People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Larbi Tebessi University -Tebessa-

Faculty of Letters and Languages

The Impact of Using ICTs on EFL Learners' Speaking Skill

The Case of Second-Year Foreign Languages students in the Secondary Schools of Tebessa

A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences

Candidates:

Ghania ABID

Chaima GHEZALI

Supervisor:

Mrs. Basma BOUGOFFA

Board of Examiners

President: Mrs. Zahra BOUREZG	M.A.A- Larbi TebessiUniversity
Supervisor: Mrs. Basma BOUGOFFA	M.A.A - Larbi TebessiUniversity
Examiner: Dr. Manel MIZEB	M.A.B - LarbiTebessiUniversity

2020 / 2021

Abstract

Speaking is an important part of everyday interaction and the skill that students will be judged upon most in real-life situations. Accordingly, teachers have to use some helpful strategies such as integrating ICTs in their classrooms to prepare their students as much as possible to be able to speak in English fluently and comprehensively. The main objective of the present study is to investigate the impact of using ICTs on EFL students' speaking skill. The sample study consisted of 275 second-year foreign languages students and 40 teachers of English at the secondary schools of Tebessa during the academic year 2020/2021. To achieve the study aims, the descriptive-analytical method of research was adopted using two questionnaires administered to both students and teachers. The collected data from these questionnaires were analyzed quantitatively and qualitatively. The study findings indicated that the students used free discussions and interviews most to learn the speaking skill in general. They revealed, however, that the use of ICTs especially videos enhances the students' motivation and interest to develop their speaking skill. Moreover, they pointed out that the lack of teacher training and technological tools are the main difficulties faced when using ICTs in class. The difficulties highlighted by the students and teachers are followed by a number of practical suggestions for a better use of ICTs to develop students' speaking skill. Therefore, translating these suggestions into an action plan will result in providing a more effective ICT integration in EFL contexts.

Keywords: speaking skill, ICTs, EFL students, secondary schools

Acknowledgements

First of all we would like to thank Allah for enlightening our path, and giving us strength, patience, power of mind, and protection to complete this dissertation.

We would like to express our sincere feelings and gratitude towards our supervisor Mrs. Basma BOUGOFFA who was a source of adviceand wisdom for this research work. Great thanks go to her as she guided, helped, and supported us all along our journey to complete the present work. She read and corrected our drafts and advised us with an open heart. She has been a patient, supportive, and understanding supervisor. We are very thankful for her, and it has been a great honor for us to work with such a humble and wise teacher.

We would like to record our special thanks to the members of the Board of Examiners Mrs. Zahra BOUREZG and Dr. Manel MIZEB, who have kindly accepted to read and examine our work. Their insightful comments and opinions will certainly be of great assistance in improving it.

We wish to extend our genuine thanks to all second-year foreign languages students and teachers of English at the secondary schools of Tebessa who have accepted to be part of our study.

Dedication

I dedicate this work to my dear parents, who continually provide their moral and emotional support for me during all the stages of my life, who has encouraged me attentively with their fullest and truest attention to accomplish my work. Mom and Dad, you are the source for my happiness and success. I ask God to protect you.

I also dedicate this dissertation to my beloved son ABD EL-ILAH, who leads me through the valley of darkness with light of hope, love and patience. I am forever grateful for having you in my life. All the love and success to you.

Ghania ABID

I would like to dedicate this work to my shining diamonds, to the one who gave birth and scarified for my happiness, my mother and my father, who have continuously been supportive and helpful.

To my friends, teachers and relatives who shared their words of advice and encouragement to finish this study.

No word can express my gratitude for them, for they have always been supportive and motivative.

Chaima GHEZALI

List of Abbreviations and Symbols

EFL: English as a Foreign Language

FL: Foreign Language

GD: Group Discussions

ICT: Information Communication Technology

JAM: Just a Minute

L2: Second Language

NICs: Network Interface Card

%: Percentage

List of Figures

Figure 1: Types of Speaking (Mata, 2011) …… 08

Figure 2: Classroom Activities for Enhancing the Speaking Skill (Rao, 2020)…..…… 19

Figure 3: Skills Developed Using GD (Javatpoint, Group-Discussion, n.d.)……. 23

Figure 4: ICT Tools (UNESCO Institute for Statistics, 2010).…….. 31

List of Tables

Table 01: Students' Gender……. 44

Table 02: Students' Age……..……..……..…… 44

Table 03: Students' Devices Onership…….…..…..…… 45

Table 04: Students' Internet Availability……..…..……. 45

Table 05: Students' Views About the Need to Speak the Language in Order to Learn it.. 46

Table 06: Students' Rating of Learning English ……..……..… 46

Table 07: Students' Oral Performance Rating……..……..…… 47

Table 08: Student s' Participation Frequency in Class…….....…… 48

Table 09: Students' Fear When Speaking in Class…….....…… 48

Table 10: Possibly Reasons of the Students' Fear of Speaking in class…….....… 49

Table 11: Students' Views about Their Teacher's Encouragement to Speak……...…. 50

Table 12: Possibly Methods to Overcome the Students' Fear of Speaking in Class…..… 50

Table 13: Students' Mostly Preferred Speaking Activities…….……..……...… 51

Table 14: Students' Views about Their Teacher's Use of ICT tools in Class……. 52

Table 15: Students' Views About Their Teacher's Mostly Used ICT Tool…… 52

Table 16: Students' Attitudes Towards the Use of ICT Tools in Class……..... 53

Table 17: Student' Frequency of Practicing the Language Using ICT tools in Class…..... 54

Table 18: Students' Evaluation of the Use of ICT tools in Developing Their Speaking Skill ……..…… 54

Table 19: Students' Views About Their Teacher's Mostly Used ICT Tools for the Development of Their Speaking Skill…...……..…… 55

Table 20: Students' Reaction When Their Teacher Uses ICT Tools in Class…….. 56

Table 21: Students' Evaluations of the Role of ICT Tools in Enhancing Their Motivation and Interest to Develop Their Speaking Skill……...…… 56

Table 22: Students' Views About Their Teacher's Encouragement to Use ICT Tools Outside the Class……..……. 57

Table 23: Students' Views About the Negative Aspects of Using ICT Tools……. 57

Table 24: Students' Facing Difficulties and Obstacles When Using ICT Tools…....… 58

Table 25: Students' Suggested Difficulties and Obstacles When Using ICT Tools…..… 58

Table 26: Teacher'Gender……...…….. 60

Table 27: Teachers'Degree(s)……..…… 61

Table 28: Teachers'Teaching Experience……... 61

Table 29: Teachers' Views About the Need to Speak the Language in Order to Learn it.. 62

Table 30: Teachers' Views About Their Students' Level of Speaking…….. 62

Table 31: Teachers' Views About Their Students' Participation Frequency in Class…… 63

Table 32: Teachers' Views About Time Sufficiency for Teaching the Speaking Skill….. 64

Table 33: Teachers' Views About Their Students' Fear When Speaking in Class……. 64

Table 34: Possibly Reasons of the Students' Fear of Speaking in class ……..…. 64

Table 35: Teachers' Encouragement for Their Students to Speak…… 65

Table 36: Possibly Methods to Overcome the Students' Fear of Speaking in Class…….. 66

Table 37: Teachers' Mostly Used Speaking Activities in Class ……...……. 67

Table 38: Teachers' Use of ICT Tools in Class……. 68

Table 39: Teachers' Mostly Used ICT Tools in Class…… 68

Table 40: Teachers' Attitudes Towards the Use of ICT Tools in Class …… 69

Table 41: Teachers' Training on how to use ICT Tools in Class…….. 69

Table 42: Teachers' Frequency of Using ICT tools in Class…… 70

Table 43: Teachers' Evaluations of the Role of ICT Tools in Developing Their Students' Speaking Skill ……. 70

Table 44: Teachers' Mostly Used ICT Tools for the Development of Their Speaking Skill……... 71

Table 45: Teachers' Views About Their Students' Reaction When Using ICT Tools in Class……..…… 72

Table 46: Teachers' Evaluations of the Role of ICT Tools in Enhancing Their Students' Motivation and Interest to Develop Their Speaking Skill……..... 72

Table 47: Teachers' Encouragement for Their Students to Use ICT Tools Outside the Class…….. 73

Table 48: Teachers' Views About the Negative Aspects of Using ICT Tools…….….. 73

Table 49: Teachers' Facing Difficulties and Obstacles When Using ICT Tools……..... 74

Table 50: Teachers' Suggested Difficulties and Obstacles When Using ICT Tools…..…. 74

Table of Contents

Abstract……...…… X

Acknowledgements……. X

Dedication…….. X

List of Abbreviations and Symbols…… X

List of Figures……. X

List of Tables…….. X

Table of Contents…… X

General Introduction 01

1 Background of the Study……. 01

2 Statement of the Problem……. 02

3 Research Questions and Hypotheses……... 03

4 Aims of the Study…… 03

5 Research Methodology…… 04

6 Structure of the Dissertation…… 04

1. Chapter One: An Overview of the Speaking Skill and ICTs 05

Introduction……. 05

1.1 Section One: Learning and Teaching the Speaking Skill 05

1.1.1 Definition of Speaking…… 06

1.1.2 The Importance of Speaking..... 07

1.1.3 Types of the Speaking Skill..... 08

1.1.3.1 Imitative Speaking..... 09

1.1.3.2 Intensive Speaking..... 09

1.1.3.3 Responsive Speaking..... 09

1.1.3.4 Interactive Speaking..... 10

1.1.3.5 Extensive Speaking..... 10

1.1.4 Aspects of Speaking Skills..... 11

1.1.4.1 Fluency..... 11

1.1.4.2 Accuracy..... 12

1.1.4.2.1 Grammar..... 12

1.1.4.2.2 Vocabulary..... 13

1.1.4.2.3 Pronunciation..... 14

1.1.4.3 Interactive Communication..... 14

1.1.4.4 Appropriateness..... 15

1.1.4.5 Comprehension..... 16

1.1.5 Factors Affecting EFL Learners' Speaking Skills..... 16

1.1.5.1 Psychological Factors..... 16

1.1.5.1.1 Anxiety..... 17

1.1.5.1.2 Lack of Motivation..... 17

1.1.5.1.3 Lack of Self-Confidence..... 18

1.1.5.2 Cognitive Factors..... 18

1.1.5.2.1 Poor Listening Comprehension..... 18

1.1.5.2.2 Students' Mother Tongue Interference..... 19

1.1.5.2.3 Students' Reticence..... 20

1.1.6 Classroom Speaking Activities..... 20

1.6.1.1 JAM Sessions…..... 21

1.1.6.2 Role Plays..... 22

1.1.6.3 Discussions or Group Discussions..... 22

1.1.6.4 Debates…… 23

1.1.6.5 Presentations..... 23

1.1.6.6 Interviews..... 24

1.2 Section Two: ICTs in EFL Classrooms 25

1.2.1 Definition of ICT..... 25

1.2.2 Components and Tools of ICT……..... 26

1.2.2.1 Software..... 26

1.2.2.2 Hardware..... 27

1.2.3 Reasons for Using ICT in EFL Classrooms..... 31

1.2.4 Advantages and Disadvantages of ICT..... 33

1.2.4.1 Advantages..... 33

1.2.4.2 Disadvantages..... 35

1.2.5 Factors Influencing the Integration of ICT in EFL Classrooms..... 36

Conclusion..... 38

2. Chapter Two: Research Methodology, Analysis and Discussion 39

Introduction..... 39

2.1 Section One: Research Methodology 39

2.1.1 Study Design..... 39

2.1.2 Sample and Setting..... 40

2.1.3 Data Gathering Tools..... 40

2.1.3.1 Description of the Students' Questionnaire..... 41

2.1.3.2 Description of the Teachers' Questionnaire..... 42

2.1.4 Data Collection/Analysis Procedures..... 42

2.2 Section Two: Data Analysis and Discussion 43

2.2.1 Analysis of the Results Obtained from the Students' Questionnaire..... 44

2.2.1.1 Analysis of Section 1: Background Information…….. 44

2.2.1.2 Analysis of Section 2: Learning the Speaking Skill in General…… 46

2.2.1.3 Analysis of Section 3: Using ICT Tools in Learning the Speaking Skill……. 52

2.2.1.4 Analysis of Section Four: Suggestions……. 59

2.2.2 Analysis of the Results Obtained from the Teachers' Questionnaire..... 60

2.2.2.1 Analysis of Section 1: Background Information…….. 60

2.2.2.2 Analysis of Section 2: Teaching the Speaking Skill in General…… 62

2.2.2.3 Analysis of Section 3: Using ICT Tools in Teaching the Speaking Skill..... 67

2.2.2.4 Analysis of Section 4: Suggestions..... 75

2.2.3 Discussion of the Results..... 76

2.3 Section Three: Summary of the Results, Limitations, Recommendations and Implications 84

2.3.1 Summary of the Results..... 84

2.3.2 Limitations of the Study..... 85

2.3.3 Recommendations..... 85

2.3.4 Pedagogical Implications..... 86

2.3.5 Suggestions for Further Research..... 87

Conclusion..... 87

General Conclusion..... 89

References..... 91

Appendices..... 101

Résumé..... 132

الملخص..... 133

General Introduction

1. Background of the Study

English language has become an international language. Among nations it serves as a lingua franca. It is spoken, learnt and understood even in those countries where it is not a native language. From all four key language skills, speaking is deemed to be the most important in learning a second (L2) or foreign language (FL). As stated by Ur (1996), speaking included all other skills of knowing that language. Chaney & Burkn (1998) claimed that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is a crucial part of L2 learning and teaching, it is an art of communication and one of four productive skills, that must mastered in learning a FL. Speaking a language is especially difficult for FL learners because effective oral communication requires the ability to use the language appropriately in social interactions (Shumin, 2002). Good speaking skills are the act of generating words that can be understood by listeners. According to Brown and Yule (1983), speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his ability to speak fluently and comprehensively.

In this vein, teachers have a responsibility to prepare English as foreign language (EFL) students as much as possible to be able to speak in English in the real world outside the classroom. Generally, students who speak well are considered better students. However, it is hard to achieve a high speaking skill; speaking is a very difficult task which requires intensive practice, motivation and lots of creative work. It requires a great deal of practice and an appropriate technique, media or tools to improve speech. The need of additional efforts to deal with this particular talent is among the obstacles that teachers may confront in teaching speaking skills. When learning English, students may feel frightened and therefore unable to talk mainly because of mother tongue influence; the limited time to practice; the lack of

words to express thoughts; and the lack of self-confidence. These challenges can be solved in many ways, and using Information and Communication Technology (ICT) tools can be a suggested technique to improve students' speaking skill and a solution to most of these problems and challenges.

It is worth mentioning that the integration of technology into language teaching dated to early 1960s and 1970s (Kuning, 2019). It was used to assist teachers to teach second language learners how to speak in the best way possible. Every day teachers are getting access to some new technologies, which join hand with English teaching. Modern technologies can be used as a supplement to the classroom teaching method to have a lively atmosphere in the classroom (Kuning, 2019). It is the need of the hour to integrate modern technologies to upgrade the level of English teaching. The modern technologies relax the mind of the students to get into the subject with full involvement rather than a difficult task to do. In view of what has already mentioned, this study aims to investigate the impact of using ICTs to improve students' speaking skill from both students and teachers point of view and with a case of second-year foreign languages students at the secondary schools of Tebessa (Algeria).

2. Statement of the Problem

Speaking is an important skill to master when learning English. Therefore, developing EFL students' speaking skill is of great significance in English learning. However, Labdi (2017) maintained that Algerian EFL learners face many difficulties in having a better speaking skill. In this respect, we believe that the introduction of ICTs in EFL classrooms becomes one of the priorities of language education in the current digital society which paves the way for L2 learners to acquire and speak the language in an easy mode; since these ICTs and newer digital technologies have been touted as potentially powerful enabling tools for educational change and reform. We believe also that exploring the perceptions of both EFL

learners and teachers as the main users of ICT tools in the classroom will be of great importance in assessing and evaluating their impact on enhancing students' speaking skill.

3. Research Questions and Hypotheses

The current study aims to answer the following research questions:

1) How do second-year foreign languages students learn the speaking skill in general at the secondary schools of Tebessa?
2) How does the use of ICTs help to develop the students' speaking skill?
3) What are the difficulties faced by both students and teachers when using ICTs in class?
4) What are the solutions that can be suggested for a better use of ICTs to develop students' speaking skill?

With these research questions in mind, it may be hypothesized that:

1) Second-year foreign languages students used free discussions and interviews most to learn the speaking skill in general at the secondary schools of Tebessa.
2) The use of ICTs enhances the students' motivation and interest to develop their speaking skill.
3) Lack of teacher training and technological tools are the main difficulties faced by both students and teachers when using ICTs in class.
4) Providing proper training and technological tools are the main suggestions for a better use of ICTs to develop students' speaking skill

4. Aims of the Study

The overall objective of the current study is to investigate the impact of using ICTs on second-year foreign languages students' speaking skill at the secondary schools of Tebessa. The study aims, in particular, to explore both the students' and teachers' views concerning how exactly ICTs can enhance the speaking skill and what obstacles can hinder this process.

Finally, it attempts to derive students' and teachers' suggestions for a better use of ICT tools to develop students' speaking.

5. Research Methodology

We followed the descriptive-analytical method of research due to its relevance to investigate the impact of using ICTs on students' speaking skill from both the students' and teachers' point of view. After reviewing the related literature, we proposed two questionnaires; one for the students and the other one for teachers. The target population composed of a random sample of second-year foreign languages students as well as teachers of English at the secondary schools of Tebessa. The collected data from the questionnaires were analyzed quantitatively and qualitatively. In view of that, the current study employed a mixed methodology approach that can help to prevent distortions that could occur from using one data collection method exclusively, evaluate the validity of the findings and build the great strength of this research design.

6. Structure of the Dissertation

This dissertation is organized along two chapters beginning with a 'General Introduction'. The first chapter consists of two sections reviewing the literature of relevance to the speaking skill and to the use of ICTs in EFL classrooms respectively. The second chapter is the practical side of the study. It includes three sections; the first section presents the research methodology followed in this study, the second section provides the data analysis and discussion, and the third one sets out a summary of the results, limitations, recommendations and implications. Finally, the dissertation ends with a 'General Conclusion', which makes an overall account of the research and summarizes the main research findings.

1. Chapter One: An Overview of the Speaking Skill and ICTs

Introduction

Technology from chalk boards to intelligent boards have been integrated in the course of education. Today, it is regarded one of the most important instruments. In reality, technology has evolved and the education system is continuing to adapt. Teachers feel that technology truly helps them reach their objective and that it has a lot of advantages to be found through technology equipment like computers and smart phones. Technology now plays a major role in encouraging student participation and instruction in English lessons. Using ICTs can be one of the good and effective strategies to help students overcome their weaknesses in speaking. Accordingly, an overview of learning and teaching the speaking skill and ICTs is presented throughout the current chapter which is divided into two sections.

The first section provides the literature of relevance to the learning and teaching of the speaking skill in EFL contexts. It opens with defining speaking and stresses on its importance in the process of language learning/teaching. Then, it sheds light on the types of the speaking skill and its aspects. Next, it discusses different factors affecting speaking performance as it provides different classroom activities that can be set out to develop the students' speaking skill. The second section introduces the scope of ICTs in EFL classrooms. It begins with defining ICT and presents its components and tools. Then, it highlights the reasons behind its use in EFL classes, and its advantages and disadvantages. Finally, it discusses the factors that influence the integration of ICTs in EFL classes.

1.1 Section One: Learning and Teaching the Speaking Skill

Speaking among the other language skills (listening, reading and writing) seems intuitively the most important one. Hence, this section displays a general view of the speaking skill in the process of language learning and teaching. It opens with defining the speaking skill and showing its importance. Moreover, it highlights some aspects and issues related to

the speaking skill such as fluency, accuracy, interactive communication, appropriateness, and comprehension. Then it tends to clarify the factors that affect EFL learners' speaking performance. Finally, it presents the necessary activities that must be designed by the teacher in classroom in order to enable his learners to produce a meaningful English oral performance as well as to overcome their weaknesses and difficulties.

1.1.1 Definition of Speaking

Speaking skill is one of the most important English language skills, as it is considered a skill and a goal at the same time behind learning foreign languages. In order to understand the meanings of speaking, there are several insights into this skill. According to Bull (2008), speaking is "being able to use a language or making a speech to an audience, saying or stating something" (p. 426). Bygate (1987) referred to speaking as the production of acoustic indication to produce different verbal replies in listeners. It is viewed as a systematic combination of sounds to construct meaningful utterances (Bygate, 1987). A further definition of the speaking skill is given by Mackey (2001) when he claimed that speaking is "the oral linguistic interpretation, which includes the accurate usage of patterns, rhythm, and the accurate order to transfer the intended" (p.79).

Also, some scholars and researchers in the field of linguistics such as Eckard & Kearny (1981), Florez (1999) and Howarth (2001) believed that the skill of speaking is not just the ability to speak a language and the ability to produce speeches or discourses, but goes beyond that to be more sophisticated process. Speaking is "an interactive process of constructing meaning that involves producing, receiving and processing information; its form and meaning are dependent on the context in which it occurs" (Tadjouri, 2017, p. 6). This is what makes speaking very important among the four skills of the English language, and what makes it take the lion's share of the time allocated to. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language (Aryal,

2017). Through what we have seen, the meanings of speaking skill can be summarized as a skill of greater significance and value, and lies in the ability to analyze discourse and the ability to produce linguistic syllables or conversations that are correct, credible and rational, and have a direct relationship with the listener and also characterized by correct and accurate letter exits in particular.

1.1.2 The Importance of Speaking

Speaking is the foremost necessary skill in learning a language. The main focus in learning a foreign language is on a communicative activities and expressive skill, and therefore the goal is to become a fluent speaker. Speaking skill is a fundamental aspect in the process of foreign language acquisition. Among the four learning skills, it is assumed that speaking is substantial in learning a foreign language. Brown and Yule (1983) suggested that speaking is the skill that the student will be judged upon most in real life situations.

