

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF MOHAMED BOUDIAF - M'SILA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF ENGLISH

N°:.....



DOMAIN: FOREIGN LANGUAGES

STREAM: ENGLISH LANGUAGE

OPTION: DIDACTICS

**EFL Teachers' and Learners' Attitudes towards
the Use of ICTs in Speaking Lessons
The Case of Second Year Pupils at Baarir Mohamed
Secondary School Ain El-Melh, M'sila.**

**Dissertation Submitted to the Department of English in Partial fulfillment of the
Requirements for the Degree of Master in Applied Linguistics**

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2017/2018

Dedication

To my beloved parents, to my sisters and my sole brother, to all the members of my family and all my friends: Abdelkader, Rida, Ameer, Djamel and Salah and the little Said, I dedicate this research work. With much appreciation I dedicate this work to my colleagues Amina and Fatima zohra for their infinite help in my M2 year.

I would like to thank all my teachers for their help and understanding especially our supervisor Mrs. HERIZI and the teachers whom I consulted during the course of this work.

Other thanks go also to my colleagues at work especially Mr. AISSAOUI Hicham and all the teachers and administrators with whom my first year of teaching was tremendous at Baarir Mohamed secondary school.

May God Bless you All

-Ammar-

Dedication

I want to dedicate this piece of research to my parents; my mother ,the one who believes in me and keeps on saying that so much can be done with little , my father for supporting encouraging and believing in me and being the shoulder that I can bend on , my husband (my guardian) during this journey or in my life .

To my sisters and brother, to my mother and father in law for supporting me and all my friends Zahra, Fatima and hassiba for being with me all the time. To all my family and to everyone for being a part in my life. To my colleague Mr. Ammar AZZOUZ who became an idol for me representing the hard worker and the good man.

Acknowledgements

We would like first to thank Allah for giving us strength and capacity to complete this work .We would also express our sincere gratitude, and deepest appreciation to our supervisor Mr. HERIZI Nassira for her uncountable guidance, support, help, and patience .We would also like to acknowledge with much appreciation the vital role of each and everyone we consulted during the course of this work. A lot of thanks go to the group of second year students of English at M'sila University.

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Abstract

With the current trend in our daily activities, the use of technology has emphatically affected our life. This research work was done primarily to examine what attitudes teachers and pupils have about ICTs in use in EFL speaking lessons in the specific level of second year secondary school pupils in the province of Aïn el-Melh, M'sila, Algeria. In this study two collection tools have been used: an interview for teachers and a questionnaire for pupils. Through the course of this research and using the survey method of the descriptive approach, we have distributed thirty (30) questionnaires among pupils of second year (of a total population of 60 pupils) and interviewed five (5) teachers of English (of a total population of 8 teachers). In order to achieve objectivity and reliability, our choice of samples was based on total randomness and anonymity. The results showed that the majority of teachers and pupils have positive attitudes towards the use of Information and Communication Technology in EFL speaking classes. The results of this study are significant in that they give much attention to teachers' and students' as perceptions towards the use of ICTs in the development of a specific language skill in contrast to most previous studies which focused mainly on examining the ways in which Information and Communication Technologies (ICTs) are used by teachers or learners in a general manner. Teachers are invited to transform their teaching techniques through the use of ICT in the classroom to fit the accelerating needs of the pupils. Course designers are also expected to update syllabi and render textbooks more suitable for the current trends of developing educational technology. Furthermore, the government should ensure that all teachers receive adequate training.

List of Abbreviations

ICT	Information and Communication Technology
Call	Computer-Assisted Language Learning
EFL	English as a Foreign Language
UNESCO	United Nations of Education Science and Culture Organization
CALI	Communication Assisted-Instruction
IT	Information Technology
ALT	Advanced Learning Technologies
IIT	Interactive and Information Technologies
TEFL	Teaching English as a Foreign Language
CLIL	Content and Language Integrated Learning
CD-ROMs	Compact Disc Read-Only Memory
DVD	Digital Versatile Disk
PPT	PowerPoint

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General Introduction

The field of teaching has frequently witnessed various changes in the form of new methodologies, approaches, organizational structures and a wide range of technological innovations. From the very first technological beginnings of radio, television and audio-cassettes of the previous century, computer now offer a broad based electronic medium with the prospective to fundamentally renovate and boost educational programs.

Present education models are taught to demonstrate the social, political, economic and philosophical standards of the period. The escalating technological growth and the increasing attractiveness of e-learning all over the world are portraying our educational era as a distinct shift in how higher the quality of education delivery should be. Not only is the delivery of educational program different but other things in the educational environment are also shifting accordingly such as course management and learning resources access.

In such a rapid process, Information and Communication Technology (ICT) represents a crucial factor in determining the new global educational trends and producing rapid changes in society. It also has the ability to switch the nature of where and how learning takes place and the interconnectivity of the roles of learners and teachers in the learning process. The existing extensive use of ICT in modern societies, especially by the young, the so called digital generation, makes it clear that ICT totally influences the whole learning process nowadays and in the future as well. The speaking skill is one essential part of learning a foreign language as any of the three other skills 'Listening, Reading, and Writing' hence focusing on building up this skill and developing it is one key element we dealt with in our research. Speaking is a skill that all people use when they are interacting among each other; therefore, speaking is regarded as the most important skill that learners require in order to be able to speak fluently in a classroom situation.

While different definitions of ICT are put forward, it can be broadly defined as technologies that facilitate, by electronic means, the acquisition, storage, processing, transmission, and dissemination of information in all forms including voice, text, data, graphics and video. This definition mainly focuses on the importance of the intersection of information technology, information content and telecommunications in enabling new forms of knowledge production and interactivity.

There have been many studies on students' integration of ICT into learning worldwide. For instance, a study by Abbott and Faris (2000) examined pre-service teachers' attitudes toward the use of computers. The results showed that positive attitudes toward

computers increased after the course because of the instructional approaches, meaningful assignments requiring technology, and supportive faculty. Thus, the authors claimed that teacher education programs should teach pre-service teachers not only how to use hardware and software, but also how to incorporate computers into their teaching strategies and activities. The authors also noted that small groups and collaborative learning are most appropriate because more advanced and experienced teachers can assist those who need more technology learning support.

Furthermore, Kvavik, (2005) conducted a study on 4374 students to investigate their use of ICT in school. The study found that students frequently use ICT for email, instant messaging, word processing and internet surfing. Another study conducted by Kennedy, Judd, Churchward and Grey (2008) on 2000 Australian students revealed that some students use computer for general study purposes, others use computer to develop web pages but a great number of students use computers to play music everyday or once a week. Yukhymenko and Brown, (2009) investigated the use of ICT among 122 Ukranian high school students. The result found that 53.3% of the students use ICT in school once a week but 33.5% indicated that they never use ICT in school. However, the study was silent on what the students use ICT for in schools. Again, Zakaria, Watson and Edwards (2010) conducted a research on Malaysian students' use of ICT in schools. The result showed that students use email to disseminate and share digital contents.

Most previous studies focused mainly on examining or describing the ways in which Information and Communication Technologies (ICTs) are used and perceived by teachers or learners in a general manner and level, without giving much attention to what do teachers and students have as perceptions towards the use of ICTs in the development of a specific language skill. This research work highlights the important role of ICTs and what attitudes do teachers and pupils have about ICTs in enhancing EFL oral language proficiency in the specific level of second year secondary school pupils in the province of Aïn el-Melh, M'sila Algeria.

The paper at hand tackles the afore-mentioned points specifically and in the limited Algerian context in which it fits well. It is obvious that most contributors to the teaching / learning process have a preconceived idea that ICTs' effects on pupils' speaking enhancement is widely apparent , but the question then becomes how to help them better their use of ICTs in their speaking classes and then avoid some common flaws in the development of oral proficiency through the implementation of ICTs.

English as a Foreign Language learners in general and those of second year secondary school in particular find that speaking in English represents an area of defeat for the majority of them; therefore, the use of ICT facilitates the mission and provides a crucial link to improve the quality and content of speaking lessons. In this study, we will be trying to investigate the complementary relationship between Information and Communication Technologies (ICTs) and English as a Foreign Language (EFL) speaking classes in the case of second year secondary school students (to whom we have direct access) and most importantly the attitudes of teachers and learners towards it .

The widespread foreign languages' speaking inefficiency phenomenon among pupils in Algeria has urged the need of the Algerian public education authorities (specialized in foreign languages teaching) to provide schools with technologically- motivated learning environments. There are, however, frequent and clear actions, as well as various forms of regulations in public secondary schools which affect the accomplishment of the set missions. Before arriving at the stage of having fully technologically operational EFL teaching and learning processes, our preliminary study tries to reveal to what extent ICTs are used in teaching EFL speaking .Thus, there is an urgent need to examine whether our teachers and pupils have positive or negative attitudes towards using ICTs in speaking, which is the aim of the proposed research paper

Specific questions explored in the study include the following:

- 1) What attitudes do both EFL teachers and learners have towards using ICT in their speaking sessions?
- 2) Does the use of ICT have an impact on the teaching and learning of the speaking skill?

The present research hypotheses are:

- 1) Both EFL teachers and learners have positive attitudes towards the use of ICT in their speaking lessons.
- 2) ICT has a significant impact on teaching English speaking for second year secondary school pupils.
- 3) ICT has a vital role in improving the pupils' speaking skill.

The present research is organized into two chapters that are intertwined to enlighten the reader about the field of research. Being the literature review of the present thesis, the first chapter discusses some key-concepts used in the work, including a theoretical overview of ICT, its evolution in foreign language learning, speaking skill and the teaching of speaking in EFL classes. Then, it describes the importance of using ICT in speaking sessions to enhance EFL learners' speaking abilities. At last, the second chapter deals with analyzing

and interpreting the collected data from teachers' interview and pupils' questionnaire. Next, the main results are discussed and interpreted by making reference to the major findings of the gathered information. Finally, it provides some suggestions and recommendations related to use of ICTs in EFL secondary school speaking sessions.

Chapter One

Critical Literature Review

Section One: ICT, Components and Relation with Education

1.1 Introduction

These days, it is imperative to discuss the usage of Information and Communication Technology (ICT) in the educational environment particularly in the teaching and learning of foreign languages. Computer Assisted Language Learning (CALL) provided language teachers and learners with genuine input using Compact Disc Read-Only Memory (CD-ROMs) to improve their level. Be that as it may, the innovation of the web-based tools brought forth ICT to be considered as "Garden of Eden" when it is incorporated effectively in language learning classrooms.

When it comes to foreign language learning, one might say that a definitive point of numerous learners is to be competent speakers of the target language as the speaking skill has always been given a priority. We frequently hear things like "s/he speaks good/bad English" However, we should remember that learning to speak English as a second or foreign language is not as easy as speaking the mother tongue. Thus, numerous scholars think that the proper use and integration of ICTs in the classroom can decrease the obstacles that keep EFL students from the mastery of the speaking skill.

1.2 What is ICT?

The term ICT stands for Information and Communication Technology/technologies. It has been given numerous definitions where the computer plays a focal role. ICT is defined as a diverse arrangement of tools and resources used to communicate, create, disseminate, store and manage data. These types of equipments incorporate- as Michiels and Van Crowder (2001) state- TV, radio, mobile phones, satellite systems, web or computer and network hardware and software besides various applications and services contained in these materials like videoconferencing and distance learning. As indicated by UNESCO, the term ICTs refers to types of technology that are utilized to transmit, process, store, create, display, share or exchange data by electronic means. ICT can be used in different settings, for example, ICT industry, ICT law, ICT education...and so forth.

While diverse meanings of ICT are presented, it is defined by Bates (2005) as technologies that enable, by electronic means, the acquisition, storage, processing, transmission, and dissemination of data in all frames including voice, text, graphics and video. This definition for the most part concentrates on the significance of the intersection of information technology, data content and telecommunications in empowering new types of knowledge creation and interactivity. Michiels and Van Crowder (2001) state that ICT

enables many individuals to create and disperse data, therefore assuming a dynamic function during the time of interaction between experts, learners, policy makers, peers ... etc. Concerning the definition of ICT in relation with education, According to Jager and Lokman (1999), four fundamental components can be thought about; ICT as an object that refers to learning about ICT, a helping instrument, a medium for teaching and learning and eventually a tool for organization and management in schools

Gutierrez, J. and Zamora, B. (2013) indicate that the contrasting number of the word (Communication) is noteworthy in that the singular form is concerned with human interaction while the plural generally refers to the whole field of data communications infrastructure. At its least complex, the former or singular form is the procedure or result while the latter or plural is about the technology itself. The acronym ICT can likewise take a plural form (Technologies) where it is comprehended to involve the particular devices or processes which collectively make up the (Technology). This pluralized form is sometimes written as ICTs. The term ICT must be viewed as an advancement from the antecedent the term IT (Information Technology) which keeps up its usage in government, business, and industry in and other scholarly courses managing such areas as programming, database design and expert systems. In the United States, synonymous terms, such as (Technology) and (Educational Technology) are used.

