



**People's Democratic Republic of Algeria**

**Ministry of Higher Education and Scientific Research**

**Djillali Liabes University Sidi Bel-Abbes**

**Faculty of Letters, Languages and Arts**

**Department of English**

***The Effect of the Use of ICTs on the Developmental EFL Learning Process.***

*Thesis submitted in fulfillment of the requirement for the degree of Doctorate in Didactics.*

**Presented by:**

**Mrs. Nouar Assia.**

**Supervised by:**

**Prof. OUERRAD Belabbas.**

**Board of examiners:**

**President : Prof. Melouk Mohamed. University of Sidi Bel Abbas.**

**Supervisor: Prof. Ouerrad Belabbas .University of Sidi Bel Abbas.**

**Examiner 1: Prof. Merbouh Zouaoui . University of Sidi Bel Abbas.**

**Examiner 2: Dr. Yahiaoui Habib (MCA) University of Mascara.**

**Examiner 3: Dr Bouhassoun Azzedine (MCA) University of Temouchent.**

**Examiner 3: Dr Grazib Mohamed (MCA) University of Saida.**

**2016/2017**

## *Dedications*

*To the man who was always standing by me to reach this success. Whatever words I use, I  
will never be able to give you back what you have done for me...*

*Thank you so much dearest **dad**.*



## *Acknowledgments.*

The three-years of the present research made me realize that one would never be able to reach the ending point of a Doctorate Dissertation without getting tremendous help, support and encouragement from so many individuals. I was truly blessed indeed to have such a wonderful circle of sustain. Now it is time for me to express my deepest appreciations to all of those who helped me, although saying “thank you” would never be enough.

First, my most sincere gratitude goes to Prof *Ouerrad*, my guide and advisor, who has watched me grow professionally and intellectually from the very first day of my doctoral program. Without his continued support and guidance, nothing would have been possible. I would also like to give him my deepest thanks for sharing his expertise in foreign language teaching through technology and providing me with a lot of pieces of information concerning this issue, as well as, for offering insightful comments on my work and for his infinite donations through the process of the dissertation development. Thank you so much *Sir* for every single thing you have done to me.

I am infinitely grateful to the Director of The Eclecticism Cambridge Academy *Mr. Guermit Mustapha, my dearest husband*, for all his support, generosity, and encouragements, for his highly efficient assistance, friendship, smile and his love the fact that creates the good atmosphere for completing this work. I thank him also for providing me with the required books and information I needed for chapter four. Thank you so much for entering my life. Without you, things would have been more difficult.

I address my special thanks and gratitude to the members of the jury *Prof Mellouk Mohamed, Prof Merbouh Zouaoui, Prof Ouerrad Belabess, Dr Yahiaoui Habib, Dr Bouhassoun Azzedine, and Dr Grazib Mohame*, for reading and examining this modest work, thank you very much for your time, then.

I cannot thank enough the sample of OE teachers and students for their generous and immediate help. I owe them many thanks. Actually, no one deserves more thanks than them since the research problematic could never reach an answer without their participation. I was so appreciative for their answers.

I would say a big “thank you” to three teachers who extended their helping hands to me from my earliest time of learning, *Prof Melouk Mohammed* for his seriousness, advice, and

## ***Acknowledgments.***

guidance. *Prof Merbouh* for his statistical consulting, and *Dr. Berrezoug Hanaa* for impressing me always with her deepest knowledge and love. Thank you so much dearest teachers.

Finally, I am eternally indebted to my parents for sending their wholehearted support all these years from nearest or furthest distance. I thank them for placing great value on my research, and for always being proud of me.

## *Abstract.*

It is generally believed that the effect of the technological change and globalization that overshadowed language learning and teaching has accelerated in tandem over the past fifteen years to the point that it has become very diverse in creating a new global generation “powered by technology, fueled by information and driven by knowledge.” As the present life of language learning continues to shine and access to a more developed educational life, language departments cannot remain mere venues for the transmission of a prescribed set of information from teacher to student over a fixed period of time. From this perspective, the researcher of the current study came with her thoughts to make an investigation about the implementation of such technological materials (ICTs) in the language educational process and see what impacts it would have upon the students' learning development and more precisely on their speaking skill. Thus, this dissertation is a total of four chapters that intends to investigate whether ICT tools have an effect on the students' learning process or not; as well as it is determined to prove its impacts in motivating them to better perform orally. In this study, the researcher aim sat developing FL learners’ speaking skill through empowering their listening, accustoming them to speaking, and heightening their motivation towards learning. It is by the means of two questionnaires and an Interview administered to both OE Teachers and Second Year Licence Students, at the Department of English at MoulayTaher University of Saida that we have investigated our hypotheses that look into ICTs and its correlation with bettering students' oral performance. The research study came with positive results that confirm the great change that ICT tools can provide to EFL learners in all fields of learning. In other words, the thesis dissertation confirmed the hypotheses that were suggested about the importance of ICT tools in Oral Expression classroom and their impact on developing students' speaking skill. Eventually, this study aims at offering teachers some recommendations as strategies, and techniques that may serve for the creation of a more technological, progressed atmosphere which in turn serves for motivating students and developing their aural/ oral skills.

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**List of abbreviations:**

**AV:** Audio-Visual.

**AVA:** Audio Visual Aids.

**BBC:** British Broadcasting Corporation

**CALL:** Computer Assisted Language Learning.

**CD:** Compact Disc.

**CD-ROM:** Read-Only Memory

**CFEDIF:** Centre de Recherche et d'Etude pour la Diffusion du Français.

**CLT:** Communicative Language Teaching.

**DVD:** Digital Video Disc.

**EFL:** English as a Foreign Language.

**E-Learning:** Electronic Learning.

**ELF:** English as a Lingua Franca.

**ELL:** Electronic Language Learning.

**ELT:** English Language Teaching.

**FL:** Foreign Language.

**FLL:** Foreign Language Learning

**I.e. :** That is to say.

**ICTs:** Information, Communication, Technologies.

**IPAD:** Interactive Personal Application Device

**IT:** Information Technology.

**L2:** Second Language.

## *List of abbreviations.*

**LCD:** Liquid Crystal Display

**LLL:** Life-long learning.

**LMD:** Licence, Master, Doctorate.

**Mac:**Media Access Control

**N:** Number.

**NET:** Internet.

**NLP:** Neuro Linguistic Programming.

**OE:** Oral Expression.

**PC:** Portable Computer.

**PDF:** Portable Document Format.

**PhD:** Philosophy Doctorate.

**PLE:** Personal Learning Environment.

**Q.1:** Question One.

**RSS:** Really Simple Syndication.

**SLA:** Second Language Acquisition.

**SLT:** Speech Language Therapists.

**TL:** Target Language.

**TV:** Television.

**VLE:** Virtual Learning Environment.

**Vs:** Versus.

**WWW....:** World Wide Web.

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## **GENERAL INTRODUCTION**

It is generally believed that Technology has conquered the world, almost, in all fields of life. In other words, it became a fixture in many homes around the world to the point that its influence has permeated into all facets of our lives, including educational settings. Many scholars hailed this phenomenon as the wave of the future in which language instruction is driven by new advances in computers, internet, mobile technologies...etc. In fact, the effect of the technological change and globalization that overshadowed language learning and teaching has accelerated in tandem over the past fifteen years to the point that it became very diverse in creating a new global generation “powered by technology, fueled by information and driven by knowledge.” As the present life of language learning continues to shrink and access to a more developed educational life, language departments cannot remain mere venues for the transmission of a prescribed set of information from teacher to student over a fixed period of time. Rather, these linguistic sections need to keep up and cope with the digital era by promoting knowledge to L2 learners by learning. I.e. they need to pave the way for learners to acquire knowledge and language skills that make continue learning over their lifetime.

From this perspective, the investigator might be allowed to state that the introduction of the use of Information and Communication Technologies (ICTs) are one of the priorities of language education in the current digital society which paves the way for L2 learners to acquire the language in an easy mode; since these (ICTs) and newer digital technologies have been touted as potentially powerful enabling tools for educational change and reform. Understandably, the educational world in general and that of languages in particular is in constant evolution in order to face up to the upheavals provoked by the era of globalization both at the individual and professional levels. That is to say L2 Education has to adapt and renew itself to be compatible with the globalized society to help learners get developed in their learning process. Even though the introduction of computers and the Internet in Foreign Language teaching/learning has been a controversial issue, it is nowadays largely agreed that it impacts positively on the learning process.

In fact, it is worth mentioning that the use of Technology in language teaching is not new. In other words, Technology offers new ways for practicing language and assessing performance. This means that the use of ICT's in the field of either teaching or learning a language is creating many paths for both Educators and learners for the reason that these technological tools aims at facilitating the process of learning for students and the process of transmitting the information to them as psychologists noted that new technology always has a

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major impact upon language. It does not matter whether this impact falls upon learning or teaching yet what really matters is the developmental process of learning in itself. Providing a couple of technological tools for language learning is, in itself, an important ingredient in guiding the learning process towards success just because this later includes making learning choices, undertaking responsibilities, and creating a positive/ easy atmosphere for learning. There is considerable evidence that students make statements about their capabilities which often do not accurately reflect their real abilities for learning a language. Whereas, there are other learners who are talented enough but they do not believe in their capacities. Then from this standpoint, Information, Communication Technology can be used at the level of teaching and learning a language for the sake of smoothing the learning process as well as providing L2 students with enough packages to procure the second language. Undeniably, the foreign language educational world witnesses continual process of change between advance and failure in the learning process. These states are basically the outcomes of the interrelationship of various factors which guide the L2 students for learning and which are in their turn the core of the institutional background that any didactic system is based on and “ICT’s” are among the Hypermedia that bring valuable resources to both teachers and learners.

It is very vital to mention that throughout the years of studying English, the researcher’s main purpose was to know about the most utilizable method that helps L2 learners to speak fluent English. Many L2 students at the level of University may clarify that learning English was out of the desire of using it accurately. However when it comes to the speaking skill, they might complain of facing many troubles in using the language fluently. In fact, it is very important to acquire a second language, yet it is more important to speak it. Simply because Oral expression is considered as one of the important skills that should be really taken into consideration once the learner starts learning a language.

From this perspective, it is worth being stated that the very first idea that came towards the investigator’s mind is looking for the right tool that may facilitate the process of using English fluently. After many trials and thinking, the researcher reached the point that ICT’s might be the key towards L2 learners’ success in speaking English confidently simply because the use of ICT in the development of oral expression in English language helps learners in articulating their ideas, understand the complex contemporary world, delving into the science, technology and art and perform their work critically and creatively.

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From what have been stated above, we as teachers and learners can say that the use of ICT's for the sake of developing the L2 learners' Oral Expression seeks firstly and mainly for cultivating the sense of social responsibility in the learning areas which are linked to the science of language and technological development that leads to innovation and creativity in both speaking or writing.

Throughout the research area, many questions came towards the investigator's mind as much as she is very interested in reaching the purpose of developing the learning process at any price. Among the paths she went through, "The use of ICT's in learning and teaching English" was the major idea that was flying upon her head as she found it peculiar. This idea was guided by empirical studies focusing on the question whether the new communication technologies promote or hurdle the maintenance of the leaning process. In other words, being an L2 student for many years in learning English as well as being a teacher at the level of University has given the investigator an impression about the main methods that might be used to help the teacher in attracting his students' attention as well as to hook their interests in participating in the class, the fact that motivates them a lot in using English confidently. Indeed, Technology in English language learning creates an incredible motivation towards learning as well as it develops their sense of accomplishment when they understand the materials which they are imposed to learn. It makes them gain confidence in using the language accurately in front of everyone without being shy. On the other hand, these students have more opportunities to deal with the new terminology, vocabulary and special knowledge. Authentic materials that they can find with the use of technology may enhance the relationship between language that is learned in the classroom and used in the real world. In other words, the English language is constituted in the language of science and technology, millions of people use it to interact, work and prosper. So, L2 students may use it not only to enrich their knowledge, but also to encounter natives through Internet for more development. ICT's are providing many opportunities for L2 learners to collective horizons expanded, as well as it stands as a valuable tool and a means of access to universal knowledge and cooperation among learners.

The volatility of ideas is always expanding while doing this research but the most important idea that remains though is that learning a foreign language always stands as an attractive, challenging activity that needs some scientific advances of communication and technology

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that help in facilitating the process of speaking English which is essential to face successfully the challenges and demands of the XXI century.

Overall, the current state of knowledge is built upon the conviction that there is an emerging consensus that ICT is a common method to be used in engaging in learning and even teaching Oral Expression as well as it has been one of the most dynamic components of easing education in general. For this reason, looking for the main tool that attracts, motivates, entices, and helps the learner to develop his/her speaking skill is a crucial and a vital thought. Radically speaking, it is very essential to state that the main backgrounds of the current study were built upon the ideas that the widespread of ICTs can and will empower teachers and learners, transforming teaching and learning processes from being highly teacher-dominated to student-centered, and that this transformation will result not only in improving L2 oral expression but also in increasing learning gains for students, creating and allowing for opportunities for learners to develop their creativity, problem-solving abilities, informational reasoning skills, communication skills, and other higher-order thinking skills.

Veritably, any academic research is built upon a powerful motivation which guides its investigator to work on the inquiry enthusiastically. From this perspective, the investigator of the current study mentions that the main reason behind her motivation to go through this research is a video which is a kind of excerpts of a long movie of a successful teacher who could impact his L2 students to speak English confidently by using a couple of ICT tools. This later has motivated the researcher widely and deepens her desire to help her students and classmates to speak English conveniently as well as to develop the techniques of the teaching learning process. It is noticeable that technology has dominated the whole world, in which we find computers, internet, video players and others almost in all houses, companies and universities. the most influenced population are young learners; technology for them is an indicator of etiquette holds modern ideas and thinking, would only want to deal with modern tools and technologies. From this later we might be allowed to state that though the video was rather short, it showed the greatest impacts on the students' motivation and impulse towards speaking English the fact that guided the inquirer of the present study go through this research. During her journey, the assistant of the present study has stopped at many stations to encounter other ideas upon her investigation that made her more excited to continue in looking for a solution to her problematic.

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ICT's rapid growth has raised a number of Language educational issues and significant attempts to develop its trends. Through the years, the inflows of the use of ICT's within the instructive context reached more than billions of achievements at the level of learning a language and more precisely the speaking skill. As much as the issues of developing the learners' speaking skill is of a tremendous and important value, the main objective of the current study is concerned with the relationship between ICT's and oral expression and improving its weight in taming Learners' speaking skill. It aims to design the strategy for the revitalization of the teaching learning of English Speaking through the use of ICT, optimizing methods, training teachers and creating mechanisms for technological upgrading in order to articulate curriculum as a means of support pre-planned activities. In other words, the current study is conducted by the following objectives. The first one aims to identify and explore the right tool to be used in speaking English fluently. The second one aspires to show the interrelation between oral proficiency, motivation, support, and desire that ICT's provide throughout learning English as a foreign language. And the third one desires to improve the effect of ICT's in general on the developmental learning process.

As the main topic of this research is about the conspicuous stint of the use of ICT in developing learners' speaking skill, the present work is an attempt at answering the following interrogations;

1. How can ICT's improve L2 learners' proficiency?
2. What are the main technological tools that affect students' motivation and desire towards learning the language?
3. Do ICT's give a positive reflection towards learning English?

Understandably, three hypothetical scenarios have been envisaged.

1. Above all, from a linguistic point of view, the researcher believes that the human's oral expression is strongly linked to his listening comprehension the fact that can be controlled by audio ICT tools.
2. Besides, the second hypothesis agrees that the use of all sorts of ICT's in both oral expression instructions as well as outside the class helps a lot in developing L2 learners' oral efficiency.

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3. While the third hypothesis strongly deems that the usage of ICT's in the learning process has a great positive impact on the students' progressive oral proficiency which can empower teachers and learners promote change and foster the development in the didactic process.

To deal with the questions, the thesis adopted a descriptive, analytical study of the main effect of ICT tools on the developmental learning process. The process of the investigation explored various tools to collect data and gather a great deal of information for testing the truthfulness of the mentioned hypotheses. One of the major means of the current study is students' and teachers' questionnaire, teachers' interview, videos, and observations. These tools reconnoiter various psychological and linguistic aspects that help the investigator reach the answer for her research. This study was mainly connected with a much targeted study population which was concerned with third year License students at Moulay Taher University –Saida. The researcher has chosen her own students for the current study for the reason that the observation of a less participation in the class was mainly coming from the impression that these students have given to her.

Worthwhile, the recent dissertation is a total of four chapters, intended to investigate whether the use of ICT's affects the learning process or not. The first chapter is devoted to introduce the methodological structure of the whole research. The second one refers to the literature review which provides the reader with a great deal of information concerning anything that has to do with Information, Communication, Technology and it's relation with learning the language and using it fluently. The third one is devoted to the analysis of the main data gathered along the research path. While the fourth one consists of providing the readers with a couple of recommendations that have been brought by experts in the field, teachers and even L2 students who have been interested with this humble issue.

It is worth mentioning to state that by the end of this thesis dissertation, the researcher has confirmed her hypotheses which are concerning the positive impact of the use of ICT's on the developmental EFL learning process and more precisely on the students' oral expression. Along the road of this study, the researcher has faced a couple of hindrances that made the process of the research a bit difficult. One of the main limitations is the lack of ICT tools at the level of Moulay Taher University as well as the absence of the language laboratories.

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Though these interferences made the process of testing the hypothesis more difficult than it was expected, it has not detracted from the researcher enjoyment while doing her research.

### 1.1. Introduction :

It is a truism to state that the advent, proliferation and progress of the technological tools have taken a deep adobe in our world and more precisely within the language learning path. It has allowed the widespread of E-learning the fact that has made its use a practical possibility in a wide variety of language classrooms; to the point that many L2 educators have come to look for these tools as media of instruction. Worthwhile, learning a language as well as teaching it has seen tremendous changes throughout the years. However, L2 teachers' aim remained the same; getting students communicate spontaneously in the foreign language. As much as the researcher is tightly linked and attached to learning English and teaching it as well, she has been very much concerned about looking for the right path that L2 students and more precisely EFL learners should go through so that they can master the language; thus use it fluently .

It is very important to take into account that our world has witnessed a constant change and technology where the current generation has been immersed in the so-called information superhighway; the thing that leaded the researcher to think about the right approach that will not be different from the environment in which this generation has been raised. The right use of ICTs (Information- Communication- Technology) in the learning paths is crucial for an effective L2 educational approach, bringing with it the need for efforts and innovation at the level of universities, teachers and learners. I.e. it is very essential to train English language students to use Information and Communication Technologies (ICTs) to enhance and motivate their leaning, and at the same time to improve their performance in the functional use of English at the level of communication. In other words,it is worth mentioning that the integration of ICT in language learning has been acknowledged globally to the point that it has become indispensable in today's teaching learning environment. Because of its fundamental role, ICTs would make a huge advancement in the frontiers of knowledge in language learning. This has been taken into consideration especially when the world becomes a global village where the use of modern technological gadgets to improve language learning has become imperative.

Today, it is undeniable what technological means have brought into the learning and teaching of English language; the fact that has made indisputable revolution in teaching/leaning a language. The investigator still remembers a very priceless and valuable saying that has been told to her by one of the greatest teachers of The British Council.

*“The different information and communication technologies do not themselves transform the learning and teaching of English language. It is their appropriate utilizations or manipulation by the teacher that will transform their teaching methods and strategies”.*

Dr. Samuel Everret, 2016.

From this perspective, the researcher concluded that it is up to the teacher to combine the use of ICTs with practicing knowledge in his instruction in order to bring innovations into his classroom. Thus, it is important for students to feel interested and eager in their class in order to participate actively by expressing themselves either spontaneously or in a planned way to transmit ideas in the target language by using different strategies.

Understandably, many scholars in the field have further indicated that hiding the easier vocabulary and showing only the relatively difficult words in the information presented to students may contribute to undergraduates' listening comprehension. Thus, from this perspective, the researcher has made up her mind to go through this study that will develop different display means of ICT tools for improving English speaking competence through the listening one and promoting the vocabulary acquisition of students.

The reader of this study will get a great deal of information about how ICTs can impact the teaching/learning process as well as how it can improve the students' oral expression. The recent chapter explains the way the researcher has gone through her investigation which is concerned with the secret behind ICT tools motivation for L2 students towards using the target language effectively.

### 1.2. Background of The Study:

Being a PhD student was one of the investigator's desires from the very first time she entered to English Language Sphere. It was such an exciting idea to make a research in the English Language field and to leave trace in its world. However, looking for a suitable theme for a Doctorate Thesis Dissertation is not of the easy task for the reason that the researcher herself faced many challenges in only choosing an interesting, real, and original topic that would be essential in the EFL setting. It is very worthwhile to state that, in the early months,

the inquirer has chosen about three to four themes for the PhD research to work on it. However, each time she starts reading books concerning those issues, she finds them as redundant topics that have already clues. Then it became very gloomy for her, that time, to choose a real and vital topic to be discussed. This gloominess has reached an end once the researcher has the honor to get a meeting with one of the pillars of Djilalli Lyabes University; Department of English “*Professor Mellouk*” who has given her a glance about the path she should go through. Besides, being under the supervision of an expert, comprehensive and supportive tutor such as “*Professor Ourrad*” has given the investigator such a huge sustenance to work on the current issue which is about “*The impact of ICTs on the developmental EFL learning process*”. “*Professor Ourrad*” made tremendous efforts to explain what effects technology can do to make the students perform better orally knowing that throughout the years of studying English, the researcher’s main purpose was to know about the most utilizable method that helps L2 learners to speak fluent English.

It is very vital to state that, throughout the times of studying, the investigator has observed that despite the fact that L2 students’ aspiration to speak English is very high, they could not do so. This latter guided the researcher to look for the main problem behind the students’ non participation and silence inside and outside the class as well.

After having a discussion with “*Professor Ourrad*”, the researcher read several books in a form of PDF’s as well as she has watched couple of videos in which she has noticed that many theoreticians, psychologists, psycholinguists as well scholars in the field have poured huge amount of ink to ICTs for the reason that it improves students’ speaking skill; Thus, guide them to participate and perform better Orally. It is generally believed that “Good listeners are always believed to be good speakers”. Then, from this perspective, the researcher became more motivated to go on this inquiry and to prove that the use of technology (Audio-Visuals) is very beneficial in making students use the language freely and spontaneously.

In fact, it is very important to acquire a second language, yet it is more important to speak it. Simply because oral expression is considered as one of the important skills that should be really taken into consideration once the learner starts learning a language. After absorbing a great deal of information, the researcher reached the point that ICT’s and more precisely “Audio-Visuals” might be the key towards L2 learners’ success in speaking English confidently simply because its use in the development of the EFL learning process and specially “oral expression” helps learners to articulate their ideas, understand the complex

contemporary world, delving into the science, technology and art and perform their work critically and creatively.

In other words, the main background of the current research is “*Pr.Mellouk’s*” idea that has given the researcher a glimpse about the use of ICT’s which plays a great role in developing L2 learners’ oral Expression and which seeks firstly and mainly for cultivating the sense of social responsibility in the learning areas which are linked to the science of language and technological development that leads to innovation and creativity in both speaking and writing.

### **1.3. Aim of the Study:**

The overall focus of this dissertation study was on the effects of ICTs on the developmental EFL learning process and more precisely its effect on accelerating students’ oral performance. The researcher wished to investigate the topic widely from different perspectives and levels, both from students’ and teachers’ views, as well as from the classroom and the university level. The general purpose of the study is to shed light on the EFL teaching/learning strategies through reconsidering and promoting teachers-learners sociability with the use of technological tools, as a practical way to fully exploit the learners’ oral potential competence and capacities with the minimum rates of anxiety, heighten the rate of self Confidence then better academic oral performance.

Plausibly, it is very vital to state that ICT tools played such an important role in developing the EFL learning process as well as transforming English Language into a <sup>1</sup>Lingua Franca in an unprecedented way. As a result, ICTs have become essential literacy skills for growing a number of EFL students to ensure full participation.

From this perspective, the investigator aims through the present research to look for the impact of ICT tools on the learning process and more precisely on performing better orally. Thus, our main objective contributes to develop our understanding of how and to what extent

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<sup>1</sup>English as a lingua franca (ELF) is the use of the English language as a Koiné language, "a common means of communication for speakers of different first languages". ELF is also “defined functionally by its use in intercultural communication rather than formally by its reference to native-speaker norms.” Whereas English as a foreign language aims at meeting native speaker norms and gives prominence to native speaker cultural aspects. While lingua francas have been used for centuries, what makes ELF a novel phenomenon is the extent to which it is used – both functionally and geographically.

Information, Communication, Technology can help Second Year Licence Students at Moulay Taher University of Saida to improve themselves verbally. In other words, this academic research tends to study the relationship between Technology, oral performance and the students' environment. It means that the present inquiry explored the use of ICT in learning English among Algerian university students in an inland city. More specifically, the current investigation aimed to illuminate students' technology ownership, levels of ICT skills and sociocultural contextual information in using technology when learning English.

This study gives credits to the appropriate way and techniques to develop and improve students' speaking skill through the usage of ICTs. Learners must be given some opportunities that help them decipher their thoughts and thus develop their oral skill using the target language. Our endeavor, in the present piece of examination, is to propose couple of procedures and techniques to advance students' speaking skill so that they can express themselves freely and without any obstacle. Besides, via the current research, the researcher targeted to raise the idea of the audio means interaction and its influence on students discussions and talks. Furthermore, the main goal of this investigation is to have also an idea about to what extent listening influences the speaking ability.

Last but not least, the inquirer would have the opportunity to state that this research aims mostly at discussing the potential use of ICTs and new media in language learning, and its 'impact' in relation to the interplay of technologies, their applicability to and perception of value for language learning purposes, as well as, to identify trends and practices beyond EFL classroom; including its use in formal, non-formal, and informal language learning.

To encapsulate, the pillar by which this dissertation is based on is the discussion of ICT role 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 as well as to help determining future potential in improving outreach to new learners and indicate the opportunities for exploiting the learning potential of new technologies.

#### 1.4. Research Design:

The present investigation is a Doctoral Thesis Dissertation that has taken an academic design which follows the principles of the Department of English Language at Djillali Liabes University. This study concerns Second Year Licence students of English at Moulay Taher University of –Saida- Algeria. Its main objective was intended to examine the effects of ICTs and into what extent Information-Communication-Technology can impact the EFL teaching learning process and more precisely how it can help these students to better their verbal communication. The study holds a quantum of four chapters which give a great deal of explanation about what the study's main concern. Each chapter represents its self as well as it boosts the reader with a great amount of information about the role of technology in learning a language.

The thesis dissertation starts with a General Introduction that holds a total overview about what the investigation is about. It includes the statement of the problematic as well as the hypothesis and some of the researcher points of view. Besides, the current chapter refers to the Research Methodology which comprises the way data are collected and analyzed and it gives much detail about the progress of the research and how it has been done. It also sends shadows about the difficulties that have prevented the way of the investigation, as well as it gives an idea to the reader about the reasons behind choosing such a topic.

Furthermore, the second Chapter is delivered to the review of the related Literature that gives too many explanations about the technological means that might be used within the learning process and how it can be used as well. It gives more details about both the psychological and the neuroscientific effects on the students' learning; the fact that encompasses the various disciplines dealing with the students' oral expression development. Furthermore, the Third Chapter is about analyzing the data collected through the means of the Teachers' and Learners' questionnaires, teachers' interview, and it gives the main results that the research has reached. Moreover, the Fourth Chapter is devoted for giving recommendations to the main problems that the EFL students and teachers are encountering within the process of learning/ teaching English and which has to do with the right way of using ICTs and audio-visuals to improve students' speaking skill. Finally, the recent dissertation ends with the general conclusion that gives radiance to the certainty of the hypotheses that have been suggested at the very beginning.

### 1.5. The Sample of The Study:

The inquirer of the current study has chosen carefully the sample that would apply on it the research investigation. It is worthwhile to state that the researcher has taken many things into consideration before choosing this sample. The very first thing she thought about is the number of years that these students have spent in learning English as well as she took into account the rate of their accessibility to the use of technology.

The target population concerned Second Year Licence Student of English Language at Moulay Taher University. The investigator has chosen this population for the current study for two reasons; on one hand, the place where the investigation has been made helped the researcher into some extent; because the proximity between university and the researcher's place has given the researcher a great opportunity to heighten from the rate of observation she should make upon this population. On the other hand, the investigator projected lights on "Second" Year Licence students because normally these students are able to take risks in speaking the foreign language since they have started developing their level from the first year as well as they are already familiar with the university atmosphere.

Understandably, even though 2<sup>nd</sup> Year Lincence Students are good enough in English, they could neither speak nor interact with teachers the thing that pushed the researcher to think about the reason behind their less participation in the class. It's worth mentioning that these students from 70% of girls and 30% of boys knowing that it is only the minority of the girls who rarely share their ideas inside the class and merely with some issues. The investigator's choice has fallen on this target population for the present study for the reason that these students tend to show clearer anxiety, negative emotions and less motivation about attending the lecture without forgetting about the boredom they feel of once they enter the class. There were some few students who confess that oral expression class need some reform by adding to it things that would fit their needs. As an observer, I have noticed that despite the fact that these students were eager and very enthusiastic about expressing themselves in class, their challenge to use the language was not sufficient. This later guided the researcher to make some modifications in their oral expression class such as "The use of technology" which has given unexpected results.

**1.6. Means of the Study:**

Being a researcher in any field requires the investigator to look for the main clues to his/her problematic. However this would never happen if the researcher remains stuck. As King James Bible stated:

*“Ask, and it shall be given you; seek, and ye shall find; knock, and it shall be opened unto you: For every one that asketh receiveth; and he that seeketh findeth; and to him that knocketh it shall be opened.”*

From this perspective, any inquiry needs some means and tools that would help to achieve the solution for the problematic. That is why in order to check the validity of our hypothesis and to meet the main aim for the current study, it was necessary to use couple of tools that would help to find out the real answers to our main problematic of this piece of investigation. One of the main tools that has been used by the investigator of the present study is Questionnaire. We proposed three formal questionnaires; one for students, another for teachers and the third one was delivered to an auricular doctor for the sake of gaining as much information as we can. All of questionnaires were designed to show how *ICTs* and more precisely audio-visuals impact the language learning especially the Speaking Skill. Besides, the researcher went for teachers' and doctor's interviews. This was used as a second tool which aids the researcher excessively to find out the factual reply for the existing study without forgetting the main role of videos and observation that helped a lot in confirming the study hypothesis.

**1.6.1. Students' Questionnaire:**

The students' questionnaire was administered to Second Year Licence Students of English Language at Moulay Taher University of Saida. This sample of study makes up about fifty (50) students. Students were given identical instructions, before they complete the questionnaire, on how to answer the interrogations and for what reason it was designed. They were notified that the questionnaire is for the sake of our study which deals with the important role that *ICTs* play in our daily life and more precisely its impact on their learning process and specifically on their oral performing. They have been informed that it is not a test but only an important component in our study.

Their participation was really appreciated by the investigator. It is worth mentioning that the researcher informed the study population that the main purpose out of questioning them is their opinions as well as she told them how much their answers would give credit to our modest research. The researcher convinced her sample of the study that their answers would remain completely confidential (even though they were not asked to write their names). The investigator has given enough time for her population to fill the questionnaire; that is why the survey took the students nearly 24 hours of their time. Worthwhile, the researcher has felt great, bullish and she was so appreciative forth answers she got. In addition to what has been mentioned above, the inquirer does believe that the survey of the inquiry was administered in such good conditions.

The questionnaire was distributed to forty three (43) students of Second Year LMD students during a class session under their teachers' control, several questions were divided between "Yes, No" questions and opens ones. Our questionnaire is divided into three sections that are:

#### 1.6.1.a. Section One;

General information: in this section we have couple of questions which seek information about the students' psychology about learning English and what their opinion about their experience of learning it is(Q 1.2.3). Then, we asked students about the use of technology in English class and see whether they are traditional or technological students. This question aimed also to know the students' view about technology use in their classes and whether they think that it is a good strategy to improve their level of speaking skill or not (Q 4.5.6).

#### 1.6.1.b. Section Two;

This section was mainly made for the sake of ICT use in EFL classes. In other words, this part includes four questions, the first question (Q1) was to know about the students' opinion about using technology in EFL class. The second question (Q1.b) was linked to the points that technology effect while being used in EFL classroom. The third question (Q3) aims to determine how much students feel motivated when studying with technology. The last question (Q4) asked students about whether technology saves time of learning or not.

### 1.6.1.c. Section Three:

This part was the core of our study for the reason that it dealt mainly with the impact of using ICT tools on the speaking skill. This part included a lot of questions which they all pour into one basket. Their main purpose sought to find the students' opinion about;

- The use of Audio-Visuals in speaking.
- Their attitudes about the use of videos to improve their speaking skill.
- To know into what extent can listening to native speakers' videos reflects their level in speaking.
- To find the students' opinion about the use of authentic videos to overcome their weaknesses in pronunciation.
- To know which of language elements can be improved when listening to authentic videos.
- To know whether using Audio-Visuals brings for them the target language and its culture and explain how they bring them.

### 1.6.2. Teachers' Questionnaire:

In an attempt to find some relative answers to the research question mentioned above in the General Introduction, An Academic questionnaire was supposed to be administered to EFL Teachers of Oral Expression Module in Moulay Taher University; knowing that the researcher has chosen carefully the sample of teachers for the reason that she wanted to deal with expert ones in the field of teaching a language. Simply because Oral Expression is not of the easy task to be taught; that is why the investigator needed to question some knowledgeable instructors that would pour her a huge amount of ink concerning this study the thing that would make the study more commendable and praiseworthy.

This tool (teachers' questionnaire) has been used by the researcher for the reason that it stood as a good source for getting reliable answers from the real setting where students are experiencing their knowledge. The Teachers' Questionnaire aims basically at identifying the role of technology in helping teachers transmitting knowledge to their students as well as it purposes mainly its role in helping students use the language accurately inside the class and support them in participating and expressing themselves without any fear. The teachers' survey tends also to show into what extent the use of audio-visuals motivate EFL students in the class as well as it illustrates their rate of keenness towards attending oral expression

classes. Besides, it also attempts to see how these teachers cover their students' motivational orientations in learning English as well as their preferences and attitudes by using ICTs. Then, its main objective is to know about the teaching of EFL; most importantly, it attempts to know what effective strategies can be adapted to increase students' verbal communication.

The instructors' survey consisted about eighteen (18) questions which were arranged in a logical way. They were either closed questions requiring from the teachers to choose "Yes" or "No" answers, or to check the appropriate answer from a number of choices or open questions requiring from them to give their own answers and justify them.

The first part of the teachers' questionnaire was supposed to give some general ideas about the teachers' experience of teaching English at the level of University as well as to know about their students' level of speaking skill and their attitudes towards learning English. This part has given the investigator a great deal of information the fact that helped a lot into the study development. While the second part dealt mainly with the teachers' view about using ICT tools and more precisely the Audio-Visual ones in the EFL oral expression classroom and into what extent they can be beneficial to the their students' learning.

### 1.6.3. Aim of the Questionnaires:

It is very important to state that the students' survey was mainly linked and concerned to the identification of the effectiveness of using ICTs (like; videos, speakers, YouTube, Internet...etc) in developing students' speaking skill and discover how the students of English as a foreign language deal with this interesting subject. The main purpose out of the students' questionnaire was focusing on the learners' view upon using ICTs to develop their speaking skills and whether they do agree with the researcher's way of thinking in believing on power that might be given by ICT tools in improving someone's speaking skill. This part of the study aims at assessing the use of videos, speakers and so on in English language class and aims to see in what extent they are beneficial for the learners in speaking skill. This information will help eventually to devise a suitable strategy for that population.

On the other hand, the teachers' inquiry form seeks to collect about teachers' use of ICTs as teaching strategy, and to see its effectiveness on students' speaking skill in English foreign language class. The teachers were required to answer the questionnaire by ticking the appropriate box and making statements whenever required. The researcher explained clearly

the main aim that the questionnaire wishes to achieve. She clarified that their survey needs to investigate the teachers' use of such materials (audio-visuals for instance) and its effectiveness on students' speaking skill, and their importance videos in order to develop the aspects of language.

#### 1.6.4. Videos:

While going through the process of seeking knowledge about the issue of ICTs and anything that has to do with it, the investigator made couple of research through Internet to look for other views in a form of Videos. And actually she was very lucky to come across many records that speak about this important issue. At the very beginning, the inquirer has encountered videos that are related to the topic but in a general way. I.e. too many tapes were concerned with "Information- Communication- Technology" and its main role in all fields of life.

It is axiom to show what ICTs has done within our world. Technology is everywhere to the point that it covered all fields of life. This has been shown by many videos on YouTube. While doing this research, the investigator relied, into some extent, on some pieces of information she has gathered from a couple of videos that she watched on YouTube. There are thousands of records that their main concern is predominantly about the role of technology in changing peoples' life. Within those videos, the investigator has found about five to six tapes which speak about the use of ICTs in Education. There has been a great deal of information in those videos which show the rate of development that many L2 students have reached thanks to the use of technology. And the main tool used by L2 learners is <sup>2</sup>speakers or headsets. This means supported a lot of students to utter correctly the language they listen to. It helps them to have good articulations as well as it teaches them implicitly how to be good speakers.

#### 1.6.5. Teachers' Interview:

The Interview of the current education is administrated to five (05) teachers of EFL at the Department of English of Moulay Taher University of Saida. The selection has fell on those teachers for the reason that the researcher herself consider them as expert ones in the field

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<sup>2</sup>The study shows that there is a great deal of adults who rely firstly and mostly on listening music and songs to learn the language. And this study confirms this information.

since she has been one of their students years ago. On the other hand, the researcher was lucky enough to find that these chosen teachers were among the ones who gave Oral Expression instructions to the sample of the study in their first year. ; I.e. Second Year Licence Students. The researcher appreciated a lot those experts' experiences of teaching, for the reason that the majority of them has provided her with a great amount of information concerning how to develop the oral skills of L2 students through implementing technology in the class the fact that heighten from their level of self-esteem and motivation. The Interview has taken the form of recording when the researcher was making that meeting with the instructors. The discussion consisted of ten (10) questions which were divided into two main sections. The first section consisted of Yes/No questions where the teachers tick on the right answer according to their beliefs. However the second part was formed with open questions where teachers are requested to give explanation or suggest other alternatives. The aim of such section is to gain some information from these experts since they have been in the field for a long time. The second section of the questions investigated teachers' knowledge about the main ICT tools that help L2 students develop their speaking skill as well as it was made to give us some recommendations that may be taken into account when looking for the suggestion as a remedy.

#### 1.6.6. Observation:

Observation was one of the key tools that helped too much in doing the current investigation. The researcher felt very lucky in the process of observing the attitudes of learners and the progress of oral expression class for the reason that she got the opportunity to attend nearly all oral expression classes. This means that being with them for so long has given the investigator an idea about how they feel, when they participate and with whom, as well as the change of their reaction once they are exposed to technological means within the instruction. That is to say, Second Year L2 students were remarked to be very enthusiastic to attend lectures which are filled by ICT tools.

While observing those students, the researcher was wondering about the reason behind their less participation inside the class. She thought that students are keeping silent because the teacher of the instruction kept talking a lot that's why she asked him to talk less and leave space for the students to express themselves. However, the problem remains the same the

thing that guided the researcher to ask the teachers of Oral expression to use some techniques that would rise from their students' motivation then push them to speak. Teachers went for the idea, and used some audio-visual means like; Data show, videos, speakers, songs and even short movies. And surprisingly, students became involved about 90% within the class instruction. This later guided the researcher to give some activities to the students to be done at home. One of them is to listen to a song script then write down the lyrics of the song then finally sing it as well. Students surprised a lot the teachers as well as the researcher by doing this task. By the end of the academic year, the researcher observed total change in both their behavior towards attending oral class as well as their level of their speaking skill. By the end the researcher's observation results confirmed the hypothesis that the current study is based on.

#### 1.6.6.1. ICT in the EFL Oral Expression Class:

Along time spent with Second Year L2 Students, the researcher noticed that ICTs play a strong role in managing the class. Those technological tools as; Videos, songs, and data-show have proved success inside the class for a certain number of reasons. Worthwhile, those technological devices provided students great opportunities to experience the target language in more natural context. In other words, once EFL teacher exposed his students to the listening comprehension of the English Language native speakers, students participates in a more active learning experience the fact that leads them to maximize the potential of their speaking skill. Besides, students were asked to repeat the speech they hear for several times so that they can recall it again. This way of learning reached good results within second year L2 students to get correct pronunciation.

It is valuable to state that the implementation of Information Communication Technology helped a lot in rising from the rate of class attendance for the reason that most of students claimed that it is out of ICT results that we like to attend the lectures as well as they enjoy joining the class. In their view, ICT tools like videos and songs were standing as a key element for their learning process. They stated in many contest that the use of ICTs is a factor that must be considered and maintained throughout any English Language lesson, course or program as a whole.

During the course of Oral Expression, the researcher was convinced that motivation which stands behind L2 students speaking and participation strongly hinges on the implementation of technology inside their class; for the reason that before having them in class, it was just the minority of girls who participated. Thus, we understand these students lack this motivation, any attempt to lead students through the phases of learning will result in failure.

Additionally, the researcher noticed that the development of the students' level of oral expression attracted the population to learn in an easy and more relaxed environment. It was very clear that the use of ICT in their oral class has created a proper atmosphere to make both genders familiar with each other, the fact that it created them a positive atmosphere full of fun. To conclude this part, one can say that technology functions as a neutral agent without gender or cultural allegiances, thereby facilitating communication and learning.

#### 1.6.6.2. 2<sup>nd</sup>Year Students' Attitudes Towards the Use of ICTs:

When first the researcher attended the oral class with 2<sup>nd</sup> year students of English, she has noticed that L2 students were full of powerful emotions when they spend a lecture in where ICT means are included. Indeed, attitudes are a moderately intense emotion that prepares an individual to respond consistently in a favorable or unfavorable manner when confronted with a particular object. They are described by some researchers that they guide students' behavior towards their lectures.

Obviously, the attitude of 2<sup>nd</sup> year students of English was so much influenced by the use of technology in their oral class. The study indicates that its sample of population was highly interested in the use of email and internet to support their studies. A high proportion of the students' comments supported the forms of networked learning. They believed also that ICT has a significant role in supporting and enhancing their university learning experience and felt that ICT could sometimes be used as an alternative means to practice some oral activities.

Out of the many hours the researcher spent within these students, she has confirmed that the majority of the students had access and regularly uses the Internet. The study also confirmed that students were generally favorable towards the use of ICT in their class. In

other words, the investigator was so much enthusiastic to know about the students' critical thinking skills and attitudes towards ICTs, as well as their perceptions about its use in the classroom learning environment. Though there were some differences between students' perceptions of their actual and preferred classroom learning environment with ICT, the researcher could notice that many of them could improve their levels of critical thinking as well as they could develop positive attitude to ICT. Thus, it is very crucial to state that 2<sup>nd</sup> year students' attitude towards ICTs was highly positive.

#### 1.6.6.3. 2<sup>nd</sup> Year L2 Students of English Virtual Class:

The researcher of the current study finds it very essential to mention that 2<sup>nd</sup> Year L2 students of English were assiduous enough to create a virtual class with the researcher herself as well as their teacher of oral expression. It is evident to state that in the virtual class we were living in, all participants used ICTs to access to their professor and classmates; they efficiently tend to express their opinions in different ways in a more relaxed environment. The investigator has noticed that this virtual class holed a special oral communication which does not involve the usual participants in the traditional classroom.

In the meantime, the popularity of various ICT devices has been used by those students. Some of them used mobile devices (smart-phones) while others went for wireless networks (Computers and lap-tops). These technological devices, which give so much help to access to a great deal of information, have enabled these students to use those emerging learning materials or channels anywhere and at any time to join our virtual class.

Therefore, it can be foreseen that 2<sup>nd</sup> Year L2 students have eventually been equipped with some technological devices which were strongly linked to a proper learning that result in their own learning progress. After spending some valuable time with those students, within the virtual class, the researcher resulted many benefits that students could gain from being gathered under the umbrella of oral expression virtual class. These benefits can be summarized as follows;

- ❖ The virtual learning that could be created through ICT tools created more individualized learning in terms of pace, style, L2 level and content of learning.

- ❖ The virtual class could provide learners with an independent free time and place learning by making it possible for L2 learners since it coped with their personal life.
- ❖ It would make learners access to authentic learning material (real-time, online, and location-based).
- ❖ It made L2 learning more engaging, more effective and also an opportunity for students to gain useful information and knowledge.
- ❖ It was considered as a more engaging and entertaining learning area and such an organized setting since it guided role-plays, as well as, it simulated real life dialogues.
- ❖ It paved the way for anxious and shy learners to practice the target language in a protected way (through simulation and access to online content, thus reducing the exposure to real life communication by making it less threatening and stressful.

#### 1.6.6.4. The Obstacles that Hindered the Use of Audiovisual Aids:

There is no doubt that by going through the process of the current study, the research itself has faced many troubles that curbed some of its benefits. The procedure of doing this research encountered some problems, at the beginning, within the university administration as well as with EFL teachers. Those problems were not meant by purpose; however, it helped in the obstruction of the research development.

Out of the great number of technological resources that are arranged for the service of EFL teachers and their L2 learners; audiovisual aids are of a great importance in transmitting the information to students in such an easy way. Properly planned, constructed, and employed, aids can help not only to improve the overall language program but also to enhance the classroom atmosphere and to ensure greater student participation.

However, EFL class of oral expression came across some difficulties that prevented its way of advancement. At first, the researcher noticed a certain problem of a lack of entusing for the use of teaching aids. Teachers did not accept the idea of using ICTs inside their classes at first where they took the non-availability of resources in their university as a good excuse for their refusal. This was holding a half-truth since the setting was experiencing some lack of “new” ICT tools, some problems with electricity, suitable rooms...etc. In other words, the apathy of teachers has participated into a great extent in creating an obstacle for the

advancement of our research for the reason that at first it had not yet been possible to convince the teacher that teaching with words alone is quite tedious, wasteful and ineffective.

The EFL teacher of oral expression stated that he could manipulate his students without the use of ICT tools stating that he experienced working in this way. In addition to that, the indifference of students also stood as a hindrance in the investigation progress. At first; the researcher noticed that students lost their significance and purpose because the use of teaching aids arouses boring when those aids were used without a definite purpose. This latter guides the researcher to mention something which she finds it vital. At the beginning, the researcher thought that aids are a bit ineffective for the reason that the lack of proper planning and lethargy of teacher as also without proper preparation, correct presentation, appropriate application and essential follow up work; the aids have not proved their usefulness. Besides, the researcher was told that the class was obliged, sometimes, to waste time in changing the local setting due to the absence of electricity. Most of the projectors could not work without electric current and so the non-availability of electricity in some classes was creating a hurdle in the proper use of audio-visual aids.

#### 1.6.6.5. Classroom Organization:

It is very well-intentioned to state that the place where students get their knowledge is considered for the teacher as the vehicle in which he/ she gets his or her students from where they are, when they enter their classroom, to where they will reach their point of success; I.e. to where students need to be an academic year later, for the reason that, as teachers, we all wish to owe at least one year of progress for one year of seat time.

Ideally, this needs some statistics that the teacher should follow to reach his goal. In other words, the classroom needs some management and organization so that both teachers and students would be relaxed because the learning environment and atmosphere is very essential for the students' and teachers' success.

In talking about classroom management, classroom organization and student achievement, one might be allowed to state that the mentioned activities help into a great extent to think that the teacher represents the driver of the car who needs to respond to the passengers' needs in order to ensure that they reach their destination. In other words, classroom organization is a way of

arranging seating positions and various learning centers in a classroom. It varies according to some circumstances. This latter may include; available resources, the learners, the environment, the curriculum, the number of learners and above all the training level and experience of the teacher. Thus, the seating arrangement in the classroom is very important because it enhances the learning environment.

As has been noticed by the researcher while doing her research investigation, the classroom environment, which was taken as a sample of her experiment, was mainly influenced by the guidelines established for its operation, its users, and its physical elements. The Teacher often had little control over issues such as temperature and leaky ceilings, but they greatly influence the operation of their classrooms.

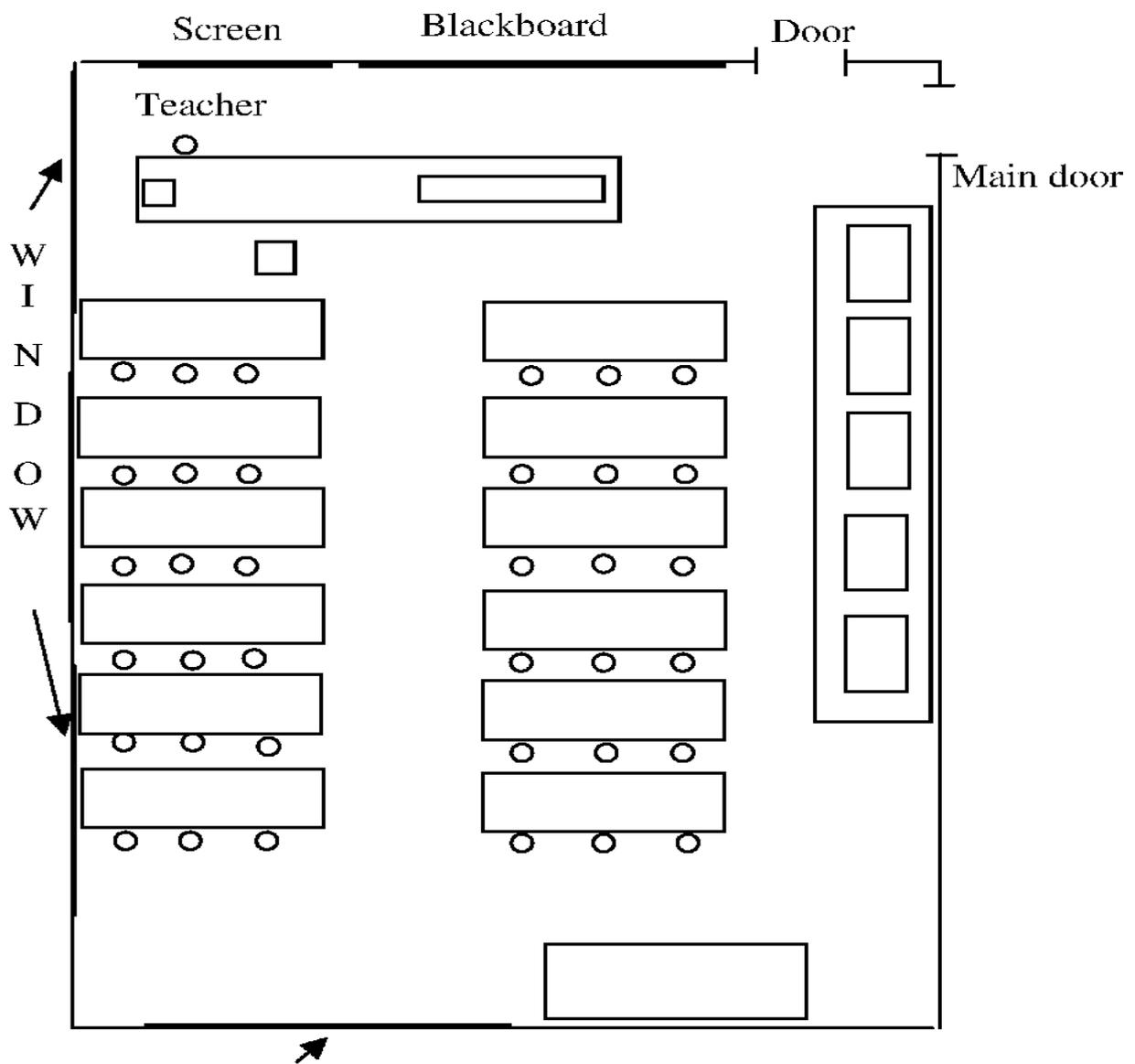
It is worthwhile to state that effective OE teachers expertly manage and organize the classroom and expect their students to contribute in a positive and productive manner. It seems prudent to pay careful attention to classroom climate, given that it can have as much impact on student learning as student aptitude. Therefore, since both classroom management and organization effect students' achievement in learning the language, the researcher focused her observation on every single thing that has to do with that. In other words, using ICTs inside oral expression class was not the only thing that the researcher was emphasizing on when doing her research because using ICTs walks hand in hand with other statuses and circumstances that happen in the class.

### 1.6.6.4.1. Different Seating Arrangement in Class:

#### 1.6.6.4.1.a. Traditional Rows:

When first the researcher entered to Second Year oral expression class of English at MoulayTaher University of Saida, she noticed that the class was arranged in traditional rows. This has surprised the researcher at the beginning; however, after spending some time in this class, she could gain a general view about the class atmosphere to the point that has noticed many advantages thanks to this kind of seating.

In other words, when learners were seating in rows in the classroom, there were obvious benefits. That is to say that this kind of arrangement was enabling the teacher to have a clear view on his/her students. Orderly rows have certain advantages on the learning process for instance; it made lecturing easy, enabling the teacher to maintain eye contact with his students, as well as, it could reduce disruptive behavior in class. When the teacher was working with the whole class seating in rows, consequently, interaction could be created since all the learners are involved. Besides, as it is mentioned above that this way of seating creates eye contact, therefore; teacher/learners relationship could be developed the fact that all students participate. This point will be illustrated through the following figure.



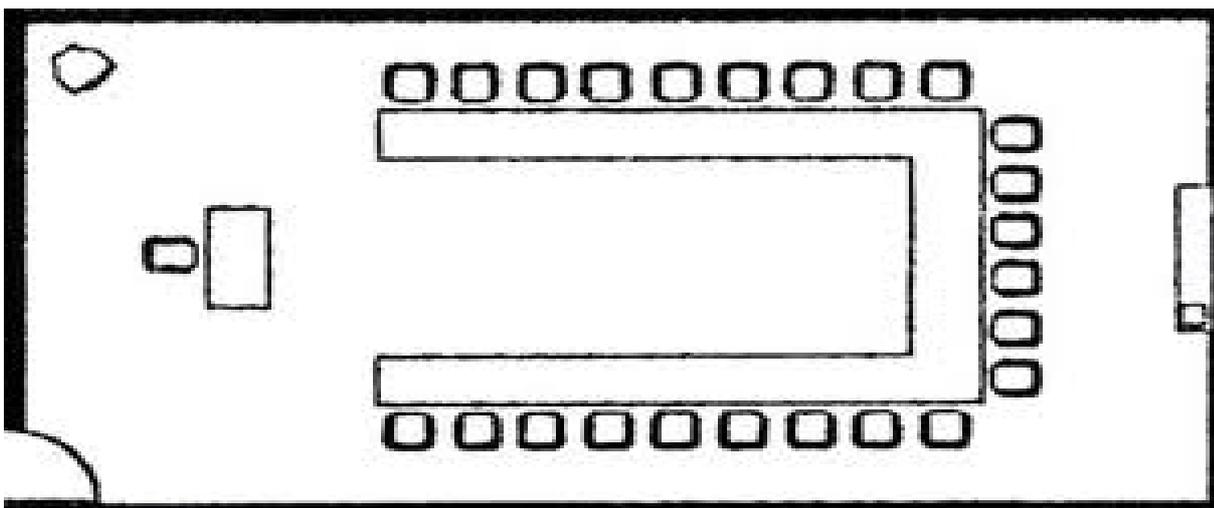
**Periodic Table of the Elements**  
**Figure 1.1: Traditional Rows in 2<sup>nd</sup> Year LMD students of English at MoulayTaher University.**

1.6.6.4.1.b. Horse-Shoe Shape:

In addition to the first type "Traditional rows", "horse-shoe shape" is another way of seating that our study population class has seen. In smaller classes, both teachers and students prefer seating in horseshoes. Therefore this type of arrangement makes the teacher's position less dominating since s/he will be at the open-end of the arrangement. Indeed, this kind of seating was suggested by the researcher herself so that to change the class routine.

This genre of sitting arrangement allowed L2 learners to concentrate on the lesson and it was very useful when having pair work and group work. Besides, it created open discussions and more eye-contact with the members of the class. The investigator of the current study believed that the teacher of this class could lower the barriers between him and his students thanks to the class way of sitting. There was also another advantage such as; students could see each other and debate as well, while in "orderly rows", they had to turn-round.

Therefore, the researcher could conclude that the "horse-shoe" way of seating in the classroom is thus a more intimate place and potential for students to share feelings and information through talking, eye contact or expressive body movement. Horse-shoe way of seating will be illustrated through the following figure.



*Figure 1.2: Horse- shoe shape.*

### 1.7. Data Analysis:

No research can reach an end without being exposed to a careful analysis. As it has been mentioned already in the General Introduction; the current research study consists of mainly four chapters. Each one of them consists of some specific information which plays its role in clarifying ideas to both the reader as well as to the investigator herself. Thus, as the first current chapter is devoted to explain the methodology has been used by the researcher, and the second chapter offers a great deal of information about ICTs and its main role in learning foreign languages, the third chapter is devoted to the data analysis which has been gathered along the road of the research study.

This chapter is known to be more practical than theoretical; the researcher feels more active when reaching it for the reason that it stands as the door which hides behind it the truth of the problematic that the research stands for. In other words, the third 3<sup>rd</sup> chapter represents the practical study which implies the method and the progress of the process used for the research. Within this chapter, the researcher tried to seek for the precise answer for the problematic that the study is based on. It consists of the description of the population of the study as well as the study tool that they have been exposed to it, the explanation of the design, and the implementation of the procedure. Second, the investigator follows the presentation of the questionnaires with its interpretations and analysis that gives the main results which in turn helped us confirm our hypotheses which were about the positive impact of the use of ICTs on the developmental EFL language learning process and more precisely on better performing orally.

The researcher has provided two sections for being analyzed which are in turn divided into sub-divisions. The first section dealt with the analysis of the questionnaires which have been exposed to students, teachers and Auricular Doctors. The second section had to do with the analysis of the interviews of teachers and Auricular doctors. Worthwhile, the sub-divisions of the above two sections concerned.

**1.7.1. The Analysis of The Students' Questionnaire:**

Analyzing the data tools that have contributed in the development and the progress of the current research was one of the main materials that has helped the investigator in reaching her purpose which has to do with improving her hypothesis that are linked to the impact of ICT tools on the developmental EFL learning process and more precisely on improving students' speaking skill. The students' questionnaire was taken into consideration to give a huge aid to the current study. Its analysis has reached good points the fact that gave a hand help to the researcher to have an idea about the way students think. In other words, the students' questionnaire analysis has given a lot of credit in clarifying the image for the investigator to think largely and deeply about the effect of ICT tools on the students' speaking skill. Indeed, the finding of the learners' survey confirmed the researcher's hypothesis.

**1.7.2. The Analysis of The Teachers' Questionnaire:**

The teachers' questionnaire analysis has taken so much interest from the researcher herself, for the reason that she, personally, believes that the teachers' view and way of thinking has a great value upon the validity and the reliability of the present study. After having the findings, the researcher was so much thankful to the teachers for giving their view that has offered a lot of help to the study. After all, after analyzing the teachers' questionnaire, the results were mainly matching with the investigation hypothesis the fact that gave a lot of credit to the certainty of the research theory.

**1.7.3. The Analysis of The Teachers' Interview:**

Interviewing the teachers' was not of the easy task for the reason that EFL teachers of Moulay Taher University were almost always busy the fact that made the process of doing the interview tougher. In other words, the researcher faced some few troubles to reach this interview within these teachers and time constraint was the main problem which prevented the researcher's way in doing this. Oral expression instructors were found always busy and they found it a bit difficult to give some few minutes from their time. However, though these obstacles, the investigator did not give up until she got what she went for. After a tiring trial, the interview with those teachers was so much beneficial for the reason that they helped the

investigation into a great extent. The interview was opened by the beginning so that the researcher can gather a good number of data. It is very worthwhile to state that the information which have been given by those teachers helped so much in clarifying how listening helps a lot into speaking. This latter was clearer when analyzing the data that have been given by them. Subsequently, the results reached after doing the analysis, was mainly supporting the researcher's hypothesis that the investigation was built upon them.

Understandably, the experiment is done with the aim of confirming the study's hypotheses. The hypotheses claim that human's oral expression is believed to be strongly linked to his listening comprehension the fact that can be controlled by audio ICT tools. Thus, if L2 students are exposed to technological means (ICT tools; such as head phones, speakers, data-shows...etc) then the level of learners' participation; interaction and communication in English will be improved. And to confirm this, the third chapter of this study investigation was devoted to reinforce the idea that has been suggested at first. In addition to that, some significant pedagogical suggestions and recommendations will be put forward at the end of the research investigation.

### 1.8. The Significance of The Study:

It is worthwhile to state that the current investigation has a great advantage and a huge significant in language teaching and learning. Many scholars in the field of language education worked so hard to reach some specific points which stand for facilitating the operation of teaching and learning language. Thus, from this perspective, the outcome of the present study is expected to provide empirical evidence that would be useful to teachers and learners of English Language in their Oral Expression classroom, so that they can develop their either teaching or learning. As any research, our investigation contributed tremendously in providing the necessary information about the effect of ICTs in developing oral skills the fact that necessitates the use of some instructional materials in oral class to support the students' verbal performance.

Therefore, the study aimed at helping language teachers and more precisely L2 learners to realize that the mastery of the target language rests on the ability of listening well, understanding the speeches of other people, and the ability to communicate effectively. This realization would make both instructors and students discover that the two primary language skills listening and speaking could best be developed through effective training of skills. This

training would better be easier and more effective if it is used through ICTs. In other words, it is very evident that EFL learners face many challenges and difficulties when it comes to speaking because of many factors. Those hitches stand as the motivation which the current research is based on. This means that the concern of the work is to solve them through putting students in the context where they will recognize and will be aware about the importance of listening in developing oral language skill. By this, learners will gain many advantages learning new vocabularies, being habituated to native accent, intonation, correct form... etc. Hopefully, the investigator will convince EFL learners by the importance of listening comprehension in strengthening the speaking skill and to attract teacher's attention to the necessity and the positive impact of including listening tasks in the classroom.

The investigation therefore made some useful suggestions which could encourage English language teachers and learners to use different technological materials to develop their listening and speaking skills. This will appear in the fourth chapter from the current dissertation.

### 1.9. Reasons for Choosing the Topic:

Having some realistic reasons out of building any research paper is something very crucial for the reason that this latter helps the investigator himself in raising his motivation, into a great extent, towards working upon improving his hypothesis. This is what happened with the researcher of the current investigation. Indeed, there were a lot of reasons out of choosing the current research however the main reason behind the researcher's inspiration to do the present exploration was a short video which is formed by a couple of excerpts of a long movie of an EFL teacher who could raise his L2 students speaking skill in a very confident manner by implementing some technological materials when doing his class.

This later has motivated the researcher widely and deepens her desire to help her students and classmates to speak English conveniently as well as to develop the techniques of the teaching learning process. Worthwhile, it is important to state that "Listening and speaking skills" are the two first basic skills in learning a foreign language besides reading and writing.

In Algeria, English as a foreign language is taught since learners entered to the middle school, however; the problem of communicating in English outside the classroom is still imposed. Learners often have to think more when communicating in English, of course, they need interaction with others (teachers, friends...etc) so that to communicate.

Some teachers claimed that they still have difficulties in teaching English mainly the ‘speaking skill’ since students are not able to express what’s on their minds. Besides, listening is closely related to classroom conditions .I.e. Learners can have a certain amount of input knowledge just when they feel at ease or more specifically they are motivated to listening.

In fact, the investigator focused on listening and speaking skills to clarify the importance of the listening skill in relation to the speaking one the fact that is tightly linked to the classroom conditions which results into the students’ interaction and production.

Then from this perspective, the researcher finds it important to mention that technology has dominated our life the fact that we may find computers, internet, video players and others almost in all houses, companies and universities. In other words, the presence of technology is found everywhere and since the most impacted generations young learners; technology represents for them all modern ideas and thinking. From this late, as a researcher, we think that reasons behind the researcher’s motivation to work on the present study were rather valuable and important the fact that gave a strong power to the investigator to do her work. In other words, all reasons (the video, social life, the status of technology, L2 students, the Professors’ point of view) showed the greatest impacts of technological materials on the students’ motivation and impulse towards speaking English.

### **1.10. Research Ethics:**

Any theoretical position makes an important contribution to what is so called “research Ethics”. Each academic research builds its principles on a foundation of trust. Researchers trust that the results reported by others are rigorous. It is important to assume that the applicability of conscience while doing a research is a must for any investigator, in all cases for the reason that the society trusts that the results of research reflect an honest attempt by scientists and other researchers to describe the world accurately and without bias.

*“The object of research is to extend human knowledge beyond what is already known. But an individual’s knowledge enters the domain of science only after it is presented to others in such a fashion that they can independently judge its validity.”*

(Nap,1995;

Hence, the sentiment expressed in the quotation, embodies the view that science is a term of a shared knowledge based on a common understanding of some aspect of correctness and precision. Thus, from this perspective, the researcher of the current investigation protected the interests of its participants with a great responsibility as well as she avoided unintended negatives effects toward them, both during and after doing the study. The researcher walked on an ethical guidelines path and guaranteed that the interests of her participants would never be maltreated as a result of participating in this study. These guidelines included maintaining confidentiality of the members and sharing results with the interested ones.