Moreover, the modern world suggested strongly for the requirement of conversation skills for both EFL learners and teachers of English, so that they will develop their performance and act well in everyday life situations. In this vein, Bygate (1987) quoted that:

> Speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is also the medium through which much language is learnt, and which for many is particularly conductive for learning. Perhaps, then, the teaching of speaking merits more thought. (p. 1)

So, teaching speaking plays a great role for the learner's good oral achievement. That's why Ur (1996) maintained that, "Many if not most foreign language learners are interested in learning to speak" (p. 120).

Speaking skill with time becomes the art of speech for language learners, making the transition from just speaking a language to development and creativity in linguistic recitation. Speech is important because it provides the opportunity for the practical usage of a foreign

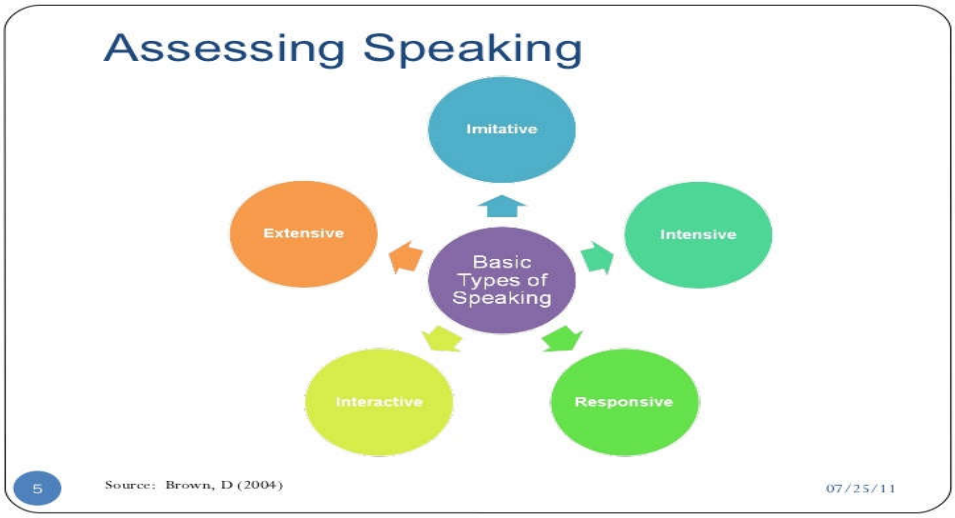
language. Speech brings fluency, correction then accuracy among EFL learners (Hussain, 2018). According to Tadjouri (2017), speaking seems intuitively the most important because speakers who can speak effectively will easily develop their linguistic capacities to use it in other skills. Then, speaking enables the students to display different functions, which are helpful in communication effectively. Speaking skill is important, through which it becomes possible to bring out the ideas, intentions and needs of the speaker, and also through them dialogue and communication take place, without speaking there is no result.

1.1.3 Types of the Speaking Skill

Speaking skill in the academic and educational context does not mean only the ability to speak a language, but these skills contain several methods and different types of rhetoric, and to identify the types of speaking, several studies have been conducted in this regard, the most prominent of which is an Indonesian study under the title of *The Analysis of Speaking Assessment Types* whereby; the textbook analysis in this study considered five types in speaking assessment there are: 1) Imitative, 2) Intensive, 3) Responsive, 4) Interactive and, 5) Extensive speaking tasks (Swastika et al., 2020, p.167). This went in agreement with Brown's (2004) classification of speaking into five main types as they appear in Figure 1.

Figure 1

Types of Speaking (Mata, 2011)



1.1.3.1 Imitative Speaking. It is one of the most prevalent types in educational circles, especially for EFL learners. We often find this type in the beginning levels and the early stages of language acquisition, and in the sessions of oral expression and memorization, the so-called imitative speaking, which is the ability to imitate (parrot back) a word or a phrase or possibly a sentence (Asramadhani & Murni, 2013). Through this simplified definition, we understand that speaking in imitation depends on re-sending the same audio clip directed by the teacher and trying to formulate it successfully, meaning that the process is repeated until it is taught correctly and accurately.

1.1.3.2 Intensive Speaking. Intensive conversations take place in a wider scope of imitation, where there is a kind of departure from the same common passages to dialogue and speaking in the context of the topic as broadly as possible, and this is what is called intensive speaking, which it goes beyond imitative to include any speaking performance intended to practice some phonological or grammatical aspect of language (Asramadhani & Murni, 2013). This type of speaking is characterized by flexibility and not being limited to specific sentences or words by the teacher, as it is referred to by finding alternatives of vocabulary, antonyms and words related to the topic, which enhances the abilities of foreign language students in enriching their linguistic competence as well as improving their abilities to speak the English language at the same time.

1.1.3.3 Responsive Speaking. Speaking responsively is in close relation with that phatic expression, where the response is immediate, direct and almost expected. Although responsive is slightly more complicated than intensive, the distinction is, to say the least, hazy. At this level, the dialogue consists of a short query and one or two follow-up questions. By this time, there have been a few conversations, but they have been brief (Educational Research Techniques, 2017). According to Asramadhani & Muni (2013), responsive speaking is interaction on a more limited scale, such as a brief chat, a conventional greeting and small

talk, a simple comment or request. This type of speaking is also remarkably prevalent in foreign language learning departments and is often practiced.

1.1.3.4 Interactive Speaking. One of the things that nurture speaking abilities is interaction, which is in the form of give and take in speech, allowing opinions to be expressed and interaction using explanations and inquiries about certain topics. The effectiveness of teaching young students is linked with a teacher's ability to employ different strategies that provide the right skills for interactive cognitive strategies (Korovina et al., 2019). Speaking through interaction contains three main strategies as mentioned in studies on this skill. Speaking strategies assist speakers in learning how to speak appropriately and intelligibly. These strategies are classified into three categories: pre-speaking strategies, speaking strategies, and post-speaking strategies (Thamarana & Mounika, 2018). Often we find teachers of EFL from these three types mentioned. They develop methods and strategies that contribute to enhancing and revitalizing the students' speaking abilities, by using faculties, games, and educational plans that make students engage in conversations and dialogues in English, in order to develop their speaking abilities in this language.

1.1.3.5 Extensive Speaking. The method of intensification in speaking is the secret behind identifying the correct pronunciation methods and identifying new words by making the largest possible number of efforts in pronunciation while speaking this type of speech. Extensive speaking is oral production; include speeches, oral presentation, and storytelling (Asramadhani & Murni, 2013). In this type also, mechanical media such as loudspeakers or microphones or any audio techniques can be used that help enrich speaking skills by employing innovative methods such as plays, storytelling or chants during the oral expression classes.

1.1.4 Aspects of Speaking Skills

Speaking has several concepts and elements that are practically related to this skill, as the speaking requires the presence of certain elements that will make speaking more correct, credible and compatible with linguistic and pragmatic principles in sending meanings and communicating well. Among those aspects, we mention the most important ones, which are fluency, accuracy, interactive communication, appropriateness, and comprehension as follows:

1.1.4.1 Fluency. Fluency in the language is usually measured by speed and non-faltering during speaking and communicating meanings, as the adjective of a fluent speaker is usually given to speakers who are distinguished from others fluently and smoothly in letter exits and simplified transmission, as well as in a shorter time such as native English speakers as a maximum for EFL learners. Although the word *fluency* has long been used mostly to mean speaking rapidly and well, it has largely come to mean speaking rapidly and smoothly, not necessarily grammatically in contrast to accuracy (Hector, 1991).

Fluency is not the same as accuracy whereby "Accuracy can be sacrificed to fluency because when learners have to communicate their main aim is to understand and to be understood" (Benabadji, 2006, p. 9). Among the various explanations presented in order to define fluency in the language, the following passage was selected:

> Fluency is primarily related to the learners' control, over their linguistic L2 knowledge system as reflected in the speed and efficiency, with which they can access and implement relevant L2 information to communicate meanings in real time, with control improving as they proceduralize their declarative L2 knowledge and automatize the processes of gaining access, and implementation at the level of Level's formulator and articulator. (Housen et al., 2012, p. 6)

So, in the case of the competence of fluency among foreign language learners, it is considered as an advanced degree and indicates progress and good results that express the competence of the speaker and his ability to speak clearly, even if we do not mean by that fluency, because this requires accuracy with fluency.

1.1.4.2 Accuracy. While fluency, as to some perspectives, belongs to the communicative competence, accuracy depends on another type of competence whereby a linguistic competence is knowledge about the language, whether conscious or unconscious; accuracy is performative knowledge of the language or linguistic "know-how", i.e. the ability to use the language according to its systematic characteristics (Hector, 1991, p.12). So far, accuracy is a linguistic competence to produce target-like and error-free language, and fluency as the ability to produce the L2 with native-like rapidity, pausing, hesitation, or reformulation (Housen, 2012). Accuracy is characterized by the ability to critical analysis and correct output, which is related to a precise relationship with the subject of speech, from a linguistic, scientific and social perspective, with another constraint. The concept of accuracy in speaking can be summarized, as it is related to the experience and the broad knowledge of the language and its grammatical aspects, as well as scientific affairs, then when fluency and accuracy meet together, there it can be said that the speaker speaks perfectly.

1.1.4.2.1 Grammar. It is considered as one of the most important standards and components of language instruction, as it can never be dispensed with, because it is logically considered a tool that refines and improves the linguistic level of learners. Through grammar, they can be correct sentences and speak in a more appropriate and less chaotic manner. Grammar is made up of two parts: syntax and morphology. It is a system of rules (and exceptions to those rules) that discloses and organises meaning in language. Syntax is concerned with the pattern or sequence of words in sentences, whereas morphology is concerned with the shape or nature of words (Eunson, 2020). However, grammar varies from

a general point of view to areas that are more specialized. It is only with respect to the domain of linguistic entities that morphology is different from sentence grammar: morphology has the word domain as its primary focus (Booij, 2007).

1.1.4.2.2 Vocabulary. It is considered a major component of the ability to speak, without words, a person is unable to deal with his opinions or ideas, so foreign language learners need the largest possible number of termonolgy and vocalizations to feed their linguistic needs to be able to speak eloquently. But when students must say something for which they lack the necessary grammatical or vocabulary knowledge, they should ask the teacher to provide it by giving them a native language equivalent or by paraphrasing it in the SL (Hector, 1991). The importance of the teacher emerges as a responsible and first assistant in teaching students the appropriate vocabulary in every context that is addressed, this is because the groups of vocabulary differ from one context to another, and that is why words have specialized types. The classification of vocabulary according to Sudarman & Chinokul (2018) was as follows:

- High frequency words: occur very frequently in all kinds of language uses.
- Academic words: occur very frequently in academic texts.
- Technical words: academic subject areas such as in linguistics, biology, and physics.
- Low frequency words: words are the rest of the words in a language.

Moreover, to enhance the vocabulary of the language of its teachers, the style and strategies are used and are specially included for filling the largest amount of language spaces among the students. In a study of vocabulary learning strategies used by excellent Chinese English language learners, it was found that they used strategies such as metacognitive, cognitive and social mediation under the framework of learning vocabulary (Nie & Zhou, 2017). Learners should be aware that different strategies should be used while coping with different tasks rather than attempting to use the “one strategy fits all” approach (Nie & Zhou,

2017). To be able to speak accurately and fluently, students and pupils of foreign languages, in cooperation with professors and various education programs, must familiarize themselves with a wide range of words in the language to be learned as well as in various contexts so that their word knowledge is more comprehensive than before.

1.1.4.2.3 Pronunciation. English has been considered by native speakers or non-native speakers as a difficult language because of its pronunciation. In order to develop the speaking skill in English, learners should practice pronunciation. They should be aware of the different sounds and their features, and where they are made in one's mouth. Speakers also have to be aware of where the words should be stressed, when to use a raising intonation and when to use a falling one. All these issues give them extra information about how to speak English effectively and help to achieve the goal of a better understanding of spoken English.

Pronunciation is a basic stage of language production, and it follows the instructions of phonetics, which is the science responsible for studying the sounds and vowel letters, and the relationship of organs and the classifications of the exits of sounds and the letters of each part, as well as psycholinguistics, that studies psychological phenomen a related to pronunciation such as; aphasia, apraxia of speech and lisping. According to Gilakjani (2016), pronunciation is the "production of a sound system which doesn't interfere with communication either from the speakers' or the listeners' viewpoint" (p. 2). However, if pronunciation is not correct, the speakers then will not be understood and therefore accuracy is not achieved.

1.1.4.3 Interactive Communication. It seems, through research in previous studies on the subject of interactive communication that no success has been achieved a unified definition of this concept, and there are those who disagree that it is communication between two individuals while others believe that it goes beyond that and that it is specific to social media. Traditionally, public interactions have taken place via telephone and email channels.

With the recent spread of social media (e.g. Facebook, Twitter) there are also those who see that this type of interaction is immediate on a larger scale and does not require face-to-face conversations (Regan et al., 2015). According to Karlsson (2013), interactive communication is the responsiveness between communicating parties created through references to earlier messages. Empirically, interactivity has often been measured technically for example through the number of interactive features on a specific website or blog.

In order for the process of communication to take place through interaction, there are those who referred to the obligatory necessity of certain conditions. A communicative process is interactive if, and only if, it involves an information processing system between a sender and an audience (Nordby, 2011). There are several manifestations of interactive communication, as body language and gestures which are one of the forms of this communication, and also interactions on electronic platforms, the Internet and social media are among the other forms of communication.

1.1.4.4 Appropriateness. For Dewaele (2015), the concept of appropriateness is at the basis of the model of communicative competence originally proposed by Hymes (1972). Furthermore from a pragmatic perspective, there were who claimed that appropriateness of pragmatic performance depends on sufficient linguistic and pragmatic knowledge, as well as on overall strategic capacities to implement the knowledge in communicative interaction (Taguchi, 2017). However scientists clamied that there is a notion in accordance to appropriatness which is the ‘logic of appropriateness’. It “is likely to be used to justify decisions also when it is not used to make them. Likewise, in institutional spheres and societies where policy making is prescribed to follow the logic of consequentiality” (Olsen & March, 2004, p. 21). It can be concluded that appropriateness is very important to improve the skill of speaking.

1.1.4.5 Comprehension. Because the good listener will be a good speaker, listening skill plays an important role in improving the skill of speaking. According to Fang (2011), comprehension has two common senses:

- Narrow sense: It refers to the mental processes by which listeners take in a speaker's sounds and utilize them to form an interpretation of what they believe the speaker was trying to say.
- Broader sense: Listeners normally put the interpretations they have built to work. In a study conducted on the comprehension and pronunciation of English as a foreign language by Marzá (2014), and after the questionnaire submitted to the students, it was found that, 100% of them considered "English comprehension and pronunciation an important subject in their degree and felt that the subject would help them to improve their pronunciation" (Marzá, 2014, p. 265). This means that even students, in turn, know that understanding is one of the pillars of speaking and communication.

1.1.5 Factors Affecting EFL Learners' Speaking Skills

There are various factors that directly or indirectly affect the performance and behavior of students while speaking. Psychological factors are among them. They are related to problems or psychological state of students, such as anxiety, stress, depression, forgetfulness, short-term memory and other psychological issues. Cognitive factors are also among them. They are directly related to the cognitive state of students, such as delays in understanding and analysis, or stumbling and stuttering during pronunciation.

1.1.5.1 Psychological Factors. The most prominent psychological factors that threaten the linguistic achievement of EFL learners are anxiety, lack of motivation, and lack of self-confidence. Sometimes we find those who are prone to anxiety and depression and are distinguished in their reluctance to participate. Moreover motivation is regarded as the desire

of the students in learning a language, so the lack of motivation affect learnes's achievment in the language acquition as well as their language production . In additin to self-esteem, which is also one of these psychological factors. It presents much contribution in students' speaking performance; those who have self-esteem are potential to perform speaking in more fluent way because they consider the problem of making mistakes the last matter to think about (Ariyanti, 2016). Lack of self-confidence can be a serious problem among EFL leraners wherby they must defeat this issue by following tutors' instructions and through communication with others.

1.1.5.1.1 Anxiety. It is a complex phenomenon in language learning, which is connected to the issues that face the interlocutors and speakers while they speak a foreign language. In case of speaking about FL anxiety, there are specific factors behind anxiety, according to Hanifa (2018), as follows:

a) Cognitive Factors: deal with certain areas such, genre, interlocutors and processing demands.
b) Affective Factors: belong to the feelings and personality of the learners.
c) Performance Factors: particular circumstances such, communication apprehension, degree of collaboration and apprehensiveness resulting from discourse control.

However, there more than these factors - all can be from psychological and biological to social factors.

1.1.5.1.2 Lack of Motivation. The presence of material and moral motivation is a powerful factor that increases and enhances the abilities of the speaker and enriches the educational attainment of foreign language learners. For Benabadji (2006), motivation is the key to all learning environments. It enhances the learners' desire to participate in the learning process. Whereby if learners are motivated they will accomplish the task since they do have the will to do it, otherwise the lack of motivation can be a serious problem among EFL

classrooms, where the learners feel more stressed and have not a comfortable zone of study, and less motivated spaces of learning. In this case, they don't reach a high quality of language acquisition and language speaking.

1.1.5.1.3 Lack of Self-Confidence. Self-confidence is built in the personality since childhood and its acquisition or absence is due to internal or external psychological factors. Providing self-confidence means having the courage and the necessary ability to do a certain behavior, and its absence is one of the reasons of failing to accomplish specific educational tasks or even those social behaviors. Self-confidence has been defined in a number of ways throughout the literature. These definitions generally involve belief in one's own abilities to perform (Greenacre & Tung, 2016).

According to Orth & Robins (2013), self-confidence might be more central to psychological adjustment because of the emphasis placed on feeling good about one's own accomplishments; in collectivistic cultures, feelings about how one's accomplishments reflect on one's family and community might be more critical. It is worth saying that self-confidence has an impact on speaking skill, especially when presenting and sharing dialogues or conversations during the lesson, where those who have a lack of confidence have a low level compared to students who are motivated and more courageous to speak.

1.1.5.2 Cognitive Factors. Cognitive factors concern the mental abilities of individuals to analyze, conclude and evaluate the things around them. In this regard, the most prominent factors can be for instance poor listening comprehension, students' mother tongue interference and students' reticence.

1.1.5.2.1 Poor Listening Comprehension. Listening is one of the four skills in the English language, and therefore it is of great importance in linguistic achievement. This skill requires listening and understanding audio or verbal messages. The absence or weakness of understanding in the listening skill constitutes an accident and a barrier in front of the

recipient, due to his inability to analyze the message being listened to. Therefore, listening comprehension is the process of understanding speech that focuses on the role of linguistic components such as phonemes, words, and grammatical structures, as well as the involvement of the listener's anticipations, situation and context, prior knowledge, and the subject (Gilakjani & Sabouri, 2016).

Exposure to this problem does not necessarily mean that the recipient is unable to understand the addressee, as there may be external factors that cause something wrong, and in this regard Darti & Asmawati (2017) claimed that, it is correct that the problems in listening comprehension faced by students do not only come from the listeners themselves but also from content material and environment of listening comprehension. However, ICT may have an effective role in finding future solutions to this problem, and with the teacher's accompaniment and clarifications, the students will be more understanding and perceptive, which enhances their listening abilities, which in turn reflects their abilities in the speaking skill.

1.1.5.2.2 Students' Mother Tongue Interference. The mother tongue plays an important role in the courses of foreign language learners. By referring to it and its rules, it is easier for students to represent and compare between the mother tongue and the foreign language. However, sometimes there are forms of interactions where the learner and through the acquisition of the mother tongue, the greater part of the brain, responsible for language and memory, unconsciously prioritizes the origins and grammar of the mother tongue over the second foreign language. Moreover, the influence of the learner's native language on his learning of the target language is referred to as mother-tongue interference. Through looking at the studies and research conducted in this domain as the one by Mamo (2016), there are those who found that the main agents of the mother tongue interference are also found to be the teachers, students. That, the students are seen to be, unable to write at least one error free

creative sentence using correct vocabulary, spelling, punctuation, grammar and meaning (Mamo, 2016). Intrusion into the mother tongue would negatively affect the speaking skills of EFL students, and consequently both students and teachers should make greater efforts to differentiate between the target language to be learned and the mother tongue's principles and rules.

1.1.5.2.3 Students' Reticence. Feeling hesitant and excessive shyness are among the meanings of students' reticence. The students who are exposed to such symptoms of reticence were rarely found participating or talking, and their reactions are less than the norm. Moreover, students in large power distance or collectivist societies are expected to show respect to their teachers, by keeping silent and just listening (Tuyen, 2017). Furthermore, it is suggested to reduce students' hesitation by giving them more time to talk and speak (Aripin & Umam, 2019). In fact, foreign students who live in rural areas usually find themslves in isolation, hesitating mood, and thus creating distances that do not have to be. Perhaps if a strategy is invented such as collection, roleplays and dialogues during the lesson, this helps to reduce the level of reticence among EFLlearners.

1.1.6 Classroom Speaking Activities

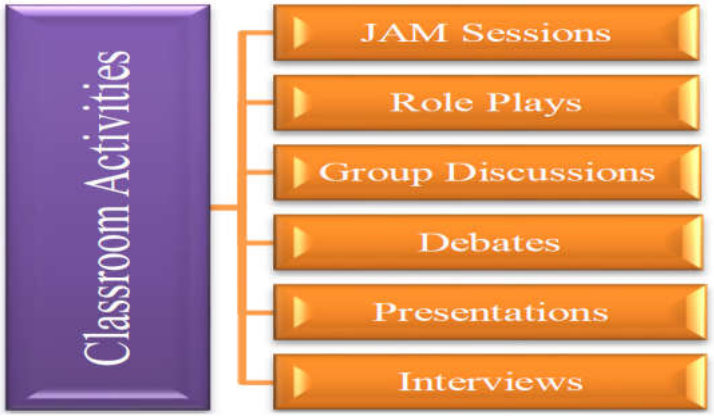
To deal with speaking a foreign language, it requires a degree of real time exposure; this latter can be realized through a set of classroom activities which have to be developed best in a dynamic interactive learning environment where both the teacher and learners collaborate and cooperate with one another to create a safe, comfortable and relaxed atmosphere for a perfect productive talk in classroom. These activities should include the different types and styles of expressions and acquainting students with the different language discourses and situational as well as contextual expressions. However, each teacher should select and adapt the activity and strategy that suits his learners' level, interests and goals. Based on Harmer (2001) claim, in the oral expression course; the common used speaking

activities should: “fall at or near the communicative end of the communication continuum” (p. 271).