However, ICT has an extremely strong impact on education and it gives numerous tools to improving teaching and learning. There have been many investigations that featured the different ways that ICT may support teaching and learning forms in a range of disciplinary fields such as the development of new opportunities for interaction amongst learners and knowledge and getting data ... etc. As indicated by Nevgi, A. (2008), ICT can usefully affect teaching and learning in case it is utilized under right conditions including reasonable sources, training and support. ICT likewise offers the possibility to meet the learning needs of individual learners, to advance equal opportunity, to offer learning material and furthermore advance relationship of learning among learners.

1.2.1 Components of ICT

It can be deduced that ICT manages the utilization of electronic computers and computer programming to convert, store, secure, process, transmit and recover data. It includes exchange and utilization of a wide range of information. Jager & Lokman, 1999 say that ICT is the establishment of economy and a main driving force of social changes in

the 21st century. Distance is never again an issue regarding access to data; for instance, working-from-home, distance learning, e-banking, and e-government are presently conceivable from wherever with an Internet connection and a processing device.

1.2.1.1 Software

Software is the set of instructions that make a computer to perform at least one task. Sang, G., Valcke, M., Braak, J. and Tondeur, J. (2010) state that this set of instructions is regularly called a program or, if the set is especially expansive and complex, a system. Computers are unable to do any helpful work without instructions from software; in this way a mix of software and hardware (the computer) is important to do any electronic work. A program must tell the computer every detail of tasks to perform, in a system of rationale, such that the computer knows precisely what and when to do it. There are two noteworthy sorts of software: system software and application software. Every kind plays out a diverse role.

- **The System Software:** System software is an arrangement of generalized programs that deal with the computer's resources, for example, the central processor, communications links, and peripheral devices
- **The Application Software:** Software for processing an order or producing a mailing list is application software. Application software depicts programs that are composed for or by users to apply the computer to a particular task.

1.2.1.2 Hardware

Hardware is the mechanical and electronic parts that form a computer system, as differentiated from the computer programs (Software) that drive the system. As said again by Sang, G., Valcke, M., Braak, J. and Tondeur, J. (2010), the fundamental hardware components are the Computer Hardware, Connection devices and microphones.

Computer Hardware: A computer is a machine that can be programmed to acknowledge information (input), process it into helpful data (output), and store it away (in optional storage devise) for protection or later reuse. Equipment related to that computer is hardware and comprise of the central processing unit, primary storage, secondary storage, input devices, output devices, and communications devices.

Connection Devices: An ever increasing number of computers of various sorts have a few methods of connecting to other computers mainly because of the popularity of the Internet. For computers in schools and organizations, a Network Interface Card (NIC) is frequently utilized. Portable computers and desktop units ordinarily utilize a modem as a

connection device. Modems connect a portable computer to dial-up networks through an ordinary phone line. This network has served as a boon to working from home and changed the way work is performed in businesses. Modems and NICs can serve as both input and output devices that depend on whether the computer is getting or sending data.

Microphones: Microphones change sounds into electric signs for storage or transmission. Various sorts of microphones and diverse ways to work with them are depicted underneath:

- A Microphone can be settled in a stand in front of a speaker who is standing or sitting.
- Speakers can hold a microphone in their hands. Data converted by a receiver into electrical signs can be transmitted by means of a wired or remote channel to different devices.

1.2.2 The Evolution of Technology Use in Language Learning

Moving from pedagogical paradigm is not necessarily fruitful. Dashtestani, R. (2012) shows that Language teaching and learning has a similar position and the advancement of innovation in our day by day lives, it gives endless chances to language teachers also, students to profit or experience its bad effects too. Learning a foreign language, for example, English or French has expanded in popularity, and furthermore turned into a need in our communicative world, in this manner, the need to consolidate both technology and language became an indispensable part of languages scholars and researchers' jobs. Literate, communicative, and technology-based world needs to acknowledge the difficulties of applying new developments in education with its negative and positive effects. A few e-learning advances are accessible for use in educational setting. In spite of the fact that its forms are diverse based on the economical situations of that context, nearly the greater part of the settings are endeavouring to apply technologies in their instruction to meet the requests of students and teachers.

Emilia, E. (2009) clarifies that the uses of technology in education are not a current story, but rather applying technology in language learning is new for language learners, teachers and researchers. The writing on the utilization of technology and, more particularly, computers in language learning, has focused to a great extent on discourses and debates of pedagogical benefits of technological devices. Garrett's (1991) talk of the computer's role in language teaching, she alerts against considering it as a method but rather as a medium or an environment in which a wide variety of methods, approaches or pedagogical philosophies may be implemented. Grammar-translation exercises, audio lingual drills, or cognitive

analysis of language, or a communicative syllabus: any of these, as indicated by Garrett can involve Computer- Assisted Language Learning (CALL). Levy (1997) defined CALL as “the search for and study of applications of the computer in language teaching and learning”.

In spite of the fact that the name contains computer, the term CALL indicates any applications of ICT to teaching foreign languages. Two distinct terms, for example, CALI (Computer-Assisted Language Instruction) and CAI (Computer-Assisted Instruction) were utilized rather than CALL before the mid 1980s (Davies and Higgins, 1982). Around the early 1990s, alternative terms such as TELL (Technology-Enhanced Language Learning) also appeared. The development of CALL is a mere reflection of computer technological advances along with the evolution of linguistic approaches to language learning. Computer advances and the pedagogical shifts in language learning have affected, to a great extent, the development of CALL and it began to be executed from the 1960's. Consequently, CALL emerged from the combination of two separate components: educational needs and technological means. One must not focus only on the technology side of CALL and disregard the pedagogical issues that are to a great degree essential for a fruitful language learning process. Technology integration in foreign language teaching exhibits a shift in terms of learning theory from behavioural toward constructivist learning approach.

1.3 ICT: New Tool for Education

Globalization and technological change forms that have accelerated over the previous years have made a new era of evolution driven by information and worldwide economy, controlled by technology and powered by information knowledge. The rise of this new worldwide economy, as indicated by Ertmer, P & Leftwich, A. O. (2009), has serious ramifications for the nature and purpose of educational institutions. In this association, ICT has been touted as conceivably intense and empowering tool for educational change and reform. At the point when utilized appropriately, ICT is said to expand access to education, reinforce the significance of education to the inexorably computerized work environment, and raise education quality, among others, helping make teaching and learning into an engaging, dynamic process associated with real life.

Bolandifar, S. (2013) says that the beneficial integration of ICT into the educational framework is a complex, multifaceted process that includes not only technology but also curriculum and pedagogy, Institutional readiness, teacher competencies and long term financing, among others. ICT in education is any educational technology that is applied in the educational process. It incorporates Hardware approach like utilization of machines and

materials, Software approach like utilization of procedures and methodologies of teaching learning and Systems approach that uses the administration technology that deals with the precise organization of the hardware and the software. Additionally, ICT in education is the handling of data and its correspondences facilities and features that differently support teaching, learning and a scope of exercises in education. Education Technology is defined by Richey (2008) as “the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources”

Educational Technology can be utilized by all instructors who need to fuse technology in their teaching as well as educational administrators. The rise of various educational tools and software has inspired numerous learning associations to incorporate them into the educational modules as they can greatly affect student learning. Bialo and Sivin-Kachala, (1995) state that educational Technologies have lately been considered as a significant factor in enhancing the nature of education and improving the level of student learning execution as it has shown a huge constructive outcome on student accomplishment and the teaching and learning forms as a whole

Nowadays, technology of education is being produced with the goal not just of making education more generally accessible, yet additionally of enhancing the nature and quality of education which is already available. Sandelowski, M. (2000) says that educational technology is concerned with giving properly composed learning circumstances, which hold in view the goals of teaching. It adjusts the learner's environment through the varied techniques of presentation, arrangement of learning activities and association of social and physical environment. The purpose behind educational technology is to enhance the quality of language learning.

1.3.1 Media and Technology in Teaching and Learning Process

There is an extensive variety of phrasing when we deal with technology utilized for learning. Media, multimedia, ICT , IT , Interactive and Information Technologies (IIT), Advanced Learning Technologies (ALT) are all umbrella terms that cover all advanced technologies in controlling and imparting data inside the learning process.

Media is described by Bates (2005) as “generic forms of communication associated with particular ways of representing knowledge. Texts, audio, face to face communication and video are all media”. So in education, as indicated by Bates, there exist five primary media: direct human contact, text, audio, video, and digital multimedia. Technology is utilized to

convey this knowledge or media like (satellite, cables, videoconferencing, phone, and mobile, CD, computer, email ...etc). These advancements are diverse in being possibly one-way or “broadcast” like TV and print, and two ways or “communicative” like videoconferencing and mobile.

1.3.2 Computers and Teaching

With the fast improvement of technology, more language teachers and learners are anxious to utilize such advancements as computer and the Internet for language teaching and learning. Without a doubt, the utilization of technology in education has a positive impact on the accomplishments of language learners, yet it is a need to think about all parts of this application.

Ring staff and Kelley (2002) infer that discrimination between two philosophical approaches has to be made: teaching from computers and teaching with computers. The former incorporates things like computer-based instruction, computer-assisted instruction, and integrated learning systems. It can be an instructional exercise, game or free learning program. It esteems transmission of data. Its objectives centre on additional powerful conveyance of information and expanded aptitudes. Likewise they contended that instructing from computers alone could just enhance access or proficiency. Conversely, teaching from computers, teaching with computers has a wide range of effects. Since the qualities included within teaching with computers are generative and transformative, the nature of the objectives and the subsequent effects can be felt in numerous areas

1.3.3 The Use of ICT in Education

Hawkins, Robert J (2002) infer that the advancements related to economy and social equity turned attention towards growing access to education. Doubtlessly, overall illiteracy rates have declined in the last decades; however, it is also evident that the emphasis on learning is currently substantially higher than forty years ago. In the past, societies could prosper financially even when more than half of the population was illiterate; however, this is not any more conceivable in Information societies. To stay financially competitive and thrive in this far reaching information driven economy, nations cannot find huge sectors of their popularity to be prohibited from education, or at the lower level of the educational procedure.

The advancement of education implies incorporating better approaches for technology to permit and attract the population who have been deprived from education for cultural or social reasons. In societies such as that of Algeria, with strict standards and conventions in

regards to communication between genders, young ladies might be compelled to leave school before adolescence for a straightforward reason i.e. maintaining a strategic distance from contact with male partners and teachers. For girls who stay in school, the rules regarding with whom they could possibly talk make it hard to succeed and achieve advanced degrees. The utilization of ICTs represents one important technique to the fulfilment of this task.

Home schooling, the web and mobile phones, as considered by Souter, David (2005), made an appropriate air to make all genders acquainted with the field of education, i.e., technology can advance options for educating women which are cost-free in contrast to all-female schools without upsetting social conventions. Communication owes specific debt to technology as television and radio broadcasts or Internet-based technologies which empower young ladies to proceed with their investigations from home or small learning centres. To close this section, one can state that technology capacities as a neutral agent without gender or cultural allegiances can consequently encourage communication and learning.

1.3.3.1 Using PowerPoint Effectively in a Classroom Presentation

PowerPoint, PPT for short, was designed in 1987, and the company which produced it was rapidly bought up by Microsoft. By 2007, PPT had entirely dominated the world presentation software market, both in commerce and in education. PPT is presentation software that comes with Microsoft Office; it is capable of producing presentations of great sophistication, with a combination of text, images, sounds and even videos. It is important to note that PPT is widely used in higher education in the United Kingdom and in the United States by teachers as the standard way of presenting. Teachers and students also use it as the major form of undertaking a class presentation and as a learning tool in Algeria too.

1.4 Conclusion

As a conclusion, it is obvious that ICT introduce something new to learning and teaching foreign language and this requires new roles for both learners and teachers and also for the computer as a teaching tool. So using ICT leads to new pedagogical changes that necessarily create new pedagogical roles. This chapter has been intended to show the effect of ICT on education and its different materials that a teacher may use in the language classroom. This chapter deeply stresses the impact of ICT which is essential in the teaching of oral production in EFL classes where the teachers may use some effective methods to improve their students speaking skill in a more effective manner.

Section Two: Speaking Skill, Types and Relation with ICT

2.1 Introduction

Speaking has occupied a peculiar position throughout the history of language teaching and has begun to emerge as a branch of teaching, learning and testing for only two decades. Most language teaching stated that challenging, stimulating, and supportive environments can impact language learning in general, and speaking skills learning in particular. This section will shed some light on one of the most essential language learning skills which is the speaking skill and its relation with ICT for it is by the mastery of it that learners can become real speakers of that language. The speaking skill can help learners to better understand the language and be good communicators in the target language as it represents a crucial issue of concern in every EFL classroom.

