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The Role of Technology in Enhancing Teaching Speaking

Case study of LMD Students of English at the University of Chadli Bendjedid

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DEDICATION

Praise be to Allah, lord of the two worlds, all my success is only by Allah

I dedicate this humble work to

My angel in life, to the meaning of love, tenderness and devotion. To the smile of life and the secret of existence to the one who was her Dua and blessings my secret of success

My beloved mother

To the greatest man in my life, the one who dedicated his life and health to raise me properly, to the man who knew when to stop holding my hand and started watching my back

My dear father

To two people who have left me so early, they are absent in my life but their love, smiles and memories are always present in my heart and mind

My beloved grandparents

To the ones with whom I share my childhood and youth memories

My precious brothers Zakaria and Hamza

To all my friends with whom I shared my University life with its ups and downs, especially who lived with me in dorms. To those who believe in me and wish me success.

My father in heavens may god put mercy on your soul,

Thank you for being my first teacher in this life

Thank you for the memories that will never die and your personality that will never be forgotten, I dedicate this dissertation to you, I know that you are watching me from above and following my path with a close eye, you are the source of my motivation.

My mother

A strong and gentle soul who taught me and my brothers, who watched over our education to the one who made us to believe in hard work and that so much could be done with little.

My partner

Benrahmoune Maroua since the first day in this University we studied in the same classroom we helped each other's through these years and its ups and downs I dedicate this work for you and I hope the best days will come for both of us.

My Brothers Ibrahim & Wissem

To the soul of my neighbour and little brother from another mother

Khaled khaoucha

Forever Remembered

To all my teachers friends and everyone who knows me.

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In the name of Allah, the most gracious, the most merciful

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Peace and blessing be upon our messenger Muhammad (PBUH) and his family and Nobel companions.

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ABSTRACT

This dissertation done in order to discover the importance of applying technology in oral classrooms. Moreover, its advantages for both teachers and learners, also to what extent it helps to develop the learners speaking ability and motivation. This study held in the University of Chadli Bendjedid, and it relies on the hypothesis that if we involve technology in oral classrooms, student's motivation to learn will increase and they will be ready to develop their speaking ability under an enjoyable atmosphere using modern method supported by multiple technological equipment. On the course of our study we used a descriptive method supported by a questionnaire for both students and teachers of the English department in Chadli Bendjedid University, the results showed that both teachers and students supported the idea of integrating technology in oral expression classes, and they hope it will be widely applied in the coming years.

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Key to Abbreviation and Acronyms

EFL: English as Foreign Language.

FL: Foreign Language.

LMD: License Master Doctorate.

OE: Oral Expression.

AECT: Association for Education Communications and Technology.

LABs: Laboratories.

IT: Informative Technology.

CLT: Communication Language Teaching.

PC: Personal Computer.

TV: Television.

DVD: Digital Video Disk.

Q: Question.

%: Percentage.

General Introduction

In our century, English gained a great position as a language for international communication. Therefore, teaching speaking has become progressively important in EFL classes. Hence, helping learners to become fluent and accurate in spite of the difficulty they face seems to be a challenge for EFL teachers. Moreover, it is emphatic that technology dominated the entire world, in which we find computers, internet, video players and others practically in all universities and companies even in our houses. The most influenced population are young learners; technology for them is a guide of etiquette that maintain modern ways and thinking, would only want to deal with modern tools and technologies.

Hence, we believe it will be interesting to study how the integration of technology in EFL teaching classroom can help to facilitate and support teaching speaking the English language. Because learning a language means speaking it well; fluently and accuracy, therefore, it is too important for teachers to turn their focus on the oral production. Technology plays a major role and presents a big challenge that can reform oral classes and motivate EFL learners.

1. Statement of the Problem

Teaching speaking in EFL classrooms presents a big challenge for teachers; classroom environment has changed from many years ago, moreover, teaching speaking using the traditional methods can negatively affect the learners; they will be bored and not motivated to grasp information and learn.

In order to motivate EFL students and enhance their speaking proficiency, we believe that oral classes that use modern tools and different networking materials carry out a better results and students interact more during the lecture.

2. Aim of the Study

On the eye of this study, the researchers aim to give a better understanding about the integration of technology in teaching and its essential role in facilitating, supporting and developing teaching speaking in foreign language classroom. This study encourages the use of such materials, moreover it tries to list their benefits towards teachers as the same as learners.

3. Research Questions

In order to have reliable answers to the problem given above, the researchers provide the following questions:

- How can technology develop teaching speaking?
- Do learners get motivated when teachers use modern ways to teach speaking?
- What are the technological materials that can support teaching speaking?

4. Hypotheses

According to the questions mentioned above, the researchers propose the following hypotheses:

- During oral lecture supported by technology, teachers have multiple ways and various solution to give students a well explained oral course.
- By integrating technology as a modern support to teach speaking, teachers will gain students' attention, which motivate them to learn and develop their speaking skills.
- There are many technologies can be used while teaching speaking such as computers, Internet, and communication labs.

5. Methodology

The type of this study is descriptive and the method will be used to analyze data is the quantitative method.

Data will be collected by using questionnaires for teachers and students in order to remark learner's opinion towards using technology inside an EFL classroom and to know how much they are motivated to use these materials. Besides, a questionnaire with five teachers to see how much they are familiar with such materials and what are the difficulties they face inside the oral class.

The population of this study covers students of 1st, 2nd, 3rd year LMD, from the English department at Chadli Ben Djedid University. The sample of this study is a group of 30 students.

The questionnaires will help us to know the role of technology in making the oral lecture more interesting and if it enhances or supports the speaking activity of the EFL students during the lesson and thus, its impact on their learning process of the target language.

6. Structure of the Research

This research is composed of three chapters. The first chapter will present the literature review of the speaking skill. First, we will give the definition of the speaking skill, its features, then, teaching speaking to EFL students, its importance and principles for teaching speaking.

Next, second chapter will explain what the term of technology means, then the integration of technology in education. After that, its relation with teaching speaking. In addition, we will explore the use of technology in teaching speaking in Chadli Ben Djedid University. Finally, the benefits of using technology in teaching speaking the EL.

Chapter three comprises the research methodology. All the detailed information about the research method, instruments of data collection, the research sample and the procedure used for conducting the study are presented.

Next, the analysis of results and its interpretation. Then, we will provide readers with recommendations and suggestions for teachers as well as students.

As a final point of this research, a general conclusion of the dissertation is given. Then references and appendices.

7. Limitations

This study is limited to one area, the role of integrating technology in education and more precisely how it supports and improves teaching speaking skill. Furthermore, it is limited to oral expression teachers because speaking activities provide chances to practice real life speaking. It is limited also to a sample of 30 students to represent the population of English language students LMD at Chadli Ben Djedid University. We know that it is not representative, but in terms of workability, and to complete this study on time, it is more preferable to work with a limited number.

Chapter One: Speaking Skill

Introduction

The ability to speak a language is synonymous with knowing that language because speaking is the most basic ways of human communication. As the process of learning and applying the skills of oral English are so closely related, classroom should be a place where the use of spoken language is sensitively supported since it enables students to make connections between what they know and what they are learning, and it is the one through which they are going to be judged while the first impressions are being formed, that's why according to (Ur, 1984) :

"Many if not most foreign language learners are interested in learning to speak"
(P. 120)

In order to have a clear idea of the main concepts related to the current study, which focuses on the role of technology in teaching speaking skill, this chapter starts from the basic concept of what speaking is, the features of speaking, teaching speaking, the importance of speaking skill and finally principles for teaching speaking.

1. Definition of the Speaking Skill

Speaking is considered as the most important skill among the four skills when speaking people express their ideas and transform them into vocal messages and spoken language, this skill allows the speaker to convey his thoughts easier and enables him to communicate freely with people from the same community when using first language and foreigners when using

Foreign language to share, thoughts, ideas, experiences. It is also seen as a productive skill because the speaker will produce words and utterances to communicate. Furthermore, speaking is vital when it comes to learn foreign languages and it is the key for communication and mastering any language in the world.

2. Teaching Speaking to EFL Students

In the last century, teaching speaking embraced old methods of teaching by repeating words and utterances and memorizing them in order to learn how to speak foreign languages.

Nowadays, this process developed and the use of technology to teach speaking took place in the universities and colleges, teachers involved simulation to teach speaking. In this matter, Thornbury (2005: 95) says : “Speaking tasks should have some relation to real-life Language use”. This explains the fact that teachers involve real life situations to teach speaking to make their students use to it so that they will no longer have problems when facing it in reality like ordering food, buying airplane tickets or asking for direction, etc.

3. Importance of Speaking

Speaking is so important and vital among the other skills. The aim of learning a language is to communicate, and to achieve that one have to be a fluent speaker. In addition, speaking give us the ability to convey our message in appropriate and convincing manner.

When learners master speaking a certain language, they seem like mastering the language itself. Besides, the other skills are easy to handle when you master speaking. And to confirm that, Ur says (2000: 12): “Of all the four skills, speaking seems intuitively the most important: people who know a language are referred to as “speakers of the language” , as if speaking included all other kinds of knowing.”

4. Features of Speaking

In the speaking process, some features are present while people are involved in interaction, Riggenbach, (1998, cited in Itkonen, 2010) states that pronunciation, vocabulary, grammar, accuracy and fluency are commonly thought as the principal components of speaking; however, Itkonen (2010) mentions other relevant features as proficiency and coherence. Equally, Luoma (2004) includes components of speaking as pronunciation, and spoken grammar. Below, the description of some of the relevant components of speaking is present.

3.1. Fluency

Richards (2006) defines fluency as the natural language use, which despite limitations in the communicative competence, the speaker engaged in an interaction maintains an understandable and current communication. For Crystal (1977), Bryne (1986), & Nation (1991, cited in Lan, 1994) fluency means the capacity to communicate without vacillation and pauses that makes fail comprehensible interaction.

3.2. Accuracy

Richards (2006) defines accuracy as the creation of correct examples of language use. In the same way, Bryne, (1988, cited in Lan, 1994) states, “accuracy refers to the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, semantic or discourse features of a language”. In other words, accuracy refers to the right use of the grammatical structures, pronunciation, syntax, and meaning of messages of the language in the oral production without mistakes that can interfere in interaction.

3.3. Pronunciation

In oral production, the term pronunciation is defined as the way that the sentence is spoken (Harmer, 2009). It also involves several components as pitch and intonation. According to Harmer, intonation refers to the way that the voice goes up and down at the moment that people talk; it involves the pitch of the voices, which is based on the high or low level at which speaking is done. Furthermore, Chafe, (1994, cited in Itkonen, 2010) states that spoken language is produced by means of intonation units, and that these units are changes in pitch or voice quality. Dalton & Seidlhofer (2001) define pronunciation as the production of significant sounds in two senses; the first one is that pronunciation is the production and reception of sounds of speech and the second one is that it means acts of speaking depending on the way and contexts in which sounds are produced. For Louma (2004), pronunciation is the sound of speech that “can refer to many features of the speech stream, such as individual sounds, pitch, volume, speed, pausing, stress and intonation” (p.11).

5. Principles for Teaching Speaking

There are five principles for teaching speaking stated by Nunan (2003, p54):

1. Consider about second and foreign language learning context. It is to clarify about the target language of second language context is language of communications in the society since they use the target language almost every day. Whereas in the foreign language context, the target language is not in the language of communication in the society. So that learning speaking in this context is very challenging.
2. Give the opportunities for the students to develop both fluency and accuracy. Fluency is the extent to which speaker uses the language quickly and confidently with few hesitation or unnatural pauses. Accuracy is the extent to which student’s speech matches what people actually say when they use the target language.

3. Give the opportunity for the students to talk by using pair and group work. Those activities used to increase the time of students' speaking practice and to limit the teacher to talk.

4. Consider about the negotiating for meaning. It is to clarify and confirm whether the student have understood each other or not. It can be done by asking for clarification, repetition, or explanation during conversation to get the understanding.

5. Design the classroom activities involve guidance and practice in both transactional and interactional speaking. Transactional speaking involves communication to get something done, including the exchange of goods and services. Interactional speaking is communication with someone for special purpose. It includes both establishing and meaning social relationship.

Conclusion

Through this chapter, we presented the speaking skill, as we have seen speaking is the main productive skill among all the other skills. It is more complicated and hard to learn and master. Nevertheless, when mastering speaking everything about the language will be easy to learn. Thus, it will employ so many benefits on the learner's actual and future life.

Chapter Two: Technology in Education

Introduction

Nowadays, technology changed our life and the way we live in many fields, mainly in communication and education. In communication, the huge flow of social media and the development of communication devices and tools helped to get people closer. In education, technology made a huge advancement, in both learning and teaching. Learners are no longer obliged to go buy books and magazines to enrich their background knowledge. Today, they can stay at home and read books from their computers and tablets. Electronic libraries are everywhere across the internet. Learners can even get the chance to test this knowledge by solving drills and activities in the computer so that when they came in the classroom, they find themselves ready for the exams. Even teachers, not only students benefit from technology, in the developed countries, teachers during summer break use Skype and video calls to communicate with their students, and provide them with extra courses to make them ready for next year. Furthermore, during the teaching process, teachers use many technological devices such as the head projector to show charts illustrations and videos, linked to teacher's personal computers for a better-detailed explanation.

1. What is Technology?

In the dawn of the 20th century, technology embraced to carry human life to another level of development. People nowadays, are no longer forced to travel long distances using traditional ways and animals that took days to reach their destination. As a matter of fact technology came and conquered by saving peoples time and distances the thing that obliged

scientists to develop it day after day to cover more fields and domains. According to the web article published in the use of technology web site that treats technology and its use, it comes that “technology is a body of knowledge devoted to creating tools, processing actions and extracting of materials”. The term technology is so large and everyone has his own definition according to their understanding and fields of study and work.

2. The Integration of Technology in Education

Technology affected every aspect in our life even scientific research and education took part in this change. In education, it brought up so many changes and improvements. One of these changes is involving many technological devices during classes like computers and overhead projectors to give a very detailed explanation. It is also regarded as a great way to reach diversity in learning styles by moving on from the traditional way to explain courses that may made students feel bored and distracted. Therefore, teachers nowadays embrace modern ways of teaching that includes technology that attract student’s attention and motivate them to study under a more developed classroom atmosphere .These last years, technology was integrated in the curriculum, some tasks need to use computer to solve them. We can say that the authorities become aware of the important role of integrating technology in education as a whole and its effectiveness in helping students of all levels to develop their knowledge and learning style.

3. Technology and Teaching Speaking

Within the constant development in the field of education as a whole, technology now shed the light on teaching English language and especially teaching speaking. In fact, speaking is considered the most important skill among all the four skills when it comes to learn or teach languages because it represents the objective of language, which is

communication, and the latter cannot be achieved without speaking fluency. Therefore, it is so vital to develop speaking by applying technology as a tool to support learners to take the best understanding from speaking courses in the late 20th century, teachers of languages started to integrate technology in their speaking courses by using tape recorders at the beginning then it was developed in what we call communication laboratory. Furthermore, with the everyday advancements of technology, teachers of languages kept a close eye on this development. Then came the computer and the internet in which made a revolution in teaching speaking by providing students with computers in speaking classes; as an example, they listen to a list of words and how to pronounce them correctly using headphones then repeat it and computer corrects and evaluates them at the end. In this situation, learners get motivated to learn in a safer and secure environment, let us say more personal because they will avoid get embarrassed if teachers corrects them in front of the whole class.