Through the following classroom speaking activities including the just a minute (JAM) sessions, role plays, discussions or group discussions (GD), debates, presentations and interviews as presented in Figure 2, the teacher tries all the time to create interaction by exchanging information and expressing ideas of course with an exclusive care about the correct grammar (accuracy), adequate vocabulary, acceptable fluency as well as a good pronunciation to convey a meaning through speech which sounds like a native speakers’ one.

Figure 2

Classroom Activities for Enhancing the Speaking Skill (Rao, 2020)



1.1.6.1 JAM Sessions. In order to make all EFL learners speak, the teacher prepare a specific topic to discuss and to have the students speak each one separately in no more than one or two minutes, this type of activities is a JAM sessions. Speaking in the high school with using JAM game presents an efficient technique for pupils to speak throughout classrooms. This game can be played in a large or small group (Pertiwi & Amri, 2017). JAM sessions tend to be fast and of great value as it provide the opportunity to participate for all, which reduces the percentage of lack of self-confidence, hesitation and lack of motivation.

1.1.6.2 Role Plays. The exchange of roles would enhance speaking skills, for example, in theatrical plays that take place in schools and classrooms, especially for EFL learners as claimed by Aryal (2017), "role play is a way of bringing situations from real life into the classroom" (p. 5). It may also include plays, dramas, socio dramas, and simulation. This activity has importance and benefits in the interest of the educators, as it represents; a way in teaching and learning that offers holistic learning process in a multi-level experiential dimension of discovery, expression, and mastery where all learners and teachers learn and grow together (Alzboun et al., 2017).

Moreover, among the benefits of the role-play strategy and according to the recently published study by Ayuningtias et al. (2019), playing a role can foster confidence in students to speak English. The results of observations show that students can participate in teaching and learning activities using role playing technique. The role-play is sometimes through the role of the teacher by the students and sometimes when they are presented with the oral homework or exercises during the class.

1.1.6.3 Discussions or Group Discussions. To make the opportunity of participation available to all students, small group discussions are allocated to be an appropriate atmosphere characterized by discussion, dialogue, participation and cooperation among language teachers, where through this strategy the rate of hesitation is reduced and students feel more motivated. This strategy was mentioned in an article as follows: "In order to gain those competences, some snowballing and small group discussion can be used to increase students' self-efficacy and skill in speaking" (Silvana et al., 2018, p. 78). In addition, GD promotes the development of other abilities such as speaking skill. This technique comprises of two or more people in a small group for an oral exchange of ideas, who are responsible for their own learning, develop social skills and leadership and become active in an alternative

educational approach (Bohari, 2019). Group discussions develop some skills of EFL students as shown in Figure 3.

Figure 3

Skills Developed Using GD (Javatpoint, Group-Discussion, n.d.)

1.1.6.4 Debates. Debates are usually interesting and the discussion within this strategy is usually enthusiastic and objective, where a specific topic exposed to the debaters, which contains two poles or two points of view. Arguments and opinions are discussed and exchanged, allowing students to develop their skills in dialogue, listening, and speaking in a good polite discussion manner. However, debates can be criticized as reinforcing a bias towards dualism. This is because most debates depend on the juxtaposition of only two viewpoints, where in reality the matter is usually more complex (Brown, 2017). Debates are often formally held in the field of comparative religion, but this does not mean that they are not suitable for learning and teaching foreign languages.

1.1.6.5 Presentations. Presentations are one of the most prevalent methods among EFL communities, where it is simply represented by students individually or in a group. They consist of two to six people and each one presents in a reflexive and verbal manner the element that he is responsible for it. De Grez (2009) defined presentations as "the

combination of knowledge, skills, and attitudes needed to speak in public in order to inform, self-express, to relate and to persuade" (p. 5). Also, it is considered as one the most important tasks in college courses, through oral presentations students tend to develop their learning skills. Mahmuda (2015) claimed that the application of case presentation method could significantly improve the students' speaking ability in terms of accuracy dealing with vocabulary, grammar and fluency. Wilson and Brooks (2014) found that oral presentation is an activity used by teachers to help their students and give them the chance to comminute with each other's and use English inside the classroom.

Additionally, Wilson and Brooks (2014) presented the five major benefits of oral presentations in the classroom as follow:

- They are student-centered.
- They require the use of all four language skills.
- They provide students with realistic language tasks.
- They have value outside the language classroom.
- They improve students' motivation.

1.1.6.6 Interviews. Often, EFL students are subjected to interviews and directed through assignments or exercises to search for information through this strategy. According to Anggraeni et al. (n.d.), "direct interview type is a means of gathering data from one person by another or others that allows the individual to express views and opinion to others in structured ways" (p. 63). Therefore, interviews play an important role in developing oral research capabilities, which in turn leads to the development of students' abilities to develop the speaking skill.

To sum up, throughout this section, the role of oral communication generally and speaking specifically in the process of learning is presented and some of the theoretical aspects that concern foreign language speaking skill are demonstrated. Also what is meant by

a successful oral performance is explained stating that it is the ability and right to speak freely and clearly, unashamed, to fully vocalize, to choose to make contact with a word and to communicate that word successfully. Besides, this oral performance is so complex to realize and the speaking skill is extremely difficult to practice where foreign language learners encounter many constraints. Yet, FL teachers try to overcome these difficulties by adopting a variety of tasks and techniques.

1.2 Section Two: ICTs in EFL Classrooms

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. In such a rapid process, ICT represents a crucial factor in determining the new global educational trends and producing rapid changes in society. It has also 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. In this respect, this section reviews the literature related to ICT beginning with defining it, then presenting its components and tools, reasons behind its use in EFL classes, its advantages and disadvantages, and finally, discussing the factors that influence its integration in EFL contexts.

1.2.1 Definition of ICT

The term ICT stands for Information and Communication Technology. ICT covers all forms of technology and artificial intelligence such computers and communications equipment software that are used to create, transmit, receive, store, and processing information. In other words, ICT summarizes the myriad ways in which microchip technology has permeated many aspects of everyday life, in education, leisure, work and the home (Hegarty, 2004). So the technological transmitting of any data or information for communicative purpose is directly related to ICT. Additionally, Naciri (n.d.) referred to ICT

as "… electronic and computerized devices and associated human interactive materials in which we can apply in a range of teaching and learning processes".

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.

1.2.2 Components and Tools of ICT

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. It involves transfer and use of all kinds of information (Fekih, 2015). Jager & Lokman (1999) stated that ICT is the establishment of economy and a main driving force of social changes in the 21st century.

ICT embraces two main components that are software and hardware:

1.2.2.1 Software. Software is the set of instructions that make a computer to perform at least one task. Sang et al. (2010) maintained 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.

1.2.2.2 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 claimed again by Sang et al. (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 (NICs) 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.

ICT can be involved in several domains such as, economics, education, industry, art, and so on. Each Field had specific technological tools and resources. However, the subject of interest of this study is the use of ICT in education and the learning/teaching process. This field also has its specific tools as described briefly as follows:

- **Computers:** The computer was an electronic device which enabled both teacher and learner to perform a variety of operations in accordance to the set of institutions. In other words, it can combine all the advantages of the above mentioned media in an easily accessible form since it is characterized by speed, accuracy, diligence, and versatility. The computer may be used as a local machine (stand-alone) or within a network.
- **Internet:** The internet can be defined as the network of networks which is interconnected with millions of computers all over the world. It offered many services for both language teachers and learners through email, the World Wide Web, text, audio and video. It facilitates education and save the time of its user in any field.

- **Audio Devices:** Audio devices were the most popular and the most useful devices appropriated by the modern language teacher such as: CD player, the audiocassette recorders, and the web (MP3 software).
- **Videos:** Videos are made up of linking moving images with sound in order to provide learners with exposure to all important elements of spoken communication like gestures, pronunciation and intonation, and cultural contexts. They are found in DVD players, videocassettes, web sources, and video camera. The development of technology helps in providing meaningful films and videos through sub-titles in the mother tongue or target language in order to assist understanding and facilitate access to the language.
    - **Television and Radio Broadcasts:** Both satellite and terrestrial television programs offered cheap access to contemporary, authentic and culturally rich programmers for the language learner. The immediacy of current affairs programmers ensures that learners' exposure to the language is up-to-date and embedded in real world of native speakers.
    - **Telephone/Mobile Phones:** This medium has not been widely used for language teaching because of the relatively poor quality of analogue transmissions. Its use has been limited for students who are engaged in distance education. However, with the arrival of digital quality and lower connection costs, it has become one of the devices used to serve education.
    - **Cameras:** The only supportive organization of great benefit with regard to supporting ICT in schools is to use digital cameras. Digital cameras were likely to be limited to class demonstrations or to be used by one group at a time. They are available that can transfer pictures quickly and easily to a computer. Some will save photos directly onto a floppy disc. Furthermore, video and photographs will allow

students to revisit work for fuller comprehension, and a resource bank can be built up for use with new students (Smeets et al., 1999). Cameras store or transmit visual images.

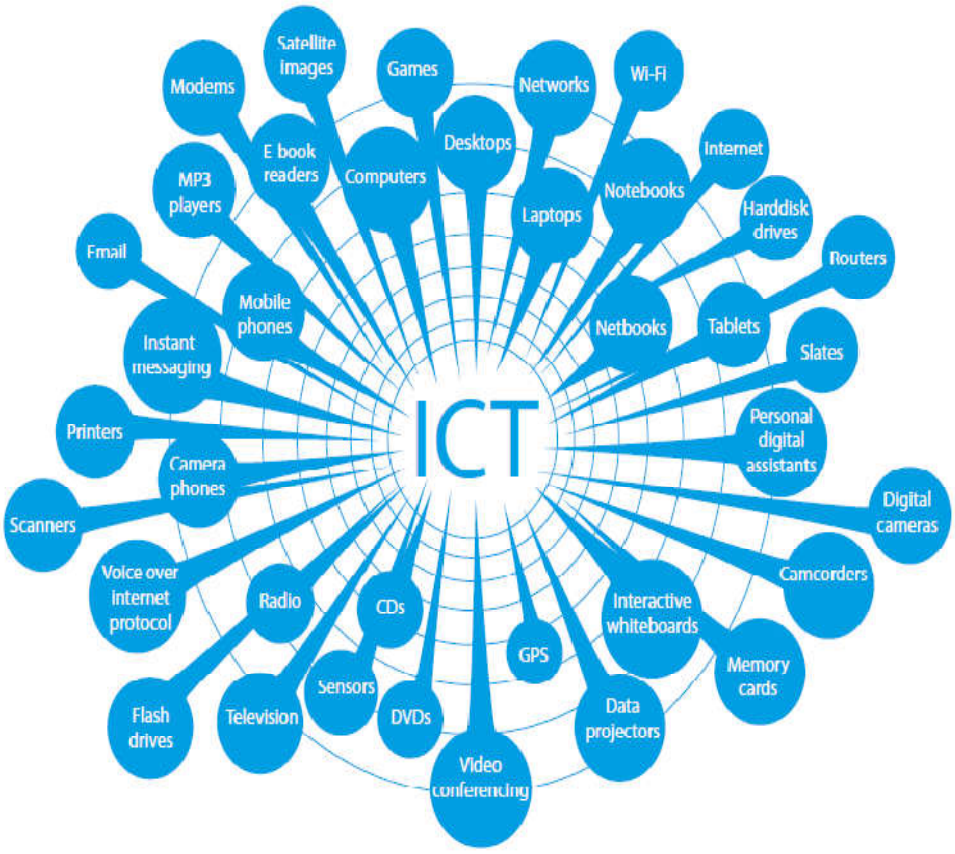
- **Scanners:** Scanners are like copying machines, but are smaller and usually work more slowly. Instead of producing a paper copy of an image, a scanner transmits an image in digital form to a connected computer. These are great to support presentation work and for scanning a written work for use on the Internet (Barton, 2004). Scanners can be used to transform information from a paper source – a text, an image from a book, a drawing, or a photograph into a digital image. This gives students direct visual access to experiments to review purposes and makes presentations highly entertaining**.**

- **Projectors:** Projectors are electronic-optical devices, emitting a strong beam of light to cast the computer monitor images onto a large screen. Computer images can be projected onto screen (Lorenz, 2018). Today, all slides or screens, information objects to be projected, can be made on computer or be input to a computer and presented on computer screen. Special software used for projection of screen images, constructing, and organizing them is called presentation software ant the popular one is Microsoft's PowerPoint.

Figure 4, according to UNESCO Institute for Statistics (2010), represents all kinds of instruments, tools, devices that are currently used in foreign language teaching and learning.

Figure 4

ICT Tools (UNESCO Institute for Statistics, 2010)



1.2.3 Reasons for Using ICT in EFL Classrooms

A set of educational needs and the desire to reach a higher level of information's acquisition were the reasons behind the call for ICT's integration in EFL classrooms. We live in the age of technology which becomes an essential part of our lives. For Cohen (2010) technology now is considered as a part of peoples' daily lives and with great access to digital technology than before. The rapid diffusion of technology has greatly affected EFL teaching and learning. Technology has extremely expanded and started to take its place in English language learning (Dudeney & Hockly, 2007). They pointed out that the reasons for this expansion were greater internet access and learners who grew up in the digital era. In order to better learning and teaching processes, the teacher needs to use technology in the classroom.

There are many reasons for using technology inside foreign language classes. First, technology offered access to authentic material on the web. Second, it made access to wider sources of information and varieties of language. In addition, it gave language learners with more opportunities for communication with the outside world besides to their teachers and classmates. Then, technology enabled to focus on one specific aspect of the lesson (pronunciation, vocabulary). Moreover, it made the learners more autonomous and enjoyable and it saved their times. Finally, it increased learners' creativity, productivity and their critical thinking (Tinio, 2002).

Some studies have been conducted to investigate reasons behind the integration of ICT in EFL classrooms, as the one stated by Hoang (n.d.) in which he claimed:

> The New Medium Consortium (2005) mentioned the technological areas that potentially contribute to the field of education as follows. The first one is called Extended Learning, in which traditional teaching and learning is enhanced through new communication tools or social networking sites The second area is called Ubiquitous Wireless, which deals with the rapid penetration of wireless networks fostering students' flexibility in learning via the use of their portable or mobile devices including laptops, tablets, smartphones…etc. Intelligent Searching, which is the third area, enables learners to search, organize and retrieve data in a more effective way. The fourth category is Educational Gaming, made up of games and simulations, is deemed as a learning tool to have beneficial effects on motivation, communication, critical thinking, and problem solving skills. (Hoang, n.d., p. 34)

In other words, despite that the traditional curriculum of teaching and learning, regarded as an official agreed sort of educational program, both tutors and learners cannot deny the role of ICT for their studies, practices, trainings or any activity that is concerned

with education. Another study has been conducted to investigate the role of ICT, from the based amassment perspective in universities, has founded that a mixed model of use, with ICT-based and traditional modes of assessment is the most likely outcome, so that assessment technology matches teaching and learning technology (Gipps, 2005).

1.2.4 Advantages and Disadvantages of ICT

1.2.4.1 Advantages. There were many advantages of ICT usage in foreign language teaching that can be classified as follows:

- **Capacity to Control Presentation:** This capacity marked the difference between computers and books. Unlike computers which can combine visual with listening materials, text with graphics and picture, books have a fixed presentation (Martí, 2006).
- **Novelty and creativity:** When presenting a lesson with the use of books, the teacher always stick to the same method; but, teaching with ICT enables the teachers to use different materials for each lesson (Haggins, 2000).
- **Feedback:** Computers correct students errors then provide them with fast feedback. In addition to correcting mistakes, they sometimes give the appropriate advice (Haggins, 2000).
- **Capacity to Control Presentation:** This capacity marks the difference between computers and books. Books have a fixed presentation, unlike computers, which can combine visual with listening materials, text with graphics and pictures (Martí, 2006). For the teacher, the digitized lecture has other advantages. First of all, the lecture can be transmitted to many places at once. The teacher can also show on screen the face of a student who has asked a relevant question. Other students asking questions that might be anticipated can receive standard answers generated by assistants or automatically.

- **Adaptability:** Unlike computer programmers which can be adapted by teachers to suit their students' needs and levels, books are produced in a single uniform format. Thus, computer programs are more preferred by learners (Padurean and Margan, 2009).

Many studies also assert that ICT provides positive impact on learning and teaching in general and teaching and learning of English in particular Anderson (2010) claimed that created new teaching and learning environments. In creating this new teaching and learning environment. ICT offered numerous advantages and provide opportunities to facilitate learning for young learners who have different learning style and abilities, including slow learners, and to make learning more effective, involving more senses in a multimedia context (Anderson, 2010).

Newhouse (2002) claimed that the Impact of ICT on learning and teaching has positive aspects within English as follows:

- The results of students' work can be seen immediately, which can stimulate and raise levels of motivation; students are more likely to engage in redrafting, amending and improving written work more readily due to the simplicity of this task when using ICT;
- The quality of presentation can be extremely high, which develops a sense of pride in students' work; and
- Depending on the number of computers/digital cameras, students often work collaboratively which encourages students to share and discuss ideas, making the task more enjoyable and often raising the level of achievement. This is particularly the case when groups contain students of differing abilities, with the achievement of weaker students being raised by their peers. Of course, it is important to ensure that

both/all students participate fully in group work and that no one student does the majority of the work (Newhouse, 2002).

In summary, it is obvious that ICT enables teachers and students to construct rich multisensory, interactive environments with almost unlimited teaching and learning potential because ICT supports access to online resources that use a powerful combination of video, text and graphics, prepared by specialists in a centralized facility and delivered to individuals or groups by technology; moreover, it helps the teacher to teach a whole class or part of a class, assisted by technology as appropriate to learn the same way or to choose ways that suit their individual learning styles. It also allows students to move independently between learning areas as necessary in large screen video display projector (Scrimshaw, 2004).

1.2.4.2 Disadvantages. As information technology has many advantages, it has also several drawbacks and sometimes it may exceed that to become risky while not being used properly, but far from the risks we will suffice to mention some negative aspects resulting from the use of some technological devices such as computers and smartphones in classrooms. According to Bas (2017), for instance, those majors that study English literature, from adorable enhancements, texts and rhymes have a different view on information technology, as through some experiences they found that**;** there are two elements in these produced metaphors that attract attention. The first of these is that teachers have negative perceptions about ICT, and the second one is that teachers perceive ICT as a reform. Bas (2017) added that using pen and paper as a traditional method is more successful than using a computer as he pointed out that composing online can have negative repercussions, as the editing process can interrupt and curtail the train of thought.

Among the problems and negatives that hinder and frustrate the process of activity during the lesson accompanied with ICT tools we find the following as stated by Florian & Hegarty (2004):

- Machines going down at the wrong moment and losing work and time.
- Lack of responsible ICT supervisors.
- Computers not updated regularly enough to run all the software required.
- Lack of funding for software.
- Lack of licenses to give access to all softwares.
- The maintenance of ICT devices requires a huge amount of money and the update of the outdated software also takes a fair amount of money. So we can say that technology has made education expensive.
- Making the class noisy and facilitating cheating and plagiarism.

The use of technology in the classroom can have negative impact on the student's achievement. Students may not have enough time to discuss the topic or to ask questions about it; because time has been wasted on technical problems. In addition, the overuse of ICT has a bad effect on students since they can learn using face-to-face interaction with their teacher. Another impact of using technology is that students reduce unwillingly their abilities to take notes effectively i.e. they are likely to listen, to follow and to grasp the message then to take notes using the appropriate information (Mbah, 2010).

In nutshell, the benefits of using ICT in EFL classrooms are a lot, but we cannot deny its negative aspects as devices, software or any given technological item could never perform as the human being; they can be helpful or harmful.

1.2.5 Factors Influencing the Integration of ICT in EFL Classrooms

There are several factors that can help the integration of ICT into classroom instruction. Dube and Nhamo (2018) suggested five main factors to make the integration of ICT successful:

- **Teachers' Demographic Factor:** The teachers' demographic factor referred to age, gender, and teaching experience which affect ICT integration in English lessons. In

general, younger teachers were more confident than old teachers in using ICTs. And the male teachers were more skilled than female teachers in monitoring technology. Moreover, novice teachers showed great interest in using ICT tools in their classes rather than experienced teachers.

- **Teachers' Perceptions:** Teachers' perceptions were crucial factors that influence successfully integration of ICT into EFL teaching process. The experienced teachers using technology displayed positive attitudes as they provide useful insight about the adaption and integration of ICT into teaching and learning process. Besides that, they encouraged less technologically capable teachers to learn the necessary skills for the integration of technology in the classroom. Teachers who held negative attitudes toward ICT were less skilled in using ICT.
- **Teachers' Training:** Another major factor of ICT integration into teaching is teachers' training. This helped a lot in integrating successfully ICT in teaching. According to Osborne and Hennessy (2003), new ICT tools and teaching approaches called for the training of teachers. When teachers were not trained they will not feel confident enough to implement ICT in classroom. Training courses on how to implement ICTs improved teachers' ability to select, integrate and evaluate ICT tools in teaching and learning process.
- **Teachers' Access to ICTs:** Access to ICT in school was a key factor leading to the integration of ICT in EFL education. Effective integration of ICT into teaching process relies on the availability and accessibility of ICT resources such as hardware and software. Therefore, access to computers, updated software and hardware made successful adoption and integration of new technology. Access to ICT resources was not only important, but also the selection of a suitable kind of tools and program to

support teaching. To enhance ICT integration in EFL teaching and learning, teachers need to access ICT resources and then used them appropriately.