2.2 What is Speaking Skill?

Teaching English as a foreign language (TEFL) requires students learn the four language skills: speaking, reading and writing. The speaking skill aims at developing capacities in delivering oral discourses which has diverse implications as indicated by every teacher's or author's perspective. As for Bygate (1987), the term oral expression includes making the right choices when utilizing language forms, following the correct order, sounding in a way is similar to that of native speakers, and producing the right meanings that can be comprehended by the audience. For him, speaking is an ability that all individuals utilize when they are interacting among each other; therefore, speaking is viewed as an important skill that students require so as to have the capacity to speak fluently in the classroom situation. In addition to the previous definitions, Hedge (2000, p.261) considers speaking as “A skill by which they [people] are judged while first impressions are being formed”. This means that speaking is an important skill because it has been given more attention in foreign language as it reflects people's first thoughts and opinions.

2.2.1 Types of Speaking Skill

Since speaking is regarded as one of the language productive skills, Brown (2004) has stated five types of speaking according to the speaker's intentions ; imitative speaking, intensive speaking, responsive speaking, interactive speaking and extensive speaking.

2.2.1.1 Imitative Speaking

Imitative speaking is the ability to parrot back or repeat other's speech as a word, phrase or a sentence. This kind of repetition may include different properties of language as grammar and lexis in order to convey a meaning or even to interact in a conversation, by paying attention to pronunciation as an attempt to help learners to be more comprehensible.

2.2.1.2 Intensive Speaking

Intensive speaking is defined as the production of short stretches of a discourse through which they demonstrate competence in a narrow band of grammatical relationships such as intonation, stress and rhythm; here the speaker must be aware of the semantic properties in order to be able to respond. This type of speaking also includes some assessment tasks like reading aloud, sentences and dialogue completion, and so on.

2.2.1.3 Responsive Speaking

This type of speaking involves brief interactions like short conversations, small talk and simple requests in order to preserve authenticity with only one or two following up questions or retorts as shown in the following short conversation:

Marry: Excuse me, do you have the time?

Doug: yeah. Nine fifteen.

2.2.1.4 Interactive Speaking

Interactive speaking differs from responsive speaking in terms of length and complexity of interaction, this type involves two forms of languages; transactional language and interpersonal language. The former is aimed at exchanging specific information whereas the latter has the purpose of maintaining social relationships. In this form of language (interpersonal), oral production can become more complex with the use of colloquial language, ellipsis, slang and so on. Interactive speaking includes some assessment tasks such as interviews, role play and discussion activities.

2.2.1.5 Extensive Speaking

The final type of speaking that was stated by Brown (2004, p. 142) is the extensive one. For him, extensive speaking or monologue includes speeches, oral presentation and story-telling, but the language style that is used in this type of speaking is more deliberative and formal for extensive tasks, because we cannot rule out some informal monologues like a casually delivered speech and so on.

2.2.2 Significance of Speaking Skill

Unlike listening and reading which are receptive skills of a given language, speaking and writing skills are widely classified as productive and active skills. In fact, Harmer (2001) states that the important goal of language study is to improve both the productive and receptive skills. This sense drives us to conceptualize that all language skills are integrative, and one cannot teach or learn a language with a sole skill. Though, speaking is generally the most complex process and non-evaluated in the educational context, it is considered by many teaching and testing experts to be developed among our learners as advocated by Luoma (2003). According to Burkart (1998), speaking involves three areas of knowledge, namely mechanics which refers to pronunciation, grammar, and vocabulary. At this level, students are required to use the right words in the right order with the correct pronunciation.

Secondly, the transactional and interactional functions in which the learners know when clarity of the message is essential for transaction or information exchange, and when precise understanding is not required for interaction and relationship building. Lastly, social and cultural norms, that is, students need to understand how to take into account who is speaking, to whom, in what circumstances, about what, and for what reason. Apart from that, a good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

2.2.3 Speaking Skill in EFL classes

One of the major responsibilities of any teacher working with English Language Learners (ELLs) is to enable them to communicate effectively through oral language. Teachers concerned with teaching the spoken language must address this question: why is it so difficult to teach learning oral proficiency? To a large extent, it is because teachers are desperately attempting to teach in the classroom what is best learned outside. The classroom, of course, is a convenient place for providing information and developing education skills. However, teachers' concern is not only to inform but also to develop learners' ability to use the target language for communicative purposes. In order to have a better understanding of these purposes, it is necessary to define oral production.

There are several definitions of Oral Production. Hymes (1972) defines oral skill as "the capacity to communicate effectively within a particular speech community that wants to accomplish its purposes". Speaking is more than making the right sounds, choosing the right words or getting the constructions grammatically correct. According to Bygate (1987)

speaking is “a skill which deserves attention as much as the literacy in both native and foreign languages”.

Learners of English as a foreign language (EFL) are often preoccupied with improving their speaking more than any other language skill, something they often voice in the classroom which has been revealed in several studies where learners have been asked to reflect on their language needs and learning. This need to speak English, particularly for business and travel has emerged from advances in the speed of communication systems and mobility, which have spurred globalization and have led to the exponential growth of the use of English as a lingua franca. Several measures have been taken to encourage exchange between academic and professionals of the different European member state this need.

Speaking still appears to be difficult skill to develop in the EFL classes because students not only need to be well prepared in English skills, they need also use them to build social relationships that allow them to interact with each other. An argument that supports this view is found in Gutierrez (2005) who states: “learners often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged, and through which they make or lose friends”. This quote addresses the importance of real interaction which gives the learners the opportunity to demonstrate what they can do in the foreign language. So the teacher may use some pedagogical methods in the classroom in order to develop oral skills in his/her students. In this way, the teacher should use other students and him/herself in order to foster oral activities in class; s/he should also encourage students to speak no matter pronunciation and grammar mistakes they may have.

2.2.4 Speaking Teaching Methods

As it was claimed before, the main aim behind learning English as a foreign language is to speak and communicate .EFL students speak for many reasons: to be sociable, because they need to be able to communicate confidently and appropriately with people from all walks of life: with those who are older or younger, with those in positions of power, with peers and family, with small and large groups. Students will, for example, learn how to interact productively with their peers, to speak confidently in class discussions, to listen strategically, to read with comprehension, and to write well structured and coherent texts. Speaking skill is said to be an active or productive skill. This is why EFL teachers should use some techniques such as group work, role-play and discussion which encourage students to take communicative initiatives. Thus, they can provide them with a wide and richer experience of

using the language as much as possible. These previous mentioned examples of teaching methods are describes as following:

2.2.4.1 Group Work

Despite the need for whole-class teaching and individual work, or in language classroom, the use of group work has been emphasized as another interactional dynamics of language classroom. A group work is a classroom situation where students are working within smaller units or groups. Through interacting with each other in groups, students can be given the opportunity to oral exchange. For example, the teacher might want students to predict the content of reading a text of five paragraphs. Then, they are divided into five groups. Each group selects a paragraph of the text just reads and prepares to answer the questions put by the other groups. Each group has to scan a paragraph of the text for detailed comprehension and formulate questions to test the comprehension of the other groups. Oral interaction, in group, is based on a real attempt to find a collective solution to problems. Group work is a meaningful activity because the students need to focus on meaningful negotiation and information exchange. For this reason, students should be familiar with the topic of discussion. The main concern of the teacher is, of course to get the students to talk and to stimulate their interest and imagination.

2.2.4.2 Role-play

Many students derive a great benefit from role-play. It can be used either to encourage general oral proficiency or to train students for specific situations especially where they are studying English for Specific Purpose (ESP). Role-play is an authentic technique because it involves language use in real interactive contexts. It provides a format for using elements of real-life conversation and communication. This implies that role-play invites students to speak through a fictitious identity in an imagined situation to present the view of a person without necessarily sharing them. Role-play is an effective technique when it is open-ended so that different people would have different views of what the outcome should be. There is a dynamic movement as the role-play progresses with students who lack self-confidence or have lower proficiency levels. To succeed with role-play, the teacher has to give each student who does not play his role appropriately a card that describes the person or the role to be played. The teacher needs not only to identify the situation which will stimulate the discussion but also give them the role that matches the requirements of their personalities. Topics for role play should be taken from students' current interest and anticipated experiences. This will

contribute to increase the students' self-confidence as a speaker and his motivation to participate more.

2.2.4.3 Discussion

Discussion is any exchange of ideas and opinions either on a class basis with the teachers' role as a mediator and to some extent as participator, or within the context of a group, with the students talking among one another. It may last for just a few minutes or continue for a whole lesson (in case of advanced learners who have a right command of foreign language). It may be a technique for developing oral expression through exchange of ideas, opinions, arguments and points of views. We can say that this technique is student-directed and teacher-guided. Discussion has many advantages, some benefits for second language learners include: increased comprehension levels; opportunities to improve listening skills and develop spoken language proficiency; increased participation of quiet and shy students and more time for teacher observation of students learning. Moreover discussion creates an English speaking atmosphere.

2.3 ICT and the Teaching of Speaking

It is essential to adopt ICTs in the teaching of speaking skill since it is one of the most important skills to be mastered. Many scholars believe that when teachers integral ICTs they bring the real world into classrooms. Thus, a careful planning and judicious use of ICTs can encourage students develop their speaking skill. ICTs can improve the quality of learning. It offers teachers and learners a variety of authentic resources. ICT bridges the target language's culture with the teaching and learning process. Thus the integration of ICTs is not only important but more than essential for achieving a success in education.

2.3.1 Using ICT Techniques in the Classroom

It is important to suggest the following essential techniques that are seen by many scholars as the key factors for the mastery of the speaking skill.

2.3.1.1 Using CD-ROMs

CD-ROM stands for Compact Disc Read-Only Memory. The integration of CD-ROM in the classroom is strongly emphasized by many scholars. Teachers of speaking may use these devices to teach the speaking skill for its great advantages. Dundey and Hockly (2007) believe that the use of CD-ROMs in the classroom has a positive effect on students' performance because when they are exposed to authentic language independently as they called autonomous. Thus, it is essential to integrate this tool in the teaching of speaking skill.

The use of CD-ROMs in the classroom can be somehow a source of troubles for teachers who are not yet experienced with the implementation of these technologies.

2.3.1.2 Using DVDs

DVDs is an abbreviation for Digital Versatile Disk and they are similar to CDROMs in that a variety of data can be stored in them, but their capacity in storing data is much greater than CD-ROMs. DVD was developed in the 1990s as an important device to be integrated in the language classroom and replace CD-ROMs for their storage capacity and the high quality of audio and video.

2.3.1.3 Using Chat

One of the most effective techniques in improving students' speaking skill is chatting, especially if it is well organized and well timed. It is considered as a very important tool in improving learners' fluency and accuracy. Thus, it is important to determine the reason of chatting for students.

2.4 Evaluating EFL Learners' Speaking skill

Undoubtedly, the ultimate goal of EFL learners is to speak the target language successfully and competently. They all concentrate on their oral performance for it is as Hedge (2002) says "a skill by which they are judged while first impressions are being formed". They are usually afraid of speaking the target language, and most of the time they exhibit a passive attitude in class, since they do not have the opportunity to express themselves naturally and spontaneously. As Cotter (2007) explains, training in oral skills which let them communicate and interact in a meaningful and fruitful form, (e.g. exchanging information, negotiating meaning, supporting ideas, facing oral defenses) is a way to motivate students to perceive the foreign language as a tool for social interaction.

Students use the target language in order to communicate confidently and appropriately with people from all walks of life. They will, for example, learn how to interact productively with their peers, to speak confidently in class discussions, to listen strategically, to read with comprehension, and to write well structured and coherent texts. Learning English involves developing both the ability to use language effectively for a range of purposes and the ability to talk about the language being used. White (2004) explains that language is an integral part of learning, and oral language has a key role in classroom teaching and learning. It helps to encourage creativity, understanding, and imagination; it is a means of solving problems, speculating, sharing ideas and making decisions; language builds friendships and enhances motivation through social interaction.

Nunan (1991) believes that success of foreign language learners is measured in terms of their ability in mastering speaking skill i.e., holding a conversation in different contexts. The mastery of the speaking skill is based upon the mastery of fluency and accuracy. Richards and Rodgers (2001) agree that fluency and acceptable language is the primary goal: accuracy is judged not by those who know the language system but by those who use what they know in oral performance. Accuracy which is represented in the triangle of grammar, vocabulary and pronunciation is very important to develop communicative competence; learners are expected to achieve both fluency and accuracy. Additionally, teaching and guiding students to learn a foreign language is a hard job, therefore, teachers have to try to find other pedagogical tools in order to help the students' learning process effectively.