4. Technology and Teaching Speaking in Chadli Bendjedid University

Technology and English language teaching completes one another. During the sixties and seventies of the last century English language learning laboratories were used in various educational institutions. In El Tarf University, students of English also have language laboratories to learn more about the EL and to enhance their speaking capacities, as a result, we are witnessing changes about the way learners are learning languages because a lot of teachers are making transitions from using traditional teaching materials due to the magnificent results. They made use of the new technologies, Computers, headphones are being used especially in oral classes when teachers show videos of native speakers whom give correct utterances, and students listen using headphones and repeat the message. Then, the teacher corrects them if there are any mistakes. This operation helped a lot to reduce anxiety, it makes the learners keen to learn speaking in a more developed and proper way and it opens doors to know the importance of technology in enhancing teaching speaking for EFL students.

5. The Benefits of Using Technology in Teaching Speaking:

The use of technology in teaching speaking pushes students to be fully integrated during the courses. It takes their intention positively to concentrate with the circulation and every detail and information that comes in front of them approximately it makes the learning environment much better and effective. Actually, there are many benefits when it comes to the use of technology in teaching speaking. First, it raises students' motivation to understand well and to perform better. Second, it gives them confidence and the freedom to talk and express themselves and their ideas, which were hidden because of their anxiety, using the target language. Moreover, it makes the speaking session more enjoyable, students usually get bored from learning under traditional methods but by embracing the modern ways to teach speaking and adding technology like computers and internet, students will be more open to grasp information comfortably and without obstacles, this is for the case of students. When it comes to teachers of speaking, the main thing is that they will be more comfortable with their students; they will take the initiative for a better explanation far from any complexity.

Conclusion

In our actual era, technology proved the main reason of our evolution in all fields in education especially it helped teachers to embrace easier method to teaching relying on those technological materials that changed our life. As a result, students' level increased and their understanding become much easier than before.

Chapter Three: Fieldwork

Introduction

This study is conducted to investigate the role of technology in supporting and developing students' speaking abilities. The process of our research embraced the descriptive method; two different questionnaires administered to teachers of oral expression and students of English department at Chadli Ben Djedid University.

According to Beiske (2002), a questionnaire is essentially a structured technique for collecting primary data. It is generally a series of written questions for which the respondents has to provide the answers (Bell, 1999). While authors such as Kervin (1999) offer a very narrow definition of questionnaires "whereby the person answering the questions actually records his or her own answers", deVaus (1996) sees a questionnaire in a much wider context "namely as a technique in which various persons are asked to answer the same set of questions".

McLeod, (2014), states that questionnaires provide a relatively cheap, quick and efficient way of obtaining large amounts of information from a large sample of people. Data can be collected relatively quickly because the researcher would not need to be present when the questionnaires were completed. This is useful for large populations when interviews would be impractical. For this aim, we choose it to be the instrument for collecting data for this study.

This chapter explains the design of our investigation, description of participants, data collection instrument and the procedures. Also the data analysis and interpretation.

1. Student's questionnaire

1.1. Aim of the Questionnaire

The purpose of this questionnaire is to collect student's honest opinions and attitude towards the use of technology inside the classroom and its role in helping them develop their speaking abilities.

1.2. Population

The population selected for this study are first, second, and third year students of English at the Chadli Ben Djedid University. We worked with a sample of 30 students, the participants were taken from three different levels; we took 10 students from each level.

1.3. Administration of the Questionnaire

The questionnaire took place in April 2017 at three different classes; first and second year it was the oral expression course and third year it was research methodology class. The questionnaire was administered to 10 students at the end of each course; the teachers distributed the questionnaire in a relaxed atmosphere, the students accepted immediately the request in which they were very helpful and they answered the questions without any difficulty. All the copies returned the same day

1.4. Description of the Questionnaire

This questionnaire is composed of 15 questions; it includes two types of questions. It is divided into three sections. First section is about background information (Q1-Q5). These questions aims at collecting information about student's gender, age and personal experience with technology and social media and whether they use it for educational purposes.

The second section includes 06 questions (Q6-Q12). It concerns learning and developing speaking skill. The objective is to know how students feel about speaking skill; is it easy or hard to use this productive skill, also to know if they practice English outside the classroom. Besides, we asked students if they listen to different types of English records, and if they enjoy oral expression course. The aim behind asking all these questions is to know whether students are familiar with the use of technology in their learning process, and if their teachers use it as well in classroom. The third part contains 03 questions (Q12-Q15). This section is about examining student's viewpoints about the integration of technology in classroom, and if these high technologies support and motivate them to learn speaking skill.

1.5. Analysis of Students' Questionnaire

Section One: Background Information

Gender :

- a) Male
- b) Female

Table 1 : Students' Gender Distribution.

Gender	Number	Percentage
Male	06	20%
Female	24	80%
Total Number	30	100%

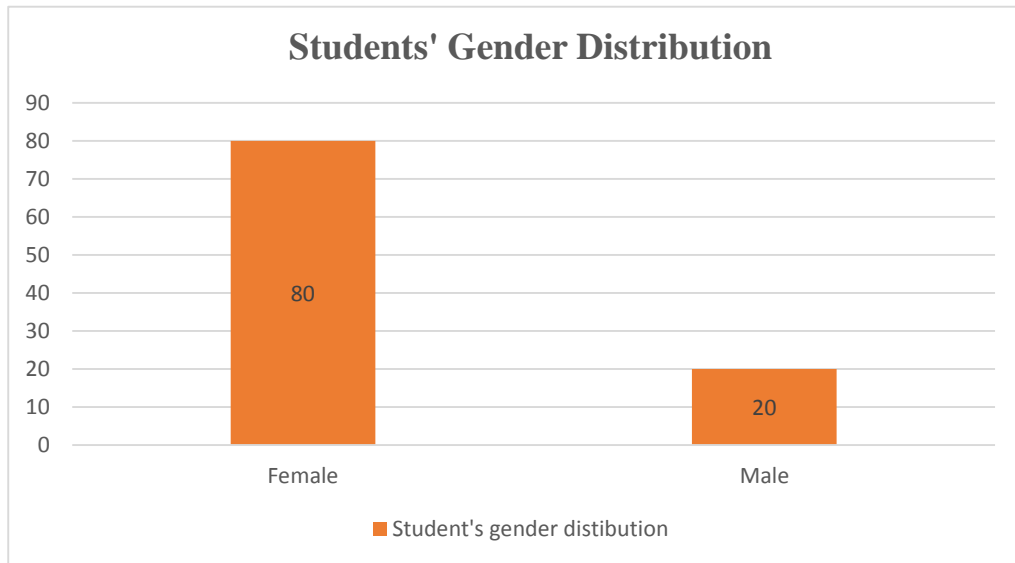


Chart 1 : Students' Gender Distribution.

The table shows that out of 30 participant, 20% of students are male while 80% are female. This question aims at checking if both genders admire and support the use of technology inside the classroom.

Age:

The results obtained from the question 2 (student's age) show that their ages vary between 18 and 30. This will help us to have different viewpoints about the use of technology in oral courses.

Q1: At home, do you have?

- a) Computer
- b) Laptop
- c) I pad
- d) Smart phone

Table 2: Technologies Possessed by Student at home.

choices	Number	Percentage
Computer	17	57%
I pad	22	73%
Laptop	06	20%

Smart phone	22	73%
Total Number	30	100%

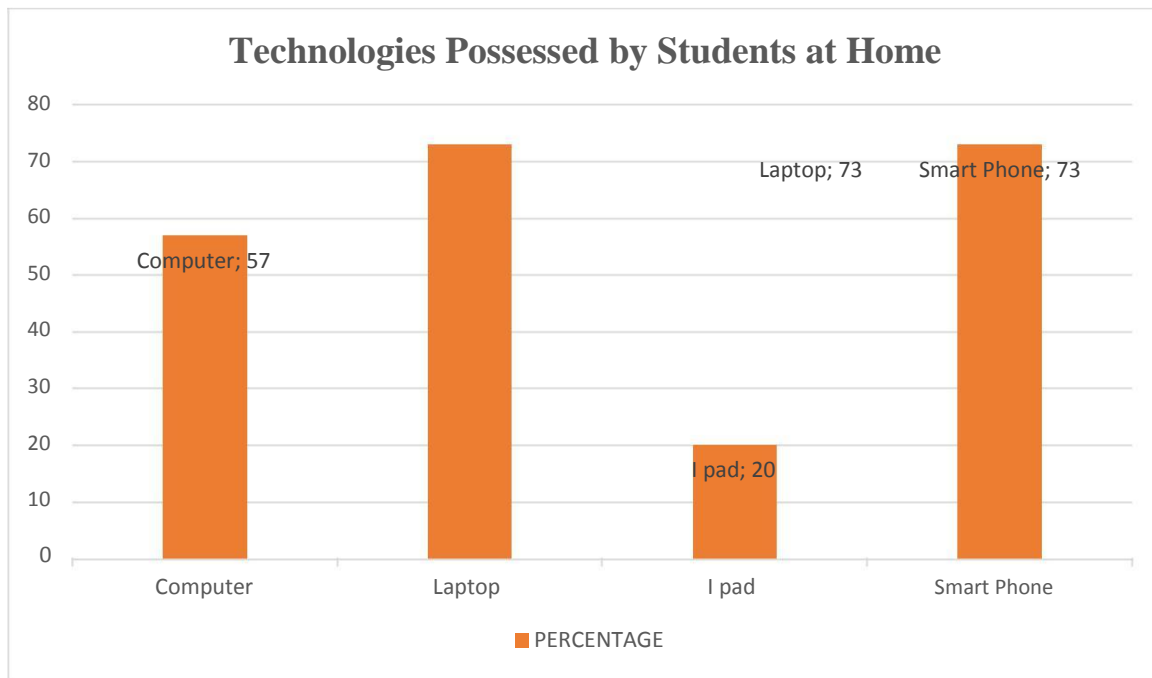


Chart 2: Technologies Possessed by Students at Home.

The purpose of this question is to know which instrument students have at home. From the results shown in the above table 75% of the participants have computers, 73% have laptop and only 20% have I pad. Also 73% of them have smart phones.

Q2: Are you skillful enough to use these devices?

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

Table 3: Students’ Knowledge of Technology Use.

Choices	Number	Percentage
skillful	18	60%
Somehow	11	36%
Not at all	01	03%
Total Number	30	100%

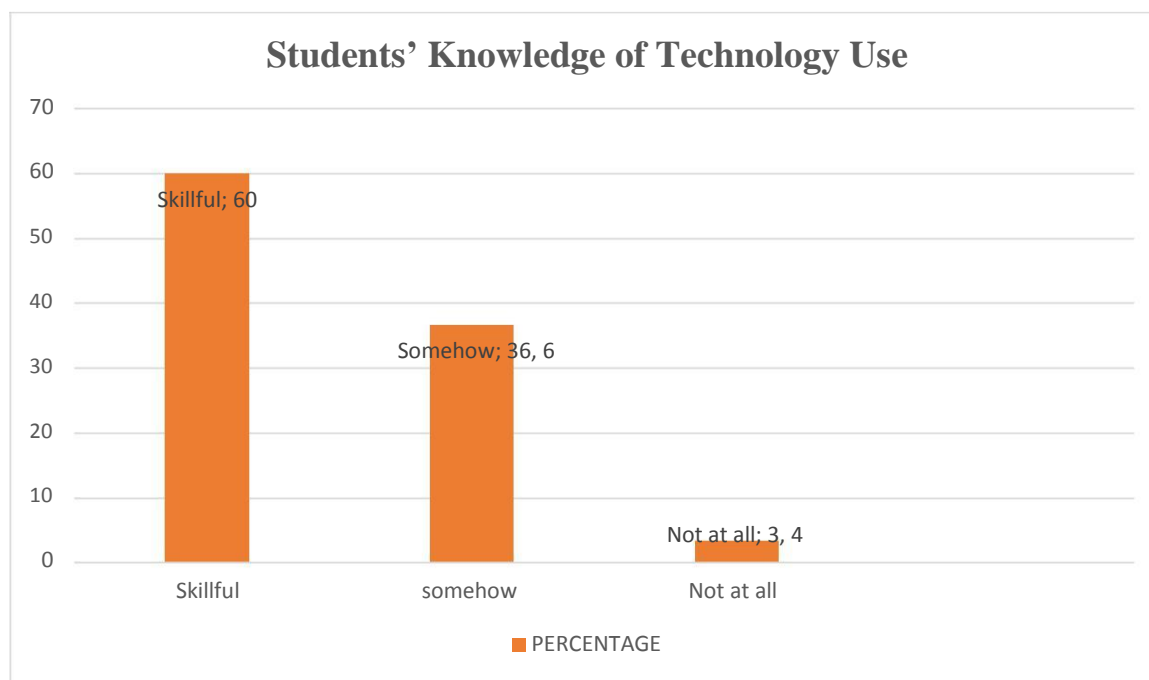


Chart 3: Students' Knowledge of Technology Use.

We can observe throughout the table above that the majority of the participants 60% are skillful to use technology devices. While 36% of the sample state that they somehow know how to use, they and only 3% are not skillful at all.

Q3: Do you Have internet access at home?

- a) Yes
- b) no

Table 4: Internet Access at Home

Internet Access at Home	Number	Percentage
Yes	28	93%
No	02	07%
Total Number	30	100%

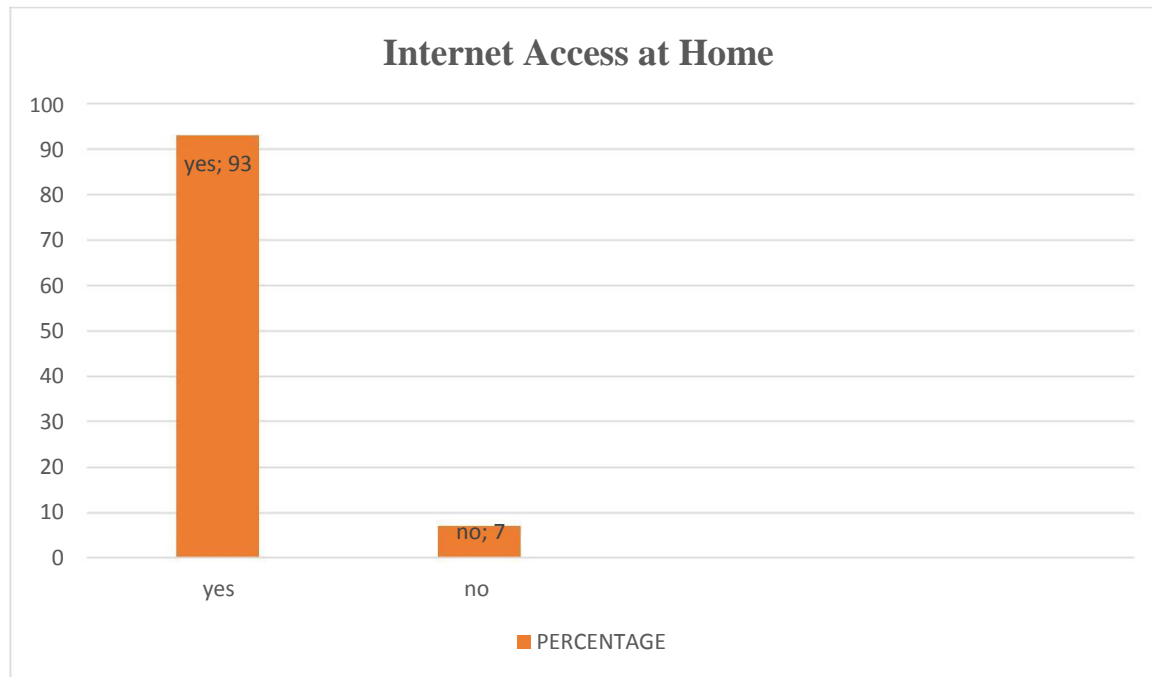


Chart 4: Internet Access at Home

The aim of this question is to know how many students have internet access at home. Another purpose is to know how much skillful they are when it comes to the use to internet and technology devises. The results reveals that almost all the students 93% have internet access at home. While only 07% do not have it.