- **Teachers' Computer Self- Efficacy:** Teachers' implementation of ICT depended on both computer use and self-efficacy. Computer self-Efficacy affected both the frequency and the manner in which ICTs are used in EFL instruction. Teachers' Computer self-Efficacy is described as a self-judgment and perception of capability to use a computer. This factor had greater impact on the use of ICT in classroom.

Conclusion

Speaking is a crucial part in foreign language teaching and learning. However, this skill represents a challenge for most students. That is, speaking remains the most difficult skill to master for the majority of English language learners (Naciri, n.d.). Speaking is of key significance for English language students to acquire. In this context, ICT, if appropriately used, could play a crucial role in rising students' speaking proficiency. It is essential to integrate ICT in teaching oral expression as it brings the real world into classrooms. Teachers as well need to think of new and interesting ideas in their teaching, it is required always bringing something new to the class, a diversity speaking activities and material use, in order to captivate students' attention and increase their motivation to talk, to participate and perform better during a speaking skill class.

2. Chapter Two: Research Methodology, Analysis and Discussion

Introduction

The current chapter represents the practical aspect of the current study. It offers a thorough explanation of the research method that is followed, as it provides the results obtained from the analysis of the data gathered from the students' and teachers' questionnaires with explanation and discussion. This chapter is divided into three sections; the first section is devoted to present an overall description of the research methodology used in this study, the second one is devoted to the analysis and discussion of the results. The chapter ends with a third section in which a summary of the results, the limitations of the study, pedagogical implications that can be generated, and further recommendations that can be set for future research.

2.1 Section One: Research Methodology

This section describes the research methodology that is followed including the study design, the sample and setting, the data gathering tools i.e. the students' and teachers' questionnaires, and the data collection/analysis procedures.

2.1.1 Study Design

A decision must be taken on what design should be followed, based on the research questions raised (Walliman, 2011). Therefore, we adopted the descriptive-analytical method of research due to its relevance to investigate the impact of using ICTs on second-year foreign languages students' speaking skill at the secondary schools of Tebessa. We used two questionnaires ending with an open-ended question as the main research tools; the first one was administered to the students and the other one to the teachers of English. The collected data from the two questionnaires were analyzed quantitatively and that of the open-ended question by their end were qualitatively analyzed. Dornyei (2007) pointed out that "… including a qualitative phase to explore the nature of such process is a natural and potentially

highly fruitful design that can greatly enhance the study's validity" (p. 173). In view of that, the study used a mixed method approach, which can be a means to eliminate biases that might result from relying exclusively on one data collection method, to test the validity of the findings and construct the major strength of this research design.

2.1.2 Sample and Setting

"Sampling is the process of selecting a few respondents (a sample) from a bigger group (the sampling population) to become the basis for estimating the prevalence of information of interest" (Kumar, 2011). The target population of the study was second- year foreign languages students and English language teachers at the secondary schools of Tebessa, from which a random sample of 275 students and 40 teachers belonging to nine secondary schools during the academic year 2020/2021 were selected out. The participants were chosen on the basis that foreign languages classes tend to have a good level in speaking and as they are more interested in learning English rather than the other streams. Two questionnaires were designed and used as the main research tools. They were distributed face-to-face in hard copies to the participants.

The aforementioned secondary schools are named as follows: 1) Messi Ali Secondary School, 2) Khediri El-Hadi Seconday School, 3) Abou Oubaida Amer Ibn El-Jarrah Secondary School, 4) Fatima Ezzahra Secondary School, 5) Saadi Seddik Secondary School, 6) Messani Adjel Secondary School, 7) Malek Ben Nabi Secondary school, 8) Matrouh El Aid Secondary School, and 9) Ibrahim Mezhoudi Secondary School. All these schools were situated in Tebessa, Algeria.

2.1.3 Data Gathering Tools

To achieve the purpose of this study, two questionnaires were used to probe into second- year foreign languages students and secondary school teachers of English with regard the impact of using ICTs on the students' speaking skill. The questionnaire is a research

instrument consisting of a series of questions used for obtaining useful information from individuals. It is also a common research tool used by researchers as being the easiest one because it does not require much time or energy. According to Nunan (1992), “a questionnaire is an instrument for the collection of data, usually in written form consisting of open and/or closed questions and other probes requiring a response from the subject” (p. 231).

2.1.3.1 Description of the Students’ Questionnaire. The students’ questionnaire starts with an invitation letter to the participants which summarizes the purpose of the study and gives some instructions and directions on how it can be completed. It is divided into four sections. It begins with a set of demographic questions under ‘Section 1’ aiming to provide background information regarding the students’ gender, age, and which communication tool they have and whether they have access to internet at home or not. This is followed with total number of 18 randomly-ordered questions of different types including yes/no questions, multiple-choice questions, and one open-ended question at the end of the questionnaire. These questions are grouped under three other sections. ‘Section 2’ contains seven questions related to learning the speaking skill in general. ‘Section 3’ includes 10 questions related to the use of technology in learning the speaking skill. A qualitative part consisting of one open-ended question under ‘Section 4’ is added at the end of the questionnaire. It tries to gain insights into the students’ suggestions for better use of ICT tools to develop their speaking skill. Generally, open-ended questions are great for getting authentic feedback because they give people a chance to describe what they are experiencing in their own voice.

According to Connelly (2008), a pilot study sample should be 10% of the sample projected for the larger parent study. The questionnaire was piloted with a sample of 30 second-year experimental sciences students from Messani Adjel Secondary School, for the

purpose of identifying the unclear items and developing the adequacy of the questionnaire. Also, to modify the wording of some complicated questions in the questionnaire.

After reediting the final version of the questionnaire (see Appendix A), it was distributed to the target participants by the first week of May 2021. The participants filled the questionnaire under the guidance and help of their English language teacher in class. Therefore, a total number of 40 valid responses were collected, and data were then ready for analysis.

***2*.1.3.2 Description of the Teachers' Questionnaire.** Similarly, the teachers' questionnaire begins with an invitation letter and is divided into four sections. The first section includes three demographic questions aiming to provide background information about the teachers' gender, degree (s) held, and years of teaching experience. The second section contains seven questions related to the teaching of the speaking skill in general. The third section includes 11 questions related to the use of ICT in teaching the speaking skill. The fourth section consists of one open-ended question which aims to probe into the teachers' suggestions for a better use of ICT tools to develop their students' speaking skill. Therefore, a total number of 22 questions of multiple types were designed under this questionnaire. Accordingly, printed copies of the of the teachers' questionnaire (see Appendix B) was administered and distributed by the first week of May, 2021 to a sample of 40 teachers of English from nine secondary schools in Tebessa. It took us 10 days to collect them. The answers were collected and data were then ready for analysis. To conduct field visits in these schools, University Permissions were given to us to facilitate the process. These permissions are attached in Appendix C following the same order as the participant secondary schools were named so far.

2.1.4 Data Collection/Analysis Procedures

The data gathered were analyzed quantitatively and qualitatively. The background information in the first section of both questionnaires was analyzed through descriptive

statistics, and the data in the second and the third sections were quantitatively analyzed using the following statistics: frequency and percentage. Tables were also used to display and present these data with analysis and interpretation. For analyzing the data provided by the open-ended question at the end of each questionnaire, qualitative techniques were used. Since the sample was not too large, it was easier for us to conduct the study manually by checking at what all the respondents replied to this question. This enabled us to compare the answers, gather similar ones and consider new ones. As a final process, we collected the results of the questionnaires to summarize the results of the whole study.

All in all, the background information about the research design, sample and setting, and data gathering tools are provided in this section. How the questionnaires were constructed, piloted, and applied is also presented. Additionally, the data collection procedures and a summary of the data analysis are thoroughly described. The next section deals with the analysis and discussion of the results obtained from the two questionnaires.

2.2 Section Two: Data Analysis and Discussion

The study aimed at investigating the impact of using ICTs on EFL learners' speaking skill. We used both quantitative methods to analyze the collected data results from the students' and the teachers' questionnaires, and qualitative techniques to analyze the collected data results from the open-ended question at the end of the questionnaires. Tables were also used to clarify and present these data.

This section begins with analyzing the collected data from the students' questionnaire then from the teachers' one and both in terms of the following aspects: background information, learning/teaching the speaking skill in general, using ICT tools in learning/teaching the speaking skill, and suggestions for a better use of ICT tools to develop the students' speaking skill. The section finally discusses and interprets the overall results of the study in light of the research questions and hypotheses.

2.2.1 Analysis of the Results Obtained from the Students' Questionnaire

2.2.1.1 Analysis of Section 1: Background Information.

2.2.2.1.1 Question 1: Gender.

Table 1

Students' Gender

	Frequency	**Percentage (%)**
Female	178	64.7
Male	97	35.3
Total	275	100

As Table 1 shows, female students are more than males by almost a double. Girls were 178 (making 64.7%), whereas boys were 97 (making 35.3%). We would interpret this to the fact that females generally have good averages in foreign languages and on this is basis they are directed to study in the foreign languages stream at the secondary schools than males.

2.2.2.1.2 Question 2: How old are you?

Table 2

Students' Age

	Frequency	**Percentage (%)**
15 years old	72	26.2
16 years old	140	50.9
17 and more years old	63	22.9
Total	275	100

Table 2 reveals that most of the students' age ranged between 15 and 16 years old. Out of the total number of the sample, we have found 140 students who are 16 years old (50.9%) which is the average age for second-year secondary school students; while 72

students representing 26.2% of the sample are 15 years old. 63 students representing 22.9% of the participants are 17 years old or more.

2.2.2.1.3 Question 3: Do you have a … ?

Table 3

Students' Devices Owneship

	Frequency	**Percentage (%)**
Computer	67	24.4
Laptop	66	24
Basic phone	24	8.7
Smartphone	118	42.9
Total	275	100

Table 3 illustrates that smartphones are well spread among students with 42.9, while just 24 students corresponding to 8.7 % got basic phones. The remaining students are nearly divided half by half between those who have either a computer or a laptop with 21.4% and 24% in respect.

2.2.2.1.4 Question 4: Do you have access to the internet?

Table 4

Students' Internet Availability

	Frequency	**Percentage (%)**
No	52	18.9
Yes	223	81.1
Total	275	100

The majority of the participants (81.1%) responded positively while a minority of (18.9%) declared that they do not have access to the internet at home. This huge gap between the participants could be attributed to the fact that some zones in the outskirts of the city are

still lacking internet coverage. Also, despite having access to internet cables, some families refrain from exposing their children to the web for a variety of reasons.

2.2.1.2 Analysis of Section 2: Learning the Speaking Skills in General.

2.2.1.2.1 Question 5: Do you agree with the idea that you have to speak the language in order to learn it?

Table 5

Students' Views About the Need to Speak the Language in Order to Learn it

	Frequency	**Percentage (%)**
Agree	18	6.5
Disagree	257	93.5
Total	275	100

The majority of students (257) expressed their agreement with the idea that they have to speak the language in order to learn it, while 18 students showed their disagreement. The huge gap between both categories could potentially be due to the differing viewpoints regarding language acquisition.

2.2.1.2.2 Question 6: How do you find speaking English?

Table 6

Students' Rating of Learning English

	Frequency	**Percentage (%)**
Very easy	37	13.5
Easy	112	40.7
Difficult	95	34.5
Very difficult	31	11.3
Total	275	100

Table 5 designates that the difficulty of speaking English varies considerably among the participants. The highest percentage of students with 40.7% asserted that speaking English is easy, followed with 13.5% who found it very easy. On the contrary, 34.5% of them assumed that it is difficult, and 11.3% considered speaking in English as a very difficult task.

2.2.1.2.3 Question 7: How do you rate your oral performance?

Table 7

Students' Oral Performance Rating

	Frequency	**Percentage (%)**
Excellent	68	24.7
Very Good	75	27.3
Good	76	27.6
Weak	56	20.4
Total	275	100

Table 7 deals with the students' level in speaking English. The majority of the participants with 27.6% considered their level as a good one; 27.3% of them considered it as a very good; 24.7% of the sample stated that their level is excellent; and only 20.4% admitted that they have weak level. The students' level in speaking English is varied from one student to another. The good level reflects the more attention students give to the speaking skill (i.e. the students may work out their speaking through a variety of strategies), whereas the bad one reflects the students' ignorance of this skill (i.e. these students do not practice the speaking skill). This could be related to the participants' exposure to daily content in English.

2.2.1.2.4 Question 8: How often do you speak and participate in class?

Table 8

Student s' Participation Frequency in Class

	Frequency	**Percentage (%)**
Always	88	32
Often	45	16.4
sometimes	65	23.7
Rarely	63	23
Never	14	5.1
Total	275	100

Eighty eight students (32%) claimed that they always speak and participate in the classroom. Sixty five students said they sometimes speak in English to express their ideas in class. Whereas only 45 students said that they rarely use English and 14 of them said they never do.

2.2.1.2.5 Question 9

- ***Do you feel afraid when you speak in class?***

Table 9

Students' Fear When Speaking in Class

	Frequency	**Percentage (%)**
No	101	36.7
Yes	174	63.3
Total	275	100

According to the results displayed in Table 9, the majority of the participants with 63.3% responded positively to the question which signifies their fear when speaking in class. However, 36.7% ignored the fact of being afraid when speaking in English in class.

- ***If yes, it is because ……***

Table 10

Possibly Reasons of the Students' Fear of Speaking in class

	Frequency	**Percentage (%)**
Fear of making grammatical mistakes?	50	18.2
Fear of making pronunciation mistakes?	57	20.8
Have deficient vocabulary?	67	24.4
Lack of practice inside and outside the class?	28	10.1
Lack of self-confidence?	20	7.2
Lack of motivation?	34	12.4
Fear of teacher's negative feedback?	19	6.9
Other causes?	0	0
Total	275	100

We observe from Table 10 that the majority of students with 24.4% assumed that their fear of speaking in class is because they have deficient vocabulary, while 20.8% of them returned it to their fear of making pronunciation mistakes and 18.2% of them are afraid to talk because of their fear to make grammatical mistakes. Additionally, 12.4% of the participants stated that they lack of motivation and 10.1% of them declared that their fear of speak is due to the lack of practice inside and outside the class. Moreover, 7.2 % of the students maintained that they lack self-confidence while 6.9 % of them said that the feel afraid when speaking in class because of their fear of their teacher's negative feedback. None of the students added further reasons to the suggested ones.

2.2.1.2.6 Question 10

- ***Does your teacher encourage you to speak and overcome your difficulties in speaking?***

Table 11

Students' Views about Their Teacher's Encouragement to Speak

	Frequency	**Percentage (%)**
No	2	7.8
Yes	273	92.2
Total	275	100

Notably, the uttermost majority of students (92.2%) responded positively to the question. The teacher's encouraging guidelines and positive feedback boosted the students' ability to overcome their inadequacies. Whereas, two students claimed that their teachers don't encourage them and this affect their willingness to speak in English. We conclude from the obtained results that there is indeed motivation from the part of the teachers inside the classroom.

- ***If yes, it is through …….***

Table 12

Possibly Methods to Overcome the Students' Fear of Speaking in Class

	Frequency	**Percentage (%)**
Allowing them to use their mother tongue?	25	11.3
Asking them to make efforts to speak?	79	27
Adopting positive error correction and showing understanding?	53	19.5
Using relaxation techniques?	12	7.6

Using varied speaking activities?	105	34.6
Other, please specify	0	0
Total	275	100

This questions targets in what ways the teachers encourage their students to speak and overcome their difficulties in speaking in class. The majority of students with 34.5% assumed that their teachers do not focus on a single technique to improve their speaking; however, they rely on a heterogeneous methodology to boost their speaking skills. Some students with 27% declared that their teachers ask them to make efforts to speak, others with 19.5% pointed out that their teacher adopt positive error correction and show understanding in case of making errors, and few of them with 7.6% revealed that their teachers use relaxation techniques through some body movements, imagination and deep breathing for example**.**

2.2.1.2.7 Question 13: Which of the following speaking activities do you prefer most to develop your students' speaking skill?

Table 13

Students' Mostly Preferred Speaking Activities

	Frequency	**Percentage (%)**
Free discussion	80	29.1
Role play	35	12.8
Group work	40	14.5
Language games	29	10.5
Storytelling	26	9.5
Interviews	65	23.6
Others, please specify	0	0
Total	275	100

As the statistics in Table 13 show, 29.1% of the students preferred free discussion to enhance their speaking abilities, followed by 23.6% of them who were in favor of interviews and then by 14.5% of them who were with group work. There are also varying percentages, as it is divided into 12.8% who liked role plays, 10.5% who liked language games, and then 9.5% who preferred storytelling. Generally, many students consider free discussion and interview as the most useful and motivated activities that improve their speaking skill.

2.2.1.3 Analysis of Section 3: Using ICT Tools in Learning the Speaking Skill.

2.2.1.3.1 Question 12

- ***Does your teacher use ICT tools in class?***

Table 14

Students' Views about Their Teacher's Use of ICT tools in Class

	Frequency	**Percentage (%)**
No	47	17.1
Yes	228	82.9
Total	275	100

Examining Table 14 above, it can be noticed that the majority of participants (82.9. %) assumed that their teachers use ICTs in class whereas 47 students (17.1%) responded negatively.

- ***If yes, could you please specify which of the following ICT tools does your teacher use?***

Table 15

Students' Views About Their Teacher' s Mostly Used ICT Tools

	Frequency	**Percentage (%)**
Computer	66	24
Tablet	33	12

Smartphone	47	17
Television	0	0
Data projector	75	27.3
Voice recorder	54	19.7
Total	275	100

Table 15 shows that the majority of students (27.3%) claimed that they use the data projector most in class. This is followed by the computer as the second used supplementary material according to 24% of the students. The results further demonstrate that the voice recorder is also used in class as 19.7% of the students believed so. Tablets and smartphones are also used as 17% and 12% of the students thought. None of the students admitted that TV sets are used anymore. The data projector, the computer and the voice recorder are the mostly used tools in class. Although the smartphone is of daily use among all age groups, it is the 2nd least tool prior to the television. . It can be stated finally that although the participants are satisfied with the activities used in speaking sessions, they considered ICTs as the best way to develop their speaking skill.

2.2.1.3.2 Question 13: What is your attitude towards the use of ICT tools in class?

Table 16

Students' Attitudes Towards the Use of ICT Tools in Class

	Frequency	**Percentage (%)**
Negative	19	6.9
Positive	256	93.1
Total	275	100

The vast majority of the participants with 93.1% showed their positive attitudes towards the use of ICT tools in the classroom. It could be due to the fluidity of the learning

process and the increasing output after this use. Table 16 further shows that few students with 6.9% expressed their native attitudes.

2.2.1.3.3 Question 14: How often do you practice the language using ICT tools in class?

Table 17

Student' Frequency of Practicing the Language Using ICT tools in Class

	Frequency	**Percentage (%)**
Always	22	8
Often	111	40.3
Sometimes	86	31.3
Never	56	20.4
Total	275	100

Prior to the frequency use of ICTs in class, the majority of the participants (40.3%) declared that they often use ICT tools. The second highest proportion (31.3% of the sample) admitted that their teachers use these tools sometimes. Then, 20.4% of the students claimed that they never use them. Very few students (8%) said that they always have these tools in their speaking classes.

2.2.1.3.4 Question 15

- ***Does the use of ICT tools help in developing your speaking skill?***

Table 18

Students' Evaluation of the Use of ICT tools in Developing Their Speaking Skill

	Frequency	**Percentage (%)**
No	5	1.8
Yes	270	98.2
Total	275	100

Table 18 demonstrates that a huge majority of students (98.2%) confirmed their further positive attitudes towards the use of ICT tools by agreeing that it helps in developing their speaking skill. Only very few (1.8%) stated that these tools are not effective.

- **If yes, how? If no, why?**

When we asked the students on what basis they built their answers. In one hand, the participants who said 'No' for the former question stated that ICTs are not effective which could potentially be due to the participants' lack of access or unwillingness to incorporate these tools in their learning process. On the other hand, the other participants who were in favor of ICTs justified their answers by saying that these aids help them to enhance their listening as well as speaking skill; avoid some difficulties such as spelling mistakes and pronunciation; and develop their vocabulary. They added that ICT tools in classrooms make them feel comfortable and contribute in developing many aspects of their speaking skill like vocabulary, pronunciation and grammar. They further realized that ICTs make them experience real life situations and authentic English.

2.2.1.3.5 Question 16: What does your teacher use most for the development of your speaking skill?

Table 19

Students' Views About Their Teacher's Mostly Used ICT Tools for the Development of Their Speaking Skill

	Frequency	**Percentage (%)**
Online dictionaries	114	26.3
Videos	73	41.6
Podcasts	19	6.9
Drawing and graphics	63	23
Total	275	100

As can be seen in Table 19, the students with 41.6% pointed out that their teachers use videos most for the development of their speaking skill followed by a percentage of 26.3% out of the total sample who stated the mostly used tool is online dictionaries. However, drawings and graphics and podcasts are the least used ones in the language class.

2.2.1.3.6 Question 17: Do you enjoy the lesson when your teacher uses ICT tools in class?

Table 20

Students' Reaction When Their Teacher Uses ICT Tools in Class

	Frequency	**Percentage (%)**
No	70	25.5
Yes	205	74.5
Total	275	100

As Table 20 suggests, the majority of the students (74.5%) agreed that they enjoy the lesson when ICT tools are used. In other words, these tools add an element of joy and raise their motivation to learn. The remaining students representing 25.5% of the total sample expressed their disgust and boredom when ICTs are used in class.

2.2.1.3.7 Question 18: Does the ICT tools enhance your motivation and interest to develop your speaking skill?

Table 21

Students' Evaluations of the Role of ICT Tools in Enhancing Their Motivation and Interest to Develop Their Speaking Skill

	Frequency	**Percentage (%)**
No	90	32.8
Yes	185	67.2
Total	275	100

Table 21 illustrates that great proportion of the students (67.2%) maintained that the ICT tools enhance their motivation and interest to develop their speaking skill, while 32.8% of them denied this motivating role. In fact, these results support the ones obtained from the analysis of Question 18.