The EFL teachers need for integrating some oral activities in class in order to overcome their students' fear of speaking and using the target language even if they make mistakes, students cannot learn without making mistakes, errors makes them realize they are having success in evaluating their oral performance; it is a proof of their development. Consequently, these student-centered activities are more likely to motivate them, and also provide them with the opportunity to engage in the type of negotiation and critical thinking that will help them develop the participatory and intellectual skills necessary for effective oral skills instruction and learning. Such activities expose students to each others' opinions with the final purpose of developing their communication strategies and skills; more importantly, these activities help students recognize that there are different ways of looking at things and that communication can be a process that is an essential element for the solution of a conflict.

2.5 Conclusion

It is obvious that ICTs introduce something new to learning and teaching foreign language and this requires new roles for both learners and the teachers and also for the computer as a teaching tool. So using ICT leads to new pedagogical changes which create new pedagogical roles. This chapter has been intended to show the effect of ICT on education and its different materials that a teacher may use in the language classroom. This chapter deeply stresses the impact of ICT which is essential in the teaching of speaking in EFL classes where the teachers may use some effective methods to improve their students' speaking skill and brush up the students' English mindfully. Additionally, this chapter is devoted mainly to discussing speaking skill, its types and significance from different angles. Speaking as an important skill in EFL class needs the implementation of ICT in which there are a number of

supporting techniques that help to develop the students' language proficiency and at the same time make them responsible for their own learning process. All in all, this chapter has been intended to be a theoretical overture of the most important role of ICTs in teaching the oral production in order to evaluate the EFL learners' speaking.

Chapter Two

Methodology and Data Analysis

Section One: Research Methodology

1.1 Introduction

In the field of teaching, integrating technological advancements is considered as an innovative transformation in foreign language classroom. However, in language classrooms, it seems progressive and fragmentary, and in some cases even completely absent. Regarding the educational framework in Algeria, diverse strategies and procedures are now adopted to preface enhancing the teaching/learning process and especially helping the EFL learners master the skills of the target language.

In the Algerian setting of learning English as a Foreign Language, educators consistently raise the inquiry why most of the learners cannot communicate in English unquestionably and effectively. One among numerous reasons to consider may be the insufficiency of oral practice and interest, and so forth. In view of the subject of how to increase the confidence and ability of speaking, this part is intended to investigate the information got from both EFL teachers and second year secondary school pupils at Baair Mohamed Secondary School_ Ain El-Melh, M'sila. Concerning the principle objective behind this investigation, it is to shed the light on the attitudes of both EFL teachers and second year pupils towards use of ICT in their speaking classes. Therefore, knowing the significance of ICTs as a pedagogical procedure by teachers and pupils is basic.

1.2 Algerian Education and ICT

This reality is being upheld by both authorities and learners. Other than that, educators play a sensible and imperative part in executing ICT in the field of education. Yet, the strategy for ICT exists; however, to be effectively implemented it needs strong, solid infrastructure and resources since Algeria faces issues of poor framework and connectivity. There are insufficient suitable learning materials. However, the improvement and arrangement of tools and learning material are at the core of the strategy of ICT for educational advancement. In general, levels of illiteracy are higher in rural areas .i.e., few schools are available. Therefore, the significant concern of the national ICT strategy is the provision of access and connectivity to all areas.

Disregarding the immense endeavours of the Algerian authorities, professional advancement projects and teachers 'training is constrained to fundamental ICT with no association or significance to integration into the educational process. Several projects and initiatives have been in progress, however because of the hindrances postured by the political and economical unrest, a significant number of them has been ceased if not vanished.

In a nutshell, ICT is set to reinforce the knowledge gained amid the initial levels in the Algerian educational system. Despite those obstacles, ICT has taken much enthusiasm from learners and teachers in educational tasks.

1.3 Research Design and Procedure

Descriptive research is used to "describe" a situation, subject, behaviour, or phenomenon. It is used to answer inquiries of who, what, when, where, and how connected with a specific research question or issue. Descriptive examinations are frequently portrayed as studies that are concerned with discovering "what is". It endeavours to assemble quantifiable data that can be used to measurably analyze an intended interest group or a specific subject. Descriptive research is used to observe and portray a research subject or issue without affecting or controlling the factors in any capacity. Consequently, these examinations are truly co relational or observational, and not really experimental. This sort of research is conclusive in nature, as opposed to exploratory.

Throughout the research in hand, we will be using the descriptive method to investigate what attitudes do EFL teachers and students have towards the Integration of ICTs in their speaking classes? The study will cover up a sample size of 5 teachers of English and 30 second year secondary school pupils of scientific and literary streams.

1.3.1 Sampling

Our participants are 5 teachers of English (of a total population of 8 teachers) and 30 pupils (of a total population of 60 pupils) of second year at Baair Mohamed secondary school –Aïn El Melh, M’sila (from scientific and literary streams) to which we have a direct access during the school year of 2017/2018. The subjects were randomly and anonymously chosen using simple random sampling to eliminate any chance of bias.

1.3.2 Data collection Tools

In this study two collection tools have been used: an interview for teachers and a questionnaire for pupils. The design of both tools was partially under the consultation of two university teachers who helped in shaping and directing their content. Through the course of this research and using the survey method of the descriptive approach, we have distributed thirty (30) questionnaires among pupils of second year (of a total population of 60 pupils) and interviewed five (5) teachers of English (of a total population of 8 teachers) at Baair Mohamed secondary school –Aïn El Melh. In order to achieve objectivity and reliability, our choice of samples was based on total randomness and anonymity.

1.3.2.1 Teachers' Interview

The interview is used as a supporting material to collect data from individuals through conversation either to understand a situation or a topic that the researcher is interested in. Cohen et al (2007) state that interviews enable participants be they interviewers or interviewees to discuss their interpretations of the world in which they live in, and to express how they regard situations from their own point of view. Since the interview is concerned with only five EFL teachers, we used a semi structured interview because it is feasible for smaller groups.

The semi structured interview provides a mutual interaction. It enables the interviewer to rearrange the sequence or wording of the questions according to the answers, and for the interviewee to develop his/her ideas without restrictions. The interview consists of fourteen questions. Three questions are concerned with the experience of the teacher, seven questions deal with the way teachers teach and four questions are devoted for exploring teachers' use, application and whether they support ICT tools in their teaching.

1.3.2.2 Pupils' Questionnaire

Using questionnaires of different sorts is a standout amongst the most widely recognized techniques in gathering information in foreign language research. Therefore, questionnaires have gained extensive consideration in social sciences. Brown (2001) reports a definition of the questionnaire as being "Any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers".

This questionnaire is addressed to second year secondary school pupils. It aims at knowing what attitudes these pupils have towards the use of ICT in their speaking. The questionnaire includes twenty closed and open ended questions divided into two sections; seven questions seek to gather background information about the participants, while the rest are about the pupils' Learning situation, attitudes and suggestions.

Section two: Data Analysis and Discussion

This section includes the analysis of the data accumulated from the two tools: the teachers' interview and the students' questionnaire. Moreover, the data discussed earlier empowered the researcher to gather a lot of information about the utilization of ICTs in the EFL speaking sessions. Moreover, main findings of the study are introduced, and formulated in the form of tables to make the explanation clear.

2.1 Analysis of Teachers' Interview

This interview is addressed to five teachers of English; it fundamentally goes for reporting their views concerning the use of ICTs in EFL speaking classes. In expansion to that, its basic purpose is to demonstrate their impressions about how they may assess their EFL pupils' speaking skill and how they use of ICT equipments as a teaching material in their speaking sessions. This interview incorporates fourteen questions that will be dissected and displayed as follows.

Item one: How long have you been teaching English?

Three teachers have been teaching English for more than four years, other one for two years and the remained teacher for one year. This question is posed to find out the extent to which these teachers of English are experienced.

Item two: How many students do you have per group?

The overall number of pupils ranges from 24 to 30 at a maximum rate. Compared to other classes of other levels, this is a reasonable number of pupils which allows teachers to manage the whole class easily and for pupils to the target language in meaningful ways. This question is crucially important to have an idea such an aspect.

Item three: According to you, why do some pupils find it difficult to speak in English?

This question is asked to know the degree to which teachers of English know about the difficulties of their pupils in speaking English; this helps the researcher to deepen the vision concerning the issue particularly when teachers are competent in noticing their students' difficulties. Each of the five teachers expressed that the reason behind why pupils think that it is hard to speak the target language resides in the absence of vocabulary and pronunciation in addition to some other psychological problems such as anxiety and self confidence....

Item four: Among the following, which method/technique do you rely on in teaching speaking?

Two teachers stated they use story telling when teaching speaking. One other teacher said that he usually uses role playing while the remaining two teachers said that they use a mixture of techniques such as debates, dialogues and Total Physical Response activities.

Please state why: All teachers agreed that their use of such methods/techniques while teaching speaking is an attempt to create an appropriate, motivating and effective atmosphere with authentic situations in their teaching process.

Item five: a- In teaching speaking, do you use any external programs other than the textbook? This question is asked to know whether EFL teachers follow any other specific program in teaching speaking; four teachers answered with “yes”, while one said that he follows the official textbook only.

b- If yes, please specify: The teachers who answered with “yes” said that they use the different techniques of adoption; adaptation and selection of external sources in order push their learners to work and speak in the target language.

Item six: Do you find that Second Year English Textbook encourages the use of ICTs?

All the five teachers agreed that the textbook shows no signs of permission or refusal towards the use of ICTs in teaching. This gives the teacher total freedom in choosing how to deal with lessons.

Item seven: Do you use ICTs in your classroom?

This question aims at knowing whether these teachers do primarily use ICTs in their classes. Surprisingly, all the teachers said “yes”.

Item eight: Which of the following technical devices do you use in your classroom?

Two teachers stated that they use their smart phones while the other two said that they use smart phones in addition to electronic music devices. The remaining teacher said that he uses desktop and smart phone to improve their learners’ level in speaking.

Item nine: How long have you been using these materials?

All teachers said that they have been using such materials ever since they have started teaching.

Item ten: In teaching speaking, do you have access to language laboratory?

This question is posed to know what is exactly put in the hands of teachers as helping tools. All teachers denied having access to language laboratory.

Item eleven: Do you find it necessary to use language laboratory to teach speaking?

This question aims at testing the teachers' views concerning using language laboratory. Three out of five teachers said that it was really necessary to use language labs while the remaining two teachers said that it was not that necessary.

Item twelve: a- Are you with or against the use of ICT in teaching speaking?

Through this question, the researcher attempts to find out whether EFL teachers support ICT use inside their speaking sessions with their learners. As a matter of fact, all the teachers showed that they were in favour of implementing ICT as a pedagogical tool.

b- Please state why: All the teachers support the use of ICT inside their speaking classes; because, they say, it can help them vary their teaching techniques and motivate learners to interact in a better way using the target language. And as one teacher stated that ICT cannot totally replace the role of teacher but it may facilitate his job.

Item thirteen: a- Does the use of ICTs have drawbacks in enhancing EFL learners' speaking skill?

This question is asked in order to know if teachers think that ICTs may hinder their teaching process. Three teachers answered that ICT has drawbacks while the other two the opposite view by being with utilizing ICT as a useful means in enhancing speaking.

b- Please state why: Two teachers said that ICT has no drawbacks because for them it is very useful for learners to be updated in order to learn new things and to evaluate their speaking skill. While the others who are against ICTs' use in speaking classes, they explained that it is considered as an additional tool. Also, access is not always available due to its difficulties.

Item fourteen: In relation to ICTs, what do you suggest to enhance your pupils speaking skill?

This was an open question for EFL teachers to show their views about how to improve their pupils' speaking using ICT. Teachers said that pupils rely more on the use of authentic materials in order to get motivated on their own and elevate their interest in learning. The teachers also stated that ICTs help them to gather the information of their choice and study the material of their own interest and time and consequently excel in their field in order to communicate and improve their speaking skills.

1.2 The Analysis of Students' Questionnaire

The questionnaire is essentially intended to analyse the learners' views of the use of ICTs in their speaking classes. Moreover, its fundamental target is to demonstrate their states of mind towards the effect of ICTs in improving their language speaking abilities. After treatment of the teachers' interview, the present area is dedicated to the investigation of the

information gathered from the learners' questionnaire. Thirty pupils of second year secondary school answered this questionnaire. To avoid any misconception, the questionnaire was translated to the pupils' mother tongue—Arabic— and the questions were explained to the pupils who requested clarification. The questionnaire comprises twenty questions and every one will be dealt with independently as follows.

1.2.1 Part one: Learner Biodata

Question One: Age

The following table reveals age variations found in our sample. We have 15 pupils in the age of 17, while 8 of them are 18 years old. Other 5 pupils are 19 and we found, surprisingly, 2 pupils in their 20 years of age due to the many years they spent repeating some years in the course of their study.