Q4: do you have any of the following accounts.

- a) An e-mail
- b) A facebook
- c) A twitter
- d) A youtube

Table 5: Social Media Accounts Possessed by Students.

Social Media	Number	Percentage
An e-mail	22	73%
A Facebook	29	97%
A Twitter	09	30%
A YouTube	11	36%
Total Number	30	100%

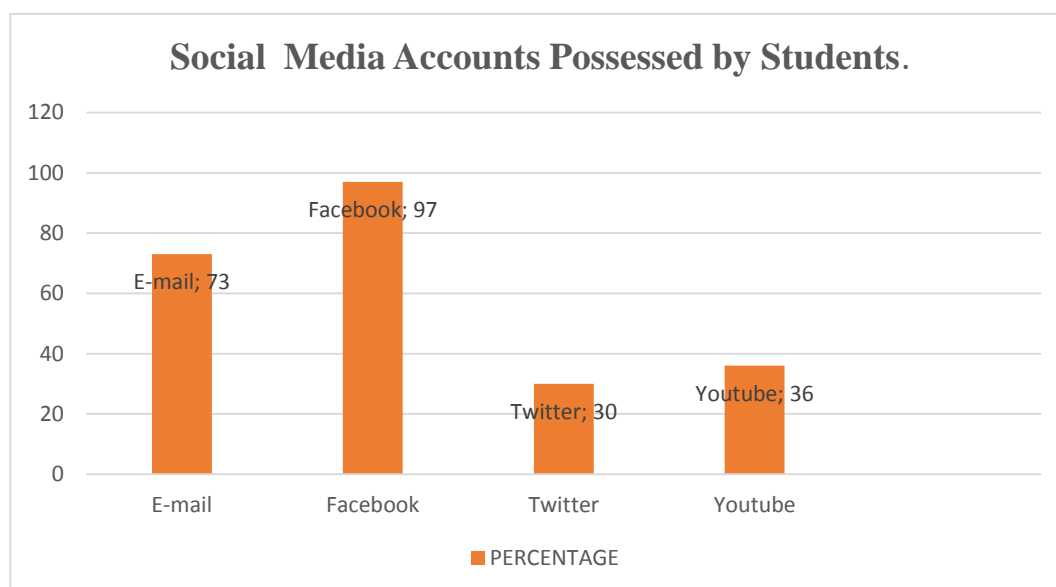


Chart 5: Social Media Accounts Possessed by Students.

The table 5 clarifies that the majority 97% of students use Facebook and 73% have e-mail accounts. 36% of students state that they use YouTube whereas 30% have twitter accounts. We can conclude that students are familiar with the use of technology.

Q5: do you use these means for educational purposes?

- a) Yes
- b) No

Table 6: Students' Use of Technology for Educational Purposes.

Choices	Number	Percentage
Yes	26	87%
No	04	13%
Total Number	30	100%

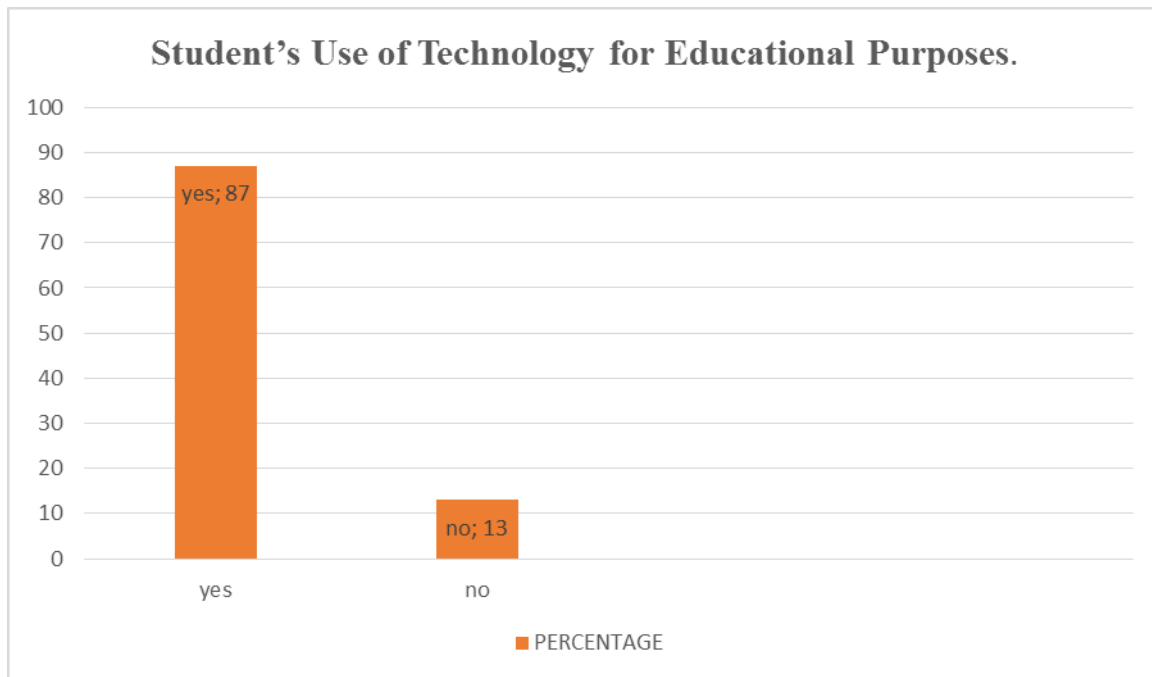


Chart 6: Students' Use of Technology for Educational Purposes

This question aims at checking whether students use technology means not only for chatting and amusement but also to study. Table 7 indicates that 87% of students from the whole sample use technology for educational objectives. While 13% of them do not use it for studying but for entertainment.

Section Two: Developing Speaking Skills

Q6: How do you like to practice English?

- a) Speaking
- b) Writing

Why?

Table 7: The Productive Skill Preferred by Students.

Productive skills	Number	Percentage
Speaking	15	50%
Writing	11	37%
Both	04	13%
Total Number	30	100%

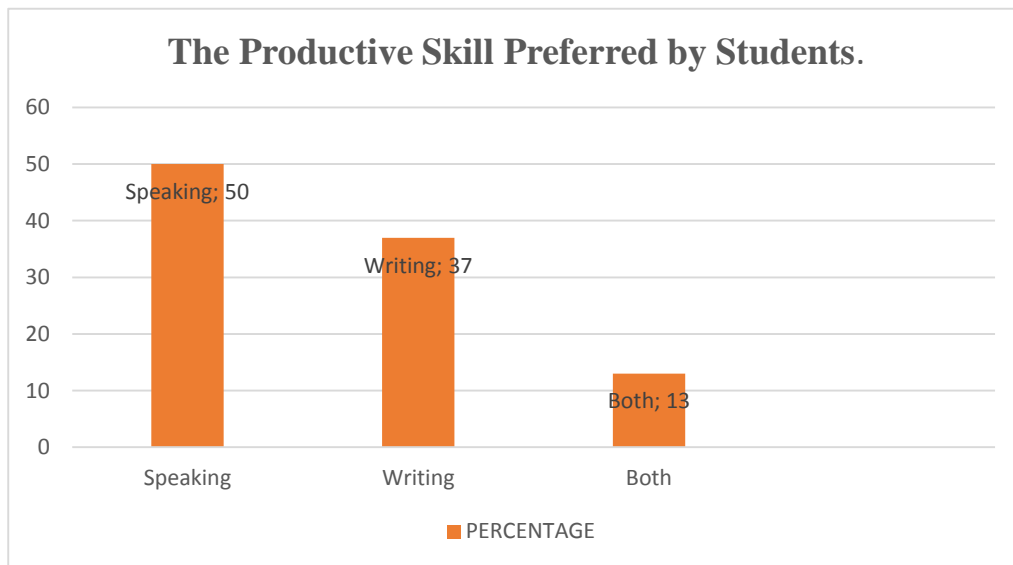


Chart 7: The Productive Skill Preferred by Students.

Fifteen of the participants making up 50% (the half of sample) claimed that they prefer to practice English by speaking it. However, 37% said that they prefer writing whereas only 13% chose both. We asked for student's justification in order to know the reasons that lay behind their answers. The justification of the students choices are in the table below.

Table 8: Student's Justification of the Answer.

Choices	Reasons	Number	Percentage
Speaking	<ol style="list-style-type: none"> 1) speaking is the best way to improve my Level in English. 2) Because speaking is, the most required and used skill than writing. 3) It helps me to know the correct use of language 4) Speaking enrich my English background in vocabulary and grammar especially 5) It's easier to express myself via speaking 6) I'm impressed with native speakers, so I try to be like them 	15	50%
Writing	<ol style="list-style-type: none"> 1) Writing can tell a lot about other aspects of language like grammar and discourse 2) I can organize my information and make sure to put all my ideas in the piece of writing 3) It's hard for me to speak in front of 	11	37%

	people using English language (lack of motivation) 4) I don't feel comfortable while speaking (shy)		
Both	1) Each skill has its own advantages that helps us to improve our level in English language. 2) Writing and speaking complete each other's: I need to write and speak to improve my English.	04	13%

Q7: Is speaking English for you:

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

Table 9: Students' Opinion about Speaking the Foreign Language.

Choices	Number	Percentage
Easy	09	30%
Difficult	21	70%
Total Number	30	100%

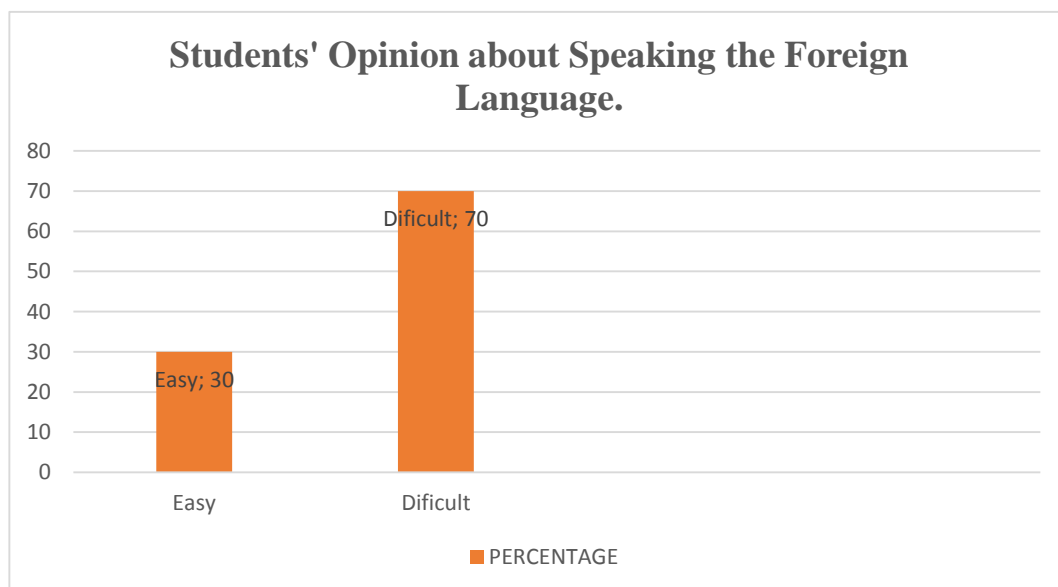


Chart 8: Students' Opinion about Speaking the Foreign Language.

The table above reveals that 30% of participants considered speaking English easy, whereas 70%, which make up the majority of the sample agreed that speaking is difficult task.

Q8: Do you speak English outside the classroom?

- a) Yes
- b) No

If yes, give an example.

Table 10: Practicing English outside the Classroom.

Choices	Number	Percentage
Yes	15	50%
No	15	50%
Total Number	30	100%

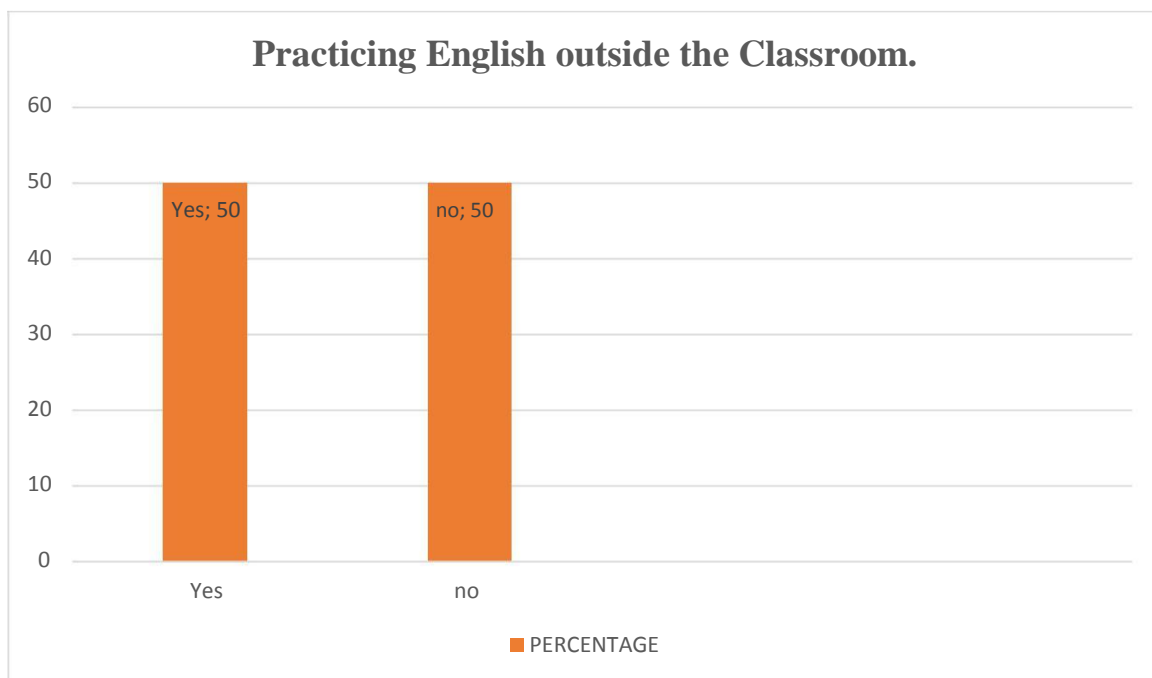


Chart 9: Practicing English outside the Classroom.

