement of the Problem

Some teachers of English at Biskra University still teach with the traditional methods which are not bad or damaging the students but they make them not motivated, and do not participate in the classroom. So, learners prefer to study by using modern methods such as videos and computers that help them be motivated and thus would positively affect their oral production.

2. Significance of the Study

This study is so important as it investigates the improvement of the use of ICT in teaching the speaking skill in a way that motivates learners and attracts their attention. And also it helps the teacher to better prepare the lesson.

3. Aims of the Study

Our research aims to discuss the role of using ICT tools in teaching English as a foreign language. So, we need to focus on these modern ways of teaching English rather than using traditional ones. Also, we aim to investigate the effectiveness of ICT in raising students' motivation and their degree of involvement. Furthermore, it aims

to increase teachers' awareness about the positive use of ICT to motivate students and improve their oral performance.

4. Hypothesis

If oral expression teachers use ICT in teaching English, students' motivation would be increased and their level of speaking skill would be improved.

5. Research Question

The main questions of this study are:

➢ How can students' speaking performance be improved?

➢ What is the importance of integrating ICTs in teaching speaking English language for second year LMD?

➢ Do high technologies motivate students?

➢ How can the teacher use ICT to teach speaking?

➢ What is the effect of using ICT?

6. Limitations of the Study

This research is limited to a sample of 40 students to represent the population of second year LMD at Biskra University. We know that it is not representative but because of time constraints and in terms of practicability, it is more judicious to work with a limited number. It is limited also to one area; that the use of ICTs is related to education and more precisely to the improvement of EFL speaking skill. Furthermore, it is limited to oral expression teachers because speaking activities provide chances to practise real life speaking.

7. Methodology

7.1. Research Method and Data Gathering Tools

In doing this work, it is needed to go in the path of the descriptive method, because the method depends on the nature of the problem and it is more practical in terms of time and tools. According to the subject we are concerned with this method serves our objective which is to describe, investigate the use and the effectiveness of ICT and also to state the strategies of using ICT. In tackling this study, we are going to use the questionnaire as a tool of gathering data in order to have global valid results. Two

questionnaires will be designed; the first is for students to gather different views about using traditional and modern methods of teaching, and the second is for teachers of oral expression in order to get information about using ICT tools in oral class.

7.2. Sample of the Study

The questionnaire is done with second year LMD students of English section at Biskra University. Among 528 students, we selected randomly a number of 40 students as a representative sample from different backgrounds and abilities. Also, there will be a questionnaire for 6 teachers of oral expression at the same division.

Introduction

Speaking is one of the macro skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. Speaking is necessary for effective communication in any language, particularly when speakers are not using their mother tongue. As English is universally used as a means of communication, especially in the internet world, English speaking skills should be developed along with the other skills so that these integrated skills will enhance communication achievement both with native speakers of English and other members of the international community. This section deals about the speaking skill which is an important element in learning a foreign language and the role of accuracy and fluency to be good speakers. Moreover, it investigates students' difficulties such as inhibition and mother tongue use. Finally, it examines also the techniques and strategies used to promote students speaking skill.

1. Definition of Speaking

Speaking is the productive skill in oral mode. It is more complicated than it seems at first, and it involves more than just pronouncing words. In this respect, it has been defined by various researchers. According to Webster (1980, p.517 as cited in Rayhan, 2014), speaking has a variety of meanings. First, it is to tell, to say, to make known or as by speaking, to declare, to announce. Second, it is to proclaim, to celebrate. And third, it is to use or to be able to use a given language in speaking.

According toTrigon et al. (1998 as cited in Rayhan, 2014, p. 517), speaking is a skill of conveying words or sounds of articulation to express or to deliver ideas, opinions, or feelings.

Likewise, Byrne (1986 as cited in Rayhan, 2014, p. 517) states:

> Oral communication (or speaking) is a two way process between the speaker and the listener and it involves the productive skill of speaking and the receptive skill of understanding. This means that speaking is a process of sharing with another person's knowledge, interests, attitudes,

opinions, ideas or feelings which are important aspects of the process of speaking.

Moreover, in Oxford Advanced Dictionary (1987, p.827 as cited in Rayhan, 2014, p. 517), the definition of speaking is –to express or communicate opinions, feeling, and ideas. Speaking as well as talking involves the activities in the part of the speaker as psychological, articulator and physical, acoustic stages. Ultimately, speaking is the process of transmitting ideas and information orally in a variety of situations.

2. The Importance of the Speaking Skill

Speaking is one of the most important parts of communication. Whether someone is an engineer, a doctor, a lawyer, a journalist, or a public relations practitioner, he cannot be successful without knowing how to speak. This means that a good speaker is a good listener too.

Undoubtedly, the primary aim of learning any language is communication. In this respect, speaking makes a major element in the performance of any verbal interaction since the production of words, phrases, and utterance would logically convey meanings, views, and intentions. In particular, speaking, in a foreign language, is deemed to be a central skill that EFL teachers and learners seek to develop.

Above all, speaking as an everyday social activity proves that language users employ their speech abilities in almost all the occasions to establish communications. In view of this, Thornbury (2005, p. 1) clarifies that:

> Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people- like auctioneers or politicians- may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability- until, that is, we have to learn how to do it all over again in a foreign language.

In parallel, speaking in the English language is a vital skill that benefits the speaker in and outside the classroom because of being as a lingua-franca adopted in international affairs.

Furthermore, among the four language skills, speaking has long been cited as the most significant ability EFL learners are supposed to master. In support of this, Ur (1996) and Khamkhien (2010) put forward that speaking is the productive skill that comprises a notable role in learning the language; especially, because it, on the one hand, identifies the learners' mistakes while using the language, and, on the other hand, includes all the other skills of knowing that language.

In short, speaking, one of the language skills is responsible for the speech production. In this sense, it has been overemphasized as a central ability that promotes the overall success of communication among interlocutors.

3. Accuracy and Fluency in Speaking

Accuracy and fluency are very important in speaking. Therefore, different scholars have given various definitions. For example, Ellis (2009, p.818 as cited in Shen, 2013) holds that fluency means "the capacity to use language in real time, to emphasize meanings, possibly drawing on more lexicalized systems." Whereas accuracy means "the ability to avoid error in performance, possibly reflecting higher levels of control in the language as well as a conservative orientation, that is, avoidance of challenging structures that might provoke error."

According to Yuan and Ellis, 2003 (as cited in Wang, 2014, p.110) Speaking accuracy indicates "the extent to which the language produced conforms to target language norms", which involves the correct use of pronunciation, vocabulary and grammar. While according to Skehan, 1996 (as cited in Wang, 2014) speaking fluency refers to the ability to produce the spoken language "without undue pausing or hesitation".

Srivastava (2014, p.55) mentions that accuracy and fluency are two factors which determine the success of English language students in the future. It is general problem faced by language teachers today, whether to focus on accuracy or fluency. Accuracy refers to the ability of the learner to produce grammatically correct sentences. The

learner should not only know correct grammatical rules of the language but also to speak and write accurately. Fluency refers to a level of proficiency in communication. It is the ability to produce written and spoken sentences with ease, efficiency, without pauses or a breakdown of communication. In other words, accuracy emphasizes precision or exactness and is often emphasized in formal instruction, language acquisition, grammar competence and grammar-translation method, while fluency describes a level of proficiency in communication and is frequently stressed in procedural skill, expression proficiency, lexical phrases social interaction, necessary topics and discourse. (Shen, 2013, p.819)

Accuracy is the basis of fluency while fluency is a further improvement of a person's linguistic competence and a better revelation of his/her communicative competence. Both are so closely related that they are inseparable. To sum up, accuracy and fluency are the important factors for learning any language.

4. Students' Difficulties in Speaking

There are some studies which have investigated the speaking difficulties encountered by EFL learners. For example, one study (Dil, 2009 as cited in Al Hosni, 2014) investigated Turkish EFL learners' communication obstacles in English language classrooms. It reported that anxiety and unwillingness during the English speaking process are considered two of the biggest obstacles for EFL learners. Anxiety and unwillingness are caused by the fear of being negatively evaluated when making mistakes, particularly in front of their friends. This study also revealed that students who perceive their English as 'poor', feel more anxious and are more unwilling to communicate in English classes than the other students perceiving their English level as 'very good', 'good', and 'OK'.

According to Zhang (2009, p. 23; ibid), he argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. In the same vein, Rababa'h (2005, p 2; ibid) pointed out that there are many factors that cause difficulties in speaking English among EFL learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, or the environment. For instance, many learners lack the necessary vocabulary to get their meaning across; and consequently, they cannot keep the interaction going. Inadequate strategic

competence and communication competence can be another reason as well for not being able to keep the interaction going.

According to Ur (1996) (as cited in Farahnaz et al., 2013, p. 316) there are four main factors that cause difficulty in speaking. They are summarized in the following points.

4.1. Inhibition

This problem happens when learners try to participate in the classroom tasks. Indeed, Ur (1996, as cited in Farahnaz et al., 2013, p.121) states:

> Unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attracts.

Accordingly, Bowman, Burkart and Robson (1989, p.316 as cited in Farahnaz et al., 2013) also support this view and argue that asking the students to express themselves in front of the whole class is a common behavior of teachers in teaching speaking. However, they must know that this can result in the experience of stress for the students while they are doing speaking activities. Littlewood (1999, p. 316 as cited in Farahnaz et al., 2013) "it is easy for a foreign language classroom to create inhibition and anxiety." Furthermore, Rivers (1981, p. 316) asserts that all these factors can stop students from speaking confidently in front of their classmates. Therefore, he believes that the teacher must be alert to recognize them in the classroom.

4.2 Nothing to Say

'I have nothing to talk about', 'I don't know', 'no comment', or 'I have no idea' are the most conventional expressions which every EFL teacher surely hears in his/ her English classes from time to time. According to Ur (1996, p.316 as cited in Farahnaz et al., 2013) believes that besides inhibition, language learners grumble that they cannot think of anything to say. This is due to the lack of motivation in expressing themselves. Rivers (1981, p. 316) says, "the teacher may have introduced a topic which the learners find uninteresting or about which he knows very little, and as

a result they have nothing to express, whether in the native language or the foreign language." Thus, students could not carry out the discussion on topics that are not interesting for them. Furthermore, students must have the desire to communicate something to others. If a student does not have a positive relationship with his teacher, or feel at ease with his classmates; hence, he may feel that what he would like to say can be of little interest to them. Some students sometimes feel that if they express themselves in the new language, they are laying themselves open to censure or ridicule. So, they may prefer to remain silent.

4.3 Low Uneven Participation

This problem is related to large classes. Some learners want to speak all the time while others prefer to speak only if they ensure that what they will say is correct. Other students, however, keep silent all the time without any practice. According to Brown (2007, p.317 as cited in Farahnaz et al., 2013), since most EFL learners learn the target language in their own culture, practice is available only in the classroom, but sometimes some students speak very little or not at all in the classroom. The fact is that they do not participate more all along the course.

Liu and Littlewood (1997, p. 317 as cited in Farahnaz et al., 2013) tries to find an answer to the question that why many students appear reluctant in class learning discourse. They discovered that inadequate speaking opportunities have made students to be silent in the classroom. To put it briefly, its main reason can stem from lack of time. Indeed, Dolati and Mikaili (2011, p. 317 as cited in Farahnaz et al., 2013) found that limited-time is one of the main reasons on Iranian students' difficulties in spoken English proficiency. As well, Heidari and Riahipour (2012, p. 317) disclosed that lack of time plays as a demotivating factor on English speaking skill in Iran. Meanwhile, there are some learners who tend to be dominant and take almost the whole students' talk time. This problem with speaking activities is recognized by Ur (1996) as one of the main problems in the EFL classrooms. So, teachers should pay attention to students' uneven participation because not making a great notice to this issue means inviting other students to be more reluctant in the lessons. Rivers (1981, p.317) claims that some personality factors can affect participation in a FL classroom and then teachers should recognize them. He adds that some students are talkative, others are shy or reluctant.

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Bowman, Burkurt and Robson (1989, p. 317) say, "traditional classroom seating arrangement often work against you in your interactive teaching." Hence, classroom arrangement can be another factor in creating problem of participation. The participation of the students may depend on the learning approach which is used in a FL classroom.

4.4 Mother Tongue Use

Students' unwillingness to use English in the classroom, especially during communicative activities, is seen all over the world. Ur (1996, p.317 as cited in Farahnaz et al., 2013) state that all or most of the students may have a tendency to use their mother tongue because it is easier. Moreover, Dolati and Mikaili (2011, p.317 as cited in Farahnaz et al., 2013) found that another reason on Iranian students' difficulties in spoken proficiency is to use Persian in the English classroom. Using First language (L1) by the learners in class can be seen as an example of student/teacher failure. Harmer (2001, p. 317) believes that there are understandable reasons why students revert to their own language in certain activities. Second language (L2) learners have to use their own language if teacher ask them to do something which they are linguistically incapable of. As a result, the choice of task has made the use of L1 almost inevitable. He believes that when students learn a foreign language they use translation almost without thinking about it, so it is a natural thing to do. This is because they try to make sense of a new linguistic world through the linguistic world they are already familiar with. He explains that L2 learners use their mother language especially when performing pedagogical tasks just because of their to-do-habits. According to Harbord (1992, p. 354 as cited in Harmer, 2011), "this is a habit that in most cases will occur without encouragement from the teacher."

Another cause of using L1 can be teachers themselves. If they often use students' native language, then the students will feel comfortable doing too. The amount of L1 using by certain students may well have a lot to do with differing learner styles and abilities. Beside these reasons, it seems so unnatural for students to speak with each other in a foreign language. In a recent study of the use of Persian in the EFL classroom, Mahmoudi and Yazdi (2011, p.317) found that an excessive use of Persian can have a de-motivating effect on students.

5. Reasons for Teaching Speaking

Harmer (1988, p.123) suggests three main reasons to make the students apply or speak in the classroom. Firstly, speaking activities offer rehearsal chance, possibilities to practice real-life speaking within his safety classroom. Secondly, speaking tasks that students attempt to use any or all of the languages they understand give feedback for each of them teachers and students. Everyone will see how well they are doing. Both how successful they are, and conjointly what language issues or problems they are expertise. Finally, the more the students have opportunities to activate the varied parts of language they have or need to store in their brains, the more automatic their use of these elements becomes. As a result, students gradually become autonomous language users. This suggests that they can be ready to use words and phrases fluently without terribly a lot of conscious thought. Smart speaking activities ought to be extremely participating for the students. If they are all collaborating totally and if the teacher has set up the activities properly, it will then provide sympathetic and useful feedback and they can get tremendous satisfaction from it. Thus, speaking activities are designed to promote speaking instead of having students speak only to practise specific construction.

6. Strategies to Promote Students' Speaking Skill

Speaking skill is considered as one of the most important part of communication. So, we need various speaking activities such as: information gap activities, students' presentation, role play etc…in order to improve learner's ability of the skill.

6.1. Information Gap Activities

It consists of completing a task by obtaining missing information. According to Harmer (1988, p.129) an information gap is where two speakers have different parts of information and they can only complete the entire image by sharing that information because they have different information, that is a part missing between them. One popular information gap activity is known as 'describe and draw'. In this activity, one student has an image that he has not showed it for his partner. All the partners have to do is drawn picture while not looking at the original, thus the one with the image provide instructions and descriptions, and therefore the "artists" will raise questions. For information gap activities to work, it is very essential that students identify the main points of the task, for example they should not to show

each other their photos. It is generally a good idea for the teacher to demonstrate how an activity works by obtaining a student up to the front of the classroom and doing the activity (or an identical one) with that student, consequently that everybody will see precisely how it is meant to go.

Harmer (1988) gives another example: A variation on describe and draw is an activity called "Find the differences" popular in puzzle books and newspaper entertainment sections all over the world. In pairs, students each look at a picture which is very similar (though they do not know this) to the one their partner has. They have to find, to say, ten differences between their pictures without showing their picture to each other. This means they will have to do a lot of description and questioning and answering to find the differences. Information-gap activity is a useful activity in which one person has information that the other lacks. They must use the target language to share that information. For example, one student has the directions to a party and must give them to his classmate, this is for general speaking.

6.2.Students' Presentation

Student presentations are mini lectures giving by learners to the rest of the class. Harmer (1988, p.130) claims that, students offer to speak on a particular topic. In order to the student to figure out what should be done and for the class (classmates) time must be given to gather information or what has been done or said in the presentation and structure it in an appropriate way. Teachers may tend to provide an available model to assist the student to try and give this presentation in a perfect form. Students pay attention and take notes from this presentation but they should be given some quite listening tasks too; as well as, perhaps, given feedback.