### 1.11. Rational:

Being an EFL teacher and a learner at the same time has given the researcher so much knowledge about anything that has to do with L2 learners. It is worthwhile to state that either L2 teachers or L2 students' main concern is to communicate freely and without any delphinium. However, there is no magic formula to become a fluent speaker of any language. By going through the current study, the researcher has gain a great deal of information about the correct ways that L2 learners should go for so that they can achieve their goal which is tightly linked to speak English fluently; and using ICTs was one of these ways.

The researcher could have few ideas, as a teacher, about the learners and how their character looks like. However, as a student, the investigator could observe many other things that normal teacher cannot get because time, which gathers between him and students, is more limited. While studying English at University, the researcher has observed that every undergraduate seems to be studying English. Many of them tried to learn the language by listening to songs on their dormitory bed, watching programs, studying the dictionary inside the library and so on. But still, these students faced the problem of communicating in English.

Plausibly, the researcher herself has not only experienced a moderate oral classroom anxiety and low participation but she has also observed another phenomenon among many students as boredom in their specific, situational, low oral engagement which results in poor oral performance and bad oral subject marks. From this perspective, the researcher wondered

about the main key that must be used to get these students out of the prison in which they are captured.

It is worth stating that following the progress of this Thesis Dissertation, the researcher made her personal daily diary to record her private thoughts from specific observations made each day where she could express her view-points and judge any situation without fear of any criticism. Wallace in (1998) agreed that a diary is a private document wherein the writer can keep and write his/her feelings and thoughts.

This latter helped the inquirer to get good ideas about the main solution for such problem which is standing as an obstacle in L2 students' path of learning English. In her reading, the investigator learned that much of the literature concerning language acquisition theory and research are designed for teachers. However, she personally believes that students should not be dependent only on the ability of the teacher; but they need to empower themselves by personal research and knowledge to take charge of their own Language acquisition.

Therefore, the investigator thought that it is better to implement technological tools within the learning process. It does not matter where exactly; however, what really matters is the effectiveness of the use of ICT tools in improving students' speaking skill; thus, pushing them to be fluent. In other words, using Information, Communication, Technology in the setting of learning the language, whether this setting is inside the class or outside of it, helps the learner into a great extent to be enthusiastic, caring, eager, motivated to learn and more confident to speak the language spontaneously.

#### 1.12. ICT's In General:

The world in general is in constant evolution in order to face up to the upheavals provoked by the era of globalization both at the individual and professional levels. Thus, all fields of life have to adapt and renew itself to be compatible with the globalized society. The introduction and use of Information and Communication Technologies (ICT) are one of the priorities of a more developed community in the current digital community. Indeed, to meet the requirements and the challenges of the globalized world, developing digital practices in all

kinds of work has become a necessity. To that end, the introduction of ICT in our life seems to have become a prerequisite to the modernization of all systems and for total methods.

Therefore, there are many issues that should be taken into consideration once we want to speak about the importance of ICT use in developing all fields of work. The worldwide research upon ICTs has shown that its use can lead to improve students' learning and better teaching methods. In other words, there has been a plethora of studies and reports that show the evidence of ICT positive effects on learning a foreign language. A full ICT environment offers almost unlimited potentials but requires an efficient and effective management with available technical support. Nevertheless, it is worthwhile to state that the world agrees upon one idea that supports the use of ICTs in all fields of life since it plays such a great role in transforming everything into magic. Many scholars proved that the increase in student exposure into educational ICT through curriculum integration has a significant and positive impact on students' achievement, especially in terms of knowledge, comprehension, practical and presentation skills in all subject areas.

Thus from this perspective, the researcher might be allowed to say that ICT integration into education seems to be a necessary issue for both educators, instructors, and for the whole educational system in the world. This latter guides the investigator to state that it is an evidence to know that educational ICT tools are not for making educators master ICT skills themselves, but for making educators create a more effective learning environment via ICT.

### 1.13. ICT and Motivation upon 2<sup>nd</sup> Year EFL Licence Students:

It is very necessary to mention that motivation is so crucial in the process of learning and education. However, it is more crucial within the process of acquiring a foreign language. No matter what the students' motivation genre is, it helps him a lot in reaching the goal then achieving the target language. In other words, being whether intrinsically or extrinsically motivated towards learning the language is something worthy.

While doing the current research, the investigator felt a bit awkward about students' motivation towards attending oral expression class. Besides, it is worth stating that the researcher throughout going on the path of this research, she needed to improve the great positive effect of ICTs on learning the language as well as showing its impact on sharing

motivation inside the class. That is why motivation was taken into account when implementing ICT means within oral expression instruction.

There have been many students who were noticed to be more motivated when using ICT tools inside the class; there were even some students who confess this. Thus, it is undeniable that ICTs did not only help students to get more progressed in their learning process, but also it created a very optimistic atmosphere for learning. Indeed, the aim behind this was to quantify the psychological impacts on students and to relate them to aspects such as learning outcomes, behavior, class attendance, and truancy. The study was intended to consider the ways in which learners can master the language and use it spontaneously.

A wide range of motivational impacts of ICT upon 2<sup>nd</sup> year students were noticed in the study; even EFL teachers interviewed indicated that they felt that ICT had a positive impact upon their students' interest, attitudes as well as towards their oral presentations. They felt that ICT helped their learners to take pride in their work, that it was helpful for coursework, it supported research, that they were taking a genuine interest in the quality of their work, and that it was more likely that a task would be completed on time. Some teachers felt that the interest was stimulated even if sometimes content was not affected.

Therefore, the motivational profiles obtained from the quantitative observation demonstrated the existence of a highly positive set of motivational characteristics in oral classes which were depending on technological tools. I.e. L2 students were observed to be happier and motivated when working with ICT, by relatively high levels of learning goals and performance approach goals. Through the current research, the investigator noticed that ICT was helping to draw those students into more positive modes of motivation. Technology appeared to be offering a means for a range of students to envisage success since it enabled them to see possible end-points for their work, and to recognize that they could work towards these in order to complete their oral tasks. The reckonable data gathered in this research indicated that the forms of motivation arising from ICT use were concerned with learning, rather than a mere completion of tasks. Perceptions of learning within Oral-Communication instruction were particularly strong and showed that its undergraduates grasped their courses, when using ICT.

#### 1.14. The Use of ICTs beyond Oral Class:

Curiosity guided the researcher to look for the impact of ICTs not only when they are used inside the class but also outside of it. There were some students who helped the researcher to reach an answer for this inquiry, then accepted to pour the researcher with some information about this issue. They claimed that technology is their life and they can never get further from it. The researcher offered some hints to those students when they wish to learn how to develop their speaking skill by the use of ICT tools. And the experiment has given unexpected results.

There were some students who used Internet for chatting with native speakers and other who were advised to watch English movies without looking to the translation scripts, and others who were asked to learn by heart a dialogue by listening and other were oriented to record their lectures of English then learn them by heart. Fortunately, those students were satisfied by the results they got to the point that their teacher claimed that their oral expression became better than before.

#### 1.15. The EFL Teaching and Learning Environment:

The EFL teaching and learning environment, in which the experiment and the research study procedure has been done, was a compatible setting in which all conditions helped in the progress of the study. At the beginning, the class instruction holed a sec atmosphere; even students felt bored and anxious about it. However, after filling it with some ICT tools, students showed clearer interest and enthusiasm about attending the lecture. ICT use was focused on both teaching and learning, for instance; the use of data show – videos- and speakers facilitated the process of transforming the information to students as well as it helped learners in clarifying the image and motivated them a lot to interact and participate with each other, the thing that creates a collaborative work inside oral class. Undeniably, features that led to a motivational EFL environment were concerned with presentation of ICT devices which played a great role in allowing items to be flashed up and to be completed, annotating effects, and providing direct interaction through touch. From a researcher point of view, oral expression instructors can use the available technological devices to deliver the lectures to the whole class by using the digital content effectively. As well as they can easily review aspects previously covered, thus, they can increase the pace of students' participation.

Teachers stated widely that ICT offered them enhanced resources to support learning through teaching. The levels of interaction, the visual quality of resources, the immediacy, the ability to refresh work and to redo it, were all indicated as ways in which ICT could enhance the range of teaching approaches taken. Teachers who use data-show and speakers as a means of ICTs said that they use those means as a hint in order to keep their students' attention. In this way, students can observe, then talk and question to increasing extents. Teachers who are attached with the use of ICTs in their instruction thanks to ICTs lessons have been done more quickly, and the participation was more effective than has been expected. By the end of the research investigation, the researcher was gung-ho to know about both students' and teachers' views upon their use of ICT in their Oral Expression Class. Both EFL instructors and undergraduates stated that the forms of motivation, easiness, and enjoyment and more importantly the sense of support they gain thanks to ICTs gave them a resilient commitment and a strong desire to participate and to undertake verbal tasks. L2 learners and their teachers recognized that some aspects of quality of work are improving when ICT is used, that attitude towards speaking in front of classmates becomes more positive, and that students' self-confidence and abilities to perform oral tasks are often enhanced. The researcher resulted that in order to maximize students' speaking skill motivational, ICT needs to be used in oral class in specific ways and to be embedded in teaching and learning inside and outside the class.

#### 1.16. The Impact of ICTs on EFL Learning Process:

The implementation of ICT materials within EFL classroom and more precisely within Oral Expression instruction has great advantages, because the innovative features that can be used in the class can make the instruction more appealing to learners. Indeed, the greatest advantage of its use is its ability of focusing on the data that can never be presented in an ordinary class. Simply because of many constraints such as; size, location, costs...etc.

For instance, using video materials or even songs is considered as an excellent method for exposing students to use the target language in a wide variety of contexts since it offers them a good chance to test their comprehension in many situations that they may encounter outside class. From this perspective, the researcher might claim that the use of video materials in 2<sup>nd</sup> year oral expression class gave learners a chance to demonstrate their understanding thus

guided them to express their views and thoughts freely. In other words, the implementation of such devices helped students in a great extent to maximize their natural abilities to acquire, access, get progressed then utilize their knowledge verbally.

Second Year L2 Students of English were advised to use such devices when coming back home. These devices such as television, Internet, YouTube...etc add a level of authenticity in the process of their autonomous learning because this important procedure accomplished students' knowledge by allowing them to see aspects of communication such as; body-language, gestures, facial expressions, context clues, and cultural symbols. It has been stated by many of these students that it was out of the use of ICT tools that their understanding of the target language went deeper, thus, their comprehension could be reinforced.

### 1.17. Algerian Education and ICT:

The twenty-first century is known as a digital era that has seen tremendous changes in almost all fields of life thanks to technology. In other words, it is globally known that Information and communication technology is a force that has changed many aspects of the way we live. Technological means (ICTs) have been used world-wide to help people in business, trade, marketing, science, education and others. Now, ICT is currently being used in education to assist students to learn more effectively and help teachers to do administrative tasks more efficiently.

Since the current study is mainly concerned with the implementation of ICTs in the developmental EFL learning process within Algerian Universities, the researcher finds it very vital to treat this issue from an Algerian angle.

The idea of implementing ICT in education was very welcomed and supported by both authorities, administrators, teachers and learners for the reason that all of them believe that the use of technology in education play a sensible role in facilitating the process of teaching and learning. However, the main hindrance of its use was the lack of infrastructure and connectivity issues in the Algerian Universities. In other words, the policy of integrating ICT tools within the Algerian education exists, however, to be successfully implemented it needs huge, strong organization and resources because Algeria faces problems of poor infrastructure

and connectivity matters. Indeed, Algeria does not have enough appropriate learning materials. Nevertheless, the development and provision of tools and learning material exists within the heart of the policy of ICT for educational development.

Generally speaking, ICT tools might be limited to the use of laboratories which are filled with computers without having access to internet. This fact does not allow the use of ICTs invade all programs and projects.

On the other hands, it is worthwhile to be stated that in spite of the great efforts of the Algerian authorities, professional development programs and teachers training is still limited to basic ICT training with no connection or relevance to integration into the educational process. Several projects and in initiatives have been underway, but due to the obstacles posed by the political unrest, many of them have been discontinued if not disappeared.

In brief, though ICT is set to strengthen the knowledge acquired, to facilitate the educational process and to develop the Algerian educational system, it is still facing many challenges in its implementation within universities and effectively within schools. However, it is worth mentioning that despite all those obstacles, ICT has taken much interest from students, learners than education in the Algerian educational tasks.

### 1.18. The Effect of Listening on the Speaking Skill:

The idea of the effect of listening on the speaking skill was the mainstay of the current study, the fact that led the researcher to look for the main audio tools that would give much help to L2 students' oral performance. In the heyday of audio-linguicism and its various behaviorist methodological variants, the pronunciation component of a course was considered as a pillar in their program. Since language was viewed as a hierarchy of a related structure of articulation and phonemes, pronunciation and oral language was given so much interest. Oral English classes consisted of imitation drills, memorization of patterns, minimal pair exercises; however, it is worth mentioning that all mentioned techniques are less powerful than exposing the learner into the listening comprehension of native speakers. Because this later gives a great power to the learner to produce the language as he/she heard it.

As an L2 specialist researcher, we have gained a great deal of information about the world of foreign language teaching/ learning. This world was concerned with authenticity, real-world tasks, naturalness, non-directive teaching, and process the fact that made it less concerned with the production of the language itself. Pronunciation instruction became somewhat incidental to a course of study. It was not ignored entirely, but in the interest of promoting fluency-based instruction, accuracy-based focus on English phonology became, for many, an afterthought. However, by the mid of the eighties (1980s'), the cutting edge of the profession turned in a different direction. With greater attention to grammatical structures as important elements in discourse, to a balance between fluency and accuracy, and to the explicit specification of pedagogical tasks that a learner should accomplish, it became clear that pronunciation was a key to gaining full communicative competence.

Then from this perspective the investigator might be allowed to state that today's' college students have their own advantages to get some benefits from listening to oral English which is produced by native speakers. In other words, technology in our era made things easier than before. L2 students do not find themselves obliged to travel into somewhere where they should meet native speakers so that they learn the right and the correct pronunciation, rhythm, accent, and intonation. They can, however, gain a great deal of information only by using one of the auditory technological tools that would provide them with whatever they want. For instance, they have clear and higher goals to keep motivating themselves through years of English learning; competitive English learning environment make them pay more attention to their communicative ability; also with in and out of classroom helps from professional teachers, they can get more instructions and guide concerning their pronunciation in oral English; last but not least, college students can access to more authentic listening materials for imitation. Since practice makes things perfect; we can say that the more they listen, and the more they follow the native speakers' speech, the greater progress they will make in improving their oral English.

Perhaps one of the main authentic activities within language classroom communication is listening well. The most authentic language learning tasks are those which require the learner to undertake communication and met communication. Communicative approaches to language teaching, whether they are of functional or notional type of the seventies or one of the proficiency orientations of the eighties, expose learners as much as possible to spoken language that has not been fabricated for pedagogic purposes. It is hoped that, by making

communication more authentic, learners will be able to better understand the speaking customs and ways of life of the target country, and thus behave more appropriately in native-speaker environments.

### 1.19. Mistakes in Oral Teaching:

From the very first years of my learning and studying English, I have been very attached to the productive angle which is more concerned with oral language. In other words, being fluent in English was the researcher's main concern from her first steps of English language learning; the fact that led her to be tightly connected with any knowledge that comes under the umbrella of speaking fluent English. This later guided the researcher to discuss the issue of the main mistakes that happen within oral teaching and which have to be avoided.

To start with, it is worth mentioning that in order to make students study and use English better, oral English classes have been considered as the key which opens the door for many L2 students to speak spontaneous English. Compared with the other English classes, it has been agreed by scholars, teachers as well as students that oral English instructions improve students' enthusiasm and interest in learning English. For this fact, teachers should take into consideration many things which should be avoided within their oral instruction.

Despite the fact that modern oral classes are still great far away from the tasks established, the following mistakes exist in them. Above all, oral English classes should never be organized in a dumb way, because some teachers are relatively *old* or they have been teaching English in a dumb way for a long time. Thus, their oral teaching still focuses on explaining grammars, idioms, memorizing, and reciting; without forgetting those who adopt the methods of reading and writing, spending more time on input. Besides, though it is typically known that oral instruction should better be students-centered, we may find some oral tutors do not realize their goal in teaching oral expression for the reason that they spent much time in speaking more than their students do. Therefore, the oral English of students will not be improved correctly. Additionally, oral instructors ask students to express themselves freely without pointing specific issues the fact that makes the learner confuse about what he should speak about. Thus, free tasks makes the students feel like a bystander the fact that passes out the purposes of the task. Furthermore, oral classes should have real life content so that L2

students would be active in participation because contents which are not consistent with students' reality make them feel bored and more confused. In other words, the purpose of oral expression class is to guide students' life and work, so the instructional contents should be closer to the students' life or likes as much as possible. Moreover, some students claim that they sometimes feel bored for the reason that their oral class lacks some ICT materials the fact that makes their awareness and participation hard to be aroused; this later turns out the class to be deserted.

It is very important to state some of the students' comments upon one of the phenomena that appear a lot of oral productions classes. While doing this research, the investigator received some negative views from learners about the teachers' unconscious ignorance. To explain more, oral classes have problem that there are some students who participate actively while the majority act as bystanders. This fact prevents the teacher from performing their duties properly, because this later guides the teacher to focus more with the active learners and forgetting about those who are a bit less able than the formers. This fact makes the teacher ignore his roles as an organizer and a guider. In this way, the class loses its credibility of teaching and cannot be extended deeply for the reason that some chaos will occur to reduce the efficiency of classroom teaching.

From all what have been mentioned above, the researcher might be allowed to say that the existence of such errors influences the effectiveness and quality of oral language teaching in general. Therefore, it is a must for oral expression tutors to know their right position and act their roles in a correct way so that their goal of making students being fluent in the target language will be excellently full filled.

#### 1.20. Trustworthiness of the Study:

The validity of any research investigation gives a great value to the research itself for the reason that it offers it a vital consideration for a qualitative study. There are four criteria that should be taken into consideration for ensuring the trustworthiness of a qualitative research. These criteria are; Truth value, Applicability, Consistency, and Neutrality. In other words, the trustworthiness of a qualitative study can be increased by maintaining high credibility and objectivity.

A research definition of trustworthiness lies on the evidence for the results reported is complete and the argument made based on the results is strong. In the qualitative approach, truth value is measured by credibility; the fact of having an adequate engagement in the research setting so recurrent patterns in data can be properly identified and verified. Nevertheless, applicability is established with transferability which allows readers to be able to apply the findings of the study to their own situations.

As for the consistency which goes with conformability. Bowen in 2005 stated that the conformability of a research study can be maintained by keeping records of all data from the study, so that reviewers can confirm that the results arose from the data thesis. Indeed, for the study's credibility Bradley in 1993 said that one of ways to assure any works' credibility is by employing member- checking where the researcher checks the results with the participants of the study.

### 1.21. Validity and Reliability:

It is worthwhile to state that the research gains its value depending on its validity and reliability. Above all, validity refers to the credibility or believability of the research. As Brown claimed in 1996 that the validity of any research study refers to the extent to which an instrument measure what it is designed to measure. This latter guides the researcher to state that there are two kinds of validity; an internal and an external one.

On one hand, the internal validity refers to the instruments or procedures used in the research measured what they were supposed to measure. For instance; as part of a stress experiment, people are shown photos of war atrocities. After the study, they are asked how the pictures made them feel, and they respond that the pictures were very upsetting. In this study, the photos have good internal validity as stress producers. On the other hand, external validity goes back to the results that can be generalized beyond the immediate study. In order to have external validity, the claim that spaced study is better than cramming for exams should apply to more than one subject. It should also apply to people beyond the sample in the study. In other words, the internal validity which dictates how an experimental design is struttred and encompasses all of the steps of the scientific research method while external

validity is the process of examining the results and questioning whether there are any other possible causal relationships.

Indeed, reliability refers to the ability of replicating the findings. It refers to the consistency and accuracy of the measurement. A valid instrument measures what the researcher claims to measure; a reliable instrument measures the data in a consistent and accurate manner rather than randomly.

The idea behind reliability is that any significant results must be more than a one-off finding and be inherently repeatable. Many experiments are more difficult to repeat and are inherently less reliable; hence, reliability is a necessary ingredient for determining the overall validity of a scientific experiment and enhancing the strengths of the results. In other words, the researchers must be able to perform exactly the same experiment, under the same conditions and generate the same results; this latter will strengthen the outcomes and make sure that the wider scientific community will accept the hypothesis.

## 1.22. Conclusion:

In the light of the current chapter, the reader would be certain that ICT presents a powerful learning environment for both learners and teachers inside their classroom. Many scholars in the field of language education strongly agree with the integration of ICTs in language learning instructions. They view it as an effective tool for renewing educational practice in the field of language learning that is why L2 teachers need to see the real effect ICT materials have on the learning process.

Given, the current high profile with regard to ICT use, it is quite important to state that ICT cannot itself resolve educational problems in the developing world. The quality of learning with accountability can be improved to enhance the learners to learn things quickly and successfully only if it has been used prudently. ICTs enable teachers as well as students to expand access to learning and raise the quality of education. In other words, if ICTs are aptly adapted within the classroom, then it will be lifelong learning process for the learners. From this perspective, it is worth to say that today's world needs a huge integration of ICT in education. The roles that ICT materials are playing are making a significant and important contribution to the development of the language learning educational field and will make a real difference to how we understand language learning and the role of technology within it.

This current investigation aims to show that the language learning field is enhanced, but is also being changed by the ways that technology is used by creativity, thanks to ICTs, in the many different classrooms throughout the world. For instance; CALL has come a long way in thirty years and through the present study, we can see just how far, and we will see more in the not too distant future the change that has happened in the world of language learning.

Given, the advantages of ICTs outlined in the previous paragraph, it is quite interesting to state that we can say that the importance of videos, speakers, data show, and so on is determined by both learners and teachers. The learner is allowing to be developed rapidly through the different type of ICT materials provided by the teachers. Then, the teacher is also recommended to encourage the students learning with such tools in order to make them closer to culture of the target language thus they can be always interested and motivated in learning.

The use of the video technique for example holds a very necessary role especially when it is used in oral expression class. Each technique may be used a little in a different way by both teachers and learners. The correct use of video techniques help the teachers to benefit more from it whether in improving the students' speaking or listening skills by putting them in real context or in motivating and engaging them in learning atmosphere. Today, it is essential to improving student achievement and preparing them as professionals in the global economy and develops students' speaking skill.

In a nutshell, the investigator of the current research made it clear, through this chapter, for the reader to have an idea about how the process of this study got developed. While reading, the bibliophile will certainly get the motivation of the writer and the reason behind choosing this topic to be discussed. In other words, this part of the research study, shows the readers each single point about the process of the study's progress. It will invite him/her to have a good journey while browsing its pages. The investigator has sight light on the importance of ICT use while either teaching or learning the TL. This later will be more explained within the next chapter that would deal with the review of the related literature which is concerned with the main importance of ICT's on the developmental speaking skill.

## ***Review of Literature Related to The Impact of ICT's on The Developmental Speaking Skill.***

### 2.1 Introduction:

In the last few decades, English has emerged as the pre-eminent language for international communication. It is spoken by more people around the world than any other language, and is regularly described as a truly 'global' language. In other words, it is a truism to state that this language has taken too much interest from the whole world to the point that it became considered as a "Lingua Franca" that all people use to solve their problem of communication. This shows clearly the role that English plays in the world today, and examines the social, political and cultural factors that have influenced its development. English has bombarded the world when it traced its history from its arrival in Britain in the fifth century AD until the present day the fact that the universe agrees upon its status of a truly global reach.

It seems sensible to begin an exploration about the English language and more precisely by determining what we really need to make it easy to be spoken. If we wish to study its development, its use and its status, it is worth clarifying exactly what are the components that should be taken into consideration once the L2 learner wants to manage the language. Most L2 learners are likely to be very enthusiastic to speak the language and to use it in the real life situation. By then, these learners are always facing a big challenge in their acquisition as well as their fluency. From one perspective, of course, this may seem a rather empty task. Many scholars consider English as almost an integral part of life as the air we breathe. They think that L2 students probably get on perfectly well on a day-to-day basis without ever having to reflect on what exactly comprises the language.

*“If you live in an English-speaking country, it is  
Probably what you use on a daily basis to  
Converse with your friends, colleagues and family.  
In other words, speaking and reading English is  
Something you just do. You may have the odd argument  
With people about certain aspects of English usage or you  
May occasionally consult a dictionary to check the  
Meaning or spelling of an unusual.”*

(Silen, 2000)

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Indeed, as much as the researcher of this investigation is concerned, she may state that an expert speaker of the language can use English without ever needing to be able to give a scientific definition of what it is, just as the person can breathe without needing any knowledge of the chemical constituents of air. However, this cannot be applied within all L2 students since this particular issue has taken a lot of curiosity within the educational world as L2 students are always facing such a problem which has to do with being fluent in using English.

Learning English can be challenging and time consuming for many L2 students however the most important part is that learning English is likely to be known as a very valuable issue the fact that can create many opportunities for learners to contact the world from any angle they wish. So knowing English will allow the learner access to an incredible amount of information which may not be otherwise available.

From this perspective, it is worth mentioning that L2 students give much interest to the speaking skill rather than other skills. This later lets them look for the best way to develop their oral expression and help them to reach their goal of expanding the rate of their fluency.

From all what have been mentioned above, the researcher of the current investigation may state that the present information era demands that the undergraduates should be armed with language competency if they are to reach the global pool of knowledge and technology. This can be proved through many ways, however since the world is living in a globe which is captured by technology, the investigator of the present study strongly agreed that Information, Communication, Technology (ICT) can be used effectively in tertiary education, to enhance listening and speaking skills of L2 apprentices. Many academics and researchers have proposed different methodologies to learn English using existing technologies; i.e. educational software, CDs, DVDs, videos, e-mails, internet etc. Therefore, English competency is still a challenge for most of the students at tertiary level.

Additionally, there has always been a rising stress on English language teaching as a mechanism for communication, and technology has played a serious role in facilitating authentic communication. In a sense, the effectiveness of multimedia has drawn great consideration and is supposed, under the theory of adding an additional channel of media to send out a message, to significantly improve communication and comprehension (Dwyer,

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1978). In this meticulous setting, learners slowly expand their language acquisition by being exposed to the authentic environment of the target language.

### **2.2. The Teaching Learning Process:**

The teaching learning process is of a great impact on the students' success or failure the fact that both students and teachers are sharing the same rate of responsibility of making it either fruitful or futile. Individual students may be better suited to learning in a particular way, using distinctive modes for thinking, relating and creating. The notion of students having particular learning styles has implications for teaching strategies. Because preferred modes of input and output vary from one individual to another, it is critical that teachers use a range of teaching strategies to effectively meet the needs of individual learners. Teachers' instructions should incorporate a variety of teaching methods intended to complement the learning styles of students. This should lead to learners who are both intrinsically and extrinsically motivated to inquire, infer, and interpret; to think reflectively, critically and creatively; and in the final analysis to make use of the knowledge and skills they have gained by becoming effective English speakers. As long as the teacher cares about his students' learning styles and their psychological state, he would gain a lot of interest by transmitting the information to them successfully the fact that facilitates the process of their acquisition of the language, simply because an acoustic learner differs a lot from a visual or kinesthetic learner. These variables should be really taken into consideration within the teaching learning process because they help both the educators as well as learners to choose the right tool of ICTs that helps them reaching the goal of being fluent in English. It is worth mentioning that a number of L2 students always require support from their teachers to meet the objectives of the prescribed instruction. This support may be in the form of changes in teaching strategies, approaches or materials and may require the support of resource and/or special education teachers. Through the educational life, the teaching learning process showed that it is very vital that L2 learners should also be given the opportunity for self-assessment and be encouraged to evaluate their habits, attitudes, and behaviors with respect to their personal thinking. This can be accomplished through the use of technological means that may help the L2 learner in his real-life activities or simulations in which he can become involved in a meaningful way. Activities such as recording, listening, watching, memorizing, taking a classmate's pulse, and analyzing advertisements for obvious and hidden messages, help these sophomores apply their understanding of concepts to everyday situations and occurrences. For insurance, the

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teaching learning process is agreed to be considered as the heart of education, it is the most powerful instrument of education to bring about desired changes in the students attitudes, motivation, and then their achievement which has a tight link with being fluent in using the language.

### **2.3. L2 Language Learning:**

Learning a language is not of the easy task since there are too many students who are holding a very big burden on their shoulders while learning a second language. However, speaking about this issue may guide the researcher to mention something which is very important. What are the most important criteria that L2 students need to achieve by learning a second language? Throughout the investigator educational life, she met many students, whose first interest was speaking the language, using the language, expressing themselves freely. That is to say, it was always about their fluency. L2 language learning is basically based on many gauges. One of the most standards that should be really taken into account is how to adapt the language four skills with the students' state of acquisition. In other words, the four language skills are a very important value for the L2 learner to acquire the L2 language. Understandably, the meaning of 'language' and the interpretation of the word 'second' draws to the L2 learner the right image of what is L2 language learning as well as it gives an appropriate learning theory and a research design. Learning language as a set of sentences is different from learning language for social relationships. One issue is the extent to which SLA research is dependent on psychology or developmental psycholinguistics for accounts of learning or can make up its own account, as has happened in recent years. SLA research needs to make explicit the type of view of learning whether it is drawing on or is inventing.

The language learning in itself is a huge world that the learner has to discover through organized steps and has to know into where he wants to use it for since its acquisition is a long process, which includes several stages. Within the field of education over the last few decades a gradual but significant shift has taken place, resulting in less emphasis on teachers and teaching and greater stress on learners and learning. And which was all about the right and the easiest way to learn a foreign language.

There are plenty of reasons supporting the importance of learning a second language. Scientific studies have shown that learning a second language improves brain function and stimulates creativity. When an L2 learner knows a new language, he starts to see connections

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he didn't see before because every language approaches the world in a slightly different way. As a result, these foreign language learners have the opportunity to understand the world from the perspective of another culture and gain a greater appreciation of human society in all its diversity. As a consequence, the importance of learning a second language is again reinforced. This student becomes not just equipped to communicate across cultures but empowered to understand others' points of view.

As much as the issue touches hugely and deeply our subject which has to do with learning English and speaking it fluently, then it is worth mentioning that the present world is in an increasingly globalized place where individuals are communicating among and between multiple cultures each day using the English language. Today, individuals have access to a vast array of information from a variety of world cultures at the touch of a button. For those of us in the English speaking world, we may take access to this information for granted. Elsewhere, however, much of the world's information is beyond their reach, locked in English. That is one reason why learning English as a second language has become so popular. In fact, English is now the world's most widely spoken second language, surpassing all others. In fact, more people now speak English as a second language than as their first language.

Again, according to one of the most outstanding theories of second language acquisition, Kristen (1985) proposed that learners can learn a large amount of language unconsciously through ample comprehensible input. The Input Hypothesis, stated by Kristen, argues that the use of a target language in real communicative environments and the stress on rich comprehensible input, by exposing the learners to the target language in the classroom, facilitate their language acquisition. In other words, language acquisition only happens when comprehensible input is suitably delivered. In this respect, language teachers resist to use a wide range of teaching techniques to make authentic situations and to promote learners' language acquisition. Today, language learning has turned out to be more available by implementing multimedia with spoken information and full visual context, such as subtitles. For instance, subtitled videos representing words and pictures in oral and visual form are more probable to activate both coding systems in the processing than words or pictures alone. The dual-coding theory proposed by Pavia (1971) suggests that when pictures are added to the meaning, the number of signals connected with the message increases. Viewers then will be more probable to keep the message in mind. Therefore, the results of the past research appear

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to sustain the aspect that the use of subtitles causes multi-sensory processing, interacting with audio, video and print mechanisms. These information input foundations make the process of language learning enhanced, improve the comprehension of the content, and increase vocabulary by looking at the subtitled words in meaningful and stimulating circumstances.

### **2.4. The Linguistic Definition of the Language:**

Before knowing what are the most important ways or means that should be used to reach the goal of using the language accurately and fluently, the learner should recognize first the real linguistic meaning of the language itself. It is globally known that the language is a formal system of signs governed by grammatical rules of combination to communicate meaning. This definition stresses the fact that human languages can be described as closed structural systems consisting of rules that relate particular signs to particular meanings (Bloomfield, 1914). Language is basically a speech. Its written form developed later on. That is why we may find a great number of L2 learners very attached to the speaking skill more than any other skill. This doesn't mean that the other skills are less important but the speaking skill is always taking much interest than the others. Linguistically speaking, the language is a system of arbitrary vocal symbols, which permit all people in a given culture, or other people who have learnt the system of that culture, communication or to interact. By speaking, we do not mean merely uttering words through mouth. Plausibly, the language is universal among human beings who use it for carrying out various activities of life. It is such a common phenomenon that we always take it for granted. We never bother to think about it: we never try to into the depth of the meaning of this word. Definition of language is not difficult to be found. Likewise, almost all well-known linguists have tried to define language in their own way. For instance, John Lyon (2002), in his famous book "Language and Linguistics" has discussed five famous definitions of Language that have given different meanings of a language. In other words, each linguist tackles the language from one particular angle the fact that all definitions poor in one single realm. "*Language is a system of arbitrary symbols for human beings' communication in speech and writing, that is used by the people of a particular community*". (Sapir, Bolch, and Hall (1912, 1942, 1968)

That is to say, all linguists agreed upon the idea that the Language is purely human and non-instinctive method of communicating ideas, emotions, unit desires by means of voluntarily produced symbols of arbitrary vocal sounds by means of which a social group co-operates. In other words, the reader shall understand that the language is a system of

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communication between interlocutors which is combined by a set of random characters used in order to communicate and interact with each other. Conversely with the above superficial definitions, scientists of the language have linked the definition with each “Nerve Cell” when they have estimated that the human brain can hold more than two billion sound and letter per a minute. As much as their thoroughness has reached the point of précising which hemisphere of the brain works better while learning any language? This exciting information has been reinforced by many experiments to the point that many scholars have confirmed that the right hemisphere of the human brain is the first responsible of the acquisition of the language. Thus, throughout strolling on the path of the language’s definitions, we sum up that the language is a set of sounds, symbols, gestures and words that are guided by the brain and used by a particular group of people to achieve the intent message.

### **2.5. The Four Language Skills:**

The traditional four skills paradigm of text based are of the most important circumstances that should be taken into account once we speak about a language in general. Globally speaking, any language is based on four skills that they are incorporated with each other to form one particular language that a group of people use to communicate with each other. In other words, the ability to use a language in a communicative way, however, is not just a single unified skill. Most recent thinking has divided language ability into four separate skill areas; listening, reading, speaking, and writing. The four skills (reading, writing, speaking and listening) naturally appear together in every English class, even in the EFL context. As Peregoy and Boyle (2001) state; *“Listening, speaking, reading and writing also occur naturally together in learning events in school at all grade levels, even though traditionally they were taught separately”*. Conversely, as much as L2 students are so concerned with the fluency of the language they are much attached within the listening and the speaking skills as they pave the way for them to master the language that they try to acquire. Most teachers try to incorporate all four skill areas into their planning, though some classes may focus more on one set of skills or the other, due to the course and learner objectives (Oxford, 2001).

English language learners of all ages need to learn and to negotiate meaning and digital interfaces and to participate in digital communication as appropriately as they do in face to face communication. When learning a new language material, the order of acquisition is generally this, for both second language learners and children learning their first language, Listening, speaking, reading, writing. That is to say that the best way to speak the language

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fluently is by exposing the learners to the item in that same order, so that they are exposed to it as a listener before they are called on to use it as a speaker, and that they hear it before they see it in text; *“The order of learning a second language is similar to the way a child learns his first language. He will be able to understand the new item for quite a while before he is able to produce it and use it in communication.”* ( Laubach, 1996: 87)

This means that the L2 learner can never speak the language fluently if he is not exposing himself to the listening comprehension of the target language for the reason that his part of the brain which is called the “Brocca Area” will never register the correct sound of the language, therefore he won't pronounce it correctly then he won't acquire the language suitably. To emphasize, in technical terms the difference between being able to understand an item and being able to produce it is known as passive versus active knowledge. So it is important to expose learners to a large amount of material using the new item before they are able to actually employ it in communication. Even though it is not apparent, L2 learners will be absorbing the new items on an unconscious level. Larsen-Feeman in 2000 clarified that the instructor presents material that does not require the students to respond verbally, but rather allows them to show comprehension without having to actually produce speech in the target language. Consequently, they should be expected to go through a period of being wide-opened to a new language and internalizing it before they can produce it. They will be able to understand, but will not be able to produce. It is because of this so-called “silent period” that many recent approaches to language teaching are “comprehension-based”. However, it is worth mentioning that this period is the first to be appreciated because it the first to pave the way for the acquisition of the speaking skill.

### **2.6. Stages of Language Learning:**

It is very vital to know that there are a couple of stages that the L2 students should pass through so that he/she can express himself/herself freely in the target language. In other words, students learning a second language progress through five predictable stages the fact that helps them to move through the language acquisition levels. Evidently, anyone who knows that children go through many stages to learn to talk knows that the process happens in stages—first understanding, then one-word utterances, then two-word phrases, and so on. Likewise, as Krashen& Terrell, in 1983 stated that L2 students learning a second language

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move through five predictable stages: “Preproduction, Early Production, Speech Emergence, Intermediate Fluency, and Advanced Fluency.” How quickly students’ progress through the stages depends on many factors, including level of formal education, family background, and length of time spent in the country.

It is important for foreign language teachers to tie their instructions according to the state of each student they have for the reason that this later will allow them to work within his students’ zone of proximal development. As Vygotsky in 1978 has explained this as a gap between what students can do by their own and what they can with the help of more knowledgeable individuals.

<b>Stages</b>	<b>Caractéristiques</b>
Pre-production	The student <ul style="list-style-type: none"> <li>• Has minimal comprehension.</li> <li>• Does not verbalize.</li> <li>• Nods "Yes" and "No."</li> <li>• Draws and points.</li> </ul>
Early Production	The student <ul style="list-style-type: none"> <li>• Has limited comprehension</li> <li>• Produces one- or two-word responses.</li> <li>• Uses key words and familiar phrases.</li> <li>• Uses present-tense verbs.</li> </ul>
Speech Emergence	The student <ul style="list-style-type: none"> <li>• Has good comprehension.</li> <li>• Can produce simple sentences.</li> <li>• Makes grammar and pronunciation errors.</li> <li>• Frequently misunderstands jokes.</li> </ul>
Intermediate Fluency	The student <ul style="list-style-type: none"> <li>• Has excellent comprehension.</li> <li>• Makes few grammatical errors.</li> </ul>
Advanced Fluency	The student has a near-native level of speech.

***Table 2.1: Stages of L2 Language Learning.***

The figure above shows that the L2 student “Early Production” is relied to couple of questions that require a one-word response, such as yes/no and either/or questions, are acceptable. In this particular case, the teacher begins asking students at this stage questions that require a phrase or short sentence.

Speech Emergence students should be asked to answer questions that require a short-sentence response. At this level the student feels himself in such a good state of expression. It is alright

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that he is sometimes going to be asked these some questions which require a multiple-sentence response, but it will not be okay if he requires a pointing or one-word response.

From all the information above, the reader can understand that an L2 learner has to walk upon these stages so that he can master the language he wishes to speak simply because the previous mentioned stages have a huge impact on the students' speaking skill. If the students' cannot hear the language then he can't understand it. And if he can't understand it he cannot use it correctly.

### **2.7. An Overview of Speaking Skill:**

In order to communicate and to interact with the world around us, people must make themselves understood by the people they are listening to them. That is to say there must be a mutual intelligibility between the interlocutors. This facet is called "Speaking". There are many experts that suggest the meaning of speaking. In general, the word *speaking* can be defined as the action of conveying information or expressing one's thoughts and feelings in spoken language. In a simple sentence, speaking can be said as the way we convey information, thoughts, and feelings. Many people feel that speaking in a new language is harder than any other skill that the L2 student can acquire. For the reason that they see that speaking happens in a "real time". I.e. usually the person the students is talking to is waiting for the respond right then. As well as students' while speaking, they cannot edit or revise what they wish to say. That is why as a general overview about the speaking skill, one might be allowed to say that the speaking skill is one the most important skills that the L2 learner wishes to acquire and master and gives too much interest to it for what is holds of importance. In the pedagogical area, the term speaking has many definitions. Brown states that speaking is an interactive process of constructing meaning that involves producing - receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Brown adds that there are many things on behalf to be a good speaker. The process of producing-receiving and processing information will work well if the speaker has the competences needed. Some of those competences are the linguistic competence and the sociolinguistic competence. Speaking requires that speakers not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (*linguistic competence*), but also that they understand when, why, and in what ways to produce language (*sociolinguistic competence*). A good speaker will synthesizes this array of skills and knowledge to succeed in a given speech act.

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### **2.8. The Importance of the Speaking Skill:**

Worthwhile, the speaking skill is so important for career success, but certainly not limited to one's professional aspirations. Speaking skills can enhance the students' personal life, thereby bringing about the well-rounded growth that all students should seek. In other words, when the L2 learner can owe a good level of the speaking skill, he can be able to inform, persuade and direct any information he wishes to transmit. L2 students seek to develop their speaking skills to such a level that they are transformed into master communicators. Because speaking clearly and confidently can make the students gain the attention of an audience, providing the golden opportunity for the speaker to make the message known. In other words, when the L2 student gains the ability to stand in front of others and speaks effectively he will be able to overcome the obstacle of fear and anxiety. After all, the most effective way to communicate is through speech. The four language skills of listening, speaking, reading, and writing are all interconnected. Proficiency in each skill is necessary to become a well-rounded communicator, but the ability to speak skillfully provides the speaker with several distinct advantages. The capacity to put words together in a meaningful way to reflect thoughts, opinions, and feelings provides the speaker with these important advantages. In addition, Shumin (1997) states that learning to speak a foreign language requires more than knowing its grammar and vocabulary. Learners should acquire the skill through interaction with each other. However, it is difficult for EFL learners to speak appropriate English in the classroom because of the limited language use in their real lives.

As much as the speaking skill is important, it is always taking a lot of interest from foreign language learners. L2 students are always thinking about the great benefits of fluency in the target language. They know that well-developed verbal skills can increase one's negotiation skills as much as it improves the rate of their self-confidence. A growing sense of comfort comes from speaking in front of larger and larger audiences. A reputation for excellence in speaking can accrue over time, thereby imparting certain credibility to the speaker. They have always valued the ability to speak well. Therefore, it is and always will be an important skill that is well worth the effort in fully developing.

### **2.9. Definition of Speaking:**

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As far as the researcher is concerned, there has been a myriad of definitions of speaking as much as it is the most important skill among other skills. Speaking skill is an interactive process of constructing meaning that involves producing and processing information. It includes a communicative ability to use language to chat and transmit messages in different and appropriate situations. It is the means that interacts with participants and carries a message to them. It is considered as an activity which most of human beings spend a great deal of time engaged in, without any effort and with not very much thought.

*“Of all the four skills (listening, speaking, reading, writing)*

*Speaking seems intuitively the most important: people who*

*Know a language are referred to as ‘speakers’ of the language,*

*As if speaking included all other kinds of knowing and many if*

*Not most foreign language learners are primarily interested to speak.”*

(Bygate, 2001:90)

From this perspective, the researcher may claim that people around the world produce a lot of words without making great efforts, in his turn Brown defines speaking as an interactive process of constructing meaning that involves producing and receiving and processing information. According to the Oxford Dictionary of Current English (2009), speaking is “the action of conveying information or expressing ones ‘thoughts and feelings in spoken languages.” As much as Chaney in 1998 considered the speaking process as the process of building and sharing meaning through the use of verbal or non-verbal symbols in a variety of contexts”. Sharing the same view point, Florez (1999) stated that speaking is an “interactive” process, which consists of three main stages “producing, receiving and processing information.” In language teaching and learning, speaking is considered as a skill to practice and master the fact that it consists of producing systematic verbal utterance to convey meaning. Also considering speaking as a skill, Gate (1987) investigated the distinction between knowledge and skill in speaking lesson, which he considered as crucial in the teaching of speaking. Indeed, to be a good learner of speaking, studying knowledge of grammar, vocabulary, pronunciation, intonation is not enough but the skill to use this knowledge to communicate successfully is indispensable. In brief, there are different concepts of speaking, i.e. speaking as an action, a process and a skill. In this study, the term “speaking”

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will be used to refer to a skill related to language teaching. As well as it is very important to mention that the speaking skill is so much tied to the listening skill simply because good listeners are always considered as good speakers. Consequently, students who wish to develop their speaking skill they are obliged to give too much credit to the listening skill first because it is the one which paves the way through the progress of their fluency. Being skillful in speaking means to be able to produce the expected patterns of specific discourse situations. It is, to be able to decide what to say in the situation, saying it clearly, and being flexible during a conversation when a difficult situation comes out, for that reason; speaking requires that learners not only know how to produce specific aspects of language such as grammar, pronunciation and vocabulary but also that they understand when, why and in what ways to produce language. Finally, speaking has its own skills structures and conventions that the speaker should be aware about.

### **2.10. Stages for Developing the Speaking Skill:**

Worthwhile, any language is meant to be learned through out many stages. Within the current chapter, the researcher has already mentioned some prominent stages that the students go through during the acquisition of the language as well as these stages are the same as the child learning his first mother tongue. However, what occupies the investigator's mind is to know what are the stages that the L2 learner should follow or cross by so that he can be able to develop his speaking skill. Explicably, Second language learners are usually observed developing a new language system (E.g.: The speaking skill) that incorporates elements from the native language and elements from the target language they recently learned. Because, Inter-language actually helps second language learners test hypotheses about how language works and develop their own set of rules for using language. Then, from this perspective the researcher will mention the stages that should be taken into account by the L2 learner who really wishes to develop the rate of his oral expression.

#### **2.10.1 Stage I: Pre-Production:**

The Pre-Production period is also known as the silent period for the reason that the L2 learner in this particular stage is supposed only to listen but rarely speak. Since English language learners may have some words in their receptive vocabulary but they are not yet speaking. In this particular stage the student, in the L2 speaking class, can hardly understand

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anything at all unless the speaker is talking about obvious things that the learner can observe or see. In this stage the learner is supposed to repeat thing he hears. He is not really producing the language but he is just imitating what have already mentioned in front of him. Through comprehension activities, the learner can internalize some vocabulary and some grammatical structures which will help him to understand the language more. That is to say that this step is a preparatory phase for the speaking skill of the L2 learner.

### **2.10.2. Stage II: Early Production:**

In this stage, the learner listens more his talkative classmates and extends his vocabulary. The difference between the current phase and the previous one is at the state of comprehension of the learner. In other words, within the Early Production state, the input is comprehensible because the learner already knows the nonlinguistic content; the communication is very predictable. The outcome of getting through “Early Production phase” is linked to "fluency" in comprehending language which uses a variety of structures in connected discourse, with an ever growing vocabulary. In stage two, the learner is able to speak well in tasks that are fairly structured and predictable.

### **2.10.3. Stage III: Speech Emergence:**

At the level of stage three, the learner is observed to be more developed in his speech. In other words, as much as the name of the third phase suggests its definition, the researcher may state that the result of getting through this step is that the L2 learner is able to comprehend the target language which is related to a vast range of topics, situations and contexts, as well as he easily process many social nuances. Then, from this outlook, the L2 student has increasing facility to produce connected narrative discourse. Since this L2 student has a good vocabulary of words he can use simple phrases and sentences in his communication with others. He is able to ask simple questions, which may be grammatically correct or wrong. Students try to initiate short conversations with classmates and are able to express him freely and almost correctly.

### **2.10.4. Stage IV: Intermediate Fluency:**

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In the interior of the intermediate fluency stage, the learner's speaking degree is more progressed to the point that an L2 student can use more complex sentences in speaking and he is able to express opinions and shares his thoughts within the outside world in real life situations. The learner will understand most input, provided that he attends to it. Over and above he learns most from normal native-to-native speech as it occurs in the whole range of life experiences. In Stage Four, the learner has an increasing facility in abstract and hypothetical discussions because he is able to ask questions and to clarify what he is learning in the class. I.e. Comprehension of all subjects' content is increasing. In other words, this particular state shows that the Learner is able to work with some teacher support the fact that the student is able to use different strategies to learn content in English, thus, to proceed within his speaking skill.

### **2.10.5. Stage V: Advanced Fluency:**

It is globally agreed that the advanced fluency is the top degree of good English speaker. L2 learners wish to reach this stage from the very first day of their learning. Students at this stage will be near-native in their ability to perform in content area learning. They have needed continuous support from classroom in listening and speaking. Being in advanced fluency range means that the L2 learner has increasing facility in discussions using his vocabulary without any proper preparation.

### **2.11. Characteristics of Good Speakers:**

Effective communication depends on both content and form; on what the student says and how he says it. Presenting information to groups authoritatively and creatively is one of the most valued competencies that the learner needs to acquire in his talking place. Like many skills, the more the L2 learner practices this skill the better his performance will be. I.e. As he prepares for his formal presentation in his class, he has to remember to be organized, well prepared, and confident enough to attract his audience attention. From this perspective, it is worth mentioning that there are couples of features that characterize a good speaker which they are going to be explained as follow;

#### **2.11.1 Fluency:**

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Learning the basics of a new language is certainly a challenge, but mastering true fluency in a new language is even more difficult. It is, however, possible for EFL students to develop their fluency in the target language that with the appropriate learning and a lot of practice. Developing fluency in English can be done with determination and hard work. Besides, to be fluent in a language means to be powerful when using it. H.Douglas stated; “*fluent speakers can participate in any conversation with a high degree of fluency.*” It means that that their speech should be accepted and well understood by native speakers. Then, L2 learners are meant to be fluent in using English in order to reach the goal of being good speakers.

### **2.11.2. Accuracy:**

To give credit to fluency does not mean to forget about accuracy because this later works hand in hand with the first step. Accuracy is so much important within good English speakers because it is the one which paves the way for owing a good level of oral expression for the reason that mastering the speaking skill is totally linked to mastering the grammar rules and structures. In other words, these good English speakers should care about making errors or mistakes. They have to think about everything that they say carefully. Indeed a good English speaker is able to produce a well-controlled output.

### **2.11.3. Vocabulary Range:**

As the title suggests, it is the knowledge of a wide range of words and their meanings. Gaining a great deal of vocabulary words within the students’ linguistic repertoire will facilitate the language learning fluency, proficiency and accuracy. Douglas, in the content of his speech, he believed that good English speakers are able to speak the language with enough vocabulary to participate and contribute effectively in most formal and informal conversations on practical, social, cultural, and professional topics. This means that they are able to overcome the issue of groping for words, so they can speak in any topic with no obstacles. With this in mind, the students’ great range of vocabulary is necessary for him to speak the language confidently.

### **2.11.4. Vocabulary Selection:**

Vocabulary selection is meant to be mastered by a good speaker because it imposes the orator to select the suitable words in the appropriate setting with the appropriate persons. Their speech should be clear and unambiguous which reflects their competency when using

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the language. Harmer describes it as the appropriate use of words according to the nature of the topic, the audience (participants), and the setting in which the discourse takes place, which means that speakers are capable enough to express themselves clearly and selectively.

### **2.11.5. Flexibility:**

To be flexible means to be lithe when using a language. This flexibility overlay the way for many benefits. Flexibility is of a great importance of attracting, resounding and convincing the interlocutors. *“The ability to turn takes in a conversation and to adapt to new topics or changes of directions.”* (Hedge, 2000: 58) Good English speakers are able to introduce a topic, discuss, and change it. This indicates that they are good turn takers. It is to be aware of to direct and control spoken discourses and to recognize the different contexts in which that control may be practiced. Therefore; flexibility is another important characteristic of a good English speaker.

### **2.12. Oral Performance:**

Most L2 learners' greatest concern is Oral performance. Many scholars devoted their researches upon the idea of Oral performance and to look for the relaxed ways that make the learner perform easily. Every single L2 learner wishes to get the ability and right to speak freely and clearly, unashamed, to fully vocalize, to choose to make contact with a word and to communicate that word successfully. *“Speaking is the ability to express oneself clearly in flexible conversational language, nationally and internationally accepted.”*

(Gbenedio, 1996: 64). Oral performance includes the learning of vocal skills for a free and articulate delivery, as such oral performance may focus on production of speech, dramatization of speech and dramatic interpretation. It is very evident that L2 students give too much interest to the speaking skill since it is the vital component of the English language which provides basis for growth in reading and writing abilities. Hence, it enables students to make connection between what they know and what they are learning.

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<sup>1</sup>To perform better orally, L2 students should be given some opportunities to practice oral expression which will help them to become more competent communicator. Within the current research, the investigator's main concern is to seek for the main means that facilitate the process of speaking the language "fluently". Thus, it is worth mentioning that speaking goes hand in hand with Listening. That is to say while listening helps the student to acquire knowledge and explore ideas, which is forming relationship through language, speaking encourages students to reproduce and transform knowledge through observations, evaluation of information and comparison of views. The oral articulation of ideas influences the development of critical thinking, problem solving abilities, and general learning outcome.

*"To participate actively in our society individuals must  
Be able to communicate clearly, effectively and  
Appropriately in a variety of modes and to employ  
Reasoned analysis to interpret and structure arguments"*

(Forster, 1994: 70)

From the previous definition, one can infer that competence in listening comprehension is a vital component of the English language as well as of any other language, which is important to oral performance and it is quite useful in the current study. Thus, there are too many things that should be taken into consideration once we want to speak about oral expression or being fluent in any language. Listening is one the most important component of any language that makes the process of speaking very effective. These two activities are vital components of language learning because they help learner's ability to perform basic linguistic tasks which are mainly communicative in nature. However, they have not proffered absolute solutions to the issues of listening comprehension as it affects oral performance.

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<sup>1</sup>This alteration of facts increases students' critical thinking ability and retention ability. Speaking performs two important functions, which are social functions and intellectual functions. As a social function, it helps students to adjust to ideas and these ideas are reformulated to facilitate understanding. It helps in sharing information and ideas with listeners by speaking informally and sharing through conversation. As an intellectual function, it shapes students' perception of the world and represents these perceptions as knowledge.

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### 2.13. Components of English Language:

It is almost known that any language in the world exists with its components which are strongly related to the successful of student's fluency during his learning. In other words, when the L2 student uses the language, he is has to use all components of the language Thus, during language instructions, teachers should be aware of all language components the fact that will help students improve their speaking skills. Worthwhile, as much as the researcher is concerned about speaking and mastering the English language, here are the areas of English language as Muriel Saville described them as follows:

<b>Areas</b>	<b>Definitions</b>
<b>Lexicon. (Vocabulary)</b>	<ul style="list-style-type: none"><li>❖ Word meaning.</li><li>❖ Pronunciation</li><li>❖ Grammatical category</li><li>❖ Possible occurrence in combination with other words and in idioms.</li></ul>
<b>Phonology (Sound System)</b>	<ul style="list-style-type: none"><li>❖ Speech sounds that make a difference in meaning (phonemes)</li><li>❖ Possible sequences of consonants and vowels (syllable structure)</li><li>❖ Intonation patterns (stress, pitch and duration), and tone in word.</li><li>❖ Rhythmic patterns (pauses and stops)</li></ul>
<b>Morphology ( Word Structure)</b>	<ul style="list-style-type: none"><li>❖ Parts of words that have meaning (morphemes) Inflection that carry grammatical information (like number or tense)</li><li>❖ Prefixes/suffixes that change the meaning of words or their Grammatical category</li></ul>
<b>Syntax. ( Grammar)</b>	<ul style="list-style-type: none"><li>❖ Word order.</li><li>❖ Agreement between sentence elements</li><li>❖ Forming questions, negating assertions, structure information.</li></ul>

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<b>Discourse.</b>	<ul style="list-style-type: none"> <li>❖ Scripts for interacting and for events.</li> <li>❖ Structures for telling stories, engaging in conversations, etc.</li> <li>❖ Ways to connect sentences and to organize information across sentence boundaries</li> </ul>
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***Table 2.2: Muriel English Language Areas.***

The above components of English language are meant to be taken into account by an L2 learner so that he would be able to produce correct, exact, and fluent English. Many students occupy themselves by memorization or repetition and they completely forget about these components. So, from this perspective, an L2 learner as well as an L2 teacher should take care of them during the acquisition language instruction. In other words, using the language fluently is not only about listening and speaking but also about learning its components.

**2.14. What Makes Speaking Difficult:**

Speaking the language is not of the easy task. All language learners' main apprehension is to speak the language correctly however they are always facing many problems along their road of acquisition. Brown identified eight problems that the students may face during the learning process, the fact that learning how to speak may be troublesome for second language learners.

<b>The students' Problem</b>	<b>Explanation</b>
<b>Clustering</b>	Because of memory limitation or stress, students tend to divide their oral production into words or phrases. For that reason, teachers have to help their students to produce fluent speech and to get rid of word by word production.
	The spoken language is redundant in the sense that it is possible for students to rephrase, repeat, and use "I mean" or "you know" from time

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<b>Redundancy</b>	to time during their oral performance. By such doing, students are given more opportunities to be understood.
<b>Reduced Forms</b>	The spoken language has several reduced forms; it may be phonological, morphological, syntactic, or pragmatic. Such reductions might be hard for students who have been studying the “full forms” of the language.
<b>Performance Variables</b>	Second language learners are subject to hesitation, pauses, false starts, and correction. Teachers help their students to think at the same time of their oral performance (using uh, um...etc).
<b>Colloquial Language</b>	It is a bit hard for second language learners to get used to the colloquial language (idioms, slang, and cultural knowledge, for instance). The aim of the teacher, here, is to get his/her students communicate using these forms.
<b>Rate of Delivery</b>	Probably the most important aim of second language learners is to communicate fluently using the target language. The teachers aim, as well, is to help the students to speak the language rapidly and fluently.
<b>Stress, rhythm and intonation</b>	All these elements are crucial to the English language since they convey meanings above the words“ meanings.
<b>Interaction</b>	Interaction helps a lot in the students’ language development. When negotiating meaning (giving feedback, asking for explanation) they

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	learn new words and new structures.
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*Table 2.3. Students' Main Problems When Learning the Language.*

### 2.15. Strategies for Developing the Speaking Skill:

In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants that should be filled. Learners at all proficiency levels, including beginners, benefit from the variety of the output and input; because it is more motivating, and it is also more likely to result in effective language learning. Effective instructors teach students speaking strategies as using minimal responses, recognizing scripts, and using language to talk about language, which they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors' should help students learn to speak so that the students can use speaking to learn.

As much as the issue of the current research is to look for the main means that facilitate the process of speaking the language and using it fluently, the researcher made an inquiry which showed that the use of technology has a great impact in developing the student's speaking skill. In other words, the use of E-learning and (ICT) Information, Communication, and Technology can be used as an effective strategy in the tertiary education, to enhance listening and speaking skills. Undeniably, the effective integration of ICTs into the educational system is a complex, multifaceted process that involves not just technology but also curriculum and pedagogy, institutional readiness, teacher competencies, and long-term financing, among others. Many scholars clarified that the experience of introducing different ICTs in the language instructions as well as other educational settings all over the world over the past several decades suggests that the full realization of the potential educational benefits of ICTs is not automatic. That is to say, ICT's and E-learning can be beneficial only with the help of L2 learners and the support of their instructors. But before going through this strategy, let's know first what we mean by E-learning and ICT's and technology in general.

### 2.16. Technology:

Technology can be defined as the knowledge of tools, machines, techniques, and methods of organization in order to solve a problem or perform a specific function. It can also refer to the collection of such tools, machinery, and procedures. Technologies significantly affect

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foreign language students to control and adapt to their educational environments. In our days, very EFL learner has to use communication technologies to improve his learning development. The rate at which information flows within his learning will determine the speed of his progress. Therefore, it is good to use communication technology tools to accelerate the flow of information from one level to another without affecting daily organizational activities.

### **2.17. Definition of E- Learning:**

Growing up within the current progressed world, EFL learners are very associated with the use of technology to learn more about the language and its use in the real life situations. E-learning or Electronic Learning is one of the most important means that helps L2 learners to live with the language for the course delivery, interaction and facilitation. The term E-learning has witnessed many different definitions. However, Jisc uses a definition whose meaning is deemed to be most accurate:

*“E-Learning can be defined as 'learning facilitated and supported  
Through the use of information and communications technology'.  
It can cover a spectrum of activities from the use of technology  
To support learning as part of a 'blended' approach (a combination  
Of traditional and e-learning approaches), to learning that is  
Delivered entirely online. Whatever the technology, however,  
Learning is the vital element.”*

(Jisc, 2000: 102)

Thus, the locution 'e-learning' essentially covers the use of computers and technology as a vehicle for knowledge exchange within teaching and learning.

### **2.17. Benefits of E-Learning:**

Many linguists argue upon the idea that E-learning has a great benefit on the development of the students' speaking skill for the reason that it paves the way for them to live with the language and its heritage. In other words, an immediate potential benefit of implementing e-

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learning is that it can be seen as an additional path which supports the language practice avenue. It is worth mentioning that E-learning covers such a wide sphere of learning a language especially for L2 learners whose main concern is to speak the language. I.e. E-learning provides distance learning which would be out of the students' class instruction, it provides the opportunity for the learners to get a blended learning approach (using face-to-face and technology) as well as it support a wide range of educational activity by the use of technology.

### 2.18. Types of E-Learning:

There are countless tools, techniques, types and resources associated with e-learning. The following table will show some of the ones we think are likely to come across.

<b>Types</b>	<b>Description</b>
Virtual Learning Environment (VLE)	All It is a form of an online space/digital media provided by the institution to support e-learning.
Personal Learning Environment (PLE)	It is a range of networks utilized by individuals to develop their competencies in using the language.
Podcast, either video or audio	A method of delivering multimedia content. The video podcasts are sometimes called podcasts/vidcasts.
RSS	A method used to push and pull content across the Internet.
Blended learning	A method of delivering teaching and learning that involves both face-to-face teaching and the use of technology together at the same time. For example the internet may be used to support a session that includes interactive tasks for the learner.
Distance Learning	Delivering teaching and learning remotely, typically using technology and the internet Multimedia resource are often incorporated to provide context to text-based resources.
Discussion forum	A communication tool for posting

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	messages/work/comments/opinions.
Blog	A way of posting educational material online, normally organized by date and topic category. Images, video and audio can be shared in this manner. Blogs typically allow commenting, which can be a useful feature for teaching and learning.
Web service	A web delivered service that can be used for many types of activity including the storage and delivery of multimedia. Examples of web services include You Tube and web Storage.
E-Book Reader	Used to read digital e-books. Many of these readers can play audio books and/or read text out loud.
Mobile learning (use of mobile phones and other handheld devices)	Using mobile devices including mobile phones to facilitate learning.
Social media	Social media tools are used to communicate between people on the web and can be used to support teaching and learning. For example it is often desirable to use social media tools to facilitate online community opportunities including learner collaboration.

***Table2.4. Students' Types of E-learning.***

### 2.20. Information Technologies:

The very first thing that comes to anyone's mind once the word Information- Technology is mentioned, is that technology is typically concerned with the treatment of information. In other words, Information Technology "IT" is described as the acquisition, processing, storage and dissemination of vocal, pictorial, textual and numerical information by a microelectronics-based combination of computing and telecommunications and its main fields. The term in its modern sense first appeared in a 1958 within the Harvard Business Review, in which authors Leavitt and Whisler commented that "*The new technology does not yet have a single established name. We shall call it information technology (IT).*" However, the broad definition of the term "IT" is the application of computers and telecommunications equipment to store, retrieve, transmit and manipulate data. The term is commonly used as a

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synonym for computers and computer networks, but it also encompasses other information distribution technologies such as television and telephones. Thus, since the advancements are mainly driven in the field of computer science, today's generations are very attached to its use. Several language students are associated with information technology, including computer hardware, software, electronics, semiconductors, internet, telecom equipment for the reason that it comes back with a great benefit for them in helping them and supporting them to do well in their educational career. Indeed, some of the modern and emerging fields of Information technology are next generation web technologies, bioinformatics, cloud computing, global information systems, large scale knowledgebase that would create more techniques for L2 learners to develop themselves easily.

### **2.21. The Didactic World:**

In later years, the improvement of student skills has reached such a vital degree to the point that it became a central objective in higher education and work in this area has increased. This could be seen as a movement from “mission level” to “the real level” as Marton & Booth 2000 argued that the academic teaching practices have had a disciplinary focus, and skills have to a large extent been considered as very relevant. This panorama falls under the umbrella which is called “<sup>2</sup>Didactics”. In one way or another, we may say that efforts have been made to develop student skills in learning a language, and improve earlier pedagogical work in this area. Thus, in the course of didactics, language teachers have to focus more on skills training which has to be integrated into three courses, following a clear structure and progression of levels, in a more visible place in the curriculum. General skills, such as language, communication and problem solving, were complemented with group work with emphasis on group dynamics and self-reflection. In the didactic world, elements designed to train skills are further found to be developed within the language instruction.

*“Skills are clearly linked to learning. Students’ study strategies and Approach to learning have been described in terms of deep and*

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<sup>2</sup>English didactics is the science of teaching and learning of the English language, literature, and culture. The research of foreign language didactics has two aims: it provides practice guiding theoretical concepts and at the same time applies itself to the empiric research of contexts concerning teaching and learning language. Being an important link between the scientific education at the university and the occupational field school, it is therefore a component of the Bachelor with Teaching Option and the Master of Education.