A quick look at the table above shows that 50% of participants who make the half of the students in our sample go for yes they practice English outside the classroom. The other half of students state that they do not practice English outside the classroom, this means that students prefer to speak using their native language rather than target language this explains why students face many difficulties in speaking skill.

Q9: Do you listen to English records outside the classroom?

- a) Yes
- b) No

Give an Example?

Table 11: Students' Listening to English Records outside the Classroom.

Choices	Number	Percentage
Yes	30	100%
No	0	0%
Total Number	30	100%

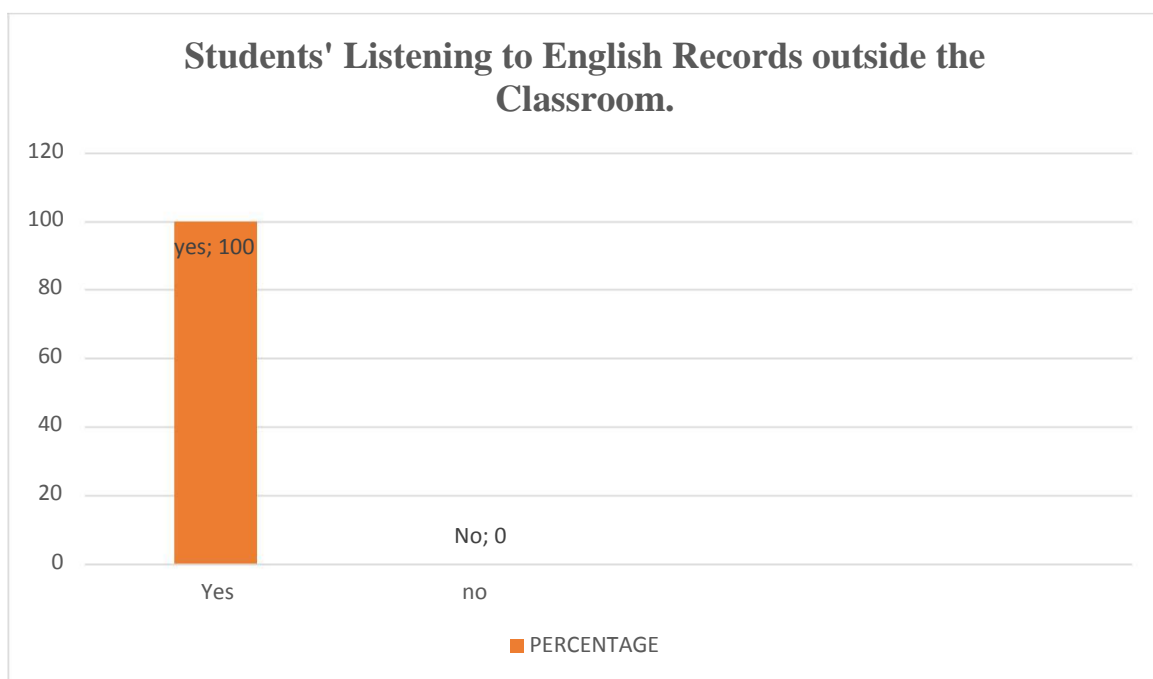


Chart 10: Students' Listening to English Records outside the Classroom.

Table 12: Students' Example.

Others	Number	Percentage
Films	15	50%
Songs	18	63%
Audiobooks	6	20%

The question aims to check whether students of English listen to native speakers, songs or records outside the classroom or they deal with English only during their courses and with

their teacher; the result proved that all students 100% listen to English records and many more as films, songs and audiobooks.

Q10: How much do you enjoy the Oral Expression course?

- a) Very much
- b) Somehow
- c) Not at all

Table 13: Students Enjoyment of Oral Expression Course.

Choices	Number	Percentage
Very much	13	46%
Somehow	10	33%
Not at all	07	21%
Total Number	30	100%

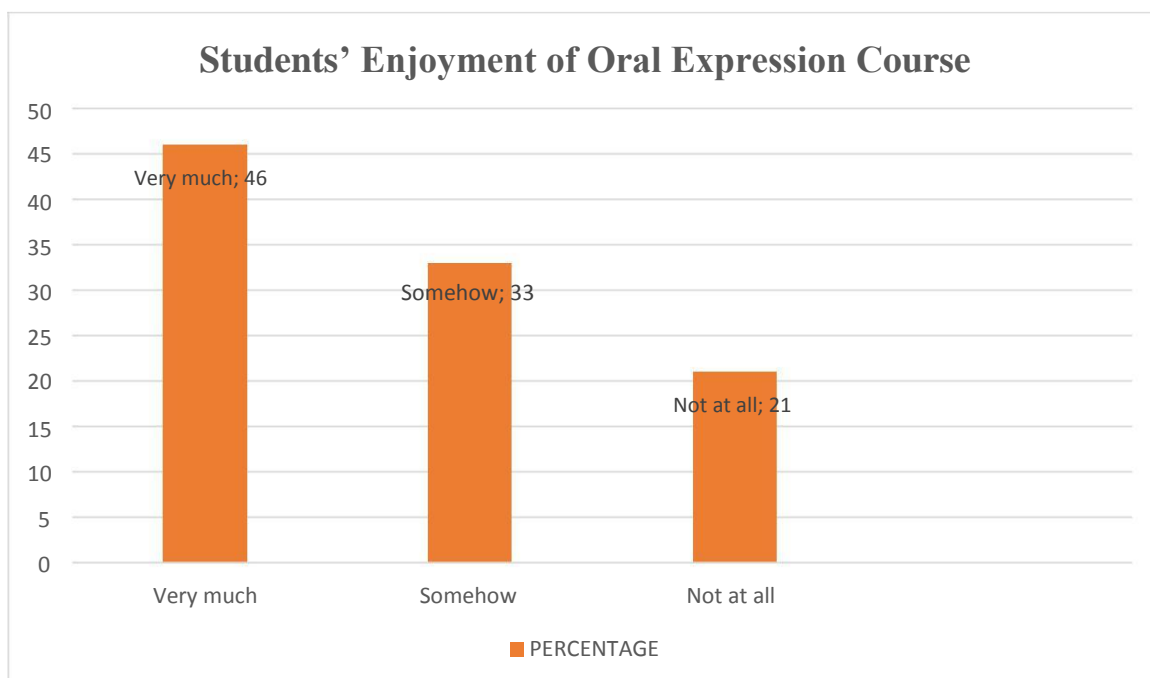


Chart 11: Students' Enjoyment of Oral Expression Course.

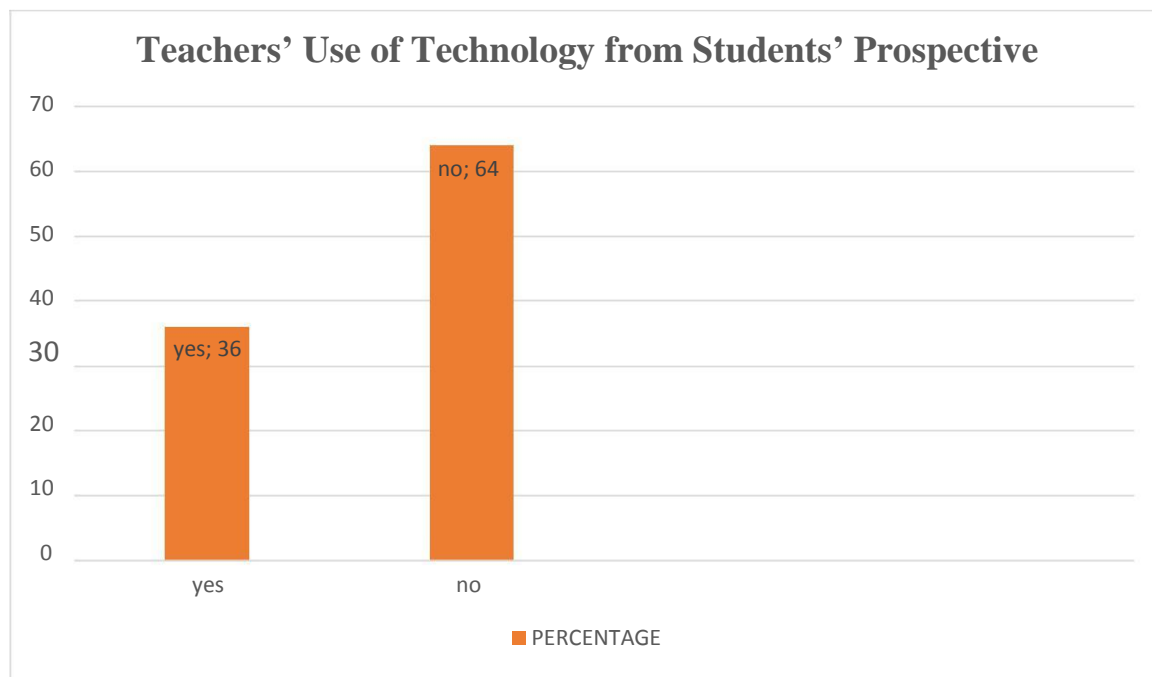
From the table above we can realize that most of the students enjoy Oral Expression course, maybe because it is fun, motivates them or it is the first brick that needs to be learned to build the basis to study foreign languages this open the doors for our next question.

Q11: Does your teacher of Oral Expression use technology in the classroom?

- a) Yes
- b) No

Table 14: Teachers' Use of Technology from Students' Prospective.

Choices	Number	Percentage
Yes	11	36%
No	19	64%
Total Number	30	100%

**Chart 12:** Teachers' Use of Technology from Students' Prospective.

From the table above we observe that 36% of students state that their teachers do use technology in their oral expression class, however 64% claimed that their oral expression teachers do not use technology inside classroom. This result shows that most of oral expression teachers does not give attention and importance to the integration of technology in their teaching.

Section Three: The Importance of Technology in Oral Expression Classroom

Q12: Do you find the use of technology in teaching English Oral Expression beneficial for you?

- a) Yes
- b) No

Table 15: Students' View about the Importance of Using Technology in Oral Courses.

Choices	Number	Percentage
Yes	28	93%
No	2	7%
Total Number	30	100%

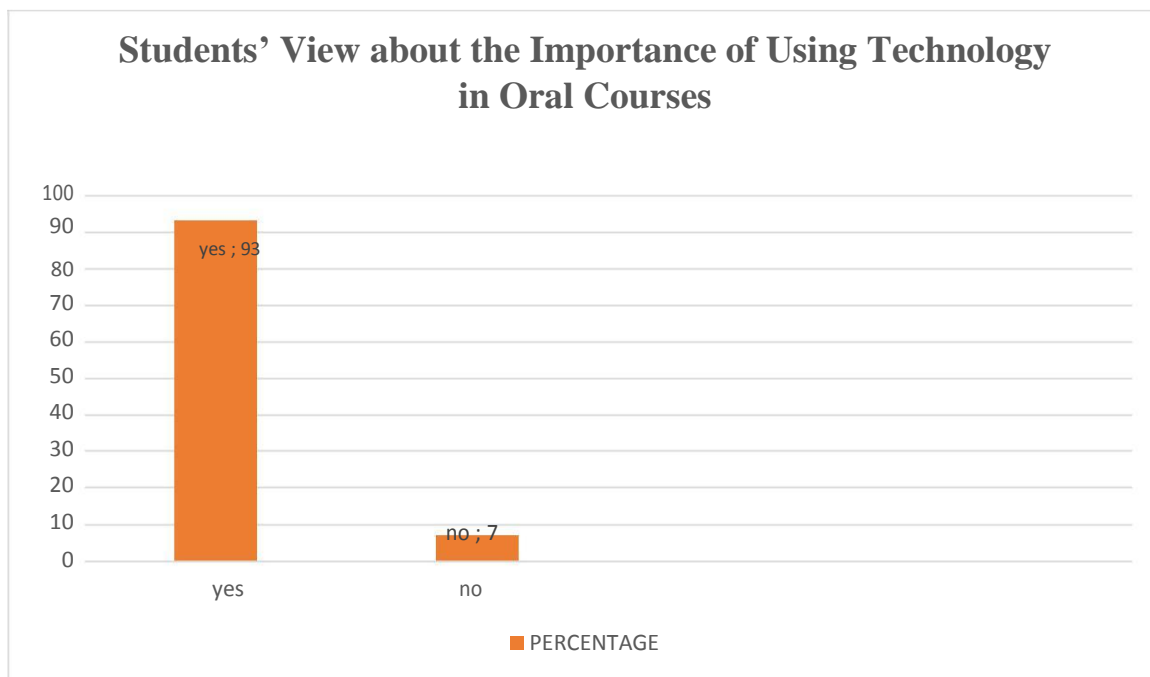


Chart 13: Students' View about the Importance of Using Technology in Oral Courses.

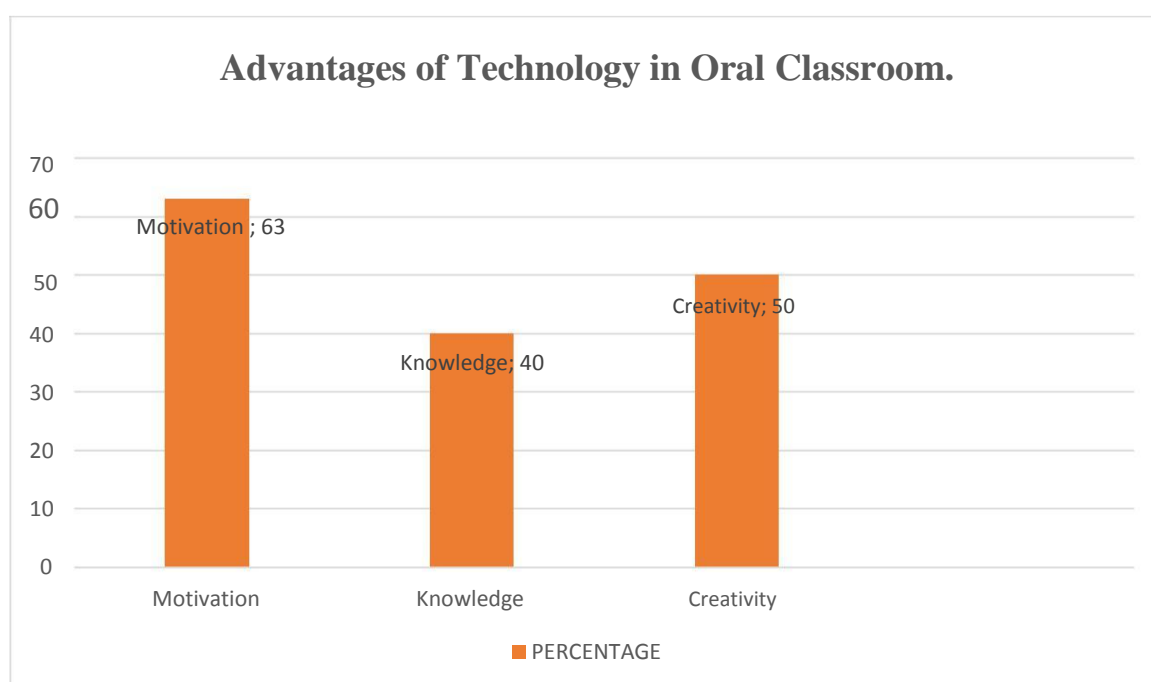
A quick look at the results show that 93% of the sample of this study declare that the use of technology in the oral expression course is beneficial, while only 7% say that it is not. The majority of students supports the use of technology inside classroom thus, it is better to take in advantage their opinion.