2.2.1.3.8 Question 19: Does your teacher encourage you to use ICT tools outside the class in order to develop your speaking skill?

Table 22

Students' Views About Their Teacher's Encouragement to Use ICT Tools Outside the Class

	Frequency	**Percentage (%)**
No	64	23.4
Yes	211	76.6
Total	275	100

The majority of the students' responses (76.6%) were in favor of the teacher's role in encouraging them to use ICT tools outside the class in order to develop their speaking skill while the remaining responses (23.4%) were oppositely expressed.

2.2.1.3.9 Question 20: Do you think that using ICT tools in class may have negative aspects and effects on your learning in general and speaking skill in particular?

Table 23

Students' Views About the Negative Aspects of Using ICT Tools

	Frequency	**Percentage (%)**
No	183	66.4
Yes	92	33.6
Total	275	100

Although a minority composed of 92 students doubted the benefits and positive aspects of ICTs on their learning in general and speaking skill in particular, the massive majority of 183 students ultimately agreed that ICTs play a positive and crucial role.

2.2.1.3.10 Question 21

- ***Do you face difficulties and obstacles when you use ICT tools in class?***

Table 24

Students' Facing Difficulties and Obstacles When Using ICT Tools

	Frequency	**Percentage (%)**
No	119	43.4
Yes	156	56.6
Total	275	100

The students' responses between 'Yes' and 'No' are close, but the majority of the participants (56.6%) admitted that they face difficulties and obstacles when they use ICT tools in class. Whereas 119 participants agreed that they do not experience any problem with the use of ICTs.

- ***If yes, could you please give examples of these difficulties and obstacles?***

Table 25

Students' Suggested Difficulties and Obstacles When Using ICT Tools

	Frequency	**Percentage (%)**
ICTs illiteracy	110	40
Lack of technological tools	80	29
Noisy classrooms	50	18.2
Technical and control problems	35	12.8
Total	275	100

The major problem as suggested by the majority of students (40%) is the ICTs illiteracy i.e. lacking appropriate knowledge to use these tools. In addition, 29% of the students claimed that the lack of technological tools is among their major difficulties when using ICTs in class. Moreover, 18.2% added that the use of ICTs makes the classroom very noisy, while 12.8% of them mentioned that technical and control problems can also hinder their learning using ICTs.

2.2.1.4 Analysis of Section Four: Suggestions.

2.2.1.4.1 Question 22: What would you suggest for a better use of ICT tools to develop your speaking skill?

After the process of emptying the data related to the students' suggestions to the open-ended question at the end of the questionnaire, regarding the subject of ICTs, and including them in the framework of enhancing speaking skill, all the suggestions were then extrapolated, and already commented by 277 students and divided into three parts, one that sees it, as being of great benefit and they enjoy using it and develop their speaking abilities, and it was about 65 percent, corresponding to 180 students, who said that. The second part of the suggestions is devoted to the category that encourages ICTs, but not to a large extent, as they refer to the obligation to follow the instructions of teachers that were through 91 students, a percentage of 33 percent. The third part includes suggestions to reconsider the inclusion of ICT tools, as it is considered negative and causes out of focus and loss of self-confidence by a percentage of 2%.

Taking the majority into consideration, most of the suggestions can be summarized as follows:

- Using ICTs is a good strategy but it should be put into practice with a good deal of attention in selecting the appropriate tool to use; and

- The eventual use of ICTs in class requires the necessary equipments, time and space, which are not available in their secondary schools. However, the use of ICTs as a teaching tool in terms of equipments and space is not very demanding, maybe when it comes to time, it becomes little bit problematic, but if the students see that ICTs integration is worth trying it, the administration should work on the implementation of this teaching tool and afford teachers enough time.

2.2.2 Analysis of the Results Obtained from the Teachers' Questionnaire

2.2.2.1 Analysis of Section 1: Background Information.

2.2.2.1.1 Question 1: Gender.

Table 26

Teacher' Gender

	Frequency	**Percentage (%)**
Female	34	85
Male	6	15
Total	40	100

The majority of teachers are females; they represent 85% of the sample. However, the remaining 15% represents the male teachers. Therefore, the results above prove that female teachers present the largest proportion; we would interpret this to the fact that females are more engaged in teaching foreign languages than males.

2.2.2.1.2 Question 2: Degree (s) Held.

Table 27

Teachers' Degree(s)

	Frequency	Percentage (%)
BA (License)	14	35
MA (Master)	26	65
PhD (Doctorat)	0	0
Total	40	100

With regard to the degrees, they range from BA with 35%, MA holders composing the majority with 65% and a minority of PhD degrees with 0% holders.

2.2.2.1.3 Question 3: How long have you been teaching English?

Table 28

Teachers' Teaching Experience

	Frequency	Percentage (%)
01-05 years	7	17.5
05-10 years	21	52.5
More than 10 years	12	30
Total	40	100

Notably, among the teachers questioned, only seven teachers had a limited experience of less than 5 years. As the table shows, 30% of the teachers questioned had an experience of more than 10 years and 52.5% had a career that ranges between 5-10 years. The teachers' experience makes them familiar with teaching materials and knowing how to enhance their students' speaking skill.

2.2.2.2 Analysis of Section 2: Teaching the Speaking Skill in General.

2.2.2.2.1 Question 4: Do you agree with the idea that your students have to speak the language in order to learn it?

Table 29

Teachers' Views About the Need to Speak the Language in Order to Learn it

	Frequency	**Percentage %**
Agree	40	100
Disagree	0	0
Total	40	100

All teachers responded positively to the fourth question. This means that they believe that in order for the learners to learn the language, they have to speak it. This result indicates that teachers are aware about the importance of the speaking skill.

2.2.2.2.2 Question 5: How do you rate your students' level of speaking?

Table 30

Teachers' Views About Their Students' Level of Speaking

	Frequency	**Percentage (%)**
Excellent	1	2.5
Very Good	5	12.5
Good	26	65
Weak	8	20
Total	40	100

The purpose behind this question is to find out the teacher's evaluation for their student's oral performance. According to Table 30, only one teacher responded that his students' level in oral performance is excellent. The findings also show that eight teachers considered their students' output to be weak. In the opposite, the sample was split between

"good" and *"very good"* as an assessment of the students' oral performance with 65% and 12.5% respectively. This means that, for the teachers, their students had an acceptable level but not satisfactory.

2.2.2.2.3 Question 6: How often do your students speak and participate in class?

Table 31

Teachers' Views About Their Students' Participation Frequency in Class

	Frequency	**Percentage (%)**
Always	28	70
Sometimes	11	27.5
Rarely	1	2.5
Never	0	0
Total	40	100

Twenty eight teachers considered their students that they always speak and participate in class, while 11 teachers believed that they sometimes. Only one teacher assumed that they rarely do and none of them stated that they never do. Hence, it can be noticed that the majority of the students participate and speak in classroom and this catches the teachers' attention.

2.2.2.2.4 Question 7: Do you think the time allotted for teaching the speaking skill is sufficient?

Table 32

Teachers' Views About Time Sufficiency for Teaching the Speaking Skill

	Frequency	**Percentage (%)**
No	35	87.5
Yes	5	12.5
Total	40	100

The majority of the participants with 87.5% responded unfavorably to question 7. This shows that teachers believed in the importance of the speaking skill and this is why they considered the time allotted for teaching it insufficient as they thought that the more they give students opportunities to interact and speak the more they have better achievements in oral performance.

2.2.2.2.5 Question 8

- ***Do your students feel afraid when they speak in class?***

Table 33

Teachers' Views About Their Students' Fear When Speaking in Class

	Frequency	**Percentage (%)**
No	13	32.5
Yes	27	67.5
Total	40	100

The majority of teachers with 67.5% assumed that their students exhibit a certain degree of discomfort and feel afraid when they attempt to speak the language, while 32.5% of them stated the opposite. In other word, most students indicate that they feel fear while they speak in English probably because the speaking skill is challenging.

- ***If yes, it is because……***

Table 34

Possibly Reasons of the Students' Fear of Speaking in class

	Frequency	**Percentage (%)**
Fear of making grammatical mistakes?	7	17.5
Fear of making pronunciation mistakes?	6	15
Have deficient vocabulary?	11	27.5

Lack of practice inside and outside the class?	2	5
Lack of self-confidence?	3	7.5
Lack of motivation?	9	22.5
Fear of teacher's negative feedback?	2	5
Others, please specify	0	0
Total	40	100

As far as the reasons behind the students' fear of speaking in class, the teachers first viewed that it is because they lack vocabulary with a percentage of 27.5. Secondly, other teachers referred this problem to the lack of motivation with a percentage of 22.5. Thirdly, some others returned this problem to the students' fear of making grammatical and pronunciation mistakes with a percentage of 17.5 and 15 respectively. Finally, a small percentage of the teacher participants believed that lack of self-confidence, lack of practice inside and outside the class, and fear of the teacher's negative feedback are among the reasons that hinder the students' speaking skill in class.

2.2.2.2.6 Question 9

- ***Do you encourage your students to speak and overcome their difficulties in speaking?***

Table 35

Teachers' Encouragement for Their Students to Speak

	Frequency	**Percentage (%)**
Yes	40	100
No	0	0
Total	40	100

Table 35 presents that all the teachers encouraged their students to speak inside the classroom, which shows that they are all aware of the importance of encouragement. They consider encouraging the students as a crucial role in improving their speaking.

- **If yes, it is through ……..**

Table 36

Possibly Methods to Overcome the Students' Fear of Speaking in Class

	Frequency	**Percentage (%)**
Allowing them to use their mother tongue?	1	2.5
Asking them to make efforts to speak?	9	22.5
Adopting positive error correction and showing understanding?	8	20
Using relaxation techniques?	2	5
Using varied speaking activities?	20	50
Others, please specify	0	0
Total	40	100

This question aims at showing the different methods used by teachers to encourage their students to improve their speaking skill. Half of the participants (50%) were in favor of using varied speaking activities; 22.5% of them preferred asking their students to make efforts to speak; 20% of them maintained that they adopt positive error correction and show interest; 5% of them declared that they use relaxation techniques; and 2.5% of them pointed out that they allow mother tongue use. We would interpret this to the fact that the teachers use various ways to encourage their students to speak and overcome their difficulties in speaking.

2.2.2.2.7 Question 10: Which of the following speaking activities do you use most to develop your students' speaking skill?

Table 37

Teachers' Mostly Used Speaking Activities in Class

	Frequency	**Percentage (%)**
Free discussion	11	27.5
Role play	3	7.5
Group work	9	22.5
Language games	6	15
Interviews	10	25
Storytelling	1	2.5
Others, please specify	0	0
Total	40	100

From the analysis of the teachers' answers, the results reveal that 11 teachers (27.5%) agreed that free discussion is the mostly used speaking activity in Class followed with interviews as suggested by 10 teachers. For the first activity, the students choose a topic and present it in front of their classmates and then discussion begins. The remaining teachers suggested other activities such as role play, group work, language games, and storytelling to be used in class to develop their students' speaking skill.

2.2.2.3 Analysis of Section 3: Using ICT Tools in Teaching the Speaking Skill

2.2.2.3.1 Question 11

- ***Do you use ICT tools in class?***

Table 38

Teachers' Use of ICT Tools in Class

	Frequency	Percentage (%)
No	4	10
Yes	36	90
Total	40	100

Table 38 shows that most of the teachers with 90% confirmed that they used ICT tools in their classes; however, a few of them with 10% revealed that they did not.

- **If yes, it is through ……**

Table 39

Teachers' Mostly Used ICT Tools in Class

	Frequency	Percentage (%)
Computer	10	25
Tablet	1	2.5
Smartphone	8	20
Television	0	0
Data projector	12	30
Voice recorder	9	22.5
Total	40	100

As displayed in Table 39, the mostly used tool or device is the data projector followed by the computer and then by voice recorders and smarphones as suggested by teachers with a percentage of 30%, 25%, 22.5% and 20% respectively. The least used ones are tablets and TV sets. we can see what type of materials teachers use to display ICTs sand use them in classroom. Accordingly, these results reflect the teachers' awareness about the variety of ICT tools. Using the right tool depends on the students' needs and the learning situations.

2.2.2.3.2 Question 12: What's your attitude towards the use of ICT tools in class?

Table 40

Teachers' Attitudes Towards the Use of ICT Tools in Class

	Frequency	**Percentage (%)**
Positive	40	100
Negative	0	0
Total	40	100

The aim behind this question is to show the teachers' attitudes towards the use of ICT tools in their classes. Accordingly, all the teachers with 100% revealed that they had a positive attitude, i.e. they are in favor of the use of ICTs in class.

2.2.2.3.3 Question 13: Did you have any training about how to use ICT tools in class?

Table 41

Teachers' Training on how to use ICT Tools in Class

	Frequency	**Percentage (%)**
No	23	57.5
Yes	17	42.5
Total	40	100

Most of the teacher participants with 57.5% admitted not to undergoing training related to the use of ICT tools, while 42.5% asserted that they went through some training sessions on how to use ICTs in class.

2.2.2.3.3 Question 14: How often do you use ICT tools in class?

Table 42

Teachers' Frequency of Using ICT tools in Class

	Frequency	**Percentage (%)**
Always	3	7.5
Often	15	37.5
Sometimes	16	40
Rarely	4	10
Never	2	5
Total	40	100

The data presented in Table 42 displayed variety among the teachers' responses toward Question 14. Many teachers with 40 % declared that they use ICT tools sometimes in their classes, while 37.5% of them stated that they often do. 10% of the participants assumed that they rarely use ICT tools. Just three teachers assumed that they always use ICT tools. The much smaller group of teachers' answers revolved around either always or never with 7.5% and 5% respectively.

2.2.2.3.4 Question 15

- ***Does the use of ICT tools help in developing your students'speaking skill?***

Table 43

Teachers' Evaluations of the Role of ICT Tools in Developing Their Students' Speaking Skill

	Frequency	**Percentage (%)**
No	1	2.5
Yes	39	97.5
Total	40	100

Nearly all the teachers except one teacher responded positively to Question 15. This means that they believed in the importance of ICT tools in developing their students' speaking skill.

- **If yes, how? If no, why?**

We asked the teachers in what way they see ICT tools efficient in developing the learners' speaking skill and their answers were various. They said that ICTs expose students to authentic language, real life communication, interesting topics, and different accents. These tools increase learners' motivation and interaction particularly when they have captions. They give students chance to imitate and develop their self-confidence. They also help in acquiring vocabulary and learning correct pronunciation. Next, ICTs make students autonomous in learning (student-centered). Finally, the exposure to authentic English in different subjects helps improve pronunciation, vocabulary, grammar and fluency.

2.2.2.3.5 Question 16: What do you use most for the development of your students' speaking skill?

Table 44

Teachers' Mostly Used ICT Tools for the Development of Their Speaking Skill

	Frequency	**Percentage (%)**
Online dictionaries	5	12.5
Videos	23	57.5
Podcasts	7	17.5
Drawings and graphics	5	12.5
Total	40	100

It is clearly noticeable that, most of the participants with 57.5% reported that they use videos most for the development of their students' speaking skill; this is followed with the

use of podcasts which ranked the second with 17.5%. The teachers use also online dictionaries and drawings and graphics both with 12.5%. In short, the overwhelming majority of teachers centered on the role of videos in enhancing their students' speaking skill.

2.2.2.3.6 Question 17: Do your students enjoy the lesson when you use ICT tools in class?

Table 45

Teachers' Views About Their Students' Reaction When Using ICT Tools in Class

	Frequency	**Percentage (%)**
Yes	39	97.5
No	1	2.5
Total	40	100

Table 45 designates that the majority of the teachers with 97.5% declared that their students enjoy the lesson when they use ICT tools in class. By contrast, just one teacher thought the opposite. This asserts the effective role of ICTs in motivating the students to learn and in creating a comfortable learning environment.

2.2.2.3.7 Question 18: Does the ICT tools enhance your students' motivation and interest to develop their speaking skill?

Table 46

Teachers' Evaluations of the Role of ICT Tools in Enhancing Their Students' Motivation and Interest to Develop Their Speaking Skill

Question 18

	Frequency	**Percentage (%)**
No	2	5
Yes	38	95
Total	40	100

Question 18 is related indirectly to the aforementioned one (Question 17). As Table 46 illustrates, the majority of teachers with 95% considered ICT as a teaching tool which has a considerable positive role in enhancing their students' motivation and interest to develop their speaking skill. Merely only two teachers from the whole sample denied this role at all.

2.2.2.3.8 Question 19: Do you encourage your student to use ICT tools outside the class in order to develop their speaking skill?

Table 47

Teachers' Encouragement for Their Students to Use ICT Tools Outside the Class

	Frequency	**Percentage (%)**
Yes	40	100
No	0	0
Total	40	100

Surprisingly, all the teachers with 100% confirmed their encouragement to their students It turns out that the vast majority of teachers also encourage their students to use ICT tools outside the classes in order to develop their speaking skill. In other words, all the participants believe that to be good speakers of English, the students need to learn and practice the language outside classrooms as well.

2.2.2.3.9 Question 20: Do you think that using ICT tools may have negative aspects and effects on the students' learning in general and speaking skill in particular?

Table 48

Teachers' Views About the Negative Aspects of Using ICT Tools

	Frequency	**Percentage (%)**
No	37	92.5
Yes	3	7.5
Total	40	100

Noticeably, most of the teachers with 92.5% responded negatively with the fact that using ICT tools in class may have negative aspects and effects on the students' learning in general and speaking skill in particular. This means that most teachers considered only the positive effect of ICTs and do not bother with the negative ones if any found. Only three teachers were objective in their evaluation to the use of ICTs and claimed that as it has advantages it may carry some disadvantages.

2.2.2.3.8 Question 21

- ***Do you face difficulties and obstacles when you use ICT tools in class?***

Table 49

Teachers' Facing Difficulties and Obstacles When Using ICT Tools

	Frequency	**Percentage (%)**
No	12	30
Yes	28	70
Total	40	100

Table 49 shows that a large number of teachers with 70% admitted that they face difficulties and obstacles when they use ICT tools in class. By contrast, 30% of them denied the existence of any difficulty or obstacle at all.

- ***If yes, could you please give examples of these difficulties and obstacles?***

Table 50

Teachers' Suggested Difficulties and Obstacles When Using ICT Tools

	Frequency	**Percentage (%)**
Lack of teacher training	15	37.5
Lack of technological tools	15	37.5
Time limits	10	25
Total	40	100

Interestingly, the teachers' responses to this question are divided half by half with 37.5% between considering the lack of teacher training and the technological tools as the main difficulties and obstacles faced when using ICT tools in class. Only 10 teachers suggested time limits to be added to these difficulties and obstacles.

2.2.2.4 Analysis of Section 4: Suggestions

2.2.2.4.1 Question 22: What would you suggest for a better use of ICT tools to develop your students' speaking skill?

Using qualitative techniques, we analyzed the open-ended question in this section, which would result in a detailed explanation of the teachers' suggestions for a better use of ICT tools to develop your students' speaking skill. Luckily, about 70 percent, corresponding to 28, responded to this question. Some teachers saw the integration of ICT tools, as a great benefit and its inclusion is mandatory especially nowadays. Others encouraged the integration of ICTs, but on the condition of its correct use.

Taking the majority of responses into consideration, most of the suggestions can be set out before the implementation of ICTs as follows:

- Collaboration between teachers of secondary schools in order to integrate and implement technological tools into course syllabus and curriculum
- Teachers should be trained well in order to use ICT tools in the right way.
- Involving and consulting the teachers in selecting ICTs.
- Always being up-to-date with new technological tools. And also, explain to students that we are in an age of technology and it is very useful as a new method of teaching.
- Provide more ICT space for teachers as well as students.
- Provide schools with more equipments and technological tools.

- Give more importance to the use of ICTs to improve the students' speaking skill by providing more time and materials.

2.2.3 Discussion of the Results

The current study aims to investigate the impact of using ICTs on second-year foreign languages students' speaking skill at the secondary schools of Tebessa. To achieve this aim, we developed two questionnaires; one for students and the other one for English language teachers. Both of them are similarly divided into four sections in terms of background information, learning and teaching the speaking skill in general, using ICTs in learning and teaching the speaking skill, and suggestions for better use of ICTs to develop the students' speaking skill. Statistical analyses using frequency and percentage accordingly are curries out. The results obtained from these analyses present an overall view about the impact of using ICTs on the students' speaking skill.

The findings of this study are discussed in light of the results, related literature and previous studies considering the research questions and hypotheses. The descriptive analysis of the first section in the students' questionnaire gives a wide picture about the background of the participants and it is obvious that most of second-year foreign languages students at the secondary schools of Tebessa were females and their average age is 16 years old. Also most of them got smartphones and had access to the internet at home. When it comes to the teachers' questionnaire, the descriptive analysis of the first section in their questionnaire gives a complete description about the teachers' personal information. Specifically, these information were related to: a) the teachers' gender, where the results revealed that the majority of them are females, b) their degree, where the data proved that all of them have Master degree, the rest of them have Licence degree, and c) years of experience in teaching English, which range between five to ten years for most of them with some exceptions of

those who have an experience of more than ten years whereas few teachers who have between one and five years of teaching .

With regard to the second section of the students' questionnaire targeting how the students learn the speaking skill in general, the obtained results indicate that most of the students agreed with the idea that they have to speak the language in order to learn it as Aryal (2017) claimed that to most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language. In addition, most of the students asserted that speaking English is easy and they considered their level of oral performance as a good. Furthermore, the results present that the students always speak and participate in the classroom although thay felt afraid when speaking in English, and most of them referred this fear more to the lack of vocabulary, fear of making pronunciation and grammatical mistakes as well as lack of motivation. However, most of the participants admitted that the teacher's encouraging guidelines and positive feedback boosted their ability to overcome their difficulties in speaking. They assumed that their teachers do not focus on a single technique to improve their speaking, but they rely on a heterogeneous methodology to boost their speaking skills such as, adopting positive error correction and showing understanding. Finally, most of the students were in favor of free discussions and interviews as the most useful and motivated activities that can improve their speaking skill.