6.3.Discussion

Discussion is an activity in which students are asked to give opinions about a topic. According to Harmer (1988, p.128) indicates when learners suddenly want to speak about something in a class and when the discussion occurs spontaneously, the results are often highly satisfying. Unplanned conversation of this type can be rare, yet discussion, whether spontaneous or planned, has the great advantage of provoking fluent language use. Consequently, most teachers find that planned discussion session is less successful than the unplanned discussion session. We should remember that the

learners need time to gather their thoughts before any discussion. It is important to give learners pre-discussion rehearsal time this called buzz groups, i.e. to explore the discussion topic before organizing a discussion with the whole class.

6.4. Role Play

Role play is an activity in which students are asked to imagine themselves in a situation and are giving roles to play in that situation. According to Porter Ladousse, 1947 (as cited in Ur, 1996, p.132) learners are given a situation plus problem or task, as in simulations; but they are also selected individual roles, which may be written out on cards. For instance:

ROLE CARD A: You are a customer in a cake shop. You want a birthday cake for a friend. He or she is very fond of chocolate.

ROLE CARD B: You are a shop assistant in a cake shop. You have many kinds of cake, but not chocolate cake.

Harmer (as cited in Rayhan, 2014, p.517) defines "role play activities are those where students are asked to imagine that they are in different situations and act accordingly."

6.5. Using Audio-Visual Aids

Audio- visual aids are different types of tools that appeal to the sense of learning and vision and are used in classroom for presentation of abstract information. According to Webster's Encyclopeadia Unabridged Dictionary of the English Language, (as cited in Ashaver and Igyuve, 2013, p. 44) defines audio-visual aids as 'training or educational materials directed at both the senses of hearing and the sense of sight, films, recording, photographs, etc used in classroom instructions, library collections or the likes'. (Eze,E.U. 2013) (as cited in Ashaver and Igyuve, 2013, p. 44 also states that the human being learns more easily and faster by audio-visual processes than by verbal explanations alone. His ability to arrive at abstract concept through perceptual experience is however a phenomenon not clearly explained and perhaps not explicable.

6.5. Promoting Motivation

The word motivation has its origins in the Latin word for 'move', and as Boekhaets et al. (2010 as cited in Long et al., 2011, p.112) observe: "motivation could best be considered as an inner energy source that pushes people towards desirable outcomes and away from undesirable outcomes … motivation is concerned with fulfillment of one's needs, expectations, goals, desires and ambitions." According to Harmer (2008, p.51), "Motivation is some kind of internal drive which pushes someone to do things in order to achieve something."

Brown (2002) (as cited in PADANG, 2015) states that research have found that when learners are motivated by their own wants and needs, they are almost always successful. That is having motivation internally or externally is very important in learning and teaching English. So, the learners should have high motivation to learn English so as to master that language perfectly. For instance, to improve their speaking skill, they should motivate themselves to practice English orally whenever and wherever they are.

7. Teachers' Role in Speaking Activities

According to Harmer (1988, p.132), some teachers get very concerned with their students throughout the speaking activities and want to participate in the activity themselves! They could argue assertive during a discussion or get fascinated by a role-play and start taking part in the work themselves.

There is nothing wrong with teachers getting involved; in fact, they do not begin to dominate. Although it is probably better to stand back therefore the student will be able to listen and watch what is happening, students can also appreciate teacher participation at the acceptable or suitable level, in different words not too much.

Sometimes, however, teachers will need to intervene in some ways if activity is not going in a calm or confidential way. If somebody during a role-play will not assume of what to mention, or the discussion begins to dry up, the teacher will have to decide if the activity should stopped, as a result of the topic has run out of the steam, or if careful prompting can get it going again. That is where the teacher could build a

purpose in an extremely is typically necessary however, like correction, teacher should to do it sympathetically and sensitively.

Conclusion

This chapter deals with the speaking skill. Speaking plays a central and crucial role in teaching English as a foreign language. It is one of the most important skills to be developed and improved as a means of effective communication. Teaching speaking seems to be a simple task but in reality it needs techniques and strategies to persuade or influence their students to talk and practice their skills in a good way forgetting their inhibition, the use their mother tongue …etc. So as to increase students' attention and motivation, teachers ought to create a smoothing classroom atmosphere by using various technological devices.

Introduction

Nowadays technology has brought a lot of changes to our life, especially in education and communication. In communication, the major changes happen in the way we communicate with other people. We do not need to meet them in person or face to face to say what is in our mind. We can simply phone them or do video chat using internet connection. In the past, we spent a long time to travel to a distant place, but now we just need hours or even minutes to go there using the latest technology in a form of transportation means. In education, the changes have brought advantages to students and teachers. For instance, students can do their homework or assignment faster because of the use of internet. Teachers also get some advantages from it: They can combine their teaching skill with technology and produce some interesting materials to teach like colorful slides to deliver the lesson and animation to show how things happen. Consequently, technology itself has given us advantages to improve our life's quality.

1. Definition of Technology

The term 'technology' has become necessary in our everyday life, especially in education. It has been defined by numerous researchers. According to Maggioli (2009, p.7), technology is the broad term used to address any kind of media (electronic or otherwise) which help support learning. As well, he added that Technology is used for teaching primarily the same knowledge and skills that teachers teach in the classroom. Also, he mentioned that what is special about technology is that it provides opportunities to supplement familiar teaching strategies in important ways.

According to Encyclopedia Britannica (2007), technology is the application of scientific knowledge to the practical aims of human life or, as it is sometimes phrased, to the change and manipulation of the human environment. Similarly, The American Heritage Dictionary (2007) stated three definitions of technology; the first one is that it is the application of science, especially to industrial or commercial objectives. The second one is that it is an electronic or digital products and systems considered as a group. The last one is that it is anthropology the body of knowledge available to a society that is of use in fashioning implements, practicing manual arts and skills, and

extracting or collecting materials. Moreover, according to Oxford Encyclopaedic English Dictionary (1991) (as cited in Sorensen and Ó Murchú , 2006) it as being the study or use of the mechanical arts and applied sciences.

The etymology of the term "technology" is instructive. It comes from the Greek 'technologia', which refers to the systematic treatment of an art (or craft). The root 'techne' "combines the meanings of an art and a technique, involving both knowledge of the relevant principles and an ability to achieve the appropriate results." (Wheelwright, 1966 as cited in Sanders, p. 32)

Madhavaiah et al. (2013, p.148) mentioned that technology is a word that is used to describe different things to different people. Furthermore, he stated that technology is a term that is used by many to describe, study, and evaluate the various ways. Besides, he argued that a good definition of technology should include "the systematic application of scientific and other organized knowledge to practical tasks."

Furthermore, "technology is the use of knowledge, skills and resources to meet human needs and wants, and to recognize and solve problems by investigating, designing, developing and evaluating products, processes and systems." (South African National Curriculum, 1996, as cited in Owen-Jackson, 2000, p.4)

Ultimately, technology can be defined as a scientific material used to attain a commercial or industrial objective. In addition, it is the scientific study of craft. Craft in this case, means any method or invention that permit people to adapt to their environment. Consequently, it has become an important and an integral part of everyday life for many people.

2. The Significance of Technology in Language Teaching

Technology is becoming widespread in university classrooms. Making use of technology allows teachers to diversify their lectures, display more information, and enhance students' learning. Using different technologies in the classroom may help teachers save time and energy and allow for more attention to be paid to the course content. Indeed, Madhavaiah et al. (2013, p.148) argues: "Technology has become a

powerful catalyst in promoting learning, communications, and life skills for economic survival in today's world."

According to Madhavaiah et al. (2013,p.148), technology is a powerful tool with enormous potential for paving high-speed highways from outdated educational systems to systems capable of providing learning opportunities for all, to better serve the needs of 21st century work, communications, learning, and life.

To conclude, we could state that technology is considered as one of the most major drivers of both social and linguistic change. It provides several options in terms of improvements. For instance, technology is making teaching interesting and more productive.

3. Media and Technology in Language Teaching

Media in teaching improves the importance of interaction between students and teachers. As well, it enhances the ability of students to listen and speak, and to increase their communication competence.

Using media and technology in teaching makes a good exchange between the teacher and his students. Moreover, Madhavaiah et al. (2013, p.151) stated that the process of multimedia can be set of both teachers and students. Media can also enhance lessons by capturing students' attention and providing visual or auditory examples of subject discussed in class.

According to Young and Bush (as cited in Pun, 2013), "With no clear sense of effective technology use, teachers often ignore it altogether or resort to exposing students simply to whatever current software is most available, with little instructional support or curricular connection."

Moreover, Shyamlee and Phil (2012, p.151) state:

> With the rapid development of science and technology, the emerging
> and developing of multimedia technology and its application to teaching
> featuring audio, visual, animation effects comes into full play in English

class teaching and sets a favorable platform for reform and exploration on English teaching model in the new era.

In addition to this, they also state that multimedia teaching stresses the role of students, and enhances the importance of 'interaction' between teachers and students. As well as, a major feature of multimedia teaching is to train and improve students' ability to listen and speak, and to develop their communicative competence, etc.

Besides, they also declare that multimedia teaching creates a context for language teaching. This method makes the class lively and interesting, and optimizes the organization of the class. As Zhang (as cited in Shyamlee and Phil, 2012, p.152) points out through Multimedia and network technology, we can offer students not only rich, sources of authentic learning materials, but also an attractive and a friendly interface, vivid pictures and pleasant sounds, which to a large extent overcomes the lack of authentic language environment and arouses students' interest in learning English. On the whole, the main purpose of using media technology in language teaching is to promote students motivation and learning interest in the English language.

4. Advantages of Technology in Language Teaching

The advantages for using technology in language teaching are numerous. The most important advantage is to strengthen affective factors, motivation, interest and attitude, to promote cognitive skills, discovery learning, problem solving, and provide authentic materials for study.

According to Maggioli (2007), technology allows students to vary the amount of time they spend, the help they request, and allows the path they take through a learning activity. As well, it enables the teacher to tailor instruction specifically to individual learners. He added other important advantages like to provide individualized interaction, help learners develop learning strategies that will benefit them beyond the language classroom, and provide authentic material in a quick, accessible way.

Madhavaiah et al. (2013,p.150) stated that there are five advantages; to cultivate students' interest in study, to promote students' communication capacity, to widen

students' knowledge to gain an insightful understanding to western culture, to improve teaching effectiveness, and to improve interaction between teacher and student.

Bena and James (2001 as cited in Zaidiyeen, 2010, p.212) claim that there are three reasons for investing in technology. Firstly, to increase students' ability and interest in applying authentic settings, what district and states have identified as learning and tasks that students should know and able to do. Secondly, to prepare students for success in a technology centered world of work. Finally, to prepare students to manage and use information so they can be productive lifelong learners and responsible citizens.

According to Egan (1999,p.281), technology gives learners a chance to engage in self-directed actions, opportunities for self paced interactions, privacy, and a safe environment in which errors get corrected and specific feedback is given.

According to Anderson et al. (2005, p.33) technology can provide our eyes with a static image or a dynamic video image. It can present us with an audio sound. And both can be combined in video recording and playback.

In brief, for the sake of improving the quality of the student's learning and therefore facilitating the pedagogical actions, teachers use technology to expose students to real English, increase communication among them, motivate them, and make them eager to learn. It also helps teachers to better prepare the lesson and increase the degree of learners'' involvement.

5. The Use of Information and Communication Technology (ICT) in Foreign Language Learning

As the popularity of English is expanding day by day and worldwide, the teachers of English feel the need of change in their language teaching methods. The use of Information and Communication Technology in language teaching has created a favorable context for reforming and exploring English language teaching models in the new age.

Peck and Domcott (1994) (as cited in Al-Zaidiyeen,2010, p.212) outlined ten reasons that technologies should be used in schools; technology enables teachers to individualize instruction, which allows students to learn and develop at their own pace in a non-threatening environment; students need to be proficient at accessing, evaluating and communicating, and information; technology can increase the quantity and quality of students' thinking and writing through the use of word processors; technology can develop students' critical thinking and allowing them to organize, analyze, interpret, develop, and evaluate their own work; technology can encourage students' artistic expression; technology enables students to access resources outside the school; technology can bring new and exciting learning experiences to students; students need to feel comfortable using computer, since they will become an increasingly important part of students' world; technology creates opportunities for students to do meaningful work, and; schools need to increase their productivity and efficiency.

Plomp et al. (1996) (as cited in Al-Zaidiyeen, 2010, p.212) identified three objectives for the use of ICT in education. First, the use of ICT as object of study, then the use of ICT as aspect of a discipline or profession; and finally, the use of ICT as medium for teaching and learning. Thus, information and communication technology has become an essential tool in students' academic development.

This trend features the use of audio, visual, and animation effects in the English language teaching classrooms. ICT plays a positive role in improving activities and initiatives of students and teaching effect in the classrooms.

6. Definition of Information Communication Technology (ICT)

In general, ICT is an umbrella term that includes 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 videoconferencing and distance learning. (SearchCIO, 2015) Additionally, according to Tinio (2002, p.4) ICTs are a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information." These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony.

In the same vein, according to Cohen et al. (2004, p.53), ICT is a means of accessing, storing, sharing, processing, editing, choosing, presenting and communicating data through a selection of media in which it involves findings, sharing, and restricting data in its various forms. In simple words, Nicholls (2004, p. 58) defines information communication technologies are electronic and computerized devices and associated human interactive materials in which we can apply in a range of teaching and learning processes. ICT includes computers, videos and television connections with other computers sensors…etc.

7. Role of ICT in Language Teaching

In the considerations of international education, ICT denotes a dominant strategy invested in the classrooms to improve the overall rate of education in almost all the fields of schooling. However, with regard to the context of foreign language education, the employment of ICTs has been, to an extent, one of the worthwhile procedure today's nations apply to guarantee the success of any language learning-teaching enterprise.

To begin with, the integration of ICTs in the language teaching-learning environments is becoming a primordial step since the consequences would be very fruitful. In this sense, Padurean and Margan (2009) state:

> The application of ICT gives more opportunities for communication between peer learners: they can exchange information in real time, they can participate in blog discussions, work in teams on different projects, exchange emails, search for information, etc. By using the authentic material provided by the Internet, we will have a better insight into the culture of the country and people whose language we study.   (p.98)

In this respect, language learners are supposed to be endowed with a variety of resourceful equipments which create learning atmospheres that greatly assist the learners' communication and awareness.

Next, recent studies emphasize the fact that there is significant evidence that the use of ICT can have a number of benefits and advantages on language learners. In

support of this, Houcine (2011) estimates that the adoption of ICT results in many advantages. These can better be paraphrased in the following points:

- ICT increases learners' motivation and consequently enhances learners' involvement.

- ICT empowers independent learning.
- ICT develops Learners' collaboration and communication while carrying out learning tasks.
- Learners' attainment and outcomes are improved through the use of ICT.

Moreover, teaching the language through the implementation of ICT is not a fortune that only learners can benefit from; however, teachers of the language are, at the same time, taking advantages from theses educational tools. Above all, teachers using ICT will discover that their role is shifting from knowledge providers to facilitators of the learning process. In addition, and teachers will be able to change and improve the teaching method since they make use of ICT. That is, they can bring their students into the world of networks where they can support their classroom teaching. Furthermore, teachers can better deal with the construct of assessment throughout the investment of ICT. That is, teachers, for instance, can assess their learners' achievements online and provide feedbacks in a short period of time (Yunus, Nordin, Salehi, Embi and Salehi, 2014).

Succinctly put, on the one hand, ICT is the pedagogical tool which allows language teachers to overcome a number of difficulties as well as to support their teaching with effective procedures to better attain the teaching outcomes. And on the other hand, language learners are most targeted when ICT is adopted in the classroom to help them communicate, interact, be motivated, and achieve better during their career.

8. Advantages of Using ICT in Language Teaching

The use of ICT makes the learners more involved and increase the effectiveness of learning. So, there are many advantages of ICT in language teaching. First, ICT motivates students to achieve better and perform in a good way. Second, it also helps students to reflect on what and how they have learnt. It is seen as increasing learners' confidence and motivation by making school work more enjoyable. Simultaneously, it also enhances teachers' awareness about the positive impact of ICT, motivates students and improves their oral performance. Subsequently, ICT enables learners to gather data that would be difficult or even impossible to obtain. And through ICT, teachers can easily explain complex instructions and ensure students' comprehension. They are also able to create interactive classes and make the lessons more enjoyable, which could improve student attendance and concentration.

Fox (2003 as cited in Meadows, 2004, p.14) supports teaching by finding resources on the internet, storing them and making them available to others who may be teaching a similar topic.