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*Surface learning, with a focus on referential aspects, as well as  
In terms of atomistic and holistic learning, with respect to  
Organizational aspects.”*

(Bowden & Marton, 1997:67)

From this perspective, one might be allowed to say that skills training should be continued inside the classroom, with explicit commissioning and resource allocation. Students and teachers are clearly positive to skills training integrated in subject courses. There are several indications that these elements also increase depth not only in developing their oral expression skills but also in subject knowledge. Indeed, this does not cover only students but also teacher teams/language teachers and a behavioral scientist, in order to raise the team's competence which includes the collaborative work of learners and their instructors. This means that within the didactic course, supervision of language and communication tasks was provided jointly by language and subject teachers as Bowden (2002) argues that students' ability for self-reflection and self-assessment is an essential precondition to develop awareness about the importance of developing skills. This whole task is known to be as Didactics in which Language Learners are walking through the path of learning the target language while they treat it from all angles. I.e. L2 learners have to see many corners when learning the second language such as; learning Linguistics, socio-linguistics, psycholinguistics...etc as well as passing by all the degrees of developing language skills.

### **2.22. Information, Communication, Technology:**

It is a truism to state that within the early part of the 21st century, technology has conquered the world specially the Educational one. Meaningfully, the availability of its use in language learning and teaching has become very diverse and the ways that they are being used in classrooms all over the world have become central to language practice. Understandably, Information and communication technology (ICT) has become, within a very short time, one of the basic building blocks of successful learning. Many L2 students as well as foreign language teachers, now regard understanding ICT and mastering its basic skills and concepts as part of the core of education, alongside reading, writing and most of all Speaking.

As much as the researcher of the current investigation is concerned, she might be allowed to say that we are now firmly embedded in a time when digital technologies, the aim of this research, is as what Bax in 2003 has referred to as 'normalized' in our daily life in many parts of the world, and especially in the world of education. However, digital tools, or as it is

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described within this chapter as 'ICT Pedagogy' have long been a feature of the world of education (Bates, 2005), and particularly language education (Salaberry, 2001).

These digital tools or as already mentioned as ICT's are, of course, central in what the investigator would argue is the established and recognized field of computer assisted language learning (CALL), but are also increasingly a core part of English language teaching (ELT) in general.

One of the overriding aims of every single EFL learner is to ensure all developed facilitating means to access to the best language learning. This is very necessary to prepare them not only to master the language and use it fluently but also to play full roles in modern society and to contribute to a knowledge nation. Plausibly, ICT permeates the educational environment, as well as it underpins the success of L2 students' corporations, and it provides learning government with an efficient groundwork. At the same time, ICT adds a value to the processes of learning, and in the organization and management of learning institutions. For example; the Internet is a driving force for much development and innovation in both teaching and learning areas. Thus, L2 learners must be able to benefit from technological developments. To be able to do so, a cadre of professionals has to be educated with sound ICT backgrounds, independent of specific computer platforms or software environments. Technological developments lead to changes in the educational setting and changes in the organization of the students' learning. Therefore, requires competencies as "critical thinking, decision-making, handlings of dynamic situations, communicating effectively" are changing.

Thus, ICT training should contribute to the building up of learning especially when it has to do with the speaking skill. The use of ICT cuts across all aspects of education and social life. Technological developments in ICT are very rapid. Technology quickly becomes obsolete requiring new skills and knowledge to be mastered frequently. Adaptation is only possible when based on a sound understanding of the principles and concepts of ICT.

### **2.23. ICT Didactics:**

There has been much interest about developing the teaching learning process at any price. Foreign language teachers as well learners always negotiate the issue of making this process easy by looking for the main means that facilitate their didactic world. While making many researches, linguists scholars clarified that there is a huge research literature on the field of

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ICT (Information and Communication Technology) which can be used as a facilitating tool in teaching and learning though there is much less research on the area of ICT as a subject or similar designations such as ICT Didactics.

Plausibly, L2 learners and teachers see that the didactic world is really in need to such methodology to be used within the process of learning and teaching. Foreign language acquisition is not of the easy task and it requisites the consumption of ICT's. Since this later is able to give too much help to L2 learners not only in their second language acquisition but also in mastering it. However, today's learning lacks the theoretical grounding of the didactics of ICT and associated teaching and learning processes. One of the main reasons for the lack of theoretical underpinnings of the didactics of ICT is that there have been in the past and there persist even now strong disagreements and confusion about the nature of ICT as a class subject.

In our Universities, we may find some language laboratories. That is to say that the content of the subject has been clearly defined in some Algerian Universities curriculum however the didactics of ICT is still unclear. That is why this current work came to suggest some ways forward in formulating a framework for conceptualizing the didactics of ICT. The researcher of the current study thinks that the framework should draw some paradigms in learning, epistemology, general didactics, conceptual, and curricular issues of ICT.

The educational technology should be used at all levels of education. We have analyzed different approaches to the increased demand of required teachers' ICT knowledge. Results reveal the conclusion that ICT in language learning should become a new discipline since it cannot be covered with the traditional special didactics disciplines any more. To reinforce this idea, the researcher may state that the Habilitation committee at the University of Maribor agreed that didactics of ICT should become a special didactics discipline and should be an integral part of LLL (Life-long learning). The term “didactics of informatics”, at least, should be used to cover ICT topics at the level of learning the language in the class instruction. Worthwhile, the integration of ICT in education is not limited for language learning but also within all other fields. For instance, at the Faculty of Arts in The Department of Pedagogy a Center for Information, Communication and Interactive Technologies (CICIT) was established to formally recognize the importance of the discipline. CICIT is to prepare courses for didactics of ICT.

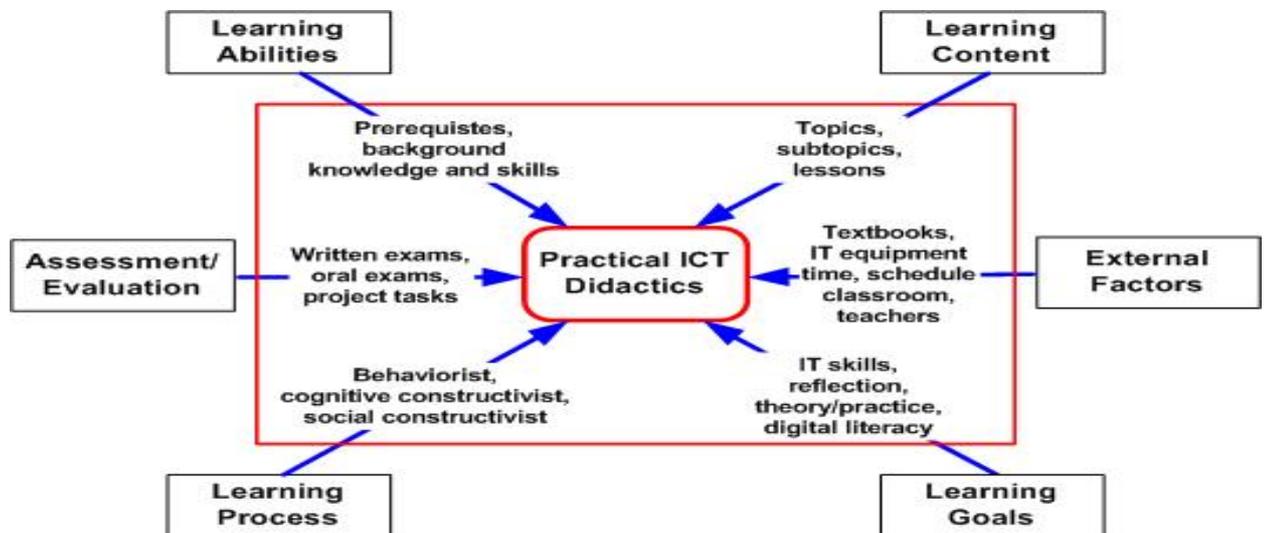
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The conceptual framework for the didactics of ICT in language learning represents an instructional strategy for operationalizing the epistemological, psychological, conceptual, curricular, and didactical foundations for L2 learners. The essential characteristic of this strategy is that it describes a continuous cycle of gradual refinement of teaching and learning activities. This later consists of six basic stages for facilitating teaching and learning processes which are explained as follows;

1. The planning stage is concerned with the specification of didactic elements that influence the teaching and learning of ICT.
2. The design stage is characterized by the process of transformation of the knowledge gained in the planning stage into ICT concepts. It consists of three steps: “presentation of ICT concepts, construction of the concepts through their use in the performance of meaningful tasks, the testing of the constructed conceptualizations, and the creation of new concepts through dialogue with both fellow learners and instructors.”
3. The design stage is followed by the instruction stage, where classroom teaching is performed through the implementation of the design stage.
4. The assessment stage is about assessing the students’ learning of ICT concepts and principles using a number of assessment procedures.
5. The evaluation stage is about reflecting on the implementation of the framework in classroom.

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6. The feedback stage includes a set of recommendations based on the successes and failures of the evaluation of the framework.



**Figure 2.1. : Practical ICT Didactics.**

### 2.24. Meaning and Definitions of ICT:

In the present digital world, every single thing becomes tactical the fact that has impact all branches in our life. ICT (Information – Communication – Technology) as the main means of technological communication has broken the record in facilitating the way we live. A good way to think about ICT is to consider all the uses of digital technology that already exist to help individuals, businesses and organizations use information. Generally, “ICT” is defined as the combination of informatics technology with other, related technologies, specifically communication technology. This definition implies that ICT will be used, applied, and integrated in activities of working and learning on the basis of conceptual understanding and methods of informatics. In other words, “ICT” is a technology that supports activities involving information which includes gathering, processing, storing and presenting data. Increasingly this practice also involves the collaboration and the communication of any information by covering any product that will store, retrieve, manipulate, transmit or receive it electronically in a digital form. For example, personal computers, digital television, email, robots. Worthwhile, it is very vital to mention that before few years, the term ICT did not have that great deal of descriptions as much as it owes it now. Partly, this might be due to the

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fact that ICT has developed and changed rapidly in recent years. Only about five years ago, nobody knew or talked about screen tablet computers, such as the iPad. Today, certain schools hand out iPads to all of their students and make them a part of teaching. This indicates how rapidly technology is changing and it illustrates how difficult it can be to provide a detailed definition of the term ICT.

*“Information and communication technologies (ICT) are simply Technologies derived from scientific and technological progress in Computer sciences, electronics and telecommunications. They enable us to process, store, retrieve and disseminate valuable information in text, sound and video form.”*

(Mikrein, 2011; 88)

From what has been stated by Mikre, it is evident to say that he gives an authentic description of the term ICT and its main role in today's' progress. The Swedish national encyclopedia (NE) in 2013 also agreed that (IT) or (ICT) is a general term that refers to the technical possibilities that were achieved through progress within computer technology and telecommunication.

*“ICTs stand for information and communication technologies and are defined, for the purposes, as a —diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information. These technologies include computers, the Internet, broad casting technologies (radio and television), and telephony.”*

(RashmiRanjanMohanty, 2001: 200)

As a result, one might be allowed to say that ICT is the English abbreviation for the phenomenon (Information, Communication, and Technology) which emphasizes the importance of technology in treating the information that is going to be communicated between all people. Since, computers are becoming increasingly important especially in our educational and professional lives, the world of today is controlled by them and students are becoming more interested by it. They would rather go on line and read into different subjects on a web page rather than go to library and read many books looking for something that may not be found. Thus, the real meaning of ICT's is that they are the computing and

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communication facilities and features that variously support teaching, learning and a range of activities in all fields including Education.

Evidently, all governments aim to provide the most comprehensive education possible for their students within the constraints of available finance. Because of the pivotal position of ICT in modern societies, its introduction into foreign language universities as well laboratories became high and so important to facilitate the process of learning. The program of teachers as well as learners is professional since it relates closely to the ICT curriculum, and particularly to the stage of development that universities have reached with respect to its use.

From this perspective, and as much as the researcher of the current study is concerned, within the recent chapter we will see the suitable pedagogy of ICT use that will fit the needs of L2 learners and especially who wish to use the language fluently. Then let's see the right ICT pedagogy in learning a language.

### **2.25. ICT Pedagogy:**

As time evolves with material content of ICT subjects, teaching and learning a language is very concerned to enter the technological world in order to make both processes easy. Though teachers are known to be threatened by change and easy adaptations to new materials, it remains that the use of ICTs facilitates the language learning/ teaching operation. It is very important to know that the studying of Information and Communication Technology is not only perceived as a catalyst for change but also a substance for turning the operation of language acquisition easy specially when the L2 learner is very anxious about being good in the speaking skill.

It is worth mentioning that ICT is regarded as a none-fixed discipline that needs some specific pedagogic approaches and didactic materials to be applied at each stage on Language learning simply because learning to write is not the same as learning to speak. Thus, from this perspective the reader understands that the L2 learner should be aware of the right means of ICT that he should use to learn something. This requires a modification of the curriculum, the teaching and learning methods to meet up with the evolution.

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Understandably, the main point of ICT Pedagogy is that its introduction in the language teaching process needs a suitable approach to teach students with the appropriate means of ICTs which will enable them to be fully involved during lectures when learning the language. Because the need for this innovative pedagogic approach will enable the teacher to easily incorporate the constructive approach of teaching to assist them develop a particular competence awaited from them at any given lesson.

Despite the fact that ICT as a “learning subject at foreign language Universities is so importance, the lack of appropriate “ICT pedagogy” has reduced its implementation within a broad framework of educational practice. That is why we find in almost many universities the focus is still on technicalities and reproduction of knowledge rather than conceptual understanding of ICT. From this perspective, it is very vital to implement ICT pedagogy within all Educational environments, whether it is a university or any other place where the L2 learner finds himself learning language and learning how to be fluent when using it.

In other words, to realize the potential inherent in ICT, there is a need for innovative ICT pedagogic approaches at any given University. Presently, the most important thing that should be taken into consideration once we want to speak about implementing ICT pedagogy within Foreign Language Environment learning is that the ICT users should be aware if its use first because the understanding of ICT on a deeper level will facilitate the process of learning a language. This call for training on how to teach and learn ICT, and ICT pedagogy should vary in order to help students satisfy their needs .Thus, ICT pedagogy has shown a significant shift from the traditional didactic style of teaching/ learning to a more interactive constructivist style of teaching/learning.

### **2.26. Some ICT Pedagogic Methods:**

Being an L2 teacher and learner has given the researcher of the current study a great motivation to spend all of her time to know about the right method to be used to facilitate the teaching learning process. Unconsciously, she finds herself involved with everything that has to do with the fluency of speaking English. While going through this research area, she has come with some ICT pedagogic methods that might be fruitful when learning to be fluent in English. Babajide E.O. (2008) proposes seven pedagogic methods in his article on ICT in the 21<sup>st</sup> Century as listed below.

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### **2.26.1. Online Learning/Teaching Method:**

Many language teachers do agree with the idea that students do not show a great interaction or participation and this is mainly due to stress, anxiety or shy. Then in the online style of teaching/learning, L2 students and teachers are not in the same environment like in the face-to-face classroom. This makes learners more enthusiastic to interact with online teachers as well as the get the opportunity to communicate with a native speaker since this teacher might be a native one. In the online teaching method, the teacher prepares his/her lessons and exercises, sends them through internet to students who gets the material with instructions on how to go about with the program. In the other hand, the students study, ask questions, give answers to the teacher's questions and send through mail to be evaluated.

### **2.26.2. Applied Tool Method:**

To learn a language is a big deal, that is why an L2 learner should realize first the right tool to be used to learn one particular skill of the target language. For instance learning to read is not the same as learning to write, and learning to speak is not that much simple as learning to listen. Thus, this method is used to teach students how to use a particular tool in relation to other general knowledge acquired in studying so that the chosen tool will help the students to master the targeted skill.

### **2.26.3. Statement Oriented Method:**

Through the educational life, the English language has seen too many methods in the educational bath. Each era has agreed upon one method to teach English, however, ostensibly it seems like English language teachers as well as learners did not find the suitable method that fits their needs. From this perspective, The Statement oriented method came as a solution to such problem where it can make some change by the use of certain elements to teach a particular topic which ties with the ideas to be learned. This method emphasizes on what is important or not. It is mainly used to teach certain statements of the language were students use programming in a coherent order.

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### **2.26.4. Task Type-Oriented Method:**

Learning a language is not of the easy task especially when the L2 students emphasizes to master one particular skill. As has been already mentioned, the main concern of the L2 students is to master the language when speaking it. In other words, if this learners needs to be fluent when using the language he needs some tasks type-oriented method that will facilitate the process of speaking. Thus, in this method, basic notions are introduced to students to enable them solve problems given to them in relation to the subject in future. A set of tasks makes them discover new skills. This method ties with linking the subject-centered method of learning with suitable tasks that are supposed to be done by using specific means of ICTs. This method states a philosophical approach to education through which the instructor and the students get in contact with the subject and both work together to explore the subject. That is to say that the instructor is a participant and act as a guide in the classroom in the discovery of the subject studied.

### **2.26.5. Action-Oriented Method:**

An Action Oriented method is a method that has been used to teach the language however living within this technological world, linguists came with the idea to modulate the language teaching methods with the use of ICTs. Plausibly, the prime objective of this method is to perform certain tasks for students. In other words, these L2 students are supposed to execute certain tasks with the right use of ICTs after the teacher develops certain skills so that they can realize the given task. For instance, this method can be used in an ICT practical lesson whereby the teacher demonstrates particular task in the computer in application software when students grasp a particular task then he asks to follow the same way he has taken. In this way, students carry out the action after the teacher then they will be able to understand how to solve a problem by going through the Action oriented method.

### **2.26.6. Sample Task-Based Method:**

The Neuro – linguistic programming insures that there are some specific means of ICTs that give so much help to L2 learners when learning the target language. They can use some means that help them develop the target skill that they wish to master. Therefore, this method involves the use of many examples of ICTs to teach some specific subject content. If a particular content taught is accompanied with the use of technology means, the students will

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understand it better than just giving the notions without examples. Students need to practice the target language in order to avoid any kind of problem acquisition. For instance, many neuro- linguists assume that the use of audio means help the students to listen better thus this will help them a lot in developing their speaking skill.

### **2.26.7. Learners or Students-Centered Approach:**

The title of the current method supposes its definition. Teachers are expected here to act as facilitators in classrooms to direct students on what to do meanwhile the students go ahead with the greater part of the work and exchange ideas with their instructors. However, the most important thing that should be taken into consideration once the learner wishes to use ICT to master the target language is its use in itself. In other words, to learn with this approach, one has to be capable to identify ICT learning as a learning subject. To successfully use this method, teachers and students need to be familiar with the topics treated in order to acquire digital competency in ICT and develop ICT skills such as using application so as to solve problems as well as gain Internet skills.

### **2.27. Challenges faced by ICT pedagogy:**

It is very vital to mention that there are too many individual differences among L2 learners the fact that leads the learner to choose carefully the right means of ICT that would help him to develop his speaking skill. In other words, there are different ways that should be delivered to L2 students when learning the language. For instance a visual learner differs a lot from an audio learner as well as this later differs from a kinesthetic one. Though it is argued by many scholars that the speaking skill is strongly tied with the listening skill, we may find some visual learners develop their speaking through watching TV.

As a matter of fact, ICT pedagogy has faced many challenges when applying it at the level of the learning environment. According to Haddad (2003) ICT can change the way teachers teach and especially in supporting more student-centered approaches to instruction and include the higher order and promote collaborative activities. Thus, it is impossible to teach without taking into consideration the heterogeneous difference of the class since students come from different socio-cultural backgrounds and have different ways of learning. This demands a lot of psychological studies of the class to be able to identify students with their various difficulties. From this perspective, we might be allowed to say that there are many

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hindrances or challenges that might prevent the use of ICTs in the learning environment and especially within Algerian Universities.

Foreign language teachers as well as the context to be learned can be looked at as another facet of difficulty in ICT pedagogy. As practice supervisors, L2 teachers can be facilitators and inhibitors of pedagogical change or conservators of the status of pedagogical practice in classrooms. According to Nordkvelle and Olsen (2005), the problem of ICT in the learning environment is often attributed to deficiencies of practice, for a number of reasons which are explained as follow;

Above all, the academic learning environments/Universities are considered as conservative social structures that resist the challenges to redefine their teaching practice when integrating pedagogical innovations teach. Besides, it is agreed that L2 teachers' attitudes, concerns, and beliefs affect the implementation of pedagogical innovations in ways that are consistent with instructional practices in class. Hence, these teachers are often reluctant to abandon their existing pedagogy and, as a result, they could inhibit or even hinder the implementation of pedagogical novelty that ICT teaching requires. Furthermore, the number of L2 students at the level of universities outweigh the number of teachers, so it makes it difficult for the teacher to successfully teach the student practical lessons. Moreover, the lack of didactic materials and textbook is a big hindrance as concerns ICT teaching. Therefore, Innovative ICT teaching methods and pedagogies should be introduced gradually in accordance with the L2 teachers' concerns in order to avoid tensions between the actual pedagogical practice of traditional teaching and pressure for pedagogical changes. This may be time consuming and may retard studies because this latter has resulted in ICT teachers using a blend of methods to teach ICT subjects. From all what have been mentioned above, it is very clear that factors of success depend on specific educational policy and curriculum. Hence, from one angle L2 teachers should be trained on how to teach ICT using the various pedagogic means at each stage of the educational system. On the other hand, L2 students should know better which ICT means that will fit their needs to use the language fluently and without any shame.

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### 2.28. Expanding Access to Education Through The use of ICT's:

Through the recent years, ICT has reached a great degree of success in expanding in all fields of life, especially Education. Foreign language learners as well as teachers assume that the use of ICTs has given too much help to the learning process. In other words, many instructors as well as students now regard understanding ICT as part of the core of education, alongside writing, reading and numeracy since its emergence has made an improvement on the education for every student as it brings him/her a lot of advantages. In one way or another, ICTs are potentially powerful tool for extending educational opportunities, both formal and non-formal. For many teachers, ICT also has improved their effectiveness on the teaching process which in turn could help the students enhance their educational performance. One defining feature of ICTs is their ability to transcend time and space. Indeed, it makes possible asynchronous learning, or learning characterized by a time lag between the delivery of instruction and its reception by learners. It is worth mentioning that ICT has the potential for raising the access to education and also could ameliorate the quality and relevance of education. The absorption and acquisition of knowledge has provided a good chance to promote educational systems.

Additionally, certain types of ICTs, such as teleconferencing technologies, enable instruction to be received simultaneously by multiple, geographically dispersed learners. As a matter of fact, L2 teachers and learners no longer have to rely only on printed books and other materials in physical media housed in libraries for their educational needs. With the existence of ICTs (Internet and the World Wide Web) a wealth of learning materials in almost every subject and in a variety of media can now be accessed from anywhere at any time of the day and by an unlimited number of people. This is particularly significant for many learning environments because it provides teachers and learners with many opportunities that facilitate for them the teaching learning process and to access to many resources' mentors, experts, researchers, professionals, and peers" all over the world.

Understandably, ICT has always been used to improve the quality of teacher training as to ensure their predominance upon ICT tools which in turn would help students improve their academic performance. Indeed, it helps teachers to make the teaching process effective. Besides, the basic skill and concept is the foundation of higher thinking and creativity.

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ICT also stands for a great motivation in the learning process. It can increase learner motivation as it combines media richness and interactivity of other ICT technologies with the chance to connect with real people and to participate in real world events. Interactive radio likewise makes use of sound effects and other performance conventions to compel the students to listen and become involved in the lessons being delivered.

### **2.29. Improving Education Through The Use of ICT's:**

Outstandingly, it is a matter of fact to state that the present world is living a huge digital era guided by technology. Today's generation is obsessed by the use of technology the fact that its use in education has reached a great progress. In other words, the introduction of technological tools in education seems to have a prerequisite to the modernization of the educational system and learning methods. Understandably, the world of education in general and that of languages in particular is in constant evolution in order to face up to the upheavals provoked by the era of globalization both at the individual and professional levels. Education has to adapt and renew itself to be compatible with the globalized society so that it can improve the learning development. Thus, the implementation of Information and Communication Technologies (ICT) are one of the priorities of the education community in the current digital society. Indeed, to meet the requirements and the challenges of the globalized world, developing digital practices in education has become a necessity

*“The use of information and communications technology (ICT) in education is transforming learning and teaching practices in significant ways. For instance, the integration of computer-mediated communication with multimedia courseware, electronic libraries and databases has led to the emergence of a whole new kind of educational experience, namely e-learning or networked learning.”*

( Rosenberg and Steeples and Jones , 2001/2002 )

From this perspective, we might say that the impact of information and communication technology (ICT) in education and learning has been acknowledged globally as much as its integration in education has become indispensable in today's teaching learning environment for the reason that the fundamental role that ICT plays in the teaching learning process has a huge impact in the advancement of the frontiers of knowledge the fact that it turned the world

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into a global village where the use of modern technological gadgets improves learning. As Gibson (1977) and Turvey (1992) assumed that affordances and opportunities offered by ICT are also causing educators and educational providers to rethink and reengineer the nature of their educational practices. This means that the usage of these technological means made a great access in improving the quality of teaching and learning, enhancing language competence and learners' interaction and verbalization. Many arguments have been advanced on the implementation of information and communication technology in education. While they agreed that ICTs would make students smarter and enhance the teaching and learning. This implies that the use of ICT in education has its merits and challenges. Educational technology researchers are inquisitive about the influences that ICTs have made on the achievement of content-specific as well as generic learning outcomes, the processes of learning, students' approaches to study, motivation for learning and engagement with the subject matter content. I.e. these models of learning and teaching are closely associated with leveraging the learning and teaching transaction. Educators are enthusiastic about how they can use ICT to improve their teaching activities, which include the engagement of students with subject matter content, activation of learning, assessment of learning outcomes and provision of feedback to their students. Undeniably, the integration of ICTs in the educational field is believed to afford creative opportunities that leverage the entire learning and teaching transaction. To reinforce this idea, Spector and Anderson (2000) think that there has been a trend to apply emerging instructional technologies to support learning and instruction in ever more challenging and complex domains. Thus, we can say that technology changes what we do and what we can do; this is especially true when the Internet and distributed technologies are taken into consideration. Once it is understood how to use technology to support mastery of simple skills, it makes good sense to explore more advanced uses of technology in Education. *"We support this trend and believe, along with many others, that technology can be effectively used in distributed learning environments to support learning in and about complex systems."* (Spector and Anderson, 2000)

To explore this interest, ICT tools are gaining importance as a means to explore, comprehend, learn and communicate complex ideas, especially in distributed learning and work environments.

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### **2.30. The Application of ICT's in FL Learning:**

Integrating some kinds of technological tools in the educational field has taken so much interest by linguists for what it holds of importance. Thus, the role of technologies in teaching and learning a second language is widely recognized and a variety of ICT applications is also available for supporting the learning process. Based on the foregoing, it has become imperative for English Language teachers and learners to realize the fundamental role of information and communication technology as a catalyst in the advancement of the frontiers of knowledge in language acquisition which is a prerequisite to the viability of the global economic development. Foreign language teachers as well as learners find it fruitful to use technological means while either teaching the foreign language or learning it. As a matter of fact, with the current trend in our daily activities, the use of technology has no doubt created positive impacts in language learning life. It speeds up information transfer, enables faster processes as well as creates enjoyable and fun learning atmosphere. Traditionally, the teaching/ learning of the language are typically done solely between a teacher and students where the teacher stands in front of his students explain the lesson for them verbally and writing some note on the whiteboard, while students just listen to him. This is a bit boring for L2 learners. However, with the invention of technology such as computer, internet, television, video camera, mobile phones, learning is no longer a linear process. It is used to enhance students' interest and involvement in the learning process.

The ICT utilization in instruction among university and college lecturers is gaining in prominence in many countries in the world for the purpose of globalization and enhancing the quality of instruction and learning in order to foster the quality of education. ICT applications enable users to conduct synchronous / or asynchronous communication, share common educational resources, facilitate working understanding concerning the coordination of the work process of instruction among lecturers.

Undeniably, the application of ICT in foreign language learning is believed to be able to make students respond positively in a language classroom. It is of immense help in all areas of teaching and learning.

*“In the field of language education, there is now so much emphasis on on-line learning, which has been seen as the great liberator by*

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*freeing both teachers and students to accomplish learning in new and exciting ways by sourcing information from the Internet.”*

(Schrum, 2000; 48)

Other prospects of ICT in foreign languages can be summarized as expanding access to language programs, improving the quality of teaching and learning , providing access to current/ up-to-date materials and offering teachers and learners an avalanche of materials in different modes. From this perspective, it is worth mentioning the main reasons for ICTs in L2 learning.

### **2.30.1. Reasons for ICTs in L2 Learning:**

There are numerous, uncountable reasons behind using ICTs in the language learning. ICT technologies provide seemingly endless reasons for its exposure in the target language. From this later, main reasons are mentioned as follow;

- Foreign language lessons that incorporate multimedia applications can exert powerful motivation and provide bored students with exciting new ways to learn.
- The use of ICTs enhances the Foreign Language competence as well as the quality of learners' experience.
- The effective use of ICTs removes the time and space limitations found in traditional teaching, as classroom dialogue can now extend beyond the time and space constraints.
- It allows students to learn more autonomously and thereby raises self-esteem and confidence.
- In enhances learners' interaction, verbalization and involvement in group collaborative learning.
- It is pertinent to note that television with its array of foreign channels can be of tremendous help in language acquisition.

From all what have been mentioned above as reasons of the ICT usage in language learning, we might state that Information and communication technology helps the students to perform better in language learning than with regimented traditional classroom learning. Online learning has the potentials to offer anyone with an internet connection access to a wide

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expanse but inexpensive education just as e-learning and computer allow schools to deliver classes to students anywhere in the world.

### **2.31. Main Infrastructure Related Challenges in Enhancing ICT's In Education:**

Speaking about the issue of using ICTs in the language learning guides us to see what are the main infrastructure challenges that may prevent the L2 learner towards learning the language and using it fluently. There is no doubt that ICTs play such a huge role in facilitating the process of learning a language, however, there are some tussles that stand in the L2 students way of learning. In other words, while ICT continues to advance in language learning, L2 students as well as teachers specially the Algerian ones still experience a lag in its implementation in the learning process. In a recent study by Kiptalam et.al (2010), observed that access to ICT facilities is a major challenge facing most African countries, with a ratio of one computer to 150 students against the ratio of 1/15 students in the developed countries. Though recent results indicate that ICT has penetrated many sectors of education, the language learning system seems to lag behind, mainly because of some challenges that hinder its process.

From this perspective, one might be allowed to state that there are many challenges which affect the integration of technology into language learning. Several researches on barrier of ICT in language learning have been conducted by the scholastic environment to identify the genuine factors on ICT usage. A range of factors was identified, including confidence with ICT, self-efficacy, and prior educational background. These psychological factors are of a great importance in the learning process in relation to the use of ICT. While Muhlenberg was investigating on his analytic study which was about- learning, he identified eight underlying constructs that complicate students' experience of online education. He gathered these barriers into administrative/instructor issues, limitations of social interactions, limited academic skills, limited technical skills, learner motivation, time and support for studies, high cost and limited access to the Internet, and technical problems.

Aside from what have been stated by Muhlenberg in his analytical study of the main infrastructure that mures the L2 students learning process while using the technological means to learn, there are other challenges that stand strongly in the L2 student learning path when he needs to acquire the language. The following table gives an explanation to these challenges.

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<b>CHALLENGES.</b>	<b>EXPLANATION.</b>
<b>Lack of qualified teachers.</b>	The demand for ICT learning has been tremendous and the number of teachers who are trained to teach the language with ICTs cannot meet this demand.
<b>Lack of ICT means at the level of Universities.</b>	ICT tools are still much lacked and despite spirited efforts by the government agencies, the Educational Environment still lacks a big percentage of technological means.
<b>Lack of internet or slow connectivity.</b>	Most Universities are not able to connect to the World Wide Web, due to the high costs involved in the connectivity.
<b>Fear by the teacher.</b>	The teacher may fear being rendered irrelevant by the introduction of computers in his class. The 'feel' that the teacher still remains an authority and a 'know it all' in class is something that most teachers cherish, and anything that makes them otherwise is deemed an enemy of the classroom.
<b>Lack of initiative by the community leaders.</b>	The community leaders who are charged with looking at the interests of a given community do not see the need to purchase and subsequent installations of ICTs to their universities as a priority. They consider health care, provision of water and other amenities as more important than buying Technological tools for their colleges.
	Once speaking about learning the language at the level of university, we may take into consideration the capacities of the L2 learner

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<b>Poor L2 students.</b>	in him. Most L2 students within the Algerian Universities might be poor the fact that prevent them from providing themselves with high technological means to learn the language.
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***Table 2.5. Students' Challenges During Language Learning.***

Indeed, the dilemma which arises in providing educational technology stems from the lack of financial resources and the limited distributive capacity. In addition, throughout this study the researcher has observed that the Target University, in which the experiment of the current study has been mad, has not been able to provide technological resources to keep up with the demand. This might be caused because of the predicament of educational expansion that corresponds with economic development the fact that brings about compromised quality of education.

ICT can play a significant role in equalizing opportunities for marginalized groups and communities. But the paradox is that for those groups that are unable to cross the technology divide, ICT is yet another means to further marginalize them. Education has a major role to play in resolving this problem. Thus, unless ICT becomes part of both the delivery and content of education, the disadvantage will deepen and development will suffer.

### **2.32. The Main Psychological Impact of ICTs on the Developmental Learning Process:**

Understandably, the usage of Information, Communication, and Technology does not have only a positive impact on the way of learning the language from a linguistic angle, but also on the psycholinguistic one. In other words, recent research has proved that the use of ICTs in the learning environment has a huge psychological effect on the learning process where student are shown to be more enthusiastic within a class which is full of technology. Hui Huang, a Taiwanese researcher, claimed that there are many psychological factors that influence students' learning attitudes towards their learning due to the usage of ICTs. She investigated the influencing factors from the internal and external perspectives. Within her inquiry, Hui Huang found that there are two groups of factors "an internal learning motivation and external learning environment "which influence the students while learning the language.

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Findings revealed that interest, motivation, the learning environment, and trend variables had a significant and direct effect on students' learning attitudes which are empowered by the technological tools used at the level of the language instruction. As a result, psychological factors related to the use of ICT need to be identified so that solutions can be undertaken to improve students' usage of ICT in helping them to be a better learners.

From this perspective, the researcher of the current investigation has made up her mind to take some important psychological effects into consideration to explain well how the usage of ICT can help the language learning process to be more effective.

### **2.32.1. Gaining Self-Confidence Through The Use of ICT's in The Learning Environment:**

Authentically, learning a language is not of the easy task. Many L2 students are to be found very stressed and anxious while using the language especially if they are forced to speak in front of their classmates. Throughout the years of the researcher learning, she has noticed a big deal of anxiety and fear of the language capturing her classmates. Once it comes to the oral presentation of an exposé, L2 students become very stressful to the point that they do not even find a way to explain their works. However, within the use of “Data-show and speakers” decreases from the level of anxiety and the learners become more self-confident to face up the audience and explain for them their work.

For an L2 student, mastering an ICT tool makes him feel better and gives him more support to feel more confident when using the language. The stress of explaining the subject to his/her classmates is reduced once he/she uses some ICT tools to transmit the information to his audience. On the other hand, some students do mistakes when using the language, however, with the availability of internet and technology, L2 students won't be afraid anymore of committing a mistake because of the help of the World Wide Web. Voogt and Pelgrum in 2005 stated that the use of Information and Communication Technology (ICT) will enhance the quality learning process by making the L2 learner more confident while learning the language. Through the use of ICT tools, L2 learner can correct himself, do exercises and make more practice the thing that will foster his self-confidence when using the language externally.

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Watt in 1980 states that beliefs and attitudes play a fundamental role in the way that learners deal with ICT in the classroom. In other words, dealing effectively with ICT relates not only to knowledge of the capability, limitations, applications, and implications of ICT, but also to individuals' attitudes and perceptions regarding ICT tools. Veen (1993) stated; "*The effective implementation of ICT depends upon users' having a positive attitude towards it.*" He showed that the environment in which this L2 learner is taking his class can go only so far to encourage ICT use, and that actual take-up depends largely on learners' personal feelings, skills, and attitudes towards ICT. This implies also the teachers who have positive attitudes toward ICT and perceive it to be useful in promoting learning will evidently integrate ICT in their classroom more easily than others. Thus, from all what have been stated above, one might be allowed to state that the ICT use is not effective only for knowledge and language learning but also in implementing good, positive attitude towards learning as well as it provides the learner with high self-confidence when he wishes to express himself in front on the world.

### **2.32.2. Using the Language Fluently:**

Many L2 learners wish to use the target language fluently, that is why we may find most of them looking for the main tools that help them in achieving their target. If ICT tools are considered as one of the main means that aid the L2 learner to be fluent in English, thus the question which rises itself is what is this means and how does it work?

Genetically speaking, humans' brain is created in a manner that describes greatly how an ICT tool can be used effectively to help this brain acquire the language, thus, uses it fluently. Humans' brain is divided into two hemispheres. Each one of them is split into two parts. While the back part which is called "The Broca Area" is responsible only for listening to the outside sounds, words, and sentences and loading them an unconscious way, the front part "The Wrenick Area" is responsible for the comprehension of these sounds which are sent by the Broca Area and which in its turn throws it to the vocal cords through which the learner can utter the sound exactly as he heard it. This operation can be generated by the use of one of ICT tools like the audio one. In other words, L2 learner can help himself to improve his English by accustoming his listening comprehension to the English language produced by native speakers by putting his ears into some audio means. In this way, this L2 learner is going to be able to master the target language in an appropriate way, and then uses it fluently.

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In this concern, ICT enables the use of a wide range of authentic materials that answer the students' needs; in that specific case, scientific-oriented materials are required to allow at the same time the development of the linguistic competence and the ability to learn in a foreign language.

In other words, positive effects of the multimedia language center (MLC), and thus the use of ICT, were acknowledged with foreign language learners studying. All the materials used to plan lectures were scientific-oriented to answer learners' needs and create a realistic environment that corresponds to their actual learning context and that is conducive to language learning. Even students who were originally skeptical so as the beneficial impacts of the MLC, notice actual improvement most notably in terms of listening and speaking skills, i.e. the target skills. Here is a more explanation;

- Students develop better listening skills due to regular exposure to audio materials (audio and video recordings –authentic and software-, podcasts, pronunciation software...etc.)
- ICT impacted positively on students' proficiency. The majority of L2 students got better in their speaking skill after attending language courses with the use of technology.
- Students increased their ability to take notes effectively. I.e. they were more likely to listen to the teacher and grasp the message, select the appropriate information and take notes that will be further exploited.
- The enhancement of linguistic competence combined with motivation and challenge led to more autonomy and initiative (to do research on the Web, to propose links, to use online dictionaries and encyclopedias...)

### **2.32.3. ICT's delivers an Open-Minded L2 Learner:**

A systematic and rigorous assessment of the results and impact of ICT use in L2 education for L2 learners has been split into many factors; external ones as well as internal ones. It has been proved by many scholars that the use of ICT at the level of learning a language makes some changes upon the students' personalities and this change appears at the level of the classroom instruction where the undergraduate shows a wide sobering upon

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learning.<sup>3</sup>JRC-IPTS own research and the analysis of existing, mostly qualitative and anecdotic evidence make it possible nevertheless to identify the main effects provided by ICT bases resources in L2 education. Creating an Open-minded L2 learner is one of the main psychological effects of ICT use in language learning. Koc 2005 stated that through a combination of constructivist learning and technology, learners will be assisted in an active learning process and encouraged to organize information by making internal cognitive connections. ICT, therefore, will not in itself prove effective in the classroom without teachers who possess knowledge of both the technology and how to use it to meet educational goals. From this perspective, one might be allowed to state that the use of ICT can offer students a great deal of help to transform their repressed ideas into sayings and actions which will give the outside world an image about this open- minded student that can deal with the world confidently.

### **2.23.4. Creating an Enthusiastic L2 Learner:**

Research provides substantial evidence that ICT can have a positive effect on students' enjoyment interest and enthusiasm about learning. Using ICT in the language instruction motivates students in learning as well as practicing the language. This positive psychological state pushes the learner to do better in his language acquisition. ICTs have a strong ethos of encouraging all students to fulfill their potential as well as it supports assistants who go through the course of using ICTs in the learning process. Regular use of ICT across different curriculum subjects can have a beneficial motivational influence on students' learning and here are some of the scholars points of view illustrating how much ICT can motivate the L2 students and increase his enthusiasm.

- Duckworth 2001; Passey 2000; Harris and Kington 2002); “*Online learning engages de-motivated and disaffected students.*”
- Passey 2000: “*Improved confidence, motivation and self-esteem particularly for children with special educational needs and disaffected students.*”
- Moseley and Higgins 1999): “*Increased motivation to write and redraft work across a range of abilities. Benefits for students.*”

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<sup>3</sup>The JRC Institute for Prospective Technological Studies (JRC-IPTS) provides science-based responses to policy challenges that have both a socio-economic as well as a scientific/ technological dimension.

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- Software and Information Industry Association 2000; “*Students who used educational technology in school felt more successful in school, were more motivated to learn and have increased self-confidence and self-esteem.*”
- Passey 2000; “*Boys spent more time drafting and re-drafting their work in English when using laptops, compared to those who did not have access to the technology.*”
- Wishart and Blease 1999; “*Production of correctly spelt, neatly presented work can motivate those students who find difficulty producing such work by hand.*”
- Pedretti and Mayer-Smith 1998; “*Students found learning in a technology-enhanced setting more stimulating and student-centered than in a traditional classroom.*”

Thus, the motivational effects of Information and Communication Technologies (ICT) on students’ commitment and engagement in learning are improved through the working field.

### **2.33 Advantages of ICTs in L2 Learning:**

There is no doubt upon the idea of the benefits provided by ICTs within the learning process, that is why we find the majority of the current generation very attached to the use of technology in everything they do; however, its impact is highly dependent on the way it is used, the learners’ motivation and his “savoir-faire”. Indeed, technologic equipment and connectivity without human implication is not sufficient to improve learning; to be considered as an efficient tool, ICT requires an actual engagement of the learner and a well-defined pedagogic project.

First and foremost, ICT—and the internet in particular—provides language learners with the opportunity to use the language that they are learning in meaningful ways in authentic contexts. Besides, the most important benefit derived from the use of ICT in a language classroom is based on the opportunities it affords for cooperation and collaboration with one’s peers. Another major benefit of the use of ICT in blended language learning classrooms is the opportunity that ICT-based tools give to language teachers so that they can tutor their learners more effectively. With the help of ICT-based tools and the constantly growing number of available educational resources language teachers are able to give individual and personalized guidance to the learners. The following impacts seem to be the most obvious ones when using ICT to support foreign language learning;

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### **1. The Ability To Control Pronunciation:**

This capacity marks the difference between computers and books. While books have a fixed presentation, computers can combine visual with listening materials, text with graphics and pictures.

### **2. Creativity and Uniqueness:**

A teacher can use different materials for each lesson, not like in teaching with textbooks, where all classes presenting a certain topic are the same.

### **3. Feedback:**

Computers provide a fast feedback to students` answers through error correction. It does not only spot the mistake but also corrects it, sometimes even giving the appropriate advice.

### **4. Flexibility:**

Computer programs can be adapted by teachers to suit their students` needs form and need to be taught irrespectively of students` problems. The possibility to adapt easily the teaching materials according to circumstances, learner`s needs and response

Thus, from all what have been stated above concerning the advantages of ICT and their useful usage on the learning process, the researcher of the current study sees that ICTs can turn the teaching/learning process from the teacher-centered to the student-centered approach because the use of ICT doesn`t make the teacher look like the master of the class but just as a facilitator who assist students to follow up their lectures. And here is a list which shows the positive impact of technology use on the learning process.

#### **2.33.1. The Positive Effects of Integrating ICT in Foreign Language Learning:**

- ✓ ICT learning helps students to develop a creative spirit during practical lessons and increases communication channels.
- ✓ ICT manipulation motivates students to be more engaged with the learning activities.
- ✓ If access to the use of ICT is reunited there is gain of time as regards students learning.
- ✓ Information technology provides students with greater rescheduling, flexibility, unlimited access to information in a variety of formats, respect diverse learning styles, supports students to become more autonomous and take greater responsibility for their own learning.

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- ✓ Lectures become more interesting and less ordinary which boosts learners' engagement.
- ✓ ICT enables to focus on one specific aspect of the lesson (pronunciation, vocabulary).
- ✓ ICT increases learners' motivation and thus enhances personal commitment and engagement.
- ✓ ICT improves independent learning.
- ✓ Learners' collaboration and communication are more important;
- ✓ Learners' attainment and outcomes are improved.

### **2.34. Main Kinds of ICT's:**

“ICTs” (Information and Communication Technologies) is the common core acronym which encompasses various technologies that are used for facilitating communication such as Cellular Phones, radio, video, television, computers, digital Cameras, projectors, Internet, white board and satellite systems among others. Blurton (1999) opines that ICT is an accepted acronym of the word information communication technology. It is a diverse set of technological tools and resources used to communicate and to create, disseminate, store and manage information. From this perspective, the researcher of the present study thinks that it is very vital to give some definitions about the main means of ICTs used in the learning process to facilitate the procedure of the speaking skill.

#### **2.34.1. The Appropriate ICTs in EFL (Oral Expression) Class:**

The purposes for talking and listening require students to use language in different ways while engaging with different audiences. It is largely through active engagement in talking and listening experiences that effective learning takes place. L2 learners need to use oral language to develop skills such as reasoning, observation, prediction and sequencing. Therefore teachers need to plan and provide opportunities for their learners to use language in creative ways and to structure their talk, using it to develop and clarify their thinking. Thus, the use of ICT tools is very necessary within this phase. Besides, it is worth mentioning that the technological generation challenges teachers to integrate technology inside their classes in order to facilitate the learning process.

First and for most, the speakers are considered as the wheel of an oral expression class. Since this later is the controller of the speaking skill of the learner, teachers should take this

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means into consideration and try to provide it for their learners because the listening skill is strongly tied to the speaking one. In addition, using “Data-show” whether for explaining lectures or for watching movies participates a lot in developing the students’ speaking skill as this actions helps visual learners to absorb a great deal of data while watching it. Meanwhile, using computers within an oral expression class is very necessary for transmitting the information to the students’ brains in an easy way. The process of teaching the language needs to occur inside a language laboratory, the fact that this later contains a set of computers. Customarily, each student enjoys using his own computer. Thus, the teacher’s job becomes easier when his students follow him from their angles. This kind of technology helps students to store their works and enable them to use many other applications and thus enhance the sense of participation and cooperative works due to sharing files and documents between mates. Furthermore, there is another tool that has not been observed to be used within EFL classes which is “The Digital Camera”. Digital camera is one of the tools that have a great influence on the student from a psychological way. For instance; the teacher can integrate it as a part of his lecture and suggest to his students to perform their tasks orally then record it. In this way, students become more enthusiastic about appearing great within the recording as well as they can encounter their mistakes once watching the video then correct them.

In this way, EFL teachers and learners can both use online streaming medias to learn in the classroom, with the aid of technological tools such as; Projectors, computers, internet and white board. The teacher displays a real-time example using sites like YouTube. For instance, YouTube shows and presents videos that hold native speakers. Hus, students can expose themselves into the listening comprehension to the native speakers so that they can imitate what they are hearing. This later tool can be used to serve the academic purposes. As an example: The EFL teacher can ask his learners to listen songs, follow the lyrics, try to sing it again and memorize in order to learn new words and improve also their pronunciation and fluency. In the case there is no connection; EFL teachers can use DVDs instead of YouTube. The DVD as an acronym refers to Digital Versatile Disk. It is a tool that is used to store digital data; some DVDs are formatted from video playback, while others include various kinds of data for example software programs and computers files. The benefit of that instrument is that the set up and the playback are easy; especially when noting time code during lesson planning and using remote control during the lesson. Along these lines; students

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can record and repeat sounds that they have missed. Thus, take is easy in memorizing all sounds they need.

Prominently, ICT tools are very indispensable in the development of the teaching learning process that is why; teachers as well as learners should contemplate their use for helping their learners in mastering the target language and speaking it fluently.

### **2.35. The Effects of Audio-Visual Materials in the Teaching and Learning of the Speaking Skill:**

The importance of understanding and applying information and communication technologies is fundamental for the development of education in general. Generally speaking, ICTs are used more often for information, studying, entertainment and work, or access to services offered by telemetric means. Therefore, it becomes a priority to secure access to technological media (infrastructure, hardware, software and internet in particular) as well as the knowledge, management and application of ICT tools. Worthwhile, its use in the English class extends beyond its motivational value to address key outcomes of the syllabus, and allow students to become competent users as well as consumers in English. In the era of modern language teaching, a new dimension has been added in the existing methods and techniques. With the development of technology, new innovations are being brought up in language teaching. Language teachers are using different audio-visual aids to facilitate the teaching process. Along with text books, language teachers are likely to use related pictures, audio clips, videos, power point slides, posters and so on in language classrooms. Many researchers suggest that incorporating audio-visual material within EFL class can improve writing and reading skills, develop speaking and listening skills, and support collaboration, creativity, independent learning and reflection. In other words, as interactive and collaborative medium, audio-visual tools allows responding and composing to be easily shared and offer students the opportunity to explore the language of texts more creatively and develop it in a speaking way for an ever widening range of purposes and audiences. From this perspective, one might be allowed to say that ICT can enable students to access information and respond to a widening range of texts; Organize and present information in a variety of forms; Broaden the range of audiences for their work; Compose a widening range of texts for a broad range of purposes ; Compose for real audiences. ICT can support them in their choice of genre for audience and purpose; identify key characteristics and features of text; Develop understanding

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of language and critical literacy. Hemei in (1997) stated that being rich and valuable resource, audiovisual aids are well-liked by both students and teachers. Students like them because audiovisual aids presentations are interesting, challenging, and stimulating to watch and listen.

### **2.36. An Overview of Audio Visual Aid:**

It is worth mentioning that the 1920s has been considered as the landmark year of audiovisual aids progression and development for the reason that this later has new drawing the technology of communication. History has shown that pictures, specimens, demonstrations, and other audiovisual means are effective teaching/learning tools. The Czech educator, John Amos Comenius (1660), was one the first who proposed a systematic method of audiovisual education. His *OrbisSensualiumPictus*“Picture of the Sensual World”, which was published in 1658, was profusely illustrated with drawings; each playing an important role.

#### **2.36.1. The Definition of Audiovisual Aids:**

Generally speaking, all materials and equipment used in teaching can be considered as teaching aids. In the field of pedagogy, teaching aids are categorized under the definition of media. In general, media is all tools that are used to deliver information. In other words, media in the teaching/learning process can be defined as the one of the technological tools that is used to deliver data. Using aids as media in teaching English as foreign language can be helpful to the teacher and the learner as well for the reason that it supports the learning. It can be stated that the teaching/ learning aids are various and they can be categorize into three kinds; visual, audio, and audio-visuals. The visual aids can be defined as media that can be seen. These kinds of aids are the most common used in the teaching learning field. Almost all subjects use this kind of aid. The visual aid comprises pictures, paintings, models, and graphics. Besides, the audio can be defined as media that can be listened. The audio aid comprises radiobroadcast, speeches, and cassettes. The third is audio visual aid. The audiovisual aid can be defined as any materials that present information in audible and pictorial form. The audio visual aid comprises movie, video, and television.<sup>4</sup>Audiovisual documentation of oral consent (video and audiotape recording and photography) is used as a new method of informed consent designed for illiterate populations”. Audio Visual Aid is the medium which require the engagement in both of students’ visual and audio senses. Audio

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<sup>4</sup>The Lancet, Volume 359, Issue 9315, Pages 1406 - 1407, 20 April 2002.

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Visual Aids in learning English are developed with the information and ideas contained in the lesson so that students' abilities of language acquisition through listening and viewing can be well integrated. Audio visual materials are produced, distributed and used as planned components of educational programs. It helps the process of learning with motivation, classification and stimulation. In other words, audio visual aids are multisensory materials motivate and stimulate the individuals as well as it makes dynamic learning experience more concrete, realistic and clear. Using Audio-visual aids provides significant gains in thinking and reasoning because they are sensitive tools used as avenues for learning. These are planned educational materials that appeal to the senses of students and quicken learning facilities for clear understanding.

### **2.37. Informative and Communicative Technologies within English Language Learning:**

While English language education is increasing in level through the world, materials in the educative system needs an innovation within technology used in the English teaching learning process in order to construct meaningful learning that will be shared among L2 learners which would be an important tool by solving educative and social problems. Students who can apply their knowledge in a changing society, their ken must be up dated; according to the current situation. In other words, second language development could be achieved through various teaching or learning processes; however, employing multimedia has recently penetrated into the educational world and more precisely to the language learning the fact that has impacted learning into a huge extent where L2 students became so enthusiastic upon using all kind of ICTs specially audio visual ones to develop their language acquisition. Obviously, within the era of modern language teaching/learning, a new dimension has been added in the existing methods and techniques. With the development of technology, new innovations are being brought up in English language learning. Nowadays, language learners and teachers are using different audio-visual aids to facilitate the learning teaching process. Along with text books, L2 learners as well as teachers are likely to use related pictures, audio clips, videos, power point slides, posters and so on in language instruction. From this perspective, it is worth mentioning that L2 teachers as well as learners should take into consideration all technological materials that help them precisely in using the language fluently. Thus, here are some explanations about the right audio visual methods in learning English effectively.

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### **2.37.1. Audio- Visual Methods:**

The Audio- Visual method can be considered as a new trend because of the integration of technology within the English language learning process. It refers to both sound and pictures which is typically in the form of slides or video, recorded speech or music; all is visual presentations that are shown by the teacher to the students to support the students listening and speaking skills. There are two categories within this state; a simple visual aid that can be blackboard, bulletin board, funnel board, charts, diagrams, graphs, posters, maps, pictures, and advanced visual aids such as video, filmstrip, televisions, etc. It means the devices that can be used in this method are related to the ears and eyes. That is why this method is found as the most effective one when the information is contained systematically and organized.

In this case, the teacher has to consider presenting the most important key points during the first part of the lesson, when his students' attention is at full capacity. This is related to a type of multiple intelligences which human has; it is visual intelligence which focuses on the ability of visualization. <sup>5</sup>Sources Voix and Images de France explained that this method stands as a scenario which provides the chief means of involving the learner in meaningful utterances and contexts.

The recent method is widely known through language teachers' courses in which originally a rigid training in the principles of the audiovisual method and its application is given to the extent that the audiovisual method is particularly applicable in which the learner becomes familiar with everyday language as defined in "français fundamental." Understandably, this method involves the capacity to talk more consecutively on general topics and to read non-specialized fiction as well as it encompasses the use of more specialized discourse of professional and other interests. Worthwhile, the current scheme has been used for many purposes at the level of learning English as a Foreign Language. It focuses first and almost for improving and interviewing communication skills, illustrating how procedures should be followed, train students on the ability to remember information, and visualizing something to improve the visual intelligence.

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<sup>5</sup> In the fifties in France at the Centre de Recherche et d'Etude pour la Diffusion du Français (CFEDIF) this method was developed by a team directed by Guberina and Rivene. oVoix de Images de France is a France course for adult beginners o Bonjour Line is an equivalent programme for young children. o De vive voix is a revised version of Voix de Images de France . In America (Renard and Heinle 1969) and in the U.K. (Gross and Mason 1965), adaptations of some programme were produced. . In Canada, a newer programme was produced under the title of dialogue Canada (Commission de la fonction publique 1974-77) which was prepared for the use of Canadian government language schools.

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It is very vital to mention that this method is very effective and the objectives is gained if the teacher is good at performing the materials which are supported by attractive techniques and many tools which are related to the lesson. In other words, the thing that should be taken into consideration is that besides being an observer, facilitator, prompter, and an assessor, the EFL teacher should stand as a good motivator to the students so that they can enjoy learning. Besides, visual image and spoken utterance complement each other and constitute jointly a semantic unit. There are many steps that are to be followed within this method. For instance, the instructor may explain through pointing, demonstrating, selective listening, questioning and answering. Second, the dialogue is repeated several times and memorized by frequent replays of the tape-recording and the filmstrip, or by language laboratory practice. Last but not least, within the third step and which is considered as the development phase, students are gradually emancipated from the tape and filmstrip presentation; for example, the filmstrip is now shown without the tape recording, and the students are asked to recall the commentary or make up their own; or the subject matter of the scenario is modified and applied to the student himself, his family or friend, by mean of question and answer or role playing.

There is another style of teaching and learning under this method. The teacher can use mind map which discuss something in general to the more specific one. This includes; “The audio visual method” seeks a basis in linguistics, “The visual presentation "that is intended to simulate the social context in which language used and “The assumed learning process” of this method has an affinity with Gestalt psychology. These procedures proceed from total view of the situation to particular segments of language. As a consequence to all steps that have been mentioned above, the learner is encouraged to absorb in a global fashion the utterances he hears on the tape in the context he sees on the screen. In spite the fact that this method is so successful in learning the language, there have been some criticism upon it. The first one stated that the visual filmstrip image is no guarantee that the meaning of an utterance is not misinterpreted by learner and the second one claimed that the rigid teaching sequences imposed by this method are based on entirely unproved assumption about learning sequences. However, the views of supporters agreed that the Audio-Visual method represents a distinctive-modern attempt to come grips with the problems of language learning as well as it has attempted to place language learning into a simplified social context and to teach language from outset as meaningful spoken communication. Thus, it is considered as a

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beneficial method for many language teachers and learners who are interested in using the language fluently.

### **2.37.2. Characteristics of the Audiovisual Method:**

The Audio-Visual method enjoys many characteristics which represent its effectiveness in teaching and learning. These features are known to be as a strong support for its success and there are mentioned as follows;

- ✓ The material used in the Audio-Visual method is presented in visual form.
- ✓ There is dependence on mimicry and memorization of set phrases.
- ✓ Structures are sequenced by means of contrastive analysis taught one at a time.
- ✓ Structural patterns are taught using repetitive drills.
- ✓ There is little or no grammatical explanation.
- ✓ Grammar is taught by inductive analogy rather than by deductive explanation.
- ✓ Vocabulary is strictly limited and learned in context.
- ✓ There is much use of tapes, language labs, and visual aids.
- ✓ Great importance is attached to pronunciation.
- ✓ Very little use of the mother tongue by teachers is permitted.
- ✓ Successful responses are immediately reinforced.
- ✓ There is a great effort to get students to produce error-free utterances.

Therefore, this method is enjoyable. It is an interesting thing that students study through visualization. It seems they are watching television even though they do not watch their favorite television program because they actually watch the lesson which is shown as video.

### **2.38. ICT's and The Different Language Learning Styles:**

A learning style is the way in which an individual learner tries to learn. It include show they approach learning, experience learning and utilize information that is why many students have a difficulty to go with the method used by the teacher in class. If the teacher follows a method that does not go with the student learning style the student tend to be bored and inattentive in class, so by finding out a student preferred learning style we will be able to sort out possible challenges in their studying career. Students learn in many ways by seeing and hearing and acting, reasoning logically, memorizing and visualizing. The good news here is that with the coming of Information and Communication Technology (ICT) some of the major difficulties of the traditional method of teaching and learning have been taken care of as

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technology allows material to be presented in multiple media, enhance critical thinking and other higher levels of cognitive skills and processes and provide access to a worldwide source of information. One of the challenges of the ICT is to shape the current and future approaches to the teaching and learning process taking into consideration the way individual students learn. *“Time and access to ICTs can enhance learning because learners can practice researching and specifically have the opportunity to explore academically relevant information not available in school libraries.”* ( Heidisoule, 2003: 94)

Heidi soule (2003) through the use of real-life stimuli cater for the different learning styles some of which include: Visual learning, Auditory Learning and Kinesthetic Learning.

### **2.38.1. Visual Learning:**

Learners who learn better by seeing are well taken care of as modern ICT supports visual learning styles as abstract concepts are brought to life and effectively explained with the use of quality graphics, animations, simulations and visualizations .This can be achieved when: digital photography and video are being used to provide rich presentations to the learners, teachers present concepts and ideas using captivating visual media such as projectors and interactive whiteboards to make the visualizations visible to the whole classroom.

### **2.38.2. Auditory Learning:**

This involves a group of learners who learn better through dialogue and hearing. ICT supports simultaneous, audio, visual and text-based learning, as such; better learning and creative presentations can be obtained using high quality sounds and editing video and audio tools.

### **2.38.3. Kinesthetic Learning:**

The kinesthetic learning group is made up of people who learn better by being actively involved in the activity. This group of learners is highly taken care of by ICT as with the help of PC tools. A number of interactive software's equally exist which simulate activities that can be carried out in normal Computer Science lab .Because of the fact that the learners get involved in the content presented through animations, sound and videos it is assumed that the interest of the learners is retained.

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The learning styles have more influence than every students may realize. The preferred styles guide the way people learn. They also change the way you internally represent experiences, the way you recall information, and even the words you choose. Many people recognize that each person prefers different learning styles and techniques. Learning styles group common ways that people learn. Everyone has a mix of learning styles. Some people may find that they have a dominant style of learning, with far less use of the other styles. Others may find that they use different styles in different circumstances. You can develop ability in less dominant styles, as well as further develop styles that you already use well. On the other hand, we can observe how the audiovisual aids are helping thousands and thousands of students to improve and get the most useful information to develop their skills through them.

### 2.39. Types of Audio-Visual Aids:

Learning a language requires using many means that would make the process of learning easy. Thus, the use of ICTs is considered to be one of the effective tools that develop the process of language acquisition. Since the present study is concerned with developing students' oral expression and seeks for finding the right solution that facilitates the process of speaking the language, the researcher finds it suitable to use couple of tools of audio-visuals that goes with the students' needs. These aids could be summarized in the following Table.

<b>Types of Audio- Visual Aids</b>	<b>Definition</b>	<b>Advantages.</b>
<b><i>Overhead projectors</i></b>	It is an object used to display your hand-written, pictures before the learners. For overhead projectors there are transparencies sheets on which you can write with the help of pens specially meant for writing on the transparency	<ul style="list-style-type: none"> <li>✳ Instructor can face the class and present information</li> <li>✳ Easy to prepare</li> <li>✳ Can use step by step presentation</li> <li>✳ Inexpensive</li> <li>✳ Handouts can be made directly from the</li> </ul>

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		<p>transparency</p> <ul style="list-style-type: none"> <li>✳ Permanent</li> </ul>
<b><i>Computer</i></b>	<p>Electronic devices that can store organize and find information do calculation and control other machines.</p>	<ul style="list-style-type: none"> <li>✳ Instructor faces the class while presenting information</li> <li>✳ Provide both audio and visual records</li> <li>✳ Inexpensive.</li> </ul>
<b><i>Video</i></b>	<p>Nowadays, educational video cassettes are available with video libraries in the market. Instructors must be familiar about how to use the material effectively.</p>	<ul style="list-style-type: none"> <li>✳ Instant replay of subject material.</li> <li>✳ Permanent and reusable.</li> <li>✳ Allows both audio and visual to be recorded.</li> </ul>
<b><i>Television</i></b>	<p>T.V. programs are of great importance in teaching. The teacher may ask students to see a T.V. show then make it under discussion.</p>	
<b><i>Radio</i></b>	<p>Listening to radio program is useful in learning languages. However; listening to a radio program needs good listener as for radio program cannot be repeated. Radio programs are of two types; one called education radio broadcasts in which students and teachers can participate; and radio programs that carry general discussions on social issues. When you listen to a radio program you should have your own paper and pencil to take notes.</p>	
<b><i>Films</i></b>	<p>It is a visual aid used in language teaching in the forms of fixed film strips or slides and motion picture film. The advantages of slides</p>	

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	and film strips are they direct the attention of students to the screen and to the picture and words on it. What we present in a film strip can be shown over and over. Motion pictures are very interesting in teaching meaning and the form of the language.	
<b><i>Record player</i></b>	Using tape recordings students can record their own discussions, speech it may help students improve their pronunciation. It is also helpful for the teacher to evaluate his students speaking skills.	<ul style="list-style-type: none"> <li>✳ Easy to use and provide a permanent.</li> <li>✳ Can record real episodes</li> <li>✳ Recorders are portable</li> </ul>
<b><i>Model</i></b>	It is when we represent something real in an object it may be larger or smaller than the real object.	<ul style="list-style-type: none"> <li>✳ Having the real thing in the classroom</li> <li>✳ Permanent</li> <li>✳ Adds realism to training instruction</li> </ul>

***Table 2.6.Types of Audio- Visual Aids.***

**2.40. Selection and Use of Audio-Visual Aids:**

Teaching aids are very useful educational materials; they can help in making learning more effective and interesting. They make the learning process easier as we have seen before; teaching aids encourage students to learn because they provoke their senses. To achieve the target matter teachers should use those materials carefully, there must be some criterion for choosing the right aid and use it the right way. Oyesola; suggested that for effective use of audio-visual aids the following should be taken into consideration Aids must be placed or held where all can see.

- Teaching aids should be used to achieve specific objectives.
- Teaching aids should be suited for the maturity level of the students.
- Teaching aids must be used skillfully.

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- Technical quality of the aid should be good.
- Use variety of aids.
- Choose the suitable aid for the suitable activity.
- The frequency of using audio-visual aids should be taken into consideration.