The statistical analysis of the second section of the teachers' questionnaire ended up with the following results: a) Teachers were aware about the importance of the speaking skill; b) They admitted that their students had an acceptable level but not a satisfactory one, c) They noticed that the majority of their students participate and speak in class; d) They considered the time allotted for teaching the speaking skill insufficient as they thought that the more they give students opportunities to interact and speak the more they have better achievements in oral performance; e) They assumed that their students exhibit a certain

degree of discomfort and feel afraid when they attempt to speak in English; f) They returned the students' fear of speaking mostly to the lack of vocabulary and motivation as for Benabadji (2006), motivation is the key to all learning environments; g) They insisted on encouraging their students to speak inside the classroom through providing them with a variety of speaking activities and adopting positive error correction and showing interest and understanding; and finally h) They agreed that free discussions and interviews are their mostly used speaking activities.

Indeed, the aforementioned findings help in answering the first research question of the current study and they totally confirm the first hypothesis which claims that second-year foreign languages students used free discussions and interviews most to learn the speaking skill in general at the secondary schools of Tebessa. Accordingly, this finding is in alignment with Silvana et al., (2018) in his research when he claimed that "In order to gain those competences, some snowballing and small group discussion can be used to increase students' self-efficacy and skill in speaking" (p. 78). Interviews are also supported by Anggraeni et al. (n.d.) as they play an important role in developing oral research capabilities, which in turn leads to the development of students' abilities to develop the speaking skill.

Prior to the second section of both the students' and teachers' questionnaires, the obtained results revealed that most of the teachers confirmed that they used ICT tools in their classes and most students who said that it can be attributed to the fact that a huge proportion of teachers lack the mastery of these tools. This proves the relation between using ICTs and motivation. We can say that most teachers are aware that when ICTs are used in EFL classrooms, the students' speaking skill will improved.

Although the participants are satisfied with the activities used in speaking skill sessions, the teachers considered ICTs as the best way in developing the student's speaking skill. According to the teachers' answers, these results reflect the teachers' awareness about

the variety of ICT tools. Consequently, the teachers used ICT tools in class like computers, smartphones, voice recorders and tablets. Whereas the data projector are more implemented by teachers in class than other tools. The reason might be due to the fact that data projector are the only available means in the classroom. Using the right tool depends on the students' needs and learning situations. Furthermore, all the students have positive attitudes towards the use of ICT tools in class. We would say that ICTs are the best tool that learners prefer to deal with when learning the speaking skill. Accordingly, all the teachers had also positive attitudes, i.e. they are in favor of the use of ICTs in class.

Even though, more than half of teacher participants admitted that they were not undergoing training related to the use of ICT tools in class, they don't hesitate to practice the language using ICT tools in class. From the results of the analyses we found that the biggest percentage of teachers assumed that they use ICT tools in their classes sometimes. The much smaller group of teachers' stated that they never use them in their classes. That showed the awareness of teachers when using ICTs in the learning process to improve the students' speaking skill.

The minority of students stated that the use of ICT tools was not effective in developing your speaking skill which could potentially be due to the participants' lack of access or unwillingness to incorporate these tools in their learning process. On the other hand, the other participants justified their answer by saying that these aids help them to enhance their listening skill; avoid some difficulties such as spelling mistakes and pronunciation; and develop their vocabulary as Dawes & Wegerif (2004) claimed that children had very clear awareness of their own difficulties and achievements. Therefore, the use of ICT tools in classrooms makes students feel comfortable and contributes in developing many aspects of the speaking skill like vocabulary, pronunciation and grammar. They also proclaimed that the exposure to real life situations and authentic English helps enhancing conversation and

pronunciation. They expose them to formal/ informal language and vocabulary used in both, correct pronunciation and connected speech. For the teachers' evaluations of the role of ICT tools in developing their students' speaking skill, the participants said that ICTs expose students to authentic language, real life communication, interesting topics, different accents. They increase learners' motivation and interaction particularly when they have captions. They give students chance to Imitate and develop their self confidence. They also help in acquiring vocabulary and learning correct pronunciation. Next, ICTs make students autonomous in learning (student-centered). They enhance the conversation and pronunciation skills and promote vocabulary development. Finally, the exposure to authentic English in different subjects helps improve pronunciation, vocabulary, grammar and fluency. Therefore, speaking skill is screened to be one of the most common factors a student may experience in learning a foreign language. That was similar to what was reported by Tadjouri (2017), "Speaking seems intuitively the most important because speakers who can speak effectively will easily develop their linguistic capacities to use it in other skills".

According to the students' questionnaires analyses, the teachers utilize a variety of tools to boost their students speaking abilities. However, online dictionaries remain the most used approach in improving the learners' jargon. That is similar what has been stated by Naciri, (n.d.), "ICTs are viable tools for enhancing the teaching of foreign language speaking proficiency". However, according to the teachers' questionnaire results, it is clearly noticeable that, most of the participants reported that they use videos most for the development of their students' speaking skill; this is followed with the use of podcasts. The teachers use also online dictionaries and drawings and graphics In short, the overwhelming majority of teachers centered on the role of videos in enhancing their students' speaking skill.

The results further revealed that the majority of the teachers and their students enjoy the lesson when they use ICT tools in class. They agreed that ICT tools add an element of joy

and raise the learners' interest in the course. We would say that in addition of being helpful and effective in enhancing the speaking skill, ICT tools are also considered motivating for students to develop their speaking performance; they give them the chance to express their ideas and their thoughts This asserts the effective role of ICTs in motivating the students to learn and in creating a comfortable learning environment.

From the teachers' evaluations of the role of ICT Tools in enhancing their students' motivation and interest to develop their speaking skill, we found that the majority of teachers considered ICT as a teaching tool which has a considerable positive role in enhancing their students' motivation and interest to develop their speaking skill. That was similar to what was reported by Hayes & Whitebread (2006), "The integration of ICT in classrooms has become a kind of moral imperative. It is appropriate that teaching and learning should reflect these profound changes and that we should take advantage of them to enhance teaching and learning and, of course, to raise pupils' achievement" (p. 22). Merely only few teachers from the whole sample denied this role at all.ICT tools are also considered motivating for students to develop their speaking performance; they give them the chance to express their ideas and their thoughts in addition of being helpful and effective in enhancing the speaking skill.

Surprisingly, all the teachers confirmed their encouragement to their students It turns out that the vast majority of teachers also encourage their students to use ICT tools outside the classes in order to develop their speaking skill. This encouragement is due to the fact that teachers nowadays consider ICTs an essential tool of the learning process. Most of teachers are aware that the use of ICTs either in class or at home motivate them to speak in English. This confirms the importance of using ICTs in improving the speaking skills. This is similar to what had been said by Hector (1991),"the importance of the teacher emerges as a responsible and first assistant in teaching students the appropriate vocabulary in every context that is addressed" p.112).

Noticeably, most of the teachers responded negatively with the fact that using ICT tools in class may have negative aspects and effects on the students' learning in general and speaking skill in particular. This means that most teachers considered only the positive effect of ICTs and do not bother with the negative ones if any found. Most students confirmed that. Therefore, students have positive point of view toward the integration of ICTs in EFL classrooms. They also help them to avoid some difficulties and problems they may face during speaking courses. Only few teachers were objective in their evaluation to the use of ICTs and claimed that as it has advantages it may carry some disadvantages.

A large number of teachers and students agreed admitted that they face difficulties and obstacles when they use ICT tools in class. Considering the lack of teacher training and the technological tools as the main difficulties and obstacles faced when using ICT tools in class. Few of them suggested time limits to be added to these difficulties and obstacles. Some students see the difficulties in technical and control problems in the class or school in general. By contrast, the minority of them denied the existence of any difficulty or obstacle at all.

From the analyses of the open-ended question in fourth section either in teachers' questionnaires or teachers questionnaires , both teachers and students suggested solutions for a better use of ICT tools to develop students' speaking skills through: collaboration between teachers of English in order to integrate and implement technological tools into course syllabus and curriculum as has been claimed by Dawes & Wegerif (2004) that specific technologies such as roamers and interactive whiteboards are now part of the teacher's toolkit, employed to facilitate curriculum learning.

Teachers also should be trained well in order to use ICT tools appropriately in EFL classroom to improve the students' speaking skill. Furthermore, it is needed to involve and consult the teachers in selecting ICTs and always be up-to-date with new technological tools. And also, explain to students that we are in an age of technology and it is very useful as a

new method of teaching. Besides, providing more ICT space for teachers as well as students and schools with more equipment and technological tools. The time proving in teaching speaking skill in EFL classrooms should be enough. Thus, it gives the teachers to use ICT tools to reinforce the students' speaking skill.

On the other hand , the students suggested : a) Using ICTs is a good idea but it should be put into practice with a good deal of attention in selecting the appropriate tool to use, b) eventual use of ICTs in our EFL oral classes requires the necessary equipment, time and space, c) Those are not available in our environment) The use of ICTs as a teaching tool in term of equipment and space is not very demanding, maybe, d)As far as time is concerned, if students see that ICTs integration is worth trying it, the administration should work on the implementation of this teaching tool and afford teachers enough time. Finally, taking the majority into consideration, most of the suggestions can be summarized that information and communication technology tools, from the students' perspective is a study stimulus and an aid in enhancing their speaking skills.

The analysis of the students' questionnaire confirm our hypothesis and reveal that the students are aware of the fact that the proper and regular use of ICT tools is the best way to improve the speaking skill. Concerning the students' questionnaire, the students' responses reflect their awareness of their weakness concerning the speaking skill, and their ability to evaluate themselves. The results also confirm the importance of the speaking skill in learning English according to the students. They also show that the majority of the learners are satisfied with the activities used in the classroom, considering them effective in improving their speaking skill. Most of the students said that the teachers used different methods to overcome the fear of speaking English in classroom by; using varied speaking activities, asking them to make efforts to speak, adopting positive error correction and showing understanding (Table 36). Another worth-mentioning interpretation is that the use of ICT

tools is considered, by the learners, fruitful in developing the speaking skill with condition of the proper use of the aid. Similarly, they are also considered crucial in enhancing the speaking ability and in avoiding the problems learners may face during speaking courses.

On the whole, using ICTs in EFL classroom has its own importance as students and teachers use them in various areas of learning English language. As the purpose of this study is to demonstrate the importance of using ICTs for learning and teaching speaking skill, it looks for the evidence that ICTs are used by teachers to a high extent. It also sheds light on both the benefits and challenges with the negative sides of using ICTs EFL classroom.

2.3 Section Three: Summary of the Results, Limitations, Recommendations and Implications

As a final step in this chapter, the results of the study are summarized as well as the limitations are presented. The pedagogical implications that need to be acknowledged and addressed are proposed, and relevant recommendations are offered.

2.3.1 Summary of the Results

Based on the analysis of the data, the results of the analysis, the discussion, and interpretations of these results, the following conclusions were reached:

- ICTs affect positively second-year foreign languages students' English language learning in general and speaking skill in particular, from both the students' and teachers' perspectives.
- Fear of negative evaluation, lack of self-confidence, lack of motivation and preparation, and communication apprehension are the main causes of speaking fear for second-year foreign languages of English with a focus on fear of negative evaluation as the most anxiety provoking trigger.
    - The teacher plays an important role in reducing the students' speaking fear and overcoming their difficulties by adopting a variety of tasks and techniques that feat the learners' interest, needs and level in order to develop their speaking skill and exposing the students to a lot of ICT tools are among these techniques.

- Further strategies and techniques are suggested by both the students and teachers to reduce students' speaking fear and motivate them to speak in class such as, using ICTs tools in the speaking activities like group work .Thus, will create a positive atmosphere.

2.3.2 Limitations of the Study

Despite that the limitations are part of any research work and have a direct influence on the findings of any study, we hope that this work will still shed some light on the context ICTs and its impact on the speaking skill. The limitations of the current study are:

- The headmasters of two secondary schools refused to meet us and let us carry out our study which limited the number of our sample.
- Because of the COVID-19 and Ramadan period, the table time of teachers and students changed completely from the usual one. Therefore, it was a very hard task to meet the teachers and to gather the questionnaires from their students.
- It has been very challenging to have limited access to the target participants, where the majority of the students refused to answer the open-ended question at the end of the questionnaire and gathering data using printed copies was time consuming.

2.3.3 Recommendations

In the light of the results obtained from this study, some recommendations could be of use to help EFL students' and teachers' to recognize the impact of using ICTs on the students' speaking skill, as well as, to identify the most effective strategies to use technology in class to enhance the students' speaking skill.

- Students should take into consideration that speaking is one of the most important skills in the process of learning foreign languages.
- ICTs are effective in enhancing the students' learning in general and their speaking skill in particular.

- Committing mistakes and errors is quite normal and students should not be embarrassed about it or fear from speaking in English inside or outside classes.
- Teachers play an important role in teaching the speaking skill and choosing appropriate activities.
- Teachers should motivate and encourage their students to participate and speak without putting them under stress and pressure.
- Teachers as well as students should cooperate to create a suitable classroom atmosphere.
- Teachers are the students' guide in the classroom, so they should pay attention to their attitudes and take into considerations their students' preferences.
- Teachers as well as students should be aware about the techniques and strategies used to reinforce the use of ICTs and ameliorate their speaking skill.

2.3.4 Pedagogical Implications

Improving speaking skill of EFL students is considered to be a challenge for both teachers and learners nowadays, as it is an important way to improve communication intelligibly and achieve oral proficiency. On the basis of the study findings, some pedagogical implications are suggested for:

- Educational leaders and curriculum designers who need to enrich the Algerian curriculum with different educational activities that integrate ICTs and supply schools with the necessary equipments to do so as well as to provide the teachers with proper training.
- English language teachers who are recommended to change their methods and approaches of teaching from traditional ones to the use of ICTs as supplementary building materials. They, also, should instruct their learners on how to use ICT tools in their learning. Giving the fact that speaking needs time and practice, two pre-

requisites for learning effective speaking that the traditional face to face environment cannot offer, but ICT tools can do anytime and anywhere.

2.3.5 Suggestions for Further Research

- More research is anyway needed in order to investigate other motivating ways to enhance EFL learners′ speaking skill and find other creative strategies to make its learning more interesting and easier.
- Further investigations on the effect of using ICTs on different language skills: listening, reading, writing and pronunciation can be carried out.
- Conducting similar studies to this study for the implementation of ICTs in middle schools.
- Conducting research that uses other research tools such as interviews and classroom observation will certainly be beneficial and complementary to the present study.
- Conducting similar studies that use a broader sample which may include English language teachers and students from all the districts of Tebessa as well as supervisors is helpful.

By probing into these aspects, a clearer picture of the speaking skill teaching might be unveiled, possible gaps between practitioners and academia can be explored and thereby a stronger bound between teacher education and speaking teaching could be sought.

Conclusion

In this chapter, the results obtained from the two questionnaires were analyzed, discussed, and interpreted, referring to the research questions and hypotheses. Hence, it is clear that we confirmed the four research hypotheses concluding that second-year foreign languages students used free discussions and interviews most to learn the speaking skill in general at the secondary schools of Tebessa. Moreover, the use of ICTs enhances the students' motivation and interest to develop their speaking skill. However, the lack of teacher

training and technological tools are the main difficulties faced by both students and teachers when using ICTs in class.

General Conclusion

The overall objective of the current study is to investigate the impact of using ICTs on second-year foreign languages students' speaking skill at the secondary schools of Tebessa. The study aims, in particular, to explore both the students' and teachers' views concerning how exactly ICTs can enhance the speaking skill and what obstacles can hinder this process. Finally, it attempts to derive students' and teachers' suggestions for a better use of ICT tools to develop students' speaking. The sample study consisted of 275 second-year foreign languages students and 40 teachers of English at the secondary schools of Tebessa during the academic year 2020/2021. To achieve the study aims, the descriptive-analytical method of research was adopted using two questionnaires administered to both students and teachers. The collected data from these questionnaires were analyzed quantitatively and qualitatively.

This dissertation is organized along two chapters beginning with a 'General Introduction'. The first chapter consists of two sections reviewing the literature of relevance to the speaking skill and to the use of ICTs in EFL classrooms respectively. The second chapter is the practical side of the study. It includes three sections; the first section presents the research methodology followed in this study, the second section provides the data analysis and discussion, and the third one sets out a summary of the results, limitations, recommendations and implications. Finally, the dissertation ends with a 'General Conclusion', which makes an overall account of the research and summarizes the main research findings.

The study findings indicated that the students used free discussions and interviews most to learn the speaking skill in general. They revealed, however, that the use of ICTs especially videos enhances the students' motivation and interest to develop their speaking skill. Moreover, they pointed out that the lack of teacher training and technological tools are the main difficulties faced when using ICTs in class. The difficulties highlighted by the students and teachers are followed by a number of practical suggestions for a better use of

ICTs to develop students' speaking skill. Therefore, translating these suggestions into an action plan will result in providing a more effective ICT integration in EFL contexts.

References

Alzboun, B. K., Smadi, O. M., & Baniabdelrahman, A. (2017). The Effect of role play strategy on Jordanian EFL tenth grade students' speaking skill. *Arab World English Journal (AWEJ), 8(*4), 121-136. doi:10.24093

Anderson, J. (2010). *ICT transforming education*. UNESCO.

Anggraeni, I. S., Martono, & Sulistyawati, H. (n.d.). *Improving students' speaking skill using direct interview type*. media.neliti. https://media.neliti.com/media/publications/59883-EN-improving-students-speaking-skill-using.pdf

Aripin , J., & Umam, A. (2019, March). Dealing with students' reticence in speaking activity in EFL classroom. *Researchgate, 13*(1), 1-8. doi:10.32832

Ariyanti, A. (2016). Psychological factors affecting EFL students' speaking performance. *Researchgate, 1*(1). doi:10.21462/asiantefl.v1i1.14

Aryal, S. (2017). *Classroom activities in teaching speaking skill* [Master's thesis, Tribhuvan University]. http://107.170.122.150:8080/xmlui/bitstream/handle/123456789/417/12856.pdf?sequence=1&isAllowed=y

Asramadhani, & Murni, S. M. (2013). Improving students' speaking skill in expressing offering by using role play technique. *Journal of English Language Teaching and Learningof FBS UNIMED, 2*(2), 1-10.

Ayuningtias , D. C., Wulandari, W., & Yana, Y. (2019, May). The use of role play to improve students' speaking skill. *Project, 2*(3), 416-420.

Bates, A. W. (2005). *Technology, e-Learning and distance education*. Routledge.

Barton, R. (2004). *Teaching secondary science with ICT*. Open University Press.

Bas, G. (2017). Perceptions of teachers about information and communication technologies (ICT): A study of metaphor analysis. *Contemporary Educational Technology, 8*(4), 319-337.

Benabadji, S. (2006). *Improving students' fluency through role playing* . [Master's thesis, Univesity of Oran Es- Senia]. https://theses.univ-oran1.dz/document/TH2362.pdf

Bohari, L. (2019). Improving speaking skills through small group discussion at eleventh grade students of sma plus munirul arifin nw praya. *Journal of Languages and Language Teaching, 7*(1). 68-81.

Booij, G. (2007). *The grammar of words: An introduction to linguistic morphology* (2nd ed.). Oxford University Press .

Brown, G. and Yule, G. (1983). *Teaching the Spoken Language*. Cambridge University Press.

Brown, H. D. (2004). *Speaking assessment: Principles and classroom practices*. Pearson Education.

Brown, Z. W. (2017). The use of in-class debates as a teaching strategy in increasing students'critical thinking and collaborative learning skills in higher education. *Educational Futures, 7*(1). 39-55.

Bull, V. (2008). *Oxford learner's pocket dictionary* (4th ed.). Oxford University Press.

Bygate, M. (1987). *Speaking*. Oxford University Press.

Chaney, A. L., & Burkn T. L. (1998). *Teaching oral communication in grades K-8*. Allyn & Bacon.

Cohen, W. M. (2010). Fifty years of empirical studies of innovative activity and performance. In B.A. Hall and N. Rosenberg (Eds.), *Handbook of the economics of innovation* (pp. 129-213). Elsevier.

Connelly, L. M. (2008). Pilot studies. *Medsurg Nursing, 17*(6), 411-2.

Darti, & Asmawati, A. (2017). Listening, analyzing students' difficulties toward listening comprehension. *English Teaching Learning and Research Journal, 2*(3), 206-220. doi:10.24252/Eternal.V32.2017.A9

Dawes, R. W., & Wegerif, R. (2004). *Thinking and learning with ICT: Raising achievement in primary classrooms.* Routledge.

De Grez, L. (2009, January 1). *Optimizing the instructional environment to learn presentation skills*. https://www.researchgate.net/publication/312493772_Optimizing_the_instructional_environment_to_learn_presentation_skills/download

Dewaele, J. M. (2015). "Appropriateness" in foreign language acquisition and use: Some theoretical, methodological and ethical considerations. *International Review of Applied Linguistics in Language Teaching, 46*(3), 235-255. doi:10.1515/IRAL.2008.011

Dornyei, Z. (2007). *Research Methods in Applied Linguistics*: *Quantitative, qualitative, and Mixed methodologies*. Oxford University Press.

Dube, B. A., & Nahamo. E. (2018). Factors affecting ICT Integration in the Teaching and learning of physical education in South Africa: A case of Johannesburg East cluster primary schools in the Gauteng Province. *International Journal of Sport, Exercise and Health Research, 2*(1). 88-92.

Dudeney, G., & Hockly, N. (2007). *How to teach English with technology*. Pearson Longman.

Eckard, R., & Kearny, M. (1981). *Teaching Conversational Skills in ESL*. Center of Applied Linguistics.