Anderson et al. (2005, p.161) states that ICT offers various advantages. One of them is to facilitate learning for children who have different learning styles and abilities, including slow learners, the socially disadvantaged, the mentally and physically handicapped, the talented, and those living in remote rural areas.

9. Kinds of ICT

The field of Information and Communication Technology (ICT) combines science and technology. It includes the full variety of computer hardware and software, telecommunication and cell phones, the Internet and Web, wireless networks, and video cameras, and so on. ICT has proven to be a valuable help to solving problems and accomplishing tasks in business, industry, government, and especially education.

9.1. Web-Based Learning

Web-based learning or sometimes called e-learning is anywhere, any-time instruction delivered over the internet. According to Amiri (2012, p.104), WBL is called e-learning. This means that, it is a variety of basic language skills which can be developed with the help of web-based language learning activities. He also mentions that technologies or ICTs can be used in education as follows:

9.1.1. E-mail

E-mail is a communication tool which is used in language learning. For learners of English, e-mail is an excellent way to communicate with their instructors because of its usefulness and easiness. According to LeLoup (1997, p. 104 as cited in Amiri, 2012), "foreign teachers and students can integrate e-mail based activities into their curriculum". According to Chisholm (2001. p.22), one of the greatest benefits of the internet has to be electronic mail, or e- mail. Also, it is the most used internet service. The major benefits are: instant transmission of messages, ability to send files such as word processed documents, picture and programs, opportunity to send copies of messages to as many people as wish all at once, no postal charges, sending and receiving messages…etc. moreover, Ryan and Cooper (2010, p.222) mention that e-mail is an excellent medium for teachers to use in sharing ideas, materials, and resources. Besides, it is fast and cheap.

9.1.2. Weblogs

Weblogs is a web site that consists of a series of entries arranged in reverse chronological order, often updated on frequency with new information about particular topics. According to Nardi et al. (2004 as cited in Amiri, 2012, p.105) "blogs are well suited to serve as on-line personal journals for students, particularly since they normally enable uploading and linking of files."

9.1.3. Skype

Skype is a computer program that can be used to make free voice calls over the internet to anyone else who is also using Skype. According to Madhavaiah et al. (2013, p.153), "Skype is a relatively newly emerging technology and the potential

application of it to language and literature learning and teaching needs to be further explored."

9.1.4. Mobile Devices

Mobile learning is also defined as "any service or facility that supplies learner with general electronic information and educational content that aids in acquisition of knowledge regardless of location and time." (ibid)

Vavoula and Sharples (as cited in Madhavaiah 2002, p.153) suggest three ways in which learning can be considered mobile as "learning is mobile in terms of space, it is mobile in different areas of life, and it is mobile with respect to time." As it can be understood from these definitions that, mobile learning system is available for delivering education to learners anytime and anywhere they need it. Mobile phones are the most popular devices among people.

9.1.5. IPods

Ipod is a portable electronic device to allow users to upload and play their music using the devices. According to Amiri (2012, p.105), IPods are one of the mobile media devices which enable users to produce, organize, deliver and use media. Also, users can share texts, images, audio or video with their peers and teachers.

9.2. The Internet

Internet has become a popular and effective means of communication for many people. According to Harmer (2000, p.1) adds that internet is "…cyberspace, the information superhighway, the online community, the electronic library and the digital revolution…"

Chisholm (2001, p.13) mentions that internet is a network of computers connected all around the world. And it is accessible to anyone who owns a computer. According to Yang and Chen (as cited in Aydin, 2007, p.18) summarize the advantages of internet use in EFL learning:

> The internet enables English learners to access useful language resources and communicate directly with native English speakers …Learners can

practice applying information and overcome the decontextualized predicament of English learning. Students can learn listening, speaking, reading and writing English integratively via real- world situations.

So, the internet has an important role and great potential in foreign language learning and teaching.

9.2.1. ADSL

ADSL means (Asymmetric Digital Subscriber Line) is a technology for transmitting digital information at a high bandwidth on existing phone lines to homes and businesses. According to Chisholm (2001.p.19) ADSL is a branch new technology. It is a means of getting Internet access. And also a systematic digital subscriber line, for permanent high speed connection to the internet.

9.2.2. Wireless Links

Wireless is a term used to describe telecommunications in which electromagnetic waves carry the signal over part or the entire communication path. According to Haddad and Draxler (2002, p.22) it is a major people connect to the internet, and also it was linking without lines. This latter now takes place not just via satellites, but also via high frequency short range radio transmitters covering a specific area or cell and inside building by "Bluetooth" and infrared light.

9.3. The Overhead Projector

The overhead projector is a device that shows information on a wall by shining a light through a sheet with the information on it. According to Harmer (2008, p.136), overhead projectors are extremely useful pieces of equipment since they allow us to prepare visual material. One of the major advantages of the overhead projector is that we do not have to show everything on an overhead transparency all at once. For instance, we might show the first two lines of a story and ask students what is going to happen next. And according to Anderson et al. (2005, p.234), projector is an electronic optical device, emitting a strong beam of light to cast the computer monitor images onto a large screen.

9.4. The Language Laboratory

According to Harmer (2008, p.141), the language laboratory is one of the tools that aid teachers to explain language meaning and construction, and engage students in a topic. First, the modern language laboratory has between ten to twenty booths, each one equipped with a tape desk, headphones, microphone and nowadays computers. Technology is such a way that students can work by their own, or can be paired with different students, or interact with their teachers. He also adds that in the language laboratory, the teacher can broadcast the same taped material to each computer screen. Language laboratories have three special characteristics:

- **Double track:** The fist track is for listening and the second one is for recording thus, students will listen back to what they said into microphone and listening to the original recording.
- **Teacher access**: The teacher can listen to individual students and discuss at the same time. Laboratories equipped with computer for each booth allow teachers to read what students are writing, and make correction either by talking to the students or by using the editing facility attached to their word processing package.
- **Different mode:** The teacher can decide if students are working at the same time and speed since they are all listening to a master tape. In computer equipped laboratories, they can all watch a video that the teacher is broadcasting to their individual monitors.

9.5. The Computer

A computer is a device that accepts information and manipulates it for some result based on program. According to Williams and Esaingwood (2004, p.6), computer is a very powerful and flexible tool and it processes huge amounts of different type of data. Morgan (1997) (as cited in Al-Zaidiyeen, 2010, p.212) claimed that when computers are used, there are many learning processes are engaged such as, gather information, teacher as facilitator, involvement in experiential learning, face to face communication, expanded creativity, and testing of new knowledge.

9.6. Third Generation Wireless (3G)

According to Thing (2002, p.6), 3G is a short term for third‑generation wireless. It refers to near future developments in personal and business wireless technology, especially mobile communications. 3G is expected to include capabilities and features such as:

- Enhanced multimedia (voice, data, video, and remote control)
- Usability on all popular modes (cellular telephone, browsing)
- Broad bandwidth and high speed
- Routing flexibility (satellite)
- Operation at approximately 2GHz transmit and receive frequencies
- Roaming capability throughout Europe, Japan, and North America

Thing (2002, p. 6) mentions that 3G is generally is considered applicable mainly to mobile wireless; it is also relevant to fixed wireless and portable wireless. The ultimate 3G system might be operational from any location on, or over, the earth's surface, including use in or by homes, businesses, government offices, medical establishments, and the military…etc. Ultimately, proponents of 3G technology promise that it will keep people connected at all times and in all places.

Conclusion

Today, technology has become an essential part of our life and a vital component of how we should teach. It provides so many options as making teaching interesting and more productive in terms of improvements. This chapter was about the use of technology in teaching EFL and how it was applied in oral expression class. As it can be used so numerous times with new materials such as: computers, internet, the overhead projector and alive language laboratory to stimulate students and bring the language.

Introduction

Information communication techniques are very useful and important in our life. They have no limits in all domains of education especially in teaching oral expression to the English as foreign language learners. Our aim in this chapter is to find out whether ICTs are used in teaching English at the section of English and to show to what extent teachers know how to use them to teach the subject of oral expression. To answer these questions, we submitted two questionnaires: one for teachers and the other for students so as to collect and gather data on their opinion about using ICTs' in the classroom to teach oral expression and whether it really increases their motivation and ameliorate their level in speaking English.

1. The Students' Questionnaire

1.1. Aim of the Questionnaire

The questionnaire aims at collecting students' viewpoints about the use of ICTs in oral courses to develop their speaking abilities.

1.2. Sample of the Questionnaire

The students' questionnaire is directed to second year students (a population of 542 students) at the division of English in Mohamed Kheider University. We have chosen to give the questionnaire to 40 students randomly selected to be a sample of the study.

1.3. Description of the Questionnaire

This questionnaire is composed of 19 questions. It is divided into three sections. The first section is about background information (Q1-Q7). From these questions we need to collect information about the students' sex, age, and the possession of technological devices and internet accessibility at home. Besides, we asked students if they use social network means and if they use these them for educational purposes. The second part includes 8 questions (Q8-Q15). It speaks about developing speaking skill. The goal is to know if students find speaking English easy, and if it is spoken outside the classroom. Another aim is whether students listen to different types of English records, and if they enjoy oral expression course. The objective behind asking all these questions is to know if oral expression teachers use ICT in the classroom.

The third part contains 4 questions (Q16-Q19). It is about checking students' opinions about the use of ICT in teaching oral expression as beneficial and if these high technologies develop their speaking skill and which kind of technology they prefer.

1.4. Analysis of Students' Questionnaire

<u>Section One</u>: Background Information

Q 01: Sex

Gender	Number	%
Female	31	77.5%
Male	09	22.5%
Total	40	100%

Table 1: Students' Sex Distribution
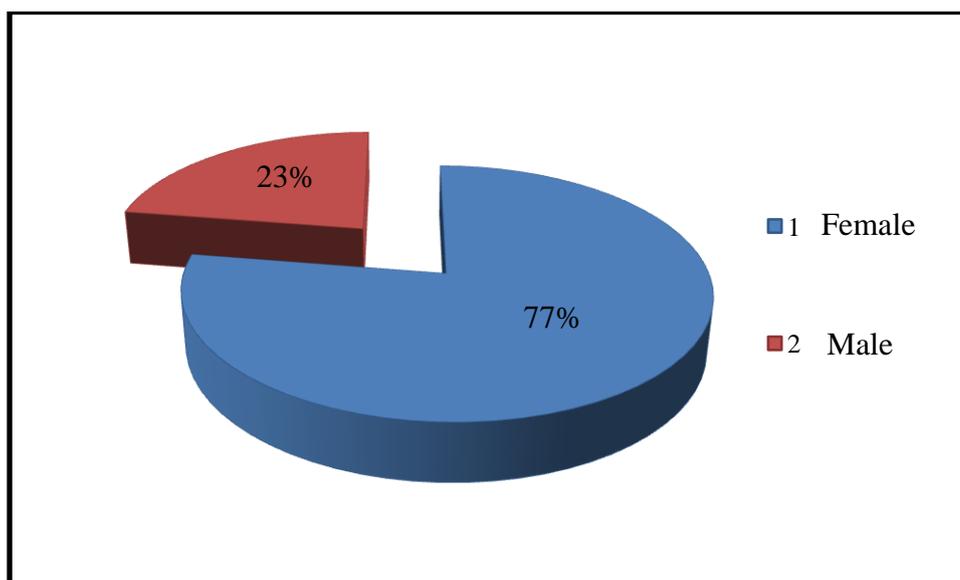
Figure1: Students' Sex Distribution

The table shows that 77.5% of students are female while 22.5% are male. The aim of this question is to know who prefers using high technologies in teaching.

Q 02: Age

Age	19-21	22-24	25 +	Total
Number	30	10	00	40
%	75%	25%	0%	100%

Table 2: Students' Age Distribution
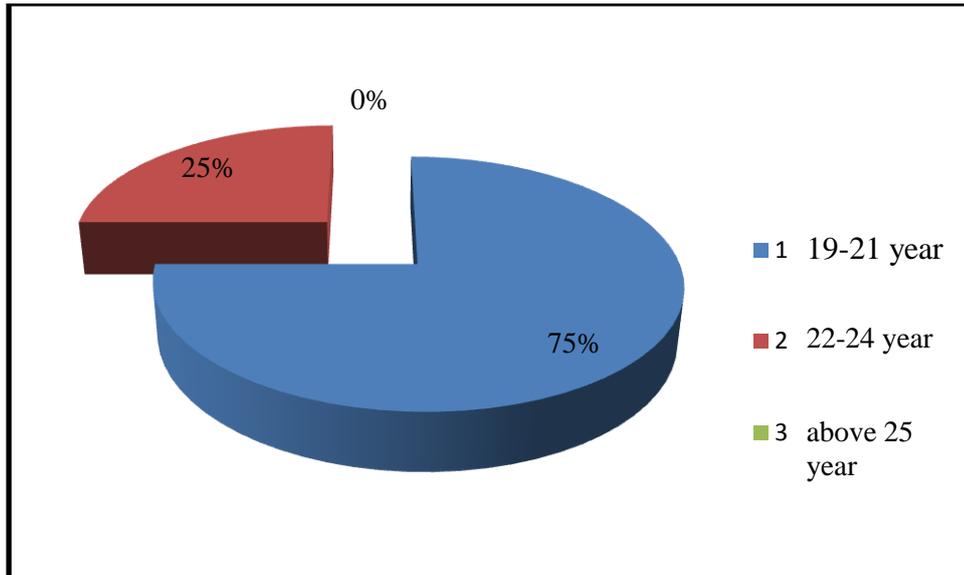
Figure2: Students' Age Distribution

Table two shows that 30 students' ages are between 19 and 21 whereas 10 students are between 22 and 24. Besides, the table shows that no of the questioned students is above 25.

Q 03: At home, do you have?

Choices	Repetitions	%
Computer	17	42.5%
Laptop	11	27.5%
I pad	04	10%
Smartphone	08	20%
Total	40	100%

Table 3: Tools That Students Have at Home
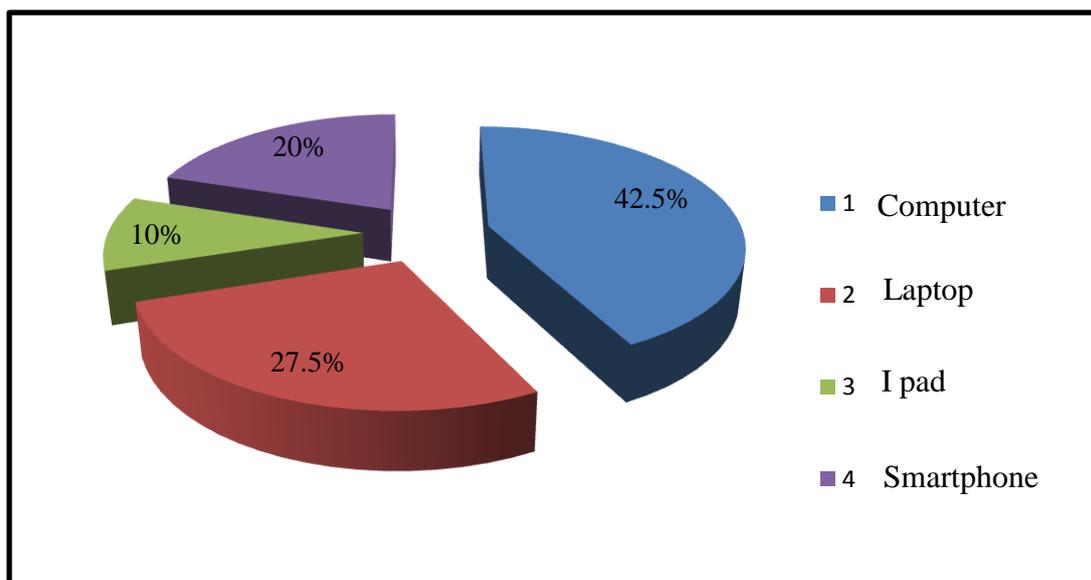
Figure3: Tools That Students Have at Home

     This question seeks to know which tool students have at home. It is obvious from the above table that 42.5% of the participants have a computer and 27.5% of them have a laptop. While 10% of them have an Ipad and 20% of the students have a smart phone.

Q 04:   Are you skillful enough to use these devices?