### 2.41. The Importance and Functions of Audio-Visual Materials:

It becomes a truism to state that the audio-visual materials are so vital in developing the process of teaching and learning of the English language for the reason that it proves to be better instructional aids in the language instruction. Mgbodilein(1999) agreed that the Audio-Visual materials yield good result when they have been used at the level of learning. Besides, this idea has been mentioned even before Mgbodile when Echetaubin(1984) has the view that audio-visual materials stimulate learners to speak and write in a relatively short time. He confirmed that students learn more as they interact with teachers, peers, objects, materials, ideals and ideal environment. Audio-visual aids are specifically made instructional aids which are powerfully meant for education as well as giving information and entertainment. In 1994 Rowtreessummed up the value of audio-visual aids as follows;

- Audio-visual materials help people to share expert knowledge which reaches a lot of people simultaneously.
- They are very good materials for the preservation of records and documents.
- They enrich learning and teaching.
- They allow students to learn at their own rate.
- They encourage integration in individuals and group learning.
- They contain recorded voice of the original speakers which gives added advantages for effective learning and getting it from the source.

He further groups the audio-visual aids as:

- ✳ Manipulative Equipment: They are elements and tools of training.
- ✳ Facilitative System: Any teacher who uses this system has the purpose to help learners cultivate and fulfill expectation of their own.
- ✳ Operational Value System: In this concept, teaching has to be done in line with the existing culture of a people for over and conformity. Again, there is the overlap of meaning and activities of teaching as indoctrinating, conditioning,

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instructing and training, which are native to the learners. Therefore, audio-visual materials carry them as real life experiences and pass on to the learners as direct experiences.

- ✿ Education Process: It is a model of teaching. It contains programs that are full of intellectual activities. The material contains; discussions, commentaries, tutorials, games, simulations and other such activities selected and guided by the teacher in line with the set educational objectives or goals.
- ✿ Entertaining Device: It is specially designed to carry along entertainment in form of music, dances and other lively activities to ward off boredom and conditions the students to absorb more knowledge.

### **2.42. The Importance of Using Audio Visual Aids in Teaching:**

While doing the current research, the investigator came up with an idea which emphasizes that the use of audio-visual aids is neither modern instrument nor a very modern method of teaching; however, audio-visual aids are very old. In other words, using audiovisual aids is not something new because they were used by educators in II world war as training tools for soldiers to increase their motivation and enhance their learning. Thus, technology has developed since that time, educational audio-visual aids appeared and the field evolved to newer devices with great potentials. Abbas has described the importance of audio-visual aids in this way:

- Audio-visual aids promote a mood of mutual understanding and sympathy in over class room.
- It brings about significant changes in student behavior.
- It shows the relationship of subject matter to the need and interests of pupils, with a consequent heightening of motivation for learning.
- It shows the relationship of subject matter to the needs and interests of students.
- It brings freshness and variety the learning experience.
- It makes learning meaningful over a wide range of student's abilities.
- It encourages meaningful use of subject matter by allowing imaginative involvement and active participation to the point that the "I was there feeling" results increase learning.
- It provides "needed feedback" that will help the L2 learner to discover how well he has learned.

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- It furnishes the rich experiences from which meaningful concepts will be developed.
- It widens the range of students' experiences in a process that will foster nonverbal learning and the making of accurate generalization.
- It assures the order and clarity of thought that student will need if he is to form conceptual structures and establish meaningful system of ideas.

Audio-visual aids in the classroom can enhance teaching methods and improve student comprehension. Today's technology offers many choices to the informed educator who wishes to capitalize on a new generation's appetite for multimedia presentations. Lesson plans that incorporate the use of audio-visual aids should be consistent with curriculum objectives and not segued improperly. Since audio-visual aids are of great importance in learning language, its significance can be mentioned as follows:

- ❖ It helps the students in understanding languages by making him in direct contact with objects and things that is to say to create realistic world.
- ❖ It helps students understand different cultural background.
- ❖ Audio-visual aids promote remembering by involving the many senses of the learners, by arousing their curiosity, by making use of pictorial content and by providing variety in teaching.
- ❖ They make teaching effective by creating situations for presentation and practice of language items and by reducing dependence on the mother tongue.
- ❖ They help in formation of language habits by drill, repetition and constant practice.
- ❖ They increase the pupil's experience of language by providing rich variety and better quality
- ❖ They promote teacher's efficiency by saving time and energy.
- ❖ They provide recreation to the learners.

### **2.43. Using Audio-Visual Aids in Language Teaching and Learning:**

It is a great deal to think about an effective method to be used in language teaching and learning so that the learning process becomes more enjoyable, successful and more attractive. Different language teaching-learning theories and methods support the concept of using additional audio-visual aids in language teaching/ learning. those theories of using audio-visual aids in language teaching and their relation with the development of language skills agree strongly upon the idea that students have been witnessed to be very dynamic and active

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while learning with ICTs. The following paragraphs will give more explanation about the positive results of using ICTs (Audio-Visuals) in learning the language.

### **2.43.1. Audio-Visual Aids in CLT:**

Learning a language means learning how to communicate using this language. In other words, most L2 learners' first aim is to use the language fluently and correctly. Beyond all approaches of learning, the Communicative Language Teaching (CLT) is one of the popular language teaching approaches in the recent time. It was introduced in the early 1980s which aimed the practical use of language in everyday communication. In this approach, the use of authentic materials is highly emphasized. Teachers are encouraged to use different audio-visual aids in a CLT classroom for the reason that these materials are mostly authentic; there are wide ranges of use of the pictures and videos in the classroom to make the class interesting and authentic. Freeman in 2000 stated that the class activities, usually, are based on the activities that are related to real communication. As a result, the use of Audio-Visuals is very interesting in this case. For instance, the learners are shown different visual aids like map for giving direction, picture for describing any place or person and so on.

### **2.43.2. Use of Audio-Visual Aids in EFL Classroom:**

EFL classrooms are noticed to be in a constant search of the solution that may help learners increase their level of language proficiency. As a matter of fact, the frequent use of the foreign language in class should be conducted through good techniques and procedures. *“Teaching and learning becomes monotonous when the language teachers are compelled to rely on the text books as the only source of language input”*. (Matheo, 1999: 58) According to what have been mentioned above, teachers of English needed to overcome the state of teaching using traditional means and methods. That is why, it is very necessary to mention that the use of ICTs and technology within the context of teaching and learning English is successful. Therefore, the learner's mastery of the four skills especially language fluency depends to a great extent on the teacher's use of the most appropriate methods of teaching the speaking skill. These methods are tightly linked to the use of Audio-Visual means. In his study, Matheo explored how the use of audio visual aids helps the language teacher in EFL classroom at undergraduate level. He found that the result of his study indicates that using audio-visual aids in language teaching is helpful for both the teachers and the students. Both

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the parties claimed that it makes the class interesting and effective. From this perspective, the researcher of the current study might be allowed to list the importance of some techniques used in learning English.

### **2.43.2.1. Using Videos As an Audio-Visual Aids:**

Being a teacher at the level of university has given a great deal of information and experiments to the researcher herself. Within the years of her teaching, she has noticed a huge impact on the students' psyche as well as on their reaction when using videos inside EFL classroom. Many scholars agreed upon the idea that videos are of such a great effect when they are used in learning and teaching the language. That is why the use of video in teaching English as a foreign language (EFL) classroom has become a common practice for the ELT practitioners. Nowadays, internet facilities and availability of different technology have made the task of the language teachers / learners easier. L2 learners can master the fluency of their language just by having a small click on YouTube so that they can listen to the native speakers, as well as teachers can download different videos appropriate for the learners from internet. As Ozkan in 2002 stated that there are thousands of readymade videos designed for language teaching, teachers can easily choose according to their needs. It is very vital to state within this context that using content related videos helps the learners to conceptualize the ideas and get in depth thought on that topic. Besides, learners can concentrate on the use of contextual language in the videos along with non-verbal features of language that helps them to have better understanding of the target language use. Çakir (2006) reported that use of video in language teaching ensures authentic language input to the learners. He claimed that;

- Videos can facilitate language teaching in diverse ways.
- It makes the classroom interesting removing the monotony of the learners.
- It helps the learners to generate ideas for discussion.
- It makes the class more interactive and effective.

EFL teachers discussed the usefulness of using videos in language teaching stating that video provides stimuli to the learners which facilitates an opportunity to the learners to get a background schema of the subject. They added that using videos inside the class facilitates their process of explanation and it extenuates the burden of keeping students focused with the

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lecture. They almost agree upon the idea that using videos in EFL classrooms help both teachers and learners enjoy the lecture. They state also that the use of videos helps the learners to have an idea of the stress and rhythm pattern of the target language. Moreover, it allows the learners to predict, infer and analyze information of the subject matter.

*“Video offers language learners opportunities to see the dynamics of communication, and because such materials are widely available, it may offer a better and feasible option for listening comprehension.”*

(Secules, Herron, & Tomasello, 1992)

From this later; we might be allowed to state that watching a video makes learners gain the opportunities of experiencing dynamics of language communication.

### **2.43.2.2. Using Songs in Teaching Language:**

It is worth mentioning that one of the biggest problems that EFL teachers face is to maintain L2 students' interest throughout their lessons. This can be as a great reason to push EFL teachers to creativity and inspiration. In other words, teachers often have to be very creative in the techniques they use while transforming information to their students. What makes music such a great teaching tool is its universal appeal, connecting all cultures and languages. This makes it one of the best and most motivating resources in the classroom, regardless of the age or background of the learner.

As different audio-visual aids are used in language teaching in the recent time, songs are also useful to provide language input to the learners. Music helps to create a relaxing environment which is very important to lower the anxiety level of the learners. Since anxiety works as a barrier of learning a new language to ensure the maximum learning condition, this should be lessened. Understandably, the Suggestopedia language theory supports this idea of using music in teaching language. In fact, as much as the suggestopedia theory believe that music release from the level of anxiety, it made it a principle at the beginning so that students become more relaxed, thus, they can learn better and concentrate more. In 2000 Freeman explained the settings of a Suggestopedia classroom. He defined that within the suggestopedian class, the teacher puts on a *Mozart's Violin Concerto* music before she starts her lesson. He assumed that this process gives a moral motivation to both students and teachers when they can tend to the lecture with a positive psychological state. After a couple

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of minutes in a quiet voice, the teacher begins to read the text. Her reading appears to be molded by the music as she varies her intonation and keeps rhythm with it. The students follow along with the voice of the teacher, who allows them enough time to silently read the translation of the dialogue in their native language. They are encouraged to highlight and take notes during the session. The teacher pauses from time to time to allow the students to listen to the music, and for two or three minutes at a time, the whole group stands and repeats after the teacher, joining their voices to the music. Thus, music is incorporated with the language teaching in Suggestopedia. The above example has been lived in a real life situation. However, teachers can use songs and music in many other ways to transform the information to their students as well as to support them to speak the language and use it fluently. For instance, EFL teachers can expose songs to their students and ask them to repeat the lyrics. Or they can use music while teaching since listening to relaxed music provides learners calmness; relaxation as well as they can concentrate better with the lecture.

*“Music reinforces the linguistic material.  
It is desirable that students achieve a state  
of 'infantilization' so that they will be more  
open to learning. If they trust the teacher,  
they will reach this state more easily.”*

(Freeman in, 2000; 60)

From this perception, it is considered that songs are useful for making the learners comfortable in speaking and evoking positive emotions towards learning.

### **2.43.2.3. Audio-Visual Aids in Making the Class Dynamic:**

As much as motivation and dynamicity in learning the language is significant, Audio-visual aids are concerned into some extent in the class's enthusiasm, inspiration and modernity. Indeed, audio-visuals help the teachers to bring a significant change in the class environment as well as in the teaching/learning process. Most of time, L2 learner are found to be very gang-ho to attend a lecture which is full of technology. They enjoy learning with audio-visual aids for the reason that this later makes the process of learning the language and getting new words' comprehension easily and without any difficulty.

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EFL students are perceived by many views of their teachers. EFL teachers claim that the learning environment becomes more motivated once they involve ICTs within their lectures. They admit the huge change that ICTs can make inside the instruction; Students become more motivated, happy, active, and dynamic.

By using audio-visual aids in the class, teachers take into consideration his students learning styles and psychology for the reason that they can present a topic both verbally and visually which is very helpful for the learners to pay more attention in the lesson. In other words, they can make a correlation between the verbal and non-verbal as well as abstract and concrete issues. There are some abstract things in language which is difficult to be explained verbally. The subject matter may not be clear to the learners and they may struggle to understand what the teacher means. However, by using different visual aids, teachers can make the learners understand better. Mayer in (2001) claimed that if the instruction is given in the class using both words and visuals, learning become faster. I.e. if the verbal and visual things are presented together, learners can get the information quickly.

### **2.43.2.4. Usefulness of Visual Aids in Teaching Speaking:**

It has been noticed that a lot of EFL learners' first aim when learning the target language is the speaking skill. Speaking is considered as the most valuable purpose for many L2 students. EFL learners' main concern is to speak the language fluently. In the current era of progress and development, ICTs are meant to be used in the field of education and precisely when learning the language for the reason that it has a huge impact in making the process of teaching/ learning easy and more sophisticated. To communicate with others, means to use a language properly so that the speaker can transform the information to the interlocutor. Speaking is the most important language skill in this era of communicative language teaching and learning. Years ago, learning a language was concentrated on how to read and write. However, the notion has changed over the years. Nowadays, language learning is based on the need of communication with others. People learn a new language to communicate with others. As a result, the speaking skill is given maximum priority in language learning that is why it is considered as one of the challenging tasks for the language learners. L2 students are seen to be uncomfortable to speak and they are found to be a little nervous when they are asked to answer questions or to participate in the class, especially in their initial stage of language learning. As a result, it is such a challenging task for them to be motivated to speak.

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From this perspective, the researcher may state that using visual aids is one of the most appropriate solutions of such an obstacle. Proper use of audio-visual aids can facilitate the process of speaking. Visual aids are always attractive to the learners. They can draw the attention of the learners easily. Learners become at ease and comfortable as well as attentive in the class if appropriate visual aids are used in the class. When the learners see something visual in front of them which match their interest and choice, they become enthusiastic to express their opinion about it. As they get some background information from the visual aids, it becomes easier to talk in the class. They get some supports from those materials. Cakir (2006) explained the idea of using videos in language class to facilitate speaking and presentation skills. He stated; *“Active viewing increases the students’ enjoyment and satisfaction and focuses their attention on the main idea of the video presentation.”* So, it is necessary for students to take an active part in video teaching presentations. Before starting the presentation the teacher writes some key questions on the board about the presentation so that the students get an overview of the content of it. After viewing the questions the students answer the questions orally, or the students may take notes while viewing. For more detailed comprehension students are provided a cue sheet or viewing guides and let them watch and listen for specific details or specific features of language. However, it should be kept in mind that the level of the students should be taken into account and adapt the technique according to their levels.

### **2.43.2.5. Use of Audio and Video in Teaching Listening:**

As we have mentioned above that the learners’ main concern when learning the language is the speaking skill. We have to reinforce the idea that the speaking skill is tightly linked to the listening comprehension of words, phrases and sentences. It is very evident that no one can speak if he cannot listen. It is very well known that good listeners are always standing as good speakers. That is why it is very vital to mention the right way the learners should go through while listening to the language, because this fact will guide them towards achieving their purposes which is linked to the speaking skill. EFL teachers claim that teaching listening is one of the difficult tasks for them and they clarified that good L2 speakers are always noticed to be great while listening.

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In most of the cases, people do not realize the importance of listening. That is why this skill was ignored previously in language teaching. However, with the development of technology, the task of the language teachers has become easier. Nowadays, different audio-visual materials are available for providing the learners with native language exposure. Language teachers can download listening materials from internet according to the proficiency level of their learners within minutes. As a result, the use of audio-visual materials in teaching listening skill has increased significantly.

Audio materials help the learners to have ideas about the correct pronunciation of the target language. If the teachers use videos in class as listening materials, he does not only create a motivation learning environment, but also he makes learners know about the non-linguistics features as well which is very important in learning a new language. With different technology in language teaching, teachers can make learners get used to the native speakers' accent. Different audios, videos, podcast etc. have made the task easier for the language teachers.

### **2.44. The Techniques of Using Audio-Visuals for Developing Oral Expression:**

It has been already mentioned that the use of ICTs or information communication technology is not new but a bit older than it appeared at first. Jeremy Harmer has mentioned the use of audio visual aid in teaching speaking implicitly. He stated that there are teaching techniques which can be used in audio video based lesson to develop the students' oral expression. He divided these techniques into viewing t and listening ones. The viewing technique purposes are to awaken the students' curiosity so that when they get an idea or expect what would happen by the end of the video. The viewing technique activities are fast forward, silent viewing, freeze frame, and partial viewing. Indeed, the listening technique purposes are to provoke engagement and expectations. The two techniques above can be merged with some types of classroom speaking performance. Some of the types of classroom speaking performance are suggested by Brown as follows:

- **Imitating Performances:**

Imitation is one of the greatest clues towards speaking the target language. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance by simply using the

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parrot back technique. I.e. imitating a word or phrase or possibly a sentence. In this particular case, the first purpose of imitation is traditionally labeled pronunciation because no inferences are made about the test taker's ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the short-term storage of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

- **Intensive Vocabulary:**

Brown suggested another type of speaking frequently. He stated that speaking the language insures a lot of vocabulary that the speaker should rely on it when he wishes to communicate with the interlocutor. In other words, Intensive type of the speaking fluently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements - intonation, stress, rhythm, juncture). It has to be mentioned that the user of the language must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. There are many examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; Limited picture cued tasks including simple sequences; And translation up to the simple sentence level.

- **Responsive:**

It is very essential that L2 learner should take into account that practice makes the language student perfect. He does not have to hesitate once he wants to speak or interact with others in the real life situation because this later teachers him how to solve the problem of communication, thus, he saves the day. Inside the class, responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt in order to preserve authenticity with perhaps only one or two follow up questions or retorts.

- **Interactive:**

Among Browns' types of speaking frequently is the Interactive speaking type. Many L2 learners might be confused between responsive and interactive ones. The difference between

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the two types is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions.

- Extensive:

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech.

### **2.45. Advantages of Audio Visual Aids:**

There is no doubt that there is a great deal of advantages when using ICTs or audio-visual aids in the language teaching/ learning process. Speaking about this issue gives us the opportunity to mention such a huge amount of positive effects of audio-visual aids on the developmental learning process, especially with L2 learners. From this perspective, the researcher might be allowed to state that, in language learning, audiovisual aids are helpful in developing language skills as they stimulate learners' sense of knowledge. Audiovisual aids are designed to influence learners' eyes, ears and most of all hearts. They enable them to understand what is being shown and listen. They are the best motivators for the reason that students work with more interest and zeal; they are more attentive.

So much interest has been given to the use of ICTs inside EFL classroom for what it holds of huge benefits. Some advantages are to be listed as follow;

- ◆ Audio-visuals help students to reduce verbalism which is a major weakness of EFL learners because they convey the same meaning as words mean; they give clear concepts and thus help to bring accuracy in learning.

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- ◆ Audio-Visual aids provide clear images when students see, hear, touch, taste and smell as their experiences become are direct, concrete and more permanent. Learning through the senses becomes the most natural and consequently the easiest.
- ◆ Everyone agrees to the fact that the first-hand experience is the best type of educative experience but such an experience cannot always be provided to L2 learners. In some situations, certain substitutes have to be provided. For this EFL teachers find a large number of inaccessible objects and phenomenon. For example EFL teacher can visit some places related to the topic with his students through watching a video. I.e. In such cases audio-visual aids provide the best substitutes.
- ◆ The use of audio-visual aids provide various occasions for students to be more free; They can move about, talk, laugh and comment upon. Under such an atmosphere the students work because they want to work and not because the teacher wants them to do so.
- ◆ The use of audio-visual aids provides immense opportunities to the pupils to see handle and manipulate things.
- ◆ It helps to make learning process more effective and conceptual.
- ◆ It helps to grab the attention of students.
- ◆ It builds interests and motivation teaching students learning process.
- ◆ It enhances the energy level of teaching and students.
- ◆ It is even better for over burden classrooms.
- ◆ It provides students a realistic approach and experience.

The previous advantages has been more reinforced by Lee and Copen, in 1968 when they stated that Audio- visual aids can be used in a number different ways;

- ✱ They can enlighten the classroom and bring many varieties and interests into the language instruction.
- ✱ It can help provide the situation (context) which light up the meaning of the utterances used. For example, presenting a conversation between a customer and a shopkeeper on video help providing students a model for real life conversation.
- ✱ It can help the teacher to improve his/her own understanding of the foreign language and to prepare more effective lessons because the use of audiovisual aids can be very helpful in providing the students a number of thing for thinking and learning in a very limited time.

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- ✿ It can stimulate students to speak the language as well as to read and write it.
- ✿ In learning language, listening is a very important skill. If we do not get an opportunity to listen to a language, we cannot speak it properly. By using audio visual aid, it can help them to listen and learn how the language is used. It will not only be interesting but also be motivating for the learner.
- ✿ It can help in giving information of one kind or another about background of the literature and about life of foreign country concerned.

We have seen that audio visual aid helps learners in such different ways. In addition, the use of audio visual aid also helps the students in better retention of the materials in a very joyful learning experience. This is because of the fact that the more senses are stimulated and involved the more will be the learning and retention among students. Audio visual aids provide number of opportunities for listening, speaking, and seeing the object of the lesson. Students will get more experiences. So, it can be the incentive for speaking, reading or writing about the materials the fact that makes the lesson more enjoyable and more effective.

### **2.46. The Role of Audiovisual Aids:**

Worthwhile, Audio-visual aids have seen a great evolution by researchers in all fields, especially, by language teachers. EFL teachers were very concerned with using ICTs and more precisely Audio-Visual ones for what they hold of a great importance in making the process of teaching learning the language easy. In other words, these technological devices are considered as the best tool for making teaching effective and the best dissemination of knowledge .So there is no doubt that technical means have greater impact and dynamic informative system to develop the language learning process. From this perspective, the researcher of the present inquiry finds it very important to state the great role of Audio-Visuals in learning the language.

#### **2.46.1. Audiovisual Aids as a Means of Communication:**

EFL learners find the use of ICTs and more precisely the audio visuals very useful for the reason that it fits their needs. L2 learners' main purpose behind learning the target language is to communicate with it and to use it fluently. Thus, the use of audio-visuals is very important in this state to provide adequate learning experience the facts that will help students gain more confidence in using the language to communicate. In other words, EFL

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teachers need to supplement their explanations and words by the use of Audio visuals. As it is already mentioned, listening is a very important skill. If we do not get an opportunity to listen to a language, we cannot speak it properly. Hence there is a need for audio records that will help the learners to register the right sound, memorize it then imitate it in the right way. These records might be recitation of poems, narration of stories, songs...etc. Such materials are not only interesting but also motivating for the learners. Apart from these, there are someone line or downloaded videos which present a wide variety of information along with detailed descriptions, songs, and other dramatic effects. This is a very useful medium for developing the listening and the speaking skills. Learners are shown to be very excited when they are neither exposed to such materials the thing that helps them a lot to communicate using the language without being neither she nor stressed. They participate with a very high confidence and enjoyment. With the use of these audio-visual aids classroom teaching can be converted into a very joyful learning experience. This shows and confirms that Audio-Visuals participate in a great extent in the students' communication and partaking in the class.

### **2.46.2. Audio-Visual Aids as a Means for Retention:**

Understandably, teaching is not of the easy task as well as learning is not a stress-free chore. Teachers are holding a very big burden on their shoulders in transforming the information to their students. Indeed, the most difficult task is to keep students' attention with the lecture for a long time. That is why; the use of Audio-Visual aids came to play a great role in participating in the learning retention. It is worth mentioning that the implementation of audio-visual aids helps in better custody of the content. Usually when we hear something we tend to forget it within a specific time span. However, when we see it with our eyes were member it for a longer time and when we perform an activity with our own hands, we understand its process. This is because of the fact that the more the senses are stimulated and involved the more will be the learning and retention among students. Thus, it is very essential that teachers provide a number of opportunities for listening, speaking, seeing, smelling and touching things and objects for the reason that this will give the students first hand experiences. Because, the richer the experiences, the greater are the incentive for speaking, and reading. With the insurance of audio-visual means, the class instruction will be more retained.

### **2.46.3. Audiovisual Aids as a Means to Save Time:**

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The current era we are living is globally known with the “Speedy Era”. Generally speaking, ICTs stand as number one in making things easy and fast. Learners can roll the world in few minutes and get information from the furthest place they can reach in no more than one hour. The fact that makes them understand the research they do better. In this age of knowledge explosion, teachers need to provide students a number of information in a very short time. Thus, the use of audio-visual aids stands as helpful means to save the day.

Through such aids, teachers can say much in a short time and in a short form what otherwise would take a lot of time and space. Language learners and teachers can provide themselves much more matter for thinking and learning information in a very short time through activities. Indicating the time of sunrise and sunset on the day along with today’s news will make it more informative and interesting. For instance, presenting a conversation between a customer and a shopkeeper or between the host and his guest on audio tape save a lot of time apart from providing learners with a model for real life conversation. Thus, a well-developed language programmed supported by suitable, relevant and effective aids provides a number of enriching experiences. These ultimately lead to the development of language skills in the learner and more importantly in a little time.

### **2.47. Challenges of Using Audio Visual Materials in Class:**

Everything comes to the world holds with it some positives and negatives. Though the use of ICTs, in all fields, has shown a great impact on the progress and development, it holds also some inconvenient. In EFL learning as well as teaching, Information Communication Technology has reached some greatest point of progress and effectiveness. However, helping the language teachers and learners to facilitate their teaching/learning process does not mean that there are no disadvantages. Sometimes, the use of ICTs and precisely the Audio-Visual ones may be useless if the selection of audio-visual materials is not effective. This has been proved by many teachers and learners in the field

*“The main disadvantages are cost, inconvenience, maintenance and some cases the fear of technology. Additionally, the sound and vision, quality of the copies or home-produced materials may not be ideal. Another important issue in this case is that the teacher should be well-trained on using and exploiting the video. Otherwise, it becomes boring and purposeless for the students.”*

( Cakir, 2006; 70)

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From this later, one can understand that the implementation of such means in a non-suitable time or place won't reach the wanted purpose. There are some factors to be considered to use audio visual aids in language classrooms. If the materials are not selected wisely, the objective cannot be fulfilled. Sometimes, the language level of the audio or video cannot be appropriate for the learners. As a result, the materials are not comprehensible for them which may make the anxiety level of the learners high. Moreover, sometimes, it becomes very difficult to find the audio materials for the learners of elementary level. If the audio-visual aids are not related to the contents, they may mislead and make learners confused. That is why teachers need to be careful while selecting the audio-visual materials for their learners. As a result, teachers as well as learners have to be very attentive when choosing the right means of ICTs that will help them to fit their needs.

To conclude with, L2 learners are highly motivated and attentive in classroom when different colorful audio-visual materials are used. Other literature suggests that audio visual aids are used to facilitate language skills. Some authors talked about the challenges of using audio-video materials in language teaching. On the basis of all information of the above literature, it might be stated that language teaching becomes effective and dynamic by the use of different audio-visual materials; however, all standards should be taken into consideration when choosing these technological means.

### **2.48. The Impact ICTs on the Developmental Language Learning Process:**

The implementation of ICTs within the language learning path is crucial for an effective L2 educational approach, bringing with it the need for efforts and innovation at the level of institutions and universities. Many arguments have been advanced on the impact of information and communication technology (ICT) on the teaching and learning of language. Though there has been a great deal of debates upon its positives and its great impact on the language learning, ICTs proved to the world that it helped students to be smarter and enhanced the teaching/learning of language. This implies that the use of ICTs in language education has its merits and evidences. In other words, ICT can facilitate individual learning paths and tackle the other current problems of L2 learners.

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Teaching and learning English has faced changes in methodologies as well as in techniques, with the advanced world that is why technology came to take part within its process and to encourage teachers and students to have better contact, to reinforce, practice and increase knowledge in different areas. Positive effects of the Audio visuals and thus the use of ICTs were acknowledged with L2 learners at the level of many laboratories. All the materials used to plan lectures are oriented to answer learners' needs and create a realistic environment that corresponds to their actual learning context and that is conducive to language learning. Even students who were originally skeptical so as the beneficial impacts ICTs in language learning, notice actual improvement most notably in terms of listening and writing skills, i.e. the target skills.

Worthwhile, it is globally known that speaking is the key to communication and it is one of the most important skills to be developed and enhanced for the reason that it is considered as a means of effective communication. The modern world of media demands good knowledge of language especially of spoken language and because of the significant role of ICTs and more precisely the audio visual aids, many researchers suggest that they should be applied in teaching speaking. Learning speaking through visual aids makes this process easier, effortless and enjoyable. Thus, these technological means impacted the process of language learning into a great extent. For the reason that there was evidence of significant benefits for learners to use ICT:

- ✓ Students develop better listening skills due to regular exposure to audio materials (audio and video recordings –authentic and software-, podcasts, pronunciation software.)
- ✓ Selection of updated articles from the Internet contributes to learners' awareness of the language (grammar skills, coherence in committing ideas, syntax.) and of the specific scientific editing/presentation (scientific texts, reports.)
- ✓ Teachers reported on their learners being engaged, motivated and attentive.
- ✓ ICT impacted positively on students' proficiency. A majority of students got better scores in their fields after attending language courses at the <sup>6</sup>MLC.
- ✓ Students increased their ability to take notes effectively; i.e., they were more likely to listen to the teacher and grasp the message, select the appropriate information and take notes that will be further exploited.

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<sup>6</sup>MLC refers to the Multimedia Language Center which is in France.

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- ✓ The enhancement of linguistic competence combined with motivation and challenge led to more autonomy and initiative (to do research on the Web, to propose links, to use online dictionaries and encyclopedias.)
- ✓ ICT enhances and supports a variety of teaching/learning methods thus catering for diverse learning styles, for instance allowing visual learners<sup>43</sup> to see videos and presentations, and auditory learners to listen to a wealth of both original and designed material (news, videos, movies, songs, or role-plays and dialogues).
- ✓ It also allows a variety of learning activities which make the lessons and self-study more engaging and varied, e.g. alternating watching a video with digital multiple choice exercises; assigning different tasks to different students in the classroom, and so on.
- ✓ ICT allows for different paces in a group, as learners can work on their own both in the classroom and at a distance. Higher educated learners in particular can take advantage of ICT-based self-learning opportunities.

The prime goal of EFL learners who attend courses which are full of technologies to develop linguistic competence in order to crush the linguistic barrier that makes them fail in expressing themselves in the real life situations. Students need to develop more accurate competences, strategies and methodology to benefit more from their acquisitions. Therefore, ICT certainly brings an appropriate answer to those students whose studies are endangered by linguistic limitations. ICTs play a great role in developing both the teaching learning process as well as it enhances students' ability for speaking and participating inside the class since it participates a lot in motivating them.

### **2.49. Conclusion:**

Today, the world is living in a constantly evolving digital era. ICT has an impact on nearly every aspect of our lives - from working to socializing, learning to playing. The digital age has transformed the way people communicate, network, seek help, access information and learn. As L2 teachers and learners, we have to recognize that the current generation is considered to be an online population and its access to the world is through a variety of means such as computers, TV and mobile phones...

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Worthwhile, technology has become an essential part of our life and a vital component of how EFL students can learn. It provides so many options as making language learning interesting and more productive in terms of improvements. The present chapter covered the use of technology in teaching EFL and showed its great impact on the students in oral expression class. It is widely recognized that learners are motivated and purposefully engaged in the learning process when concepts and skills are underpinned with technology and sound pedagogy.

Within the very first steps of the current study, the researcher was very enthusiastic about the precious information she may gain about the issue she made her research about. As much as the present inquiry was concerned with the use of ICTs in teaching and more precisely in language learning, the investigator extended a great deal of information about the positive effects of its use in proving language proficiency. As technology becomes more and more embedded in our culture, the researcher found it necessary to provide L2 learners with relevant and contemporary experiences that allow them to successfully engage in speaking the language fluently with technology and prepare them for life after college. In other words, it is very vital to mention that the present study's main concern aimed at investigating the role of integrating high technologies in EFL classes and more precisely on oral instructions. Indeed, this inquiry has been done for the sake of showing the importance of integrating ICTs in teaching English in oral expression classes in order to motivate L2 students and improve their speaking proficiency. The study embodied a priceless inquiry which investigates into what extent technology is used by teachers of oral expression so that they can improve their students' level of oral proficiency.

By this chapter, the investigator shall be writing about the use of ICT in EFL instructions and more precisely about its impact on the developmental speaking skill. Many students may use ICTs without even realizing its importance. It is worth stating that ICTs and more exactly Audio-visuals are incredible and very much taken for granted. ICT is easily accessed through PC's and portable devices such as smart phones, notebooks, Mac books and other laptops.

Notably, ICT has had a massive impact on EFL life. It was used in lessons for not only ICT as a subject but also to develop Oral expression instructions. Interactive speakers and videos make it easier for teachers to present their work; and cooler for learners to learn straightforwardly. Students claimed that they use ICT tools for more progression and

## ***Review of Literature Related to The Impact of ICT's on The Developmental Speaking Skill.***

homework revision. They have been noticed that they use Wikipedia's for taking their learning further.

Many scholars in the field proved in one way or in another that the use of technological devices within the language instruction give too much help to both students and teachers to reach the goal they wish. Since the first aim for language learners is to acquire the language and to use it assuredly, ICTs have been taken in granted as an eligible tool for such mission.

The language learning path is so wide and longer than it appears at first; however, with the help of some technological tools, the process becomes easier and more enjoyable. Throughout the current study, many items have been mentioned as well as a lot of mystery has become clearer than it appeared at the outset. There have been many views upon the idea of using ICT tools in the language teaching learning process, however, though many researchers were convinced of the negatives that ICT tools hold, the real world of learning proved the opposite to those who stood against the positive effects of ICTs in language learning.

ICTs have proved to the EFL world that it can bring change towards learning's as well as it granted to L2 learners that learning the speaking skill is not of the difficult task. Especially by the use of Audio materials, students become more active and self-assured towards using the language confidently.

By the end of this chapter, the researcher of the current investigation has gathered a great deal of information about the ICTs and their huge impact on the developmental language learning process. She has reached many points further than she wished at the beginning. She obtained a whole heap of facts that would guide her to help students develop and improve their speaking skill. In one way or in another, this chapter shows how ICT tools aid in developing students in learning and in being more active, vigorous, dynamic, and full of energy to learn better.

## *Chapter Three Data Analysis.*

### 3.1. Introduction:

Information, Communication, Technology is meant to be a very useful and an important issue in the humans' life. They contributed to a great extent in developing the humans' life in all fields. No matter what field ICTs are integrated in, they make a change and a huge difference within it. As such, the educational field was so much impacted by its use; and more precisely the language learning domain. From this perspective, the researcher of the current study devotes the current chapter to analyze the data that have been gathered through the journey of her investigation in order to either confirm or disconfirm the hypothesis that the study has been built on. The investigator, as she has mentioned already in the previous chapters, was very interested within the impact of ICT tools On the Developmental EFL Learning Process and more precisely on their Oral Expression, and whether it affects other issues rather than their verbal communication. Thus, this part of the study will show the reader how much ICTs impact the EFL students' learning process.

In other words, as we presented in the literature review that is related to ICTs and speaking, we should move to something more practical. The researcher raised a group of procedures for gathering different data such as: observation, questionnaires, interviews and so on. The choice of the tools depended mainly on the aim of the study, its sample, time and the nature of the study environment. These objectives were accomplished. The findings presented in this chapter demonstrate the potential for merging theory and practice. The data were collected and then processed in response to the problems posed in the 1<sup>st</sup> Chapter from this dissertation. Two fundamental goals drove the collection of the data and the subsequent data analysis. Those goals were to develop a base of knowledge about the great impact of technology in the educational life and the second one was mainly concerned with its right use for developing students' fluency and accuracy.

It is worth mentioning that this part is one of the most important sections for the reason that it is the one that helps us see the truth about ICT use in the learning Process. In this present chapter, we provide five sections. The first three sections deal with the analysis and the interpretations of the Students', teachers Questionnaires, while the second section treats the examination of the Teachers' interviews.

## ***Chapter Three Data Analysis.***

### **3.2. Description of the Questionnaires:**

This study used three kinds of questionnaires. The first one was devoted to Second Year licence Students of English at MoulayTaher University of Saida, the second one was devoted to teachers who covered their oral expression classes, while the third one was devoted to Auricular doctors for the sake of reinforcing the aim of the study. The questionnaires contain questions of multiple choice types, where the teachers/students and doctors put a tick in the corresponding boxes after reading the questions attentively. The final results of the questionnaires aim to develop The EFL teaching/learning situations from all angles and to prove that using technology in the procedure of language teaching/ learning helps more in the success of both processes.

#### **3.2.1 Section One; The analysis of the Students' Questionnaire:**

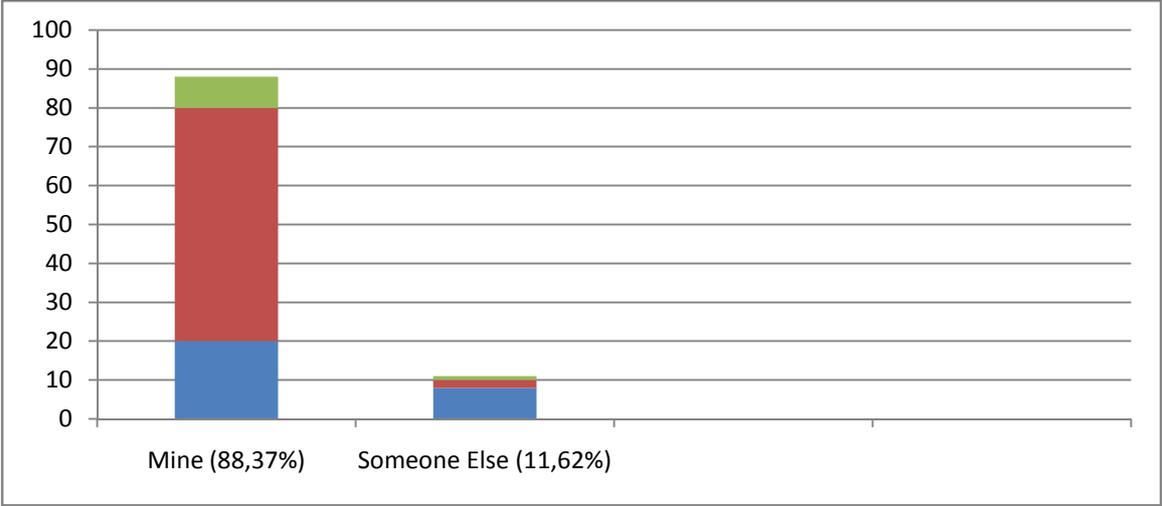
Worthwhile, the following section would be mainly about the analyses of students' questionnaire. This tool helped the investigator with a great deal of information for cleaning the gloominess from the researcher's mind. The students' answers aided the researcher into a great extent to improve her hypothesis.

##### ***Q.01: Your Choice of Learning English was yours or someone else's?***

	Mine	Someone else's	Total
Number	38	05	43
%	88.37%	11.62	100%

***Table 3.1: The Students' Choice of Learning English.***

**Chapter Three Data Analysis.**



**Figure 3.1: The students' choice of learning English.**

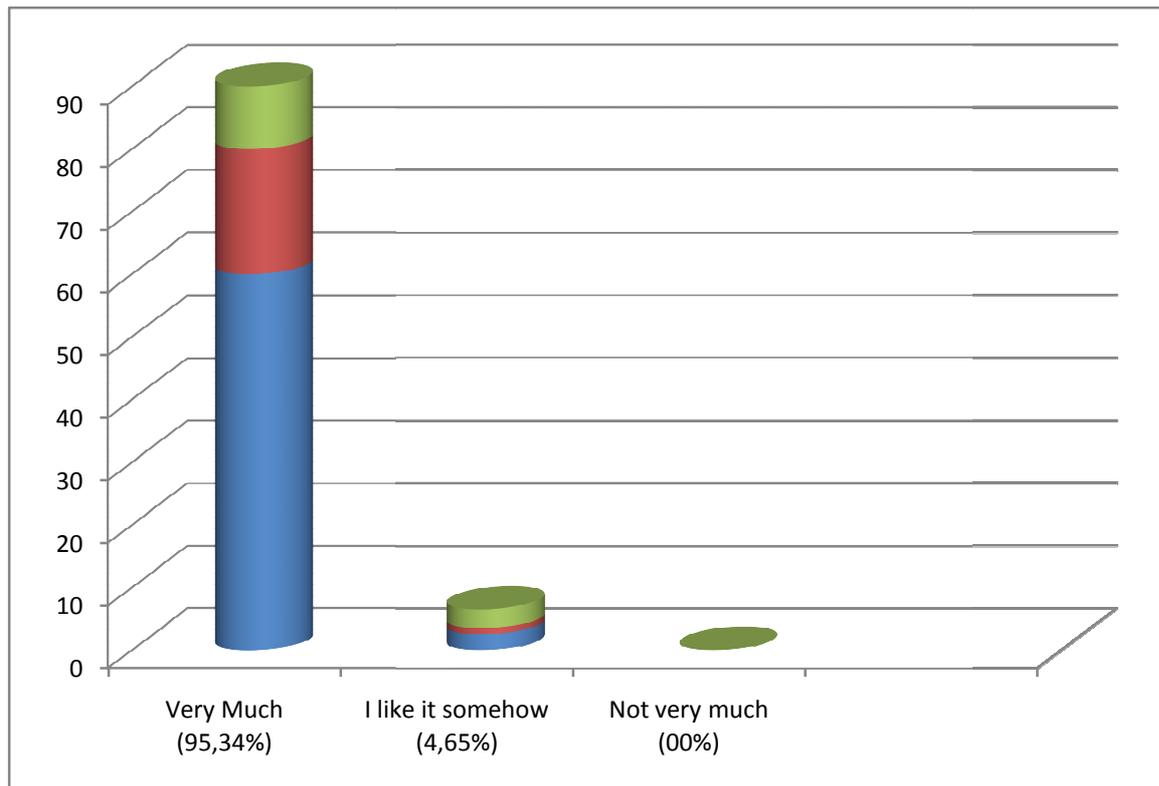
The above table shows that the majority of the students' population assumes that the choice of learning English Language is theirs and not someone else's. While there are a few who claimed that it was the administration that obliged them to go through for the reason that their choices for joining other domains were rejected due to their grades. Indeed, the above interpretation reveals that the majority of the study population has a huge motivation towards learning this language.

**Q.02: Do you like English Language?**

	<b>Very Much</b>	<b>Like it somehow</b>	<b>Not Much</b>	<b>Total</b>
<b>Number</b>	<b>41</b>	<b>02</b>	<b>00</b>	<b>43</b>
<b>%</b>	<b>95.34%</b>	<b>4.65%</b>	<b>00%</b>	<b>100</b>

**Table 3.2: The Students' Attitude towards English Language.**

## Chapter Three Data Analysis.



**Figure 3.2: The Students' Attitude towards English Language.**

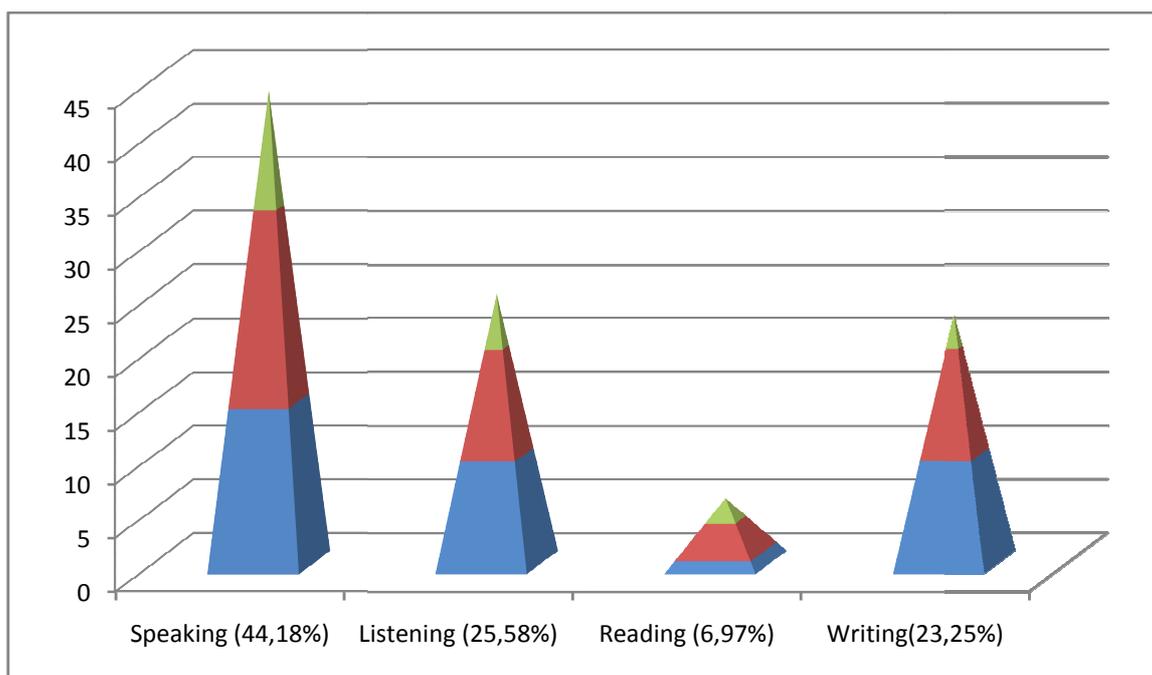
The above table shows that the majority of the students' population which forms 95.34% owes a very strong and positive feeling towards English Language learning. Though there were others who claimed that they do not like English very much, their claim cannot hide the majorities' emotions. This means that 2<sup>nd</sup> year Licence students of English were strongly willing to study English and were intrinsically motivated.

**Q.03: Classify the following skills according to their importance.**

	<i>Speaking</i>	<i>Listening</i>	<i>Reading</i>	<i>Writing</i>	<i>Total</i>
<i>Number</i>	<b>19</b>	<b>11</b>	<b>03</b>	<b>10</b>	<b>43</b>
<i>%</i>	<b>44.18%</b>	<b>25.58%</b>	<b>6.97%</b>	<b>23.25%</b>	<b>100%</b>

**Table 3.3: The Most Important Skill for 2<sup>nd</sup> Year EFL Students.**

## Chapter Three Data Analysis.



**Figure 3.3: The Most Important Skill for 2<sup>nd</sup> Year EFL Students.**

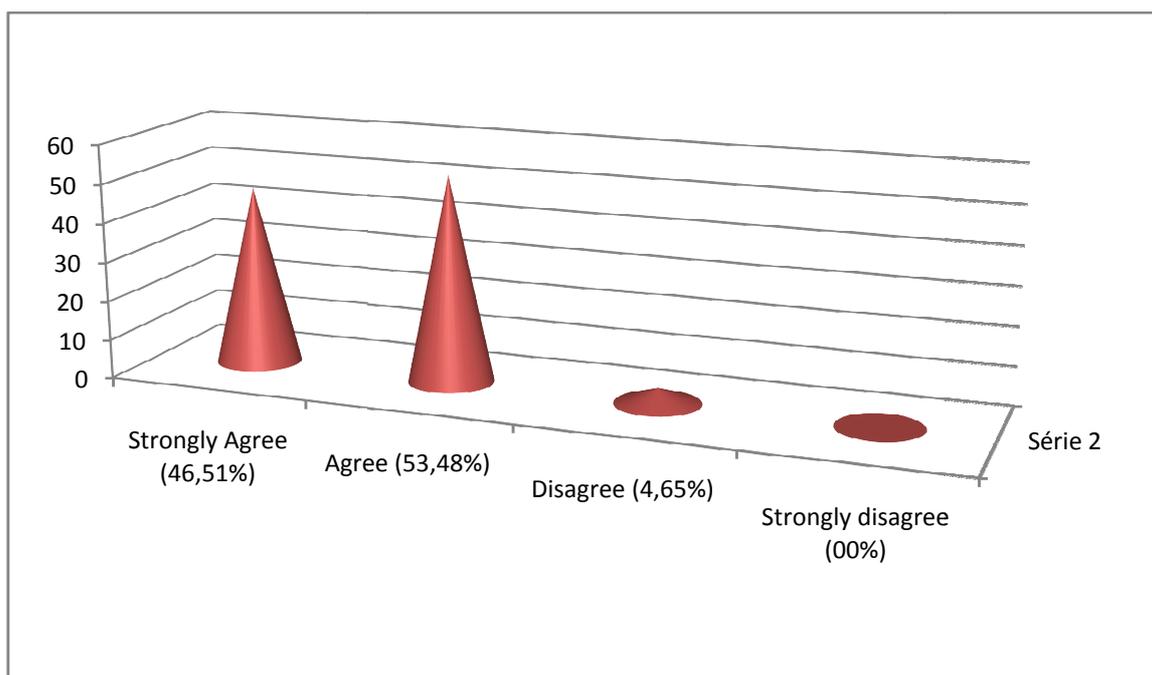
It is worthwhile to state that the table above reveals the findings and gives a clear image about the most important skill in L2 students' view. 44.18% of the students which forms the majority of the class agreed upon one skill that is "The Speaking One". Whereas 25.58% favored the listening one, while 23.25% gave their rating to the written skill while very few students voted for the reading skill. This means that the majority of the study population gives so much credit to the speaking skill the thing that shows its importance from their view.

**Q.04: To learn a language, you have to learn first how to speak that language fluently and accurately.**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
<b>Number</b>	<b>20</b>	<b>23</b>	<b>02</b>	<b>00</b>	<b>43</b>
<b>%</b>	<b>46.51%</b>	<b>53.48%</b>	<b>4.65%</b>	<b>00%</b>	<b>100%</b>

**Table 3.4: The Students' Agreement about Learning the Speaking Skill at First.**

## Chapter Three Data Analysis.



**Figure 3.4: The Students' Agreement about Learning the Speaking Skill at First.**

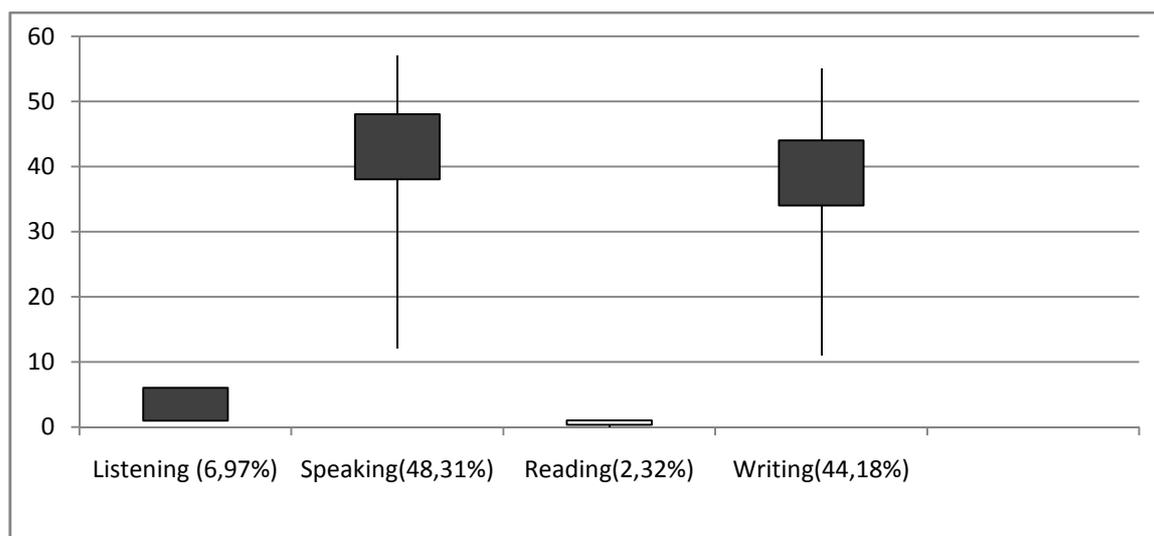
The table above shows the reader into what extent 2<sup>nd</sup> year EFL students do agree with the view that has been proposed to them. 53.48% agreed with the idea of learning how to speak is the first thing that should be taken into consideration by any L2 learner. 20 studentswhorepresent 46.51% didnot just agree with the view but strongly agreed with it, while just 4.65% did not agree with the interpretation above. This means that our sample of study owes a strong enthusiasm about learning the oral expression of any target language.

### Q.05: What skills do you need to improve?

	Listening	Speaking	Reading	Writing	Total
<b>Number</b>	<b>02</b>	<b>21</b>	<b>01</b>	<b>19</b>	<b>43</b>
<b>%</b>	<b>6.97%</b>	<b>48.83%</b>	<b>2.32%</b>	<b>44.18%</b>	<b>100%</b>

**Table 3.5: The Skill that needs To Be Improved.**

## Chapter Three Data Analysis.



**Figure 3.5: The Skill that needs To Be Improved.**

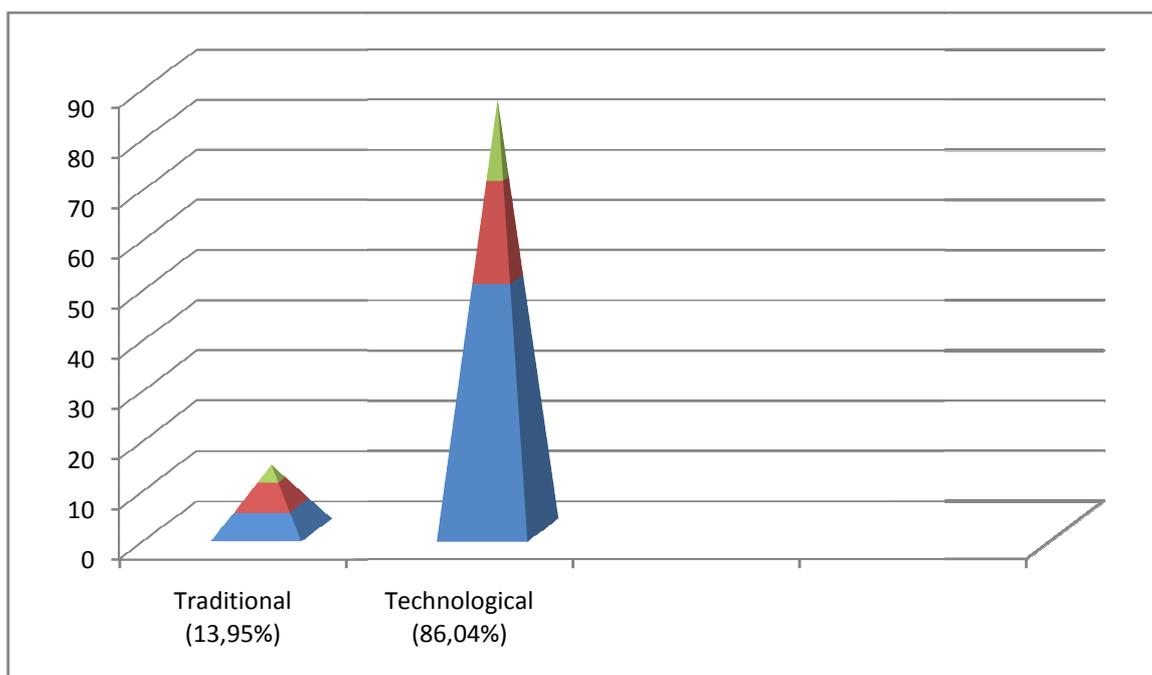
We notice from the above interpretation that the majority of students who forms 48.83% need to improve their oral expression for the reason that they consider this skill as the most important one which plays a great role in helping them when communicating with others. When mentioning Communication, it is not only the speaking one which plays such role; there is also the writing skill which is considered as another productive skill that helps students express themselves in another way. That is why 44.18% of the students' population claimed that they need to expand their writing skill. There were 2 students who form 6.97% out of the population who have given credit to the listening comprehension and just only one learner who claimed that he needs to progress his reading. This shows great evidence that oral expression is always taking place number one for 2<sup>nd</sup> Year EFL students.

### Q.06: What kind of student are you?

	Traditional	Technological	Total
Number	06	37	43
%	13.95%	86.04%	100%

**Table 3.6: The Nature of 2<sup>nd</sup> Year Students of English.**

## Chapter Three Data Analysis.



**Figure 3.6: The Nature of 2<sup>nd</sup> Year Students of English.**

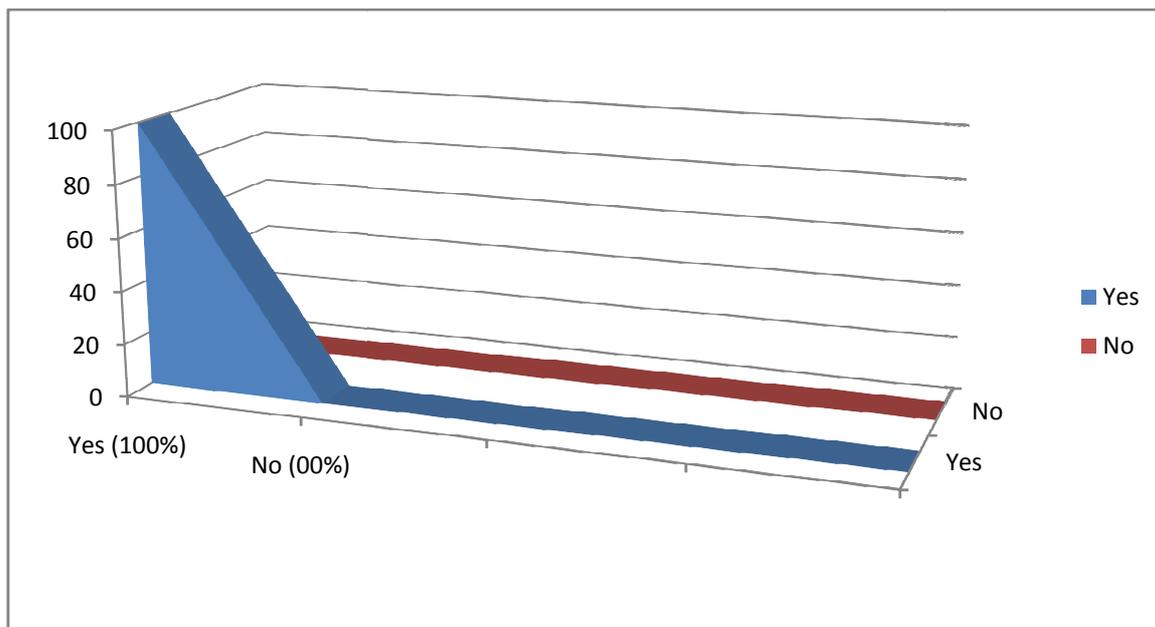
The figure above reinforces the researchers' view point about the nature of EFL 2<sup>nd</sup> year students. Our study claims that today's generation uses technology in whatever they do and the findings above reveals the truth for the reason that 86.04% out of 43 students confessed that they are technological students. This latter means that they like using ICTs or what is so call Information, Communication, and Technology while learning.

**Q.07: a/ Do you think that using technology in English foreign language class is a good strategy for an effective learning?**

	Yes	No	Total
Number	43	00	43
%	100%	00%	100%

**Table 3.7: The Effectiveness of Technology Use in EFL Cass.**

## Chapter Three Data Analysis.



**Figure 3.7: The Effectiveness of Technology Use in EFL Cass.**

The diagram above shows that all students do strongly agree with the use of technology in their English language classroom for the reason that they its use is very effective in their classroom. In other words, 100% of the class confirms the effectiveness use of ICTs in EFL instruction. The responses of the participants show that students consider the use of technology in English classes as the appropriate way for them to improve their level. So, from these results, it is clearly apparent that this technology and the materials which are used by teachers inside the classroom are helpful for learning, and improving or increasing students' learning.

### **Q.07: b/ If yes, what is your point of view towards its effectiveness?**

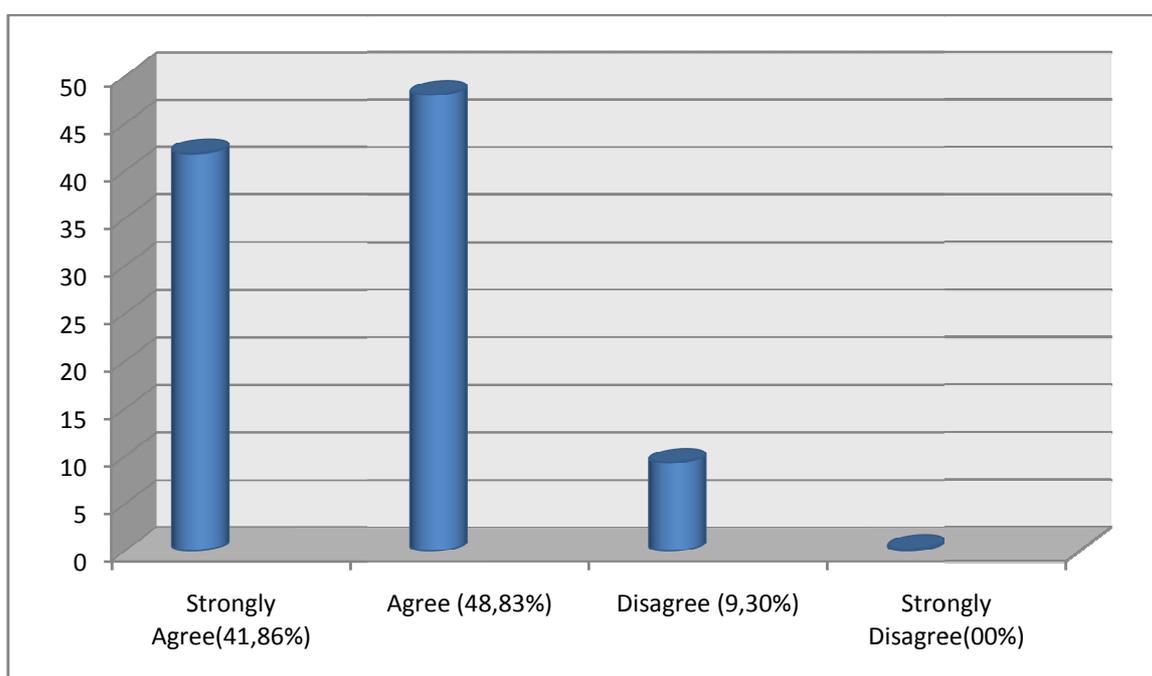
While checking students' a response, the researcher was a bit surprised by the students' answers for the reason that all students agreed that technology does affect all aspects of an L2 student. In other words, the use of technology inside an L2 student raises his motivation and interest, help him in improving and enriching vocabulary, help him in terms of bringing the foreign language culture context into his classroom, facilitates learning and give him an opportunity to practice and test his language level. This means that 100% of the study population selected all choices have been given to them. This gives more degree and rate to the effectiveness of technology use in foreign language classes.

## Chapter Three Data Analysis.

**Q.08: If a student is highly motivated by the use of ICTs, he will participate in the class, thus expresses himself freely.**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Number	18	21	04	00	43
%	41.86%	48.83%	9.30%	00%	100%

*Table 3.8: The Students' Rate of Motivation When ICTs are Being Used in Class.*



*Figure 3.8: The Students' Rate of Motivation When ICTs are Being Used in Class.*

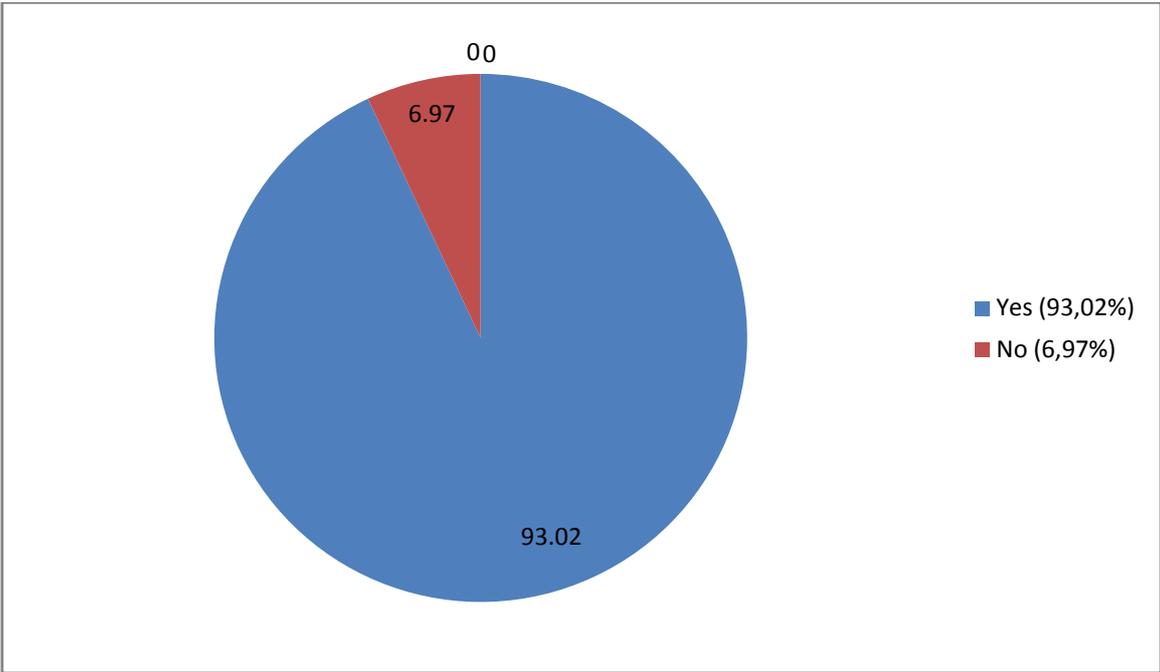
The figure above shows that only 4 students who form 9.30% who did not agree with the researcher's view, however the majority of students who form 48.83% agreed that the use of ICTs inside the classroom motivates students the fact that supports them to express themselves. Besides this, there were 18 students who form 41.86% strongly agreed with the investigator's view point concerning the effect of ICT use on the learners' oral expression. This confirms the study hypotheses. In other words, the majority of participants agree that the use of ICT techniques helps to motivate them inside classroom. Most of them agree that these aids help them to enrich their vocabulary and master the language as well. Also, some of them said that it facilitates learning and helps them to improve their level especially in speaking.