Q13: Does the use of high technologies in the Oral Expression class increase you?

- a) Motivation
- b) Knowledge
- c) Creativity

Table 16: Advantages of Technology in Oral Classroom.

Choices	Number	Percentage
Motivation	18	63%
Knowledge	12	40%
Creativity	15	50%

**Chart 14:** Advantages of Technology in Oral Classroom.

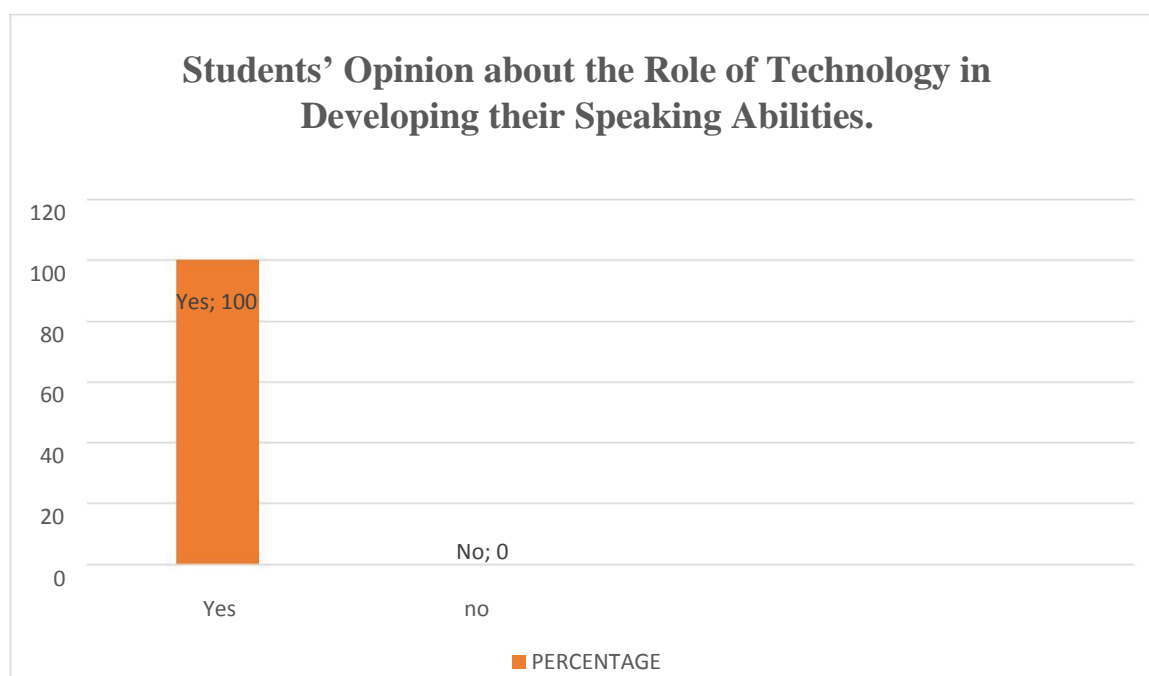
The question above aims to check the benefits of technology in oral classroom in order to clarify the effectiveness of using technology as a tool to motivate students, increase their knowledge and support their creativity. The results revealed that 63% of students which make up the majority of the sample agreed that high technologies increase their motivation , 40% went for knowledge while 50% for creativity.

Q14: Does the use of Technology can help to develop your speaking skill?

- a) Yes
- b) No

Table 17: Students' Opinion about the Role of Technology in Developing their Speaking Abilities.

Choices	Number	Percentage
Yes	30	100%
No	00	0%
Total Number	30	100%

**Chart 15:** Students' Opinion about the Role of Technology in Developing their Speaking Abilities.

From the results, we observe that all students that compose the sample of this study agreed that the use of technology in oral classroom does really help them increase and develop their speaking ability.

Q15: Suggest a technological equipment that may help you during an oral expression course ?

The aim of this question is to determine the exact instrument that students prefer to help them during their oral expression course. Students suggested various technological equipment they are as following:

- Computer, Laptop
- I Pad
- Smartphones
- Data Projector
- Head phones
- Internet
- Stereotypes
- Songs and Games
- Videos
- English Labs with Internet access and audiovisual Materials
- Electronic Dictionaries
- Electronic Board.

1.6 Discussion of the Results (Students' Questionnaire):

The analysis of the questionnaire reveals that most students are familiar with technology between computers, I pads and smartphones (see table 2), they know how to use them and the majority are skillful when it comes to technology (see table 3).

Nearly, all the students have Internet access at home (see table 4) this result supports our study. Thus, students will have no problem when it comes to integrate internet in their study because they already know how to use it. They also have social media accounts (see table 5) we can say that they communicate with each other's outside the classroom maybe with chats or video calls. Students use internet and social media in their free times as a hobby why not turning their hobbies and make use of them in the educational aspect, they will get so excited and motivated to learn in such an environment in contrary with the traditional classroom in which their role is most of the time passive and boredom covers everything .

Most of the students use these technologies for educational purposes (see table 6), they have the desire to make use of these profits that can make their learning easier.

The analysis demonstrates that students prefer to practice speaking more than writing tasks (see table 7) it is because speaking skill comes at the first glance in comparison with the other skills for the sake of learning languages.

In another question students are asked whether speaking English is easy or difficult the majority said it is difficult (see table 8), so we brought this study to improve speaking by providing technological equipment that may help students to overcome their fears about learning speaking as the main objective.

From the analysis, students are divided about speaking English outside the classroom (see table 9) this is due to many factors, fear and the state of being shy are the main reasons why students do not practice English outside the classroom, they prefer to use their native language to avoid being embarrassed in front of public. However, those who speaking English outside the classroom most of the time at home, in social media and with friends or family members.

According to the analysis students are asked if they listen to English records outside the classroom all of them agreed and choose examples like songs, films and audiobooks (see table 10, 11) from here we deduce that students are familiar with native speakers utterances and can understand them .

In a further question students asked if they enjoy oral expression course (see table 12) their answers vary but most of them enjoy it as a result this is due to their desire for learning the foreign language and master it to reach that, they must be able to speak it at first case .

The last part of the questionnaire, denotes that according to students, their teachers of OE rarely use technology and they see that technology is beneficial for them because it increases their motivation, creativity and knowledge (see table 13 to15), so we deduce that teachers have to take the initiative and give some interest to technology in education and especially in

oral classrooms because students must be active and participate during oral classes, technology may be the key to push them to do so.

2. Teacher's questionnaire

1.1. Aim of the Questionnaire

This questionnaire aims at collecting teacher's opinions about the integration of technology in teaching speaking. Another objective is to check to what extent teachers are ready and excited to use high technologies in oral courses and if they consider it as best support to develop students speaking abilities.

1.2. Population

The population of this study is teachers of English at Chadli Ben Djedid University. The sample of teachers who contributed in answering the teachers' questionnaire were four teachers of OE. We have chosen to work with those teachers since they can provide an in-depth opinion about what happens inside oral course and how we can overcome learner's difficulties with the integration of technology.

1.3. Administration of the Questionnaire

The teacher's questionnaire was administered to four teachers of OE; some of them are new teachers of this module. Teachers were not really interested and helpful. Therefore, they did not even provide answers for all the questions, which made us struggle in collecting authentic data. It took more than two weeks to hand all the questionnaires back.

1.4. Description of the Questionnaire

This questionnaire is composed of 16 questions, it includes two types of questions, and it consists of four sections, first section about the background information (Q1-Q3), throughout these questions we aim to gather data about the gender of teachers, their period of teaching and their experience as an oral expression educator, also how they feel about teaching

speaking; hard or easy task. Second section presents the learner's attitudes from the teacher perspective (Q4-Q6) here we want to know how often students engage in oral expression course, their level in speaking and the reasons why they do not participate inside classroom. Up next, the third Section, which covers the use of technology in the classroom (Q7-Q12) from these questions we seek information about the type of technology that teachers use in their courses, its frequent use and the instrument they work the most with, also to what extend its use, is important. Furthermore, we wanted a precise answer about the role of videos and TVs in enhancing students speaking abilities.

1.5. Analysis of Teachers' Questionnaire:

Part one: Background Information.

Gender:

- a) Male
- b) Female

Table 16 : Teachers' Gender Distribution.

Choices	Number	Percentage
Male	04	80%
Female	01	20%
Total Number	05	100%

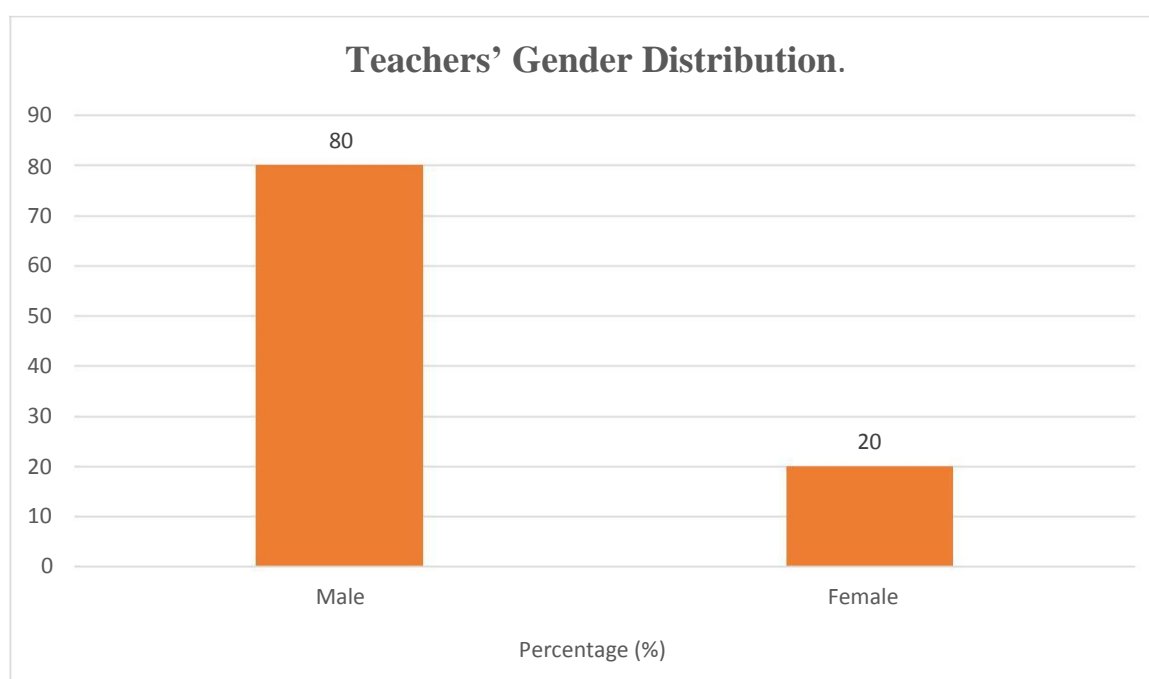


Chart 16 : Teachers’ Gender Distribution.

From the table above we can see that 80% of the teachers are male while the rest of the sample 20% represents female. From this question, we confirm that we have an opinion about the integration of technology in teaching speaking the EL from both genders.

Q1: How long have you been teaching English at university?

- a) One to five years
- b) Five to ten years
- c) More than ten years

Table 19: Teachers' Experience in Teaching English at University.

Choices	Number	Percentage
One to five years	02	40%
Five to ten years	02	40%
More than ten years	01	20%
Total Number	05	100%

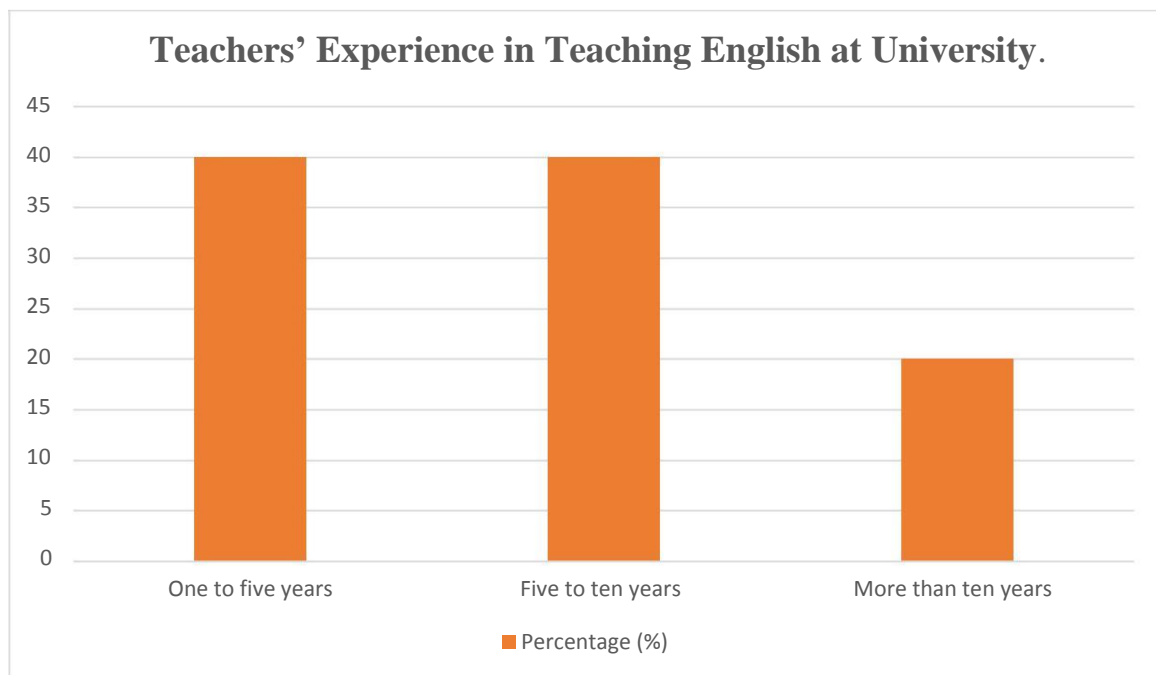


Chart 17: Teachers’ Experience in Teaching English at University.

A quick look at the table above shows that 40% percentage of teachers were in the field of teaching English at University from one to five years, 40% taught from five to ten years ,while the rest of them 20% more than ten years. Therefore, the teachers that we dealt with have experience in teaching English, which help us to have actual and authentic information about our study.

Q2: As a teacher of oral expression, which level have you taught throughout your career?

- a) First level
- b) Second level
- c) Third level
- d) All levels

Table 18: The levels Taught by Teachers during their Career.