Choices	Repetitions	%
Very skillful	24	60%
Somehow	14	35%
Not at all	02	5%
Total	40	100%

Table 4: Students' Knowledge of ICT Use
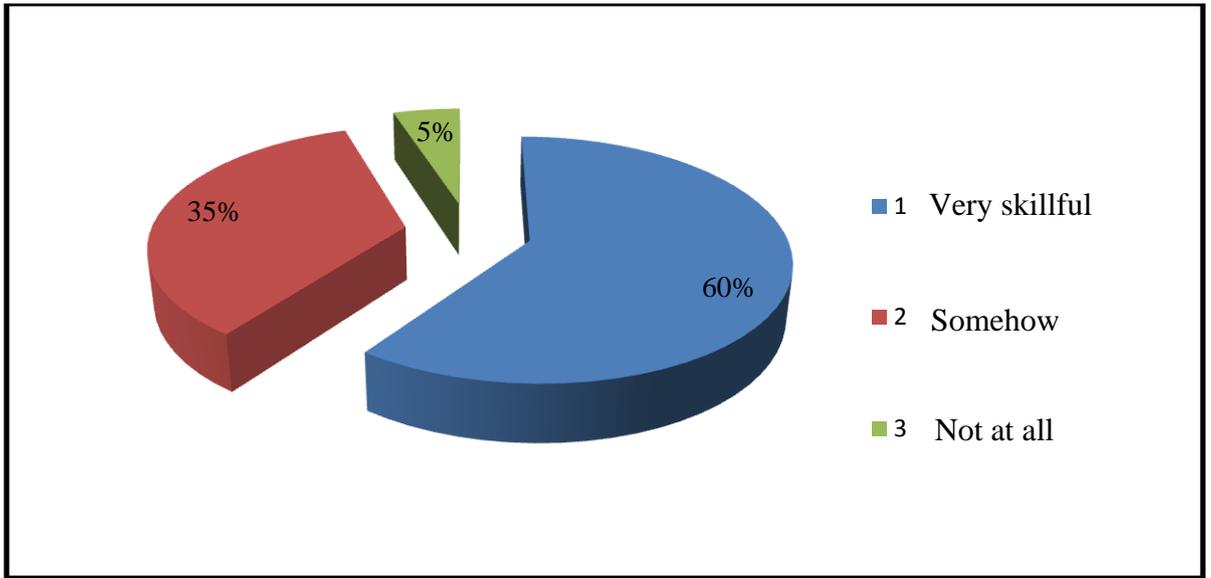
Figure4: Students' Knowledge of ICT Use

We notice that a great portion of students (60%) are skillful enough to use these modern technologies. While 35% of students state that they are not skillful enough and 5% of them they are not skillful in using these devices.

Q 05: Do you have internet access at home?

Choices	Repetitions	%
Yes	22	55%
No	18	45%
Total	40	100%

Table 5: Students' Access to Internet at Home
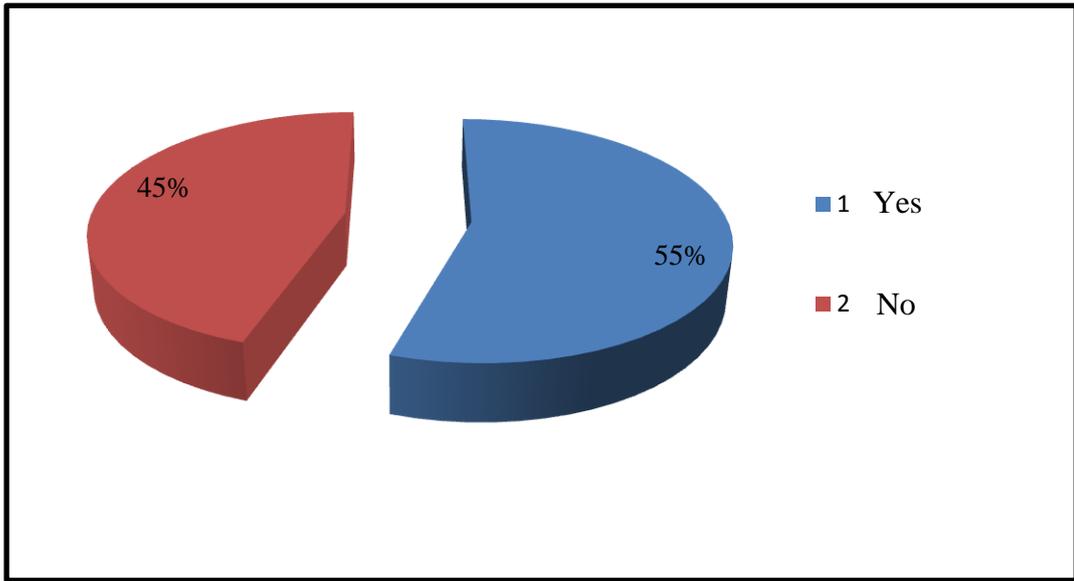
Figure5: Students' Access to Internet at Home

This question aims at knowing how many students have access to internet at home in order to see their skill in using it as well as using technological devices. The table 5 indicates that 45% of students do not have access to internet at home, but 55% of them state that they have it.

Q 06: Do you have any of the following accounts?

Choices	Repetitions	%
E-mail	11	27.5%
Facebook	21	52.5%
Twitter	02	5%
YouTube	06	15%
Total	40	100%

Table 6: Tools That Students Have
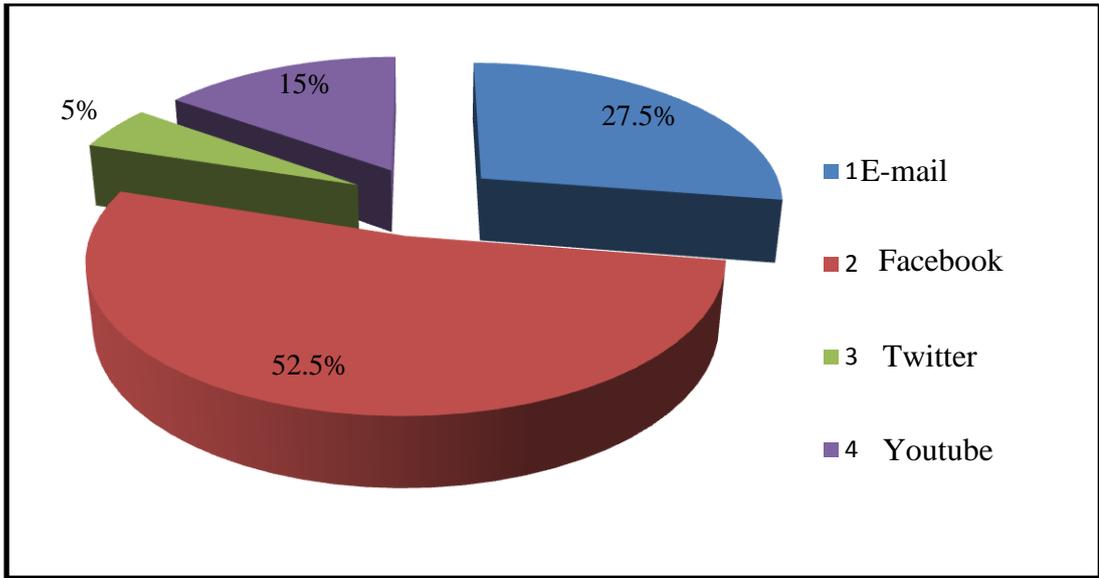
Figure6: Tools That Students Have

Half of the number of students questioned (52.5%) says that they use facebook and 11 students (27.5%) who have e-mail accounts. We notice that only 5% of students have twitter and15% of them have youtube.

Q 07: In addition to chatting, do you use these means for educational purposes?

Choices	Repetitions	%
Yes	29	72.5%
No	11	27.5%
Total	40	100%

Table 7: Students' Use of Technology for Educational Purposes
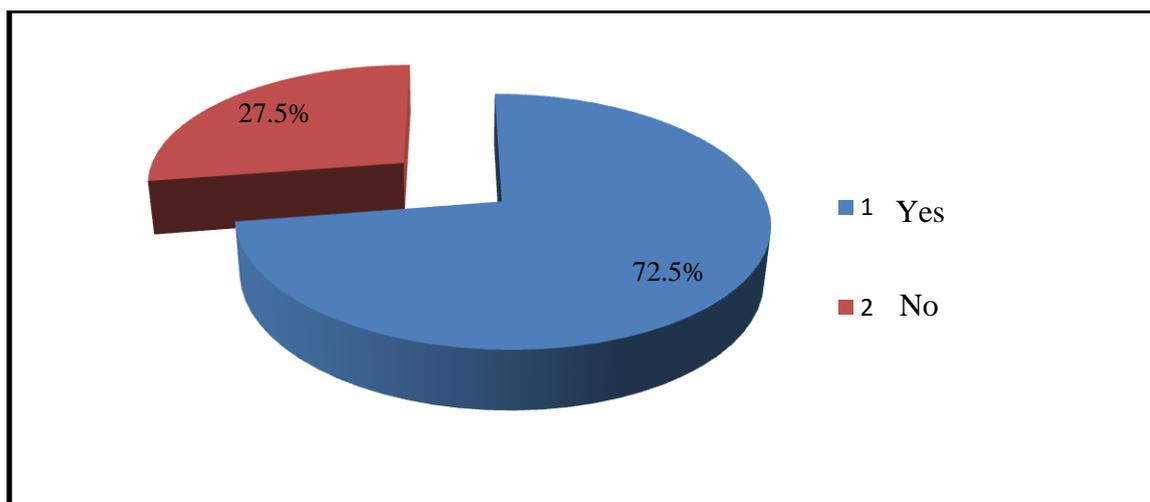
Figure7: Students' Use of Technology for Educational Purposes

Table 7 clarifies that 72.5% of students from the whole sample use technology for educational objectives. Whereas 27.5% of them do not use it for studying but for amusement.

<u>Section Two</u>: Developing Speaking Skills

Q 08: Is speaking English for you:

Choices	Repetitions	%
Easy	26	65%
Very easy	4	10%
Difficult	10	25%
Very difficult	00	0%
Total	40	100%

Table 8: Speaking in English
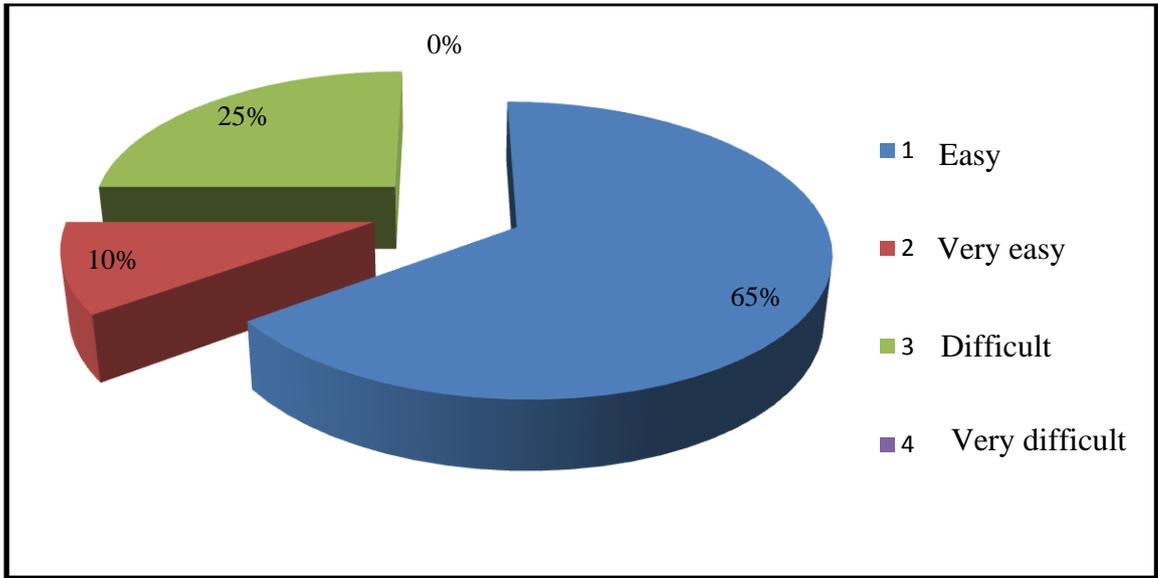
Figure8: Speaking in English

The purpose of this question is to know how students find speaking English. The answers of the students, as shown in table 8, demonstrate that the majority of them (65%) find that speaking in English is easy, some of them (25%) find it difficult, and 10% declared that they find speaking in English very easy.

Q 09: Do you speak English outside the classroom?

Choices	Repetitions	%
Yes	29	72.5%
No	11	27.5%
Total	40	100%

Table 9: Using English outside Classroom
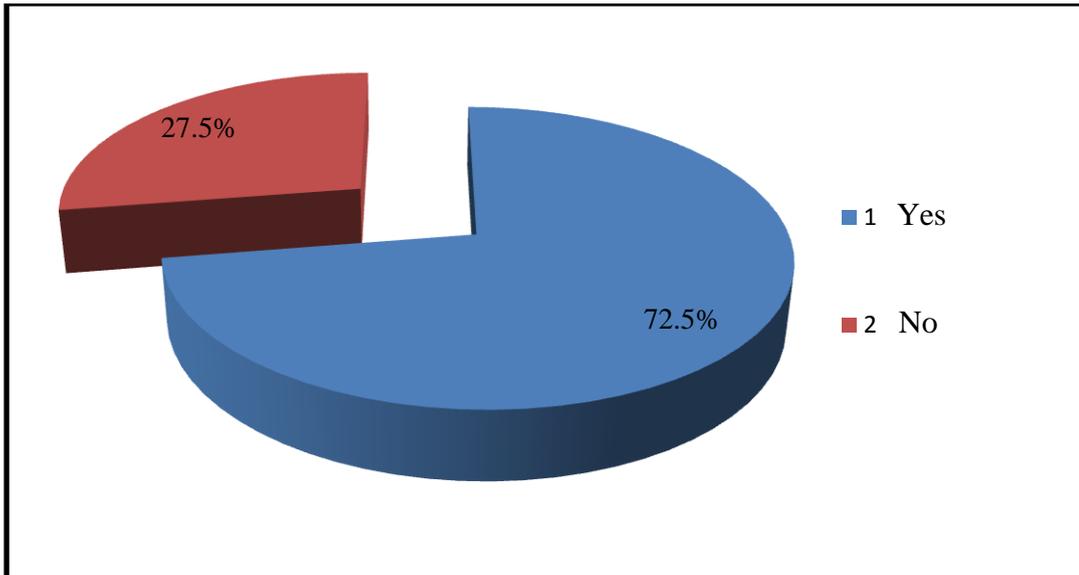
Figure 9: Using English outside Classroom

Form table 9, we can notice that the majority of students (72.5%) use English outside the classroom, while 27.5% do not may be because of the lack of vocabulary and fear of making mistakes while speaking.

Q 10: Do you listen to English records outside the classroom?

Choices	Repetitions	%
Yes	40	100%
No	00	0%
Total	40	100%

Table 10: Students and Listening Records
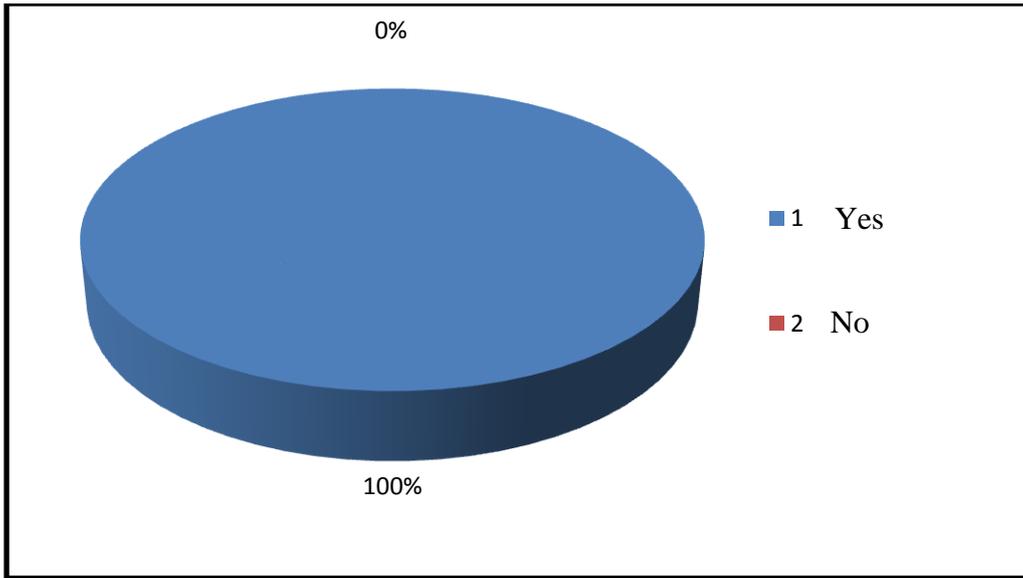
Figure10: Students and Listening Records

The table shows that the whole sample (100%) listens to English records outside the classroom, at home, cybercafés, or elsewhere.