Educational Research Techniques. (2017, July 21). *Types of Speaking in ESL*. https://educationalresearchtechniques.com/2017/07/21/types-of-speaking-in-esl/

Eunson, B. (2020, May 14). English Grammar: A Critical approach. In B. Eunson, *Communicating in the 21st Century* (4th ed.). Wiley. https://www.researchgate.net/publication/341370223_English_Grammar-_A_Critical_Approach

Fang , X. (2011). The priority of listening comprehension over speaking in the language acquisition process. *International Education Studies, 4*(1). 161-165.

Fekih, A. (2015). *The use of ICTs to enhance EFL learners' oral language proficiency.* [Master's thesis, University of Tlemcen]. http://dspace.univ-tlemcen.dz/bitstream/112/7949/1/fekih-ahlem.pdf

Florez, M. C. (1999). *Improving adult English language learners' speaking skills*. ERIC Digest. https://eric.ed.gov/?id=ED435204

Florian, L., & Hegarty, J. (2004). *ICT and special educational needs: A tool for inclusion.* Open University Press.

Gilakjani, A. P. (2016). English pronunciation instruction: A literature review. *International Journal of Research in English Education, 1*(1), 1-6.

Gilakjani, A. P., & Sabouri, N. B. (2016). Learners' listening comprehension difficulties in English language learning: A literature review. *English Language Teaching, 9*(6), 123-133.

Gipps, C. V. (2005). What is the role for ICT-based assessment in universities. *Studies in Higher Education, 30*(2), 171-180. doi: 10.1080/03075070500043176

Greenacre, L., & Tung, N. M. (2016). Self confidence, and the ability to influence. *Academy of Markrting Studies Journal, 18*(2), 169-180.

Hanifa, R. (2018). Factors generating anxiety when learning EFL speaking skills. *Studies in English Language and Education, 5*(2), 230-239. doi:10.24815/siele.v5i2.10932

Haggins, S. (2000). *Does ICT improve learning and teaching in schools?* Newcastle University.

Harmer, J. (2001). *The practice of English language teaching* (3rd ed.). Longman.

Hayes, M., & Whitebread, D. (2006). *ICT in the early years.* Open University Press.

Hector, H. (1991). *Fluency and accuracy toward balance in language teaching and learning.* Multilingual Matters.

Hegarty, L. F. (2004). *ICT and special educational needs: A tool for inclusion.* Open University Press.

Hoang, T. D. (n.d.). An exploratory study of ICT use in English language learning among EFL university students. *Teaching English with Technology, 4*(14), 32-46.

Housen, A. F. K. (2012). *Dimensions of L2 performance and proficiency complexity, accuracy and fluency in SLA* (Vol. 32). John Benjamins Publishing Company.

Howarth, P. (2001). Process speaking: Preparing to repeat yourself. *MET, 10*(1), 39-44.

Hussain, S. (2018). Teaching speaking skills in communication classroom. *International Journal of Media, Journalism and Mass Communications, 3*(3), 14-21. doi:10.20431/2454-9479.0303003

Jager, A. K., Lokman, A. H. (1999, September 22-25). Impacts of ICT in education: The role of the teacher and teacher training [Paper presentation]. European Conference on Educational Research, Lahti , Finland. http://www.leeds.ac.uk/educol/documents/00001201.htm

Javatpoint. (n.d.). *Group discussion*. https://www.javatpoint.com/group-discussion

Karlsson, M. (2013). Representation as interactive communication. *Information Communication and Society, 16*(8), 1201-1222. doi:10.1080/1369118X.2012.757633

Korovina, S., Pushkina, A., & Krivoshlykova, L. (2019). Interactive methods in developing young learners' speaking skill. *The European Proceedings of Social & Behavioural Sciences,* 327-334.

Kumar, R. (2011). *Research methodology: A step-by-step guide for beginners* (3rd ed.). Saga.

Kuning, D. S. (2019). Technology in teaching speaking skill. *Journal of English Education Literature and Linguistics, 2*(2), 50-59.

Labdi, D. (2017). *The role of educational YouTube videos in improving EFL learners' speaking skill* [Master's thesis, Univesity of Biskra].

Lorenz, P. (2018). *Screenization: On the diffusion of digital screens* [Master's thesis, University of the Arts Bremen].

Mahmuda, D. R. (2015). Improving the students' speaking ability through case presentation method. *Exposure Journal, 4*(2), 180-200.

Mamo, G. (2016). Mother tongue interference into learning English as a foreign language: Analysis of Afan Oromo interference into learning EFL, orthography and pronunciation (A case of Batu Secondary School). *Journal of Literature, Languages and Linguistics, 26,* 95-106.

Martí, M. D. M. C. (2006). *Teacher training in ICT based learning settings: Design and implementation of an on-line instructional model for English language teachers* [Unpublished doctoral dissertation]. Universitat Rovira I Virgili.

Marzá, N. E. (2014). Pronunciation and comprehension of oral English in the English as a foreign language class: Key aspects, students' perceptions and proposals. *Journal of Language Teaching and Research, 5(*2), 262-273. doi:10.4304/jltr.5.2.262-273

Mata, N. (2011, Jul 24). *Web-based lesson plan*. Slideshare. https://fr.slideshare.net/nairubymata/web-based-lesson-plan

Mbah, T. B. (2010). The impact of ICT on students's study habits. Case study: University of Buea, Cameroon. *Journal of Science and Technology Education Research, 1*(5), 107 - 110.

McKay, S. (2001).*Teaching English as an international language*. Oxford University Press.

Michiels, S. I., & Van Crowder, L. (2001). *Discovering the magic box: Local appropriation of information and communication technologies (ICTs)*. eldis. https://www.eldis.org/document/A29238

Nabaz, K. N. (2017). *The importance of using information communication technology for learning and teaching the English langugae in Kurddistan of Iraq* [Master's thesis, English (TESOL)]. http://scholar.valpo.edu/tesol_matheses/1

Naciri, H. (n.d.). *The use of ICTs to enhance students' speaking skills.* Innovation in Language Learning [International Conference]. University Sultan Moulay Slimane.

Newhouse, P. (2002). *The impact of ICT on learning and teaching: A literature review by Dr. C. Paul Newhouse for the Western Australian Department of Education.* http://www.det.wa.edu/education/cmis/eval/downloads/pd/impactreview.pdf

Nie, Y., & Zhou, L. (2017). A study of vocabulary learning strategies used by excellent English. *Research on Modern Higher Education, 4*(02010). 101-106. doi:10.24104/rmhe/2017.04.02010

Nordby, H. (2011). The nature and limits of interactive communication: A philosophical analysis. *Seminar.net - International journal of media, technology and lifelong learning*, *7*(1). https://journals.oslomet.no/index.php/seminar/article/view/2414

Nunan, D. (1992). *Research methods in language learning*. Cambridge University Press.

Obsorne, J., & Hennessy, S. (2003). *Literature review in science education and the role of ICT: Promise, problems and future directions*. Futurelab Series. https://telearn.archives-ouvertes.fr/hal-00190441/document

Olsen, J. P., & March, J. G. (2004). The logic of appropriateness. https://www.researchgate.net/publication/5014575_The_Logic_of_Appropriateness

Orth , U., & Robins, R. W. (2013). Understanding the link between low self-esteem and depression. *Current Directions in Psychological Science, 22*(6), 455–460. doi:10.1177/0963721413492763

Padurean, A., & Margan, M. (2009). Foreign language teaching via ICT. *Revista de Informatica cociala, VII*(12), 97-101.

Pertiwi, R., & Amri, Z. (2017). Using Just a minute game to improve students' speaking ability in senior high school. *Journal of English Language Teaching, 6*(1), 341-347.

Rao , P. S. (2020). The role of teachers in implementing just a minute (JAM) sessions in the English language classrooms. *Literary Endeavour (ISSN 0976-299X), XI*(1), 1-9. https://www.researchgate.net/publication/341117973

Regan, A., Barnett, J., Shan, L., & Brún, A. D. (2015). Interactive communication with the public: Qualitative exploration of the use of social media by food and health organizations. *Journal of Nutrition Education and Behavior*, *47*(1), 104- 108. https://doi.org/10.1016/j.jneb.2014.09.004.

Sang, G., Valcke, M., van Braak, J., & Tondeur, J. (2010). Student teachers' thinking processes and ICT integration: Predictors of prospective teaching behaviors with educational technology. *Computers & Education, 54(1)*, 1-10.

Scrimshaw, P. (2004). *Enabling teachers to make successful use of ICT*. Becta.

Shumin, K. (2002). Factors to consider: Developing adult EFL students' speaking abilities. In Jack C. Richards and Willy A. Renandya (Eds.), *Methodology in language*

teaching: An anthology of current practice (pp. 204-211). Cambridge University Press.

Silvana, A., Kustati , M., & Darmayenti. (2018). The use of small group discussion and snowballing techniques: An effort to enhance EFL Students' self-efficacy and speaking skill. *AL-TA'LIM Journal, 25*(1), 77-86.

Smeets, E., Mooij, T., Bamps, H., Bartolome, A., Lowyck, J., Redmond, D., & Steffens, K. (1999). *The impact of information and communication technology on the teacher*. University of Nijmegen. file:///C:/Users/acer/Downloads/Smeets_E_Mooij_T_Bamps_H_Bartolome_A_Low.pdf

Sudarman, S., & Chinokul, S. (2018). The English vocabulary size and level of English department. *English, Teaching, Learning and Research Journal, 4*(1), 1-15. doi:10.24252/Eternal.V41.2018.A1

Swastika, P. A., Miranti, R. R., & Nur, M. R. O. (2020). The analysis of speaking assessment types in textbook "When English rings a bell grade VII. *Jurnal Studi Guru dan Pembelajaran, 3*(2). https://e-journal.my.id/jsgp/article/view/262

Tadjouri, A. (2017). *An exploration into speaking anxiety and its effects in the EFL classrooms: The case of second year licence students* [Master's thesis, University of Tlemcen].

Taguchi, N. (2017). Analysis of appropriateness in a speech act of request in L2 English. *Pragmatics, 16*(4), 513-535. doi:10.1075/prag.16.4.05tag

Thamarana, S. & Mounika, K. (2018, February 18). *Teaching speaking skills online: Prospects and possibilities*. Eltai Tirupathi Chapter 6th Annual International Conference, Feb 2018, 1-8.

https://www.researchgate.net/publication/323252357_Teaching_Speaking_Skills_Online_Prospects_and_Possibilities

Thyab, R. A. (2016). Mother-tongue interference in the acquisition of English articles by L1 Arabic students. *Journal of Education and Practice, 7*(3), 1-4.

Tinio, V. L. (2002). *ICT in education*. UNDP-ADIP, Kuala- Lumpur.

Tuyen, N. V. (2017). Factors that affect students' reticence in class. *Advances in Social Science, Education and Humanities Research, 115*, 179-184. https://www.atlantis-press.com/article/25895148.pdf

Ur, P. (1996). *A course in language teaching, practice and theory*. Cambridge University Press.

UNESCO Institute for Statistics. (2010). *Guide to measuring information and communication technologies (ICT) in education*. Canada.

Walliman, N. (2011). *Research methods*. Routledge.

Wilson, J., & Brooks, G. (2014). Using oral presentations to improve students' English language skills. *Kawansei Gakuin University Humanities Review, 19,* 199-212.

Appendices

Appendix A: The Students' Questionnaire

This questionnaire is designed for the purpose of gathering information for a Master's degree dissertation that is entitled "The Impact of Using ICTs on EFL Learners' Speaking Skill" with a case of second year foreign languages students at the secondary schools of Tebessa.

The following questionnaire is designed in order to collect data about your attitudes towards the impact of using ICT tools on your speaking skill. Therefore, you are kindly requested to fill in this questionnaire as truthfully as possible. Your time and efforts are highly appreciated.

Be assured that your answers will be used for this research only and they will be analyzed anonymously.

Guideline: please, put a tick (√) in the corresponding oval to choose the option that describes your point of view the most for each question, and provide a full answer when required.

Thank you in advance for your precious collaboration.

Chaima GHEZALI and Ghania ABID

Master 2 students, Language Sciences

Date:

Section 1: Background Information

1. Gender

a) Male

b) Female

2. How old are you?

a) 15 years old

b) 16 years old

c) 17 and more years old

3. Do you have?

a) A computer?

b) A laptop?

c) A Basic-phone (Only for calling and sending text messages)

d) A smart phone?

4. Do you have access to the Internet at home?

a) Yes

b) No

Section 2: Learning the Speaking Skill in General

5. Do you agree with the idea that in order to learn a language you have to speak it?

a) Agree

b) Disagree

6. How do you find speaking in English?

a) Very easy

b) Easy

c) Difficult

d) Very difficult

7. How do you rate your level of speaking (oral performance)?

a) Excellent ⬭
b) Very Good ⬭
c) Good ⬭
d) Weak ⬭

8. How often do you speak and participate in class?

a) Always ⬭
b) Often ⬭
c) Sometimes ⬭
d) Rarely ⬭
e) Never ⬭

9. Do you feel afraid when you speak in class?

a) Yes ⬭
b) No ⬭

- If yes, is it because you:

a) Fear of making grammatical mistakes? ⬭
b) Fear of making pronunciation mistakes? ⬭
c) Have deficient vocabulary? ⬭
d) Fear of teacher's negative feedback? ⬭
e) Lack of practice inside and outside the class? ⬭
f) Lack of self-confidence? ⬭
g) Lack of motivation? ⬭
h) Others. Please specify.

……

……..

……..……

10. Does your teacher encourage you to speak and overcome your difficulties in speaking?

a) Yes ⬭

b) No ⬭

- If yes, it is through:

a) Allowing you to use your mother tongue? ⬭

b) Asking you to make efforts to speak? ⬭

c) Adopting positive error correction and showing understanding? ⬭

d) Using relaxation techniques? ⬭

e) Using varied speaking activities? ⬭

f) Others. Please specify.

…….

……..

……..……

11. Which of the following speaking activities do you prefer to develop your speaking skill?

a) Free discussion ⬭

b) Role play ⬭

c) Group work ⬭

d) Language games ⬭

e) Storytelling ⬭

f) Others. Please specify.

…….

……..

……..……

Section 3: Using ICT Tools in Learning the Speaking Skill

12. Does your teacher use ICT tools in class?

a) Yes ⬭

b) No ⬭

- If yes, could you please specify which of the following ICT tools does your teacher use?

a) Computer ⬭

b) Tablet ⬭

c) Smartphone ⬭

d) Television and radio ⬭

e) Data projector ⬭

f) Voice recorder ⬭

g) Others. Please specify.

…….

……..

……..……

13. What is your attitude towards the use of ICT tools in class?

a) Positive ⬭

b) Negative ⬭

14. How often do you practice the language using ICT tools in class?

a) Always ⬭

b) Often ⬭

c) Sometimes ⬭

d) Rarely ⬭

e) Never

15. Does the use of ICT tools help in developing your speaking skill?

a) Yes

b) No

- If yes, how? If no, why?

……

……..

……..……

16. What does your teacher use most for the development of your students' speaking skill?

a) Online dictionaries

b) Videos

c) Podcasts

d) Drawings and graphics

e) Others. Please specify.

……

……..

……..……

17. Do you enjoy the lesson when your teacher uses ICT tools in class?

a) Yes

b) No

18. Does the use of ICT tools enhance your motivation and interest to develop your speaking skill?

a) Yes

b) No

19. Does your teacher encourage you to use ICT tools outside the class in order to develop your speaking skill?

a) Yes ⬭

b) No ⬭

20. Do you think that using ICT tools in class may have negative aspects and effects on your learning in general and speaking skill in particular?

a) Yes ⬭

b) No ⬭

21. Do you face any difficulties and obstacles when your teacher uses ICT tools in class?

a) Yes ⬭

b) No ⬭

- If yes, could you please name some of these difficulties?

…….

……..

……..……

Section 4: Suggestions

22. What would you suggest for a better use of ICT tools to develop your speaking skill?

…….

……..

……..……

…….

……..

……..……

Thank you again

Appendix B: The Teachers' Questionnaire

This questionnaire is designed for the purpose of gathering information for a Master's degree dissertation that is entitled "The Impact of Using ICTs on EFL Learners' Speaking Skill" with a case of second year foreign languages students at the secondary schools of Tebessa.

As secondary school teachers of English, you are familiar with the use of ICT tools in class to enhance the learners' speaking skill, thus, based on your previous knowledge, practice, and experience; you are kindly requested to fill in this questionnaire as truthfully as possible. Your time and efforts are highly appreciated.

Be assured that your answers will be used for this research only and they will be analyzed anonymously.

Guideline: please, put a tick (√) in the corresponding oval to choose the option that describes your point of view the most for each question, and provide a full answer when required.

Thank you in advance for your precious collaboration.

Chaima GHEZALI and Ghania ABID

Master 2 students, Language Sciences

Date:

Section 1: Background Information

1. Gender

a) Male

b) Female

2. Degree (s) held:

a) BA (Licence)

b) MA (Master/ Magister)

c) PHD (Doctorate)

3. How long have you been teaching English?

a) 01-05 years

b) 05-10 years

c) More than 10 years

Section 2: Teaching the Speaking Skill in General

4. Do you agree with the idea that your students have to speak the language in order to learn it?

a) Agree

b) Disagree

5. How do you rate your students' level of speaking (oral performance)?

a) Excellent

b) Very Good

c) Good

d) Weak

6. How often do your students speak and participate in class?

a) Always

b) Sometimes

c) Rarely ⬭

d) Never ⬭

7. Do you think the time allotted for teaching the speaking skill is sufficient?

a) Yes ⬭

b) No ⬭

- If no, what do you suggest?

…….

……..

……..……

8. Do your students feel afraid when they speak in class?

a) Yes ⬭

b) No ⬭

- If yes, is it because they:

a) Fear of making grammatical mistakes? ⬭

b) Fear of making pronunciation mistakes? ⬭

c) Have deficient vocabulary? ⬭

d) Fear of teacher's negative feedback? ⬭

e) Lack of practice inside and outside the class? ⬭

f) Lack of self-confidence? ⬭

g) Lack of motivation? ⬭

h) Others. Please specify.

…….

……..

……..……

9. Do you encourage your students to speak and overcome their difficulties in speaking?

a) Yes ⬭

b) No ⬭

- If yes, is it through:

a) Allowing them to use their mother tongue? ⬭

b) Asking them to make efforts to speak? ⬭

c) Adopting positive error correction and showing understanding? ⬭

d) Using relaxation techniques? ⬭

e) Using varied speaking activities? ⬭

f) Others. Please specify.

…….

……..

……..……

10. Which of the following speaking activities do you use most to develop your students' speaking skill?

a) Free discussion ⬭

b) Role play ⬭

c) Group work ⬭

d) Language games ⬭

e) Interviews ⬭

f) Storytelling ⬭

g) Others. Please specify.

…….

……..

……..……

Section 3: Using ICT Tools in Teaching the Speaking Skill

11. Do you use ICT tools in class?

a) Yes ◯

b) No ◯

- If yes, could you please specify which of the following ICT tools do you use?

a) Computer ◯

b) Tablet ◯

c) Smartphone ◯

d) Television ◯

e) Data projector ◯

f) Voice recorder ◯

g) Others. Please specify.

…….

……..

……..……

12. What is your attitude towards the use of ICT tools in class?

a) Positive ◯

b) Negative ◯

13. Did you have any training about how to use ICT tools in class?

a) Yes ◯

b) No ◯

14. How often do you use ICT tools in class?

a) Always ◯

b) Often ◯

c) Sometimes ⬭

d) Rarely ⬭

e) Never ⬭

15. Does the use of ICT tools help in developing your students' speaking skill?

a) Yes ⬭

b) No ⬭

- If yes, how? If no, why?

…….

……..

……..……

16. What do you use most for the development of your students' speaking skill?

a) Online dictionaries ⬭

b) Videos ⬭

c) Podcasts ⬭

d) Drawings and graphics ⬭

e) Others. Please specify.

…….

……..

……..……

17. Do your students enjoy the lesson when you use ICT tools in class?

a) Yes ⬭

b) No ⬭

18. Does the use of ICT tools enhance your students' motivation and interest to develop their speaking skill?

a) Yes ⬭

b) No

19. Do you encourage your students to use ICT tools outside the class in order to develop their speaking skill?

a) Yes

b) No

20. Do you think that using ICT tools in class may have negative aspects and effects on the students' learning in general and speaking skill in particular?

a) Yes

b) No

21. Do you face any difficulties and obstacles when you use ICT tools in class?

a) Yes

b) No

- If yes, could you please name some of these difficulties?

…….

……..

……..……

Section 4: Suggestions

22. What would you suggest for a better use of ICT tools to develop your students' speaking skill?

…….

……..

……..……

…….

……..