*Chapter Three Data Analysis.*

**Q.09: Do you think that the use of ICTs saves time?**

	<b>Yes</b>	<b>No</b>	<b>Total</b>
<b>Number</b>	<b>40</b>	<b>03</b>	<b>43</b>
<b>%</b>	<b>93.02%</b>	<b>6.97%</b>	<b>100%</b>

*Table 3.9: Saving Time through ICT.*



*Figure 3.9: Saving Time through ICT.*

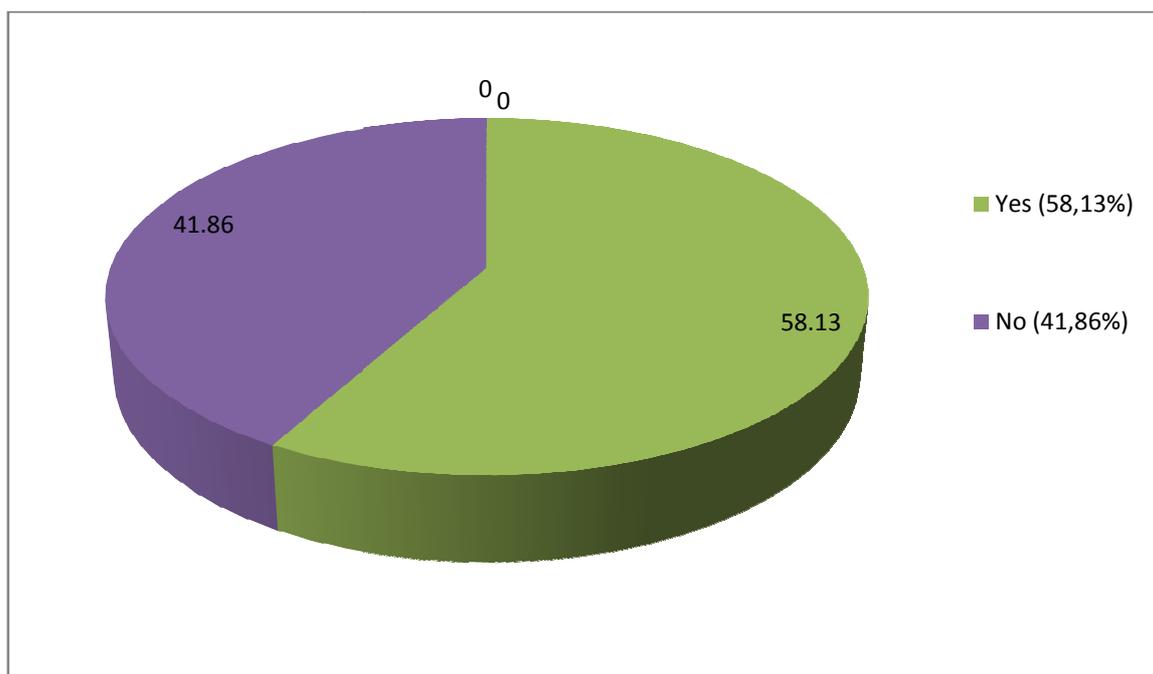
It is very clear from the diagram overhead that almost all the class but three confirms that the use of ICTs when learning saves time for them. In other words, 93.02% of the class claimed that time for learning is totally consumed when they use ICTs, only three students who form just 6.97% did not agree with this view. When being asked, they claimed that the use of ICTs for them does not save time but it wastes it, for the reason that their teacher takes a lot of time when sticking the materials in class.

## Chapter Three Data Analysis.

**Q.10: Do you think that the fact of using audio-visuals brings you to speak the target language?**

	Yes	No	Total
Number	25	18	43
%	58.13%	41.86%	100%

*Table 3.10: The Effect of Using Audio-Visuals on the Speaking Skill.*



*Figure 3.10: The Effect of Using Audio-Visuals on the Speaking Skill.*

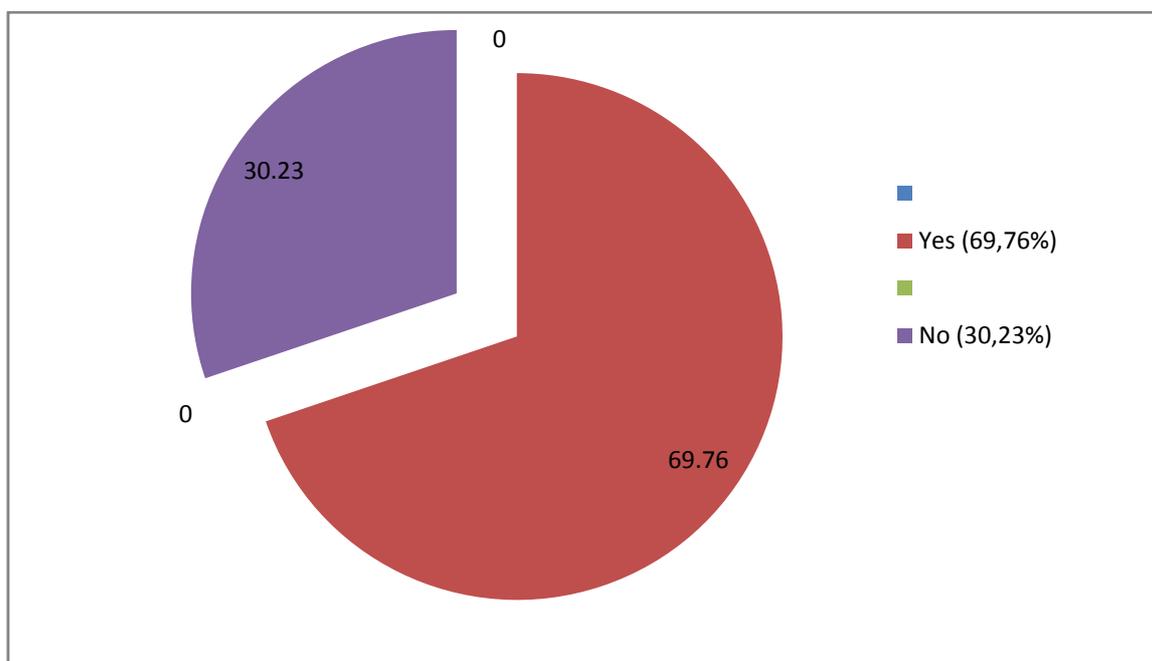
The chart standing here shows that 25 students benefited from the use of audio-visuals in their learning the fact that brought them to speak good English. However, there were 18 students who claimed that though ICT use are very beneficial, they still face a problem of speaking. This means that audio-visuals for them did not reach a good result. However, in spite of what have been stated by the latter, the former represent the majority of students which formulate 58.13%. This means that audio-visuals could, at least, bring a change within this part of population the fact that led them to confess its benefits.

## Chapter Three Data Analysis.

### Q.11: Does the use of ICT develop your speaking skill?

	Yes	No	Total
Number	30	13	43
%	69.76%	30.23%	100%

*Table 3.11: The Effect of ICTs on Developing Students' Speaking Skill.*



*Figure 3.11: The Effect of ICTs on Developing Students' Speaking Skill.*

Even though, there were some students who claimed that audio-visuals did not bring them to speak the language they confess that its use could help them develop their speaking skill. This means that it makes a difference whenever being used. In other words, 69.76% claimed that the use of ICTs helped them into a great extent to develop their speaking skill, while there were only 30.23% who claimed that their speaking skill remained the same despite the fact of using ICTs. However, though the researcher took their view into consideration, she could not hide the truth which said that the majority of students supported the use of ICTs for the reason that they aided them for developing their speaking skill.

## Chapter Three Data Analysis.

Q.12: What do you think about the use of audio-visuals in Oral Expression class?

	It is a great help	It does not help much	It is not beneficial	Difficult to be applied	Total
Number	23	13	00	07	43
%	53.48%	30.23%	00%	16.27%	100%

Table 3.12: The Students' View toward Using Audio-Visuals in Class.

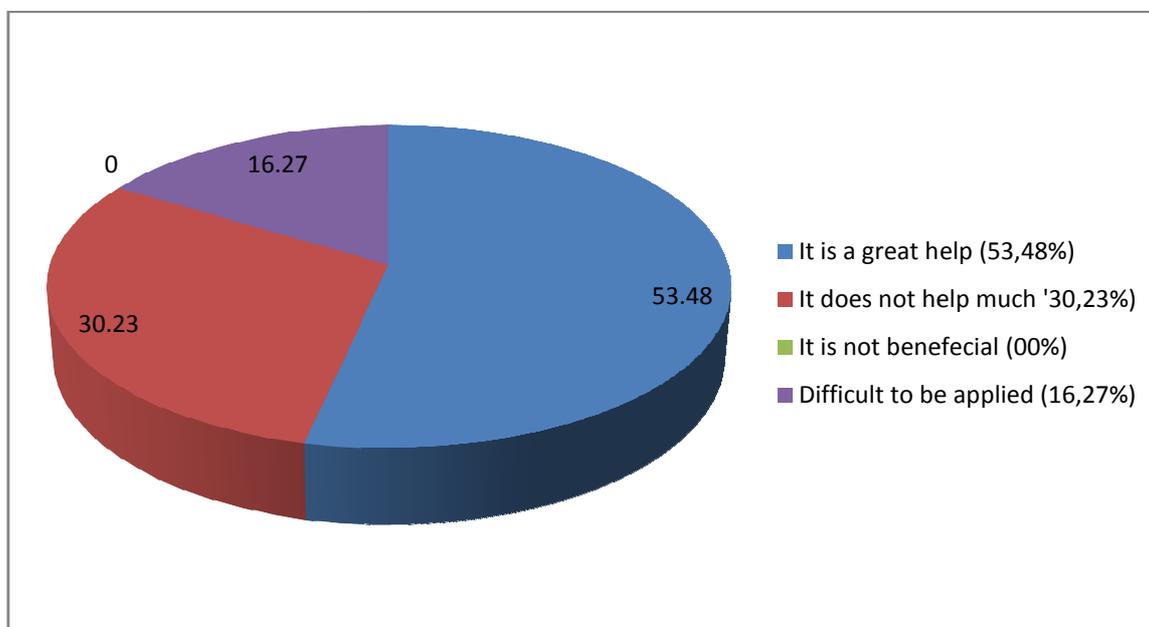


Figure 3.12: The Students' View toward Using Audio-Visuals in Class.

Though seven students from the study population who form 16.27% claimed that the use of audio-visuals within their oral expression class is difficult to be applied, the majority of students who represent 53.48% stated that its implementation inside their class form a great help for them for the reason that it motivates them to speak as well as it creates a good atmosphere for them to participate and work in a collaboration. There were those students who were always standing opposite the use of ICTs and who stated that their use does not help much. They claimed that they could not understand the native speakers' speeches when

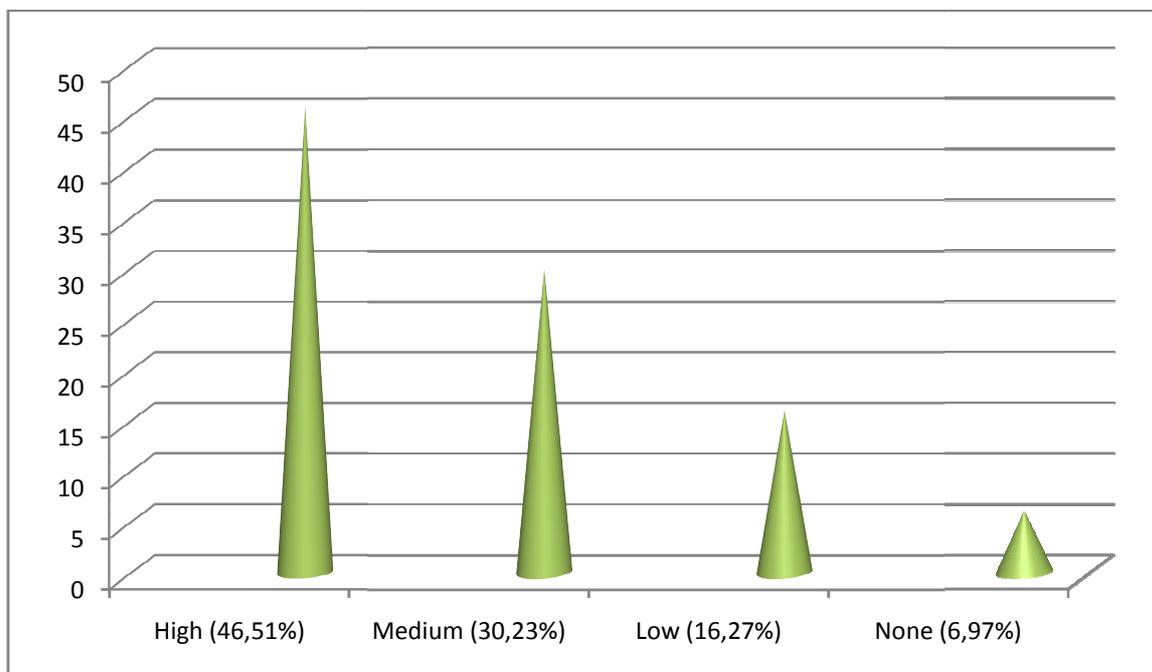
## Chapter Three Data Analysis.

the teacher exposed them in watching some of their videos. However, the majority of students supported the use of technology in their oral expression class.

**Q.13: To what extent, can listening to native speaker help in developing your speaking level?**

	High	Medium	Low	None	Total
Number	20	13	07	03	43
%	46.51%	30.23%	16.27%	6.97%	100%

*Table 3.13: The Effects of Listening on The Developmental SpeakSkill.*



*Figure 3.13: The Effects of Listening on The Developmental Speak Skill.*

The pie-chart above proves the quote which says good listeners are always used to be good speakers for the reason that the majority of 2<sup>nd</sup> year students of English who forms 46.51% claimed that listening to native speakers help them in developing their speaking skill into a high level. 30.23% of the students population stated that exposing themselves to the listening comprehension of native speakers help them to develop their verbal skill within a medium level. Whereas, only seven students who formulate 16.27% of the population claimed that listening to natives help them only in a low lever. 6.97% out of the whole population stated

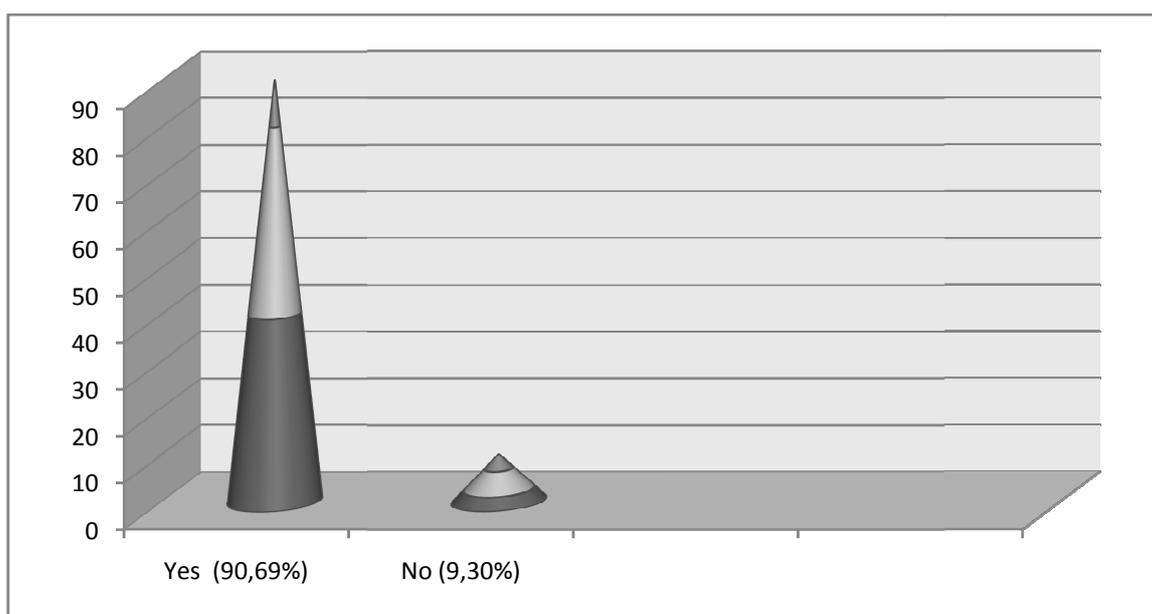
## Chapter Three Data Analysis.

that listening to native speakers equals nothing for them for the reason that it does not help them in developing their speaking skill. In all, the votes of the majority emphasizes that listening to native speakers does really help in developing an L2 student.

**Q.14: Do you think that using ICTs (audio-Visuals) help you to overcome your weaknesses in pronunciation?**

	Yes	No	Total
Number	39	04	43
%	90.69%	9.30%	100%

*Table 3.14: The Positive Effect of AV on the Students' Pronunciation.*



*Figure 3.14: The Positive Effect of AVs on the Students' Pronunciation.*

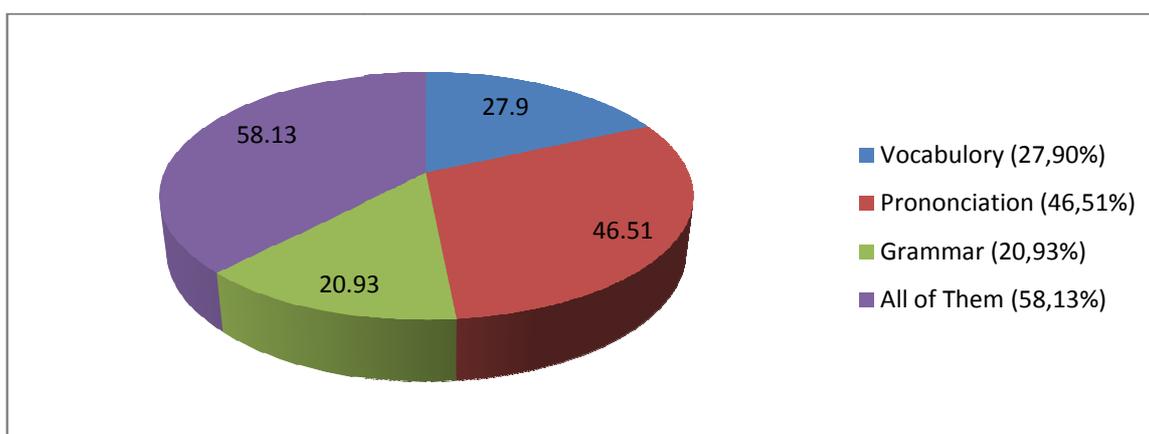
The diagram above shows clearly that the implementation of ICT tools and more precisely the Audio-Visual ones help the L2 students into a great extent to overcome their problem of pronunciation. The majority of students (90.69%), if not saying all of them, confirmed through their answers that their use of Audio-Visuals aided them to overcome their problem of pronunciation. There were only four (04) students out of forty three (43) who form just 9.30% who stated that they could not overcome their problem of pronunciation through AV. Thus, from this we may say that the study population confirmed that Audio-Visuals help in developing the students' speaking skill.

## Chapter Three Data Analysis.

**Q.15: Which of the following language elements can be improved when using AV?**

	Vocabulary	Pronunciation	Grammar	All of Them	Total
<b>Number</b>	<b>12</b>	<b>20</b>	<b>09</b>	<b>25</b>	<b>43</b>
<b>%</b>	<b>27.90%</b>	<b>46.51%</b>	<b>20.93%</b>	<b>58.13%</b>	<b>100%</b>

*Table 3.15: The Element That Can Be Improved Through The Use of Audio-Visuals.*



*Figure 3.15: The Element That Can Be Improved Through The Use of Audio-Visuals.*

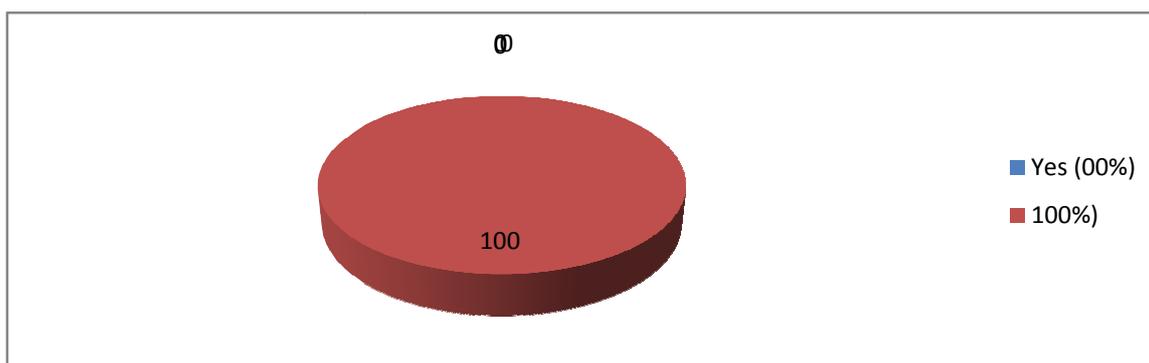
The pie-chart above can be understood only by explanation for the reason that the reader might be confused in studying the findings. While doing the analysis the researcher found that there were some students who have chosen many answers that is why she was obliged to copy the findings as they were. We see that the majority of students (58.13%) agreed that the use of Audio-Visuals can improve all the language elements. There were others (46.51%) who claimed that AV improves pronunciation only. While (27.90%) claimed that AV materials improve vocabulary, there were others (20.93%) who stated that the grammar element is the one which can be improved through the use of Audio-Visuals.

**Q.16: Do you think the time allotted for Oral Expression module is sufficient for you?**

	Yes	No	Total
<b>Number</b>	<b>00</b>	<b>43</b>	<b>43</b>
<b>%</b>	<b>00%</b>	<b>100%</b>	<b>100%</b>

*Table 3.16: The Insufficient Time of Oral Expression Class.*

## Chapter Three Data Analysis.



*Figure 3.16: The Insufficient Time of Oral Expression Class.*

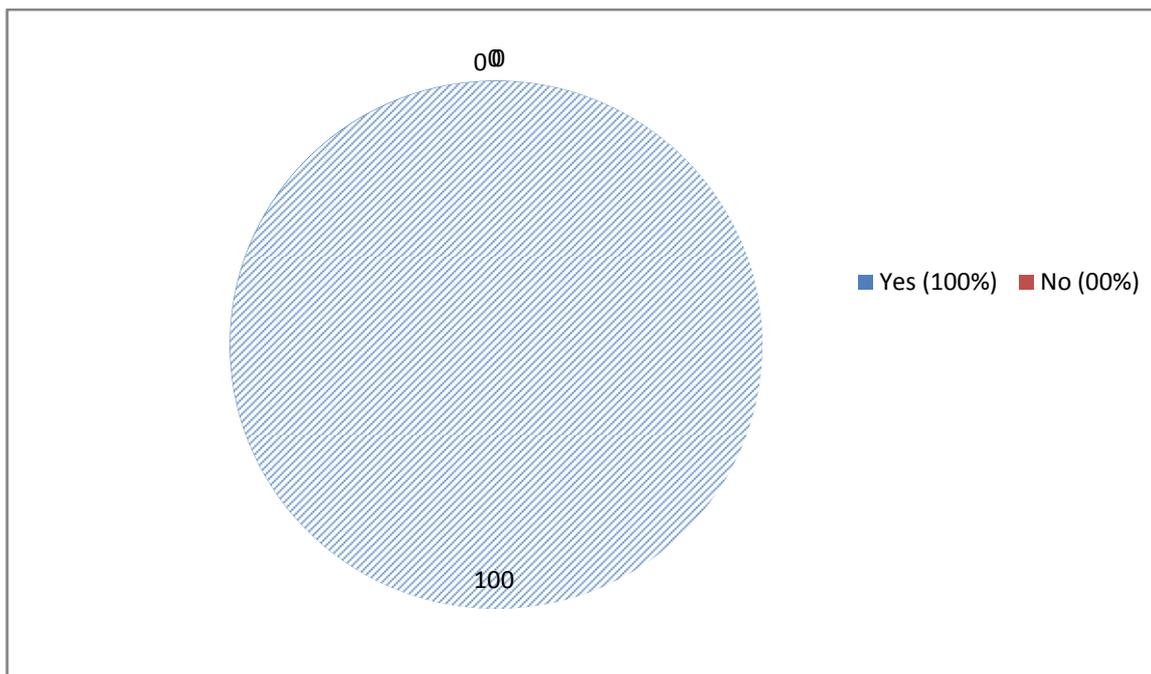
The pie-chart above shows clearly that our population is not satisfied with the timing of their oral expression class and they see that it is completely not sufficient for them for this reason it is apparent that the use of ICTs are a necessary for their language learning. In other words, since all the students' population (100%) claimed that the time of oral expression instruction does not feed their needs, the use of ICT tools outside classroom help them into a great extent in their language learning path since they may use it to have extra hours with their teacher of OE and classmates.

**Q.17: Does chatting on Facebook, Skype, YouTube or any other social networking tool improve your language?**

	<b>Yes</b>	<b>No</b>	<b>Total</b>
<b>Number</b>	<b>43</b>	<b>00</b>	<b>43</b>
<b>%</b>	<b>100%</b>	<b>00%</b>	<b>100%</b>

*Table 3.17: The Benefits of Chatting on Improving Students' Target Language.*

## Chapter Three Data Analysis.



**Figure 3.17: The Benefits of Chatting on Improving Students' Target Language.**

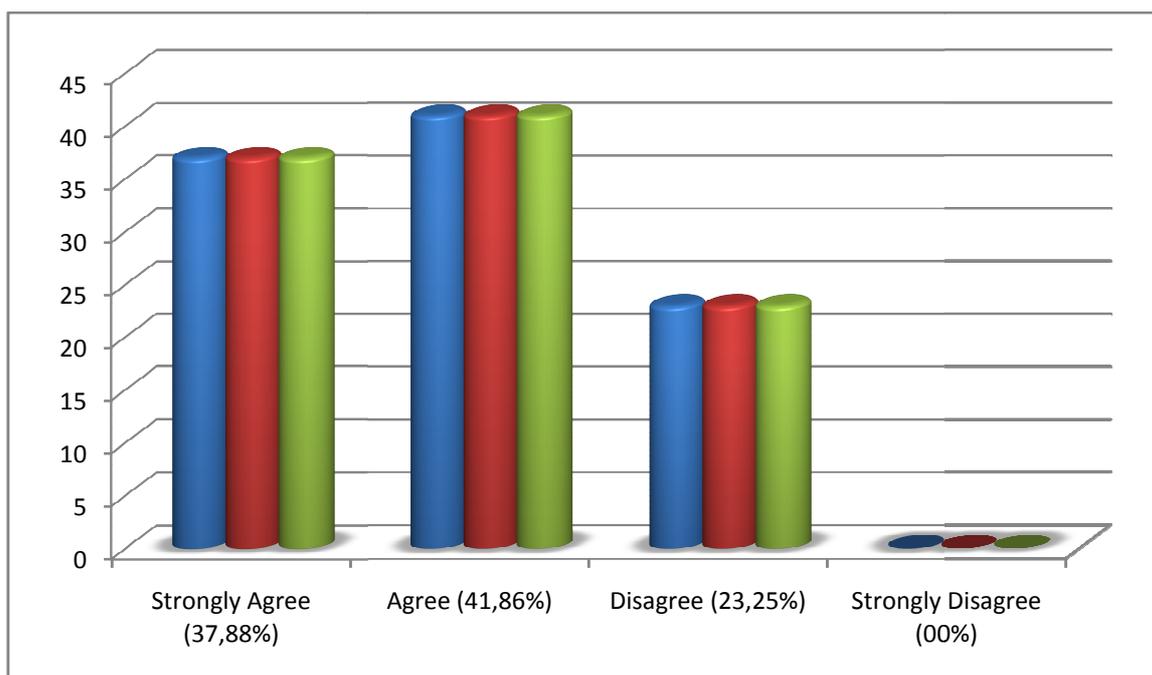
The diagram above shows that all students (100%) state that chatting through internet has a great advantage, for L2 students, in terms of improving their language. 2<sup>nd</sup> Year students of English confirm that chatting through internet by whatever social networking provides the student or any other L2 learner an opportunity to express himself and then improves his target language approximately. This view gives another credit to use of ICTs in language learning.

### **Q.18: Listening to native language and memorizing the spoken words help me to speak English well.**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
<b>Number</b>	<b>15</b>	<b>18</b>	<b>10</b>	<b>00</b>	<b>43</b>
<b>%</b>	<b>37.88%</b>	<b>41.86%</b>	<b>23.25%</b>	<b>00%</b>	<b>100%</b>

**Table 3.18: Listening and Memorizing The Native Language Help Learners Speak English Well.**

## Chapter Three Data Analysis.



**Figure 3.18: Listening and Memorizing The Native Language Help Learners Speak English Well.**

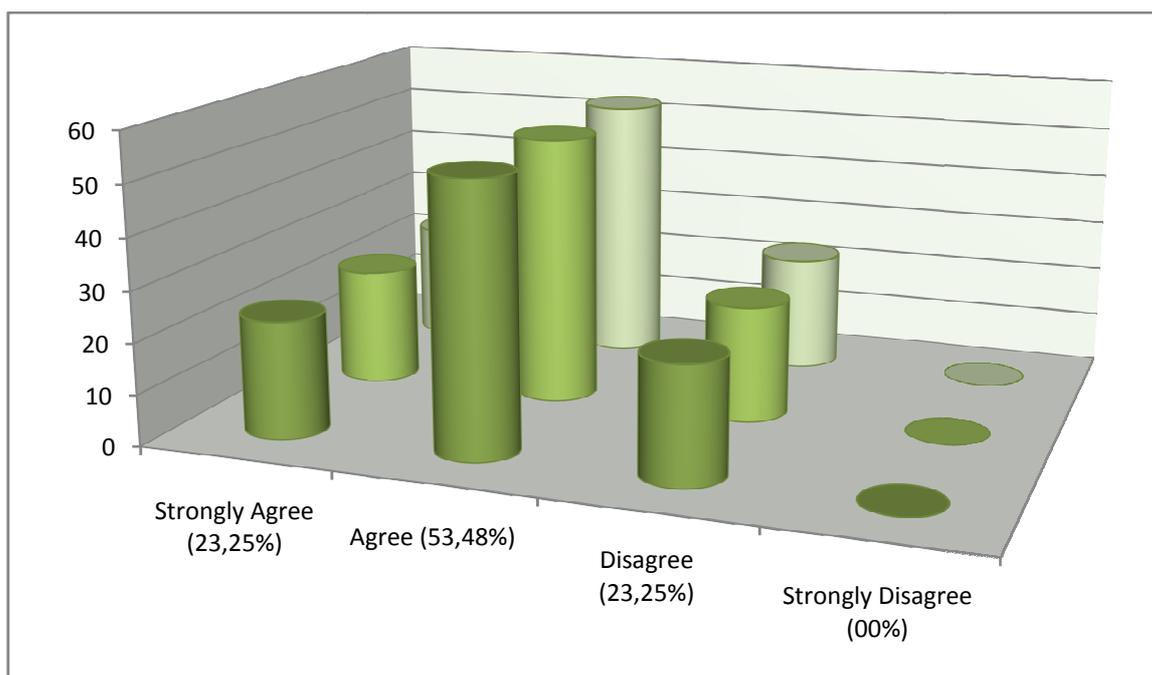
Here the researcher can assume that listening to native speakers plays a great role in helping students in expressing themselves orally. The figure above shows that the majority of students either strongly agrees (37.88%) or just agrees (41.86%) with the researchers' view concerning the benefits of listening to native speakers, while ten students who formulate (23.25%) do not agree with this idea. Then, we can say that the figure above proves that listening to native speakers help students into a great extent in using the target language spontaneously.

**Q.19: The use of Information- Communication- Technology improves the EFL students' level of speaking.**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Number	10	23	10	00	43
%	23.25%	53.48%	23.25%	00%	100%

**Table 3.19: The Impact of ICTs in Improving the Students' Speaking Skill.**

## Chapter Three Data Analysis.



**Figure 3.19: The Impact of ICTs in Improving the Students' Speaking Skill.**

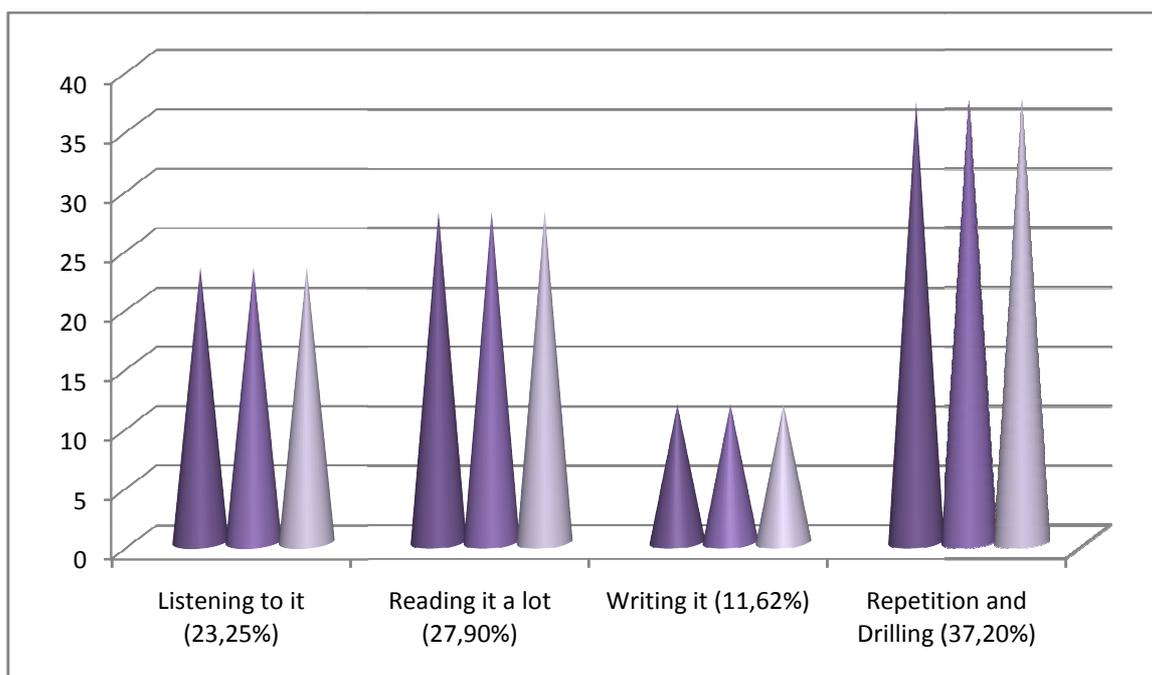
The reader may notice that the questions of the students' survey are a bit alike; however this has been made purposely by the researcher in order to confirm her hypotheses concerning the use of ICTs in language classroom and its great impact on the students' speaking skill. Then, the answers were almost approximate to each other. The findings here revealed that the majority of students who form (53.48%) supported the use of ICTs for the reason that it helps them in improving their level of speaking skill. As well, (23.25%) strongly agreed with the idea. There were only ten students who form (23.25%) who did not agree with this idea for their private reasons. Thus, ICT use inside the classroom remains always beneficial.

**Q.20: According to your experience of learning English, do you think that the learner can speak the language fluently by:**

	Listening to it	Reading it a lot	Writing it	Repetition and drilling	Total
<b>Number</b>	<b>10</b>	<b>12</b>	<b>05</b>	<b>16</b>	<b>43</b>
<b>%</b>	<b>23.25%</b>	<b>27.90%</b>	<b>11.62%</b>	<b>37.20%</b>	<b>100%</b>

**Table 3.20: The Correct Way of Learning How to Speak the Language Fluently.**

## Chapter Three Data Analysis.



**Figure 3.20: The Correct Way of Learning How to Speak the Language Fluently.**

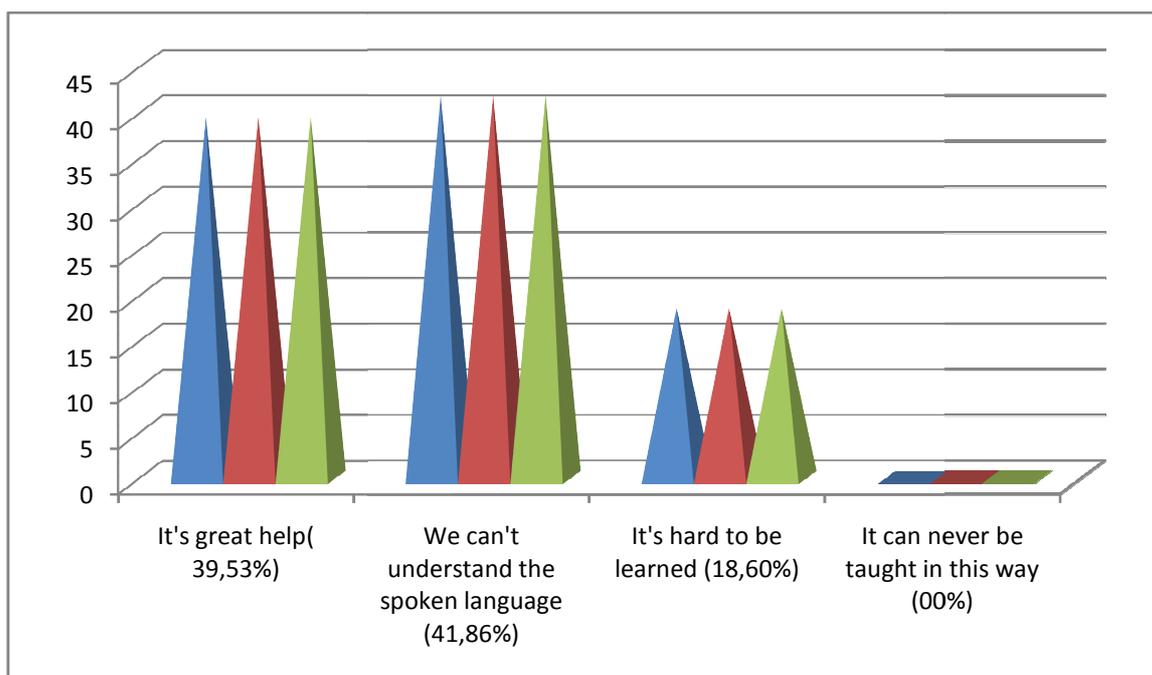
As we see in the pie-chart above, students have given much credit to repetition and drilling the fact that they considered it as the path which facilitates the students' fluency. In other words; repetition and drilling gained (37.20%) from the students' vote. (27.90%) stated that it is through reading the language a lot that the student can master the language, thus, speak it fluently. While ten students chose listening as the favorite way for speaking the language spontaneously, there were others who form 11.62% who claimed that it is the writing skill that proves the students fluency. If these findings reveal that repetition and drilling is the one which help students for speaking the language fluently then we can say that ICTs do help students in such issue for the reason that it owes many ways of repetition and drilling.

### Q.21: What do you think about using videos, songs and movies to learn how to speak?

	It's great help	We can't understand the spoken language	It's hard to be learned	It can never be taught in this way	Total
Number	17	18	08	00	43
%	39.53%	41.86%	18.60%	00%	100%

**Table 3.21: The Students' View about Using Videos, Songs and Movies to Learn Speaking.**

## Chapter Three Data Analysis.



**Figure 3.21: The Students' View about Using Videos, Songs and Movies to Learn Speaking.**

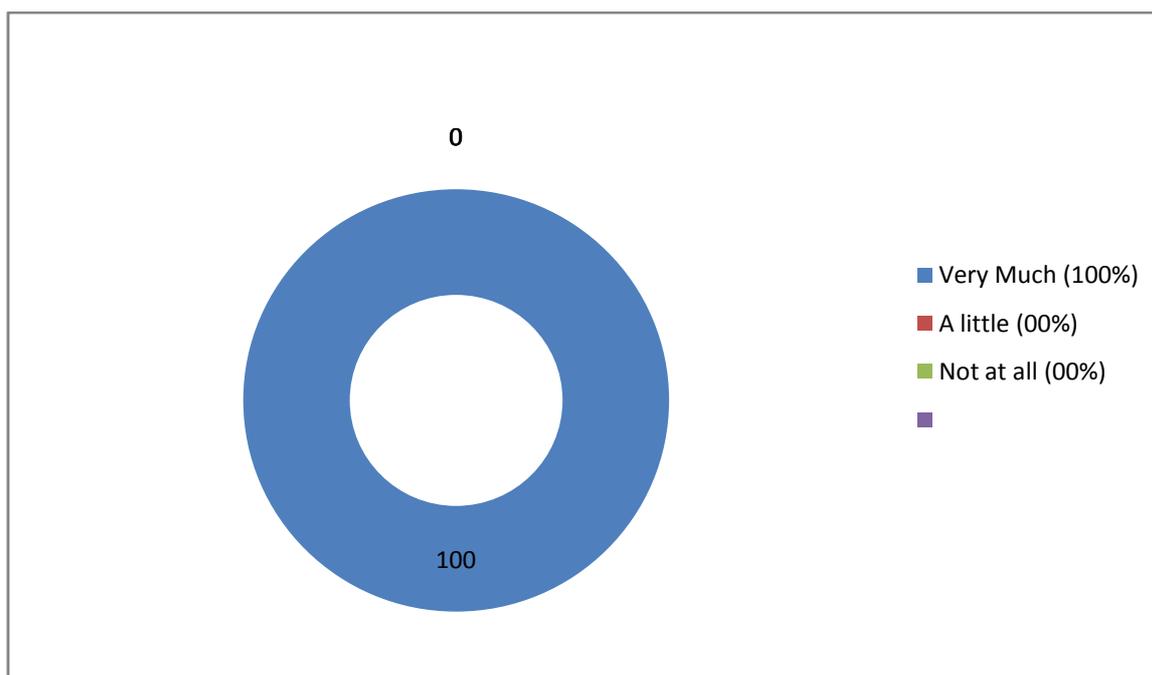
There were 41.86% of the study population who claimed that the spoken language heard in videos, songs and movies couldnot be understood. This fact is normal for the reason that most natives use their language spontaneously and quickly. Thus, the audience member needs to be habituated to the spoken language so that he would understand it easily. Seventeen out of forty three students who form 39.53% of the study population stated that the use of ICT tools such as videos, songs, and movies stood as a great help for them to learn how to speak the language. However, there were 18.60% who claimed learning how to speak the target language, through such tools, is a hard process. From the above findings, the researcher concluded that though the spoken language heard by natives is a bit hard to be understood, ICT tools always stand as a good means for developing the students' speaking skill.

### Q.22: Do you enjoy when studying with ICTs?

	Very Much	A little	Not at All	Total
Number	43	00	00	43
%	100%	00%	00%	100%

**Table 3.22: The Students' Enjoyment When Studying With ICTs.**

## Chapter Three Data Analysis.



**Figure 3.22: The Students' Enjoyment When Studying With ICTs.**

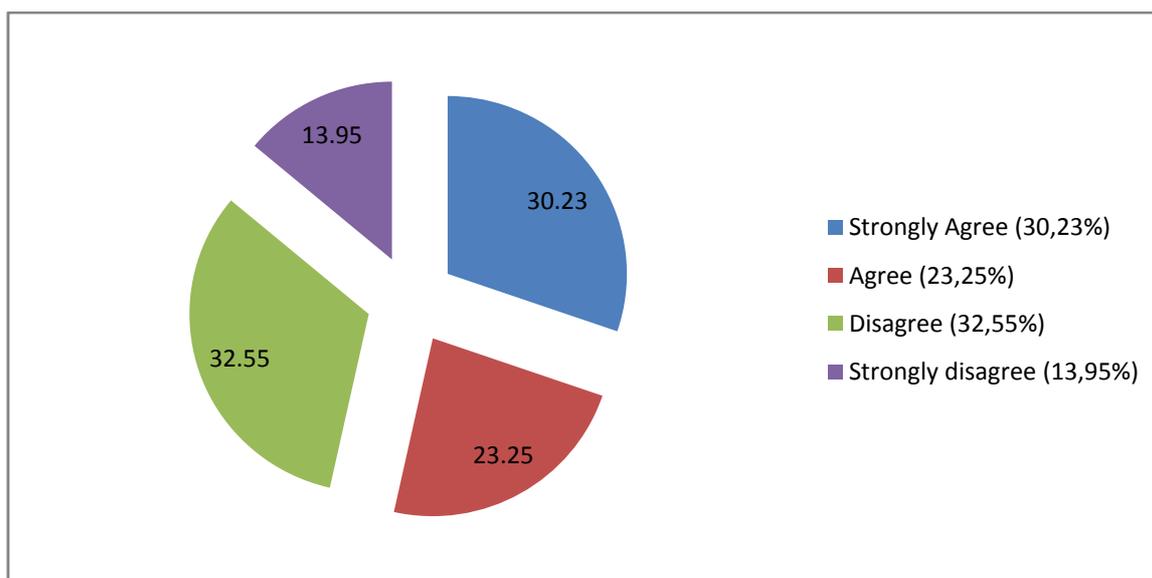
The figure above is very explicit. We see that all the students (100%) stated that they enjoy very much studying with ICTs. This latter explains to the reader that the implementation of ICT tools inside Oral Expression EFL classroom does not only feed the students' needs but it also provides them a positive atmosphere for learning. This helps into a great extent in heightening the rate of students' motivation and enthusiasm.

**Q.23: Audio-Visuals give you enough exposure of language use and useful expressions to prepare you for the speaking practices**

	Strongly Agree	Agree	Disagree	Strongly disagree	Total
<b>Number</b>	<b>13</b>	<b>10</b>	<b>14</b>	<b>06</b>	<b>43</b>
<b>%</b>	<b>30.23%</b>	<b>23.25%</b>	<b>32.55%</b>	<b>13.95%</b>	<b>100%</b>

**Table 3.23: The Students' Opinion about AVs Help in Preparing Students for the Speaking Practices.**

## Chapter Three Data Analysis.



**Figure 3.23: The Students' Opinion about AVs Help in Preparing Students for the Speaking Practices.**

The above pie-chart explains the students' opinion towards Audio-Visuals and their relation to their speaking skill. There were (32.55%) of the study population who did not agree with the researchers' suggestion which said that Audio-Visuals gave them enough exposure of language use and useful expressions to prepare themselves for the speaking practices. They claimed that AVs helped them but in another term. They stated that it might help them in developing their speaking skill as well as it might guide them in terms of communication, however, it did not give them enough exposure for their language use. Whereas, there were 23 students (13 strongly agreed, and 10 just agreed) who stood with the researcher's suggestion and claimed that Audio-Visuals gave them sufficient exposure in using their target language the fact that helped them in expressing their oral practices. However, it was only six students who form (13.95%) who strongly disagreed with the investigator's proposal. In all, we conclude that the majority of students agreed upon one particular idea which is in favor of using AVs.

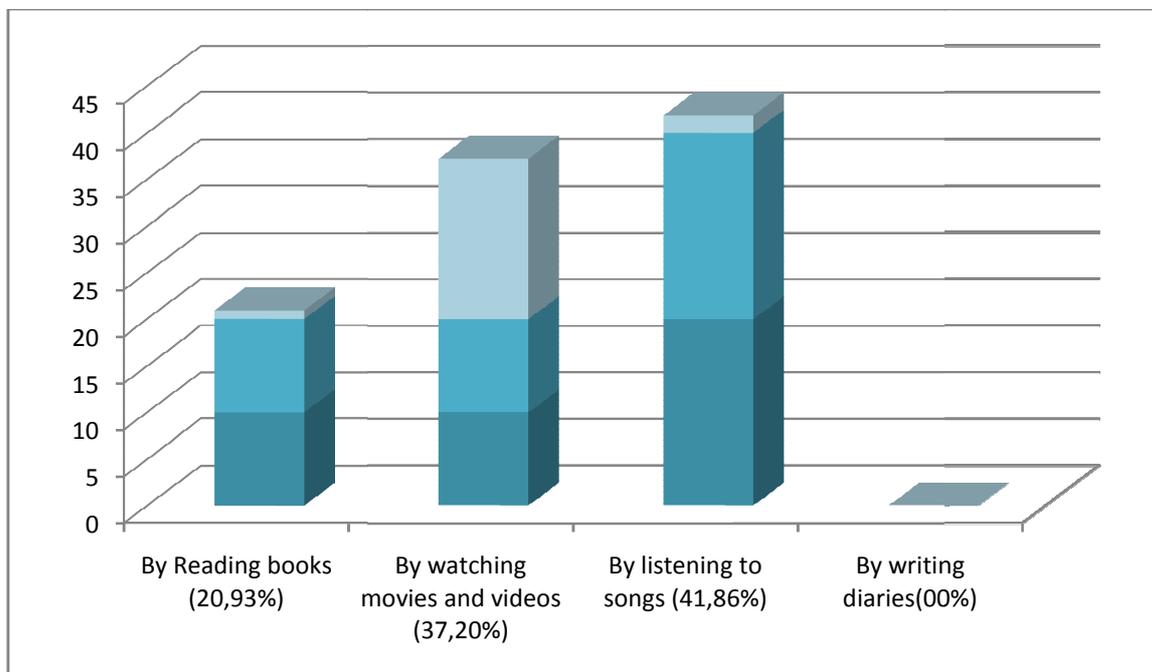
### Q 3.24: How do you prefer learning speaking?

	By reading books	By watching movies and videos	By listening to songs	By writing diaries	Total
Number	09	16	18	00	43

## Chapter Three Data Analysis.

<b>%</b>	<b>20.93%</b>	<b>37.20%</b>	<b>41.86%</b>	<b>00%</b>	<b>100%</b>
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**Table 3.24: The Students' Preferable Way of Learning Speaking.**



**Figure 3.24: The Students' Preferable Way of Learning Speaking.**

We see from the diagram above that the majority of students who form (41.86%) prefer learning their speaking through listening to songs. This would be a bit evident since the majority of the study population is adults. 37.20% stated that they favor watching movies and videos in order to develop their speaking skill. They saw that watching videos and movies gave them an opportunity to correct their pronunciation as well as it allowed them to live in the culture of the target language, thus, they would have an idea about it. On the other hand, there were 20.93% of the learners who claimed that reading books provided them with an opportunity to learn speaking as well. However, there was no one who supported writing diaries for the sake of developing their speaking skill.

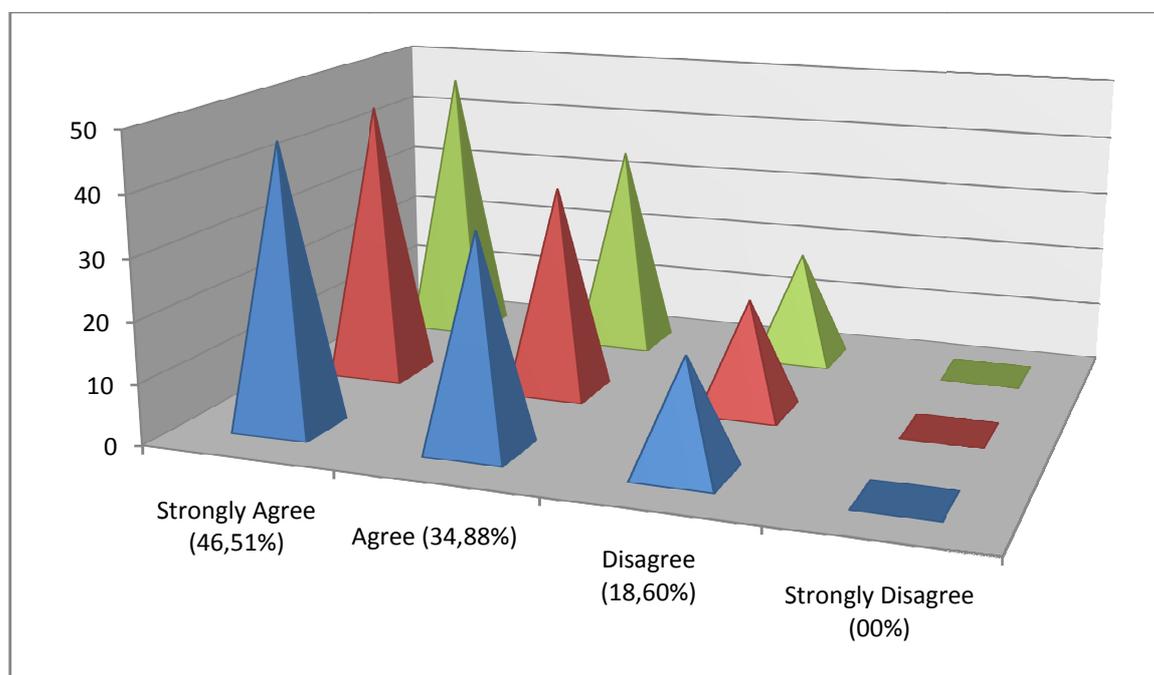
**Q.25: Listening to music, memorizing the lyrics, recording my voice help me a lot to speak the language.**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Total</b>
<b>Number</b>	<b>20</b>	<b>15</b>	<b>08</b>	<b>00</b>	<b>43</b>

## Chapter Three Data Analysis.

%	<b>46.51%</b>	<b>34.88%</b>	<b>18.60%</b>	<b>00%</b>	<b>100%</b>
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**Table 3.25: The Students' Agreement or Disagreement about the Researcher's Suggestion.**



**Figure 3.25: The Students' Agreement or Disagreement about the Researcher's Suggestion.**

It is apparent from the above diagram that the majority of the students agree with the researcher's point of view concerning listening and its relation to the speaking skill. (46.51%) strongly agreed with the idea. They claimed to the researcher that it was thanks to the music and its lyrics that they acquired their target language even before learning it at University. Besides, (34.88%) of the study population also agreed with the above suggestion. It was only (18.60%) who did not agree that listening to music and memorizing its lyrics did not have any relation with developing their speaking.

*Ps;* there was no one who was concerned with records for the reason that no one of them tried it out.

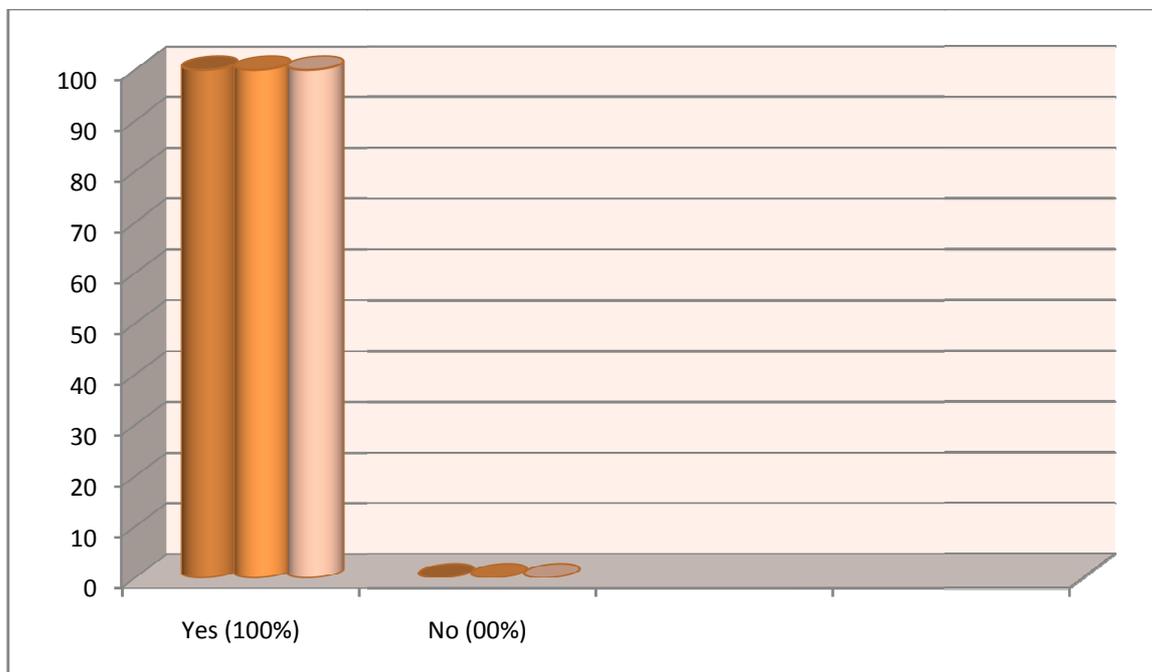
### **Q.26: Do you use online resources to improve your speaking skill?**

	<b>Yes</b>	<b>No</b>	<b>Total</b>
<b>Number</b>	<b>43</b>	<b>00</b>	<b>43</b>

## Chapter Three Data Analysis.

%	100%	00%	100%
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**Table 3.26: The Students' Use of Online Resources to Improve their Speaking Skill.**



**Figure 3.26: The Students' Use of Online Resources to Improve their Speaking Skill.**

It was not very surprising what the analysis of the above questioned revealed. The researcher was almost sure that the students' answer would be positive for the reason that technology holds a great benefits and a lot of advantages in the field of language learning. In other words, all students (100%) confessed that they went through online resources so as to improve their speaking skill. This means that internet and technology in general provides L2 students with great opportunities for meeting their target the fact that help them into a great extent to develop their oral expression thus solve problems of communication.

### 3.2.2. The Analysis of the Teachers' Questionnaire:

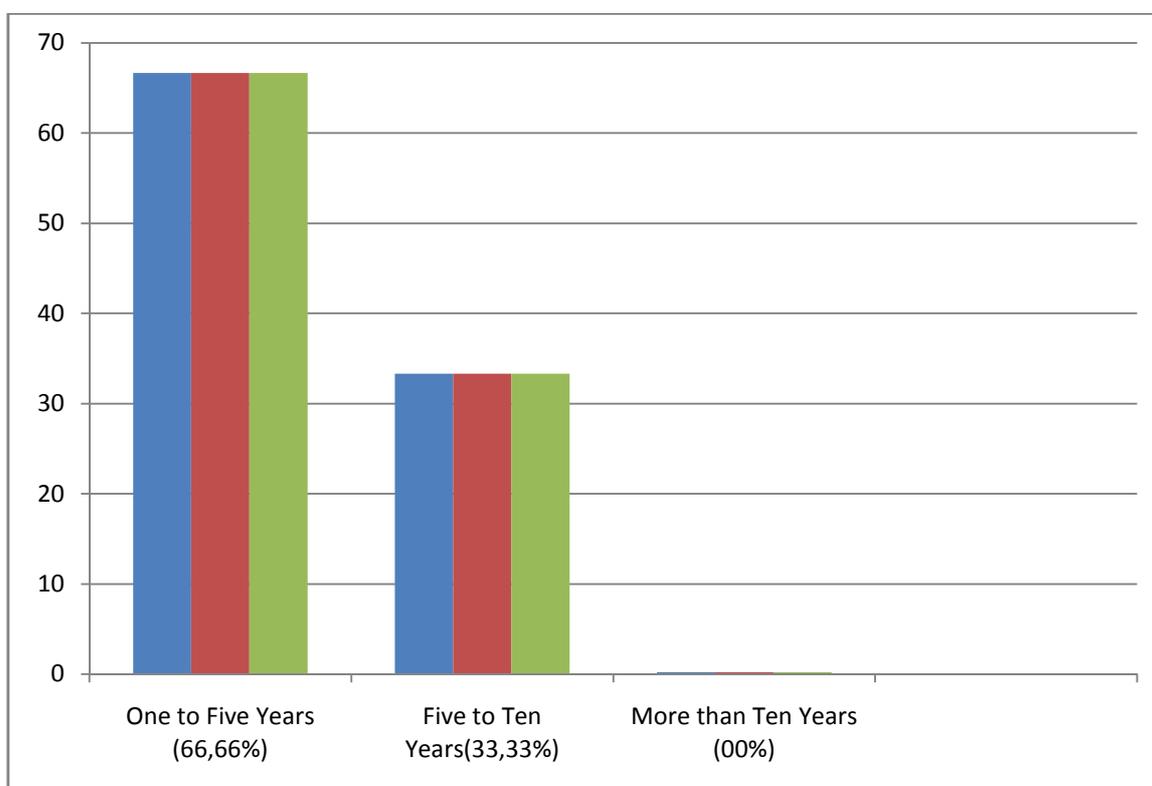
The current investigation was mainly based on a couple of tools that the researcher has used while doing her study and this part of the study shows the analysis of the teachers 'questionnaire which has been conducted by the teachers of Oral Expression of Moulay Taher University of Saida. The analysis of this data will identify much information about facing some challenges in attending oral expression instruction as well as it will draw a suitable image on the impact of ICT tools on the developmental EFL learning process and more precisely on performing better orally.

## Chapter Three Data Analysis.

**Q.01: How long have you been teaching English at university?**

	One to Five Years	Five to Ten years	More than Ten Years	Total
Number	08	04	00	12
%	66.66%	33.33%	00%	100

*Table 3.27: The Rate of Teachers' Experience in Teaching English at MoulayTaher University.*



*Figure 3.27: The Rate of Teachers' Experience in Teaching English at MoulayTaher University.*

The revealed data shows that the majority of teacher of MoulayTaher University who are specialized in giving instruction of oral expression class claimed that their experience of teaching English at the level of University does not exceed five years. This part of teachers formulates (66.66%) of the study population. While (33.33%) stated that they have experienced teaching English as a foreign language at this University almost about Nine years. The researcher aimed to know the category of teachers that she was dealing with while

## Chapter Three Data Analysis.

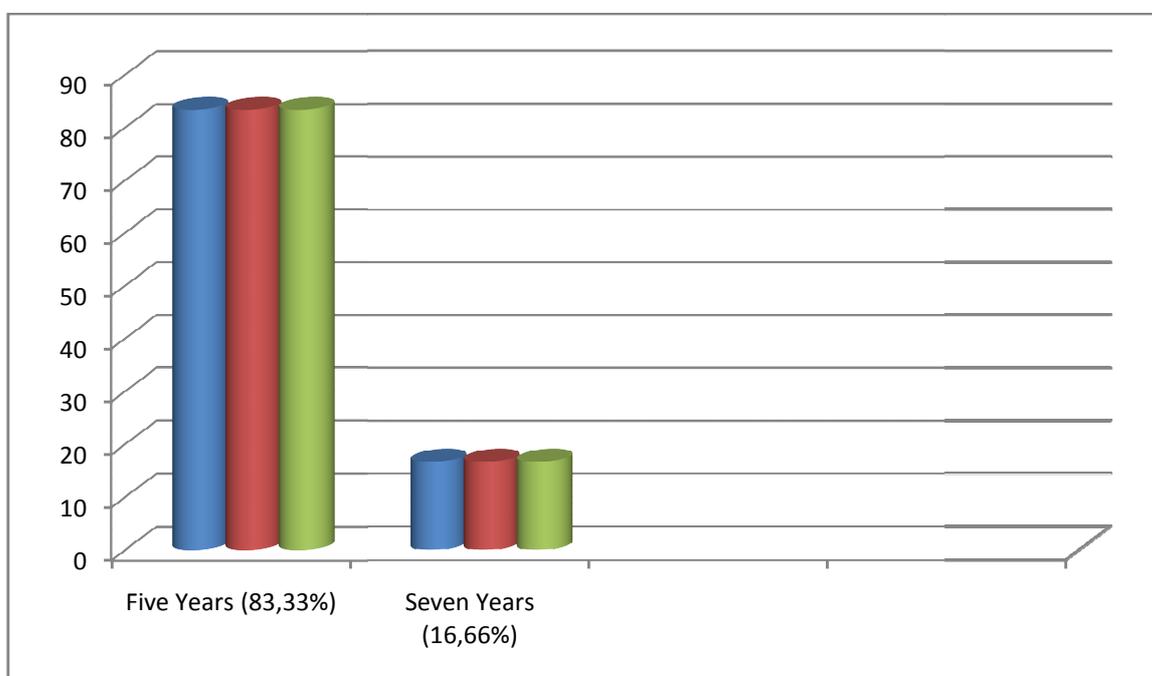
doing her research investigation. The exposed analysis above shows that EFL teachers of Oral Expression are almost well experienced in giving instruction of oral expression.