Age	17 years old	18 years old	19 years old	20 years old
Number of pupils	15	8	5	2

Table 1: Participants Age

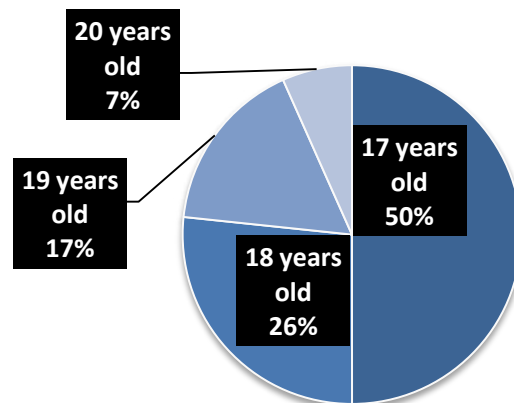


Figure 1: Participants Age

As the figure above demonstrates, (50%) of the participants are 17 years old. (26%) of them are 18; while only (17%) are 19 years old and the last (7%) represents the pupils who are 20 years old. The results evidently prove that there is a good ratio of variation of age in classrooms.

Question Two: Gender

This table reveals that females are more than male learners. In fact, the examiner has recorded just eleven male subjects out of total thirty, whereas the rest is of a female gender that is nineteen are female subjects. This adds nothing to the work except that girls seem to be much more interested in using ICT tools.

Gender	Male	Female	Total
Number	11	19	30

Table 2: Participants Gender

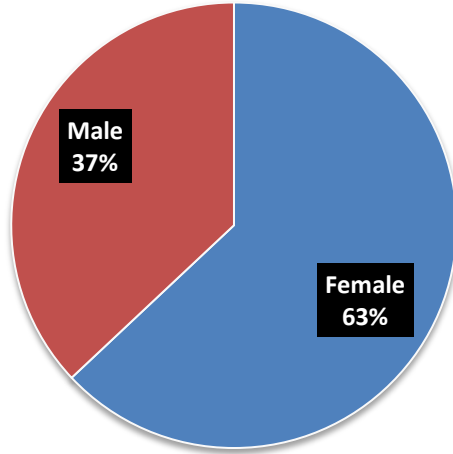


Figure 2: Participants Gender

The figure shows that female subjects are dominant with a percentage of (63%), while the rest percentage (37%) represents the male participants.

Question Three: Type of branch

The table demonstrates that the branch of 14 pupils out of 30 is Experimental Sciences while Foreign Languages has none and 16 participants are under the branch of Literature and Philosophy.

Type of branch	Experimental Sciences	Foreign Languages	Literature and Philosophy	Total
Number	14	0	16	30

Table 3: Participants Type of Branch

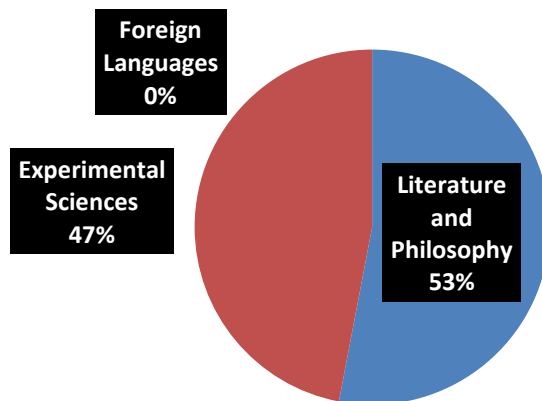


Figure 3: Participants Type of Branch

The figure above represents the percentages of participants in each branch of study. It is clear that literary pupils are dominant by a percentage of (53%) while the scientific ones are (47%) and finally (0%) for the branch of Foreign Languages.

Question Four: How long have you been learning English as a foreign language?

The Table below shows that half of the participants have been learning English as a foreign language for 5 years, while 8 of them for 6 years, and 7 of them for 7 years.

Period	5 years	6 years	7 years	total
Number	15	8	7	30

Table 4: Participants Period of Learning English

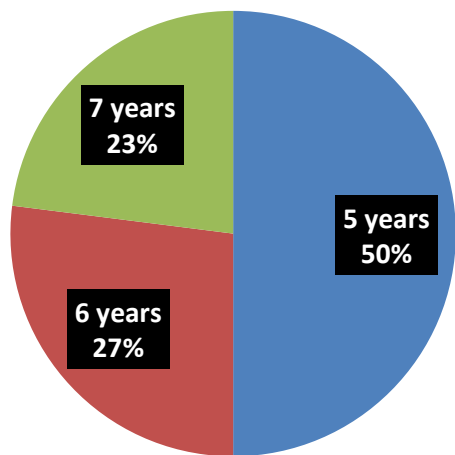


Figure 4: Participants Period of Learning English

The chart above shows that (50%) of the participants have been learning English for 5 years which is the regular number of years to reach out their current school level (second year secondary school). (27%) of them studied English for 6 years while (23%) for 7 years which means that they have certainly repeated one or two school years.

Question Five: Do you like studying English?

The table contains the answers of the participants when being asked whether they liked studying English. 20 subjects answered with “yes” and 10 of them answered with “somehow”. Surprisingly, no one answered with “no”.

Do you like studying English?	Yes	No	Somehow	Total
Number	20	0	10	30

Table 5: Participants Attitudes towards studying English

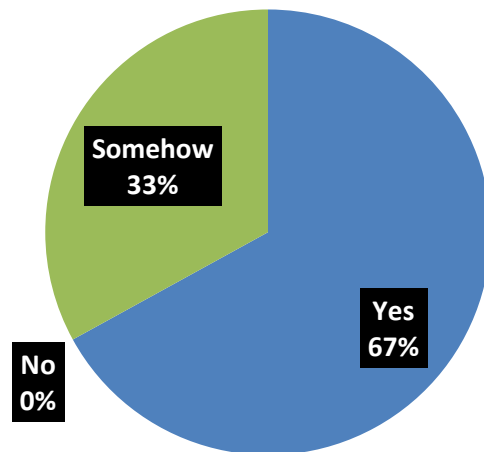


Figure 5: Participants Attitudes towards studying English

The above figure demonstrates that (67%) of subjects who said that they do like studying English. No subject answered with “no” while (33%) said that they “somehow” like studying English.

Question Six: Do you have a computer at home?

This table shows that 23 of the participants do have computers at home while the remaining 7 do not.

Do you have a computer at home?	Yes	NO	Total
Number	23	7	30

Table6: Participants Access to Computer at Home

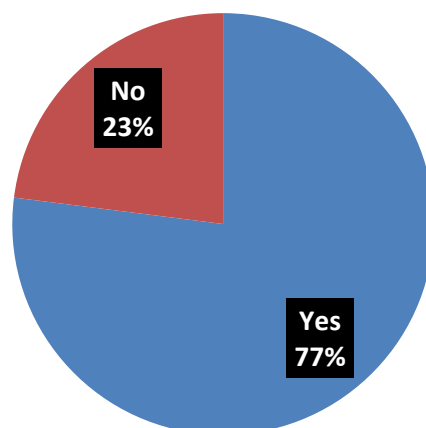


Figure6: Participants Access to Computer at Home

Despite of the fact that the subjects come from a rural areas, the figure shows a percentage of (77%) for those who approved having a computer at home and (23%) who did not possess one. This leads us to notice the accelerating crawling of technology towards rural environments.

Question Seven: Do you have internet access at home?

This table shows that 17 of the participants do have internet access at home while the remaining 13 do not.

Do you have internet access at home?	Yes	No	Total
Number	17	13	30

Table7: Participants Access to Internet at Home

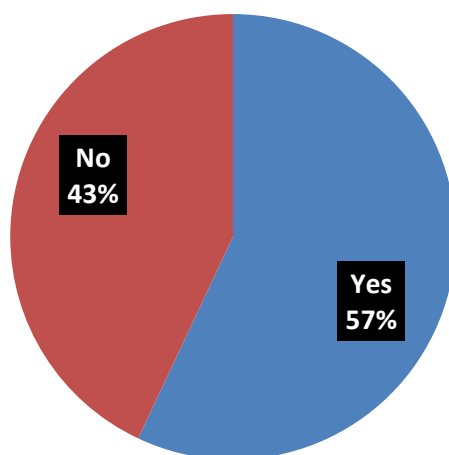


Figure7: Participants Access to Internet at Home

Impressively, the figure shows that more than half of the participants (57%) can access the internet at home while (43%) cannot. Again, technology is proving its strong presence even in rural areas.

1.3.2.2 Part Two: Learning Situation, Attitudes and Suggestions

Question Eight: The skill I want to develop further in English is:

This table shows that 13 subjects see that they wanted to develop their speaking skill only; 2 others preferred to develop listening. 3 participants wanted to develop their reading skill while 7 other participants had the desire to develop writing. Finally, there were 5 subjects who wanted to develop all the four skills at once.

The skill I want to develop further in English is:	Speaking	Listening	Reading	Writing	all the skills
Number	13	2	3	7	5

Table 8: Participants Skill to be developed

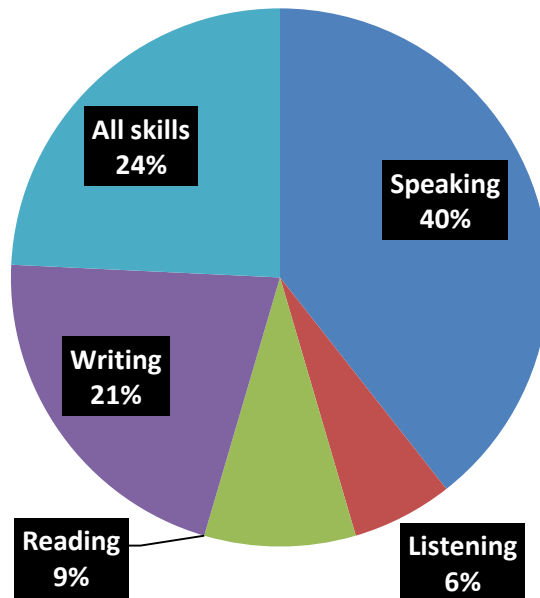


Figure 8: Participants Skill to be developed

The figure above shows that (40%) of our subjects see that they wanted to develop their speaking skill only; (6%) others preferred to develop listening. (9%) of participants wanted to develop their reading skill while (21%) other participants had the desire to develop writing. Finally, there were (24%) of the subjects who wanted to develop all the four skills at once. It is noticeable that a large percentage of participants have a preconceived idea that the speaking skill is the most important because they think that good speaking necessarily equals good English.

Question Nine: My English speaking skill is:

In the table below, no participants described their English speaking skill as “excellent”. 4 of them said that they have a good speaking skill while other 3 described their speaking as “fair”. The majority of the subjects said that they are “weak” in speaking English.

My English speaking is:	Excellent	Good	fair	Weak
Number	0	4	3	23

Table 9: Participants English Level

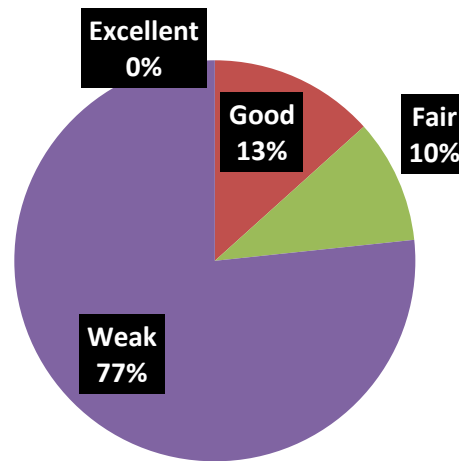


Figure 9: Participants English Level

In the chart above, (13%) of them thought that their speaking skill is good while other (10%) described their speaking as “fair”. The highest percentage (77%) of the subjects said that they are “weak” in speaking English.

Question Ten: While speaking in English, I face difficulties

The table below represents the ratio of difficulties faced by pupils when speaking English. 23 pupils stated that they always face difficulties and 3 others said they sometimes do. 4 subjects approved having difficulties “rarely”. There were no participants who disapproved having difficulties at all.