Choices	Number	Percentage
First level	02	40%
Second level	01	20%
Third level	00	00%
All levels	03	60%

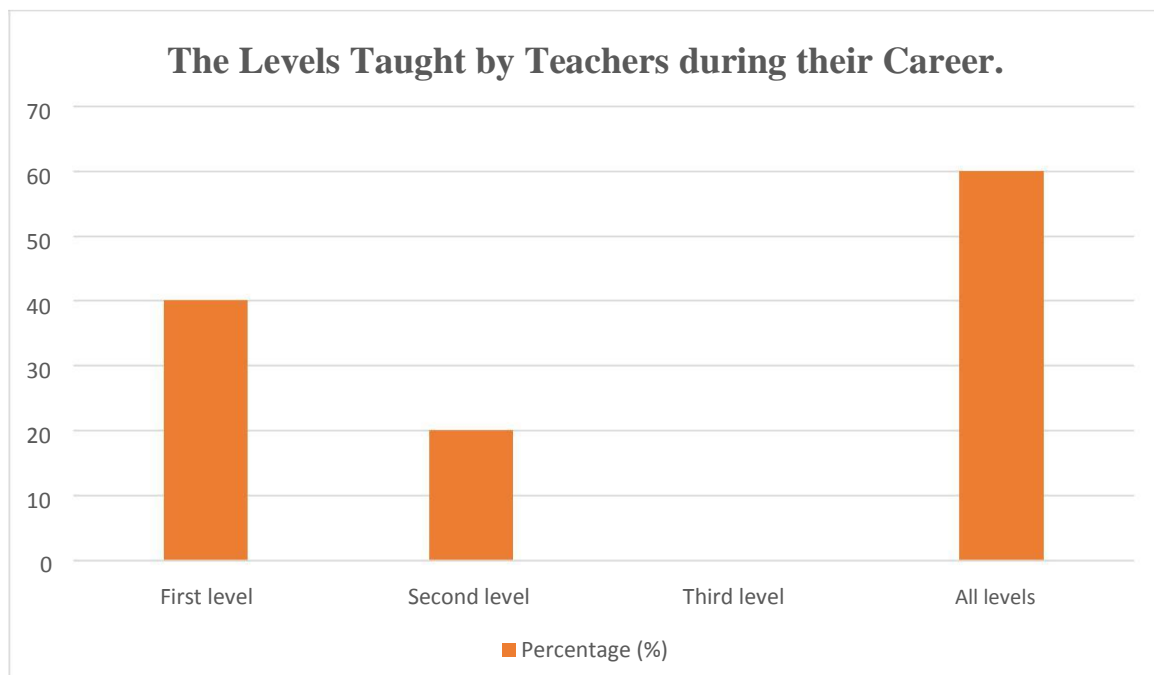


Chart 18: The levels Taught by Teachers during their Career.

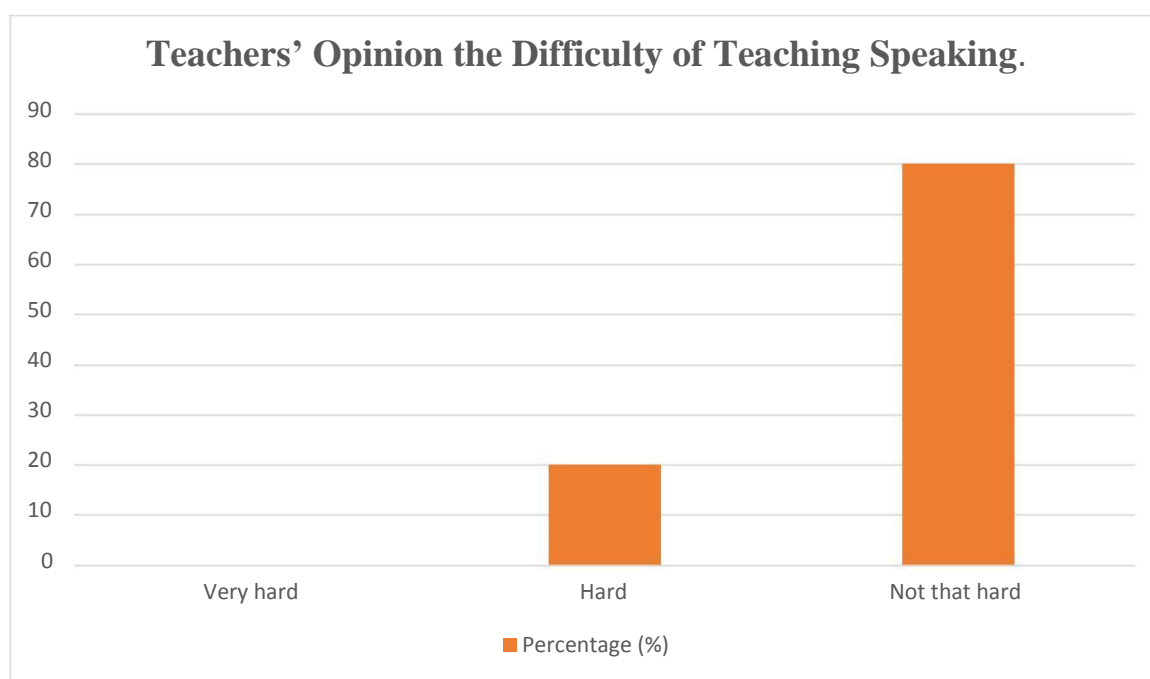
The table above shows that 40% percentage of the teachers have taught English for the first level, 20% taught second level while the majority 60% stated that they taught English for all level including master one.

Q3: Is teaching speaking:

- a) Very hard
- b) Hard
- c) Not that hard

Table 21: Teachers' Opinion about the Difficulty of Teaching Speaking.

Choices	Number	Percentage
Very hard	00	0%
Hard	01	20%
Not at all	04	80%
Total Number	05	100%

**Chart 19:** Teachers' Opinion about the Difficulty of Teaching Speaking.

The results reveals that the majority 80% of the teachers agree that teaching speaking is not that hard, while only 20% claimed it's hard. We aimed at checking the teacher's ability to teacher speaking and from the results, we can see that the teachers are ready for this task and consider it not that hard.

Section Two: the learners' attitudes from the teacher perspective**Q4: How often do your students engage in the oral lecture?**

- a) Frequently
- b) Sometimes

- c) Rarely
- d) Never

Why?

Table 22: Frequency of Student’s Participation in the Classroom.

Choices	Number	Percentage
Frequently	02	40%
Sometimes	03	60%
Rarely	00	0%
Never	00	0%
Total number	05	100%

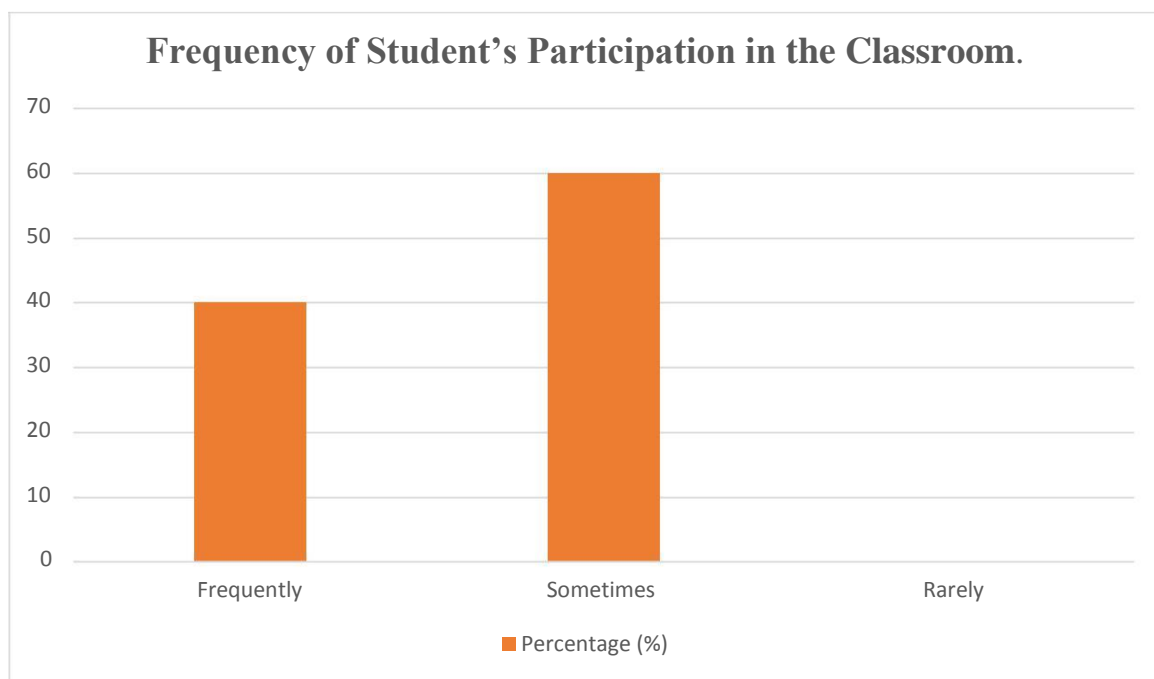


Chart 20: Frequency of Student’s Participation in the Classroom.

A quick look at the table and the chart we observe that 60% of the questioned teachers stated that their students engage sometimes in the oral lecture, however 40% said they engage only frequently. The objective of this question was to determine to what extend the students are interested and able to speak in oral class.

Those are some of the teacher’s comments on why they choose those options:

-Students engage sometimes they need to be motivated and topics should be interesting.

-Sometimes because students are motivated through the lectures that are given, different subject areas boost learner's motivation to talk and open a variety of conversations.

Q5: How do you consider your students' speaking abilities?

- a) Very bad
- b) Bad
- c) Good
- d) Very good

Chart 21: Teachers' Opinion about their Students Speaking Abilities.

Choices	Number	Percentage
Very bad	00	0%
Bad	02	40
Good	03	60
Very Good	00	0%
Total Number	05	100%

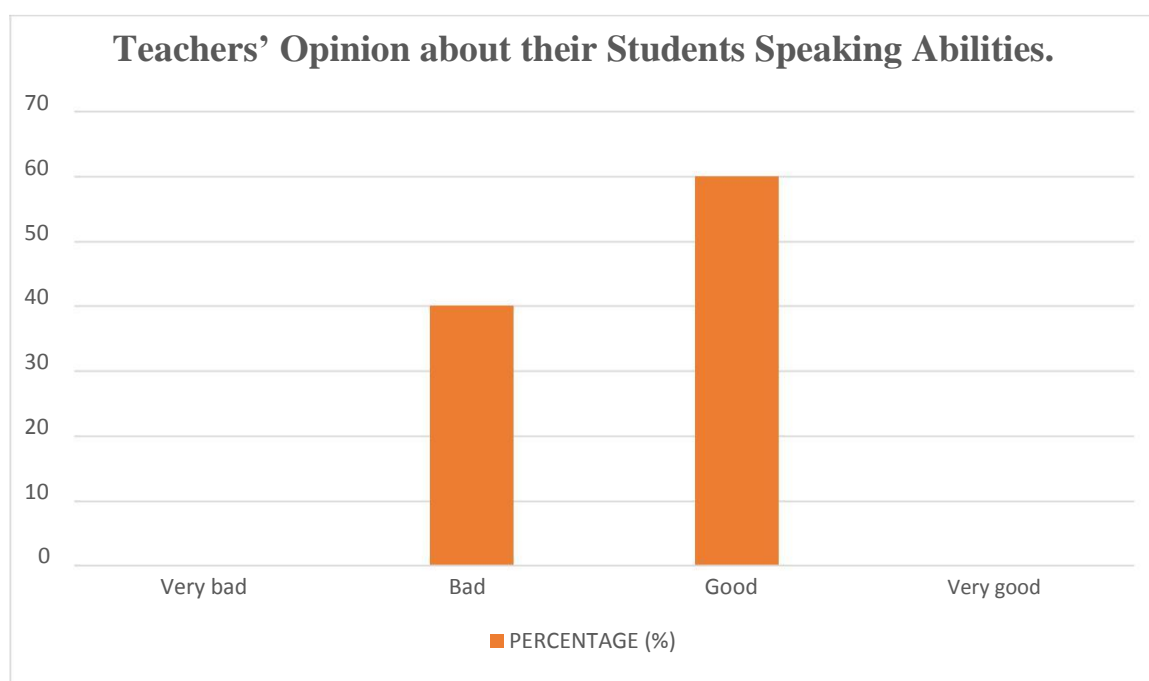


Chart 21: Teachers' Opinion about their Students Speaking Abilities.

This question aims at checking the level of student speaking abilities in teachers' perspectives. 40% of the sample considered their students' speaking abilities bad while 60 %

noted it is good, whereas none of the sample chose very bad or very good. This will not affect this study.

Q6: Do you think that students do not participate because:

- a) They are shy
- b) They are not interested in the classroom activities
- c) They are afraid to make mistakes

Table 24: The Reasons behind Students' lack of Participation in the Classroom

Choices	Number	Percentage
They are shy	03	60%
They are not interested in the classroom activities	01	20%
They are afraid to make mistakes	01	20%
Total number	05	100%

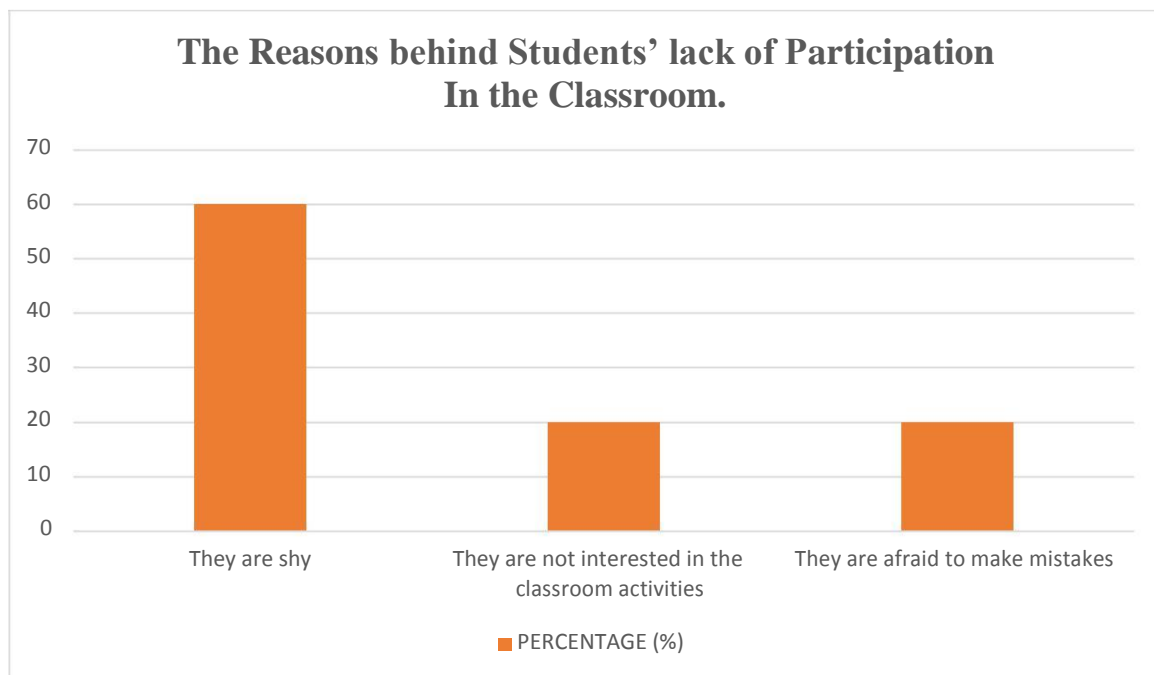


Chart 22: The Reasons behind Students' lack of Participation in the Classroom.

This question aimed at sorting out the reasons behind students' lack of participation. 60% of the teachers said that students do not participate because they are shy; 20% stated that it is

because they are not interested in the classroom activities, also 20% affirmed they are afraid of making mistakes.

Section Three: Use of Technology in the Classroom.

Q7: What kind of technology do you use in your classes?