### Q.02: How long have you been teaching Oral Expression?

- ..... years

	Five years	Seven Years	Total
Number	10	02	12
%	83.33%	16.66%	100%

*Table 3.28: The Teachers' Experience of Teaching Oral Expression.*



*Figure 3.28: The Teachers' Experience of Teaching Oral Expression.*

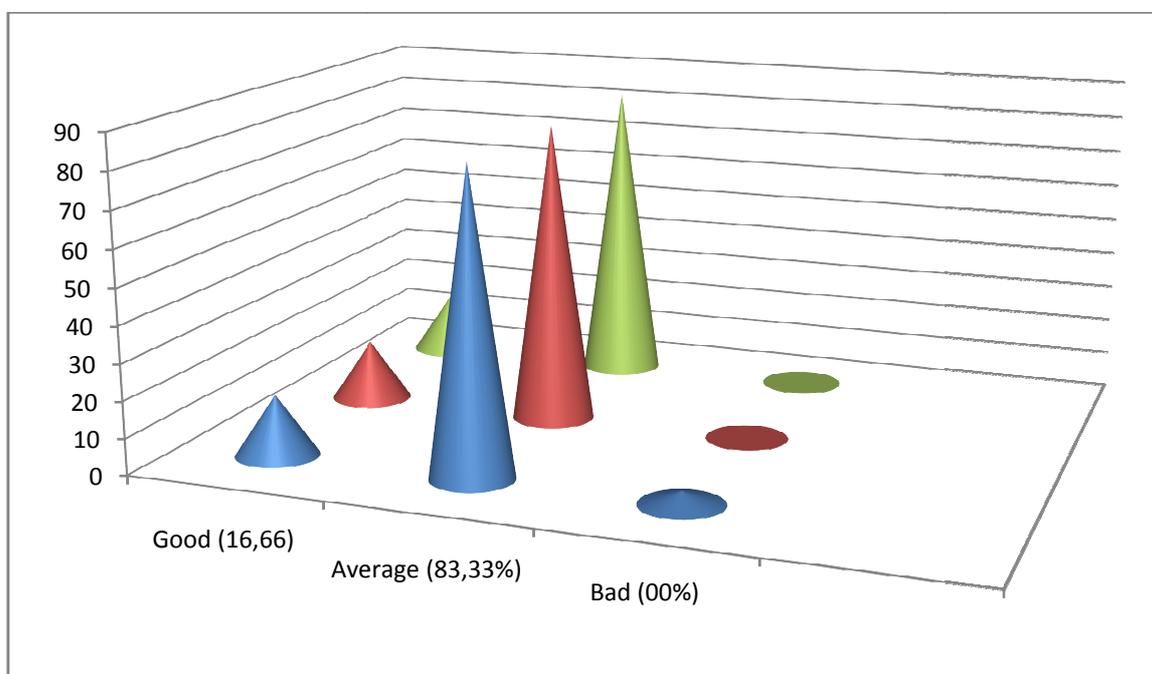
The figure above shows that (83.33%) of the study population taught oral expression for five years while only (16.66%) stated that they taught OE for seven years. This means that the teachers chosen for the current study investigation are well experienced in teaching this module. In other words, the findings reveal that the teachers of oral expression are experienced enough to give oral instructions.

## Chapter Three Data Analysis.

**Q.03: How do you consider your students' level in speaking English?**

	Good	Average	Bad	Total
Number	02	10	00	12
%	16.66%	83.33%	00%	100%

*Table 3.29: The Students' Level in Speaking English.*



*Figure 3.29: The Students' Level in Speaking English.*

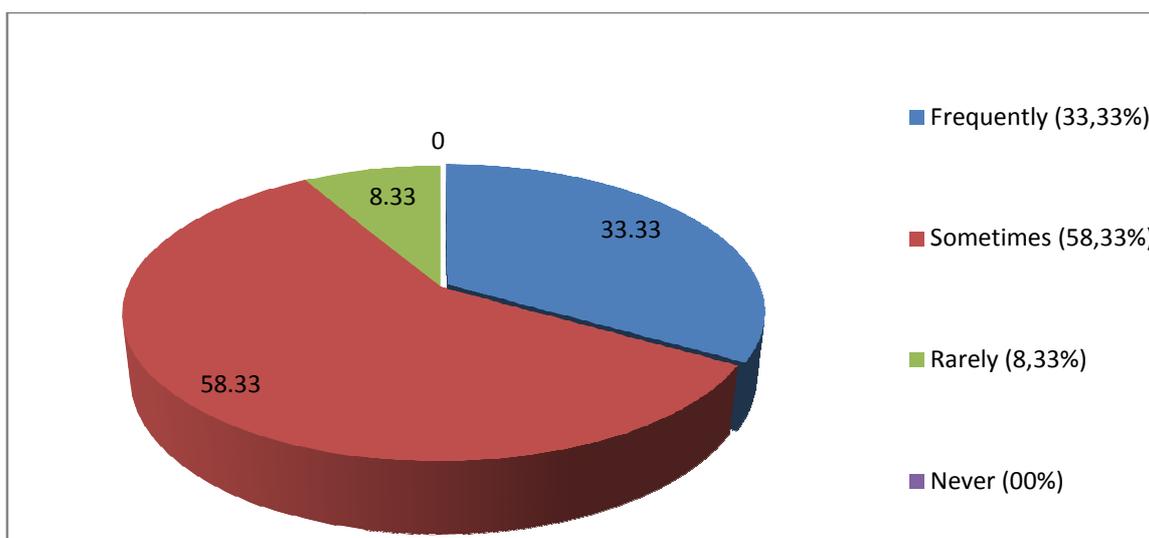
The figure overhead shows that the students' level of speaking English is almost acceptable for the reason that their teachers of oral expression certified that they were good enough in expressing themselves orally. In other words, the analysis above shows that (83.33%) of the teachers claimed that the students' level in speaking English was average. This means that they can express themselves orally. It was only two teachers who form (16.66%) of the study population stated that their students are good in verbal English. The researcher's aim behind this question was to know the level of students of English at MoulayTaher University.

## Chapter Three Data Analysis.

**Q.04: How often do your students participate in your class?**

	Frequently	Sometimes	Rarely	Never	Total
<b>Number</b>	<b>04</b>	<b>07</b>	<b>01</b>	<b>00</b>	<b>12</b>
<b>%</b>	<b>33.33 %</b>	<b>58.33 %</b>	<b>8.33%</b>	<b>00%</b>	<b>100%</b>

*Table 3.30: The Frequency of the Students' Participation inside the Class.*



*Table 3.30: The Frequency of the Students' Participation inside the Class.*

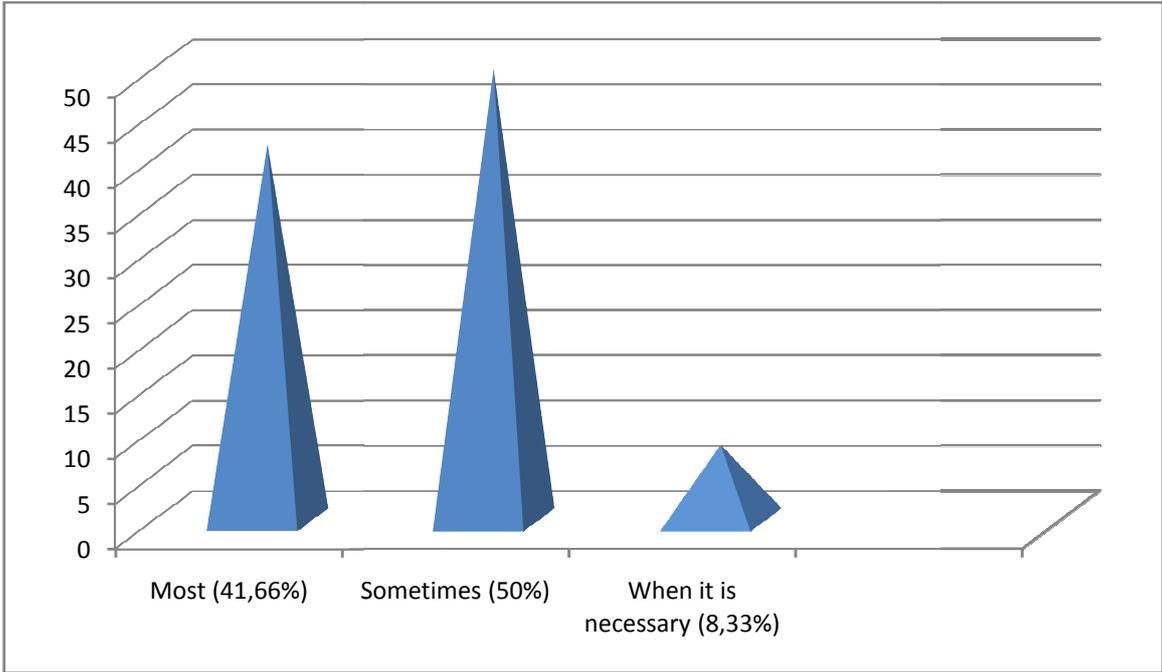
By this question, the researcher wanted the teachers to appraise the frequency of their students' participation inside the Oral Expression class. The teachers' answers varied between frequently (33.33%), sometimes (58.33%), rarely (8.33 %) and never (00%) was absolutely excluded. This means that the rate of involvement was almost there.

**Q.05: In the classroom, you are the one who talks**

	Most OF THE TIME	Sometimes	When it is necessary	Total
<b>Number</b>	<b>05</b>	<b>06</b>	<b>01</b>	<b>12</b>
<b>%</b>	<b>41.66%</b>	<b>50%</b>	<b>8.33%</b>	<b>100%</b>

*Table 3.31: The Frequency of the Teachers' Talkativeness inside the Classroom.*

**Chapter Three Data Analysis.**



**Figure 3.31: The Frequency of the Teachers’ Talkativeness inside the Classroom.**

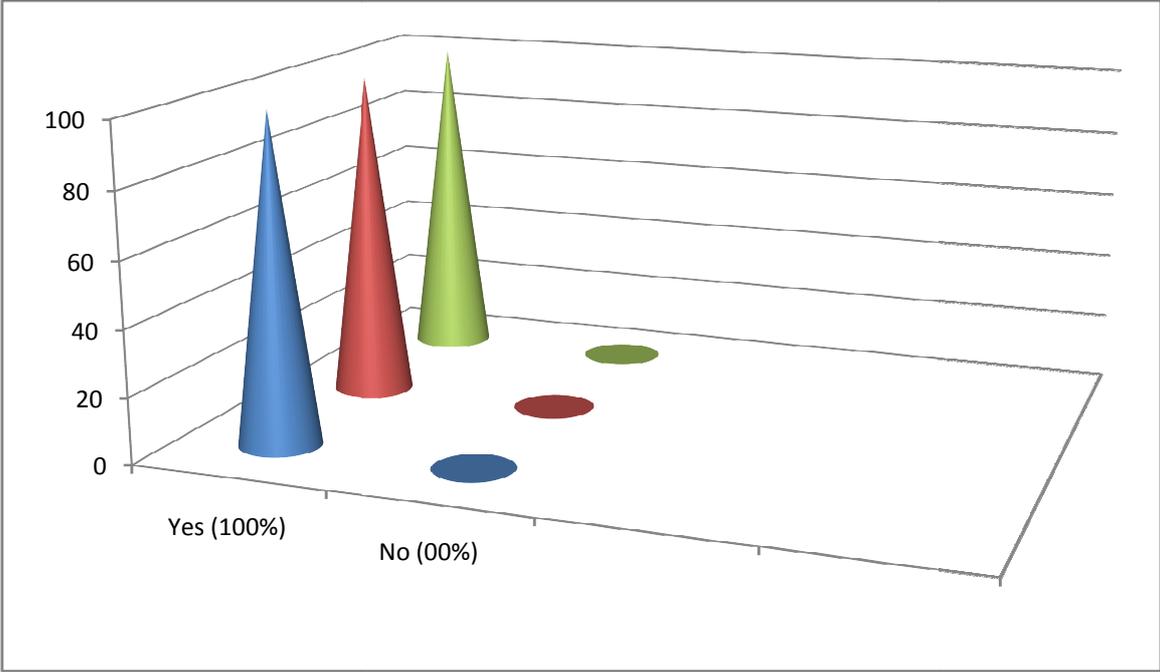
When teachers were asked about the frequency of their talk in the classroom, (41.66%) of them declared that they are the ones who talk most. We assume that it is either because it is a personality trait that they cannot get rid of it, or because of the students’ level, or because sometimes the interaction demands so. (50%) of the participants noted that they were average in terms of their talk we suppose that this portion of teachers stop when their students take the lead. (8.33%) of the participants affirmed that they talked only when it was necessary; i.e. when they felt that the students needed their interference.

**Q.06: Do you think that the use of audio visual aids in classroom is important for students’ achievements?**

	<b>Yes</b>	<b>No</b>	<b>Total</b>
<b>Number</b>	<b>12</b>	<b>00</b>	<b>12</b>
<b>%</b>	<b>100%</b>	<b>00%</b>	<b>100%</b>

**Table. 3.32: The Importance of Audio-Visual Aids on Students’ Achievements.**

**Chapter Three Data Analysis.**



**Figure 3.32: The Importance of Audio-Visual Aids on Students’ Achievements.**

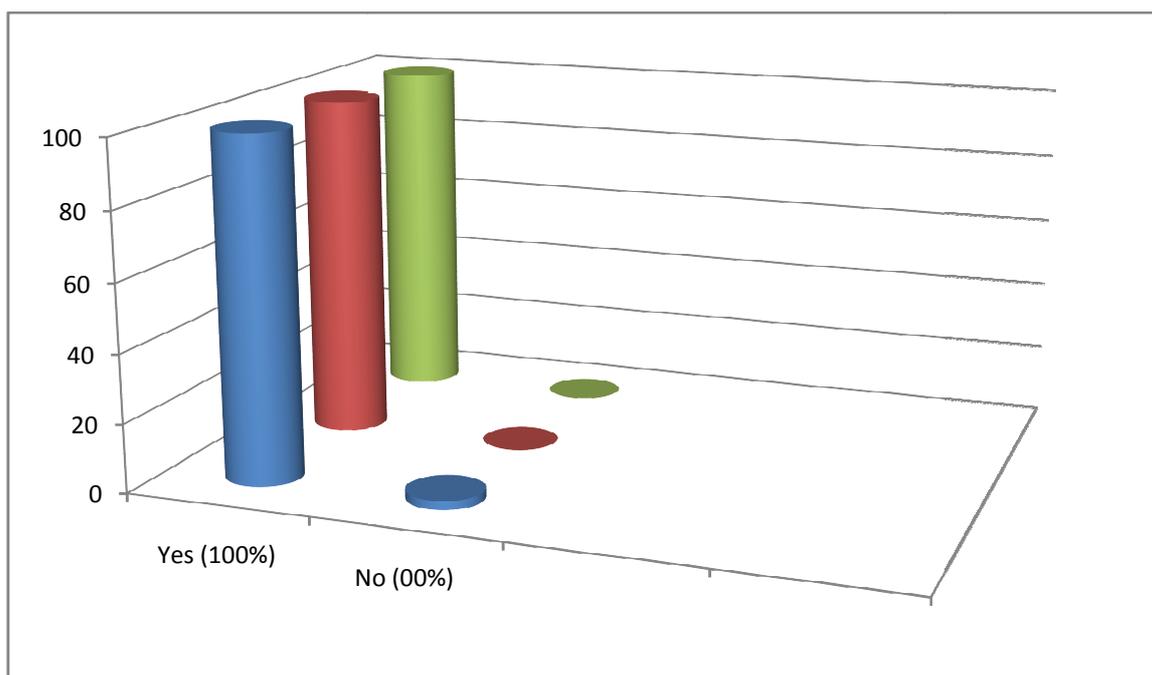
The findings above confirm that the whole study population agrees that the implementation of audio-visual aids in English classrooms plays an important role in students’ achievements. In other words, 100% of the teachers claimed that it was vital to use Audio-Visual aids in their classrooms for the reason that this latter helped students in achieving their goal which was mainly concerned with acquiring the target language.

**Q.07: Do you think that the implementation of ICT tools in Oral Expression class help in improving students speaking skill?**

	<b>Yes</b>	<b>No</b>	<b>Total</b>
<b>Number</b>	<b>12</b>	<b>00</b>	<b>12</b>
<b>%</b>	<b>100%</b>	<b>00%</b>	<b>100%</b>

**Table. 3.33: The Role of ICT Tools in Improving Students Speaking Skill.**

## Chapter Three Data Analysis.



**Figure 3.33: The Role of ICT Tools in Improving Students Speaking Skill.**

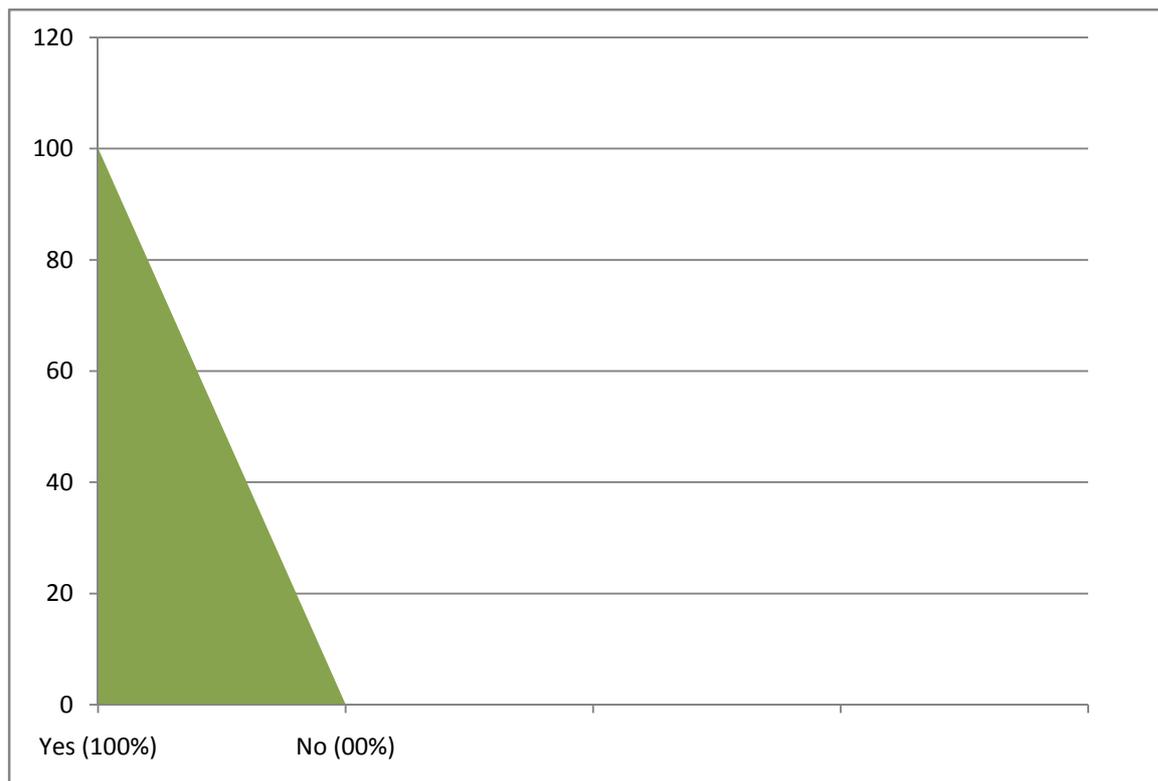
The question above has been devoted to both students and teachers. The researcher was pretty much sure and certain that their answers would be almost alike. This was true for the reason that both students (in answering their questionnaire) and teachers agreed that the use of Information, Communication, and Technology played an important role in improving students' speaking skill. In one way or another, ICTs help L2 learners in developing their verbal communication.

### **Q.08: a. Do you support the integration of ICT in teaching oral expression?**

	<b>Yes</b>	<b>No</b>	<b>Total</b>
<b>Number</b>	<b>12</b>	<b>00</b>	<b>12</b>
<b>%</b>	<b>100%</b>	<b>00%</b>	<b>100%</b>

**Table. 3.34: The Teachers' Support of Integration of ICT in Teaching Oral Expression.**

## Chapter Three Data Analysis.



**Figure 3.34: The Teachers' Support of Integration of ICT in Teaching Oral Expression.**

After analyzing the above question, the findings revealed that our study population (Teachers) always sustained the implementation of ICT tools in their language instructions. All teachers (100%) stated that they supported the integration of technology in their oral expression class. This means that they believed in the great power that ICT offer to students to learn their target language then speak it spontaneously.

### **Q.08: b. Please state why?**

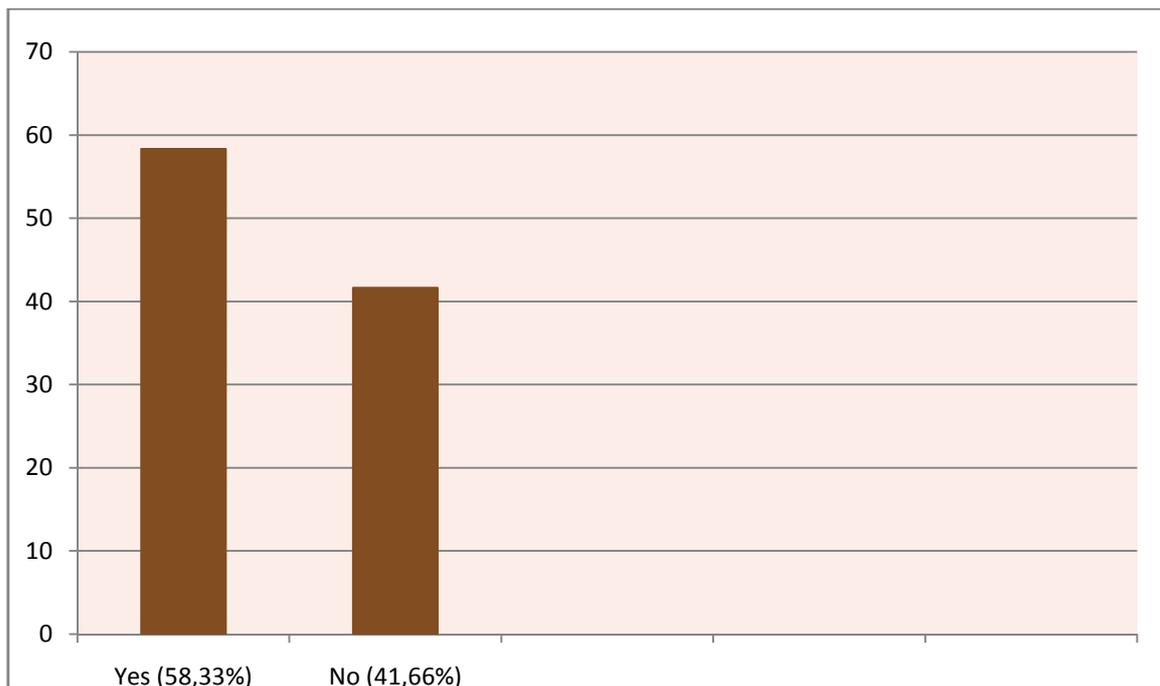
The teachers' answers almost poured into one particular jug. They confidently agreed with the implementation of technology in any oral expression class for the reason that they believed that this latter holds many advantages for L2 students especially in terms of sustaining their brains for speaking the target language spontaneously. Some teachers gave the researcher a great deal of information about the great power that ICT tools may give to an L2 student. They claimed that they positively affected them psychologically as well as scientifically. In other words, the integration of technology in oral expression class provides the student with a positive atmosphere by motivating them towards learning as well as it develops their speaking skill in an unconscious way.

## Chapter Three Data Analysis.

**Q.09: Does your program of teaching OE require the use of ICT materials?**

	Yes	No	Total
Number	07	05	12
%	58.33%	41.66%	100

*Table 3.35: The Use of ICT Materials in Oral Expression Class.*



*Figure 3.35: The Use of ICT Materials in Oral Expression Class.*

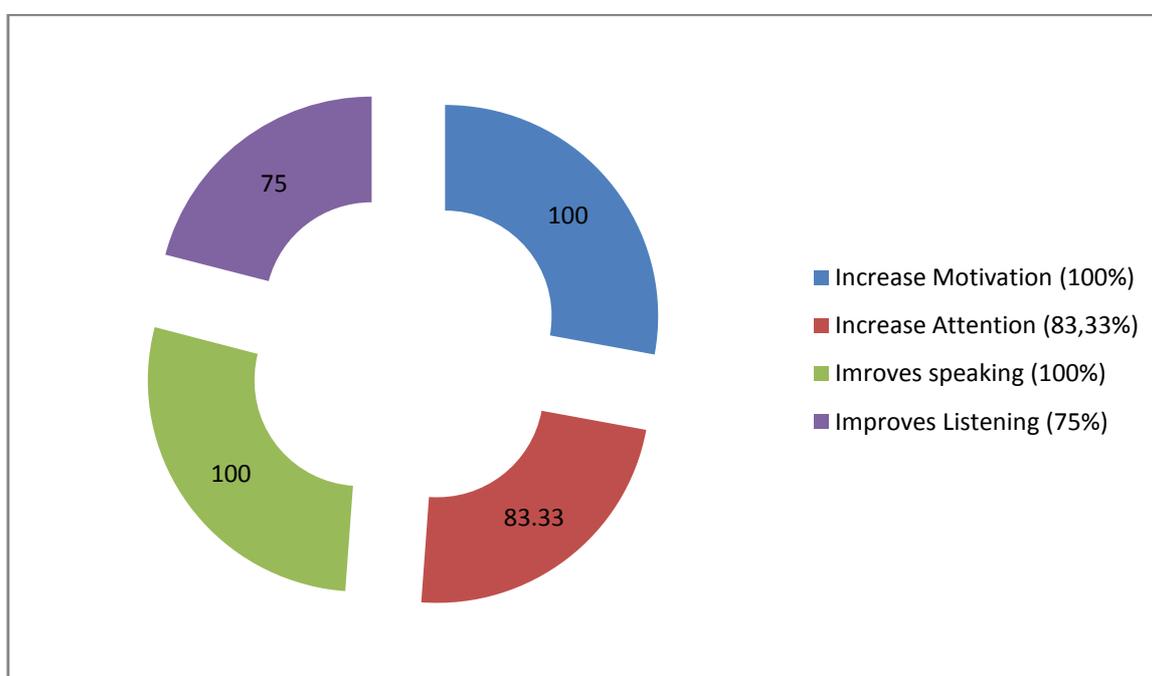
A quick look at this figure shows that (07) participants, who make up (58.33%), do implement ICT materials when teaching oral expression. Whereas, only (05) participants making up (41.66%) whose program does not require its use. We noticed from the response of our sample of teachers that using technology may develop EFL learners' linguistic competence in addition to feeling the challenge of the target language to reach fluency. In other words, students are warmed up about the topic using them. Then, they are exposed to videos or songs and even movies, by listening or watching them; the content is then discussed and analyzed orally. So, this would raise their desire to learn using this new strategy.

## Chapter Three Data Analysis.

### Q.10: Does the use of high technologies

	Increase Motivation	Increase Attention	Improve Speaking	Improve Listening	Total
Number	12	10	12	09	12
%	100%	83.33%	100%	75%	100%

*Table 3.36: The Advantages of High Technologies Usage.*



*Figure 3.36: The Advantages of High Technologies Usage.*

The researcher was a bit confused when analyzing the above question for the reason that teachers gave many answers the fact that made the findings nearly disordered. However, the teachers' answers remain supporting the use of technology for the reason that they have chosen nearly all answers that have been given to them as a choice. Indeed, our sample population of teachers shares the same common idea about the value of high technologies in oral expression classroom. Besides the choices given to them, our teachers stated other benefits of ICT materials. They agreed that;

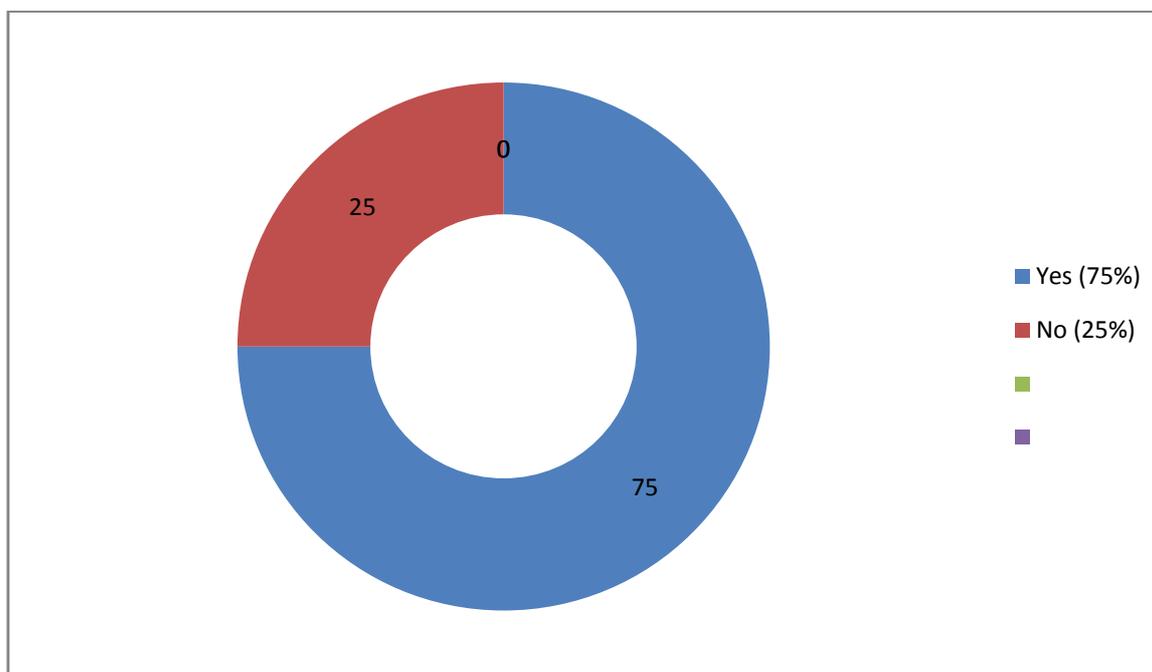
## Chapter Three Data Analysis.

- ICT create a healthy new educational atmosphere.
- Make students in a context as the native English; real-task situation, know about others culture, pronunciation, accent...etc.
- They are motivating.
- Provide the right aspects of language.
- Facilitate the assimilation of words / structures.
- The combination of pictures /sounds is an effective tool to introduce language patterns / pronunciation.
- Students can check their mistakes and receive perfect feedback from the videos.

**Q.11: Do you think that it is necessary to use audio-visuals to teach oral expression?**

	Yes	No	Total
Number	09	03	12
%	75%	25%	100%

*Table. 3.37: The Necessity of AV Usage for Teaching Oral Expression.*



*Figure 3.37: The Necessity of AV Usage for Teaching Oral Expression.*

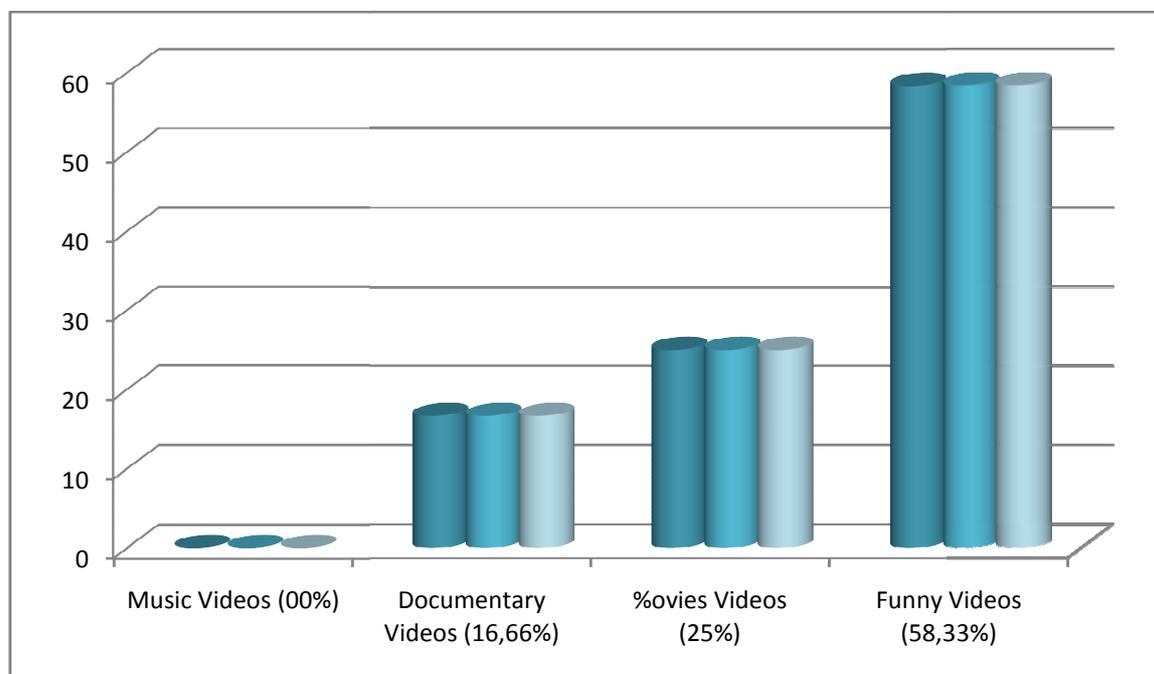
## Chapter Three Data Analysis.

From the table and the figure above, the reader can understand that all the majority of the participants who form (75%) agree that the use of Audio-Visuals helps in motivating students inside classroom, the fact that leads them to think that it is very necessary to use them. Most of them agree that the video technique, for instance, help their students in enriching vocabulary and master the language as well. Also, some of them said that it facilitates learning and helps students to improve their level especially in speaking. Whereas, (25%) of the population claimed that though they see that ICT materials and AV are important, they do not think that it is a necessity for their instruction and that they can teach without them.

### Q.12: a. In your opinion which kind of videos should be used in OE class?

	Music Videos	Documentary Videos	Movie videos	Funny Videos	Total
Number	00	02	03	07	12
%	00%	16.66%	25%	58.33%	100%

*Table 3.38: The Right Kind Video that Should Be Used in OE Class.*



*Figure 3.38: The Right Kind Video that Should Be Used in OE Class.*

### ***Chapter Three Data Analysis.***

As it is visible here, the majority of (58.33%) of the participants chose “funny videos” as the right kind of videos that is advised to be used within Oral Expression Class. This may reveal that this precise portion is likely to be cool and casual. (25%) of the study participants favors movie videos for the reason that this kind of videos offers an open up conversation the fact that motivates students to speak. (16.66%) which form the final part of our population voted for “documentary videos” because they have seen it as a more academic learning.

#### **Q.12: b. why?**

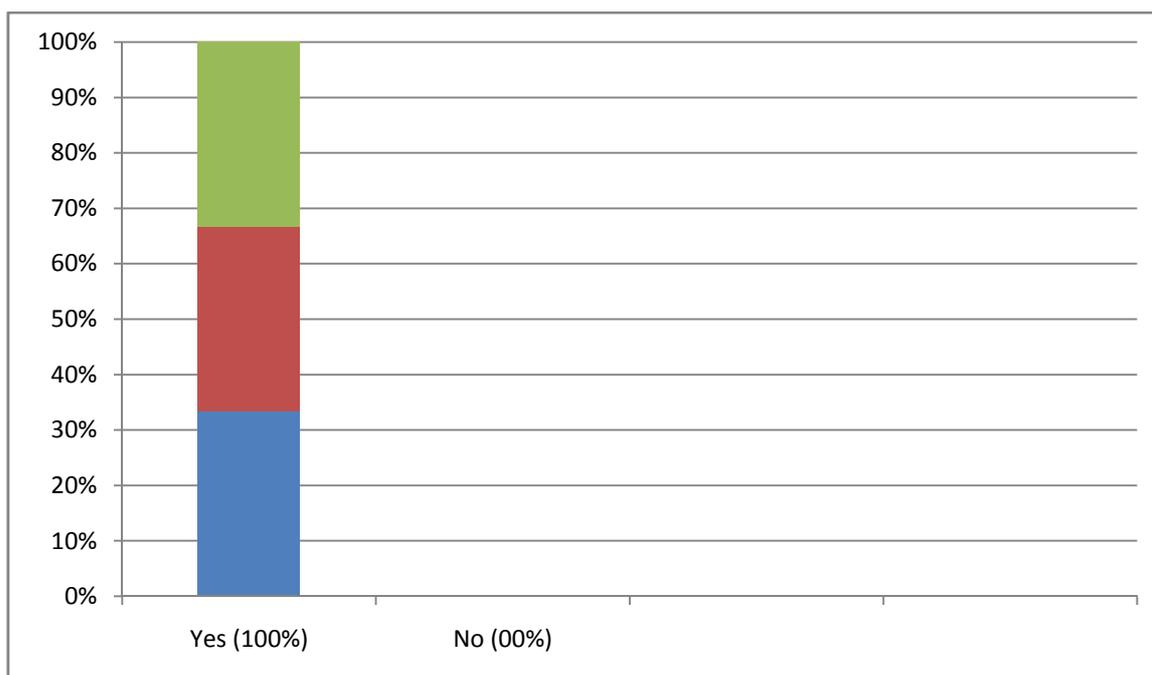
When being asked, each one of the teachers gave suitable answers that fit their choices. The first portion of our population (58.33%) stated that “funny videos” created a very positive atmosphere where students felt more comfortable and free to speak. The second quota which forms (25%) claimed that “movie videos” made students feel like they were at home the fact that lowered the rate of their anxiety and supported them to participate. Only (16.66%) chose “documentary videos” believing that they helped students to learn and to speak academic English.

**Q.13: Does the use of AVA help your students to develop their ability to master some aspects of language like; stress intonation, pronunciation, accent...etc.**

	<b>Yes</b>	<b>No</b>	<b>Total</b>
<b>Number</b>	<b>12</b>	<b>00</b>	<b>12</b>
<b>%</b>	<b>100%</b>	<b>00%</b>	<b>100%</b>

***Table 3.39: The Role of AVA in Developing Students’ Ability for Mastering Language Aspects.***

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**Figure 3.39::The Role of AVA in Developing Students' Ability for Mastering Language Aspects.**

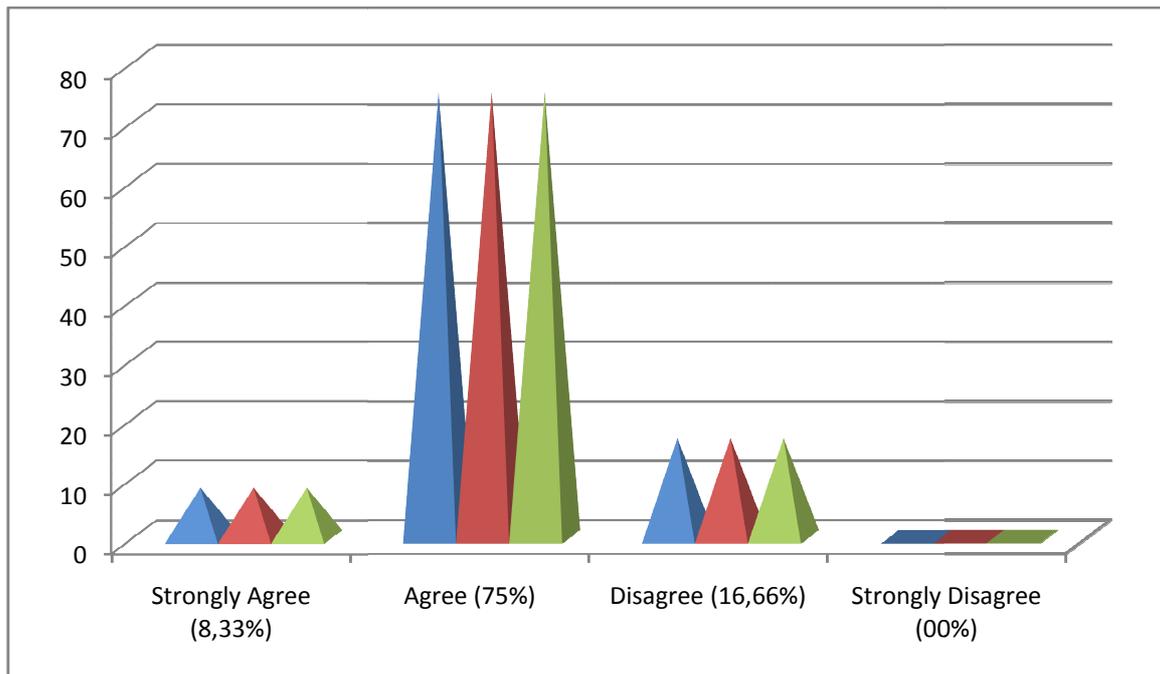
As it was expected all teachers making up (100%) of the study population claim that Audio-Visual aids help students to develop their ability to dominate some linguistic aspects such as; stress and intonation. Students need to develop their ability concerning the native speakers who produce perfect language; correct pronunciation, words or sentences, stress, intonation...etc. This means that the students' minds would be more adapted to native speaker's language so that they can develop their ability of speaking correct English. This latter would be greatly improved if students paid more attention to all semantic features.

**Q.14: Songs and movies provide an adaptation to the linguistic resource of all kinds of discourse for your students.**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
<b>Number</b>	<b>01</b>	<b>09</b>	<b>02</b>	<b>00</b>	<b>12</b>
<b>%</b>	<b>08.33%</b>	<b>75%</b>	<b>16.66%</b>	<b>00%</b>	<b>100%</b>

**Table 3.40: The Role of Songs and Movies in Providing an Adaptation to the Linguistic Resources Discourse for Students.**

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**Figure 3.40: The Role of Songs and Movies in Providing an Adaptation to the Linguistic Resources Discourse for Students.**

The above question has been chosen by the researcher in order to reinforce the idea of the impact of ICTs on the developmental language learning process. Nearly the majority of our study population (75%) agreed with the researcher's view which says that songs and movies provide an adaptation to the linguistic resource of all kinds of discourse for your students. However, only two teachers who form (16.66%) of the study population who did not agree with the above suggestion. They claimed that L2 students adapted all phonological resources by training themselves to the speech discourse. This latter guides allows us to state that our expectations took place on teachers' responses, and this gives us the idea that songs and movies play in important role in influencing and improving learners' aspects of language in general and speaking in particular.

### **Q.15: Out of your experience, what are the advantages of using ICT tools in oral expression class?**

Through this question, the researcher needed to collect the teachers' views and opinions concerning the use of ICT tools and materials within their oral expression Class. The teachers' answers were almost expected by the investigator for the reason that most answers were adopted with the researcher's way of thinking. In other words, our study population which forms (12) teachers of oral expression in the department of English language at Moulaytaher University have nearly the same response to this question. They share the same common idea

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about the value of ICTs in improving speaking skill. The following sentences represent the advantages that have been mentioned by those oral expression instructors.

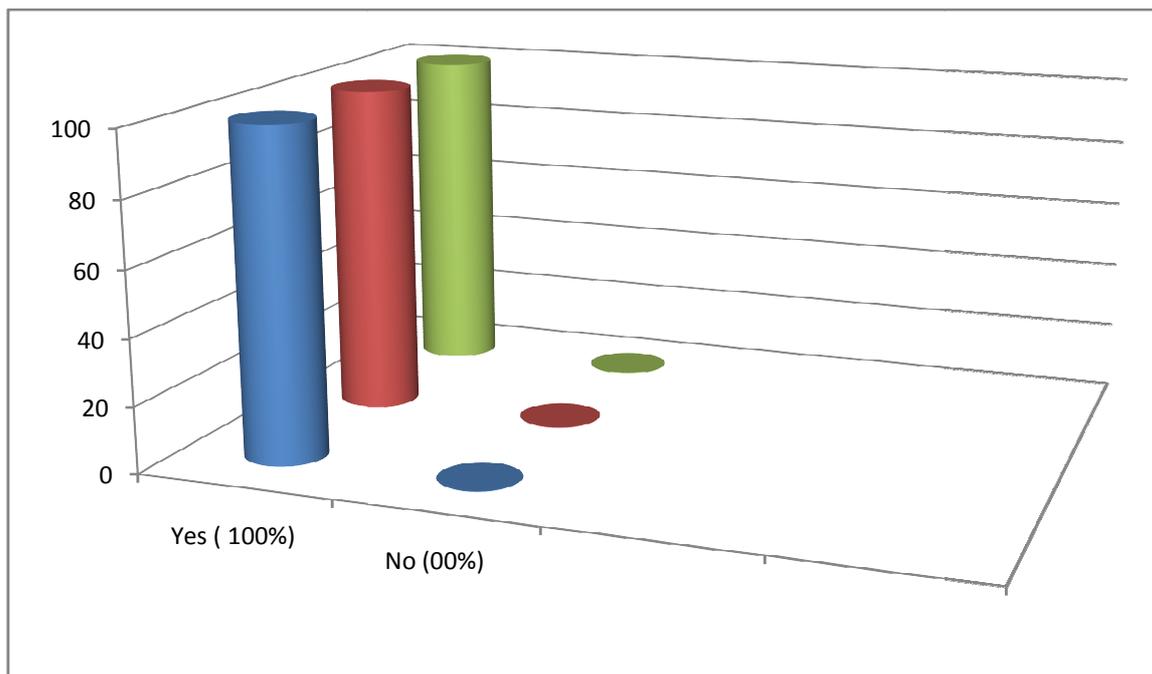
- They save a lot of time.
- They facilitate the process of transmitting the information to my students.
- They create a motivational, optimistic atmosphere for learning.
- ICTs support students to speak and participate in the class.
- Technological tools and materials lower the students' level of anxiety and heighten their self - confidence the fact that leads them to speak freely.
- ICT make students know about their target language culture, teach them pronunciation, and make them live in a real native English context.
- ICTs provide the right aspects of language.
- The combination of pictures /sounds is an effective tool to introduce language patterns / pronunciation.
- Students can receive perfect feedback from the videos and movies.

**Q.16: Do you think that AVA enhances students' motivation to speak the language?**

	<b>Yes</b>	<b>No</b>	<b>Total</b>
<b>Number</b>	<b>12</b>	<b>00</b>	<b>12</b>
<b>%</b>	<b>100%</b>	<b>00%</b>	<b>100%</b>

***Table 3.41: The Enhancement of Students' Motivation Through the Use of AVA.***

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**Figure 3.41: The Enhancement of Students' Motivation Through the Use of AVA.**

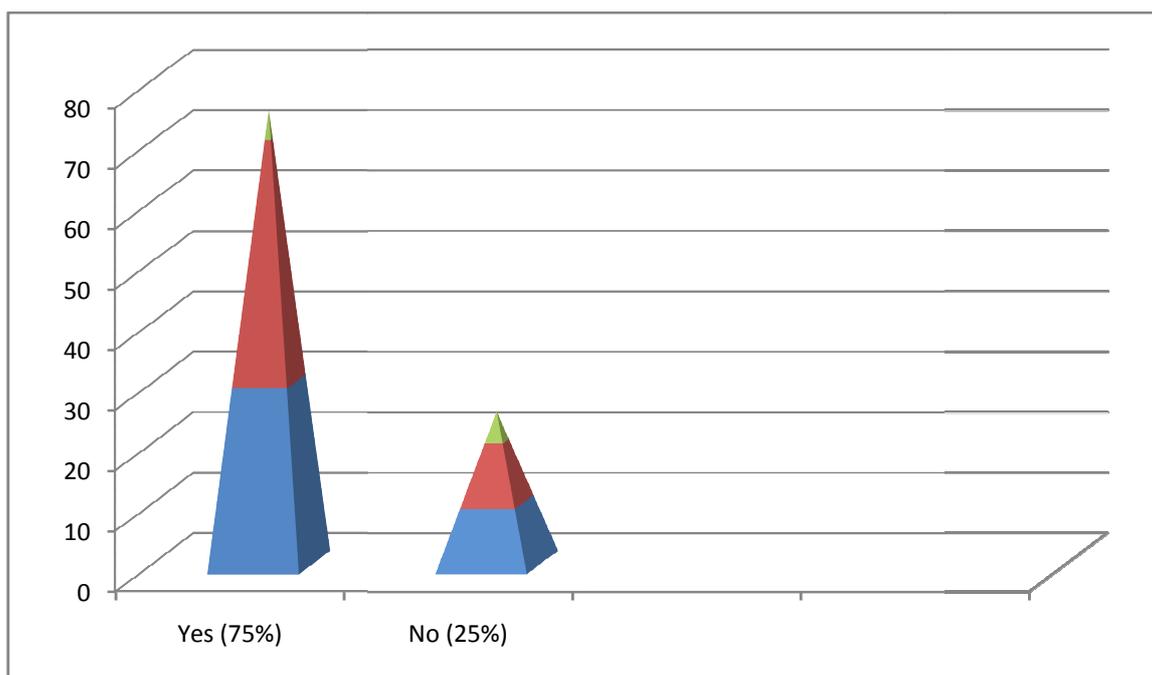
The above table and diagram indicates clearly that all teachers of oral expression who form (100%) see that Audio-Visual aids play a great role in motivating students towards learning their target language. This means that the implementation of AV aids within English language classroom encourages students into a great extent to learn their tasks successfully for the reason that entering the class with a great inspiration aid them a lot to attend their lecture in a good mood. This means that the more audio-visual aids are used; the more new knowledge is acquired or enriches the learners' background knowledge; thus, assisting their speaking.

**Q.17: Do you think memorization of the students lyrics of songs contribute to better their speaking?**

	Yes	No	Total
Number	09	03	12
%	75%	25%	100%

**Table 3.42: The Role of Songs Memorization on Bettering Students Speaking Skill.**

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**Figure 3.42: The Role of Songs Memorization on Bettering Students Speaking Skill.**

The common shared idea between the majority of teachers (75%) believes that students can get better when listening to songs then memorize them. They claimed that this process help student into a great extent to develop their oral expression for the reason that the lyrics memorization will introduce many items within the students' brains the fact that leads them to speak good English. In other words, the majority of the study population supported the idea of memorization and drilling and they see that it helps a lot in developing students speaking skill and better it into a countless amount. However, only three students who form (25%) of the study population who claim that memorizing songs and music has completely nothing to do with the students' speaking skill. They claimed that the majority of songs heard by this generation held non formal English the fact that did not allow them to speak correct English.

### **Q.18: Would you please add (below) any other comments you consider important for this issue?**

In this question, oral expression teachers helped the researcher into a great extent with a great deal of information by adding some important and valuable data that help L2 students a lot in enhancing and improving their speaking skill through the use of ICT materials and more precisely the audio-visual ones. Teachers gave different ideas that would fit the students' needs and the following comments will explain their thoughts.

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- There is an existence of another ICT material which is called Audio books. AB also are very important to develop and enhance the students' listening the fact that effect their speaking.
- collaboration between Oral Expression teachers is very necessary so that they can exchange ideas of using Audio- visuals
- It would be better if there exists "Projection rooms" so that teachers would go through training periods from time to time.
- It would be better to have small classes for oral expression rather than crowded ones. I.e. the number of students should be limited
- The administration should give more help in providing both teachers and students language laboratories in which students can receive oral expression instructions.

Therefore, so as to reach the educational objectives, it is a must for teachers to vary in the use of Information, Communication, Technology and they have to be used frequently not occasionally.

### **3.2.3. Section Three: The analysis of the teachers 'interview:**

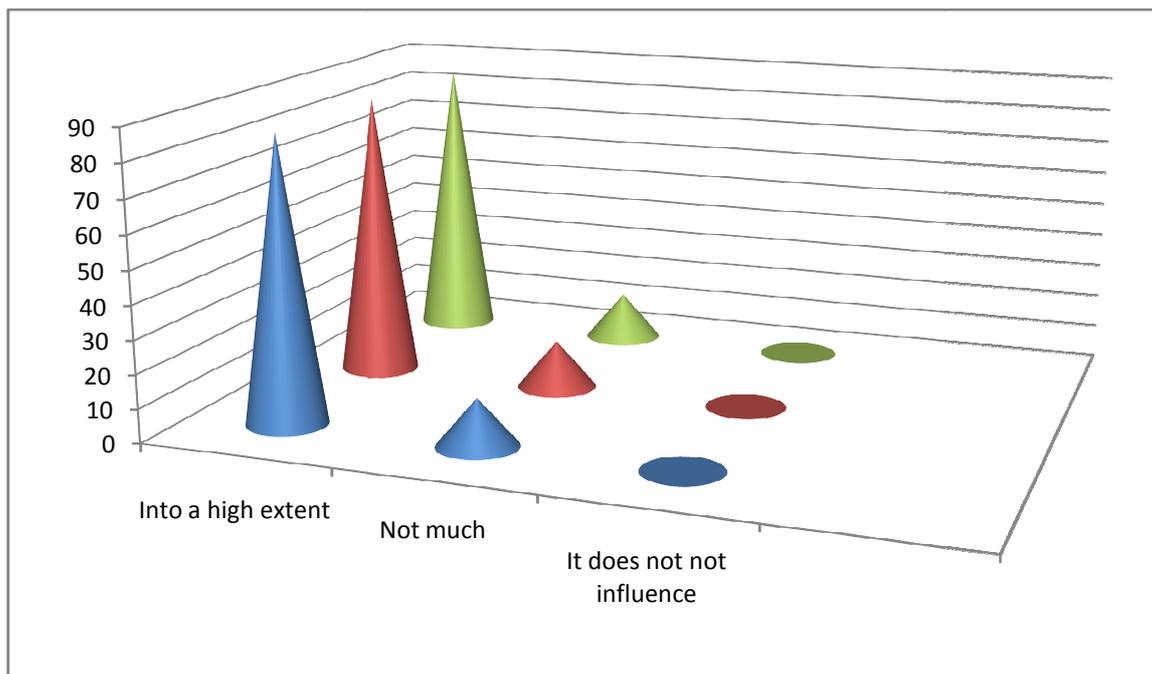
Teachers' interview was one of the main facts that helped in the development of the current study since information provided by teachers is believed to be as a standing source that the researcher may rely on. From this perspective, the investigator of the present study was very concerned with making an interview with a couple of teachers' of English who are specialized in giving instructions of Oral Expression. It is worthwhile to state that seven teachers kindly accepted to be interviewed.

**Q.01: Into what extent Information, Communication, Technology influence the improvement of the students' speaking skill?**

	<b>Into a high extent</b>	<b>Not much</b>	<b>It does not influence</b>	<b>Total</b>
<b>Number</b>	<b>06</b>	<b>01</b>	<b>00</b>	<b>07</b>
<b>%</b>	<b>85.71%</b>	<b>14.28%</b>	<b>00%</b>	<b>100</b>

***Table 3.43: The Degree of ICT Impact on the Speaking Skill Improvement.***

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**Figure 3.43: The Degree of ICT Impact on the Speaking Skill Improvement.**

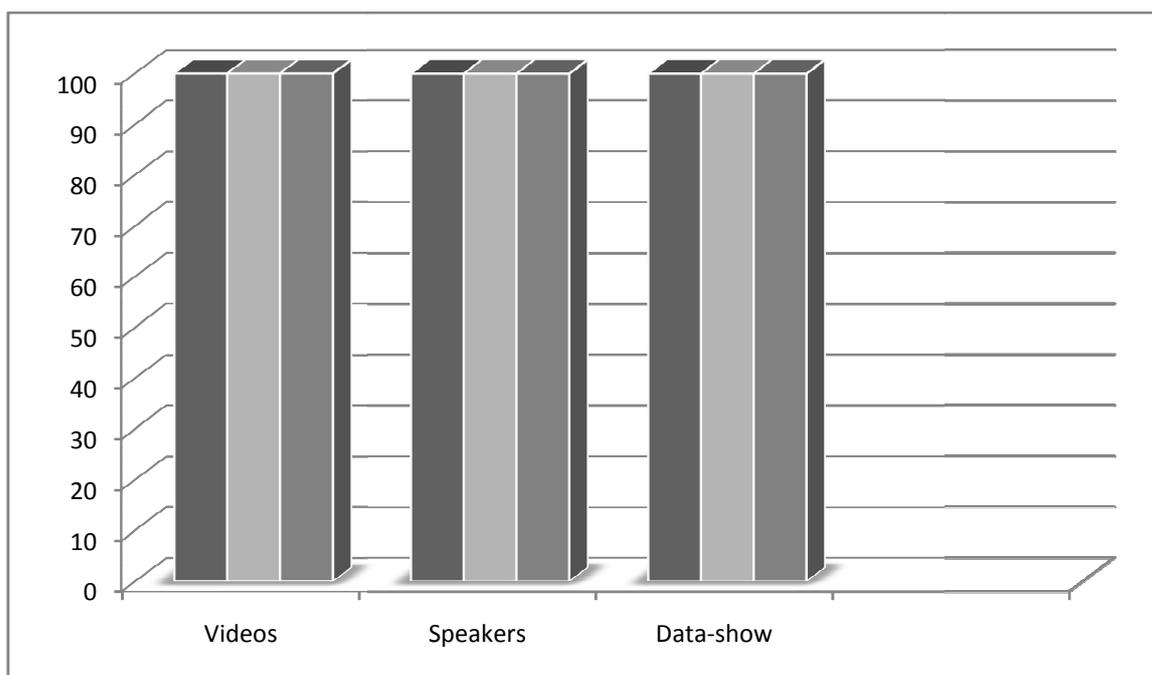
A quick glimpse on the above figure reveals that all teachers but one have certified that the implementation of ICT tools within an oral expression class help into a high extent in improving students speaking skill. This means that technological materials have a great impact on L2 learners' oral expression the fact that leads them touse the target language spontaneously. This clarifies that the state of students' speaking skill is highly linked to technology used while learning. In other words, (85.71%) of the study population showed clearly their view about the impact of ICT tools in improving students' speaking skill.

**Q.02: As a teacher of OE, what are the main kinds of ICT equipment that should be used in OE class?**

	Videos	Speakers	Data-shows	Total
<b>Number</b>	<b>07</b>	<b>07</b>	<b>07</b>	<b>07</b>
<b>%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Table 3.44: The Main Kinds of ICT Equipment that should be used in OE Class.**

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**Figure 3.44: The Main Kinds of ICT Equipment that should be used in OE Class.**

The above table gives misunderstood percentage. However, when analyzing this question, the researcher found that all teachers who make up (100%) of the study population agreed at the same time on the above materials that should be implemented within an oral expression class. This means that the researcher was a bit confused when showing the findings; however, she preferred to copy the results as she found them. In other words, all teachers claimed that videos, speakers, and of course data-show were seen as the most suitable tools and equipment that helped in giving an oral expression class for the reason that they facilitated the process of this instruction.

### **Q.03: Why?**

When being asked about the reason behind choosing the above materials for giving an oral expression class, teachers have almost given the same answer but in a different way. Oral expression teachers claimed that the use of data show is more than necessary when giving oral expression instruction for many reasons. The first one is that the first mentioned equipment like videos, movies or even songs cannot be used or implemented without the use of data-show. Second, teachers claimed that the usage of data-show increased the students' motivation the fact that made the class more vivid and dynamic. Many teachers stated that once data-show was exposed to students, their psychology changes positively into a great extent. There were some teachers who stated that good listeners were meant to be good speakers. So they found the use of videos, speakers, head-sets, and movies; whether inside the class or outside

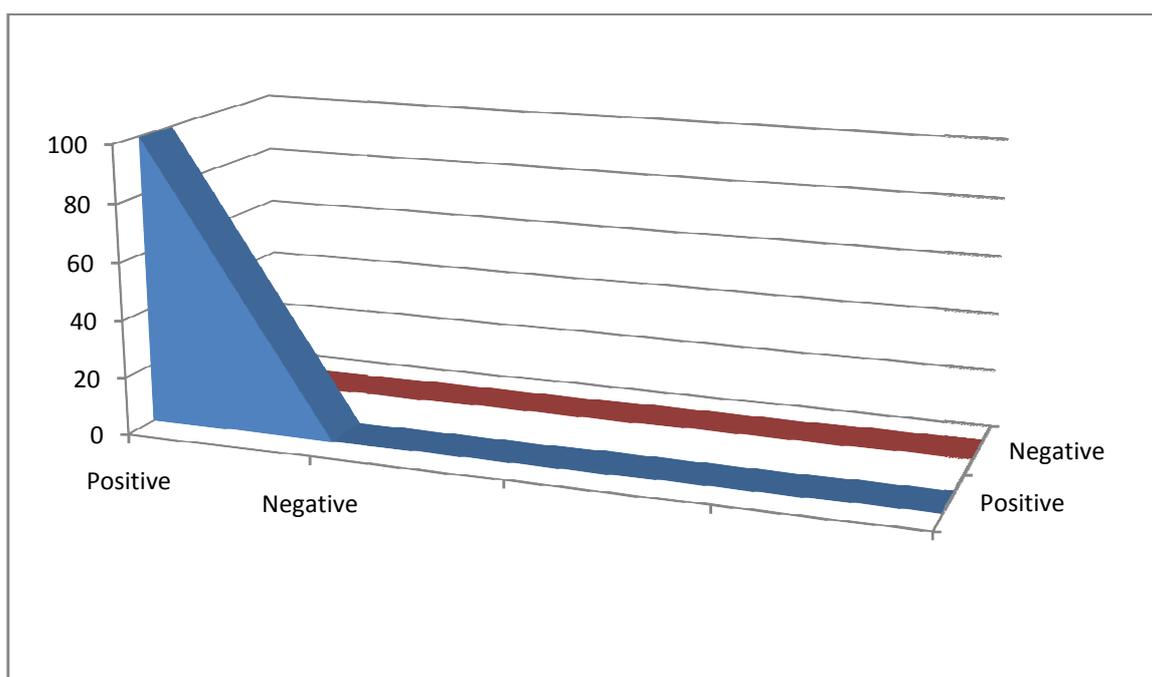
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of it, was very important in helping L2 learners in mastering the target language for the reason that those kinds of materials aided the learners by providing them with native language the fact that made them feel like they were living in a real life situation.

**Q.04: How are L2 students' attitudes when ICTs are used in their Oral Expression class?**

	Positive	Negative	Total
Number	07	00	07
%	100%	00%	100%

**Table 3.45: The Students' Attitudes When ICTs are used in their Oral Expression Class.**



**Figure 3.45: The Students' Attitudes When ICTs are used in their Oral Expression Class.**

It is very clear from the figure and the table above that all teachers who form (100%) of the study population agree into a very high extent that their students' attitudes are highly positive when being exposed to ICT materials. This gives a good credit to the implementation of technology within oral expression class. In other words, the integration of ICT materials help students not only in improving their speaking skill, but also it ameliorate their psychological state which plays a great role in helping them acquiring the language easily.

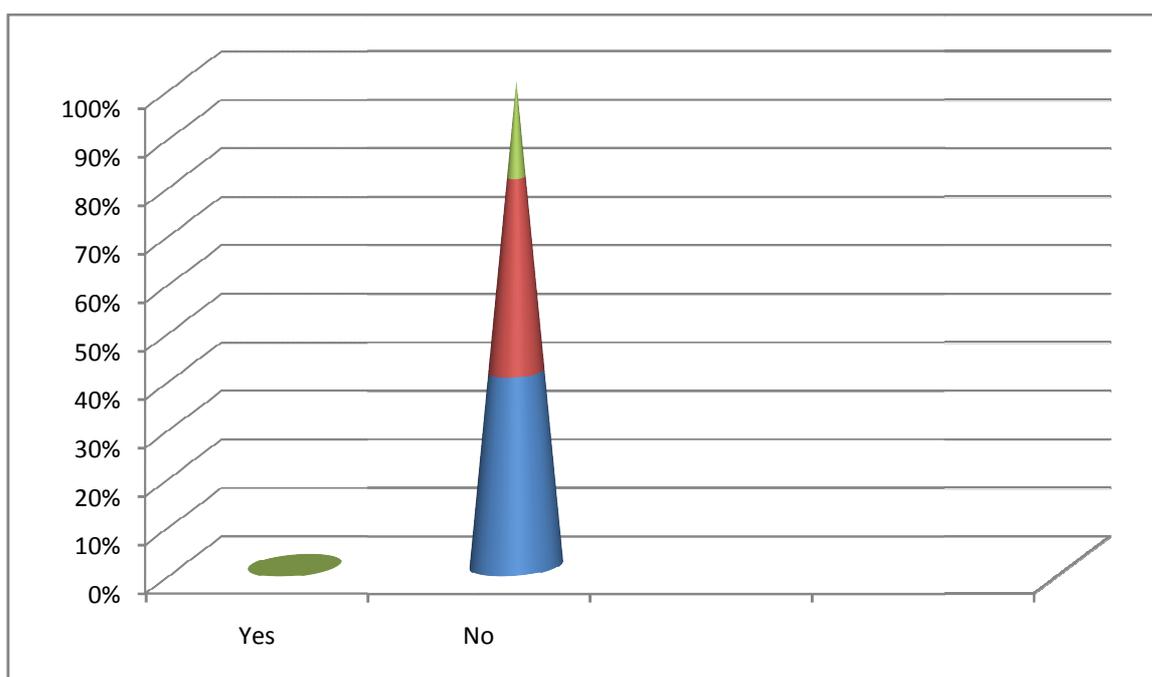
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This means that the incorporation of technology within language classes aid students in many different ways. Whether at the level of reaching their target language or in fixing their psychology when learning it.

**Q.05: Do you think that two hours of OE instruction per week is sufficient to develop students' speaking? If not, justify why.**

	Yes	No	Total
Number	00	07	07
%	00%	100%	100%

*Table 3.46: The Sufficiency of Two Hours of OE Instruction per Week.*



*Figure 3.46: The Sufficiency of Two Hours of OE Instruction per Week.*

The findings reveal clearly that oral expression teachers are strongly against the idea of developing students' speaking skill only by two hours a week. This means that our study population has another view about oral expression hours of teaching.