While speaking in English, I face difficulties	Always	Sometimes	Rarely	Never
Number	23	3	4	0

Table 10: Participants Ratio of Difficulties while Speaking

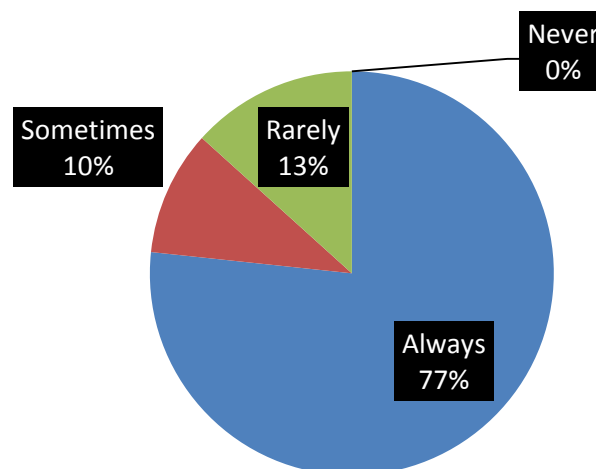


Figure 10: Participants Ratio of Difficulties while Speaking

The figure above represents the percentage of difficulties faced by pupils when speaking English. (77%) pupils stated that they always face difficulties and (10%) others said they sometimes do. (13%) subjects approved having difficulties “rarely”. There were no participants who disapproved having difficulties at all with a percentage of (0%).

Question Eleven: The difficulties I face while speaking in English are:

In the table below, 7 participants said that they had difficulties only in finding the right word; other 12 pupils said that their difficulty was speaking with correct grammar. Pronunciation was difficult for 3 of them, and the fear of not meeting their teacher’s expectations posed a problem for 2 of them. 6 pupils selected all options as the difficulties they face.

The difficulties I face while speaking in English are	Finding the right word	Speaking with correct grammar	Pronunciation	Fear of not meeting my teacher’s expectations	All of them
Number	7	12	3	2	6

Table 11: Participants Difficulties while Speaking English

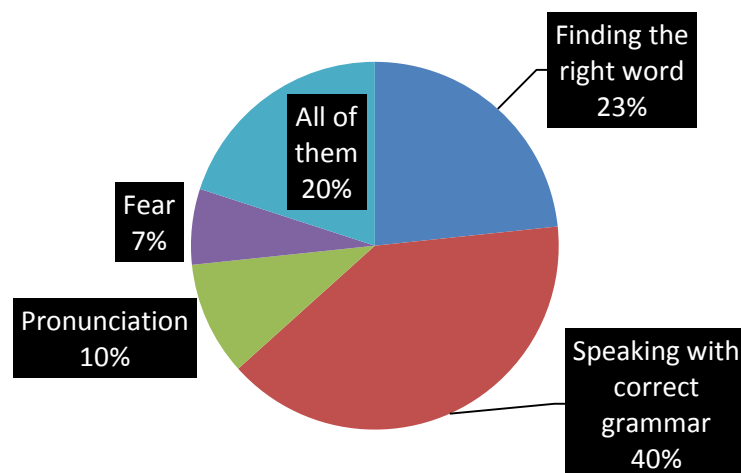


Figure 11: Participants Difficulties while Speaking English

The chart above demonstrates the percentages of difficulties faced by pupils in English. (23%) of participants said that they had difficulties only in finding the right word; other (40%) of pupils said that their difficulty was speaking with correct grammar. Pronunciation was difficult for (10%) of them, and the fear of not meeting their teacher’s expectations posed a problem for (7%) of them. (20%) of pupils selected all options as the difficulties they face.

Question Twelve: I use ICTs to develop my English:

This table shows the ratio of ICT use by pupils to develop their English language in general. 3 pupils declared using ICT always while 11 of them used it sometimes. 13 other subjects used ICT rarely. The rest 3 pupils never used ICT to develop their English.

I use ICTs to develop my English	Always	Sometimes	Rarely	Never
Number	3	11	13	3

Table 12: Participants use of ICT to Develop English

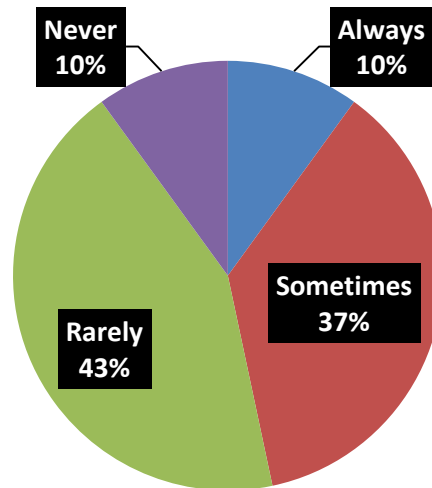


Figure 12: Participants use of ICT to Develop English

This figure shows the percentage of ICT use by pupils to develop their English language in general. (10%) of pupils declared using ICT always while (37%) of them used it sometimes. (43%) other subjects used ICT rarely. The rest (10%) never used ICT to develop their English.

Question Thirteen: The ICT tools I use to develop my English are:

This table demonstrates that 14 of pupils out of 30 use smart phone to develop their English. 6 others use the television while 2 of them use different audio devices. Computer was selected by 5 participants and 3 subjects declared using none of the previously mentioned tools

ICT tools I use to develop my English	Smart phone	Television	Audio devices	Computer	None of them
Number	14	6	2	5	3

Table 13: ICT Tools Used by Participants to Develop English

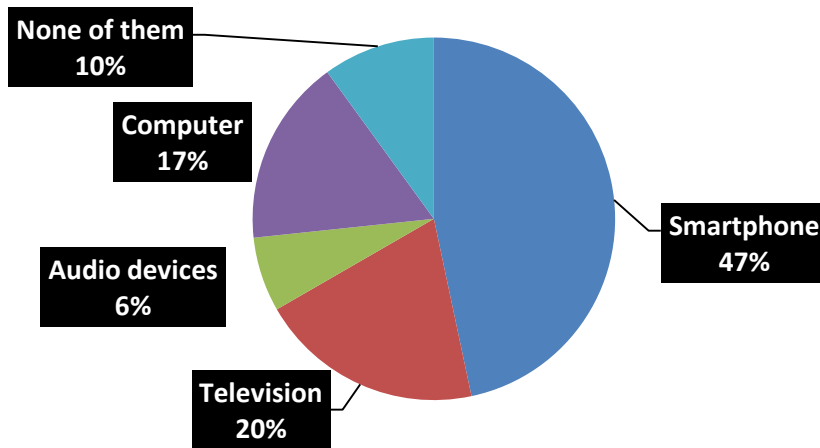


Figure 13: ICT Tools Used by Participants to Develop English

This chart demonstrates that (47%) of pupils, surprisingly, possess smart phones and use them to develop their English. (20%) others use the television while (6%) of them use different audio devices. Computer was selected by (17%) participants and (10%) subjects declared using none of the previously mentioned tools.

Question Fourteen: My English speaking sessions help me improve my English

This table shows how the participants feel about the effect of their English speaking sessions. 8 subjects strongly agree with the fact that these speaking sessions do help them improve their speaking. Other 16 subjects agree with this as well. In contrast, 6 pupils disagree.

English speaking sessions help me improve my English	Strongly agree	Agree	Disagree	Strongly disagree
Number	8	16	6	0

Table 14: Participants Opinion about English Speaking Sessions

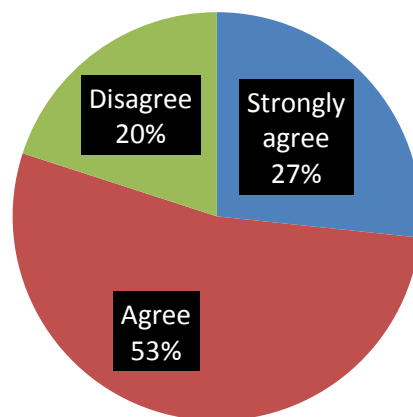


Figure 14: Participants Opinion about English Speaking Sessions

Question Fifteen: Do you like using ICTs during English speaking sessions?

In the table below, 17 pupils like using ICTs during English speaking sessions

While 2 others do not like that. 11 participants somehow like using ICTs during English speaking sessions.

Do you like using ICTs during English speaking sessions?	Yes	No	Somehow
Number	17	2	11

Table 15: Participants Attitude Towards Using ICT in English Speaking Sessions

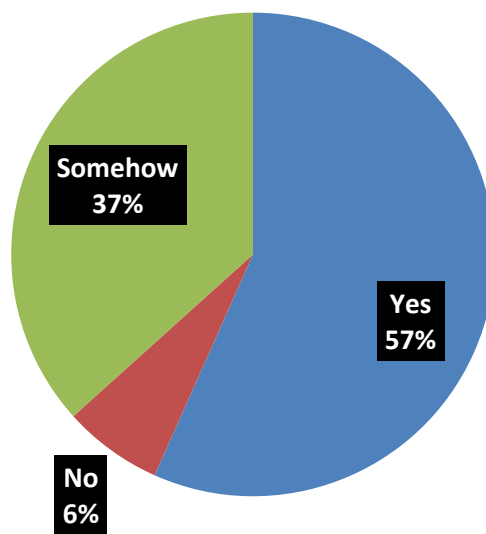


Figure 15: Participants Attitude Towards Using ICT in English Speaking Sessions

In the chart above, (57%) of pupils like using ICTs during English speaking sessions, while (6%) others do not like that. (37%) of the participants somehow like using ICTs during English speaking sessions. We notice that there is a good ratio of acceptance for ICT use in speaking among pupils.

Question Sixteen: My English teacher uses ICT tools:

This table demonstrates that 21 pupils out of 30 think that their teacher of English always uses ICT tools while 9 other subjects think that their teacher uses them rarely.

My English teacher uses ICT tools	Always	Sometimes	Rarely	Never
Number	0	21	9	0

Table 16: Participants Opinion about Teachers ICT Use Ratio

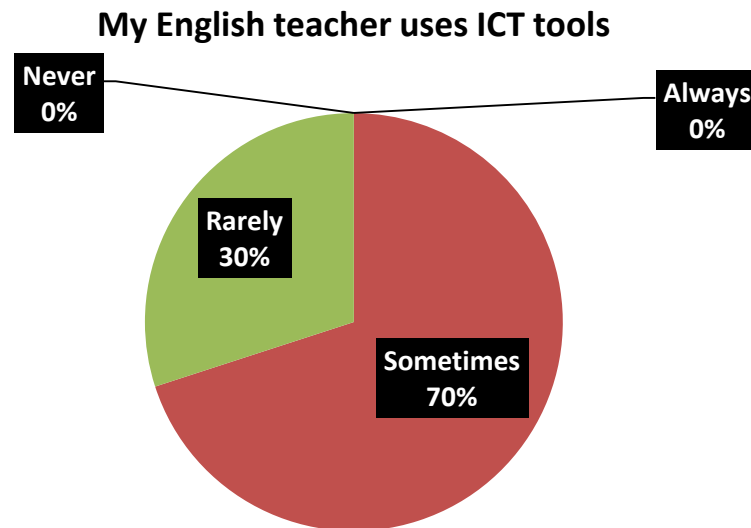


Figure 16: Participants Opinion about Teachers ICT Use Ratio

This chart demonstrates a percentage of (70%) pupils who think that their teacher of English sometimes uses ICT tools while (30%) of the other subjects think that their teacher uses them rarely.

Question Seventeen: The way my teacher of English uses ICT tools improves my speaking:
The table below represents the ratio of how the subjects feel about the effect of their teacher’s use of ICT on their English speaking skill. 2 subjects strongly agreed that their teacher’s way develops their speaking, and 18 others agreed with that as well. In contrast to that, 9 pupils disagree and 1pupil strongly disagreed.

My teacher’s use of ICT improves my speaking	Strongly agree	Agree	Disagree	Strongly disagree
Number	2	18	9	1

Table 17: Use of ICT by the Teacher to Improve Speaking Skill

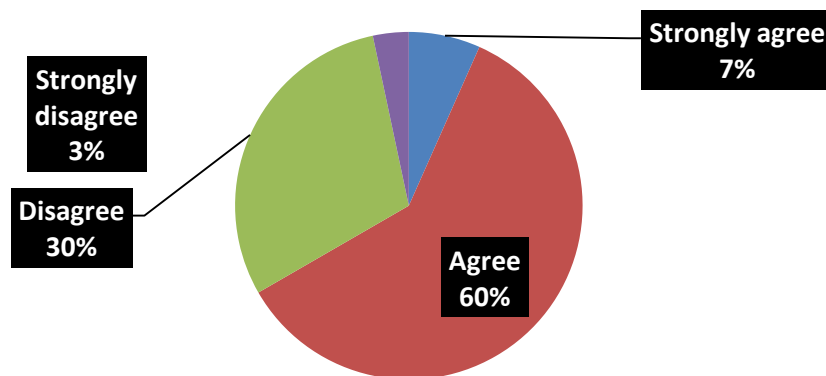


Figure 17:Use of ICT by the Teacher to Improve Speaking Skill

The figure above represents the percentages of how the subjects feel about the effect of their teacher's use of ICT on their English speaking skill. (7%) of the subjects strongly agreed that their teacher's way develops their speaking, and (62%) others agreed with that as well. In contrast to that, (30%) of pupils disagreed and (3%) of them strongly disagreed.