……..……

Thank you again

Appendix C: The University Permission

الجمهورية الجزائرية الديمقراطية والشعبية
وزارة التعليم العالي والبحث العلمي
جامعة العربي التبسي تبسة
كليـة الآداب و اللغـات
قسم الآداب و اللغة الإنجليزية

إلى السيد (ة): مدير الثانوية

إذن بالدخـــــول

بعـد التحية و الإحترام ،

لغرض إستكمال البحوث الميدانية لطلبة قسم اللغة الإنجليزية يرجى منكم السماح للطلبة الآتية أسمائهم بإجراء زيارات ميدانية بمؤسستكم : ثانوية المجاهد مسعي علي

الطالب : عبيد غنية

الطالب : غزالي شيماء

الطالب : /

التخصص : لغة انجليزية / علوم اللغة

في الأخير تقبلوا منا فائق التحية و الاحترام

في : 04 ماي 2021

الأستاذ المشرف	رئيس القسم	المؤسسة المستقبلة
Bougaffa	رئيس مكتب قسم الآداب و اللغة الإنجليزية كلية الآداب و اللغات ذو ايبية أسماء	ثانوية المجاهد مسعي علي المدير تبسة 01 المدير سلطاني بنور

الجمهورية الجزائرية الديمقراطية والشعبية
وزارة التعليم العالي والبحث العلمي
جامعة العربي التبسي تبسة
كليـة الآداب و اللغـات
قسـم الآداب و اللغة الإنجليزية

إلى السيد (ة): مدير ثانوية
المجاهد مسعى علي

المـوضـوع : طلب إجـراء تربص ميدانـي

بعـد التحية و الإحترام ،

لغرض إستكمال البحوث الميدانية لطلبة قسم اللغة الإنجليزية يرجى منكم السماح للطلبة الآتية أسمائهم :

- عبيد عنيبة
- غزالي شيماء
- /

وذلك بغية التحضير لنيل شهادة شهادة الماستر

في الأخير تقبلوا منا فائق الاحترام و التقدير

تبسة في : 04 ماي 2021 تبسة في : 04 ماي 2021

رئيس القسم **رأي المؤسسة المستقبلة**

رئيس مكلف بقسم الآداب و اللغة الإنجليزية
بكلية الآداب و اللغات
وايبية أسماء

المدير
سلطاني بنور

الجمهورية الجزائرية الديمقراطية والشعبية
وزارة التعليم العالي والبحث العلمي
جامعة العربي التبسي تبسة
كليـة الآداب و اللغـات
قسـم الآداب و اللغة الإنجليزية

إلى السيد (ة): مدير ثانوية حذيري الهادي

إذن بالدخـــــول

بعـد التحية و الإحترام ،

لغرض إستكمال البحوث الميدانية لطلبة قسم اللغة الإنجليزية يرجى منكم السماح للطلبة الآتية أسمائهم بإجراء زيارات ميدانية بمؤسستكم : ثانوية حذيري الهادي تبسة

الطـالـب : عبيد عنيبة
الطـالـب : عزالي شيماء
الطـالـب : /
التخصص : لغة إنجليزية / علوم اللغة

في الأخير تقبلوا منا فائق التحيـة و الاحترام

في : 06 ماي 2021

الأستـاذ المشرف	رئيـس القســم	المؤسسـة المستقبلـة
Bougaffa		

الجمهورية الجزائرية الديمقراطية والشعبية
وزارة التعليم العالي والبحث العلمي
جامعة العربي التبسي تبسة
كليـة الآداب و اللغـات
قسـم الآداب و اللغة الإنجليزية

إلى السيد (ة): مدير ثانوية
خذيري الهادي تبسة

المـوضـوع : طلب إجـراء تربص ميدانـي

بعـد التحية و الإحتـرام ،

لغرض إستكمال البحوث الميدانية لطلبة قسم اللغة الإنجليزية يرجى منكم السماح للطلبة الآتية أسمائهم :

- عبيد غنية
- غزالي شيماء
- /

وذلك بغيـة التحضيـر لنيـل شهـادة شهـادة المـاستـر

فـي الأخير تقبلوا منا فائق الاحترام و التقدير

تبسة في : 04 ماي 2021 تبسة في : 04 ماي 2021

رئيـس القسـم **رأي المؤسسـة المستقبلـة**

رئيس مكلف بقسم الآداب و اللغة الإنجليزية
بكلية الآداب و اللغات
وايبية أسماء

ثقافلية سيف الدين

الجمهورية الجزائرية الديمقراطية والشعبية
وزارة التعليم العالي والبحث العلمي
جامعة العربي التبسي تبسة
كليـة الآداب و اللغـات
قسـم الآداب و اللغة الإنجليزية

إلى السيد (ة): مديرة ثانوية أبي عبيدة عامر بن الجراح

إذن بالدخـــــول

بعـد التحية و الإحتـرام ،

لغرض إستكمال البحوث الميدانية لطلبة قسم اللغة الإنجليزية يرجى منكم السماح للطلبة الآتية أسمائهم بإجراء زيارات ميدانية بمؤسستكم : ثانوية أبي عبيدة عامر بن الجراح

الطـالبة: عبيد عنيبة
الطـالبة: غزالي شيماء
الطـالب : /
التخصص : لغة إنجليزية / علوم اللغة

في الأخير تقبلوا منا فائق التحيـة و الاحترام

في : 03/05/2021

الأستـاذ المشرف	رئيـس القســم	المؤسسـة المستقبلـة
Bougaffa	جامعة العربي التبسي تبسة - كلية الآداب و اللغات - قسم الآداب و اللغة الإنجليزية	ثانوية عبيدة عامر بن الجراح - تبسة - مديرة ثانوية أسماء

الجمهورية الجزائرية الديمقراطية والشعبية
وزارة التعليم العالي والبحث العلمي
جامعة العربي التبسي تبسة
كليـة الآداب و اللغـات
قسـم الآداب و اللغة الإنجليزية

إلى السيد (ة): مدير ثانوية
أبي عبيدة عامر بن جراح

المـوضـوع : طلب إجـراء تربص ميدانـي

بعـد التحية و الإحتـرام ،

لغرض إستكمال البحوث الميدانية لطلبة قسم اللغة الإنجليزية يرجى منكم السماح للطلبة الآتية أسمائهم :

- عبيد عتيبة
- غزالي شيماء
- /

وذلك بغيـة التحضيـر لنيـل شهـادة شهـادة المـاستـر

فـي الأخير تقبلـوا منـا فـائق الاحترام و التقـدير

تبسة في : 2021/05/03 تبسة في : 2021/05/03

رئيـس القسـم **رأي المؤسسـة المستقبلـة**

مكلف بقسم الآداب و اللغة الإنجليزية
كلية الآداب و اللغات
وايبية أسماء

ثانوية أبي عبيدة عامر بن جراح
المدير
تبسة
سلامة صه شمين

الجمهورية الجزائرية الديمقراطية والشعبية
وزارة التعليم العالي والبحث العلمي
جامعة العربي التبسي تبسة
كليـة الآداب و اللغـات
قسم الآداب و اللغة الإنجليزية

إلى السيد (ة): مدير ثانوية فاطمة الزهراء

إذن بالدخـــــول

بعـد التحية و الإحترام ،

لغرض إستكمال البحوث الميدانية لطلبة قسم اللغة الإنجليزية يرجى منكم السماح للطلبة الآتية أسمائهم بإجراء زيارات ميدانية بمؤسستكم : ثانوية فاطمة الزهراء - تبسة

الطالبة: عبيد غنية

الطالبة: غزالي شيماء

الطالب : /

التخصص : لغة انجليزية/علوم اللغة

في الأخير تقبلوا منا فائق التحيـة و الاحترام

في : 2021/05/03

الأستاذ المشرف	رئيس القسم	المؤسسة المستقبلة
Bougaffa	رئيس مكلف بقسم الآداب و اللغة الإنجليزية بكلية الآداب و اللغات ذوايبية أسماء	ثانوية فاطمة الزهراء المدير تبسة بالنور أنور

الجمهورية الجزائرية الديمقراطية والشعبية
وزارة التعليم العالي والبحث العلمي
جامعة العربي التبسي تبسة
كليـة الآداب و اللغـات
قسـم الآداب و اللغة الإنجليزية

إلى السيد (ة): مدير ثانوية
فاطمة الزهراء تبسة

المـوضـوع : طلب إجـراء تربص ميدانـي

بعـد التحية و الإحتـرام ،

لغرض إستكمال البحوث الميدانية لطلبة قسم اللغة الإنجليزية يرجى منكم السماح للطلبة الآتية أسمائهم :

- عبيد غنية
- غزالي شيماء
- /

وذلك بغيـة التحضيـر لنيـل شهـادة شهـادة المـاستـر

فـي الأخير تقبلـوا منـا فـائق الاحترام و التقـدير

تبسة في : 2021/05/03 تبسة في : 2021/05/03

رئيـس القسـم **رأي المؤسسة المستقبلـة**

مكلف بقسم الآداب و اللغة الإنجليزية
كلية الآداب و اللغات
وايبية أسماء

ثانوية فاطمة الزهراء
المدير
تبسة
بالنور أنور

الجمهورية الجزائرية الديمقراطية والشعبية
وزارة التعليم العالي والبحث العلمي
جامعة العربي التبسي تبسة
كليـة الآداب و اللغـات
قسـم الآداب و اللغة الإنجليزية

إلى السيد (ة): مدير ثانوية سعدي الصديق

إذن بالدخـــــول

بعـد التحية و الإحتـرام ،

لغرض إستكمال البحوث الميدانية لطلبة قسم اللغة الإنجليزية يرجى منكم السماح للطلبة الآتية أسمائهم بإجراء زيارات ميدانية بمؤسستكم : ثانوية سعدي الصديق تبسة

الطـالـب : عبيد عفيفة
الطـالـب : علالي تيماء
الطـالـب : /
التخصص : لغة انجليزية/علوم اللغة

فـي الأخير تقبلوا منا فائق التحيـة و الاحتـرام

في : 05 ماي 2024

الأستـاذ المشرف	رئيـس القســم	المؤسسـة المستقبلـة
Bougaffa	جامعة العربي التبسي تبسة - قسم الآداب و اللغة الإنجليزية - كلية الآداب و اللغات	ثانوية سعدي الصديق - المدير - بوصناعي

الجمهورية الجزائرية الديمقراطية والشعبية
وزارة التعليم العالي والبحث العلمي
جامعة العربي التبسي تبسة
كليـة الآداب و اللغـات
قسـم الآداب و اللغة الإنجليزية

إلى السيد (ة): مدير ثانوية
سعدي الصديق تبسة

المـوضـوع : طلب إجـراء تربص ميدانـي

بعـد التحية و الإحتـرام ،

لغرض إستكمال البحوث الميدانية لطلبة قسم اللغة الإنجليزية يرجى منكم السماح للطلبة الآتية أسمائهم :

- عبير عنيبة
- غزالي شيماء
-

وذلك بغيـة التحضيـر لنيـل شهـادة شهـادة المـاستـر

في الأخير تقبلوا منا فائق الاحترام و التقدير

تبسة في : 14 ماي 2022 تبسة في : 16 ماي 2022

رئيـس القسـم

مكلف بقسم الآداب و اللغة الإنجليزية
كلية الآداب و اللغات
واييبية أسماء

رأي المؤسسـة المستقبـلـة

بالموافقة
ثانوية سعدي الصديق
تبسة

الجمهورية الجزائرية الديمقراطية والشعبية
وزارة التعليم العالي والبحث العلمي
جامعة العربي التبسي تبسة
كليـة الآداب و اللغـات
قسـم الآداب و اللغة الإنجليزية

إلى السيد (ة): مديرة ثانوية مساعي عجال مذنية

إذن بالدخـــــول

بعـد التحية و الإحتـرام ،

لغرض إستكمال البحوث الميدانية لطلبة قسم اللغة الإنجليزية يرجى منكم السماح للطلبة الآتية أسمائهم بإجراء زيارات ميدانية بمؤسستكم : ثانوية مساعي عجال تبسة

الطـالـب : عبد عنية
الطـالـب : غزالي شيماء
الطـالـب :
التخصص : لغة انجليزية علوم اللغة

في الأخير تقبلوا منا فائق التحيـة و الاحترام

في : 2021/05/02

الأستـاذ المشرف	رئيـس القســم	المؤسسـة المستقبلـة
Bougaffa	قسم الآداب و اللغة الإنجليزية	ثانوية مساعي عجار

الجمهورية الجزائرية الديمقراطية والشعبية
وزارة التعليم العالي والبحث العلمي
جامعة العربي التبسي تبسة
كليـة الآداب و اللغـات
قسـم الآداب و اللغة الإنجليزية

إلى السيد (ة): مدير ثانوية
مساني عجال - تبسة

المـوضـوع : طلب إجـراء تربص ميدانـي

بعـد التحية و الإحتـرام ،

لغرض إستكمال البحوث الميدانية لطلبة قسم اللغة الإنجليزية يرجى منكم السماح للطلبة الآتية أسمائهم :

- عبيد غنية
- غزالي شيماء
- /

وذلك بغيـة التحضيـر لنيـل شهـادة شهـادة المـاستـر

فـي الأخير تقبلـوا منـا فـائق الاحترام و التقـدير

تبسة في : 2021/05/02 تبسة في : 2021/05/02

رئيـس القسـم **رأي المؤسسـة المستقبلـة**

بلوا فقة

رئيس مكلف بقسم الآداب و اللغة الإنجليزية
بكلية الآداب و اللغات
وايبية أسماء

بشرى كمال

الجمهورية الجزائرية الديمقراطية والشعبية
وزارة التعليم العالي والبحث العلمي
جامعة العربي التبسي تبسة
كليـة الآداب و اللغـات
قسم الآداب و اللغة الإنجليزية

إلى السيد (ة): مدير ثانوية
مالك بن نبي - تبسة

إذن بالدخـــــول

بعـد التحية و الإحتـرام ،

لغرض إستكمال البحوث الميدانية لطلبة قسم اللغة الإنجليزية يرجى منكم السماح للطلبة الآتية أسمائهم بإجراء زيارات ميدانية بمؤسستكم : ثانوية

الطـالـب : عبيد غنية
الطـالـب : غزالي شيماء
الطـالـب : /
التخصص : لغة إنجليزية / علوم اللغة

في الأخير تقبلوا منا فائق التحيـة و الاحترام

في : 04 ماي 2021

الأستـاذ المشرف	رئيـس القســم	المؤسسـة المستقبلـة
Bougoffa	رئيس مكلف بقسم الآداب و اللغة الإنجليزية بكلية الآداب و اللغات ذوايبية أسماء	محمد الأمين طالب

الجمهورية الجزائرية الديمقراطية والشعبية
وزارة التعليم العالي والبحث العلمي
جامعة العربي التبسي تبسة
كليـة الآداب و اللغـات
قسـم الآداب و اللغة الإنجليزية

إلى السيد (ة): مديرية ثانوية .....
..... مالك بن نبي تبسة

المـوضـوع : طلب إجـراء تربص ميدانـي

بعـد التحية و الإحتـرام ،

لغرض إستكمال البحوث الميدانية لطلبة قسم اللغة الإنجليزية يرجى منكم السماح للطلبة الآتية أسمائهم :

- عبير عتيقة .....
- عزالدين شيماء .....
- ..... /

وذلك بغية التحضيـر لنيـل شهـادة شهـادة المـاستـر

في الأخير تقبلوا منا فائق الاحترام و التقدير

تبسة في : 04 ماي 2021 تبسة في : 04 ماي 2021

رئيـس القسـم

رئيس القسم المكلف بقسم الآداب و اللغة الإنجليزية
كلية الآداب و اللغات
واينبية أسماء

رأي المؤسسة المستقبلة

ثانوية مالك بن نبي تبسة
محمد الأمين طالب

الجمهورية الجزائرية الديمقراطية والشعبية
وزارة التعليم العالي والبحث العلمي
جامعة العربي التبسي تبسة
كليـة الآداب و اللغـات
قسم الآداب و اللغة الإنجليزية

إلى السيد (ة): مدير ثانوية مطروح العيد

إذن بالدخـــــول

بعـد التحية و الإحتـرام ،

لغرض إستكمال البحوث الميدانية لطلبة قسم اللغة الإنجليزية يرجى منكم السماح للطلبة الآتية أسمائهم بإجراء زيارات ميدانية بمؤسستكم : ثانوية مطروح العيد تبسة

الطـالـب : عبيد عتنية

الطـالـب : غزالي شيماء

الطـالـب : /

التخصص : لغة انجليزية/علوم اللغة

في الأخير تقبلوا منا فائق التحيـة و الاحترام

في : 04 ماي 2021

الأستـاذ المشرف	رئيـس القســم	المؤسسـة المستقبلـة
Bougaffa	رئيس مكلف بقسم الآداب و اللغة الإنجليزية بكلية الآداب و اللغات ذوايبية أسماء	ملوك جمال

الجمهورية الجزائرية الديمقراطية والشعبية
وزارة التعليم العالي والبحث العلمي
جامعة العربي التبسي تبسة
كليـة الآداب و اللغـات
قسم الآداب و اللغة الإنجليزية

إلى السيد (ة): مدير ثانوية
مطروح العيد

الموضـوع : طلب إجـراء تربص ميدانـي

بعـد التحية و الإحتـرام ،

لغرض إستكمال البحوث الميدانية لطلبة قسم اللغة الإنجليزية يرجى منكم السماح للطلبة الآتية أسمائهم :

- عبيد عنية
- غزالي شيماء
- /

وذلك بغية التحضير لنيل شهادة شهادة الماستر

في الأخير تقبلوا منا فائق الاحترام و التقدير

تبسة في : 04 ماي 2021 تبسة في : 04 ماي 2021

رئيس القسم **رأي المؤسسة المستقبلة**

مكلف بقسم الآداب و اللغة الإنجليزية
كلية الآداب و اللغات
وايبية أسماء

ملوك جمال

الجمهورية الجزائرية الديمقراطية والشعبية
وزارة التعليم العالي والبحث العلمي
جامعة العربي التبسي تبسة
كليـة الآداب و اللغـات
قسـم الآداب و اللغة الإنجليزية

إلى السيد (ة): مدير ثانوية
المجاهد ابراهيم مزهودي - تبسة

المـوضـوع : طلب إجـراء تربص ميدانـي

بعـد التحية و الإحتـرام ،

لغرض إستكمال البحوث الميدانية لطلبة قسم اللغة الإنجليزية يرجى منكم السماح للطلبة الآتية أسمائهم :

- عبيد غنية
- غزالي شيماء
- /

وذلك بغيـة التحضيـر لنيـل شهـادة شهـادة المـاستـر

فـي الأخير تقبلوا منا فائق الاحترام و التقدير

تبسة في : 05 ماي 2021 تبسة في : 05 ماي 2021

رئيـس القسـم **رأي المؤسسـة المستقبلـة**

رئيس مكلف بقسم الآداب و اللغة الإنجليزية
بكلية الأداب و اللغات
وايبية أسماء

Résumé

La parole est une partie importante de l'interaction quotidienne et la compétence sur laquelle les élèves seront le plus jugés dans des situations réelles. En conséquence, les enseignants doivent utiliser des stratégies utiles telles que l'intégration des ICT dans leurs classes pour préparer autant que possible leurs élèves à parler couramment et de manière complète en anglais. L'objectif principal de la présente étude est d'étudier l'impact de l'utilisation des ICTs sur les compétences orales des étudiants de l'EFL. L'échantillon d'étude était composé de 275 élèves de deuxième année de langues étrangères et de 40 enseignants d'anglais dans les écoles secondaires de Tébessa au cours de l'année scolaire 2020/2021. Pour atteindre les objectifs de l'étude, la méthode de recherche descriptive-analytique a été adoptée à l'aide de deux questionnaires administrés aux élèves et aux enseignants. Les données recueillies à partir de ces questionnaires ont été analysées quantitativement et qualitativement. Les résultats de l'étude ont indiqué que les élèves utilisaient le plus les discussions libres et les interviews pour apprendre la compétence orale en général. Ils ont toutefois révélé que l'utilisation des ICTs, en particulier des vidéos, renforce la motivation et l'intérêt des élèves à développer leurs compétences orales. De plus, ils ont souligné que le manque de formation des enseignants et d'outils technologiques sont les difficultés principales rencontrées lors de l'utilisation des ICTs en classe. Les difficultés mises en évidence par les élèves et les enseignants sont suivies d'un certain nombre de suggestions pratiques pour une meilleure utilisation des ICTs afin de développer les compétences orale des élèves. Par conséquent, la traduction de ces suggestions dans un plan d'action permettra de fournir une intégration des ICT plus efficace dans les contextes EFL.

Mots-clés: compétence orale, ICTs, élèves EFL, écoles secondaires

الملخص

يعتبر التحدث جزءًا مهمًا من التفاعل اليومي والمهارة التي يتم الحكم على الطلاب بناءً عليها في مواقف الحياة الواقعية. وفقًا لذلك ، يتعين على الأساتذة استخدام بعض الاستراتيجيات المفيدة مثل دمج تكنولوجيا المعلومات والاتصالات في فصولهم الدراسية لإعداد طلابهم قدر الإمكان ليتمكنوا من التحدث باللغة الإنجليزية بطلاقة وشمول. الهدف الرئيسي من الدراسة الحالية هو التحقيق في تأثير استخدام تكنولوجيا المعلومات والاتصالات على مهارة التحدث لدى طلاب اللغة الإنجليزية كلغة أجنبية. وتألفت عينة الدراسة من 275 تلميذا في السنة الثانية ثانوي شعبة لغات أجنبية و 40 أستاذا للغة الإنجليزية في المدارس الثانوية بتبسة خلال السنة الدراسية 2021/2020. ولتحقيق أهداف الدراسة تم اعتماد المنهج الوصفي التحليلي في البحث باستخدام استبيانين موجهين لكل من التلاميذ والأساتذة على حد سواء. تم تحليل البيانات التي تم جمعها من هذه الاستبيانات كما ونوعا. اشارت نتائج الدراسة إلى أن التلاميذ يستخدمون المناقشات الحرة والحوارات أكثر لتعلم مهارة التحدث بشكل عام. غير أنها كشفت أن استخدام تكنولوجيا المعلومات والاتصالات، ولا سيما أشرطة الفيديو، يعزز تحفيز الطلاب واهتمامهم بتطوير مهارتهم في الكلام. علاوة على ذلك، أشارت نتائج الدراسة إلى أن عدم تكوين الأساتذة والافتقار إلى الأدوات التكنولوجية هي الصعوبات الرئيسية التي تواجه عند استخدام تكنولوجيا المعلومات والاتصالات في الأقسام. ويلي الصعوبات التي أبرزها الطلاب والأساتذة عدد من الاقتراحات العملية لتحسين استخدام تكنولوجيا المعلومات والاتصالات بشكل أفضل لتطوير مهارات الطلاب في التحدث. لذلك ، فإن ترجمة هذه الاقتراحات إلى خطة عمل ستؤدي إلى توفير تكامل أكثر فعالية لتكنولوجيا المعلومات والاتصالات في سياقات اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: مهارة التحدث ، تكنولوجيا المعلومات والاتصالات ، طلاب اللغة الإنجليزية كلغة أجنبية ، المدارس الثانوية