In this question teachers answers comes as follows:

- I try to vary subjects of oral expression using different technologies (labs, head projectors, Radio)
- Over Head projectors
- Software dictionary (smartphones dictionary)

Q8: How do you feel about using technology in class?

- a) Very important
- b) Important
- c) Not that important
- d) I do not use it

Table 25: Teacher's Point of View about the Use of Technology in Class.

Choices	Number	Percentage
Very Important	4	80%
Important	1	20%
Not that important	00	0%
I don't use it	00	0%
Total Number	05	100%

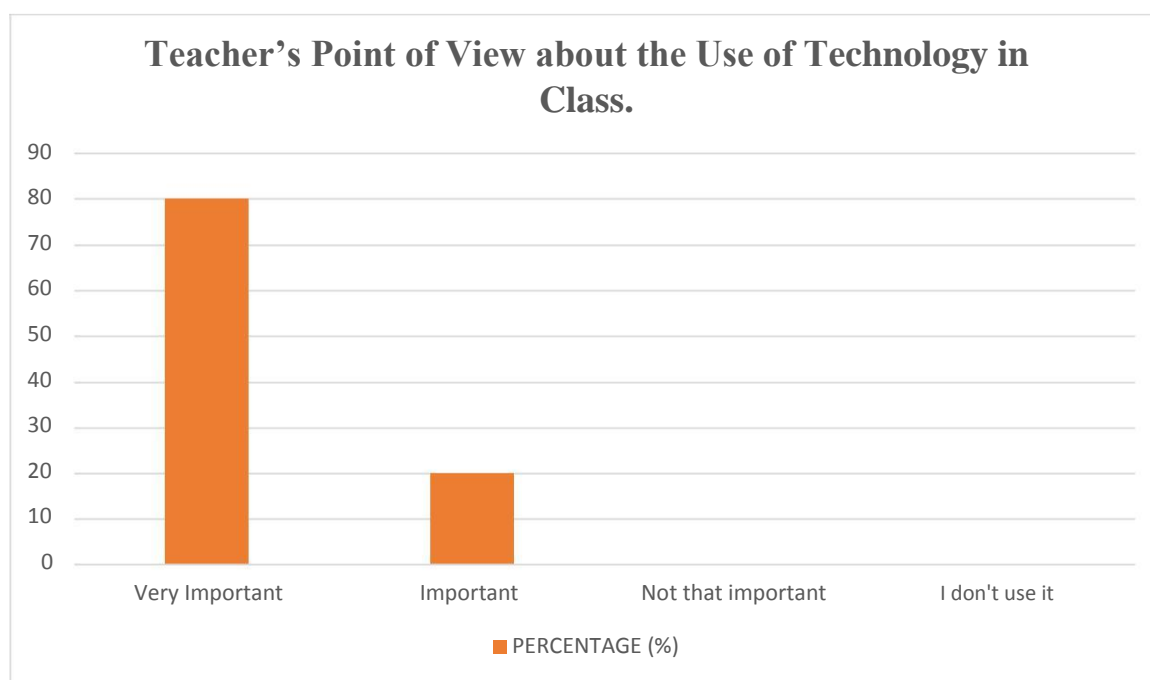


Chart 23: Teacher's Point of View about the Use of Technology in Class.

The majority of the sample noted that it is very important to use technology in class making up 80%, in addition, the rest 20% stated that it is important to use technology in class. However, none of the teachers said it is not that important or I do not use it.

Q9: How do you consider the role of videos to teach speaking to first year students?

- a) Interesting
- b) Not interesting
- c) Boring

Explain please !

Table 26: Teachers' Opinion about the Role of Videos in Teaching Speaking.

Choices	Number	Percentage
Interesting	05	100%
Not interesting	00	0%
Boring	00	0%
Total number	05	100%

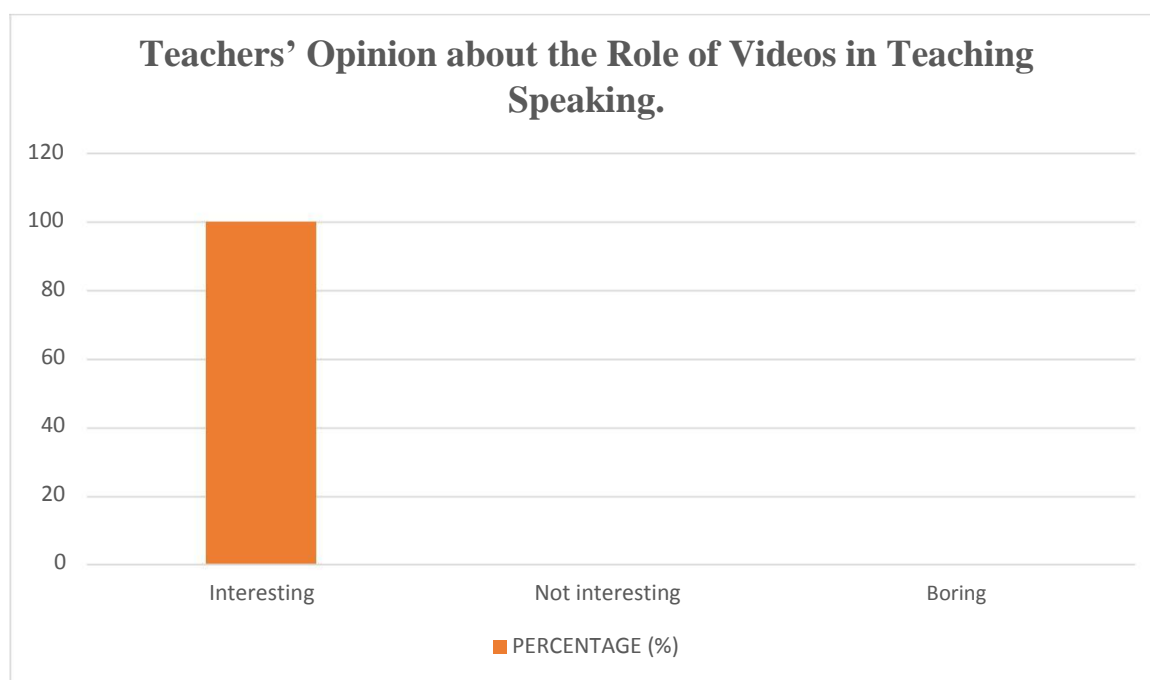


Chart 24: Teachers' Opinion about the Role of Videos in Teaching Speaking.

From the table we see that all the questioned teachers 100% agreed that the role of videos in teaching speaking for first year students is interesting.

Here are some of teacher's answers when they asked why:

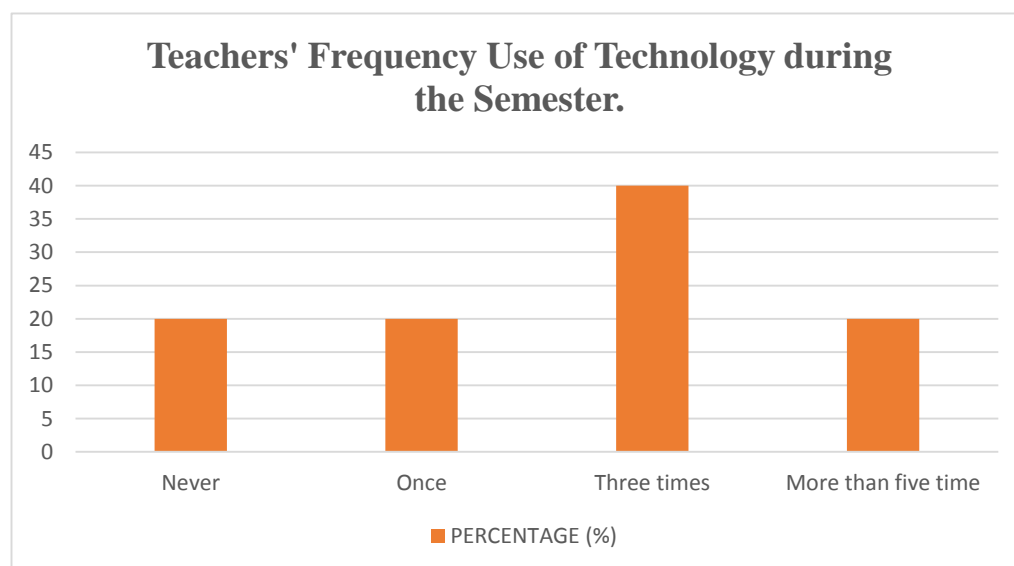
- They feel involved and ready to give feedback
- It contains the idea with the meant picture
- It emphasizes correct pronunciation
- It focus on the different aspects of the target language and the culture of the people who speak that language.
- It is a motivational tool that students enjoy.

Q10: How often do you use technology in your class during the semester?

- a) Never
- b) Once
- c) Three times
- d) More than five times

Table 27: Teachers' Frequency use of Technology during the Semester.

Choices	Number	Percentage
Never	01	20%
Once	01	20%
Three times	02	40%
More than three times	01	20%
Total Number	05	100%

**Chart 25:** Teachers' Frequency use of Technology during the Semester.

In this question the teachers' answer varied, 20% claimed they never use technology during the semester, 20% stated that they use it once and 40% use it three times during the semester. However, the rest 20% of the participants noted that they use technology more than five times during the semester.

Q11: Do you think that TV and computer could help students to develop their speaking abilities?

- Yes
- Maybe
- No

Please explain !

Table 28: Teachers’ Opinion about the Role of TV and Computer in Developing Students’ Speaking Abilities.

Choices	Number	Percentage
Yes	05	100%
Maybe	00	0%
No	00	0%
Total Number	05	100%

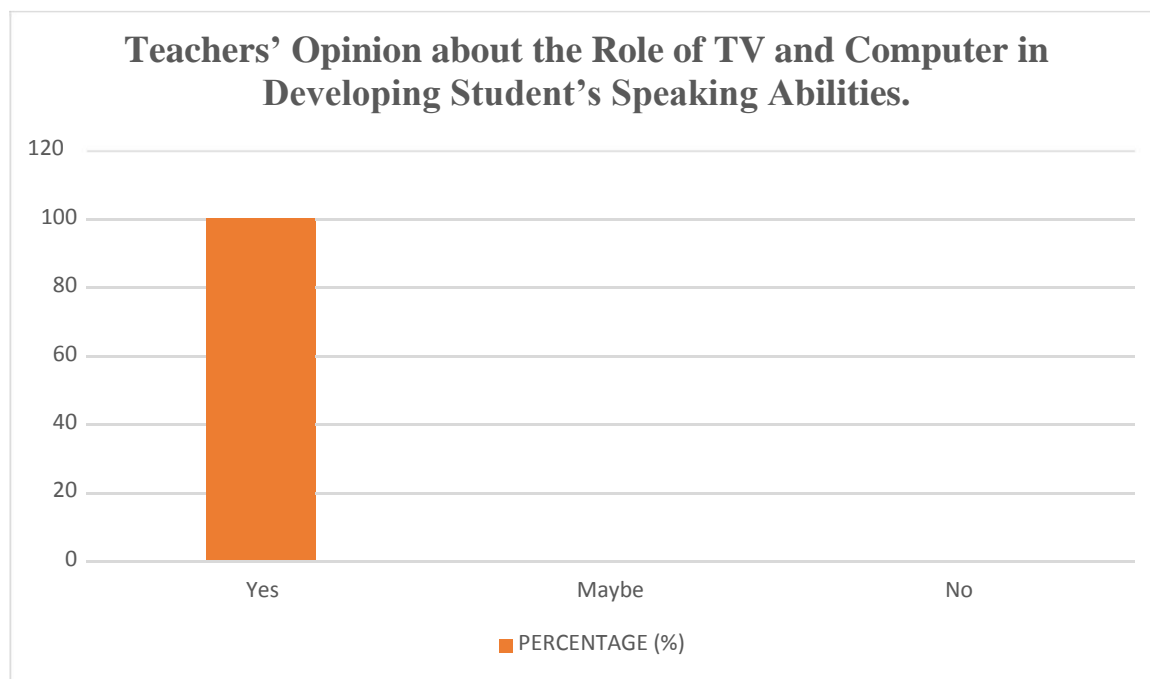


Chart 26: Teachers’ Opinion about the Role of TV and Computer in Developing Students’ Speaking Abilities.

The results show that all the sample 100% confirm that TV and Computer could help students to develop their speaking abilities. Some teachers supported there answers as follows:

- From my humble experience in teaching Oral Expression, I do believe that TV and computer would and help students to develop their speaking abilities, picture and sound.
- Due to the exposure to natives to enrich their vocabulary.

Section Four: Opinions and Attitudes on Technology Integration

Q12: Please give us your honest opinions about the following statement:

- **When using the internet**
 - Students show high level of oral performance

- Strongly agree Agree Disagree Strongly disagree
- Students are more motivated
Strongly agree Agree Disagree Strongly disagree
 - There's more student collaboration
Strongly agree Agree Disagree Strongly disagree
 - **I think**
 - Most technology would improve my ability to teach
Strongly agree Agree Disagree Strongly disagree
 - -Technology has changed the way that I teach
Strongly agree Agree Disagree Strongly disagree
 - There is too much technological change coming too fast without enough support for teachers
Strongly agree Agree Disagree Strongly disagree
 - Technology is a good tool for collaboration with other teachers when building unit plan
Strongly agree Agree Disagree Strongly disagree
 - Technology is unreliable
Strongly agree Agree Disagree Strongly disagree

The teachers' answers are as follows:

Table 29: Teachers' Opinions and Attitudes on Technology Integration.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
When using the internet...				
Students show high level of oral performance	03	02	0	0
Students are more motivated	05	0	0	0
There is more student collaboration	03	02	0	0
I think...				
Most technology would improve my ability to teach	03	02	0	0
Technology has changed the way that I teach	02	02	0	1
There is too much technological change coming too fast without enough support for teachers	02	02	1	0

Technology is a good tool for collaboration with other teachers when building unit plan	02	02	0	0
Technology is unreliable	0	0	01	04

The table above observes teachers answers about different questions given to them about technology, we notice that their answers vary depends on their experience and how they work in classroom and how they see technology and its integration in the field of education.

Q13: Do you think technology can have a positive effect on students' learning regarding the target language?

- a) Yes
- b) No
- c) Maybe

Table 30: Teachers' Opinion about the Effect of Technology.