Question Eighteen: I think using ICTs during speaking sessions decreases real interaction in class

The table below shows that 2 participants agreed and 21 others disagreed. Other 7 pupils strongly disagreed.

I think using ICTs during speaking sessions decreases real interaction in class	Strongly agree	Agree	Disagree	Strongly disagree
Number	0	2	21	7

Table 18: Participants Opinion about ICT Disadvantage

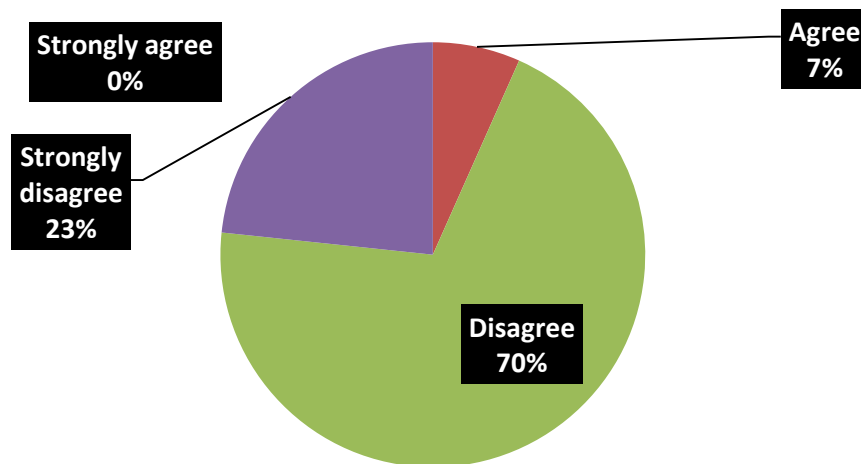


Figure 18: Participants Opinion about ICT Disadvantage

The chart above shows that (7%) of the participants agreed and (70%) others disagreed. Other (23%) pupils strongly disagreed. It is worth noticing that the majority of pupils have a good level of acceptance for ICT use and its effective role.

Question Nineteen: Do you like using ICTs in the classroom?

This table shows that 28 participants have a positive attitude towards the use of ICTs in the classroom while other 2 have the opposite attitude.

attitude towards the use of ICTs in the classroom	Yes	No
Number	28	2

Table 19: Attitudes towards the implementation of ICT in the classroom

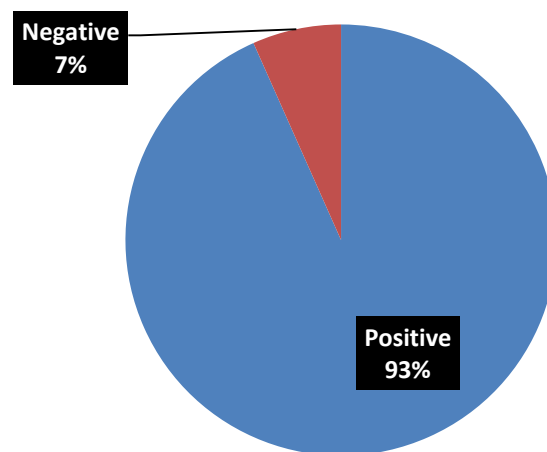


Figure 19: Attitudes towards the implementation of ICT in the classroom

This chart shows that (93%) of participants have positive attitudes towards the use of ICTs in the classroom while the remaining (7%) have the opposite attitude.

Question Twenty: According to you, what are the advantages and disadvantages of using ICTs in speaking sessions?

The majority of members' answers demonstrated that ICT essentially gives them the chance to chat with native speakers and encourages them to procure new information which drives them to be effective in their future and even in learning the English language. Yet, some of them decline the utilization of ICTs in light of the fact that they are unconscious of its importance in their oral capacities development. In other word, they prefer learning traditionally using group work, discussion...etc.

2.3 Conclusion

In the field of teaching, coordinating technology headways is considered as an excessive change in foreign language classes. Be that as it may, in language classrooms, it appears to be dynamic and fragmentary, and now and again even totally truant. As to education in Algeria, differing systems and methodologies are currently embraced to introduce the improvement of the teaching/learning process and particularly helping the EFL students ace the abilities of the target language.

In this study two collection tools have been used: an interview for teachers and a questionnaire for pupils. These tools enabled the researcher to collect valuable amounts of data concerning the attitudes of teachers and pupils. The results are organized in tables and graphs to make reading them easy and meaningful.

Section Three: Results Interpretation and Implications

3.1 Introduction

Findings of the current study revealed that there are a number of factors and contexts lying behind students' low achievement in speaking. They face a number of challenges such as fear of mistakes and lack of vocabulary, which affect their development in English speaking. This section presents the interpretation of the results in its first phase.

In its second phase, this present section is entirely devoted to some possible recommendations and suggestions regarding the use of ICT as a teaching material to develop learners' speaking abilities. EFL teachers need to assign their learners with tasks that help them communicate and learn with one another. Moreover, new technologies can be incorporated in the language classroom to enhance the teaching and learning process.

3.2 Interpretation of the Main Results

In this section, the major results that are gathered for each research instrument will be discussed in connection to the afore-raised hypotheses. The teachers' interview and pupils' questionnaires have permitted the researcher to gather a lot of information concerning the utilization of ICTs in the speaking lessons. The point was to enable learners to upgrade and enhance their speaking abilities, through utilizing ICTs as a medium for language improvement. This is preceded by specifying and attracting the reader's attention regarding the three hypotheses put forward by the investigator.

Achieving a meaningful use of ICT in the field of education can be influenced by many factors. One of these factors is teachers and learners' attitudes towards the use of technology in the teaching and learning process, for speaking in our case. Research shows that the success of technology use in the educational settings largely depends on both teachers and learners' attitudes toward technology use.

The questionnaire and the interview uncover that the greater part of the teachers and pupils have positive attitudes towards the utilization of ICT in their classes of speaking lessons. In contrast, the minority of participants with negative attitudes are probably less skilled in computer use and therefore less likely to be positive to ICT. The results involve that EFL teachers and second year pupils at Baarir Mohamed secondary school –Aïn El Melh, M'sila know about the significance of the reception of innovation in instructive settings.

The fundamental point that emerged out of the assessment of the second hypothesis, i.e., ICT has a significant impact on teaching English speaking for second year secondary school pupils is that many teachers use ICT to support traditional learning methods. For

example, some teachers use such traditional methods (TPR, storytelling, role playing...) in mixture with some ICT tools in order to render the lesson more exciting and attainable. It should be also noted that in our case the overall number of pupils in class permits teachers to better control and manage to evenly distribute chances of speaking and involve everyone.

ICT can change the lessons' pace because children in modern education need to develop sufficient potentials and skills that enable them to take full advantage from the new opportunities that ICT offer. In addition, the ongoing advancements of ICT in tools can enhance the quality of teaching and learning in schools and help teachers to perform their duty the finest way. The freedom that the textbook of second year secondary school provides teachers with is an advantage to expand their range of creativity concerning the use of ICT in teaching speaking. Despite of the fact that the use of ICT is extremely limited to some tools in certain classrooms, there seems to be some sincere willingness from the part of teachers to get engaged in the process of renovation whenever there is a possibility.

The last hypothesis is that ICT has a vital role in improving the pupils' speaking skill. The discussion of the results draws attention to the effectiveness of ICT as a pedagogical means of communication. Many pupils consider ICT tools very helpful in that it helps them to do assignments in and outside the classroom. It also helps to reduce the social disparities between pupils, since they work in teams in order to achieve a given task. Through the questionnaire, it can also be noted that students also assume responsibilities when they use ICT to organize their work through projects. In addition, the study showed that ICT has a significant impact on decreasing some of the difficulties that pupils face when trying to speak the target language. Most pupils approved having the idea that ICT use actually helps them better their English speaking skill. In spite of some shortcomings including the fact the participants lack confidence while speaking, the results indicated that pupils vastly prefer ICT. The willingness to try something new, adapt their learning style, and maintain a positive attitude was important during the process to confirm this hypothesis. All in all, ICTs are strongly important for all teachers and learners. These tools can be used by everyone who wants to teach or learn.

3.3 The Main Recommendations

- **For Teachers:**

Educators ought to figure out how to upgrade their capacities in teaching speaking with a specific end goal to set up a motivating atmosphere in the classroom. Teachers must be

more selective in choosing the Teaching speaking is an art that only few teachers can perform effectively. Therefore, teachers are invited to transform their teaching techniques through the use of ICT in the classroom. Also, the use of ICT requires innovative thoughts in order to apply various activities in teaching speaking so that students do not get bored. Teachers should have the competency required for building and operating technology based courses to achieve the designed objectives.

- **For Learners:**

On the other hand, pupils are advised to use ICTs to develop their communicative abilities because the mastery of the target language is based preliminarily on authentic language and a lot of use of English. Therefore, pupils should be proficient surfers of the web in order to achieve fluency and accuracy and also to know the culture and norms of the English language community.

- **For Course Designers:**

Due to the requirements of our modern life, course designers are expected to update syllabi and render textbooks more suitable for the current trends of developing educational technology. Taking such a step forward will help both teachers and learners experience technological development in its context of education. The contextualization of ICT in enhancing language learning (especially the speaking skill) must become a priority for syllabus designers to construct rich multisensory, intelligent conditions with relatively boundless teaching and learning potential.

- **For Policy-makers**

The government should ensure that all teachers receive adequate training. Training should not merely focus on basic of ICT skills but should also present methods for integrating ICT in teaching and learning. In addition, new policies should be implemented to provide equal distribution of ICT tools among the various educational institutions disregarding their geographical location. Training teachers should be in the form of continuous professional development courses with flexible training hours as well as in school training.. Education officials should regularly review the use of ICT at schools. In particular, they should strive to ensure greater integration of ICT within teaching and learning activities in classrooms and other settings.

3.4 Conclusion

As a resource, ICTs can be used to enrich learners' speaking abilities; teachers need then to be flexible to their students' needs, to allow them free express their ideas and develop

their oral competence as well. The researcher has tried to present some suggestions that may help to improve EFL learners' speaking.

To sum up, it is clear that what brings ICT to the forefront of educational interest is the highly sophisticated delivery and interactivity now available with technological learning. In speaking lessons, ICT plays a significant role. Because these courses revolve around technology, it is vital that ICT only be used when it is the best alternative for supporting course requirement. With proper use, technology offers a way to create or construct learning opportunities unlike ever before available.

General Conclusion

In the field of teaching, coordinating technological advancements is considered as an inventive change in foreign language classroom. Be that as it may, in language classrooms, it appears to be dynamic and fragmentary. With respect to instructive educational framework in Algeria, diverse strategies and procedures are currently adopted to introduce improving the teaching/learning process and particularly helping the EFL students master the skills of the target language.

The Integration of ICT in teaching has very important significance on learning students, attitude, creativity, knowledge construction, learning environment, teaching strategies, problem solving skills and understanding concepts using various tools. The idea of this study is that implementing ICT in EFL speaking classes could help in improving students' oral proficiency.

The aim of this study is to investigate second year secondary school English language teachers' and pupils' attitudes towards the use of ICT to develop their English speaking skill. Undeniably, many English Foreign Language teachers agree upon the importance of technology in the teaching process as the world is shifting rapidly and developing. Patently, in order to help teachers and learners keep pace with the massive changes regarding technology, it was essential to explore their attitudes towards using technology to develop the speaking skill. Taking into account the previous concern, two questions were formulated in an attempt to obtain reliable answers:

- 1) What attitudes do both EFL teachers and learners have towards using ICT in their speaking sessions?
- 2) Does the use of ICT have an impact on the teaching and learning of the speaking skill?

Throughout the research in hand, we used the descriptive method to investigate what attitudes do EFL teachers and students have towards the Integration of ICTs in their speaking classes. The study covers up a sample size of 5 teachers of English and 30 second year secondary school pupils of both scientific and literary streams.

Our study compasses two parts the first of which is the literature review that discusses some key-concepts used in the work, including a theoretical overview of ICT, its evolution in foreign language learning, speaking skill and the teaching of speaking in EFL classes. Then, it describes the importance of using ICT in speaking sessions to enhance EFL learners' speaking abilities. The second part presents the description of the questionnaire and interview findings,

and data analysis. Finally, it provides some suggestions and recommendations related to use of ICTs in EFL secondary school speaking sessions and a conclusion of what has been discussed in the preceding parts.

The outcomes from this research show that English language teachers and pupils of second year secondary school have positive attitudes towards ICT usage to enhance the speaking skill. Foreign language teachers, like many other educationalists, see new technologies as a pedagogical means that can improve their practices. Teachers are increasingly aware of the value of technological tools in their career. Despite of the importance and effectiveness of educational technology among foreign language teachers and learners, foreign language educational practices using educational technology seem to face some obstacles that hinder its use. The most significant issue preventing foreign language teachers and learners' use of this innovation is limited awareness and lack of computer access which reduces the opportunities to experience educational technology in the classroom.