Q 11: If 'yes', which type do you prefer?

Choices	Repetitions	%
Films	13	32.5%
Songs	22	55%
Audio books	05	12.5%
Total	40	100%

Table 11: Types of Listening Records
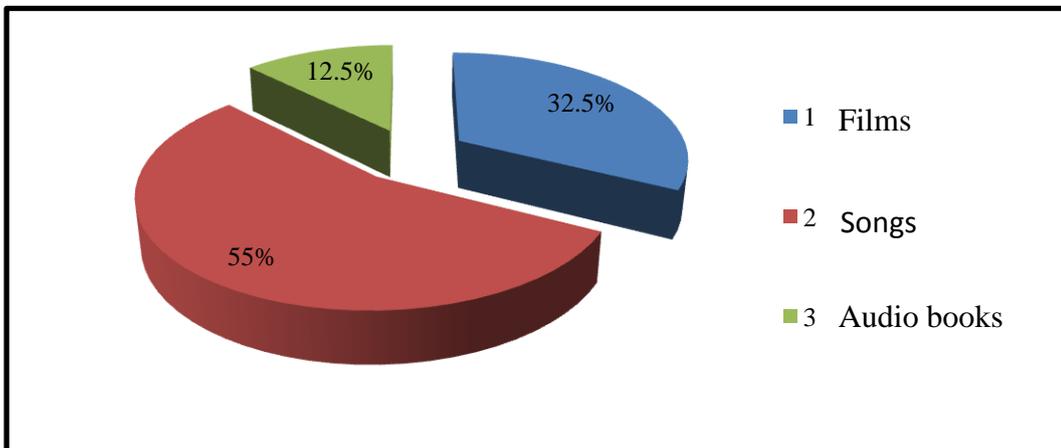
Figure11: Types of Listening Records

From the table above, we notice that 55% of students prefer listening to songs while 32% of them enjoy listening to films. Only 12.5% of the whole sample love listening to audio books. The aim behind asking this question is to see if students are interested in learning English through different types of listening records far from what they listen habitually in class.

Q 12: How much do you enjoy the Oral Expression course?

Choices	Repetitions	%
Very much	26	65%
Somehow	14	35%
Not at all	00	0%
Total	40	100%

Table 12: Students' Preferences
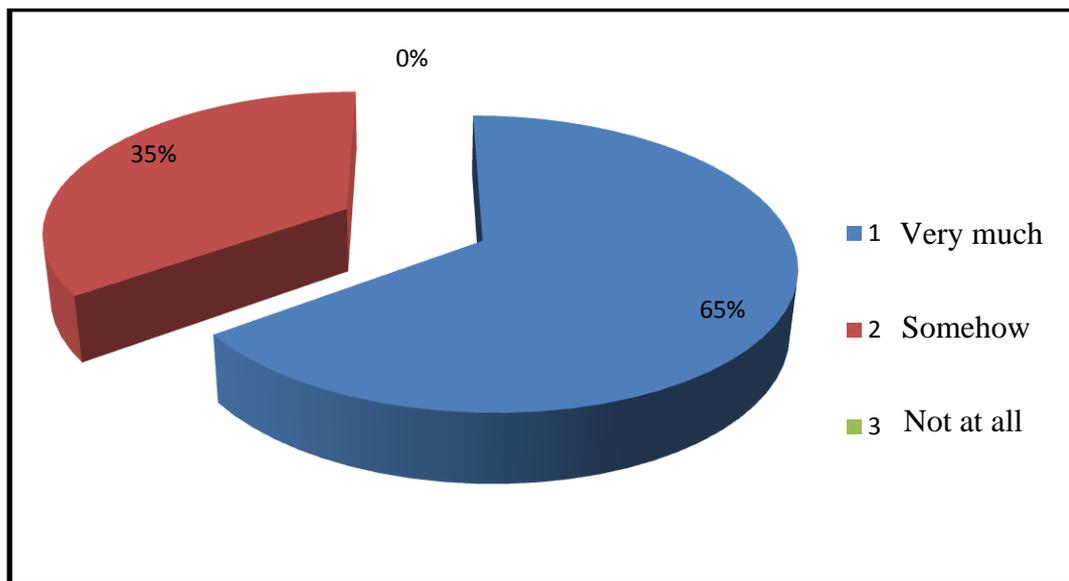
Figure12: Students' Preferences

Question 12 was asked in order to identify if students enjoy the course of oral expression or not. We find that 65% of students enjoy this module whereas 35% of them do not.

Q 13: Are you satisfied with the different activities that you perform in the Oral Expression sessions?

Choices	Repetitions	%
Yes	31	77.5%
No	09	22.5%
Total	40	100%

Table 13: Students' Satisfaction with Oral Class Activities
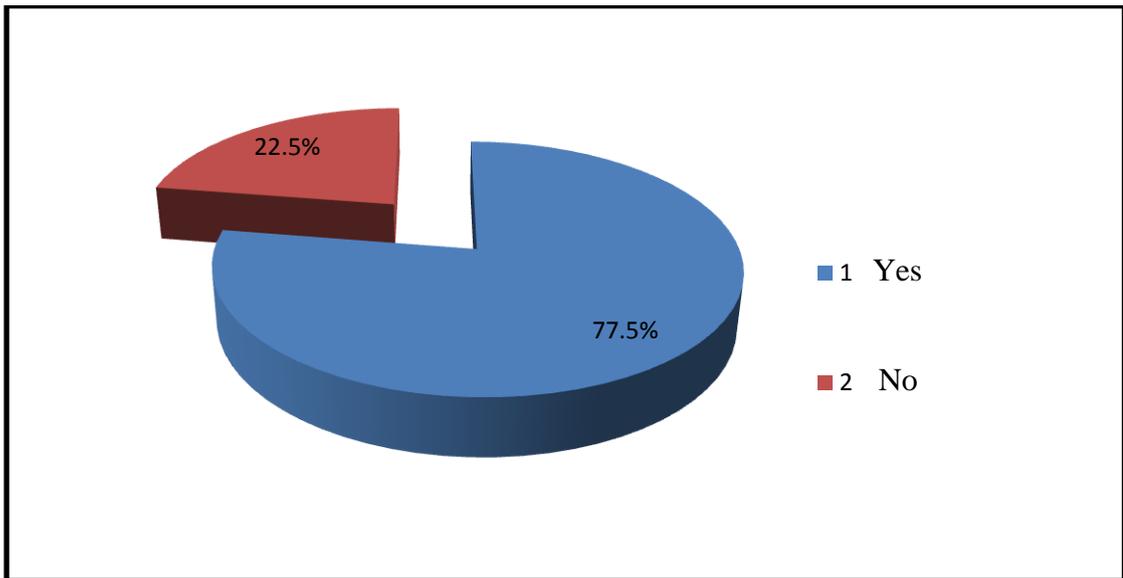
Figure13: Students' Satisfaction with Oral Class Activities

Table 13 shows that the majority of the students (77.5%) are satisfied with the different activities they perform in the oral expression sessions while 22.5% of them do because of various reasons.

Q 14: Does the method used by your O.E teacher to develop your speaking ability satisfy your needs?

Choices	Repetitions	%
Yes	21	52.5%
No	19	47.5%
Total	40	100%

Table 14: Methods Used by Oral Expression Teachers
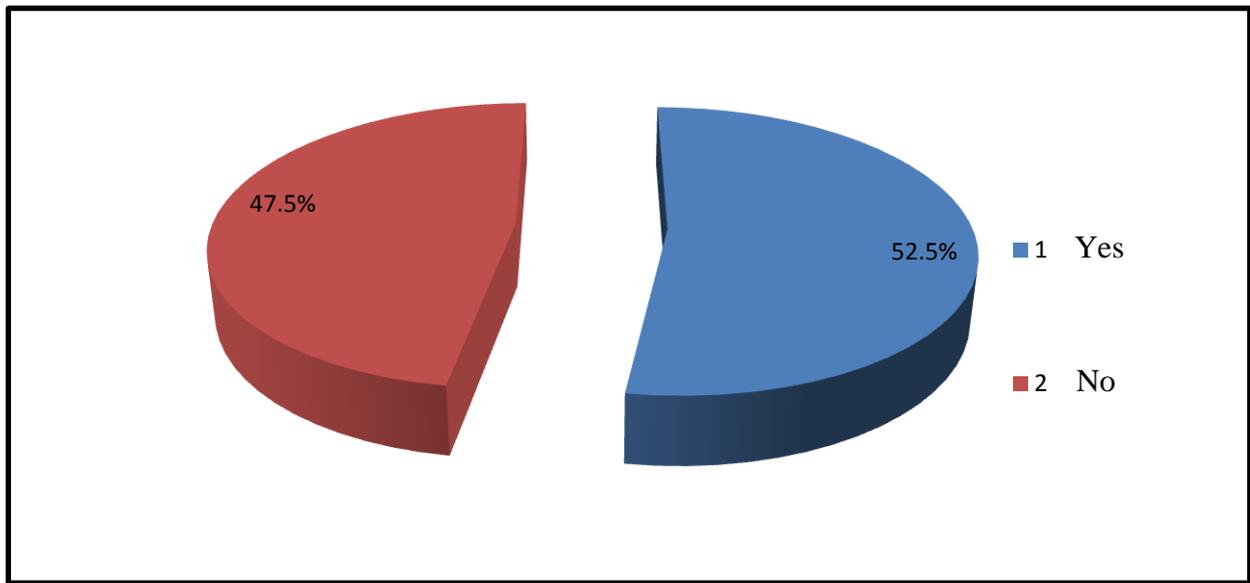
Figure14: Methods Used by Oral Expression Teachers

The above table shows that half of the students (52.5%) find that the method used by their oral expression teachers is suitable and helpful to develop their speaking skill; however, 47% of them confess that it is not appropriate and is not effective in improving their speaking abilities.

Q 15: If 'no', say if it is because of:

Choices	Repetitions	%
The type of the teaching materials.	5	26.32%
The type of activities	3	15.79%
The degree of teacher's interaction	1	5.26%
No variation of techniques.	10	52.63%
Total	19	100%

Table 15: Students' Reasons for the Method Dislike
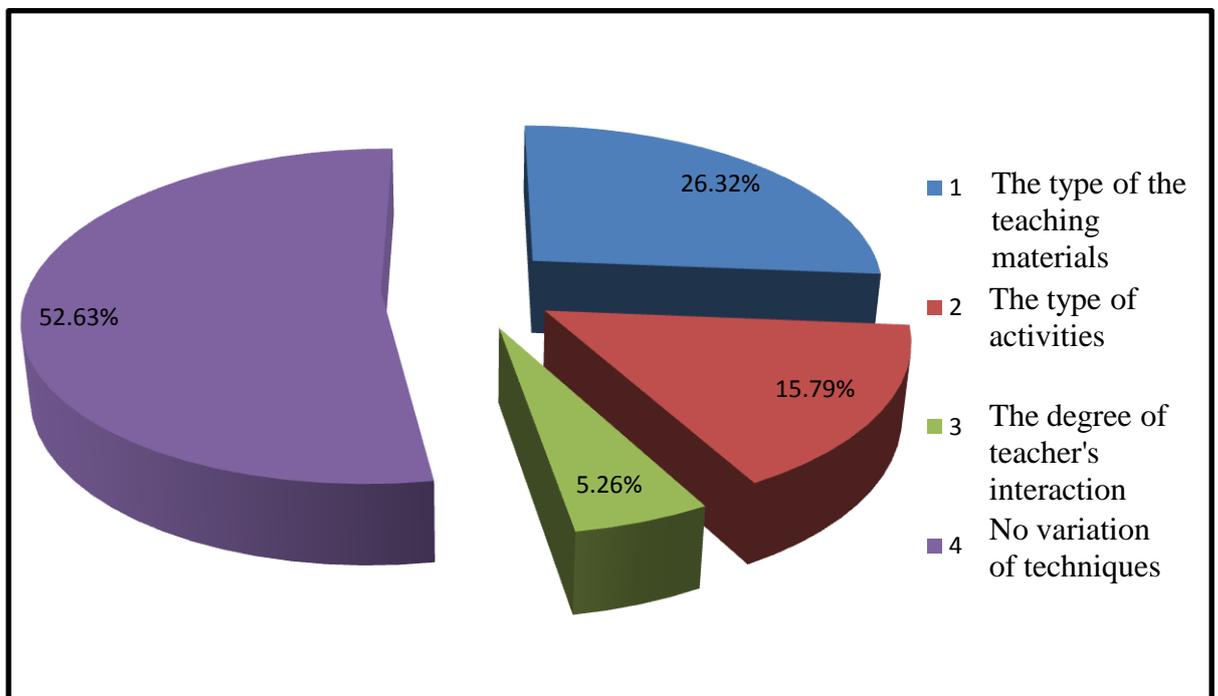
Figure 15: Students' Reasons for the Method Dislike

This question is related to the previous one. The idea behind this question is to know the difficulties and problems that student in relation to the method used by their teacher. Indeed, 52.63% of students think that the method used by their oral expression teachers to develop their speaking ability doesn't satisfy their needs because of no variation of techniques. 26.32% of them say that it is because of the type of teaching materials while 15.79% declare that it is because the type of

activities. Only 5.26% of the informants tell us that it is because of the degree of teacher's interaction.

Q 16: Which of the following techniques do you prefer?

Choices	Repetitions	%
Role play	06	15%
Free discussion	10	25%
Group work	19	47.5%
Information gap activities	05	12.5%
Total	40	100%

Table 16: Techniques that Student's prefer
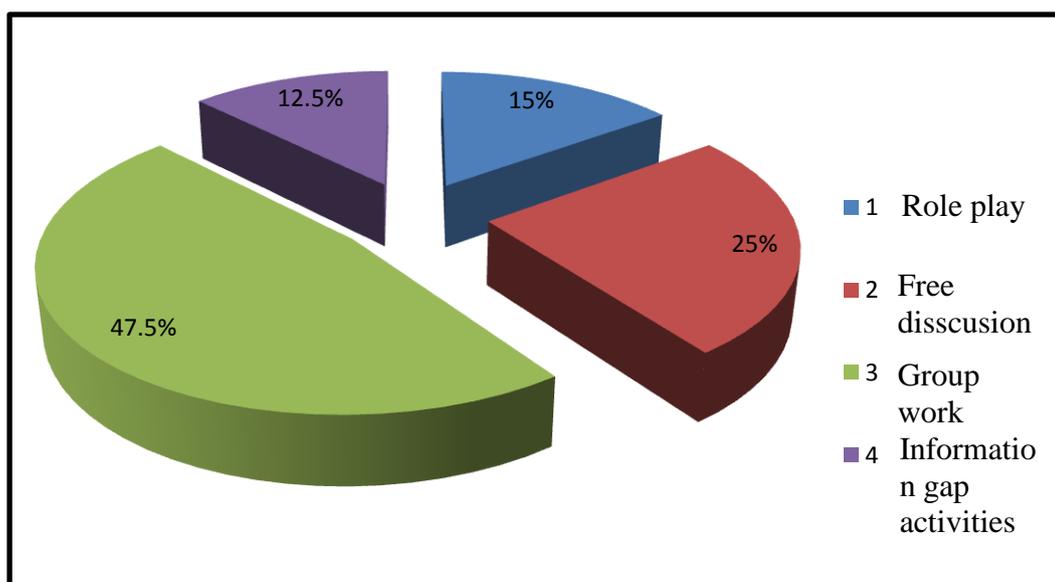
Figure16: Techniques that Student's Prefer

As shown in the table, 47.5% of the students prefer to use group work, (25%) of them like to use free discussion, (15%) like role play and (12.5%) of them like information gap activities. Therefore, students have different preferences concerning the techniques to use to develop their speaking skill. This is directly related to their learning styles and strategies.

Q 17: Does your teacher of Oral Expression use technology (ICT) in the classroom?