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### Justification:

When being asked for a justification, our study population claimed that their learners were not great enough in speaking English. This fact means that they need more extra hours to learn how to speak their target language. One of the teachers claimed that if students were not exposed to the target language more than 10 hours a day, they would not probably get it at all. From this perspective, the researcher suggested that extra hours of oral expression might be done through the use of technology. In other words, some teachers agreed with the researcher's idea of creating an artificial class through Internet but connecting the students and their oral expression teacher in a virtual class where students could express themselves freely and in more sophisticated environment; the fact that gave them an opportunity to choose more hours for developing their speaking skill.

### Q.06: Do you use audio-visual aids in your own OE class?

	Yes	No	Sometimes	Total
Number	04	00	03	07
%	57.14%	00%	42.85%	100%

Table 3.47: The Rate of Audio-Visual Aids Use in Oral Expression Classroom.

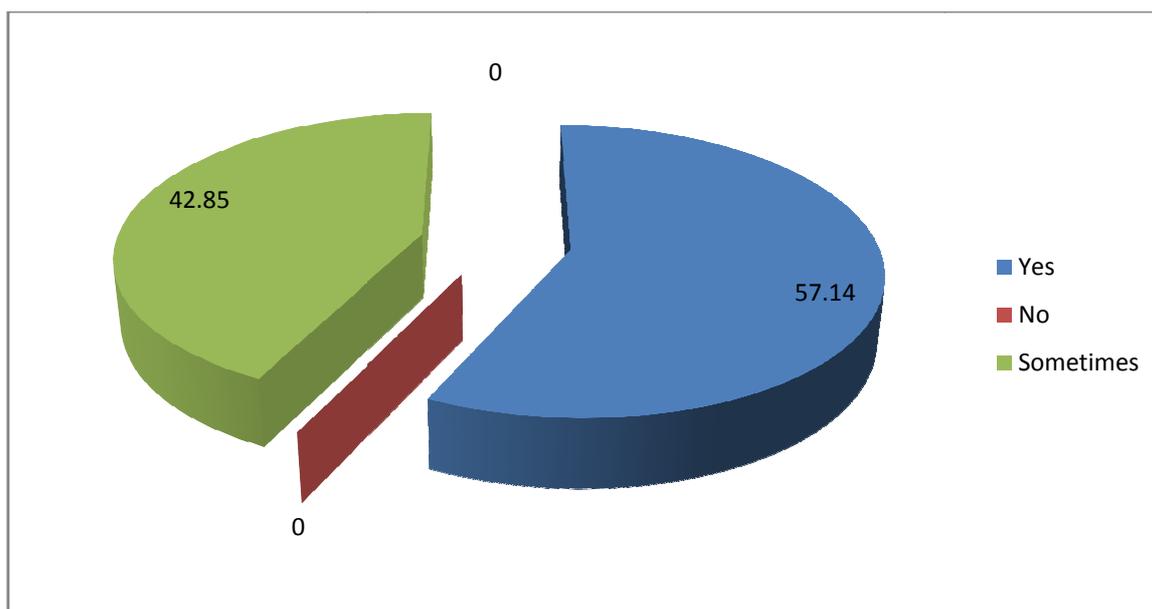


Figure 3.47: The Rate of Audio-Visual Aids Use in Oral Expression Classroom.

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As it is seen in the table and the figure above, the majority of oral expression teachers claimed that they do use audio-visual aids when giving oral instructions to their students. Three teachers out of seven claimed that they sometimes used them. In other words, (57.14%) from the study population who represents the majority stated that they could not spend their oral expression class without the use of audio-visual aids; while (42.85%) claimed that they did sometimes use them.

### **Q.07: If, Yes! Why do you use them then?**

When being asked about the reason behind using Audio-Visual aids while teaching oral expression, teachers gave different answers the fact that their answers helped in enriching the research into a great extent. There were some evident answers, like they are very beneficial, they motivate learners...etc. and there were some other answers which would be presented as follows:

- I personally use audio visual aids because they stand as a good means to challenge the attention of students.
- In my oral expression class I get to use audio-visual aids to stimulate the imagination and develop the students' mental imagery.
- Audio visual aids facilitate the learners' understanding.
- Audio visual aids provide incentive for action.
- Audio visual aids develop my students' ability of listening.

Out of the teachers' answers, the investigator might be allowed to state that the research study population reinforced the researcher hypothesis into a great extent for the reason that all their answers pour into one particular area. It is generally accepted that the best learning takes place when the greatest number of senses are stimulated. The use of devices or audio-visual materials will stimulate the greatest number of senses. That is why the researcher personally thinks that it is better for oral expression teachers to go for the use of such devices for the reason that it stands as a good tool for reaching the purpose of stimulating the students in developing their understanding through experiencing. The basis for all learning is experience, and usually the most effective type of learning is gained by concrete, direct, first-hand experience. We believe that good teachers are constantly on the alert for methods and devices that will make learning meaningful. However, when mentioning audio-visual aids, oral expression teachers should be very wise in selecting the variety of instructional devices or

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audio-visual materials for the reason that this experience can develop students' understanding. Indeed, psychologists have long recognized the importance of concrete illustration in teaching. Thus, devices such as visual or audio-visual materials are meant to be very valuable in the learning-teaching of oral expression process because they stimulate interest and make the enrichment of the students' speaking skill possible.

### **Q.08: In your opinion, how do audio-visuals facilitate the process of learning how to speak?**

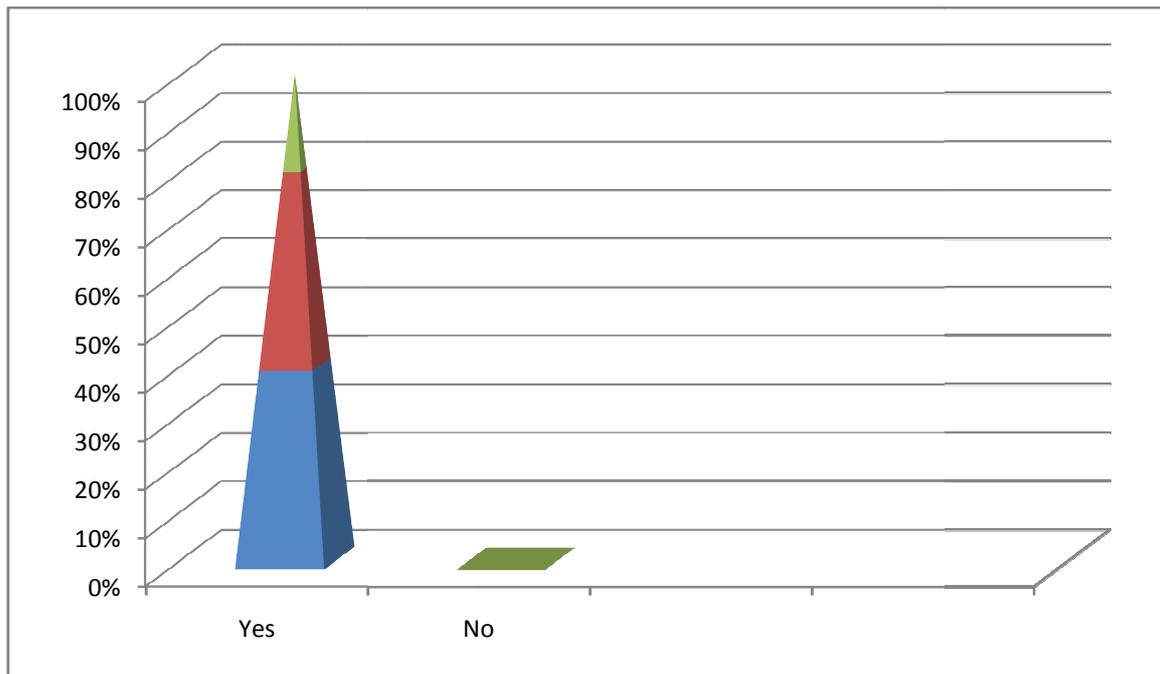
When analyzing the above question, the researcher has reached many points out of the teachers' answers. Our study population gave many responses that strongly confined to one particular area. They claimed that the implementation of audio-visual devices in oral expression class help L2 students in developing their speaking skill in many ways. Above all, it is worth mentioning that the ability to listen can be developed best through the use of audio-visual materials. It trains students to be good listeners. Training in the art of listening is one of the aims of audio-visual education that will certainly come back with positive results to speaking; since it is already globally known that good listeners are meant to be good speakers. Besides, many teachers agreed that the most widely accepted use of devices, whether visual or audio-visual, is its use in aiding understanding. Once students understand the language, it will easily be used by them. Then, learning can be enhanced by using movies, filmstrips, and pictorial material to supplement the students' speaking skill. Material devices give significance and color to the idea presented by the teacher the fact that facilitates the process of using the language verbally.

### **Q.09: Do you face any challenges while using audio-visual aids?**

	<b>Yes</b>	<b>No</b>	<b>Total</b>
<b>Number</b>	<b>07</b>	<b>00</b>	<b>07</b>
<b>%</b>	<b>100%</b>	<b>00%</b>	<b>100%</b>

***Table 3.48: The Teachers' Challenge When Using Audio-Visual Aids.***

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*Figure 3.48: the teachers' challenge when using audio-visual aids.*

As we see above, (100%) of the study population which means all of them stated that they did face some challenges when using audio-visual aids when presenting their lecture. This is very evident since the issue relates to ICT tools usage.

### **Q.10: If yes, what are those?**

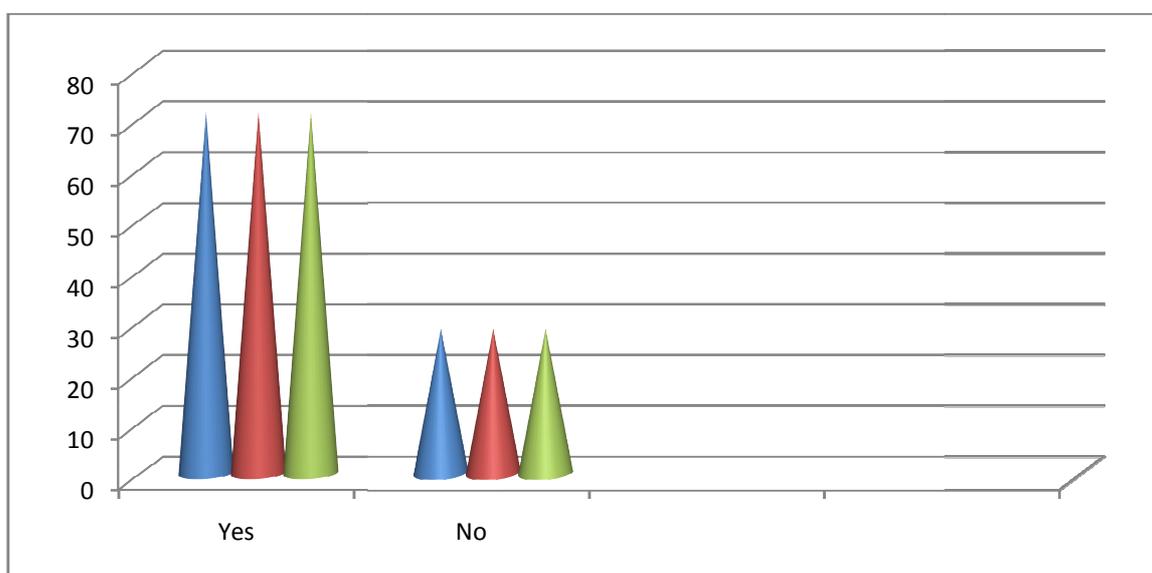
When being asked about the main challenges faced when using audio-visual aids, teachers gave treasured answers. The majority of them claimed that electricity problem is always standing as the biggest challenge when using ICT tools in oral expression class, the fact that pushes both teachers and learners to look for another place where electricity exists. Besides, some other claimed that audio-visual materials were not always available the fact that led teachers to use their personal materials to present their lecture. Furthermore, some teachers mentioned a serious challenge when using audio-visual aids. They claimed that they, sometimes, wasted a lot of time while waiting for those tools to start working for the reason that they might clash into electronic problems. Thus, from this perspective, the researcher wishes to say that though using audio-visual aids is beneficial, it holds some troubles with it.

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**Q.11: Do you contact your students out the class through internet?**

	Yes	No	Total
Number	05	02	07
%	71.42%	28.57%	100%

*Table 3.49: Using ICT to Contact Students out the Class.*



*Figure 3.49: using ICT to contact students out the class.*

The findings above give clear image that teachers use ICT tools not only inside their oral expression class, but also outside of it. This gives a good credit to ICT materials. (71.42%) of the study population claimed that they meet their students out of the class, thanks to internet use, through social media. They stated that they felt like they were together in one single room, as well as, they claimed that their students felt more free and relaxed when meeting them in this virtual world. Only two teachers who make up (28.57%) of the study population stated that they did not have any contact with their students out of class. However, out of all answers that have been given to the researcher, she concluded that the use of ICT materials whether they were audio-visuals, audio or just visual had a great impact on the developmental EFL learning process.

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### **3.3. Discussion:**

The current chapter dealt with the analyses and the interpretations of the main tools that have been used to confirm or disconfirm our hypotheses which are related to the impact of ICT use on the developmental EFL learning process and more precisely on the students' speaking skill. The learners' answers, in part one, demonstrated that Second Year Licence Students of English at MoulayTaher University of Saida do really appreciate the implementation of technology in their oral expression class since it creates such a good, positive and very motivating atmosphere for learning. Besides, when being asked, most students confirmed that they always use technology outside their class in order to develop their speaking skill; many of them confessed that their level of oral expression has progressed and developed thanks to the use of ICTs. When analyzing the teachers' questionnaire, the findings revealed clear results that oral expression EFL teachers supports, into a great extent, the use of ICT tools when they want to present their lecture to their students since it has a great effect on their achievements. In other words, the analysis of the teachers' questionnaire shows that there are too many factors that do really influence the level of the students' motivation towards oral performance. Indeed, the examination of the third part which is connected to the Teachers' Interview analysis revealed that there was a strong link between ICT materials and the students' participation in the classroom. Many teachers clarified that the degree of participation, involvement, and collaboration get higher when they implemented such tools within their class. OE teachers stated that their students were more motivated and felt more comfortable when being exposed to such materials. Teachers confirmed that the learning environment had a great impact on whether heightening or lowering the level of students' participation. Besides, most of these teachers clarified that whether the teacher is trying to create a positive atmosphere or heightening his/her students' oral expression level is the well worth effort. For this reason, teachers should better know that technology, since we are living in the so called Electronic World, is one of the major criteria that should be taken into account when the oral expression instructors want to give knowledge to their learners.

After analyzing all tools that have been used while doing this research, the researcher has concluded that extroverts' sociable materials helps a lot in bettering the students' level of oral performance whether in Oral presentations or daily participation, especially those who are very attached to technology use. Hence from this particular perspective, the role of the teacher is to set an anxiety free atmosphere, a dynamic class which is filled with laxative materials

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in order to enhance motivation in the class, thus aid his students to participate and use the language orally.

The teachers' questionnaire analysis, as the students' one, affirm that the implementation of ICT tools within EFL oral expression class is an effective, decisive factor that promotes motivation which encourages learners to speak the language, thus, develop their oral production.

Spending enough time with the sample of the study gave the researcher an opportunity to be closer to the class members (teacher and students) the fact that gave her an idea about what was happening during the lecture. Second year Licence student of English seemed to be very satisfied when being exposed to the use of ICT tools in their oral expression class. Even their teacher seemed to be feeling more relaxed while presenting the lecture using ICTs. On the other hand, the implementation of these materials gave an advance to the students' participation and group work. At first, the teacher claimed to the researcher that this Second year Licence students had an average level in Speaking English. Since these students did not participate inside the class neither they used their English outside their classes the fact that pushed to think that they would never realize a good level in speaking the language. However, his point of view has extremely changed after implementing ICT materials inside and outside his class to teach oral expression. Both teachers and students confessed that the use of Information, Communication, and Technology did not only help them in using the language orally, but it also created a solid relationship between them (teacher-students, and students-students). Furthermore, our teacher demonstrated that oral expression teachers should make their learners feel relaxed and less inhibited; they should play the role of supporters who encourage them to take part in their lectures. And internet made this possible outside the class.

After the analysis of all answers concerning both questionnaires and the Interview, some of the teachers avowed that developing students' speaking skill is not of the easy task that is why oral expression teachers almost feel that they are holding a big burden on their shoulders in both transmitting the information to their students as well as hooking their interests so that they can be involved with the lecture, thus, feel comfortable with themselves the thing that would push them to express themselves orally and loudly inside the class. Some of these principles seemed to be applied in Second Year Licence Students' class and teachers avowed

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that they focused more on improving their students' speaking skill for the reason that these L2 learners were supposed to be future teachers.

Finally, the investigator, after analyzing her tools, may be allowed to say that the scrutiny of both teachers' and students' questionnaires and the teachers' interview confirm the hypotheses that the current study has been built on them.

### **3.4. ICT impacts on 2<sup>nd</sup> year students' attainment:**

The issue of ICT and its use in education and learning a language is not new. The field has taken many forms of research, and each study has given specific results which show its positive impacts. While doing this study, the researcher wished to see the results of using ICTs within her sample population. In other words, the present study looked at whether there was any relationship between the use of ICT in learning language, and attainment. The picture that emerged is mixed, but there are some indications that there are positive impacts of ICT use on attainment. EFL teachers differed in their views in some respects; this could be related to the abilities of students in their classes, their personalities, and their ways of absorbing information, as well as the ways that they use ICT.

At the beginning teachers that the researcher interrogated were unsure whether attainment would be improved by using ICT in oral classes. Others indicated that for some students with specific difficulties it would be almost difficult to measure their attainment easily.

However, these teachers changed their minds by the end of the academic semester when they felt that attainment was being enhanced due to the reinforcement and practice that ICT afforded to their students. They claimed that their learners could attain good results in speaking English; they even stated that their students were speaking correct English in terms of pronunciation. Thus, having sufficient ICT access to enable enhancements in attainment was noted as a need by oral expression teachers.

### **3.5. The attitudes of 2<sup>nd</sup> year students towards the use of ICTs:**

When the researcher first attended the oral class with 2<sup>nd</sup> year students of English, she noticed that L2 students were full of powerful emotions when they spent a lecture in where ICT means were included. Indeed, attitudes are a moderately intense emotion that prepares an

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individual to respond consistently in a favorable or unfavorable manner when confronted with a particular object. They are described by some researchers that they guide students' behavior towards their lectures.

Obviously, the attitude of 2<sup>nd</sup> year students of English was so much influenced by the use of technology in their oral class. The study indicates that its sample of population was highly interested in the use of email and internet to support their studies. A high proportion of the students' comments supported the forms of networked learning. They believed also that ICT has a significant role in supporting and enhancing their university learning experience and felt that ICT could sometimes be used as an alternative means to practice some oral activities.

Out of the many hours the researcher spent within these students, she has confirmed that the majority of the students had access and regularly used the Internet. The study also confirmed that students were generally favorable towards the use of ICT in their class. In other words, the investigator was so much enthusiastic to know about the students' critical thinking skills and attitudes towards ICTs, as well as their perceptions about its use in the classroom learning environment. Though there were some differences between students' perceptions of their actual and preferred classroom learning environment with ICT, the researcher could notice that many of them could improve their levels of critical thinking as well as they could develop positive attitude to ICT. Thus, it is very crucial to state that 2<sup>nd</sup> year students' attitude towards ICTs was highly positive.

### **3.6. The importance of the Development of the Listening Skill in Relation to Speaking:**

In addition to every single data the researcher has postulated within this chapter; it is vital to declare that the speaking skill improvement relies mainly and firstly on the listening comprehension. 2<sup>nd</sup> Year L2 students have proved great success in their speaking skill and it was mainly thanks to their focus of listening. There were many students who emphasized their listening and took care of it so that they could reach their goal which has to do with being good enough in speaking the target language. Many of them confessed that their pronunciation as well as intonation has been improved unconsciously after focusing their concentration on listening. Thus, from this perspective, it is worth to be mentioned that as

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much as ICTs effect listening as much as it comes back with great advantages on the speaking skill.

In other words, once children are born, they acquire their mother tongue from the environment they live in. They take pronunciation, accent, and even the way of speaking from their instructors; these instructors might be their nanas, moms, fathers, even baby sitters. Therefore, as much as they listen to what is said around, their minds absorb information, register it then allows them to utter it. Since children do not take special lectures for language acquisition, L2 learners should be more attentive in exposing themselves to listening so that they can speak the target language spontaneously.

### **3.6.1. The Significance of Audio visuals in Listening Comprehension:**

Many studies in the field have proved the great importance that ICT tools hold. It is undoubted to state that any authentic material can play a great role in developing the learning process and Especially listening, the fact that would help the interlocutor to gain a great deal of knowledge as well as to develop his/her speaking skill. The current thesis dissertation emphasizes the importance of using ICT tools, and specially the audio-visual ones, in the oral classes as they can provide learners with correct pronunciation in addition to new vocabulary.

Throughout the process of this research, the investigator confirmed that the implementation of ICTs enabled L2 students to learn beyond their learning and it also stood as a motivating symbol for encouraging them to listen not only inside their class but also outside of it. This latter makes the learner feels free to express himself/ herself and to use these technological devices at home to gain more information by communicating it.

### **3.6.2. Advantages of Audio-Visuals in Terms of Listening:**

It is very transparent that ICTs and more precisely Audio-visuals have great advantages within the learning process the fact that it is used inside and outside classroom. This indicates that audio-visual aids are meant to be utilized in every single setting of learning; because there are some introverted learners who have a very high sense of autonomy. That is to say that Audio-visual aids give a lot of help and opportunities to L2 learners to be better in and outside class.

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From this perspective, it is very worthwhile to state that 2<sup>nd</sup> Year L2 students benefited into a great extent from the use of speakers and videos and the most important way for improving their listening is by exposing them to aural texts/ speeches then go through the process of repetition and imitations. The researcher noticed strongly that this way of teaching had numerous advantageous whether they were used inside or outside the classroom. In other words, those Audio-visuals stood as a good standard for providing them with native speech in an academic way; it encouraged them and trained their ears to analyze each single word pronounced in front of them. The following listed advantages explain better the way Second Year L2 students have benefited from its use.

- Audio-visuals provided L2 learners with the chance of inside and outside use of listening to native speakers.
- Audio-visuals encouraged them to listen to native speakers without even been ask to.
- Audio-visuals involved L2 students to an open imagination while they were listening to the scripts; in addition to that, it encouraged their sense of creativity in the class.
- Audio-visuals could be used as homework for the purpose of listening which guides their speaking.
- Audio-visuals were considered as a great tool and supplement for the teacher in order to motivate learners to listen and repeat, thus, participate in an indirect way.
- Audio-visuals played a great role in developing critical listening because they provided learners with many features, like;
  - Authenticity in the oral class.
  - Eliminated medium factors such as clausal basis of speech, reduced forms, ungrammatical forms, pausing and speech errors, delivery rate, rhythm, stress and intonation.
  - Transparent structure which is clearly organizing structure of both ideas and the structure in order to facilitate the comprehension.

From this perspective, it is likely to be said that “Good listeners are always known to be good speakers», thus, the investigator noticed that Audio-visuals could help 2<sup>nd</sup> Year L2 learners to overcome their problems of speaking in terms of speech fluency and accuracy.

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### 3.7. 2<sup>nd</sup> Year L2 Students of English Virtual Class:

The researcher of the current study finds it very essential to mention that 2<sup>nd</sup> Year L2 students of English were assiduous enough to create a virtual class with the researcher herself as well as their teacher of oral expression. It is evident to state that in the virtual class we were living in, all participants used ICTs to access to their professor and classmates; they efficiently tend to express their opinions in different ways in a more relaxed environment. The investigator has noticed that this virtual class holds special oral communication which does not involve the usual participants in the traditional classroom.

In the meantime, the popularity of various ICT devices have been used by those students. Some of them used mobile devices (smart-phones) while others went for wireless networks (Computers and lap-tops). These technological devices, which give so much help to access to a great deal of information, have enabled these students to use those emerging learning materials or channels anywhere and at any time to join our virtual class.

Therefore, it can be foreseen that 2<sup>nd</sup> Year L2 students have eventually been equipped with some technological devices which were strongly linked to a proper learning that result in their own learning progress. After spending some valuable time with those students, within the virtual class, the researcher resulted many benefits that students could gain from being gathered under the umbrella of oral expression virtual class. These benefits can be summarized as follows;

- ❖ The virtual learning that could be created through ICT tools created more individualized learning in terms of pace, style, L2 level and content of learning.
- ❖ The virtual class could provide learners with an independent free time and place learning by making it possible for L2 learners since it coped with their personal life.
- ❖ It would make learners access to authentic learning material (real-time, online, and location-based).
- ❖ It made L2 learning more engaging, more effective and also an opportunity for students to gain useful information and knowledge.
- ❖ It was considered as a more engaging and entertaining learning area and such an organized setting since it guided role-plays, as well as, it simulated real life dialogues.

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- ❖ It paved the way for anxious and shy learners to practice the target language in a protected way (through simulation and access to online content, thus reducing the exposure to real life communication by making it less threatening and stressful.

### 3.8. The Obstacles that Hindered the Use of Audiovisual Aids:

There is no doubt that by going through the process of the current study, the research itself has faced many troubles that curbed some of its benefits. The procedure of doing this research encountered some problems, at the beginning, within the university administration as well as with EFL teachers. Those problems were not meant by purpose; however, it helped in the obstruction of the research development.

Out of the great number of technological resources that are arranged for the service of EFL teachers and their L2 learners; audiovisual aids are of a great importance in transmitting the information to students in such an easy way. Properly planned, constructed, and employed, aids can help not only to improve the overall language program but also to enhance the classroom atmosphere and to ensure greater student participation.

However, EFL class of oral expression came across some difficulties that prevented its way of advancement. At first, the researcher noticed a certain problem of a lack of enthusiasm for the use of teaching aids. Teachers did not accept the idea of using ICTs inside their classes at first where they took the non-availability of resources in their university as a good excuse for their refusal. This was holding a half-truth since the setting was experiencing some lack of “new” ICT tools, some problems with electricity, suitable rooms...etc. In other words, the apathy of teachers has participated into a great extent in creating an obstacle for the advancement of our research for the reason that at first it had not yet been possible to convince the teacher that teaching with words alone is quite tedious, wasteful and ineffective. The EFL teacher of oral expression stated that he could manipulate his students without the use of ICT tools stating that he experienced working in this way. In addition to that, the indifference of students also stood as a hindrance in the investigation progress. At first; the researcher noticed that students lost their significance and purpose because the use of teaching aids arouses boredom when those aids were used without a definite purpose. This latter guides the researcher to mention something which she finds it vital. At the beginning, the researcher

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thought that aids are a bit ineffective for the reason that the lack of proper planning and lethargy of teacher as also without proper preparation, correct presentation, appropriate application and essential follow up work; the aids have not proved their usefulness. Besides, the researcher was told that the class was obliged, sometimes, to waste time in changing the local setting due to the absence of electricity. Most of the projectors could not work without electric current and so the non-availability of electricity in some classes was creating a hurdle in the proper use of audio-visual aids.

### **3.9. Impacts of ICT on Students Learning in a Foreign Language:**

After going through this journey, the researcher was very satisfied of the results she obtained out of using ICT tools within 2<sup>nd</sup> year oral expression class of English. Positive impacts of the technological means that have been used within the oral instruction class have appeared through the students attitudes toward its use as well as their high motivation. Thus the use of ICTs was successfully acknowledged with 2<sup>nd</sup> year L2 learners. All the materials used to plan lectures were focusing on developing the students' listening then speaking skill to answer learners' needs and create a realistic environment that corresponds to their actual learning context and that is conducive to language learning. Even students, who were originally skeptical about the beneficial impacts of ICT use, noticed actual improvement most notably in terms of receptive and productive skills, i.e. the target skills. In other words, there was a great evidence of significant benefits for learners to use ICTs. The following points may clarify the positive impacts of its use on their instruction.

- ✓ Students develop better listening skills due to regular exposure to audio materials (audio and video recordings, podcasts, and pronunciation software.)
- ✓ Selection of updated articles from the Internet contributes to learners' awareness of the language (grammar skills, coherence in committing ideas, syntax...) and of the specific editing and presentation.
- ✓ Teachers reported that ICTs helped them a lot in making their learners more engaged, motivated and attentive.
- ✓ ICT impacted positively the students' proficiency for the reason that the majority of them obtained better scores in their oral production after attending language courses filled with ICTs.

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- ✓ The investigator noticed strongly that students' ability to take notes have been increased effectively; i.e., they were more likely to listen to the scripts and grasp the message, select the appropriate information and take notes that will be further exploited.
- ✓ The enhancement of linguistic competence combined with motivation and challenge led to more autonomy and initiative. I.e. students started doing researches on the Web, using online dictionaries and encyclopedias.
- ✓ Some boys claimed that ICTs enabled them to attain the same levels as girls.
- ✓ Enhanced confidence resulting from ICT use and subsequent motivation was reported by teachers and students.

The prime goal of the learners who attended the courses was to develop linguistic competence in order to crush the linguistic barrier that makes them fail in using fluent English. Students still need to develop more accurate competences, strategies and methodology to benefit more from their acquisitions. Nevertheless, ICT certainly brings an appropriate answer to those students whose studies are endangered by linguistic troubles.

### **3.10. Conclusion:**

It is a truism to state that improving someone's speaking skill is completely not of the easy task. For this reason many researchers in the field claimed that expanding L2 learners' speaking skill requires a couple of experiences and strategies to produce the language accurately and encode the intended messages of other speakers. These scientists found that the best way to do so is encouraging new strategies inside the classroom, since learners do not use second language frequently outside the classroom.

The current chapter main focus was on showing the effectiveness of ICT materials and more precisely "the Audio-Visual" ones such as; videos, speakers, movies, data-show ...etc that has been used by the teachers in oral expression classroom to improve students' speaking skill for the sake of producing the characteristics of effective foreign language speakers. In other words, this part of the study revealed that both learners and teachers know about the main role of ICT tools in the learning process and more generally in the daily life. They consider that promoting it can have a positive impact on their speaking capacities.

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Then from this panorama, teachers have made up their minds to start improving their students' speaking skill so that they would be successful in their learning process. After analyzing the used tools, the researcher resulted that technology use primarily gave the opportunity to students to express themselves then it would be the first point from where these learners start improving themselves in all fields in life. So, through a regular participation and interaction with others, learners can convey their messages loudly without having any fear or shyness. This is confirmed by the results obtained from both questionnaires and interview. The findings went hand in hand with our hypotheses which emphasized that materials like videos, speakers, CDs, DVDs, Data-Show...etc. helped L2 students increase their level of achievement in speaking skill. So, the ultimate aim of this study was to show whether it is possible to develop the students' speaking skill through these materials which are known as ICTs.

Within this part of study, the analysis of the preliminary questionnaires and interview showed clearly that students could better produce new grammatical forms and words, acquire several vocabularies, give the right pronunciation of words, and increase their speaking abilities once they used ICTs while learning. They consider these movies, videos, speakers, and so on as the appropriate materials for developing speaking. In addition, the majority of students confessed that they strongly want to use these aids inside and outside the classroom continuously in order to avoid the boring study.

Then, in a nutshell of this part of the study, the researcher might be allowed to say confidentially that implementing such materials inside EFL oral expression class becomes a necessity, since it plays such a great role in improving students' speaking skill as well as in creating a motivational atmosphere of learning.

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#### **4.1. Introduction:**

In to some extent, the researcher reached some specific points concerning things that have to do with L2 students' development. In other words, throughout this journey, the investigator met a lot of pieces of information that are related to second language learner and his/her progress especially within oral expression. We have already mentioned that the most important point that an L2 learner takes into account once he/she starts acquiring the target language, is the speaking skill. Speaking the language stands as a very vital goal for L2 students for the reason that it is the main means that helps them communicate the world, thus, aides them to express their ideas, needs, and emotions.

From this perspective, the researcher of the study emphasized her research upon the main tools that should be used throughout the learning process in order to prove that students' speaking skill for the reason that the information area, where students find themselves, demands from these undergraduates to be armed with language competency if they are to reach the global pool of knowledge and technology.

In fact, while doing this research, the investigator did not find better than technology to be used inside oral expression classroom in order to develop their speaking skill, thus, facilitates the process of oral communication. Several theories of learning have examined the dual coding of verbal communication, including visual, auditory, or articulator codes, and nonverbal communication, which may include shapes, sounds, kinesthetic actions, and emotions. In other words, many investigations have been made to look for the relationship between speaking (as a verbal communication) and technology tools.

These theories have been linked to multimedia and the research has tested various classroom applications. After doing this research, findings revealed that technology tools have a great impact not only on students' speaking skill, but also on their personality, psychology, and satisfaction towards learning. Indeed, Information and communication technologies (ICTs) have had remarkable impact on all students' aspects. With its rapid development in education, technology and network played a more prominent role in facilitating language

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learning the fact that the traditional teaching and learning methods, which dismiss the practice of communication and application skills, are considered to be obsolete.

It is worthwhile to state that integrating ICT tools and technology in EFL classrooms is believed heavily to be as a strong clue for L2 students for the reason that it supports their understanding and facilitates their process of expressing themselves the fact that helps them use the language frequently and without any obstructions.

This fact has been recommended as a pedagogical tool for foreign language learners and teachers. In other words, there has been, already, growing interest in the use of multimedia as audio-visual aids to decode information and facilitate messages from high-dimensional scientific facts and present them to English as foreign language (EFL) students. This fact was supported by the investigator the fact that she went for a couple of studies which assessed the role of interactive videos on educating L2 students during the study of language skills and language components. As a result, she concluded her study by recommending the use of audio-visual aids such as; videos, movies, speakers, YouTube channels and computer-assisted aided language instruction as useful educative means for teaching and learning oral expression lectures.

From this perspective, one might be allowed to state that since the investigator of the present study is so much concerned with looking for the solution of speaking fluent English. She devoted the current chapter to present some recommendations for the main problematic which the study has been built on. The following will give wide instructions for both teachers and learners to know the right path that both of them should take when starting their journey towards teaching/ learning English.

#### **4.2. The Value of ICT use in Oral Expression Classrooms:**

There is completely no doubt that the language is meant to be as a central means that people use to experience and explore their common culture and how they engage and share with other cultures. The supremacy of the spoken word remains unchallenged and language still holds a central place even in the most sophisticated multi-media presentations. Many years

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ago, knowledge has been claimed that it was a living, interactive thing and that it would be very much at one with the appropriate and varied use of new communication technologies in assisting people to communicate more effectively.

From this perspective, it is worth to be stated that acquiring the ability to express oneself with confidence in a clear and effective manner remains a central aim of the language educational process, since this latter stands as the central, prominent desire for L2 learners. In fact, oral expression teachers are required to continually plan and provide their students with interesting and creative situations or scenarios to develop the strand units of receptiveness to language, competence and confidence in using language, developing cognitive abilities through language and finally the emotional and imaginative development through language.

In other words, language teachers are always found to be doing all their best in transmitting the information to their students so that they can use the language easily, thus, be able to speak it in a fluent way. This fact guided both EFL teachers and researchers to look for the right method to be used while teaching oral expression. ICTs have been taken as the main means that could fit teachers' and students' needs in either teaching or learning oral language since they could provide many stimulating opportunities for language development.

Prominently, Information and Communication Technology is the word of the 21st century. With incredible finesse it has changed the nature of sharing, storage and dissemination of information. ICT has been considered as a scientific, technological and engineering discipline and management technique used in handling information, its application and association with social, economic, cultural matters.

In this chapter, the researcher will present some technological techniques that are used through ICTs in enhancing students' proficiency and ability to speak the language. It is worth to be mentioned that the activities outlined in this chapter can be undertaken with different age groups and different levels of ability and are particularly suited to all kinds of learners whether they are introverted or extroverted. In addition, these activities offer immense opportunities for collaboration and teamwork among the class leading to much conversation and discussion.

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Besides, each kind of ICT tools provides specific opportunities for L2 learners to share their ideas, stories and everyday experiences to a very wide audience, as well as, it can help them to learn about storytelling, review their favorite books, interview people. It has been noticed by the investigator that L2 students are fond of sharing their stories with their peers in the target language. However, this was a bit difficult for some of them since they do not know how to express their ideas in the target language. Thus, these technological tools could give a great hand-help in providing them with the clue they needed. The present generation is naturally curious about the world around them and the technological tools such as, digital cameras, computers, internet, speakers, smart phones ...etc. allow them to live moments and events in time which can then be used for discussion in or out of the class.

#### **4.3 The importance of ICTs in OE classroom:**

As a matter of fact, it is very prominent and interesting to state why ICT tools are very important in EFL classrooms and more precisely in oral expression classes for the reason that there might be a lot of views against this issue. In fact, it is worthwhile to be stated that using various kinds of ICT means in the classroom has always been a challenge, and how to bring these tools in the classroom is more than a challenge. EFL Students and teachers should be able to use in their classes different ICT materials through different technologies since it provides teachers as well as students with creative and practical ideas.

Understandably, ICTs are very important to education in general and to English language in particular. Oral expression teachers are so much interested in implementing technology to their classes for the reason that they came with a result that shows how ICTs develop their students' creative powers for speaking, interacting and acting. Their vocabulary, words and sounds could be empowered through various technological tools. In other words, this helps a lot in creating more active and critical ICT users, who will always be more demanding in the future.

Indeed, ICT Influence is so influential and persuasive in oral expression classes the fact that it could change a lot of students' way of speaking, their oral presentations and even their

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comportments and attitudes towards learning. From this perspective, the investigator might be allowed to state that, ICTs, today could reach an enormous impact not only on the way students speak but also on their way of behaving.

Despite the criticism that ICTs may receive, most thoughtful persons agree that these means do a superior job in developing people's life. It is our task as researchers to help both teachers and students understand this information, transmit it to the coming generations and try to use it for their educational purposes. For this, the investigator of the current study decided to list some of points concerning the importance of ICT implementation in Oral Expression classrooms.

- ICTs enable OE teachers to meet various needs and interests of their students.
- ICTs also provide students with a lot of language practice through activities using radio, videos, movies, head-sets, Internet, etc, and tasks which develop their speaking and listening skills.
- ICTs entertain students and encourage speaking English in general, both inside and outside the classroom, promoting extensive speaking skills by giving the students the confidence, the motivation and the ability to continue their speech or talk outside the classroom.
- ICTs “inform, amuse, startle, anger, entertain, thrill, but very seldom leave anyone untouched”. (Shirley Biagy, 1996).
- They provide huge information, they motivate students to speak and help them integrate all four skills; listening, reading, talking and writing through various kinds of activities.
- Power -Point presentations, for example, help OE students speak freely by hooking their eye contact and organizing ideas. I.e. Through power - point presentations there is more communication and collaboration among students, while working with the pages of a book is more individual, less collaborative and less interactive.
- ICT tools' aim is to enable L2 students to develop critical thinking, analyzing and reflecting on their experiences while using various audio-visual means.

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- Audio-visual aids like; videos, movies, songs, radios, speakers, internet...etc provides students with a lot of language practice through activities the fact that it develops their reading, writing, speaking and listening skills.
- They also provide students with lots of inside and outside classroom activities, promoting extensive speaking by giving the students the confidence and the ability to continue their speech outside the classroom and above all they enhance motivation.

We can exploit a piece of learning materials offered by various technology in several different ways through: watching and discussing a TV program or a movie, classroom presentations, exercises and activities using various kinds of Media, pair and group work, reconstructing the text based on the above information brought from different internet sources, engaging students in useful speeches and revision activities, etc.

#### **4.4. Recommendations as a Remedy:**

There is no doubt that the current chapter main core point is to present some pieces of advice as recommendations as a remedy for the main problematic that the study has been built on. The main goal and aim that the investigator desired to reach from the very first step she started her journey was to find a way that helps L2 students speak fluent English then facilitates their learning process. While doing this research, the investigator found a couple of particular solutions that they have to do with technology.

Using technology to facilitate the EFL learning process is taken for granted by many teachers and researchers. Moreover, many educators believe that ICTs with all its kinds seem to provide a rich context for foreign language acquisition. It is also argued that viewers are, generally, quite motivated to understand what is shown, said and presented on audio- visual aids. Many educators recommend their students to watch TV and movies, to listen to native speakers through radios and use Internet to contact the world orally for the reason that they believe that being exposed to the target language in this way will increase the language proficiency level of their students. To fill in the gap, this chapter is devoted to offer both teachers and learners some recommendations that affect their vocabulary acquisition, thus promote them to speak fluent language.

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#### **4.4.1. The Role of the Teacher in the Technology Era:**

Living in an unprecedented era full of technology and a more developed knowledge demands more technological people. That is why, today, teachers should walk hand in hand with the development of this epoch. In other words, nowadays the role of the teacher has changed radically. Traditionally the teacher's job was condensed on filling the students' minds with knowledge when all authority of giving information was driven by the teacher and their learners were supposed to give their knowledge back to their teacher through retelling and reporting. However, today, teachers' responsibilities and roles got changed because of technology.

The change of the teachers' role in today's classrooms is tightly linked to the progress and development that have touched EFL classrooms by implementing kinds of new technology. Today students are supposed to conceptualize ideas, work as part of a collaborative team, problem solve, and take action. In other words, in today's world, it is a must for the teacher to go beyond knowledge transmission once ICTs are found in the classroom environment. Thus, this latter brings another dimension to the role of the teacher, that of a facilitator and a manager.

This type of environment is known as a student-centered for the reason that it is driven more by the student who is making the atmosphere more active and requires careful planning and cooperation from him. Indeed, it is difficult for the teachers to manage this environment because it becomes more multidimensional. It is very essential for the teacher to make his students able to use ICTs and at the same time deal with other activities such as; researching for information, collecting data, gathering information from a videotape, or conducting an experiment...etc. Then from this perspective, we understand that the teachers' role is not only required to teach students the lesson but also to guide them to be able not only to use technological materials (ICTs) but also to manage the extra resources required by technology as well.

From all that have been stated above, the researcher might be allowed to state that the teachers' role got changed because of the change that has touched today's world. The students'

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success depends upon students' and teachers' ability not only to examine and make sense of information they encounter, but also to evaluate this information. In fact, the teacher is no more the only source of information. Among other roles he performs is a 'conductor'. The teacher plays the role of the guider where students stand as different learners and start learning differently; each one depending on his learning style.

#### **4.4.2. Recommendations for Teachers:**

Once we mention the learning process, it comes to our minds the environment and people who are living inside of it. Teachers are playing such a great role in this area for the reason that they stand as the students' examples and models. Within the process of this study, the investigator met a lot of students who claimed that their teachers take a great part from their success for the reason that they consider them as their right example for their learning. Then from this perspective, teachers should take many things into considerations when they stand in front of their students and start giving them instructions since the former is tightly linked to them.

Indeed, this latter, guided the researcher to look for remedies not only for L2 students but also for their teachers for the reason that the learning process is gathering both of them. Thus, for effective teaching to take place a good method must be adopted by the teacher. The teacher is always free to choose an effective way to facilitate and attract his students' attention, and ICTs are the one and the best means the teacher can select to develop his students' speaking skill.

Of course, if we ever mention the word "Audio-Visual aids", our minds are directly going to look for ICT materials and we have never taken as granted something which is more important than this, it is the teacher himself. In other words, teaching aids can greatly contribute to any subject, but it is important to remember that the teacher has the greatest impact on his students and their learning. Keeping learning about the lesson subject will always make his students be excited about it and always have new ideas to share with each-other. Besides, using the teacher's knowledge and enthusiasm will ignite his students' interests

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and engage them as they explore new topics and ideas. So teachers are audiovisual aids in the way they wear, speak, move around, write and treat.

From this standpoint, we might state that the teacher and the environment, where students are supposed to take their lessons, are great parts from teaching and learning oral expression process before the implementation of ICT materials. Because the Positive environment is a balanced, rational use of Audiovisual Aids that they help in developing, motivating and attracting the students' attention the fact that provides a variety of creative outlets for the utilization of their tremendous energy and keeps them busy in classroom work.

Indeed, it is important for OE teachers to take into consideration that the implementation of audiovisual Aids do not play role up to disseminate the information, data, facts, clues but also they influence the mentality, psychology, grasping level of the students in the classroom. On the other hand they greatly motivate, inspire the teachers to adopt the latest, creative, innovative aids. The scope of audiovisual aids is not only up to procuring and make oral presentations; of course it is technically a part of teaching.

Accordingly, if the teacher really wishes to have effective results by the end of his teaching, then he should go through good methods for the reason that he is always feeling free choosing an useful way to facilitate and attract his learners' attention, and ICTs or what is so called audio visual aids is the one and the best tool the teacher can select. The following will offer OE teachers the way they should go by in order to have successful learning environment.

#### **4.4.2.1 Use Technological Tools in the Classroom:**

The implementation of technology in oral expression classrooms has become a necessity for the reason that it helps into a great extent in facilitating the process of speaking to students, as well as it helps teachers practice their job smoothly. In other words, EFL oral expression teachers should integrate (a couple of) ICT tools while teaching their learners how to speak fluent English since this latter has a great impact on their success. Nowadays, our culture has been flooded with the burgeoning technology and it is almost impossible to live without all of the amazing products that keep hitting the streets.

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Today's' generation is so sophisticated with technology that they have been branded as digital natives. Teachers should take into account that they are dealing with a generation that consider technology as their native language for the reason that these learners speak the language of computers, video games, and the Internet. Recent estimations indicates that these students spend from six to eleven hours per day multitasking on electronic devices such as; listening to music, playing PC/video games, talking by phones, texting messages, and the most important one is watching videos.

From this perspective, EFL teachers who are meant to teach oral expression should be adopted to the use of technology in their classes since they are dealing with such generation for the reason that this method will make their learners feel less anxious and free to deal with the subject matter which they are exposed to it. For instance, exposing learners to watching videos to be discussed will be much better than presenting those books or papers to read and thrash out about. Understandably, their experience with technology has enabled them to master complex tasks and make decisions rapidly the fact that such kind of classroom exercises need to extend these capabilities they already possess.

That is why, teachers are asked to go through oral expression activities using technology inside their classes for the reason that this latter has not only an impact on their students speaking skill, but also on their listening as well as on their psychology since it creates a positive atmosphere full of motivation and energy. For small group or class-size activities, videos can be played on a DVD player or video clips can be inserted into PowerPoint slides on a PC with audio output from the sound system in the room. There are a variety of configurations. If an instructor runs into difficulty, and IT staff member or his students should be able to assist and find a way to play the device.

#### **4.4.2.2. Selecting Appropriate ICT Tools in OE Classroom:**

Looking for the appropriate ICT tool before implementing it inside the class is a must for the reason that choosing this technological device and using it inside class involves several issues, such as; criteria for selection, types of ICT tool, the environment, and the issue

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you wish to discuss with your class. After this, you will probably be ready to enjoy the section with your students without any hindrance.

It is worthwhile to state that ICT tools selection is a part of the teacher's job and which should be really taken into consideration before entering to his classroom. He should first takes into account the criteria for selecting the tool he needs in presenting his lecture for the reason that the technique he uses is the one that the lectures stands for most frequently. When choosing the technological tool, the instructor should look after some prominent points, such as; content and information of the lecture, presenting alternative viewpoints, applying content to real world situations, last but not least the tools should serve as a stimulus for learning activities and finally this type of ICT has to snap students to attention.

From this perspective, the researcher of the present study will devote the following as a piece of advice to teachers who are concerned with teaching oral expression.

#### **4.4.2.3. Implementing Audio-Visual Aids in OE Class:**

Teaching speaking skill has always been a part of teaching any language skills as it helps language learners to promote self-expression. It is known that speaking is a result of listening; for this reason oral expression teachers are asked to implement audio-visual aids and computer-assisted language instruction (CALI) in their classes. Speech language Therapists (SLTs) could make differences in the performance of the students who have been exposed to such technological materials. They have come to a result that proves the positive impact of audio-visual materials on the students' oral performance.

OE teachers ought to implement audio-visual aids while presenting their oral expression instructions for the reason that they affect the ability of their students, as well as it improves their productive skills. According to Bradham (2012) articulation is the ice-berg of the pronunciation process which is preceded by brain process. The operation takes place, according to Bradham when "Outer hair cells provide mechanical feedback into the organ of corte,thus enhancing the input to the inner hair cells, which predominantly send information to the central nervous system." In other words, OE teachers should know that the

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implementation of audio-visual aids has a great impact on their students' brains the fact that makes the process of the words' articulation easy for them. Mechanisms of statistical sequential learning are implicated in language across the lifespan, and experience with the students' language may affect cognitive processes and later learning.

As a matter of fact, oral expression teachers should better know that Audio-visual aids have strong internal and external consistency on the performance of their students for the reason that the students' test of oral abilities were shown to be adequate when it comes to talk about the effectiveness of the audio-visual aids and the same thing applies to discriminate validity which was good in most of the conducted studies.

Clearly, EFL teachers who are specialized in giving oral instructions have to know that educational aids can be used for different purposes. They can be used for teaching language skills and language components. In detail, educational aids can be used for teaching oral skills (listening and speaking) and written skills (reading and writing) and components of language (sound system, grammatical structures and vocabulary building). These technological aids for teaching language skills and language components fall into three major types: Visual aids, audio aids, and audio-visual aids.

#### **4.4.2.3.1.1. Audio Aids:**

Technically speaking, teachers should better know that the ICT tools that fall under the umbrella of audio aids hold such a great importance for EFL L2 learners for the reason that if listening stands as the first platform for speaking, In other words, if OE teachers aim at developing their students' speaking skills, thus, they have to take into consideration their students' listening skill at first since it is acknowledged that good listeners are always known as good speakers.

Alternatively, OE teachers are advised to make use of audio-texts where their students can listen, repeat and practice what they have already listened to. The implementation of such audio aids help students to focus more on what they are exposed to, then they can summarize orally what they have heard the fact that guide them towards practising their speaking skill.

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Additionally, we can say that audio aids are typical, notably for those who have problems related to native speakers, as it helps them comprehend what they are listening to. Those who face such problems may benefit from these audio aids, as well as, they can repeat the words or phrases they are listening to.

Therefore, teachers who aim at helping their students in overcoming their speaking problems, they have to use audio aids for the reason that these latter aid the teacher in conveying the lectures' concepts more effectively and successfully. Such aids can serve many purposes in the teaching of English Oral Expression. The effectiveness of audio aids implies its relevance to the teaching point, achievement of some instructional objective and appropriate use.

As a consequence of all that have been already mentioned, the investigator wishes to state that it is up to the teacher to give a clear idea to his students through the implementation of audio aids. Such type of teaching makes the idea permanent in the students' minds. Books and other printed materials have been the basic tools of teaching for centuries, and they are still of great importance. However, history suggests that the basic conditions which strongly encouraged study and experimentation with such aids had excessive success in acquiring the speaking skill. From this perspective, teachers of oral expression instructions should go after the following pieces of advice;

#### **4.4.2.3.2.1. Use Speakers:**

Using speakers in your oral expression classroom is something of a great importance for the reason that EFL students are always influenced by listening to the native speakers. Thus, teachers should appreciate its use since it has such a deep impact. In other words, good communication skills are indispensable for the success of any professional. If one wants to reach out to people, he or she has to speak their language fluently. This fact is your students' wish, then, the implementation of loud speakers in your class plays a very interesting role in developing their listening the fact that manipulates their speaking.

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Language learning is not the same as learning any other subject. It is not confined to writing an examination and getting a degree or award. The four skills of reading, writing, listening and speaking have to be practised. Being able to communicate well is the most important factor when seeking a placement in a company or institution. Communication involves one's ability to listen carefully so as to grasp the meaning and to respond in turn with right words and clarity of pronunciation.

Using speakers in the classroom is very useful for assessing students' speech. They provide students with the correct language (native one) to get the best samples of pronunciation of the language. This electronic device used in the class stimulates the ears of the learner to acquire the language quickly and easily. The collection of speakers that the teacher uses is designed to assist learners in the acquisition and maintenance of aural comprehension, oral and cultural awareness. Speakers offer students all kinds of listening, such as; broadcasting, audio programs, off-air recordings for instance and even songs in the target language. In short, a learner can get the experience of having interaction with the language of the native speaker he is listening to through these speakers. Hence, such an audio aid has become the need of the present time in any language learning process for communication.

#### **4.4.2.1.2.2. Use Radio, Records, and Songs in OE classroom:**

Whatever means used aurally inside the oral expression classroom (radio, native speech, records, songs, texts, audio books...etc) will have a great benefit upon the students speaking skill for the reason that the implementation of such an aid will surely play an important part in developing your students' imagination, in creating pictures in their minds through the power of words, it stimulates the imagination to fill in the visuals. The listeners see the drama in their heads. Thus, when audio aids are used in the classroom, they help students to promote their imagination, to voice their creativity. For instance a lot of radio programs contribute to language learning. Besides getting new information and entertainment, in language a class listening to audio language helps the pronunciation, the intonation, and the pitch of your students' voices.

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Teachers should be acquainted with these material aids for the reason that they will be successful if they undertake adequate preparation and design carefully graded tasks. Students gain a feeling of satisfaction from having understood something of an authentic broadcast, and teachers can see the joy in their faces. They develop greater confidence in their ability to cope with English as it's spoken outside the classroom.

OE teachers should expose their students to the listening comprehension of English or American native speakers by using for instance some original records or radio programs from The BBC World Service news, Voice of America or other foreign radio stations. In case the teacher feels like his students have no possibilities, he may record his own voice then prepare to explain any difficult vocabulary that may come out. After that, he may ask his students if they have listened to the records being exposed to; then present them some questions related to the issue so that they can answer orally. In this case, we are better to say that teachers should be careful in choosing the content of the audio because if the contents somewhat known to the students, they will be more motivated and the success of the task will be easier.

For instance, the teacher may put his students into groups to discuss what is going on in the world and what they predict they are going to listen to. The teacher or one of the students may write all the predictions on the blackboard. The first step might be to listen to the headlines, several times, as they are short, but convey a lot. Then the teacher may ask the students to identify which of the stories they predicted are included in the headlines. Then ask the students various questions about, what has happened? Where did it happen? How many different stories have you heard for the same event? etc. Then let the students listen to the audio records about two to three times and then give them time to discuss about the above questions. In the meantime the teacher may explain any key vocabulary. We know that it is difficult, but if we can make copies of the news bulletin, it would be possible to organize follow-up activities. Students may transcribe certain stories, use dictionaries to check the meaning of unknown words, group words according to various fields, etc.

As a matter of fact, the teacher can organize listening comprehension activities. At last, the students may report on what they have listened to. There might be tens of different activities using audio in the classroom. From this perspective, the researcher might be allowed

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to state that throughout her journey, she has practiced these procedures with her sample of the study using such topics as: Pollution and Environment, Holidays, Dreams of teenagers, and even ICTs in EFL classroom.

#### **4.4.2.3.2.3. Use Audio-Tape:**

OE teachers should better know that the use of audiotape is very essential for their students' oral skills for the reason that the tape player is the easiest way for students to develop their receptive skills by listening to a variety of speakers on a variety of topics in a variety of genres, for example; dialogs, interviews, lectures, stories, songs, and poems. It is worthwhile, for productive skills, the audiotape recorder is currently the most accessible piece of voice recording equipment knowing that these tools are very easy to be provided for all students since each phone contains a tape recorder. In other words, nowadays, practically everybody has a tape-recording boom box, a car tape player, a personal tape recorder, or several of these pieces of equipment, and for far less money than they spend to buy a textbook for their business or chemistry class! Like other popularized electronic devices, the price of tape recorders has really come down over the years.

Teachers ought to teach their students how to tape record interviews with native speakers, through internet for instance, and record their own voices on tape on a regular basis since audiotape is still the most convenient means of capturing their voices for evaluation and analysis.

One of the most prominent outcomes of using this technology is that teachers should collect some of their students' tapes, listen to them, analyze his students' spoken English, then record it, and finally write down his comments and corrections. From this perspective, the audio-tape method will note beneficial for the students' only but also for their teacher for the reason that the teachers' success is out of his learners' success.

Besides, teachers should also spend an amount of time recording new material for listening, speaking, and pronunciation practice and testing. The positive side for students, in this particular area, is that they receive individualized instruction and guidance from someone

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who is a model speaker, so ideally both the message and the medium are valuable and promote their learning.

#### **4.4.2.2.4. Use Voice -mail:**

One of the most important technological ICT tools that the teacher wishes to use is voice mail for the reason that it is the one that fits your students' needs without consuming your time. To get students do oral assignments that could be heard and assessed but do not respond to orally, teachers should assign voicemail homework.

Listening to instructions on a voice mail system and leaving messages is considered to be as A very interesting method since this stands as a good skill that would help your students not in the class but in their real life situations. In other words, students can record a message, review it, delete it may be, or save it and exit the system. The benefit out here is that students get habituated to listening and speaking the fact that will create them a spontaneous practice for the target language.

Besides, the goal out of using voice mail for the teacher is that the length of the message recorded by his students will not exceed two minutes the fact that makes things easy for the teacher and he will not get tired from listening to the mails. More to the point, the instructor can access to the voice mails box from any location he is in, without being obliged to carry some tapes around.

In this way, OE teacher can listen to each message received from his students, jot down notes and ashore on paper. So, compared to audiotape journals, voicemail assignments are less labor-intensive for the teacher. The corollary is that the students get less corrective feedback – but they have done speaking practice.

It is worthwhile to state that using this tool can be used even by the teacher. OE instructors can use what is so called Pure Voice technology. Pure-Voice technology is the way teachers record their own voices and try to send it through e-mails to their students. They might record notes, comments, and even oral exercises. Pure voice e-mail is a crucial means

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that facilitates the contact between the teacher and his learners. In fact, the audio ultra-compressed files which are recorded through mail sounds as clear as they sound on local telephone calls. This digital means replace the audiotape which would be used inside the class. As a matter of fact, it is an improvement over audiotape in several ways. The teacher can transfer sound file attachments with his students in email, not tapes. It has the advantages of clicking to play, clicking to record, and clicking to stop.

Teachers are able to insert their comments and corrections in between the students' recording, whereas with audiotape, they have to record either simultaneously or at the end of a student's recording. From this perspective, the investigator might state that by using this kind of ICT tool, the teacher can teach his students in distant locations using a mixture of technology: audiotape and videotape at home (theirs), web pages with text and sound, telephone for individual coaching, and email with pure Voice sound files.

This technology allows oral expression teachers to retain their students who otherwise are shy to express themselves in front of their peers and even help those who cannot attend their OE class. In other words, OE teacher ought to use this tool in order to keep these kinds of students involved and participating by using voice messages in email

#### **4.4.2.3.2.5. Use Audio- Books:**

It is worthy to remind OE teachers of the use of Audio books for the reason that this latter is considered as the most important resource in the foreign language learning process as it builds the learners' skills especially listening comprehension skill. Teachers should better know that hearing an out loud speech, text, or conversation is a proven way to develop vocabulary growth and language expansion and plays a causal role in developing both receptive and expressive language capabilities to your students. While listening to audio texts, students' background knowledge of new concepts can also be enhanced.

In fact, teachers should look after implementing such material in their oral expression classes since it is considered as a great means for acquiring language and understanding it as it is spoken. This method of teaching is a good way to learn new vocabulary and grammar.

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Implementing Audio-Books will create a sense of enthusiasm and satisfaction since students prefer to watch a movie or listen to an audio book rather than read a text or a novel. In other words, students enjoy listening to listening library selections because they provide a voice for the novel instead of reading it IN class. Listening to audio books in different instruction does not only develop students' listening skill but it also enriches the enjoyment of literature by connecting the listener to the area itself. They provide an easy way to understand different kind of texts and it allows the students to comprehend and analyze the language they are exposed to.

OE teachers ought to use Audio Books for the reason that this latter can;

- Expose students to new vocabulary as new words are heard in the context they are listening to, this fact will become a part of the students' oral vocabulary.
- Provide demonstrations of fluent language and appropriate phrasing, intonation, and articulation.
- Create opportunity for students' to discuss the content of the text. In this way comprehension is enhanced through discussion, and audio books provide a perfect opportunity for classes to share their opinions.
- Develop students' listening skill for the reason that by hearing audio books them learns to much the sounds of oral language to their counterparts. This matching of sounds to symbols is the basis for speaking instruction

In addition to all that have been mentioned, Audio books make a good environment in your classroom since it gives to students a variety and increase their learning skills also, to learn pronunciation of words by listening and seeing it in print. As a matter of fact, Audio books are a perfect solution for students to deal much more with the target language. Additionally, teachers ought to know that the main advantages of using audio books in listening classes is in their students' vocabulary growth and language expansion. It increases receptive as well as expressive language capabilities and thanks to audio books, literacy can be developed and prior knowledge would be activated.

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#### **4.4.2.3.2 Visual Aids:**

Evidently learning the target language is considered as a difficult step for L2 learner. That is why, EFL teachers should take care into consideration that their students cannot understand the target language as they understand their mother-tongue. Therefore, the researcher needs to remind EFL teachers and more precisely OE ones to implement some specific materials while teaching English. Worthwhile, in the teaching of the language, the main purpose of the use of visual aids, for instance, is to enable the teacher to make his lessons effective and interesting. Therefore, it is for the teacher to give a clear idea to his students through visual aids. Such type of teaching makes the idea permanent in the learners' minds.

In other words, implementing a visual aid in OE classroom will create so many benefits to the teacher and his students as well. There are some students who do not listen well or sometimes they just cannot get what they are listening to. That is why the degree of their participation is always low. However, when the teacher exposes his students to visual aids, they will overcome the problem of speech since the pictures they see can tell them thousands words. We may think that visual aids have completely nothing to do with oral expression instruction, however, this latter can help into a great extent in avoiding excessive, empty and meaningless verbalization in the class since it provides direct sense experience to students. Visual aid creates language atmosphere as well as it reduces teachers talking. Students can know the issue they are about to deal with since these aids clarify the subject-matter.

OE teacher should go for the implementation of visual aids for the reason that they play a great role in bringing the real world into the classroom the fact that makes learning more meaningful and more exciting. Oral expression instructors are asked to take into account that visual literacy is the key to obtain information, construct knowledge and build successful educational outcomes because the number of images of their students' world is increasing enormously. It is important to point that L2 students bring to the classroom their own backgrounds, that nowadays is associated with images provided by mass media, videogames, YouTube, and Face Book which uses the language of images and pictures. So, by using visual aids, teachers will not face any problem to transmit the information to his students' as well as

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to induce them to speak since they may react spontaneously when seeing some pictures which reflect their own experiences in their lives.

Besides, it is very important for OE teachers to know that their students develop their visual language skills before the verbal language development the fact that serves as the foundation for the last one. This might stand as a possible explanation for the need of pictorial information rather than textual one among young students even research proves that pictures gained better attention than words, and among young learners, pictures have become the main clue in interpreting the meaning of the words.

#### **4.4.2.3.2.1. Using Language Laboratory:**

We have already mentioned that the environment where students receive their knowledge plays a great role in making the lesson successful. For this reason, oral expression teachers should take language laboratories into consideration when they wish to give oral instructions to their learners, because this fact will create a powerful energy to students to focus more on the lesson.

That is to say that using language laboratories for teaching oral expression to L2 students is another technology that is invaluable for the promotion of listening and speaking skills for the reason that these laboratories are considered as an interactive language environment since these latter contain a lot of ICT materials that help in the lesson progress such as; tape recorders, computers, head-sets, data show, speakers ...etc., the fact that the teacher himself does not find a difficulty in providing the class with some technological materials.

OE instructors are asked to work inside language laboratory for what it holds of great benefits for their students' success in speaking the language. In fact, language laboratories have many things in relation to oral skills development the fact that makes it better than regular non-tech classroom. For instance, in choral repetition drills, students can concentrate on the model that they are listening to from the audio- tape with less interference from the voices of classmates since the head-sets are personal. I.e. students can concentrate on the

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sound they are hearing and they can compare it at the same time with their own voice by recording both the model and their own voice for later practice. Language laboratories create a sense of enthusiasm for oral expression learners because this generation is better known of curiosity so they like to test new things and language laboratory with its materials stands as a new environment for them rather than classic classes.

#### 4.4.2.3.2.2. Using Power Points:

Using power-point presentations in oral expression classes helps OE teachers to achieve the best impact for the reason that power-point provides a stimulating addition to the teachers' spoken words the fact that raises the degree of students' understanding. In other words, Power-point as a visual aid can be a very powerful tool to enhance the effect of the students' presentation of the lesson since words and images presented in different formats can appeal directly to the students' imagination. By showing students' items on the power point, teachers are helping them to save words and their pictures at the same time. This fact will increase the students' vocabulary the thing that enriches their spoken language.

Teachers should be very careful in presenting their lesson on the power-point visual aid, They should think about using a variety of different visual images, photographs, tables, diagrams, charts, drawings, key words, or video sequences so that their work be creative and deliberate.

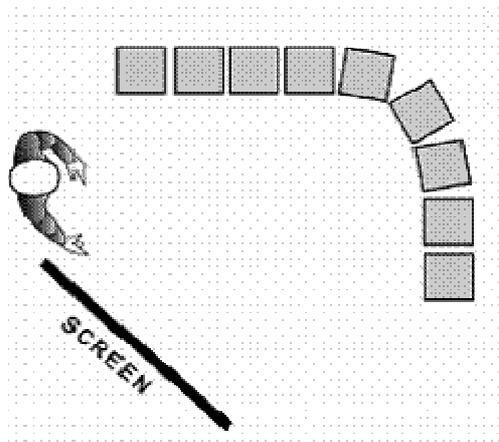
Microsoft PowerPoint is probably now the most commonly used form of visual aid. It can really help teachers in their presentations; however, there are some specific points to be followed and other to be avoided so that the teachers' presentation on their power-point will be successful.