Choices	Number	Percentage
Yes	05	100%
No	0	0%
Maybe	0	0%
Total Number	05	100%

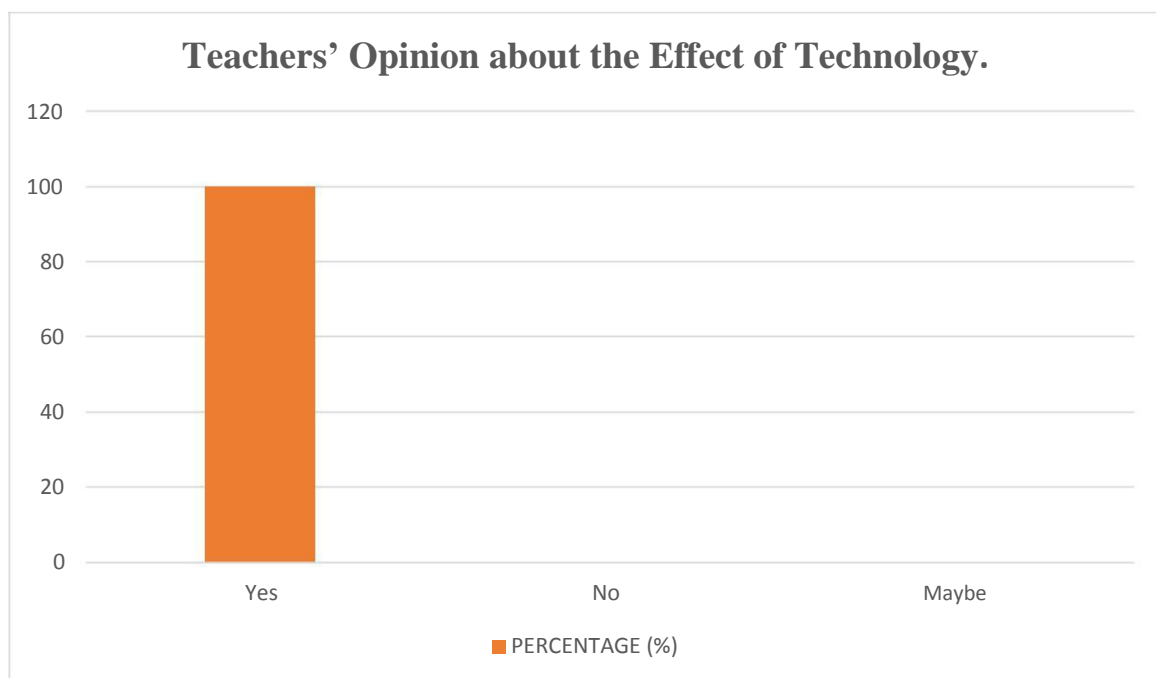


Chart 27: Teachers' Opinion about the Effect of Technology.

The objective of this question is to know the teachers' opinion about the effectiveness of using technology in learning. 100% percentage of the teachers, which make up the entire sample of this study confirm that that technology can have a positive effect on students' learning regarding the target language.

Q14: Mention three aspects that should be taken into consideration when selecting technology based materials for teaching speaking.

Teacher's answers were as follows:

Table 31: The Aspects Considered by the Teacher when Selecting Technology.

Number of teachers	Mentioned aspects
Teacher 1	a- The big number of students per group makes it difficult to teach speaking using technological materials. b- Teaching speaking requires genuine and original technological materials not fake ones. c- Destruction of properties and 'I don't care' mentality makes using technology in teaching useless.
Teacher 2	Be eclectic and appropriate
Teacher 3	a- level of students b- Ignorance when it comes to using technology c- The course objectives.
Teacher 4	a-Students needs b-Selected topics c-Students wants
Teacher 5	a-Validity b-Usefulness c- Updated

Q15: Which advices do you give to your students in order to develop their speaking skills?

The teachers gave the following advices to their students when it comes to develop their speaking skills:

- Do a lot of speaking activities.
- Listen to video tapes & repeat.
- Practice the language.
- Do not rely on classes alone,

- Student's autodidact technique is so valuable when it comes to developing speaking skills.
- Intrinsic motivation and hard work are the formula for success.
- Don't be shy be motivated and practice the more you can
- Actually in emphasizing the fact that listening to different mass media play an important role in enhancing students speaking abilities (grammar, ideas, pronunciation...critics).

1.6 Discussion of the Results (Teachers' Questionnaire)

The analysis of the teachers' questionnaire demonstrates that the teachers have enough experience in the field of English language teaching at university; most of them have taught it from one to ten years (see table 17), to all levels including master degree (see table 18). In addition the educators see teaching speaking as none hard task to fulfill (see table 19), this reflect their strong willing and readiness to teach this important skill, hence the first base of teaching and learning atmosphere is created.

Notably all the teachers claimed that their students' speaking abilities are good (see table 21) and they do participate sometimes during the OE course (see table 20) this can be due to many reasons. According to the teachers, students need to be motivated and the topics should be interesting; actually this supports our believe that stresses on the importance of motivating students and the way we boost it so that learners talk and open a variety of conversations. Furthermore, the teachers believe that their students do not participate in the oral expression lecture because they are shy (see table 5).

The majority of the teachers agreed that it is very important to use technology in class (see table 23), hence they are open-minded to this idea and they are ready to work with new educational technologies that can support their teaching process in order to ameliorate students speaking abilities. In the same way we noted that, everyone from the teachers we

questioned at least uses one technological equipment during their OE courses, namely: labs, head projectors, Radio and Software dictionary (smartphones dictionary) which means they actually admire its use. In addition, an acceptable number of them use it three times during the semester (see table 26)

Next point to discuss is, teachers fully agree that the idea of using videos to teach speaking to first year students is interesting (see table 25), they supported their answers; students feel involved and ready to give feedback, also it focus on the different aspects of the target language and the culture of the people who speak that language. Videos emphasizes correct pronunciation and simulate the idea with the meant picture. Likewise, they agreed that TV and computer could help students develop their speaking abilities (see table 27). A teacher noted that her students admitted that they try to enhance their speaking skill through watching TV and videos on YouTube.

As a matter of fact, all the teachers agreed when using internet students show high performance and there is more student's collaboration, also they are more motivated (see table 28). Equally, they think that technology changed the way they teach, it would improve their ability to teach, and it is a good tool for collaboration with other teachers when building unit plan. Moreover, they all disagreed that technology is unreliable. We can witness that oral expression teachers tend to have a positive opinion and attitude towards the integration of technology in education and they need full support due to the fast changes in the technological equipment.

Teachers are very careful in selecting the appropriate methods and techniques to fulfill their course objective, hence, we asked the educators to give us the aspects they take in consideration while selecting the rightful technological equipment they use during their OE courses (see table 30). Teachers noted that the classroom must not consist of a large number of students also, technological materials have to be genuine and original, and students must

preserve and use them carefully for everyone's benefit. In addition, they stressed on students level, together with the careful selection of the technological tool that must support the course objectives, meet students' needs and wants as well as validity. In this matter, we agree that large number of students may cause uncomfortable atmosphere for the teachers as well as students, also the technological tools need to be up-to-date and original to provide effective use.

Suggestions and recommendations

From the obtained result of our study, we give the following suggestions that may help both students and teachers when it comes to the integrate technology in teaching speaking the EL:

- ❖ The curriculum must provide teachers with lesson plans supported by technological tools.
- ❖ Teachers have to be trained to use the modern technological equipment that used to teach speaking in language laboratories.
- ❖ The authority must provide universities with updated and authentic technology that is appropriate and support teaching speaking the English language.
- ❖ Teacher may provide students with drills and home works, which allow students to present them in the classroom with the help of technology (over-head projector), this can boost student's motivation toward home works.
- ❖ Students must take technology in classroom seriously, they have to use it in the sake of learning to improve their level not for entertainment.

- ❖ Students must listen to their teacher's instruction during an oral expression course supported by technology.
- ❖ Teachers need to be more considerate about the psychology of their students inside classroom (shyness, fear of talking...)

Conclusion

This chapter represents the empirical phase of this study. According to the retrieved findings from students and teachers' questionnaire, we can say that for many EFL students developing speaking skill is a priority in learning foreign language, and teachers believe that students need a motivator to increase their ability to learn speaking the English language. Moreover, both teachers and students appreciate the role and importance of integrating technology in EFL teaching/learning classrooms, especially in teaching speaking the EL.

General Conclusion

In the course of this dissertation, we embraced technology as a technique to develop students speaking abilities and increase their motivation during the OE session. At the beginning of this study, we hypothesized that using technology during OE courses will reflect positively on both teachers and students; if teacher use technology during their OE courses, teaching speaking will be easier than before, moreover, developed and improved. When it comes to students, they will be motivated to learn speaking under different and enjoyable atmosphere, not like what they used to do in traditional methods.

This study began with three basic hypothesis; first we suggested that technology help teaching speaking the EL by providing teachers with various ways to explain the lesson. The results revealed from the teacher's questionnaire show that all the teachers of OE are familiar with the use of technology in their lectures. Moreover, they see that student's motivation is essential for learning speaking; they also declared that it is very important to use technology in class because it gives them the chance to use different ways to deliver the lesson. Moreover, they see that technology changed the way they teach due to the benefits it brought to them. Our first hypothesis confirmed.

Next, we hypothesized that, technology can be used as a motivator to boost students' ability to learn speaking the English language, and keep them interested. After the analysis of student's questionnaire, we have found that nearly all the students agree that speaking the EL is a hard task for them.

In addition, the teachers claimed that when using technology students show high level of oral performance and agreed that technology is the best tool to motivate students and keep them interested in learning speaking the EL. The second hypothesis is also confirmed.

For the last hypothesis, there are many technologies can be used in teaching speaking the EL, such as: computers, internet, and communication labs. From the results, we found that the majority of teachers and students are familiar these technologies, students use it outside classroom and they have internet access at home. The last hypothesis is also confirmed.

To conclude, we can say that the integration of technology in teaching speaking the EL really motivates students and develop their speaking ability; likewise, teachers strongly accepted the idea of using technology to develop and ameliorate teaching speaking the EL.

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APPENDIX A

Students' Questionnaire

Dear Students,

This questionnaire aims to exploring the role of using technology in teaching speaking English. We have designed this questionnaire for LMD students of English at Tarf University to have authentic and reliable data. You are kindly requested to fill this questionnaire by ticking the appropriate box/ boxes or in all make full statements when needed.

Your answers are very important for the validity of the research.

Thank you in advance for your collaboration.

Section One : Background Information

Gender:

- a) Male
- b) Female

Age:

Q1: At home, do you have

- a) A computer
- b) A laptop
- c) An IPad

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- d) Smart phone

Q2: Are you skillful enough to use these devices?

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

Q3: Do you have internet access at home?

- a) Yes
- b) No

Q4: Do you have any of the following accounts?

- a) An e-mail
- b) A Facebook
- c) A Twitter
- d) A YouTube

Q5: do you use these means for educational purposes?

- a) Yes
- b) No

Section Two: Developing Speaking Skills

Q6: How do you like to practice English?

- a) Writing
- b) Speaking

Why?

.....
.....

Q7: Is speaking English for you:

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

Q8: Do you speak English outside the classroom?

- a) Yes
- b) No

If yes, give an example.

.....
.....

Q9: Do you listen to English records outside the classroom?

- a) Yes
- b) No

If yes, which type do you prefer?

- a) Films
- b) Songs
- c) Audio books

Other:

.....
.....

Q10: How much do you enjoy the Oral Expression course?

- a) Very much
- b) Somehow
- c) Not at all

Q11: Does your teacher of Oral Expression use technology in the Classroom?

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a) Yes

b) No

Give an example

.....

.....

.....

Section Three: The Importance of Technology in Oral Expression classroom

Q12: Do you find the use of technology in teaching English Oral Expression beneficial for you?

a) Yes

b) No

How?

.....

.....

Q13: Does the use of high technologies in the Oral Expression class increase your:

a) Motivation

b) Knowledge

c) Creativity

Q14: Does the use of Technology can help to develop your speaking skill?

a) Yes

b) No

Q15: Suggest a technological equipment that may help you during an oral expression course?

.....

.....

Thank you!

APPENDIX B

Teacher's Questionnaire:

Dear teacher;

We ask you kindly to answer our questionnaire. It aims to investigate the role of technology in supporting and facilitating teaching speaking skill and how the modern tools (technological materials) can keep students interested and motivated to learn.

Please, put a tick in the corresponding box/boxes and make full statements whenever necessary.

Thanks you for your time and your cooperation.

Part one: back ground information.

Gender:

a) Male

b) Female

a) One to five years

b) Five to ten years

c) More than ten years

Q2: as a teacher of oral expression, which level have you taught throughout your career?

a) First level

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- b) Second level
- c) Third level
- d) All levels

Q3: Is teaching speaking:

- a) Very hard
- b) Hard
- c) Not that hard

Section two: the learners' attitudes from the teacher perspective

Q4: How often do your students engage in the oral lecture?

- a) Frequently
- b) Sometimes
- c) Rarely
- d) Never

Why?

.....
.....

Q5: How do you consider your students' speaking abilities?

- a) Very bad
- b) Bad
- c) Good
- d) Very good

Please explain:

.....
.....

Q6: Do you think that students do not participate

- a) They are shy
- b) They are not interested in the classroom activities
- c) They are afraid to make mistakes

Section three: Use of Technology in the classroom.

Q7: What kind of technology do you use in your classes?

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

Q8: How do you feel about using technology in class?

- a) Very important
- b) Important
- c) Not that important
- d) I do not use it

Q9: How do you consider the role of videos to teach speaking to first year students?

- a) Interesting
- b) Not interesting
- c) Boring

Explain please

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

Q10: How often do you use technology in your class during the semester?

- a) Never
- b) Once

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c) three times

d) More than five times

Q11: Do you think that TV and computer could help students to develop their speaking abilities?

a) Yes

b) Maybe

c) No

Please explain

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

Section four: Opinions and Attitudes on Technology Integration

Q12: Please give us your honest opinions about the following statement:

➤ When using the internet :

- Students show high level of oral performance

Strongly agree Agree Disagree Strongly disagree

- Students are more motivated

Strongly agree Agree Disagree Strongly disagree

- There is more student collaboration

Strongly agree Agree Disagree Strongly disagree

➤ **I think**

- Most technology would improve my ability to teach

Strongly agree Agree Disagree Strongly disagree

- Technology has changed the way that I teach

Strongly agree Agree Disagree Strongly disagree

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- There is too much technological change coming too fast without enough support for teachers

Strongly agree Agree Disagree Strongly disagree

- Technology is a good tool for collaboration with other teachers when building unit plan

Strongly agree Agree Disagree Strongly disagree

- Technology is unreliable

Strongly agree Agree Disagree Strongly disagree

Q13: Do you think technology can have a positive effect on students' learning regarding the target language?

- a) Yes
- b) No
- c) Maybe

Q14: Mention three aspects that should be taken into consideration when selecting technology based materials for teaching speaking.

- a)
- b)
- c)

Q15: Which advices do you give to your students in order to develop their speaking skill?

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

Thank you !

المخلص

يهتم هذا البحث باكتشاف أهمية تطبيق التكنولوجيا في تدريس التعبير الشفهي، ومزاياها لكل من الأساتذة والطلبة، بالإضافة إلى أي مدى تساعد على تطوير قدرة الطلبة على تحدث اللغة الأجنبية والإصرار على التعلم. تُعقد هذه الدراسة في جامعة الشاذلي بن جديد، وتعتمد على فرضية أنه؛ إذا توفرت لدينا التكنولوجيا في دروس التعبير الشفهي، رغبة الطالب بالتعلم تكون عالية، ومنه تتصاعد نسبة قابليته لتطوير قدرته على تحدث اللّغة الإنجليزية في ظل جو ممتع باستخدام طرق حديثة للتعلم تعتمد على معدات تكنولوجية متعددة. على مسار دراستنا استخدمنا طريقة وصفية تدعمها استبانة لكل من طلاب وأساتذة قسم اللّغة الإنجليزية في جامعة الشاذلي بن جديد. أظهرت النتائج أن كلا من الأساتذة والطلاب دعموا فكرة دمج التكنولوجيا في دروس التعبير الشفهي، ويأملون أن يتم تطبيقها على نطاق واسع في السنين القادمة.

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