Choices	Repetitions	%
Yes	30	75%
No	10	25%
Total	40	100%

Table 17: Teacher's Use of Technology in the Oral Classroom
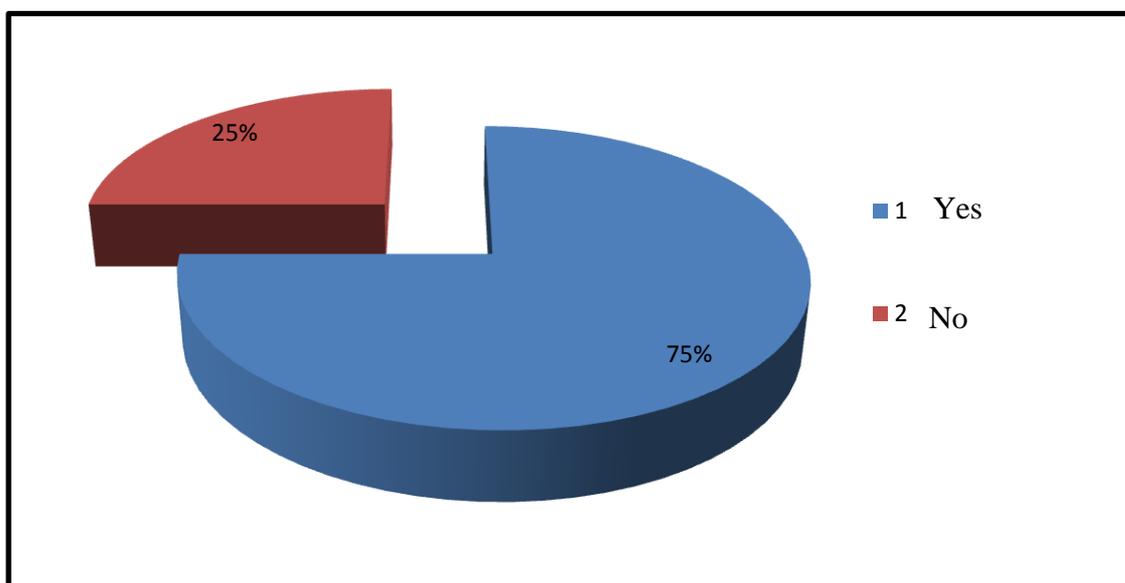
Figure 17: Teacher's Use of Technology in the Oral Classroom

We asked this question in order to know whether oral expression teachers use technology while teaching speaking. The table above shows that the majority of the students (75%) say that their teachers use technology in the classroom while 25% of them say that their teachers do not. This is referred to the teacher's method and objectives or to the availability of technology in class.

Section Three: The Importance of High Technologies in Oral Expression Class

Q 18: Do you find the use of information communication technology (ICT) in teaching English Oral Expression beneficial for you?

Choices	Repetitions	%
Yes	38	95%
No	02	5%
Total	40	100%

Table 18: The Use of ICT in the Classroom
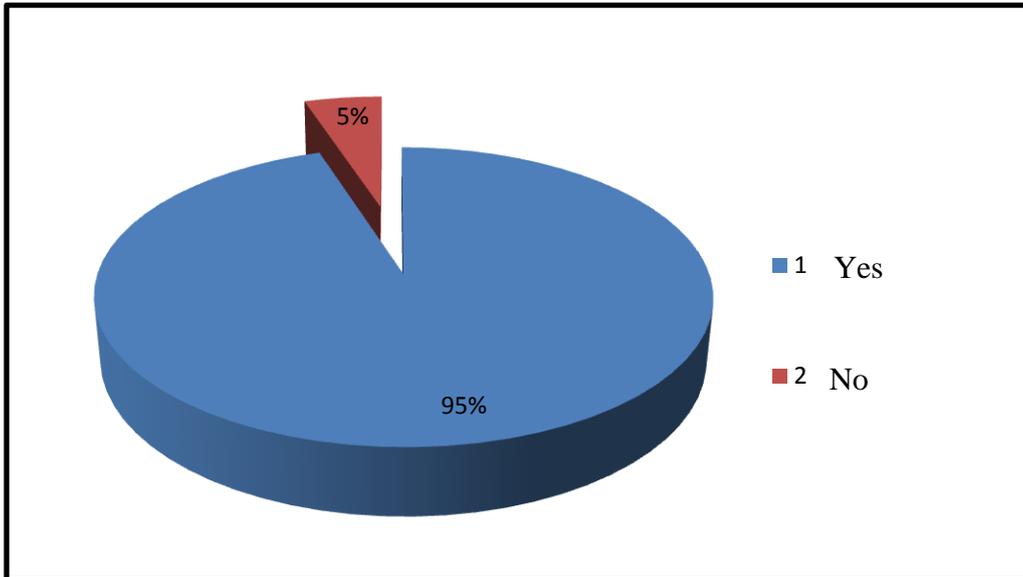
Figure18: The Use of ICT in the Classroom by the Teacher

A large portion of the sample (nearly 95%) reports that they feel that the use of ICTs is really helpful for them while the rest 5% said the opposite.

Q 19: Does the use of high technologies in the Oral Expression class increase your?

Choices	Repetitions	%
Knowledge	14	35%
Motivation	12	30%
Creativity	14	35%
Total	40	100%

Table 19: Benefits of ICTs in EFL classroom
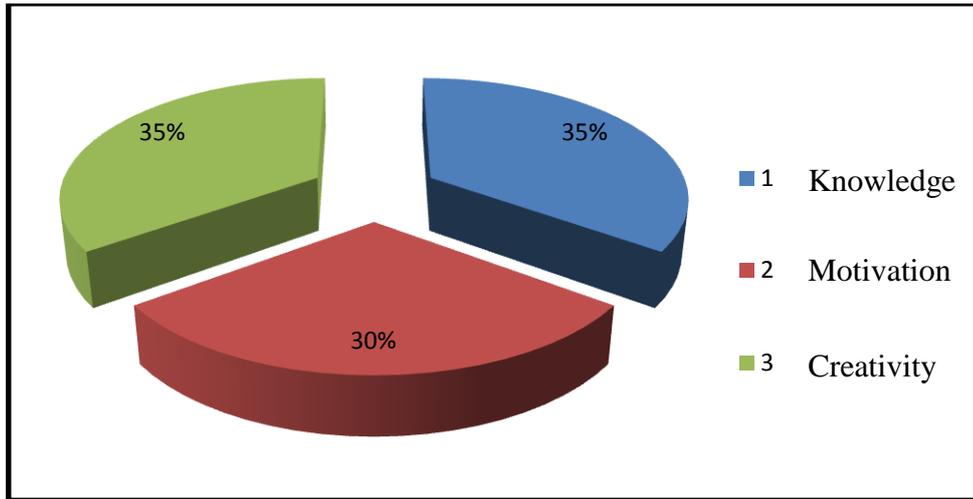
Figure19: Benefits of ICTs in EFL Classroom

From table 19, we can see that 35% of the students think that the aspect that is affected by technology is knowledge, creativity and 30% say it is motivation.

This question was intended to know what aspect students can increase through the use of technology.

Q 20: Does the use of ICT develop your speaking skill?

Choices	Repetitions	%
Yes	37	92.5%
No	03	7.5%
Total	40	100%

Table 20: The Use of ICT in Developing Students' Speaking Skill
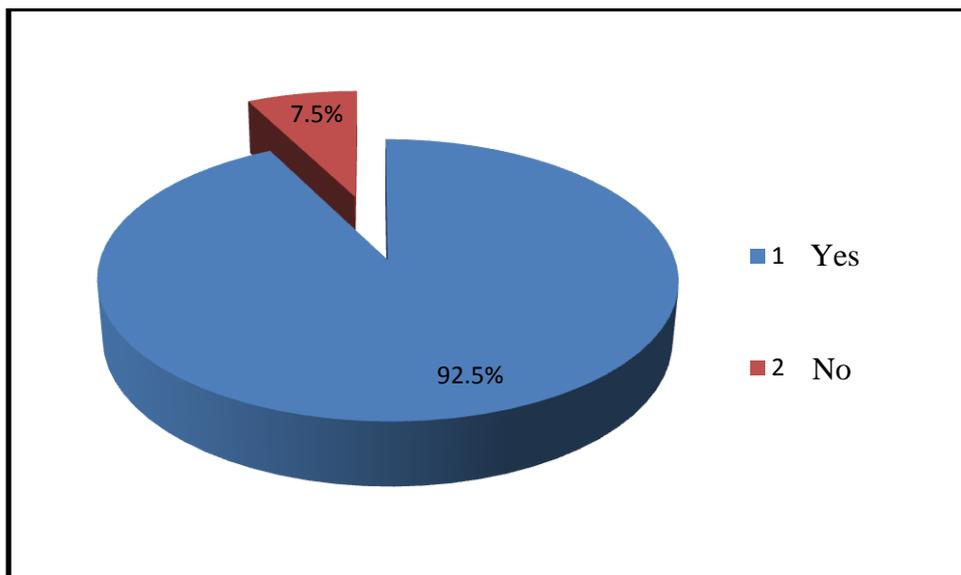
Figure20: The Use of ICT in Developing Students' Speaking Skill

Through this question, we wanted to discover if the use of technology develops students' speaking skill. The results show that the majority of the sample (92.5%) agrees that using technology develops their speaking skill. however, only 7.5 % disagreed.

Q 21: Which kind of technology do you prefer your teacher to use in teaching Oral Expression?

Choices	Repetitions	%
Data show	18	45%
Video	09	22.5%
Computer	13	32.5%
Total	40	100%

Table 21: Students' Preferences in the kind of Technology
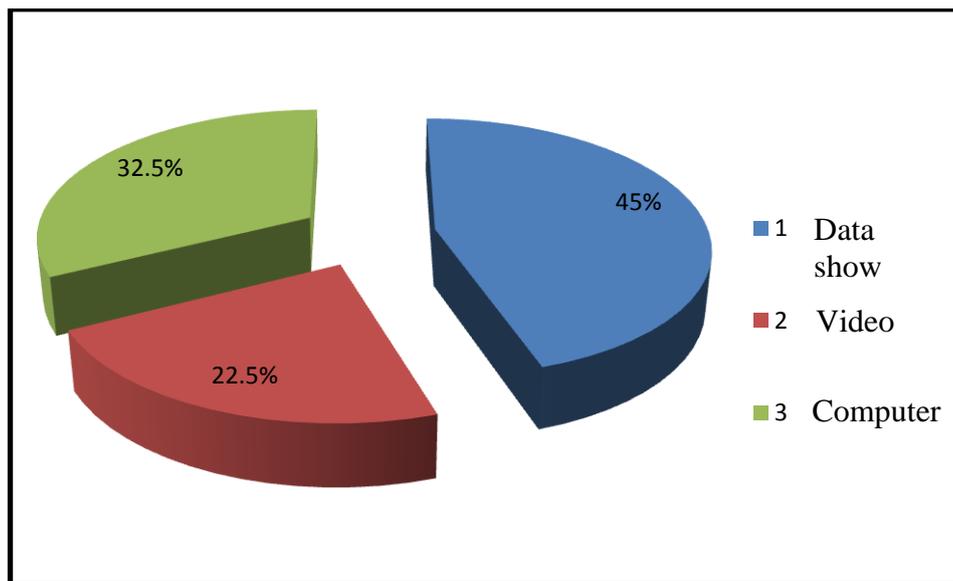
Figure 21: Students' Preferences in the kind of Technology

This question was addressed to the students for the purpose of knowing their opinion about their preferable kind of technology that can be used in teaching oral expression. From the analysis of students' answers, 45% of the sample members prefer their teacher to use data show while 32.5% of them like computers. 22.5% of students enjoy video.

2. Teachers' Questionnaire

2.1. Aim of the Questionnaire

The questionnaire for teachers of oral expression aims at gathering information about using ICT tools in oral class.

2.2. Sample of the Questionnaire

The teachers' questionnaire is designed to teachers of oral expression at the division of English at Mohamed Kheider University. We have selected 6 teachers to be our sample of the study.

2.3. Description of the Questionnaire

The questionnaire contains 11 questions, classified under three sections. Section one is about background information (Q1-Q3). It aims at gathering background information about the participants: sex, teaching experience at the university and more precisely their teaching experience in oral class. Section two is composed of 7 questions (Q4-Q10). It talks about the use of high technologies in teaching oral expression and the techniques used by teachers to teach speaking in oral expression classes. The last section is about further information; it has a relation with teachers' comments or suggestions that were added by some of them.

2.4. Analysis of the Teachers' Questionnaire

Section One: Background Information

Q 01: Sex

Choices	Repetitions	%
Male	03	50%
Female	03	50%
Total	06	100%

Table 1: Teachers' Gender Distribution
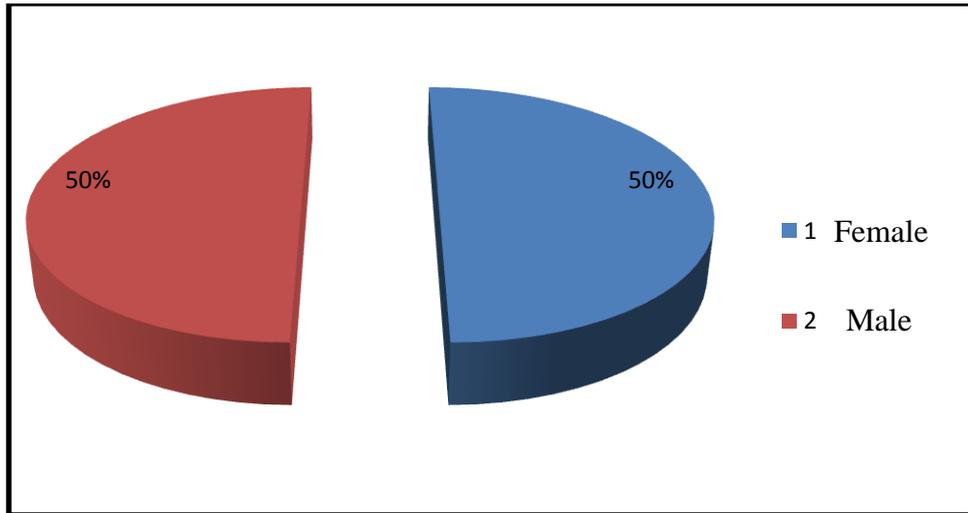
Figure 1: Teachers' Gender Distribution

The table and pie chart above indicate that half of the whole sample is male and the other half is female.

Q 02: How long have you been teaching at the university?

Choices	Repetitions	%
1-5 year	04	66.66%
6-10 year	01	16.67%
Above 10 year	01	16.67%
Total	06	100%

Table 2: Teachers' Experience
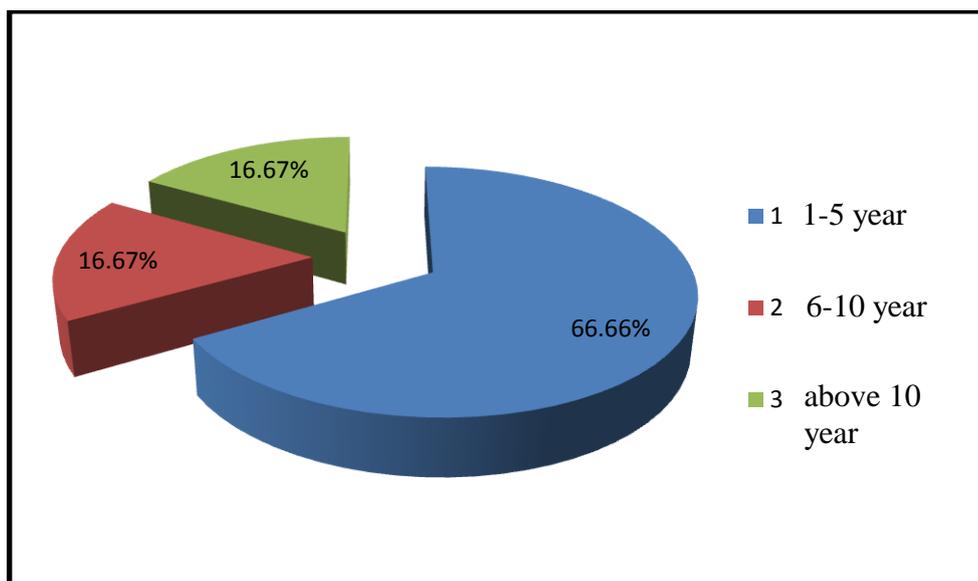
Figure2: Teachers' Experience

The table shows that teachers' experience in teaching at university varies from one year to more than 10 years. It is clear that the majority of the sample (66.66%) is new in the field of teaching. And about (16.67%) have from 6 to 10 years, while (16.67%) are more experienced teachers.

Q 03: How long have you been teaching Oral Expression?