As this study revealed, the more access individuals have to computers and technology in general, the more they are likely to be familiar with it and appreciate the role these tools have in their educational practices. This confirms our hypothesis, as this study showed; the majority of teachers and pupils have positive attitudes towards the use of ICT to develop the English speaking skill when having access to it.

This research has shown that despite of the fact that the use of ICT is extremely limited to some tools in certain classrooms, there seems to be some sincere willingness from the part of teachers to get engaged in the process of renovation whenever there is a possibility. In addition, the study showed that ICT has a significant impact on decreasing some of the difficulties that pupils face when trying to speak the target language. Most pupils approved having the idea that ICT use actually helps them better their English speaking skill. In spite of some shortcomings including the fact that the participants lack confidence while speaking, the results indicated that pupils vastly prefer ICT.

Another point should be taken into consideration to raise awareness among teachers about the importance of integrating technology in their teaching is offering training opportunities, professional development and planning. Moreover, teachers should be involved in the implementation process of ICT so that they can experience by themselves the various advantages of educational technology. In order to achieve this, pedagogical and technical support, teacher training and time must be afforded.

Educators ought to figure out how to upgrade their capacities in teaching speaking with a specific end goal to set up a motivating atmosphere in the classroom for pupils. On the

other hand, course designers are expected to update syllabi and render textbooks more suitable for the current trends of developing educational technology. The government should ensure that all educators receive adequate training. Training should not merely focus on basic of ICT skills but should also present methods for integrating ICT in teaching and learning.

To conclude, this study investigated EFL teachers and learners' attitudes towards the use of ICT In enhancing second year secondary school pupils' speaking skill at Baarir Mohamed Secondary School_ Ain El-Melh, M'sila.

As in any research, the present study is not free from limitations. For instance, time limitation was one main reason for why we chose the descriptive method as a means to collect data. The results we gathered cannot be generalized on larger groups because it was conducted only on one level (second year). Besides, to have these results we only used a questionnaire and an interview as data gathering tools so the information we provided may not be totally free of some subjectivity. On the whole, the findings from the study are supposed to open up areas for research on educational technology such as computer assisted technology in class and ICT teacher training...

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Appendix A

Pupils' Questionnaire: The Use of ICTs in English Speaking Sessions

Dear pupils, the main objective behind this questionnaire is to show the EFL learners' attitudes towards the role of ICTs in improving their speaking skill and if they prefer to utilize ICTs equipments or other learning methods in their speaking sessions. Please give your most thorough response to the questions below. Rest assured that the information you share here is confidential.

Section One : Learner Biodata

1. Age:
2. Gender: - Male - female
3. Specify your type of branch: -Experimental Sciences
 -Foreign Languages -Literature and Philosophy
4. How long have you been learning English as a foreign language?
 - 5 years - 6 years
 - 7 years
5. Do you like studying English? -Yes -No -Somehow
6. Do you have a computer at home? -Yes -No
7. Do you have internet access at home? -Yes -No

Section Two: Learning Situation, Attitudes and Suggestions

8. The skill I want to develop further in English is:
 -Speaking -Listening -Reading -Writing
9. My English speaking skill is:
 -Excellent -Good -fair -Weak
10. While speaking in English, I face difficulties
 -Always -Sometimes -Rarely - Never

Appendices

11. The difficulties I face while speaking in English are:

- Finding the right word -Speaking with correct grammar

-Pronunciation -Fear of not meeting my teacher's expectations

Others, please specify.....

12. I use ICTs to develop my English

-Always -Sometimes -Rarely - Never

13.The ICT tools I use to develop my English are:

-Smart phone -Television

-Audio devices -Computer -None of them

Others, please specify.....

14. My English speaking sessions help me improve my English

-Strongly agree -Agree -Disagree -Strongly disagree

15. Do you like using ICTs during English speaking sessions?

-Yes -No -Somehow

16. My English teacher uses ICT tools:

-Always -Sometimes -Rarely - Never

17. The way my teacher of English uses ICT tools improves my speaking skill:

-Strongly agree -Agree -Disagree -Strongly disagree

18. I think using ICTs during speaking sessions decreases real interaction in class

-Strongly agree -Agree -Disagree -Strongly disagree

19. What is your attitude towards the use of ICTs in the classroom?

- Positive - Negative

Other,specify.....

20. According to you, what are the advantages and disadvantages of using ICTs in speaking sessions?

.....

Appendix B

استبيان: استخدام تكنولوجيا المعلومات والاتصالات في دروس التحدث باللغة الإنجليزية

أعزائي التلاميذ ، الهدف الرئيسي من هذا الاستبيان هو إظهار توجهات تلاميذ اللغة الإنجليزية كلغة أجنبية نحو تأثير تكنولوجيا المعلومات والاتصالات في تحسين مهاراتهم في التحدث ، وإذا كانوا يفضلون استخدام معدات تكنولوجيا المعلومات والاتصالات أو أساليب التعلم الأخرى في جلسات التحدث الخاصة بهم. يرجى تقديم ردك الأكثر شمولاً على الأسئلة أدناه. كن مطمئناً أن المعلومات التي تشاركها هنا ستبقى سرية.

القسم الأول: بيانات المتعلم.

1. السن :
2. الجنس : - ذكر - أنثى
3. ما هي شعبتك ؟ - اداب وفلسفة - لغات أجنبية - علوم تجريبية
4. منذ متى وأنت تتعلم الانجليزية كلغة أجنبية ؟ - 5 سنوات - 6 سنوات
- 7 سنوات - 8 سنوات
5. هل تحب دراسة اللغة الإنجليزية؟ - نعم - لا - نسبيا
6. هل لديك جهاز حاسوب في المنزل؟ - نعم - لا
7. هل لديك اتصال بالإنترنت في المنزل؟ - نعم - لا

القسم الثاني: وضعية التعلم، المواقف والاقتراحات.

8. المهارة التي أرغب في تطويرها أكثر في اللغة الإنجليزية هي: - التحدث - الاستماع - القراءة - الكتابة
9. مهارة التحدث بالإنجليزية لدي: - ممتازة - جيدة - متوسطة - ضعيف
10. عندما أتحدث باللغة الإنجليزية ، أواجه صعوبات: - دائما - أحيانا - نادرا - أبدا
11. الصعوبات التي أواجهها أثناء التحدث باللغة الإنجليزية هي: - العثور على الكلمة الصحي - التحدث بقواعد الصحيحة - النطق الصحيح - الخوف من عدم تلبية توقعات أستاذي

صعوبات أخرى.....

12. أستخدم تكنولوجيا المعلومات والاتصالات لتطوير لغتي الإنجليزية :

- دائما أحيانا نادرا أبدا

13. أدوات تكنولوجيا المعلومات والاتصالات التي أستخدمها لتطوير لغتي الإنجليزية هي:

- هاتف ذكي التلفاز

أجهزة صوتية - الحاسوب - لا أداة منهم -

أدوات أخرى، يرجى التحديد

.....
.....

14. حصص التحدث باللغة الإنجليزية تساعدني في تحسين لغتي الإنجليزية:

أوافق بشدة - أوافق - لا أوافق - لا أوافق بشدة -

15. هل تحب استخدام تكنولوجيا المعلومات والاتصالات أثناء حصص التحدث باللغة الإنجليزية؟

نعم - لا - نسبيا -

16. أستاذي في اللغة الإنجليزية يستخدم أدوات تكنولوجيا المعلومات والاتصالات:

دائما - أحيانا - نادرا - أبدا -

17. طريقة استعمال أستاذي في اللغة الإنجليزية لتكنولوجيا المعلومات والاتصالات تعمل على تحسين مهاراتي في التحدث:

أوافق بشدة - أوافق - لا أوافق - لا أوافق بشدة -

18. أعتقد أن استخدام تكنولوجيا المعلومات والاتصالات أثناء حصص التحدث بالإنجليزية يقلل من التفاعل الحقيقي داخل القسم:

أوافق بشدة - أوافق - لا أوافق - لا أوافق بشدة -

19. ما هو موقفك من استخدام تكنولوجيا المعلومات والاتصالات في الأقسام الدراسية؟

إيجابي - سلبي -

موقف آخر، يرجى التحديد

.....

20. حسب رأيك، ما هي مزايا وعيوب استخدام تكنولوجيا المعلومات والاتصالات في حصص التحدث؟

.....

Appendix C

Teachers' Interview: The Use of ICTs in English Speaking Sessions

Dear teachers, with all respect. The main objective of this interview is to show the EFL teachers' attitudes towards the effect of ICTs in their speaking sessions and whether they prefer to choose other teaching methods in order to improve their students' speaking skill. Please give your most thorough response to the questions below. Rest assured that the information you share here is confidential and very useful to this field of study.

1. How long have you been teaching English?

.....
.....

2. How many students do you have per group?

.....
.....

3. According to you, why do some pupils find it difficult to speak in English?

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

4. Among the following, which technique/method you rely on in teaching speaking?

<input type="checkbox"/>	-Role-playing	<input type="checkbox"/>	- Story telling
<input type="checkbox"/>	-Total Physical Response (TPR)	<input type="checkbox"/>	-Other

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

- please state why

.....
.....

5. In teaching speaking, do you use any external programs other than the textbook?

.....
.....

- If yes, please specify

.....
.....

6. Do you find that Second Year English Textbook encourages the use of ICTs?

.....
.....

7. Do you use ICTs in your classroom? -Yes -No

Why.....

Appendices

8. Which of the following technical devices do you use in your classroom?

- | | |
|--------------------------|---------------------------|
| <input type="checkbox"/> | -Desktop. |
| <input type="checkbox"/> | -Digital camera. |
| <input type="checkbox"/> | -Electronic music device. |
| <input type="checkbox"/> | -Smart phone |

9. How long have you been using these materials?

.....
.....

10. In teaching speaking, do you have access to language laboratory? -Yes -No

11. Do you find it necessary to use language laboratory to teach speaking? -Yes -No

12. Are you with or against the use of ICTs in teaching speaking? -Yes -No

*Please state why?

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

13. Does the use of ICTs have drawbacks in enhancing EFL learners' speaking skill?

-Yes -No

*If yes, mention some of them

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

14. In relation to ICTs, what do you suggest to enhance your pupils speaking skills?

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

ملخص

مع الاتجاه الحالي في أنشطتنا اليومية ، أثر استخدام التكنولوجيا بشكل قاطع على حياتنا. تم إجراء هذا البحث بشكل أساسي لفحص المواقف لدى المعلمين والتلاميذ حول تكنولوجيا المعلومات والاتصالات المستخدمة في دروس التحدث للغة الإنجليزية كلغة أجنبية في المستوى المحدد لتلاميذ السنة الثانية بثانوية بعيرير محمد ببلدية عين الملح ، ولاية المسيلة ، الجزائر. في هذه الدراسة تم استخدام اثنين من أدوات جمع المعلومات: مقابلة للمدرسين واستبيان للتلاميذ. من خلال هذا البحث واستخدام أسلوب المسح في المنهج الوصفي ، قمنا بتوزيع ثلاثين (30) استبياناً على تلاميذ السنة الثانية (من مجموع عدد التلاميذ البالغ 60 تلميذاً) وأجريت مقابلات مع خمسة (5) أساتذة للغة الإنجليزية (من مجموع 8 أساتذة). من أجل تحقيق الموضوعية والموثوقية ، استند اختيارنا للعينات على العشوائية وعدم الكشف عن الهوية. وأظهرت النتائج أن غالبية المعلمين والتلاميذ لديهم مواقف إيجابية تجاه استخدام تكنولوجيا المعلومات والاتصالات في دروس التحدث للغة الإنجليزية كلغة أجنبية. تُعد نتائج هذه الدراسة ذات أهمية كبيرة لأنها تولي اهتماماً كبيراً لما يمتلكه الأساتذة والتلاميذ من إدراك لاستخدام تكنولوجيا المعلومات والاتصالات في تطوير مهارة لغة معينة على النقيض من معظم الدراسات السابقة التي ركزت أساساً على دراسة الطرق التي يستخدم تكنولوجيا المعلومات والاتصالات (ICTs) من قبل المعلمين أو المتعلمين بشكل عام. يُدعى الأساتذة إلى تحسين أساليب التدريس الخاصة بهم من خلال استخدام تكنولوجيا المعلومات والاتصالات في الفصول الدراسية لتلائم الاحتياجات المتسارعة للتلاميذ. كما يتوقع من مصممي المناهج الدراسية تحديث المناهج وجعل الكتب المدرسية أكثر ملاءمة للاتجاهات الحالية لتطوير تكنولوجيا التعليم. علاوة على ذلك ، يجب أن تضمن الحكومة حصول جميع المعلمين على التدريب العادل و الكافي .