- Teachers should use a big enough font.
- They have to keep the background simple in order to keep the students' attention upon the subject they need to discuss.
- They ought to make things so much visual by using images and animations for motivating students' and hooking their interests.

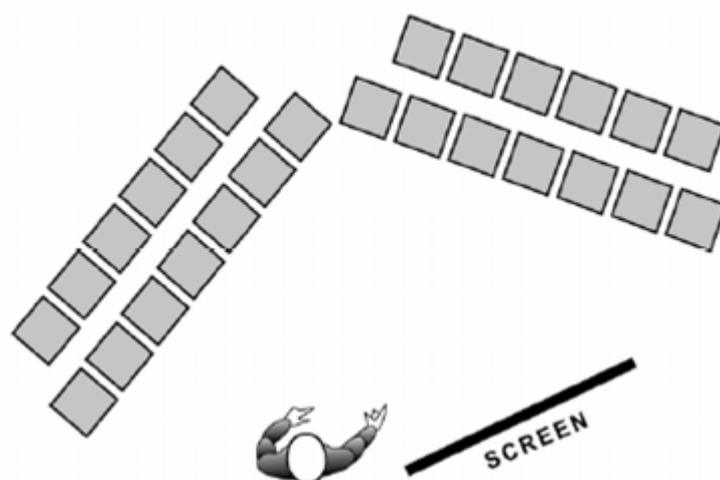
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- They should use one simple idea for each visual.
- Keep your images consistent (use the same font, titles, lay out etc. for each image).
- Make sure your images are of a high quality (check for spelling and other errors).
- They should always remember that an audience should be able to understand a visual image in a matter of seconds.
- Teachers should remember that their learners need to be able to see them as well as their visual aids that are why they should involve every member of their students by changing the layout of their classroom. The following diagram suggested layouts to help maximize contact between the teacher, his students and the power point.



*Diagram 4.1: Teaching Small class.*



*Diagram 4.2: Teaching larger class.*

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Teachers who are specialized in presenting oral expression instructions should go for these kinds of arrangements. They ought to use them to create different atmospheres; for example, an intimate setting might suggest an informal tone, speech, and might teach them the language used in informal setting. However, when the teacher stands at a distance the conversation will be more formal. A confident use of visual aids will always help the teacher marry them to his spoken presentation supporting his learners to become a part of an impressive and more exciting performance.

By implementing visual aids such as power-point, the teacher will have clear display complex information. In order to create an impact, OE instructors should make sure that they are familiar with the equipment required to create and display visual aids, and deploy the power-point creatively in his presentations mixing techniques and media.

#### **4.4.2.3.3. Audio - Visual Aids:**

It is very interesting for OE teachers to know that giving oral expression instructions in English language will be always a very tiring task to define words without using visual representations that causes vagueness and perplexity in learner for the reason that students are still meeting the target language concepts and everything will seem new and different to them. That is why illustrating the content is very helpful in conveying the meaning without the need of verbalism. Illustrations such as dictionaries and textbooks are left to be used for a task as reading comprehension for instance. However speaking the language is faster than reading it that is why teachers are asked to clarify the meaning of the words they are using in front of their learners by implementing some audio-visual aids so that their learners can understand it, thus, will speak it easily. I.e. it is simply the concept, the meaning, the thing presented by the signifier. This does not mean to be a real object, but a referent to what the signifier means.

One of the most important points that an OE teacher should take into consideration when using Audio-Visual aids is that these elements will free him from work and pushes the students to do the lesson by themselves the fact that pushes them to participate in class. Additionally, some materials should be given more significance for the reason that it involves direct experience like visits and expeditions, and real things like natural specimens and in

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museums. This kind of issues hooks the students' interests and drives them to participate by giving their opinions or views upon the subject matter.

It is worthwhile to state that visual aids help teachers reach their targeted objectives because clear pictures augment the students' level of comprehension, as well as they help the teacher to reinforce the message he needs to transform to his learners by clarifying some points, and create excitement. The implementation of Visual aids in oral expression classroom makes the students involved and presuppose a change from one activity to another: from hearing to seeing. Upon using visual aids, students will not only develop their speaking skill but also they tend to encourage body language and movement on one's part. This added movement helps to give the speaker the control that is needed over the presentation. Using visual aids, then, is beneficial to both teacher and the students since it creates influence and excitement.

It is for many reasons that the researcher of the present study chooses ICTs to be used by OE teachers. In fact, they help targeting more than one sense simultaneously, therefore increasing the degree of the students' knowledge grasp. With pictures and videos, the concepts or ideas presented are no longer simply words - but words plus images. Students tend to BE eye-minded, and the impacts visual aids bring to a presentation are crucial.

In many studies, experimental psychologists and scholars have found that retention of information three days after a meeting or other event is six times greater when information is presented by visual and oral means than when the information is presented by the spoken word alone. Studies by educational researchers suggest that approximately (83%) of human learning occurs visually, and the remaining (17) through the other senses - (11%) through hearing, (3.5%) through smell, 1% through taste, and (1.5%) through touch. According to Hilga (94%) of knowledge comes to us through the sense of sight and the 11 sense of hearing. The studies suggest that three days after an event, people retain (10%) of what they heard from an oral presentation, (35%) from a visual presentation, and (65%) from a visual and oral presentation.

From this perspective, one might be allowed to state that the use of visual aids, then, is very prominent in teaching oral expression. Without them, the impact of presentation may fade the students shortly after they leave their class. By preparing teaching English with visual

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aids that reinforce the main ideas, reaching the students' needs will be far more effectively, and, maybe, will continue to touch them long after the presentation ends. As the importance of audio-visual aids in OE classes is vivid now, the types are clearly inevitable to be presented in the following.

#### **4.4.2.3.3.1. Using Cameras:**

Using cameras inside your class might appear awkward at first but once the teacher knows the great benefits that the cameras hold when being used inside oral expression class he will never give up using it. Students can see how they pronounce sounds and the way they perform their oral tasks and even how they act when using their target language, thus, can correct and evaluate themselves and make their own corrections.

Using cameras inside your class will create some fun and enthusiasm about interacting with the issue. Learners will learn a new method to correct themselves the fact that they can use this technique even if they are alone at home.

Understandably, playing prerecorded tapes, as using cameras for instance, provides the audiovisual information that helps students observe, understand, and imitate oral communication, from language expressions and sentence structure to lip shape, facial expressions, gestures and distance between speakers, not to mention other cultural, behavioral, and sociological aspects of language.

Using a video camera to record students' interactions and oral presentations requires more set-ups. Teachers should take this step as a very essential part from their teaching because oral expression teachers should remember if a picture speaks a thousand words, then a moving picture speaks a million. Videotape provides speakers with a view of them that they do not otherwise have, and it gives them a stronger basis for evaluating their performance and setting goals for future learning.

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#### **4.4.2.3.2 Using Videos:**

One of the most prominent means that should be taken into consideration by OE teachers is Videos. The implementation of a video session in your oral class has a great impact on your students' future performance for the reason that it helps into a great extent in motivating learners and providing them the good and positive atmosphere to participate freely.

In fact, using videos in teaching English is not new. They date back to prehistoric times when cave instructors used 16mm projectors to show cave students examples of insurance company marketing commercials in business courses. So what is new is the changes which felt upon four areas: The variety of video formats, The ease with which the technology can facilitate their application in the classroom, The number of video techniques the OE teacher can use, and the research on multimedia learning that provides the theoretical and empirical support for their use as an effective teaching tool. For instance, a PC or Mac and LCD projector with speakers can easily embed video clips for a PowerPoint presentation on virtually any topic.

If the teacher really wishes to control his students' emotions and get deeper in their minds, then he should go through video application in your classroom for the reason that the music, the tone, the pictures and the scenes seen presented in the video will typically have a great impact on his students' psychology. In other words, when the teacher exposes his students to the watching of any video subject matter, superficial and even deep feelings and emotions will be elicited, such as excitement, laughter, relaxation, love, whimsy, and even desire. These emotions are often triggered or heightened by the mood created by specific visual scenes, the actors, and/or the background music. A video can have a strong effect on the learners' minds and senses.

Then from this perspective, one might be allowed to state that teachers can download videos from the Internet or order the DVD along with the CD soundtrack so that they can relive the entire experience over and over again. It is so powerful to feel the attraction that videos enhance in the students' psychology for the reason that the insurance of such an ICT material as an instructional tool can experience the powerful cognitive and emotional impact they can provide into the class.

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Therefore, after all that have been offered to OE teachers as a couple of pieces of advice, the researcher wished to convince these teachers by other benefits that they will gain out of implementing the video means in their oral expression classroom.

The video implemented in the OE class will;

- I. Grab the students' attention.
- II. Focus their concentration.
- III. Generate interest in class.
- IV. Create a sense of anticipation the fact that guides them to speak.
- V. Energize or relax students for participating freely.
- VI. Draw on students' imagination.
- VII. Improve attitudes toward content and learning.
- VIII. Increase their memory of the video content.
- IX. Increase their understanding.
- X. Foster creativity.
- XI. It fosters deeper learning.
- XII. It provides an opportunity for freedom of expression.
- XIII. It serves as a vehicle for collaboration.
- XIV. It makes learning fun.
- XV. It sets an appropriate mood or tone.
- XVI. It creates memorable visual images.
- XVII. Build a connection with students and their peers the fact that creates a kind of debate.
- XVIII. It decreases anxiety and tension on scary topics, this latter helps them into a great extent to overcome the bridge that preventing them from speaking.
- XIX. It inspires and motivates your learners the fact that they will feel always enthusiastic to enter your class.
- XX. Sometimes students do not owe ideas, and then the insurance of video in their OE class will surely stimulate the flow of their ideas, organize them, and then push them to speak them loudly in front of their classmates.

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#### **4.4.2.3.3.2.1 Videos and the Brain:**

Interestingly, OE teachers should know about the greatest impact of video use on their students' brains and how they can make a difference while learning the language. It is very important for teachers to know the scientific impact of videos on the developmental language acquisition and more precisely on the students' speaking skill; for the reason that once they know about its effect, teachers will never hesitate its use in their classes as well as they will be always satisfied with its implementation in their lessons.

To begin with, the researcher desires strongly to give some specific and important pieces of information to OE teachers about the importance use of videos in their oral expression classes. In fact, there are hundreds of volumes on the topic of the brain. However, the primary interest in our case is to focus only on how a video is processed in our students' brains to facilitate language learning. The insurance of video in your OE class will core intelligences of verbal/linguistic/ visual/ spatial/ musical/rhythmic and emotional, left and right hemispheres, it triunes their brains, It waves frequencies of their brains.

In other words, teachers should know that the implementation of video session in their classes does not motivate students only but it also helps them into a great extent in developing their core of intelligence by developing their verbal and linguistic learning through listening to the spoken language, debating with each other, and discussing the issue. Video impacts the students visual/spatial learning by entertaining them to learn by seeing, imagining, drawing, sculpting, painting, decorating, designing graphics and architecture, coordinating color, and creating mental pictures. Besides, the music and the rhythm used while watching the video aid students to become skilled at by singing, humming, listening to music, composing, keeping time, performing, and recognizing the rhythm, the tone, and even the intonation.

These three intelligences are part of that unique profile of strong and weak intelligences that every student possesses. Neuroscience research has confirmed the physical difference in the neuronal networks of each student's brain (Zull, 2002). Instructors can only work with what each student brings to the classroom so that they can succeed in helping their learners become good speakers in the language they are learning. Even Gardner stated that drawing on

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from four to six intelligences allows virtually every student to use their strength intelligences as well as to strengthen their weaker ones since videos can tap verbal/linguistic and visual/spatial, and even musical/rhythmic. From this perspective, one might be allowed to state that this pluralistic view of the mind permits teachers to think of exposing their students to a wide range of learning video strategies.

Videos in OE class have a tight link with the students' emotional intelligence. This involves students' self-reflection, self-direction, self-motivation, controlling impulses, planning, independent study, and meta-cognition. Besides, the music which is within the video that the students are exposed to can elicit emotional reactions of liking or disliking and excitement or arousal. Video clips can be used to communicate with learners at a deeper level of understanding by touching their emotions.

Once we speak about the relationship that gathers between video clips and students' brains, one might be allowed to state that human's brains have a tight link with the<sup>1</sup>*Triune brain* and the two hemispheres; THE left one and the right one. These hemispheres relates to the brain into two different ways; verbal and nonverbal. In other words, the left hemisphere is the verbal side that is structured, factual, controlled, rational, organized, planned, and objective. Thus, it is predominately the logical and analytical side that processes information sequentially in learning language. In contrast, to the right hemisphere which is nonverbal? This latter is more spontaneous, emotional, disorganized, experimental, empathetic, subjective, intuitive, and seeking relationships. It focuses on art, color, pictures, and music. Then from this perspective, teachers who seek for developing their students' speaking skill,

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<sup>1</sup>A cross section of the brain would reveal that it has three layers: (a) the stem or *reptilian* brain (5%), which performs basic tasks, such as breathing, pulse, and heart rate, determines the nature of sound, its direction, volume, and its potential threat, (b) the inner layer or *limbic* brain (10%), which is the center of our emotions, reacts to videos with appropriate emotions and long-term memory, and (c) the outer layer wrapper —barkl called the *neocortex* cerebral cortex brain (85%), which controls hearing, vision, language, and higher-level functioning and responds to the video clip intellectually (MacLean, 1990). The latter —thinking brainl absorbs the sounds of the reptilian brain and feelings of the limbic system and organizes them into a video production. This triune concept facilitates our understanding and creation of video clips.

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they should be in touch with video clips implementation for the reason that this latter engages their students' brains (hemispheres) by imposing the left side with the dialogue, for example, the plot, the rhythm, and lyrics. While concentrating the right side with the visual images, relationships, sound effects, melodies, and harmonic relationships.

Then from all That have been stated and offered as pieces of information and advice to OE teachers, it would be very essential and prominent to stir up these intelligences, hemispheres, layers, and waves in the classroom to promote learning to their students in order to oppose perspective on the inadequacy of the preceding cognitive neuroscience findings and their implications for educational practice. Therefore, teachers should better be in touch with the value of a video clips as a teaching tool lies in its potential to do the following: Tap the core intelligences of verbal/linguistic, visual/spatial, musical/rhythmic, and emotional (interpersonal and intrapersonal), Engage both the left and right hemispheres, Appeal to the reptilian, limbic, and neocortex layers of the brain to sense the nature of sounds, and finally react to scenes and music emotionally, and appreciate it intellectually.

#### **4.4.2.3.3.2.2 Techniques of Using Videos in OE Classroom:**

It is worthwhile to state that there are a couple of procedures that OE teachers should follow when he/ she wishes to imply a video with his/her oral expression session. Then the following advice should be taken into consideration by these teachers in order to have a very well, organized and fruitful course section.

- Introduce the video briefly to your students even before watching it in order to reinforce the purpose of the lesson then guiding them all towards one main objective.
- Pick a particular part of a video you wish your students to concentrate on so that they would be stable in understanding the content you wish them to focus on. However, if you want your students to view the entire movie, then you should assign that viewing outside your class.
- Prepare specific guidelines for your students or discussion questions so that they would have directions on what to see, hear, and look for. You should make them in touch with the content and the point of the clip has to be clear to them.

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- Assign an active learning activity to interact on specific questions, issues, or concepts in clip.
- Stop the clip at any scene to highlight a point or replay clip for a specific in-class exercise.
- Set a time for reflection on what was scene.
- Structure a discussion around those questions in small and/or large group format.
- At the end of the session you may ask your students to play the clip.

It is very interesting to acknowledge these teachers that the above pieces of advice are considered as the basic steps or elements in most content applications. It is not an obligation to follow them literally, however, OE teachers might use video clips that mold or broaden their applications far beyond those steps. In fact there are other generic techniques suggested to teachers in the following table to be followed.

<p><i>PROVIDE CONTENT AND INFORMATION</i></p>	<p>OE teacher should choose a video which should be suitable to the content that he needs to teach to his students as well as he should look after information embedded within the clip video he will present them for the reason that types of videos may range from general to specific and the list is endless. Although the specific clip may be used anywhere within the coverage of the material, the timing of the clip should be appropriate to the context.</p>
<p><i>ILLUSTRATE A CONCEPT OR PRINCIPLE</i></p>	<p>OE teachers may drive their students to live a real life situation by illustrating the content of the lesson they are teaching through a clip video in which all concepts can be presented. For example, characteristics and descriptions, items and idioms, family relationships, anger management, speaking at restaurant, hospital, giving directions...etc. so, the visual depiction of a specific behavior or event can be a powerful addition to the verbal or quantitative explanation since your students want real-world applications to see the relevance of what they are learning. Videos can furnish very graphic, explicit examples of a wide range of content.</p>

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<p><i>SERVE AS A STIMULUS FOR LEARNING ACTIVITIES</i></p>	<ul style="list-style-type: none"><li>➤ OE teachers may face some problems when teaching oral expression as class boredom or students' lack of interests. That is why teachers should be intelligent enough to change this atmosphere into positive and make it more creative by using the video technique as stimulus for learning activities. This technique can be used to open class, after a class break, or at any other time to segue to a summary or review of content or to introduce a new topic. There are so many news and real-life situations that can be used to stimulate individual and small and large group activities or even incite your students to riot in the classroom. One of the most interesting ways of practicing this technique is, for instance, by darkening the room to total blackout. After a few anxious moments as the students are trying to anticipate what is happening, you play a short and, maybe, provocative video clip. It may relate to the previous class material or serve as the fireball stimulus package for a new topic. After the end of the video, you find yourself controlling your students' attention and interest. In this particular area, you may;</li><li>➤ Ask your learners for their immediate reactions in an open discussion.</li><li>➤ Create a small group collaborative learning activity with specific questions to answer.</li><li>➤ Ask pivotal questions about the clip to introduce the topic.</li><li>➤ Request students to write a minute paper response, or engage them in a think-pair-share with or without a leading question.</li></ul>
<p><i>PROVIDE A GOOD OR BAD APPLICATION</i></p>	<p>OE teachers can benefit greatly from video depictions of practices for the reason that this is one of the best techniques to generate students' interest and perfect critical thinking skills. By presenting interpretations of a real-world application, your students will surely interfere. Then, you can</p>

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<p><i>TO CRITIQUE.</i></p>	<p>pinpoint certain good as well as bad practices that students can critique.</p>
<p><i>SNAP STUDENTS TO ATTENTION</i></p>	<p>Teachers can hook their students' attention by exposing them to funny video clips or parts of funny movies like <i>Home Alone 2</i> where Kevin is on top of an apartment building throwing bricks at Marv down on the street, but hitting Harry in the head over and over again. This scene is hilarious. It makes your point, grabs your students' attention, and lightens the serious topic a bit. This will surely snap your learners' attention for the reason that clips from comedies are most effective for this purpose. For example, if you are discussing how to deal with disappointments, say: When you get fired from a job or rejected by the admissions committee for a university graduate program, it is like getting kicked in the stomach with the wind knocked out of you or getting hit in the head with a brick. A short video clip may make a gigantic difference in their moods, motivation, and attitude.</p>
<p><i>INSERT INTO COLLABORATIVE LEARNING EXERCISES</i></p>	<p>Once you have used video clips as a regular teaching tool, require clips in relevant collaborative learning exercises, such as those where students are assigned to give examples of practical applications. Either you can provide a list of possible clips from which each group can choose or you can leave it open to the group with the requirement that you must screen their choice. Provide specific criteria on the purpose, execution, and outcomes of the exercise and how the clip should be integrated into the experience.</p> <p>If appropriate and time permitting, you could schedule all or a few of these exercises to be performed in front of the whole class. A maximum time limit should be imposed. A 10- minute block is usually adequate. The class can then critique the performance and the concept of the video clip can serve as the stimulus for discussion. This total class engagement and critical thinking activity can be an unforgettable learning experience for everyone.</p>

**Table 4.1: Generic Techniques for teaching OE to FL Learners.**

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#### **4.4.2.3.3 Using Movies to Teach OE:**

It is worth mentioning that the researcher of the current study is so much in touch with learning with movies for the reason that she has been taught in this way for one whole year and the method did really work with her. From this perspective, as much as she benefited from this technique, she wished to transform it to today's generation. Interestingly, movies are taking a very great part from peoples' life especially from today's generation; that is why it will be very motivating to implement such a method in OE classrooms. It is believed that watching movies enlarges both learners' knowledge and understanding the fact that makes learning easy and language acquisition more adequate and facile.

Exposing students to movies in OE classroom encourages a new way of thinking, with interlocking hopes, needs and problems. It promotes mindful viewing for the reason that it exploits students' viewing habits and makes it as a point for developing more active literary skills. For this reason, OE teachers need to know the interests of the students and what they like most to watch in order to keep high their motivation, undertake different duties, fulfill various assignments and feel the success. OE teachers should encourage their students to watch as many films as possible outside the classroom or parts of films in the classroom simply because watching movies is very important as it increases their visual and critical awareness.

Watching films in the classroom can be realized through recording them. The lesson can make the activity of "film-watching" an active rather than a passive one. This can be done in a variety ways as setting questions about the film, promoting discussions in small groups, asking the students to comment on various things, inviting criticism, etc. The teacher may also stop the movie from time to time and ask his students what has happened so far or guess what might happen next in order to create a kind of discussion then push learners to speak; otherwise he may turn the sound down and asking the students to imagine or make up dialogues. In this case, students are offered both speaking and listening.

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It is worthwhile to inform OE teachers that while using a movie in their classroom, they are helping their learners to be more attentive to the accent, voice, body language, choosing of the words, lifestyle, plot idea, summary, what's going on, why and how, , and training their ears and the eyes for the target language.

The overall aim of the teacher has always been to maximize comprehension and learn more about the target language. However, it is important to know that watching a full feature film needs more time than teaching hours. So, teachers need to be able to fit films into a classroom schedule organizing different activities that help them achieving their aim. Watching a film in real life is usually fun and relaxing. Then from this perspective, OE teachers should try to create a similar atmosphere in the classroom so that both teacher and his students enjoy the film and the tasks along with it. Not all what have been prepared might be successful, but it should be beneficial.

It is worthwhile to state some important benefits of the implementation of movies and films in OE classroom so that teachers would be more convinced when using them to their students in order to develop their speaking skill.

- Movies provide huge information, they motivate students to speak and help them integrate listening and talking skills, through various kinds of activities.
- Through movies presentations there is more communication and collaboration among students, while working with the pages of a book is more individual, less collaborative and less interactive. It helps students speak freely, increase their eye contact, and aid in organizing ideas.
- The teacher can emphasize one particular issue by orienting his students' minds towards it through exposing them to a special part from the movie because there is always little memory space in the students' brain which always need to be filled. So, the teacher can try to select the most important thing and review more than one time till it is located in the long-term memory.
- Learning how to speak through movies is important because it does not develop students' speaking skill only, but it also increases students' creative powers for those images, words and sounds that come to the students from watching. Thus, creating

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more active and critical media users, who will always be more demanding in the future?

#### **4.4.3. Activities to Be Carried Out:**

OE teachers need couple of activities to be carried out in their classrooms so that they can help their students better their oral language. Teachers need to be organized in presenting tasks to their learners and be sure at first that the chosen activities will fit their needs and help them overcome the problem of speaking. Then, from this perspective, the researcher suggests couple of exercises that OE teachers may follow when presenting oral lessons to their classes.

The age we are living in is the age of technology, innovations and Internet. That is why teachers should walk hand in hand with the development and progress that covers today's epoch. The number of students who get through technology and the Internet increases dramatically every day for the reason that its benefits in all fields of life and more precisely in education are growing with every passing day. Technology has made education and learning more attainable by more students since it could promote improved and new types of learning. Today schools and universities are spending a lot of money for technology

Indeed, OE teachers can make use of ICTs and computers in their classrooms in order to improve their students' competences and help them into some extent develop their listening and speaking skills; as Linda Roberts stated in 1993 'You can have all the technology in the world, but if you do not invest in teachers and help them acquire the comfort and know-how, it will be wasted'. Then from this perspective, the researcher desires to offer teachers some specific kinds of activities that they may ensure while teaching oral expression to their students. Today our university has several computer labs, which have internet access, and you could see hundreds of students doing research or homework assignments till late in the evening. University students are learning a lot by using computers, the Internet or other 'fancy technology'. Therefore, teachers will find it easier to use ICTs to motivate their students in their classes as well as to promote them facile and more enjoyable learning.

<b>Number</b>	<b>Activities to be carried out in OE classes using ICTs.</b>
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01	Expose students to watching a video, clip, or a movie.
02	Ask the students to reflect on the film shown.
03	Ask students to make personal comparisons about the topics of the film.
04	Increase motivation and arise interest around the topic by creating a debate between your learners.
05	Parallel performance of tasks, listening and note taking.
06	Write a review about the film giving your opinion.
07	Ask your students to listen to parts of an audio then order the events of the story they have heard.
08	Make a silent video then ask them to predict its content.
09	Build up a story based on visuals.
10	Present a video to your students then ask them to fill in gaps in a questionnaire.
11	After watching a film, ask your students to write a letter to the main character they liked in the movie.
12	From a list of words, ask your learners to tick the ones mentioned in the film or a video.
13	After listening to an audio story, ask your students to summarize it for you in front of their peers.
14	Ask them to guess the meaning of the words/expressions while watching the film.
15	Answer multiple choie questions
16	Give out a speech about the audio or the video seen.
17	Role play a scene from the film after writing your version of the script required for the acting out.
18	Ask students to re-tell the story of the video/audio involving them in it.
19	Ask the students to change the ending of the story of the video or the audio.
20	Ask students to save the proverbs and sayings they have heard to arouse the interest on the topic.
21	Fill in the gaps and note down which character says these words.
22	Ask your learners to pretend to be one of the characters of story and play his role in the class.
23	Expose half of your students to the first part of the video and the rest the other half,

	then ask them to share information.
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*Table 4.2: Activities to be carried out in OE classes using ICTs.*

Exposing your students to a real life situation by making them watch a movie or an audio spoken by native speakers is usually fun and relaxing. That is why teachers should try to create a similar atmosphere in the classroom so that both the teacher and the students enjoy the lesson and the tasks along with it. Not all what the teachers have prepared might be successful, but they should never give up. OE teachers have to evaluate what went wrong and try to improve it in the second attempt. After all, practice makes students' performance perfect.

It is worth to be stated that there are a couple of steps that OE teachers should follow before, while and after carrying out these couple of activities with their students.

#### 4.4.3.1. Before Activity:

- ✓ The teacher should create a draft plan that includes where to obtain the best resources and how to choose the key events and the format of the final products.
- ✓ Create a list of search terms.
- ✓ Generate a list of questions.
- ✓ Review collected resources containing information about the topic.
- ✓ Select the key events.
- ✓ Create a draft copy of the outline to be word processed.

#### 4.4.3.2. While doing the activity:

- ✓ Enter the draft plan of action.
- ✓ Conduct the video or the audio which is the CD-ROM encyclopedia search.
- ✓ Use information to correspond with people connected with the topic.
- ✓ Enter and revise the content drafts.
- ✓

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#### 4.4.3.3. After the Activity:

- ✓ Ask students couple of questions, like; what's the most startling fact they learned, what is happening today, what needs to be done in the future.
- ✓ The teacher should ask for a summary through the whole class discussion.
- ✓ Clarify any misconceptions and reemphasize the key learning objectives.

#### 4.4.3.4. Supporting Activities:

- ✓ Create a set of cards on various concepts and words matching definitions, etc.
- ✓ Identify the person described.
- ✓ View video tapes of events related with the topic.
- ✓ Make group work and make their own plot.

#### 4.4.3.5. Evaluation:

- ✓ Ask your learners to create a rubric with this item.
- ✓ Ask them to select three key events.
- ✓ Present each event clearly.
- ✓ Summarize the story.

#### 4.4.4. Recommendations for L2 Learners:

If students' first desire is to speak fluent English, then, they should do all their best so that they can better their oral communication. It is already known that learning a second language is not of the easy task, however, if students make a plan and go for it, things become easier and the process of language learning and becomes effortless.

It is worth to be mentioned that language learning differs into a great extent from the past for the reason that today's epoch is full of technology and materials that makes things easier. Nowadays, L2 learners are lucky and more fortunate for the reason that is known as The "T"

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Generation. Technology is already a part of their lives and they can never live without it. Then from this perspective, using ICTs as an aid to develop once speaking skill stands as fruitful, enjoyable and more motivating for learners since they are already familiar with its use in their everyday life.

In fact, ICT requirements and the sources for selecting appropriate technological tools for learning the target language and work for developing the speaking skill is always required in an L2 learner's mind. If the student learns using one of ICT means, he will be in a great shape. Learners should only have to decide how they want to use the material and where and when to embed it. Gradually, an L2 learner will find himself accumulating his own pool for use semester after semester. step by step, using technology for developing his speaking skill will be drawn then seen on their creativity, imagination, and artistic. This fact will inevitably make the greatest difference in his oral communication.

Indeed, learners should be able to use different media through different technologies for the reason that it provides them with inspired and practical ideas. Technology enables learners to meet various needs and interests. They also provide them with a lot of language practice through activities using for instance radio, TV, movies, Audio- books, Internet, computer, smart phones... etc., and tasks which develop their speaking and listening skills. They do not only entertain students but also they encourage them to learn English in general, both inside and outside the classroom, promoting extensive acquisition by giving the students the confidence, the motivation and the ability to continue their learning. Then, L2 learners should understand these materials and the messages they give and their influence upon them, how to explore this abundant information and create a continuum of the liveliness media create in their life and why not in and outside the classrooms where students spend a lot of their time.

#### **4.4.4.1 Improving Learners' Listening Skill:**

Learners already know that their lives are highly affected by the era of information technology, and technology plays an important role in today's human society development. Based on this fact, it is indispensable to take advantage of the modern technological facilities in aiding the task of English language education. Students trying to learn English as a second

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language need further language support if they really wish to make their speaking more progressed and advanced. They need to practice in hearing language first in order to develop their experience and skills. For doing such tasks, they are in need of using various tools which can help them speak the language easily and effectively. The term *ICTs* includes communication techniques for language teaching in which the personal computer plays a central role. There are, however, other technological tools that can be utilized in language learning besides computers. Each technological tool has its specific benefits and application with one of the four language parts (speaking, listening, reading, and writing). However, in order to use these techniques successfully, student should be familiar with using computers and internet, and capable of interacting with these techniques.

The effect of technology has become huge in learning the language in addition to the instructor's role. In other words, the role of the instructor together with the role of the technology can lead to advanced learning results; however, students need to reinforce their listening skill so that they can speak well since speaking is tightly linked with listening. Good listeners have been always known as good speakers, then from this perspective, learners who desire to develop their speaking, should first work on habituating their ears on listening native speakers.

When we say listening, we mean by it the process of identifying and understanding the speech of the speakers. It involves understanding the speaker's accent or pronunciation, speaker's grammar and vocabulary, and comprehension of meaning. That is to say, the learner should be capable of doing these four things at the same time. Therefore, listening is very important in the process of second language education. Listening is considered as a principal language skill because through it, students can acquire a large portion of their education, their information, their ideas, and their understanding of the language spoken in front of them. As an input skill, listening plays a vital role in student's language development. Therefore, there are several technical enlisted bellows for improving the listening capability of the ELL student so that they can be good speakers.

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#### **4.4.4.1.1. Using Computers:**

Computers are the first ICT means that come to the one's mind once the problem of listening is mentioned. L2 students need to develop their listening comprehension through the use of computers since it stands as the big machine that hold all aural devices as speakers, head-sets, and microphones. It is worth mentioning that the researcher herself depended on the computer for developing her listening skill for the reason that its use for her listening problems provided her with not only the voice inputs but also with the visual one which could enhance all information and ideas the fact that developed her speaking skill. Besides, computer-based listening tests are very important in reinforcing the understanding skills of the students. For instance, CD-ROM based learning films can also provide significant advantages over the traditional methods. Finally, Internet voice chatting using the second language may also aid the communication capabilities of the student.

#### **4.4.4.1.2. Broadcasting:**

Television, radio, YouTube, songs, videos, movies, and computers are among the most important technological materials that an L2 learner should follow if he wishes to develop his speaking skill for the reason that the means already mentioned hold speeches of native speakers the fact that help students acquire the target language accurately. In other words, the greatest benefit that an L2 learner can gain out of these materials is that he would get the opportunity to listen to native language rather than exposing himself only to his teacher or peers. Listening to a radio or watching TV or an English movie for instance provides the learners with more natural vocabulary the fact that habituates their ears for hearing correct English.

In other words, listening to TV and radio educational language programs is another technical way for developing the understanding ability. However, the listening student should be careful in selecting the specific programs that are suitable for his needs. News satellite TV channels, like the BBC channel, are also useful for practicing with audio and video media.

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#### **4.4.4.1.3. L2 Using CD Players:**

It is almost difficult to listen or watch direct native speeches that are why learners go through recorded speeches by natives to listen to. One of the main means that aid the learners in this case is CD-Player. Learners can make use of CD-Players to listen to music or English programs or even watch movies. They can put these CDs on their computers then focus their hearing on the speech so that they can listen to what it is said. Then from this perspective, one might be allowed to state that the implementation of CD-Player devices is another modern tool for listening comprehension. These electronic instruments can be used specifically and effectively to foster their listening. Besides, even lectures and listening examinations can be saved on these audio CDs for later use by the ELL student.

#### **4.4.4.1.4. Using Tape- Recorders:**

There are a lot of students who are influenced by someone's speech or way of speaking. This particular person can be their teachers, peers, parents, brothers, sisters and even themselves. The desire to be like them drives them to listen to them for a long time. However, these people might not be always available, that is why students wish to hear them a lot. Then Tape-Recorders came to solve such problem. Learners can record speeches of their favorite speakers at the time they speak, and then they can turn the recording on at any time they wish to hear it.

Worthwhile, this method has been used by the researcher herself. The investigator of the current study was so much affected by her teacher of oral expression to the point that she wished to speak English just like her. She was considering her as her model the fact that she was imitating even her gestures while speaking. The researcher was always asking her teacher's permission to record her speech while she was explaining the lecture in the class. Then, once the researcher came back home, she started listening to her teacher's speech for many times until she became a copy of her teacher to the point that all her classmates were calling her by the name of their teacher. From this perspective, one might be allowed to state that tape-recording is a very fruitful and beneficial method for developing someone's listening skill.

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#### **4.4.4.1.5. Watching TV:**

Understandably, there are a lot of people in the world we are living in who are good speakers of English thanks to watching English or American movies. Television has a great impact on students' listening and speaking skills. It helps them into a great extent to develop their vocabulary, intonation, accent, and tone. The learner does not learn only by listening but he also learns by watching for the reason that one single picture not only tells a thousand words but it also helps students improve their thinking and observation skills, it promotes imagination, etc.

Watching TV enhances not only visual learning but also the audio one. It helps auditory learners learn better. Listening to the speech and watching its events creates a clear combination that helps learners to develop their listening and speaking. By using TV, learners can enhance their understanding and promote it whenever necessary. The use of TV by students is crucial also in giving feedback and training, in Reflective learning, in analyzing and synthesizing, in tracking students' progress over time, in editing certain options, in testing, in peer coaching, etc.

TV can help with many issues such as: motivation, clarity, recycling, drafting, revising, editing, variety, and mixed-ability, updating information giving life and color to learners, thus at the same time helping the students improve accuracy and fluency. There are a lot of issues that can be solved while watching TV. By watching TV, the learner can get a lot of information, can imitate native speakers, and he can even act as they do. Learning through watching TV is an alternative approach that stresses the student's language acquisition the fact that helps them solve real-world problems while learning.

#### **4.4.4.2. Improving Learners' Speaking Skill:**

One of the most important goals that an L2 learner desires to achieve once he/she enters the world of language learning is to speak fluent language. L2 students always wish to speak

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the target language correctly and accurately. Therefore, this learner finds he always busy with looking for the most effective ways that help him better his speaking skill.

To speak a language is not of the easy task and it holds other main features that the learner should know. One of them is that the language is built not only on speaking but on other three main skills that the learner should take care of so that he can be a good speaker for the reason that all language components work hand in hand to develop each other. In other words, if someone does not know how to read he can never write, and if he has never listened to the language, it will be impossible to speak it. Then, from this perspective, one concludes that learning the target language is mainly based on focusing someone's concentration on all language mechanism so that he/she can acquire it in a successful way.

This part of study is mainly devoted to offer both teachers and learners some specific recommendations and pieces of advice to be followed so that they can be successful in their process of either teaching or learning. That is why, the researcher came up with a couple of information and advice to give to L2 learners in order to improve their speaking skill and develop it for bettering their communication that might appear in the real world situations. The following points have been chosen for these learners for better oral expression.

#### **4.4.4.2.1. Using Internet Voice Chatting:**

Since the current research has been built upon developing students' speaking skill through the use of ICTs. Then, it is clear and evident that the pieces of advice that the students will receive will mainly have to do with all kinds of technological tools and its relation with the speaking skill.

Nowadays, Internet is considered as the main part of the students' lives. They work with it, they play with it, the learner with it, and they make their researches through it...etc. That is why; it is through it also that they should make good improvements to their speaking skill. Students spent almost half of their time in front of PC chatting with their friends. As a matter of fact, these friends might be foreigners the fact that oblige L2 students use their target language so that there would be a mutual intelligibility between each other.

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In other words, L2 students will find it enjoyable to communicate with native speakers through using Internet Voice chatting. As a matter of fact, chatting as the process of voice communication between the speaker and the listener through the internet is so much beneficial to the learner especially if the other side is a native language talker. Through this process, the learner does not habituate himself for speaking only, but he also gains new vocabulary and original culture from the native he is talking to. So, using Internet Voice Chatting is such a fruitful tool for an L2 learner to make progress by his own efforts.

#### **4.4.4.2.2. Using Speech Synthesis Programs:**

It is already known that the implementation of Computers while learning the target language can develop the students' speaking skills. Listening to some oral statements in the target language can be very challenging for the students, especially if the speaker is a native one. However, the use of computers and Speech Synthesis programs can make the speaking task much easier and enjoyable, as well as, it can make the learner express his thoughts more clearly. Oral/Aural skills can also be improved with the aid of word processing programs. The learner can highlight a specific part of the audio texts, for instance, through memorizing the words or noting them down. With the aid of these programs which have the capability of automatically replicating, the learner will not face any problem for repeating the sounds he has heard. Therefore, the use of the computer as a tool for developing one's speaking is much more motivating for the student than the process of traditional learning with a paper and a pencil for the reason that modern computer programs can generate voice signals and decode human sounds. These types of programs are defined as artificial intelligence computer programs and can be a very useful tool for improving the learners' speaking capability. Practicing with such programs will strengthen vocabulary and pronunciation abilities as well.

#### **4.4.4.2.3. Using Electronic Dictionaries:**

One of the main speaking problems that an L2 learner may face in his journey of language learning and acquisition is pronouncing correct language. L2 students may face these kinds of pronunciation troubles for the reason that they may encounter new words while reading.

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Then, Electronic books and dictionaries are made for such urging point. The learner can make sure of the correct pronunciation of the word he needs to learn only by having a click on this electronic dictionary of book so that he/she confirms the correct sound. In this way, the student will not be confused when speaking with others. In other words, Electronic dictionaries and books is another modern ICT materials that draws the good way for improving the vocabulary of the learner focuses on the utilization of correct language sounds. It is worth to be mentioned that these Electronic dictionaries were designed specifically for English language learners. As a matter of fact, they are very easy to be used and they represent quick tools for more vocabulary acquisition.

#### **4.4.4.2.4. Developing Learners' Autonomy:**

It is very important for an L2 learner to depend on himself for learning the target language. L2 learners should not always rely only on their teachers for feeding them knowledge. They should do all their best so that their oral language can be improved for the reason that as much as the teacher gives knowledge and works on developing his students, he can never reach the point without his students' help. If the learner makes his own research and works on his own progress, he will certainly improve.

Today, all ICT materials are available for the learner and all facilitating means can be easily used by him. Even the teacher can be available outside the class for his learners if they wish to contact them. Then, working on someone's speaking skill improvement does not rely only on the teacher but also on the students himself if not saying mainly on him.

The present study has mentioned all facilitating materials that can be used and implemented in the language learning process. The student can go through Internet, TV, smart-phones, head-sets, speakers, YouTube, Chatting, music...etc. in order to listen well and speak better. There is completely no doubt that these ICT means are certainly a modern technological way for learners who hope to develop their English language skills. There are many materials which are solely prepared to enhance the students' speaking abilities of English language learners. There are also a huge number of resources available in different

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forms of browsing some resources and sites which will surely enhance the learner's vocabulary and the speaking capabilities.

#### **4.5 Conclusion:**

As a conclusion to all that has been stated in this particular chapter, the researcher wishes to state that technology requirements and the sources for selecting appropriate means by the L2 learner should always be prescribed. If the learner and the teacher organize themselves while learning/teaching, they will feel that they are in the walking in the right path. In fact, if ICT materials are used and implemented in the process of language teaching/learning in an adequate way, both learners and teachers will get benefits from them. In other words, technological materials should be incorporated in the second language learning/teaching process in a correct way so that the effectiveness of these techniques will appear.

Audio-Visual aids create a kind of magical learning moments for the reason that it plays an active role in improving the students' Listening and Speaking ability. Learners are willing to accept and adjust to a brand-new learning environment, even if they have difficulty in this respect, they are also inclined to take advantages of the ample information and learning resources such as Internet, which can be used to compensate for the inadequacy in their Listening and Speaking training in traditional ways. As much as students make use of ICTs, it will reach their optimum potential in Speaking and Listening. This new learning environment provides an online platform for L2 learners where their Spoken discourse and listening tasks can be practiced at their own pace and time. This practice reinforces learner autonomy which ultimately leads the students to become confident and competent users of English thus proving the effectiveness of integrating ICT into the learning environment of the ESL classroom.

This part of study was designed to acquaint the learners as well as teachers with the potential value and uses of ICTs in their Oral Expression classrooms. Technological materials and more precisely the audio-visual ones stands as a major resource for learning the target language as well as it helps into a great extent in developing the students' speaking skill. This Net Generations already familiar with the use of such materials that is why it becomes easy

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for them to draw their learning path depending on their multiple intelligences and technological learning styles in order to increase their success simply because there is a match between the media and the students' intelligences. For instance, the learning potentials of the video clips, TV, audio...etc. are expressed as a learning outcome at the outset and there are other specific techniques for improving one's speaking skill. The material in between those anchors covers the theory and research on the students' brain and the extensive language learning on how ICTs have been used in specific disciplines over the past decades.

The research on the effects of ICT materials on the developmental EFL learning process provided an empirical foundation for their use in L2 learning. It proved its effect on increasing the students' memory, comprehension, understanding, and could deepen their learning. It was also clear that additional evidence needs to be collected in all disciplines to support the various uses of ICTs in OE classrooms.

As a conclusion, nowadays, using technology in learning a second language has become a real necessity. This paper has reviewed how technology can be utilized in developing the language skills of the learner. Different methods for using technology in improving the students' language skills were discussed thoroughly. The current study was also carried out to estimate the acceptability of students for the utilization of technology to enhance their language skills. Indeed, as technology has developed, the incorporation of this medium into the instruction process becomes necessary the fact that computers could be more as an integral part of the learning activity, and as a means by which language skills are transferred to learners. Theory and practice in second language learning can be matched together by the use of modern technology, since modern technical ways should be followed for effective learning and teaching of the second language. As a matter of fact, English language teachers should encourage their students to use technology in developing the language skills, especially the speaking one, as well as, educational institutions should modernize their technical instruction capabilities by using new equipments and laboratories for supporting the teaching process.

**GENERAL CONCLUSION:**

The implementation of information and communication technologies (ICTs) for empowering the learning and teaching experience is becoming a necessity in the language educational area. In an ideal world, L2 educators and their teachers should examine the impact of new developments in language teaching and learning with a view to communicating how this innovation might impact their educational world. EFL learning and teaching do not occur in an artificial environment but within a new parameter, it should prove its existence at large. Consequently, both foreign language teachers and learners ought to adopt innovations without even understanding their full learning and teaching implications. This is not necessarily a bad thing, because if no one adopted an innovation in practice, there might be nothing to evaluate and little knowledge gained.

When debating about learning English as a foreign language, it can be said that the ultimate aim of many learners is to be competent speakers of the target language. Speaking is always given the priority and this is not a baseless claim for the one who attends EFL classes and sees how students pay more interest to their oral performance. We often hear statements like “S/he speaks good/bad English”. Indeed, it is such a prominent challenge to think about the conjectures and surroundings of the current didactic world which we, as researchers, are responsible of its progress and development.

In other words, the EFL educational learning structure is built on too many factors that play a great role in either creating a successful FL student or a failure one. Besides, we should keep in mind that learning to speak English as a second or foreign language is not as easy as speaking another tongue, the majority of learners fail to speak the target language fluently and accurately. Thus, the researcher of the present study believes that the appropriate use and the successful integration of ICTs in the oral expression classroom can reduce the impediments that prevent EFL learners from the mastery of the speaking skill. This may sound weird for many, however, having a strong personality, high motivation and less anxiety with a more developed learning area makes the learning process almost perfect.

It is worthwhile to be mentioned that the idea that "Technology is crucial to a successful scholastic path" is agreed by the language educational staff for the reason that the

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technological materials used in nowadays could reach a great influence and a certain impact in our success at work, private life, relationships and leisure activities; I.e. Technology affected our mood of life not only in Education but in everything we do. As the present life of language learning continues to shrink and access to a more developed educational life, language departments cannot remain mere venues for the transmission of a prescribed set of information from teacher to student over a fixed period of time. Thus, the current investigation came in order to discuss the implementation of such technological materials in the language educational process and see what impacts it would have upon the Algerian undergraduates' learning development and more precisely on their speaking skill.

From this perspective, the researcher made all her efforts to gather as much information as she can so that EFL learners would benefit from technology innovation. Thinking about the great change that should pass by the EFL learning bridge guides the researcher to strongly take for granted the range of the technological progress and Globalization that conquered the world, almost, in all fields of life. Conversely, when students are powered by technology, fueled by information and driven by knowledge, they can be able to challenge the target language, thus, use it spontaneously. As a matter of fact, the value of this study is to emphasize the tremendous role of ICTs in improving students' oral performance. It is even worthwhile to state that the investigator of this study trusts that the integration of ICTs in the classroom is a necessity, and teachers of oral expression are supposed to be aware of these materials to achieve successful teaching results. In other words, the main goal of this research study is to reinforce the remarkable and the important role of ICTs in enhancing EFL learners' speaking skill. In addition, it tries to help them express their ideas and communicate in the target language. So through using ICTs, the value of oral production courses will be improved.

The present information era demands from undergraduates to be armed with language competency if they are to reach the global pool of knowledge and technology. This can be proved through many ways, however since the world is living in a globe which is captured by technology, the investigator herself strongly agrees that Information, Communication, Technology (ICT) can be used effectively in a tertiary education, to enhance listening and speaking skills of L2 apprentices. Different methodologies have been proposed to learn English using existing technologies; i.e. educational software, CDs, DVDs, videos, e-mails,

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internet...etc; for the reason that it has a great impact on students' success. Therefore, English competency is still a challenge for most of the students at tertiary level.

Additionally, there has always been a rising stress on English language teaching as a mechanism for communication, and technology has played a serious role in facilitating authentic communications. In a sense, the effectiveness of multimedia has drawn great consideration and is supposed, under the theory of adding an additional channel of media to send out a message, to significantly improve communication and comprehension. In this meticulous setting, learners slowly expand their language acquisition by being exposed to the authentic environment of the target language by using technological materials.

We have just come to the area where we should state that this humble work was mainly concerned with Second Year License Students of English at MoulayTahar University of Said. The present investigation was based on looking for the main tools that should be used while teaching or learning Language. This fact has given the researcher a glance about the main recommendations that might be used to solve such a problematic. In other words, enhancing the power of using the target language in L2 learners is not of the easy task. It requires some experiences and regular practices to produce the language accurately and encode the intended messages of other speakers. Then from this perspective, the researcher may be allowed to say that this enquiry has dealt with the correlations that subsist between ICT tools and oral expression in a Language Teaching/Learning setting. Its main concern was investigating whether technological materials have an impact on the learning process and more precisely on bettering the student's oral performance.

After the questionnaires' and the interview's analysis, the researcher reached a result that confirms her hypotheses. In other words, the study resulted that ICT materials stand as the massive point which plays a great role in changing the teaching/learning status radically since it helps students into a great extent in bettering their oral communications. It stands as the affective key which helps students to be successful in learning a language and more precisely in acquiring it. Unconsciously, learners with high motivation would feel more comfortable and excited to learn. Thus, the positive impact of ICT tools on the developmental EFL learning process and more precisely on the students' oral performance has been confirmed after analyzing the couple of tools that the researcher used while doing her research. Indeed, the majority of students showed a great deal of challenge and willingness to participate in oral

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expression lectures, for the sake of improving and developing themselves, when ICTs were implemented in their class. In other words, the analysis of the intended questionnaires and interview showed clearly that students could better produce new grammatical forms and words, acquire several vocabularies, give the right pronunciation of words, and increase their speaking abilities once they used ICTs while learning. They consider these movies, videos, speakers, and so on as the appropriate materials for developing speaking. In addition, the majority of students confessed that they strongly want to use these aids inside and outside the classroom continuously in order to avoid the boring study.

As a matter of fact, improving students' oral expression is considered as the strongest pillar that should be focused on by all teachers for the reason that this latter will help students not only in their learning process yet even in their private, social, and work life communications.

It is prominent to state that after doing a lot of investigations, the researcher came to a conclusion which says that the implementation of ICT materials and its use afford students a lot of opportunities the fact that cause educators and educational providers to rethink and reengineer the nature of their educational practices. This means that the usage of these technological means made a great access in improving the quality of teaching and learning, enhancing language competence and learners' interaction and verbalization.

Throughout the current research investigation, the researcher concluded also that ICTs can make L2 students smarter and enhance the EFL teaching/ learning. This implies that the use of ICT in education has its merits and challenges. Besides, the researcher has been inquisitive about the influences that ICTs have made on the achievement of content-specific as well as generic learning outcomes, the processes of learning, students' approaches to study, motivation for learning and engagement with the subject matter content. I.e. these models of learning and teaching are closely associated with leveraging the learning and teaching transaction.

In one way or another, educators are enthusiastic about how they can use ICT to improve their teaching activities, which include the engagement of students with subject matter content, activation of learning, assessment of learning outcomes and provision of feedback to their students. Undeniably, the integration of ICTs in the educational field is believed to

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afford creative opportunities that leverage the entire learning and teaching transaction. Thus, we can say that technology changes what students do and what they can do; this is especially true when the Internet and distributed technologies are taken into consideration. Once it is understood how to use technology to support mastery of simple skills, it makes good sense to explore more advanced uses of technology in Language Education

As a matter of fact, the researcher wishes to mention that the investigation was limited into some extent to the rate of oral expression hours. In other words, only three hours were devoted to oral classes, per week, the fact that created a hindrance for the investigator since she found some difficulties in managing her time and the lectures' ones. Besides, the study has shown that there was not enough ICT tools in the teaching environment, such as; lack of language laboratories and the unfamiliarity with ICTs by teachers the fact that made things difficult for them.

As a final point, the present dissertation has shed some lights on the significance of ICT tools in fostering motivation, reducing anxiety and heightening the rate of challenge in L2 learners for bettering their participation, creativity and most of all their oral expression. Then from this perspective, as a solution for the failure and difficulties that face EFL students when speaking English in different contexts, the investigator strongly emphasized the use of ICT equipments as a key factor in developing students' oral communicative abilities. Thus, both teachers of oral expression and students of English should collaborate to accomplish a successful integration of ICTs in class. Undeniably, The research paper main focus was on showing the effectiveness of ICT materials and more precisely “the Audio-Visual” ones such as; videos, speakers, movies, data-show ...etc. on improving students' speaking skill for the sake of producing the characteristics of effective foreign language speakers. In other words, this part of the study revealed that both learners and teachers know about the main role of ICT tools in the learning process and more generally in the daily life. They consider that promoting it can have a positive impact on their speaking capacities.

As a matter of fact, the researcher of the current study could not stop herself at this point only, but she is still doing all her best to reinforce the investigation's idea in all EFL educational areas. In other words, if EFL teachers and learners really wish to have effective results by the end of their language acquisition, then they should go through successful

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methods when using ICTs so that they can reach their target. For instance, they may go for exposing their students to native speakers' speeches, and support their learners for watching English Channels, as well as, EFL departments should be equipped their laboratories by technological materials that students may use when attending their OE lectures.

To sum up, this research dissertation has led to conclude that EFL teachers should teach not only by traditional ways but also through the use of ICTs inside their classrooms, so that they can increase the language activities and develop their students' participation during the oral production lectures the fact that would give them the opportunity to be in touch with native speakers out of Algeria. Therefore, the integration of ICTs in the classroom is a necessity and both EFL teachers and learners are supposed to be aware of the use of these techniques to achieve successful teaching/ learning results. Audio-Visual aids create a kind of a magical learning moments for the reason that it plays an active role in improving the students' listening and speaking abilities. Learners are willing to accept and adjust to the brand-new learning environment, even if they have difficulty in this respect, they are also inclined to take advantages of the ample information and learning resources such as Internet, which can be used to compensate for the inadequacy in their listening and speaking training in traditional ways. As much as students make use of ICTs, it will reach their optimum potential in "Speaking" and "Listening". This new learning environment provides an online platform for L2 learners where their Spoken discourse and listening tasks can be practiced at their own pace and time. This practice reinforces learner autonomy which ultimately leads the students to become confident and competent users of English thus proving the effectiveness of integrating ICT into the learning environment of the ESL classroom.

The present paper has reviewed how technology can be utilized in developing the language skills of the learner. Different methods for using technology in improving the students' language skills were discussed thoroughly. The current study was also carried out to estimate the acceptability of students for the utilization of technology to enhance their language skills. Indeed, as technology has developed, the incorporation of this medium into the instruction process becomes necessary the fact that computers could be more as an integral part of the learning activity, and as a means by which language skills are transferred to learners. Therefore, by the end of this study investigation, the researcher wishes to call the readers' attention that the through examining the samples' answers and after doing a lot of researches

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and gathering couple of pieces of information, the present inquiry has reached its peak of end by confirming the hypotheses on which it was based.

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## Appendices:

### Appendix A: The students' questionnaire.

Dear Student,

We would be very grateful to tell you, dear students, that you are meant to be a part OF the current doctoral investigation which aims at exploring the role of integrating high technologies in the EFL Learning Process. We have designed this questionnaire, for 2<sup>nd</sup> Year LMD students of English Language at Moulay Taher University of Saida, to have authentic and reliable data. Thus you are kindly requested to fill this questionnaire by ticking the appropriate box/ boxes or make full statements whenever needed. Your answers are very important for the validity of this research.

P.S. Some questions may have more than one answer. We inform you that your answers will absolutely remain confidential.

Q1: Your Choice of Learning English was yours or someone else's.

- Mine.....
- Someone else's.....

Q2: Do you like English Language?

- Very Much.....
- I like it somehow.....
- Not Much .....

Q3: Classify the following skills according to their *importance*.

- Speaking .....
- Reading .....
- Listening .....
- Writing.....

Q4:To learn a language, you have to learn first how to speak that language fluently and accurately.

- Strongly agree.....
- Agree .....
- Disagree.....
- Strongly disagree.....

Q5: What skills do you need to improve?

- Listening.....
- Speaking.....
- Reading.....
- Writing.....

Q6: What kind of student are you?

- Traditional.....
- Technological.....

Q7: Do you think that using technology in English foreign language class is a good strategy for an effective learning?

- Yes.....
- No.....

If yes, what is your point of view towards its effectiveness?

- It raises students' motivation and interest.....
- Help students to improve and enrich their vocabulary.....
- Bring the foreign language culture context into the classroom.....
- Facilitate learning.....
- Give an opportunity for students for practice and test their language level...

Q8: If student is highly motivated by the use of ICTs, we will participate in the Class, thus expresses himself freely.

- Strongly Agree.....
- Agree.....
- Disagree.....
- Strongly Disagree.....

Q9: Do you think that the use of ICTs saves time?

- Yes .....
- No.....

Q10: Do you think that the fact of using audio-visuals brings you to speak the target language?

- Yes.....
- No.....

Q11: Does the use of ICT develop your speaking skill?

- Yes .....
- No.....

Q12: What do you think about the use of audio-visuals in Oral Expression class?

- It's a great help for you.....
- They do not help much in class.....
- They are not beneficial.....
- It is difficult to apply them in class.....

Q13: To what extent, can listening to native speaker help in developing your speaking level?

- High.....
- Medium.....
- Low.....
- None.....

Q14: Do you think that using ICTs (audio-Visuals) help you to overcome your weaknesses in pronunciation?

- Yes.....

*Appendices.*

- No.....

Q15: Which of the following language elements can be improved when using AV?

- Vocabulary.....
- Pronunciation.....
- Grammar.....
- All of them.....

Q16: Do you think the time allotted for Oral Expression module is sufficient for you?

- Yes .....
- No.....

Q17: Does chatting on Facebook, Skype, YouTube or any other social networking tool improve your language?

- Yes.....
- No.....

Q18: Listening to native language and memorizing the spoken words help me to speak English well.

- Strongly agree.....
- Agree .....
- Disagree.....
- Strongly disagree.....

Q19: The use of Information- Communication- Technology improves the EFL students' level of speaking.

- Strongly agree.....
- Agree .....
- Disagree.....
- Strongly disagree.....

Q20: According to your experience of learning English, do you think that the learner can speak the language fluently by:

- Listening to it.....
- Reading it a lot.....
- Writing as much as he can.....
- Repetition and drilling.....

Q21: What do you think about using videos, songs and movies to learn how to speak?

- It is a great help for you.....
- You can't understand the spoken language by natives.....
- It is hard to be learned.....
- It can never be taught in this way.....

Q22: Do you enjoy when studying with ICTs?

- Very much.....
- A little.....
- Not at all.....

Q23: Audio-Visuals give you enough exposure of language use and useful expressions to prepare you for the speaking practices;

- Strongly Agree.....
- Agree.....
- Disagree.....
- Strongly disagree.....

Q24: How do you prefer learning speaking?

- By reading books.....
- By watching movies and videos.....
- By listening to songs.....
- By writing diaries.....

Q25: Listening to music, memorizing the lyrics, recording my voice help a lot to speak the language.

- Agree.....
- Strongly agree.....
- Disagree.....
- Strongly disagree.....

Q26: Do you use online resources to improve your speaking skill?

- Yes.....
- No.....

Any other suggestions!

- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....

Thank You for Sharing.

**Appendix B: Teachers' Questionnaire.**

Dear Teacher,

We would be very grateful to tell you that you are meant to be a part OF the current doctoral investigation which aims at exploring the role of integrating high technologies in the EFL Learning Process and more precisely in OE instructions. We have designed this questionnaire to have authentic and reliable data. Thus you are kindly requested to fill this questionnaire by ticking the appropriate box/ boxes or make full statements whenever needed. Your answers are very important for the validity of this research.

P.S. Some questions may have more than one answer. We inform you that your answers will absolutely remain confidential

Thank you in advance.

Q1: How long have you been teaching English at university?

- One to Five Years.....
- Five to Ten Years.....
- More than Ten Years.....

Q2: How long have you been teaching Oral Expression?

- ..... years

Q3: How do you consider your students' level in speaking English?

- Good.....
- Average.....
- Bad.....

Q4: How often do your students participate in your class?

- Frequently.....
- Sometimes.....
- Rarely.....
- Never.....

Q5: In the classroom, you are the one who talks;

- Most.....
- Sometimes .....
- When it is necessary.....

Q6: Do you think that the use of audio visual aids in classroom is important for students' achievements?

- Yes.....
- No.....

*Appendices.*

Q7: Do you think that the implementation of ICT tools in Oral Expression class help in improving students speaking skill?

- Yes.....
- No.....

Q8: Do you support the integration of ICT in teaching oral expression?

- Yes.....
- No.....

Please state why?

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Q9: Does your program of teaching OE require the use of ICT materials?

- Yes.....
- No.....

If yes, in what way do you see them efficient in developing the speaking skill of your learners?

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Q10: Does the use of high technologies;

- Increase your students' motivation.....
- Increase their attention.....
- Improve their level of speaking.....
- Improve their level of listening.....

Q11: Do you think that it is necessary to use audio-visuals to teach oral expression?

- Yes.....
- No.....

Q12: In your opinion which kind of videos should be used in OE class?

- Music videos.....
- Documentary videos.....
- Movies videos.....
- Funny videos.....

Why?

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.....  
.....

Q13: Does the use of AVA help your students to develop their ability to master some aspect of language like; stress intonation, pronunciation, accent...etc.

- Yes.....
- No.....

Q14: Songs and movies provide an adaptation to the linguistic resource of all kinds of discourse for your students.

- Strong agree.....
- Agree.....
- Disagree.....
- Strongly Disagree.....

Q15: Out of your experience, what are the advantages of using ICT tools in oral expression class?

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Q16: Do you think that AVA enhances students' motivation to speak the language?

- Yes.....
- No.....

Q17: Do you think memorization of the students lyrics of songs contribute to a better their speaking?

- Yes.....
- No.....

Q18: Would you please add (below) any other comments you consider important for this issue?

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Thank you again for your collaboration.

**Appendix C : Teacher's Interview.**

Dear Teacher,

As a PhD researcher, we would be very grateful to ask your help for providing the current investigation with some pieces of information concerning the implementation of high technologies (ICTs) in the EFL Learning Process and more precisely in OE instructions. This fact will certainly help in the authenticity and reliability of this research. Your answers hold a great value for the validity of this research.

Q1: TO what extent Information, Communication, TechnologIES influence the improvement of the students' speaking skill?

Teacher:.....  
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Q2: As a teacher of OE, what are the main kinds of ICT equipment that should be used in OE class?

Teacher:.....  
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Q3: Why?

Teacher:.....  
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Q4: How are L2 students' attitudes when ICTs are used in their Oral Expression class?

Teacher:.....  
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*Appendices.*

Q5: Do you think that two hours of OE instruction per week is sufficient to develop students' speaking? If not, justify why.

Teacher:.....  
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Q6: Do you use audio-visual aids in your own OE class?

Teacher:.....  
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Q7: If, Yes! Why do you use them then?

Teacher:.....  
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Q8: In your opinion, how do audio-visuals facilitate the process of learning how to speak?

Teacher:.....  
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Q9: Do you face any challenges while using audio-visual aids? If yes, what are they?

Teacher:.....  
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Q10: Do you contact your students out the class through internet?

Teacher:.....  
.....

**Thank you very much for your help.**

## **Glossary:**

- **Blended Learning:** Blended Learning requires the combination between "e-learning" class learning.
- **Browse:** It is the process of accessing to the Internet and making researches through it.
- **Chatting:** It is the virtual communication that takes place over the internet.
- **E-learning:** an abbreviation for „electronic learning“, and refers to learning which involves the use of electronic media, such as the internet, CD\_ROMs, DVDs, or mobile devices such as MP3 players PDAs(Personal Digital Assistants). E-learning can be distance or face-to-face (Dudeny and Hockly184).
- **Fluency:** It is the ability use the language easily and smoothly and linking the speech units together without any difficulty. Formation, grammatical structure, sentence structure, and meaning (Hedge 410).
- **Group Work:** It is the way students work all together for doing a particular activity in or out the class. It holds three students and more.
- **ICT:** stands for information and communication technology where technology is used for processing and retrieving information, as well as for communication.
- **Information gap activities:** An information gap activity is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it.
- **Input:** Input refers to the exposure learners have to authentic language in use. This can be from various sources, including the teacher, other learners, and the environment around the learners. Input can be compared to intake, which is input then taken in and internalized by the learner so it can be applied.
- **Interactive whiteboard (IWB):** an electronically enhanced whiteboard, used in face-to-face teaching, which allows content from a computer screen to be projected onto the whiteboard. Images and text can be manipulated by using a special electronic pen(Dudeny and Hockly184).
- **Internet:** Global networks of computers that allow users to access websites, communicate and exchange information.
- **Learner autonomy:** Learner autonomy refers to a student's ability to set appropriate learning goals and ... to create the appropriate learning environment to foster learner autonomy.

## *Glossary.*

- **Learning outcome:** Learning outcomes are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course or program. In other words, learning outcomes identify what the learner will know and be able to do by the end of a course or program.
- **Learning:** Learning is the total consciousness focusing that the learner owes on the construction of the target language.
- **Linguistic competency:** A knowledge of spelling, pronunciation, vocabulary, word
- **Motivation:** is the degree of enthusiasm that students feel and eagerness that they have towards learning the target language.
- **Peers:** the word peers refers to those classmates, or the student's friends that are of the same age.
- **Role-play:** The movement, action or activity of taking on a particular character in a particular story.
- **Video conferencing:** a meeting between people who are not physically present, via computers connected to the Internet, using technologies such as video cameras and audio tools, simultaneously.
- **Web:** Global networks of computers, which allow users to access websites, communicate, and exchange information (Dudeny and Hockly186).
- **Websites:** a collection of files on the Internet, which can be accessed by a user via a single URL or website address (Dudeny and Hockly186).