Choices	Repetitions	%
1-5 year	04	66.66%
6-10 year	02	33.34%
Above 10 year	00	0%
Total	06	100%

Table 3: Oral Expression Teachers' Experience
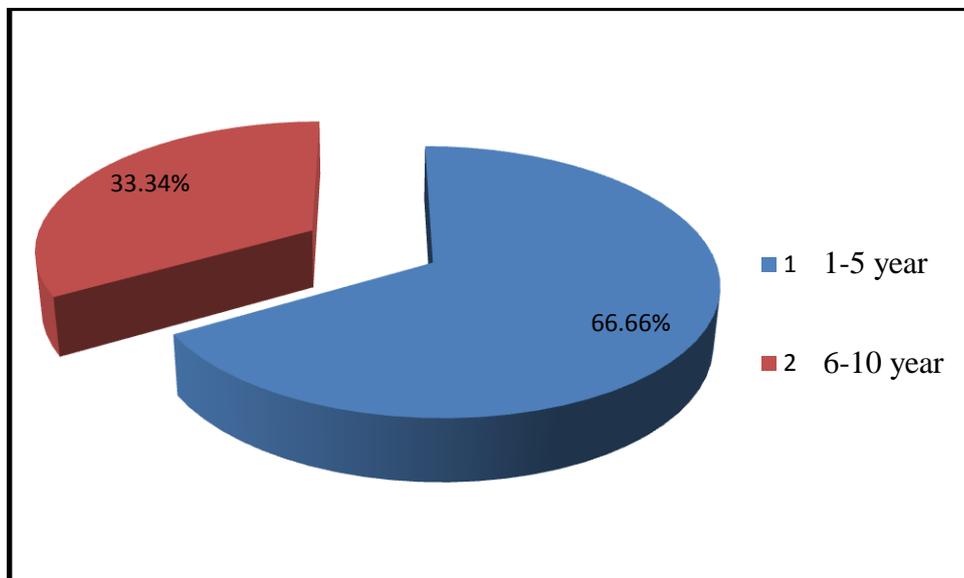
Figure3: Oral Expression Teachers' Experience

The table shows that the majority of asked teachers (66.66%) teach oral expression from 1 to 5 years, while (33.34%) of them has the experience of 6 to 10 years. And no one teaches oral expression for more than 100 years.

Section Two: The Use of High Technologies in Teaching Oral Expression

Q 04: According to your experience of teaching English at university, how do you find the level of students in speaking English?

Choices	Repetitions	%
Getting better	03	50%
Getting worst	01	16.67%
Stable (no difference)	02	33.33%
Total	06	100%

Table4: Level of Students in Speaking
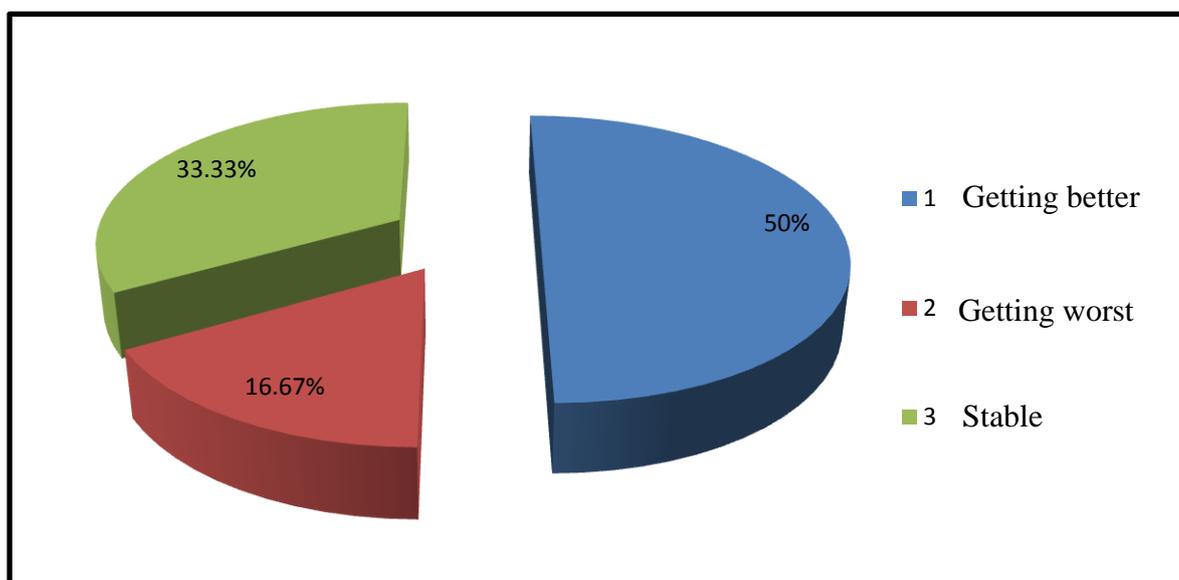
Figure 4: Level of Students in Studying English

The table shows that 50% of teachers say that the level of their students is getting better, and 33.33% of them say that it is stable, while 16.67% say it is getting worst. The aim of this question is to check if the level of the students is ameliorating and improving.

Q 05: Which of the following techniques you use in your O.E sessions?

Choices	Repetitions	%
Role play	01	16.67%
Free discussion	02	33.33%
Group work	01	16.67%
Information gap activities	02	33.33%
Total	06	100%

Table 5: Teachers' Techniques in O.E Courses
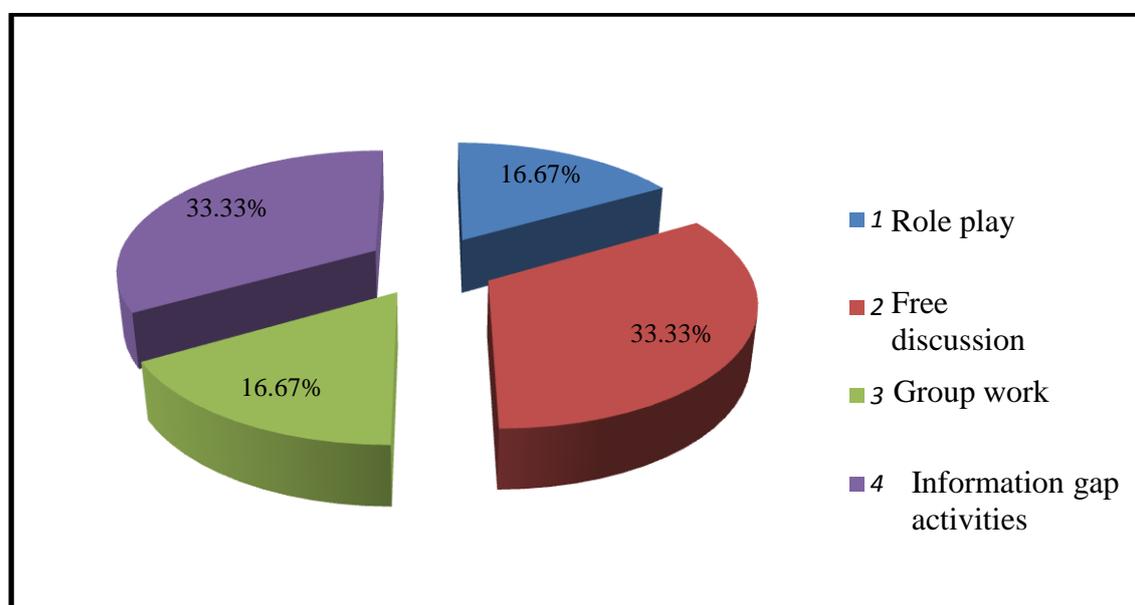
Figure 5: Teachers' Techniques in O.E Courses

The aim behind asking this question is to discover the most used techniques by oral expression teachers. The table shows that 33.33% choose free discussion and information gap activities, while 16.67% of them suggest role play and group work.

Q 06: Do you use technological tools (ICT) in your oral class?

Choices	Repetitions	%
Yes	06	100%
No	00	0%
Total	06	100%

Table 6: Teachers' Use of ICTs in Oral Class
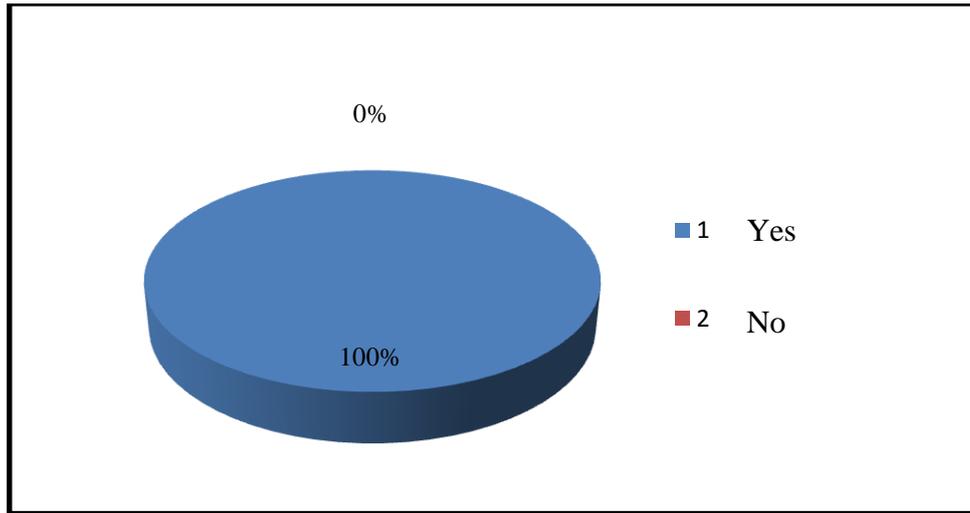
Figure 6: Teachers' Use of ICTs in Oral Class

All the questioned teachers revealed that they use technological tools in their oral class. This indicates that they work with modern methods of teaching and want to vary in techniques and procedures to teach speaking.

Q 07: If 'yes', what devices do you use?

Choices	Repetitions	%
Data show	03	50%
Computer	02	33.33%
video	01	16.67%
Total	06	100%

Table7: Kinds of Technological Devices
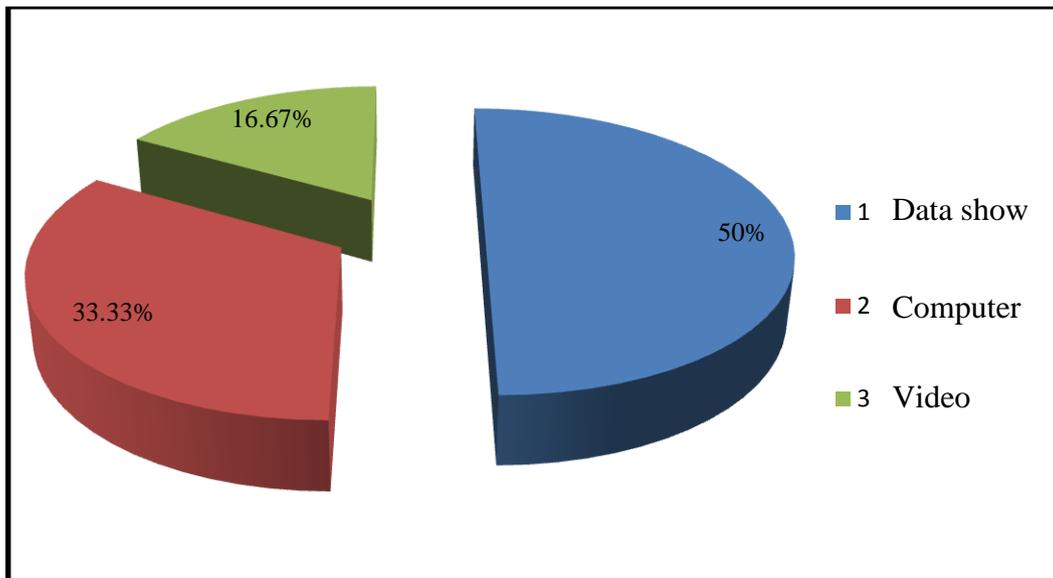
Figure 7: Kinds of Technological Devices

Table 7 shows that the half of the sample (50%) use data show, while 33.33% of them use the computer. Only 16.67% of them use videos.

Q 08: How often do you use them?

Choices	Repetitions	%
Always	00	0%
Often	04	66.66%
Sometimes	01	16.67%
Rarely	01	16.67%
Total	06	100%

Table 8: Frequency of Using ICT
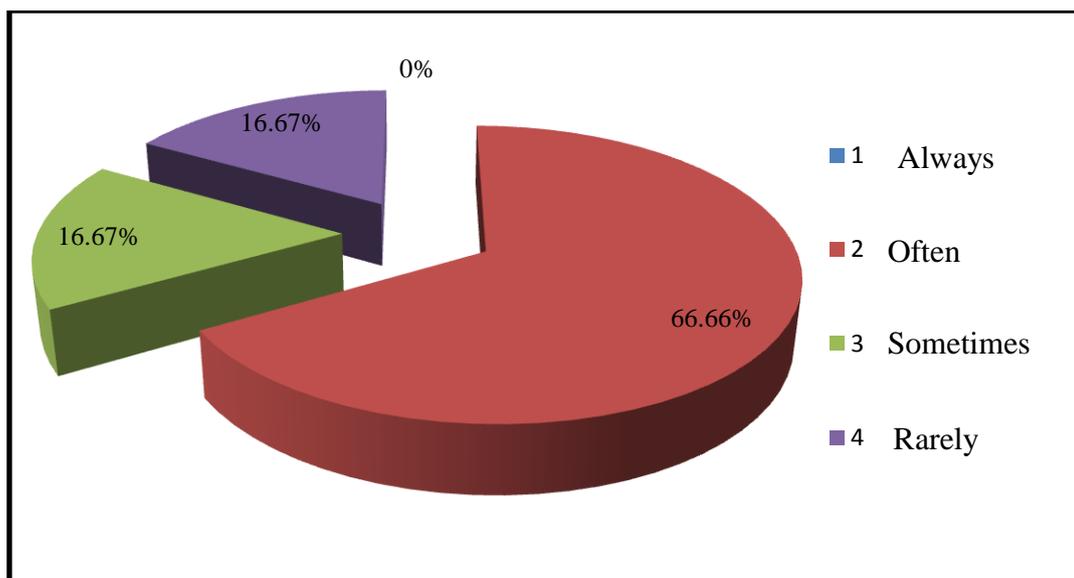
Figure 8: Frequency of Using ICT

The table revels that 66.66% of teachers often use technological devices, while 16.67% of them sometimes use them, and 16.67% rarely deal with them. No of the whole sample always use them.

Q 09: Do you face any difficulties while using them?

Choices	Repetitions	%
Yes	04	66.67
No	02	33.33
Total	06	100%

Table9: Teachers' Difficulties in Using Technology
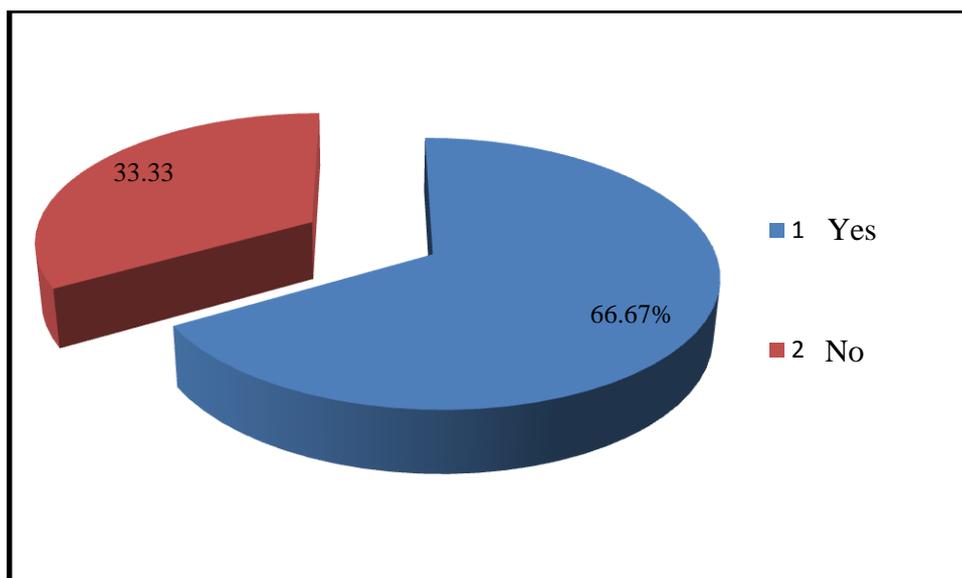
Figure9: Teachers' Difficulties in Using Technology

We find that four of the total number of teachers (66.67%) faces problems in using technology in class while two teachers (33.33%) do not.

Q 10: If 'yes', what kind of difficulties?

From the questionnaires' results, it is clear that most teachers face difficulties in teaching with ICT and the reasons differ. First, some teachers say that they lack loud speakers and head phones. Others, however, say that it is because of no power.

Q 11: Does the use of high technologies:

Choices	Repetitions	%
1-Increase your students' motivation	05	83.33%
2-Increase their attention	04	66.66%
3-Improve their level of speaking	03	50%
4-Improve their level of listening	04	66.66%
Total	06	100%

Table11: Advantages of Using High Technologies in Teaching
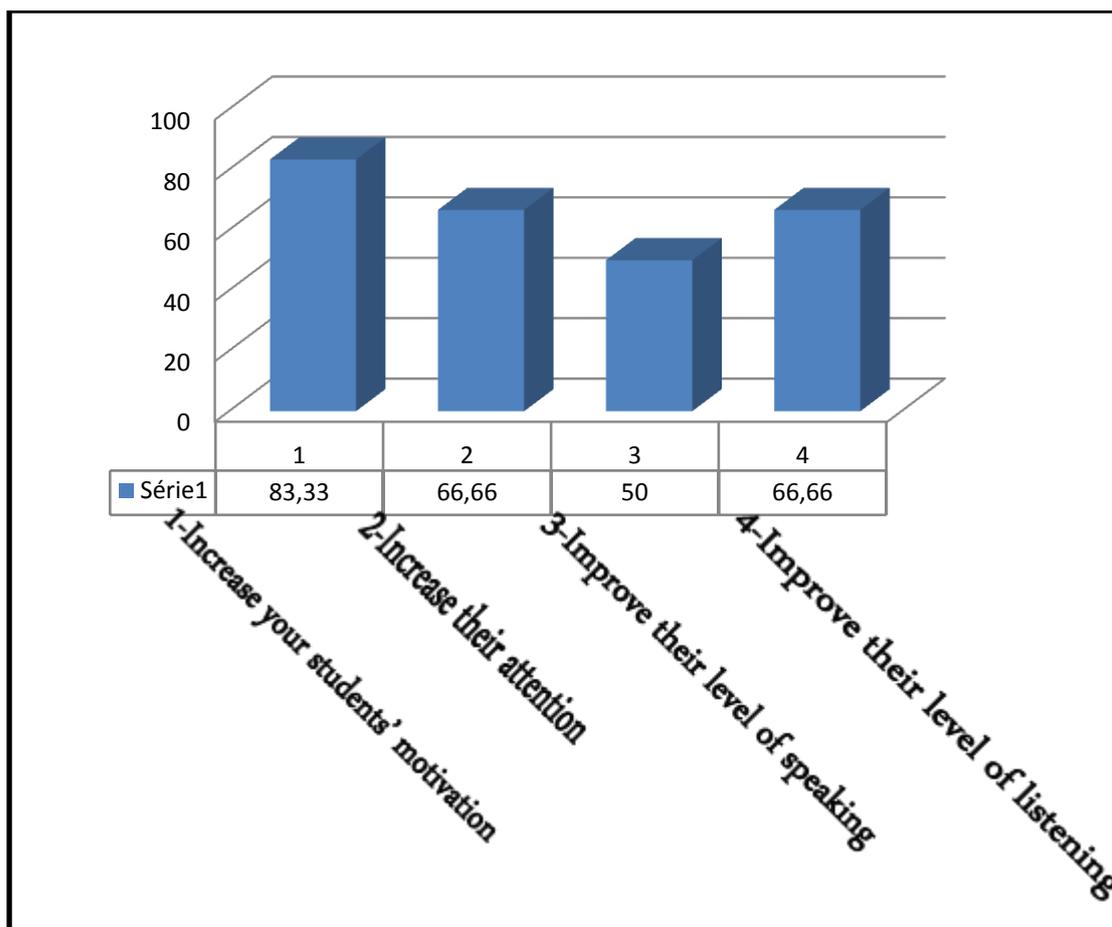
Figure11: Advantages of Using of High Technologies in Teaching

The table indicates that 83.33% of teachers reveal that the use of high technologies in teaching increases their students' motivation, while 66.66% of them say that it improves their students' level of speaking. And 50% of them say that it increases their attention. (66.66%) of them reveals it improves their level of listening.

Q 12: Do your students react positively when taught through information communication technology (ICT)?

Choices	Repetitions	%
Yes	06	100%
No	00	0%
Total	06	100%

Table12: Students' Reaction to ICT Use
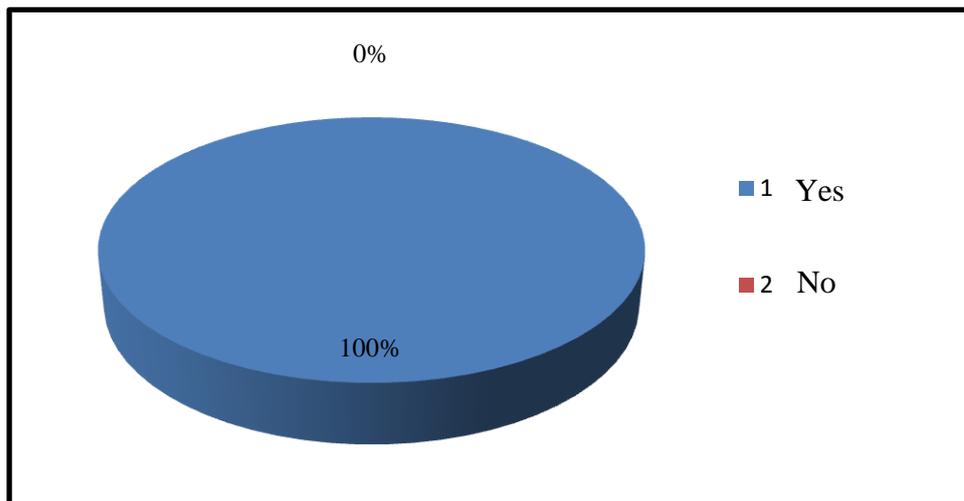
Figure12: Students' Reaction to ICT Use

When asking the sample members whether their students react positively when taught through information communication technology, all teachers said yes.

Section Three: Further Suggestions

This question was only answered by two teachers. Concerning the topic under investigation, they suggested the following points:

- The usage of high technologies in teaching especially in oral expression is very necessary and essential as it increases teachers' awareness about the positive impact of ICT to motivate students and improve their oral performance.
- The use of ICT makes the learners more involved and increases effectiveness of learning.

Conclusion

The findings and results achieved from the two questionnaires have shown that technology has a great impact on students' oral performance of speaking skill. Therefore, there is a strong relationship between technology and development of students' oral performance. The positive results obtained in this chapter confined our hypothesis.

From the students' questionnaire results, it has been revealed that most of the participants possess a technological device being a computer, laptop, Ipad or a smart phone not only for chatting but also for educational purposes as well. Most students confessed to be skillful enough to use these devices. Besides, the majority have internet access at home. Furthermore, some students have found that speaking in English is difficult, while the majority of them find it an easy task. However, many students do not practise speaking in the classroom maybe because of lack of vocabulary or the fear of making mistakes while speaking. Moreover, it has been proved through this questionnaire that most students are satisfied with the different activities performed in the oral expression sessions as they satisfy their needs. That is, it is suitable and helpful to develop their speaking. Some other students, however, see the method used by their teacher not appropriate and not effective in ameliorating their speaking abilities because of problems like the lack of variety. In general, students prefer group work activities, free discussion, role play, or information gap activities.

A large number of students declared that their oral expression teachers use technology while teaching speaking. They claimed that using high technologies is beneficial and helpful to speak the language. Finally, most students affirmed that the use of ICTs develops their speaking skill and increases their knowledge, creativity and motivation. Concerning their attitudes towards their preferable kind of technology that can be used in teaching, some prefer to use data show and computers while others enjoy watching videos.

From the teachers' questionnaire findings, most of the sample members are females and most of them are new in teaching. According to teachers answers, most of students' level is ameliorating thanks to many techniques used by oral expression teachers such as free discussion, information gap activities, role play and group work.

Besides, all the teachers revealed that they use many technological devices like data show, computers and videos. Moreover, it has been shown that most teachers face difficulties in using ICT such as lack of loud speakers, head phones or absence of power. Furthermore, all the participants argued that their students react positively when taught through information communication technologies because these increase their motivation and attention and improve their level of speaking and listening. Finally, the last section concerned with giving comments and suggestions, only two teachers answered. They state that:

➢ The use of high technologies increases students' motivation and improves their oral performance.

➢ The use of ICTs involves learners. In other words, involve me and I'll learn. And it increases learning's effectiveness.

General Conclusion

Through this dissertation, we highlighted the integration of high technologies as techniques to increase students' motivation and develop their speaking abilities in oral expression sessions. Earlier, it has been hypothesized that if oral expression teachers use ICT in teaching English, students' motivation and their level of speaking would be improved and developed.

This study included both a theoretical and a practical part. The theoretical part comprised two chapters. The first chapter dealt with speaking, its importance and its different aspects. Moreover, it investigated students' difficulties in speaking. The second chapter was devoted to technology: its use in teaching English as a foreign language, its importance and its advantages in promoting students' speaking. The third chapter that constituted the practical side of this research work reported the findings, results, and their analyses.

The field of investigation was carried out by two questionnaires, one for oral expression teachers and the second for second year LMD students at Mohamed Kheider Biskra University in order to describe and report their attitudes towards the integration and implementation of ICTs in teaching English as a foreign language.

After collecting data from the students' questionnaire, we have found that most of students have technological devices and they are skillful in using them, especially for educational purposes. It has been proved that most participants find speaking English an easy task. Moreover, from the questionnaire's results, a large number of the whole populations are satisfied with the different activities performed in the oral expression courses. Thus, these activities satisfy their needs. Finally, most students revealed that the use of ICTs develops their speaking skill and increases their knowledge, creativity and motivation.

From the teachers' questionnaire results, a large number of teachers' revealed that most students' level is improving thanks to various techniques used by oral expression teachers. Besides, they declared that they use many technological devices. When teachers use ICTs in teaching speaking English language, students react positively

because these increase their motivation and attention and improve their level of speaking and listening.

The findings obtained proved that the use of ICTs is very important in teaching English as it increases students' motivation and it develops their speaking abilities. Accordingly our hypothesis is confirmed.

Recommendations

Some of recommendations were achieved from teachers' and students' questionnaires:

➢ The teachers should attract their learners' attention to the importance of using high technologies in learning English

➢ To facilitate the process of learning, the teacher should create a friendly atmosphere

➢ The teacher should create an enjoyable classroom by exchanging ideas, opinions, attitudes related to the content

➢ Teachers should encourage their students to speak in English outside the classroom

➢ Teachers should change the type of activities according to the students' level

➢ More time should be allocated to the course of oral expression

➢ The teacher has to think about his/her method of teaching and the type of activities such as group works.

➢ Teachers ought to ask their students about their needs and interests.

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Students' Questionnaire

Dear Students,

This questionnaire aims at exploring the role of integrating high technologies in teaching speaking English. We have designed this questionnaire for second year LMD students of English at Mohamed kheider University of Biskra to have authentic and reliable data. You are kindly requested to fill this questionnaire by ticking the appropriate box/ boxes or in all make full statements when needed. Your answers are very important for the validity of the research.

Thank you in advance for your collaboration

Section One: Background Information

1. Sex: a- Male ☐ b-Female ☐

2. Age: ☐

3. At home, do you have

a-A computer ☐
b- A laptop ☐
c-An I pad ☐
d-Or smart phone ☐

4. Are you skillful enough to use these devices?

a- Very skillful ☐
b- Somehow ☐
c- Not at all ☐

5. Do you have internet access at home?

Yes ☐ No ☐

6. Do you have any of the following accounts?

a- An e-mail ☐
b- A Facebook ☐
c- A Twitter ☐
d- A Youtube ☐

7. In addition to chatting, do you use these means for educational purposes?

Yes [   ]   No   [   ]

Section Two: Developing Speaking Skills

8. Is speaking English for you:

a- Easy   [   ]

b- Very easy [   ]

c- Difficult [   ]

d- Very difficult [   ]

9. Do you speak English outside the classroom?

Yes [   ]   No   [   ]

10. Do you listen to English records outside the classroom?

Yes [   ]   No   [   ]

-If 'yes', which type do you prefer?

    a- Films   [   ]

    b- Songs   [   ]

    c- Audio books [   ]

    Other: ………………………

11. How much do you enjoy the Oral Expression course?

a- Very much   [   ]

b- Somehow   [   ]

c- Not at all   [   ]

12. Are you satisfied with the different activities that you perform in the Oral Expression sessions?

Yes [   ]   No   [   ]

13. Does the method used by your O.E teacher to develop your speaking ability satisfy your needs?

Yes [   ]   No   [   ]

-If 'no', say if it is because of:

a. The type of the teaching materials. ☐
b. The type of activities. ☐
c. The degree of teacher's interaction. ☐
d. No variation of techniques. ☐

   Other: ……………………………………

14. Which of the following techniques do you prefer?

a- Role play ☐
b- Free discussion ☐
c- Group work ☐
d- Information gap activities ☐

   Other: ……………………………………………………..

15. Does your teacher of Oral Expression use technology (ICT) in the classroom?

Yes ☐   No ☐

Section Three: The Importance of High Technologies in Oral Expression Class

16. Do you find the use of information communication technology (ICT) in teaching English Oral Expression beneficial for you?

Yes ☐   No ☐

17. Does the use of high technologies in the Oral Expression class increase your?

  a- Knowledge ☐
  b- Motivation ☐
  c- Creativity ☐

18. Does the use of ICT develop your speaking skill?

Yes ☐   No ☐

19. Which kind of technology do you prefer your teacher to use in teaching Oral Expression?

…………………………………………………………………………………

Thank you

Teacher's Questionnaire

Dear Teachers,

This questionnaire aims at exploring the role of integrating high technologies in teaching speaking English language. We have designed this questionnaire for you English department teachers at Mohamed kheider university of Biskra to have authentic and reliable data. You are kindly requested to fill this questionnaire. Your answers are very important for the validity of the research.

Thank you in advance for your collaboration

Section One: Background Information

1. Sex

a-Male ☐ b-Female ☐

2. How long have you been teaching at the university?

………years.

3. How long have you been teaching Oral Expression?

…….. years.

Section Two: The Use of High Technologies in Teaching Oral Expression

4. According to your experience of teaching English at university, how do you find the level of students in speaking English?

a- Getting better ☐

b- Getting worst ☐

c- Stable (no difference) ☐

5. Which of the following techniques you use in your O.E sessions?

a- Role play ☐

b- Free discussion ☐

c- Group work ☐

d- Information gap activities ☐

Other, please specify

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

………

6. Do you use technological tools (ICT) in your oral class?

Yes ☐　　　　　　　　No ☐

- If 'yes', what devices do you use?

……
……
………………

7. How often do you use them?

a- Always ☐

b- Often ☐

c-Sometimes ☐

d- Rarely ☐

8. Do you face any difficulties while using them?

Yes ☐　　　　　　　　No ☐

- If 'yes', what kind of difficulties?

……
……
………………

9. Does the use of high technologies:

a- Increase your students' motivation ☐

b- Increase their attention ☐

c- Improve their level of speaking ☐

d- Improve their level of listening ☐

Other, please

specify………………………………………………………………………......

10. Do your students react positively when taught through information communication technology (ICT)?

Yes ☐　　　　　　　　No ☐

Section Three: Further Suggestions

Do you have any further comment or suggestion?

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

Thank you again

ملخص

تهدف هذه الدراسة إلى بحث دور ادماج التقنيات الحديثة في تدريس التعبير الشفهي في اللغة الانجليزية في كلية الاداب و اللغات الاجنبية جامعة محمد خيضر بسكرة ¸ كما تهدف إلى توضيح اهمية ودور ادماج التقنيات الحديثة اثناء دروس التعبير الشفهي في تحفيز الطلبة وتطوير كفاءاتهم اللغوية.

الفرضية التي اقترحناها تتمثل في انه إذا ما استعمل أساتذة التعبير الشفهي التقنيات الحديثة في تدريس اللغة الانجليزية ¸ فان هذا يزيد في تحفيز الطلبة وتحسين مستواهم في تعلم التحدث بهذه اللغة الأجنبية. من اجل برهنة هذه الفرضية ¸ اخترنا المنهج الوصفي واستخدمنا استبيانين: الأول وجه لطلبة السنة الثانية ل.م.د والثاني وجه لاساتذة التعبير الشفهي من اجل معرفة اراء الطلبة حول هذا الموضوع والاستفادة من خبرة الاساتذة في هذا المجال كونهم درسوا التعبير الشفهي لعدة سنوات.

بعد جمع النتائج وتحليل مختلف الآراء ¸ استخلصنا أن إدماج واستخدام التقنيات الحديثة اثناء دروس التعبير الشفهي ذو اهمية بالغة في تحفيز الطلبة وتحسين مستواهم وتعلم التحدث باللغة الأجنبية. كما وضحنا انه هناك علاقة قوية بين التكنولوجيا وتطور التعبير الشفهي وتطور الكفاءة اللغوية لدى الطلبة.